

Syllabus — Spring, 2000
Psychology 490/590: The Psychology of Meditation and Self-Regulation
Tuesday, 6:15 - 9 pm.

Instructor: Dr. Jean Kristeller
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Goals

To become familiar with the theory and research related to meditation, contemplative practice, and self-regulation, as it applies to six domains: the body/physical, behavioral, cognitive, emotional, self- and other-relationships, and spiritual development. You will also be able to learn and practice different types of meditation techniques, and approaches to self-monitoring and self-awareness.

This course will use a combination of lecturing, seminar discussion and experiential exploration. It will be very important to complete both assigned reading and self-regulation/personal awareness exercises every week in preparation for class.

Course Requirements:

- 1) Complete all reading prior to class, with reading responses.
- 2) Active class participation.
- 3) Practice or participate in self-regulation/personal awareness exercises between class periods on a daily basis or as assigned. In general, you are asked to commit to practicing meditation **at least** four times/week for at least 20 minutes at a time, unless otherwise specified.
- 4) Maintain daily log/journaling book of meditation and other experiences related to class, which will be turned in for review during semester.
- 5) For Psy 490: Special project, accompanied by a report, such as an interview with someone, attending a retreat, etc. (or writing a 12-15 page paper as below).
- 6) For Psy 590: Paper (20 - 25 pages) on relevant topic, with review of theory, research and clinical literature, with outlines and prior drafts due at designated points during semester.
- 7) **Equipment:** tape player, timer, loose-leaf notebook for journal, cushion and blanket or yoga pad (to bring to each class).

Grade dependent on class participation (demonstrating reading of assignments and practice of techniques), completion of journal/log book, and paper or report.

Class participation and reading responses: 35%

Assignments and journal/logs: 35%

Paper or report: 30%

Journal/logs must be turned in as required. Failure to submit material on time will result in general in a 20% reduction in the grade. Reading responses not turned in during class can not be made up, except under exceptional circumstances, as a primary purpose of this writing is to stimulate and focus your own thinking in regard to the readings and to assist you in contributing to class discussion.

Guidelines for Reading Responses

For each week, you will be expected to either answer a set of “thought” questions about the readings or to write a brief critical summary of the points covered in the reading material. The length should be about **1-2 single-spaced page (only!)**. The content should reflect an understanding of the material (not just a summary of a Summary section!), identification of key content supporting your points from **each** of the readings assigned, plus a demonstration of your own critical and reflective thinking about the material, particularly as it may relate to other content areas in psychology [from other courses].

For the critical summaries, consider and address:

- 1) what are the main points of the material? (A reporter is calling you for a five minute interview on the topic: you read this chapter/papers to "bone up". What would you want to communicate?)
- 2) how has this changed or contributed to YOUR thinking or understanding of the subject matter or to psychology in general? (i.e., what would you most want to remember five years from now?)
- 3) anything that you believe is controversial or not well documented

Add to your critique two discussion points that came up for you as you read the material. This **MUST** be typed.

This is to be turned in by 4:30 pm the night before the class. **Please do NOT submit it (or any other material) to me electronically unless prior approval is obtained!**

Information and Schedule for Paper (for Psy 590)

Topic: Choose a selected topic, with review of theory, research and clinical literature, as available. Topics may include a specific technique (meditation, a clinical application, etc.), a critical topic, such as whether individual differences exist, or the nature of adverse effects of meditation practice, or examining some aspect of meditative experience, i.e., improvement in cognitive processing, decrease in psychophysiological reactivity, or evidence for how meditation affects spiritual development.

Due Dates for Paper/Project:

- | | |
|---------|--|
| 2/29 | Topic statement/Last date to identify special project. |
| 3/21 | Basic outline (1-2 pages) and initial reference list.
Progress note on special project. |
| 4/11 | Draft [and return copy of basic outline with comments].
Progress note on special project. |
| 5/2 (T) | Final paper [and return copy of draft with comments]/Report. |

Texts

In addition to assignments from the texts below, there will regularly be additional readings assigned, which will be announced in class weekly. If you miss a class, it is YOUR responsibility to find out the assignment from a classmate.

For All Students:

Easwaren, E. (1996). Words to Live By. Tomales, CA: Nilgiri Press.

