
PHS 709

Professional Development I

Fall 2019

Thursdays, 8:30-9:45

DPHS Classroom, Imperial Building 215 Morris St.

Instructors' Information

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Contacting us

The best way to contact us will almost always be email. Please include 'PHS 709' in a descriptive subject line.

Syllabus disclaimer

You should consider this syllabus a living document. We may add readings or change plans based on class preferences, student needs, current events, or simply "we have a great idea!" We will let you know if we do make any changes and promise not to add any major assignments.

What is this course about?

This is the first course of a two-semester course sequence. It will give you a holistic view of your career directions and develop skills to succeed professionally and personally. The fall semester focuses on how to prepare yourself for the future; personal career planning; understanding how varied personalities, experiences or biases, and strengths can guide decisions; and fundamental professional communication skills.

What background knowledge do I need before taking this course?

You do not need any specific background knowledge, but your experiences will contribute greatly to the class and our shared learning.

What will I learn in this course?

At the completion of this course, you will be able to:

- 1) Identify your values and strengths and use them to develop a personal career mission
- 2) Understand factors influencing stress and burnout; identify activities that can improve well-being and apply them to yourself
- 3) Recognize your own implicit biases and understand how they influence behavior
- 4) Communicate effectively in a variety of professional contexts
- 5) Engage productively with colleagues, patients, and other stakeholders

How will I know if I have met the objectives of this course?

We will use a variety of assignments to help you achieve the objectives above.

Readings: Assigned readings are minimal, but will provide information about the topic of the day. Some of these will provide very direct skill-focused guidance; others are designed to encourage you to think about or approach a challenge or task in different ways. Readings noted for each class should be completed prior to class time.

Activities: Activities and surveys are intended to be self-reflective and should give an opportunity for you to understand yourself better. These include a values inventory, an assessment of individual strengths, and an implicit bias test. Details are included for each assignment in the schedule, including web links and specific dates. These will be typically be due the Monday before class to allow the teaching team time to prepare for a robust discussion.

Written assignments: Written assignments include writing a career mission and completing an individual development plan (IDP). These are described in detail in the schedule. We will ask you to discuss them with your mentors and also submit them through Sakai.

Peer-review assignments: Assignments for peer review address practical needs such as resume writing, creating presentations, and giving an “elevator speech.” These will be reviewed in class by us and your classmates in varying ways, depending on the assignment. You do not need to submit these to us, simply have them ready for class.

Message board posts: Each week, by 5pm on the Tuesday before class, you will post on the Sakai message board a question you have related to the topic of the upcoming class. For example, the week we discuss presentations you could post “What are tips for overcoming nervousness about speaking in front of a group?” or “I saw this interesting article about time management (link to article) – what do you think about the author’s argument that we should never multitask?” By 5pm on the Wednesday before class, you will also respond to one of your classmates’ posts. These may be responses with direct answers, ideas based on your experiences, or other suggestions. We will use the message board posts to (1) highlight particular needs in the class discussion and (2) create a shared resource that capitalizes on the diverse backgrounds and professional experiences of your cohort.

ME (Mindfulness Experiments) Time and Well-being: Learning to take care of yourself is a critical component of becoming a happy, productive, and well-rounded human being. Most people have heard of “self-care” tasks, but often do not actually do them. Each week we will have a suggested “mindfulness experiment” or “ME Time” that we ask you to engage in (almost) every day of the week. You should adapt these to what you are able to do and enjoy. For example, if we say “be active in some way for 15 minutes each day,” you might choose to go for a run, play an active sport, or take your dog for a walk. These are on the honor system – we obviously cannot determine if you have actually done them! We will discuss them briefly at the beginning of class and reflect on our practice throughout the semester.

