School for New Learning

SW 235: Yoga & Well-Being
Summer 2017

Instructor: Rebecca Russell
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630-917-4472
In-person meetings by appointment

Course Dates
Wednesdays: 6/14, 6/21, 6/28, 7/5, 7/12
6:15 – 9:30 pm

Location: O'Hare Campus

Course Description

This course introduces the practices of yoga and explores how the various dimensions of yoga contribute to well-being. Immersion in yoga combines first-hand experience with movement, breathing and meditation, plus a review of the foundations of yoga philosophy. Each class meeting includes time for gentle, beginning-level yoga movement, focused breathing and meditation (no previous experience needed), along with discovery into the principles and benefits of the practice. Students practice on their own, then reflect on the impact of these practices on body and mind through independent writing, activities, readings and class discussion.

Please note: Yoga is not a religion, so there is no requirement for a religious commitment as a result of participation in the course.

Learning Outcomes

As a result of this course, students will:
• gain understanding of and experience with the multi-dimensional practice of Hatha yoga
• understand how to incorporate yoga into daily activities
• identify the impact of yoga practice and its potential to support well-being

Through participation in the course, students learn about and gain experience with the content of each competence. To earn credit, students explore select competence(s) in greater depth.
Course Competences

A-3-B: Can explore a model of spiritual development and apply it to oneself or others.
- Discusses the assumptions and implications of a model(s) of spiritual development.
- Discusses the model in relation to one’s or other’s experience.

Outcomes - Through this competence, students learn to:
- Identify the components of Hatha yoga that support spiritual development.
- Understand how Hatha yoga may lead the practitioner toward an interest in defining the spiritual.
- Identify practices that influence the choices individuals make each day to foster spiritual development.

H-3-F: Can understand the interrelationships among intellectual, psychological, spiritual and physical health in one’s own life.
- Defines health as a holistic concept, comprised of intellectual, psychological and spiritual as well as physical components.
- Describes how two or more intellectual psychological, spiritual or physical aspects interact to contribute to one’s health.

Outcomes - Through this competence, students learn to:
- Understand how intellectual functioning and psychological, spiritual and physical health interact and contribute to overall health.
- Identify the components of Hatha yoga that support this overall health.
- Identify specific Hatha yoga practices that contribute to their own overall intellectual, psychological, spiritual and physical health.

S-1-X: Can explore and experience the impact of yoga for health and well-being.
- Identifies a dimension of physical or psychological health that could be impacted by the practice of yoga.
- Examines the ways in which the practice of Hatha yoga plays a part in supporting health and well-being.

Outcomes - Through this competence, students learn to:
- Examine scientific research to explain the benefits of yoga on a dimension of physical and/or psychological well-being.
- Examine a specific physical or psychological condition and identify how yoga can have an impact for improving the symptoms of the condition and/or enhancing well-being.

S-2-C: Can describe, categorize and explain development or change within physical or biological systems.
- Articulates the process by which change occurs in at least one biological system or describes the sequence of development or evolution in that system.
- Analyzes the variations in the development or change of physical or biological systems.

Outcomes - Through this competence, students learn to:
- Identify components of Hatha yoga that influence human biology or could benefit a physical condition.
- Use scientific research to explain how the practice of yoga effects change in humans on a dimension of physical well-being.
**Learning Resources**

Textbook: *Living Your Yoga* by Judith Lasater; 2015 edition

Additional readings and learning materials are provided through D2L.

**Supplies**

Bring the following items to every class. These are used for the practice of yoga movement, breathing and meditation. These items are widely available in stores and on-line.

- Yoga sticky mat
- Yoga block (a brick-shaped foam block with a solid center)
- Blanket or large towel (just bring one that you own)

**Attire**

Wear comfortable clothing that allows movement.

**Learning Strategies**

Students participate in a variety of activities to experience the practice of yoga to engage a mix of learning styles.

- Yoga positions, breathing and meditation are part of each class session. Movement is designed to be gentle and accessible for all levels of physical ability.
- Class meetings include discussion with the entire group and in small groups; brief, interactive instructor presentations; and additional active learning experiences.
- Assigned readings provide a foundation of understanding for class time together.
- Independent, directed exploration allows for consideration of the course content.
- Reflective writing offers an opportunity for deeper experience with the readings, course activities and independent exploration.

Desire to Learn (D2L) is used for communication between class meetings, to access readings, to submit assignments and to access resources.
Learning Deliverables

Assignments
To do and learn about Hatha yoga requires engaging mind and body. These assignments help students to get the most out of the course experiences, to gain knowledge and understanding, and to demonstrate competence with the material.

