



PHYSWELL 81 | Beginning Yoga

Course Information

Instructor: Laura Gross

Office Hours: Before and after class OR by appointment

Email: lgross5@stanford.edu

Time & Location: Tues/Thurs 1:30pm-2:20pm | AOERC Fitness Center, Rm 203

Term: Summer | Units: 1 | Repeatable for credit | Grading: Satisfactory/No Credit

Prerequisite: All fitness levels are welcome.

Course Description

Students will be introduced to the values and skills of Hatha Yoga (Yoga of exercise). Students will learn how to reduce tension, increase energy levels, move efficiently, reconnect to self-awareness, and learn about the body. The poses and flows are adaptable and can be personalized for any level of fitness. The emphasis of the class will be on asanas (poses) and vinyasa (flow) for increased flexibility, improved health, relaxation, and reduced stress in daily living. Students will also be exposed to the language, philosophy, history, and concepts of Yoga. A typical class will include breathing techniques, meditation, and asana practice, including standing, sitting, balancing, and stretching. At the end of the quarter students will have: (1) Acquired knowledge of the basic components of health and wellness. (2) Developed physical fitness and motor skills, and (3) A positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

Suggested Text

McGill, S.M., (2015) *Back Mechanic*: The step-by-step McGill method to manage back pain. Gravenhurst, Ontario: Backfitpro, Inc.

Kaminoff, L. (2007) *Yoga Anatomy*: Your Illustrated guide to postures, movements and breathing techniques. Human Kinetics. Champaign, IL.

Course Objectives

Upon completion of this course, students will be able to:

1. Perform basic yoga movements utilizing proper techniques, principles, and concepts.
2. Perform breath control, and relaxation techniques to calm the mind and body in times of stress.
3. Identify basic guidelines on general yoga practices to reduce the risk of injuries from occurring.
4. Apply the essential biomechanical body awareness as it applies to yoga.
5. Explain the importance of spine stability and utilize the techniques necessary to align the body to maintain a healthy spine.
6. Demonstrate awareness of proper body alignment – Static posture (Spine, Shoulders, Torso, Pelvis, Knee, Ankle alignment) and dynamic posture during basic functional movements.
7. List the common injuries associated with yoga poses and ways to decrease the risk of injuries from occurring.
8. List the three planes of motion and provide examples of yoga poses within each plane.
9. Implement healthy choices within their lives that contribute to a healthy, active lifestyle.

Course Assignments

See canvas for details

- Syllabus signature
- Posture assignment
- Wellness journal/self care
- Teaching demonstration

All assignment grades will be reflected on CANVAS as *Complete* or *Incomplete*. ALL assignments must be marked as *Complete* to receive a “Satisfactory” grade for the course. Completed assignments are...

- **Timely** | Submitted by the deadline. Any late assignments submitted 3 days (72-hours) past the deadline will result in an *Incomplete* according to PHYSWELL Course Grade Policy.

Dress and Equipment

- Breathable and non-restrictive clothing.
- Please bring a water bottle to every class...hydration is crucial!
- Please wipe down equipment used during class.

Class Policy & Guidelines

1. Be on time.
2. This is an activity course. All students are required to participate.
3. Any injury or illness during class **MUST** be reported to the instructor and an incident/accident report must be filled out.
4. Only registered participants may attend this course.

Safety

There are risks and dangers inherent in participating and/or receiving instruction in an activity course. Injury resulting from participation is always a possibility in physical activity. Please carefully follow the guidelines provided by your instructor and adhere to any rules established by the instructor. Please notify your instructor **IMMEDIATELY** if you become injured or ill or feel that you should not participate on a given day. Unless expressly indicated by the student, the assumption is that the student is in good health and is capable of participating in all facets of the physical activity related to this class.

Tentative Course Schedule

Spring 2024	Physical Activity	Discussion Topic/Homework
<i>Week 1</i>	Introduction to yoga	Introductions Spine and postural alignment Homework: Syllabus and posture assignment due 6/27

<i>Week 2</i>	Standing poses and balance No class Thursday, July 4 th	Meditation discussion
<i>Week 3</i>	Floor poses and sanskrit	Introduction to sanskrit
<i>Week 4</i>	Partner yoga and inversions	
<i>Week 5</i>	Yoga using the wall Sign up for student teaching demonstrations	Back pain discussion
<i>Week 6</i>	Vinyassa/hatha	
<i>Week 7</i>	Student led classes	Journals due Thursday, August 8th
<i>Week 8</i>	Class created flow	Last day Thursday, August 15th

*This is a tentative course syllabus. The instructor reserves the right to make changes deemed necessary without prior notice.

PHYSWELL Course Policies & Procedures

- **Course Attendance and Participation**

Students must attend classes during the first week of class in order to stay registered for a PW course.