Submitting assignments: Unless otherwise noted, assume all assignments must be submitted by 5pm on the due date. This includes message board posts. Assignments that require submission of a document should have file names beginning with your last name. This makes batch-downloading in Sakai much easier. Also, thank you for actually reading the syllabus. Send us your favorite meme before the second class (9/12) and we will give you a gold star. Maybe two gold stars, if it’s really funny.

Attendance: There are only 13 class sessions, so attending each one is very important. Yes, we know it’s at 8:30 in the morning. Yes, we know it is on Thursday and you could start your weekend early. That said, you are adults with lives outside of school and we are pretty understanding folk. If you are going to miss class, please let us know as soon as possible. If you know of non-emergency scheduling concerns, let us know now. Did your sister decide she has to get married on November 7th? As long as it is not a 4-week destination wedding, we can probably work something out.

If there are religious or cultural observances that coincide with class, please let us know. We are very supportive of you observing holidays.

How will my grade be calculated?

Grades will be based on attendance, participation, and good-faith completion of assignments and tasks. None of the assignments are graded, as there are no right or wrong answers. There are 13 class sessions, each worth 7.7 points. Showing up = 4 points, submitting assignments for the day and/or being prepared for class activities or discussion = 3 points, and posting on the Sakai message boards = 0.7 points. Please just complete all the assignments so we do not have to calculate grades to the decimal. There is a reason we are not teaching analytic methods.

But since we have to do it: A=80-100 points, B=75-79 points, C=70-74 points, F=69 or below.

How can I prepare for the class sessions to be successful?

The most important thing you can do to prepare is complete the assignments. Completing written assignments will help you identify the questions you have about the topic. Posting on the message boards will let you see your classmates’ questions. Be prepared for discussion. Trust me, we have been doing this for many years and, after asking a question, can stare at a class far longer than you can sit in uncomfortable silence.

What required texts, materials, and equipment will I need?

Laptops: Bring your laptop to class, as we will use them at times. We love trees, so prefer as little printed material as possible. All we ask is that you make use of your laptop in a thoughtful way that facilitates learning by you and other students and does not add distractions for yourself or others.

Texts: There are no required books. Any required readings will be posted on Sakai.

What optional texts or resources might be helpful?

While there are no required texts, there are several optional books that you should consider, as we think they may be useful to you in the long term. Asheley has most of these in her office if you would like to look before deciding.

Highly recommended:

Everyone should have some books that help improve their writing. Asheley's favorites are:

- *The Elements of Style* by Strunk and White
 - Simple and direct, provides clear guidance for writing, while also supporting the very important Oxford comma.
- *Writing Tools: 55 Essential Strategies for Every Writer* by Roy Peter Clark
 - Tool #1 alone (begin sentences with subjects and verbs) could change your writing forever. Imagine if you used all 55!

Professional Development and Leadership:

- *Blindspot: Hidden Biases of Good People* by Banaji and Greenwald
 - You may not want to know your biases, but you need to know them.
- *Getting Things Done* by David Allen
 - The ultimate time management system. Even if it is not your thing, you will almost certainly find something useful.
- *Rest: Why You Get More Done When You Work Less* by Alex Soojung-Kim Pang
 - Possibly the most important thing a graduate student can read. Learn to rest now, before you are too tired to enjoy it.

Other:

There are many other books we recommend, not because they are particularly relevant to the class, but because they are good books. These may address current health issues, give insight into medical ethics, or simply be good stories.

- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
 - Ethical dilemmas persist long after an unethical decision, and echo through his/herstory
- *The World According to Garp* by John Irving
 - Asheley's all-time favorite writer, with a novel about a novelist, and everything else. Read it so we can talk about the Under Toad. (Note: Has some intense themes, so you may want to look at a summary before you decide.)

What are the course policies?

Academic Integrity

The faculty, staff, students, and affiliates of the Department of Population Health Sciences adhere to the [Duke Community Standard](#):

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and,
- I will act if the Standard is compromised.

Duke University Institutional Statement of Commitment to Diversity and Inclusion

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas – an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

What resources can help me during this course?

