Course Description

Why are over 20 million Americans practicing yoga? This course, BODY, MIND, SPIRIT: YOGA AND MEDITATION, answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first part of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour will use yoga postures, breathing exercises, and meditation techniques. The second half of class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, provide spiritual sustenance, sustain health. We will read *Yoga Mind Body and Spirit: A Return to Wholeness* by Donna Farhi, and the Shearer version of *The Yoga Sutras of Patanjali*, research articles on the scientific studies of yoga's benefits from journals and websites and integrate knowledge of the human body/mind/spirit. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself. This course will refresh, relax, rejuvenate.

Yoga mats and other props are provided. Wear comfortable clothes (no jeans, belts, dresses). This is a GENTLE YOGA class for beginners - NO PREVIOUS EXPERIENCE needed. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body and community/personal health issues; and 3) explore the spiritual benefits of meditation. PLEASE EMAIL TEACHER BEFORE CLASS BEGINS.

COMPETENCES:

A3B CAN EXPLORE A MODEL OF SPIRITUAL DEVELOPMENT AND APPLY IT TO ONESELF OR OTHERS.

1. Discusses the assumption and implications of a model(s) of spiritual development.
2. Discusses the model in relation to one’s or others’ experience.

Students fulfill this competence by discussing a model of spiritual development. Such models always imply assumptions about the meaning of the spiritual and the value and purpose of spiritual development. They also have implications for how we choose to live. Models of spiritual development might include twelve-step, evangelical, feminist, contemplative, Eastern, or liberation spiritualities. (Model in this course is the Eastern/Hindu model of Yoga and Meditation. More general and universal concepts of spirituality are presented as well as connections to different faith traditions.)

H3F CAN UNDERSTAND THE INTERRELATIONSHIPS AMONG INTELLECTUAL, PSYCHOLOGICAL, SPIRITUAL, AND PHYSICAL HEALTH IN ONE’S OWN LIFE.

1. Defines health as a holistic concept, comprised of intellectual, psychological, and spiritual as well as physical components.
2. Describes how two or more intellectual, psychological, spiritual, or physical aspects interact to contribute to one’s health.

Students demonstrate this competence by understanding how intellectual functioning and psychological, spiritual, and physical health interact and contribute to overall health. Definition of each component is critical to understanding that interrelationship, and students must apply their knowledge to an example in their own lives (and particularly the material in this course- understanding how yoga and meditation contribute to healing and health through practice of the physical poses, intellectual understanding through research, psychological benefits through breath control and meditation and spiritual rejuvenation and discovery).
S2C CAN DESCRIBE, CATEGORIZE, AND EXPLAIN DEVELOPMENT OR CHANGE WITHIN PHYSICAL OR BIOLOGICAL SYSTEMS.

1. Articulates the process by which change occurs in at least one physical or biological system, or
2. Describes the sequence of development or evolution in that system.
3. Analyzes the variations in the development or change of physical or biological systems.

Students demonstrate this competence by examining the way systems change or develop over time. This competence includes both physical systems (chemical, geological, astronomical, and other) and biological systems (plant, animal, human, communities, ecosystems, all of life). Change and development can be understood as they occur with small scale systems (human aging) or large scale (evolution of the cosmos). (For the purpose of this course, the systems of the human body are studied as well as how yoga and meditation impact on their development, processes, changes, etc. Presentations include in depth examinations of the major body systems and functions, such as organs, muscles, skeleton, and how yoga contributes to wellbeing.

S3B CAN ASSESS HEALTH CARE PRACTICES BASED ON AN UNDERSTANDING OF THE BIOLOGICAL AND SOCIAL FACTORS THAT CONTRIBUTE TO DEFINITIONS OF HEALTH.

1. Identifies biological and social or cultural factors that contribute to a definition of health.
2. Articulates one or more definitions, theories, or models that describe health care.
3. Articulates criteria for assessing health care practices, for the individual or the community, based on the considerations of 1 and 2.
4. Assesses and articulates an approach to the maintenance of promotion of health using 1, 2 and 3 as the basis for forming generalizations.

Students demonstrate this competence by examining “health” and the functions of a healthy human. What does it mean, in medical or social terms, to be healthy? The functions of a healthy human suggest an understanding of the underlying mechanisms of health and disease. At a fundamental level, a student addressing this competence must demonstrate knowledge of human biology and relate that knowledge to forming a definition of “health.” Students may explore disease or abnormal states in both biological and social terms, but in so doing should demonstrate an understanding of the normal state. Yoga and meditation are used as a model for health care.

Other competences may be negotiated: Contact teacher before course begins.

