

Mindfulness & Human Development

EDUC 251.001

Thursdays

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What is mindfulness?

The Association for Contemplative Mind in Higher Education (ACMHE) describes “contemplative practices” as a way to “cultivate a critical, first-person focus, sometimes with direct experience as the object, while at other times concentrating on complex ideas or situations.” Contemplative sciences refer to the methods employed to study these practices as they are applied in a variety of settings and populations.

Contemplative practices include all forms of meditation, including contemplative dimensions of yoga, tai chi, qigong and other mind-body wellness activities. By far the most well known contemplative practice in the U.S. today is “mindfulness.” Mindfulness meditation was introduced into clinical medicine in the 1980’s in the form of Mindfulness-Based Stress Reduction (MBSR) by Jon Kabat-Zinn and his colleagues at U Mass; since that time it has had a significant impact on psychoneuroimmunology, clinical medicine, and especially behavioral medicine. Both psychological theory and practice have slowly been transformed by new findings emerging from mindfulness research. Brain imaging studies of persons engaged in meditation suggest that focused mental activities can actually change cerebral blood flow (Newberg et al 2010), brain morphology and neural circuitry, in addition to strengthening the immune system (Davidson et al 2003) and improving attention skills (Jha et al 2007). MBSR has been repeatedly documented to be effective in treating mental health problems, particularly depression and anxiety, in numerous adult populations (Goyal et al 2014). Now, researchers are testing MBSR and other mindfulness approaches in children and adolescents as both a way to treat social-emotional dysfunction as well as to promote health and enhance academic performance (Greenberg and Harris 2011).

From kindergarten classes to schools of law and medicine, mindfulness is being proffered as a strategy to support health (both physical and mental), enhance performance, and improve interpersonal communication. This course critically examines how mindfulness has been applied and assessed with regard to healthy development. Jon Kabat-Zinn writes that one of the Pali words translated as “meditation” means “development through mental training.” He goes on to say, “To me, this strikes the mark; *meditation really is about human development.*” (Kabat-Zinn, *Wherever You Go, There You Are*, page 81).

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for civic dialogue in undergraduate education at Penn. SNF Paideia courses offer a robust, interdisciplinary civic education that is accessible to all Penn undergraduates and highlights the role that civil discourse, dialogue across difference, and wellness play in cultivating integrated citizenship within the Penn Community. See how you can get more involved at <https://snfpaideia.upenn.edu>.

Course Objectives:

- gain an understanding of the origins and history of mindfulness meditation in the U.S.
- become acquainted with the scientific literature on mindfulness and its applications to mental and physical health
- have an awareness of the ways in which mindfulness is applied in behavioral medicine and developmental psychology (especially as this relates to educational settings)
- have a comprehensive understanding of mindfulness as it is related to human development, particularly in children, adolescents, and youth
- become aware of the ways in which mindfulness is currently being applied to all levels of education, from early childhood to higher education
- learn mindfulness-based self-care practices using the Koru Mindfulness approach (designed for Emerging Adults, ages 18-29)

Course Description:

This course will introduce the student to the many ways in which mindfulness is currently being implemented to support the health and success of students of all ages. Mindfulness-Based Stress Reduction (MBSR), in particular, which utilizes secularized practices from Asian and South Asian traditions for the remediation of various health concerns, has revolutionized behavioral medicine, and the scientific evaluation of MBSR has shed new light on the biomechanical pathways linking mind and body. This course will 1) explore fundamental principles underlying mindfulness, 2) the scientific data on its effects, and 3) the ways in which mindfulness is being applied to educational settings.

