

Course Reference Numbers So – Sr (6) 30139**Fields of Study: Psychology****First class meeting:** Tuesday, March 31, 2026 – 6:00pm. In-person class

Two scheduled classes offer:

Every Tuesday evening classes from 6pm – 9:50pm on March 31, April 7, 14, 21, 28, May 05, 12, 19, 26 & June 02, 2026. Class location at the Olympia main campus Seminar ---

Every other Friday classes from 6pm – 9:50pm on April 10, 24, May 08, 22, and June 05, 2026. Class location at the Organic farm log house classroom.

Faculty member: Jamyang Tsultrim tsultrij@evergreen.edu**Meeting hours:** By appointment. The effective method to reach me is through the college email address and to type “Spring Mindfulness Course” under the subject line of the email.**Class format:** Reading assignments, posting seminar discussions, presenting relevant lectures, writing term papers (midterm and final), in-class/post class assigned mindfulness practices (Mindfulness-Based Cognitive Therapy (MBCT) and informal practices in daily routine activities, uploading the practices on the canvas, and sharing experiences in class. Students will have an opportunity to lead the Mindfulness-Based program.**Course location and how to navigate the course:**

The complete course information: syllabus, schedule, assignments, discussion forum, other course activities are available to all enrolled students for this course on the college canvas website. Students are encouraged to navigate the course through accessing course canvas and click on the course module section for each class date, time, class teaching plans, lecture presentations, in-class activities, and upcoming required readings, MBCT weekly practices and other assignments.

Within the official canvas, the module section is the main location to find all class related information, especially directions on how to upload your assignments through online and post your discussion topics. Each class learning objective, lecture topic and class activity and measurable assessment are also available on the module section.

Canvas resource: Canvas is the main source of course information where students will access course modules, discussions, syllabus, required assignments and students (campus) services. In particular, all students are required to upload all assignments on due dates on the canvas under the assignment and discussion section. Turning in all your assignments successfully through canvas online will be used as one of the leaning evaluation or assessment tools for this course.**Expectations of Students:** To successfully participate in this course and obtain a full-6 credit:

1. All students need to attend all in-person classes,
2. Accomplish core course learning objectives (2026 Spring Syllabus, p.----)

3. Need to schedule a total of 8 hours per week for the post-class assignments (e.g., 1 hour mindfulness practice assignment/documentations, 4-hours readings including two term papers, 1-hour posting discussion and uploading assignments on the canvas) Manage and utilize your required 8 hours effectively.
4. Students will need to attend all in-person classes,
5. Complete all required assignments, especially midterm and final paper.
6. Encourage to have an effective communication regarding missing class or assignments,
7. Need access to the canvas course to upload assignments,
8. Need basic internet and use Canvas as main source of course information.
9. Students can expect our in-person teaching to be around 4 hours every Tuesday evening from 6pm to 9:50pm and 4 hours on Friday evenings every other week. Since this course is offered as an in-person class, an online or remote class option is not available.
10. Turn in both self-evaluation and faculty evaluation during week 9 or 10 class time.
11. Review self-care support service titled "Content Warning Note" (2026 Spring Syllabus, p. 2.)

COURSE CONTENT WARNING:

Because of the nature of psychology, especially the clinical application of mindfulness, this spring course's learning activities include direct experiential learning methods such as personal mindfulness practices, exercises both in-class and off class assignments, sharing experiences in class, life related examples, exposure to images/metaphors and events that some may find disturbing (triggering).

Consequently, students may become more aware or increase recognition of personal, family systems, social concerns as well as conscious or deeper level of content and may also encounter challenging symptoms of mental health issues and events during the course. If the stated or other conditions arise, students are recommended to engage in the following steps:

1. Contact and inform the faculty member of the course or schedule an individual meeting. tsultrij@evergreen.edu
2. Explore methods of how to develop self-care plans and maintain course activities.
3. Contact Student Wellness Services (SWS) <https://www.evergreen.edu/offices-services/student-wellness-services> and discuss about the available services and referrals in the community.
4. Contact Academic Advising advising@evergreen.edu and choose other options.
5. Connect and maintain mental health services with one's designated mental health provider in the community.

Expectations of Faculty:

1. Develop course and prepare for each class activities relevant to the course goals and learning objectives
2. Review class assignments and return feedback within a week from the previous due

date of the assignments.

3. Build a conducive and interactive learning atmosphere
4. Support students for their academic success and referrals for further support services
5. Complete an evaluation for all students
6. Provide designated support hour or meetings as needed.

Seminar Discussion and Posting Discussion Expectations

Faculty and students shall establish an atmosphere of mutual respect and supportive learning in the class. Students shall be mindful of their participation and their classmates' class contributions. If any student exhibits hostile behaviors that obstruct the learning environment in the class through insulting messages and harmful actions, this student may need to drop from the course after failing to prevent this behavior. If students have grievances, they can discuss their issues with the specific individuals involved or with the faculty. If necessary, students will be referred to the appropriate campus office or official for assistance in resolving the issues. All students and faculty must follow the discussion guidelines established during the first day of the class.

