



**2023 Contemplative Practices  
for Higher Education Conference**  
**March 2-4, 2023**

Hosted by Radford University



**Welcome to the conference!** Now in its tenth year, this conference is targeted to professionals who are interested in contemplative practice, particularly those from academic disciplines, higher education leadership, and student affairs. We come together in person to build community, provide support to one another, and to advance our knowledge and understanding for the wellbeing of all those that we serve. The organizing body behind this conference is the Contemplative Higher Education Alliance for Research, Teaching and Service (C-HEARTS).

Through this gathering, we explore pathways to sustainably integrate contemplative practices into our lives as educators, administrators &/or as students at every level—whether that is in the classroom, in the research laboratory, in the office, in healthcare, in the arts, or in our lives and communities beyond the professional sphere. Woven throughout the conference will be opportunities for deepening our understanding of how contemplative practices and pedagogy can enhance learning and research across the disciplines, as well as times for contemplation.

## 2023 Conference Organizing Committee

- **Alan Forrest (Co-Chair)** EdD, LPC, LMFT, Professor of Education, Department of Counselor Education, Radford University
- **Gini Weisz (Co-Chair)** PhD, WHNP, Associate Professor of Nursing, Radford University
- **Denise Bernardini** DMA Assistant Professor of Music, Head of Voice & Opera, Radford University
- **Nandini Bhowmick** EdD, Clinical Assistant Professor, Department of Educational Foundations and Leadership, Duquesne University
- **Tricia Easterling** EdD, Professor of Science Education, School of Teacher Education and Leadership, Radford University
- **Maureen P. Hall** PhD, Professor of Education, STEM Education and Teacher Development, University of Massachusetts Dartmouth
- **Erin Hopkins** PhD, Associate Professor of Property Management, Virginia Tech
- **Matthew Komelski** PhD, Advanced Instructor of Human Development & Family Sciences, Director of Adaptive Brain & Behavior Minor, Virginia Tech
- **Stephanie Sebolt** PhD, Associate Professor of Education, Mary Baldwin University
- **Ernest Solar** PhD, Associate Professor of Special Education, Mount St. Mary's University
- **Mary Ann Taylor** PhD, Assistant Prof. of Psychiatry & Neuro-behavioral Health; Director of Academic Counseling Services, Edward Via College of Osteopathic Medicine, Auburn University
- **Juliet Trail** PhD, Founding Director, Courageous Compassion Connection; Contemplative Instructor, InStill Mindfulness
- **Veronica van Montfrans** PhD, CPACC, Associate Director, Translational Biology, Medicine, & Health; Research Assistant Professor, Fralin Biomedical Research Institute



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# CONFERENCE SCHEDULE

## Thursday, March 2

8:00 am - 1:00 pm	<b>Registration</b>
9:00 - 9:20 am	<b>Welcome and Arriving Practice</b> , Alan Forrest & Gini Weisz (Magnolia Ballroom)
9:30 - 10:30 am	Contemplative Practice Sessions: <ul style="list-style-type: none"> <li>• <b>Gentle Yoga with Yoga Nidra Meditation</b>, Nancy Harvey (Dogwood 1)</li> <li>• <b>InSpire Gatherings to Support Mindfulness, Community and Service</b>, Lori Marsh and Jaime Reygle (Dogwood 2)</li> </ul>
10:45 - 11:15 am	Student-led Sessions: <ul style="list-style-type: none"> <li>• <b>Deep Listening Through Music: Contemplative Pedagogy for Sociology, Women, and Crime Courses</b>, Courtney Ross (Dogwood 1)</li> <li>• <b>Cultivating Compassion in Education: A Burnout Intervention Program</b>, Jaime Heiner (Dogwood 2)</li> <li>• <b>Do Teachers Really Change Lives? Why, Yes. Yes They Do.</b>, Madison Rose (Dogwood 5)</li> </ul>
11:30 am - 12:00 pm	Research Talks: <ul style="list-style-type: none"> <li>• <b>Contemplating through the Analysis of Material Cultures</b>, Eunju Hwang, Dina Smith-Glaviana, and Jacelyn Lazore (Dogwood 1)</li> <li>• <b>Graduating Into Service-Oriented Professions: Can Mindfulness Interventions Increase Job Satisfaction?</b>, Erin Hopkins (Dogwood 2)</li> </ul> Student-led Session: <ul style="list-style-type: none"> <li>• <b>How healthy are helpers? Addressing wellness with graduate counseling students</b>, Curtis Taylor and Nandini Bhowmick (Dogwood 5)</li> </ul>
12:00 - 1:00 pm	<b>Lunch (Magnolia Ballroom)</b>
1:00 - 2:00 pm	Plenary Session: <ul style="list-style-type: none"> <li>• <b>The 4 C's – Creativity, Culture &amp; Contemplation Build Community. The Classroom Seen as Community</b>, Charisse Minerva (Magnolia Ballroom)</li> </ul>
2:15 - 3:15 pm	General Sessions: <ul style="list-style-type: none"> <li>• <b>Our Students Have Changed. Should We?</b>, Tricia Easterling (Dogwood 1)</li> <li>• <b>Using the Community Resiliency Model (CRM) at Virginia Tech</b>, Dave Andrews and Erica Coates (Dogwood 2)</li> <li>• <b>Intuitive Eating as a Contemplative Practice: What it Can Do For You and For Students in Higher Education</b>, Alessandra Sarcona and Dara Dirhan (Dogwood 5)</li> </ul>
3:30 - 4:30 pm	Roundtable: <ul style="list-style-type: none"> <li>• <b>Engaging college students to mindfulness meditation practices (Repeat)</b>, Alan Forrest, Juliet Trail, and Jamie Reygle (Dogwood 1)</li> </ul> General Session: <ul style="list-style-type: none"> <li>• <b>Integrating Contemplative Practices in College Teaching</b>, Stephanie Sebolt (Dogwood 2)</li> </ul>
5:00 - 6:15 pm	<b>Reception and Dinner Buffet (Magnolia Ballroom)</b>
6:15 - 6:30 pm	<b>Welcome &amp; C-HEARTS Mission</b> , Juliet Trail (Magnolia Ballroom)
6:30 - 8:00 pm	<b>Evening Keynote Address</b> , “The Poetry of our Lives- Staying Steady,” Naomi Nye (Magnolia Ballroom)

