The goal of this conference is to learn about the compassion-inspired work taking place in the NAU and Flagstaff communities. In so doing, we hope to underscore the multi-dimensional nature of compassion: its philosophical, psychological, and spiritual roots; its cultivation and expression; its importance, relevance, and application in our everyday lives.

Today’s program features four panel presentations, a poster presentation, and hands-on workshops. The invited presenters include Flagstaff community leaders as well as faculty and students from NAU. There is no registration or registration fee; complimentary lunch and snacks are provided. Student sign-up sheets will be available for students seeking extra credit.

Concurrent Workshops

3:00-4:00 pm

**Exploring Empathy: Using Compassionate Communication to Improve Your Relationships**
Katie Pierce, PT, DPT and David McCain, NAU Graduate Student

This interactive, entertaining session will provide an opportunity for your to explore how Compassionate Communication can improve your connections to self and others. You will learn about the healing power of empathy, understand the distinction between empathy and honest expression, and develop concrete tools to establish an empathic connection. You will have the opportunity to apply what you learn to examples from your life. Our hope is that you leave the session with a greater capacity to create meaningful relationships that will bring more joy to your life.

**Cultivating Resilience and Freshness: How Helping Professionals Can Avoid Burn-Out Through Mindfulness and Compassion Practices**
Greg S. Dalder, LCSW, ACM Social Work Manager, Flagstaff Medical Center

Helping professionals are frequently exposed to the pain and suffering of patients and family members. Without skills to cultivate resilience and freshness, the result too frequently is empathy fatigue, pessimism, low-productivity and eventually burn-out. The antidote to this widespread threat to the well-being of helping professionals is skill building in mindfulness and compassion. This session shares elements from training developed for FMC staff to address this issue. Over 300 staff have received the training to date. An RN said after the training: “No one has ever helped me understand why my work is so draining. Now I can stay engaged because I know how to take care of myself while I take care of the patient.”

**Stoking the Caring Fires: Meditative Practices to Build Compassion, Joy and Gratitude for Self and Others**
Karen Mueller, PT, PhD, DPT, Professor, NAU Department of Physical Therapy

In recent years, evidence from neuroscience and positive psychology have established a definitive relationship between lovingkindness meditation, embodied gratitude and the enhancement of empathy. This workshop will focus on practical approaches to enhance positivity and self-compassion as a powerful tool to connect more authentically with others.

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Thank you so much for attending! Please contact Heidi Wayment or Dorothy Dunn if you have any questions or ideas about ways to involve the SBS Compassion Project in your community and university endeavors. Contact Heidi.Wayment@nau.edu or Dorothy.Dunn@nau.edu
Dr. Janine Schipper  
**NAU Sociology & Social Work**

The Heart/Mind: Cultivating Compassion in a Time of Ecological Crisis. During this talk I will describe how I link the mind and heart when teaching about environmental crisis and social change. We can know on an intellectual level that we are in the midst of a major ecological crisis, yet it is the part of us that cares that must lead us in our work to avert ecological disaster. I will share how compassion has impacted and informed my teaching practices and my approaches toward inspiring social change.

Lisa Doskocil  
**Coconino Community College**

Teaching the Whole Person: Empathy in Education. An emotional education frequently takes the sidelines in a busy and structured classroom environment. Teaching the whole person involves valuing and incorporating empathy within the daily curriculum. We will consider the reasons why empathy is important in education and discuss methods to help educators include empathy into the classroom experience. The PEACE program is structured to both teach about what compassion is but also designed to increase our rates of empathy. Early research conducted on participants has shown positive results in increasing rates of compassion.

David Richardson, JD  
**The Flagstaff Literacy Project**

Empathy in Action: The Literacy Center. My talk will outline the creation, implementation and progress of The Literacy Center's project to bring literacy training to inmates in the Coconino County Detention Center. It will include discussions of the rationale for creating the program, problems encountered, and efforts to assess and improve our effectiveness.