Use as a daily meditation or contemplation guide as instructed in class. In addition to following the actual dates, I encourage you to do a second reading daily, by arbitrarily choosing a second date to begin the daily sequence. Choose that date to be at least 5 months later from our start date (to avoid overlap); an easy way to keep track would be to choose the same sets of dates starting in a later month. In other words, we will be starting with January 12; in addition, you may wish to start with June 12.

Bodian, S. (1999). Meditation for Dummies. IDG Books Worldwide. Foster City, CA.

WHAT will they do next!? But save the outrage and skepticism. The author was the former editor of Yoga Journal magazine, and has created a very “user-friendly” introduction that is incorporates appropriate background material, is NOT condescending, and useful to even an experienced meditator.

Austin, J.H. (1999). Zen and the Brain. Cambridge: The MIT Press.

Written by a neurologist and physician in the context of his experiences as first a novice and then experienced Zen meditator, this book contains many short chapters that place the meditative experience in a biological/neurological context. A number of these chapters will be assigned; many others may be helpful for your own reading and preparation of your paper. Some of the language is technical; if you haven't had physiological psychology, you may need to review your intro. psych. text or use a medical dictionary (or find a physiology text to review).

Murphy & Donovan (with Taylor). (1997). The Physical and Psychological Effects of Meditation. 2nd Ed. Institute of Noetic Sciences. Sausalito, CA.

An extraordinary compilation of the meditation literature in bibliographic format, with an extensive “summary” of key issues from a psychological perspective in the first half, preceded in this edition by an “introduction” by the scholar Eugene Taylor that provides a masterful overview of the entire subject. Invaluable for further research in the area.

For Graduate Students Only:

Epstein, M. (1998). Going to Pieces without Falling Apart. Broadway Books.

Mark Epstein is a psychodynamically trained psychiatrist who has also studied meditation and Buddhist psychology extensively. Illustrated with a number of case studies, he illustrates how perspectives from Buddhist psychology and the use of meditation can be integrated into a traditional therapeutic practice, thereby illuminating the health-producing aspects of both systems more fully.

Outline of Course and Readings

- | <u>Date</u> | <u>Topic</u> |
|--------------------|--|
| 1/11 | Course Overview/Introduction |
| 1/18 | Further Introduction to Theory and Practice
Bodian. Ch. 1-3, (4).
Murphy & Donovan: Introduction (by Taylor): pp. 1-32.
<u>For Psy 590:</u> Walsh. An evolutionary model of meditation research. From Shapiro & Walsh (1984).
Meditation: Classic and Contemporary Perspectives. New York: Aldine.
Delmonte. (1990).The relevance of meditation to clinical practice: An overview. <i>Applied Psychology</i> . 39: 331-354. |
| 1/25 | Meditation and the Body: Fundamentals
Bodian. Ch. 6-8.
Murphy & Donovan: Ch. 1 and 2 (pp. 33-80).
Austin: Ch. 1, 19-22.
Daily material in "Words to Live By" (Easwaren).
<u>For Psy 590:</u> Kabat-Zinn et al. (1987). Four-year followup of a meditation -based program for the self-regulation of chronic pain: Treatment outcomes and compliance. <u>The Clinical Journal of Pain</u> . 2:159-173. |
| 2/01 | Meditation and Behavior: Fundamentals
Bodian. Ch. 9, 15.
Austin: Ch. 74 (Conditioning).
Kristeller & Hallett. (1999). An exploratory study of a meditation-based intervention for binge eating disorder. <i>Journal of Health Psychology</i> . 4(3), 357-363.
Kornfield, J. (1993).Training the Puppy: Mindfulness of breathing. From: <u>A Path with Heart</u> . New York: Bantam Books.
<u>For 590:</u> Shapiro & Zifferblatt. (1976). Zen meditation and behavioral self-control. <u>American Psychologist</u> . Pp. 519-532.
Taub et al. (1994). Effectiveness of broad spectrum approaches to relapse prevention in severe alcoholism: A long-term, randomized controlled trial of TM, EMG biofeedback and electronic neurotherapy. <u>Alcoholism Treatment Quarterly</u> . 11 (1/2), 187-220. |
| 2/08 | Meditation and Cognition: Fundamentals
Bodian. Ch. 5.
Murphy & Donovan: Ch. 3: 81-90.
Austin. Ch. 12, 15, 16, 63, 67, 91, 94.
Linden: (1973). Practicing of meditation by school children and their levels of field dependence-independence, test anxiety, and reading achievement. <u>J. Consulting Clinical Psych</u> . 41: 139-143.
<u>For 590:</u> Dillbeck et al. (1986). Longitudinal effects of the TM and TM-Sidhi program on cognitive ability and cognitive style. <u>Perceptual and Motor Skills</u> . 62: 731-738. |
| 2/15 | Meditation and Emotion: Fundamentals
Bodian. Ch. 11, 12.
Murphy & Donovan: Ch. 3 (pp. 102-115), Ch. 4 (135-136).
Austin: Ch. 81, 99.
Kabat-Zinn, J., Massion, A, Kristeller, J. et al. (1992). Effectiveness of a meditation-based stress reduction intervention in the treatment of anxiety disorders. <u>American Journal of Psychiatry</u> . 149(7), 936-943.
<u>For 590:</u> Urbanowski & Miller. (1996).Trauma, psychotherapy and meditation. <u>The Journal of Transpersonal Psychology</u> . 28:31-48. |
| 2/22 | Meditation and Relation to the Self and Others: Fundamentals
Bodian. Ch. 10.
Murphy & Donovan: Ch. 3 (pp. 90-101), Ch. 4 (Detachment; Altered Body Image). |

