Protecting Patients’ Sleep

Glenn Marks, RN

Historically, hospitals have been staff centered rather than patient centered. Patients have been treated as recipients, rather than participants in their plan of care. Several years ago a small group of Nurses at VVMC introduced a project we called Protecting Patients Sleep. We no longer perform routine, non-critical procedures (blood tests, x-rays, vital signs, etc.) during designated sleep hours. The result has been improving the patient care experience. The Administration at VVMC recognized our health care system is evolving and patients now value and expect ‘compassionate care’. Those practitioners who do not understand and embrace ‘compassionate care’ discover it will negatively impact their bottom line.

Compassionate Travel: Guatemala Esperanza

Hannah Quinn, undergraduate BSN student
Kellie Keel, RN, FNP graduate student

A group of BSN and FNP students traveled to the village of Santa Maria de Jesus in Antigua, Guatemala last December to open a healthcare clinic. The town suffers from poverty causing most to not have access to proper healthcare. The community members were able to see a healthcare provider in the clinic to discuss health issues and receive treatment accordingly. Also, women were able to receive gynecological exams and cervical cancer screenings performed by a local gynecologist.
## Practicing Compassion in the Classroom

Versha J. Anderson, Graduate Teaching Associate

In the classroom, educators are quick to adhere to their strict policies and classroom guidelines as outlined by their syllabi, but when do these seemingly rigid rules come into conflict with being mindful, compassionate, and understanding towards the unexpected experiences in life? Yes, we all want to maintain our authority and respect in the classroom and being flexible can be seen as a possible threat to the educator. However, we live in an increasingly competitive world and as educators we are expected to prepare our students to be a part of that world. Wouldn't it be ideal if we were also preparing them to be a part of the positive change in that world? By practicing compassion in the classroom, students may learn to practice compassion in their lives beyond the classroom and in their future workplace settings.

## NAU Social & Behavioral Sciences Mindfulness Meditation Circle

Brandon Pence & Leann Leiter, graduate students in SUS

The SBS Mindfulness Meditation Circle is a group comprised of students, faculty and staff at NAU. This group convenes weekly to practice mindfulness meditation in an open and encouraging setting. With an emphasis on insight meditation techniques, mindfulness practice often leads to insights about the true nature of reality and can encourage increased levels of patience and compassion in daily life. While the primary focus is on this form of meditation, the group routinely introduces special topics and other forms of practice. These one-hour sessions include a 20-minute sitting meditation guided by Dr. Janine Schipper and are followed by time for group sharing and reflection. The meditation circle welcomes practitioners of all levels, who are invited to join the group at any point throughout the semester.

## Cultivating Compassion at End-of-Life

Aleia N. O’Reilly, Further Shore, Founder & Director
Meg Leander, Further Shore Quality of Life Advocate
Demi Greco, Sociology Department

Since 2006, Further Shore has been a champion in fostering compassion for individuals facing severe health or end-of-life issues by providing pre-hospice care, support, and education to clients and their family members, friends, and caregivers. Our poster will provide information with a focus on safe conversations about self-empowerment, end-of-life choices, healing, and personal enrichment, to uphold and celebrate both the joys of living and spirituality of dying.

## Treating Anxiety using Acceptance and Commitment Therapy (ACT) and Mindfulness in the School Setting

Ashley Brookshier, graduate student NAU School Psychology

Anxiety is the most prevalent mental health diagnosis in the United States. It is often a chronic, lifetime disorder, and it typically manifests in childhood. Children and adolescents with anxiety often perform more poorly on academic tasks than those without anxiety. Acceptance and Commitment Therapy (ACT) and compassionate Mindfulness techniques may prove useful in ameliorating these symptoms. This poster provides a review of these techniques and discusses a brief, group therapy format that may be utilized in the schools.

## Quiet Ego Characteristics as a Resource during the Transition to College: Balanced Goals, Self-Compassion, and Well-Being

Taylor N. West, undergraduate student
Heidi A. Wayment, Ph.D. Psychological Sciences

This study examined contributors to the stress and well-being relationship among first year students making the transition to college (N=359; 79% female, 21% male; mean age = 18). Quiet ego, a measure of a compassionate and balanced self-identity, was associated with using more compassionate goals relative to self-image goals, which, in turn, was related to less stress and greater well-being during first semester in college. Furthermore, both self-control skills and self-compassionate attitudes partially mediated the relationship between quiet ego characteristics and well-being. Discussion focuses on the potential importance of teaching students specific skills to increase their compassionate self-identity.

## Self-Other Discrimination in Empathy and the Brain

Rebecca von Oepen, C., undergraduate student
Chad Woodruff, Ph.D.
Dylan Barbera, graduate student Psychological Sciences

Empathy is a critical cognitive task for normal human functioning. However, before we understand another’s action we must first discriminate it from our own actions, and the ability to discriminate self from other is associated with empathy. This study used Electroencephalography (EEG) to investigate the association between different EEG band-ranges and self-other discrimination. Thirty university students viewed images of happy, sad, neutral or angry faces. Greater $\beta$-enhancement, an EEG signal that measures first-person emotional experience, was found when participants processed self-related emotional information than when they processed the emotional information of others. These data indicate that $\beta$-enhancement is indicative of emotional information related to the self & may not be involved in empathic processing.