



Duke University

Department of Health, Wellness, & Physical Education

Tai Chi

PHYSEDU 165

2023 Fall T,Th 10:05-11:20 Wilson Room 110 & or Outdoors

Instructor: Steven Kaufmann

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### **Course Description:**

Tai Chi is an ancient martial art developed and refined over many centuries to strengthen the practitioner's physical and mental health. The slow movements of the Tai Chi form allow the student the ability to observe, feel and correct their body structure and alignment. Daily practice of the Chen short form gives one the means to improve one's own flow of energy and power.

**Class format:** Tai Chi class will be held outdoors, weather permitting and in Wilson room 110. We will start every class with warm up stretching, as well as a series of breathing and pathway exercises. Most classes transition into learning and practicing the Chen short form after about 20 minutes. Every week new movements of the form will be taught and practiced in class.

### **Course Objectives:**

- Students will refine basic foundational movements with ten breathing/pathway exercises practiced at the beginning of class. By the first three weeks of the semester, students will be able to demonstrate the first eight of the ten exercises. The ten foundational exercises are: 1. Vertical, 2. Horizontal, 3. Diagonal, 4. Opening, 5. Front circles, 6. Double Front circles, 7. Side circles, 8. Double side circles, 9. Heaven Earth, and 10. Standing meditation.
- Leg alignment will be explored the first three weeks and students will practice shifting body weight from one leg to the other with the focus of training to keep the knees safe from injury.
- Tai Chi walking forward, backward and sideways will be demonstrated by students by mid semester.
- Students will examine and demonstrate through training how their legs, hips and waist can coordinate together, which will then propel the movements of the upper body by a wave of energy.
- Students will clearly demonstrate basic concepts of being relaxed while extended.
- Students will demonstrate good body alignment when standing in the postures of the form.
- Students will train and explore pathway movements referred to as silk reeling exercises.
- Upper body relaxation of the muscles and tendons will be demonstrate by students as the form is practiced throughout the semester allowing the body to develop a flow of energy referred as Chi flow.
- Students will demonstrate in every class clear mental focus and the willingness to apply themselves.
- By the end of the semester students will demonstrate all the movements in the 18-count essential Chen Tai Chi form.

**Clothing for class: Be prepared to practice either indoors or outdoors on any day.**

Wear Loose fitting training pants and shirt.

Indoors: Bare feet, socks or indoor sneakers.

Outdoors: Sneakers

Cell phones are not allowed in clothing or used during class time.

**Grades and Attendance**

- This class is graded on an S/U (Satisfactory/Unsatisfactory) basis. To earn an S (Satisfactory) grade, students may not exceed 6 absences. Any student who misses more than 6 classes in a semester will received a grade of U (No Credit for Graduate students) for the course.
- Tardiness: Students are counted tardy if they are late. Three (3) tardies will count as one (1) absence. A student is recorded tardy if they are not practicing with the instructor when class starts. Additionally, students may not leave class early without the instructor's permission.
- Alternative Assignment: Students with a short-term illness should take an absence and not attend class until they are neither symptomatic nor contagious. Students who have a short-term injury or medical condition preventing them from physical participation in class may get instructor approval to do an alternative assignment. For the alternative assignment, the student may attend the lecture/theory portion of class, and/or complete an in-class assignment that extends or complements the content covered in class. Students with an extended illness or injury that will prevent participation in class for more than 3 weeks should contact their instructor and Dean to consider options such as a Withdrawal or Incomplete.
- Mid-Term Grades: Students who have three (3) or more absences at the reporting of mid-term grades will be receive a mid-term grade of U (Unsatisfactory). All first-year students will receive a mid-term grade.

**Inclement Weather Policy**

In the event of inclement weather or other connectivity-related events that prohibit class attendance, I will notify you how we will make up missed course content and work. Asynchronous catch-up methods may apply.

**Attendance Policy Related to COVID Symptoms, Exposure, or Infection.**

Student health, safety, and well-being are the university's top priorities. To help ensure your well-being and the well-being of those around you, if you have tested positive for COVID-19, do not come to class and be sure to submit an Incapacitation Form. If you have symptoms related to COVID-19 or have had a known exposure to COVID-19, please be sure to get tested. If any of these situations apply to you, you must follow university guidance related to the ongoing COVID-19 pandemic and current health and safety protocols. If you are experiencing any COVID-19 symptoms, contact student health at 919-681-9355. To keep the university community as safe and healthy as possible, you will be expected to follow these guidelines.

