Term Information

Effective Term: Spring 2016

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Cultural Foundations
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3200H
Course Title: Mindful Resilience: Individuals to Organizations
Transcript Abbreviation: Mindful Resilience
Course Description: The overarching framework for the course is a critical exploration of mindfulness practices and their influence on how individuals and groups function. Exploring the physiological impact of mindfulness on the individual, students will then be able to critically examine and apply these practices to communication, implicit bias, awareness of the self and others.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: None
Exclusions: None

Cross-Listings

Cross-Listings: None

Subject/CIP Code

Subject/CIP Code: 13.0901
Subsidy Level: Baccalaureate Course
Intended Rank: Freshman, Sophomore, Junior, Senior
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

Course goals or learning objectives/outcomes

- To examine the cultural, spiritual, and health paradigms underlying Mindfulness practices in the context in which they were born and currently exist*
- To further their research knowledge of the health, cognitive, and communicative benefits associated with mindfulness practices*
- To critically examine western and non-western notions of mindfulness
- To systematically engage in critically analyzing ways that individual mindfulness practice can influence the culture and nature of institutions of which we are a part*
- To further their own mindfulness practice, concentrating on the meditative benefits available to them*
- To examine "mindfulness" as a western adaptation of non-western notions of centeredness and how this shaped culture*
- To explore the research concerning resonant organizations from various perspectives, medicine, law, education, business, etc, and how these organizations function*

Content Topic List

- Mindfulness and mindfulness practices
- Preconceptions/sources of stress in academia
- The interplay between individuals and groups: the nature of social(group) vs individual needs
- Definitions/Major Characteristics of the mindfulness, resilience and change
- The historical roots and culture from which these concepts came/transactional formation of culture/ analysis of how this impacts individual and group values
- The Business Case for Mindfulness training
- Definition and research findings associated with Mindfulness for college students and beyond
- A comparison between various mindfulness practices
- Implementing Mindfulness into the workplace
- Mindfulness in the legal profession
- Effects of Stress on Health care costs
- Health and its cost to society: consideration of individual vs group
- Experiential exploration of mindfulness practices used in medical and law professions as an example of how final group presentations may be structured
- Influence/impact of individuals on organizations
- Bringing the individual action and organizational structure together.
### Attachments
- GE rational for ESCFE 3200 H.docx: Rational
  ([Other Supporting Documentation. Owner: Ferillo,Meg A](#))
- Topic list for Mindful Resilience ESCFE 3200.docx: Topic list
  ([Other Supporting Documentation. Owner: Ferillo,Meg A](#))
- GE Assessment Plan ESCFE 3200H.docx: GE Assessment Plan
  ([GEC Course Assessment Plan. Owner: Wheaton,Joe Edward](#))
- ESCFE 3200H Course Concurrence Form - Sociology.pdf: Sociology concurrence
  ([Concurrence. Owner: Wheaton,Joe Edward](#))
- ESCFE 3200H - Mindful Resilience Syllabus.docx: Syllabus
  ([Syllabus. Owner: Wheaton,Joe Edward](#))

### Comments
- 5/19/2015 requested revision so GE check mark could be removed (by Odum,Sarah A. on 05/19/2015 03:55 PM)
- Submitted as Honors course without the GE. jw (by Wheaton,Joe Edward on 04/28/2015 11:13 AM)
- See 4-23-15 e-mail to J. Wheaton and S. Odum. (by Vankeerbergen,Bernadette Chantal on 04/23/2015 12:07 PM)

### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Wheaton,Joe Edward</td>
<td>04/16/2015 09:54 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zirkle,Christopher J</td>
<td>04/19/2015 09:42 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>04/19/2015 09:44 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Odum,Sarah A.</td>
<td>04/20/2015 11:53 AM</td>
<td>College Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Vankeerbergen,Bernadette Chantal</td>
<td>04/23/2015 12:07 PM</td>
<td>ASCCAO Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Wheaton,Joe Edward</td>
<td>04/28/2015 11:12 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>04/28/2015 11:13 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Odum,Sarah A.</td>
<td>05/19/2015 03:55 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Odum,Sarah A.</td>
<td>05/19/2015 03:56 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Odum,Sarah A.</td>
<td>05/19/2015 03:56 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>05/19/2015 03:56 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
ESCFE 3200 H

Mindful Resilience: Individuals to Organizations
(3 credit hours)