Austin: Ch. 7-9, 32.

Kornfield. Ch. 1. Did I love well? From: A Path with Heart.

For 590: Alexander, Rainforth & Gelderloos. TM, Self-Actualization and Psychological Health: A conceptual overview and statistical meta-analysis.

2/29 Meditation and Spirituality: Fundamentals [Note: class was canceled due to an out of town conference and rescheduled to 3/14).

Bodian. Ch. 13; Ch. 14-pp. 250-252 (on retreats).

Murphy & Donovan: Ch. 4-pp. 137-138; 140-141.

Austin: Ch. 126-128, 107 [portions], 31 (on retreats/Sesshin).

3/07 Spring Break

3/14 See 2/29 above.

3/18 FULL DAY SATURDAY RETREAT. SEE NOTES FOR DESCRIPTION.

3/21 No Class to Adjust for Retreat Session

3/28 Meditation and Physiology: Advanced Issues

Bodian Ch. 16.

Austin: Ch. 21-22, 52-53. (Optional).

Jevning & O'Hallaran. Metabolic effects of TM. From Shapiro & Walsh.

4/04 Meditation and Behavior: Advanced Issues

Austin: Ch. 17, 155.

Thich Naht Hahn. (1975/1987). The essential discipline. The Miracle of Mindfulness. Beacon Press.

Ram Dass & Bush. (1992). The path of action. Compassion in Action. Bell Tower.

Goldstein & Kornfield. (1987). The freedom of restraint. Seeking the Heart of Wisdom. Shambala.

4/11 Meditation, Emotion, and Cognition: Advanced Issues

Austin: Ch. 28-29, 84, 87, 102, 108, 110-111, 123.

Goldstein & Kornfield. Deepening levels of practice. From Seeking the Heart of Wisdom.

Walsh. Initial meditative experiences. From Shapiro & Walsh.

For Psy 590: Woolfolk. Self-control meditation and the treatment of chronic anger. From Shapiro & Walsh.

4/18 Meditation and Relation to the Self and Others: Advanced Issues

Austin: Ch. 9, 10, 118, 150-151, The Heart Sutra: p. 698-699.

Kornfield. Preface/a beginning; Chs. 2, 14, 15. From A Path with Heart.

For Psych 590: Emavardhana & Tori. (1997). Changes in self-concept, ego defense mechanisms, and religiosity following seven-day Vipassana meditation retreats. J. for the Scientific Study of Religion, 36:194-206.

4/25 Meditation and Spirituality/WrapUp: Advanced Issues

Austin: Ch. 4-5, 128, 138-139, 141, 142, 144-146, 158.

Huxley.(1945/1977). The Perennial Philosophy. Ch. 15-Silence. Ch. 16: Prayer. Ch. 25 - Spiritual Exercises. Harper & Row.

Maslow. (1972). The "Core-Religious" or "Transcendent Experience." From White, J. Ed. The Highest State of Consciousness.

For Psych 590: Emmons. (1999). Spiritual Intelligence. In The Psychology of Ultimate Concerns. Guilford.

Wilber. (1998). The effects of meditation. The Eye of the Spirit. Shambala.

5/02 Wrap Up/Project and Paper presentations