

## Course Syllabus

### Foundations of Mindfulness and Resilience: Science and Practice

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#### Faculty Information

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#### Course Information

##### Course Number

HCR 294/HCR 170

##### Course Title

Foundations of Mindfulness and Resilience: Science and Practice

##### Credit Hours

3 Credit Hours

##### Course Modality

iCourse / oCourse

##### Prerequisites

- None

##### Corequisites

- None

##### Course Description

This course introduces students to the practice of mindfulness as a means of developing greater resilience to challenges in life, school and the workplace; managing stress, creating stronger relationships; and for overall mental health and well-being. Based in the science and practices of mindfulness-based stress reduction, this course provides an introduction to the principles, practices, benefits, and applications of secular mindfulness.

## General Course Overview/Objectives

This class is designed for students either starting or continuing a mindfulness practice. Students will first learn the history and origins of mindfulness as a practice and philosophy. This will include both spiritual and secular traditions and include the science of mindfulness, stress, and their effects on the human central nervous system and mental, physical, emotional and behavioral health and well-being. Students will explore and critically evaluate the current trends in mindfulness-adjacent wellness practices. Finally, they will learn about and begin developing practices around the benefits of mindfulness practice for greater academic, personal and professional development, including but not limited to emotional resilience, mental focus, interpersonal relationship management and leadership development.

## Student Learning Outcomes

At the completion of this course, students will be able to:

1. **Define** the history and philosophical tenets underpinning both spiritual and secular mindfulness practice;
2. **Recognize** *how* theory and research support the benefits of mindfulness practice;
3. **Describe** the practices and benefits of mindfulness practice;
4. **Apply** an informed mindfulness practice of their own;
5. **Describe** how mindfulness training can help them in their own lives and careers;
6. **Identify** the connections between mindfulness, stress, resilience, connection and sense of belonging.

## Course Materials

### Required Materials

- Assigned readings and videos

### Optional Materials

- *Highly recommended*: mobile device-accessible meditation app (Meditation, Headspace, Calm or Insight Timer). Free versions are available on Apple and Android app stores.

## General Topic Schedule

	Outcome(s)	Topics/Lessons	Activities	Assignments
<b>Week 1</b>	Learners will: <ul style="list-style-type: none"> <li>● <b>understand</b> course goals, objectives, and learner outcomes.</li> <li>● understand course structure, expectations, and deliverables.</li> <li>● understand course navigation and learning tools.</li> </ul>	<b>Getting Started</b>  Course structure and navigation; syllabus review; introduction to mindfulness.	<b>Read/watch:</b> Welcome to HCR 294 <b>Review:</b> syllabus <b>Review:</b> Course Resource: Class Community Forum <b>Review: Class Resource: Class Yellowdig Community</b> <b>Read/watch:</b> Module 1 overview <b>Read:</b> What is mindfulness?	<b>Daily practice + mindfulness journal #1:</b> As I begin learning about mindfulness, what am I curious about today? As I begin learning about mindfulness, what am I excited about? How am I mindful in my daily life? <b>Yellowdig discussion #1:</b> introductions

