

CULTIVATING COMPASSION

Instructor's Guide



Compassion grows when consciously nurtured. Like other psychological resources, compassion is something that can be experienced in the moment as a state and cultivated over time as a trait. Compassion also includes more than prosocial or altruistic behavior – cultivating a compassionate mindset involves learning to recognize suffering in oneself and others, and acting to prevent or alleviate the distress.



Through mindful design, *Cultivating Compassion* serves to actualize the mission of many academic institutions to both inform and make a difference that supports the broader social good. *Cultivating Compassion* provides learners with life-affirming skills that can help them manage difficulties, promote health and well-being, and encourage a collective motivation to contribute positively to the communities in which we reside.



“This was the most amazing course I have ever taken. I have learned so much from this course and I genuinely feel as though it has allowed me to better myself in so many ways. I cannot wait to see where this course goes in the future, and I hope every student across the U.S. will have the opportunity to take this amazing class.”



“Everyone should be required to take this course! I feel I am a better human for having learned and practiced this material. The information gained was unique and helpful for day-to-day life.”



“This course not only gave me skills and lessons that helped in my first semester of college but are things I can realistically use for the rest of my life.”

A photograph of several hands of different skin tones cupping a single, glossy red heart. The hands are positioned around the heart, with fingers and palms visible, creating a sense of care and support. The background is a soft, out-of-focus teal color.

Overview

In *Cultivating Compassion*, students learn about and enhance compassion for others, from others, and to oneself in their everyday lives. The interactive and applied nature of course activities encourage ongoing engagement and practice with useful tools for developing a scientifically informed, compassionate understanding of ourselves and fostering a greater sense of connection with oneself and others. Throughout the course, there are frequent and consistent opportunities to engage in a variety of experiential activities and mindfulness-based practices designed to help students learn how to: pay attention in the present moment without judging or criticizing; promote feelings of open-heartedness connection to oneself and others; and acknowledge and examine positive experiences that can increase our capacity to reflect, be creative, and engage with life's difficulties in a helpful manner.

This lower division course does not assume students have any prior knowledge on the subject of compassion or mindfulness and is appropriate for those just beginning their undergraduate years to those who are close to graduating. Similarly, students majoring in diverse disciplines can be successful in and benefit from the course.



“This class (as my first introduction to college) has done wonders for me. It helped me learn more about myself, learn how to be more compassionate to myself and others, really helped become more confident and made me feel like I was heard and understood. It gave me a supportive group of individuals who were just as passionate as me and let me feel as if I could be 100% myself and get no judgement. It is easily one of the greatest classes I have ever taken, and I wish I could take it every year.”



“I absolutely loved this course. By far, my favorite course I have taken so far. Everything I learned was something I will be able to use and benefit from for the rest of my life. Every assignment was relevant and beneficial to my learning and growth.”



“This class is a wonderful tool in both wellbeing and community building. It is fantastic to be introduced to different mindfulness practices, and very beneficial in discovering how our bodies and minds work together to protect and regulate ourselves, as well as how they work in helping and interacting with other human beings.”





Designing and Implementing this Course

The purpose of this course is to promote compassionate well-being *with intention*. Accordingly, we maintain a commitment to mindful and compassionate course design and delivery – not simply teaching about compassion and mindfulness – that guided our pedagogical approach to this course. Our hope is that these deliberate decisions facilitate rewarding learning opportunities for both students and instructors that have a meaningful impact extending beyond the classroom.

Three guiding criteria were of primary importance – specifically, this course:

- emphasizes practical application;
- is accessible to a wide audience (this includes the scope of content and cost of course materials); and
- centers on the importance of connection (student to: self, instructor and classmates, friends and family, and their broader community).

Collectively, these intentions are reflected in the materials we have curated and developed for this course and the types of experiences we endeavored to foster within a connected learning community. Throughout the course, there are ample opportunities for learners to engage with the content and one another, and share their experiences in a safe, supportive, and reflective environment to assist in making meaning of and synthesize what they have learned. After providing some background about the course, we elaborate briefly on our processes for selecting the textbook, establishing a classroom environment that supports learning and caring connections, and highlight how key components of exercises and assignments help students integrate what they are learning into everyday practice.



Background

We have now taught four sections of *Cultivating Compassion* across three semesters and two instructors. Three sections were on-ground spanning a 15-week semester; one section was delivered online in an accelerated 7.5 week term. Course offerings had progressively increasing enrollment caps but all sections were, by design, “small” (i.e., class sizes ranged from 10 – 32 students). Given the nature of the course, we wanted to ensure that a strong sense of community could be built. From our experience, we were able to maintain high-quality interactions among students with each other, the instructor, and engagement in the course overall across delivery methods (i.e., on-ground and online) and class sizes. Although some minor adaptations were made, such as modifying the approach to discussions, it was still possible to maintain the core features of the course across these variations.

Although this course is not a formal intervention or training program, it shares many similar qualities. For instance, course material draws heavily on a compassionate mind training (CMT) framework. CMT focuses on developing a compassionate self-identity (i.e., embodying an ability to think, feel, and act as one’s compassionate self with wisdom, strength, and caring commitment) through the use of psychoeducation and training in strategies that help individuals become more aware of their critical mindset and develop a more caring and compassionate way of relating to themselves¹. Additionally, consistent with other approaches designed to cultivate compassion, this course is also taught as a secular approach to enhancing compassion but incorporates principles and exercises that have been influenced by Tibetan Buddhist traditions and contemplative practices. Emphasis is placed on developing the basic skills needed for contemplative practice, such as learning to focus and settle the mind and tune into inner body experiences, rather than on the philosophies or spiritual traditions from which these practices originate.

¹Gilbert, P. (2010). *The compassionate mind: A new approach to life’s challenges*. New Harbinger Publications.



Textbook

We spent several months reviewing potential books; however, all of the options we encountered were written for researchers, clinicians, and other academics that simply were not a good fit for students who did not yet have a basic understanding of the science of compassion, nor for increasing their interest in the material. In our experience, even when students are interested in a particular subject, how that content is presented makes a big difference regardless of how much the instructor otherwise scaffolds opportunities for engagement and application. We were elated when *The Compassionate Mind Workbook: A Step-by-Step Guide to Developing your Compassionate Self* (Irons & Beaumont, 2018) was released. We felt confident that we found a great resource for students and value the contribution that this book makes to the course because of how well it aligns with our guiding priorities.

The Compassionate Mind Workbook effectively promotes student engagement because it is highly accessible (i.e., written at a level that is comprehensible for a wide array of students and is inexpensively priced at less than \$25.00) and reinforces practical application. As its name implies, *The Compassionate Mind Workbook* is a workbook rather than a traditional textbook; we believe this is a strength. The workbook format encourages readers to actively engage with the content by integrating several opportunities for immediate application within each chapter and in ways that feel inviting for students. It takes the reader on a “step-by-step journey” to understand what compassion is, why it is helpful to intentionally cultivate compassion for themselves and others, and for developing capacity to act with compassion when faced by our own and others’ suffering. Although the book appears ‘big’ and is intimidating to some students upon first glance, they quickly realize that it is less dense than a traditional textbook. The print is large and pages contain dedicated space to complete activities and answer reflection questions.

After teaching this course four times, our initial confidence in this book has been affirmed within and across semesters and we enthusiastically recommend *The Compassionate Mind Workbook: A Step-by-Step Guide to Developing your Compassionate Self* (Irons & Beaumont, 2018). Students not only expressed their satisfaction with the book’s content, they also shared with us how appreciative they were that it was so affordable. Further, we heard from several students independently that they purchased copies for family members and friends because they found it so helpful. In our opinion, students voluntarily spending their own money to purchase a course book for someone else is the highest form of praise! We are confident that *The Compassionate Mind Workbook* will serve you and your students well and strongly encourage its continued use should you decide to adopt these course materials.



“Thank you for choosing such a wonderful workbook for the class. This is a workbook that I will continue to refer to as the years go by.”

Classroom Environment

Vital to compassion is fostering a sense of connection and safety; coincidentally, these qualities also characterize high-quality learning environments. Given the interactive nature of the course and its sometimes sensitive content, there is an elevated need for instructors to establish a classroom environment where students feel supported and where trust can build among students and with the instructor. It is important to us that we create a sense of community in class that invites student interaction, both with the instructor and peer-to-peer, from the onset.

One seemingly small but impactful aspect of helping students feel a sense of belonging and being valued as individuals is by learning their names early on and using them regularly, including in class and in written feedback on their coursework. We used name tents at the beginning of the semester for our on-ground sections to more quickly learn students' names and so they could learn each other's names. We also engaged in a class exercise on the first day of each semester to collaborate with students on creating a community agreement. This allows everyone a chance to share what they need to feel safe in class so they can focus on learning; it also supports buy-in because students feel seen and heard.



Further, something that we tried to be consciously aware of is that we are responsible for the energy we bring into our educational spaces with students, and we can often set the tone of the whole class. Ensuring that we began each class session settled and ready to connect in joyful or kind and receptive ways was both practically useful and very rewarding. For instance, we arrived to class early each session and encouraged conversations to facilitate connection with and between students. This past semester, a student spontaneously began taking informal opinion polls before class by writing them on the whiteboard. Questions were typically light-hearted and innocuous, such as “pineapple on pizza - yes, no, sometimes?”. This added a fun, often silly element to these interactions that our class carried out through the end of the semester. Similarly, we were particularly mindful about modeling careful listening and validating students' experiences when they participated in class discussions. Finally, being vulnerable and authentic with students is essential in this course. We found opportunities to share with students times during the semester that we were choosing to show ourselves self-compassion in the face of making a mistake, for example, rather than staying stuck in a critical loop. We found ourselves being a bit more transparent in this class than we typically are, by more consciously verbalizing the process to let students know that we are learning from the experience, too, and that instructors also have moments of challenge. We attempted to capture this spirit in the online section through a strong instructor presence, such as by engaging frequently in discussion forums. Consistent with on-ground discussions, students were invited to share their experiences and they resonated with the idea that they had been given permission to be vulnerable. After receiving positive responses from classmates, students were further motivated to continue comfortably sharing openly and genuinely. These intentional decisions resulted in the formation of stronger, deeper relationships with students and close friendships among students that have endured even after the course ended.



“This class has brought me so much peace and joy, so being able to maintain that connection with myself at home has been very helpful. Overall, and this isn’t an exaggeration but this class has changed my life for the better. I am constantly talking about it to others and how much of an impact it has made. It is always in the back of my head. This class was easily the best class I have taken in college yet. I love when the teachers care about the course so their passion shows, but also when they care about their students! I would easily recommend this class to anyone, even if it wasn’t on their major plan! This class helped me deal with my stress, learn to have love and kindness for all, how to be more open with people and open-minded in general along with so much more. I think everyone would benefit from it because I know I have.”



“This class material was interesting and she presented the information in very fun ways through videos, activities and class discussions. I loved the size of the class because I feel like the professor was able to get to know us each individually as well as the class members. It opened up a welcoming environment for learning. She was a great role model for the things she was teaching and made herself vulnerable as she asked us to do so as well.”



Assignments

We want to take a moment to highlight features of select class exercises and assignments that reinforce students' connection with themselves and others so they may integrate these experiences into day-to-day life.

As you continue exploring the set of course materials, you will notice that we incorporate certain activities (e.g., mindfulness practices, Things to be Thankful For Today, Compassion and Mindfulness Journals) repeatedly throughout the duration of the course. This is done purposefully because many building blocks of compassion require consistent exposure so that habits may form.

Strengthening the ability to quiet our minds, gently redirect our attention, and cultivate awareness of compassionate acts and gratitude – in small and large ways – takes practice.

Accordingly, we invite students to participate in two activities every class session (or weekly for the online course offering). The first involves at least one mindfulness practice that is included within the day's lesson; the second is a gratitude practice called 'Things to be Thankful for Today'. Our goal is to expose students to a variety of mindfulness practices knowing that some will resonate more than others for each student. We also encourage students to explore other mindfulness practices beyond what we include in the course; ultimately, we hope students can build a toolbox of practices that work well for them.

We reassure students that it is acceptable and normal for them to prefer certain practices and that our hope is for them to identify at least a couple that they personally find useful enough to continue incorporating into their lives outside of class and even after the course ends. We have found this to be an excellent strategy because it gives students permission to explicitly discuss their preferences and experiences in class discussions and in their journals. Similarly, 'Things to be Thankful for Today' serves to help students acknowledge what is "going right" that counters our natural human tendency to focus on the negative. The repeated nature of this activity creates a patterned behavior that results in students noticing more things in their life for which they are grateful.

Finally, the Intentional Act of Compassion project offers an opportunity for students to connect with their broader community and engage in planned, thoughtful compassionate acts for others with whom they were previously unfamiliar.





“I enjoy taking the time in the beginning of class to write something we were thankful for. Taking the time to acknowledge the people, things, and moments that made an impact in my life during the week, allowed me to know that there are more good things surrounding me that overcame the negative things. It’s so easy to become overwhelmed by one single bad thing that happened, that I didn’t realize that there are more positive things to be thankful for.”



“Our weekly journal really helped me take more notice in all of the compassionate acts happening around me. The more I noticed compassion around me, the more I was inspired to act compassionately myself.”



A Note to Future Instructors

This course has the potential to be beneficial to instructors and students alike in their journey to develop compassionate selves but it is also important to remember that compassion inherently involves engaging with distress. By virtue of the topic and particular learning experiences (e.g., class discussions, journals), students may share information about distressing situations with greater frequency or depth than in other courses. Thus, to mitigate any potential adverse impact, it is important that you exercise appropriate boundaries and you yourself draw upon compassionate wisdom and other lessons contained in this course that promote adaptive coping and regulation. Additionally, note that mindfulness exercises can be a useful tool for promoting well-being, including among those who have experienced trauma; however, it is possible that some exercises may act as a trigger for some people. We recommend trauma-sensitive mindfulness instruction, which includes giving students options about how they practice mindfulness and reminding them that they can modify or stop the exercise at any point. As is true in any course, remember to promptly refer students to counseling services in instances of emotional distress.



Course Impact

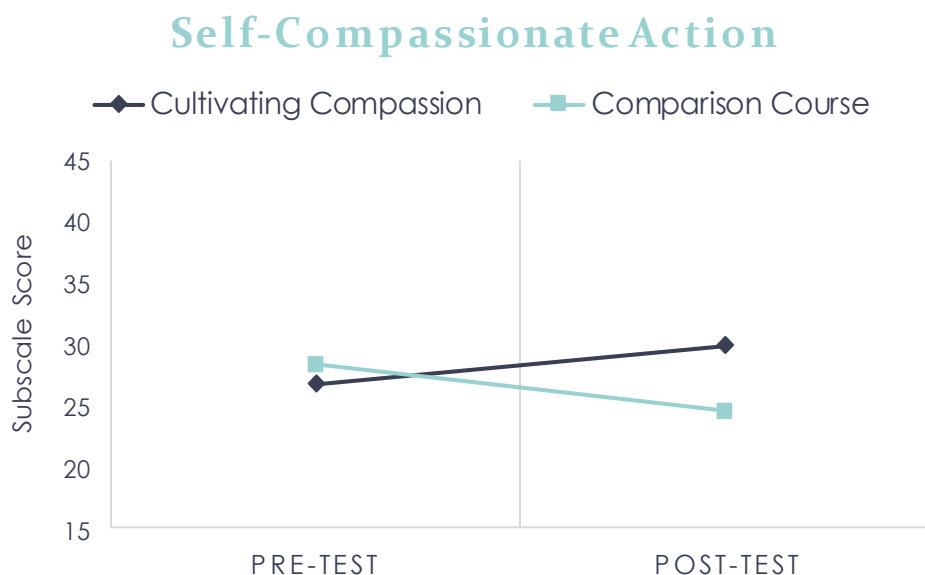
To assess how useful *Cultivating Compassion* was for students, we collected information in a variety of ways. Qualitative statements were gathered each semester, some of which were from reflection components of the course while the majority were collected via anonymous feedback (i.e., online surveys; student evaluations of the course conducted by the university). Several comments are presented throughout this guide as support documenting students' overall satisfaction, enjoyment, perceived benefit, and endorsement of the course.

Additionally, quantitative data were also gathered. During one iteration that the course was taught, students from *Cultivating Compassion* and a comparison class (Introduction to Parenting) completed confidential pre- and post-test surveys². The surveys were administered online at the beginning and end of the semester assessing students on various indices of compassion and mindfulness. Only students in *Cultivating Compassion* were taught corresponding material; students in the comparison class did not have any formal exposure to compassion or mindfulness concepts. Consistent with expectations, students in *Cultivating Compassion* showed increases in skill development across the semester relative to those in the comparison class. Select measures are presented below illustrating these gains made by students in *Cultivating Compassion*.

²n = 14 for each respective group

Self-Compassionate Action

One feature of compassion underscores the importance of being committed to trying to alleviate and prevent one's own suffering. The self-compassion action subscale (5 items; Gilbert et al., 2017³) assesses an individual's motivation and ability to acquire the necessary wisdom and skills to alleviate or prevent their own distress (e.g., "I think about and come up with helpful ways to cope with my distress"; "I take the actions and do the things that will be helpful to me"). Using a repeated measures analysis of variance (RM-ANOVA), we found a significant class by time interaction, $F(1, 26) = 6.57, p = .01$. As illustrated in the figure below, students in *Cultivating Compassion* demonstrated a significant increase in their motivation and perceived competency to actively alleviate their own suffering compared to those in the comparison class, for whom self-compassionate action decreased over the course of the semester.

