**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

# The GE Requirement: Social Science: Individuals and Groups

## 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

Note: Objectives in **bold** address the GE category of Social Science: Individuals and Groups.

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](http://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

1. **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:

Berking, M., Meier, C., & Wupperman, P. (2010). Enhancing emotion-regulation skills in police officers: Results of a pilot controlled study. *Behavior Therapy*, 41(3): 329-339.

Brausch, Brian D. (2011). The role of mindfulness in academic stress, self-efficacy, and achievement in college students. Masters Theses. Paper 147. <<http://thekeep.eiu.edu/theses/147>>.

Charles, D. (2010). The role of mindfulness and acculturation in binge drinking behavior among Asian-American college students. *School of Professional Psychology*. Paper 143. <http://commons.pacificu.edu/spp/143>.

Goleman, D. *The Focused Leader: How effective executives direct their own- and their organization’s-attention* (Dec. **2013** Harvard Business Review, 51-60)

Hölzel, B. K., Carmody, J., Evans, K. C., Hoge, E. A., Dusek, J. A., Morgan, L., Pitman, R. K., Lazar, S. W. (2010). Stress reduction correlates with structural changes in the amygdala. *Social Cognitive Affective Neuroscience*. 5(1): 11-7. doi: 10.1093/scan/nsp034.

James, C. (2011). Law student wellbeing: Benefits of promoting psychological literacy and self-awareness using mindfulness, strengths theory and emotional intelligence. *Legal Education Review*, *21*, 217.

Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive Affective Behavioral Neuroscience*, 7(2): 109-19.

Klatt, M. (2012). The efficacy of an English-to-Danish translation of a low-dose mindfulness workplace intervention for Scandinavian bank employees on stress. Presented at the International Research Congress on Integrative Medicine and Health, Portland, OR.

Klatt, M. (2010). Integrative healthcare education: Alive, well, and diligently preparing students for 21st century medicine. *Explore The Journal of Science and Healing*, 6(5):335-8.

Klatt, M. D., Buckworth, J., & Malarkey, W. B. (2009). Effects of low-dose mindfulness-based stress reduction (MBSR-ld) on working adults. *Health Education & Behavior*, 36(3):601-14.

Klatt, M., Steinberg, B., Marks, D., & Duchemin, A. M. (2012). Changes in physiological and psychological markers of stress in hospital personnel after a low-dose mindfulness-based worksite intervention. Presented at the International Research Congress on Integrative Medicine and Health, Portland, OR.

Klatt, M., Steinberg, B., Marks, D., Vanover, K., & Duchemin, A. M. (2011). Effects of a mindfulness-based worksite yoga intervention for surgical intensive care (SICU) personnel. *International Journal of Yoga Therapy*, 4(2):37.

Koenen, B. J. (2013). Value and importance of mindfulness: A study of graduate level social workers. *Master of Social Work Clinical Research Papers*. Paper 211. <http://sophia.stkate.edu/msw\_papers/211>.

Ludwig, D.S., & Kabat-Zinn, J. (2008). Mindfulness in medicine. *JAMA*, 300(11): 1350-1352.

Malarkey, W., Jarjoura, D., & Klatt, M. (2013). Workplace based mindfulness practice and inflammation: A randomized trial. *Brain, Behavior, and Immunity*, 27(1):145-54.

Moscaritolo, L.M. (2009). Interventional strategies to decrease nursing student anxiety in the clinical learning environment. *Journal of Nursing Education,* 48(1):17-23.

Oginska-Bulik, N. (2005). The role of personal and social resources in preventing adverse health outcomes in employees of uniformed professions. *International Journal of Occupational Medicine and Environmental Health*, 18(3):233-240.

Ozbay, F., Fitterling, H., Charney, D., & Southwick, S. (2008). Social Support and resilience to stress across the life span: A neurobiologic framework. *Current Psychiatry Report*, 10(4): 304-10.

Patterson, A., Yildiz, V., Klatt, M. & Malarkey, W. (2013). Perceived stress predicts allergy flares. *Annals of Allergy, Asthma, & Immunology*, 112(4):317-21.

Riskin, L. L. (2002). The contemplative lawyer: On the potential contributions of mindfulness meditation to law students, lawyers, and their clients. *Harvard Negotiation Law Review*, 7(1):1-66.

Sauer, S., & Kohls, N. (2011). Mindfulness in leadership: Does being mindful enhance leaders’ business success? *Culture and Neural Frames of Cognition and Communication*, 287-307.

Thompson, B. L., & Waltz, J. A. (2008). Mindfulness, self-esteem, and unconditional self-acceptance. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*. 26(2):119-126.

Trapp, M. E. (2011). The effects of a brief mindfulness intervention on impulsivity in college students. Undergraduate Honors Thesis Collection. Paper 108. <http://digitalcommons.butler.edu/ugtheses/108>.

Williams, V., Ciarrochi, J., & Patrick Deane, F. (2010). On being mindful, emotionally aware, and more resilient: Longitudinal pilot study of police recruits. *Australian Psychologist*, 45(4):274-82.