	<ul style="list-style-type: none"> <li>● <b>reflect</b> on their learning needs and motivations in taking this course.</li> </ul>		<p><b>Read:</b> History, Philosophy, and Spiritual Contexts of Mindfulness</p> <p><b>Read:</b> Mindfulness and Reflection</p> <p><b>Watch:</b> <a href="#">Mindfulness in Everyday Life</a></p> <p><b>Read:</b> <a href="#">The Mindfulness Attention Awareness Scale</a></p>	<p><b>Thought Exercise # 1:</b> What did you learn about yourself and your relationship to mindfulness from the MAAS? Were there any surprises? Did it shift your perspectives in any way?</p> <p><b>Other:</b> Download and complete MAAS</p>
<b>Week 2</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● <b>identify</b> the roots of historical and modern mindfulness.</li> <li>● <b>understand</b> the similarities and differences between philosophical, religious, and secular mindfulness traditions, their origins and histories.</li> <li>● <b>identify</b> and <b>discuss</b> the benefits of mindfulness.</li> <li>● <b>define</b> the human stress response and <b>discuss</b> how mindfulness regulates this response.</li> <li>● <b>recognize</b> and <b>identify</b> their stressors and stress responses.</li> </ul>	<p><b>What Is Mindfulness?</b></p> <p>Defining mindfulness (cont.); mindfulness through history, philosophy and religion; modern secular mindfulness; mindfulness-based stress reduction; benefits of mindfulness; the human stress response.</p>	<p><b>Read/Watch:</b> Module 2 overview</p> <p><b>Read:</b> Western Secular Mindfulness/Evidence-Based Mindfulness</p> <p><b>Read:</b> Benefits of Mindfulness</p> <p><b>Read:Stress:</b> Types and Causes</p> <p><b>Read:</b> Stress and Its Impacts</p> <p><b>Read:</b> The Neuroscience of Stress</p> <p><b>Try:</b> Box breathing</p> <p><b>Watch:</b> <a href="#">How Anxiety Affects the Brain</a></p> <p><b>Watch:</b> <a href="#">Neuroplasticity</a></p> <p><b>Watch:</b> <a href="#">Emotions and the Brain: What is the Limbic System?</a></p> <p><b>Watch:</b> <a href="#">Mindfulness in Everyday Life</a></p> <p><b>Read:</b> <a href="#">Considering the Possibilities: The Attitudinal Foundations of Mindfulness</a></p>	<p><b>Daily practice + mindfulness journal #2:</b> 15-minute guided tune-in practice</p> <p><b>Reflection paper #1:</b> Mindfulness, History and Culture</p> <p><b>Yellowdig discussion #2:</b> respond to critiques (objectively noting which you think may be valid and invalid (and why) in <i>SciTech Daily</i>, <a href="#">Mindfulness Myth?</a> <a href="#">Philosopher Challenges its Core Principles</a></p>
<b>Week 3</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● <b>identify</b> the nine <a href="#">attitudinal foundations</a> of mindfulness.</li> <li>● <b>connect</b> attitudinal foundations to real-life situations.</li> <li>● <b>explain</b> relevance of attitudinal foundations to development of a mindfulness practice.</li> <li>● <b>discern</b> between <b>structured</b> and <b>unstructured</b> mindfulness practices.</li> <li>● <b>describe</b> types of mindfulness practice.</li> <li>● <b>explain</b> how mindfulness practice affects the central nervous system (stress response) or the brain's neurochemical pathways (hormone release).</li> </ul>	<p><b>Practicing Mindfulness</b></p> <p>The attitudinal foundations of mindfulness; mindfulness exercises and practices.</p>	<p><b>Read/Watch:</b> Module 3 overview</p> <p><b>Read:</b> The Attitudinal Foundations of Mindfulness</p> <p><b>Read:</b> Developing Mindfulness</p> <p><b>Read:</b> Mindfulness Practice Essentials</p> <p><b>Try:</b> <b>Body scan meditation</b></p> <p><b>Watch:</b> <a href="#">The Nine Attitudinal Foundations of Mindfulness</a></p> <p><b>Watch:</b> <a href="#">Exploring Interoception</a></p>	<p><b>Daily practice + mindfulness journal #3:</b> the body scan meditation</p> <p><b>Reflection paper #2:</b> Exploring the Attitudinal Foundations of Mindfulness</p> <p><b>Yellowdig discussion #3:</b> mindfulness in daily life</p>
<b>Week 4</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>● <b>practice</b> exercises to reinforce the attitudinal foundations and mindsets of</li> </ul>	<p><b>Attending to the Present</b></p> <p>Attitudinal foundations: beginner's mind, non-judgment, patience;</p>	<p><b>Read/watch:</b> <b>Module 4 overview</b></p> <p><b>Read:</b> Non-judging</p> <p><b>Read:</b> Beginner's mind</p> <p><b>Read:</b> Patience</p>	<p><b>Daily practice + mindfulness journal #4:</b> mindful eating</p> <p><b>Yellowdig discussion #4:</b> beginner's mind</p>