**Access and Safety**

PE students will need to show their Duke ID upon entering the either Wilson or Brodie centers. Participation in this HWPE activity class has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Please adhere to all course and facility safety guidelines to reduce your risk of injury. We attempt to minimize those risks by creating a safe learning environment. To do this, it is important that you discuss with us any limitations or disabilities which you may have,

even if they are not documented. This will allow us to learn more about your needs, and if needed subsequently modify our teaching practices, the environment in which the class is being taught, or the activity itself so that you can participate. We are committed to being inclusive in all our classes. However, we must also do our best to minimize the risks involved for you, as well as the risks for the other students in the class. With that in mind, please be open and honest with your instructor. Anything that may impair your physical ability, cognition, or judgement should be privately discussed with your instructor.

### **Physical Contact**

Due to the nature of the pedagogical activities in this class, it may be necessary for safety reasons to have some amount of physical contact between instructor and student to assist in acquiring the proper form/technique. Students should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.

### **Mental Health and Wellness**

Student mental health and wellness is of primary importance at Duke, and the university offers resources to support students in managing daily stress and self-care. Duke offers several resources for students to seek assistance on coursework and to nurture daily habits that support overall well-being, some of which are listed below

- The Academic Resource Center: (919) 684-5917, [theARC@duke.edu](mailto:theARC@duke.edu), or <https://arc.duke.edu>
- DuWell: (919) 681-8421, [duwell@studentaffairs.duke.edu](mailto:duwell@studentaffairs.duke.edu), or <https://studentaffairs.duke.edu/duwell>. If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to help you through difficult times. Duke encourages all students to access these resources.
- DukeReach provides comprehensive outreach services to identify and support students in managing all aspects of well-being. If you have concerns about a student's behavior or health visit the website for resources and assistance. <http://studentaffairs.duke.edu/dukereach>
- Counseling and Psychological Services (CAPS) services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions. (919) 660-1000. <https://studentaffairs.duke.edu/caps>
- Blue Devils Care. A convenient and cost-effective way for Duke students to receive 24/7 mental health support through TalkNow and scheduled counseling. <https://bluedevilscares.duke.edu>
- Two-Click Support. Duke Student Government and DukeReach partnership that connects students to help in just two clicks. <https://bit.ly/TwoClickSupport>

### **Academic Accommodations**

The [Student Disability Access Office \(SDAO\)](#) is available to ensure that students are able to engage with their courses and related assignments. Students should be in touch with the Student Disability Access Office to request or update accommodations under these circumstances. Zoom has the ability to provide live closed captioning. If you are not seeing this, and but would like to see this feature, please reach out to your instructor for assistance.

Students with health, mobility or learning needs may also receive individualized accommodations through the PE department. Students are encouraged to confidentially disclose to the instructor any

health, learning, or mobility needs that may impact their experience in the class. Instructors may offer modified exercises, skills, teaching styles, equipment, or alternative course options within the department. The PE administration works closely with Duke Recreation facilities to ensure PE spaces (pool entry, ramps) are accessible and that modified or alternative equipment options are available. Furthermore, instructors strive to fulfill the department mission related to safety and inclusiveness by creating appropriate workouts and skill sessions for learners of all levels. If you would like more information or have a specific accommodation request, please contact the Director of Undergraduate Studies, Kim McNally, EdD.

### **Duke University Institutional Statement of Commitment to Diversity and Inclusion**

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

### **Duke University Community Commitment**

Because diversity is essential to fulfilling the university’s mission, Duke is committed to building an inclusive and diverse university community. Every student, faculty, and staff member —whatever their race, gender, age, ethnicity, cultural heritage, or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status—has the right to inclusion, respect, agency and voice in the Duke community. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

### **DUKE COMMUNITY STANDARD**

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

I will not lie, cheat, or steal in my academic endeavors.

I will conduct myself honorably in all my endeavors; and

I will act if the Standard is compromised.

### **Duke Rec & PE Mission**

*Provide exceptional and diverse opportunities that promote healthy active lifestyles in a safe, inclusive environment.*