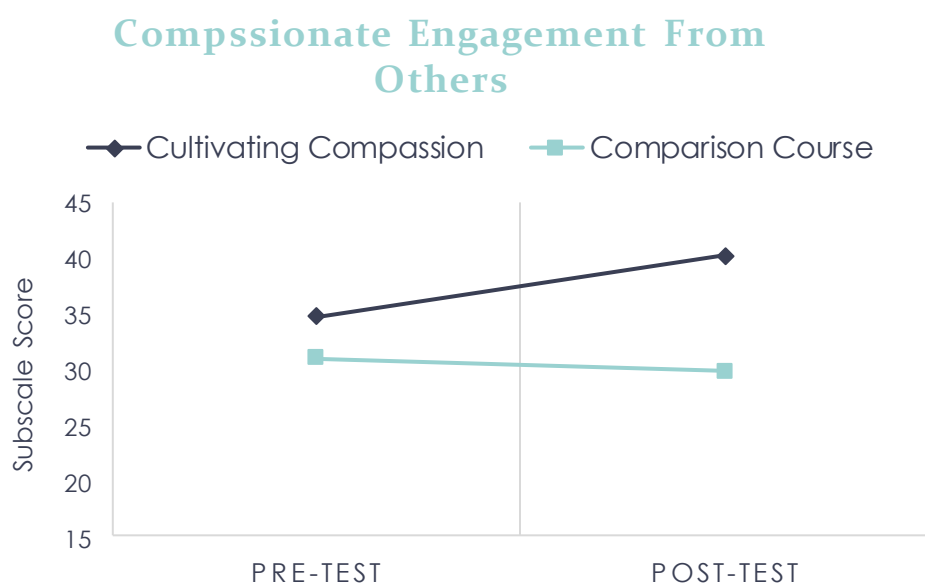


“One of my favorite aspects of this class was the concept of self-compassion. I had been practicing a very loose version of it without really knowing so it was very satisfying to be able to refine it into an actual skill.”

³Gilbert, P., Catarino, F., Duarte, C., Matos, M., Kolts, R., Stubbs, J., ... Basran, J. (2017). The development of compassionate engagement and action scales for self and others. *Journal of Compassionate Health Care*, 4 (1), 4. doi:10.1186/s40639-017-0033-3

Compassionate Engagement from Others

Another important feature of compassion includes one's openness to receiving compassion from others. Part of doing so involves noticing that others are motivated to pay attention to and engage with the pain one is experiencing. The compassionate engagement from others subscale (8 items; Gilbert et al., 2017⁴) assesses one's ability to be aware of other people's motivations to act compassionately in response to one's distress (e.g., "Other people are actively motivated to engage and work with my distress when it arises"; "Others notice and are sensitive to my distressed feelings when they arise in me"). Using a repeated measures analysis of variance (RM-ANOVA), we found a marginally significant class by time interaction, $F(1, 26) = 2.92$, $p = .10$. Students in *Cultivating Compassion* demonstrated an increase in compassionate engagement from others, as illustrated in the figure below.

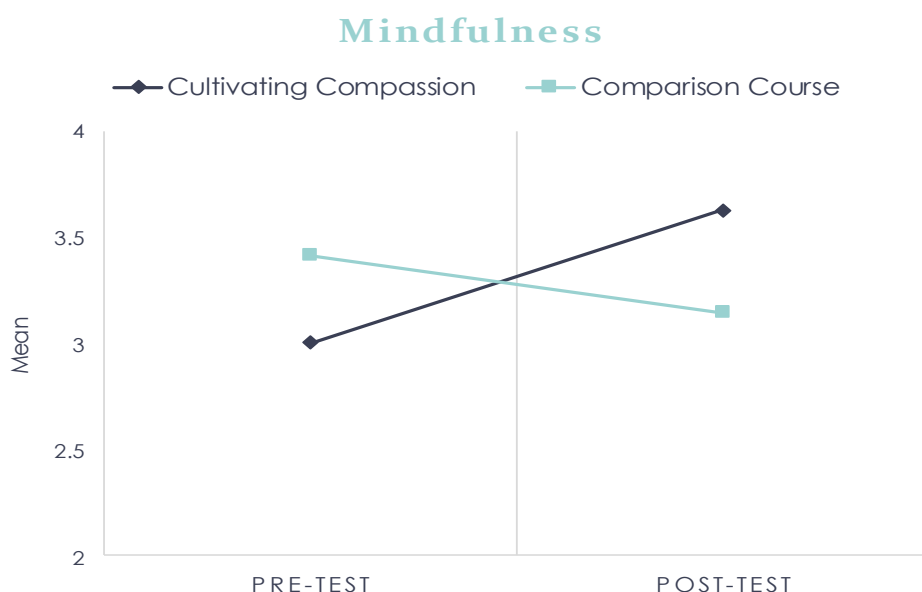


"I didn't realize I had such a hard time receiving compassion; realizing that has been a huge breakthrough for me. Now I'm working on it and taking steps towards being more open and vulnerable to people. Before this class I didn't realize how hard it is for me to be vulnerable with others."

⁴Gilbert, P., Catarino, F., Duarte, C., Matos, M., Kolts, R., Stubbs, J., ... Basran, J. (2017). The development of compassionate engagement and action scales for self and others. *Journal of Compassionate Health Care*, 4 (1), 4. doi:10.1186/s40639-017-0033-3

Mindfulness

Mindfulness, in this context, refers to holding negative thoughts and emotions in balanced awareness, with an open and accepting stance toward difficult feelings and situations. The mindfulness subscale (4 items; Neff, 2003⁵) was used to assess how often one maintains a balanced awareness of painful thoughts and feelings rather than avoiding, suppressing, or overidentifying with them (e.g., “When something painful happens I try to take a balanced view of the situation”; “When I’m feeling down I try to approach my feelings with curiosity and openness”). Using a repeated measures analysis of variance (RM-ANOVA), we found a significant class by time interaction, $F(1, 26) = 5.80$, $p = .02$. As illustrated in the figure below, students in *Cultivating Compassion* demonstrated a significant increase in their mindfulness relative to students in the comparison class, for whom mindfulness decreased between assessments.



Thus, these statistical findings provide preliminary evidence supporting the positive impact of *Cultivating Compassion* for students' skill development. Especially when taken alongside the qualitative feedback, results demonstrate that students find the course valuable and that they improved in relevant skills taught throughout the semester collectively illustrating the benefits of *Cultivating Compassion*.

⁵Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, 2, 223–250. doi:10.1080/15298860390209035



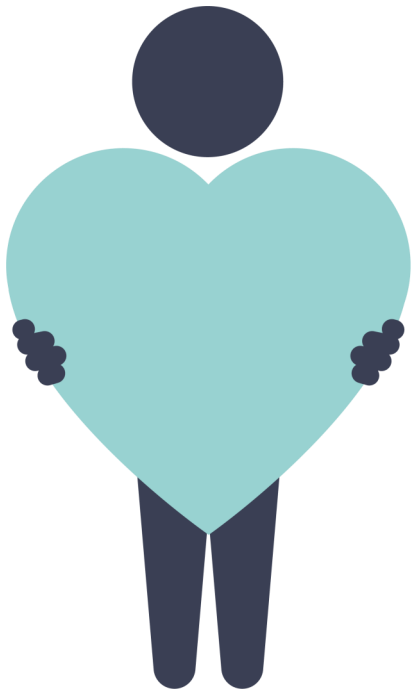
“This course has changed me more than any other university course has in deeply profound ways. *Cultivating Compassion* has opened my eyes and broadened my awareness to weaknesses I never knew existed while consistently providing me with the tools needed to strengthen myself. From the practical skills, like belly breathing and breath awareness, to more formative skills, like assessing an over-active threat system and working through my earliest internalized shame, this course has imparted wisdom that will alter the path of my own growth for the remainder of my life. Every day, pieces of lectures slip out into my routine conversations and I find myself often referencing new skills learned from the text. I feel like I sound crazy, but this course has meant more than gold to me and my mental health, and in some ways literally saved my life. Every afternoon after class, I would call at least one friend or family member and give them the Spark Notes of what was discussed in the class so everyone in my life could benefit from the knowledge. This course changed my life in no small way.”



Overview of Course Materials

The remainder of this instructor's guide provides a "course map" to *Cultivating Compassion*. Preparation for teaching *Cultivating Compassion* is best facilitated by reading this instructor's guide alongside the assigned textbook and set of corresponding materials*. As you explore the structure and content of this course, you will see that *The Compassionate Mind Workbook* is the primary anchor with supplementary readings, videos, activities, discussions, and assignments that enrich and deepen learners' exploration and knowledge of compassion. Although we have found great success with this course using this collection of materials, there are still numerous opportunities to customize the course or resources to best suit your particular needs.

In its current design, *Cultivating Compassion* is composed of 7 modules. Each module covers approximately 3-4 content topics that correspond with the course schedule presented in the syllabus. Further, each module follows the same structure – it begins with a broad overview of the key themes for the module (Module Overview), followed by each content topic. Each topic then specifies the corresponding **learning objectives, class activities, discussion questions, mindfulness practices**, and suggested resources (i.e., **peer-reviewed materials** and links to **popular press videos and articles**) as applicable. Details about class activities (instructions and handouts) and mindfulness practices (scripts) are elaborated on in Supplementary Materials. Select peer-reviewed resources are listed to further inform instructors who may be interested in gaining additional insight on a cross-section of content covered in the respective topic. In contrast, the popular media resources are materials used in class or assigned to students as illustrations or extensions of relevant content.



- Additional course materials are provided, including:
 - **Syllabi** for the on-ground and online versions of this course
 - **PowerPoint slides** for each lecture reflecting that lesson's content area, including key concepts from assigned reading and any corresponding class activities, discussion questions, mindfulness practices, and popular press resources
- Assignment instructions and corresponding grading rubrics
 - **Compassion/Mindfulness Journals**
 - **Midterm and Final Reflection Questions**
 - **Intentional Act of Compassion**
- **Knowledge Checks** comprising multiple-choice questions used to assess students' understanding of the material upon conclusion of each module. You will notice that the questions are presented as the answer keys.
- **Bookmarks** – Each student received a laminated bookmark at the onset of the semester with a number on it (1 through 5) and used it for the duration of the course. These numbered bookmarks assisted with organizing small groups of students for activities and discussions. A benefit of this approach is that it allows the instructor to create different groupings of students efficiently (e.g., all students with the same number should form a group, or all students with an even number should form a group).
- **Course Completion Certificate** template



Closing Remarks

Developing and teaching *Cultivating Compassion* has been one of our most fulfilling educational and professional opportunities to date. We have gained valuable insights and reminders about the importance of consciously nurturing an extensive skill set that allows us to be more present in our daily lives. Further, observing the positive impact that this course has on students' personal well-being is incredible. Educators commonly aspire to facilitate academic success with lessons that students can apply to a broader set of life experiences – this course has allowed us to directly and consistently integrate these opportunities. Through these shared experiences, both in and outside of the proverbial classroom, we have collectively reaped the benefits of strengthening compassionate mindsets that encourage compassion for others, from others, and to ourselves.

We hope that you have an opportunity to teach *Cultivating Compassion*, in part or full, and that the materials we have developed and curated for this course are helpful to you and your students so that you all may similarly experience the benefits of cultivating compassionate selves. One thing is for certain – individuals, families, communities, and the broader social good can flourish with an abundance of compassion.

- * **Amy Reesing, Ph.D.**
- * **Casey Sechler, Ph.D.**
- * **Brittany Alexander, M.S.**
- * **Diana Gal-Szabo, M.S.**

MODULE 1: WHY WE NEED COMPASSION

Chapters 1-4

Module Overview

This module lays the foundation for the course by introducing a cornerstone of compassion: wisdom. A fundamental step in developing our compassionate mind involves gaining the wisdom to recognize how the evolution of the human brain and our early life experiences can create conditions that contribute to our own suffering. Specifically, our minds have evolved in ways that both favor basic survival functions and have amazing capacity for imagination and higher order thinking. However, sometimes real or perceived dangers activate our threat system (one of three core emotion-motivational systems), initiating a cognitive-emotional feedback loop that can create acute, exacerbated, or sustained suffering. Two other underlying emotion-motivational systems are introduced: those that are affiliative-focused (i.e., soothing system) and incentive/resource-focused (i.e., drive system). Acquiring a basic comprehension of our brain and our three core emotion systems enables us to take responsibility for modifying our responses from an informed position. We are able to more quickly identify when our mind and threat system are being triggered by perceived threats, as well as organize our ability to engage our other emotion systems. Thus, developing our compassionate mind gives us tools to disrupt unhelpful loops and regulate a compassionate response that alleviates undue suffering.





Introduction First Day

Learning Objectives

1. Introductions (instructor, students, course)
2. Discuss goals for learning community
3. Decide on shared agreements for learning community
4. Define compassion

Activities

- Things to be Thankful for Today (see Supplementary Materials)
 - This gratitude activity asks students to identify at least one thing they are thankful for each class session. The main goal of the activity is to integrate gratitude into the class sessions and help students focus on the positive things in their life. A secondary benefit is that this activity facilitates a classroom environment that encourages sharing and connection between classmates as well as the instructor.
- Common Ground (see Supplementary Materials)
 - This ice-breaker activity facilitates students getting to know each other at the beginning of a course. It helps students to recognize that they may likely have more in common with one another than they initially anticipated. Because it is done first in small groups, it tends to be more comfortable than some ice-breaker activities which require students to speak in front of the whole class.

Discussion Questions

- Why cultivate compassion?

Mindfulness Practices

- Breath Awareness (see Supplementary Materials)

Peer-Reviewed Resources

Gilbert, P. & Choden, P. (2014). *Mindful compassion: How the science of compassion can help you understand your emotions, live in the present, and connect deeply with others*. Oakland, CA: New Harbinger.

Popular Media Resources

- Where does compassion really come from?
 - URL: <https://www.youtube.com/watch?v=A4a66aFalME>
 - Length: 2 minutes 30 seconds
 - Description: This animated video emphasizes that compassion begins with awareness of what is going on around us in the present moment and the people we interact with. It uses the example of the cashier in a supermarket and a woman who drops a cake to demonstrate that compassion is a natural reaction when we pay attention to what is happening in the present moment.
- The compassionate mind: Science shows why it's healthy and how it spreads
 - URL: <https://www.psychologicalscience.org/observer/the-compassionate-mind>
 - Description: In this article Dr. Emma Seppala defines what compassion is, the way it is learned, the benefits of compassion, and how we can cultivate it.



Chapter 1

We have Tricky Brains

Learning Objectives

1. Differentiate between functions of the “new brain” and the “old brain.”
2. Recognize that we have evolved in such a way that the brain can get caught up in new brain-old brain loops and this, by its nature can be very ‘tricky.’
3. Recall that unhelpful brain patterns are not our fault and be able to describe a number of things we can do to break the loops.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- What’s in a word? What words do you associate with compassion?
- What new brain-old brain loops have you experienced?

Mindfulness Practices

- Breath Awareness (see Supplementary Materials)

Peer-Reviewed Resources

- Buss, D. A. (2009). The great struggles of life: Darwin and the emergence of evolutionary psychology. *American Psychologist*, 64, 140–148. doi:10.1037/a0013207
- Desbordes, G., Negi, L. T., Pace, T. W., Wallace, A. B., Raison, C. L., & Schwartz, E. L. (2012). Effects of mindful-attention and compassion meditation training on amygdala response to emotional stimuli in an ordinary, non-meditative state. *Frontiers in Human Neuroscience*, 6, 1-15. doi:10.3389/fnhum.2012.00292
- Gilbert, P. (2014). The origins and nature of compassion focused therapy. *British Journal of Clinical Psychology*, 53(1), 6–41. doi: 10.1111/bjc.12043
- Nesse, R. (2005). Evolutionary psychology and mental health. In D. Buss (Ed.), *The handbook of evolutionary psychology* (pp. 903–929). Hoboken, NJ: John Wiley and Sons.

Popular Media Resources

- Where does compassion really come from?
 - URL: <https://www.happify.com/hd/where-does-compassion-come-from-animation/>
 - Length: 2 minutes 44 seconds
 - Description: This animated video shares examples of how paying attention to the people and environment around us enriches our lives with a sense of discovery and enables us to be compassionate. The narrator explains that compassion is not something we have either been born with or not and it is also not simply a spontaneous emotion. Instead compassion is the natural result of truly paying attention and that it is possible to cultivate compassion.
- The three main parts of your brain by Dr. Russ Harris
 - URL: <https://youtu.be/5CpRY9-MIHA>
 - Length: 3 minutes 7 seconds
 - Description: This video uses the example of the hand in a fist as a visual for learning the parts of the brain as they relate to compassion.



Chapter 2

We are Shaped by our Experiences

Learning Objectives

1. Identify the role that environment has in shaping the self and begin to discover aspects of their own personalities that have been shaped by their environment.
2. Summarize the concept of neuroplasticity and describe how compassion can play a role in developing the mind.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- How might you be different? Imagine you were raised in a very different environment. What would it have been like? How might you be different?

Mindfulness Practice

- Breath Awareness (see Supplementary Materials)

Peer-Reviewed Resources

Cross, S., & Markus, H. (1991). Possible selves across the life span. *Human Development*, 34(4), 230-255.