## Friday, March 3 Schedule

8:00 – 10:00 am	<b>Registration</b>
8:00 – 8:50 am	Contemplative Practice Sessions: <ul style="list-style-type: none"> <li>• <b>Qigong for Wellbeing</b>, Matthew Komelski (Dogwood 1)</li> <li>• <b>The Settled Space</b>, Jamie Reygle (Dogwood 2)</li> </ul>
9:00 – 9:20 am	<b>Welcome and Arriving Practice</b> , Alan Forrest & Gini Weisz (Magnolia Ballroom)
9:30 – 10:30 am	Contemplative Practice Sessions: <ul style="list-style-type: none"> <li>• <b>EcoDharma Contemplations on Deep Ecology and Climate Change</b>, Juliet Trail (Dogwood 1)</li> <li>• <b>Lectio Divina as a Pedagogical Tool for Promoting Global Citizenship Education (GCE): Awareness and Interconnection for Our Survival in the World</b>, Maureen P. Hall, Mary Ellen Lynch, Raymond E. Davis, and Andrea Burnett (Dogwood 2)</li> </ul>
10:45 – 11:45 am	General Sessions: <ul style="list-style-type: none"> <li>• <b>Exploring Emotions through Journaling</b>, Colleen Driscoll (Dogwood 1)</li> <li>• <b>Four Methods for Creating a Contemplative Fine Arts Classroom</b>, Denise R. Bernardini (Dogwood 2)</li> <li>• <b>Mindfulness Meditation for Helping Professional, Graduate, and Medical School Students</b>, Mary Ann Taylor and Alan Forrest (Dogwood 5)</li> </ul>
12:00 – 1:00 pm	<b>Lunch (Magnolia Ballroom)</b>
1:00 – 2:00 pm	Plenary Session: <ul style="list-style-type: none"> <li>• <b>Zen: Appreciating the One and the Many</b>, Ellen Birx (Magnolia Ballroom)</li> </ul>
2:15 – 3:15 pm	Roundtable: <ul style="list-style-type: none"> <li>• <b>Tell a Story, Touch a Soul: Storytelling as a Contemplative Approach for Fostering Global Citizenship Education</b>, Andrea Burnett, Maureen P. Hall, Mary Ellen Lynch, and Raymond E. Davis (Dogwood 1)</li> </ul> General Session: <ul style="list-style-type: none"> <li>• <b>Whole Brain Living and Emotional Alchemy</b>, Anna Pittman (Dogwood 2)</li> </ul>
3:30 – 3:45 pm	<b>Introductions and C-HEARTS Announcements</b> , Gini Weisz and Alan Forrest (Magnolia Ballroom)
3:45 – 5:15 pm	<b>Keynote Address</b> , “My Grandmother’s Blessings,” Stephen Murphy-Shigematsu (Magnolia Ballroom)

## Saturday, March 4 Schedule

### DAYLONG RETREAT, “A Day of Playful and Embodied Mindfulness Practice”

Depart at 8:30 am	CARPOOL TO SELU CONSERVANCY
9:30 am – 4:30 pm	<b>Daylong Retreat</b> , Joe Klein and Charisse Minerva <i>Lunch provided during retreat</i>
Depart at 4:45 pm	RETURN CARPOOL TO HOTEL



## 2023 Keynote Speakers



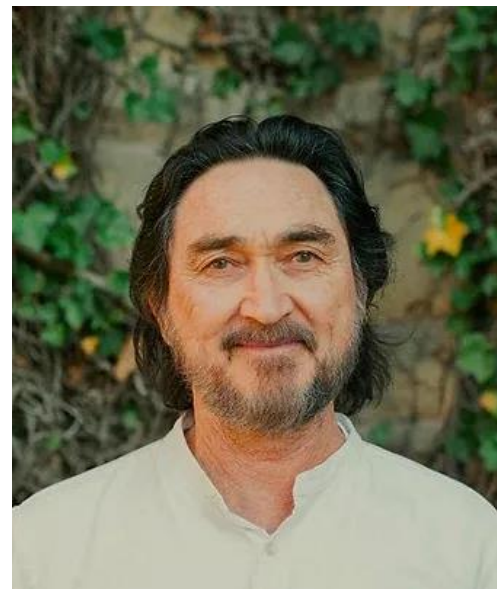
### **Naomi Shihab Nye Keynote Address, "The Poetry of our Lives - Staying Steady"**

**Naomi Shihab Nye** is an award-winning Palestinian-America poet, essayist and educator. She describes herself as a "wandering poet," having spent more than 40 years traveling the country and the world, leading writing workshops and inspiring students of all ages. Nye was born to a Palestinian father and an American mother and grew up in St. Louis, Jerusalem, and San Antonio. Drawing on her PalestinianAmerican heritage, the cultural diversity of her home in Texas, and her experiences traveling in Asia, Europe, Canada, Mexico, and the Middle East, Nye uses her writing to attest to our shared humanity. Naomi Shihab Nye is the author and/or editor of more than 30 volumes of poetry for adults

and children. She is editor of nine poetry anthologies, and fiction books for young people. Among her many awards and recognitions, Naomi was 2018 Lon Tinkle Lifetime Achievement Award recipient (Texas Institute of Letters), was named the 2019-2021 Young People's Poet Laureate (Poetry Foundation), 2020 Ivan Sandrof Lifetime Achievement Award recipient (National Book Critics Circle), and was voted into the American Academy of Arts and Sciences in 2021. Nye is Professor of Creative Writing: Poetry at Texas State University in San Antonio.

### **Stephen Murphy-Shigematsu, Keynote Address "My Grandmother's Blessings"**

**Stephen Murphy-Shigematsu** was born in Tokyo to a Japanese mother and Irish-American father. Dr. Murphy-Shigematsu draws inspiration and courage from his diverse Buddhist, Shinto, Bushido, Celtic, and Catholic heritages. His work integrates Asian spiritual wisdom with the art and scientific practice of psychology for healing and social transformation. His life's journey is guided by a sense of destiny in crossing borders and dwelling in mastery and mystery. Educated in psychology at Harvard University, he was tenured professor of education at The University of Tokyo, and is currently at Stanford University. His books in Japanese and English include *When Half is Whole* and *From Mindfulness to Heartfulness:*



*Transforming Self and Systems with Compassion.* For Stanford U., Stephen is a lecturer for the School of Medicine's Program in Health and Human Performance. He has designed of twelve courses in Comparative Studies in Race & Ethnicity, has received two teaching awards, and is the Founder of the Heartfulness Lab. Stephen is president of Nichibei Care, an organization dedicated to enhancing mindful well-being and leadership in Japan and the U.S.

## **Daylong Retreat Facilitators: Joe Klein and Charisse Minerva**

**Saturday, March 4:  
"A Day of Playful and Embodied Mindfulness Practice"**

**Joe Klein** has over ten years' experience teaching meditation and relational mindfulness. He is the lead clinician of a mindfulness-based addiction treatment program called Recovery Dojo at New River Valley Community Service Board. Joe co-founded Inward Bound Mindfulness



Education ([iBme.com](http://iBme.com)) in 2010, which runs meditation retreats for teens, young adults and professionals in 9 locations across the US and Canada. At Radford University, Joe teaches a graduate course, retreats and workshops on mindfulness for counselors, social workers and other helping professionals at Radford University. Joe brings playfulness and whole brain/whole body engagement to his way of teaching and embodying mindfulness.

**Charisse Minerva** has facilitated Mindfulness instruction in multiple settings, including schools, counselors, arts and community organizations, athletes, and businesses. Her credits include Core Faculty for Inward Bound Mindfulness Education (iBme) Teacher Training, and Guest Instructor for University of Virginia Contemplative Sciences Center and Dalai Lama Fellowship. She developed the iBme UK Mindfulness Teen Retreat program and the Communities of Color Initiative, the Virginia Beach Friends School Mindfulness curriculum, and is presently designing professional development for WholeSchool Mindfulness (WSM). WSM places Mindfulness Directors throughout out the US, Kindergarten-University.



## REGISTRATION THURSDAY, MARCH 2, 8:00 am-1:00 pm

Welcome and Arriving Practice 9:00-9:20 AM, Alan Forrest & Gini Weisz

Room: Magnolia Ballroom

## SESSION DESCRIPTIONS: THURSDAY, MARCH 2, 9:30-10:30 AM

Contemplative Practice Session: **Gentle Yoga with Yoga Nidra Meditation**

Room: Dogwood 1

1 hour session that includes 20-30 minutes of gentle yoga asana and breath work followed by 30-to-40-minute yoga nidra meditation.