**Director, Evidence-Based Practice / Research Medical Center, Flagstaff Medical Center**

Compassion through “Patient and Family Centered Care” helps address the needs of the patient and his/her family during the difficult time of illness, injury, or hospitalization. Through dignity, respect, information sharing, participation and collaboration we can make a real difference for patients and who “they define as their family”.

Kevin Treadway, M.Ed  
**Police Chief, Flagstaff Police Department**

My talk will describe the Flagstaff Police Department, and our philosophy on effective Municipal policing, which promotes compassionate policing. I will introduce briefly the concept of Incident-Driven customer care, and speak about how we enforce the notion of policing compassionately on our department.

MaryJo Gregory, FACHE, RN  
**CEO & President NARBHA**

Trauma Informed Care (TIC). My talk will focus on this relatively contemporary theme in behavioral care. TIC is based on the realization that much behavior is driven from traumatic events or adverse childhood events that occur early in life. My focus for today is to discuss how do we approach these facts and prevent future problems by creating a compassionate environment, as well as the importance of teaching parents and family members to look beyond the behavior for understanding as well as the importance of realizing the potential long term effects of abusive and neglectful environments.

Cynthia Haros, & Heidi A. Wayment, Ph.D.  
**Turn the Dharma Wheel: Wishing for, and Spreading Compassion**

This poster will explore the experience gained from time spent in Mainpat India, a Tibetan refugee camp where aid and healthcare were delivered to local residents. Through the lessons of Tibetan Buddhism, we will identify how compassion and social connectedness. Sunday Discovery will be discussed, examining what has occurred so far and looking to the future development of this new kind of community.

Larry Stevens, Ph.D., Department of Psychology  
**Empathic Accuracy and Mirror Neurons**

Mirror Neurons are brain cells that fire both when one performs a goal-directed action and when she watches someone else perform that same action. Recent research has revealed some of the ways in which mirror neurons subserve empathy. The current research extends these findings by examining self-other discrimination in mirror neuron activity and the role it plays in empathy.

Samantha Berlin, Brianna Welker, and Chad Woodruff, Ph.D., Department of Psychology  
**3-Year Outcomes of a Compassion Research Training Program: The NSF-NAU Research Experiences for Undergraduates (REU) Program**

This poster presents an overview of the Department of Psychology Compassion REU program and 3-year outcome data of effects of this undergraduate research training program. Outcome measures were Likert-style ratings of program components and participant responses on the Coopersmith Self-Esteem Inventory, the Work and Family Orientation Questionnaire, the Student Attitudes Questionnaire, the Science Related Attitudes Questionnaire, and the Learning Style Inventory. The effects of this training program on these measures are presented and discussed within the context of the creation of future compassion and social science teachers and researchers.

Jacob Marshall & Dr. Dorothy Dunn, Ph.D., NAU School of Nursing  
**Turn the Dharma Wheel: Wishing for, and Spreading Compassion**

This poster will explore the experience gained from time spent in Mainpat India, a Tibetan refugee camp where aid and healthcare were delivered to local residents. Through the lessons of Tibetan Buddhism, we will identify how compassion, commitment, and other human emotions help in understanding how we are all connected and how projects like this become possible.

Andrea Houchard, Danielle Sloan, Cynthia Haros, & Heidi A. Wayment, Ph.D.  
**Hot Topics Café: Bringing Compassion to Issues of Community Concern**

HotTopics Café (HTC) is a forum for civil, rational, compassion-ate discourse about issues of community concern. Members of the community are invited to voice their views, and are encouraged to listen to the views of others with respect and compassion. Our evaluations regularly show that HTC attendees say they learn a great deal from the discussions and that although they are, on average, not that likely to change their own opinions on a topic, are more aware of alternative viewpoints—which is one of the stated goals of HTC. Our regression results suggest that coming and participating in the HTC provides individuals with practice in listening to others who have different viewpoints—and when, in the course of those discussions, people are motivated by goals that can be considered “compassionate,” those goals were related to feeling happier and more part of the community. The goals that were more related to protecting one’s self-image were neither related to well-being nor feeling a part of the community.
Compassion is something that we often associate with the private sphere. However compassion can also help us grapple with political issues. The Hot Topics Café has used compassion as a guiding principle to examine issues of community interest for three years, and we have learned that it helps people improve their understanding of issues and of one another.

