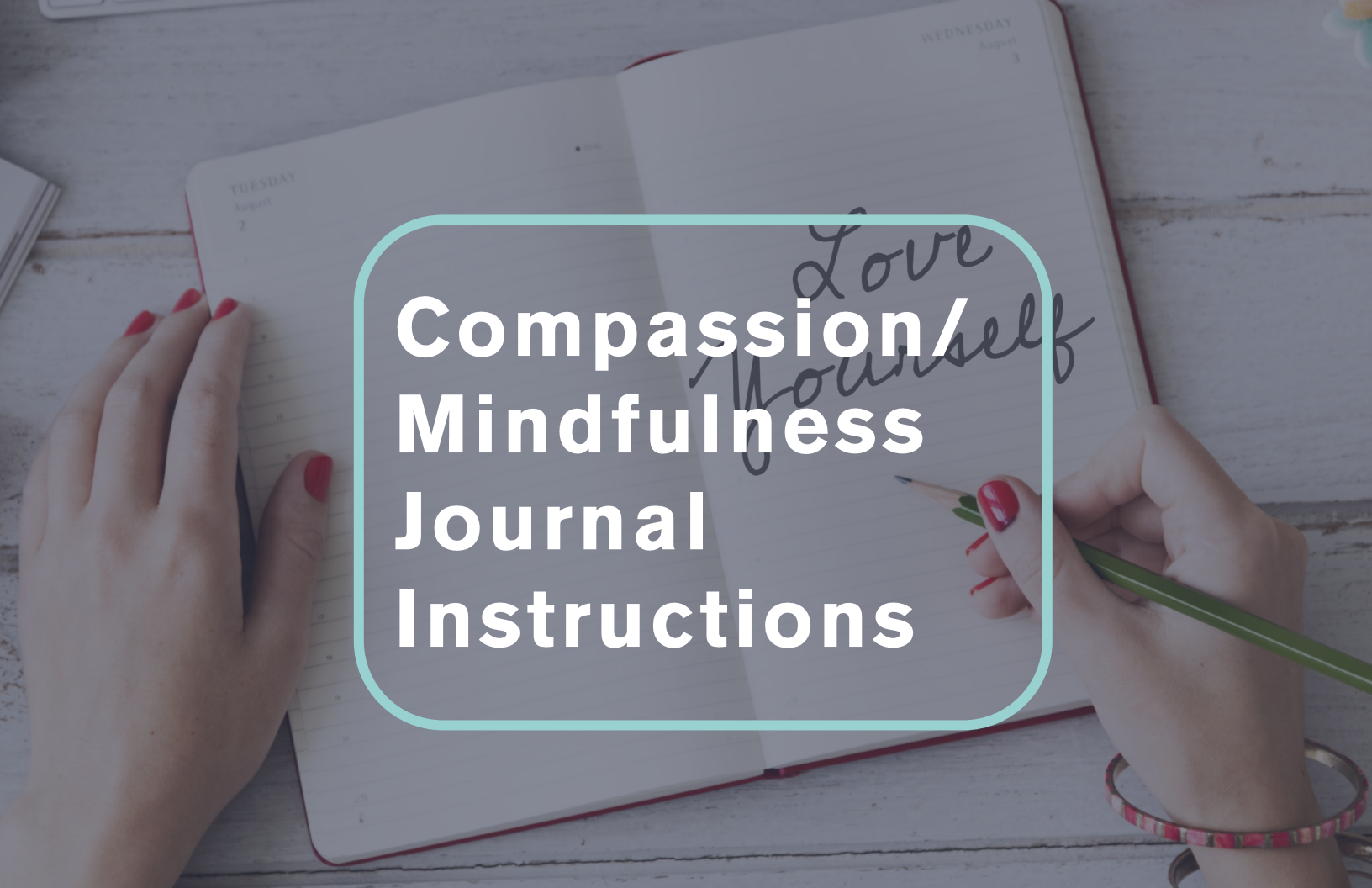


ASSIGNMENTS





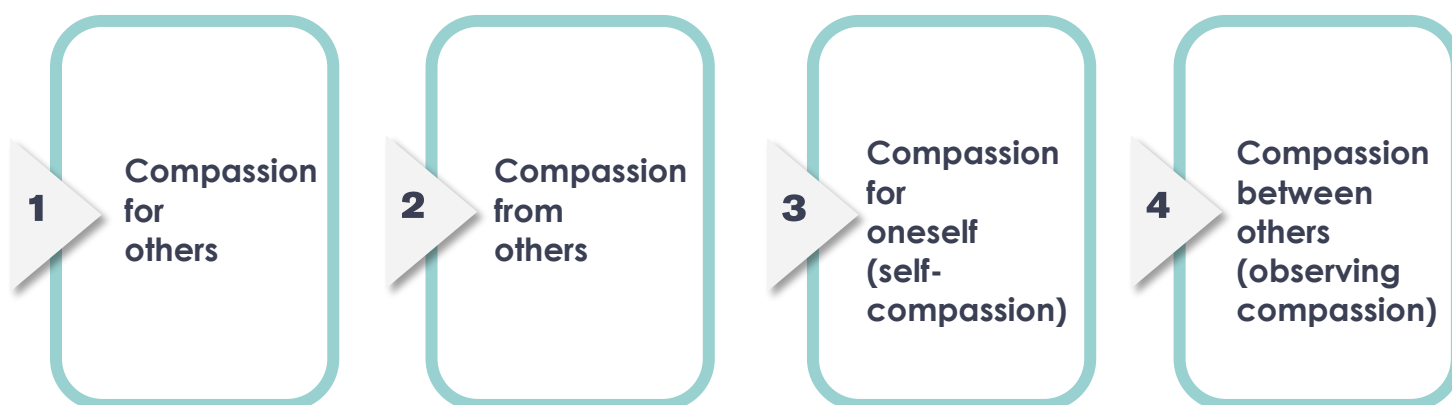
Compassion/ Mindfulness Journal Instructions

Practicing and experiencing the flows of compassion by integrating them into our everyday lives can assist us in cultivating our compassion. Similarly incorporating mindfulness practices into our daily life can strengthen our ability to live mindfully and to act compassionately. Therefore, you will write about acts of compassion and your experience with mindfulness practices in these weekly journal entries.

You should write about 3 acts of compassion that occurred during the current week that you were either involved in or that you observed.

Any combination of these flows of compassion can be written about each week as long as you discuss each flow at least once during the session. It is permissible to write about an act of compassion that you observed via video, but please limit this to a maximum of one per week.

Below are the four flows of compassion:



Each weekly journal entry should include:

Compassionate Acts

For each of the three (3) acts of compassion:

- Describe the act of compassion and explain why you believe it to be an act of compassion.
- Who was involved?
- What flow would this be categorized as?
- What was the reaction of all the people involved after the act of compassion occurred?

Mindfulness/Meditation Practice

- What type of mindfulness/meditation practice(s) did you engage in this week?
- How frequently did you engaged in mindfulness/meditation practice this week?
- What did you notice about your practice this week?

