

Center for Contemplative Studies



AY 2017-18

Year in Review

The Contemplative's Index

Total number of WCU students exposed to contemplative practice through CCS efforts: **3,629**

Percentage increase over AY 2016-17: **99**

Number of students exposed to contemplative practices via CCS-related academic classes: **1,569**

Number of WCU students exposed to contemplative practice via CCS daily programs: **2,060**

Number of students who completed sign-in/out questions for their practice sessions: **520**

Mean reduction in muscle tension after a session (before/after): **3.20→2.02**

Reduction in “racing” thoughts after a session: **2.82→1.81**

Improvement in mood: **3.11→3.93**

Reduction in anxiety: **2.94→1.77**

Improvement in sense of connection with others: **3.41→3.85**

Value at which the above changes are statistically significant: $p < 0.01$

Number of regular daily meditation sessions offered: **336**

Number of regular daily yoga sessions offered: **336**

Number of WCU student groups supported with presentations or workshops: **13**

Number of students enrolled in the Minor in Contemplative Studies in April 2018: **56**

Number of students graduated with the minor 2014-2017: **34**

Average grade point average for students in the minor: **3.2**

Average for students graduating with the minor: **3.5**

Total student staff of the CCS this year: **12**

Number of students hosted at the CCS this year for internships/field experiences: **5**

Number of WCU yoga teacher training students gaining teaching hours at CCS this year: **6**

Number of peer-reviewed presentations given by CCS graduate students this year: **3**

Number of books published by CCS co-directors this academic year: **1**

Number of chapters in edited books: **4**

Number of peer-reviewed journal articles: **2**

Number of peer-reviewed conference presentations: **4**

Number of peer-reviewed poster presentations: **2**

Number of invited international presentations: **4**

Number of Chester County K-12 teachers and counselors receiving day-long training in mindfulness: **72**

A Letter from our Co-Directors

Dear Fellow Contemplatives and Caring Folks:

This is the seventh year for the Center for Contemplative Studies (CCS), and our second year offering programming in the quiet and safe space of the Ehinger Office Annex. We are grateful for the support of Pat and Diane Croce and the WCU administration, who made possible our shift from a virtual center to a real place, right in the center of campus, perfectly situated to serve our students.

We are pleased to report that we have grown and consolidated our service to students. We reached more than 3,600 of them this year, almost exactly double last year's number. We achieved this growth not only by improving our marketing, but by expanding our daily and weekly offerings of contemplative practice sessions—including meditation, yoga, mindful art, and Aikido. We also expanded our hours, to be open from 8am to 9:30pm, Monday through Thursday. In fact, our late-night meditation and yoga sessions were some of the best attended throughout the year.

The benefits that students gained by attending our sessions have continued to be strong. With much more data to review this year, it was revealed that students improved on all five of our measures. Average reductions in anxiety, muscle tension and “racing thoughts,” and increases in mood and connection to others all achieved statistical significance. We are excited to have accomplished this by using a peer-to-peer programming strategy, which we see as the ideal way for students to share contemplative practices for wellness and stress management. Almost all of our daily sessions were led by students trained by the CCS co-directors and the WCU Yoga Teacher Training Program directed by Alison Donley of the Kinesiology Department. We are grateful to and proud of all 12 of the graduate and undergraduate students on our staff!

We maintained our outreach to the community through two world-class talks in our Distinguished Speaker Series (thanks to our generous anonymous donor), and deep explorations of mindfulness topics in our Saturday Seminar Series for professionals. Dr. Lisa Lucas offered “Teacher Tuesdays” to call attention to the need for self-care among teachers in the field. In addition, in collaboration with the Chester County Intermediate Unit, we designed and offered three full-day trainings in mindfulness for teachers and counselors in K-12 schools—giving 72 professionals a set of mindfulness tools that can be adapted to help their students, wherever and however they are.

The CCS continues to be a productive site for research. Our graduate students completed three new research projects. The co-directors had seven academic publications and gave 10 presentations—including four invited, international presentations.

For the second year now, we were able to host a PASSHE Mindfulness Conference, in which more than 20 representatives from eight universities in the state system gathered to share best practices and innovative ideas for bringing contemplative practices to students in academic and extracurricular contexts. Many thanks to the College of Health Sciences for additional funding to make this a memorable gathering. Further gratitude to Interim Dean Scott Heinrichs for understanding the challenges brought on by our significant growth this year and adding a part time administrator to our staff. Patti Spackman has been a boon to the logistics and flow of work of the CCS.

We invite you to peruse our Contemplative's Index for an overview of our accomplishments, and to keep turning the pages past this letter to see the many ways we have met our mission to engage students, serve the greater community, and train the next generation of contemplative teachers and researchers.

Wishing you the ease of wellbeing,

Don & Chris

CCS Programs for the Student Community

Ongoing Programming



Daily Programs and Drop-in Time

Contemplative practice sessions are offered from Monday through Thursday, and include Yoga, Meditation, Aikido Principles, and Mindful Art. The “studio” provides blocks, yoga mats, and blankets, creating a warm and welcoming environment for these practices.

Students are asked to sign in and sign out when they attend a guided session or use the space for individual practice. They do this by answering one of five rotating questions about their mind-body state, so we can gauge the effectiveness of their time at the Center. We obtained 520 completed sign in/out data points, up from 139 last year. The table below shows results for each of the five questions, which use a 1-5 scale.

| Question | n | Pre | Post | Diff |
|---|----|------|------|-------|
| Rate the level of muscle tension in your body in this moment. | 49 | 3.20 | 2.02 | -1.18 |
| Rate how “busy” your thinking is right now. | 72 | 2.82 | 1.81 | -1.01 |
| Describe your mood in the present moment. | 76 | 3.11 | 3.93 | 0.83 |
| Rate your level of anxiety right now. | 47 | 2.94 | 1.77 | -1.17 |
| How connected do you feel to the world and other people? | 72 | 3.41 | 3.85 | 0.44 |

Paired t-tests revealed that student experiences changed in the directions we hoped for and all changes were statistically significant (at $p < 0.01$). The students that come to the Center really do leave feeling different after they practice!