Instructor: Maryanna D. Klatt. Ph.D.
Associate Professor
Family Medicine
The Ohio State University College of Medicine
Office: Suite 250 Northwood-High Building, Office # 261
Phone: 614-293-3644
Email: klatt.8@osu.edu or maryanna.klatt@osumc.edu
Office Hours: By appointment
Class Meeting Time: Suggested time: Tuesdays, 1:05-4:10 pm
Class Meeting Location: TBD

Goals:
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

Individuals and Groups
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

The course will address the aforementioned Expected Learning Outcomes by helping students develop the following skills:

1. **Critical/Problem Solving Skills:** Students will develop their ability to formulate questions and to critically examine the history and scientific explanation of the health benefits of mindfulness for both individuals (including the biological underpinning of resiliency) and to groups within organizations that undertake such mindfulness/stress-reduction/resiliency initiatives.
2. **Collaborative Skills:** Students will cultivate an ability to work with others in a proactive and collaborative context, enhancing intellectual and social skills required for problem solving. Students will understand the benefits of both mindfulness on an individual practice level, and the role of mindfulness in creating resilient organizations that can thrive in this era of lightning fast change- becoming more adept at harnessing the power of collaboration.
3. **Productive Creativity:** Students will demonstrate an ability to see a project to completion, realizing a tangible end result (e.g. oral presentation) that will be shared and critiqued. This oral presentation will contain a plan for spring boarding individual mindfulness
practice towards organizational mindfulness implementation within the context of specific work environments (i.e. hospitals, law firms, business, municipalities, social service agencies, financial institutions, etc.). This project will embody an example of how individual resilience can impact/sculpt organizational resilience.

**Course Rationale/Aims/ Description:**

Many Honors students go on to graduate school and/or professional school, and may occupy high powered leadership roles, often accompanied by high levels of stress. “Burnout” within high powered careers is not uncommon, transcends specific disciplines, and has deleterious effects on both a personal and societal level. Hence, it is critical that the Honors College provide pragmatic resiliency tools to enable these future leaders to flourish. As an academic institution we provide the necessary content-specific skill set for students to become leaders in all the roles so critical to our society, (i.e., health care, social service, legal, academic, and business professionals), yet often do not provide the coping skills to flourish within these professions.

In the physical and mental health professions, as well as in the social services and legal world, much emphasis is given to examining and understanding *pathology*, but little focus has traditionally been afforded to resiliency techniques that have been scientifically verified to impact executive brain function, affect reactivity, empathy, and the ability to attend to task. All of these attributes influence the cognitive, emotional, and relational skills that are critical to personal, professional, and organizational success. Mindfulness is a way of paying attention in the present moment, to yourself, others, and to the world. It is a metacognitive approach that has been practiced for millenniums, and been scientifically shown (within the last 40 years) to have health and resiliency implications for the individual, and for the groups of which they are members. It is a critical skill to implement at both the individual and organizational level.

The aims of this course are threefold:

1. To introduce students within the Honors College to the theory of mindfulness - beginning with the historical roots of mindfulness to the current research explicating its health benefits.
2. To expose students to various mindfulness practices- from ancient focusing practices to Mindfulness Based Stress Reduction- and how these practices were both a product of, and shaped, the culture from which they emerged.
3. To examine how individual mindfulness practice can impact resilience at both the personal and organizational level.

It is critical for students to be cognizant of the pragmatic tools available to them to help them flourish within their respective fields. *The overarching framework for the course is a critical exploration of mindfulness practices and their influence on how individuals and groups function.* By experientially exploring the physiological impact of mindfulness on the individual, students will then be able to critically examine and apply these practices impacting communication, implicit bias, awareness of self and the other.

**Course Goals and Objectives**

1. To critically examine western and nonwestern notions of mindfulness
2. To examine the cultural, spiritual, and health paradigms underlying Mindfulness practices in
the context in which they were born and currently exist.

3. To further their research knowledge of the health, cognitive, and communicative benefits associated with mindfulness practices.

4. To systematically engage in critically analyzing ways that individual mindfulness practice can influence the culture and nature of institutions of which we are a part.

5. To further their own mindfulness practice, concentrating on the meditative benefits available to them.

6. To examine “mindfulness” as a western adaptation of nonwestern notions of centeredness and how this shaped culture.

7. To explore the research concerning resonant organizations from various perspectives, medicine, law, education, business, and how these organizations function.

Technology:

The use of Carmen (www.carmen.osu.edu) is employed in this course for the dissemination of course materials (e.g., readings, handouts, course notes) and communication outside of class with students.