Through readings and class discussions, it is intended that students will acquire a deep appreciation for how the contemporary exploration of mindfulness is changing the way we understand the human mind, the interface between mind and body, and the tools at our disposal to promote well-being as well as to address dysfunction. Attendance is mandatory and keeping up with readings is important. Although I will present you with a lot of information for which you are responsible, I encourage you to find answers to your own questions. *The experience of the search for answers transmutes into new knowledge.* My goal is to guide you in a journey of discovery and to help you think for yourselves. Some of this experience will transpire in class discussions, so be sure to be here and be prepared. We will have the opportunity to practice mindfulness and learn mindfulness-based skills that you can practice on your own. (www.KoruMindfulness.org)

Course Requirements: I expect students to complete all the required readings, to attend all the classes, and to participate in all class discussions. *Please come prepared for class.* In addition, there will be a mid-term assignment, reflection essays and a final research paper. Students earn their grades through class participation, the assignments, and the final research paper. I award

points for effort, enthusiasm, and enquiry! *Note: The instructor reserves the right to add an open-book, take-home test if it appears as if students are not keeping up with the readings.*

Statement of Academic Integrity: Plagiarism will result in an automatic failure; please see Penn’s Academic Integrity Code for more information about plagiarism and how it is defined: http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html

Tech Policy: Because this class is focused on learning together, common courtesy dictates that you should not use laptops and cell phones for anything other than the topics of our class (so for example shopping and texting your friends is prohibited). However, if quickly checking the web for some reference in class helps you follow or make sense of my or other students’ comments, please feel free to do so. If I find that you are abusing this policy, I will ask you to turn off the device. Repeated infractions will lower your participation grade.

Note on Participation: Since this course is a seminar-style course, everyone is expected to participate in class discussions. Your grade for participation will not only reflect how often you contributed to our class discussions, but the degree to which your contributions were constructive and generative of further response(s) from your fellow classmates. Combative posturing, defamatory remarks, or statements that are off-topic work to silence others and stunt dialogue and will, therefore, negatively impact your participation grade. Please see me early on in the semester outside of class to discuss ways to effectively participate in our seminar if you are concerned about your performance in this regard.

A Note on Koru Mindfulness: In this course, you will have the opportunity to experience a mindfulness-based training called “Koru Mindfulness” an approach developed at Duke University for university students. See www.KoruMindfulness.org for more information. I am a Koru Mindfulness Certified Teacher. You will also have the option of participating in a Virtual Contemplative Mentorship program hosted by Brown University (see separate flier).

Overview: We begin with an overview in weeks 1 and 2, followed by a summary of the scientific data and theoretical context in weeks 3 – 5. Weeks 6 – 9 are devoted to learning about healthy development, and include a skills-based, active learning component. During Weeks 10 – 13 we will explore how mindfulness is applied and evaluated in educational settings. Finally, in Week 14, we will integrate our new knowledge and synthesize what we have learned.

Work Assigned: In addition to weekly readings which all students are expected to complete and discuss in class, as well as discussion comments on Canvas each week, students will turn in a short reflection essay on their Koru experience, a short reflection essay on “Room to Breathe,” an annotated bibliography in preparation for the term paper, and a final term paper.

Assignments

Annotated Bib	A list of citations for term paper with annotations	10 citation minimum	Week 7
Koru Essay	A personal reflection on the Koru Mindfulness training	3 page minimum	Week 10
Reflection Essay (movie)	A reflection on the film “Room to Breathe	3 page minimum	Week 11
Final term paper	A research paper on topic of your choice	10 page minimum	Week 14

Week	Date	Topic	Assignment
1		General Introduction	None; in class video
2		Overview of Mindfulness	Readings, in class video
3		Mindfulness & Medicine	Readings; discussion group
4		Mindfulness & Mental Health	Readings; discussion group
5		Mindfulness & Neuroscience	Readings; discussion group; in class video
6		Koru Mindfulness - One + Human Development	Readings; discussion group
7		Koru Mindfulness - Two + Human Development	Readings; discussion group; annotated bibliography
8		Koru Mindfulness -Three + Human Development	Readings; discussion group
9		Koru Mindfulness – Four + Human Development	Readings; discussion group
10		Mindfulness & K-12 Education	Readings; discussion group; Koru reflection essay
11		Mindfulness & Teaching	Readings; discussion group; film reflection essay
12		Mindfulness & Higher Ed	Readings; discussion group
13		Mindfulness & Social Justice	Readings; discussion group
14		Term paper workshop & presentations on topic	Presentation on term paper topic
15		Conclusion & Synthesis	Readings; discussion group; term paper due

