

## Syllabus

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### Instructor Information

**Instructor:** Dr. Valeria Galetto, Prof. Nancy Symons  
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**Office phone:** per faculty  
**Office location:** online  
**Office/online hours:** per faculty  
**Best time to contact:** by appointment per faculty

### Course Description

This course provides an immersion in Mindfulness-Based Stress Reduction (MBSR) and an introduction to the neuroscience of change, unitary caring science, and reflective writing. Informed by a mind/body practice and an in-depth personal exploration of meditative awareness in everyday life, the place of the meditative mind in professional role development and practice is explored. Capacity for awareness and cultivation of intrinsic qualities including non-judgement, concentration, openness, flexibility, equanimity, wisdom, warmth, and compassion for self and others, lead to a deeper appreciation of interdependence and connectedness in our daily lives. Through structured practice, MBSR and the neuroscience of change are used to support therapeutic presence, create safer work environments, and promote healing.

**Credits:** 3.00

**Course delivery modality:** Online Synchronous

**Prerequisites:** None

**Corequisites:**

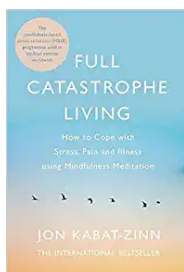
**Meeting times:** Tuesdays Section 1 09-1150  
Tuesdays Section 2 13-1550  
Tuesdays Section 3 1630-1920

**Location:** synchronous online

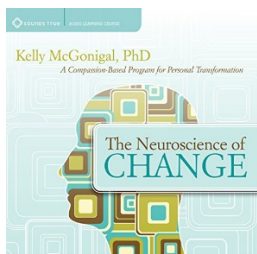
**Begin and end dates:** 1/10/2023 - 4/18/2023

### Course Materials

#### Required Materials

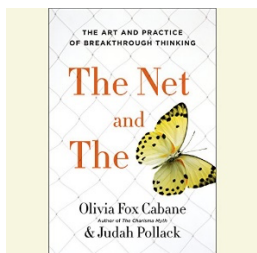


See syllabus page in Canvas for the ISBN



This is an audiobook in both download and CD formats. Both are available on Amazon or Sounds True websites.

## Recommended Materials



See syllabus page in Canvas for ISBN number. This book is available in print, kindle, and audio format on Amazon website.

## Learning Outcomes

Course Learning Outcomes (CLOs)	
CLO NGE106_01	Demonstrate proficiency in guiding self and others in establishing a meditative practice.
CLO NGE106_02	Describe the neuroscience of learning and change and its impact on memory and behavior within the framework of unitary caring science.
CLO NGE106_03	Practice caring that is grounded in acceptance, non-judgment, and compassion.
CLO NGE106_04	Explore the potential for personal and social transformation through non-judging, patience, beginner's mind, trust, non-striving, acceptance, letting go, and loving-kindness.
CLO NGE106_05	Articulate personal experiences with meditative practices and their effect on personal and professional relationships.
CLO NGE106_06	Develop reflective writing skills to enhance self-efficacy, professional agency, and reflective practice.

Program Learning Outcomes (PLOs)	
PLO01	Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
PLO02	Integrate theory, research, and knowledge from using the physical and behavioral sciences and humanities to improve the quality of care provided to clients.
PLO03	Use effective communication principles in facilitating professional relationship with clients, families and health care system colleagues.
PLO04	Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention and health promotion and restoration across the life span with diverse clients of all ages.
PLO05	Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.
PLO06	Analyze the effect of changing social, cultural, legal, economic, global, political and ethical trends on healthcare policy, financing, and regulatory environments.
PLO07	Collaborate effectively with multidisciplinary practitioners, to promote illness prevention and the health and welfare of individuals families and communities.
PLO08	Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets the client's health care needs.
PLO09	Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
PLO10	Use emerging health care information technologies to evaluate client care and advance client education.
PLO11	Articulate a philosophy of self-care and professional development.

