

Mindfulness & Compassion: Living Fully Personally & Professionally

NUIP/RELB 3030

Class Schedule: Tuesdays from 3:45-6:15 pm PM in McLeod 2010

Course Attendance includes a mandatory daylong retreat: Saturday, March 31, 9:30am-3pm

Instructor: Juliet Trail (trail@virginia.edu)

Office hours are by appointment and welcomed.

This course is designed to give you an opportunity to:

- develop a greater understanding of your own mind and emotions
- cultivate equanimity and focus in the midst of daily stresses and distractions
- practice kindness towards yourself and others
- learn about the science and practice of mindfulness and prosocial behaviors

All undergraduate students, regardless of major, background, and experience, are invited to apply for the course, capped at 20 students.

What is the course about?

It is about what William James called “the greatest revolution in our generation” namely “the discovery that human beings by changing the inner attitude of their minds can change the outer aspects of their lives.” Recent neuroscience research supports James’ assertion and has shown that mindfulness practices can change the way we react to stress, regulate our emotions, and relate to other people. Such contemplative practices can also help us understand and reshape unhelpful habits and live with illness and loss.

What will I learn?

In “Mindfulness and Compassion” you will become a scientist of your own experience and explore how mindfulness and prosocial practices can change your inner attitude and, as a result, your experience in college and beyond. In a small seminar setting, you will learn about and establish a daily contemplative practice of secular meditation exercises designed to help you cultivate patience, awareness, gratitude, as well as prosocial behaviors such as kindness, compassion, forgiveness, and sympathetic joy. The ultimate goal of this course is to help you live more fully, be a more engaged and kind citizen and professional, and navigate life’s stressors with greater clarity, peace of mind, and healthy behaviors.

By the end of our time together, you will be able to:

- appreciate, demonstrate and further develop a regular practice of mindful awareness and compassionate presence
- integrate mindfulness into your everyday life
- reflect with nuance on your experiences with the practices, their effects on your intra- and interpersonal relationships, and what this means for your developing professional role
- explain basic principles of mindfulness and accurately describe how mindfulness and compassion training can enhance health and functioning
- critically evaluate the scientific and popular literature on mindfulness

How will the course unfold?

The course is modeled on the [University of Massachusetts’ Mindfulness-Based Stress Reduction Program](#), yet expanded upon and modified specifically for college students interested in exploring the practice of and research on mindfulness and prosocial behaviors. During the course of the semester, we will experientially engage in contemplative exercises that foster self-awareness, emotional regulation,

mental stability, and prosocial attitudes such as empathy, compassion, generosity and gratitude (see schedule.) In preparation for each class you will engage in these formal practices as well as in informal practices that facilitate mindful awareness of everyday activities. You will also read and write about your experiences in our class blog. In each class session, we will begin with a centering meditation, engage in small and large group discussions and learn a new contemplative practice. Together, we will create an environment that encourages rich and authentic conversation about our thoughts and aspirations, our experiences with the practices, and the burgeoning research in contemplative sciences. The daylong retreat will give us an opportunity to deepen our practice together.

How will I develop a regular contemplative practice and engage with the research?

To help you understand the basic research on mindfulness and establish a regular contemplative practice, you will engage a variety of in-class and outside of class activities. Further details are posted on the course website, here:

- [Home practice and participation](#)
- [Blogging](#)
- [Research Reflections](#)
- [Community Project](#)
- [Learning portfolio](#)

In addition, a rich selections of readings, videos and audios will help us make sense of our individual and collective experiences. These readings are available on the schedule pages which also offer specific assignments to complete in advance of each meeting. Before the first class, please purchase:

- Monteiro, L., & Musten, F. (2013). *Mindfulness starts here: An eight-week guide to skillful living*. Friesen Press: Victoria, BC.

Optional

- Kabat-Zinn, J. (2012). *Mindfulness for beginners: Reclaiming the present moment—and your life*. Sounds True: Boulder, CO.
- Bauer-Wu, S. (2011). *Leaves falling gently: Living fully with serious and life-limiting illness through mindfulness, compassion, and connectedness*. New Harbinger Publications.

What should I wear? Comfortable, loose-fitting clothing is recommended.

What this class is not: Although the engagement with contemplative practices can be experienced as therapeutic, *this class not a substitute for therapy and I am not a licensed and trained professional therapist*. If you are in emotional distress, please ask your healthcare provider whether you should participate in a course that may bring up uncomfortable feelings (see [support and safety information](#).)