For those with CCS registration: the competencies you will gain are: ASSESS HEALTH CARE PRACTICES BASED ON AN UNDERSTANDING OF THE BIOLOGICAL AND SOCIAL FACTORS THAT CONTRIBUTE TO DEFINITIONS OF HEALTH. And CAN DESCRIBE, CATEGORIZE, AND EXPLAIN DEVELOPMENT OR CHANGE WITHIN PHYSICAL OR BIOLOGICAL SYSTEMS

LEARNING OUTCOMES:

For those with S2C competence:
1) A basic understanding of human body anatomy, including the various systems delineated in the presentations.
2) The ability to explain the particular system assigned for your competence.
3) Ability to do scientific research into development and change of human systems and the impact of yoga and meditation on these systems.
4) Able to observe changes in one’s own body as yoga and meditation are practiced. Activities include: practices in Chapel and at home, discussion in class, scientific research, group work, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentations on body system, final paper.

For those with S3B competence:
1) Can identify social and cultural factors that interact with human biology to define health; 2) Can use and explain the 8 limbs of yoga to articulate a model for health care; 3) Can name criteria for promotion of health through yoga; 4) Can articulate connections between human biology and yoga as a health care system. Activities include: practices in Chapel and at home, discussion in class, scientific research, group work, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentation on community health system, final paper.

For those with H3F competence:
1) Can define health in holistic way and show how yoga and meditation impact health holistically. 2) Can define psychological, physical, intellectual and spiritual impact of yoga and meditation on oneself and others. 3) Can explain the inter-relationships that contribute to health. Activities include: practices in Chapel and at home,
scientific research, group work, discussion in class, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentations on body system, final paper.

For those with A3B competence:
1) Can use the 8 limbs of yoga and describe the five yamas and five niyamas as ways to explore spiritual. 2) Can compare this model with others from life experience. 3) Will be able to name the underlying assumptions of this model and apply to one’s life. Activities include: practices in Chapel and at home, research, group work, discussion in class, study of books. Deliverables include: journal reflections, class discussions, 2 peer-reviewed journal articles, presentation, final paper.

For all competences: To learn the basics of yoga and meditation in order to live a happier, healthier and more stress-free life through the eight limbs of yoga; To bring more mindfulness and discipline to all aspects of learning by understanding and using the interconnectedness of body, mind, and spirit; To understand the systems within systems of the human body/mind/spirit complex and ways to promote health. This course is to develop consciousness, clarity, curiosity, creativity, confidence, courage, community, communication, compassion and commitment.

LEARNING STRATEGIES AND RESOURCES
The first hour of each class we will enjoy yoga postures, breathing exercises and meditation techniques in the Chapel. The second part of each class, in the classroom, will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, balance the endocrine system, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance and exploration. We will read Yoga Mind Body and Spirit by Donna Farhi, and Shearer’s version of The Yoga Sutras of Patanjali, research articles on the scientific studies of yoga’s benefits from journals and websites, etc. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself including reflections on the readings and at-home practice. Besides participation (in postures, breathing, meditation techniques and class discussions), students are required to hand in journals periodically; research at least 2 peer-reviewed medical/scientific journals for benefits of yoga and meditation; work collaboratively in a group research project and give a cooperative oral presentation in class of system of body or on spirituality or on community health (depending on competence); partake in a yoga or meditation class elsewhere for comparison and write about it; and submit a final paper. Presentations are constructed around one competence with questions to elicit learning on that competence. Final papers address the second competence, if people have two.

Required Reading & Resource Materials (may be amended):
Yoga Chicago Magazine - to be handed out and various excerpts of journals and websites.
Suggested readings: See last page

LEARNING DELIVERABLES
1) Attend class on time and participate. Two absences may lower your grade to a B or C depending on quality of your work, three absences to failure. Zero absences or one excused absence means you are striving for an A or B depending on quality of work.
2) Visit/participate in another yoga/meditation class once in the first TWO or THREE weeks of class and write about it in journal.
3) Research two articles about the health benefits of yoga or meditation and bring in for class discussion to 4th class. Instructions for this research will be given out. These MUST be from peer-reviewed journals of a scientific nature. Ask for help from librarian if you need to and bring a copy of the FIRST PAGE for teacher and keep a copy for yourself. These articles will be discussed in class at 4th class and should serve you in doing your final paper OR in doing your presentation OR in addressing an ailment you have OR all of these.
4) Prepare for presentation with your group. Presentations are divided up by competence. Instructions for presentations will be given out. You will be given class time in 2nd, 3rd, and 4th week but you should also be in contact by email and/or phone with members of your group. Presentations will be given in 5th, 6th and 7th weeks ONLY. After your presentation is done, send an email reflection on how well you learned, how it was to work in cooperation with others, and how well you think your group presentation went.
5) **Practice a few moments** each day - some in morning and some in evening. Use yoga poses, breathing techniques, and meditation methods.

