



Mindfulness - Cultivating Resilience and Well-Being

by Calmer Choice

EDUO 9979 2 Semester Credits/Units

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Public Syllabus

Please email the instructor for a full, detailed syllabus

Participants are required to virtually attend sessions outlined in the Modules

Course Overview

Inform teaching practices as you apply mindful awareness practices and social emotional learning to support self-compassion, kindness and emotional regulation. Engage with other educators in this 8-week, instructor led course to investigate the benefits of using mindfulness practices to settle the mind, create clarity, improve attention, and widen perspective; all leading to a greater sense of well-being. Explore the following aspects of mindfulness throughout the course: curiosity, mindfulness anchors, senses, mind-body connection, mindfulness of thoughts and emotions, gratitude, self-compassion and perspective.

These foundational skills support teaching in the classroom setting as participants apply mindful awareness throughout their day, as well as establish a formal practice.

Course Objectives

- Develop and support a regular mindful awareness practice for resilience and well-being.
- Investigate the foundations of mindfulness through experiential practice, journaling and discussion.
- Apply mindful awareness practices in daily life and professionally, learning to have more mindful communication, connection and relationships.
- Understand the physiology of stress and how to self-regulate our emotions in order to respond effectively in challenging situations.
- Recognize our habits of mind and self-talk that often generates more stress and learn to apply components of self-compassion practice.

Course Relation to CCS or other Professional Standards

This course supports the overall presence and well-being of teachers in the field. It is an overarching foundation that supports all of the National Board for Professional Teaching Standards, for any subject area. Mindfulness enhances self-awareness, therefore enabling a deeper connection to students, content and their learning communities. Specifically, it enhances the 5 propositions for the teaching profession:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

How to Submit Coursework

The only assignments to submit will be the final course reflection and the mindful awareness practice log during the independent practice portion after module 8. These can both be emailed directly to your instructor at the above address. The practice log is also available

Course Modules

Module 1: Introduction to Mindful Awareness	
Assignment	Attend virtual class- 1.75 hours Read follow-up materials and daily practice (3-5 min) Log practice
Objectives	<ul style="list-style-type: none">• Investigate mindful posture and definition of mindful awareness• Examine common mindful awareness “anchors”• Explore curiosity as a mindful awareness tool

Activities	<ol style="list-style-type: none"> 1. Group introduction- teachers and students 2. Stop and Arrive practice- 5 minutes mindful awareness exercise 5. Introduction to course objectives: To develop and support a regular mindful awareness practice for resilience and well-being. 6. Breakout rooms and debrief: What are your top three stressors? What strategies do you have? How are these strategies working for you? 7. Definition of Mindful Awareness: Paying attention on purpose to what is happening in this moment, both internally and externally, with kindness and curiosity. Discussion on the importance of curiosity. 8. Video by Dan Harris- Why Mindfulness is a SuperPower 9. Introduction to the benefits of mindful awareness: <ul style="list-style-type: none"> •Improves focus and awareness •Promotes emotional balance •Promotes resilience •Supports stress management & stress reduction •Reduces anxiety 10. Introduction to mindful posture and mindful awareness anchors (sound, sensation, breath)
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Module 2: The Mindful Brain	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (5-10 min) Log practice
Objectives	<ul style="list-style-type: none"> • Explore basic brain science related to mindful awareness. • Investigate mindfulness tools for practice. • Explore various aspects of mindful awareness as it relates to the brain.
Activities	<ol style="list-style-type: none"> 1. Stop and Arrive practice- 10 minutes using mindful posture and anchors 2. Group check in and discussion about at home practice 3. Revisit guidelines from class 1 4. Journaling and breakout room discussion: When in life would you like to be most mindful and present/ What gets in the way? 7. Introduce mindfulness accountability partner

Module 3: Mindfulness of the Senses and Mind-Body Connection	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (10-15 min) Log practice
Objectives	<ul style="list-style-type: none"> Investigate our senses as a mindful awareness anchor. Explore the senses as they relate to mindful eating and body awareness
Activities	<ol style="list-style-type: none"> Stop and Arrive practice- 15 minutes Group check in and discussion about at home practice Journaling and breakout room discussion- Did you notice your amygdala being activated this week? What was your reaction/response? Were you able to use mindful awareness in the situation? Body Awareness practice- 15 minutes "I am aware" partner activity with mindful awareness accountability buddy

Module 4: Mindfulness of Thoughts and Emotions	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (15-20 min) Log practice
Objectives	<ul style="list-style-type: none"> Explore our thoughts in mindful awareness practice Identify the connection between thoughts and emotions Investigate our "stories" as manifestations of our mind that affect our emotions and well-being. Explore our habits of mind and begin to look at our habitual patterns of thinking.