Remember to provide supporting details illustrating that you are engaging meaningfully in this exercise. Similarly, demonstrate your best writing by using complete sentences and proofreading for writing clarity, including correct punctuation, grammar, and spelling. Over time, challenge yourself to identify and reflect on a variety of flows of compassion and a variety of mindfulness/meditation practices.

Compassion/ Mindfulness Journal Grading Rubric

Criteria	Ratings			
Description of Acts of Compassion	Proficient Three (3) acts of compassion were thoroughly described, providing details that enabled the reader to have a clear sense of what occurred.	Competent Three (3) acts of compassion were described, but additional details would have been beneficial OR Two (2) acts of compassion were thoroughly described.	Emerging One (1) or two (2) acts of compassion were described, but additional details would have been beneficial.	Not Yet Evident All three descriptions of the acts of compassion were either missing or the acts described are not clearly compassionate acts.
Flow of Compassion	The flow of compassion was correctly identified for all 3 acts of compassion.	The flow of compassion was correctly identified for 2 acts of compassion.	The flow of compassion was correctly identified for 1 act of compassion.	The flow of compassion was not correctly identified for any acts of compassion.
Who was Involved?	The people involved were identified for all 3 acts of compassion.	The people involved were identified for 2 acts of compassion.	The people involved were identified for 1 act of compassion.	The people involved were not identified for any acts of compassion.

