

**Assumption University
Theodore Maris School of Arts
Department of General Education
Course Outline 1/2026**

Course: GE 2108 Mindful Living

Credit: 3

Status: Free Elective

Prerequisite: None

Lecturer: Dr. Fumihiko Matsumoto

Course Description: Generate an understanding for the main purpose of life, developing one's ability to be fully present, the implementation of religion philosophy for the insight improvement.

Course Objectives: The course aims to enable students to

1. understand and appreciate the value of themselves and their life to live happier lives.
2. know how to improve their self-esteem.
3. build positive attitudes towards themselves and others.

Teaching-Learning Activities:

1. Lectures
2. Case Study
3. Short Motivational and Inspirational Clips
4. Individual Reflection Project- Who am I?
5. Term Project-: Knowing more about yourself and your surroundings
6. Group Project -: Social Emotional Learning (SEL) VDO
7. Each member's contribution to the group's performance

Course Components and Mark Allocation:

1. Attendance	20%
2. Term Project	10%
3. Each member's contribution to the group's performance achievement	10%
4. Individual Project	30%
5. Group Project	20%
6. Active Learning	10%
Total	100%

Class Requirement:

1. Attendance is at least 80% in all onsite classes. Class participation will combine with your attendance. Students are expected to attend class and participate in the learning activities from the beginning until the end of the class. (An unexcused absence will result in a deduction of Two point from the attendance grade)

2. Please mute your microphone when you are not speaking, and do not distract others.

3. Students are requested to dress appropriately.

Remarks: Dress code for attending class and obtaining class attendance:

To obtain permission to attend classes and be granted class attendance, undergraduate students must strictly comply with permissible classroom entry time stipulated in the provided course syllabus and the university dress codes. Ref: Assumption University of Thailand Regulations of Uniform and Dress Code for Day Program Students, issued on January 22, 2021(<https://sa.au.edu/>)

Evaluation:	80% - 100%	=	A
	78% - 79%	=	A-
	73% - 77%	=	B+
	70% - 72%	=	B
	68% - 69%	=	B-
	63% - 67%	=	C+
	60% - 62%	=	C
	58% - 59%	=	C-
	50% - 57%	=	D
	< 50%	=	W

Textbook:

García, H., & Miralles, F. (2017). *Ikigai: The Japanese secret to a long and happy life*. Penguin Books.

References:

- 1 Baer, R. A. (2006). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications*. Academic Press.
- 2 Bishop, S. R., & Segal, Z. V. (2004). *Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse*. Guilford Press.
- 3 Brown, K. W., Creswell, J. D., & Ryan, R. M. (Eds.). (2015). *Handbook of mindfulness: Theory, research, and practice*. Guilford Press.
- 4 Germer, C. K., Siegel, R. D., & Fulton, P. R. (Eds.). (2016). *Mindfulness and psychotherapy* (2nd ed.). Guilford Press.
- 5 Grossman, P., & van Dam, N. T. (Eds.). (2011). *Mindfulness, acceptance, and positive psychology: The seven foundations of well-being*. Routledge.
- 6 Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (Revised ed.). Bantam.
- 7 Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. Hyperion.

- 8 Khoury, B., & Tang, Y. Y. (Eds.). (2017). *The Oxford handbook of mindfulness*. Oxford University Press.
- 9 Lomas, T. (2017). *Mindfulness in positive psychology: The science of meditation and wellbeing*. Routledge.
- 10 McCown, D., Reibel, D., & Micozzi, M. S. (2011). *Teaching mindfulness: A practical guide for clinicians and educators*. Springer.
- 11 Nyanaponika Thera. (1996). *The heart of Buddhist meditation: A handbook of mental training based on the Buddha's way of mindfulness*. Samuel Weiser.
- 12 Shapiro, S. L., & Carlson, L. E. (2009). *The art and science of mindfulness: Integrating mindfulness into psychology and the helping professions*. American Psychological Association.
- 13 Siegel, D. J. (2010). *The mindful therapist: A clinician's guide to mindsight and neural integration*. W. W. Norton.
- 14 Stahl, B., & Goldstein, E. (2019). *A mindfulness-based stress reduction workbook* (2nd ed.). New Harbinger Publications.
- 15 Williams, J. M. G., & Penman, D. (2011). *Mindfulness: An eight-week plan for finding peace in a frantic world*. Rodale.

Study Plan and Schedule:

Healing Period

Week 1 Introduction to Mindfulness and the Foundation of Small Successes
5 minutes meditation. Introduction of mindfulness. Explain what mindfulness is and what kind of benefits mindfulness can provide students' actual life. Students will see some video clips which are explained by professionals and long-time mindfulness practitioners.