**BIO: Nancy Harvey** spent 42 years as Family Nurse Practitioner, and also completed an MS in 2018 to become an IAYT certified Yoga Therapist. She has been a Yoga teacher for about 10 years, and is the business owner of Guiding Star Yoga Therapy.

Contemplative Practice Session: **InSpire Gatherings to Support Mindfulness, Community and Service**

Room: Dogwood 2

Dr. Lori Marsh and Jamie Reygle, CMT-P will lead a 60-minute practice modeling an InSpire gathering. InSpire was developed by Jamie Reygle, Executive Director of InStill Mindfulness. InSpire gatherings are designed to support development of a mindfulness practice in both formal sitting format and while interacting with others (relational mindfulness). Typically InSpire groups meet weekly or biweekly and develop a sense of community.

For this session, participants will first be invited to share about themselves. This will be followed by a short mindfulness game and then a discussion on what InSpire is and how one might establish an InSpire group. We will also describe what resources, materials and support are available through InStill Mindfulness to help facilitators develop an InSpire group. After this discussion there will be a guided meditation and the session will close with a brief check out.

This session will introduce participants to a proven, functional format for a gathering designed to teach and support mindfulness practices. In addition, participants will be given access to resources to establish an InSpire gathering in their community.

**BIO: Dr. Lori Marsh** was an Associate Professor in the Biological Systems Engineering at Virginia Tech for 15 years, an Associate Research Professor in Food Science and Technology at Virginia Tech for 7 years and an Adjunct Professor in Math and Statistics at Radford University for 8 years, retiring in 2020. Her interest in Eastern Philosophy led her to study both yogic and Buddhist philosophy. She completed a 200-hour yoga teacher training in 2009 and has attended over 20 silent retreats averaging seven days each. In addition, she spent eight weeks in a Buddhist monastery in Myanmar in 2016. She currently serves as board chair of the non-profit organization InStill Mindfulness, which has a vision of a Mindful World for All. Dr. Marsh leads a morning meditation for InStill via zoom every Wednesday morning and has been facilitating InSpire meetings for over two years.

## SESSION DESCRIPTIONS: THURSDAY, MARCH 2, 10:45-11:15 AM

Student-led Session: **Deep Listening Through Music: Contemplative Pedagogy for Sociology, Women, and Crime Courses**

Room: Dogwood 1

Sociology courses focused on the experiences of women and girls in the social and criminal justice system are designed to provide a critical understanding of summarizing and critiquing scholarly work on the topic of gender and criminality/deviance. Historical and contemporary issues such as racial ethnic background, social class, and contemporary civil movements, are discussed. A contemplative pedagogical approach deepens the capacity for learning the materials and encourages self-wellbeing, healthy relationships, and social wellbeing. When students are more knowledgeable of inner aspects of self, this assists them in making unique discoveries about real-world situations. This presentation draws from cross-sectional data collected from reflective journal assignments by undergraduate students enrolled in a sociology course, Women and Crime. The contemplative exercise of Deep Listening with Music was a favorite exercise for many of the students. They expressed their love for and interest in music, and gratitude for the opportunity to connect what they knew well toward the course. In this interactive presentation, attendees will engage in a Deep Listening Through Music exercise and a discussion exploring how music conjoins with deep listening contemplative practice as a valuable class exercise.

**BIO: Courtney B. Ross**, ABD, is a PhD candidate in the department of Sociology at Virginia Tech and is anticipated to graduate in 2023. She earned a MS in Sociology from Virginia Tech and a BA in Sociology/Anthropology from West Virginia University. Her dissertation research is an experimental design of the Solomon four-group that focuses on whether contemplative pedagogical practices can assist in developing the sociological imagination in students taking an introductory sociology course. Courtney's teaching and research interests are peace studies and violence prevention, contemplative sociology, the sociology of gender and sexuality. She enjoys work on pedagogy and curriculum development. Her publications can be found in Teaching Sociology and TRAILS, the Teaching Resources and Innovations Library for Sociology. Contemplative pedagogy is integral to her scholarship and teaching endeavors. I believe that modern education must see things holistically, integrating one's imagination and self-realizations in an ever-growing process of self-transformation which concurrently contributes to a better world.



Student-led Session: **Cultivating Compassion in Education: A Burnout Intervention Program**

**Room: Dogwood 2**

While empathy is a psychological phenomenon which is vital for successful social cognition and interactions, it can lead to emotional overload in the form of empathic distress when not properly regulated (Klimecki, Leiberg, Ricard, & Singer, 2013; Silva et al., 2018). Researchers have identified that a person could limit the emotional exposure involved in empathic responses using strategies such as mindfulness or compassion meditation to reframe the distinction between one's own experiences and the experiences of another (Li, Mai, & Liu, 2014; Cheng et al., 2007). Alternative therapies are promising interventions for improvement of burnout in helping fields such as nursing and education (Klimecki, Leiberg, Ricard, & Singer, 2013). This study investigated the effects of a 9-week intervention using either breath-based meditation or compassion meditation on reducing burnout indicators in educators. The objectives were to assess: 1) If either intervention is effective in reducing burnout indicators in educators. 2) Differences in psychophysiological stress responses between the two conditions and the control group. Significant improvement occurred in posttest TBS scores ( $p < .05$ ) of participants in the CCT group ( $n = 8$ ,  $d = 1.695$ ) and LTB group ( $n = 11$ ,  $d = .82$ ), with no change in the control group ( $n = 15$ ).

**BIO: Jaime Heiner** is a graduate student at Weber State University. Having worked in education for 5 years, she currently serves as the assistant principal at a middle school for children with Autism and is passionate about supporting social-emotional learning in schools, both for students and teachers. In her research, Jaime's areas of interest focus on executive functioning, burnout, and addressing organizational changes to support student success in the classroom.

Student-led Session: **Do Teachers Really Change Lives? Why, Yes. Yes, They Do.**

**Room: Dogwood 5**

As a student, I've never been impacted as much as I was in the Fall of 2021 when I was introduced to the concept of 'radical self-acceptance'. In those 14 weeks, I began my journey of exploring mindfulness. The goal of today's session is to share the invaluable practices I have learned and how I was slowly able to implement mindfulness into my everyday college life. Come learn how educators can truly make a difference in their student's lives and witness firsthand the impact mindfulness can have on the academic performance and mental wellbeing of a college student.

**BIO: Maddie Rose** is a senior at Radford University studying middle school education. While at Radford, she has served as President of her sorority, Delta Zeta, as well as being a proud member of Kappa Delta Pi, Order of Omega, and the Honor's College. Throughout her time in college, Maddie has discovered a passion for mental health and mindfulness advocacy and is committed to educating others on these topics in hopes of spreading awareness and ending the stigma surrounding them. In her free time, Maddie enjoys riding her horse and hanging out with her cat!

**SESSION DESCRIPTIONS: THURSDAY, MARCH 2, 11:30 AM-12:00 PM**

Research Talk: **Contemplating through the Analysis of Material Cultures**

**Room: Dogwood 1**

To enhance students' awareness and understanding of how our artifacts and designed environments shape our identity and society values, two faculty members from Residential Design and Fashion Design collaborated and contemplated with students through their analysis on historical homes and clothing. In advancing curricular and public engagement projects that center the knowledge of the local Native American community, we organized guest lecture series, visited historic buildings and costumes through joint class activities and measured students' learning outcomes on their cultural understanding.

