

SPECIAL  
FOCUS:

Creating a More  
Compassionate  
Campus

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Week

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# Southern Dialogue

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SPRING 2016

## Creating a More Compassionate Campus through the Participation of Nursing Students in Social Justice Week

**Kimberly Petrovic,**  
*Nursing*

In conjunction with my stu-  
dents from NUR 433W:

Ballsieper, C., Barlow, A.,  
Colonair, S., Crosthwaite, A.,  
DiMattia, J., Genovese, N.,  
Givens, M., Grossbard, N.,  
Gutierrez, L., Kelly, K.,  
McGowan, S., Meahan, M.,  
Mergner, G., Mitchell, T.,  
Moore, S., O'Neill, C., Patel,  
A., Pizzuti, J., Streeto, C.,  
Teixeira, I., Tripp, S., Ulrich,  
A., and Wagner, A.

As those of us at Southern  
seek to cultivate compas-  
sion across our campus,  
perhaps we would do  
well to define what we  
mean by the word *com-  
passion*. Arguably, a num-  
ber of definitions exist.  
For purposes of this pa-  
per, compassion is de-  
fined in a comprehensive  
manner to describe pos-  
sessing sympathy for oth-  
ers who are distressed  
and suffering (e.g., emo-  
tionally, financially, phys-

ically). Likewise, a key  
component of having  
compassion for others  
involves wanting to *re-  
lieve the suffering* in a rea-  
sonable manner, if at all  
possible.

Not surprisingly, profes-  
sional nursing is known  
for the compassion that  
its nurses demonstrate  
towards our fellow mem-  
bers of humanity. Here at  
SCSU, we have a rigorous  
nursing program in

*Continued on page 4*

## From the Editor

So our attempt at turning  
*Southern Dialogue* into a  
blog didn't actually pan  
out. That's okay. As many  
of you know, sometimes  
experiments don't yield  
the hoped-for results and  
you have to go back to  
square one. You extend  
yourself some compassion  
and try again.

Compassion is something  
that we're seeing a grow-  
ing need for—not just on  
college campuses but also  
out in our local, national,  
and global communities.  
The demands of living and  
working in 2016 have sig-  
naled a need for improved  
physical, emotional, men-  
tal, and spiritual health.

We're ripples that extend  
outward. The way we treat  
ourselves and each other  
affects how we treat our  
students, and how they  
will, in turn, treat others in  
the world. The more good  
we put in, the more will go  
out.

With compassion,  
**Jennifer Hudson, Editor**

**SOUTHERN DIALOGUE  
GUIDELINES FOR  
SUBMISSIONS AND  
EDITORIAL POLICIES**

*Southern Dialogue* gladly considers:

- Short reports from different disciplines on college classroom practices
- Articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today.
- Announcements of work-in-progress and requests for collaborators
- Announcements of conference presentations, publications, community outreach and creative projects
- Scholarship of teaching and learning/ pedagogical book and website reviews
- Images in JPEG format with a minimum resolution of 300 dpi.

Submissions must be in electronic format (as a MS Word file). Send to Jennifer A. Hudson, Editor, at [HUDSONJ1@southernct.edu](mailto:HUDSONJ1@southernct.edu).

The Editorial Board reserves the right to edit all submissions for length and clarity, and assumes no responsibility for the views expressed in the contributions selected for publication. Submissions accepted for publication may be published in both print and electronic copy. All rights revert to the author(s) upon publication.

# “Open” to Compassion

**Rebecca Hedreen,**  
*Distance Education  
Librarian*

March 7-13 was Open Education Week this year. The call for the *Southern Dialogue* came as I was planning what do for OEW this year, and this mini-review was born. Most of these resources are open access, for reading and viewing as is, but a few are open educational resources (OER) which can be modified. Those are specifically mentioned.

My first stops when looking for open resources are video sites like TEDTalks. TED didn't disappoint this time: Daniel Goleman, author of *Emotional Intelligence*, speaks on “Why aren't we more compassionate?” [http://www.ted.com/talks/daniel\\_goleman\\_on\\_compas](http://www.ted.com/talks/daniel_goleman_on_compas)

[sion/](#). It's about attention, he says. The video is 13 minutes long, easy to fit into a class period, and is available with subtitles in 33 languages and with an interactive transcript, making it much more accessible than your average web video. This is not the only TEDTalk on compassion; their “Compassion” playlist is available at <http://www.ted.com/topics/compassion>

Still in the video realm, but more in depth, is Thich Nhat Hanh's speech “Leading with Courage and Compassion” for the Library of Congress in 2003.

[http://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=3346](http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3346). At 78 minutes, this qualifies as a full “guest lecture”! The famous Zen Master is well known for his inspiring writing and

his association with Martin Luther King, Jr. and other renowned peace workers.

Thich Nhat Hanh isn't the only person to speak on compassion at the Library of Congress. Joan Halifax, Buddhist teacher and anthropologist, and George Chrousos, pediatric endocrinologist, spoke in 2011 on caregiver compassion, [http://www.loc.gov/today/cyberlc/feature\\_wdesc.php?rec=5225](http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5225). This 84 minute talk (again, fully a “guest lecture”) includes a transcript.

Caregiver compassion, of the professional sort, is the subject of Susan Lowry's open textbook, *Nursing Care at the End of Life*, <http://text-books.opensuny.org/nursing-care-at-the-end>

*Continued on next page*

[-of-life/](#). The open license of this textbook allows for modification, so extracting chapters for supplemental readings (or inserting additional materials) is allowed. Compassionate care is the goal.

Of course, nursing isn't the only compassionate profession. The 2007 Groves Conference on Marriage and Family in Detroit published their edited conference publication on OAPEN, Open Access Publishing in European Networks. Social, Economic, and Environmental Justice for All Families, <http://www.oapen.org/search?identifier=444986>, pursues compassion and social justice for Detroit families from a wide variety of perspectives, from social work to teaching. The license on this work allows for republication, but not modification, so download or link to the entire work.