6) **Write in your journal** after each Chapel session. Be generous, not stingy in your writing; at least 10 dated entries of at least 4 paragraphs for each entry are required. Write in your journal after visit to another yoga class. Write in your journal about your practices at home. Write in your journal after reading the assignments. You will hand in your journals at 5th week of class. Instructions for journals will be given out. Part of your journal is the email you send me after your presentation too.

7) Bring a **prayer or inspirational selection** to share with class. Two volunteers are needed for each class.

8) Read over your competencies to make sure you are addressing them in your work and use the language of the competence in presentation and paper.

9) As soon as your presentation is done, begin your **final paper**. For those with two competencies, your final paper addresses the competence you did NOT work on in your presentation and it must be 5-7 pages. For those with one competence only in this course, you will choose a topic to delve into more deeply for your one competence and your paper is 3-5 pages. Instructions for final paper will be given out. Those who have difficulty in writing should contact the Writing Center online or in person.

10) You will be **reading 2 books** thoroughly so please keep up with assignments. Both the Farhi book and the *Yoga Sutras of Patanjali* will help you understand yoga and meditation, so please study them. Both books will help you with presentations and papers. Both books will help you to complete competences and in life.

**ASSESSMENT OF STUDENT LEARNING**

**Attendance and Participation**

Participation in weekly class is essential. If you plan to miss more than one class, you should not take this course. In the event of an absence or tardiness, it is imperative that you 1) let me know ahead of time; and 2) contact a classmate ahead of time to be your tutor for the missed session; 3) consult with teacher on doing makeup work for the class. Students missing more than two classes or more than 6 hours of our ten week course will not have met the requirements for a passing grade.

**GRADING CRITERIA AND SCALE**

**Criteria for Assessment**

Grades will be determined by the following criteria:

<table>
<thead>
<tr>
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<th>one competence</th>
<th>two competencies</th>
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<tr>
<td>Class attendance, participation in assignments, journal reflections</td>
<td>34%</td>
<td>68%</td>
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<tr>
<td>Collaborative research and cooperative work - oral presentations</td>
<td>33%</td>
<td>66%</td>
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<tr>
<td>Final paper</td>
<td>33%</td>
<td>66%</td>
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100 points 200 points

**Work will be evaluated as follows:**

A designates work of high quality; reflects thorough and comprehensive understanding of the issues as hand; reflects a clearly identifiable research and argument that demonstrates cogent and creative development and support of ideas. A- is close to high quality.

**For those with S2C competence:**

1) A basic understanding of human body anatomy, including the various systems delineated in the presentations. 2) The ability to explain the particular system assigned for your competence in presentation. 3) Ability to do scientific research into development and change of human systems and the impact of yoga and meditation on these systems through presentation, paper and submission of 2 peer-reviewed articles. 4) Able to observe changes in one’s own body as yoga and meditation are practiced and write in journal about this. 5) Ability to name the eight limbs of yoga.

**For those with S3B competence:**

2) Can identify social and cultural factors that interact with human biology to define health in presentation or paper; 2) Can use and explain the 8 limbs of yoga to articulate a model for health care in presentation or paper; 3) Can name criteria for promotion of health through yoga; 4) Can articulate connections between human biology and yoga as a health care system through research into peer-reviewed articles and journal writing. 5) Ability to name the eight limbs of yoga.

**For those with H3F competence:**

3) 1) Can define health in holistic way and show how yoga and meditation impact health holistically though journal writing, presentation, and paper. 2) Can define psychological, physical, intellectual and spiritual impact of yoga and meditation on oneself and others in presentation or paper. 3) Can explain
the inter-relationships that contribute to health through peer-reviewed articles research. 4) Ability to name the eight limbs of yoga.

**For those with A3B competence:**

1) Can name and use the 8 limbs of yoga and describe the five yamas and five niyamas as ways to explore spiritual through presentation, journal writing, and paper. 2) Can compare this model with others from life experience through presentation, journal writing, and paper. 3) Will be able to name the underlying assumptions of this model and apply to one’s life or others through research into peer-reviewed articles.

**B+** designates work of good quality but not superior; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive research and argument with evident development and support of ideas. **B** designates work of good quality; reflects somewhat organized understanding of work; presents some research to support ideas. **B-** designates work of some quality; reflects some understanding of work; presents some research to support ideas. **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 or be chronically late with assignments and attendance. **D** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; may indicate that student has not done reading assignments or research thoroughly. **F** does not complete assignments and/or misses 3 or more classes (or more than 6 hours of class time).

