

# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** PSY 472
2. **Course title:** Sustainable Compassion
3. **Abbreviated title for class schedule** (30 characters or less): Sustainable Compassion
4. **Credit hours:** 4  
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Our personal and professional lives demand endless care and compassion for those we serve. Yet we encounter inner psychological and structural barriers to compassion, including compassion fatigue, reductive biases, and aversion to suffering. This course will explore the theory and practice of Sustainable Compassion Training (SCT), which is a system of compassion- and mindfulness-based meditation practices informed by neuroscience, social psychology, developmental psychology, cognitive psychology, and affective science. SCT draws on three modes of care--receiving care, deep self-care, and extending care--with the aim to realize more sustainable and inclusive compassion in our personal lives, our organizations, and our communities.
6. **Prerequisites (to add each additional prerequisite, start a new line):** None
7. **Co-requisites (including labs, if any):** None
8. **Major/Class restrictions: Please indicate any class or major restrictions:** Junior standing or above.
9. **Is course repeatable?** No.
10. **Labs requirements:** None.
11. **Fees: List any course fees:** None.
12. **Grade Mode:** Option
13. **CIP Code: Six-digit CIP code** (check with your Division Director):
14. **Special qualifications; Is course proposed for (yes/no):**
  - A. University Studies? Yes, **Strand I.**
  - B. Honors?

15. Cross-listing: List any cross-listing: None.

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? *The learning outcomes of this course will target key university and program curriculum goals:*

- **Critically consume the science of compassion and mindfulness:** This learning outcome serves SD1 to **think critically** by developing knowledge of scientific research design and critically consuming scientific reporting that occurs in popular venues. Many media outlets claim that compassion and mindfulness-based practices have a number of benefits related to wellness and mental health, but those claims often go beyond the evidence. Students in the course will learn to critically analyze these media stories, which will be supported by the study of scientific and philosophical critiques of compassion and mindfulness research. This goal also serves the psychology program goals of **scientific inquiry and critical thinking**.
- **Communicate scientific research on compassion to a general audience:** This learning outcome serves SD1 to **prepare all learners for life and work** by providing an opportunity to communicate complex ideas to a general audience in written form, and receive feedback from peers and the professor. Students will learn how to communicate scientific research to a general audience through a series of **blog post** writing assignments that will be shared on a course website that is available for the public. This goal also serves the psychology program goals of **communication**.
- **Describe the relationship between receiving care, deep self-care, and extending care; identify barriers to compassion and care, including personal, social, and systemic barriers:** These learning outcomes serve SD1 to **connect directly with the challenges of our community, region, and world** by developing awareness of inner psychological barriers to compassion and the need to receive care and engage in self-care so as to extend care in a sustainable and inclusive manner. This course will also examine systemic and structural barriers to care, and empower students to learn tools to challenge those barriers with equitable processes and practices. This goal serves the psychology program goals of **ethical and social responsibility in a diverse world**.
- **Develop personal tools for practicing sustainable and inclusive compassion for self and others:** This learning outcome serves SD1 to **prepare all learners for life and work, build self-confidence, and create lives of purpose**. Compassion fatigue presents a challenge to people in many caring roles in our rural community and in the world at large. This barrier to sustainable and inclusive care is directly relevant to several careers that many SOU students pursue, including nursing, healthcare administration, education, human service/social work, mental health counseling, etc. **This course aims to support and empower students** to live more fully into their calling to care for others and thus connect with their **lives of purpose**. This goal also serves the psychology program goals of **professional development**.

B. **Alignment:**

1. How does this course align with the unit's mission plan? **See rationale above. The learning outcomes and activities serve the psychology program's overarching curricular goals.**

2. How does the course fit into the rest of the unit's curriculum? **This course will serve as an upper division elective option for psychology students.**

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? **The course was first offered in Spring 2019 under the title "Psy 407: Mindfulness and Compassion" and filled to max (35 students). It is expected to continue to fill to max capacity.**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **Dr. Paul Condon**
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. **Dr. Condon is available to teach this course as part of his regular teaching responsibilities.**
- c. If additional faculty members are needed, how will that need be met? **Not anticipated at this time.**

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

- a. **Classrooms in the Education/Psychology building meet the needs for this course.**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? **Yes**
- b. Are any other resources needed to support this course? **No**

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university?

**This course will serve the university as an I strand for general education. It will serve as an elective course for the Healthcare Administration Degree.**

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? **No**

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

## **17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

Our personal and professional lives demand endless care and compassion for those we serve. Yet we encounter inner psychological and structural barriers to compassion, including compassion fatigue, reductive biases, and aversion to suffering. This course will explore the theory and practice of Sustainable Compassion Training (SCT), which is a system of compassion- and mindfulness-based meditation practices informed by neuroscience, social psychology, developmental psychology, cognitive psychology, and affective science. SCT draws on three modes of care--receiving care, deep self-care, and extending care--with the aim to realize more sustainable and inclusive compassion in our personal lives, our organizations, and our communities.

B. Learning objectives of the course

- Critically consume the science of compassion and mindfulness.
- Communicate scientific research on compassion to a general audience.
- Describe the relationship between three modes of care: receiving care, deep self-care, and extending care
- Identify barriers to compassion and care, including personal, social, and systemic barriers.
- Develop personal tools for practicing sustainable and inclusive compassion for self and others.

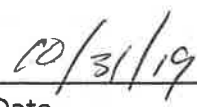
C. Required texts: **Makransky, J., & Condon, P. (2019). *A manual of Sustainable Compassion Training* (unpublished book in preparation).** Students who enroll in the course prior to publication of this book will be provided with substitute materials from other published sources (e.g., journal articles available through Hannon Library; TED talks; podcasts) and unpublished sources (book chapters or manuscript essays).

D. Course format: **Combination of lecture, discussion, and first-person and third-person inquiry.**

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course: **none.**

Approvals:

  
\_\_\_\_\_  
Signature of Division Director

  
\_\_\_\_\_  
Date

4/29/16