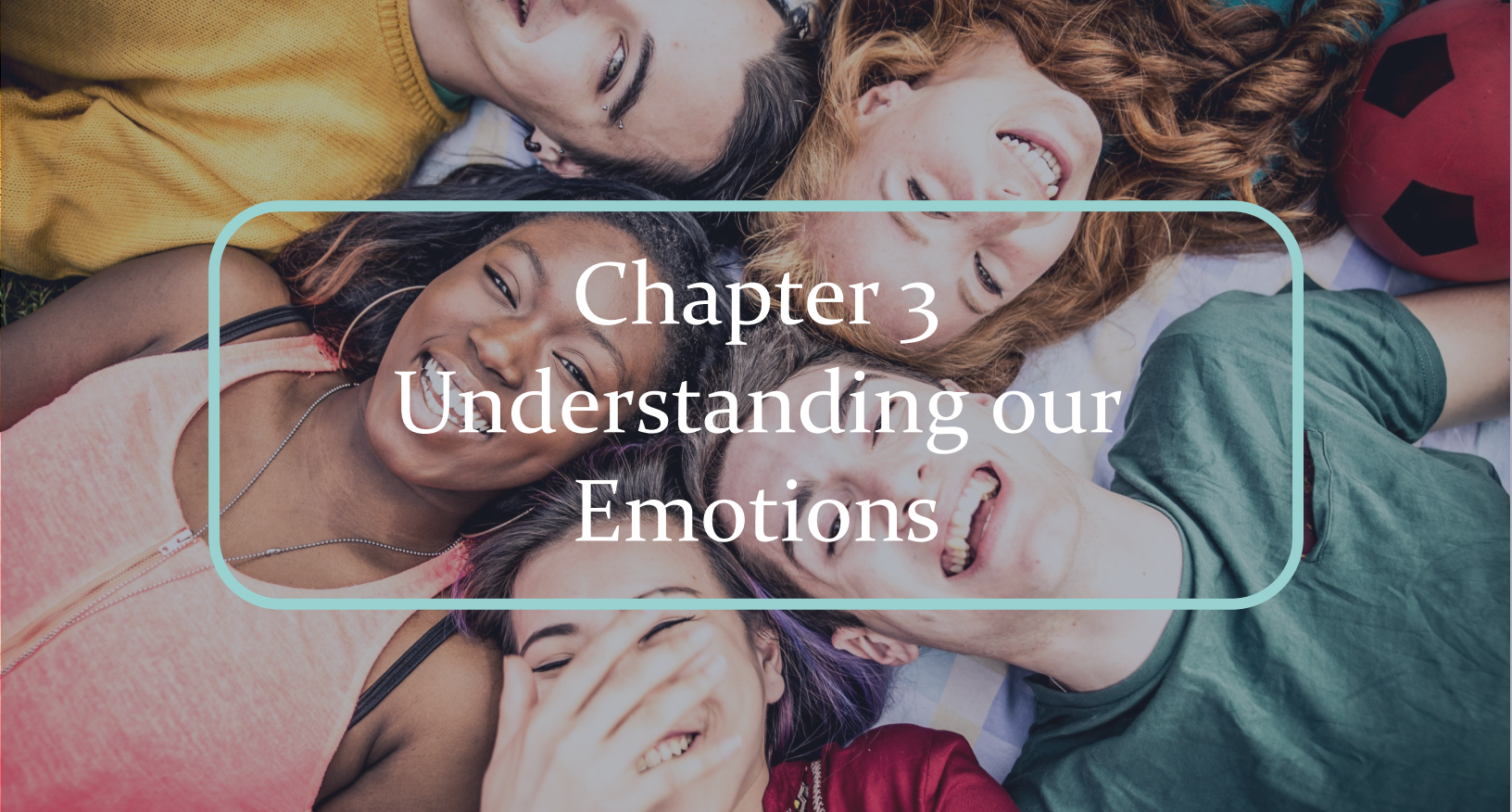
Davidson, R. J., & Lutz, A. (2008). Buddha's brain: Neuroplasticity and meditation [in the spotlight]. *IEEE Signal Processing Magazine*, 25(1), 176-174.

Oyserman, D., Bybee, D., Terry, K., & Hart-Johnson, T. (2004). Possible selves as roadmaps. *Journal of Research in Personality*, 38(2), 130-149.

Popular Media Resources

- Experiences build brain architecture
 - URL: <https://www.youtube.com/watch?v=VNNsN9IJkws&t=1s>
 - Length: 1 minute 56 seconds
 - Description: This video describes the ways that genes and experience impact the development of a child's brain. It describes circuits (visual, emotion, motor skills, behavioral control, language, and memory) and connections that are reinforced through repeated use or those that are unused which are removed through pruning.





Chapter 3

Understanding our Emotions

Learning Objectives

1. Identify three basic emotion systems (i.e., threat, drive, and soothing) and accurately describe their functions.
2. Identify experiences that shape the emotion systems and begin to discover how personal experiences impact development.
3. Describe the role of CMT in gaining and maintaining balance among the three emotion systems and to articulate why the role of the soothing system is particularly important in this process.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- What emotions did you experience today?
- Would you be willing to share a time where the presence of a loved one helped you during a potentially threatening/scary situation?

Mindfulness Practice

- Belly Breathing (see Supplementary Materials)

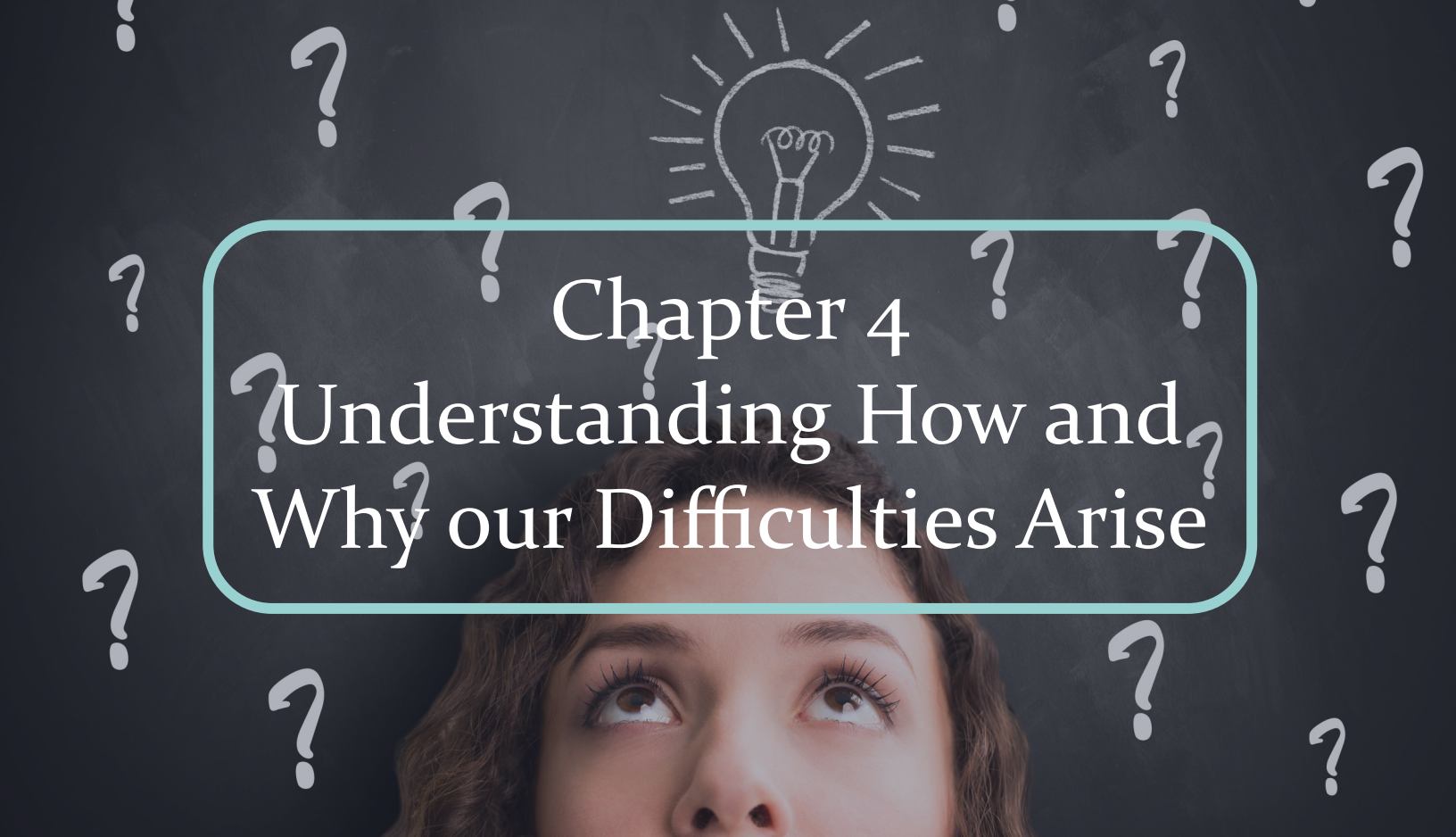
Peer-Reviewed Resources

- Chambers, R., Gullone, E., & Allen, N. B. (2009). Mindful emotion regulation: An integrative review. *Clinical Psychology Review*, 29(6), 560-572.
- Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-24). New York, NY, US: The Guilford Press.

Popular Media Resources

- The sympathetic and parasympathetic nervous systems by Dr. Russ Harris
 - URL: <https://www.youtube.com/watch?v=R2825kDSo4M&feature=youtu.be>
 - Length: 3 minutes 32 seconds
 - Description: This video describes the sympathetic and parasympathetic nervous systems. It covers the roots of the words, descriptions of the systems, and the role of these systems. The sympathetic is responsible for the fight and flight responses and the related emotions like anger, fear, and anxiety. The parasympathetic nervous system is responsible for the “rest and digest” and “feed and breed” instincts.



A woman with dark, curly hair is looking upwards with a thoughtful expression. Above her head is a glowing lightbulb with radiating lines, symbolizing an idea. The background is dark and filled with numerous white question marks, creating a sense of inquiry and reflection.

Chapter 4

Understanding How and Why our Difficulties Arise

Learning Objectives

1. Explore a five-step process for understanding difficulties based on experiences.
2. Reflect on how compassion may bring about change in the experience of these difficulties.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- Reflection: Recall one of the historical influences you identified for this chapter. Imagine that a friend had experienced this. Could you imagine they might have similar fears, similar safety strategies, with similar unintended consequences as you? Would you feel critical or blaming of them? Ask students to write down their reflections and then discuss them in class.

Discussions

- How can we bring compassionate understanding to the development and maintenance of our difficulties?

Mindfulness Practice

- Relaxation Meditation
 - URL: <https://www.youtube.com/watch?v=vLhOGEEnEedk>
 - Length: 2 minutes 15 seconds
 - Description: This video is a 2-minute guided meditation for releasing stress.

Peer-Reviewed Resources

Ashworth, F., Clarke, A., Jones, L., Jennings, C., & Longworth, C. (2015). An exploration of compassion focused therapy following acquired brain injury. *Psychology and Psychotherapy: Theory, Research and Practice*, 88 (2), 143-162.

Gilbert, P. (2009). Introducing compassion-focused therapy. *Advances in Psychiatric Treatment*, 15(3), 199–208. doi: 10.1192/apt.bp.107.005264



MODULE 2: UNDERSTANDING COMPASSION

Chapters 5-7

Module Overview

This module focuses on gaining a deeper understanding of compassion. For this course, compassion is defined as “a sensitivity to the suffering of self and others (and its causes), with a commitment to relieve and prevent it” (Irons & Beaumont, 2018, p. 69). This definition is composed of two distinct, but related psychologies of compassion. The first psychology specifies the core attributes of compassion that enable us to notice and turn toward distress, while the second psychology involves developing skills that empower us to alleviate that distress. The distinctions between compassion and related constructs such as empathy, kindness, pity, and altruism are briefly discussed. The concept that compassion can ‘flow’ or be experienced in four ways is introduced. Compassion can be directed toward others, received from others, given to oneself, as well as be observed between others. Further, the three components of self-compassion (i.e., self-kindness, common humanity, and mindfulness) are identified (Neff, 2003). Finally, common fears, blocks and resistances to compassion are explored.





Chapter 5

What is Compassion?

Learning Objectives

1. Define compassion and related constructs (e.g., empathy, kindness, pity, altruism).
2. Identify the components of the two psychologies of compassion: sensitivity to suffering, and a desire to alleviate and prevent suffering.
3. Explore things that can inhibit or promote compassionate attributes and skills.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- What can block or inhibit your compassionate qualities?
- What can support or facilitate your compassionate qualities?

Mindfulness Practice

- Guided Imagery (see Supplementary Materials)

Peer-Reviewed Resources

- Goetz, J. L., Keltner, D., & Simon-Thomas, E. (2010). Compassion: An evolutionary analysis and empirical review. *Psychological Bulletin*, 136 (3), 351.
- Greenberg, M. T., & Harris, A. R. (2012). Nurturing mindfulness in children and youth: Current state of research. *Child Development Perspectives*, 6(2), 161-166.
- Wear, D., & Zarconi, J. (2008). Can compassion be taught? Let's ask our students. *Journal of General Internal Medicine*, 23, 948-953.

Popular Media Resources

- At one high school, no one eats lunch alone
 - URL: <https://www.youtube.com/watch?v=QdDa2outstI&feature=youtu.be>
 - Length: 2 minutes 44 seconds
 - Description: This video is a news clip about a school where one student started a club called "We dine together" where students make sure that no one eats alone at lunch.
- A child has nothing to eat at school
 - URL: <https://www.youtube.com/watch?v=tWXkX9axcWs&feature=youtu.be>
 - Length: 1 minute
 - Description: This video shows a student who has an empty lunch box and goes to get a drink of water. When he returns his classmates have filled his lunch box with parts of their own lunches.

A photograph of two young women, one Black and one white, laughing and hugging each other outdoors. They are both smiling broadly and looking down at each other. The woman on the left is wearing a denim jacket, and the woman on the right is wearing a white tank top. The background is a blurred green landscape.

Chapter 6

The Flows of Compassion

Learning Objectives

1. Describe and examine the components of compassion according to Kelly McGonigal.
2. Describe the flows of compassion (directing compassion to others, receiving compassion from others, giving compassion to ourselves, observing compassion between others).
3. Identify the three components of self-compassion according to Kristin Neff.
4. Examine the flows in their own lives and discover whether any of these flows are easier or more difficult for them as well as what experiences might block or facilitate the flow of compassion.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- How Would You Treat a Friend? (see Supplementary Materials)
 - This self-compassion activity introduces the concept that many of us are more compassionate and gentler to a friend who is suffering than we are to ourselves in times of distress or suffering. By asking ourselves how we would treat a friend, we can recognize the differences in the way we treat a friend and the way we treat ourselves. It can be a first step toward understanding self-compassion. This self-compassion activity was originally created by Kristin Neff.

Mindfulness Practice

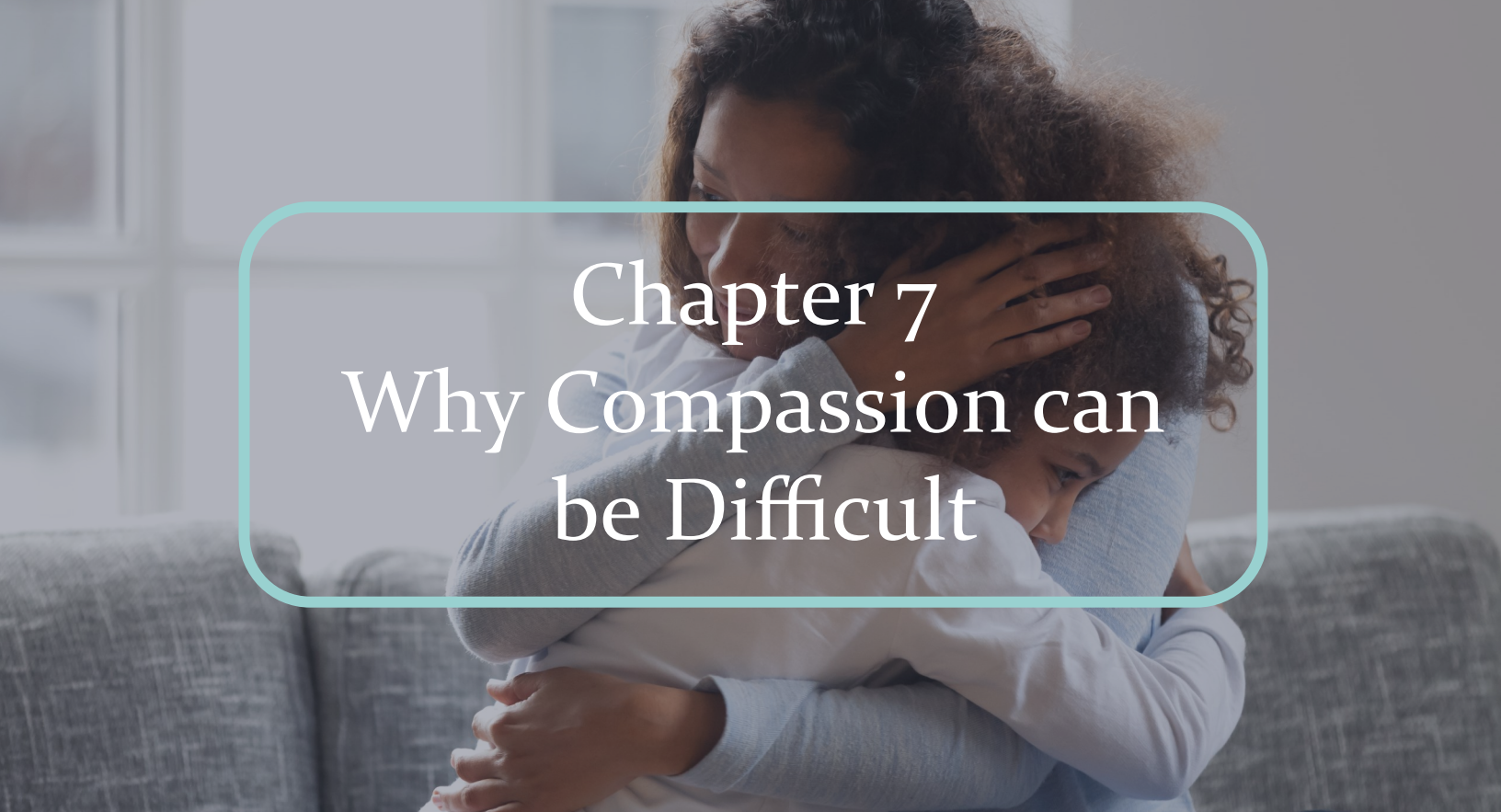
- Mindful Listening (see Supplementary Materials)

Peer-Reviewed Resources

- MacBeth, A., & Gumley, A. (2012). Exploring compassion: A meta-analysis of the association between self-compassion and psychopathology. *Clinical Psychology Review, 32*(6), 545-552.
- Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2*(2), 85-101.
- Neff, K. D., & Germer, C. K. (2013). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of Clinical Psychology, 69*(1), 28-44.
- Neff, K. D., & Pommier, E. (2013). The relationship between self-compassion and other-focused concern among college undergraduates, community adults, and practicing meditators. *Self and Identity, 12*(2), 160-176.

Popular Media Resources

- Learning self-compassion: Interview with Kristin Neff
 - URL: <https://www.youtube.com/watch?v=s0cawZpopXU&feature=youtu.be>
 - Length: 10 minutes 38 seconds
 - Description: This video is an interview with self-compassion researcher, Dr. Kristin Neff. She discusses what self-compassion is, the difference between self-compassion and self-esteem, the ways that self-compassion can improve one's relationships, how self-compassion has helped Dr. Neff in her own life, how to start practicing self-compassion, and how self-compassion relates to well-being.



Chapter 7

Why Compassion can be Difficult

Learning Objectives

1. Recognize that many people find compassion helpful, but for others, compassion can trigger difficulties.
2. Describe the various fears, blocks, and resistances to compassion.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- Fears of Compassion Questionnaire
 - URL: <https://compassionatemind.co.uk/uploads/files/fears-of-compassion-scale.pdf>
 - Description: This website contains a questionnaire about fears of compassion.
 - This activity allows students to explore fears they may have that inhibit their expression and receipt of compassion. Students can be given this questionnaire to complete outside of class, or it can be completed during a class session. After students have completed the questionnaire, it can be helpful to discuss this with students.