	<p>beginner's mind, non-judgment and patience.</p> <ul style="list-style-type: none"> <li>● <b>describe</b> the connection between beginner's mind, non-judgment and patience and attainment of a more mindful perspective and practice in life.</li> <li>● <b>describe</b> connections between worry, rumination, anxiety, dwelling on the past or future, and stress.</li> </ul>	<p>cultivating a sense of wonder and curiosity, lack of expectation; guided imagery meditation; five-senses meditation; raisin meditation (shift focus); slowing down and attending to the moment; rumination (past) and worry (future); attendance to the sensations of the body: mindful walking, body scan meditations; attending to the senses and present moment: raisin meditation and resting in awareness (mindful hearing, mindful thinking); falling leaves meditation; guided meditation for stress attenuation.</p>	<p><b>Read:</b> Attending to our senses  <b>Try:</b> Raisin meditation  <b>Try:</b> Five-Senses meditation  <b>Try:</b> Tuning in  <b>Read/listen:</b> Forest bathing  <b>Read:</b> <a href="#">Why Wonder and awe may be the cure for worry, fear and narcissism</a></p>	<p><b>Thought exercise #2:</b> Considering the Possibilities: Attitudinal Foundations</p>
<b>Week 5</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>● <b>recognize</b> connections between trust, acceptance, non-striving letting go, and greater resilience to adversity and challenge.</li> <li>● <b>define</b> resilience and identify moments of resilience within their lives.</li> <li>● <b>practice</b> exercises to reinforce the attitudinal foundations and mindsets of trust, acceptance, non-striving and letting go.</li> </ul>	<p><b>Acceptance and What is</b></p> <p>Attitudinal foundations: trust, acceptance, non-striving, letting go; mountain meditation; introduction to resilience; connection between mindfulness and resilience; practicing letting go; thinking (and overthinking): attending to our thoughts but not being defined or driven by them; catastrophizing (neuroscience recap); the myth of the quiet mind.</p>	<p><b>Read/watch:</b> Module 5 overview  <b>Read:</b> Trust  <b>Read:</b> Acceptance  <b>Read:</b> Non-striving  <b>Read:</b> Letting Go  <b>Read:</b> Mindfulness and Resilience  <b>Read:</b> Acceptance, Letting Go, Change and Resilience  <b>Read:</b> The Myth of the Empty Mind  <b>Watch:</b> <a href="#">Intrusive Thoughts and Overthinking: The Skill of Cognitive Defusion</a>  <b>Watch:</b> <a href="#">Catastrophizing: How to Stop Making Yourself Depressed and Anxious</a>  <b>Watch/listen:</b> <a href="#">The Science of Making and Breaking Habits</a></p>	<p><b>Daily practice + mindfulness journal #5:</b> Leaves in a stream meditation  <b>Yellowdig discussion #5:</b> Catastrophizing  <b>Thought exercise #3:</b> Considering the Possibilities: Attitudinal Foundations</p>
<b>Week 6</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>● <b>explain</b> connections between self-compassion and resilience.</li> <li>● <b>recognize</b> connections between mindfulness and self-compassion.</li> <li>● <b>recognize</b> how and why self-judgment and criticism inform their own inner narratives</li> <li>● <b>identify</b> times when narratives are harmful or non-productive.</li> <li>● <b>explain</b> the concept of fear as a stressor.</li> <li>● <b>practice</b> mindfulness-based strategies for dealing with</li> </ul>	<p><b>Mindfulness and the Self</b></p> <p>Attitudinal foundations: compassion, gratitude; practicing compassion for self and other; Kristen Neff self-compassion exercises. Self-compassion exercise; mindfulness and introspection; what drives the behaviors I don't like of my own; importance of self-care: stress fingerprints, attitudes and behaviors; leadership and being a team player; strengthening relationships; the connection between</p>	<p><b>Read/watch: Module 6 overview</b>  <b>Read:</b> Gratitude  <b>Read:</b> Compassion  <b>Read:</b> The Importance of Self-Care  <b>Read:</b> The Importance of Accomplishment and Pride  <b>Try:</b> Kristen Neff's <a href="#">self-compassion exercises</a>  <b>Watch:</b> <a href="#">Why Compassion Matters</a>  <b>Watch:</b> <a href="#">How do I love myself?</a>  <b>Watch:</b> <a href="#">The Space Between Self-Esteem and Self-Compassion: Kristin Neff</a>  <b>Watch:</b> <a href="#">Mindfulness, Compassion and Resilience:</a></p>	<p><b>Daily practice + mindfulness journal #6:</b> guided meditation for self-compassion and lovingkindness  <b>Reflection paper #3:</b> self-compassion  <b>Thought exercise #4:</b> <i>Considering the Possibilities: Attitudinal Foundations</i>  <b>Quick exercise:</b> writing a letter of empathy and compassion to yourself (from Kristen Neff toolkit)  <b>Yellowdig discussion #6:</b> empathy and self-compassion</p>