**Attendance and Participation**  340 points / 34%
Students are asked to contribute to an optimal learning environment by arriving at class on time, prepared to focus and engage with each other and with the course materials and activities.

**Reflective Writings**  220 points / 22%
Students write a series of short essays, as a way to integrate the experiences, readings and topics of the course.

**Daily Practice Record**  220 points / 22%
Students complete a daily practice of yoga movement, breathing and meditation and provide a record of their experiences.

**Self-Assessment**  220 points / 22%
Students complete a self-assessment during the final class meeting.

*Please note:* Detail about individual assignments is provided separately. All assignments must be completed to earn competence for the course.
Assessment

• Additional detail about individual assignments is provided separately.
• All assignments for the competence must be completed.
• All assignments are due by the specified due date. Late assignments require advance approval and are subject to deductions.

Grading Criteria and Scale
Individual assignments carry specific components for students to address to demonstrate learning. The instructor provides feedback for individual assignments in the form of written comments and points earned. Writing skills are evaluated for the clarity of expression and the student’s effectiveness in relating conclusions to evidence presented.

Assignments are evaluated as follows:
100 - 90 = A to A- : Work of high quality; reflects thorough and comprehensive understanding of the issues; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support.

89 - 80 = B to B- : Designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

79 - 70 = C to C- : Designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

69 - 60 = D to D- : Designates work of poor quality which does not meet minimum requirements; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; superficial and/or simplistic treatment of material; may indicate that student has not done reading assignments thoroughly.

Final grades reflect the work demonstrated in the completion of all assignments, attendance and participation. Grading is based on evidence the student presents in class and in assignments; it is the student’s responsibility to demonstrate an understanding of the skills and knowledge gained.

Pass/Fail is an option for some students. Please review Pass/Fail Grading Options and discuss with the instructor.
Course Schedule

A detailed course schedule, with specific readings and assignment details, is provided at the beginning of the course.

Class 1
• Topics: overview of the practice of Hatha yoga, principle of non-harming
• Gentle movement, breathing and meditation
• For next class
  - Assigned readings
  - Home yoga practice
  - Reflective Writings

Class 2
• Topics: non-grasping, purity, yogic breathing, meditation
• Gentle movement, breathing and meditation
• For next class
  - Assigned readings
  - Home yoga practice
  - Reflective Writings

Class 3
• Topics: moderation, letting go
• Gentle movement, breathing and meditation
• For next class
  - Assigned readings
  - Home yoga practice
  - Reflective Writings

Class 4
• Topics: purity, contentment, discipline
• Gentle movement, breathing and meditation
• For next class
  - Assigned readings
  - Home yoga practice

Class 5
• Topics: spiritual connection, self-study
• Complete Self-Assessment
• Gentle movement, breathing and meditation
• Course wrap-up
Course Policies

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy (UGRAD)](Academic Integrity Policy (UGRAD))
- [Academic Integrity Policy (GRAD)](Academic Integrity Policy (GRAD))
- [Incomplete Policy](Incomplete Policy)
- [Course Withdrawal Timelines and Grade/Fee Consequences](Course Withdrawal Timelines and Grade/Fee Consequences)
- [Accommodations Based on the Impact of a Disability](Accommodations Based on the Impact of a Disability)
- [Protection of Human Research Participants](Protection of Human Research Participants)

Course Resources

- [University Center for Writing-based Learning](University Center for Writing-based Learning)
- [SNL Writing Guide](SNL Writing Guide)
- [Dean of Students Office](Dean of Students Office)

Instructor Bio

**Rebecca Russell, MS, CPCC, 500 E-CYT**

Rebecca has practiced yoga for 20 years. She began by taking classes at a health club and enjoyed the combination of movement and relaxation. After attending classes weekly, her interest in the additional dimensions of the yoga led her to teach. She is certified at the 200-hour and advanced 500-hour levels. She enjoys helping people de-stress and find a sense of balance physically and emotionally. Rebecca teaches yoga at Chicago area studios and with private groups, specializing in work with beginners and seniors for age-appropriate movement, breathing and meditation. She also leads workshops.

In addition, Rebecca teaches interpersonal communications at DePaul and is a published writer. As a professional coach (rebecca-russell.com), she works with people individually and leads workshops. Previously, she worked as a writer and editor for specialized industry publications and she directed internal communications and marketing for a corporate training center.

Her academic degrees include an MS in Communication from Northwestern University and a BA in English Literature with a minor in Journalism from the University of Illinois at Urbana-Champaign.