From our previous collaboration, we learned that students enjoyed talking to people who had different cultural values different from them; however, this did not mean that they enjoyed taking courses that challenged their beliefs and values (Hwang et al., 2021). To gain deeper understanding of this, we adopted approach of Byun, Kim, and Duffey (2012)'s multi-dimensional learning outcomes, and measured students' attitude to openness to diversity, listened to their emotional learning outcomes, and contemplated with students through reflection essays, weekly interactions with the faculty, and visual presentations on their own cultural understanding and identity. The focus of the conference presentation will be the teaching activities, the reflection of students' cultural identify and faculty's own reflection on working with them, and the showcases of student projects.

**BIOS: Dr. Eunju Hwang** is Associate Professor of Residential Environments and Design in the Department of Apparel, Housing and Resource Management at Virginia Tech. **Dr. Dina Smith-Glaviana** is Assistant Professor of Fashion Merchandising and Design in the Department of Apparel, Housing and Resource Management at Virginia Tech. **Ms. Jacelyn Lazore** is an Undergraduate Student in the Department of Apparel, Housing and Resource Management at Virginia Tech.

Research Talk: **Graduating Into Service-Oriented Professions: Can Mindfulness Interventions Increase Job Satisfaction?**

**Room: Dogwood 2**

Many students graduating from college to begin their careers in emotionally demanding occupations. One such example is a career on the service frontlines regularly helping customers handle emotionally charged scenarios as a service-oriented professional. As part of their work role, the service-oriented employee is expected to remain friendly and optimistic when dealing with irate customers, even if these are not the authentic feelings of the employee (Rafaeli & Sutton, 1987).

In order to serve the company's commercial purpose, the employee must use considerable emotional labor to manage their emotions (Hochschild, 2012). While adhering to emotional display rules may result in performance benefits, the resulting constraints on emotional expression can negatively affect the well-being of employees (Diefendorff & Gosserand, 2003). Specifically, emotion regulation can cause stress, emotional exhaustion, decreased job satisfaction, and higher turnover intentions (Hülshager et al., 2013; Hochschild, 2012; Seery & Corrigan, 2009; Grandey, 2003). One way to potentially address these negative outcomes of emotional labor is to introduce a mindfulness intervention. Mindfulness is defined as "the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us" (Mindful Staff, 2020, para. 3). The purpose of this session is to examine the literature on mindfulness interventions and emotional intelligence cultivation in the workplace with specific focus on service-oriented professionals. Learning outcomes for participants include understanding potential positive and negative impacts of mindfulness interventions and emotional intelligence cultivation from an employee and employer perspective.

**BIO: Erin A. Hopkins**, PhD, serves as an Associate Professor of Property Management within the College of Liberal Arts and Human Sciences at Virginia Tech, where she teaches courses in property management operations and environmental and sustainability issues in housing. Her research interests include how green building policy impacts the environmental, social, and economic spheres of sustainability as well as how contemplative practices can be used in higher education and industry to cultivate mindfulness. Her research can be found in publications such as the Journal of Housing and the Built Environment and the International Journal of Sustainable Development & World Ecology.

Student-led Session: **How Healthy are the Helpers? Addressing Wellness with Graduate Counseling Students**  
**Room: Dogwood 5**

Wellness is an essential component of mental health counseling. The importance of counselor wellness, as well as recognizing and addressing counselor impairment are well-documented.

Academic and ethical standards mandate that counselor education programs address wellness, counselor wellness, and impairment with graduate students who are aspiring to become counselors. However, the research regarding how, or even if, counselor wellness and impairment are being assessed and developed in master's level counseling programs is limited. It is the responsibility of counselor educators, as counselors, educators, advocates, and gatekeepers to assess and develop the wellness of their students to ensure that counselors are well-prepared and free of impairment, prior to entering the profession.

**BIOS: Professor Curtis Taylor** is a mental health counselor, adjunct professor, and doctoral student in western Pennsylvania. **Dr. Nandini Bhowmick** is a Clinical Assistant Professor in the School of Education's Department of Educational Foundations & Leadership.

## SESSION DESCRIPTION: THURSDAY, MARCH 2, 1:00-2:00 PM

Plenary Session: **The 4 C's: Creativity Culture & Contemplation Build Community. The Classroom Seen As Community**

In The 4 C's - there will be a presentation followed by discussion, real life examples and exploration of how to use the elements of Creativity, Culture, and Contemplation to build Community in classrooms, especially when teaching Mindfulness but applicable in multiple curriculums.

Purpose: Using the approach presented, educators explore the value of creating a community environment that supports the material being learned, students in the room, as well as the educator. These multiple components work hand in hand to enhance and enrich the learning experience.

Goal: To empower educators in classroom communities, recognize the value students, and their culture, bring to the learning process, and create relationships that deepen respect and trust.

Participant Outcome: Educators are offered a perspective and process to add to their toolkits, that values the presence of community and its role in deepening learning outcomes. This knowledge is crucial, especially in dealing with communities that may be different from the educator's usual experience. It is also extremely vital in cross-cultural situations as well as in Equity and Justice work.

**BIO: Charisse Minerva** has worked as Core Faculty for Inward Bound Mindfulness Education (iBme) Teacher Training program, Guest Instructor for Univ of Virginia Contemplative Sciences Center. She developed the UK Mindfulness Teen Retreat program. Taught Dance Drum and Meditation (DDM) and A Taste of Mindfulness Conference(s) at Sattvic Center, Portsmouth, VA. She designed the Mindfulness program at Virginia Beach Friends School. Currently she designs Professional Development for WholeSchool Mindfulness Education (WSM), with Mindfulness Directors in schools K-University. She is a Creative, working in music, poetry, and storytelling. She is also a Fellow with the prestigious New York Garrison Institute for Contemplative Sciences.

## SESSION DESCRIPTIONS: THURSDAY, MARCH 2, 2:15-3:15 PM

General Session: **Our Students Have Changed. Should We?**

**Room: Dogwood 1**

Our students HAVE changed. If we follow an educational maxim of "meet them where they are and start with what they know," it is going to require a professional re-tooling of sorts. The aim of this session is to illustrate some of the features of today's students (un)thinking habits and how to effectively adapt our teaching approaches. Critical thinking overlaps beautifully with mindfulness practices. Come learn some of the particulars...

**BIO: Tricia Easterling** has taught students in one form or another since the early 90's and has been a professor at Radford University for the past 20 years. One of her most satisfying endeavors has been helping to build capacity for thinking critically in her students.

Encouraging students to recognize flawed thinking and then doing something about it has been one of her life's greatest rewards. In the off season, she enjoys her asparagus and blueberry farm in Southwest Virginia.

General Session: **Using the Community Resiliency Model (CRM) at Virginia Tech**

Room: **Dogwood 2**

The Community Resiliency Model (CRM) is designed to help individuals and communities understand the natural nervous system response of their bodies during times of stress and/or trauma. It also teaches skills to help individuals return to and expand what is known as the resiliency zone. One of the core principles of this model is that it can be easily learned, adapted, and taught by others so that it is accessible and relevant to all communities. Students, staff, faculty, and clinicians can normalize the experience of being out of the resilient zone and offer one another skills to return to the resilient zone. In this session, we will help participants understand the science behind the model, learn to track what is happening with their own nervous system, and practice some of the skills to help get us out of the fight, flight, freeze, and fawn state. We will also discuss our efforts to implement this model on the Virginia Tech campus.

