

## **Mindfulness: Research and Experience**

CCI 654 & CMST544 Fall 2016

Wednesdays 9:05 -11:55

COMM 264

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### Course Overview

This highly experiential communication course will cover the basic practices for developing mindfulness and self-regulatory capabilities in everyday life, in communication with others, and in demanding activities. Mindfulness is defined as the state of psychological awareness. Mindfulness practices are associated with reductions in negative experiences (e.g., rumination, stress, and emotional reactivity) and with improvements in positive capabilities (e.g., working memory, focus, and cognitive flexibility). Mindfulness-based stress reduction training is a key component of the course. The course objective is to enable students to develop mindfulness practices and to understand the research on mindfulness.

### Course Requirements

#### 1. Attendance

This experiential course will cover the basic practices for developing mindfulness. The only way to learn is to engage in the practices taught in class. Therefore, attendance will be kept. Missing one class will result in the loss of 5 points. If a second class is missed, an additional 10 points will be lost, and if a third class is missed, an additional 15 points will be lost. There will be no make-up classes. Attendance at the one-day practicum is required. The practicum will take place one Saturday from 8:00am until 4:30pm as noted on the syllabus. *You should arrange **now** to be able to attend the practicum.* It is the student's responsibility to contact the instructor regarding missing class or the practicum. Class and the practicum will start on time. If you arrive late or leave early, it will count as an absence.

#### 2. Class Activities: Participation in Practices, Sharing, & Class Discussions

We will be practicing mindfulness techniques, including mindful movement, in class. You are required to participate in all movement activities only to the extent you feel capable. The mindful movements will be gentle. You are responsible for your body. Do not do anything that you believe will cause injury or discomfort. You may request alternative variations of movements. You may also substitute a movement you feel more comfortable doing as long as it does not distract other class members. Alternatively, you may choose to sit out particular movements. In any case, observe your own body and do what is best for it.

A large part of the course will be discussing the practices and sharing experiences. You are expected to participate in these discussions. You are also expected to read the assigned readings before each class and to contribute actively and productively to class discussions. The purpose of the discussions is to clarify questions regarding the readings, to explore the relevance of the readings to your experience, and to generate research avenues. You should prepare for class by

completing the reading assignments and by being prepared to discuss the readings. Each student is responsible for the quality of the discussions and is expected to contribute productively to class discussions.

### 3. Practices Reports

In order to support the development of mindfulness, you are expected to complete practice assignments outside of class. These assignments will require approximately one hour per day. To support these outside class practices, you will complete participation reports in which you will report your practices and write about your experiences. Bring a hard copy to class each week.

### 4. Papers & Presentation

You will write two papers. The first paper will be an experiential paper in which you will report your experiences. Detailed instructions are forthcoming. The paper should be 3 - 5 pages in length. This paper is due on the date listed below. The other paper will be an integrative paper. You will write 10-12 pages in which you will integrate the material from this class with a theory/topic from your field in light of the current state of the research in the field. MS students will work in groups to complete the integrative paper. One grade will be assigned to all members of the group. You will rate your team members' contributions and these data will be integrated into the participation grade. You may submit this paper any time during the semester. Additional information regarding this requirement is forthcoming. Follow APA format. PhD students will formally present their papers. You will have 10-15 minutes to present your paper. The integrative papers and presentation are designed to mimic typical conference submissions. You must be thorough, but concise. MS student groups will informally present their integrative research on the days their topic is discussed.

### 5. Leading Discussion of Readings

PhD students will lead a discussion of topics that includes summarizing the reading for the week.

### Grading\*

| Requirement                                     | Points   |
|---|--|
| 1a. Class Attendance                            | Required (Points are lost for missing classes) |
| 1b. Practicum                                   | 40   |
| 2. Participation in Class Activities            | 30   |
| 3. Practice Participation Reports               | 15   |
| 4a. Experiential Paper                          | 40   |
| 4b. Integrative Paper                           | 30   |
| 4c. PhD Formal Presentation                     | 20   |
| 4d. MS Informal Presentation                    | 10   |
| 5. PhD Leading Discussion                       | 20   |
| <b>Grading Scale:</b> 90% = A, 80% = B, 70% = C | PhD = 195 MS = 165                             |

\*The instructor reserves the right to alter course and grading requirements if necessary.

### Quiz Option

The intention of quizzes is to offer you an opportunity to demonstrate that you have reviewed, organized, and integrated the course material. One quiz option may be offered during the semester.

### Required Course Materials

1. Readings are listed below. These will be made available to you.
2. A mat is required to support activities conducted in class.
3. Wear loose fitting, comfortable, and modest clothing to class to aid mindful movement.
4. A waiver form must be signed for the university.