Introduction and Overview

Week 1: General Introduction

- Review syllabus, introduction to terms, overview of course and topic
- Andy Puddicombe, “Ten Mindful Minutes” TED Talk – in class video
- Ricard, et al. (2014) “Mind of the Meditator” *Scientific American*
- Richard Davidson, Wisdom 2.0 - in class video
- In class reflection essay and small group discussions

Week 2: Overview of meditation and mindfulness

- NIH-NCCAM Meditation Primer [PDF]
- Killingsworth and Gilbert (2010) “A Wandering Mind Is an Unhappy Mind” *Science*
- Cullen (2011) “Mindfulness-Based Interventions: An Emerging Phenomenon” *Mindfulness*
- Creswell (2017) “Mindfulness Interventions” *Annual Review of Psychology*
- Jon Kabat-Zinn, Wisdom 2.0 – in class video

Neurobiology and Clinical Applications

Week 3: Mindfulness & Medicine

- Davidson et al (2003) “Alterations in brain and immune function produced by mindfulness meditation” *Psychosomatic Medicine*
- Ludwig and Kabat-Zinn (2008) “Mindfulness in Medicine” *J American Medical Association*
- Irving et al (2009) “Cultivating mindfulness in health care professionals” *Complementary Therapies in Clinical Practice*
- Greeson (2009) “Mindfulness Research Update: 2008” *Complementary Health Practice Review*
- McCabe and Mackenzie (2009) “The Role of Mindfulness in Healthcare Reform” *Explore*
- Epel et al (2016) “Meditation and Vacation Effects on Molecular Phenotypes” *Translational Psychiatry*
- Black and Slavich (2016) “Mindfulness Meditation and the Immune System: A Systematic Review of RCTs” *Annals of the New York Academy of Sciences*

Week 4: Mindfulness & Mental Health

- Lau and McMain (2005) “Integrating Mindfulness-Based Meditation with Cognitive and Behavioural Therapies” *Canadian Journal of Psychiatry*
- Kuyken (2010) “How does mindfulness-based cognitive therapy work?” *Behaviour Research and Therapy*
- Boudette (2011) “Integrating Mindfulness Into the Therapy Hour” *Eating Disorders*
- Wolever et al (2012) “Effective and Viable Mind-Body Stress Reduction Workplace” *J of Occupational Health Psychology*
- Goyal et al (2014) “Meditation Programs for Psychological Stress and Well-Being” *J American Medical Association*

Week 5: Mindfulness & Neuroscience

- Sara Lazar TED Talk (video, 10 minutes)
- Holzel, et al. (2010) “Stress Reduction Correlates with Structural Changes in the Amygdala”

Social Cognitive and Affective Neuroscience

- Holzel et al. (2013) “Neural mechanisms of symptom improvements in generalized anxiety disorder following mindfulness training” *Neuroimage: Clinical*
- Fox et al. (2014) “Is Meditation Associated with Altered Brain Structure? A Systematic Review and Meta-Analysis” *Neuroscience and Biobehavioral Reviews*
- Tang et al. (2015) “The Neuroscience of Mindfulness Meditation”

Healthy Development and Active Learning

Week 6: Koru Mindfulness – Module One + Human Development

- **Koru One (75 minutes)**
- Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else*. Oakland CA: New Harbinger Publications, 2016. Parts 1&2.
- Greeson et al (2014) "A Randomized Controlled Trial of Koru: A Mindfulness Program for College Students and Other Emerging Adults" *J American College Health*
- Zelazo and Lyons (2012) “The Potential Benefits of Mindfulness Training in Early Childhood: A Developmental Social Cognitive Neuroscience Perspective” *Child Development Perspectives*
- Flook et al (2015) “Promoting Prosocial Behavior and Regulatory Skills in Preschool Children through a Mindfulness-Based Kindness Curriculum” *Developmental Psychology*

Week 7: Koru Mindfulness – Module Two + Human Development

- **Koru Two (75 minutes)**
- Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else*. Oakland CA: New Harbinger Publications, 2016. Part 3
- Perry-Parrish et al (2016) “Mindfulness-Based Approaches for Children and Youth” *Current Problems Pediatric Adolescent Health Care*
- Choudry and Moses (2016) “Mindful Interventions: Youth, Poverty and the Developing Brain” *Theory & Psychology*
- **Annotated Bibliography Due**