Disabilities and Accommodations: Our goal is to have our classrooms, other spaces, practices, and interactions as inclusive as possible. If you have any disability, whether apparent or not, learning, emotional, physical, or cognitive, and need some reasonable (or unreasonable!) accommodation, let us know and we will try to make it happen. Additionally, you may be eligible for accommodations arranged by the [Duke Disability Management System](#), which can ensure access across all your courses without having to disclose your condition.

Basic needs: If you (or any other student) have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, and believe this may affect your performance in the course, contact the [Dean of Students](#) for support. Furthermore, please notify any of us if you are comfortable in doing so. This will enable us to provide any resources that we may possess and support you as we can.

Mental health and well-being: As you can tell from the topics in the course, mental health and well-being are very important to us. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. Please contact [Counseling and Psychological Services](#).

What is the expected course schedule?

<i>Fall</i>	
08/29/19	Introductions, Course Overview, and Cohort Norms
09/05/19	Professional Skills: Stress, burnout, and work/life balance
09/12/19	Career Fit & Planning: Identifying our values
09/19/19	Career Fit & Planning: Identifying our strengths
09/26/19	Career Fit & Planning: Professional mission and goals
10/03/19	Networking & Interaction: Resumes, CVs, and cover letters
10/10/19	Professional Skills: Elevator pitch, self-promotion, and humility
10/17/19	Professional Skills: Public speaking and presentations
10/24/19	Professional Skills: Personal task management and organization
10/31/19	Professional Skills: Equity and understanding bias
11/07/19	Networking & Interaction: Conferences/events, imposter syndrome
11/14/19	Networking & Interaction: Communicating & engaging with patients & stakeholders
11/21/19	Student Topic Choice
<i>Spring (Anticipated)</i>	
01/09/20	Career Fit & Planning: The role of internships
01/16/20	Career Fit & Planning: Researching companies, organizations, and industries
01/23/20	Professional Skills: Interviewing from both perspectives - interviewee/interviewer
01/30/20	Professional Skills: Project Management
02/06/20	Professional Skills: Concise communication – emails, memos, and abstracts
02/13/20	Networking & Interaction: Informational Interviews
02/20/20	Professional Skills: Team Dynamics
02/27/20	Professional Skills: Conflict Resolution and Power Dynamics
03/05/20	Professional Skills: Workplace culture, etiquette, harassment, & unethical behavior
03/12/20	Break
03/19/20	Professional Skills: Mentoring and being mentored
03/26/20	Professional Skills: Meetings – planning, running, and attending
04/02/20	Networking & Interaction: Interpersonal Communication
04/09/20	Professional Skills: Coping with setbacks & success, overcoming challenges

Detailed Fall 2019 Schedule

08/29/19	Session 1	Introduction, Course Overview, and Cohort Norms
	Objectives	<ul style="list-style-type: none"> - Get to know us - Help us get to know you - Review course plan - Establish cohort norms
	Readings & Pre-class work	<ul style="list-style-type: none"> • None
	Class Activities	<ul style="list-style-type: none"> - The (dreaded by some, celebrated by others) Icebreaker - Go through syllabus - Discussion and agreements: Cohort norms
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 9/3: Sakai message board: one question <input type="checkbox"/> 9/4: Sakai message board: one response
	ME Time (8/29 – 9/5)	Screen-free for a continuous hour
09/05/19	Session 2	Stress, burnout, and work/life balance
	Objectives	<ul style="list-style-type: none"> - Identify stress - Understand how stress leads to burnout - Understand the importance of well-being
	Readings & Pre-class work	<ul style="list-style-type: none"> • Darwin Was a Slacker and You Should Be Too: (http://nautil.us/issue/46/balance/darwin-was-a-slacker-and-you-should-be-too) • Consider (optional): <i>Rest: Why You Get More Done When You Work Less</i> by Alex Soojung-Kim Pang
	Class Activities	Discussion
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 9/9: Complete and submit https://www.lifevaluesinventory.org/ <input type="checkbox"/> 9/10: Sakai message board: one question <input type="checkbox"/> 9/11: Sakai message board: one response
	ME Time (9/5 – 9/11)	Deep breathing 10 minutes daily
09/12/19	Session 3	Identifying our values
	Objectives	<ul style="list-style-type: none"> - Identify your personal values - Consider how your values can guide your career path
	Readings & Pre-class work	<ul style="list-style-type: none"> • Bring your values inventory results
	Class Activities	<ul style="list-style-type: none"> - Review our (aggregate) inventories, shared values - Self-reflection on your own values
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 9/16: Complete and submit CliftonStrengths assessment (instructions will be emailed) <input type="checkbox"/> 9/17: Sakai message board: one question <input type="checkbox"/> 9/18: Sakai message board: one response
	ME Time (9/12 – 9/18)	Mindful eating

09/19/19	Session 4	Identifying our strengths
	Objectives	<ul style="list-style-type: none"> - Identify your strengths - Evaluate ways to capitalize on these in development of your goals
	Readings & Pre-class work	<ul style="list-style-type: none"> • Bring CliftonStrengths results
	Class Activities	<ul style="list-style-type: none"> - Reflect on our group's Strengths Finder results - Discuss how the individual results complement each other across the cohort - Introduce IDP and SMART goals
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 9/24: Sakai message board: one question <input type="checkbox"/> 9/25: Sakai message board: one response <input type="checkbox"/> For 9/26 class: Draft 5 SMART goals within an Individual Development Plan (https://myidp.sciencecareers.org/)
	ME Time (9/19 – 9/25)	Mindful locomotion/walking
09/26/19	Session 5	Professional mission and goals
	Objectives	<ul style="list-style-type: none"> - Identify important components of SMART goals - Learn how to draft a professional mission statement
	Readings & Pre-class work	<ul style="list-style-type: none"> • Bring SMART goals from IDP • Reading from Idealist Careers: https://idealistcareers.org/job-search-need-some-direction-create-a-professional-mission-statement/
	Class Activities	<ul style="list-style-type: none"> - Review and revise SMART goals - Draft and peer review mission statements
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 9/30: Review IDP goals with mentor and submit <input type="checkbox"/> 10/1: Sakai message board: one question <input type="checkbox"/> 10/2: Sakai message board: one response <input type="checkbox"/> For 10/3 class: Draft CV or resume
	ME Time (9/26 – 10/2)	Reach out and connect
10/03/19	Session 6	Resumes, CVs, and cover letters
	Objectives	<ul style="list-style-type: none"> - Identify important components of CVs and resumes - Consider ways to improve your own CV
	Assignments, Readings, Pre-class work	<ul style="list-style-type: none"> • Bring current resume or CV
	Class Activities	<ul style="list-style-type: none"> - Discussion - Peer review
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 10/8: Sakai message board: one question, one response <input type="checkbox"/> 10/9: Sakai message board: one response <input type="checkbox"/> For 10/10 class: Draft your elevator pitch
	ME Time (10/3 – 10/9)	Sleep and restorative rest
10/10/19	Session 7	Elevator pitch, self-promotion, and humility

