INSTRUCTORS: Chris Barcelou-Raymond, CTRS, CHWC, Certification in Behavioral Health  
Office Hours: By appointment  
Phone: 780-4172 (office)  
Cell: 207-312-3545  
Email: chris.barcelouraymond@maine.edu

COURSE DESCRIPTION:  
Mindfulness is about paying attention without judgment to what is being presented to us in our lives. The core of this course will be the practices of the Mindfulness-based Stress Reduction Program developed at the Center for Mindfulness at the University of Massachusetts Medical School. Students will study the results of research that show benefits of practicing Mindfulness. After learning these practices, students will explore ways to integrate Mindfulness into work, family, health, and relationships, particularly into teaching, nursing, social work, and counseling health professions. Cr 3.

COURSE OBJECTIVES: Upon successful completion of the course, the student will:

1). Identify the definition of mindfulness.
2). Describe the basic principles of Mindfulness that form the foundation.
3). Learn the science of Mindfulness.
4). Develop and Practice Mindfulness.
5). Understand neuroplasticity, wellness, and Mindfulness.
6). Describe the efficacy of a Mindfulness practice.
7). Describe research findings regarding the application of Mindfulness on the body and the mind (this includes clinical disorders, such as anxiety, depression, addictions, and/or chronic pain).
8). Share mindfulness practices that are useful in everyday practice.
9). Develop Intra and Interpersonal goals that work to increase self-awareness.
10). Cultivate a sense of well-being.

**COURSE FORMAT:** The material in this course will be examined via reading, lecture, guest speakers, written assignments (Journal), class discussion, service-learning, and hand-on experiences. Students are expected to come to class prepared and ready to discuss and engage for successful completion of the course. Periodic assessment will occur to measure students’ preparedness for class. Students will be graded on attendance and preparedness using a variety of assessment techniques.

**REQUIRED TEXTS:**
1) The Relaxation Response, by Herbert Benson, MD
2) Mindfulness for Beginners by Jon Kabat-Zinn
3) Wherever You Go There You Are by Jon Kabat-Zinn

**COURSE ASSIGNMENTS:**
1). **Weekly Reading Assignments** from the required textbooks.

2). **Guest Speaker Paper:** The students are expected to be in class when guest speakers present. You are to write a 4 to 6 page (APA format) paper. Remember to support your conclusions by citing information from the textbooks and any other pertinent material- referencing accordingly. A cover page and reference page are needed for this paper. (APA 6th edition - 50 points). Papers are to be submitted via blackboard. The paper is due after the last guest speaker presents; check the syllabus for the due date. (50 points)

3). **One Online Exam (No Class on exam day):** The students will complete one on line test (200 points). The test will consist of true and false questions and you will have three days to complete the test. You are given multiple attempts to take the test, with the highest score used. Practical Skills/Competency testing: The students will be tested on their ability to understand the principles of mindfulness, scientific research, and development of a practice, and guest speakers.

4). **Class Attendance/Participation:** It is the responsibility of each student to be prepared for, attend, contribute to the class discussions, and follow classroom behavior guidelines. Attendance will be taken. If two classes are missed, we will reach out to you for a meeting. After missing three classes we will work to determine if your ability to remain in this course is feasible.

5). **Service Learning:** You are required to participate in an experiential mindfulness/mediation learning opportunity. You will be tasked to choose two sites that offer mindfulness and/or meditation practice as an observation site. You will provide the instructor with the names of your service learning sites prior to committing to the site. Once your sites have been approved by the instructor, you may then set up.
the dates to observe. A written reflection paper explaining your experience and how it ties into the course readings will be required. You will submit your paper via Blackboard. (50 points)

6). Journal: Each week you will write one journal entry (minimum) describing the weeks’ readings, your mindfulness practice, and service learning experience. You will write a minimum of two paragraphs per entry. Please include any other pertinent information that you would like to include. However, it is not a diary where personal information is expounded upon. It is a journal to record your views on mindfulness and the process as it unfolds to you. The journal will be submitted in Blackboard. You will submit your journal twice during the semester with the due dates noted on the tentative schedule (25 points for each submission, 50 points total).

7). Presentation of student developed Mindfulness Program. The student will develop a mindfulness practice designed for a designated population (geriatrics, clinicians, students, children, pain, Vets, etc.) and present this 15 to 20-minute presentation to the class. Students may work in groups or individually, depending on the size of the class. (100 points) A rubric will be provided. We will discuss the evaluation tool which is optional to submit.

- Flyer: 25 points
- Agenda: 10 points
- Lit Review: 25 points
- Presentation with Evaluation tool: 40 points

Total Possible Points for this class: 450

Grading:
- Out of 400 assignable points
- A = 405-450 points
- A- =390-404 points
- B+ =375-389 points
- B- = 345-359 points
- C+ = 330-344 points
- C = 315-329 points
- C- = 300-314 points
- D = 270-299 points
- F = <240 points

OTHER:

Blackboard/Internet/E-mail Assignments: Students will be expected to have an e-mail account either from the university or a personal account. Students will be expected to access the course via blackboard and from time to time they should be prepared to access the Internet for course assignments.