In education, OpenStax CNX (connects), a faculty/teacher repository for learning materials, includes a module/reading on "Democratic Learning Communities in Educational Leadership Programs" [\[Communitie\]\(#\), available online and as a PDF. Modeling compassionate, democratic education is a powerful way to instill it in our students \(and in their students\). This module has been peer-reviewed by the National Council of Professors of Educational Administration and previously published in a peer-reviewed journal, the \*International Journal of Educational Leadership Preparation\*.](http://cnx.org/contents/8q5tNb7A@3/Democratic-Learning-</a></p>
</div>
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Also in education, but for the lower grades, is the Collaborative for Academic, Social, and Emotional Learning (CASEL) Anti-Bullying program, <http://www.case.org/bullying/>. Their "Social and Emotional Learning and Bullying Prevention" is available for download.

The philosophy of compassion is explored in a lecture from our neighbor, Yale, on <http://oyc.yale.edu/political-science/plsc-114/lecture-23>, on Democratic Statecraft (based on Tocqueville's *Democracy in America*). The second section of the lecture, "Moral and Psychological Features of the Democratic State: Compassion," is bookmarked within the video, and is about 11 minutes long.

Speaking of politics, this political cartoon from the Library of Congress will provide plenty of fodder for class discussion! "Talk about compassion -- here I am even touching one of them" - <http://www.loc.gov/item/2012644249/>

From art and politics we can move to art and history: Design drawing for stained glass window "Compassion" - <http://www.loc.gov/item/LAMB2006001955/>. The Library of Congress found no known restrictions on reusing or republishing this work.

The science of compassion is well represented by the Center for Compassion and Altruism Research and Education at the Stanford School of Medicine. They have videos from their speaker series, <http://ccare.stanford.edu/video/>, and other related materials on their website.

I'll end with an award winning collection of poetry from the Utah State University Press, *Necessary Light* by Patricia Fargnoli, [http://digitalcommons.usu.edu/swenson\\_awards/6/](http://digitalcommons.usu.edu/swenson_awards/6/). The editor, Mary Oliver, states: "I think the two attributes that will most impress readers are, first, the almost shimmering glad- *Continued on page 9*

## Creating a More Compassionate Campus (cont'd from page 1)

which our students learn about a host of subjects pertinent to becoming Registered Nurses (RNs) in the near future. Examples of these subjects include adult health and pediatric nursing, pathopharmacology, and various clinical rotations within community settings, hospitals and nursing facilities. At the same time, students encounter daily opportunities to strengthen the ability to cultivate compassion towards other human beings. One such set of opportunities presented itself during the SCSU Social Justice Week (SJW) held in November, 2015. SJW allowed the 23 undergraduate nursing students in my NUR 433W course the chance to share a little bit about compassion.

More specifically, the

NUR 433W course is entitled, *Theoretical Foundations of Nursing Practice with Families across the Lifespan*. This nursing course is a theory and writing course combined. It focuses on the responses of individuals and their families/loved ones to the presence of health as well as illness while also leaving room for nursing students to apply what they learn to 'real world' situations. For the research papers required as part of the NUR 433W course, each of my students selected topics about which they as nursing students and future RNs are *passionate* and for which they see themselves readily exercising *compassion*. Topics of interest to my students, especially as they looked ahead to patient populations with whom they might

work someday, included: diabetes in the Hispanic community; effects of a loved one's dementia on the caregivers; effects of post-traumatic stress disorder on children who were abused; family bereavement as a process when a child has a debilitating illness; involuntary pregnancy loss; long-term effects of childhood cancer on children and their families; maintaining physical and psychological health after being sexually assaulted; midwifery and decisions about labor and birth; postpartum depression's effects on the family; quality of life for individuals with cancer; sobriety after physical and psychological dependence on alcohol and/or drugs; teenage pregnancy and teens