Activities	<ol style="list-style-type: none"> 1. Stop and Arrive practice- 15 minutes 2. Journaling- We have begun talking about mindfulness in theory and content – attending to the breath, the body, sound, some brain science, mindfulness of movement, mindfulness of eating, intention/attention/attitude. We have also spent time practicing mindfulness experientially during the class as we embody these concepts and experience them in real time vs just the idea of them. <i>“Outside of class, How have you been able to notice a difference between the idea of MA and your experience of it?”</i> 3. Group check-in and debrief of practice and journaling 7. Introduce NAME acronym for responding to emotions
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Module 5: Emotions and Stress	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (20-25 min) Log practice
Objectives	<ul style="list-style-type: none"> • Analyze the connection between thoughts and emotions. • Speculate on the physiological responses to stress, fear, anxiety and worry. • Apply initial skills for activating the parasympathetic nervous system.
Activities	<ol style="list-style-type: none"> 1. Stop and Arrive practice- 15 minutes incorporating sound, sensation, breath, thoughts, emotions 2. Journaling- How has mindfulness been showing up for you in the past few weeks? Are you noticing anything different? How is the formal practice going? 3. Discussion of thoughts, emotions and stress. 4. Kelly McGonigal video on Stress- TEDx- How to Make Stress Your Friend 5. Discussion of the “stories we tell ourselves” 8. Mindful walking practice

Module 6: Self-Compassion and Gratitude	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (30+ min) Gratitude journal Log practice
Objectives	<ul style="list-style-type: none"> • Explore the concept of self-compassion as a mindfulness tool. • Examine the role of gratitude and the connection to mindful awareness practice.
Activities	<ol style="list-style-type: none"> 1. Stop and Arrive Practice- 20 minutes working with thoughts and emotions 2. Group check in and discussion about at home practice 3. Journaling and breakout room discussion- How do you show compassion to others? Do you show compassion to yourself? If so, in what ways? 7. Introduce the science of gratitude- journal three things you are grateful for and why 8. TEDx- Gratitude Louis Schwartzberg

Module 7: Perspective	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and daily practice (30+ min) Log practice
Objectives	<ul style="list-style-type: none"> • Investigate the topics of perspective and habits of mind • Formulate initial understanding of seeing a behavior, event, or situation from a particular perspective. • Investigate cognitive bias
Activities	<ol style="list-style-type: none"> 1. Stop and Arrive practice- 25 minutes 2. Journaling and breakout room discussion- Describe a disagreement you had recently with someone. What did they want? What did you want? How did the conversation end? 3. Video It's Not About the Nail 6. Video TV2- All That We Share

Module 8: Bringing it All Together	
Assignment	Attend virtual class- 1.75 hours Follow-up materials and Independent Practice (see below) Final Reflection on 8-week course learnings
Objectives	<ul style="list-style-type: none"> • Illuminate learnings that have made shifts and changes • Identify how to incorporate mindful awareness personally and professionally • Decide on future intentions for continued mindful awareness practice
Activities	<ol style="list-style-type: none"> 1. Stop and Arrive practice- 25 minutes 2. Journaling and breakout rooms- What have you noticed about gratitude this week? What has been the most valuable? What will you take with you? What was the most challenging? What were your edges? Intentions for continuing practice? 6. End of course survey

Module 9: Independent Practice 2 hours	
Assignment	Spend the next week practicing mindful awareness daily Log practice Final self-reflection on independent practice
Objectives	<ul style="list-style-type: none"> • Determine a daily intention • Practice mindful sitting practice daily • Reflect on the impact mindful awareness practice has personally and professionally
Activities	<ol style="list-style-type: none"> 1. Fill out the daily log for practice 2. Submit a written reflection about the experience in the course, with personal practice, and an intention for continuing to incorporate mindful awareness into life.

Course Assessment Rubric:

<p>EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p>ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p>NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>Attends all classes and participates in large and small group discussions with reflection and demonstrates understanding of content.</p>	<p>Attends 7 classes and participates in large and small group discussions with reflection and demonstrates understanding of content.</p>	<p>Attends 6 classes and participates in large and small group discussions with reflection and demonstrates understanding of content.</p>
<p>Final reflection and practice log shows substantial evidence of new knowledge evidenced by thoughtful and detailed assignment responses.</p>	<p>Final reflection and practice log shows some evidence of new knowledge evidenced by thoughtful, assignment responses</p>	<p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful assignment responses.</p>
<p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Work submitted was somewhat organized and clearly articulated. The student followed most assignment instructions. The instructor had to provide some assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>