Exams will be posted on Blackboard. There will be no class on the day of the test.

Papers will be handed in on day they are due. Under extreme circumstance (i.e., illness, death) with prior arrangement being made a paper can be turned in late without penalty. However, a paper turned in after the due date without prior arrangement being made will not be accepted.
APA style of writing is expected in all papers. Please see Owl Purdue for APA formatting. 
http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/

Format required of written papers states they should be typed and double-spaced, Sixth edition APA format. Please use proper grammar and correct spelling, as these influence your grade. Proper referencing should be used where appropriate.

Attendance/class participation: Attendance will be taken. You are expected to be in attendance for the entire class period. If you have missed two classes, the instructor will call for a meeting to discern your interest in continuing with the class.

Cell Phones: Are not permitted during class. You will put your phone away before entering the classroom. No texting, no personal laptop computer usage. If using cell phones during class, you will be asked to leave and this will be counted as an absence. Please know that you can use your laptop to follow along with the PowerPoint, yet not for social media sites, checking emails, and other personal activities. If you are expecting an important call in an emergency situation, please put your phone on vibrate and answer it outside of the room.

Side Conversations: We ask that you be respectful and mindful of your fellow classmates by refraining from any side conversations.

Incompletes: Incompletes are given only at the discretion of the instructor (in emergency situations only) and assigned only to the student who has been in attendance, whose work has been satisfactory, and who has a valid reason for being unable to complete all assigned work. If a grade of incomplete is given to a student, it is the student's responsibility to rectify this by submitting all past due materials prior to the end of the next semester. If the student fails to submit all past due materials prior to the end of the next semester the student understands their grade of incomplete automatically turns into an F per USM policy.

Blackboard: Log in to Blackboard using your "@maine.edu" e-mail username and the password that you selected when you activated your (@maine.edu) e-mail account (or a more recent version if you have changed your e-mail password since.) This password is CASE-SENSITIVE! Be sure you have cookies enabled in your browser. If you cannot remember your e-mail password, go to http://mail.maine.edu and click on Reset lost password to reset it. You will need your student identification number, username (the portion of your e-mail address to the left of the @ sign), and the answers to the questions you offered during the account activation process.

You MUST activate your e-mail account if you haven’t already and, if you wish to receive your e-mail at an account other than your maine.edu account, set up mail forwarding on the UNET mail server site (http://mail.maine.edu).

If you need assistance, call 1-800-696-4357 or e-mail techsupport@maine.edu. USM students can call 780-4029 or e-mail Helpdesk@usm.maine.edu.

APA Format (6th Ed.): Students are expected to follow the format of The Publication Manual of the American Psychological Association (APA). The APA Publication Manual presents explicit style requirements for authors and students in the preparation of manuscripts and papers. The
sample paper found in the back of the APA manual may be very helpful. APA tutoring is available through the Learning Center located in Luther Bonney Hall (780-4228).

**ADA/Non-Discrimination:**

ADA/Non-Discrimination: The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. Academic support is provided to students who may need assistance due to a disability, students are encouraged to contact the Office for Students with Disabilities. If you need course adaptations or accommodations because of disability, please contact the Office for Students with Disabilities, 2nd floor, Luther Bonney Hall (780-4706; TTY 780-4396).

Students with disabilities At any point in the semester, if you encounter difficulty with the course or feel that you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. The following are resources on campus for students.

For writing skills or time management, you can make an appointment to see a student tutor at the Learning Commons located in both the Portland and Gorham libraries. For more information, visit http://www.usm.maine.edu/learningcommons. The Writing Center at LAC is also available to all USM students and is a great option for students living in the greater Lewiston/Auburn area. For more information, please visit

Academic Support for Students with Disabilities-Students who may need assistance due to a disability are encouraged to contact the Office of Academic Support for Students with Disabilities, located in Luther Bonney 242. Phone number 780-4706; TTY 780-4396.

**Academic Integrity:** Plagiarism, cheating, and falsification of information are violations of academic integrity that will not be tolerated in this class. Please check the USM Office of Community Standards website (www.usm.maine.edu/ocs/) for official definitions of these practices.”

Academic honesty Academic dishonesty included cheating, plagiarism and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine’s online "Student Handbook," plagiarism (the submission of another’s work 6 without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.

**Harassment:** Harassment is defined as looks, words or actions between unequals in social authority (e.g. professor/student) and/or between students and staff/peers that create a chilling environment for the student resulting in impaired work and/or learning. Students who feel they have been harassed should report the harassment to the Chairperson/Director of the Department offering the course, or to the Chairperson/Director of the Department where the incident has occurred, as soon as possible. At the Chairperson/Director’s request, students who report harassment should be prepared to provide, in writing, examples/incidences of behavior, which would support the perception of harassment. If the perceived harassment involves the Department Chairperson/Director, the students should report the harassment to the Dean of the College of Nursing and Health Professions. The Chairperson/Director or Dean will investigate the complaint, including talking to the involved parties separately.
In the case of harassment based on any of the protected classes, see the University’s Sexual Harassment Policy in the University’s Undergraduate and Graduate catalogs. Protected classes include race, religion, national origin, ancestry, gender, physical and mental disability, and sexual orientation.