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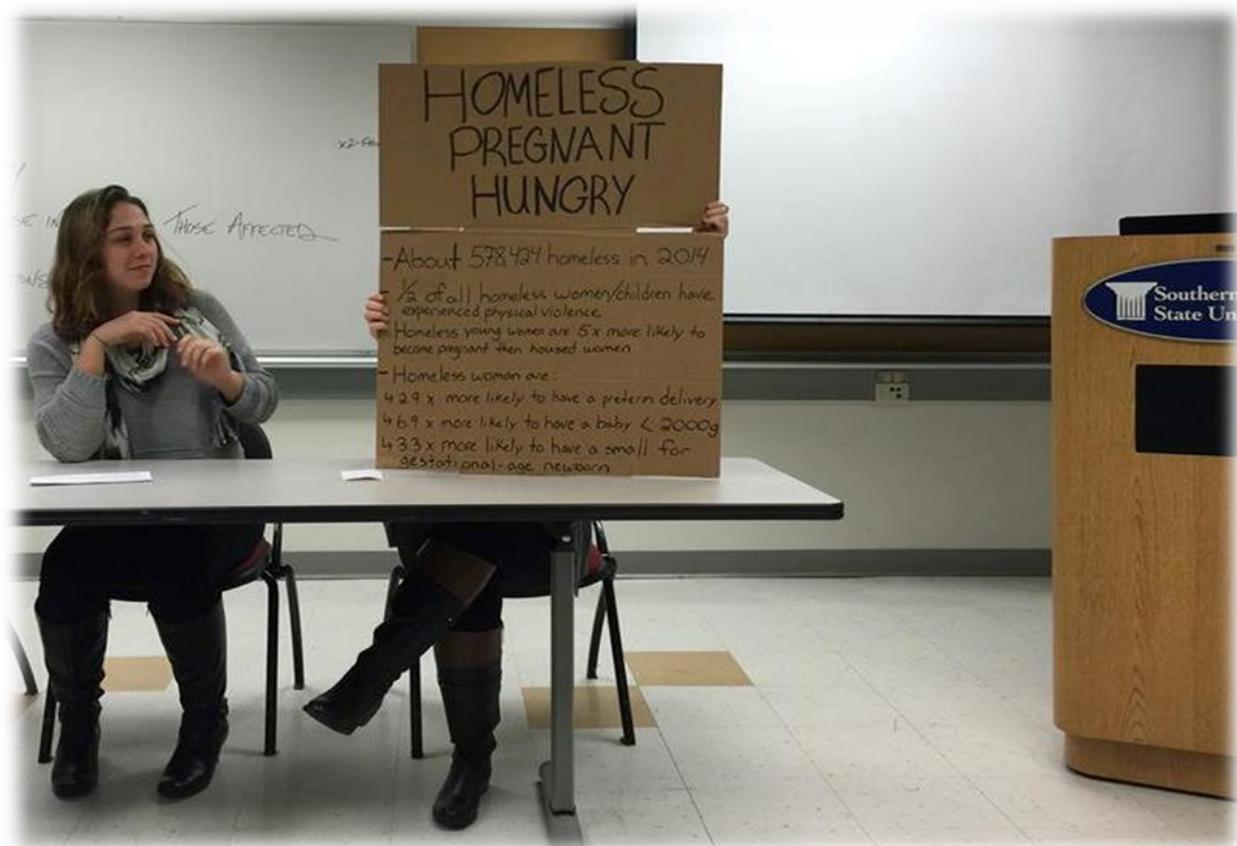
*Compassion  
is the healing  
salve for all  
suffering...*

who choose adoption for their babies; transgender transitioning; and, understanding pregnancy in the homeless population.

In preparation for the SJW events in November of 2015, my students and I organized a program in which individuals (including faculty and students) from across the SCSU campus could at-

tend, listen and then interact by asking questions about any of the aforementioned topics as well as how compassion might be demonstrated to individuals with experiences related to one or more of these topics. My students provided brief though creative presentations about the topics of choice and the ways in which nurses and others may show

compassion and respect for our fellow human beings and their rights as people. In doing so, my students added to the cultivation and enhancement of a more compassionate campus here at SCSU and, hopefully, the larger community. *SD*



*SCSU undergraduate nursing students Makenzie Givens (right) and Julia Pizzuti (holding sign) participating in the SCSU Social Justice Week events held during November, 2015. This photo is courtesy of Dr. Lisa Rebesch, Chair, Department of Nursing.*

# Photo Essay: Vieux Montréal

**Jennifer Hudson**, *Faculty Development*

When I visited Montreal for the first time earlier this spring, I had no idea how much I was going to fall in love with the city. Originally known as *Ville-Marie*, or “City of Mary,” it is named after Mount Royal, the massive hill that rests in its heart. Vieux Montréal, or “Old Montreal,” particularly captured my heart with its European-style architecture and cobblestone streets. It’s hard to not want to greet the person passing by with a friendly “Bonjour” for, in a city like Montreal, your heart is warmed even when the temperature is 23 degrees Fahrenheit!



*One of the many churches found in the city. Most are Catholic, but there are some Anglican churches peppered about as well as several synagogues.*



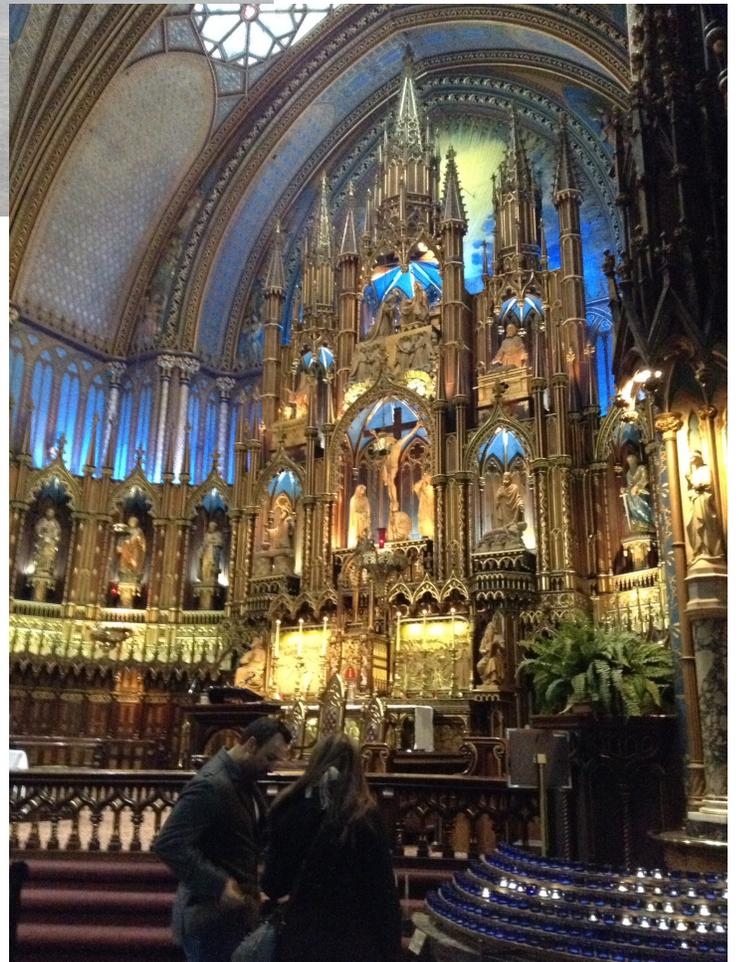
*The charm of an Old World-style alley.*