Week 8: Koru Mindfulness – Module Three + Human Development

- **Koru Three (75 minutes)**
- Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else*. Oakland CA: New Harbinger Publications, 2016. Part 4.
- Zoogman et al. (2014) “Mindfulness Interventions with Youth: A Meta-analysis” *Mindfulness*
- McKeering & Hwang (2019) “A Systematic Review of Mindfulness-Based School Interventions with Early Adolescents”

Week 9: Koru Mindfulness – Module Four + Human Development

- **Koru Four (75 minutes)**
- Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else*. Oakland CA: New Harbinger Publications, 2016. Part 5.
- Roeser and Eccles, (2015) “Mindfulness and Compassion in Human Development” *Developmental Psychology*

Teaching, Learning, and Educational Applications

Week 10: Mindfulness and K-12 Education

- “Room to Breathe” (documentary on Mindful Schools implementation) – in class
- Ergas and Hadar (2019) “Mindfulness *in* and *as* education: A map of a developing academic discourse from 2002 to 2017” *Review of Education*
- Jennings (2016) “Mindfulness-Based Programs and the American Public School System: Recommendations for Best Practices to Ensure Secularity” *Mindfulness*
- Jennings, “Mindfulness and School Transformation” (Chapter 7) in *Mindfulness for Teachers*
- Schonert-Reichl et al (2015) “Enhancing Cognitive and Social Emotional Development Through a Simple-to-Administer Mindfulness-Based School Program for Elementary School Children: A Randomized Controlled Trial” *Developmental Psychology*
- *Reflection essay on Koru Mindfulness due*

Week 11: Mindfulness and the Teaching Professions

- Roeser et al (2013) “Mindfulness Training and Reductions in Teacher Stress and Burnout: Results from Two Randomized, Waitlist-Control Field Trials” *J Educational Psychology*
- Jennings et al. (2017) “Impacts of CARE for Teachers Program on Social Emotional Competence and Classroom Interactions” *J Educational Psychology*
- Hwang et al., (2017). A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance” *Teaching and Teacher Education*
- Birchinall et al. (2019) “In the moment: Does mindfulness hold the key to improving the resilience and well-being of pre-service teachers?” *Teaching and Teacher Education*
- Mackenzie et al. (2020) “Present Moment Awareness and the Prosocial Classroom” *Mindfulness*
- *Room to Breathe essay due*

Week 12: Mindfulness in Higher Education

- Neff, “The Space between Self-Esteem and Self-Compassion” TED Talk (in class, 20 minutes)
- Neff et al (2005) “Self-compassion, ... Coping Academic Failure” *Self and Identity*
- Shapiro et al (2011) “Toward the Integration of Meditation into Higher Education: A Review of Research Evidence” *Teachers College Record*
- Mrazek et al (2013) “Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering” *Psychological Science Online First*
- Gorvine et al. (2019) “A naturalistic study of yoga, meditation, self-perceived stress, self-compassion, and mindfulness in college students” *Health Psychology and Behavioral Medicine*

Week 13: Mindfulness & Social Justice (in Higher Education)

- Rhonda V. Magee (2016) “The Way of ColorInsight: Understanding Race and Law Effectively through Mindfulness-Based ColorInsight Practices” *Georgetown Journal of Law and Modern Critical Race Perspectives*. Vol. 8:251.

Week 14: Term paper workshop and presentations (attendance required)

Week 15: Conclusion and Synthesis. The last class will be devoted to synthesizing the course material as well as reflection on your personal practice.

Main themes covered in this course:

- Overview of meditation
- Clinical applications of mindfulness
- Health psychology / stress and health
- Neuroscience & brain plasticity
- Mindfulness and academic performance
- Mindfulness and cognition
- Mindfulness & healthy development
- Mindfulness and emotional well-being/self-regulation
- Mindfulness as behavioral health and/or universal intervention
- Mindfulness and the teaching professions
- Mindfulness in education

Course Requirements: This course is designed as a seminar class, rather than a lecture-format course. Each student is expected to come to class each week able to cogently discuss the required readings and show some evidence of independent thinking. Grades for the course will be based on class participation, the midterm assignment, reflection essays, and the term paper. The midterm assignment will be a short essay and annotated bibliography designed to get students started on their research for the final term paper. The final paper will be 10 pages (double-spaced) and will focus on a topic of special interest to the student. Papers are due on the last day of class.

