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

Kimberly Petrovic, Nursing


As those of us at Southern seek to cultivate compassion across our campus, perhaps we would do well to define what we mean by the word compassion. Arguably, a number of definitions exist. For purposes of this paper, compassion is defined in a comprehensive manner to describe possessing sympathy for others who are distressed and suffering (e.g., emotionally, financially, physically). Likewise, a key component of having compassion for others involves wanting to relieve the suffering in a reasonable manner, if at all possible.

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

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 growing 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 signaled a need for improved physical, emotional, mental, 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
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 to 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_compassion/](http://www.ted.com/talks/daniel_goleman_on_compassion/). 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](http://www.ted.com/topics/compassion).


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-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” http://cnx.org/contents/8q5tNb7A@3/Democratic-Learning-

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.

Also in education, but for the lower grades, is the Collaborative for Academic, Social, and Emotional Learning (CASEL) Anti-Bullying program, http://www.casel.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/. The editor, Mary Oliver, states: “I think the two attributes that will most impress readers are, first, the almost shimmering glad-

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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 pediat-
rn nursing, pathophar-
macology, and various
clinical rotations within
community settings,
hospitals and nursing
facilities. At the same
time, students encoun-
ter 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 nurs-
ing 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 the-
ory and writing course
combined. It focuses on
the responses of indi-
viduals and their fami-
lies/loved ones to the
presence of health as
well as illness while
also leaving room for
nursing students to ap-
ply 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
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, includ-
ed: diabetes in the His-
panic community; ef-
effects of a loved one’s
dementia on the care-
givers; effects of post-
traumatic stress disor-
der on children who
were abused; family
bereavement as a pro-
cess when a child has a
debilitating illness; in-
voluntary pregnancy
loss; long-term effects
of childhood cancer on
children and their fami-
lies; maintaining physi-
cal and psychological
health after being sex-
ually assaulted; mid-
wifery and decisions
about labor and birth;
postpartum depres-
sion’s effects on the
family; quality of life for
individuals with cancer;
sobriety after physical
and psychological de-
pendence on alcohol
and/or drugs; teenage
pregnancy and teens

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

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

A view of Place Jacques Cartier.
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 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 hardwired 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

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“Open” to Compassion
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ness with which Ms. Fargnoli 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/openaccessexhibit/compassion SD

Cultivating Compassionate Leadership
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attention to the details of art
works. It facilitates students
learning of how to look both in-
wardly 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 stu-
dents 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 under-
stood 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 vis-
iting 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
taken 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 assign-
ment 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 in-
terpersonal communication skills)
of business graduates from em-
ployers, there has been an increas-
ing awareness of the knowledge
and skills gap that exists in a tradi-
tional business curriculum of lead-
ership education. From the per-
spective of contemplative learning,
students first need to learn to man-
age 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 compas-
son toward others.

My primary reason for believing
that art appreciation can be a use-
ful pedagogical method for culti-
vating student’s capacity for com-
passionate leadership is as follows.
Aesthetic appreciation of visual
arts tends

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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 represents 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
Comfort Measures

Mary Pat Lamberti, Nursing

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 compassion 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-

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Comfort Measures (cont’d from page 11)

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 15th 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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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-

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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.”

References


Tippett, K. (2010). Reconnecting with Compassion. TED Talks. SD

CRAC Grants (cont’d from opposite page)

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

Love and compassion are necessities, not luxuries. Without them humanity cannot survive. - Dalai Lama

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

John Jacobs, Psychology, Occupa-
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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 Lambert, Nursing, Health history taking in persons with aphasia: Changes in accuracy of information following interdisciplinary training

Laura Raynolds, 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

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

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

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

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

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

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

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

Todd Ryder, Chemistry, Organometallic additions to sulfinyliminoesters

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

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

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

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

Todd Serchuck, Art, Painters and Public Works: Art, Cartography and Technology in the French Renaissance

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

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

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

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

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

Thuan Vu, Art, Translating Vietnamese Imagery
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.

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 Tosic, 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:

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: