

# HEALTH AND HUMAN PERFORMANCE

Health and Human Performance (HHP) is organizationally housed under Vaden Health Services. The program offers experiences for academic credit as well as non-credit opportunities. Its academic pursuits are offered in partnership with the School of Medicine. The academic units housed within HHP include Kinesiology, Outdoor Education, Physical Education, Wellness Education, and Lifeworks.

## Purpose Statement

Through integrating theory, research, and experiential practice we create innovative, transformative learning environments focusing on holistic student development.

## Values

Inspiring a healthier Stanford by inviting students into an intentional process grounded in the following values:

*Actualization:* Supporting self-efficacy through empowerment, learning experiences, and realization of the human potential.

*Balance:* Creating opportunities for individuals to recognize and utilize the essential elements of well-being.

*Community:* Providing inclusive opportunities for healthy social engagement and relationship building.

*Leadership:* Developing change agents who can apply learned knowledge and skills towards active citizenship.

*Innovation:* Designing effective ways of learning and promoting human flourishing in a hyper-complex, ever-accelerating culture experience.

## Kinesiology

Focuses on the anatomy, physiology, and mechanics of human movement and their applications to exercise and lifetime physical activities. Offers 1-3 unit courses using the seminar, laboratory, and workshop as the primary component types.

## Leadership Innovations

Fosters transformational leaders of character who through the facilitation of critical collaborative environments are prepared to be agents of positive change. Offers 1-3 unit courses using the lecture, seminar, discussion, and workshop as the primary component types.

## Lifeworks

Fosters transformational student leaders and future citizens of character who through the facilitation of creative expression, mindfulness, and collaborative environments are prepared to be agents of positive change. Offers 1-3 unit courses using the lecture, seminar, discussion, and workshop as the primary component types.

## Outdoor Education

Develops outdoor leaders who use risk, challenge, and experience as educational tools with a variety of applications. Offers 1-3 unit courses using the lecture, seminar, and workshop as the primary component types.

## Physical Education

Provides physical activity courses where knowledge associated with the proper performance of an activity is presented and discussed. Offers 1-2 unit courses using activity as the primary component type.

## Wellness Education

Inspires a healthier, more vibrant university through teaching effective wellness theories and practices that promote flourishing and empower students to positively transform their lives and communities. Offers 1-3 unit courses using the lecture, seminar, discussion, and workshop as the primary component types.

*Director:* Aneel Chima

*Associate Director:* Diane Friedlaender (Learning, Pedagogy, and Research)

*Associate Director:* Tia Lillie (Kinesiology & Physical Education)

*Director of Adventure Programs & Head of Outdoor Education:* Sue Lowley

*Assistant Director HHP, Head of The Flourishing Lab:* Steven Murray

*Associate Director:* Gigi Otálvaro (LifeWorks)

*Associate Director:* Sarah Meyer Tapia (Wellness Education)

## Lecturers & Instructors

### Emergency Medicine

Antja Thompson

### Athletics, Kinesiology & Physical Education

Gong Chen, Austin Lee, Tia Lillie, Ying Mitchell, Sara Safdari, Erick Schlimmer, Tom Sarsfield, Matt Thornton, Nick Wooters

### Lifeworks

Anthony Lising Antonio, Aneel Chima, Cari Costanzo, Diane Friedlaender, Fred Luskin, Gigi Otálvaro, Andrew Todhunter, Jonah Willhnganz

### Outdoor Education

Logan Chapman, Sue Lowley, Emily McCune, Peter Wright

### Wellness Education

Alison Ash, Claudia Bicen, Diane Boxill, Nichol Bradford, Russ Carpenter, Aneel Chima, Orgyen Chowang, Robert Cusick, Kathryn Devaney, Dustin DiPerna, Caitlin Krause, Marissa Floro, Bryan Lian, Fred Luskin, Molly Maloof, Jeffery Martin, Christy Matta, Stephen Murphy-Shigematsu, Sara Nasserzadeh, Katherine Nobles, Pamela Pasma, Carole Pertofsky, Orgyen Ratna, John Rettger, Tia Rich, Jennifer Robinson, Mikey Siegel, Kelly Takahashi, Yingzhao Liu Julia Tang, Sara Meyer Tapia, Rosalyne Tu, Mara Waldhorn, Meag-gan Walters, Clyde Wilson, Donovan Yisrael

## Kinesiology Courses

### Leadership Innovations Courses

#### LEAD 95. Ensemble Leadership. 1-2 Unit.

This experiential course allows students to grow as leaders through immersion in leadership positions in the Stanford Band. Study and implement frameworks and tools that enhance leadership and team performance. Topics covered include traditional leadership and governance concepts, as well as approaches specifically effective in music ensembles.

#### LEAD 100. Leadership Intensive. 2 Units.

Strengthen your leadership skills in one of Stanford's only purely experiential learning opportunities. Leadership Intensive offers rising juniors a unique and immersive practice of leadership. Leadership Intensive is characterized by, as the name implies, intense exploration of your own leadership skills and abilities (courage required). Design thinking, diverse teams and hands-on practice are integral components of the program.

**LEAD 105. Art of Facilitation. 1 Unit.**

This experiential education style course allows participants to develop and test their group facilitation skills. Students will explore delivering group initiatives surrounding popular leadership topics and learn how to help their group take away valuable learning from an educational experience. Topics include: Group dynamics theories, safety, assessing the physical, human and social environment to improve group effectiveness.

**LEAD 106. Spiritual Wellbeing and Religious Encounter. 1 Unit.**

Engage in spiritual dialogue and religious encounter with peers and fellow students, as well as self-reflection around one's own spiritual wellbeing. Explore your meaning-making and spiritual and/or religious practices. Facilitate and engage in interfaith dialogue. Build community based on understanding of differences and common connection points. Through a highly interactive format utilizing readings, film screenings, and facilitated discussion, gain religious and spiritual literacy, including skills and knowledge that will help to address urgent questions, such as: how do I dialogue with people who belong to religious (and non-religious) traditions different than my own? How do I work together with people of different religious and spiritual backgrounds for the common good? What is pluralism and how do we protect it from prejudice? Same as: WELLNESS 106

**LEAD 110. Mindful Leadership. 1-2 Unit.**

An exploration of one's inner life, ways of being in the world, and their expression in how one leads. Addresses the paradoxical task of merely paying attention to enhance our awareness of the socially constructed nature of reality and to feel comfortable to act with simplicity, empathy, and conviction. Through self-reflection, embodied practice, and creative expression through crossing borders students examine us and them. Mindful inquiry in expressed storytelling, collective knowing, appreciative intelligence, and is both scholarly and experiential. Same as: CSRE 110P

**LEAD 111. Luminaries and Changemakers: Life Lessons & Conversations with Extraordinary Leaders. 1 Unit.**

Encounter luminaries and changemakers in the fields of leadership, business, social innovation, and change-making ranging from noted entrepreneurs and CEOs to social change agents, artists, and activists who are committed to enhancing individual and collective flourishing. Survey course format emphasizes direct, personal interactions with a broad variety of global luminaries and changemakers in order to understand their particular approaches and learn insights from their experiences. Engage at levels of theory and practice in order to emerge your own vision of leadership and changemaking, increase your leadership toolkit, and enhance your capacity to make meaningful impact. Specific topics evolve quarter-to-quarter based on the group of luminaries co-creating and lecturing in the course with the instructor/s. See the course notes section for this quarter's line-up of leaders and changemakers.

**LEAD 112. Communicating to the Core: Weekend Campus Intensive. 1 Unit.**

Explore methods that enhance listening and communication and deepen relational connection and psychological safety. Practice having important conversations, find insights within conflict, and discover how to reach epiphanies when feeling stuck in relating to others. Learn experientially through a variety of practices focusing on vulnerability, curiosity, and empathy such as listening through non-verbal channels, responding to emotionally triggering content, and asking questions without imposing an agenda. Takes place in a weekend intensive format (on campus), allowing more immersive exploration of the topic space.

**LEAD 150. Leading for Social Justice: The Practice and Power of Dialogue. 3 Units.**

This course uses a social justice framework to explore issues of identity, community, power and privilege with respect to diverse populations. We will explore historical and contemporary oppressions based on race, sex, gender identity, class, and other dimensions of identity, and use self-reflection to examine students' own lived experiences. This course will be taught in a dialogic format and will explore the power of dialogue in advancing diversity and social justice. Students will learn key concepts and skills for utilizing dialogic skills in their leadership practice, in the classroom, and in their peer interactions.

**LEAD 199. Selected Topics: Leadership Studies. 1-2 Unit.**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular quarter. May be repeated with change of content. For more information regarding specific course titles, please refer to the notes of each course section.

**Lifeworks Courses****LIFE 91CL. Self & Science. 3 Units.**

"Self & Science" mines the intersection of memoir and science writing. In this advanced experimental writing course, students will read a selection of essays by writers including Lewis Thomas, Oliver Sacks, Annie Dillard, and Mark Doty, which illustrate the shared intellectual foundation in observation of scientific and poetic inquiry. Building on these readings, students will be challenged to produce an experimental essay that transgresses genre boundaries in the service of considering how personal reflection can narrate researched discoveries. Over the course of the quarter, students are invited to bolster their overall communication acumen, enhance their ability to share valuable discoveries beyond the confines of their major discipline, and practice the difficult bliss of engaging a discerning public audience. Click here for course video and full description: <https://undergrad.stanford.edu/programs/pwr/courses/advanced-courses/self-science>.