Class participation and attendance:	25%
Mid-term & Reflection Essays:	25%
Final paper:	50%

Required Text

Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else*. Oakland CA: New Harbinger Publications, 2016.

Required Readings

Birchinall et al. (2019) "In the moment: Does mindfulness hold the key to improving the resilience and wellbeing of preservice teachers?" *Teaching and Teacher Education*. 86 (2019) 102919. <https://doi.org/10.1016/j.tate.2019.102919>

Black and Slavich (2016) "Mindfulness Meditation and the Immune System: A Systematic Review of RCTs" *Annals of the New York Academy of Sciences*. 1373: 13-24.

Boudette, Robin (2011) "Integrating Mindfulness into the Therapy Hour" *Eating Disorders*. 19:108-115.

Choudry and Moses (2016) "Mindful Interventions: Youth, Poverty and the Developing Brain" *Theory & Psychology*

Creswell (2017) "Mindfulness Interventions" *Annual Review of Psychology*.68:491-516.

Cullen, Margaret. "Mindfulness-Based Interventions: An Emerging Phenomenon." *Mindfulness* 2, no. 3 (2011): 186-193.

Davidson RJ, Kabat-Zinn J, Schumacher J, Rosenkranz M, Muller D, Santorelli SF, Urbanowski F, Harrington A, Bonus K, Sheridan JF. (2003) "Alterations in brain and immune function produced by mindfulness meditation." *Psychosomatic Medicine*. 65(4):564-70.

Epel, E., et al. (2016) "Meditation and vacation effects have an impact on disease-associated molecular phenotypes" *Translational Psychiatry*. 6, e880; doi:10.1038/tp.2016.164

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- Fox et al. (2014) “Is Meditation Associated with Altered Brain Structure? A Systematic Review and Meta-Analysis” *Neuroscience and Biobehavioral Reviews*. 43 (2014) 48-73.
- Greeson JM (2009) “Mindfulness Research Update: 2008” *Complementary Health Practice Review Online First*. DOI:10.1177/1533210108329862.
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- Hölzel, Britta K., James Carmody, Karleyton C. Evans, Elizabeth A. Hoge, Jeffery A. Dusek, Lucas Morgan, Roger K. Pitman, and Sara W. Lazar. "Stress Reduction Correlates with Structural Changes in the Amygdala." *Social Cognitive and Affective Neuroscience* 5 (2010): 11-17.
- Hölzel et a. (2013) “Neural mechanisms of symptom improvements in generalized anxiety disorder following mindfulness training” *Neuroimage: Clinical*. 2 (2013) 448-458
- Hwang et al., (2017). A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance” *Teaching and Teacher Education*. 64 (2017) 26-42.
- Irving et al (2009) “Cultivating mindfulness in health care professionals” *Complementary Therapies in Clinical Practice*. 15:61-66.
- Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017). “Impacts of the CARE for Teachers Program on Teachers’ Social and Emotional Competence and Classroom Interactions” *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu000187>
- Jennings, “Mindfulness and School Transformation” (Chapter 7) in *Mindfulness for Teachers*. New York, NY: W.W. Norton and Company, 2015.
- Jennings (2016) “Mindfulness-Based Programs and the American Public School System: Recommendations for Best Practices to Ensure Secularity” *Mindfulness* (2016) 7:176–178 DOI 10.1007/s12671-015-0477-5
- Killingsworth and Gilbert (2010) “A Wandering Mind Is an Unhappy Mind” *Science* 330 (6006), 932. [doi: 10.1126/science.1192439]
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- Ludwig DS and Kabat-Zinn J. (2008) "Mindfulness in Medicine." *JAMA*. 300: 1350-1352.
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- Mackenzie ER, Fegley S, Stuteman M, Mills, J. (2020) "Present moment awareness and the prosocial classroom" *Mindfulness*.
- Magee, Rhonda (2016) "The Way of ColorInsight: Understanding Race and Law Effectively through Mindfulness-Based ColorInsight Practices" *Georgetown Journal of Law and Modern Critical Race Perspectives*. Vol. 8:251.
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- McKeering & Hwang (2019) "A Systematic Review of Mindfulness-Based School Interventions with Early Adolescents" *Mindfulness*. 10:593-610.
- Mrazek et al (2013) "Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering" *Psychological Science Online First*.
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- Neff K. et al (2005) "Self-compassion, Achievement Goals, and Coping with Academic Failure" *Self and Identity*. 4:263-287.
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- Sibinga, Erica M.S. et al (2011) "Mindfulness-Based Stress Reduction for Urban Youth" *The Journal of Alternative and Complementary Medicine*. 17(3): 213–218.