Required Course Materials:

The following textbooks will be used for the course:

1. Title: The Mindful Workplace: Developing Resilient Individuals and Resonant Organizations (2011)
   Author: Michael Chaskalson
   Publisher: Jones and Bartlett
   ISBN: 978-0-470-66159-8

2. Title: How to Be a Positive Leader: Small Actions, Big Impact (2014)
   Author: Jane E. Dutton and Gretchen Spreitzer
   Publisher: Berrett-Koehler
   ISBN: 1626560307

Additionally, on-line materials and readings from the academic literature will be made available on Carmen. Each student is responsible for printing course materials on Carmen. They will include selections from the following list of research articles:

Goleman, D. The Focused Leader: How effective executives direct their own- and their


<http://sophia.stkate.edu/msw_papers/211>.


**Course Requirements and Policies:**

This course will be conducted as a lecture with a large portion of the class experiential. Students need to be present in order to experience the course content and discussion. Mindfulness practice applied across various disciplines will be an essential part of the course. Students will be expected to (1) read critically and (2) come to class ready to share ideas in a vigorous, yet respectful manner.

1. **Complete assigned readings from the text and additional resources,** To be successful in this class, you are expected to read all the pertinent materials before the lecture session that covers those topics. Students are encouraged to reread the materials and to read materials from other sources on similar topics to gain a better understanding of the topic from varied perspectives.

2. **Writing style for this course must follow American Psychological Association (APA) 6th edition format** for the text layout, margins (1” all around), pagination (top right corner), citations, and references. APA style handouts are available online through many different websites, including the OSU library web pages.

3. **All written work should be turned in on the assigned day.** If you are absent, it is your responsibility to obtain any class material/assignments missed and to turn in assignments by 1:00 pm on the day the assignment is due. You will lose 10% of the grade you earned for each calendar day the assignment is late (3 days late: grade = grade - 30%).

4. **You are expected to be a good academic citizen.**
   a. Come to class on time and be prepared for class when it begins. If you arrive more than 15 minutes late, you will not earn attendance/participation points for that day.
   b. Courtesy needs to be maintained in the classroom at all times. Put your phones away at the beginning of class so there will be **NO TEXTING IN CLASS.** If you use a computer
to take notes, don’t check your email or search the web during class. Respect your classmates, guest speakers, and the instructor. Show your respect for each other by waiting until the class is over to have private conversations. Wait until class is dismissed to pack up or leave the classroom.

c. If your behavior in the classroom is disruptive, I will give you an opportunity to correct your behavior without penalty. If your behavior continues to be disruptive, you will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

5. You are expected to attend class and to follow the policy for “excused absences.” Because of the nature of this class, participation in class mindfulness exercises and/or discussions of its application is essential, and your experiences and ideas are valuable. Be prepared to ask and answer questions regarding the materials assigned. The level and quality of your participation will be part of the class grading criteria. You may accumulate up to 1 unexcused class absence without any grade penalty. There are four situations that constitute an “excused absence” from class:

1. Participation in a documented University sanctioned event,
2. Documented death in your family,
3. Observation of a religious holiday, and
4. Inability to attend class because of a documented medical reason

In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to me within the first two weeks of the semester. If you will be observing a religious holiday on a class day, you must provide date/event written notification to me within the first two weeks of the semester. I will accept a medical excuse if you have documentation that you could not have been in attendance at class as a result of the medical condition. Documentation only stating that a physician saw you on the date of the class will not be accepted.

**Evaluation:**

The course grade will come from five sources. (Total= 500 possible points)

There will be NO EXTRA CREDIT.
Class Participation:
Regular attendance is a must to be successful in the course. Poor class attendance (missing more than one class) will negatively impact your overall class participation grade. Attendance will be monitored as the course is experiential- thus missing the mindfulness experience puts you at a disadvantage for critical examination of its application to organizations. Active participation in class discussion is also an essential to this portion of the grade.

(50 points; 10% of total course grade)

Formulation and Submission of Questions for Executive Guest Speakers:
We will have four guest speakers who are mindfulness experts/researchers attend our class during the semester. Two days prior to each panel discussion, each student is required to submit two discussion questions, via email, to the instructor. Students are encouraged to submit questions covering a wide range of topics relevant to the impact of mindfulness on cognition, relevant research results, and the application of mindfulness to their specific organizations. All emails are time stamped and late submissions will not be accepted.