Attendance and participation are crucial, as is doing all reading and assignments in order to be able to participate in discussion. A huge amount of learning in this course happens in real time, during class. If you **MUST** be absent, please let the instructor know *in advance*. You may not be able to make up the work. If a course is pass/fail, students need to achieve a 70% attendance to pass the course.

Respect your instructors and your classmates, and we will return the favor. Respect includes creating (and being part of) an environment conducive to learning, which includes but is not limited to: being on time, turning off cell phones, listening and contributing. Listening and contributing involves hearing other opinions, crafting respectful rebuts, transferring opinions from readings/course experiences, and actively participating in high quality discussion.

- **Late Policy** | Students, who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).

- **Assignments, submission policies, evaluation, and grading criteria** | There are a handful of assignments utilized that will help instructors monitor student learning during the course. Feedback gathered from your assignments is used to identify where you might be struggling so that instructors can adjust teaching, and students can adjust studying. These might involve written reflections, checks for understanding, reflection questions, activities in class, quizzes, online tests, projects during class, journals, presentations, exams, or papers. Pending the type of assignment, grading will be done utilizing a rubric specific to that project/paper/presentation (and conveyed in advance by the instructor) and valued in the syllabus.

Grades will be based on attendance, participation, and assignment completion. Grading basis is Satisfactory/No Credit and will be reflected as S/NC on your transcripts. Therefore, *you must have a 70% or higher in all the requirements* in order to have a satisfactory in this course.

Homework assignments are to be submitted as indicated on Canvas. Each assignment receives 100% when completed on time. Late homework will be penalized at a rate of 10% per day late (one letter grade for every 24-hour period an assignment is late, including weekends). Any assignment turned in after 3 days of the due date will receive 60% (or lower), which results in the student receiving a NC for the course. It is the responsibility of the student to contact the instructor if you are unable to meet an assignment requirement.

Writing assignments should have a font no smaller or bigger than 12-point, and should be spaced in an appropriate format for the assignment. Each should have a cover sheet listing:

1. Name and number of course
2. Student's name
3. Assignment title
4. Meet APA Publication Manuscript style and format, i.e., references, citing (direct and paraphrasing quotes, headings, etc.)

- **Office Hours** | Please come talk if you have questions or concerns about the course. The scheduled office hours are the best time to meet with instructors; instructors are happy to make appointments with students who are unable to stop by during these times. If applicable, the TA(s) for the course and their office hours will be announced during the first week of class.
- **Electronic Mail and Canvas Website** | Students are expected to have access to email and to check it frequently. Instructors will use email to send announcements as needed. The syllabus, lecture slides, some of the readings and other pertinent information will be stored on the Canvas website. Please notify the TAs or instructor if there are technical problems with the materials on the website, otherwise, it is assumed that all students have access to readings and other course materials.
- **Field Based Experiences** | If the course you are participating in has field-based experiences, there will be special policies beyond the usual ones listed here. The policies for these instances will be distributed and covered prior to going into the field for clarification.
- **Honor Code** | The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. Examples of conduct that have been regarded as being in violation of the Honor Code (and are most relevant for this course) include copying from another's examination paper or allowing another to copy from one's own

paper; unpermitted collaboration; plagiarism; revising and resubmitting a quiz or exam for regarding, without the instructor's knowledge and consent; representing as one's own work the work of another; and giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted. See <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm> for more information on the Honor Code.

- **Access & Accommodations** | Stanford is committed to providing equal educational opportunities for disabled students, who are a valued and essential part of the Stanford community. Students approved for academic accommodations through the Office of Accessible Education (OAE) are responsible for requesting accommodation letters via OAE | CONNECT, and sharing those letters with instructors as early in the quarter as possible. Timely notification is necessary to implement approved accommodations in this course, and they do not apply retroactively. In addition, accommodations cannot fundamentally alter the essential elements of a course or program. OAE will engage with students, faculty, and staff in the interactive process to identify options and possible solutions to remove or mitigate barriers to access. To initiate services with OAE, visit oae.stanford.edu.
- **Student Mental Health** | College can be stressful. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work. If so, please speak with me. However, relationships, family worries, loss or a personal struggle or crisis can also contribute to decreased academic performance and well-being.

Stanford University provides counseling resources to support students, faculty and staff. Some of your options include approaching Residence Deans, Sexual Assault and Relationship Abuse Office, Bridge Peer Counseling Center, the Office of Religious Life, and CAPS (Counseling and Psychological Services) to speak with an on-call clinician at 650-723-3785 for both urgent and emergent matters.

In the event I suspect you need additional support, expect that I will express my concerns (and the reasons for them) to you and remind you of the resources that might be helpful. My intention is to let you know that I am concerned and that help, if needed, is available.

- **Affordability of Course Materials** | Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, please feel free to contact the Diversity & First-Generation Office for assistance.