More about your instructor:

Juliet Trail (PhD) is Managing Director of the Contemplative Sciences Center and a Research Scientist with Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-HE).

Levels of Engagement

In this course, you can choose your level of engagement according to your schedule, interest, and the level of expertise you wish to gain. This form of engagement in grading is known among those studying the art of teaching and learning as Specifications Grading.

Specifications Grading Overview: Specifications grading allows students to choose the grade they want to earn in a course based on the amount of effort they want to put in. In a specifications grading system, the professor creates “bundles” of assignments for each letter grade, often giving students choices of assignments within each bundle. In order to earn the grade of their choice, students complete the bundle of assignments aligned with that grade. For every assignment, the professor shares a clear and comprehensive set of criteria for successful completion (aka, the assignment’s specifications). ***No letter grades are given for individual assignments; rather, each assignment a student turns in either meets the specifications, or it does not.*** Instead of a letter grade on each assignment, the instructor offers plentiful feedback. Specifications grading systems often utilize tokens that students can exchange for extensions, resubmissions, etc.

In our incorporation of Specifications grading into NUIP/RELB 3030, I may indicate in my feedback on an assignment that it is “not there yet” in terms of meeting specifications of the assignment – and in such cases, I may offer you an opportunity to revise and resubmit towards improvement to meet the specifications. In this way, it my sincere hope that everyone will continue to grow and flourish in their work in an ongoing, developmental way, including through potential revision to work submitted.

Please carefully consider the three levels of engagement below and let me know by the THIRD class meeting which one you’d like to choose. **Please note:**

- In some cases, you simply need to complete a specific assignment in the specified frequency and on time in order to receive full credit (attendance, blogging, home practice). For all other assignments, you will find specific evaluation criteria on our website (participation, research reflection, community project, learning portfolio.)
- Please note that the cultivating wisdom level requires you to take on a community project involving team work and a substantial time commitment.
- You begin the semester with **three tokens** that you can use in exchange for a 48-hour extension on an assignment, a chance to revise an unsatisfactory assignment, or to excuse a late arrival/early departure.

CULTIVATING WISDOM LEVEL: Can earn A grade

If you choose this level, you commit to...

- Attend all class meetings, arriving on time. One unexcused absence is okay. *With each subsequent unexcused absence, your grade drops by a full letter grade.* Excused absences will be discussed and decided at the discretion of the student and professors.
- Complete all reading before class
- Demonstrate **excellent** in-class participation
- Consistent home practice at least **4 days a week for a minimum of 25 min**, working with an accountability buddy and attending at least one weekly meditation/mindful movement session
- Post **13 out of 14 quality** blogs with appropriate word count submitted on time
- **Comment on at least 5 of your peers’ blog posts**
- Submit one good or **excellent** research reflection
- Submit an **excellent** learning portfolio
- **Successfully complete community project (see project description)**

- **Receive positive peer rating on community project**

ADVANCED PRACTITIONER LEVEL: Can earn B grade

If you choose this level, you commit to...

- Attend all class meetings, arriving on time. Two unexcused absences are okay. With each subsequent unexcused absence, your final grade drops by a full letter grade. Excused absences will be discussed and decided at the discretion of the student and professors.
- Complete all reading before class
- Demonstrate **good** in-class participation
- Consistent practice at least **4 days a week for a minimum of 25 min**, working with an accountability buddy
- Post **13 out of 14** quality blogs with appropriate word count submitted on time (if you do 14, you'll earn an extra token)
- Submit **two good or excellent** research reflections
- Submit **good or excellent learning** portfolio

PRACTITIONER LEVEL: Can earn C grade

If you choose this level, you commit to...

- Attend all class meetings, arriving on time. Two unexcused absences are okay. With each subsequent unexcused absence, your grade drops by a full letter grade. Excused absences will be discussed and decided at the discretion of the student and professors.
- Complete all reading before class
- Demonstrate **good** in-class participation
- Consistent practice at least **3 days a week for a minimum of 20 min** working with an accountability buddy
- Post **10 or more** quality blogs with appropriate word count submitted on time
- Submit **two average or better** quality research reflections
- Submit **average or better** quality learning portfolio
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Honor Code

I trust every student in this course to comply fully with all of the provisions of the University's Honor Code. By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia, as well as the following policies specific to this course. As a reminder, plagiarism is considered a violation of the honor code.