**BIOS:** **Dave Andrews** obtained his Bachelors in Sociology/Anthropology with a minor in Spanish from Warren Wilson College and his Master's in Public Health from UNC. He has worked with various public health initiatives, community-based mental health agencies, and health/wellness promotion efforts on university campuses. He has been working in Hokie Wellness at Virginia Tech in since 2012.

**Erica Coates** obtained her Bachelors in Psychology with minors in Music and Spanish from Anderson University, and her Masters in Social Work from Syracuse University. She has worked in clinical, administrative, and program development roles in human service agencies in South Carolina, New York, and North Carolina before joining the Cook Counseling Center at Virginia Tech in 2017.

General Session: **Intuitive Eating as a Contemplative Practice: What it Can Do for You and for Students in Higher Education**

Room: **Dogwood 5**

The purpose of the session is to share an evidence-based, mind-body health approach called Intuitive Eating (IE) with participants so that they can apply the principles of intuitive eating personally and share this contemplative practice with their students. College students have a high risk of disordered eating, including dieting and unhealthy choices. Studies incorporating IE education among college students have found that IE practices are inversely associated with disordered eating patterns; fewer food anxieties, dieting behaviors, and greater pleasure associated with food; greater acceptance of body image and less weight-related shame; and less dietary restraint behaviors. The goals of the session will be to review the principles of IE, outline the importance of this mindful approach for college students as it relates to their eating behaviors, and allow the audience to practice IE strategies for their personal eating management. The session will review innovative pedagogical activities incorporating IE into a higher education course curriculum and the outcomes of this intervention. Participants will be able to recall the 10 principles of IE and its benefits, distinguish the use of IE for college students and personal practice, and apply IE practices.

**BIOS:** **Dr. Alessandra Sarcona** is an associate professor in the Department of Nutrition at West Chester University (WCU). Prior to coming to WCU, she was a Dietetic Internship Director at Long Island University (LIU), Post. Dr. Sarcona is a Registered Dietitian Nutritionist (RDN) and has previous work experience in clinical dietetics, wellness, and sports nutrition. Her research interests include lifestyle and eating behaviors, motivational interviewing, intuitive eating, as well as measuring the effectiveness of various pedagogical approaches in her teaching. **Dr. Dara Dirhan** is an Associate Professor of Nutrition and DPD Director at West Chester University of Pennsylvania. Aside from teaching in higher education, she has professional experience in corporate wellness, and providing nutrition counseling and health education to corporate clients. Dr. Dirhan's research experience centers on best practices in teaching and learning pedagogy, including game-based learning, and studying student outcomes among undergraduate nutrition students. Her current research agenda is focused on studying mindfulness in undergraduate nutrition students, intuitive eating, presence among educators, and advocating for the inclusion of nutrition as a general education course requirement in the undergraduate curriculum.

## **SESSION DESCRIPTIONS: THURSDAY, MARCH 2, 3:30-4:30 PM**

Roundtable: **Engaging College Students to Mindfulness Meditation Practices**

Room: **Dogwood 1**

"Emerging adulthood (ages of 18-30 years) is a critical developmental period characterized by mental health challenges for college students. Mindfulness-based approaches have been associated with mental health benefits. Mindfulness in the classroom, referred to as "contemplative pedagogy," includes teaching methods designed to quiet and change the habitual chatter of the mind to cultivate a capacity that involves teaching methods designed to cultivate deepened awareness, concentration, and insight.

The purpose of this roundtable session is to bring together college and university faculty to engage in a conversation as to what are the most effective ways to introduce and engage college students to mindfulness meditation practices.

Areas of discussion will include: • Where to begin? • How to solicit support for mindfulness-based approaches to the educational process? • What has worked? • The use of mindfulness courses at the college level • Implementing mindfulness meditation programming • How to increase perceptions of mindfulness for faculty and students? • How to infuse mindfulness into all disciplines? • What pedagogical methods have been successful, e.g., guided meditation, journals, silence, music, art, poetry, dialogue, and questions?"

**BIOS:** **Alan Forrest**, Ed.D, is a Professor in the Department of Counselor Education at Radford University in Radford Virginia. Alan is a Licensed Professional Counselor and Licensed Marriage & Family Therapist. He leads, and co-leads, mindfulness retreats for college and graduate students, medical and nursing students, human service and mental health professionals, educators, young adults, and others. He is actively involved in infusing mindfulness into both his counseling practice and into the college classroom. Alan is interested in contemplative pedagogy and facilitates weekly mindfulness practice groups at Radford University for faculty, staff, and students. He serves as the Assistant-Chair on the Board of InStill Mindfulness. **Jamie Reygle**, CMT-P is the founder and executive director of InStill Mindfulness. He began studying meditation techniques in the late '90s and has been practicing mindfulness since

2003. Since then, his interest in mindfulness has led him to teach mindfulness in many settings, including public schools, businesses, independent workshops, and music festivals. He has written a short book on mindfulness practice called 'The Unenlightened Buddha'. Jamie holds a BA in Psychology from Murdoch University, is an IMTA Certified Mindfulness Teacher, a graduate of The School for the Work with Byron Katie and has completed Level I Focusing training. **Juliet Trail**, PhD is Founding Director of Courageous Compassion Connection (C3), offering contemplative practices to diverse peoples to cultivate wellbeing and compassionate action, to serve the earth and all beings. She is Co-Chair of the C-HEARTS Executive Committee; Managing Director of The Coincidence Project; and a Contemplative Instructor/Retreat Facilitator and Secretary of the Board of InStill Mindfulness. She builds on over two decades in leadership, organizational development, teaching and contemplative pedagogy in higher education at University of Virginia (16 years); New Mexico State University (3 years); and C-HEARTS (7 years). She is a trained Mindful Self-Compassion (MSC) Teacher.

General Session: **Integrating Contemplative Practices in College Teaching**

**Room: Dogwood 2**

Over the past several years, I have noted that my students are more stressed and anxious and do not always arrive with skills needed to deal with these feelings. The purpose of this interactive session is to share how I incorporate contemplative pedagogy in my teaching to address student needs. The goals of this interactive session include providing a brief overview of contemplative pedagogy followed by participant engagement in a variety of contemplative practices that can be incorporated into one's own teaching practice. Expected learning outcomes include participants' having a better understanding of contemplative pedagogy and leaving with concrete ideas of what they may want to incorporate into their own teaching.

**BIO: Dr. Stephanie Sebolt** is an Associate Professor in the School of Education at Mary Baldwin University. Her research interests include teacher preparation, contemplative practice in higher education and diversity and inclusion.

**Reception and Dinner Buffet Available 5:00-6:15 PM**

**Room: Magnolia Ballroom**

## EVENING KEYNOTE ADDRESS THURSDAY, MARCH 2, 6:15-8:00 PM

**Welcome & C-HEARTS Mission**, Juliet Trail

**Keynote Address by Naomi Shihab Nye: The Poetry of our Lives - Staying Steady**

**Room: Magnolia Ballroom**

**Naomi Shihab Nye** is an award-winning Palestinian-America poet, essayist and educator. She describes herself as a "wandering poet," having spent more than 40 years traveling the country and the world, leading writing workshops and inspiring students of all ages. Nye was born to a Palestinian father and an American mother and grew up in St. Louis, Jerusalem, and San Antonio. Drawing on her Palestinian American heritage, the cultural diversity of her home in Texas, and her experiences traveling in Asia, Europe, Canada, Mexico, and the Middle East, Nye uses her writing to attest to our shared humanity. Naomi Shihab Nye is the author and/ or editor of more than 30 volumes of poetry for adults and children. She is editor of nine poetry anthologies, and fiction books for young people. Among her many awards and recognitions, Naomi was 2018 Lon Tinkle Lifetime Achievement Award recipient (Texas Institute of Letters), was named the 2019-2021 Young People's Poet Laureate (Poetry Foundation), 2020 Ivan Sandrof Lifetime Achievement Award recipient (National Book Critics Circle) and was voted into the American Academy of Arts and Sciences in 2021. Nye is Professor of Creative Writing: Poetry at Texas State University in San Antonio.