**COURSE SCHEDULE**

**Week 1 – Wednesday January 4 First Class**

* Poses: Relaxation, Leg lifts, Hip openers, Spinal rolls, Cat pose, Dog pose, Mountain, Forward bend, Cobra, Child pose, Simple twists, Relaxation  
  * Breathing and meditation techniques: Belly breath, hands follow the breath, breath counting  
  * In class reflective journal writing  
  * Break  
  * Introductions and Syllabus discussion/Competences  
  * Assignments for Week 2- Read Introduction and study Part I Living Principles(to page 20) in *Yoga Mind, Body, Spirit: A Return to Wholeness*  
  And find in book the poses we did in class to study  
  Practice at least two poses, breathing, meditation 10 min a day  
  Bring prayer or poem or inspirational paragraph of your values  

**Week 2 – Wednesday January 11 Second Class**

* Savasana, Sun Salutation, Head to Knee, Staff pose, Twists  
  * Ujjaya breathing, Meditation: Bubble thoughts  
  * In class reflective journal writing  
  * Break  
  * Large group discussion/Small group discussions about oral presentations +++see below  
  * Assignment for Week 3 -Read and Study Part II The Seven Moving Principles (22-47)  
    Various websites and other handouts  
    And find in book the poses we did in class to study  
    Practice at least two poses, breathing, meditation 10 min a day  

**Week 3 – Wednesday January 18 Third class**

* Savasana, Star and Squat, shoulder and neck poses, Partner poses  
  * Sitali breath, Meditation: Loving Kindness  
  * In class reflective journal writing  
  * Break  
  * Small group discussions about oral presentations +++see below  
  * Report on other classes attended
Next week: Bring in 2 articles about benefits of yoga and/or meditation
(Must be from peer-reviewed scientific journals)
Continue studying Farhi’s book pages 47-80
Practice at least two poses, breathing, meditation 10 min a day
Write in journal

Week 4 - Wednesday January 25 Fourth class
* Savasana, Triangle, Umbrella pose, Butterfly,
* Kapalabhati breath, Meditation: Neti, Neti, Neti
* In class reflective journal writing
* Break
* Report on articles
* Small group discussions about oral presentations +++see below
* Report on other classes attended
* Assignment for Week 5 - write in journal --Hand in journals next week
Continue studying Farhi’s book 84-130
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
PREPARE FOR PRESENTATIONS

WEEK 5 –Wednesday, February 1 Fifth class
* Savasana, Sun Salutation, Triangle, Boat pose
* Meditation on Waves of Peace or Waves of Courage
* In class reflective journal writing
* Break
* Hand in journals
* Oral presentations +++see below
* Assignments for Week 6 -Continue studying Farhi’s book
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day
Prepare for your presentations

Week 6 Wednesday February 8 Sixth Class
* Savasana, Sun Salutation, Warrior poses
* Meditation: Safe Harbor
* Break
* Oral presentations +++see below
* Assignments for Week 7-Finish Farhi’s book; start on Yoga Sutras Introduction
Prepare for oral presentations;
And find in book the poses we did in class to study.
Practice two poses, breathing, meditation 10 min a day

Week 7 Wednesday February 15 Seventh Class
* Savasana, warrior poses (Virabrdasana I and II), Prasarita Padottanansana
* Chakra Meditation and Sitali breath
* Break
* Small group oral presentations and discussion of Yoga Sutras
* Assignments for Week 8 - Read Yoga Sutras
Work on final paper
Find in book the poses we did in class to study. Practice 10 min a day.
Week 8 – Wednesday February 22 Eighth Class
* Savasana, warrior poses, Parsvattonasana
* Healing Journey Meditation
* Break
* Discussion of Yoga Sutras
* Assignments for Week 8 - - Read Yoga Sutras
  Various websites and other handouts
  And find in book the poses we did in class to study.
  Practice two poses, breathing, meditation 10 min a day
  Work on your final paper-Paper due in class next week

Week 9 – Wednesday March 1 Ninth Class PAPER DUE and Fill out evaluations of course on line
* Yoga partner postures, Meditation: Sound Bath
* Break
* Large group discussion - Yoga Sutras
* PAPER DUE --Paper exchange - read partner’s paper
* Assignments for Week –Send refined paper by email to teacher by Saturday NOON
  - Read Yoga Sutras
  And find in book the poses we did in class to study.
  Practice two poses, breathing, meditation 10 min a day
  Do online evaluation of course and teacher