Course Prerequisites:

This course is designed for So – Senior levels of academic standing who are interested in and aspired to learn and engage with a theory, practice, and application of mindfulness as a foundation for personal and professional life. Therefore, there are no specific prerequisites. If a student is new to this college, this student needs to prepare for the class by becoming familiar with the basic information on canvas website and ability to navigate course on the canvas.

COURSE DESCRIPTION: For the last 30 plus years, research studies have consistently demonstrated the effectiveness of mindfulness approaches for treating many clinical conditions such as chronic pain, recurrent major depression, anxiety/stress disorders, relapse prevention of substance dependence, ADHD and other health conditions. Researchers have also found them to be effective as a method for cultivating and broadening positive human qualities, personal growth, and professional development.

Weekly Tuesday evening classes will emphasize the theory, practice, research, especially applying mindfulness as a clinical tool and a method of professional and personal self-care. Students will explore the similarities and differences between various mindfulness clinical approaches and gain practical skills to help alleviate the psychological suffering of others while maintaining emotional balance and professional ethics.

Every other Friday evenings, students will have opportunities to broaden the clinical knowledge and skills both in-class formal practice sessions and formal/informal practices of mindfulness for the post-class assignments, and to develop therapeutic skills through relevant readings, seminar and posting discussions, keeping daily mindfulness practices, and attending direct experiential mindfulness practice sessions at the Organic Farm Log House classroom.

THE LEARNING OBJECTIVES of this course are

1. To understand the **theory** and develop **practice** of evidence supported mindfulness programs and their **application** to clinical conditions and/or personal self-growth.

2. To assess current **research findings** to determine suitable learning applications using these theories with clinical conditions.
3. To develop **a pedagogical model** (5-Week final mindfulness program) for using empirically based mindfulness approaches for your selected topic.

FACULTY EVALUATION OF STUDENT ACHIEVEMENT: Student evaluation will be based primarily on student achievement of class learning objectives, attendance, participation, and completion of all listed required assignments.

Missing more than one class may result in loss of credit unless a make-up assignment is arranged with the instructor. Only one make-up assignment will be allowed for unavoidable circumstances, and specific instructions will be available on the canvas assignment section. One class is defined as a four-hour session. Therefore, missing one evening class is considered as missing one class. Missing two classes, which could result in loss of credits.

The written and practice assignments for this class are carefully designed to help students develop and master the subject materials – the more effort you put into these assignments, the more profoundly you will grasp the concepts and the more satisfaction you will feel from your studies and practice.

To receive any credit at all for this course, students at a minimum must satisfactorily complete the three major writing assignments of the class: midterm and final paper as well as practice assignments. Failure to complete any of the remaining required assignments (e.g., seminar discussion papers and uploading on the canvas), will result in reductions in credit.

SEMINAR PARTICIPATION: An outline of effective seminar discussion indicators is attached to this syllabus page # 07.

CIVILITY: Faculty and students shall establish an atmosphere of mutual respect and supportive learning in the class. Students shall be mindful of their participation and their classmates' contributions. If students have grievances, they can discuss their issues with the specific individuals involved or with the faculty. If necessary, students will be referred to the appropriate campus office or official for assistance in resolving the issues.

PLAGIARISM: Students will risk losing credit if they are involved in plagiarism. For the definition of plagiarism, students are advised to check the campus Advising Web site at <http://www.evergreen.edu/advising/academicpolicies.htm>.

SELF-EVALUATION: Students are required to turn in a self-evaluation during the last day of the class or second last day of the quarter.

FACULTY EVALUATION: Students are also required to complete a faculty evaluation to turn in online.

CLASS REQUIRED READING TEXTBOOKS: All the assigned reading texts can be purchased from the college bookstore or your preferred bookstores. It is highly recommended to obtain all textbooks by the first day of the class on March 31, 2026, particularly the first textbook (TMWW). The following textbooks will be assigned for the class in the same sequential order.

1. *The Mindful Way Workbook (TMWW): An 8-Week Program to Free Yourself from Depression and Emotional Distress* by John Teasdale, Mark Williams, and Zindel Segal
2. *Mindfulness and Psychotherapy (Second Edition)* by Christopher Germer, Ronal D. Siegel, and Paul R. Fulton
3. *Sitting Together: Essential Skills for Mindfulness-Based Psychotherapy* by Susan M. Pollak, Thomas Pedulla, and Ronald D. Siegel
4. *Mindfulness-Based Relapse Prevention for Addictive Behaviors (Second Edition) A Clinician's Guide* by Sarah Bowen, Neha Chawla, Joe Grow, and G. Alan Marlatt
5. *Mindfulness for Adult ADHD: A Clinician's Guide* by Lidia Zylowska and John T. Mitchell
6. *Mindfulness-Based Cognitive Therapy For OCD: A Treatment Manual* by Fabrizio Didonna

Additional articles or readings will be assigned and recommended.