# 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.
	1. 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.
	2. 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.
	3. 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:
6. Participation in a documented University sanctioned event,
7. Documented death in your family,
8. Observation of a religious holiday, and
9. 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:

Class Participation 10%

Formulation and Submission of Questions for Panel Discussants 10%

Midterm Examination 20%

Group/panel Presentation 40%

Final Examination 20%

Total 100%

# 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 di-vided by possible points) and the following percent system will be used to award a letter grade:

**93 - 100 = A 77 - 79.9 = C+**

**90 - 92.9 = A- 73 - 76.9 = C**

**87 - 89.9 = B+ 70 - 72.9 = C-**

**83 - 86.9 = B 67 - 69.9 = D+**

**80 - 82.9 = B- 63 - 66.9 = D**

**\* 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/csc/>."."."."  .."

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/**](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:***

Trapp, M. E. (2011). The effects of a brief mindfulness intervention on impulsivity in college students. Undergraduate Honors Thesis Collection. Paper 108.

Ozbay, F., Fitterling, H., Charney, D., & Southwick, S. (2008). Social Support and resilience to stress across the life span: A neurobiologic framework. *Current Psychiatry Report*, 10(4): 304-10.

Moscaritolo, L.M. (2009). Interventional strategies to decrease nursing student anxiety in the clinical learning environment. *Journal of Nursing Education,* 48(1):17-23.

Koenen, B. J. (2013). Value and importance of mindfulness: A study of graduate level social workers. *Master of Social Work Clinical Research Papers*. Paper 211. <http://sophia.stkate.edu/msw\_papers/211>.

Hölzel, B. K., Carmody, J., Evans, K. C., Hoge, E. A., Dusek, J. A., Morgan, L., Pitman, R. K., Lazar, S. W. (2010). Stress reduction correlates with structural changes in the amygdala. *Social Cognitive Affective Neuroscience*. 5(1): 11-7. doi: 10.1093/scan/nsp034.

***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:***

Brausch, Brian D. (2011). The role of mindfulness in academic stress, self-efficacy, and achievement in college students. Masters Theses. Paper 147. <<http://thekeep.eiu.edu/theses/147>>.

Charles, D. (2010). The role of mindfulness and acculturation in binge drinking behavior among Asian-American college students. *School of Professional Psychology*. Paper 143. <http://commons.pacificu.edu/spp/143>.

***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:***

Riskin, L. L. (2002). The contemplative lawyer: On the potential contributions of mindfulness meditation to law students, lawyers, and their clients. *Harvard Negotiation Law Review*, 7(1):1-66.

Williams, V., Ciarrochi, J., & Patrick Deane, F. (2010). On being mindful, emotionally aware, and more resilient: Longitudinal pilot study of police recruits. *Australian Psychologist*, 45(4):274-82.

Oginska-Bulik, N. (2005). The role of personal and social resources in preventing adverse health outcomes in employees of uniformed professions. *International Journal of Occupational Medicine and Environmental Health*, 18(3):233-240.

Klatt, M. D., Buckworth, J., & Malarkey, W. B. (2009). Effects of low-dose mindfulness-based stress reduction (MBSR-ld) on working adults. *Health Education & Behavior*, 36(3):601-14.

Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive Affective Behavioral Neuroscience*, 7(2): 109-19.

James, C. (2011). Law student wellbeing: Benefits of promoting psychological literacy and self-awareness using mindfulness, strengths theory and emotional intelligence. *Legal Education Review*, *21*, 217.

***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

Patterson, A., Yildiz, V., Klatt, M. & Malarkey, W. (2013). Perceived stress predicts allergy flares. *Annals of Allergy, Asthma, & Immunology*, 112(4):317-21.

Ozbay, F., Fitterling, H., Charney, D., & Southwick, S. (2008). Social Support and resilience to stress across the life span: A neurobiologic framework. *Current Psychiatry Report*, 10(4): 304-10.

Malarkey, W., Jarjoura, D., & Klatt, M. (2013). Workplace based mindfulness practice and inflammation: A randomized trial. *Brain, Behavior, and Immunity*, 27(1):145-54.

Ludwig, D.S., & Kabat-Zinn, J. (2008). Mindfulness in medicine. *JAMA*, 300(11): 1350-1352.

***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

Klatt, M., Steinberg, B., Marks, D., Vanover, K., & Duchemin, A. M. (2011). Effects of a mindfulness-based worksite yoga intervention for surgical intensive care (SICU) personnel. *International Journal of Yoga Therapy*, 4(2):37.

Klatt, M. (2010). Integrative healthcare education: Alive, well, and diligently preparing students for 21st century medicine. *Explore The Journal of Science and Healing*, 6(5):335-8.

Klatt, M., Steinberg, B., Marks, D., & Duchemin, A. M. (2012). Changes in physiological and psychological markers of stress in hospital personnel after a low-dose mindfulness-based worksite intervention. Presented at the International Research Congress on Integrative Medicine and Health, Portland, OR.

***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

Sauer, S., & Kohls, N. (2011). Mindfulness in leadership: Does being mindful enhance leaders’ business success? *Culture and Neural Frames of Cognition and Communication*, 287-307.

***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

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

*organization’s-attention* (Dec. 2013Harvard Business Review, 51-60)

***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.