*A view of Place Jacques Cartier.*



*A typical street scene in Vieux Montréal. Notice the cobblestone streets.*



*Regardless of your belief system, no place is as stunning as Basilique Notre-Dame de Montréal.*

## Cultivating Compassionate Leadership through Art Appreciation

**Chulguen (Charlie) Yang,** *Management/MIS/IB*

Students in my management classes are often surprised when corporate leaders such as William “Bill” Ford, executive chairman of Ford Motor Company and the great-grandson of Henry Ford, passionately endorse mindfulness and the culture of compassion in the workplace. Actually, I myself was a bit puzzled when I first noticed that the theme of the 2010 *Academy of Management* conference, the premier and the largest academic convention in the field of management, was “*Dare to Care: Passion and Compassion in Management Practice and Research.*” Upon first glance, compassion and competitive corporate ethos do

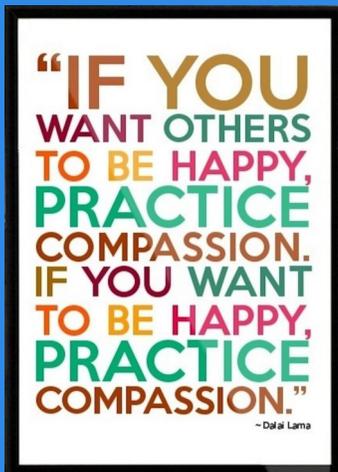
not mix well with each other, and thinking about this forces us to experience a mild form of cognitive dissonance.

Furthermore, art and business do not blend well with each other either. From my teaching of *Creativity and Innovation* over the past few years, I know that many business students have a tendency to consider themselves not “artsy” enough. Interestingly, according to Nancy Adler, who teaches international management at McGill University and is a strong advocate of art in leadership education, business practitioners often think of artists as “a bit flaky,” while artists often perceive business people as “Philistines.” Undeniably, in both academe and in business, there

exists a long held – mutually exclusive – presumption about art and management as professions.

I believe, however, that exploring and tinkering with visually novel stimuli are almost hard-wired instincts of our species, having been sculpted by biological evolution and reinforced by socio-cultural learning. It is thus very natural for us to appreciate beauty in nature, people, and everyday designs. With this in mind, I have been actively adopting visual arts in my teaching of management courses. Art appreciation, as another way of practicing presence through silence and stillness, helps students become more empathetic through paying close

*Continued on next page*



## “Open” to Compassion

(cont'd from page 3)

ness with which Ms. Fagnoli replies to the gifts of beauty and of human love; and, second, the compassion with which she addresses whatever is beyond her own intimate surroundings.”

Live links to all these resources are available here: <http://libguides.southernct.edu/openaccesssexhibit/compassion> SD



## Cultivating Compassionate Leadership

(cont'd from opposite page)

attention to the details of art works. It facilitates students learning of how to look both inwardly and outwardly; hence, it is a discipline of one's perceptual sensitivity.

Upon being given an assignment to visit an art museum and asked the question, “What’s art got to do with business?” two MBA students shared their reflections as follows:

Before walking through the doors of the museum, I was confused as to why this was even an assignment and was unsure of the significance. After the exercise, I saw why art is so inspiring on a personal level, but still pondered its relationship with business. It wasn't until I reread my responses to the questions asked, and talked to my friends about their museum experience, that I truly understood how art relates to business. *Art allows people to be individuals, yet come together as a collective*, much like good business. *Art also tells a story*, a useful tactic in business. (Italics added)

Visiting a museum has never been something that I enjoyed doing. When I learned that we would have to visit the Yale University Art Gallery, I honestly was not too excited. However, after visiting the museum, my perception has changed. It has been a while since I've taken the time to go to a museum. When I walked into the Art Gallery, I was first *overtaken by the silence* and atmosphere of admiration that everyone displayed while viewing each piece of artwork. As

I walked through the rooms, there was a great feeling of appreciation for the assignment and for the beauty of each art piece....*You never know what the true beauty is unless you apply your attention to it*, not forcing your attention, but allowing yourself to gravitate to the beauty. (italics added)

Given the increasing demand for soft skills (roughly speaking, self-knowledge and emotional and interpersonal communication skills) of business graduates from employers, there has been an increasing awareness of the knowledge and skills gap that exists in a traditional business curriculum of leadership education. From the perspective of contemplative learning, students first need to learn to manage themselves before they lead other people. In order to manage themselves, they need to “be still and know” themselves. Yet, there are very few courses on cultivating students' *embodied learning* of self-awareness, empathy, and compassion toward others.

My primary reason for believing that art appreciation can be a useful pedagogical method for cultivating student's capacity for compassionate leadership is as follows. Aesthetic appreciation of visual arts tends

*Continued on next page*

## Cultivating Compassionate Leadership (cont'd from page 9)

to be less conceptual, but more immediate and direct, especially in the beginning of the meaning-making process. Standing in front of great art works provides students the opportunity to look within themselves and understand their own emotional reactions. They learn how to identify their own feelings and emotions in a more skillful way. Not infrequently, students learn to converse with art works, and, as a consequence, they learn how to see things from a different perspective. Simply put, *the art museum can serve as a different kind of business school.*

For instance, upon having appreciated the painting, "Cityscape" by Elmer Bischoff at the Yale University Art Gallery, a male African American student articulated his visual experience as follows: I just stared at the painting for about 30 seconds in disbelief because this painting actually represented me. ...I say this because this picture represented me as a whole and what I mean by that is my life, all of the ups and downs that I have been through. This picture repre-

sents New York City and those days and nights where I felt like giving up; being able to step outside and look over balcony was a huge help. (italics added)

As Richard Davidson, widely known neuroscientist and a strong advocate of mindfulness, eloquently proclaimed at the recent Wisdom 2.0 conference, "well-being is a life skill." It can be learned through deliberate and persistent practice. In this respect, I strongly endorse the idea that contemplative pedagogical tools, designed to enhance students' capacity for empathy and compassion, should be acknowledged and more actively incorporated into our leadership education. Art appreciation is surely one of the many contemplative methods that help students learn to embody compassionate leadership through learning by doing.