Same as: PWR 91CL

**LIFE 101. Tools for a Meaningful Life. 3 Units.**

Explores the foundational skills for a meaningful life. Features lectures and experiential practice workshops from instructors within and beyond the university. Draws on research and practices from fields related to psychology, literature, critical studies in race, gender, and sexuality, the visual and performing arts, as well as wisdom traditions from around the world. Focuses on developing human capacities necessary for a meaningful life, including presence, courage, compassion, resilience, imagination, and gratitude. Examples of workshops and in-class activities include theater improv, movement, laughter yoga, meditation, and qigong.

**LIFE 102. Body Mapping: Embracing the Embodied Experiences of Your Life. 3 Units.**

Utilize an anthropological lens to combine traditional analytic research with experiential contemplative practice to strengthen awareness of the body and embodied experiences. Explore cultural norms around the body as influenced by racial stereotypes, gender hierarchies, and political/economic/religious history. Investigate and express one's own body narrative through written, verbal, and creative methodologies.

**LIFE 105. Meeting the Moment: Inner Resources for Hard Times. 1 Unit.**

In the face of social, economic, environmental, and public health upheavals, many of us are experiencing an unprecedented degree of uncertainty, isolation, and stress affecting academic and day-to-day life. Challenging times ask us, in a voice louder than usual, to identify sources of strength and develop practices that sustain and even liberate. In this experiential, project-oriented class: Explore practices to find true ground and enact positive change for self and community; Cultivate natural capacities of presence, courage, and compassion; Develop resources to share with one another and the entire Stanford community.

Same as: WELLNESS 105

**LIFE 124. Counterstory in Literature and Education. 3 Units.**

Counterstory is a method developed in critical legal studies that emerges out of the broad "narrative turn" in the humanities and social science. This course explores the value of this turn, especially for marginalized communities, and the use of counterstory as analysis, critique, and self-expression. Using an interdisciplinary approach, we examine counterstory as it has developed in critical theory, critical pedagogy, and critical race theory literatures, and explore it as a framework for liberation, cultural work, and spiritual exploration.

Same as: CSRE 141E, EDUC 141, EDUC 341

**LIFE 125. The Stillness of the Dunes. 3 Units.**

An advanced writing course in nonfiction craft, drawing, and contemplative practice. A significant portion of each class meeting will focus on the development and sharpening of writing craft, especially of the essay, in a hybrid form both scholarly and personal. We will also explore writing as meditative practice, through examples and through short exercises. We will deepen our cultural understanding of the desert and its impact, through art, literature, philosophy, film, and contemplative practice, and the course will build toward a four-day camping trip to the dunes of Death Valley, six weeks into the quarter.

**LIFE 142. Megacities. 5 Units.**

This class will examine a variety of ways that the city has been represented and understood in anthropology, architecture, literature, film, and journalism in order to better understand how everyday life and experience has been read in conjunction with urban forms. Issues covered will include the co-constitution of space and identities; consumption, spectacle, and economic disparity; transportation and health; colonialism and post-colonialism. Assignments will include writing and drawing projects based on close observation and reading.

Same as: ANTHRO 42, ARTHIST 242B, URBANST 142

**LIFE 144. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.**

Exploration of crossing borders within ourselves, and between us and them, based on a belief that understanding the self leads to understanding others. How personal identity struggles have meaning beyond the individual, how self healing can lead to community healing, how the personal is political, and how artistic self expression based in self understanding can address social issues. The tensions of victimization and agency, contemplation and action, humanities and science, embracing knowledge that comes from the heart as well as the mind. Studies are founded in synergistic consciousness as movement toward meaning, balance, connectedness, and wholeness. Engaging these questions through group process, journaling, reading, drama, creative writing, and storytelling. Study is academic and self-reflective, with an emphasis on developing and presenting creative works in various media that express identity development across borders.

Same as: ASNAMST 144, CSRE 144, FEMGEN 144X

**LIFE 145. Trauma, healing, and empowerment. 3 Units.**

This course will look at the ways in which humans are affected by the legacy of war, occupation and colonialism through themes of home, displacement, community, roots, identity, and inter-generational trauma. The approach is integrative, including scholarly investigation, embodied practice, and creative approach. This self-reflective process uses narrative, oral and written, as a means of becoming whole and healing personal, historical, and collective wounds.

Same as: CSRE 145H

**LIFE 150G. Performing Race, Gender, and Sexuality. 4 Units.**

In this theory and practice-based course, students will examine performances by and scholarly texts about artists who critically and mindfully engage race, gender, and sexuality. Students will cultivate their skills as artist-scholars through written assignments and the creation of performances in response to the assigned material. Attendance and written reflection about a live performance event on campus are required. Students will also learn various meditation practices as tools for making and critiquing performance, in both our seminar discussions and performance workshops. We will approach mindfulness as method and theory in our own practice, as well as in relation to the works studied. We will also consider the ethics and current debates concerning the mindfulness industry. Examples of artists studied include James Luna, Nao Bustamante, Renee Cox, William Pope.L, Cassils, boychild, Curious, Adrian Piper, Xandra Ibarra, Valérie Reding, Guillermo Gomez-Peña, and Ana Mendieta.

Same as: ARTSINST 150G, CSRE 150G, CSRE 350G, FEMGEN 150G, TAPS 150G

**LIFE 151. Feminist Life-Writing. 4-5 Units.**

This course explores life-writing as a form of feminist praxis. Feminist life-writing is an art form grounded in truth-telling, activism, and self-making that emerges from the long tradition of women writing private lives. Beginning with the politicized practices of second wave feminists up through contemporary trends in memoir and autofiction, we will confront an array of intersectional autobiographies that connect personal experience to broader movements, power structures, and oppressions. How has life-writing contributed to the articulation of feminist consciousness? How has feminism impacted the methods marginalized authors use to create forms for belonging and self-determination? As we think about the politics of life-writing, we will also consider feminist rhetorical and aesthetic strategies for confronting issues like trauma, disability, incarceration, motherhood, and friendship. Each student will conduct a large-scale research project focused on an author, genre, or theme of their choice. As we research the critical historical contexts for feminist memoir, we will simultaneously conduct our own creative experiments in life-writing.

Same as: FEMGEN 151

**LIFE 161P. Dance and the Politics of Movement. 4 Units.**

This course examines how the dancing body has been viewed, exhibited, analyzed, and interpreted from the late nineteenth century to the present. We will discuss how ideologies about race, gender, and sexual orientation are mapped onto the body, as well as investigate the body's place in discourses on religion, health, war, performance, and consumer culture. We will explore how people create meaning through dance and how dance, in turn, shapes social norms, political institutions, and cultural practices. The course's structure challenges the Western/non-Western binary by comparing dance forms across the globe.

Same as: DANCE 161P, TAPS 161P, TAPS 361P

**LIFE 174S. When Half is Whole: Developing Synergistic Identities and Mestiza Consciousness. 5 Units.**

This is an exploration of the ways in which individuals construct whole selves in societies that fragment, label, and bind us in categories and boxes. We examine identities that overcome the destructive dichotomies of *us* and *them*, *is* crossing borders of race, ethnicity, culture, nation, sex, and gender. Our focus is on the development of hybrid and synergistic forms of identity and mestiza consciousness in which the whole is greater than the sum of its parts.

Same as: ASNAMST 174S, CSRE 174S

**LIFE 175. The Mythic Life. 3 Units.**

Why in the twenty-first century do many of our most acclaimed and popular stories carry narrative forms that are thousands of years old? Star Wars, The Lord of the Rings, Titanic, Batman - all are deeply informed by ancient myth, folklore, and oral traditions. One reason is that the deep stories of myth and folklore act as a bridge between our personal lives and the profoundest aspects of the human condition. They offer a way to understand our lives and how to live them. This course offers an in-depth study and experience of myth and folklore, the roots of modern story and the roots of our own stories. You will hear these myths live, as people have for thousands of years; from Trickster folk tales to the medieval Arthurian grail epic Parzival. You will also draw from these epics to create and tell a mythic story of your own. This will give you an appreciation for myth as a living principle, not just something from a long time ago. It will also help you become a good storyteller by developing your memory, improvisation, and image-based thinking. This ability to tell a story well is at the root of authentic leadership and helps us bring a powerful, embodied perspective to championing a cause or just debating over coffee.

Same as: ORALCOMM 175

**LIFE 199. Selected Topics: LifeWorks. 1-2 Unit.**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty/instructor(s) and students in a particular quarter. May be repeated with change of content. For more information regarding specific course titles and topics, please refer to the notes of each course section.

**Outdoor Education Courses****OUTDOOR 5. Winter Camping and Travel. 1 Unit.**

Learn basic skills for winter camping and travel including thermoregulation, avalanche awareness, proper winter weather clothing and equipment, common cold weather medical issues, and LNT for camping and travel. Field experience includes practicing travel techniques, snow shelter construction, snow slope evaluation, use of avalanche beacons, and winter route finding.