Criteria	Ratings			
Reaction of People Involved	Proficient The reaction of all of the people involved was thoroughly described for all 3 acts of compassion.	Competent The reaction of at least some of the people involved was included for at least 2 acts of compassion. Reactions for some people involved were not addressed when it would be reasonable to assume that it was known OR minimal details were included.	Emerging The reaction of at least some of the people involved was included for 1 act of compassion.	Not Yet Evident The reaction of the people involved was not included for any acts of compassion.
Type and Frequency of Mindfulness/ Meditation Practice	The type and frequency of mindfulness/ meditation practices engaged in this week were clearly discussed.	The type and frequency of mindfulness/ meditation practices engaged in this week were discussed vaguely. Additional clarity would be helpful.	Information was only included on either the type OR the frequency of mindfulness/ meditation practices engaged in this week, but not both.	The type and frequency of mindfulness/ meditation practices engaged in this week were not discussed.
What did you notice about your m/m practice this week?	Thoughtful discussion of what was noticed about mindfulness/ meditation practice this week was included.	Only a vague discussion of what was noticed about mindfulness/ meditation practice this week was included.	Student did not engage in any mindfulness/ meditation practice this week, but shared information about what their week was like without it.	No discussion of what was noticed was included.
Quality of Writing	Writing was clear, expressive and contained no more than 1 minor grammar, spelling, or punctuation error that did not detract from the readability.	Writing was mostly clear, but may contain up to a few minor grammar, spelling, or punctuation errors.	Writing contained several grammar, spelling, or punctuation errors that reduced the clarity of the information.	Writing contained frequent grammar, spelling, or punctuation errors that significantly impacted the readability and is not consistent with undergraduate standards.

A photograph of a young woman with long dark hair, wearing a black long-sleeved shirt and dark pants, crouching on a city sidewalk. She is looking down at an elderly man with a white beard, wearing a red hooded jacket and a brown coat. The man is sitting on the ground, and a sign in front of him reads "WILL WORK FOR FOOD". The woman is holding a small object, possibly a coin or a small piece of food, in her hand. The background is a blurred city street with other people and buildings.

Intentional Act of Compassion Overview

Overview

Throughout the course so far we have been developing our capacity for compassion. As you deepen your practice and skills, we will engage in a culminating experience - performing an intentional act of compassion in which we direct our skills in a specific and deliberate outward flow towards an individual or group with whom we are not familiar, but for whom we are moved to show compassion.

There will be a series of steps we take in preparing for, implementing, and reflecting on our intentional act of compassion that will conclude with each of us sharing in class our insights from this experience. As we set our intentions and guide our behavior throughout this process, remember the importance of all three core qualities of our compassionate self (i.e., caring-commitment, strength and courage, and wisdom).

Although you will have a great deal of autonomy surrounding your intentional act of compassion (e.g., you are invited to work collaboratively with other students in the class or individually), there are some parameters to ensure the scope of your plans are appropriate for this class assignment.

- you will be directing your attention towards an individual or a group with whom you are not familiar
 - your act must involve behaviors other than making a financial donation
 - (at least part of) your act must be performed in-person
 - you must complete each of the progressive steps
-



Brief Overview of the 5 Steps

1

Step 1: Discover and assess

[brainstorm (a) issues in the community and (b) what can be done to show compassion]

2

Step 2: Decide and plan

[decide about (a) working independently or collaboratively with other students in this class, (b) the “cause”, (c) start outlining objectives for the intentional act (what will you ‘do’, for whom, and when)]

3

Step 3: Approval of plan by Instructor

(see the 'Decide and Plan Submission Form')

4

Step 4: Act


[complete your intentional act of compassion]

5

Step 5: Reflect and share

[presentations in class: each group should prepare a PowerPoint to share with the class]

(see the Reflect and Share document)



Other points to consider—examples of incorporating wisdom into our compassionate acts:

Here are a few examples of ways that we can incorporate wisdom as we approach compassionate acts to ensure that our acts are maximally beneficial to the individual(s) or groups.

In many cases, those fighting housing and/or food insecurity also struggle with dental impairments and rely on soft(er) foods as a result (for example, think of Nutrigrain bars rather than crunchy Nature Valley bars)

Be sure to confirm whether items need to be new or if they can be gently used. Sometimes people donating goods or food are well-intentioned, but are disappointed to learn that their used items are ineligible for donation – the idea behind requiring new items is to promote safety and/or human dignity.



Intentional Act of Compassion:

Decide & Plan
Submission

*Required for Approval**

I will be working

- ☐ independently
- ☐ collaboratively, along with other students (list the names of everyone in this group):

Please provide a brief description of what you plan on doing for the Intentional Act of Compassion. Include information about what you will do, for whom, where it will occur, and when (anticipated timeline).