SD

## Fall 2016 Faculty Development Grants

Frank LaDore, FYE/INQ, Transforming your classroom through mindfulness and coaching

Carol Stewart, Marketing, and Doris Marino, School Health Education, Online and Blended Learning Interactive Workshop-Part 2: Building Your Digital Identity and Using Online Tools

James Thorson, Economics and Finance, Utilizing e-portfolios as a method to document and improve student learning

Heather Vrana, History, Remembering Revolution: A Symposium on How Memory and Social Media are Shaping 21st Century Politics of the Present

Corinne Blackmer and Steve Larocco, English, Research Roundtable for Arts and Sciences Faculty

Rebecca Harvey and Paul Levatino, Marriage and Family Therapy, Elizabeth Keenan, Social Work, and Jessica Kenty-Drane, Sociology, Critical Patriotism & Social Justice: Incorporating Nationality into Mental Health Systems

Rachel Jeffrey and Sean Grace, Biology, Jeff Webb, Chemistry, and Karen Cummings, Physics, Science Pedagogy: Advances to Include All Learners

Sebastian Perumbilly, Marriage and Family Therapy, and Valerie Dripchak, Social Work, The Impact of Moral Injury: A Dialogue with War Veterans

## Comfort Measures

**Mary Pat Lamberti, Nurs-**  
*ing*

Nurses are allowed into the most important and private times in a person's life—usually not only allowed but welcomed, expected to assist, and expected to journey through these times with compassion. For nurses, it is important to discern that the desire to alleviate others' distress is not only something they may experience innately but also from the professional practice perspective one that they are compelled to perform. Not only must they possess compassion but they must also compassionately as part of their day to day work (i.e. provide care).

Patients need nurses to assist them in performing the health measures they are currently unable to perform for themselves. Hospitals, nursing homes, and home care are in existence today because the patients that fill them need nurses. With all these patients how can nurses maintain the focus of com-

passion in their care? Is there a balance between compassion as one's work and compassion performed without a compelling standard professionally? Since the 3.1 million nurses in America comprise the largest workforce in health care, a good deal of research on compassion focuses on nurses. Some research on the concept of compassion fatigue among nurses recommends that they engage in self-compassion. Indeed this becomes the key to the well-spring of compassion which nurses are bound to display and act on every day in their practice.

The attributes of self-compassion include self-kindness, awareness of common humanity, mindfulness, and wisdom (Reyes, 2010). Curiosity leading to understanding is the focus rather than judgment. It is an effort to not judge oneself harshly and instead recognize that suffering is temporary and will pass. Suffering may be in the form of mental or physical distress or distancing

one's self from the larger community. Self-compassion acknowledges that suffering exists and is visible because something of value, such as health or well-being, has been lost.

Not only nurses and their patients may benefit from compassion. Simultaneously research shows that "Countless scientific studies indicate that compassion doesn't merely help those who receive the compassion. Practicing compassion makes us happier, healthier and even more attractive. It strengthens relationships, creates communities and fosters world peace." (Shaier,S., 2015). One speaker on the concept of compassion identifies it as the successor to tolerance in our society (Tippett, K., 2010).

Universities including Emory and Stanford offer compassion training programs for individuals. Key components of these programs include understanding compassion, our affect regulation systems, de-

*Continued on next page*

## Comfort Measures (cont'd from page 11)

veloping a compassionate mind, understanding the need for consistent boundaries, addressing shame, self-criticism and blocks to compassion.

My training as a nurse began in the early 80's in a baccalaureate program that emphasized a liberal arts education. The belief was this type of educational preparation developed better nurses. The focus was not only the important technical aspects but that writing, critical thinking, history, scientific knowledge, theology and theoretical framework prepares you to fully engage in the role of the nurse and as a citizen of the world. This training is similar to an education at Southern, which lends itself to the recognition and engagement in compassion. Recognition of our common humanity is one basis for engendering compassion. The support offered through compassion may transform the sufferer to see value in life and begin healing.

Nursing students at Southern

are educated to perform nursing care and many have the opportunity to provide this care compassionately to newborns, the college student, the critically ill, the homebound and the dying. Nursing students are educated to recognize nonverbal cues and signs of pain and distress and how to intervene appropriately not only with medication but with comfort measures to provide compassionate relief. How do we engage students to manage all the emotions they will experience in their practice?

All students engage in clinical conferences where they receive support from faculty and peers. Conferences provide a forum for students to express their feelings of sadness, joy, frustration, and confusion. Students also keep weekly journals where they confidentially share the stories of their patients and their thoughts about their new role. They receive faculty feedback and support on these writings. These are formalized instructional efforts.

Other research shows that relationship with self is a core concept in preventing compassion fatigue and there is evidence that brief interventions of self-compassion can also help (Smeets, E., Neff, K., Alberts, H., and Peters, N., 2014). Nurses in particular can take active measures to prevent their compassion from becoming burdensome. Self-compassion may be viewed as self-care measures to retain emotional health. Types of self-care measures available often go back to basics of healthy eating, exercise and sleep. These measures are modifiable risk factors. While some of the trauma we become exposed to is uncontrollable, we do have control over these factors which can help us balance our self-compassion leading to greater compassion for others.