**OUTDOOR 9. Travel as a Sacred Journey Towards Presence, Practice, and Purpose. 1-2 Unit.**

Engage travel and pilgrimage as intentional contemplative practice for exploring one's life purpose. Experientially investigate, both individually and collectively, outer journeying as a support for inner reflection on meaning making and values creation. While immersed in environments ranging from nature settings to retreat communities learn about, contemplate, and practice a range of methods, informed by multiple spiritual and philosophical traditions, meant to enhance insight and human flourishing. All backgrounds and identities welcome.

**OUTDOOR 10. Rock Climbing I: Beginning. 1 Unit.**

This course is an introductory course. Students will learn skills necessary to get started exploring the world of indoor climbing. These skills include technical safety skills for bouldering and top-roped climbing, essential physical and mental skills, and strategies for training. Students will be taught with industry standard best practices in regards to safety, and provided with a multi-disciplinary approach to overall health and wellness. No experience necessary.

**OUTDOOR 11. Rock Climbing II: Intermediate. 1 Unit.**

In this course students will have the opportunity to build upon basic principles associated with rock climbing. Student will further explore variations in climbing efficiency techniques, crack climbing techniques, and training methodologies to enhance their climbing experience and help prevent injuries. Students will be taught with industry standard best practices in regards to safety, and provided with a multi-disciplinary approach to overall health and wellness. Prerequisites: Rock Climbing 1 or at least 3 months previous climbing experience, current top-rope belay certification at the Stanford Climbing Wall.

**OUTDOOR 12. Indoor Lead Climbing. 1 Unit.**

Learn technical and safety skills pertaining to sport lead climbing. Apply specific physical and mental training principals to assist improving lead climbing performance and preventing over use injuries.

**OUTDOOR 14. Rock Climbing: Gym to CRAG. 1 Unit.**

Learn how to transition from indoor climbing facilities to outdoor rock climbing venues. Emphasis will be placed on evaluating risk, along with constructing and assessing safe anchoring systems using natural and bolted anchors.

**OUTDOOR 15. Rock Climbing: Intermediate Anchors. 1 Unit.**

Explore climbing safety systems as they apply to anchor building, self-rescue, impact forces, and belaying. Emphasis will be placed on constructing and evaluating safe traditional anchor systems as well as learning techniques for self-rescue in the single pitch outdoor rock climbing environment.

**OUTDOOR 25. Introduction to Whitewater Kayaking. 1 Unit.**

Instructs paddlers in whitewater kayaking techniques. Emphasizes basic skills needed for paddling class II, II whitewater rivers including paddle strokes, boat control, and essential whitewater safety information. Students will have to pass a swimming test to participate.

**OUTDOOR 30. Sea Kayaking I: Introduction to Sea Kayaking. 1 Unit.**

Learn the fundamental skills and safety practices for coastal sea kayaking. Topics include essential gear, strokes and maneuvering, rescues and recoveries, and understanding tides and currents. This course will consist of several trips to Half Moon Bay and other near by coastal kayak areas. Active participation is required. Course culminates in a student-planned trip to a local kayaking destination.

**OUTDOOR 43. Strength & Conditioning for Climbing. 1 Unit.**

This course is for the intermediate to advanced climber looking to increase their climbing fitness. Students will be exposed to both general and climbing specific training principles to help improve climbing fitness and prevent common overuse injuries. Students will be taught with industry standard best practices with regards to safety and provided with a multi-disciplinary approach to overall health and wellness.

**OUTDOOR 60. Introduction to Flyfishing. 1 Unit.**

Introduces students to flyfishing and its constituent components as a sport and an art. Emphasizes basic skills needed to learn how to cast and tie knots. Students will learn basic stream ecology in order to better understand complex aquatic ecosystems, and thus, "read" water and make appropriate fly selections.

**OUTDOOR 70. SCUBA Diving Open Water: Beginner. 1 Unit.**

Acquire knowledge and skills to safely enjoy and gain limited experience in the diving environment under normal open water diving conditions. This course prepares students for Open Water SCUBA Diving PADI Certification. Topics include diving equipment, diving physics, medical aspects of diving, diving emergencies, the diving environment, diving practices, diving activities, and SCUBA diving skills.

**OUTDOOR 71. SCUBA Diving Open Water: Advanced. 1 Unit.**

Develop a diver who is confident, safe, relaxed, aware, and more able to enjoy the underwater world. Skills include: confidence to dive to deeper depths; night diving experience; boat diving techniques; river diving; ocean diving, currents, and marine environment; underwater navigation; and search and recovery techniques. This class is an excellent choice for certified divers who have not been diving for a while, and need to regain confidence.

**OUTDOOR 72. SCUBA Diving Open Water: Rescue. 1 Unit.**

Acquire knowledge and skills for individuals to effectively perform diver rescues and assists, manage diving accident situations, and render proper first aid. Prerequisites: Outdoor 70, Outdoor 71, EMED 110, EMED 224, or Instructor Permission.

**OUTDOOR 101. Introduction to Outdoor Education. 1 Unit.**

Examine outdoor adventure activities through the perspective of a trip leader. Discuss risk management, judgment and decision making, group facilitation, program standard operating procedures, and legal liability.

**OUTDOOR 103. Foundations of Outdoor Education. 2 Units.**

Explore topics about adventure activity risk assessment, leadership style and values, industry standards, and wilderness equity and inclusion through class activities, discussions, and reflections. Develop essential skills for individual and group sustainability in a backcountry setting including shelter in outdoor environments, equipment selection and use, travel techniques, water and nutrition needs, planning and preparation, and risk management. Course includes the participation in a weekend backcountry experience.

**OUTDOOR 105. Outdoor Living Skills. 1-2 Unit.**

Introduction to essential skills for individual and group sustainability in a backcountry setting including shelter in outdoor environments, equipment selection and use, travel techniques, water and nutrition needs, planning and preparation, and risk management. Course includes the participation in a weekend backcountry experience. Corequisite: Outdoor 101.

**OUTDOOR 106. Outdoor Leadership Practicum. 1-2 Unit.**

Outdoor education and leadership theory integration through intensive field-based experiences. During these field-based experiences, students will engage with critical self-assessment process to better understand their own levels of competence leading others. Co-requisite: OUTDOOR 101, OUTDOOR 105.

**OUTDOOR 119. Outdoor Educator Apprenticeship. 1-2 Unit.**

This course provides the student an opportunity to lead a multi-day outdoor experiences in an official capacity. Experience includes: outdoor living skills, planning and logistics, leadership, risk management, environmental integration, and education. Students will plan and co-lead field outings. Prerequisites: OUTDOOR 106.

**OUTDOOR 198. Directed Reading and Individual Studies: Outdoor. 1-2 Unit.**

Translate theoretical knowledge and acquired skills into actionable projects or initiatives that make positive impact within and/or beyond the Stanford community. Students work in collaborative groups or individually under the mentorship of the course instructor(s) to design, deliver, and evaluate an initiative or project.

**OUTDOOR 199. Selected Topics: Outdoor. 1-2 Unit.**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular quarter. May be repeated with change of content. For more information regarding specific course titles and topics, please refer to the notes of each course section.

**Physical Education Courses****PE 1. Indoor Cycling. 1 Unit.**

This course is designed to teach students basic concepts associated with indoor cycling as well as build cardio-respiratory endurance, muscular strength, and flexibility through structured individually paced indoor cycling workouts. Instructors motivate participants through intervals, hill climbs and coasts for the ultimate workout. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 2. Cross-training. 1 Unit.**

Students will be introduced to full-body conditioning training that targets the health-related components of physical fitness including: cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. A variety of mode of exercises such as weight training, core training, TRX, aqua jogging, and cycling will be incorporated in this course. Students will be able to design an exercise programs for lifelong fitness.

**PE 3. Keep Calm, Jog On. 1 Unit.**

Students will learn proper running mechanics (posture and gait), and how to condition and pace themselves throughout a variety of workouts such as tempo runs, easy runs, interval training (speed and hills) and other training methods. At the end of the quarter, students will have the tools to develop their own training programs. Students will also gain knowledge on how to make intelligent choices that contribute to a healthy active lifestyle. Prerequisite: Students should be able to run continuously for at least 1.5 miles. If students can't run for 1.5 miles continuously, we recommend taking the following conditioning classes: PE 1: Indoor Cycling, PE 2: Cross-training, PE 5: TRX, PE 14: FUNctional Fitness Training, PE 7: Core Training, PE 8: Healthy Heart, PE 12 or 13: Weight Training, or PE 17: Total Body Training.

**PE 4. Walk 'N Roll. 1 Unit.**

Students will engage in a variety of campus walks that will help improve their overall physical, mental and emotional wellbeing by engaging in a variety of workouts such as easy walks, power walking, intervals (speed and hills), and other training methods. Students will learn proper walking posture and gait. Students will also learn how to foam roll and its benefits. This course will also utilize class instruction, assignments and student participation to enable students to: (1) Understand the basic components of fitness, health and wellness. (2) Develop a positive attitude toward wellness and physical activity, (3) Gain knowledge to make intelligent choices that contribute to a healthy active lifestyle.