What is plagiarism? Generally speaking, it is any attempt to take credit for work done by another person. To be sure, academics rely on the work of others to shape our own knowledge and interpretations. In writing, we must acknowledge the importance of other works through footnotes and/or direct textual references to influential books, articles, and ideas. Failure to acknowledge the work of others, or transposing sentences, words, and concepts into your own work without using quotation marks or citations can result in plagiarism.

Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without

substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me. There is no penalty for honest inquiry or confusion!

THE FOLLOWING SECTIONS PROVIDE FURTHER INFORMATION ABOUT EXPECTATIONS FOR EACH MAJOR COURSE ELEMENT

I. Home Practice

Consistent home practice and active class participation are essential for your learning in this class. No practice = no learning = no change. Here is what you will need to do to reap the benefits of what this class has to offer:

Regular Home Practice: Everything you do in this class will depend on your diligent home practice, which will provide you with the first-person experience necessary for your engagement with the readings and class discussion. Recommended practice is 45 minutes per day, with a minimum of 25 min (requirements specified on your grading contract). This level of engagement is needed in order to get the maximum, sustained benefits.

Establishing a regular mindfulness practice is surprisingly difficult. Despite your best intentions, you will experience obstacles including finding time, doubting that you are “making progress”, struggling with competing priorities, etc. Creating partnerships or connecting to an existing meditation community can help you move past these obstacles. In class, we will discuss establishing a buddy system and attending meditation/ mindful movement sessions.

II. In-class Participation

Attendance: Because individual classes build on another and each class introduces you to the meditation you will the practice during the week, attendance in each class meeting AND the retreat is very important and required to pass the class (specific expectations are outlined out lined on the grading plan).

Participation: As we all know, in-class discussions are most lively when everyone shares their thoughts and ideas, and listens carefully and responds thoughtfully to others’ comments. In the context of this class, active in-class participation will also deepen you understanding of the practices we will learn and help you uncover and overcome frequent misconceptions. Since you will have finished the assigned reading, practiced before every class and posted a response to it in your blog, you will be well prepared to share your reflections and questions.

You can demonstrate excellent preparation by...

- engaging in all of the assigned home practice (on and off the cushion), exceptional ideas and comments in blog posts and in class, relating them to readings and other material (e.g., course material, personal practice, other classes, discussions, professional experiences, etc.)
- offering questions about as well as analysis, synthesis, and evaluation of readings, e.g., putting together pieces of the discussion to develop new approaches that take the class further
- contributing in significant ways to ongoing discussion, by sharing of personal experience and questions, responding thoughtfully to other students’ comments, contributing to the cooperative argument-building, suggesting alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
- engaging in attentive body language and posture.

III. Blogging

To help you consider what's meaningful to you, you will regularly reflect on your personal mindfulness and compassion practice, readings and discussions on our class blog. It is also an opportunity to engage each other outside of class by reading and commenting on your classmates' entries. (I propose these three questions as a starting point for each weekly blog post. After the first couple of weeks, you will find these questions limiting. I therefore encourage you to quickly move on to questions that work for you. The best questions are those that lead you to a deep exploration of something that matters to you.)

- What struck you most in doing your home practice and in reading this week's material? What was puzzling, intriguing, gratifying, troubling, or upsetting? Why?
- What specific insight, image, metaphor, passage or concept from the reading resonates with you? Why? How is it related to your experience in your mindfulness and compassion practice on and off the cushion?
- What questions do you have about the reading or your practice?

Purpose

The course blog is a vehicle for your reflection about the readings, your practice as well as class discussion. It is a means for an on-going conversation that takes place virtually and in person. Your posts help us understand your engagement with the readings before class, knowledge which we will incorporate into class discussion. Your blogging also allows you to capture and synthesize your thoughts generated during class and connections you are making personally to the material. Although we will create an intimate, confidential class setting that allows for discussion of personal experiences and is dependent on our collective willingness to be vulnerable, you may find that practicing mindfulness may bring up sensitive issues that are not suited for sharing in the class or on a blog. If you have questions or experiences that you'd rather discuss confidentially with us, please send us an email and/or make an appointment.

Protocol

- Engage in your personal practice on and off the meditation cushion and read or view each assigned reading and/or video.
- Beginning with the three questions above, write a blog entry. Or, if you have a burning idea that simply must be expressed, you may make your own observation.
- Keep in mind that these blog posts need to be rich enough that your fellow students will engage with them and the question you may raise. The question needs to be authentic; a question you are genuinely interested in exploring and that you feel will be interesting and intriguing to your fellow students.
- If you are not among the first posters, please read the comments already posted and refer to ideas and questions related to yours.
- To post, simply use the comment box on the appropriate schedule page.
- I recommend that you draft and save your response in a Word document until you are familiar with the WordPress format.
- Do this by 8:00 AM the day of class.