Sleep as an area of research provides insight into and perhaps a paradigm in the area of self-compassion. Research shows those who sleep more have higher levels of self-compassion, and

lower levels of self-criticism. They also show that older students or persons have an advantage over younger students in this area (Teixiera, I., 2016). Health care providers with greater amounts of sleep have less burnout (Smart, D. et al., 2014). Sleep has been referred to as nature's nurse (Dines - Kalinowski, 2001).

Aside from an individual's efforts in practicing self-compassion in order to retain the ability to provide care to others, research indicates that support from management assists in the prevention of burnout. A one-time leader in the National Health Service of Great Britain remarked that compassion costs nothing. While initially one might agree with the superficial correctness of this statement, one may consider more deeply that professionals are taught compassion and paid for compassion as part of their work when they provide care. This compassion can certainly be costly to the individual and to the work community if the

professional "burns out" or becomes numb to the emotion of compassion.

The practice of nursing in Student Health Services provides a window into college life today from a different perspective than a role as a faculty member. This role is privileged as few are and must be regarded as an honor. This privilege brings great responsibility. Our patients' stories are not sentimental fluff but a power to bring change to individual lives, the community where we live and work and to the larger society through policy. So when a student enters Health Services here at Southern, and it is the 15<sup>th</sup> student I have seen that day for the same chief concern I may approach them as an individual facing a very difficult moment in their own life rather than a complainer with no real significant disease process that impacts their life to the extent they may imagine. They are provided with comfort measures and recommended to sleep more, drink more fluids, have

tea with honey, skip their workout, and take some over the counter medicine to relieve their pain and fever.

These recommendations may seem simple, yet they form the basis of self-care and self-compassion. This acknowledgment of suffering means that the person has made a choice not to deny suffering. Instead, the person chooses to alleviate suffering by treating himself or herself with kindness.

One may notice behavior that reflects feelings of isolation, diminished self-care capacity, or lack of autonomy. For colleagues suffering secondary trauma some resources include an employee assistance program, pastoral care and perhaps most importantly administrative support and peer debriefing.

During a recent interview with a graduate school candidate who won an award in compassion, her explanation of compassion was to "just be with that person and hold their hand". Although we may never

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## 2016-17 Curriculum Grant Awards

Resha Cardone, World Languages and Literatures, Creating a Certificate in Medical Spanish for Health and Human Service Professionals

Christine Dombrowski, World Languages and Literatures, Flipping the Methods for Teaching of World Languages Classroom

Scott Ellis, English, Annotation Assignments as Collaborative Critical Reading Strategies for Traditional, Hybrid, and Online Courses

Cheryl Ann Green, Nursing, Health Care Has a Narrative

Gregory Kowalczyk, Chemistry, Creation of Tutorial Videos for In-Class Problems for General Chemistry Courses CHE 120 and 121

Erin Larkin, World Languages and Literatures, Transforming WLL 592: Culture of Expression--a Core Requirement in the MA in Romance Languages--into a Hybrid Course

Patricia Olney, Political Science, Learning International Relations By Practicing Statecraft in a Hybrid Environment

Sarah Roe, Philosophy, Ethical and Social Implications for STEM

Kathleen Skoczen, Anthropology, Archaeology Field School in Poulton, UK

Carol Stewart, Management, Developing and implementing an e-portfolio assessment tool as evidence of interdisciplinary soft skills competencies

Michael Bay, Rich Glinka, David Petroski, Meg Sargent, and Linda Sampson, Communication, Portfolio Design for Preliminary, Intermediate, and Advanced Student Assessment of Program Learning Outcomes

Alan Brown and Amy Smoyer, Sociology, Inside-Out @ SCSU: A Pilot Proposal

Adiel Coca and Todd Ryder, Chemistry, Introduction of Technology into the Organic Chemistry Curriculum

Luke Eilderts and Elena Schmitt, World Languages and Literatures, Continued Access to the Southern Classroom through Synchronous Video Instruction

Ata Elahi and Hrvoje Podnar, Computer Science,

Programming Graphics Processing Units (GPUs) Manual and Exercises

Peggy Gallup and Victoria Zigmont, Public Health, and Stephen Monroe Tomczak, Social Work, Development of a Tier 2 course on the elements of the food system, which will serve as a basis for an interdisciplinary minor in Food Systems and Food Justice

Nicole Henderson and Brian Johnson, English, FIRE (First-Year Research) Program

Michael Knell, Earth Science, and Jonathan Weinbaum, Biology, Paleontological Fieldwork in the Late Triassic of Northeastern Arizona: A Field Course

Michael Mink and Jean Breny, Public Health, Development of a Collaborative Master's Degree in Global Health with LJMU

Cindy Simoneau and Jodie Mozdzer Gil, Journalism, Telling Local Stories of World War I: a collaboration with the Connecticut State Library

Meredith Sinclair, English, and Jessica Powell, Education, Developing Curricu-

*Continued on next page*

## Comfort Measures (cont'd from page 13)

have experienced the same situation we can reach out toward our fellow human. A closing affirmation well suited to our community at Southern is "I feel calm and peaceful inside, I listen and respond with kindness & compassion."

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## CRAC Grants (cont'd from opposite page)

lum for Culturally Responsive Pedagogy in SCSU's Education Certification Programs  
Cynthia Stretch, Joel Dodson and Charles Baraw, English, Creating the "Blue Book": A New Writing Guide for English Majors and Minors

Robert Workman and Winnie Yu, Computer Science, Introducing Coding Using the Python Programming Language

*No act of kindness,  
no matter  
how small,  
is ever wasted.  
- Aesop*



## 2016-17 CSU Research Grant Awards

Amal Abd El-Raouf, *Computer Science*, A Cloud-Based Solution for Gene Differential Expression Analysis

Sousan Arafeh, *Educational Leadership*, and Theresa Marchant-Shapiro, *Political Science*, Empirical Explorations of Distributed Opportunities to Learn, Teach and Lead

Charles Baraw, *English*, Hawthorne at the Wayside: Literary Tourism & Uncanny Authorship

Ericka Barnes, *Chemistry*, Atomic and Molecular Benchmark Energies for Potassium through Krypton using Complete Basis Set Extrapolations

Ericka Barnes, *Chemistry*, Definitive Assignment of Chemical Shifts in the H-NMR Spectrum of Syn-2, 4-bis(4'-methylphenyl)-trans-1,3-di-thexyl)-di-1,3-boradi-2,4-azacyclobutadiene Using Computational Quantum Chemistry

Laura Bower-Phipps and Jessica Powell, *Education*, Reimagining Critical Pedagogy in Early Childhood Education: Pre-Service Teachers' Exploration of Gender Binaries in the Classroom

Vincent Breslin, *Environment, Geography and Marine Sciences*, Assessment of Plastic Microbead Contamination in Long Island Sound

Mia Brownell, *Art*, European Still Life Reexamined: New Paintings for the Fulginiti Pavilion for Bioethics and Humanities Gallery

Resha Cardone, *World Languages & Literatures*, Translating Pia Barros's El tono menor del deseo/The Minor Tone of Desire

Jeremy Chandler, *Art*, Hunting and Hiding: Creating and Exhibiting New Photographs and Video

Adiel Coca, *Chemistry*, Synthesis and Antimicrobial Evaluation of Tetramic Acid Derivatives

Barbara Cook and Deborah Weiss, *Communication Disorders, Social Networks*: Supporting College/University Students with high functioning Autism Spectrum Disorder

Cynthia Coron, *Earth Sciences*, Ash Fall-Induced Climate Change: A Contributory Cause of the End Triassic Mass Extinction

Sarah Crawford, *Biology*, Novel Treatment Approaches to Acute Myeloid Leukemia

Glenda DeJarnette, *Communication Disorders*, A systematic review of the literature on speech act pragmatic language behavior in multilingual speakers: Building evidence for a developing theory of pragmatic language behavior

Joel Dodson, *English*, Prodigal Professions: The Confessions of Faith of Francis Bacon and Katherine Stubbes

Valerie Dripchak, *Social Work*, An Exploration of Social Workers' Understanding of Resiliency and Risk Factors in Families of Veterans

Miranda Dunbar, *Biology*, Torpor in the tropics

Luke Eilderts, *World Languages & Literatures*, "They're not us, we're not them": Identity, Borders and the Discourses of Alsatian and National Identity during the 2014 French Territorial Reform Debate

Scott Ellis, *English*, Erasing 'Dulness': Jonathan Trumbull and the Redesign of College Curricula

Leon Finch, *Physics*, Developing an Experiment to Test Symmetry Violation at Brookhaven Lab

Michael Fisher, *Biology*, Creating a Microbial Consortium for Carbon Neutral Production of Bioplastics

Ellen Frank, *Management*, A Longitudinal Study of Business Students' Perceptions of Women in Management

Sean Grace, *Biology*, Bacterial assessment of the temperate scleractinian coral *Astrangia poculata* in Long Island Sound

Robert Gregory, *Exercise Science*, Comparison of Movement Variability during Treadmill and Overground Running

Chelsea Harry, *Philosophy*, The Reception of Presocratic Natural Philosophy in Later Classical Thought

C. Patrick Heidkamp, *Environment, Geography and Marine Sciences*, Sustainable Food Production in the Coastal Zone

John Jacobs, *Psychology*, Occupa-

## 2016-17 CSU Research Grants (cont'd)

tional Mobility and Health Outcomes: a Longitudinal Analysis

Rachel Jeffrey, Biology, Role of 14-3-3 proteins in long-term memory function

Brian Johnson, English, About to Say, a book of poems

James Kearns, Chemistry, The determination of arsenic in rice and other food sources by chemical digestion and measurement with an atomic absorption spectrophotometer for use as a laboratory experiment for upper level undergraduate chemistry students

Darcy Kern, History, The Political Kingdom: Authority, Representation, and the Language of Nationhood in England and Castile, 1450-1520

Hak Joon Kim, Information and Library Science, MakerSpaces in University Libraries

Michael Knell, Earth Sciences, and Jonathan Weinbaum, Biology, Paleontological Field Work in the Southwestern US

Lynn Kwak, Marketing, and Sang Yoon, Economics and Finance, The Effect of Eco-labeling on Willingness to Buy Genetically Modified (GM) Foods

Aukje Lamonica and Marian Evans, Public Health, Trends and Correlates of Marijuana Use in Black Female College Undergraduate Students

Erin Larkin, World Languages & Literatures, Benedetta Cappa: A futurist artist, a futurist life

Steve Larocco, English, An Anatomy of Forgiveness

Peter Latchman and Robert Axtell, Exercise Science, Exercise and Risk Factors for Hypertension in African American Women

Melvin Lesley, Chemistry, The Total Synthesis of Novel Tamoxifen Derivatives for Anti-Cancer Activity

Yan Liu, Information and Library Science, How do academic libraries support MOOCs using OER in top US universities?