(50 points; 10% of total course grade)

Midterm Examination:
In Week 8, there will be a ≈2.5-hour, in-class examination covering course topics from each of the lectures, readings, and mindfulness experiential activities encouraging synthesis of course. The midterm exam will be comprised of some objective questions, approximately 5-short answer questions and one short essay testing knowledge and application of course content. There will be a review session held in class during Week 7.

(100 points; 20% of total course grade)

Group Presentation of mindfulness uses within specific professions: “Research to Translation”:
Students will work in small teams (2-3 people) to examine the application of mindfulness techniques within their chosen future profession (or one they may simply admire, or consider in the future). Student teams will be formed based upon common academic major or potential interests (i.e. pre-med, business, law, architecture, the Arts, engineering etc) but will be assigned presentation dates. The purpose of this assignment is to understand, summarize, and analyze the research that has been conducted utilizing mindfulness within their chosen field, with the expectation that the presentation groups expand the potential applicability of mindfulness/resiliency to organizational structures. Each group will prepare and deliver a ≈40-50-minute presentation (30-40 minutes of presentation and 10 minutes of prepared group discussion questions) to inform the class of the research on mindfulness within their chosen profession/field of interest. Group presentations will be evaluated by the instructor. A grading rubric for the presentation will be distributed to the class during Week 1.

(200 points; 40% of total course grade)
Final Examination:
According to the University’s Master Final Examination schedule, there will be a ≈2.5-hour, in-class examination covering course topics from each of the lectures, readings, and presentations delivered during the second half of the semester. The final examination will be comprised of some objective questions reviewing research outcomes and approximately 5-short answer questions and one short essay testing knowledge and application of course content. There will be a review session held in class during Week 14. (100 points; 20% of total course grade)

Summary of Grading Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Formulation and Submission of Questions for Panel Discussants</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Group/panel Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

LATE WORK:
Any work received after the beginning of the class in which it is due, will be docked one letter grade per day late. Please note that work that is emailed to me will not be printed out, but will be read and graded on screen. Late work will be graded and turned back to the student by the end of the semester.

Final Grade Scale:
The course is letter graded. Final grades will be calculated as a percent (points earned divided by possible points) and the following percent system will be used to award a letter grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66.9</td>
<td>D</td>
</tr>
</tbody>
</table>

* Grade of Incomplete: Unforeseen personal or family events can make the completion of course requirements impossible. In this case, you and I will negotiate the requirements and deadlines for removing the “I” from your transcript.

Graduating Students: If you are graduating this semester, you must arrange with me to complete your course work in time for your grade to be determined and submitted on the graduating student grade rosters.

GUIDING PRINCIPLES
Academic Integrity: You are expected, at all times, to act with academic integrity. The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other
students and your professors with respect and fairness. “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csco/.”

According to the OSU Committee on Academic Misconduct, “plagiarism is the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another’s work, and/or the inappropriate unacknowledged use of another person’s ideas…” In this class, written assignments should be in your own words with minimal use of direct quotations. If you do use a direct quotation, you must use proper APA citation format (quotation marks, author, year, and page number). Absence of complete and proper citations can be considered plagiarism. Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." I am required to report any incident that I suspect involves academic misconduct, such as plagiarism in any form, cheating on examinations, or submitting work of other students as your own to the Committee on Academic Misconduct. A hearing is held whenever formal allegations are received in that Office, and penalties can range from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Grievances and Solving Problems: According to University Policies, available from the Division of Student Affairs, if you have a problem with this course, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Statement of Student Rights: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

This syllabus is also available in alternative formats upon request
Sample Schedule of Topics and Assigned Readings

WEEK 1

Class Meeting:
1. Introduction and Overview of Course Requirements
2. Introduction of mindfulness and mindfulness practices/structure of seminar format
3. Class Discussion on preconceptions/sources of stress in academia

WEEK 2

Readings for Week 2:

Class Meeting:
1. View “The Impact of the Wolf on the Riverbed” to introduce the concept of the interplay between individuals and groups- the nature of social in
2. Definitions/Major Characteristics of the mindfulness, resilience and change
3. Discussion of the historical roots and culture from which these concepts came/transactional formation of culture/ analysis of how this impacts individual and group values

WEEK 3

Readings for Week 3:
Class Meeting:
1. The Business Case for Mindfulness training
2. Definition and research findings associated with Mindfulness for college students and beyond
3. Various Mindfulness practices introduced