Guidelines

1. The most important aspect of this assignment is to do it. Don't be a perfectionist — if you have done the practice and the reading and attended class, your reflections are bound to be of value. If they are not well expressed, this is one way to develop the muscle that converts the ideas in your head to the words in your mouth — this is what college is for. The point of blogging is not to

produce perfect or even completely coherent ideas, but to begin the process of talking, thinking, reflecting and writing.

2. Timeliness is essential. Obviously, for your reflections to become part of the larger conversation, your blog posts need to be submitted on time. The critical path is your practice and reading— if you get into a schedule, the rest will follow.
3. Length is variable. Three sentences is too short; the ideal is an engaging paragraph. This may be 200 to 400 words. More than 500 words is too long.
4. Consistency matters. Participation is essential to success; it is evidence of your focus and engagement. Your focus and engagement is enough, given that you are students at the University of Virginia. If you are focused and engaged, good things will happen for you, your fellow students and for this exploration.

Evaluation

- Integration: To prepare you to speak in a nuanced way about mindfulness and prosocial attitudes, each post should integrate reflections on your home practice and the readings explaining with nuance how they illuminate your current experience and/or may be helpful to you going forward.
- Audience. Your audience (classmates and professors) is familiar with the practice and readings and our discussions. Please assume that we are genuinely interested in your views.
- Focus. A compelling blog entry focuses on a specific idea and explores it in some depth. Choose an idea that comes from a genuine question/insight/observation you'd like to explore further, one that is not based on a cliché, and does not present a broad generalization.
- Specificity. When possible and necessary use concrete examples from the readings and your practice to support your point.
- Voice. Use or (re-)discover your own voice. We are all interested in your authentic and sincere response including the voice that comes with it.
- Insight. Use your personal reaction as a starting point but make sure that you offer your reader insights into how and why you came to know what you know and why your insight matters.
- Connecting and Commenting. If you are not among the first posters, you should read what other people have already written. If possible, make connections to and build on others' ideas while you stay present and express to your own experience. Please feel free to use the comment box linked to a particularly pertinent blog entry to post your response to/expansion of the idea.

In evaluating your blog posts, I am checking to make sure your posts are *timely and substantive*. Because this is a conversation, late posts are not accepted. Please refer to your contract for blogging frequency and quality expectations.

IV. Research Reflections

As you know, the overarching goal of the course is to help you understand your own mind and heart more intimately and cultivate mental habits that can positively affect your day-to-day experiences and relationships. The goal of this assignment is to help you articulate your current understanding of the research on mindfulness and prosociality in relationship to a personal question that's relevant in your life at this moment.

The best research reflections begin with a situation, concern, conundrum, or issue that deeply matters to you currently, one that you are genuinely interested in exploring. Tell a story about how the research illuminates the central question underlying the issue and how it relates to your current experience with contemplative practices. How are you beginning to make sense of the question without necessarily attempting to answer it? Please integrate apt quotations from the research as well as specific examples from your own experience to illustrate your points.

Consider these questions as you create your first draft:

- What is your central question regarding the situation, concern, or conundrum that you want to explore?
- What articles on mindfulness and pro-sociality may help you shed light on the question? How does your current personal experience with contemplative practices confirm or conflict with the models and findings described in these articles?
- What are the implications of your insights for exploring your question further?

As you revise your draft, think about how to best communicate your thoughts. The most elegant writing typically occurs when reflection and analysis are woven together into a compelling narrative, one that you will want to re-read in a couple of years and that will interest your peers, if you decide to share it with them. Three days before the due date, we will workshop your draft in class. Please start drafting at least a week ahead so that you have a substantial piece of writing to share.

Format:

- **Sources:** 2 of the 3 need to be peer-reviewed chapters/articles, meaning that they are written for an expert audience. Please go to Collab “Resources” to find the course readings.
- You can use outside sources to augment your research base and/or substitute one of the 3 articles. To locate additional research studies related to the topic here are a couple of resources compiled by the American Mindfulness Research Association:
 - [Mindfulness Research Monthly](#) has links to the latest research studies
 - Reviews and meta studies are posted on course website
- If you are going to substitute please feel free to ask us if you are not sure if the article is appropriate. **Please include a link to any outside sources or an electronic copy of the article when you submit your assignment.**
- **Length, honor pledge and submission:** 1000 words, excluding references. Research is to be cited appropriately in any established format (such as APA, MLA). Please sign with the honor pledge and submit via Collab Dropbox.
- **Due Date:** The first reflection is due February 24, the second on March 24, 10 AM.
- **Late submissions:** You can get an 48-hour extension in exchange for a token.