## REGISTRATION FRIDAY, MARCH 3, 8:00-10:00 AM

### SESSION DESCRIPTIONS FRIDAY, MARCH 3, 8-8:50 AM

Contemplative Practice Session: **Qigong for Wellbeing**

**Room: Dogwood 1**

Hunyuan Qigong is a gentle, adaptable form of moving meditation. This session will begin with a brief didactic overview of the Hunyuan Qigong set and a practical everyday way of understanding Qi (energy). This will be followed by an invitation to explore the Hunyuan moving meditations. We will close the session with a debrief on the practice experience, Q&A and sharing of resources for further learning.

**BIO: Dr. Matthew F. Komelski** teaches for the Department of Human Development and Family Science. His regular teaching assignments include undergraduate courses in mind-body health, developmental science, human services and service-learning. He has designed several clinical and community-based programs to meet the needs of older adults with mobility impairments and veterans with PTSD, as well as populations challenge by stroke and traumatic brain injury. His research interests include the use of mindfulness-based practices to improve health and quality of life across the lifespan. Dr. Komelski's work has been published in peer-reviewed journals and presented nationally and internationally.

Contemplative Practice Session: **The Settled Space**

**Room: Dogwood 2**

Behind the tumult of the day-to-day lies a settled space, still and silent and ever-present. In this interactive presentation, Jamie Reygle will guide participants into an exploration of this settled space, giving them an opportunity to experience it and tools to be able to return to it when life gets a little too wild and loud. Opportunities will be provided for discussion and review.

**BIO: Jamie Reygle** is the Founder & Executive Director of InStill Mindfulness, a nonprofit committed to cultivating a mindful world for all. Originally from Australia, he has been practicing mindfulness since 2003. He has been leading mindfulness-based workshops, retreats, and classes to a broad cross-section of audiences and in a range of settings



since 2005. He is an IMTA Certified Mindfulness Teacher, holds a BA in Psychology from Murdoch University, is a graduate of The School for the Work with Byron Katie, and has completed Level I Focusing training.

**Friday Welcome and Arriving Practice 9:00-9:20 AM, Alan Forrest & Gini Weisz**  
**Room: Magnolia Ballroom**

### **SESSION DESCRIPTIONS: FRIDAY, MARCH 3, 9:30-10:30AM**

Contemplative Practice Session: **EcoDharma Contemplations on Deep Ecology and Climate Change**  
**Room: Dogwood 1**

In this session, Juliet will guide the group through several nature connection and climate change contemplations. Participants will have time after the meditations to write or draw and to share reflections with the group. Being deeply inspired by David Loy's keynote talk about living in these dangerous times at the March 2022 conference, Juliet attended a 10-day Inner/Outer Nature Retreat with David Loy and fellow facilitators held at the EcoDharma Center of the Rocky Mountains in July 2022. She then completed the EcoSattva training offered by One Earth Sangha. This session will offer contemplative practice for deep ecological engagement based on the EcoDharma and EcoSattva path.

Climate change is occurring with massive repercussions, and the Sixth Mass Extinction of species is underway. We all feel a variety of emotions living in such a context: overwhelm, fear, grief, worry, anger, compassion, love, sorrow, generosity, scarcity—and these strong emotions can shift from moment to moment. How can we face the severity of what is unfolding in the world around us? How do we care for ourselves, honor all of our emotions and responses to living in this world, and move through the difficult emotions towards prosocial responses that can help our students, colleagues, and the wider world? The contemplative practices in this session will introduce methods for turning towards these issues and emotions, in order to feel them and heal them, built upon Joanna Macy's Active Hope, David Loy's EcoDharma, and the EcoSattva training of One Earth Sangha.

**BIO: Juliet Trail**, PhD is Founding Director of Courageous Compassion Connection (C3), offering contemplative practices to diverse peoples to cultivate wellbeing and compassionate action, to serve the earth and all beings. She is Co-Chair of the C-HEARTS Executive Committee; Managing Director of The Coincidence Project; and a Contemplative Instructor/Retreat Facilitator and Secretary of the Board of InStill Mindfulness. She builds on over two decades in leadership, organizational development, teaching and contemplative pedagogy in higher education at University of Virginia (16 years); New Mexico State University (3 years); and C-HEARTS (7 years). She is a trained Mindful Self-Compassion (MSC) Teacher.

Contemplative Practice Session: **Lectio Divina as a Pedagogical Tool for Promoting Global Citizenship Education (GCE): Awareness and Interconnection for Our Survival in the World**  
**Room: Dogwood 2**

This contemplative practice session utilizes Lectio Divina as a pedagogical innovation for promoting greater awareness and understanding of Global Citizenship Education (GCE). GCE can be used as a framework for "improving the lived realities of all human beings" (Hall & Lynch, 2022, p. 1). GCE is so vital in K-16 education because students and teachers need to be prepared to thrive amid global challenges. Additionally, GCE equips students with the knowledge, skills, and values for solving 21st century global challenges (Klein, 2017). GCE also enhances civic learning by fostering students' active participation needed for addressing global issues.

For this contemplative session, a segment from a poem by Naomi Shihab Nye will be used. There are four steps in the Lectio Divina process: Lectio, Meditatio, Oratio, and Contemplatio. Each stage of this communal reading process opens doors to GCE, offering an embodied process designed to teach the whole person. In each step, there is a period of silence. In each of these four steps, participants are asked to engage with the poem or passage in a specific way, lending itself to deeper engagement.

GCE focuses on equipping students with skills needed to thrive in the 21st century, yet a more expansive view of education needs to be integrated into K-16 education, one that holds inspiration for building a better world. Through this session, participants will gain new insights about GCE, along with enhanced global awareness. After the Lectio Divina process, participants will be invited to share their perceptions and experiences.

**BIOs: Maureen P. Hall** (UVA, Ph.D) is a Professor at the University of Massachusetts Dartmouth. Her work focuses on literacies, mindfulness, Social Emotional Learning (SEL), Global Citizenship Education (GCE), and Teacher Leadership. Her books include Transforming Literacy (Emerald Publishing, 2011), The Whole Person (Rowman & Littlefield, 2019), and Academia from the Inside: Pedagogies for Self and Other (Palgrave Macmillan, 2021). She derives great joy from her collaborative work with colleagues, and, after taking refuge in northern Vermont during the pandemic, she now understands how the "wilds of nature" sing to her soul and help to keep her healthy and strong. **Mary Ellen Lynch** (BU, M.Ed.) is an adjunct faculty member at Roger Williams University | University College where she teaches community development courses through a global lens. She has led sessions on Global Citizenship Education (GCE) at global and national conferences and was one of five educators across the country to be awarded a course scholarship through a USDA/NIFA Higher Education Challenge Grant to enhance community development education. The course scholarship supported her launch of a Building Bridges Rhode Island initiative aimed at fostering GCE by engaging students in cross-cultural learning. Mary Ellen enjoys exploring the world with her husband and their trekkpaks and has developed partnerships with organizations in Nepal and Thailand through her travels. **Raymond E. Davis** (UMassD, MAT) is from Warwick, Rhode Island, and is a graduate MAT student and a Teaching Assistant at the University of Massachusetts Dartmouth. His research interests are Education Policy, Global Citizenship Education (GCE), literacies, Rhetoric and Composition, and Social Emotional Learning (SEL). During his free time, Ray enjoys spending a significant amount of time outdoors hiking, camping, or simply taking in the beauty of nature. **Andrea Burnett** (UMassD, MAT) is a graduate student in the MAT program at the University of Massachusetts Dartmouth. Additionally, she teaches fifth grade humanities at James Tansey Elementary School in Fall River, Massachusetts. She has been an educator for five years and deeply enjoys the time spent with her students. Graduate school has ignited in her a passion for Global Citizenship Education (GCE) and she is eager to continue exploring ways to spread awareness in and out of the classroom. Andrea enjoys traveling with her husband, staying active, and cooking delicious meals.