**Title IX Statement**: The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University’s Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at http://usm.maine.edu/campus-safety-project or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767. If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

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**Course Schedule**

**Subject to Change**

**Week 1 Jan. 23rd**
- Introduction
- Meditation
- Syllabus review
- Pre-Assessment (know thyself)
- The Power of Mindfulness – PowerPoint
- Please have read Kabat-Zinn Wherever you go there you are (WYGTYA) pages 1-7

**Week 2 Jan. 30th**
- Meditation
- Physiology of Stress – handout
- What is mindfulness? - PowerPoint
- Please have read Benson pages ix to the end of Chapter 3

**Week 3 Feb. 6th**
- Meditation
- The Relaxation Response – PowerPoint
- Please read Benson Chapter 4
- And Kabat-Zinn Mindfulness for Beginners (MFB) pgs 1-36
- Be sure you have started your journal

**Week 4 Feb. 13th**
- Meditation on the Heart Chakra
- Handout –What Are The Benefits of Mindfulness?
- Discussion on Service Learning Site and expectations
- Please read Benson Chapter 5 and Kabat-Zinn MFB pgs 37-46

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Week 5 Feb. 20th  
Meditation  
Discussion on Presentations  
Group Dynamics-PowerPoint  
Motivational Interviewing  
Please have read Benson Chapters 6 & 7  
Kabat-Zinn MFB pgs 49 to 75  
PowerPoint on reading material  
Choose your service learning site

Week 6 Feb. 27th  
Meditation  
Understanding Intra-and Inter Personal Goals and  
Creating your goals for this class  
Finding your Flow – Handout  
Please read Kabat-Zinn WYGTYA pgs 8-52  
Hidden Brain-Quieting the Distractions  
Discussion  
Submit your Journals via Blackboard

Week 7 Mar 6th  
Meditation  
Guest Speaker  
Your Presentation Start to Finish- a rubric will be posted  
Work in Groups  
Please have read Kabat-Zinn MFB pgs 79-103  
And WYGTYA pgs 53-99

Week 8 Mar 13th  
Meditation  
Guest Speaker  
Your Presentation Start to Finish- a rubric will be posted  
Work in Groups  
Please have read Kabat-Zinn MFB pgs 79-103  
And WYGTYA pgs 53-99

Week 9 Mar 20th  
Spring Break – No class

Week 10 Mar 27th  
Walking Meditation  
Developing your practice –PowerPoint  
Efficacy of Practice – Compassion and Empathy  
Please read Kabat-Zinn MFB pgs 103-133  
And WYGTYA pgs 103 to 130  
Discussion  
Work in Groups
Pass in Your Service Learning Agreement Form

Week 11 Apr. 3rd
Walking Meditation
Various types of Meditation
Please read Kabat-Zinn MFB pgs 137 to 152
And WYGTYA pgs 131 to 169
Discussion
Work in Groups
Guest Paper Due

Week 12 Apr 10th
Meditation
Your Practice and Pitfalls – PowerPoint
Please read Kabat-Zinn MFG pgs 171- 210 (you will be asked to finish this book on your own, but I will cover topics in the PowerPoint)
Post Assessment
Work in Groups
Submit Journals via Blackboard
Service Learning Paper Due via Blackboard

Week 13 Apr 17th
Presentations

Week 14 Apr 24th
Presentations

Spring 2019

| Classes Begin | Tuesday, January 22 |

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<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop for 100% refund (Classes 12 weeks or more)</td>
<td>Monday, February 4</td>
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<tr>
<td>President's Day Holiday (no classes)</td>
<td>Monday, February 18</td>
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<tr>
<td>Priority Registration for Summer 2019</td>
<td>Monday, March 4</td>
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<tr>
<td>Open Registration for Summer 2019</td>
<td>Wednesday, March 6</td>
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<tr>
<td>Spring Break (no classes)</td>
<td>Monday, March 18 - Friday, March 22</td>
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<td>Classes Resume</td>
<td>Monday, March 25</td>
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<tr>
<td>Last day to drop for a grade of &quot;W&quot; (Classes 12 weeks or more)</td>
<td>Thursday, March 28</td>
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<tr>
<td>Priority Registration for Fall 2019</td>
<td>Monday, April 1 - Friday, April 12</td>
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<td>Event</td>
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<tr>
<td>Open Registration for Fall 2019</td>
<td>Monday, April 22</td>
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<td>Classes End</td>
<td>Friday, May 3</td>
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<tr>
<td>Final Examinations</td>
<td>Saturday, May 4 - Friday, May 10</td>
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<tr>
<td>Commencement</td>
<td>Saturday, May 11</td>
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<tr>
<td>Grade Submission Deadline</td>
<td>Monday, May 20</td>
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