If working collaboratively, please indicate what your role(s) will be in the group:

- ☐ Facilitator (e.g., keep group on task; organize group meetings)
- ☐ Explorer (e.g., locate information necessary to complete work)
- ☐ Recorder (e.g., take meeting notes)
- ☐ Communicator (e.g., establish contact with organization if applicable)
- ☐ Advertiser (e.g., spread the word about your project, encourage others to donate if applicable)
- ☐ Transportation provider (e.g., transporting people or items to needed locations if applicable)
- ☐ Other (please describe): _____

Grading Criteria

Full Points	Partial Credit	Forfeit Points
Submission was made by the deadline and complete	Submission was made by the deadline but missing integral information	Submission was not made by the deadline

**Remember that everyone must submit a plan (even if you miss the deadline) and receive approval from the instructor before completing the Intentional Act of Compassion.*



Intentional Act of Compassion:

Reflect and Share Guidelines

During the class presentation, each project must:

- 1** Address the following prompts:
 - a. **Describe the act** (What was the act? Where did you do it? With and for whom did you perform your act? When did your act occur? Why did you choose this act? Did you recruit others to help accomplish your goals or raise awareness of the issue you were actively trying to address through this intentional act of compassion? Why and how? Or why not?) – people working collaboratively should coordinate in advance with group members to minimize sharing redundant information
 - b. **Describe your role** (What specifically did you do?) –each person must independently articulate their role
 - c. Summarize and/or explain **one key insight** gained from reflecting on the experience, especially as it relates to cultivating, directing, and sustaining your practice of compassion – each person must independently articulate a unique key insight (again, coordinating with other group members in advance will help ensure that everyone has something distinct to share with the class)
 - 2** Include at least one picture of some component of the act (e.g., before or during some part of the act)
 - 3** Stay within the allotted timeframe
-

Guiding Reflection Questions

As you examine the experience in preparation for the in-class presentation, start by describing your feelings and observations about the process of engaging in an intentional act of compassion. Next, consider the following questions to assist in your reflection:

- What the goal was that you were trying to accomplish; were you able to effectively achieve this goal (and why/why not)?
- What do you think the impact of your act was and/or will be (and for whom)?
- What did you learn from engaging in this intentional act of compassion?
- Is there anything you would do differently if given the opportunity for a “do-over” (and why/who not)?
- Which knowledge/skills did you bring to the experience that helped you engage in the act and/or work to overcome any challenges throughout the process?
- Did this experience differ from your initial expectations? Why or why not?
- Was this an easy or a difficult task to undertake? Why?
- Did this experience increase your sense of responsibility for acting on behalf of others?
- What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors in this area?

Grading Criteria

Students will be evaluated on their presentation content (i.e., level of adherence to the required criteria listed above), preparedness, and the extent to which they actively contributed to the success of their project. For those working collaboratively, each person will also complete an *Individual Contribution Evaluation* (provided below) that will be taken into consideration during grading.

Proficient	Competent	Emerging	Not Yet Evident
All required prompts were thoroughly yet succinctly addressed; project presentation filled but did not exceed the time allotted; at least one picture was included; it was clear that adequate preparation was prioritized	All required prompts were thoroughly yet succinctly addressed; project presentation filled but did not exceed the time allotted; additional preparation would have strengthened the presentation	All required prompts were addressed but lacked clarity and/or focus AND/OR project presentation timing was off	One or more required prompts was missing or underdeveloped AND/OR project presentation timing was substantially off

Individual Contribution Evaluation

Using the following criteria, please evaluate the contributions you and your fellow group members made to your project and its success. Remember that quantity and quality are distinct ways to assess contributions; people can contribute to the group in a variety of ways and each person brings with them unique strengths. Please be fair and honest in your evaluations of yourself and your group members. Your evaluations will be included in project grading considerations.

Your ratings/comments are confidential and will not be shared with your group members.

Please assign a rating for each member of your group (including yourself) using the scale listed below. Additionally, include a 1-2 sentence explanation for your assigned rating.

10 = This individual was an active and *indispensable* contributor to the group process (preparation and execution) of the intentional act and presentation. This person was able to be depended upon to accomplish their task(s) for the group and added to the group in a positive and meaningful way.

8 = This individual was an active and fair contributor to the group process (preparation and execution) of the intentional act and presentation. This person was dependable and made a positive contribution to the group.

5 = This individual was an active but inconsistent contributor to the group process (preparation and execution) of the intentional act and presentation. This person *sometimes* was able to be depended upon to accomplish their task(s) for the group, but only *sometimes* found positive and meaningful ways in which to add to the group.

0 = This individual was *not* an active contributor to the group. They were *rarely* prepared or able to be depended upon to accomplish their task(s) for the group and/or created a tense working environment for other group members. This person was generally unavailable making group progress difficult and/or *did not* find a positive and meaningful way in which to add to the group.

A background image of a young woman with dark hair, wearing a black and white checkered shirt, sitting in a library and reading a large open book. She is looking down at the pages with a focused expression. Bookshelves filled with books are visible in the background.

Midterm Reflection

Let's pause to get a sense of what you are learning and what is supporting that process best for you. This is a reflection on your learning – the emphasis is on high-quality engagement with this contemplation. Cultivating this kind of metacognitive awareness will help you to articulate your learning processes, so that you start to own the skills you are developing. Please be thoughtful in your responses. Provide specific examples and details to support your ideas.