## SESSION DESCRIPTIONS: FRIDAY, MARCH 3, 10:45-11:45 AM

### General Session: **Exploring Emotions Through Journaling**

#### **Room: Dogwood 1**

In this session we use journaling as a tool for exploring the intersection of mindfulness and emotions. We will take some time to journal individually and engage in dialogue collectively about the “what”, “why”, & “how” of our unique emotional experiences. We will then discuss how we have added this workshop on campus to promote emotional wellness and mental health among students.

**BIOS: Colleen Driscoll** is currently the Assistant Director of Mental Health Initiatives at Virginia Tech's Hokie Wellness. She received a B.S. in Psychological Sciences with minors in Special Education and Behavior Change Health Studies from the University of Vermont in 2019. In 2021, she received a Master of Education in Counseling with a specialization in Sport Psychology from Boston University. Colleen is also a Certified Mental Performance Coach through the Association for Applied Sport Psychology. **Saad Khan** is the Mental Health Initiatives Coordinator at Virginia Tech's Hokie Wellness. He received his Bachelor's degree in Clinical Neuroscience with a minor in Psychology at Virginia Tech. His professional interests include university peer support services and providing mental health education to students. In his role at Hokie Wellness, Saad facilitates mental health workshops and provides training to undergraduate FEELS Peer Support facilitators.

### General Session: **Four Methods for Creating a Contemplative Fine Arts Classroom**

#### **Room: Dogwood 2**

**Objective:** This session will discuss and demonstrate four methods in the contemplative fine arts classroom. The following methods will encourage students to partner in their learning by creating intentions, using breathwork and meditative activities to deal with intrusive thoughts and fears, describing and discussing somatic sensations, and exploring new skills with no expectations of a perfect outcome. The methods discussed are:

**Intention:** We are taught in many pedagogical settings to state learning outcomes for the students. We will discuss and design ways to invite them to create their intentions for learning.

**Isolate from Distractions:** Distractions are a problem for us all. Encouraging students to leave distractions outside the arts classroom can increase their learning and presence.

**Notice the Body:** Students must distinguish helpful and unhelpful somatic sensations. Using the body as the instrument is often punishing, whether in dance, music, or theatre. When students have an awareness of their sensations, they isolate those sensations. Young artists often need permission to verbalize what they are feeling and be able to assign qualitative verbiage. Noticing the body also keeps them present in the here and now, which is an added benefit.

**Give up Judgement:** So often, what prevents a student from making progress or learning a new skill is sitting in the role of the judge. They may look for perfection and feel they cannot present a new skill until it is perfect; if class time is a place for exploration rather than achievement, they can break through the perfection barrier.

**BIO: Dr. Denise Ritter Bernardini** has degrees in Vocal Pedagogy, Vocal Performance and Music Education. Denise has performed all over the world and is a teacher of eclectic singing styles. She teaches contemporary vocal technique, classical, pop and jazz. Dr. Bernardini believes resonance and breath are the two biggest factors for singing success and freedom. Recently Denise has coauthored *The Mindfulness of Singing; Harmonizing Mind, Body, and Spirit*. The book can be found on Amazon and Kindle through BozStudio Publishing.

### General Session: **Mindfulness Meditation for Helping Professional, Graduate, and Medical School Students**

#### **Room: Dogwood 5**

Students pursuing a graduate degree or advanced graduate degree, e.g., master's, doctoral, and medical students, endure a significant amount of stress throughout their education and professional careers. With many personal and professional roles to fill, helping professional students (medical, nursing, social work, counseling, psychology, physical therapy, occupational therapy, music therapy, and others) are also challenged with a considerable academic workload and a full schedule. While attempting to maintain a personal life in addition to their role as a graduate student, they may engage in unhealthy behaviors as an attempt to keep up with their rigorous academic demands. In addition to the stress of managing their academic workload, clinical training, and having a personal life, medical and helping professional students may also experience significant levels of anxiety, worry and concern related to fear of failure and not being successful in their work. This session will examine medical and other helping professional students and how mindfulness meditation has been, and can, be incorporated into their training. Specific strategies, trainings, retreats, and interventions will be presented and discussed. Additionally, there will be an experiential component to this presentation.

**BIOS: Dr. Taylor** has spent most of her professional career in higher education and currently is an Assistant Professor of Psychiatry and Neuro-Behavioral Science and Director of Academic and Counseling Services, VCOM-Auburn, providing academic counseling and wellness services for osteopathic medical students. Given that medical school can be stressful, and burnout is very prevalent among medical students, she incorporates meditative and mindfulness practices into her counseling activities. Mindfulness is also part of the curriculum; she teaches a Mindfulness class, focusing on the benefits of mindfulness in healthcare and how to incorporate mindful practices into daily life, followed by small group activities in mindful meditation. She promotes mindful activities in the community for school-age individuals and new mothers and incorporates mindful and meditative practices into her own life. **Alan Forrest, Ed.D.** is a Professor in the Department of Counselor Education at Radford University in Radford Virginia. Alan is a Licensed Professional Counselor and Licensed Marriage & Family Therapist. He leads, and co-leads, mindfulness retreats for college and graduate students, medical and nursing students, human service and mental health professionals, educators, young adults, and others. He is actively involved in infusing mindfulness into both his counseling practice and into the college classroom. Alan is interested in contemplative pedagogy and facilitates weekly mindfulness practice groups at Radford University for faculty, staff, and students. He serves as the Assistant-Chair on the Board of InStill Mindfulness.

## SESSION DESCRIPTION: FRIDAY, MARCH 3, 1:00-2:00 PM

Plenary Session: **Zen: Appreciating the One and the Many**

**Room: Magnolia Ballroom**

Through Zen stories, koans, and poems we will explore Zen insights into nonduality and nonseparation along with Zen's equal emphasis on differentiation and functioning in the world of cause and effect. The group will engage in a brief period of Zen meditation to highlight the similarities and differences among Zen meditation and other forms of mindfulness and contemplation. We will discuss the interspiritual practice of Zen and other spiritual traditions as a way to build bridges in our multicultural society. Appreciation of the One and the Many will be presented as a way of coping with the complexity and divisiveness university communities are facing.