Mindfulness Practice

- Body Scan (see Supplementary Materials)

Peer-Reviewed Resources

Gilbert, P. (2015). The evolution and social dynamics of compassion. *Social and Personality Psychology Compass*, 9(6), 239-254.

Gilbert, P., McEwan, K., Matos, M., & Ravis, A. (2011). Fears of compassion: Development of three self-report measures. *Psychology and Psychotherapy: Theory, Research and Practice*, 84(3), 239-255.

Popular Media Resources

- Compassion is natural: So why is it so hard for us?
 - URL: <https://www.youtube.com/watch?v=m2h1loug-ss&feature=youtu.be>
 - Length: 3 minutes 30 seconds
 - Description: In this video Thupten Jinpa, author of *A Fearless Heart*, defines compassion as both an emotional response and motivational construct. He goes on to describe the ways compassion can be so difficult because of societal reinforcement of internalized evaluation and competition as well as fearful inhibitions that can prevent us from being compassionate.
- Overcoming objections to self-compassion
 - URL: <https://www.youtube.com/watch?v=YFhcNPjIMjc&feature=youtu.be>
 - Length: 12 minutes 23 seconds
 - Description: In this video self-compassion researcher, Dr. Kristin Neff describes the reasons that self-compassion is not more prevalent despite its benefits. She discusses the confusion of self-compassion with self-pity, self-indulgence, and “making excuses.” She goes on to discuss the belief that motivation requires self-criticism and gives examples of the way that self-compassion is motivated by the desire for health and well-being and focuses on self-acceptance rather than self-improvement.

- Reimagining compassion as power
 - URL: https://www.youtube.com/watch?v=E_guy-i2BTE&feature=youtu.be
 - Length: 17 minutes 59 seconds
 - Description: In this video Tim Dawes gives a TEDx Talk on Reimagining compassion as power. He starts with an example of a family being held at gun point at a restaurant opening and how guilt did not work to convince the shooter but compassion did. He goes on to discuss the ways that powerful compassion to meet essential human needs can change communities.
- How to open yourself up to receiving help (Greater Good Magazine)
 - URL: https://greatergood.berkeley.edu/article/item/how_to_open_yourself_up_to_receiving_help
 - Description: This article describes the things that get in the way of compassion including fear, guilt, and self-criticism and offers self-compassion and mindfulness as ways to address these compassion blocks.



MODULE 3: DEVELOPING THE FOUNDATIONS FOR OUR COMPASSIONATE MIND

Chapters 8-11

Module Overview

In previous modules, we have outlined the fundamentals of compassion, including what it means to develop a compassionate mind and the corresponding attributes needed to confront and engage with difficulties we encounter. Content in this module emphasizes skill-building that prepares us to develop habits of mind and self-regulatory skills that facilitate improved physiological, psychological, and behavioral functioning, which in turn, support our readiness to notice suffering and act to help relieve it. A crucial skill in cultivating compassion is mindfulness. Mindfulness involves sustained non-judgmental attention to present moment experience and an orientation of openness, curiosity, and acceptance towards experiences (Bishop et al., 2004; Kabat-Zinn, 1990). This process, which requires repeated effort and practice, involves being intentional about directing our attention in particular ways so that we may be consciously aware of and observe our experiences. Accordingly, we dedicate extended time trying various mindfulness practices that improve attention and awareness skills. We also explore ways to bring our emotion-motivational systems into greater balance by enhancing our positive emotion systems (i.e., soothing and drive) that can help manage an over-activated threat system. Central to the soothing-affiliative system are contentment and calmness. Directing attention to our senses and bringing changes to our body through breathing practices, voice tones, body postures, and imagery involving a variety of senses are effective for stimulating the soothing system. The drive system also plays a key role in compassion, and positive emotions such as excitement, joy, and pleasure operate as positive reinforcers in motivating compassion. Clarifying our values and motives and regularly expressing gratitude serve to strengthen our sense of purpose and meaning that underlies our compassionate self.





Chapter 8

Attention and Mindfulness

Learning Objectives

1. Describe the nature of attention including how it can be intentionally directed.
2. Describe mindfulness and its usefulness in bringing about changes to difficulties.
3. Explore a variety of mindfulness exercises.
4. Begin to create a mindfulness practice.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm ___ % present today, the rest of me is ____ . (see Supplementary Materials)
 - This quick activity helps students consider where their attention is focused and allows students to be aware that we often are not fully (100%) mentally present. The activity encourages them to notice what thoughts might be pulling them away from the present moment and the present situation.

Discussions

- What is one daily activity that you could chose to do mindfully this week?
 - Examples include brushing your teeth, showering, mindfully eating the first and last bites of meals, driving, walking across campus to class.
 - This would be an example of an informal mindfulness practice.

Mindfulness Practices

- Breath Awareness (see Supplementary Materials)
- Mindful Labeling (see Compassionate Mind Workbook pages 110-111 for Script)
- Mindful Eating (see Compassionate Mind Workbook page 116 for Script)

Peer-Reviewed Resources

- Bishop, S. R., Lau, M., Shapiro, S. L., Carlson, L. E., Anderson, N. D., Carmody, J., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11, 230-241.
- Burton, A., Burgess, C. Dean, S. Koutsopoulou, G. Z., & Hugh-Jones, S. (2017). How effective are mindfulness-based interventions for reducing stress among healthcare professionals: A systematic review and meta-analysis. *Stress and Health*, 33(1), 3-13.
- Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, & illness*. New York: Bantam Dell.
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373-386.

Popular Media Resources

- Why mindfulness is a superpower
 - URL: <https://www.youtube.com/watch?v=w6T02g5hnT4&feature=youtu.be>
 - Length: 2 minutes 43 seconds
 - Description: This animated video defines mindfulness and uses the example of being cut off in traffic to demonstrate the way that mindfulness can help you learn to respond wisely instead of reacting to situations. It talks about using meditation to cultivate mindfulness as a super power and the next big public health push.





Chapter 9

Cultivating the Soothing System 1

-Body and Breathing Focus

Learning Objectives

1. Identify, describe, and explore a variety of practices and skills that can strengthen the soothing system.
2. Use these practices and skills to manage the effects of an over-activated threat system.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm ____ % present today, the rest of me is ____ . (see Supplementary Materials)
- Soothing Kit (see Supplementary Materials)
 - This activity encourages students to consider what stimulates their own physiology of their soothing system. The basic idea for this activity is introduced in Chapter 9 on page 132 of the Compassionate Mind Workbook. The activity asks students to consider what they would put into a soothing kit. Students are encouraged to consider all of their senses as well as mindfulness practices to identify what they find soothing. The soothing kit can be thought of as a self-compassion soothing kit because its goal is to have items in it that the person finds soothing and relaxing and therefore may use in times of distress.

Mindfulness Practice

- Soothing Rhythm Breathing
 - URL: <https://soundcloud.com/dennis-tirch-phd/soothing-rhythm-breathing>
 - Length: 9 minutes 42 seconds
 - Description: This video is a guided audio practice of soothing rhythm breathing by Dr. Paul Gilbert, the founder of Compassion Focused Therapy.

Peer-Reviewed Resources

Gerritsen, R. J. S., & Band, G. P. (2018). Breath of life: The respiratory vagal stimulation model of contemplative activity. *Frontiers in Human Neuroscience*, 12, 1-25.

Monnazzi, P., Leri, O., Guizzardi, L., Mattioli, D., & Patacchioli, F. R. (2002). Anti-stress effect of yoga-type breathing: modification of salivary cortisol, heart rate and blood pressure following a step-climbing exercise. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 18(4), 195-200.

Perciavalle, V., Blandini, M., Fecarotta, P., Buscemi, A., Di Corrado, D., Bertolo, L., ... & Coco, M. (2017). The role of deep breathing on stress. *Neurological Sciences*, 38(3), 451-458.

Popular Media Resources

- The soothing power of touch
 - URL: <https://www.youtube.com/watch?v=IMzf3C34NNM&feature=youtu.be>
 - Length: 2 minutes 23 seconds
 - Description: This video features a man who has held over 1200 babies in the hospital and comforts them by holding them when their parents cannot be there.



Chapter 10

Cultivating the Soothing System 2

-Using Imagery and Memory

Learning Objectives

1. Identify, describe, and practice the use of imagery and memory as tools to strengthen the soothing system.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm ____ % present today, the rest of me is _____. (see Supplementary Materials)

Discussions

- Why is imagery a helpful tool?
 - Research has found that imagery has a bigger impact on our emotions than words alone. Certain types of imagery practices were linked to lower levels of stress hormones.
- Memories of feeling cared for. What memory did you recall?
- Discuss your experience with this color imagery practice.
 - How did you find this exercise?
 - Were you able to imagine a color? If so, what color was it? Can you describe it?
 - How did it leave you feeling?

Mindfulness Practice

- Soothing Color Imagery (see Supplementary Materials)

Peer-Reviewed Resources

Arbuthnott, K. D., Arbuthnott, D. W., & Rossiter, L. (2001). Guided imagery and memory: Implications for psychotherapists. *Journal of Counseling Psychology, 48*(2), 123.

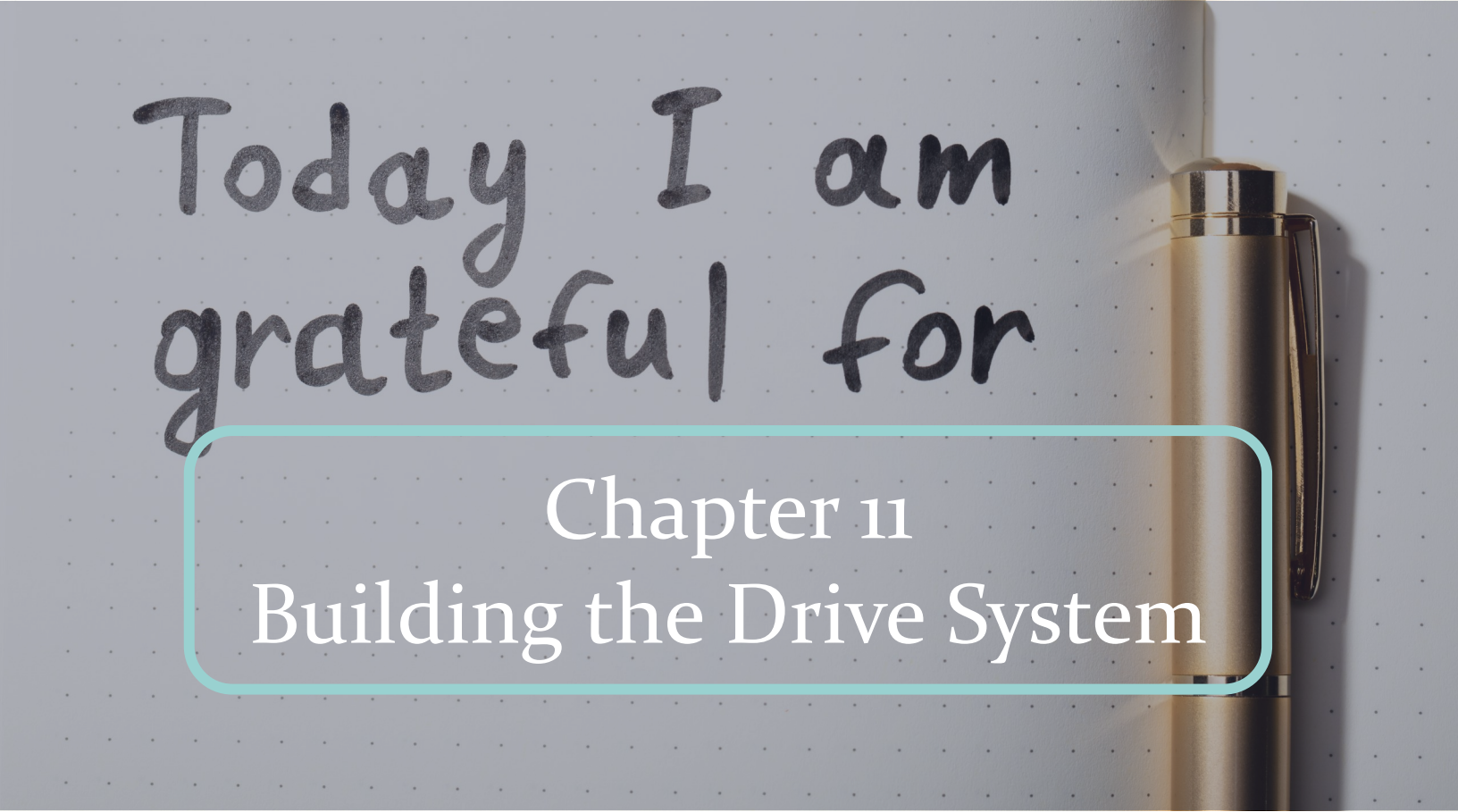
Bazzo, D. J., & Moeller, R. A. (1999). Imagine this! Infinite uses of guided imagery in women's health. *Journal of Holistic Nursing, 17*(4), 317-330.

Haipin, L. S., Speir, A. M., CapoBianco, P., & Barnett, S. D. (2002). Guided imagery in cardiac surgery. *Outcomes Management, 6*, 132-137.

Kwekkeboom, K. L., Hau, H., Wanta, B., & Bumpus, M. (2008). Patients' perceptions of the effectiveness of guided imagery and progressive muscle relaxation interventions used for cancer pain. *Complementary Therapies in Clinical Practice, 14*(3), 185-194.

Popular Media Resources

- The power of mindfulness: What you practice grows stronger
 - URL: <https://www.youtube.com/watch?v=leblJdB2-Vo&feature=youtu.be>
 - Length: 13 minutes 45 seconds
 - Description: In this video, Dr. Shauna Shapiro gives a TEDx talk on the power of mindfulness. She discusses the ways that humans can transform through mindfulness, rather than strive for perfection. We can shape our brains and grow the areas (cortical thickening) related to attention and compassion through repeated mindfulness practice. She talks about how shame doesn't work to promote change because it activates survival senses and shuts down our learning centers in the brain. She suggests kind attention as alternative approach.



Today I am
grateful for

Chapter 11

Building the Drive System

Learning Objectives

1. Describe the role of the drive-excitement system as an important source of pleasure and achievement.
2. Explore goals, values, and motives including less helpful competitive or threat-based ones that may impact the drive system.
3. Articulate that gratitude and appreciation can focus the drive system on compassionate values.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
 - Variation on this activity
 - * Today, we are adding a bit to our practice. Talking about something you are grateful for is very different than actually feeling grateful for something. Just like with achieving goals or dreams, a shift happens when you go from talking to doing. The same is true with gratitude -- when you go from thinking to actually feeling, you begin to open yourself up to the benefits that come from regularly experiencing this emotion.
 - * Have students write their TTBTf card and then describe the emotions they experienced while selecting and writing their cards.

Activities

- I'm ____ % present today, the rest of me is _____. (see Supplementary Materials)
- What's Good About...? (see Supplementary Materials)
 - This activity helps give us perspective and encourages us to realize that even in difficult situations, it is still possible to identify positive aspects of the situation. In the activity students are given a folded piece of paper with a seemingly negative situation and the student is challenged to identify as many positive things as possible about this situation in 60 seconds.

Mindfulness Practice

- Breath Awareness (see Supplementary Materials)
- Gratitude Meditation
 - URL: <https://www.youtube.com/watch?v=OCorEILKFQE&feature=youtu.be>
 - Length: 5 minutes 56 seconds
 - Description: This video is a guided meditation for gratitude.

Peer-Reviewed Resources

- Baer, R. (2015). Ethics, values, virtues, and character strengths in mindfulness-based interventions: A psychological science perspective. *Mindfulness*, 6 (4), 956-969.
- Fox, G. R., Kaplan, J., Damasio, H., & Damasio, A. (2015). Neural correlates of gratitude. *Frontiers in Psychology*, 6. doi: 10.3389/fpsyg.2015.01491
- Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective well-being. *Social Behavior and Personality: An International Journal*, 31(5), 431-451.
- Wood, A. M., Froh, J. J., & Geraghty, A. W. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30(7), 890-905.

Popular Media Resources

- Bannink, F. (2017). *201 positive psychology applications: Promoting well-being in individuals and communities*. New York, NY: Norton.
 - Description: This book shares descriptions of easy-to-implement applications based on positive psychology.
- Values vs. Goals – By Dr. Russ Harris
 - URL: <https://www.youtube.com/watch?v=T-IRbuy4XtA&feature=youtu.be>
 - Length: 3 minutes 41 seconds
 - Description: We often think that goals will make us happy, but this is only temporary. Focusing on values rather than achievement can lead to more sustainable happiness. The video uses the example of two children on the way to Disneyland and one is only focused on the goal of getting to the destination, the other wants to get there as well but also values curiosity and adventure and enjoys the trip, even if the goal is thwarted by unexpected circumstances.
- Flow by Mihaly Csikszentmihalyi – Animated book
 - URL: <https://www.youtube.com/watch?v=8h6IMYRoCZw&feature=youtu.be>
 - Length: 5 minutes 20 seconds
 - Description: This video is an animated book review of Flow by Mihaly Csikszentmihalyi. It talks about the research on flow and how by finding what we love and balancing challenge and skill we can promote a state of mind that is called “flow” that involves intense happiness and satisfaction.


MODULE 4: DEVELOPING OUR COMPASSIONATE MIND

Chapters 12-14

Module Overview

This module introduces the concepts of the compassionate self, ideal compassionate other, and compassionate team. Importantly, cultivating the compassionate self is different from self-compassion. The compassionate self is linked to a self-identity based on the intention and motivation to think, behave, and relate to others (and oneself) compassionately. There are three core qualities of the compassionate self: wisdom, caring-commitment, and strength/courage. Constructing the image of an ideal compassionate other involves recalling instances when we were shown compassion as well as imagining how you would ideally like to experience compassion. Additionally, we can imagine another being who exemplifies one or more of the core qualities of compassion. Thus, an ideal compassionate other encompasses an amalgam of these mental representations that collectively embody the three core qualities of compassion. This image of an ideal compassionate other serves as a self-regulatory tool that can soothe and calm us during times of distress. Evoking this image can be particularly useful in instances when others are not available to offer comfort. Finally, we extend the image of an ideal compassionate other to that of a 'compassionate team'. Developing a compassionate team integrates our compassionate self and ideal compassionate other as well as encourages us to seek connection with other beings (e.g., people, pets) who we can turn to for comfort and security when we are struggling. We can leverage the envisioned support we find in our ideal compassionate other to internally regulate while also helping bring us into connection with others in a collaborative effort that facilitates our capacity to engage with and alleviate difficulties in life. The use of imagination and memory plays a key role in developing our compassionate mind.