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- Zoogman et al. (2014) “Mindfulness Interventions with Youth: A Meta-Analysis” *Mindfulness*. DOI 10.1007/s12671-013-0260-4.

Supplemental Readings

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- Burke, Christine A. (2009) “Mindfulness-Based Approaches with Children and Adolescents: A Preliminary Review of Current Research in an Emergent Field” *Journal of Child & Family Studies*. DOI 10.1007/s10826-0099282-x.
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Huppert FA and Johnson DM. (2010) “A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being” *The Journal of Positive Psychology*. 5(4): 264-274.

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Rempel Kim D. (2012) “Mindfulness for Children and Youth: A Review of the Literature with an Argument for School-Based Implementation” *Canadian Journal of Counselling and Psychotherapy*. 46(3): 201-220.

Rosenkranz MA et al. (2013) “A comparison of mindfulness-based stress reduction and an active control in modulation of neurogenic inflammation.” *Brain Behavior and Immunity*. 27:174-184.

Russel J. (2011) “Mindfulness: A Tool for Parents and Children with Asperger’s Syndrome” *Mindfulness*. 2:212-215.

Saunders, Pamela A., Tractenberg, Rochelle E., Chaterji, Ranjana, Amri, Hakima, Harazduk, Nancy, Gordon, James S., Lumpkin, Michael and Haramati, Aviad (2007) “Promoting self-awareness and reflection through an experiential Mind-Body Skills course for first year medical students” *Medical Teacher*, 29:8, 778 – 784

Schonert-Reichl, K.A. and M.S. Lawlor. (2010) “The Effects of a Mindfulness-Based Education Program on Pre- and Early Adolescents’ Well-Being and Social and Emotional Competence.” *Mindfulness*. DOI 10.1007/s12671-010-0011-8.

Zylowska et al (2007) “Mindfulness Meditation Training in Adults and Adolescents with ADHD” *Journal of Attention Disorders*. DOI:101177/1087054707308502.

Recommended Books:

Christopher K. Germer, Ronald D. Siegel, Paul R. Fulton, eds. *Mindfulness and Psychotherapy*. New York: The Guilford Press, 2005.

Laurie A. Greco and Steven C. Hayes, *Acceptance and Mindfulness Treatments for Children and Adolescents*. Oakland CA: New Harbinger Publications, 2008.

Susan K. Greenland, *The Mindful Child: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate*. New York: Free Press/Simon & Schuster, 2010.

Patricia A. Jennings, *Mindfulness for Teachers*. New York, NY: W.W. Norton and Company, 2015.

Jon Kabat-Zinn, *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Bantam Dell, 2005 (15th anniversary edition).

Jon Kabat-Zinn, *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. New York: Hyperion, 1994.

Donald McCown, Diane Reibel, Marc Micozzi, *Teaching Mindfulness: A Practical Guide for Clinicians and Educators*. New York: Springer, 2011.

Kristen Neff, *Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*. New York: Harper Collins, 2011.

Deborah Schoeberlein and Suki Sheth, *Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything*. Somerville MA: Wisdom Publications, 2009.

Susan M. Orsillo and Lizabeth Roemer. *The Mindful Way Through Anxiety: Break Free from Chronic Worry and Reclaim Your Life*. New York: The Guilford Press, 2011.

Daniel J. Siegel, *The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration*. New York: WW Norton & Company, 2010.

Christopher Willard, *Child's Mind: Mindfulness Practices to Help Our Children Be More Focused, Calm, and Relaxed*. Berkeley CA: Parallax Press, 2010.