	Objectives	<ul style="list-style-type: none"> - Identify characteristics of good elevator pitches - Improve comfort with giving elevator pitch to others, PRACTICE
	Readings & Pre-class work	<p>Readings:</p> <ul style="list-style-type: none"> • https://www.themuse.com/advice/perfect-pitch-how-to-nail-your-elevator-speech • https://career.sa.ucsb.edu/students/job-search/creating-elevator-pitch-two-minutes-or-less • Bring written, draft elevator pitch, no more than 2-3 minutes
	Class Activities	<ul style="list-style-type: none"> - Present in small groups - Peer review of elevator pitch - Practice again and again
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 10/15: Sakai message board: one question <input type="checkbox"/> 10/16: Sakai message board: one response <input type="checkbox"/> For 10/17 class: Watch Sections 1-4 from the PCATS Video Series: https://sites.duke.edu/pcats/
	ME Time (10/10 – 10/16)	Exercise at least 15 minutes per day
10/17/19	Session 8	Public speaking and presentations
	Objectives	<ul style="list-style-type: none"> - Understand what makes a good presentation
	Readings & Pre-class work	<ul style="list-style-type: none"> • Watch Sections 1-4 of PCATS Video Series https://sites.duke.edu/pcats/
	Class Activities	<ul style="list-style-type: none"> - A presentation on presentations - Discuss ways to improve storytelling and slides
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 10/23: Sakai message board: one question <input type="checkbox"/> 10/24: Sakai message board: one response <input type="checkbox"/> For 10/25 class: 10 minute group presentations on a method or strategy to manage tasks and stay organized
	ME Time (10/17 – 10/24)	Mindful coloring
10/24/19	Session 9	Task management and organization
	Objectives	<ul style="list-style-type: none"> - Understand important components of task management - Understand survey tools that support task management
	Readings & Pre-class work	<ul style="list-style-type: none"> • Prepare group presentations with slides • Consider (optional): <i>Getting Things Done</i> by David Allen
	Class Activities	<ul style="list-style-type: none"> - Group presentations on methods or strategies - Discuss experiences with task management - Review tools for task management
	Assignments due before next class	<ul style="list-style-type: none"> <input type="checkbox"/> 10/29: Sakai message board: one question <input type="checkbox"/> 10/30: Sakai message board: one response <input type="checkbox"/> For 10/31 class: Complete two implicit attitude tests
	ME Time (10/25 –10/30)	Journal daily for at least 10 minutes

10/31/19	Session 10	Equity and understanding bias
	Objectives	<ul style="list-style-type: none"> - Define implicit biases - Understand the impact of implicit bias
	Readings & Pre-class work	Readings: <ul style="list-style-type: none"> • https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/ • Complete two Implicit Attitude Tests https://implicit.harvard.edu/implicit/ • Consider (optional): <i>Blindspot: Hidden Biases of Good People</i> by Banaji and Greenwald
	Class Activities	<ul style="list-style-type: none"> - Discuss experience from implicit bias test - Reflection on results of IAT - Discuss importance of recognition of bias, ways to mitigate influence on actions
	Assignments due before next class	<input type="checkbox"/> 11/5: Sakai message board: one question <input type="checkbox"/> 11/6: Sakai message board: one response <input type="checkbox"/> 11/7: 1-page summary and reflection after campus event
	ME Time (10/31 – 11/6)	Mindful observation in nature
11/07/19	Session 11	Conferences and events
	Objectives	<ul style="list-style-type: none"> - Understand benefits of conferences and events - Identify strategies for attending conferences and events
	Readings & Pre-class work	<ul style="list-style-type: none"> • Attend a meeting or event on campus • Write a 1-page summary and reflection
	Class Activities	<ul style="list-style-type: none"> - Discussion
	Assignments due before next class	<input type="checkbox"/> 11/12: Sakai message board: one question <input type="checkbox"/> 11/13: Sakai message board: one response
	ME Time (11/7 – 11/13)	Gratitude journal
11/14/19	Session 12	Communicating and engaging with patients and stakeholders
	Objectives	<ul style="list-style-type: none"> - Identify specific strategies for communicating with stakeholders and patients
	Readings & Pre-class work	<ul style="list-style-type: none"> • TBD
	Class Activities	<ul style="list-style-type: none"> - Guest speaker: Jennifer Gierisch
	Assignments due before next class	<input type="checkbox"/> 11/19: Sakai message board: one question <input type="checkbox"/> 11/20: Sakai message board: one response
	ME Time (11/14 – 11/20)	Guided meditation for at least 5 minutes daily or a body scan
11/21/19	Session 13	TBD – Students choose (Last Class)
	Objectives	TBD
	Readings & Pre-class work	<ul style="list-style-type: none"> • TBD