Chapter 12

Developing our Compassionate Self

Learning Objectives

1. Describe how the compassionate self is one of many self-identities.
2. Articulate that the compassionate self can be focused on and developed.
3. Identify and describe the three core qualities of the compassionate self (wisdom, caring-commitment, strength) and discover what these qualities might look like in their own lives.
4. Describe and practice ways to develop the compassionate self, including using memory, imagination, and by focusing on our physicality.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- The Mud and the Lotus (see Appendix for Instructions)
 - This activity involves reading the story of the mud and the lotus and leading a discussion with students about their reaction and interpretation of the story. This facilitates a better understanding of the nature of compassion and enables students to recognize that we can use the suffering or difficult experiences that come with being human (symbolized by the mud) to cultivate our compassion and understanding (symbolized by the lotus).
- Compassionate Memory (see Compassionate Mind Workbook page 170 for Instructions)

Discussions

- What are your reactions to the two wolves story?
- How does the story of the Mud and the Lotus resonate with you?
- Discuss your compassionate memory. In this situation, how did you use the three qualities of compassion (wisdom, caring-commitment, strength and courage)?

Mindfulness Practice

- Just Like Me and Loving Kindness Compassion Meditation for Kids
 - URL: <https://www.youtube.com/watch?v=xINLstII1Y&feature=youtu.be>
 - Length: 6 minutes 46 seconds
 - Description: This animated video is a guided “just like me” loving kindness meditation. Although it was created with children as the main audience, we have found that it works well for most of our university students.

Peer-Reviewed Resources

Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D. (2013). Meditation increases compassionate responses to suffering. *Psychological Science*, 24(10), 2125-2127.

Jazaieri, H., Jinpa, G. T., McGonigal, K., Rosenberg, E. L., Finkelstein, J., Simon-Thomas, E., ... & Goldin, P. R. (2013). Enhancing compassion: A randomized controlled trial of a compassion cultivation training program. *Journal of Happiness Studies*, 14(4), 1113-1126.

Burack, J. H., Irby, D. M., Carline, J. D., Root, R. K., & Larson, E. B. (1999). Teaching compassion and respect. *Journal of General Internal Medicine*, 14(1), 49-55.

Popular Media Resources

- Two wolves story
 - URL: <https://www.youtube.com/watch?v=vzKryaN44ss&feature=youtu.be>
 - Length: 2 minutes 21 seconds
 - Description: This animated video depicts a story, usually attributed to Native American traditions, about two wolves inside us. One wolf has negative attributes and one wolf has positive, compassionate attributes. We feed and strengthen the compassionate wolf and patiently sit down with the negative wolf rather than fight it. Mindfulness allows us to see our thoughts and feelings and enables us to choose what to let go of and what to strengthen.
- Boy helps elderly woman
 - URL: <https://www.youtube.com/watch?v=6A9gekfnN70&feature=youtu.be>
 - Length: 1 minute 5 seconds
 - Description: This video shows a young boy helping an elderly woman with her walker up the stairs. The two hug at the end.
- Life Vest Inside – Kindness boomerang
 - URL: <https://www.youtube.com/watch?v=nwAYpLVyeFU&feature=youtu.be>
 - Length: 5 minute 44 seconds
 - Description: This video shows a series of people helping each other in a “pay it forward” pattern. While these acts could be considered ‘kind’ acts, most of them are actually also compassionate acts. The video can be used as an opening to revisit the distinction between what makes an act simply kind, and what makes an act compassionate.



Chapter 13

Developing our Compassionate Other

Learning Objectives


1. Describe the notion of the “compassionate other” and use imagery to create an ideal compassionate other who has the compassionate qualities of wisdom, strength, and commitment.
2. Recognize that the image of an ideal compassionate other can be utilized to experience compassion in times when others (e.g., people, pets) are not available.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- Discuss your Ideal Compassionate Other
 - How would your ideal compassionate other exhibit the three qualities of compassion: wisdom, caring-commitment, strength and courage?



Chapter 14

Developing our Compassionate Team

Learning Objectives

1. Describe the idea of a “compassionate team” and be able to articulate how that team can help one face difficulties in life.
2. Explore who in your life would be a part of your compassionate team in addition to your compassionate self and ideal compassionate other.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- Take a moment to think about the people or animals in your life who could be compassionate others for you; to join your compassionate self and ideal compassionate other to form your compassionate team.
 - Remember the three qualities of wisdom, caring-commitment, and strength/courage.
 - Recognize that some people may be more helpful in certain domains of our lives than others. For example, a coworker may be an especially helpful compassionate other when suffering is related to work...Other people or animals may be helpful compassionate others no matter what the domain is that results in our suffering.

Mindfulness Practice

- Equal Breathing
 - URL: https://www.youtube.com/watch?v=qnbmD_wa-iM&feature=youtu.be
 - Length: 1 minutes 5 seconds
 - Description: This video is a guided 1-minute equal breathing practice.
- Dr. Weil Breathing Exercises 4-7-8 Breath (3:18)
 - URL: <https://www.drweil.com/videos-features/videos/breathing-exercises-4-7-8-breath/>
 - Length: 3 minutes 18 seconds
 - Description: This video shows Dr. Andrew Weil demonstrating a breathing pattern he developed that can increase feelings of relaxation, decrease anxiety, and make it easier to fall asleep.
- 4-7-8 Breath
 - URL: <https://youtu.be/HxE7somfgk4>
 - Length: 2 minutes 47 seconds
 - Description: This video is a helpful image that can be used to assist in correct inhalation and exhalation timing when performing the 4-7-8 breath.



Popular Media Resources

- Social entrepreneur, Mark Brand, once homeless, now helps feed the hungry
 - URL: <https://nowthisnews.com/videos/news/social-entrepreneur-mark-brand-helps-feed-the-hungry>
 - Length: 3 minutes 33 seconds
 - Description: This video follows a man who formerly experienced being homeless and his various attempts to be compassionate to the homeless. He owns multiple restaurants and businesses and created two programs to address issues surrounding homelessness. The first is a token program where restaurant customers can purchase a token that is redeemable for a sandwich to give to a homeless person and encourages interaction between the two. The second is a program that makes almost a thousand meals a day for shelters. Finally, he hires people who have experienced mental illness, homelessness, and other difficulties that might make it difficult for them to find employment elsewhere.



MODULE 5: EXPLORING THE FLOWS OF COMPASSION

Chapters 15-17

Module Overview

In this module, we explore exercises that strengthen innate human motivations related to the flows of compassion. As previously introduced, compassion can be experienced as four flows of compassion: compassion for others, compassion from others, compassion to oneself, and observing compassion between others. Exploring these flows of compassion involves directing our attention to the needs and feelings of others or ourselves and acting on motivations to alleviate suffering we identify. This involves showing compassion for others, receiving compassion from others, and a willingness to give and accept self-compassion. It is not unusual for some of the flows of compassion to be more challenging than others. In particular, many people struggle with showing themselves compassion even in situations that they would easily be able to be compassionate with others. Intentional engagement with exercises like the ones practiced in this module strengthens our existing capacity for compassion and helps address barriers to compassion.



A photograph of a young woman with long brown hair, wearing a tan coat and a backpack, crouching down to help an elderly man. The man is wearing a red hooded jacket and grey pants, sitting on the ground. He has a beard and is looking towards the woman. A cardboard sign next to him reads "ONCE I WAS LIKE YOU". The background is a blurred outdoor setting with a planter box containing flowers.

Chapter 15 Compassion for Others

Learning Objectives

1. Recall the different flows of compassion discussed previously.
2. Describe how memory and imagery can be used to direct compassion to other people and implement these practices in their own life.
3. Describe how positive feelings and intentions as well as compassion can be directed toward others and implement these practices in their own life.
4. Explore how we can bring compassion into reality with intentional acts of kindness and acts of compassion through everyday practices in their own life.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- Compassion Hearts (see Supplementary Materials)
 - In this activity, polymer clay is used to create compassion hearts. Clay compassion hearts can be used as physical representations to show your care and compassion for another or as a way to facilitate self-compassion. The hearts can be given to others who might be having a hard day or kept for yourself in your pocket/purse to help remind you to show yourself self-compassion. They could also be used as random acts of kindness. Additionally, they could be used as a physical anchor to hold during mindfulness practices.

Activities

- Post-it Notes (see Supplementary Materials)
 - This activity invites students to write and share positive, encouraging messages on Post-it Notes (sticky notes). These positive post-it notes can be written for a specific person who may be struggling as an act of compassion, for the student themselves as an act of self-compassion, or as a random act of kindness for whoever find the notes.

Discussions

- Share a memory of a time when you showed compassion to someone.

Mindfulness Practices

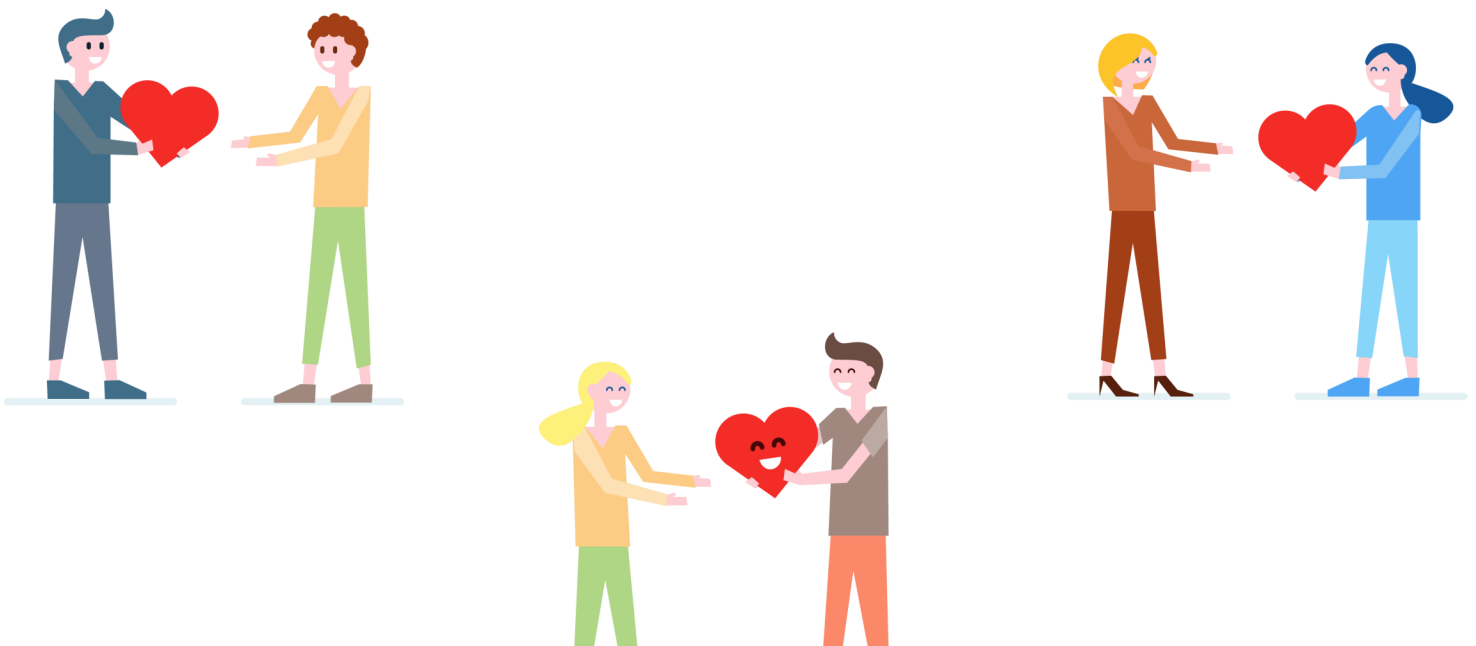
- Loving-Kindness Meditation (see Supplementary Materials)
- Loving-Kindness Meditation
 - URL: <https://self-compassion.org/category/exercises/#guided-meditations>
 - Description: This is Dr. Kristin Neff's web page that contains links to guided meditations and exercises for increasing self-compassion.

Peer-Reviewed Resources

- Hofmann, S. G., Grossman, P., & Hinton, D. E. (2011). Loving-kindness and compassion meditation: Potential for psychological interventions. *Clinical Psychology Review*, 31(7), 1126-1132.
- Roeser, R. W., & Eccles, J. S. (2015). Mindfulness and compassion in human development: Introduction to the special section. *Developmental Psychology*, 51(1), 1.
- Shonin, E., Van Gordon, W., Compare, A., Zangeneh, M., & Griffiths, M. D. (2015). Buddhist-derived loving-kindness and compassion meditation for the treatment of psychopathology: A systematic review. *Mindfulness*, 6(5), 1161-1180.

Popular Media Resources

- Introduction to Loving-Kindness Meditation
 - URL: https://www.youtube.com/watch?v=gJNLbPpVT_Q&feature=youtu.be
 - Length: 6 minutes 46 seconds
 - Description: This video is an interview with Sharon Salzberg introducing Loving-Kindness Meditation. It covers people's potential resistance to Loving-Kindness Meditation and the science behind it.
- Street Loving-Kindness: Stuck in Traffic
 - URL: <https://www.youtube.com/watch?v=kWnKxKHf9Zo&feature=youtu.be>
 - Length: 1 minute 49 seconds
 - Description: This video is guided loving kindness meditation by Sharon Salzberg for when you are stuck in traffic. It provides an example of taking this meditation practice into the world.
- Gideon Borman: Post-it Man
 - URL: <https://www.youtube.com/watch?v=dXSTgnk7yrg>
 - Length: 2 minutes 23 seconds
 - Description: This video follows the “post-it man.” He covers himself in post-it notes with encouraging and positive phrases on them and hands them out to people on the street.





Chapter 16

Experiencing Compassion from Others

Learning Objectives

1. Describe how we can use our memory and imagery to experience feelings of compassion coming from others towards us.
2. Discover personal barriers to noticing and accepting care, compassion, and kindness from others.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- Share a memory of receiving compassion from someone (Compassion from others memory)
 - Share an example of a time that you were struggling, and someone helped you (could be a minor struggle; e.g., struggling carrying groceries; or a more significant struggle; e.g., breaking up with a significant other)
 - How did this person know that you were struggling?
 - What cues are we looking for? (body language, tone of voice, facial expression)
 - What did they do to help you (e.g., held door open; shared a resource with me)

Discussions

- Openness to receiving compassion from others
 - What might help you be more likely to notice and be open to accepting care, compassion, kindness?
 - Who are we likely to accept help from (or not)?
 - Under what circumstances are we more or less likely to accept help?

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)

Peer Reviewed Resources

Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, 13(6), 353-379.

McEwan, K., & Gilbert, P. (2016). A pilot feasibility study exploring the practising of compassionate imagery exercises in a nonclinical population. *Psychology and Psychotherapy: Theory, Research and Practice*, 89(2), 239-243.

Silva, C., Ferreira, C., Mendes, A. L., & Marta-Simoes, J. (2019). The relation of early positive emotional memories to women's social safeness: The role of shame and fear of receiving compassion. *Women & Health*, 59(4), 420-432.

Popular Media Resources

- How to open yourself up to receiving help
 - URL:https://greatergood.berkeley.edu/article/item/how_to_open_yourself_up_to_receiving_help
 - Description: This article, by Dr. Emiliana Simon-Thomas, discusses the factors that hold people back from receiving compassion including fear, pride, shame, and anxiety. It goes on to explain possible solutions for this problem, like beginning a practice of self-compassion.

Popular Media Resources

- Fears of compassion
 - URL: <https://mi-psych.com.au/fears-of-compassion/>
 - Description: This article defines compassions and its three flows, to others, from others, and to the self. It then goes on to talk about fears, blocks, and resistances to compassion in terms of the three flows. Finally, it offers solutions for receiving compassion from others and yourself, including Compassion Focused Therapy.
- 18 Science-based reasons to try Loving-Kindness Meditation today
 - URL: <https://emmaseppala.com/18-science-based-reasons-try-loving-kindness-meditation-today/>
 - Description: In this article Dr. Emma Seppala summarizes the evidence-based reasons to try Loving-Kindness Meditation. She includes evidence related to well-being, healing, emotional intelligence, stress response, social connection, self-love, and immediate and long-term impacts.





Chapter 17

Self-Compassion

Learning Objectives

1. Recognize that many people struggle with showing themselves the same compassion as they show others.
2. Describe how we can use our compassionate self to direct feelings of kindness and compassion toward ourselves.
3. Discover what it feels like to direct compassion toward oneself.
4. Explore the utility of defusion.
5. Begin to implement self-compassion practices.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- Investigate Obstructive Thoughts (see Supplementary Materials)
 - This activity is based on a process called The Work by Bryon Katie. It is a way to inquire your thoughts and bring openness and curiosity to them. It helps with the process of letting go thoughts that are obstructive.

Activities

- Naming Your Critical Mind (see Supplementary Materials)
 - This activity helps students to identify their critical inner voice and explore the impact that it has on them as well as their experience of themselves and the world. This is a defusion exercise in that by giving their critical mind a name other than their own, it gives students the opportunity to create some distance between their critical mind with its associated thoughts and themselves. This exercise also gives students an opportunity to better understand the motives of their critical mind and allows them to show themselves compassion.
 - This activity is best assigned to be done outside of class and then discussed the following class session.
- The Criticizer, the Criticized, and the Compassionate Other (see Supplementary Materials)
 - This self-compassion activity was originally created by Kristin Neff and was inspired by the two-chair dialogue. It gives the student the opportunity to take on the roles and perspectives of the criticizer, the criticized as well as the compassionate observer. This activity facilitates the student to gain insight into the different perspectives and enables them to refocus their thoughts and feelings on being supportive and caring toward themselves.
 - This activity is best assigned to be done outside of class and then discussed the following class session.

Discussions

- Why do you think that for some people showing themselves compassion can be more challenging than showing compassion for others?

