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| Module Code: | COU425 |
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| Module Title: | Resilience for Health |
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| Level: | 4 | Credit Value: | 20 |
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| Cost Centre(s): | GACG | JACS3 code: | B300 |
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| School: | Social & Life Sciences | Module Leader: | Angela Williams |
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| Scheduled learning and teaching hours | 20 hrs |
| Guided independent study | 180 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

| Programme(s) in which to be offered (not including exit awards) | Core | Option |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Stand-alone module attached to Dip HE Person-centred and Experiential Counselling and Psychotherapy for QA and assessment purpose | ✓ | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

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| Pre-requisites |
| Willingness to explore self. Commitment to daily meditation practice. |

Office use only

Initial approval: 01/06/2017

With effect from: 01/06/2018

Date and details of revision: June 2018

Version no:

Version no: 2

Module Aims

This module aims to provide students with the opportunity to:

- Learn what mindfulness is, to increase their awareness of direct sensory experience (especially through the body) and to understand how this awareness can help to reduce stress, anxiety, depression and chronic pain.
- Practice responding rather than reacting to stressors and chronic pain through the distinction between primary and secondary experience.
- Learn about perceptual and conceptual modes of mind, and to experience more choices regarding thoughts.
- Practice meditation as movement.
- Learn about the negativity bias and related neuroscience; and the three major emotion systems.
- Practice kindness and compassion towards self and others.
- Learn about the importance of taking breaks and finding pleasure in life.
- To practice working with their pain or difficult thoughts and emotions with compassion and acceptance.

Intended Learning Outcomes

Key skills for employability

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| KS1 | Written, oral and media communication skills |
| KS2 | Leadership, team working and networking skills |
| KS3 | Opportunity, creativity and problem solving skills |
| KS4 | Information technology skills and digital literacy |
| KS5 | Information management skills |
| KS6 | Research skills |
| KS7 | Intercultural and sustainability skills |
| KS8 | Career management skills |
| KS9 | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy |

| At the end of this module, students will be able to | | Key Skills | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----|
| 1 | Demonstrate awareness and understanding of the neuroscience related to thoughts, emotions and behaviour in self and others. | KS1 | KS3 |
| | | KS9 | |
| | | | |
| 2 | Demonstrate how direct sensory experience reduces perceptions of stress, anxiety and physical pain. | KS5 | KS6 |
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| | | | |
| 3 | Demonstrate how modes of mind (doing and being) may contribute to stress and chronic pain, and explore primary and secondary experience impact upon perceived stress and pain. Explore doing and being through moving meditation and in everyday life. | KS7 | KS2 |
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| 4 | Demonstrate compassion to self and others. Explore the importance of self-care through breaks and activities which sustain us, noting activities which drain us and around difficult | KS2 | KS4 |
| | | KS8 | |
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| | thoughts, feelings and bodily sensations for example pain levels | | |
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Transferable skills and other attributes

Time management.
 Self-care.
 Self-awareness.
 Awareness and compassion towards others.
 Establishing a meditation practice.
 Managing thoughts, emotions and unpleasant physical sensations.
 Stress management and promoting resilience.

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

The following tasks are intended to assess the learning outcomes above:

1. The student will submit a weekly 200 word online blog/discussion post to the VLE reflecting their overall journey and they will choose an element of the module each week to reflect upon which has made an impact on them as an individual these may include topics such as stress, anxiety and physical pain..
2. Students will undertake a 10 minute oral presentation at the end of the programme in front of the group and appropriate staff. Students will demonstrate and discuss their individual learning and the appropriateness of mindfulness as a technique to reduce stress, anxiety, depression and chronic pain in themselves and others.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|---------------------|---------------|--------------------|-------------------------------------------|
| 1 | 1,2,3 | Reflective Practice | 60 | N/A | 2000 |
| 2 | 4 | Presentation | 40 | 10 mins | N/A |

Learning and Teaching Strategies:

A combination of taught theoretical concepts using flipcharts, enactments and experiential exercises.
 The practical application of these concepts in self and others is explored and consolidated through discussion.

Formal and informal meditation practice to enhance self-awareness, acceptance and compassion to also self-explore theoretical concepts

Syllabus outline:

Week 1: Introduction and administrative elements, library tour, enrolment

Week 2: Human caring (compassion to others) and use of mindfulness activities

Week 3. The brain and how it works The importance of direct sensory experience to reduce stress relating to life as fluid and changeable.

Week 4: To explore what mindfulness is and exploring how mindfulness helps us to respond rather than react

Week 5: Working with thoughts, practicing noticing and letting thoughts go

Week 6: Working with difficult experiences Noticing the good things.

Week 7: Kindness to self.

Week 8: Assessment through short presentations

Indicative Bibliography:

Essential reading

Mindfulness for Stress:

Hennessey, G. (2016). *The little mindfulness workbook. Everyday techniques to help you combat stress and enhance your life.* Bath, United Kingdom: Crimson Publishing Ltd.

Other indicative reading

Mindfulness for Health:

Burch, V. & Penman, D. (2013). *Mindfulness for Health. A practical guide to relieving pain, reducing stress and restoring wellbeing.* London, United Kingdom: Piatkus
Farhi, D. (1996). *The Breathing Book. Good Health and Vitality Through Essential Breath Work.* New York, New York: St. Martin's Press.

Germer, C. K. (2009). *The mindful path to self-compassion. Freeing Yourself from Destructive Thoughts and Emotions.* New York, New York: Guilford Press.

Hanson, R. (2013). *Hardwiring happiness. The practical science of reshaping your brain – and your life.* London, United Kingdom: Rider Books.

Mindfulness In Eight Weeks, by Michael Chakelson

Full Catastrophe Living, by Jon Kabat-Zinn

Mindfulness, a Practical Guide to finding peace in a Frantic World by Mark Williams and Danny Penman (includes cd)

Mindful Way Through Depression by Mark Williams, John Teasdale, Zindel Segal and Jon K Zinn (includes cd)

A Mindfulness Guide for the Frazzled by Ruby Wax

Wherever You Go, There You Are - Mindfulness Meditation for Everyday Life by Jon K Zinn - gentle journey into mindfulness