Week 10 – Wednesday March 8 Tenth Class
* Sun Salutation, Warrior poses, ceremony, Meditation: Who Am I?
* Break
* Large group discussion - Yoga Sutras
  Fill out evaluation of course

+++Oral presentations:
Class will be divided into groups of 3 people. Each small group will work together to give a 30 minute presentation in class on one of the following:
1) Cellular system; 2) Muscle system; 3) Skeletal system with emphasis on spinal column; 4) Endocrine system; 5) Spirituality; 6) Factors in Community Health; 7) Focus of Mind/Psychology/Nervous system

Each oral presentation will include:
1) Drawings of the system with appropriate parts named and displayed; explanation of working of system; explanation of importance of the system in yoga; demonstrations of 3 poses that benefit this system. Answer questions specific to your group (see other handout).
2) Equal division of labor so that every person contributes in research, exchange of communication with own group, presentation, and demonstration of pose.3) Must give citations for all work presented. No unintentional (or intentional) plagiarism, please. Helpful listings at http://libguides.depaul.edu/yoga

PLEASE NOTE: Your group dynamics in presentation groups are part of understanding yoga and the interdependence of body, mind, spirit. Shared information on research, clear and regular communication with members of your group, and cooperative attitudes are necessary for high quality presentations.

COURSE POLICIES
Attendance and Participation
Participation in weekly class is essential. If you plan to miss more than one class, you should not take this course. In the event of an absence or tardiness, it is imperative that you 1) let me know ahead of time; and 2) contact a classmate ahead of time to be your tutor for the missed session; 3) consult with teacher on doing makeup work for the class. Students missing more than two classes or more than 6 hours of our ten week course will not have met the requirements for a passing grade.
Pass/Fail
If a student wants a Pass/Fail, teacher must be notified by SECOND Week and not later.

Incomplete
Unfinished work or work requiring revision will be given an Incomplete grade with proper procedures followed and at the initiation of the student. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments. Application for Incomplete must be made in writing to teacher by 9th week of class.

Accommodations
Students who may need an accommodation based on impact of a disability should contact the instructor privately to discuss specific needs. All discussions remain confidential. For further information, contact the Office for Students with Disabilities 773-325-7290.

Academic Integrity
It is expected that all students will adhere to DePaul University’s policy on academic integrity. The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: a) The direct copying of an source, such as written and verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. C) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. D) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ASK!

Writing Help: For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the DePaul Writing Center.

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

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

COURSE RESOURCES

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office

Faculty Biographical Sketch
Maureen Dolan, Swami Shraddhananda, is an ordained priest and certified Hatha Yoga Teacher, and has taught SNL courses: Women’s Voices in Peacemaking; Cooperatives: Building Communities of Peace and Justice; Election 2012; Global Futures: Oil, Water, War, and Peace; the Gandhi Non-
Violence Travel Course; and several courses in the Peace, Justice and Conflict Studies program. She served as Adjunct Interfaith Chaplain for the University Ministry for nearly a decade. She has been teaching yoga and meditation for several years at YMCAs, retreats, workshops, and at DePaul University for over ten years. For over 45 years, she has been engaged in social justice work in the peace movement, union organizing, community coalitions, and women’s organizations. She has served as Executive Director of the Chicago Electric Options Campaign, and Executive Director of Women United for a Better Chicago; Assistant Director of the Public Interest Law Initiative; Coordinator of Artemisia Gallery; Recording Secretary for UWA-UE union; Co-Chair of Eighth Congressional District Nuclear Weapons Freeze Campaign; member of Spiritual Life Circle of the Parliament of World Religions; founder of Logan Square Housing Cooperative; served on numerous boards; published several articles on peace and justice issues, and is currently working on a book. She graduated from Temple of Kriya Yoga Seminary Program with concentration on Eastern Philosophy and Comparative Religion and received a PhD. in Transformative Studies from the California Institute of Integral Studies. Maureen also has two grown sons who work in the social justice arena.

Suggested readings:


CDs used in *Body, Mind, Spirit: Yoga and Meditation*:

1. *Sound Healing* by Dean Evenson and Soundings Ensemble
2. *Meditation* by Fumio
3. Tao of Healing by Dean Evenson

All top three are from http://www.soundings.com

4. *Music to Inspire Positive Thinking* by John Herberman (sonicaid)
5. *Tranquility* by Cleveland Werhle
6. *Journey to Wholeness* – Singing crystal Bowls of healing and meditation
7. *The Eternal Om* by Valley of the Sun
8. *Prayer CD* – A Multicultural Journey of Spirit