**PE 5. Fundamentals of TRX. 1 Unit.**

Students will learn a variety of exercises that focuses on total body resistance exercise. This class allows you to move, stretch and strengthen the entire body. Exercising on the TRX utilizes gravity and movement to generate neuromuscular responses to changes in body position and mechanical advantage. Movements using the TRX integrate strength and balance into a single dynamic format. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness such as: cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 6. Barre Fusion. 1 Unit.**

Students will learn a mix of Barre exercises, Pilates exercises, Yoga poses and stretching specifically designed to increase strength and muscle tone in the entire body and overall flexibility. We focus on proper alignment and improving posture. The exercises are intense and effective yet extremely accessible. This course will also utilize class instruction, assignments and student participation to enable students to: (1) Acquire knowledge of the basic components of health and wellness. (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 7. Core Training. 1 Unit.**

Learn and practice methods and techniques to improve body mechanics, stability, and overall core (abdominals, lower back and pelvis) strength. A strong torso is an essential component in posture, performance (sports, leisure activities, or hobbies), and activities of daily living. Students will engage in variety of upper-body, lower-body and core exercises, utilizing the three planes of motion on a stable and unstable surface to intensify the work load and challenge balance. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness such as muscle strength and endurance (2) Develop physical fitness skills and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 8. CardioFit. 1 Unit.**

Students will engage in a variety of cardiovascular exercises that will improve overall performance in sports and leisure activities. This course will utilize class discussions, assignments and student participation to enable students to: (1) Understand the health and skill-related components of sports and physical fitness such as: cardiorespiratory endurance, speed, agility, and power (2) Enhance cardiorespiratory fitness by using a variety of equipment and mode of activities (3) Develop a positive attitude towards sports and physical activities, which will facilitate a healthy, active, lifestyle.

**PE 12. Weight Training: Beginning. 1 Unit.**

This course is designed to teach the fundamentals of weight training, including equipment use, exercise technique and safety procedures. By the end of the course, students should be able to safely demonstrate a variety of exercise techniques, as well as have a general appreciation for the benefits of strength training.

**PE 13. Weight Training: Intermediate. 1 Unit.**

This course will allow students to expand upon skills learned in Beginning Weight Training. Students will learn to design and develop a balanced weight training program to meet their goals. This course also provides an opportunity to develop skills in specific areas of strength training, endurance, and power. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness such as: muscular strength and endurance, power, and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.  
Prerequisite: Students should have taken one of the following PE classes prior to registering for this course (PE 12: Beginning Weight Training, PE 5: TRX, PE 7: Core Training, PE 14: FUNctional Fitness Training, PE16: Circuit Training and PE 17: Total Body Training) or have prior weight/resistance training experience and a understanding of the fundamental principles associated with weight/resistance training.

**PE 14. FUNctional Fitness Training. 1 Unit.**

Students will learn how to increase their cardiorespiratory fitness level, boost muscular strength and endurance, and improve flexibility. Class sessions incorporate different modes of activities that focus on core strength and endurance, balance, speed and agility, power, and joint range of motion. A variety of fitness equipment (free weights, weight machines, stability and medicine balls, cardiorespiratory machines, foam roller, TRX, resistance bands, etc.) will be utilized to optimally work the body through multiple movement planes. Through class discussions, assignments, assessments, and student participation, students will leave with an (1) Understanding of basic components of health-related physical fitness (2) Ability to perform activities of daily life effortlessly and without injuries, and improve their overall health, fitness and well-being and (3) A positive attitude toward wellness and physical activity, which will facilitate a healthy lifestyle.

**PE 15. Fundamentals of Resistance Training. 1 Unit.**

Students will be introduced to the fundamental principles of resistance training and will learn how to properly use a wide variety of exercise equipment such as free-weights, machines, TRX, stability and medicine balls and more. Proper technique, stretching, and injury prevention will also be discussed to aid in the design of an exercise program for lifelong fitness.

**PE 16. Skills and Drills. 1 Unit.**

Students will engage in exercises focused on the skill-related components of physical fitness including: speed, agility, power, coordination, balance, reaction and movement time. Proper form and technique will be emphasized to execute drills such as foot speed, leg turnover, sprint endurance, upper and lower body plyometrics, eye-hand coordination and unilateral balance maneuvers. Students will be able to develop a fitness-focus or sport-specific training program based on the drills that are introduced and practiced in class.

**PE 17. Total Body Training. 1 Unit.**

Students will learn a variety of exercises that focuses on the body as a whole. This class allows you to move, stretch and strengthen the entire body. A variety of equipment will be used to target all major muscle groups. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness such as: cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 20. Badminton: Beginning. 1 Unit.**

This course is designed to teach the basic skills necessary to play the game of badminton. Fitness and training principles will be discussed as well as singles and doubles strategy. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 21. Badminton: Intermediate. 1 Unit.**

This course will introduce the student to more advanced skills and strategies of the game of badminton. Emphasis will be placed on conditioning, shot selection, court positioning, and singles and doubles play. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 24. Pickleball: Beginning. 1 Unit.**

Students will learn and develop the essential stroke techniques with emphasis on posture and control. This course will also cover the biomechanics associated with pickleball, as well as the rules and etiquette. This course will utilize class discussions, class assignments, and student participation to enable students to: (1) Acquire knowledge of basic structures of the human anatomy to optimally perform the skills (2) Develop an understanding of exercises, stretches, and conditioning exercises to allow for more efficient movements, and (3) Understand and practice behaviors that contribute to a healthy lifestyle.

**PE 25. Squash: Beginning. 1 Unit.**

Students will learn skills necessary to play the game of squash. Skills that will be covered include the serve, forehand and backhand drives, volleys, lob and boast shots. Fundamental strategies, techniques, and rules will be covered. Fitness and training principles will also be discussed as it relates to the sport of squash. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Develop physical fitness and motor skills as it relates to the game of squash (2) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 26. Tennis: Beginning. 1 Unit.**

Students will learn and develop the essential stroke techniques with emphasis on control. This course will also incorporate rules, etiquette, and basic play. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 27. Tennis: Advanced Beginning. 1 Unit.**

Students will review and strengthen stroke techniques with emphasis on control, depth, and direction. This course will also incorporate rules, etiquette, and basic strategy and tactics. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle. Prerequisites: 26, or knowledge of rules and scoring and average ability in fundamental strokes but limited playing experience.

**PE 28. Tennis: Intermediate. 1 Unit.**

Students will review and strengthen stroke techniques with more emphasis on depth, direction, and spin. This course will also incorporate basic to advance strategies and tactics with performance enhancing cooperative and competitive drills. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle. Prerequisites: 27 or average ability in fundamental strokes, and regular playing experience.

**PE 29. Tennis: Advanced. 1 Unit.**

Students will refine stroke techniques with more emphasis on spin, power, and variety. This course will also incorporate advance strategies and tactics with performance enhancing competitive drills. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 33. Golf: Beginning. 1 Unit.**

This course is designed to teach the fundamentals of the golf swing; putting, chipping, and sand play. We will also cover golf etiquette and rules. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 34. Golf: Advanced Beginning. 1 Unit.**

This course allows students to further develop their golf swing and short game. This course will also review golf concepts, rules and etiquette. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle. Prerequisite: PE 33 or golf experience.

**PE 35. Golf: Intermediate. 1 Unit.**

This course allows students to further develop their golf game by engaging in various golf drills and the opportunity to practice on all facets of golf. Students will learn how to lower scores and manage the game on the course. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle. Prerequisite: 34 or equivalent.

**PE 36. Golf: Advanced. 1 Unit.**

This course is designed to refine the golf swing and increase power, distance, and accuracy. This course will also cover topics such as: course management, mental preparation and visualization techniques. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of skill-related and health-related physical fitness, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle. Prerequisite: PE 35 or experience playing and practicing, and the ability to hit shots with relative accuracy and distance.

**PE 42. Strength & Power. 1-2 Unit.**

Provides students with a framework to develop a balanced strength, power and endurance program specific to their needs. Topics addressed will include mobility and stability training, posture awareness, designing strength and power programs, and injury prevention. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of basic structures of the human anatomy and posture awareness (2) Develop an understanding of exercises and stretches to allow for better movement, and (3) Understand and practice behaviors that contribute to a healthy lifestyle.

**PE 43. F.I.T. 1 Unit.**

Incorporates multiple modes of physical activity to allow students to learn how to integrate assessments and programming to facilitate adherence and behavior change, while also improving posture, movement techniques, flexibility, balance, core function, cardiorespiratory fitness, muscular endurance and muscular strength. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of basic structures of the human anatomy and assess faulty movement patterns (2) Develop an understanding of exercises, stretches, and soft tissue work to allow for better movement, and (3) Understand and practice behaviors that contribute to a healthy lifestyle.