Mindfulness Practice

- Self-Compassion Break
 - URL: https://self-compassion.org/wp-content/uploads/2015/12/self-compassion.break_.mp3
 - Length: 5 minute 20 seconds
 - Description: This audio clip is a guided “self-compassion break.” It calls up a situation that is challenging and repeats self-compassionate phrases toward this situation.
- Loving-Kindness Meditation (see Supplementary Materials)

Peer-Reviewed Resources

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85-101.

Neff, K. D., & Germer, C. K. (2013). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of Clinical Psychology*, 69(1), 28-44.

Neff, K. D., & Pommier, E. (2013). The relationship between self-compassion and other-focused concern among college undergraduates, community adults, and practicing meditators. *Self and Identity*, 12(2), 160-176.

Popular Media Resources

- Passengers on a bus
 - URL: <https://www.youtube.com/watch?v=Z29ptSuoWRc>
 - Length: 4 minutes 51 seconds
 - Description: This animated video uses the example of a bus driver interacting with passengers on a bus to demonstrate the ways that we can choose to allow thoughts to influence us like passengers on the bus.

Popular Media Resources

- Thanking your mind
 - URL: <https://www.youtube.com/watch?v=206WtwEyqzg&feature=youtu.be>
 - Length: 1 minute 46 seconds
 - Description: In this video Dr. Russ Harris talks about ways to combat our critical mind by thanking it to diminish the influence of negative thoughts.
- Why you should stop being so hard on yourself
 - URL: <https://www.nytimes.com/2018/05/22/smarter-living/why-you-should-stop-being-so-hard-on-yourself.html>
 - Description: This New York Times article discusses the evolutionary predisposition toward self-criticism and the resulting negative consequences of it. It proposes that practicing self-compassion actually leads to great self-improvement.
- How to teach your kids about their inner critic
 - URL: <https://www.mindful.org/how-to-teach-your-kids-about-their-inner-critic/>
 - Description: This article uses the idea of an imaginary “critical critter” to explore self-critical thoughts with kids. It walks through 5 ways kids can “shrink the critical critter” including naming, asking if that is how they would speak to a friend, answering back, calling for back up, and creating a positive moments practice.
- Demystifying ACT – Defusion
 - URL: <https://www.youtube.com/watch?v=6CzyYj5IUVE>
 - Length: 6 minutes, 24 seconds
 - Description: This video explains the concept of defusion.
- Defusion – I’m noticing I’m having the thought
 - URL: <https://youtu.be/kwLYXupjoal>
 - Length: 1 minute, 25 seconds
 - Description: This video introduces the defusion exercise where you notice thoughts that you are having while holding them lightly rather than immediately believing them or struggling with them.

A photograph of a group of people sitting in a circle. A man in the center is being comforted by others, with one person placing a hand on his shoulder. The scene is set in a bright, modern room with a white wall and a potted plant in the background.

Additional Readings Observing Compassion and Benefits of Compassion

Learning Objectives

1. Identify beneficial reactions to observing compassionate behaviors between others
2. Summarize benefits of compassion and self-compassion

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- After watching the video “A 1st grader’s act of kindness just restored our faith in humanity”, discuss reactions to it:
 - How did you feel while watching the video?
 - What connections can you make between the video and the reading “How our bodies react to seeing goodness”?
 - Would Vincent’s behaviors be best categorized as kindness or compassion? Why?

Mindfulness Practices

- Breath Awareness (see Supplementary Materials)
- Loving-Kindness Meditation (see Supplementary Materials)

Peer-Reviewed Resources

- Cosley, B. J., McCoy, S. K., Saslow, L. R., & Epel, E. S. (2010). Is compassion for others stress buffering? Consequences of compassion and social support for physiological reactivity to stress. *Journal of Experimental Social Psychology, 46*, 816-823. doi:10.1016/j.jesp.2010.04.008
- Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology, 95*(5), 1045–1062. doi:10.1037/a0013262
- Hutcherson, C. A., Seppala, E. M., Gross, J. J. (2008). Loving-kindness meditation increases social connectedness. *Emotion, 8*(5), 720-724. doi:10.1037/a0013237
- Mongrain, M., Chin, J. M., & Shapira, L. B. (2011). Practicing compassion increases happiness and self-esteem. *Journal of Happiness Studies, 12*, 963-981. doi: 10.1007/s10902-010-9239-1
- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass, 5*(1), 1-12. doi:10.1111/j.1751-9004.2010.00330.x
- Neff, K. D., Kirkpatrick, K. L., Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality, 41*, 139-154. doi:10.1016/j.jrp.2006.03.004
- Neff, K. D., & McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. *Self and Identity, 9*, 225-240. doi:10.1080/15298860902979307

Popular Media Resources

- How our bodies react to seeing goodness
 - URL: https://greatergood.berkeley.edu/article/item/how_our_bodies_react_human_goodness
 - Description: This article discusses research findings of changes in physiology and brain activity while observing compassion between others in recorded videos.
- 18 science-based reasons to try loving-kindness meditation today
 - URL: <https://emmaseppala.com/18-science-based-reasons-try-loving-kindness-meditation-today/>
 - Description: This article written by Dr. Emma Seppala summarizes research-based benefits from practicing loving-kindness meditation.
- Why self-compassion beats self-confidence
 - URL: <https://www.nytimes.com/2017/12/28/smarter-living/why-self-compassion-beats-self-confidence.html>
 - Description: This article discusses how self-compassion allows you to have a more realistic view of yourself including acknowledge areas you can improve whereas self-confidence tends to lead to overconfidence.
- The science of compassion
 - URL: https://youtu.be/UUAsFrEOO_A
 - Length: 2 minutes, 48 seconds
 - Description: In this video Stephen Post briefly discusses benefits of compassion including how focusing on helping others can give you a sense of purpose and potentially enable you to experience the 'helpers high'.

Popular Media Resources

- Kristin Neff and Rick Hanson: The benefits of self-compassion
 - URL: <https://youtu.be/qTGlbGSCvEI>
 - Length: 3 minutes, 48 seconds
 - Description: In this video Kristin Neff shares benefits of giving and receiving compassion, with a particular focus on the benefits of self-compassion.
- A 1st grader's act of kindness just restored our faith in humanity
 - URL: <https://youtu.be/qYAHRW9ApRQ>
 - Length: 3 minutes, 27 seconds
 - Description: This inspirational video shares the story of how Vincent showed compassion to his best friend Zac after finding out that Zac was diagnosed with leukemia.




MODULE 6: ENHANCING THE SKILLS OF OUR COMPASSIONATE MIND

Chapters 18-22

Module Overview

Content in this module builds on previous foundations by exploring a variety of ways to express our compassionate minds. Specifically, this module illustrates how a compassionate state of mind guides our attention, thoughts, emotions, and behavior in helpful ways. Compassionate attention involves using our skills to notice what pulls our attention and how we may refocus on the present moment. We also explore how a compassionate state of mind allows us to bring greater balance to our thinking. Our thoughts impact the way we feel and behave, and our emotion systems similarly influence our patterns of thinking. Compassionate engagement of emotion involves strengthening our ability to monitor and work with difficult emotions. We can use our compassionate mind to notice, describe, experience, tolerate, and express emotions in healthy and useful ways (i.e., implement adaptive emotion regulation skills). Finally, compassionate behavior requires us to actively face distressing situations in our attempts to alleviate suffering. Thus, it is important that we draw on our compassionate mind's strength/courage and wisdom so we can readily identify when our threat system is triggered, intentionally direct our mind toward compassion, and work through challenges as they arise. Continued practice with mindfulness strategies and other tools such as imagery and memory enhance our ability to compassionately direct our attention, thoughts, emotions, and behavior.



A photograph of two women in a professional setting. The woman on the left has long, wavy red hair and is wearing a light-colored blazer, looking towards the other woman with a slight smile. The woman on the right has short brown hair, wears glasses and a colorful patterned sweater, and is holding a tablet. They appear to be in a collaborative discussion.

Chapter 18

Putting our Compassionate Mind to Work - Compassionate Attention

Learning Objectives

1. Describe the nature of attention and discover the patterns of attention.
2. Employ mindfulness strategies and the compassionate mind to redirect attention and focus in ways that are helpful.
3. Describe and practice compassionate listening.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm _____ % present today, the rest of me is _____. (see Supplementary Materials)

Discussions

- Practicing Compassionate Listening
 - In pairs, take turns sharing something that you are currently struggling with.
 - The listener should use compassionate listening, keeping in mind the qualities of compassionate listening discussed in lecture (full attention, empathy, compassion, soft eye contact, open posture/body language, active listening, using your breath, and avoiding judgment or advice).
 - Switch so the listener has an opportunity to share
 - As a full class, discuss reactions and how this experience may have felt different than a typical conversation.

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)
 - A 5-minute mindful breathing practice to restore your attention
 - URL: <https://www.mindful.org/5-minute-mindful-breathing-practice-restore-attention/>
 - Description: This article, by Mark Bertin, shares instructions for and an audio recording of a basic 5-minute mindful breathing practice, very similar to our Breath Awareness practice, that helps to increase your ability to focus your attention.

Peer-Reviewed Resources

Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience*, 7(2), 109-119.

Kimble, P., & Bamford-Wade, A. (2013). The journey of discovering compassionate listening. *Journal of Holistic Nursing*, 31(4), 285-290.

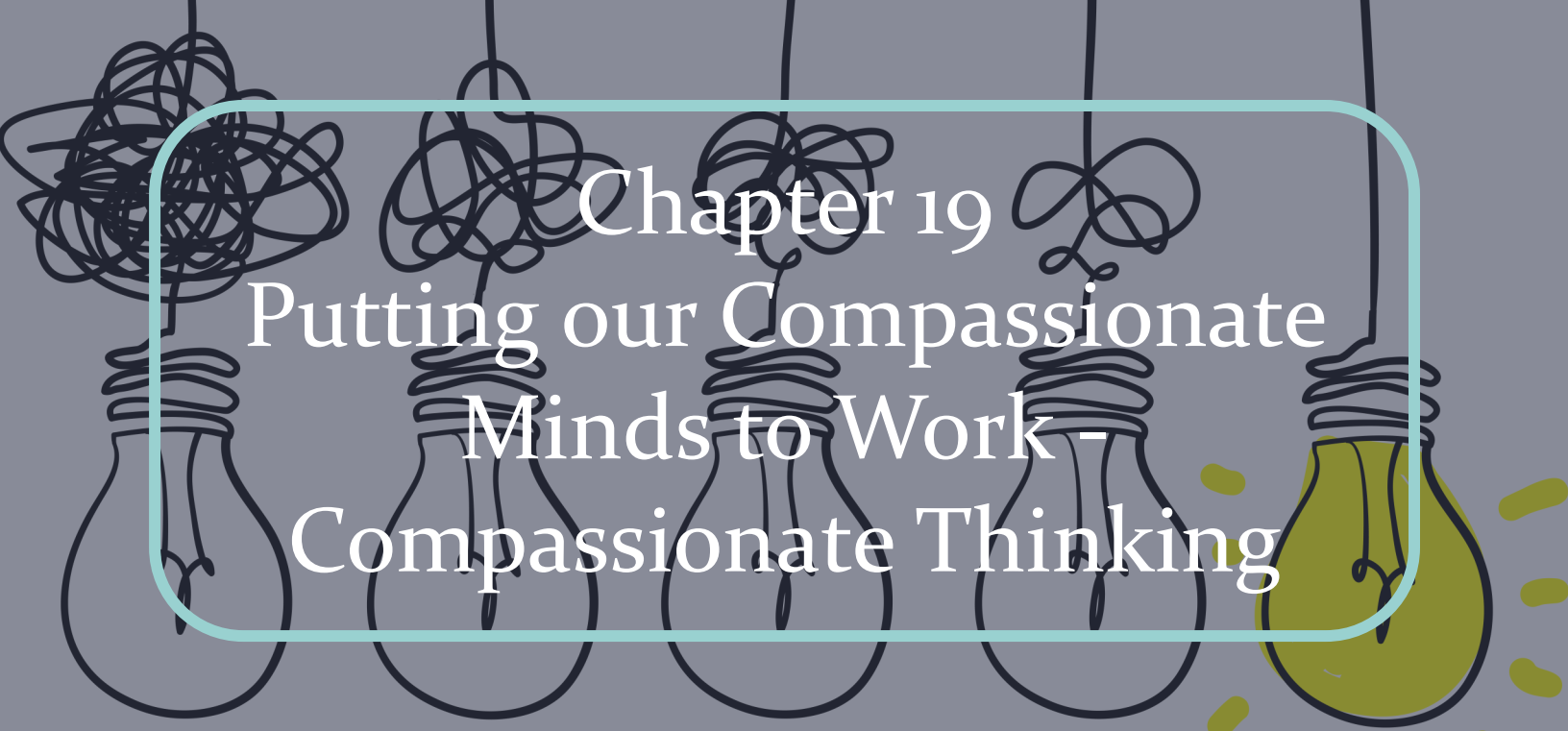
Norris, C. J., Creem, D., Hendler, R., & Kober, H. (2018). Brief mindfulness meditation improves attention in novices: Evidence from ERPs and moderation by neuroticism. *Frontiers in Human Neuroscience*, 12, 1-20.

Rehling, D. L. (2008). Compassionate listening: A framework for listening to the seriously ill. *The International Journal of Listening*, 22(1), 83-89.

Valentine, E. R., & Sweet, P. L. (1999). Meditation and attention: A comparison of the effects of concentrative and mindfulness meditation on sustained attention. *Mental Health, Religion & Culture*, 2(1), 59-70.

Popular Media Resources

- Three simple ways to pay attention
 - URL: <https://www.mindful.org/meditation-start-here/>
 - Description: This article, by Sharon Salzberg, shares three ways to increase our attention.
- Compassionate Listening
 - URL: https://www.huffpost.com/entry/compassionate-listening_n_10921036
 - Description: This article, by Dr. Hyder Zahed, introduces the idea of compassionate listening and tangible ways to incorporate it into conversations.
- What is compassionate listening?
 - URL: <https://www.youtube.com/watch?v=LxAVyt9cMRQ&feature=youtu.be>
 - Length: 1 minute 49 seconds
 - Description: This video explains the concept of compassionate listening to provide relief to someone's suffering. Compassionate listening requires attentive listening, compassion, and empathy.
- Thich Nhat Hanh on compassionate listening
 - URL: <https://www.youtube.com/watch?v=lyUxYflkhzo&feature=youtu.be>
 - Length: 3 minutes 21 seconds
 - Description: In this video Thich Nhat Hanh describes compassionate listening as a way to help reduce another person's suffering. He talks about the role of misconceptions in promoting conflict and suffering and the ways that deep listening can help us learn about the perceptions of others.
- This special ed teacher's real-world lessons will inspire you
 - URL: https://www.youtube.com/watch?v=_1dBa6f0qyk&feature=youtu.be
 - Length: 6 minutes 23 seconds
 - Description: This video follows a special education teacher's classroom experience with her students. She uses a coffee cart to help give students opportunities to have common ground to interact with others and to teach job and life skills.



Chapter 19

Putting our Compassionate Minds to Work - Compassionate Thinking

Learning Objectives

1. Recall that different types of thoughts have a different impact on us, and our thoughts are naturally biased toward a threat-focus.
2. Recognize that when our emotions are in control we tend to jump to conclusions, overgeneralize or make global assumptions about how awful future events will be.
3. Discover how to use the compassionate mind to recognize threat-based thinking and bring greater balance to thinking.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm ____ % present today, the rest of me is _____. (see Supplementary Materials)

Discussions

- Share a time when you thought in one of these 'better-safe-than-sorry' ways?
- How might compassionate thinking differ from making excuses or rationalizing our behavior?

Mindfulness Practice

- Compassionate thinking exercise
 - URL: <https://www.youtube.com/watch?v=Jj8HEloV5us&feature=youtu.be>
 - Length: 4 minutes 38 seconds
 - Description: This video is a guided compassionate thinking mindfulness exercise using your ideal compassionate self.

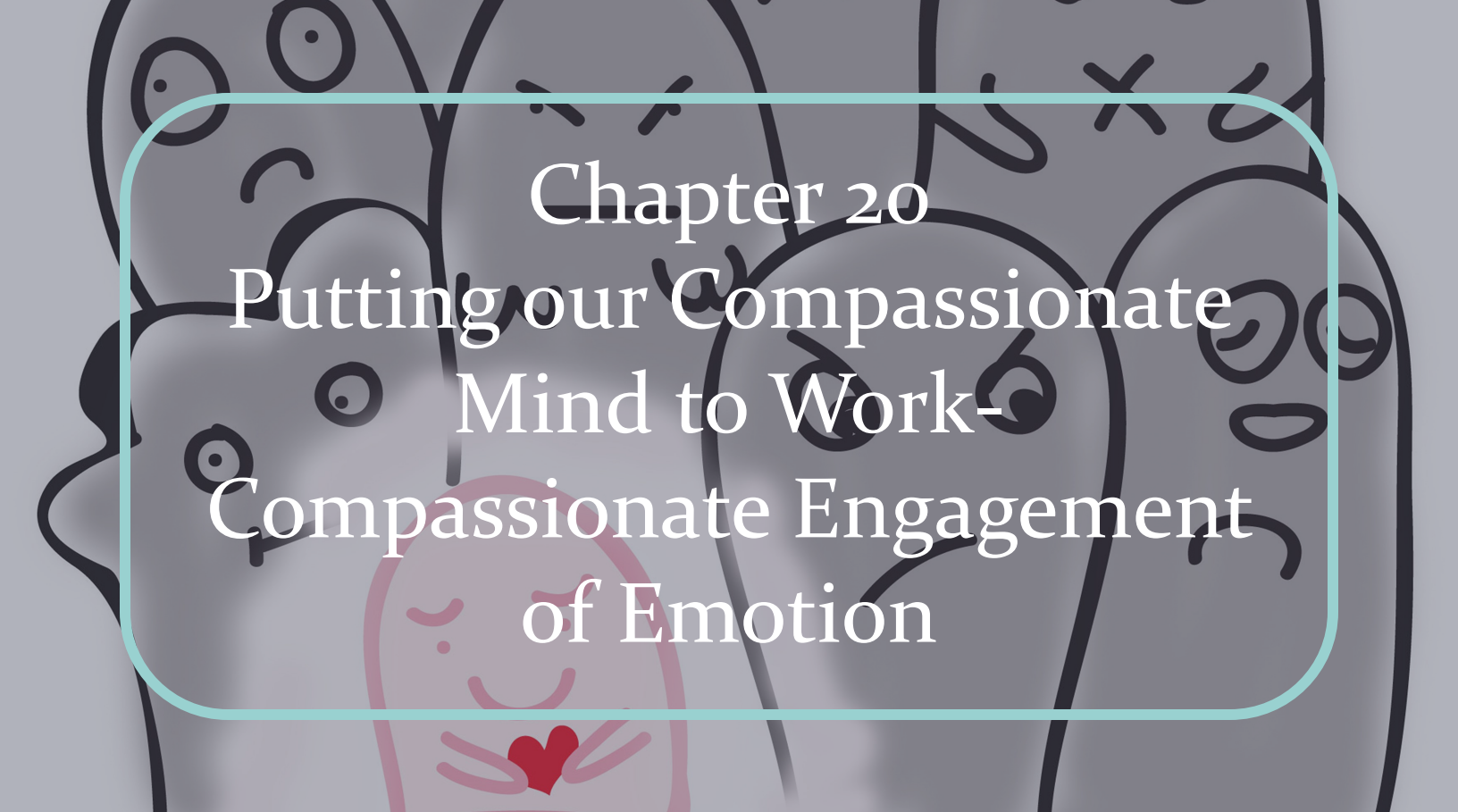
Peer-Reviewed Resources

Arimitsu, K., & Hofmann, S. G. (2017). Effects of compassionate thinking on negative emotions. *Cognition and Emotion*, 31(1), 160-167.

Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, 13(6), 353-379.

Popular Media Resources

- Mindfulness dissolves thoughts
 - URL: <https://www.youtube.com/watch?v=LvLRhelPY90&feature=youtu.be>
 - Length: 5 minutes 28 seconds
 - Description: This video shows Jon Kabat-Zin explaining the mind and awareness. He describes thoughts as weather patterns that we can observe.



Chapter 20

Putting our Compassionate Mind to Work- Compassionate Engagement of Emotion

Learning Objectives

1. Recognize that compassionate mind skills can help us how to notice, identify understand, validate, tolerate, and express our emotions in ways that are helpful and adaptive.
2. Implement adaptive emotion recognition and regulation strategies.

Activities

- Things to be Thankful for Today (see Supplementary Materials)
- I'm ____ % present today, the rest of me is ____ . (see Supplementary Materials)
- Saving Sami (see Supplementary Materials)
 - This activity not only requires teamwork and communication, but it also may cause feelings of frustration or anxiety for some students. The feelings of frustration and anxiety may be exacerbated if there is a time limit or competition between groups for which group can finish first. The goal for this course is that this helps illustrate that in order to act compassionately to save Sami, you must tolerate frustration and use compassionate wisdom. The activity was originally created as a team-building activity for school-age children and teens; however, it works well with college students as well.

Discussions

- Why can it be more challenging to be compassionate to others when you are experiencing feelings of frustration, anger, sadness, or anxiety?

Mindfulness Practice

- Loving-Kindness Meditation (See Supplementary Materials)
- Turning Toward Difficulty Meditation
 - URL: <https://soundcloud.com/mindfulmagazine/10-minute-guided-practice-turning-toward-difficulty>
 - Length: 14 minutes 8 seconds
 - Description: This is a guided meditation focusing on turning toward difficulty. It encourages us to deal with pain skillfully and mindfully.

Peer-Reviewed Resources

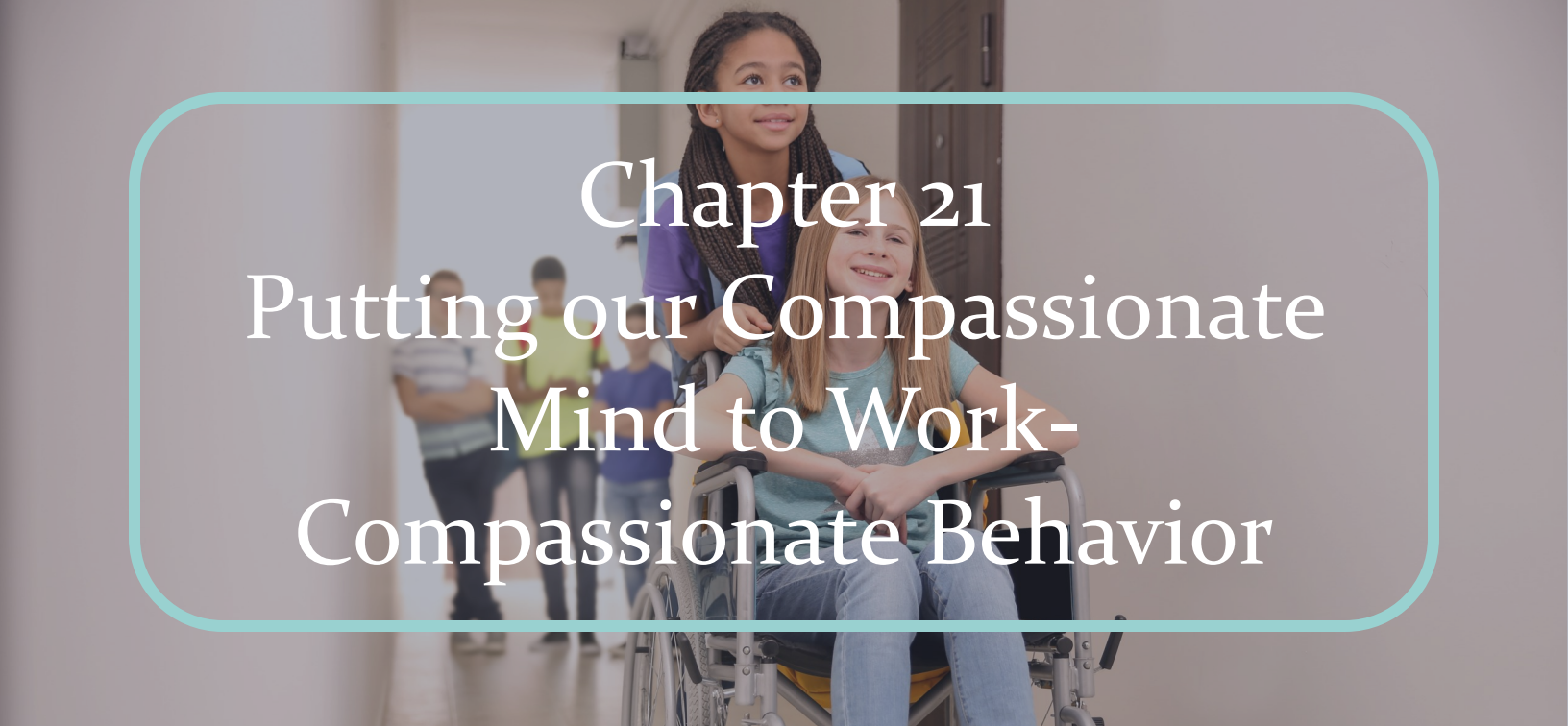
- Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion-regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review, 30*(2), 217-237.
- Garnefski, N., Kraaij, V., & Spinhoven, P. (2001). Negative life events, cognitive emotion regulation and emotional problems. *Personality and Individual Differences, 30*(8), 1311-1327.
- Gross, J. J. (2001). Emotion regulation in adulthood: Timing is everything. *Current Directions in Psychological Science, 10*(6), 214-219.
- Hooria, J., McGonigal, K., Jinpa, T., Doty, J. R., & Goldin, P. R. (2014). A randomized controlled trial of compassion cultivation training: Effects on mindfulness, affect, and emotion regulation. *Motivation and Emotion, 38*(1), 23-35.

Popular Media Resources

- Staying present in difficult times
 - URL: <https://www.mindful.org/science-practice-staying-present-difficult-times/>
 - Description: This article talks about the research on mindfulness and the benefits of turning toward discomfort instead of away from it. It contains a link to audio for the guided meditation “Turning toward difficulty meditation” and walks through this step by step.
- Working with difficult emotions
 - URL: <https://www.mindful.org/a-10-minute-meditation-to-work-with-difficult-emotions/>
 - Description: This article describes the ways that meditation can help you to live in the present and to be resilient. It allows you to stay with comfortable and uncomfortable emotions. The article contains a link to a guided meditation for working with difficult emotions and describes the meditation in the article.

**FEELINGS ARE JUST VISITORS.
LET THEM COME AND GO.**



A photograph of a young girl with blonde hair sitting in a wheelchair, smiling. A friend with dark hair is pushing her from behind. They are in a school hallway with other students in the background. The text is overlaid on this image.

Chapter 21

Putting our Compassionate Mind to Work- Compassionate Behavior

Learning Objectives

1. Recognize that compassionate behavior is not just about being 'nice' or 'kind' – it involves cultivating qualities to act in ways that will be helpful to us and others; this often involves strength and courage to do things that we find difficult.
2. Discover personal avoidances and prepare strategies to face avoidances.
3. Implement compassionate mind skills to learn how to assert oneself and express needs to others.

Activities

- Using Compassion to Confront a Difficult Situation we Avoid (See Appendix for Instructions)
 - This activity facilitates students' ability to see how a compassionate approach can be used to help them analyze and engage with a situation that they typically would avoid. The activity also gives them the opportunity to show themselves self-compassion as well as have a classmate show them compassion regarding this situation.

Discussions

- Compassionate behavior-across contexts
 - Let's explore some different context that people might engage in compassionate behavior. For this exercise we will focus on compassionate behaviors toward others. Discuss some examples or ways people tend to display compassionate behavior in each context.
 - * In groups of 3 or 4 students, select 3 or more contexts and brainstorm compassionate behaviors.
 - * Start in groups to share a few examples and then come together as a full class to share 'best' example from each group or context.
 - * It can be helpful to spend time discussing nuances of how behavior can look different in different contexts (e.g., family—emotional support, work—instrumental support).

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)
- Kristin Neff Breathing Yin and Yang
 - URL: <https://youtu.be/njOszQ8SNOA>
 - Length: 13 minutes 26 seconds
 - Description: This is a guided breathing meditation focused on imaging breathing in a kind, loving, connected, nurturing presence (yin) and breathing out protective, active, motivating energy (yang).



Peer-Reviewed Resources

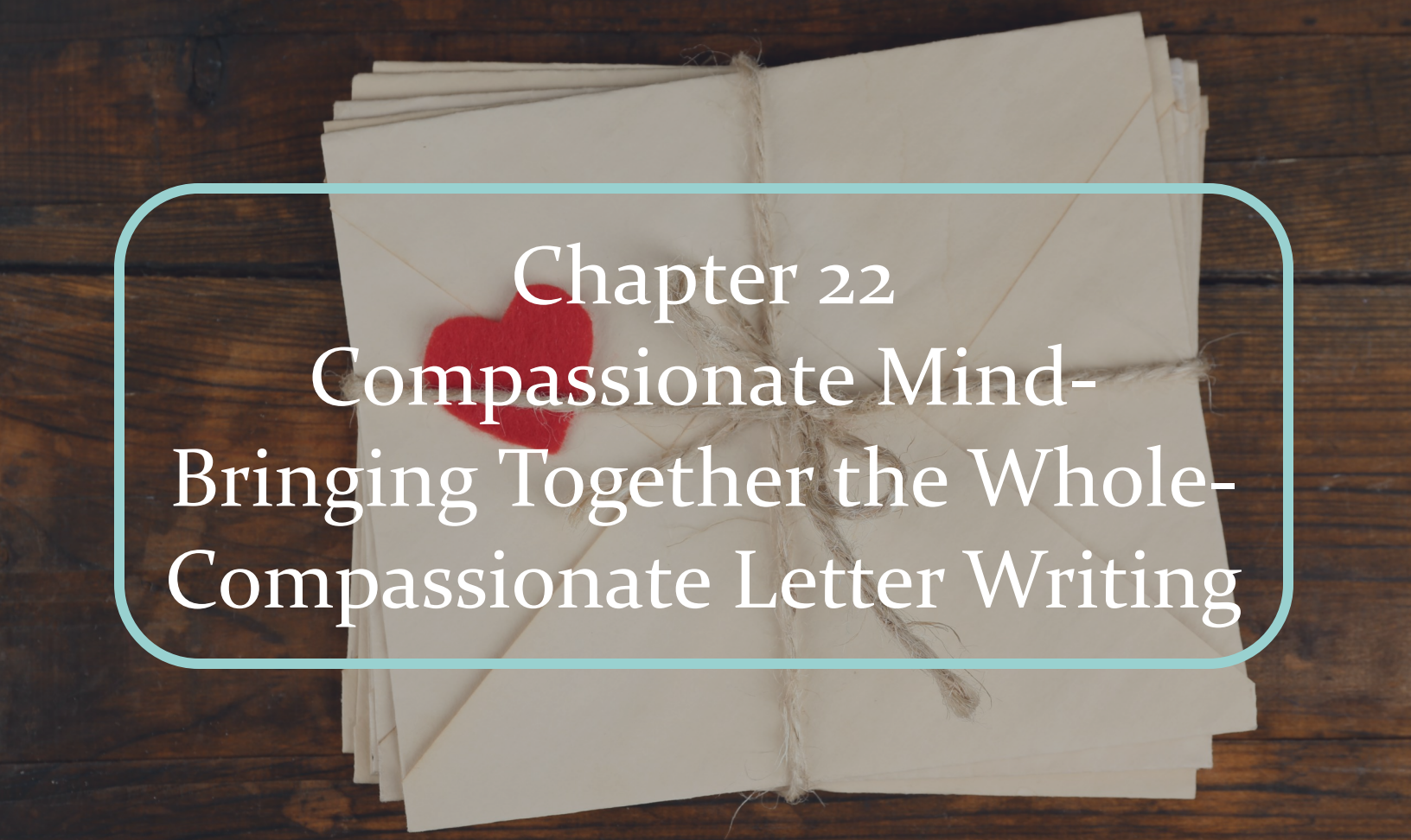
Simon-Thomas, E. R., Godzik, J., Castle, E., Antonenko, O., Ponz, A., Kogan, A., & Keltner, D. J. (2011). An fMRI study of caring vs self-focus during induced compassion and pride. *Social Cognitive and Affective Neuroscience*, 7(6), 635-648.

Weng, H. Y., Fox, A. S., Shackman, A. J., Stodola, D. E., Caldwell, J. Z., Olson, M. C., ... & Davidson, R. J. (2013). Compassion training alters altruism and neural responses to suffering. *Psychological Science*, 24(7), 1171-1180.

Popular Media Resources

- Cultivating Kindness and Strength in the Face of Difficulty: Yin and Yang of Self-Compassion.
 - URL: <https://centerformsc.org/yin-yang-self-compassion-excerpt-neff/>
 - Description: This blog post by Dr. Kristin Neff explains how the yin and yang metaphor works well to describe the energies of self-compassion that include both kindness and strength.





Chapter 22

Compassionate Mind- Bringing Together the Whole- Compassionate Letter Writing

Learning Objectives

1. Recall that writing about how we feel can help us to work through difficulties we are experiencing.
2. Discover the process of compassionate letter writing.

Activities

- Self-Compassionate Letter (see Appendix for Instructions)
 - In this activity, students are invited to write a compassionate letter to themselves with the goals of 1) expressing concern, non-judgment, and genuine caring to themselves; 2) demonstrating sensitivity to their pain and suffering; 3) helping them to be more tolerant of their distress; and 4) helping them to understand and have empathy for their struggles.

Peer-Reviewed Resources

- Leaviss, J., & Uttley, L. (2015). Psychotherapeutic benefits of compassion-focused therapy: An early systematic review. *Psychological Medicine*, 45 (5), 927-945.
- Stern, N. G., & Engeln, R. (2018). Self-compassionate writing exercises increase college women's body satisfaction. *Psychology of Women Quarterly*, 42 (3), 326-341.

Popular Media Resources

- Quieting your inner critic podcast
 - URL: <https://self-compassion.org/category/exercises/#guided-meditations>
 - Length: 14 minutes and 49 seconds
 - Description: This podcast discusses using mindfulness to quiet your inner critic through an interview with a man who spent most of his life in prison.



MODULE 7: SUSTAINING OUR COMPASSIONATE MIND THROUGH COMMON DIFFICULTIES

Chapters 23-26

Module Overview

This final module addresses how skills we have established throughout the course can be used to alleviate distress and work through common challenges. To begin, compassion fatigue is introduced as well as how to prevent or minimize its impact, such as engaging in proper self-care. Additionally, the concept of our 'multiple selves' and how different parts of us feel and react to any given situation is examined further. Another common difficulty that we seek to bring our compassionate mind to involves shame-based self-criticism. By compassionately engaging our self-critic, we can diminish the effects of an activated threat system and instead make meaningful progress in self-improvement. We also revisit common fears, blocks, and resistances to compassion and focus on specific ideas for managing them. Finally, we bring awareness to the reality that effort must be invested to sustain our compassionate mind beyond the course. It is easy to fall back into old patterns where our emotion-motivation systems can be out of balance, so consciously setting specific intentions for maintaining the skills gained in the course, including preemptively creating a set-back plan, are useful.





Additional Readings Compassion Fatigue and Self-Care

Learning Objectives

1. Define and describe the stages of compassion fatigue.
2. Describe vicarious trauma and burnout.
3. Discover strategies to manage compassion fatigue.
4. Describe what self-care is and what self-care is not.
5. Discover and implement self-care practices.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)

Peer-Reviewed Resources

- Huggard, P. (2003). Compassion fatigue: How much can I give?. *Medical Education*, 37(2), 163-164.
- Lewis, M. L., & King, D. M. (2019). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma. *Journal of Human Behavior in the Social Environment*, 29(1), 96-106.
- Mills, J., & Chapman, M. (2016). Compassion and self-compassion in medicine. *Australasian Medical Journal*, 9(5), 87-91.
- Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professionals: A review of the literature. *Journal of Health Care Chaplaincy*, 20(3), 95-108.
- Slocum-Gori, S., Hemsworth, D., Chan, W. W., Carson, A., & Kazanjian, A. (2013). Understanding compassion satisfaction, compassion fatigue and burnout: A survey of the hospice palliative care workforce. *Palliative Medicine*, 27(2), 172-178.