	self-judgment or the ‘inner critic’.	compassion, gratitude, and prosocial behaviors.	<a href="#">Coming Home through Mindful Self-Compassion</a> <b>Watch:</b> <a href="#">The Art of Practicing Gratitude and Life’s Simple Pleasures</a>	
<b>Week 7</b>	Learners will: <ul style="list-style-type: none"> <li>● <b>describe</b> connections between mindfulness and improved relationships, greater connection, and greater empathy and compassion for others.</li> <li>● <b>describe</b> connections between mindfulness and greater productivity, workplace or social environments, and ability to work with and lead others.</li> <li>● build the knowledge and skills to continue their mindfulness practices</li> <li>● <b>reflect</b> on the changes mindfulness training has brought within their own lives.</li> </ul>	<b>Mindfulness and Others</b> Conflict resolution; mindfulness and the objective, rational mind; mindfulness and overwhelm, burnout or fatigue (grief and eco-fatigue, etc); mindfulness for empathy and understanding; Just like me meditation; compassion, empathy, and the expansive model of mindfulness; the ripple effect of mindfulness Mindfulness and relationships; mindfulness, leadership and the workplace; mindfulness and focus, productivity, creativity, innovation; mindful communication;	<b>Read/watch:</b> Module 7 overview <b>Read:</b> Mindfulness and Productivity <b>Read:</b> Mindfulness and Relationships <b>Read:</b> Mindfulness, Empathy and Conflict <b>Read:</b> Mindful Communication <b>Read:</b> The Expansive Model of Mindfulness <b>Watch:</b> <a href="#">Compassion for a Lonely World: Moving From Empathy to Compassion</a> <b>Watch:</b> <a href="#">Mindfulness, Compassion and Resilience: Addressing our Emotional Hygiene</a> <b>Watch:</b> <a href="#">Compassion for a Lonely World: Resilience of the Human Condition</a> <b>Watch:</b> <a href="#">Compassion for a Lonely World: Finding Hope</a> <b>Watch:</b> <a href="#">Mindfulness in a World on Fire</a> <b>Read:</b> <a href="#">Practicing Mindfulness in Addressing the Biodiversity Crisis</a>	<b>Reflection paper #4:</b> Considering your practice...what has shifted? <b>Other:</b> Download and complete MAAS

## Course Grading

### Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <https://my.asu.edu> or <https://canvas.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

### Methods of Evaluation

Assessment Type	Number in Course	Total Course Value (200 points)
Discussion Boards	6	60 (10 pts. each)
Reflection Papers	4	80

		(20 pts. each)
Daily Practice/ Mindfulness Journal	6	30 (5 pts. each)
Thought Exercises	4	20 (5 pts. each)
Mindfulness Assessments	2	10 (5 pts. each)

### Description of Assessments

- **Discussion Board Participation:** every week, students will complete one original, thoughtful discussion board post (one or two paragraphs) based on the week's provided prompt. Include at least one cited reference from an article (popular press or scholarly article) to support any claims or support your assertions. For full discussion board participation points, each student must thoughtfully reply to two other posts or comment threads. Discussion boards opens on Sunday; initial posts are due by Wednesday, and responses are due by the board's closing on Saturday.
- **Reflection papers:** students will be responsible for submitting four reflection papers. These papers will be 1-3 pages in length and ask students to reflect upon their own experience or insights on the week's exercises, readings, videos, or a combination. Note: see sample reflection paper [here](#).
- **Thought exercises:** four times over the course of the semester, students will complete a thought exercise assignment. Shorter and less formal than reflection papers, these exercises will ask students to contemplate their own understanding or interpretation of a central practice or philosophical pillar (attitudinal foundations) of mindfulness or reflect upon their own practice.
- **Daily practices + mindfulness journals:** the only way to learn and benefit from mindfulness is to practice regularly. Students will commit to completing **daily mindfulness exercises** designed to cultivate and strengthen greater mindfulness practice. Daily **brief reflections** (1-2 paragraphs) in their mindfulness journals will chronicle insights, raise or grapple with questions, and reaffirm their developing practices. Mindfulness journals are submitted on Saturdays by midnight each week. *At least five entries per week required for full credit.*
- **Assessments:** both at the beginning and end of the course, students will take the Mindfulness Attention Awareness Scale (MAAS), a self-administered and scientifically validated tool, in order to quantifiably measure any changes in perceived level of mindfulness. Scores are not recorded for grading purposes; students receive points for completion.