Same as: Fun, Integrated, Training

**PE 46. Sailing: Beginning. 1 Unit.**

Students will learn skills, theories, and techniques to enable beginners to sail with confidence in small centerboard boats. This class utilization of class discussions, assignments and student participation will enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscle endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 47. Sailing: Advanced Beginning. 1 Unit.**

Students will have the opportunity to further development their sailing skills and techniques. This class utilization of class discussions, assignments and student participation will enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscle endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 48. Sailing: Intermediate. 1 Unit.**

Students will have the opportunity to refine their sailing skills Students will also be introduced to racing. This class utilization of class discussions, assignments and student participation will enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscle endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 50. Swimming: Beginning I. 1 Unit.**

This class is for first time swimmers and for individuals who have fear, anxiety or discomfort in water. This class is also designed for individuals who have previously taken beginning swim courses and have had little/no success or who struggle to move through water. A foundation of basic balance and movement skills will be developed through a series of fundamental water exercises. When safety or balance in the water is in question, so is the ability to move, and to some extent, the ability to breathe comfortably. As comfort and balance improves, the easier it is to accept breathing and movement skills. The goal is for a swimmer to become comfortable and in control in both shallow and deep water. The fundamental skills learned in this course will provide a foundation for learning stroke technique, such as freestyle, in an effortless manner. Prerequisites: None.

**PE 51. Swimming: Beginning II. 1 Unit.**

In this class you will learn how to relax in the water, breath effectively, float and tread, swim 4-5 strokes (freestyle, backstroke, sidestroke, elementary backstroke, and breaststroke, time permitting), jump in the water from the deck, use swimming equipment (kickboards, pull buoys, fins) and swim across a 25-yard pool. This course will utilize class discussions, class assignments, and student participation to enable students to: (1) Swim each stroke with proper form and technique (2) Develop an understanding of how to stay healthy and conditioned to further enhance swim strokes and decrease the risk of injuries. (3) Develop a positive attitude toward wellness and physical activity, which will facilitate a healthy lifestyle. n Prerequisite: Successfully completed PE 50: Swimming: Beginning I or able to satisfactorily complete all skills during the assessment.

**PE 52. Swimming: Intermediate. 1 Unit.**

This class is for those who can swim across a 50-yard pool. In this class you will learn how to: breathe effectively, tread water, dive in from the edge and use swimming equipment (kick boards, pull buoys, hand paddles, fins). You will be introduced to and gain further development of the 4 competitive swimming strokes (Freestyle, Backstroke, Breaststroke & Butterfly). An introduction to flipturns and intervals (50 yard repeats) will be taught. Underwater videotaping and stroke review and analysis will occur. Prerequisite: Ability to swim across a 50-yard pool continuously. You MUST be comfortable in deep water, if you are uncomfortable in deep water please take PE 50 or 51 Beginning Swim I or II.

**PE 53. Swimming: Advanced. 1 Unit.**

This class is for those who can swim 100 yards freestyle continuously and have had an introduction to backstroke and breaststroke. In this class you will learn: refinement of the 4 competitive swimming strokes: freestyle, breaststroke, backstroke, butterfly (review/intro) and efficient breathing techniques. You will gain additional development of flipturns using intervals (100 yard repeats), competitive starts and turns, use of swimming equipment (kick boards, pull buoys, hand paddles, fins) for fitness, and videotaping with review. nPrereq: Swim 100 yards continuous of freestyle. If you have not had an introduction to Breaststroke or backstroke, we recommend you take PE 52: Swimming Intermediate.

**PE 54. Swimming: Stroke Refinement. 1 Unit.**

Review and fine tune the 4 competitive strokes (freestyle, backstroke, butterfly, and breaststroke), with a primary emphasis on improving freestyle stroke efficiency. Flipturn refinement. Drill and technique work will be heavily emphasized. On average, 1000 meters will be swum per class. Prerequisite: Ability to tread deep water for 5 minutes, swim 100 meter intervals of freestyle, backstroke, and breaststroke with rhythmic breathing, and swim 200 meters continuously under 5 minutes.

**PE 55. Swim Conditioning. 1 Unit.**

The primary focus of this course is to enable swimmers to improve their overall cardiovascular endurance and muscular strength and endurance by engaging in both drill and techniques of the four competitive strokes (freestyle, backstroke, butterfly, and breaststroke). This course covers the mechanics of each strokes, training methods, and the training principles. On average, 1000 meters will be swum per class. nPrerequisite: Ability to tread deep water for 5 minutes, swim 5x 100 meter intervals of freestyle, backstroke, and breaststroke with rhythmic breathing, and swim 500 meters continuously under 9 minutes.

**PE 56. Aqua Fitness Training. 1 Unit.**

Students will improve their overall health and fitness levels (cardiovascular, muscular endurance, and flexibility) through a variety of structured water workouts. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscular strength and endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 65. Horsemanship: Beginning Riding. 1 Unit.**

This course explores beginning riding. Topics include, but are not limited to, basic horse care, equitation at the walk/trot and negotiation of simple obstacles. This course will utilize class discussions, class assignments and student participation. No experience needed.

**PE 66. Horsemanship: Advanced Beginning Riding. 1 Unit.**

This course will review the basics of horsemanship and provides the necessary foundation for riding. Topics that will be covered include: horsemanship and horse care; work at the walk, trot and the foundations of jumping. This course will utilize class discussions, class assignments and student participation. Prerequisite: PE 65 within the last three quarters. Please signup for the waitlist on Axxess. You will be contacted regarding available section times during the first week of the quarter. Fee \$500, meets at Red Barn.

**PE 67. Horsemanship: Intermediate Riding. 1 Unit.**

Basic veterinary skills and barn management. Riding at all gaits and completing horsemanship patterns (Western) or jumping basic courses (English). Prerequisite: PE 65 or 66.

**PE 68. Horsemanship: Student Assistant. 1 Unit.**

Students will assist the primary instructor for PE 65 Horsemanship: Beginning Riding, PE 66 Horsemanship: Advanced Beginning Riding, and PE 67 Horsemanship: Intermediate Riding. Students will have the opportunity to assist other students with regards to horse care, horse handling and the foundational skills of riding such as steering, position as well as work at the walk and trot.

**PE 70. Introduction to Martial Arts. 1 Unit.**

This course will focus on techniques, training methods, history, and culture of Asian martial arts. Throughout the quarter, students will learn proper warm-ups, fundamental techniques, basic application, and conditioning. This course will focus on the development of (1) Martial Art skills for physical fitness and positive exercise experience, and (2) understanding of benefits of Martial Arts toward a positive attitude toward wellness and physical activity which will facilitate an active and healthy lifestyle.

**PE 71. Taiji Quan. 1 Unit.**

Tai Chi (Taiji Quan) is a slow meditative Chinese exercise designed for relaxation, and to improve balance, and health. This course will focus on the development of (1) motor Tai chi skills for physical fitness and positive exercise experience, (2) knowledge of Tai Chi and basic components of health-related physical fitness, and (3) understanding of benefits of Tai chi toward a positive attitude toward wellness and physical activity which will facilitate an active and healthy lifestyle.nAll levels are welcome.

Same as: Tai Chi



**PE 75. Self-Defense. 1 Unit.**

Develop fundamental self-defense awareness, knowledge, and strategies for handling violent crimes under a variety of conditions. Improve physical self-defense skills on different types of common physical attacks and applications via hands-on experience in simulated situations. Incorporate self-defense skill practice in daily physical activity routines for an active lifestyle.

**PE 80. Yoga for Stress Management. 1 Unit.**

Students will have the opportunity to learn ancient yoga/health practices for managing daily stressors. Students will learn to identify signs and symptoms of stress, how anxiety manifests in the body and mind, and yoga techniques for relief. The focus will be on breathing techniques to calm the nervous system and practicing mindfulness. Hatha, or physical yoga, will also be introduced as preliminary practices to balance the body, relax the breath, stretch and tone muscles, and massage internal organ systems. All practices are meant to provide students new options for gaining inner strength and self-control. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of the basic health-related components of physical fitness and the different dimensions of wellness. (2) Develop the skill-related components of fitness, and (3) Understand and practice the behaviors that contribute to a healthy lifestyle.

**PE 81. Yoga: Beginning. 1 Unit.**

Students will learn basic yoga poses and how to reduce tension, increase energy levels, move efficiently, reconnect to self-awareness, and learn about the body. The poses are adaptable and can be personalized for any level of fitness. The emphasis of the class will be on asanas (poses) 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, balancing, stretching and some inverted poses. 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.

**PE 82. Stretch, Release, Relax. 1 Unit.**

Learn how to increase flexibility by performing proper stretching exercises and techniques as well as utilizing myofascial release (foam rolling) techniques to decrease mental stress and muscular tension; stimulate blood circulation; and improve flexibility, mobility and range of motion. Paired with mindful meditation, students will be equipped with tools for a complete self-care stretch, release and relaxation program. Course format include class discussions, class assignments and student participation. Students will be able to: (1) Understand basic components of health-related physical fitness with a focus on flexibility and mobility (2) Develop physical fitness and proper movement techniques, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 83. Flow Yoga. 1 Unit.**

This course is for students who have a basic understanding and practice of yoga asanas (poses). Students will learn to control their breath to smoothly flow through a series of poses with inner awareness to postural alignment. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of the basic health-related components of physical fitness and the different dimensions of wellness. (2) Develop the skill-related components of fitness, and (3) Understand and practice the behaviors that contribute to a healthy lifestyle.