Week 2 Deep Relaxation Through Body Scan Meditation
20 minutes body scan. Feel the sensation of your entire body and experience the deep relaxation.

Week 3 Ichigo Ichie and the Japanese Tea Ceremony
10minutes meditation. Ichigo Ichie; The concept of Japanese Tea Ceremony and practice the tea ceremony as mindfulness activity.

Week 4 Mindful Drawing and Art Therapy
15 minutes meditation. Mindful Drawing; drawing your feeling and discover yourself/continuous; drawing your dreams or hopes.

Week 5 Mindful Drinking and Cultivating Solitude
Mindful Drinking. Drinking a cup of tea or coffee alone in the garden at the university. Becoming your best friend and being happy by being alone and without feeling fear or anxiety.

Week 6 Kintsugi - Finding Beauty in Brokenness
15 minutes meditation. Kintsugi. Broken pottery can be beautiful when we fix with gold powder. The concept of Kintsugi will be explained and students will experience Kintsugi as mindfulness activity.

Transforming Period

Week 7 Introduction to Cognitive Behavioral Therapy and Daily Scheduling (**hard week**: students need to report your actual time schedule every evening from Monday to Friday except for weekend via MS TEAMS assignment section)

15 minutes meditation. Students will plan and reflect your daily schedule and your evaluation including your feeling by every thirty minutes brackets. Being mindful of your time by using CBT sheet; Cognitive Behavioral Therapy created by a psychologist Aaron Beck, it is expected that students will realize how much time they had been wasting and they started to realize which activity they really want to do.

Week 8 Deepening Time Awareness and Peer Learning (**hard week**: students need to report your actual time schedule every evening from Monday to Friday except for weekend) Sharing the improvement or mistake of your time management in the class.

15 minutes meditation.

Week 9.1 Video Reflection and the “Can Do” Mindset (**Dec 29th 2025**)

No class due to the requests from students who want to go hometown sooner. But students must report the teacher via MS TEAMS for at least 2minutes video by showing their schedule paper including **15minutes meditation**. The main purpose of making a short video and let students present their own activity is to create “**Can DO**” mindset in their brain.

Week 9.2 Video Reflection and the “Can Do” Mindset (January 15th 2026)

We will practice **20minutes meditation**. Students will present their scheduling and their comment. Students will explain the difference between their initially plan and their actual behaviors and their analysis about the difference.

Week 10 Deepening Meditation and Proactive Planning

We will practice **20minutes meditation**. Teacher will guide students to fill the schedule for next week by every 15 min bracket.

Week 11 Peak Intensity and Evidence of Transformation (**hard week**: (need to report from Monday to Friday) The deadline is the next day 11:00 am.

25 minutes meditation Checking your time in CBT sheet especially reflection part to see if they improve students’ self-esteem and became more calm and happier person/continuous

Week 12 Kintsugi Revisited and Integration of Learning (**hard week**: need to report every evening)15min bracket

25 minutes meditation and CBT. Improve your self-esteem/continuous

Kintsugi for the second time (two times; first only amend the broken pottery; second put the gold powder). Again, we also learn the philosophy of Kintsugi for students to help them establish a coping mechanism when dealing with difficulties.

Feeling the Positive Change in Your Daily Life Period

Week 13 Group Presentations and Charitable Contribution

Individual Capstone Projects and Portfolio Development

25 minutes walking meditation. Individual reflection and sharing (reflecting your capstone-project-portfolio. Students will submit their portfolio.

(Keywords: mindfulness habit, self-esteem/confidence, time-management, relaxation, resilience etc.)

Week 14 Group Presentations and Charitable Contribution

30 minutes meditation. Students will share their reflections about the course.

(Keywords: happiness, self-esteem/confidence, time-management, relaxation, concentration, resilience, ability to achieve goals etc.)

Week 15 Final Celebrations and Sustaining Practice

30 minutes meditation. Students will share the final presentations. Every student is expected to say positive words, “I have improved myself and I can embrace my life because...” (For example, I have now improved my resilience level, write down journals every day, and can achieve short-term goals easily. I also practice, 15minutes meditation regularly at home, and conduct proper time-management which boosted self-esteem/confidence.) Lastly, the instructor recommend that students will continue the good habits that they have established over the past 15 weeks.