Models of Successful Research Reflections are also posted on the course website.

[Research Reflection Rubric](#)

V. Community Project

For those who commit to the the expert level engagement pathway...

This assignment builds upon your experience writing a research reflection. You and 1-2 partner(s) will work together to choose a topic and a media outlet, for designing a community impact piece. This might be a blog or print/web journal article or a video/multi-media piece. Below are some possible sites for hosting your piece.

Why this project? This course is designed to help you, and others in our community, to live fully both personally and professionally. This is your opportunity to share research about mindfulness and compassion for audiences beyond this course. The idea is to translate what you learned about a particular topic that’s meaningful and important to you into a blog post or a short video for a particular media outlet.

How will this work? In a small team, you choose a focused topic or beautiful question that you have encountered during this course and decide on the target audience and the online/media outlet where you will seek publication or posting of the work. If you choose to write a post or article, a length of 1300-1500 words should suffice unless you find a target publication outlet that specifies a different word count. If you choose to do a video, a length of 3-5 minutes should suffice, again unless you find a target venue with different specific requirements. Each piece needs to cite at least 5 scientific research articles associated with your topic. Your piece must include a list of references, using APA format. A month before the “publication” due date, you will share with us a project description which includes information about the target audience, the particular topic or questions you propose to explore, your goals for the project, a timeline, and publicity strategy (how you can reach your target audience ...cross-posting to social media, making a flier, emailing or texting friends about it, etc.?) The goal is to have a positive impact on your target community, which is only possible if people actually have a chance to see what you’ve created!

Criteria for Success. Your piece should have a clear message for your target audience that is appropriate for their comprehension. For example,

- if you choose to write a blog post for the Mind and Life Institute you will have the opportunity to bring out the nerd in you and dive deep into the scientific details that readers of this blog will appreciate. The editor of the blog will provide specific guidance to help you understand your audience
- if you decide to create an announcement for local high school students about dealing with stress and anxiety when they get to college, then the content and delivery style should be clear to people in that age group).

The information that you share should be nuanced and show a critical understanding of the research on your topic. The content should be meaningful to you and be expressed in a way that helps make that meaning clear to your audience. You might use music, comedy, images, interviews or other elements to help communicate your message.

Project Resources. If you choose to do a video/multi-media piece, you can take advantage of the Digital Media Lab for equipment, software or training in editing.

Possible outlets for posting/publishing your piece include, but are not limited to, the following (if you are considering another outlet not listed, please let us know to get approval):

- Mind & Life Institute Blog
- Cavalier Daily
- Creating a “Stall Seat Journal” Poster
- WTJU [this might take the form of a recorded “Public Service Announcement” or setting up an interview on the air]

VI. Learning Portfolio

This final assignment is due 1 PM the day of our last class. Please submit this assignment electronically via Collab in your Dropbox, bring a hard copy to our final meeting and be prepared to share highlights and insights.

I encourage you to partner up with a peer and provide feedback to each other prior to submitting your portfolio.

Selection of Passages. Create a portfolio of written reflections to represent your evolving thinking over the course of the semester. Because the learning portfolio is intended to be consciously and carefully selective, you should choose passages from your own writing, the writing of your classmates, or that of authors you have come in contact with. In fact, you should include a few passages from others that inspired you or helped you in your practice of and your thinking about mindfulness and compassion (or other pro-social qualities and practices) [note: every time “compassion” is used, it means more broadly compassion and the other pro-social qualities we explored this semester, i.e. empathy, loving-kindness, gratitude, generosity, and forgiveness]. Those passages, however, should not exceed 50% of your total selection. For all passages, be sure to identify the source (e.g. blog, class notes, book, poem, video, article, etc.). The total selection of passages ought to be no more than 1,500 words.

Reflective Essay. Then write a reflective essay (1,300-1,500 words) explaining what this collection as a whole means to you and how this portfolio reflects your developing experience with regular mindfulness and compassion practices and your understanding of the basic principles of mindfulness and compassion as well as the foundational research that illustrates their mechanisms and associated benefits. Your learning experience is the focus of this essay.