**PE 84. Yoga/Pilates Fusion. 1 Unit.**

This class will focus on practicing yoga poses and Pilates exercises to enhance one's sense of proprioception, mind-body awareness, and muscular strength and endurance. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of the basic health-related components of physical fitness and the different dimensions of wellness. (2) Develop the skill-related components of fitness, and (3) Understand and practice the behaviors that contribute to a healthy lifestyle.

**PE 85. Yoga: Intermediate. 1 Unit.**

This course is designed for students who already possess an ongoing yoga practice. Students will practice holding basic yoga poses for a longer period of time while focusing on pranayama (controlled breathing). Intermediate yoga will provide students with information and experience which will enable students to: (1) Acquire knowledge of the basic components of health and wellness. (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**PE 86. Power Yoga. 1 Unit.**

Power yoga combines dynamic breathing and flowing sequences of asanas that focus on strengthening the entire body. Core muscle activation and stabilization is emphasized to ensure safe body mechanics. Power yoga will provide students with information and practical experience that will enable students to: (1) Acquire knowledge of the basic components of health and wellness. (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity, which will facilitate a healthy lifestyle.

**PE 87. Essentials of Pilates. 1 Unit.**

Students will focus on developing core strength, joint flexibility, and body awareness by engaging in a variety of exercises that integrate the principles of Pilates (concentration, control, center, flow, precision, and breathing). This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of the basic health-related components of physical fitness and the different dimensions of wellness. (2) Develop the skill-related components of fitness, and (3) Understand and practice the behaviors that contribute to a healthy lifestyle.

**PE 88. Pilates Mat: Intermediate. 1 Unit.**

Students will focus on developing core strength and endurance by engaging in a variety of exercises that integrate the principles of Pilates (concentration, control, center, flow, precision, and breathing). Postural joint alignment and awareness will be emphasized through the use of additional equipment. This course will utilize class instruction, assignments, and student participation to enable students to: (1) Acquire knowledge of the basic health-related components of physical fitness and the different dimensions of wellness. (2) Develop the skill-related components of fitness, and (3) Understand and practice the behaviors that contribute to a healthy lifestyle.

**PE 97. Lifeguard Training. 1 Unit.**

This course allows students to learn lifeguard characteristics and responsibilities, recognize hazards and emergencies, patron and facility surveillance, interaction with the public, and rescue skills. Students will also learn first aid and CPR/AED for the Professional Rescuer. This course will utilize class discussions, class assignments and student participation, both in and out of water, to prepare students to become lifeguards. Prereq: 300 yard continuous swim with rhythmic breathing (100 yards of freestyle, 100 yards of breaststroke, and 100 yards of combination of the two); Swim 20 yards, surface dive 7ft, retrieve a 10lb diving brick, and return in one minute and forty seconds.

**PE 98. Coaching Corps. 1 Unit.**

This course is designed to build practical and educational foundations to prepare students to be instructional leaders (coaches) in sports activities. Students will have the opportunity to make a valuable contribution to youth while developing practical coaching skills. The course will explore topics including practice planning and designing curriculum, how to effectively engage youth in sports, youth development through sports, social issues facing urban youth in sports, the plight of sports programs in urban centers, and how to create a college-going culture among youth in low-income communities. Students will coach off campus at local schools/community-based organizations that offer after school sports programs.

**PE 101. Fitness for Life. 1 Unit.**

Learn about the essential concepts related to fitness and exercise (i.e. biomechanics, exercise nutrition, setting SMART goals, injury prevention, flexibility, stress management, cardiovascular health, lower back care and principles of weight training). Students will apply these concepts in class by engaging in a variety of physical activities such as: weight-training, Pilates, yoga, H.I.I.T, plyometric-training, speed and agility training, aerobic-endurance activities and TRX.

**PE 102. Nutrition for Lifelong Physical Activity. 1 Unit.**

Understanding the bodies' nutritional needs in all capacities of human movement and daily physical activity is fundamental in achieving health and overall well-being. Learn how to nourish their body to build and maintain their health and well-being throughout their lives. Utilize class discussions, class assignments, and student participation to: identify basic principles of healthy eating to prevent disease and promote optimal health and performance; recognize the role of food and contexts in which food choices are made; and make confident and intelligent eating decisions that will contribute to building and maintaining a well-nourished body, meeting its changing needs.

Same as: WELLNESS 102

**PE 103. Foundations of Health and Performance Psychology. 1 Unit.**

Drawing upon research and models of sport and exercise psychology, this course examines the personal and social psychology of health and performance, in what ways they are interdependent, and how we can utilize mental skills techniques to boost performance in various areas of our lives.

Same as: WELLNESS 103

**PE 104. Designing Personalized Workouts. 1 Unit.**

Students will learn how to design safe, effective, exercise programs based on their individual needs and interest. Through class discussions, assignments and participation, students will learn all the health-related and skill-related components of fitness such as cardiovascular endurance, muscular strength and endurance, flexibility, balance, agility, speed, power, and coordination. Prerequisite: All levels and abilities welcome.

**PE 105. Physical Activity and Exercise: Injury Awareness, Treatment and Management. 1 Unit.**

Introduces common injuries associated with physical activity as well as methods for injury prevention and management. The fundamental biological processes related to healing of the human body and injury nomenclature will also be examined. Furthermore, human anatomy will be covered as it relates to common injuries related to physical activity in the general population. Additionally, students will apply common injury management methods in practical usage. Course materials will cover topics such as foam rolling, stretching, injury taping, healing phases of the body, fatigue, and muscle cramping among other related topics.

**PE 198. Directed Reading and Individual Studies - PE. 1-2 Unit.**

Translate theoretical knowledge and acquired skills into actionable projects or initiatives that make positive impact within and/or beyond the Stanford community. Students work in collaborative groups or individually under the mentorship of the course instructor(s) to design, deliver, and evaluate an initiative or project.

**Wellness Education Courses****WELLNESS 102. Nutrition for Lifelong Physical Activity. 1 Unit.**

Understanding the bodies' nutritional needs in all capacities of human movement and daily physical activity is fundamental in achieving health and overall well-being. Learn how to nourish their body to build and maintain their health and well-being throughout their lives. Utilize class discussions, class assignments, and student participation to: identify basic principles of healthy eating to prevent disease and promote optimal health and performance; recognize the role of food and contexts in which food choices are made; and make confident and intelligent eating decisions that will contribute to building and maintaining a well-nourished body, meeting its changing needs.

Same as: PE 102

**WELLNESS 103. Foundations of Health and Performance Psychology. 1 Unit.**

Drawing upon research and models of sport and exercise psychology, this course examines the personal and social psychology of health and performance, in what ways they are interdependent, and how we can utilize mental skills techniques to boost performance in various areas of our lives.

Same as: PE 103

**WELLNESS 105. Meeting the Moment: Inner Resources for Hard Times. 1 Unit.**

In the face of social, economic, environmental, and public health upheavals, many of us are experiencing an unprecedented degree of uncertainty, isolation, and stress affecting academic and day-to-day life. Challenging times ask us, in a voice louder than usual, to identify sources of strength and develop practices that sustain and even liberate. In this experiential, project-oriented class: Explore practices to find true ground and enact positive change for self and community; Cultivate natural capacities of presence, courage, and compassion; Develop resources to share with one another and the entire Stanford community.

Same as: LIFE 105

**WELLNESS 106. Spiritual Wellbeing and Religious Encounter. 1 Unit.**

Engage in spiritual dialogue and religious encounter with peers and fellow students, as well as self-reflection around one's own spiritual wellbeing. Explore your meaning-making and spiritual and/or religious practices. Facilitate and engage in interfaith dialogue. Build community based on understanding of differences and common connection points. Through a highly interactive format utilizing readings, film screenings, and facilitated discussion, gain religious and spiritual literacy, including skills and knowledge that will help to address urgent questions, such as: how do I dialogue with people who belong to religious (and non-religious) traditions different than my own? How do I work together with people of different religious and spiritual backgrounds for the common good? What is pluralism and how do we protect it from prejudice?.

Same as: LEAD 106

**WELLNESS 110. The Science of Motivation and Procrastination. 1 Unit.**

Examine the factors that increase motivation and decrease procrastination from a scientific point of view. Investigate research and models of motivation and procrastination in task engagement arising from the fields of psychology, behavioral economics, and cognitive neuroscience. Cultivate and apply cognitive, behavioral, and social tools that enhance motivation and decrease procrastination while supporting balanced and healthy achievement.

**WELLNESS 111. Exploring Happiness. 1 Unit.**

Explores how research-based happiness theory and principles are applied to enhance daily and life satisfaction. Positions happiness as a cornerstone construct of personal wellness, purpose, and fulfillment. Investigates the science of happiness through lecture, guided practice, dialogue, and course material in order to enhance understanding and implementation.