-----**NO MIDTERM AND FINAL EXAMINATION**-----

*****Check and confirm the examination date and time with the registrar’s notice again before the examination period*****

September 18, 2026 Last day to withdraw with “W”

*****Check and confirm the Last day to withdraw with “W” at AU Spark*****

LOCATION AND CONTACT INFORMATION

GENERAL EDUCATION (GE)

office hours are Monday through Friday, 8.30 a.m. – 16.30 p.m.

Office Location: CL10

Phone: 02-7832222 Ext.2485

Email Address: general_education@au.edu

Au VISION 2000

Assumption University of Thailand envisions itself as:

- an international community of scholars,
- enlivened by Christian inspiration,
- engaged in the pursuit of Truth and Knowledge,
- serving human society, especially through the creative use of interdisciplinary approaches and cyber technology.

ENVISIONING Au GRADUATES

Assumption University of Thailand envisions its graduates as :

- healthy and open-minded persons, characterized by personal integrity, an independent mind, and positive thinking,
- professionally competent, willing to exercise responsible leadership for economic progress in a just society,
- able to communicate effectively with people from other nations and to participate in globalization .

AU MISSION

Assumption University, an International Catholic University, is committed to be the light that leads learners and its stakeholders from all parts of the world towards wisdom, Truth, and Christian values and to discover “Treasure Within” themselves. Via effective teaching and research pedagogies of international standards as well as community engagement, the University aims to form individuals to be intellectually competent, morally sound, and spiritually enriching, accountable, righteous, and service-minded citizen, excelling in serving communities comprising of diverse cultures.

Au UNIQUENESS

“An International Catholic University”

Au IDENTITY

- Ethics
- English Proficiency
- Entrepreneurial Spirit

THEODORE MARIA SCHOOL OF ARTS

(www.arts.au.edu)

VISION AND MISSION

Vision

An international community of business communicators in Thailand

Mission

Theodore Maria School of Arts will ensure that: the School will...

- .1 Enhance business language skills
- .2 Promote cultural awareness
- .3 Foster academic networking
- .4 Encourage ethical standards and practices

TAGLINE

เติมเต็มศิลป์ภาษา พัฒนาศาสตร์ธุรกิจ

Language Education, Business Inspiration

ARTS ORGANIZATIONAL CULTURE: More than faculty, we are family

- Open communication
- Mentoring system
- Dedication
- Caring
- Teamwork
- Commitment
- Resource sharing

Core Values

A = Adaptability

R = Responsibility

T = Togetherness

S = Sustainability

Core Competencies

Employability

Multiculturalism

Internationalization

Quality Assurance Process

Students should understand and apply the Quality Assurance Process in their study .The Plan-Do-Check-Act Cycle)PDCA (provides an easy but effective approach for problem solving and managing change, ensuring that ideas are appropriately tested before the full implementation . It can be used in all sorts of situations and can be clarified as follows:

Plan :Define the current problem, process, and issue and establish objectives and processes required to deliver the desired results.

Do: Implement the plans and new processes developed.

Check :Monitor and evaluate the implemented process by testing the results against the predetermined objectives .

Act: Apply actions necessary for improvement if the results require changes.

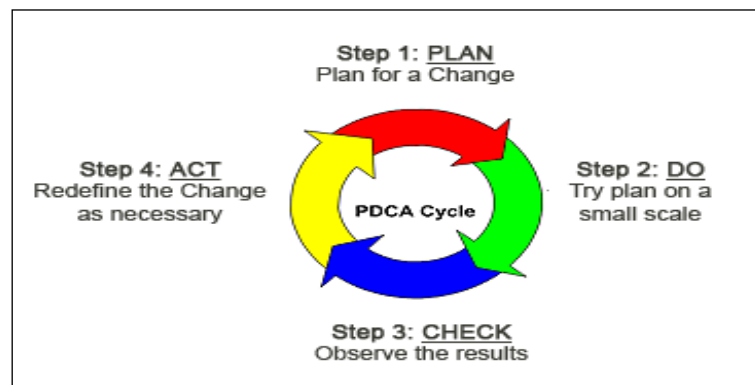


Figure 1 :PDCA Cycle)<http://www.swopehealth.org>(

THEODORE MARIA SCHOOL OF ARTS**Advising and Counseling 1/2026**

All Arts students (Business English, Business French, Business Chinese, Business Japanese, and English - Chinese for Digital Communication) must meet with their advisors before they pre-register for the 2/2026 semester. Students who fail to come for their advising and counseling session will not be allowed to register for 2/2026 during the pre-registration period.

Names of advisors for semester 1/2026 will be posted on the faculty website (www.arts.au.edu), at CL 11 and on the Department Boards at SM Bldg. Arts students are required to check their advisors' names every semester and meet with them before the pre-registration.