### Optional Materials

1. A small blanket.
2. Socks, sweater.

### **Required Statements & Information**

#### Counseling Center

Student Counseling Center  
1800 Volunteer Blvd.  
Knoxville, TN 37996-4250  
Phone: 865-974-2196  
Fax: 865-974-7039  
Email: [counselingcenter@utk.edu](mailto:counselingcenter@utk.edu)  
<http://counselingcenter.utk.edu/>

Mobile Crisis: 865-539-2409 (available 24 hours)  
Suicide Hotline: 1-800-784-2433 or 1-800-SUICIDE  
National Suicide Prevention Lifeline: 1-800-273-8255

#### Academic Integrity

Students are responsible for maintaining academic integrity. Violations of The University of Tennessee's policy on academic honesty will not be tolerated. Offenders will be subject to the disciplinary actions prescribed by the university's policy.

#### CCI Diversity Statement

"CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community."

#### UT ODS Disability Statement

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

**Schedule of Activities & Discussion Topics**

| <b><u>Week</u></b> | <b><u>Date</u></b> | <b>Activities &amp; Discussion Topics</b>  |
|--------------------|--------------------|--|
| 1                  | August 17          | Introduction   |
| 2                  | August 24          | Mindfulness-Based Stress Reduction C1<br><i>Bring mat to all future classes</i>              |
| 3                  | August 31          | Mindfulness-Based Stress Reduction C2  |
| 4                  | September 7        | Mindfulness-Based Stress Reduction C3  |
| 5                  | September 14       | Mindfulness-Based Stress Reduction C4  |
| 6                  | September 21       | Mindfulness-Based Stress Reduction C5  |
| 7                  | September 28       | Mindfulness-Based Stress Reduction C6<br><b>Practicum</b><br>Saturday October 1<br>8:30-4:30 |
| 8                  | October 5          | Mindfulness-Based Stress Reduction C7  |
| 9                  | October 12         | Mindfulness-Based Stress Reduction C8  |
| 10                 | October 19         | NO CLASS   |
| 11                 | October 26         | <b>Experiential Paper Due</b><br>Mindfulness Background<br>Neurological Research             |
| 12                 | November 2         | Stress<br>Attention & Self-Regulation  |
| 13                 | November 9         | Loving Kindness & Compassion<br>Empathy/Perspective Taking, and Communication                |
| 14                 | November 16        | PhD Presentations  |
| 15                 | November 23        | Wrap-up and Closing  |
| 16                 | November 30        | <b>Quiz</b><br><b>Last day to submit Integrative Paper</b>                                   |

## READINGS

### Mindfulness Background & Neurological Research

Kabat-Zinn, J. (2006). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.

*JKZ response to Baer.pdf*

Baer, R.A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10, 125-143.

*BaerClinPsy.pdf*

*Read neurological papers for bottom-line results*

Boccia, M., Piccardi, P., & Guariglia, P. (2015). The meditative mind: A comprehensive meta-analysis of MRI studies. *BioMed Research International*. Article ID 419808, 11 pages

<http://dx.doi.org/10.1155/2015/419808>

*MRI Review.pdf*

Davidson, R. J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S. F., Urbanowski, F., Harrington, A., Bonus, K., & Sheridan, J. F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65, 563-570.

*Davidson et al.pdf*

Hölzel, B. K., Lazar, S. W., Gard, T., Schuman-Olivier, Z., Vago, D. R., & Ott, U. (2011). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual and neural perspective. *Perspectives on Psychological Science*, 6(6) 537-559.

*Holzel mechanisms.pdf*

#### Optional:

\*\*Kabat-Zinn, J. (1996). Mindfulness meditation: What it is, what it isn't, and its role in health care and medicine. In Haruki, Y., Ishii, Y., & Suzuki, M. *Comparative and Psychological Study on Meditation*. Eburon, Netherlands.

\*\*Germer, C. (2004). What is mindfulness? *Insight Journal*, Fall, 23-20

Tomasino, B., Fregona, S., Skrap, M., & Fabbro, F. (2013). Meditation-related activations are modulated by the practices needed to obtain it and by the expertise: An ALE meta-analysis study. *Frontiers in Human Neuroscience*, 6, Article 346, pp. 1-14. skim

*Fnhum-06-00346.pdf*

Hasenkamp, W., & Barsalou, L. W. (2012). Effects of meditation experience on functional connectivity of distributed brain networks. *Frontiers in Human Neuroscience*, 6, Article 38, 1-14. skim

*Fnhum-06-00038.pdf*

Roberts-Wolfe, D., Sacchet, M. D., Hastings, P., Roth, H., & Britton, W. (2012). Mindfulness training alters emotional memory recall compared to active controls: Support for an emotional information processing model of mindfulness. *Frontiers in Human Neuroscience*, 6, Article 15, 1-13. skim  
*Fnhum-06-00015.pdf*

### **Stress**

Bajaj, B., Robins, R.W., & Pande, N. (2016). Mediating role of self-esteem on the relationship between mindfulness, anxiety, and depression. *Personality and Individual Differences*, 96, 127-131. <http://dx.doi.org/10.1016/j.paid.2016.02.085>  
*Self-esteem.pdf*

Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12 (2), 164-176.  
*ShapiroMBSR*

Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: A review and meta-analysis. *The Journal of Alternative and Complementary Medicine*, 15 (5), 593-600.  
*Mindfulnessmetaanalysis.pdf*

Baer, R. A., Carmody, J., & Hunsinger, M. (2012). Weekly change in mindfulness and perceived stress in a mindfulness-based stress reduction program. *Journal of Clinical Psychology*, 68(7), 755-765.  
*Baer MBSR.pdf*

Carmody, J., Baer, R. A., & Lykins, E. L. B., & Olendzki, N. (2009). An empirical study of the mechanisms of mindfulness in a mindfulness-based stress reduction program. *Journal of Clinical Psychology*, 65(6), 613-626.  
*Carmody et al.pdf*

### **Attention & Self-regulation**

Fennell, A.B., Benau, E. M., & Atchley, R. A. (2016). A single session of meditation reduces physiological indices of anger in both experienced and novice meditators. *Consciousness and Cognition*, 40, 54-66.  
*Emo-regulation anger.pdf*

Shapiro, S. L., & Schwartz, G. E. (2000). The role of intention in self-regulation: Toward intentional systemic mindfulness. In *Handbook of self-regulation*, 253-273. San Diego, CA, US: Academic Press.  
*Shapiro & Schwartz.pdf*

- Jha, A. J., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience*, 7 (2), 109-119.  
*JhaKrompingerBaime.pdf*
- Lykins, E. L. B., Baer, R. A., Gottlob, L. R. (2012). Performance-based tests of attention and memory in long-term mindfulness meditators and demographically matched nonmeditators. *Cognitive Therapy and Research*, 36 (1), 103-114.  
*Lykins et al.pdf*
- Sauer, S., Lemke, J., Wittmann, M., Kohls, N., Mochty, U., & Walach, H. (2012). How long is now for mindfulness meditators? *Personality and Individual Differences*, 52, 750–754  
*Sauer et al PID.pdf*

### **Loving Kindness & Compassion**

- Galla, B. M. (2016). Within-person changes in mindfulness and self-compassion predict enhanced emotional well-being in healthy, but stressed adolescents. *Journal of Adolescence*, 49, 204- 217.  
*Adolescent Stress.pdf*
- Hollis-Walker, L., & Colosimo, K. (2011). Mindfulness, self-compassion, and happiness in non-meditators: A theoretical and empirical examination. *Personality and Individual Differences*, 50, 222-227.  
*Hollis Walker Colosimo.pdf*
- Keng, S., Smoski, M. J., Robins, C. J., Ekblad, A. G., & Brantley, J. G. (2012). Mechanisms of change in mindfulness-based stress reduction: Self-compassion and mindfulness as mediators of intervention outcomes. *Journal of Cognitive Psychotherapy: An International Quarterly*, 26 (3), 270-280.  
*Keng et al Mechanisms.pdf*
- Boellinghaus, I., Jones, F. W., & Hutton, J. (October 21, 2012). The role of mindfulness and loving-kindness meditation in cultivating self-compassion and other-focused concern in health care professionals. *Mindfulness*, October 21.  
*LK and MeditationSelfCompassion.pdf*

### **Optional:**

- Tirch, D. D., (2010). Mindfulness as a context for the cultivation of compassion. *International Journal of Cognitive Therapy*, 3(2), 113–123.  
*Mindfulness and compassion Buddha.pdf*

### **Empathy/Perspective Taking, and Communication**

- Davis, F. J., Morris, M., & Drake, M.M. (2016). The moderation effect of mindfulness on the relationship between adult attachment and wellbeing. *Personality and Individual Differences, 96*, 115–121.  
*Attachment Empathy.pdf*
- Birnie, K., Speca, M., & Carlson, L. E. (2010). Exploring self-compassion and empathy in the context of mindfulness-based stress reduction (MBSR). *Stress and Health*. Published online in Wiley InterScience (www.interscience.wiley.com) DOI: 10.1002/smi.1305.  
*Self Compassion & MBSR.pdf*
- Wei, M., Liao, K. Y., Ku, T., & Shaffer, P. A. (2011). Attachment, self-compassion, empathy, and subjective well-being among college students and community adults. *Journal of Personality, 79* (1), 191-221.  
*Empathy self compassion.pdf*
- Creswell, J. D., Way, B. M., Eisenberger, N. I., & Lieberman, M. D. (2007). Neural correlates of dispositional mindfulness during affect labeling. *Psychosomatic Medicine, 69*, 560–565.  
*Creswell et al 2007 Psychosomatic Medicine.pdf*
- Martin, M. M., Staggars, S. M., & Anderson, C. M. (2011). The relationships between cognitive flexibility with dogmatism, intellectual flexibility, preference for consistency, and self-compassion. *Communication Research Reports, 28* (3), 275-280.  
*Comm cognitive flexibility.pdf*
- Bayer, J.B., Cin, S. D., Campbell, S. W., & Panek, E. (2016). Consciousness and self-regulation in mobile communication. *Human Communication Research, 42*, 71–97.  
*Bayer et al 2016 Human.pdf*