## Topics and Graded Assignments

Module	Assignment	Assignment Group	CLOs
<b>Course Resources</b>			
<b>Week 1 - Introduction to the Course and Reflective Learning [Synchronous Class]</b>	Participation Wk 1	In-Class Participation + Online Retreat	1,2,3,5
	Pre-MBSR Assessment 1	Pre- & Post-Assessments	1,2
	Pre-MBSR Assessment 2	Pre- & Post-Assessments	1,2
	Learning Reflection	Discussions	2-6
<b>Week 2 - Neuroscience of Change - Default Mode Network [Synchronous Class]</b>	Participation Wk 2	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 3- The Scientific and Historical Context of MBSR [Synchronous]</b>	Participation Wk 3	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 4 - MBSR: Introduction [Synchronous]</b>	Participation Wk 4	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 5 - MBSR: Attention, Perception, and the Brain [Synchronous]</b>	Participation Wk 5	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 6 - MBSR: Presence and Thoughts [Synchronous]</b>	MBSR Check-In #1 - Weeks 4 & 5	MBSR Check In	5,6
	Participation Wk 6	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 7 - President's Holiday Week - No Synchronous Classes</b>			
<b>Week 8 - MBSR: Reacting to Stress [Synchronous]</b>	Participation Wk 7	In-Class Participation + Online Retreat	1,2,3,5
	MBSR Check In #2 - Weeks 6 & 7	MBSR Check In	5,6
	Scholarly Reflective MBSR/NSC Journal- Part 1	Scholarly Reflective Journal	2,-6
<b>Week 9 - MBSR: Responding to Stress [Synchronous]</b>	Participation Wk 9	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 10 - MBSR: Mindfulness and Communication [Synchronous]</b>	Participation Wk 10	In-Class Participation + Online Retreat	1,2,3,5

	MBSR Check In #3 - Weeks 9 & 10	MBSR Check In	5,6
	Participation in Mindfulness Retreat for Wednesday Cohort, Saturday, March 19th - [Online Synchronous]	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 11 - MBSR: Cultivating Resilience &amp; Self Reliance [Synchronous]</b>	Participation Wk 11	In-Class Participation + Online Retreat	1,2,3,5
	Participation in Mindfulness Retreat for Thursday Cohort, Saturday, [Online Synchronous]	In-Class Participation + Online Retreat	1,2,3,5
<b>Week 12 - MBSR: Developing a Practice of Your Own [Synchronous]</b>	Participation Wk 12	In-Class Participation + Online Retreat	1,2,3,5
	Scholarly Reflective MBSR/NSC Journal- Part 2	Scholarly Reflective Journal	2,-6
	Post-MBSR Assessment 1	Pre- & Post-Assessments	1,2
	Post-MBSR Assessment 2	Pre- & Post-Assessments	1,2
	MBSR Check-In #4 - Weeks 11 & 12	MBSR Check In	5,6
	AACN Wellbeing Assessment	Pre- & Post-Assessments	1,2
<b>Week 13 - Contingency Week</b>			

## Teaching Methods and Learning Experiences

This course is an experiential course with a cognitive component. Participation in the experiential sessions enhances the cognitive overlay of experiential learning.

## Methods of Student Assessment

Scholars are evaluated on their written assignments, participation in the synchronous classes and retreats, written logs, and MBSR Check-ins with faculty. Please review the rubric for each of the assignments.

## Grading

### Assignment Weights

Your final grade will be determined by the number of points earned in these assignment groups:

Assignment Group	% of Grade
Scholarly Reflective Journal	25.0%
Discussions	2.5%
Pre- & Post-Assessments	2.5%
MBSR Check In	40.0%
In-Class Participation + Online Retreat	30.0%

<b>Total</b>	<b>100.0%</b>
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All Prelicensure courses require a 73% cumulative exam average to pass the course. If the student does not achieve a 73% cumulative average on exams, the student will fail the course. If the student does not meet the 73% cumulative exam average, the other assignments will not be calculated into the final course grade. If a student meets or exceeds the 73% exam average, but does not have an overall course grade of 73%, the student will fail the course. Students must repeat the entire course regardless if the failure is in clinical or theory.

### Grading Scale

Percentage	Letter Grade
100% - 80%	Pass
< 80% - 0%	Fail

Final grades are determined by percentages involving decimals. These are rounded up to the next whole number when equal to 0.5 or greater. When the decimal is less than 0.5 the grade is to be rounded down.

### Late Papers and Class Assignments

GRACE is an acronym meaning “Grade Related Assistance and Care by Extension.” The GRACE period allows assignment submission for up to/not exceeding 7 days after the deadline for those who have special or extenuating circumstances that prohibits assignments from being submitted on time. To qualify for this GRACE period submission, simply notify the FOR that “I need to use the GRACE period for (choose one) special or extenuating circumstances” by leaving a Canvas comment in the applicable assignment before the deadline. Class attendance & participation is exempt. Assignments granted GRACE must submit within 7 days from the deadline or receive zero points.

It is the student’s responsibility to initiate contact with FOR prior to the deadline. This applies to any/all course related assignments. Make-up assignments for class activities that are approved for excused absences are at the discretion of the FOR and due within 24 hours of the original deadline.

### Course Policies

#### Attendance

Attendance is mandatory as this is an experiential course.