	Class Activities	- TBD
	Assignments due before next class	Hey, it's the last class!
	ME Time (11/21 – 1/8/20)	Pick your favorite(s) and do them

ME (Mindfulness Experiments) Time

Session 1	Unplug! Screen free for a continuous hour, not including when you are asleep
08/29 – 09/4/19	<p>Between phones, computers, tablets, and TVs, we are constantly glued to our screens. They are everywhere.</p> <ul style="list-style-type: none"> • Each day, intentionally turn off or turn away from screens for at least one continuous hour. • This does not mean you cannot do other things at the same time. Enjoy a meal without scrolling on your phone or watching TV. Or read a printed book. Have a conversation with a friend without looking at your devices. Go for a walk and enjoy your surroundings. Drive without checking your phone for text messages at red lights. Do whatever you have to do to distance yourself from your brightly lit rectangles. • See how you do. Does it get easier the more you do it? More difficult?
Session 2	Deep breathing 10 minutes daily
09/5 – 9/11/19	<p>Many people find that deep breathing is one of the best ways to lower stress. The way you breathe affects your whole body.</p> <p>There are simple breathing exercises you can try. Try to breathe deeply, with intention, for at least 10 minutes a day.</p> <ul style="list-style-type: none"> • Get comfortable, either on your back in bed or on the floor, or seated in a chair with your back supported. Silence or turn off any distractions. • Breathe in slowly through your nose and let your belly fill with air. • Breathe out slowly through your nose or your mouth. • Breathe in...breathe out. • Let go of your thoughts and concentrate on your breathing. If your mind wanders, refocus on your breath. • Notice how your chest and belly rise with each breath. • Pay attention to how the air feels coming into your nose, down your throat, into your lungs, and out again. • Breathe in...breathe out.

Session 3	Mindful eating
9/12 – 9/18/19	<ul style="list-style-type: none"> • Begin by connecting with your breath, body, and emotions. Notice any sensations of hunger or thirst, or even the feeling of being full. What is your body craving? • Observe the food or drink in front of you. Study it carefully with a sense of deep curiosity. Think about where the food came from and what it took to grow or make. • Notice what it feels like, what it smells like, what it tastes like, how it feels in your mouth. With each bite notice the changes in flavor, texture, or temperature. • When you are ready to swallow, notice how it feels in your mouth, throat, and stomach. • Continue mindfully eating throughout your meal and as you become satiated.
Session 4	Mindful walking
9/19 – 9/25/19	<ul style="list-style-type: none"> • As you are walking to and from various points throughout your day, walk slowly and focus on the experience of walking, being aware of the sensations of standing, the feeling of your feet stepping on the ground or floor, and the subtle movements your body makes to maintain your balance.
Session 5	Reach out and connect with at least one other person
9/26 – 10/2/19	<p>We are social creatures. Connecting with others makes us feel like we belong, safe, and that we are part of a community.</p> <ul style="list-style-type: none"> • It may feel awkward at first, but you will find that it brings an immediate sense of connection or intimacy. Make a connection with either at least one other person you know already (e.g. new or old friend, family member, classmate, mentor or old supervisor) or someone you come across in your daily living (e.g. cashier, person walking by on the sidewalk). • If in person, make eye contact. Smile. • If not in person, connect via text, phone, Skype, email, or reach out in some other way. • Say something. Greet them warmly. Ask a question or tell them something about yourself or your day. Give them a genuine compliment. Offer a thank you for something specific (e.g. thank you for helping me ___ today).
Session 6	Sleep and restorative rest
10/03 – 10/9/19	<p>A well-rested brain is better able to think harder or more creatively and focus more clearly. You are able to learn better and manage your emotions.</p> <ul style="list-style-type: none"> • This week, use the opportunity to prioritize your sleep. Find out how much sleep your body needs to feel rested and restored and try and sleep for at least that number of hours each night. • Hone in on your bedtime routine so you can feel settled and calm. Notice what keeps you up and delays your sleep. • Try to go to bed at the same time every night and create a peaceful sleep environment. • If you are struggling with sleep (either falling asleep or staying asleep), explore sleep hygiene practices or other strategies.