WEEK 4

Readings for Week 4:

Class Meeting:
1. Implementing Mindfulness into the workplace
2. Presentation by Law Executive
3. Discussion of Implementation in a law firm and its impact on legal culture

WEEK 5

Readings for Week 5:
The Mindful Workplace: Developing Resilient Individuals and Resonant Organizations (2011) Chapters 1-4


**Class Meeting:**
1. Effects of Stress on Health care costs
2. Health and its cost to society
3. Healthcare Executive Presentation

**WEEK 6**

**Readings for Week 6:**
The Mindful Workplace: Developing Resilient Individuals and Resonant Organizations (2011) Chapters 5-11

**Class Meeting:**
1. Experiential exploration of mindfulness practices used in medical and law professions as an example of how final group presentations may be structured
2. Discussion of speakers thus far

**WEEK 7**

**Homework for Week 7:**
John Kabat-Zinn 60 minute video on the resiliency and science
1. Discussion of video/ mindfulness practices
2. Midterm Examination Review Session

**WEEK 8**

**Readings for Week 8:**
How to Be a Positive Leader: Small Actions, Big Impact (2014) Chapter 1-6
Class Meeting:
1. In-Class Midterm Examination
2. Mindfulness in Business- the dot.com love of mindfulness: Guest Speaker (Engineering/Arts/Architecture)

WEEK 9

Readings for Week 9:
How to Be a Positive Leader: Small Actions, Big Impact (2014) Chapters 7-12

Class Meeting:
1. Influence/impact of individuals on organizations
2. Guest Speaker from Social Services/Hospitality Management
3. Small Groups to Convene to Discuss Projects

WEEK 10

Class Meeting:
1. Mindfulness practices
2. Group Presentation -Topic TBA based on student make-up each semester
3. Group Presentation -Topic TBA based on student make-up each semester

WEEK 11

Class Meeting:
1. Mindfulness practices
2. Group Presentation- Topic TBA based on student make-up each semester
3. Group Presentation -Topic TBA based on student make-up each semester

WEEK 12

Class Meeting:
1. Mindfulness practices
2. Group Presentation -Topic TBA based on student make-up each semester
3. Group Presentation -Topic TBA based on student make-up each semester

WEEK 13

Class Meeting:
1. Mindfulness Practices
2. Group Presentation- Topic TBA based on student make-up each semester
3. Group Presentation-Topic TBA based on student make-up each semester
WEEK 14

Class Meeting:
1. Bringing the individual action and organizational structure together.
2. Mindfulness practice
3. Final Examination Review Session- all readings/discussions/lectures and student presentations covered on final

FINAL EXAMINATION:

The Final Examination for the course will be administered in accordance to the University’s Master schedule.
GE rational for ESCFE 3200 H
Mindful Resilience: Individuals to Organizations
GE Category: Social Sciences: Individuals and Groups

How do the course objectives address the GE category and expected learning outcomes?
The course objectives address the GE category of Social Sciences, Individuals and Groups expected learning outcome regarding the theories and methods of social scientific inquiry as they apply to the study of individuals and groups by examining the cultural, spiritual, and health paradigms underlying Mindfulness practices in the context in which they were born, comparing these to the context in which they currently exist. These practices grew out of an eastern culture but are now effectively being applied in a western culture with scientific research outcomes. The culture from which mindfulness was born was not reductionistic, and yet is being applied and promoted in such a way. Students will be encouraged to examine this research knowledge of the health, cognitive, and communicative benefits associated with mindfulness practices for individuals, worksites, and professional groups. A critical analysis of the interplay between the individual practice and how this might impact the institutions of which we are a part will be central to the course. The semester will conclude with students examining “mindfulness” as a western adaptation of nonwestern notions of centeredness and how this both a product of, while concurrently shaping, ancient culture. The industrialization of western culture’s adaptation of mindfulness for the organization will assist students understanding of the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

How do the readings assigned address the GE category expected learning outcomes?
Readings assigned in the course will provide the background information to frame the experiential practice of both individual and group mindfulness that will set the stage for discussion and critically examining if changing the individual is enough to transform an organization. By reading about leading industries that have adopted a mindful approach to their work culture, students will be able to comprehend and assess individual and group values and their importance in social problem solving and policy making. Readings that examine whether or not there are associated economic changes associated with adoption of mindfulness will also be provided.