#### Participation

Presence, community, respect, and participation are all vital aspects of our time together. Therefore, we will require participants’ videos to be on at all times during the class (including breakout groups), and your attention should be fully engaged during that time. Engaging in other activities, such as driving or using other devices or programs on your computer, will not be permitted to receive your participation points for the class. Students needing accommodation must contact [drc@samuelmerritt.edu](mailto:drc@samuelmerritt.edu) to be formally exempt from these requirements.

See the rubric for earning participation points. Passing is 80%

### Samuel Merritt University Policies

#### Withdrawal Policy

After the end of the drop/add period, a student may withdraw from a course without academic penalty until the midpoint of the course, or when no more than 50 percent of the course has been completed, whichever occurs last. A student may withdraw from a single course only once. The course remains on the student transcript with a grade of “W”. Petitions to withdraw from a course beyond this period would be approved only for serious and compelling reasons such as serious accident or illness. The approval of the instructor and the department chair are required on the petition form, which the student files in the Registrar’s Office. If the petition is granted, the course remains on the student record with a “W” grade.

If the petition is denied or the student fails to complete course requirements without formally withdrawing, the grade will be determined by the instructor based on the grading policy and requirements as noted in the course syllabus (See Withdrawal from the University and Refund Policies).

## **Academic Integrity**

Samuel Merritt University affirms the belief that integrity, truth, respect, and honesty are the foundations for our interactions as an academic institution. All students are expected to abide by the policies of academic honesty and integrity as outlined in the catalogue/student handbook. Please note that the Code of Ethics is published in the Samuel Merritt University Catalog: <https://www.samuelmerritt.edu/student-catalog-and-handbook>. Since dishonesty in any form harms the individual, other people, the community, and the University, policies on academic integrity will be strictly enforced. We expect you to be familiar with the guidelines for behavior, to follow them, and to know the consequences of violating these standards of ethical behavior.

As noted in the Student Handbook/University Catalog, faculty reserve the right to deal with individual instances of academic dishonesty by imposing sanctions such as failure on a paper or project or even failure of the course.

## **Disability Resource Center**

Samuel Merritt University recognizes disability as an aspect of diversity that is integral to society and to the campus community. It is the policy and practice of Samuel Merritt University to create inclusive learning environments. The Disability Resource Center (DRC) works with students and faculty to create accommodations when necessary to provide equal access to University services and facilities. If you would like to discuss disability-related needs, please contact the DRC for a confidential appointment at [drc@samuelmerritt.edu](mailto:drc@samuelmerritt.edu). Accommodations cannot be applied retroactively, so please reach out early.

## **Title IX Statement**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <https://www.samuelmerritt.edu/discover/student-experience/safety-and-security/sexual-assault-and-violence-prevention-resources>.

## **Recording of Learning Activities**

### *Recordings of synchronous or in-person class sessions*

The Disability Resource Center (DRC), the Center for Innovation and Excellence in Learning (CIEL), and the Center for Academic and Instructional Innovation (A&I) consider the recording and posting of lectures and audio transcripts as a best universal design practice to support diverse learning needs, although they do not replace vital student engagement and are not recommended as the sole method of teaching. Recordings of the experiential portions of the course will not be recorded due to confidentiality concerns. Individual recordings are not allowed.

Due to the ongoing pandemic, many students face access barriers because they do not have the ability to record the lectures in the virtual environment, and their home environment is often not a conducive learning space. Students lack the typical support structures offered by classroom and campus, and face variable challenges including caregiving responsibilities, unstable internet access, and crowded home spaces. These conditions exacerbate students' learning capacity, and disproportionately impact students with disabilities and other marginalized students.

Some students registered with the DRC are eligible to receive access to audio recordings and/or transcripts as a reasonable accommodation. Faculty must ensure access to course content when a student presents a DRC accommodation letter.

Faculty should be aware of student confidentiality and avoid recording content that might identify a student. For example, discussion sections during which students share a personal experience or relay sensitive information should not be recorded.

### *Pre-recorded videos created by faculty or external sources*

Optimally, pre-recorded lectures are short and subdivided by clearly-labeled specific sub-topics. Insertion of interactive activities into video lectures is strongly recommended. All pre-recorded video lectures should be captioned using university auto-captioning option, or for multi-use videos, custom captioning. Contact Disability Resources if transcripts are requested

## **Course Evaluation**

All students are required to complete course evaluations assessing outcomes of their learning and evaluation of teaching. Course evaluations are required for every class in which a student is enrolled. Anonymous course evaluations are conducted electronically via computer or handheld device.

A formative evaluation or continuous feedback option is available in every Canvas course. This provides students an opportunity to anonymously contact their instructor if something is not working for them or needs improvement. The submitted feedback is automatically and immediately forwarded to the instructor. Students have the option to identify themselves when submitting evaluation via this mechanism.