Popular Media Resources

- How to manage compassion fatigue in caregiving
 - URL: <https://www.youtube.com/watch?v=7keppA8XRas&feature=youtu.be>
 - Length: 17 minutes and 36 seconds
 - Description: In this video Patricia Smith gives a Ted Talk about compassion fatigue. She talks about the way that being a caregiver exposes people to a secondary traumatic stress experience and can lead to compassion fatigue.

Popular Media Resources

- How to prevent compassion fatigue
 - URL: <https://www.goodtherapy.org/blog/the-cost-of-caring-10-ways-to-prevent-compassion-fatigue-0209167>
 - Description: This article describes the signs and symptoms of compassion fatigue. It goes on to discuss ways to combat compassion fatigue by practicing self-care, setting emotional boundaries, engaging in outside hobbies, cultivating healthy friendships, keeping a journal, boosting resiliency, and using positive coping strategies.
- Pathology vs. renewal
 - URL: <https://www.youtube.com/watch?v=unCc0DgSfDw>
 - Length: 24 minutes and 10 seconds
 - Description: This video from the Wisconsin department of public instruction includes a conversation between a social worker and an educator about compassion fatigue for caregivers in education.
- Compassion fatigue
 - URL: <https://www.slideshare.net/tcmegahan/compassion-fatigue-13324896>
 - Description: This website includes a slide show about compassion fatigue by Chaplain John TC Megahan. This slide show talks about the stages of compassion fatigue, symptoms, ways to combat compassion fatigue.
- Compassion fatigue for assisting families living with ALS
 - URL: <https://static1.squarespace.com/static/561eb23ae4b06ed190adbe45/t/57d1c48cc534a562b1437139/1473365132698/Compassion+Fatigue.pdf>
 - Description: This page includes information about compassion fatigue specifically for those caring for a family member with ALS. It discusses signs, symptoms, stages, and resources.

Popular Media Resources

- Self-care exercises and activities
 - URL: <https://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises/exercises-and-activities.html>
 - Description: This website covers various self-care exercises and activities focusing on health and stress reduction strategies.
- Steps to self-care
 - URL: <https://socialwork.buffalo.edu/resources/self-care-starter-kit/how-to-flourish-in-social-work.html>
 - Description: This website contains an infographic on steps to self-care that promote flourishing in the social work profession.



Chapter 23

Working with Common Difficulties - Understanding and Bringing Compassion to our Multiple Selves

Learning Objectives

1. Explore one's 'multiple selves' and how they may feel and react to a situation in different ways.
2. Discover how the compassionate self may be able to take a different and more helpful perspective to a given situation.

Activities

- Multiple Selves (see Supplementary Materials)
 - This activity helps students explore a few of their multiple selves (angry self, anxious self, sad self, and compassionate self). The goal is to help integrate our multiple selves into a balanced and compassionate self. In order to be able to do this, it is helpful to better understand these selves and how each may have a different perspective in certain situations.

Discussions

- How does your compassionate self relate to your other emotional selves?
 - For example...Angry self, Anxious self, Sad self, Shameful self, Jealous self
- Our compassionate self may be helpful in understanding, supporting, and guiding our other emotional selves. How do you find this to be true or not true for you?

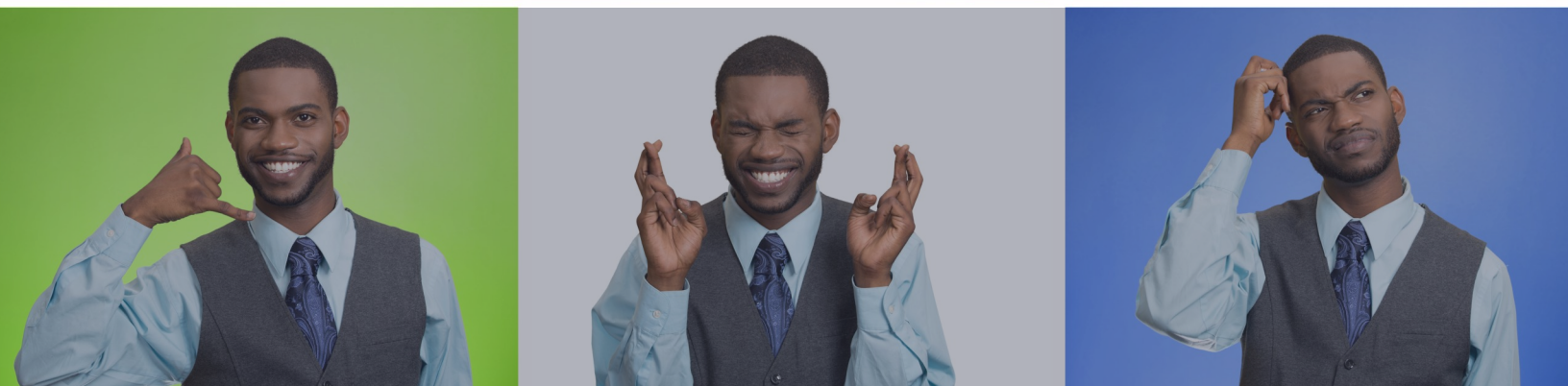
Mindfulness Practices

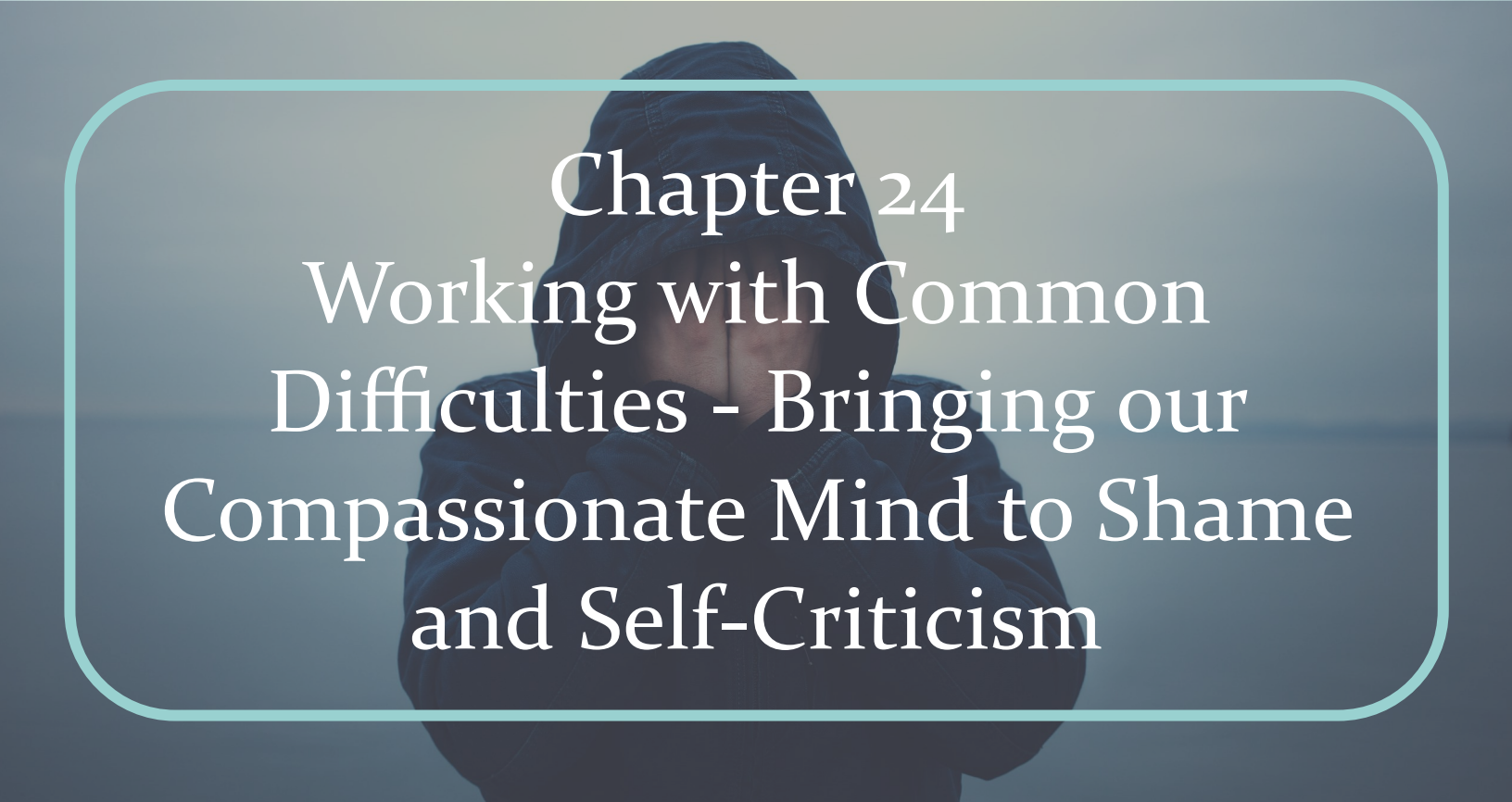
- Breath Awareness (see Supplementary Materials)
- Loving-Kindness Meditation (see Supplementary Materials)

Peer-Reviewed Resources

Kirby, J. N. (2017). Compassion interventions: The programmes, the evidence, and implications for research and practice. *Psychology and Psychotherapy: Theory, Research and Practice*, 90(3), 432-455.

Roberts, B. W., & Donahue, E. M. (1994). One personality, multiple selves: Integrating personality and social roles. *Journal of Personality*, 62(2), 199-218.





Chapter 24

Working with Common Difficulties - Bringing our Compassionate Mind to Shame and Self-Criticism

Learning Objectives

1. Discuss the connections among shame, self-criticism, and compassion.
2. Differentiate between shame and guilt.
3. Examine own self-critic and discover strategies to use the compassionate mind to alleviate the pain associated with self-criticism.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- Speak your Shame
 - With a partner, practice being vulnerable and share something that you feel shame about.

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)
- Self-Compassion Break
 - URL: https://self-compassion.org/wp-content/uploads/2015/12/self-compassion.break_.mp3
 - Length: 5 minutes 20 seconds
 - Description: This audio clip is a guided “self-compassion break.” It calls up a situation that is challenging and repeats self-compassionate phrases toward this situation.

Peer-Reviewed Resources

Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society: The Journal of Contemporary Social Services*, 87(1), 43-52.

Covert, M. V., Tangney, J. P., Maddux, J. E., & Heleno, N. M. (2003). Shame-proneness, guilt-proneness, and interpersonal problem solving: A social cognitive analysis. *Journal of Social and Clinical Psychology*, 22(1), 1-12.

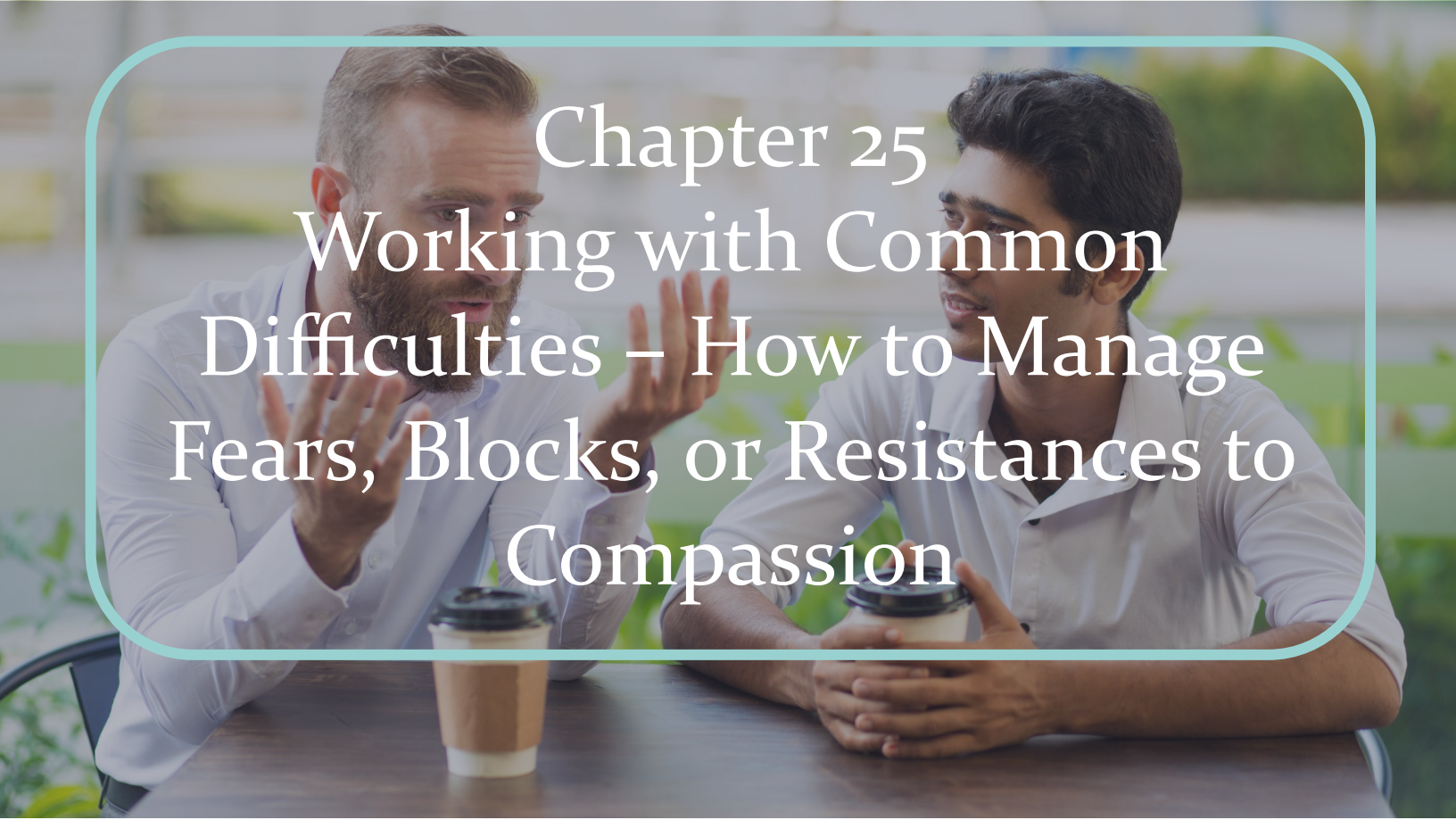
Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, 13(6), 353-379.

Popular Media Resources

- Dr. Brené Brown: Why guilt is better than shame
 - URL: <http://www.oprah.com/own-super-soul-sunday/dr-brene-brown-why-guilt-is-better-than-shame-video>
 - Length: 2 minutes 56 seconds
 - Description: In this video Oprah interviews Dr. Brené Brown about the difference between shame and guilt. Shame is correlated with negative outcomes and guilt is not because shame is about the individual and guilt is about behavior. Dr. Brown talks about ways to deal with shameful or guilt-inducing circumstances in a productive way.

Popular Media Resources

- Listening to shame – Brené Brown
 - URL: <https://www.youtube.com/watch?v=psN1DORYYV0&feature=youtu.be>
 - Length: 20 minutes 38 seconds
 - Description: In this video Dr. Brené Brown gives a TED Talk about shame and vulnerability and how and why to face shame.
- Alfred & Shadow – A short story about self-criticism
 - URL: https://www.youtube.com/watch?v=VP7R_WIm6-M&feature=youtu.be
 - Length: 5 minutes 26 seconds
 - Description: In this animated video an owl's inner critic makes the owl feel small and visually demonstrates the ways that self-compassion and self-assertive anger are antidotes to shame caused by our inner critic.
- Greater Good in Action Self-Compassion Break
 - URL: https://ggia.berkeley.edu/practice/self_compassion_break?_ga=2.226878553.59087812.1540186801-497012263.1531181521
 - Description: This article gives step by step instructions on how to do a self-compassion break.
- Self-compassion break by Dr. Kristin Neff
 - URL: <https://self-compassion.org/exercise-2-self-compassion-break/>
 - Description: This article is a step by step guide to a self-compassion break.
- 6 types of people who do not deserve to hear your shame story
 - URL: <https://www.youtube.com/watch?v=s8Pp7QB6GrE>
 - Length: 5 minutes, 14 seconds
 - Description: This is a clip from Oprah's Super Soul Sunday interview with Dr. Brené Brown in which they discuss the types of friends who are able to support us in our most vulnerable spaces. The discussion encourages us to "share [our shame] with those who have earned the right to hear our story."



Chapter 25

Working with Common Difficulties – How to Manage Fears, Blocks, or Resistances to Compassion

Learning Objectives

1. Acknowledge common fears, blocks, and resistances around compassion.
2. Discover the compassionate ladder as a tool to face the challenges to compassion in a patient, gradual and step-by-step way.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- Does everyone deserve compassion?

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)


Peer-Reviewed Resources

Gilbert, P., McEwan, K., Gibbons, L., Chotai, S., Duarte, J., & Matos, M. (2012). Fears of compassion and happiness in relation to alexithymia, mindfulness, and self-criticism. *Psychology and Psychotherapy: Theory, Research and Practice*, 85(4), 374-390.

Gilbert, P., McEwan, K., Matos, M., & Ravis, A. (2011). Fears of compassion: Development of three self-report measures. *Psychology and Psychotherapy: Theory, Research and Practice*, 84(3), 239-255.

Popular Media Resources

- Who deserves compassion?: Considerations on the eve of a terrorist's trial
 - URL: <https://thehumanist.com/magazine/january-february-2015/up-front/who-deserves-compassion>
 - Description: This article discusses the trial of one of the Boston Marathon bombers. The author talks about compassion in extreme circumstances and argues that compassion can extend to everyone and is not mutually exclusive with consequences.
- We need compassion the most when we seem to deserve it the least.
 - URL: <https://tinybuddha.com/blog/we-need-compassion-the-most-when-we-seem-to-deserve-it-the-least/>
 - Description: This article uses the example of a child misbehaving in school to demonstrate the times when we all need compassion even if we don't seem to deserve it.



Chapter 26

Looking Forward – Sustaining our Compassionate Mind

Learning Objectives

1. Prepare and implement a plan to maintain the compassionate mind beyond the course.

Activities

- Things to be Thankful for Today (see Supplementary Materials)

Discussions

- How can you continue to maintain your compassionate mind once the course is over?
- What might you notice that would be a sign that you were experiencing a compassion setback? And what could you do to cope with this setback?

Mindfulness Practice

- Loving-Kindness Meditation (see Supplementary Materials)

CULTIVATING COMPASSION