Use the passages you selected as evidence for the case you’d like to make. Prompt # 1 offers some guiding questions that I would like you to respond to in your essay; be sure to address prompt #1 below. Additional suggestions follow (#2 – #4); address one or more of these prompts or feel free to come up with your own questions, making sure that your essay has a clear focus.

1. How has your thinking about and your experience with mindfulness changed or been confirmed over the course of the semester? What does this development or lack thereof mean to you personally? Where do you plan to go from here? Please refer to specific experiences, ideas, themes, and threads you found in your writing and the writing you selected from others, keeping in mind the feedback you received on your Research Reflections assignments. Please also reflect on how specific class readings have contributed to this development, explaining which passages resonated strongly with you and why.

In addition to the question above, choose one or two of these prompts or create your own prompt:

2. How does a regular practice of mindful awareness and compassionate presence relate to your developing professional role?
3. Describe at least two ways that mindfulness and compassion training can enhance your health and functioning.
4. How do your ideas connect to those you developed in other courses? How does this course fit into your overall undergraduate education?
5. How do your insights connect to your life, your personal values and convictions? How do you plan to make use of your insights in the future? How might they affect your future path?

In reviewing your essay, I will look for the following as they apply to the questions you choose:

- Critical analysis of why and how your thinking (and/or writing) about the subject of the course has changed or not changed;
- Evidence of your preparedness to take an active role as a participant in the discourse about mindfulness and compassion;

- Ability to connect the course material to other fields you have studied (and/or to your personal interests in different areas of your life including your plans for the future and/or your overall education);
- Depth and specificity of reflection;
- Persuasiveness of your evidence-based case; and
- Clear organization; engaging and comprehensible style; correct grammar and vocabulary.

Format. Selection of passages may be bulleted. Cite blog authors with date and topic of entry. Cite references from articles and books, including page numbers for direct quotes.

The essay is to be 1,500 to 1,700 words (excluding references) and may be written in any format that you prefer. Either single or double space is acceptable. Fully cite all articles and books using the format of your choice, e.g., APA, MLA, etc.

[Learning Portfolio Rubric](#) (*scroll to bottom of this page*)

Support & Safety

Support and Counseling Services. Your well-being and safety are very important to me. Once you are accepted in this course, I will ask you to complete an emotional and physical wellbeing survey. This information will help me support you initially. Within the first three weeks of the semester, I will also meet with each student individually to get a sense of your experience with the class.

Practicing mindfulness meditation and other contemplative practices explored during this course can bring up uncomfortable feelings. You may begin to notice things for the first time that can be unsettling. If any of this leads to persistent emotional distress (such as increased agitation or anxiety, impaired sleep or appetite, poor concentration, low mood or an inability to function as usual), please seek professional support immediately.

Resources for psychological support are available to all UVA students:

- If you find yourself experiencing problems of an emotional type, I strongly encourage you to contact Student Health Counseling and Psychological Services (CAPS: <http://www.virginia.edu/studenthealth/caps.html>).
- CAPS staff know that this course is running and that it includes a contemplative component. They are ready to serve you – they even have a staff member trained in Buddhist psychotherapy who teaches meditation!
- Usually you can get an appointment within a day or two; Students in crisis between 5pm and 8am can call the Student Health After Hours line (434) 972-7004.

Statement on Student Safety. The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that I hold, and that the University holds as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available – www.virginia.edu/sexualviolence.

As your professor, know that I care about you and your well-being and stand ready to provide support and resources as I can. As your instructor, I am a “responsible employee,” which means that I am required by University policy and federal law to report acts of violence to the University’s Title IX Coordinator. The Title IX Coordinator’s job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds (http://www.virginia.edu/justreportit/confidential_resources.pdf). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.

There are also other University of Virginia resources available. As noted above, the Student Health Center offers Counseling and Psychological Services (CAPS) for its students. Call 434-243-5150 (or 434-972-7004 for after hours and weekend crisis assistance) to get started and schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House’s HELP Line at any hour of any day: 434-295-8255.

If you or someone you know is struggling with gender, sexual, or domestic violence, there are many community and University of Virginia resources available. The Office of the Dean of Students, Sexual Assault Resource Agency (SARA), Shelter for Help in Emergency (SHE), and UVA Women’s Center are ready and eager to help. Contact the Director of Sexual and Domestic Violence Services at 434-982-2774.