### Grading

Grade	Percentage	Points Range
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<b>A</b>	90 – 100%	180 – 200
<b>B</b>	80 – 89%	160 – 179
<b>C</b>	70 – 79%	140 – 159
<b>D</b>	60 – 69%	120 – 139
<b>E/F</b>	59% and below	138 and below

### **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the Grades tab in Canvas.

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## **Course Policies & Procedures**

### **Online Course**

This is a course that requires active participation online through engagement with readings, videos, and contribution to group discussion posts. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Weekly course modules open on Sundays at 12:01 am. Unless otherwise noted, assignments (weekly reflection journals and papers) are due by 11:59 pm on Saturdays. Initial discussion board posts are due on Tuesdays at 11:59 pm and responses are due on Fridays at 11:59 pm. All times are AZ Mountain Standard Time. *As Arizona does not observe Daylight Savings, please be aware of time changes.*

### **Communicating With the Instructor**

This course uses a Canvas discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructors. You can expect a response within 48 hours (weekends excepted). We are also available via Zoom. We look forward to engaging with you!

### **Email and Canvas Inbox**

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see <https://community.canvaslms.com/docs/DOC-10624-4212710344>).

*Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.*

### **Campus Network or Canvas Outage**

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59 pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal ([https://asu.service-now.com/sp?id=services\\_status](https://asu.service-now.com/sp?id=services_status)). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

### **Course Time Commitment**

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours
- 6 credit hours = 270 total hours

ASU courses range in length from 6 weeks to 15 weeks.

### **Absences and Late or Missed Assignments**

Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. In graded courses, assignments submitted up to 7 days after the due date will receive a 50%-point deduction. Assignments submitted after 7 days will receive zero points, but must be submitted to meet course requirements.



### **Submitting Assignments**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via other methods unless specifically directed.

### **Use of Electronic and Smart Devices During Exams**

All electronic and/or smart devices (examples include, but are not limited to cell/mobile/smart phones, tablets, watches, smart glasses, etc.) are prohibited during the exam and must be placed with belongings in the area designated by faculty for the duration of the exam. Unless otherwise specified by faculty, handheld calculators are also prohibited.

To minimize distractions during the exam, please ensure that phones and other digital devices are silenced or turned off during the exam (not placed on vibrate).

Prohibited aids are any devices or materials that may be helpful in taking the exam. Using, accessing, or attempting to access any prohibited aids is a violation of academic integrity.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. Any disputes about the grade of an assignment must be discussed with your instructor within 48 hours of the grade being posted. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

### **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity> and <https://provost.asu.edu/academic-integrity/policy>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Title IX Statement**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Edson College of Nursing and Health Innovation Student Handbooks**

Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/students/policies-handbook>).

### **Copyright and Prohibition of Commercial Note Taking Services**

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), “Commercial Note Taking Services” for more information).

### **How Long Students Should Wait for an Absent Instructor**

In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting

more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas course site often.

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### **Accessibility Statement**

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (<https://eoss.asu.edu/accessibility>). Check the SAILS website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

Email: [Student.Accessibility@asu.edu](mailto:Student.Accessibility@asu.edu)

SAILS Phone: (480) 965-1234

SAILS FAX: (480) 965-0441

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### **Technical Requirements & Support**

#### **Computer Requirements**

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<https://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<https://get.adobe.com/reader/>)
- Microphone and speaker
- Webcam

#### **Computer Skills Requirements**

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <https://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)
- Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets. See <https://myasu.force.com/authkb?id=kA1d000000DIYr> for more information.

### Technical Support

This course uses Canvas to deliver course content. It can be accessed through MyASU at <https://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Status Portal at <https://systemstatus.asu.edu> or via Twitter by following [@asuoutages](https://twitter.com/asuoutages).

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

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### Tutoring Support

Services are offered in person and online through University Academic Success Programs for ASU students who are currently enrolled in courses.

- Tutoring is available in math, business, science, engineering, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate writing tutoring is available for any type of writing project for any course.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Resources are available through our Online Study Hub, YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services.