How do the topics address the GE category expected learning outcomes?
The topics listed for this course center around an analysis of the interplay between individuals and groups- the nature of social (group) vs individual needs. Is mindfulness essentially an individual practice or might the theoretical basis of it impact how individuals could communicate more effectively within organizations?

How do the written assignments address the GE category expected learning outcomes?
The written assignments address the expected learning outcomes as students will demonstrate an ability to see a project to completion, realizing a tangible end result (e.g. written/oral presentation) that will be shared and critiqued. This presentation will contain a plan for springboarding individual mindfulness practice towards organizational mindfulness implementation within the context of specific work environments (i.e. hospitals, law firms, business, municipalities, social service agencies, financial institutions, etc). This project will embody an example of how individual resilience can impact/sculpt organizational resilience.
Topic list for Mindful Resilience: Individuals and Organizations: ESCFE 3200 H

1. Mindfulness and mindfulness practices
2. Preconceptions/sources of stress in academia
3. The interplay between individuals and groups- the nature of social/group) vs individual needs
4. Definitions/Major Characteristics of the mindfulness, resilience and change
5. The historical roots and culture from which these concepts came/transactional formation of culture/ analysis of how this impacts individual and group values
6. The Business Case for Mindfulness training
7. Definition and research findings associated with Mindfulness for college students and beyond
8. A comparison between various mindfulness practices
9. Implementing Mindfulness into the workplace
10. Mindfulness in the legal profession
11. Effects of Stress on Health care costs
12. Health and its cost to society: consideration of individual vs group
13. Experiential exploration of mindfulness practices used in medical and law professions as an example of how final group presentations may be structured
14. Influence/impact of individuals on organizations
15. Bringing the individual action and organizational structure together.
GE Assessment Plan
ESCFE 3200 Mindful Resilience: Individuals to Organizations
GE Category: Social Sciences: Individuals and Groups

The assessment plan for this course will occur throughout the semester. It is critical for students to be cognizant of the pragmatic tools available to them to help them flourish within their respective fields—both as individuals, and as individuals who form organizations/institutions critical to the survival of our society. The overarching framework for the course is a critical exploration of the way in which individual resilience and mindfulness practice may impact/inform successful organizations. By experientially exploring the physiological impact of mindfulness on the individual, students will then be able to critically examine and apply these practices to communication, implicit bias, awareness of self (and the other), as it applies to the organizational structure and environment.

Goal

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</td>
<td>Objective questions on the midterm exam will assess the critical thinking applied to the course content (focusing on assigned readings) to assess if students acquired the research presented concerning the way in which mindfulness impacts both individual and group culture and resulting behavior.</td>
<td>Many of the mindful leadership readings introduce social scientific inquiry as a way to analyze the attributes of an effective and mindful leader. We will have medical, legal, or business leaders who embody the theory behind both successful leadership and mindful resilience, in addition to mindfulness researchers address our class during the semester. Speaker survey ratings regarding speaker ability to address the GE expected learning outcomes. See Appendix B. Opinion survey</td>
</tr>
<tr>
<td>2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</td>
<td>Objective and essay questions on the midterm exam will address physiological brain differences proven to occur with mindfulness training (e.g. increased grey matter in frontal lobe and decreased mass of the amygdala structure) followed by an essay question that invites the student to apply potential the impact of these</td>
<td>Two days prior to each panel discussion, each student is required to submit two discussion questions, via email, to the instructor relating to the application of theory to their individual experience. Students are encouraged to submit questions covering a wide range of topics</td>
</tr>
</tbody>
</table>
| 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making. | individual physiological changes on the health of the organization (e.g. increased ability to focus and decreased emotional reactivity). Relevant to the impact of mindfulness on cognition, relevant research results, and the application of mindfulness to their specific organizations. See Appendix A for examples of embedded questions. | Objective and essay questions on the midterm exam will ask students to apply specific examples of mindfulness interventions in the workplace. **Group Presentation of mindfulness uses within specific professions:** \*Research to Translation*: Students will work in small teams (2-3 people) to examine the application of mindfulness techniques within their intended future profession or area of employment. Student teams will be formed based upon common academic major or potential interests (i.e. pre-med, business, law, architecture, the Arts, engineering etc.). The purpose of this assignment is to understand, summarize, and analyze the research that has been conducted utilizing mindfulness within their chosen field, with the expectation that the student groups expand the potential applicability of mindfulness/resiliency to organizational structures. See Appendix C for grading rubric. Students will submit detailed outlines of their group work, in preparation for final presentation with feedback provided. They will be asked to evaluate their own group process and the group process that is typical in the organizations to which they aspire (a law firms function differently than a medical institution- how might mindful resilience help the individual navigation of these?) | Opinion survey

---

1. On the midterm exam, objective/essay questions will be written specifically to assess student achievement of each of the GE expected learning outcomes. The scores on these questions will be included for the totals for the midterm exam, but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of specific embedded questions are provided in Appendix A of this document.

