



## Course Number and Title: IDT G81 Developing the Mindful Teacher

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2019-51

**Prerequisite:**

None

**Co-Requisites:**

None

**Course Credits and Hours:**

1.00 credits

1.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course prepares professional educators to integrate mindfulness into the classroom environment. Participants develop an improved sense of well-being and personal life control through the navigation and management of daily stressors. Topics include mindfulness-based stress reduction practices such as meditation, mindful movement, and communication skills.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

Yoga Mat

**Schedule Type:**

Classroom Course

**Disclaimer:**

None

**Core Course Performance Objectives (CCPOs):**

1. Explain the roles of stress and reactivity in health and healing. (CCC 1; PGC 6)
2. Examine the ways to manage stress through mindful awareness. (CCC 1, 2, 4; PGC 6)
3. Develop a stress management plan to achieve personal wellness goals. (CCC 1, 2, 4; PGC 6)
4. Examine current trends in integrating mindfulness into the classroom environment. (CCC 1, 2, 4, 5; PGC 1, 3)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Explain the roles of stress and reactivity in health and healing.
  1. Identify personal stressors and their emotional and physiological effects.
  2. Discuss the current literature on stress physiology.
  3. Discuss the specific emotional, physiological, and social impact of maladaptive stress mechanisms.
  4. Discuss the relationship of deliberate practice, flow, and mindfulness techniques.
2. Examine the ways to manage stress through mindful awareness.
  1. Practice sitting meditation, breathing awareness, walking meditation, body scan, and mindful eating.
  2. Discuss the differences in perceiving pleasant and unpleasant events.
  3. Practice managing challenging stressors using problem-focused and emotion-focused strategies.
  4. Discuss the difference between stress reaction and stress response.
  5. Examine various technology applications useful for mindful awareness and stress management strategies (e.g., meditation and mindfulness smart device and computer-based applications).
3. Develop a stress management plan to achieve personal wellness goals.
  1. Develop a clear stress management contingency plan.
  2. Determine how a stress management contingency plan is implemented.
  3. Discuss how to maintain the momentum and discipline in everyday mindful practices.
4. Examine current trends in integrating mindfulness in the classroom environment.
  1. Identify best practices for integrating mindfulness into the classroom.
  2. Demonstrate effective mindfulness-based instructional strategies for integrating mindfulness into the classroom environment.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Logbook Entries (summative)	20%
Stress Management Plan (summative)	20%
Research Paper (summative)	20%
Mindfulness Based Classroom Demonstration (summative)	20%
Formative Assessment Activities	20%
TOTAL	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.