Mark Williams and John Teasdale. *The Mindful Way Through Depression: Freeing yourself from Chronic Unhappiness*. New York: The Guilford Press, 2007.

Discussion Questions:

Week 1: General Introduction

- Why mindfulness? Why now? What are contemplative practices?
- Why is there interest in bringing mindfulness to educational settings?
- What do advocates see as the potential for mindfulness in schools?
- What do critics see as the potential downside?

Week 2: Overview of Meditation and Mindfulness

- What is meditation? What are the many forms of meditation?
- What are the history and origins of meditation?
- How is mindfulness meditation experienced by the practitioner?
- How is mindfulness meditation perceived by the scientific observer?

Week 3: Clinical Findings – Medicine

- How has mindfulness been studied scientifically?
- How has mindfulness research informed clinical practice?
- What are the implications of clinical mindfulness research?

Week 4: Clinical Findings – Behavioral Medicine

- How have mindfulness-based interventions (MBI's) changed behavioral medicine?
- Why do you think psychological practice embraced mindfulness?
- Where do you see this trend going?
- When is meditation contraindicated?

Week 5: Mindfulness, Neuroscience, and Cognition

- What are the implications of mindfulness research for our understanding of brain plasticity?
- What do neuroscientific studies tell us about the biological basis of mindfulness effects?

Weeks 6-9: Koru Mindfulness Practice & Mindfulness and Human Development

- What do the research findings tell us about how mindfulness practice may impact human development?
- What are the potential benefits of mindfulness practice for children? Adolescents?

Week 10: Mindfulness and K-12 Education

- How are mindfulness programs being implemented at schools currently? How are they being evaluated? What do critics of school-based mindfulness say?
- What is the potential of mindfulness training to improve the health, well-being, and academic achievement of students?
- How have teachers and others applied mindfulness to support the health, well-being, and achievement of children and adolescents?

Week 11: Mindfulness and the Teaching Professions

- How is mindfulness training currently being used to support teachers?
- What is a “mindful teacher”? How can mindfulness be used to support student learning in the classroom?
- What seem to be the main benefits of mindfulness-based teacher training programs?

Week 13: Mindfulness in Higher Education

- In what ways can mindfulness practice be implemented in higher education settings?
- What role could mindfulness training play in professional development?
- How can contemplative practices enrich student learning?
- What is the role of contemplative practice in transformative learning?
- How are mindfulness programs and trainings being integrated into for-credit courses?
- How are mindfulness programs being offered to students in extra-curricular settings?

Week 14: Conclusion and Synthesis

- How have your views on mindfulness meditation (and the contemplative practices in general) changed over the course of the semester?
- What unanswered questions do you still have? Where will you go to find the answers?
- What pitfalls or barriers to you see to the practice of mindfulness and/or applications?
- Has this course changed your perspectives on education in any way?
- Has this course changed the way you think about human development? Brain plasticity?
- What do you think are the major themes that emerged from the course?
- Has anything you have learned contributed to your own development?
- Has anything you have learned contributed to your own well-being?
- What do you see as the future of mindfulness in education (if any)?

Please see PowerPoint slides for additional discussion questions and course themes.

Web Resources:

www.goAMRA.org

Publishes monthly compilation of mindfulness research

www.KoruMindfulness.org

Mindfulness for emerging adults (EA's) developed at Duke University

<http://marc.ucla.edu/>

Research center at UCLA

<http://www.investigatinghealthyminds.org/>

Research center at the University of Wisconsin-Madison

<http://www.umassmed.edu/cfm/home/index.aspx>

Center for Mindfulness in Medicine, Health Care and Society (U Mass)

<http://www.self-compassion.org/>

Kristin Neff's website on cultivating self-compassion

<http://www.mindfuled.org/>

Mindfulness in Education Network

<http://www.mindfuleducationinstitute.com/>

Mindful Education Institute

<http://www.mindfulschools.org/>

Mindful Schools

<http://www.acmhe.org/>

Association for Contemplative Mind in Higher Education

<http://www.contemplativemind.org/>

Contemplative Mind in Society

<http://www.garrisoninstitute.org/>

The Garrison Institute