Session 7	Exercise at least 15 minutes per day
10/10 –10/16/19	<ul style="list-style-type: none"> • For at least 15 minutes a day (though more is better), move your body. • Try and elevate your heart rate and breathing above normal or at least so your body feels warm. • Choose any activity that you enjoy – brisk walking/jogging (or <i>wogging</i> as we like to call a combination of walking and jogging, or <i>slogging</i> which is slow jogging), running, riding a bicycle, dancing, playing a sport, jump rope, weightlifting, hiking...just move!
Session 8	Mindful Coloring at least 10 minutes per day
10/17 – 10/24/19	<p>Mindfully coloring (as opposed to mindlessly coloring as a distraction) can be a powerful way to meditate and bring your attention to the present moment.</p> <ul style="list-style-type: none"> • Set aside at least 10 minutes a day to color in a place where you will not be interrupted • Gather your materials. Most things will do – a coloring book, free coloring pages you can find online and print, or a doodle you then color. Use either coloring utensils (e.g. pencils, markers, highlighters, or paint) or even a single colored pen. • Sit comfortably somewhere. Set a timer if helpful so you can focus on your mindfulness practice until the alarm goes off rather than watching the clock. • Choose any design you like and begin coloring wherever you like. • As you color, pay attention to your breathing. How does it change? It's likely getting slower and deeper... • Enjoy the process of coloring, without judgement of the end result.
Session 9	Journaling for at least 10 minutes each day
10/25 – 10/30/19	<p>Just write...for 10 minutes, every day. Try and organize your mind, slow down your thoughts, and focus on what is in front of you. Possible prompts:</p> <ul style="list-style-type: none"> • Reflect on your day • Set intentions or goals • Document something you learned or that made you feel a certain way • Write down everything you can in a stream of consciousness and see how slow or fast you go • Describe a frustrating moment or annoyance • Write a letter to someone, and don't send it • Tell a story
Session 10	Mindful observation in nature for 10 minutes daily
10/31 – 11/6/19	<p>This exercise is simple, yet powerful in that it encourages you to notice and appreciate the simple beauty and pleasures all around you.</p> <ul style="list-style-type: none"> • Choose an object in nature that is immediately vicinity. This could be a flower, tree, insect, or the clouds or the moon. • Look at the object as if you have never seen it before. • Explore every aspect of its form and appreciate its purpose in the natural world

Session 11	Gratitude journaling (Note 5 things/day)
11/07 – 11/13/19	At some point during your day, take a few minutes to note down five things you are grateful for, or things in your life that usually go unappreciated. These things can be anything, it's up to you.
Session 12	Guided meditation or body scan
11/14 – 11/20/19	<p>Either using a phone app (e.g. 'Stop, Breathe, Think', 'Headspace' or some other) or YouTube video or podcast, practice a guided meditation for at least 5 minutes each day.</p> <p>Or</p> <p>Simply, lie on your back with your legs flat and arms to your sides, palms up. Focus your attention slowly and intentionally on each part of your body (toes, feet, ankles, calves, knees, thighs, bum, hips, stomach, chest...head). Check in with yourself and any thoughts or sensations associated with each body part.</p>
Session 13	Pick your favorite(s)
11/21/19 – 1/8/20	Pick your favorite mindfulness practice(s) and try to keep it up into the new year. See how it feels to form a healthy habit and notice the differences it makes in your life.