**WELLNESS 112. Overcoming Imposter Syndrome and Building Confidence. 1 Unit.**

Examine the science and societal implications of "imposter syndrome" and its counterpart, confidence. Utilize the lenses of social science, psychology, mindfulness, and neurobiology to explore your own relationship with imposter syndrome and to build confidence. Investigate the systemic impact of imposter syndrome and confidence in academia, the workforce, and other cultural spaces. Topics include: race, class, and gender; behavior change; neuroplasticity; body language and mindset; the psychology of stress; risk-taking; metacognition; and the physiology of confidence. By the end of this course students will be able to recognize imposter syndrome and utilize confidence-building strategies in their own lives.

**WELLNESS 113. Stress Less, Sleep Better. 1 Unit.**

Effectively manage stress and practice positive sleep strategies to enhance clarity, focus, and energy. Presents tools for assessing perceived stress and sleep quality, findings in the science of stress management, current research in sleep studies, and cognitive-behavioral theories and interventions (CBT-i) demonstrated to reduce stress and certain insomnias, while enhancing sleep quality.

**WELLNESS 114. Emotional Intelligence: Enhancing Your Effectiveness and Balance. 1-2 Unit.**

Examine the science and practice of emotional intelligence and how it increases effectiveness and balance. Utilize leading frameworks and tools for enhancing emotional and social intelligence, including the understanding, managing, perceiving, and use of emotions. Blends lecture with experiential learning to develop theoretical and practical knowledge resulting in enhanced intra- and interpersonal skills.

**WELLNESS 115. Why Decisions are Difficult: Making Wise Choices from Love to Lunch. 1 Unit.**

Examine why making decisions can be difficult and how making wiser decisions enhances satisfaction, happiness, and life success. Investigate practical decision-making frameworks and skills while building awareness around common decision-making fallacies and pitfalls. Develop skills in topic areas ranging from mindfulness, emotional intelligence, cognitive reframing, self-compassion, empathy, gratitude, and courage. Focus on making wiser decisions, big and small, short-term and long-term.

**WELLNESS 116. Resilience: How to Bounce Back. 1 Unit.**

Examine the science and practice of resilience. Investigate the emerging field of resilience studies and learn the frameworks and skills that allow people to bounce back more quickly and effectively from life challenges. Topics include mindset and cognitive appraisal, emotional and affect management, central nervous system and vagal system regulation, and perspectives on creating resilient social systems. Harness insights in service rising above life adversity and thriving, even in the midst of tough times.

**WELLNESS 117. Changing For Good: Behavior Change Science & Practice. 1-2 Unit.**

Change behaviors using evidence-based techniques. Addresses the roles of habit cycles, procrastination mitigation, productivity enhancement, motivational factors, self-compassion, and addiction and addictive processes (both substances and non-substance related) in changing behaviors from maladaptive to adaptive patterns. Drawing from current findings in the neuroscience and psychology of behavior change and habit formation, utilize motivational interviewing, cognitive reframing, peer coaching, and mindfulness meditation models and intervention strategies.

**WELLNESS 118. Sexual and Emotional Intimacy Skills. 1-2 Unit.**

Learn to cultivate and sustain emotional, physical, and sexual intimacy in relationships. Course takes a sex-positive approach. In addition to scholarly readings on science-based perspectives, the course includes individual, paired, and group exercises in and out of class. Didactic components address the art and science of intimacy through a sociological lens, addressing embodiment, the nuances of consent, needs and boundaries, empathy, safer sex and safer heart conversations, flirting, attunement, escalation and de-escalation, fantasies, pornography, pleasure, selecting partners, repairing relationships, and breaking up.

**WELLNESS 119. Cultivating Healthy Romantic Relationships. 1 Unit.**

Explore the factors that support healthy romantic relationships from psychological, sociological, historical, and cultural perspectives. Investigate the questions, What is a healthy romantic relationship and how do I know if my relationship is healthy? Study the structures of healthy romantic relationships through learning about attraction, attachment, attunement, individuation, cultural scripts, gender roles, and considerations of non-monogamous and non-heteronormative relationships.

**WELLNESS 120. Let's Talk About Sex. 1-2 Unit.**

TBA.

**WELLNESS 121. Performance as Healing. 1 Unit.**

TBA.

**WELLNESS 122. Work With Purpose: Design Your Career. 1 Unit.**

Presents meaningful work as an essential component for life-long wellbeing. Discusses decision making, navigating change, mindfulness, self-compassion, and resilience as these topics relate to your career journey. Blends lecture, discussion, individual and group coaching, and small and large group interactions. Learning activities enhance theoretical knowledge and guide career-related decisions.

**WELLNESS 123. Living on Purpose. 2 Units.**

Explore the art and science of purpose-finding as it relates to living a more flourishing life at Stanford and beyond. Investigate the contemplative, psychological, social, and communal factors that deepen meaning-making, support authenticity, and encourage living more purposefully. Drawing from disciplines as diverse as art, storytelling, design, and positive psychology, create and utilize tools that promote wellbeing. Highly interactive course employs creative expression, group and individual activities, discussions, lectures, and mini-field trips to reflect on fundamental human questions in pragmatic ways.

**WELLNESS 124. Intro to Wellness: Nutrition, Movement, Stress, and the Body. 1-2 Unit.**

Investigate how physical factors (proper nutrition, adequate exercise, stress management, and effective sleep practices) serve as the foundation for mind-body wellness. Examine current controversies and research in the field of mind-body wellness and holistic health, with specific emphasis on the relationship between physical factors and psychological states. Provides guided practices on using established wellbeing principles to live a healthy and happy life.

**WELLNESS 125. Live Better Longer: Enhancing Healthspan for Longer Lifespan. 1-2 Unit.**

Explore ideas and practices that extend healthspan, the number of years we live free of disease or disability. Translate scientific research around current healthspan theories and understand social behaviors and available technologies that support rather than degrade human health. Apply course material to enhance one's own ability to adapt and self-manage in the face of adversity for improved performance and health.

**WELLNESS 126. Connection Through Nature: The Art & Science of Natural History. 1 Unit.**

Use art as an entry point for closer observation, deeper curiosity, and better understanding of natural systems. Guest experts in art, science, and the practice of natural history facilitate investigation of the Jasper Ridge Biological Preserve through microscopic to macroscopic lenses. Explore how field journaling, art and expressive language can mediate mindfulness, insight, and sense of connection. NOTE: application required. Apply here: [https://docs.google.com/forms/d/e/1FAIpQLSeaf\\_mBuOuaKPwf\\_tSUzOOl1ANQpSmOwJsmVe0SLW2xoH2uag/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeaf_mBuOuaKPwf_tSUzOOl1ANQpSmOwJsmVe0SLW2xoH2uag/viewform).

**WELLNESS 127. Driving Your Metabolism. 1 Unit.**

Examine the main factors impacting metabolic rate including stress, sleep, movement, and nutrition. Review the science behind the continual need for nourishment from these factors and how they work together synergistically down to the level of gene expression. Practically apply principles of metabolism to one's unique physiology and lifestyle for optimal wellbeing.

**WELLNESS 130. Meditation. 1 Unit.**

Introduces diverse forms of meditation practice in both theory (contemplative neuroscience, phenomenological traditions) and practice. Practices in guided imagery, compassion, loving kindness, positive emotion, mindfulness and mantra meditation will be offered to enhance stress management and well-being. While meditation practices emerge from religious traditions, all practice and instruction will be secular.

**WELLNESS 131. Compassion Meditation: Strengthening the Heart. 1 Unit.**

Investigate evidence-based models of compassion meditation and cultivation based on Stanford's Center for Compassion and Altruism Research and Education (CCARE) program and following the Stanford Compassion Training Protocol (CPT). Examine strategies to develop self-compassion, experience genuine happiness, reduce stress and negative thoughts, resolve differences with difficult others, and take compassionate action that makes a difference in the world. Courses mixes direct instruction, meditation, and group discussion on current research and its real world application.

**WELLNESS 132. Breathwork for Wellbeing. 1 Unit.**

Discover the power of the breath as a gateway to reach a meditative state of mind. Combine meditative practice with activities that inspire connection and purpose through community building and mindful leadership. Learn through breathwork, meditation, lecture, class discussion, experiential learning, and yoga. Cornerstone of the course is evidence-based SKY Meditation technique that utilizes the breath to quiet the mind, supporting a deep experience of meditation and a practical approach to happiness. Course requirements include attendance at a mini-retreat (see "notes" section). Also note: Wellness 132 was previously offered as MED 130.

**WELLNESS 133. Meditation Retreat: Weekend Campus Intensive. 1 Unit.**

Introduces diverse forms of meditation practice in both theory (contemplative neuroscience, phenomenological traditions) and practice. Selected practices in focused attention, mindfulness, guided imagery, compassion, loving kindness, positive emotion, and/or mantra meditation will be offered to enhance focused attention, insight, stress management, and well-being. Takes place in a weekend immersion format (on campus), which allows more immersive exploration of the topic space. While meditation practices emerge from religious traditions, all practice and instruction will be secular.