Use this time to share your thoughts on how course activities and information have impacted you so far this semester.

Required (address all of these below):

- 1 What topics or activities have you found most interesting or impactful? Explain...
- 2 How does course material connect to your life? Explain...
- 3 How does this connection help your learning? Explain...
- 4 What is one strategy that has been useful for you in terms of learning or applying the course concepts? Explain...
- 5 What would be one thing you would change about your approach to this course? Explain...

Midterm Reflection— Grading Rubric

	Proficient	Competent	Emerging	Not Yet Evident
Depth of Reflection	Demonstrated thoughtful engagement with course concepts through the inclusion of specific, detailed examples and explanations to support all ideas.	Demonstrated thoughtful engagement with course concepts through the inclusion of some specific, detailed examples or explanations; however, not all ideas are equally supported with specific details.	Demonstrated adequate engagement with course concepts; however, the reflection would be strengthened by the inclusion of additional specific, detailed examples and explanations.	Demonstrated shallow engagement with course concepts. The reflection is rather simplistic and lacks explicit inclusion of specific, detailed, examples and explanations.
Completion	Thoroughly addressed all 5 of the required questions.	Addressed 4 of the required 5 questions adequately.	Addressed 3 of the required 5 questions adequately.	Addressed 2 or fewer of the required 5 questions adequately.
Writing Clarity	Writing was clear, expressive and contained no more than 2 minor grammar, spelling, or punctuation errors that did not detract from the readability.	Writing was mostly clear, but did contain a few (3) minor grammar, spelling, or punctuation errors.	Writing contained several (4-6) grammar, spelling, or punctuation errors that reduced the clarity of the writer's ideas.	Writing contained frequent (7+) grammar, spelling, or punctuation errors that significantly impacted the readability and is not consistent with undergraduate standards.



Final Reflection

This is an opportunity to reflect on the course and share your thoughts on how the course information and activities have impacted your compassion cultivation this semester and what steps you can take to continue cultivating your compassion in the future. Please be thoughtful in your responses. Provide specific examples and details to support your ideas and use strong writing mechanics (e.g., complete sentences; correct spelling, grammar, and punctuation). The required reflection questions are based on questions you explored in Ch. 26 of our book.

Required (address all of these below):

As we have discussed in class, cultivating compassion for ourselves and others is a continual process. The more we nurture our compassionate self, the more we strengthen our ability to turn toward suffering and approach it with wise and courageous compassion.

- 1 Share something you have learned this semester regarding compassion for yourself and/or others that has directly related to your life. Explain...
- 2 What mindfulness practices, activities, discussions, or self-reflections have you found useful? Explain why you found them useful and what could help you continue to use them regularly. (Feel free to also share any you did not find useful.)
- 3 What would signal to you that you're getting caught in old patterns? What experiences (thoughts, behaviors, emotions, physical responses) could act as warning signs that you might be struggling?
- 4 While it is normal to have our ability to act compassionately ebb and flow, how can your compassionate self help you to prepare for, prevent, or overcome compassion setbacks?
- 5 Would you recommend this course to others? If so, why? If not, why not? (I truly want to hear your honest feedback.)

Feel free to share any other thoughts as well...

Final Reflection— Grading Rubric

	Proficient	Competent	Emerging	Not Yet Evident
Depth of Reflection	Demonstrated thoughtful engagement with course concepts through the inclusion of specific, detailed examples and explanations to support all ideas.	Demonstrated thoughtful engagement with course concepts through the inclusion of some specific, detailed examples or explanations; however, not all ideas are equally supported with specific details.	Demonstrated adequate engagement with course concepts; however, the reflection would be strengthened by the inclusion of additional specific, detailed examples and explanations.	Demonstrated shallow engagement with course concepts. The reflection is rather simplistic and lacks explicit inclusion of specific, detailed, examples and explanations.
Completion	Thoroughly addressed all 5 of the required questions.	Addressed 4 of the required 5 questions adequately.	Addressed 3 of the required 5 questions adequately.	Addressed 2 or fewer of the required 5 questions adequately.
Writing Clarity	Writing was clear, expressive and contained no more than 2 minor grammar, spelling, or punctuation errors that did not detract from the readability.	Writing was mostly clear, but did contain a few (3) minor grammar, spelling, or punctuation errors.	Writing contained several (4-6) grammar, spelling, or punctuation errors that reduced the clarity of the writer's ideas.	Writing contained frequent (7+) grammar, spelling, or punctuation errors that significantly impacted the readability and is not consistent with undergraduate standards.