Joseph Manzella, Anthropology, Returning to Ourselves: Reclaiming Kwakwaka'wakw culture

Armen Marsoobian, Philosophy, The Dildilian Photographic Collection: 100 Years of Armenian Photographic Excellence

Jennifer McCullagh, Communication Disorders, Auditory Memory Abilities in Children Evaluated for Central Auditory Processing Disorders

Ken McGill, Anthropology, The Language of Debt: An Ethnographic Approach

Cassi Meyerhoffer and Alan Brown, Sociology, The Color of Trust: Exploring Student Perceptions of Racial Bias in Policing

Patricia Olney, Political Science, The Promise and Perils of Mexico's No Party System

Pina Palma, World Languages & Literatures, Women and War in

the Italian Resistance  
Yulei Pang, Mathematics, Early Identification of Vulnerable Software Components Using Ensemble Learning

Sebastian Perumbilly, Social Work, Clinical Strategies for Engaging Family Members

Kimberly Petrovic, Nursing, The Benefits of Taekwondo Training for Undergraduate Students at SCSU

David Pettigrew, Philosophy, From Berlin to Marseille: Varian Fry's Journey to Yad Vashem

Val Pinciu, Mathematics, Visibility in Polyforms

Melvin Prince, Marketing, Contemporary Analysis of Organizational Buying Center Structure and Functions

Mary Purdy, Communication Disorders, and Mary Pat Lamberti, Nursing, Health history taking in persons with aphasia: Changes in accuracy of information following interdisciplinary training

Laura Reynolds, Special Education and Reading, and Jess Gregory, Educational Leadership, Predicting reading skills in young children with music perception tests

Lystra Richardson, Educational Leadership, Instructional Leadership in Brazil: Appropriateness and Implementation Challenges

Deb Risisky, Public Health, and James MacGregor, Recreation & Lei-

*Continued on next page*

## 2016-17 CSU Research Grants (cont'd from previous page)

sure Studies, Evaluation of an After-School Violence Prevention Program for Middle School Youth

Elizabeth Roberts, Biology, Influence of plant microbiome on fitness of Tall Fescue grasses

Sarah Roe, Philosophy, Taking Advice from the Humanities: what can we learn about science by studying those that study the history of science

Michael Rogers, Anthropology, Investigating Middle Stone Age (MSA) archaeology and early modern human fossil remains in Gona, Afar, Ethiopia

Todd Ryder, Chemistry, Organometallic additions to sulfinyliminoesters

Elena Schmitt, World Languages & Literatures, Online teaching and learning: Challenges, benefits, activities, and attitudes

Todd Schwendemann, Physics, Creation and Analysis of Graphene Based Supercapacitors

Camille Serchuk, Art, Painters and Public Works: Art, Cartography and Technology in the French Renaissance

Vivian Shipley, English, Completion of poems on female adventures and researching and writing new poems on Appalachia and ekphrastic poems based on various art forms

Rebecca Silady, Biology, Identification of homozygous suppressors of gravitropism defective 2-1

Meredith Sinclair, English, Secondary Pre-Service English Teachers Learning Literacy for "Doing Literacy"

Kathleen Skoczen, Anthropology, Grandmothers and Grandchildren: A Kwakwaka'wakw Perspective

Jeff Slomba, Art, Moving Venice to Greenland: a proposed migration sculpted as a response to climate change

Amy Smoyer, Social Work, Women Returning to New Haven from Prison: A Needs Assessment

Carol Stewart, Management, The Thinkubator Alliance: Closing the Soft Skills Gap

Kelly Stiver, Psychology, Variation in behavior, physiology, and reproduction in *Symphodes ocellatus* satellite males

Derek Taylor, Communication, Frames of View: Four Short Experimental Documentary Films About Landscape

Michele Vancour, Public Health, An Examination of the Breastfeeding Knowledge, Attitudes, Beliefs, Training and Practices of Connecticut Obstetricians and Pediatricians

Lisa Vitale, World Languages & Literatures, Caterina Povera: St. Catherine of Siena the Poet

Heather Vrana, History, Do Not Mess with Us! Guatemalan Students and the State, 1944-1996

Thuan Vu, Art, Translating Vietnamese Imagery

Kenneth Walters, Psychology, Impact of Alcohol and Drug Use and Abuse on the Self-Concept of College Students

Heather Warner, Communication Disorders, How and When to Begin Safe Oral Intake in Post-Extubation Patients

Yan Wei, Special Education and Reading, An Embedded Planning Tool at Intensified Tier Three Instruction

Binlin Wu, Physics, Optical Biopsy for Diagnosis and Prognosis of Breast Cancer Using Fluorescence Spectroscopy

Leon Yacher, Geography, Naypyidaw: The Geography of Myanmar's Forward Capital City

Chulguen Yang, Management, Mindfulness Meditation and Art Appreciation as Meaning-Making Practices

Elyse Zavar, Environment, Geography and Marine Sciences, Sustainable Reconstruction in Greensburg, Kansas

## Office of Faculty Development

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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.



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### 2016 SCSU Teaching Academy

You are invited to participate in the 2016 SCSU Teaching Academy on "Undisciplined Faculty: Interdisciplinary Collaboration and Teaching Innovation" to be held Monday, May 23 and Tuesday, May 24, from 8:30am – 4:30pm, in Engleman A120. Join your colleagues for a refreshing professional development event featuring an interactive keynote, workshops by SCSU's model Teacher/Scholars on pedagogy, inquiry, technology, and student success, and informal dialogue.

The keynote, by Dr. Janina Lenger Tomic, is "Interdisciplinary Collaboration as a Jump into the Deep End: Jacuzzi or Arctic Ocean?" The keynote will focus on how students benefit from interdisciplinary courses, how to integrate interdisciplinary elements into your own teaching, and creating your own teaching vision.

To register for the Teaching Academy, please go to:

<http://surveys.southernct.edu/TakeSurvey.aspx?SurveyID=ml0J9p5>

To celebrate our tradition of collaboration and innovation, we are hosting a Poster Session on Tuesday afternoon from 3:00 to 4:30pm in ENB 121. We encourage all faculty to share their creative activities. "Recycled," "gently used," recently presented, or works-in-progress are welcome. Interdisciplinary projects, collaborative faculty research, and Scholarship on Teaching and Learning (SoTL) are particularly encouraged. To submit a proposal for the Teaching Academy Poster Session, please go to:

<http://surveys.southernct.edu/TakeSurvey.aspx?SurveyID=l80Klp3>