Resources:

Mindfulness-Based Cognitive Therapy <https://www.mbct.com/>
 American Mindfulness Research Association <https://goamra.org/>
 Jon Kabat-Zinn <https://jonkabat-zinn.com/>

Mind and Life Institute, <https://www.mindandlife.org/>
 Center for Healthy mind, <https://centerhealthyminds.org/>
 Center for Mindful Self-Compassion, <https://centerformsc.org/>
 The Center for Compassion and Altruism Research and Education,
<http://ccare.stanford.edu/education/about-compassion-training/>

CLASS REQUIRED ASSIGNMENTS: Late assignments may not obtain credit or communicate with instructor regarding the need of extension of assignments.

1. **Mindfulness practice assignments** are primarily based on the textbook titled "*The Mindful Way Workbook (TMWW)*" Exercises/Practices. **These mindfulness daily practices** begin from *week #2*. Due on every Tuesday classes starting April 14, 2026.

SPECIFIC INSTRUCTION ON MINDFULNESS PRACTICE ASSIGNMENTS:

In order to fulfill and obtain the maximum benefit of this course, all enrolled students are required to engage with the assigned mindfulness practice **only based on the official textbook titled (TMWW)** by Segal, Williams, and Teasdale. If you distract to other sources or mindfulness app, this suggests that you are not engaging with this evidenced based mindfulness practice assignment. Whole class students will engage with the mindfulness practices (TMWW workbook calls it as daily practice formal/formal) by using the official guided instructed mindfulness practice recordings or audio files available through the publisher's permission to yourself as an individual book purchaser. Please find the specific guided instruction audio recordings in the TMWW workbook page number xi, and p. 228.

2.DISCUSSION ASSIGNMENTS:

After completing the required readings, complete the following discussion assignments:
Step #1. Post to the discussion; Includes identifying 3 important concepts and their supporting reasons with the reference page numbers of the assigned reading textbooks. In addition, post one question from the assigned readings for this week.
Step #2. Respond to at least one question raised by your classmates for the assigned readings for this week.

Due on every Tuesday class day by 5pm. (e.g., April 7, Week #2)

3. **Mid-Quarter 3-page paper** (including references as 4th page) on the theory and practice on Mindfulness as a clinical application and foundational skill for personal growth and professional development. This paper should explicitly demonstrate one's learning and experience through using citations from the readings, journal articles, and mindfulness daily practices. The purpose of this paper is to build a substantial understanding of the theory and practice of mindfulness that will lead to a focus oriented clinical application of mindfulness for a specific health condition (addiction, depression, fear). Basic APA style and format are required for your paper. Rubric will be available with the specific instructions.

Due on May 05, 2026. You are required to submit it on Canvas assignment section.

4.1-page Mindfulness practice assignment review paper:

Research shows that mindfulness is a foundation practice for personal growth and clinical intervention. Drawing from your direct experiences of engaging with TMWW workbook practices for the last 8 sessions both in and out of the classroom, review all documentation of your experiences at the initial sessions, gradual process of changes, challenges and progression and summarize the results of your direct experience in this paper.

Due on May 26, 2026, 5pm. Upload it on the canvas assignment section.

5. Integrated final paper or 5-Week Mindfulness program: Develop a 4-page (including references as the 5th page) clinical model for the application of Mindfulness for a particular behavioral issue such as addiction, anxiety, stress, pain, dysfunctional relationship, poor eating habits, destructive personality, or relapse prevention. Basic APA style and format are required for your final paper. Rubric will be available with the specific instructions.

Final paper due on June 05, 2026. You are required to submit it on Canvas assignment section.

6. **Complete self-evaluation and faculty evaluation** on the canvas **due on June 02, 2026 (prepare in-class activities).**

East-West Psychology: Art and Science of Clinical Application
Effective seminar discussion indicators

How would I know I am actively learning during the seminar discussion?

Pre-seminar phase: Each student completes the assigned reading for that upcoming class and prepares in writing for the seminar by bringing the following three indicators of preparedness for the seminar:

1. Identify a minimum of **three main concepts or important points** from the assigned reading
2. Support with reasons why they are your main concept of the readings
3. Attach references to your main concepts (page and paragraph number) so you can refer other students to these sections as you discuss your points
4. Bring required reading books and/or journal article

Actual seminar phase: Each student brings the assigned readings to seminar and makes sure to share their main concepts and listen to other seminar group members' main concepts. Students must show the following indicators of active participation in the seminar. **Be aware that seminars are not designed simply to transmit material!**

1. Investigates main concepts
2. Expands ideas to a deeper or different understanding than prior to the seminar
3. Pays attention to the group discussion (Bring your altruistic learning thought)
4. Discusses and decides how to share your collaborative learning with your larger seminar group.

Closing seminar phase: Each student reflects on the following indicators of the effectiveness of the seminar discussion

1. Assess what you have learned differently by the end of each seminar discussion (e.g., textual knowledge, personal interpretation, relevance to the program learning objectives)
2. Express what would help you to learn more effectively in the next seminar discussion?
3. Address issues or concerns constructively with your group or bring them to our larger group.