**BIO: Ellen Bix** is Professor Emeritus at Radford University where she taught for 32 years in the School of Nursing. She received her PhD in Psychiatric/Mental Health Nursing from the University of Texas at Austin. She is a Zen teacher (Roshi) in the White Plum lineage and co-founder of New River Zen Community in Blacksburg, VA. She is the author of several books including *Selfless Love: Beyond the Boundaries of Self and Other* (Wisdom, 2014) and *Embracing the Inconceivable: Interspiritual Practice of Zen and Christianity* (Orbis, 2020).

## SESSION DESCRIPTIONS: FRIDAY, MARCH 3, 2:15-3:15 PM

Roundtable: **Tell a Story, Touch a Soul: Storytelling as a Contemplative Approach for Fostering Global Citizenship Education**

**Room: Dogwood 1**

This session will explore ways how storytelling can be used as a contemplative approach for deeper understanding(s) of Global Citizenship Education (GCE). Building on the work of Narrative 4, roundtable presenters will share best practices for using storytelling as a learning modality and demonstrate how this storytelling model is practiced. Narrative 4 is a non-partisan global network consisting of authors, educators, and students who use powerful personal stories to build empathy and spark collaborative change by shattering stereotypes and breaking down barriers. This story exchange model is aligned with GCE's emphasis on building a community of empathetic global citizens and serves as a vehicle for this change. Elements and concepts found within notions of GCE include "different ideologies about the meaning of citizenship, globalization, and the role of education in a global society" (Sant et al., 2018, p. 21). Integrating Narrative 4's model into GCE humanizes the learning experience through storytelling. Storytelling enhances student engagement in the classroom. One high school student reflected: "Having a glimpse into someone's personal story is not only inspiring—but pushes me to keep helping my community." Integrating storytelling into curriculum helps students build core global citizenship competencies such as empathy, active listening, intercultural skills, and active community participation, preparing them to thrive in our interconnected world. In a broad view, storytelling holds great possibilities for a contemplative approach to learning about GCE, and, ultimately, serves to make the world into a more compassionate, open-minded space where diversity thrives.

**BIO: Andrea Burnett** (UMassD, MAT) is a graduate student in the MAT program at the University of Massachusetts Dartmouth. Additionally, she teaches fifth grade humanities at James Tansey Elementary School in Fall River, Massachusetts. She has been an educator for five years and deeply enjoys the time spent with her students. Graduate school has ignited in her a passion for Global Citizenship Education (GCE) and she is eager to continue exploring ways to spread awareness in and out of the classroom. Andrea enjoys traveling with her husband, staying active, and cooking delicious meals. **Mary Ellen Lynch** (BU, M.Ed.) is an adjunct faculty member at Roger Williams University | University College where she teaches community development courses through a global lens. She has led sessions on Global Citizenship Education (GCE) at global and national conferences and was one of five educators across the country to be awarded a course scholarship through a USDA/NIFA Higher Education Challenge Grant to enhance community development education. The course scholarship supported her launch of a Building Bridges Rhode Island initiative aimed at fostering GCE by engaging students in cross-cultural learning. Mary Ellen enjoys exploring the world with her husband and their trekkers and has developed partnerships with organizations in Nepal and Thailand through her travels. **Maureen P. Hall** (UVA, Ph.D) is a Professor at the University of Massachusetts Dartmouth. Her work focuses on literacies, mindfulness, Social Emotional Learning (SEL), Global Citizenship Education (GCE), and Teacher Leadership. Her books include *Transforming Literacy* (Emerald Publishing, 2011), *The Whole Person* (Rowman & Littlefield, 2019), and *Academia from the Inside: Pedagogies for Self and Other* (Palgrave Macmillan, 2021). She derives great joy from her collaborative work with colleagues, and, after taking refuge in northern Vermont during the pandemic, she now understands how the "wilds of nature" sing to her soul and help to keep her healthy and strong. **Raymond E. Davis** (UMassD, MAT) is from Warwick, Rhode Island, and is a graduate MAT student and a Teaching Assistant at the University of Massachusetts Dartmouth. His research interests are Education Policy, Global Citizenship Education (GCE), literacies, Rhetoric and Composition, and Social Emotional Learning (SEL). During his free time, Ray enjoys spending a significant amount of time outdoors hiking, camping, or simply taking in the beauty of nature.

General Session: **Whole Brain Living & Emotional Alchemy**

**Room: Dogwood 2**

We will explore the four parts of the right and left brain in the language of archetypes essentially outlining the Hero's Journey to wellness.

**BIO: Dr. Anna Pittman** holds a Phd in Consciousness Studies and a Masters in Transpersonal Psychology. Among her most recent certificates are studies in NARM, IFS, Family Constellations and Brain Spotting. She sees clients one on one and offers several group studies yearly.

**KEYNOTE ADDRESS**  
**FRIDAY, MARCH 3, 3:30-5:15 PM**

**Introductions & C-HEARTS Announcements, Alan Forrest & Gini Weisz**

**Keynote Address: My Grandmother's Blessings**

**Room: Magnolia Ballroom**

**BIO: Stephen Murphy-Shigematsu** was born in Tokyo to a Japanese mother and Irish-American father. Dr. Murphy-Shigematsu draws inspiration and courage from his diverse Buddhist, Shinto, Bushido, Celtic, and Catholic heritages. His work integrates Asian spiritual wisdom with the art and scientific practice of psychology for healing and social transformation. His life's journey is guided by a sense of destiny in crossing borders and dwelling in mastery and mystery. Educated in psychology at Harvard University, he was tenured professor of education at The University of Tokyo, and is currently at Stanford University. His books in Japanese and English include *When Half is Whole* and *From Mindfulness to Heartfulness: Transforming Self and Systems with Compassion*. For Stanford U., Stephen is a lecturer for the School of Medicine's Program in Health and Human Performance. He has designed of twelve courses in Comparative Studies in Race & Ethnicity, has received two teaching awards, and is the Founder of the Heartfulness Lab. Stephen is president of Nichibe Care, an organization dedicated to enhancing mindful well-being and leadership in Japan and the U.S.

**DAYLONG RETREAT**  
**SATURDAY, MARCH 4, 9:30 AM-4:30 PM**

**Retreat Location: Selu Conservancy**

3215 Dry Valley Road, Radford, VA 24141

**Retreat: "A Day of Playful and Embodied Mindfulness Practice"**

**BIOS: Joe Klein** has over ten years' experience teaching meditation and relational mindfulness. He is the lead clinician of a mindfulness-based addiction treatment program called Recovery Dojo at New River Valley Community Service Board. Joe co-founded Inward Bound Mindfulness Education (iBme.com) in 2010, which runs meditation retreats for teens, young adults and professionals in 9 locations across the US and Canada. At Radford University, Joe teaches a graduate course, retreats and workshops on mindfulness for counselors, social workers and other helping professionals at Radford University. Joe brings playfulness and whole brain/whole body engagement to his way of teaching and embodying mindfulness.

**Charisse Minerva** has facilitated Mindfulness instruction in multiple settings, including schools, counselors, arts and community organizations, athletes, and businesses. Her credits include Core Faculty for Inward Bound Mindfulness Education(iBme) Teacher Training, and Guest Instructor for University of Virginia Contemplative Sciences Center and Dalai Lama Fellowship. She developed the iBme UK Mindfulness Teen Retreat program and the Communities of Color Initiative, the Virginia Beach Friends School Mindfulness curriculum, and is presently designing professional development for WholeSchool Mindfulness (WSM). WSM places Mindfulness Directors throughout out the US, Kindergarten-University.

**THANK YOU FOR ATTENDING**  
**THE 2023 CONFERENCE!**

# ROOM LOCATION & FLOOR PLAN