## The Compassion Behind Restorative Justice

Beyond an “Eye for an Eye”: Navajo Peacemaking and Restorative Justice  
**Robert Redsteer**  
Navajo Peacebuilder & Warren Sanford  
Justice of the Peace, Pristem

Restorative justice can be defined as a broad term which encompasses a growing social movement to adopt peaceful approaches to harm, problem-solving, and violations of legal and human rights. These approaches range from international peacemaking tribunals to innovations within the criminal and juvenile justice systems, schools, social services and communities. Restorative resolutions engage those who are harmed, wrongdoers, and their affected communities in search of solutions that promote repair, reconciliation and the rebuilding of relationships. Restorative justice seeks to build partnerships to reestablish mutual responsibility for constructive responses to wrongdoing within our communities. Restorative approaches seek a balanced approach to the needs of the victim, offender and the community, through processes that preserve the safety and dignity of all.

### Compassionate Care: Health Care Perspectives

**Facilitator:** Jean Malecki-Friedland, MD, MPH,FACPM

### Self-Compassion and Empathy among Chinese and American Undergraduates

Melissa Birkett-Greene, Ph.D., NAU Psychology

A cross-cultural study was conducted to examine differences in self-compassion and empathy among Chinese and American undergraduates. Forty Chinese and 41 American undergraduates completed the Self-Compassion Scale (SCS) and Interpersonal Reactivity Index (IRI). Groups did not significantly differ in overall Self-Compassion or Empathy. However, significant differences were found in the Self-Kindness, Common Humanity, Isolation, and Over-Identification SCS subscales and the Personal Distress IRI subscale (Chinese > American). American students reported significantly higher scores on the Fantasy and Empathic Concern IRI subscales. Gender differences were stable across groups. The results of this study have implications for understanding self- and other-directed pro-social attitudes, beliefs and behaviors across cultures.

### Quiet Ego Contemplation During the Transition to College

Wayment, Collier, Birkett, Till, & Traudisdottir, NAU Psychology & Biology.

Motivation and goal setting theories suggest that self-regulation skills are related to well-being and self-regulation processes emanate from attempts to resolve the conflict between “myopic self-interest” and “enlightened self-interest” (Baumeister & Vohs, 2003, pg. 6). This study examined and found that a short “quiet ego contemplation” intervention, designed to increase compassionate goals relative to self-image goals, was related to increases in self-regulatory skills, reductions in stress, and better stress reactivity among first semester female college students (n = 32). The intervention was also associated with reductions in oxidative stress markers indicating that quieting the ego during the stressful transition to college can have academic and health benefits.

### Adult Literacy Empowers a Compassionate Community

Maggie Carrillo, Brigid O'Connor & James Friedland

Our poster illustrates how the principles of compassion and empathy guide our every interaction with our learners and volunteers, from outreach to assessment to celebration of individual goals. Achieving literacy in order to improve one's own life has always been at our core, and our desire to approach each learner as an individual is reflected in all four of our programs: one-on-one tutoring, drop-in center, classes offered on- and off-site, and the successful PLR jail program. The Literacy Center's fundraising model is also guided by this appreciation for our learners' individuality: in seeking only community and foundation support, and no state or federal funding, The Literacy Center is permitted to reach out to and receive each learner without any invasive documentation or curriculum requirements or reporting to government agencies.
especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities. This approach is especially useful when working with students with exceptionalities.