**WELLNESS 134. Forgiveness Practice and Meditation. 1-2 Unit.**

Examines forgiveness from a variety of perspectives with an emphasis on its value for physical and mental well-being. Presents forgiveness both as a useful response to interpersonal hurt and a teachable skill, backed by scientific research from preventative medicine and psychology. Explores the idea that forgiveness and grievance are both narrative responses to painful experience, but differ in their adaptability and utility. Spiritual and contemplative approaches to forgiveness will be considered, but the methods are secular and research-tested.

**WELLNESS 135. Mindful Self-Compassion, Strength, and Courage. 1 Unit.**

Investigate how harsh self-criticism adversely impacts well-being, strength, and performance. In contrast, explore how mindful self-compassion (MSC) enhances emotional well-being, increases resilience and strength in coping with life challenges, and supports positive personal relationships. Using the scientifically validated MSC method (Neff & Germer), learn how to better pursue goals and commitments (academic, personal/social development, community service, and/or activism) with greater inner-peace, confidence, and courage.

**WELLNESS 136. Meditation and the Brain: Practicing the Science and Art of Contemplation. 1-2 Unit.**

Investigate the power of meditation for training the mind and changing the brain, specifically in focusing attention, enhancing awareness, and generating compassion. Going beyond meditation as a tool for simply reducing stress, this course grounds the theory and practice of meditation in a neuroscientific understanding of how meditation changes brain structures and functioning in service of increasing overall cognitive performance and psychological wellbeing. Learn how to apply specific frameworks and tools for effectively practicing meditation in daily life.

**WELLNESS 138. Mindfulness and Stress Management. 1 Unit.**

Effectively manage stress through mindfulness meditation strategies (sitting and movement-based) that positively impact the brain-body system to enhance clarity, focus, and energy. Examine tools for assessing perceived stress and mindfulness, current findings in the science of stress management and meditation, and cognitive-behavioral theories and interventions demonstrated to reduce stress and enhance well-being. Course is based on the mindfulness-based stress reduction (MBSR) curriculum.

**WELLNESS 140. WELLNESS THROUGH QUEERNESS. 1 Unit.**

Explore the intersection of queerness, sexuality and wellbeing. Learn skills and practices to associate queerness with thriving and flourishing. This course integrates empirical psychological and neuroscientific research, community history, and health psychoeducation to provide frameworks for exploration. An interactive structure supports the reflection and development of your relationship with self, community, and queerness.

**WELLNESS 150. Introduction to Nutrition. 1 Unit.**

Optimize nutrition for health and performance based on established and emerging research. Discern between popular trends and scientific understandings of healthy nutrition and nutritional habits. Topics include evidence-based analysis of macronutrients, fad diets, sugar addiction, low-calorie sweeteners, caloric restriction, disease prevention, and general nutrition with an emphasis on translating research into implementable, day-to-day dietary practices.

**WELLNESS 152. Mindfulness and Food. 1 Unit.**

What is it like to savor life and build on a positive relationship with food? Explore how mindfulness practice and intuitive eating principles can bring awareness to factors that influence mind-body health and well-being. This experiential class covers topics ranging from inner and outer wisdom, self-assessment of hunger and satiety, critical thinking about food-related media messages, stress, and transitions as they influence eating habits. The art and science of mindful eating emphasizes translating theory and research into lifestyle practices.

**WELLNESS 160. Radically Human Technology: Enhancing Connection and Wellbeing. 1 Unit.**

Explore the present and future relationships between technology, humanity, and the search for happiness & flourishing. Investigate and develop the core questions, concerns, ethical considerations, and broad implications of technologies that shape human culture and consciousness. Course draws from science and technology studies, contemplative science, neurophenomenology, positive psychology, biomedical engineering, central nervous system stimulation, and neurofeedback. Evaluate the latest tech, interact with luminaries in the field, and rapid-design your own consumer tech concept.

**WELLNESS 162. Digital Wellbeing: Healthy Relationships With Technology. 1 Unit.**

We live in a brave new world where technology is integrated into almost every aspect of daily living, which has benefits and drawbacks. Explore how technology provides opportunities to optimize wellbeing, performance, relationships, and purpose. Examine challenges associated with technology usage including loneliness, addiction, attention splitting, and negative social comparison. Review current research exploring how to effectively integrate social media, digital media (audio, video, gaming), XR (including augmented and virtual reality), messaging, digital dating, privacy, and personal branding in a way that supports your goals and values. Study the most effective technologies in these spaces. Design, experiment with, and implement a personalized plan for optimizing your day-to-day technology use with an intention for increasing connection, joy, and flourishing.

**WELLNESS 163. Meditation and Technology. 1 Unit.**

Challenge the traditional definition of meditation while examining and using the latest meditation technologies that amplify attention and awareness. Learn how these technologies can be integrated into existing practices or help support new meditators. Explore the range of tools, such as brain, heart, and breath sensing/feedback devices, and find what works best in one's own practice. Move past traditional boundaries of meditation and experiment with new ways that wearables, apps, and other tech can support meditation practice both in formal sitting practice and day-to-day living in a hyper-connected world.

**WELLNESS 164. Designing Wellbeing. 1 Unit.**

Design processes and technologies that support wellbeing and human connection. Learn about research-based models of human flourishing, explore existing technologies, and interact with innovators and thought leaders in the field of transformative design and technology. Utilize empathy-driven discovery methods that deepen understanding of existing wellbeing problems and, in interdisciplinary project teams, generate and pitch concepts for next-generation tech solutions. Personal and interpersonal development is essential for designing transformative technologies and this viewpoint is foundational for this design journey.

**WELLNESS 170. Laughter & Play for Wellbeing. 1-2 Unit.**

Learn about and practice laughter yoga, combined with theater exercises. Laughter yoga (distinct from traditional movement-based yoga) is a modality that integrates laughter exercises with yogic breathing. Explore the growing field of research on laughter yoga and its positive effects on wellbeing and other health outcomes. Examine the various dimensions of laughter yoga as a form of cardiovascular and aerobic exercise, mindfulness, and play. Use theater exercises to leverage the power of performative, healing laughter and to cultivate embodied awareness, creativity, resilience, and joy. Readings and exercises will draw from the work of pioneers in the fields of laughter wellness and socially engaged theater, such as Madan Kataria and Augusto Boal.

Same as: TAPS 170W

**WELLNESS 180. The Flourishing Activist: Mindfully Being the Revolution. 1-2 Unit.**

Explore how to blend the variety of ways social activism is expressed in the world with the mindful cultivation of human flourishing. Enhance mastery, self-acceptance, and personal agency while engaging in activism and the challenges inherent to activism, namely, confrontation with violence, trauma, and related mental and emotional struggles. Use self-reflection, embodied practice, and creative expression for contemplating how personal identity struggles can generate meaning beyond the self, how self-healing can lead to community healing, and how the personal is the political.

**WELLNESS 182. Mindfulness & Yoga: Tools for Future Educators and Leaders. 1 Unit.**

Explore the foundations of contemplation, mindfulness, and yoga as they are taught and experienced in educational and leadership settings. As a future educator or leader, learn to instruct basic contemplative, mindfulness, and yoga practices as resources that both increase self-awareness, emotional regulation, and self-care, as well as practices that promote personal, professional, and contemplative development. Topics include the physiological, neurobiological, psychological, social, and philosophical bases of contemplation, mindfulness, and yoga in educational and leadership contexts. The course requires an interest in and dedication to developing one's own practice in order to authentically and appropriately teach the concepts and practices to others.

**WELLNESS 183. Financial Wellness for a Healthy, Long Life. 1 Unit.**

This course will ground you in the knowledge, skills, and habits you need to identify and achieve your financial goals. We will infuse behavior science and psychology into our exploration of personal finance concepts (e.g., credit, debt, saving, and investing) to build your financial capability in the areas of managing money, planning ahead, making choices, and getting help. By the end of the quarter, you will have a personalized toolkit to create and refine actionable plans for increasing your financial wellbeing now and throughout your healthy, long life.

**WELLNESS 191. Peer Counseling on Comprehensive Sexual Health. 1-2 Unit.**

Presented by the Sexual Health Peer Resource Center (SHPRC), this class is intended for and required of students planning to become counselors at the SHPRC, but is open to all interested in sex and sexual health. Course addresses sexual and reproductive anatomy, sexually transmitted infections, contraceptive methods, menstruation, pregnancy, abortion, gender identity, sexual orientation, sexual assault and abuse, consent and communication, societal stigmas and pressures, kink, toys, and pleasure. Students are equipped to make responsible decisions about their own sexual interactions and to advise others appropriately. Course includes lecture series featuring guest experts and a student-led discussion section. Discussion, role-play, and peer-education outreach project support application of knowledge and development of counseling skills.

**WELLNESS 198. Directed Reading and Individual Studies - Wellness. 1-2 Unit.**

Translate theoretical knowledge and acquired skills into actionable wellness projects that enhance an aspect of wellness within the Stanford community. Students work in collaborative groups or individually under the mentorship of the course instructor(s) to design, deliver, and evaluate a wellness initiative at Stanford.

**WELLNESS 199. Selected Topics: Wellness. 1-2 Unit.**

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular quarter. May be repeated with change of content. For more information regarding specific course titles and topics, please refer to the notes of each course section.