2. After each guest speaker students will rate the speaker’s ability to address the GE expected learning outcomes. This information will be used to assess the speaker for subsequent semesters. See Appendix B.

3. In the final group presentation each student will have an opportunity to demonstrate mastery of the GE expected learning outcomes. These elements have been written into the grading rubric. See Appendix C.

4. At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix D contains specific questions asking to what extent each student has achieved the three GE expected Learning outcomes in this course.
Level of student achievement expected:

- Students will answer 80% of the embedded GE questions correctly on assessments.
- For the final group presentation reflecting a true translation of research into practice (from the individual to the organization) 80% of the students need to achieve 3.0 on the final score-reflecting that this course truly addressed the expected learning outcomes of this GE.
- Engaged participation of the students, with insights achieved regarding the interplay between individual and organization. Students will be able to engage in dialogue applying social scientific inquiry to various speakers/organizational structures in the question/answer sessions with presenters.

Follow-up/Feedback Process:
Instructor will examine assessment questions and scores on final presentation to determine and revise the course for future semesters. Instructor will solicit feedback informally from students regarding participation levels and expectations during the first and last third of the semester. After completion of the course, instructor will compile all student input and outcome data from the course, and adjust the syllabus, requirements, or assignments as deemed appropriate from both student achievement of intended outcomes and qualitative student input of the value of the course content for planning future semesters of the course in conveying the expected learning outcomes of this GE.
On the midterm exam, objective questions will be written specifically to assess student achievement of each of the GE expected learning outcomes. The scores on these questions will be included for the totals for the midterm and final exams, but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of specific embedded questions are provided below.

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Examples:
1. What markers of stress have been used in organizational studies to measure changes in individual levels of stress?
   a. Salivary Cortisol
   b. Salivary α-amylase
   c. Blood Pressure
   d. Heart Rate Variability
   e. All of the Above
2. Describe confounding factors in organizational inquiry that must be considered (controlled for) when assessing the impact of mindfulness intervention on healthcare utilization expenditures by employees.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Examples:
1. Changes in what region of the brain due to meditation have been implicated in individuals’ decreased stress reactivity, thus enabling them to apply equanimity to organizational decision making?
   a. Brain stem
   b. Cerebral cortex
   c. Amygdala
   d. Corpus callosum
   e. Hypothalamus
2. What role has mindfulness practice been shown to have in leadership communication, empathy, effectiveness, decision making, and focus.

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Examples:
1. List and describe examples from Aetna and General Mills that were discussed in class and how their implementation of individual mindfulness practice sculpted the reorganization of the workplace.
2. What values are reflected in an organization that offers mind-body interventions to its employees in order to create and maintain a healthy workforce?
After each guest speaker, students will assess the extent to which the speaker addressed/enhanced the GE expected learning outcomes of this course:

Speaker name and Date of presentation: _____________________________

On the scale 1 to 5 (1- strongly agree, 2-agree, 3 –somewhat agree, 4-strongly agree, 5- strongly disagree) please rate the speaker’s contribution:

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Example:

1. This speaker helped me understand the research evidence that individual behavior has on organizational behavior by offering specific examples from his/her field.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Example:

1. This speaker detailed an example from his/her work environment in which individual behavior impacted group communication, and also an example of how a group policy impacted individual resilience.

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Example:

1. This speaker was able to articulate the importance and impact of individual mindfulness practices on group process.
ESCFE 3200 H
Assessment Plan: Appendix C

In this group final presentation, each student has the opportunity to demonstrate mastery of GE expected learning outcomes as presented in this course. Elements that reprise the three GE expected learning outcomes have been written into the rubric for the final presentation. Each student will also have an opportunity to rate their group member’s contribution to the final presentation.

Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

<table>
<thead>
<tr>
<th>(1) NO</th>
<th>(2) Basic</th>
<th>(3) Intermediate</th>
<th>(4) Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide clear research grounded in theory applied to the particular type of organization, or valid methodology; does not express ideas clearly (No valid methodology)</td>
<td>Describes arguments and organizes data collected on organization type, but lacks supportive evidence and clear verbal expression (No adequate analysis of the data in the light of the question- how to design a resilience plan for a particular type of organization)</td>
<td>Demonstrates an ability to develop arguments supported with evidence and clear verbal expression</td>
<td>Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of ideas (Provides implications for the particular type of organization)</td>
</tr>
</tbody>
</table>

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

<table>
<thead>
<tr>
<th>(1) NO</th>
<th>(2) Basic</th>
<th>(3) Intermediate</th>
<th>(4) Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows little comprehension of the way social inquiry into a small sample (small group of individuals) can extend to a bigger social and cultural context w/o concept of how this impacts specific worksites/organizations</td>
<td>Shows comprehension of concepts listed above and some application of specific ideas on how individual mindfulness practice impacts the organization</td>
<td>Shows comprehension of concepts listed above, applies and analyzes ideas coherently</td>
<td>Shows comprehension of concepts listed above, applies and analyzes ideas coherently, extends findings to specific type of organization and designs an appropriate plan in increase both individual and organizational resilience based on data collected</td>
</tr>
</tbody>
</table>
Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) NO</td>
<td>Shows little comprehension of the concepts listed above with no understanding of how resilience impacts problem solving on either an individual or organizational level</td>
</tr>
<tr>
<td>(2) Basic</td>
<td>Shows comprehension of concepts listed above and offers some examples found in the data collected</td>
</tr>
<tr>
<td>(3) Intermediate</td>
<td>Shows comprehension of concepts listed above and offers some examples found in the data, but does not have a clear plan of how to approach resiliency building for the type of organization being presented.</td>
</tr>
<tr>
<td>(4) Advanced</td>
<td>Shows comprehension of concepts listed above, applies and analyzes data coherently, extends resilience to the organization in question data, draws implications for society in general</td>
</tr>
</tbody>
</table>
On the scale 1 to 5 (1- strongly agree, 2-agree, 3 –somewhat agree, 4-strongly agree, 5- strongly disagree) please rate the knowledge that you have obtained in this course::

**Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Example:
1. I have learned how to apply social scientific theory to the way in which mindfulness practice may impact individuals and also the groups and organization of which they are a part.
2. I have learned the basic approach to designing an empirical study and conducting the field work to investigate #1.

**Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Example:
1. Has this course made you think about the organizations of which you someday want to be a part? Evaluating group function: What qualities will you look for to inform both your individual choices and those of the larger group that you may someday want to lead?

**Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

Example:
1. Did this course encourage you to evaluate the interplay between individual action and values and group functionality? Why or why not? Please explain.
2. Detail your understanding of how individual resiliency practices and organizational policies that encourage such practices, may influence the structure and function of the organization.
EDUCATIONAL STUDIES COURSE CONCURRENCE FORM

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

<table>
<thead>
<tr>
<th>A. Information from academic unit initiating the request:</th>
<th>Date: Apr 24, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating Academic Unit: Educational Studies</td>
<td></td>
</tr>
<tr>
<td>Registrar's Listing: ESCFE</td>
<td></td>
</tr>
<tr>
<td>Course Number: 3200H</td>
<td>Level: U ☑ P ☐ G ☐</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>Course Title: Mindful Resilience: Individuals to Organizations</td>
<td></td>
</tr>
<tr>
<td>Type of Request: ☑ New Course ☐ Group Studies ☐ Workshop ☐ Study Tour ☐ Course Change</td>
<td></td>
</tr>
<tr>
<td>Academic Units with related interests asked to review the request: Sociology</td>
<td></td>
</tr>
<tr>
<td>Date responses are needed: May 11, 2015</td>
<td></td>
</tr>
</tbody>
</table>

| B. Information from academic units reviewing the request: | |
| ☑ The academic unit supports the proposal | |
| ☐ The academic unit does not support the proposal. Please explain: | |
| ☑ The academic unit suggests: | |

The Department of Sociology's assessment is that this course does not meet criteria for a GE: Social Sciences: Individuals and Groups designation. The course appears to be an applied, practice-focused course that, while very interesting and valuable, lacks a broader focus that would satisfy the ELOS for this GE category. Especially missing is a focus on social and cultural contexts, social scientific theory and methods relevant to studying individuals and groups, and social problem solving and policy making. This appears to be a major-specific course that would allow students to integrate their

Kristi Williams
Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

O:\Concurrence\Course Concurrence Form.docx