Daily Practice Sessions

- **Yoga:** Three one-hour sessions per day. In keeping with our commitment to a peer-to-peer atmosphere in the Center, sessions are led by students enrolled in the Yoga Teacher Training program at West Chester University. At any one time, there are about six student yoga instructors completing their required practicum hours at the Center. The Center for Contemplative Studies works closely with Alison Donley, Director of the WCU Yoga Teacher Training Program, to ensure that students get the required hours of practice teaching. The relationship is mutually beneficial for the Center and for students.
- **Meditation:** Three half-hour sessions per day. Mindfulness meditation sessions are led by Interns or graduate assistants of the Center, who have been trained by the co-directors.
- **Mindful Art:** One one-hour session per day. Offered by Interns or Graduate Assistants. Changing projects include mindful coloring, painting, weaving, and other forms of creative arts and crafts—friendship bracelets have been a big hit.
- **Drop-In Time:** The Center’s contemplative space is open to the community daily from 8:00am until 9:30pm. Whenever there is not a scheduled session, students may drop-in to “drop in” to contemplation. Our space offers quiet and safety, and provides meditation-friendly chairs, cushions, yoga mats, and blankets for personal practice or rest. We also supply a standing screen for students’ privacy for prayer.

Weekly Practice Sessions

- **Aikido:** Led by WCU faculty, this class includes yoga-like stretching and *ki* exercises, plus various specially modified “no fall” partner techniques and *kata* movements. While Aikido is often seen as a martial art, our focus is to use the practices to develop calmness, relaxation, correct posture, and positive mind, ultimately to incorporate these principles into daily life.
- **Faculty Restorative Yoga:** Taught by director of the WCU yoga program, Alison Donley, this class is offered to staff and faculty at the end of the work day once per week—and is quite popular!

Support for Other WCU Programs:

The Center makes its space available to other groups with whom we have an affinity—working for the good of WCU students. We are pleased to work with these three groups:

- **Ram Recovery:** Ram Recovery is an organization at West Chester University that aims to help those struggling with addiction or mental health problems. Their mission is “to create a successful and meaningful campus experience for students in recovery through education, recreation, fellowship, and social change. RAM Recovery supports many pathways to recovery and offers recovery advocacy, resources, and ownership to its student stakeholders. We host their weekly meeting and offer support through our regular mindfulness sessions and other programs.
- **Ram Recovery Family and Friends:** A support group for family and friends of those who struggle with mental health and/or addiction issues. We host their monthly meeting and offer support through our regular mindfulness sessions and other programs.
- **Mental Health First Aid ™:** All employees and students working in the Center for Contemplative Studies are required to take the eight-hour course in Mental Health First Aid (MHFA) course, to help ensure safety during the Center’s programs. The objective of MHFA is to “teach members of the public how to respond in a mental health emergency and offer support to someone who appears to be in emotional distress.” The Center offers its contemplative space for MHFA training sessions for WCU students, staff, and faculty, and for the larger Chester County community.

Support for Student Organizations: They ask and we say “Yes!”

At the CCS, the rule is, if a student group asks us for a special program, we make it happen. We know that learning a mindfulness or other stress management practice can change a student’s day or life. The co-directors make themselves available whenever and however possible to run workshops, from half-hour to half-day, in our space or wherever the group meets. And, we train our staff along the way, so we can respond to even more. This year, we responded to 13 requests. We hope the word is getting out so we can reach more students next year.

- 10/16 WCU Women in Business
- 10/23 WCU Swim Team
- 10/28 WCU Women’s Rugby Team
- 11/1 Off-Campus and Commuter Association
- 11/10 Office of Wellness Promotion
- Delta Sigma Theta Sorority
- 11/27 Chi Upsilon Sigma National Latin Sorority

Support for Student Organizations, continued

- 3/1 Office of Student Leadership and Involvement
- 3/1 Honors Student Association
- 3/2 United to End Racism
- 3/26-29 WISH Week (Office of Wellness Promotion Event)
- 4/9 Forensics Speech Team
- 4/17 National Council of Teachers of English, WCU Student Chapter
- 5/4 Collaboration with WCU Student Affairs and Counseling Center for a remembrance event for WCU student Tommy Walsh (organized by WCU student Halley Everett)



Spring'18 Stress Buster Day



CCS hosts Remembrance of Tommy in May.

Academic Achievements

Graduate Certificate in Applied Mindfulness: Approved to begin Fall 2018!

This program is designed to offer professionals the training to achieve basic competence in the development and delivery of mindfulness-based programs in health care, mental healthcare, education, and other disciplines. It is directed to students currently enrolled in professional graduate programs at WCU and to professionals across the Delaware Valley region that want to integrate mindfulness practices into their personal and professional lives.

In this 12-credit program, three core courses focus on building a useful background in the science and theory of contemporary mindfulness-based interventions, growing a strong personal mindfulness practice, and developing the professional skills required for applied mindfulness curriculum development, delivery, and refinement. The final course, a teaching practicum, provides opportunity for practice and integration of the essential concepts and skills to shape a committed professional identity and practice. The program is run as a cohort so students form a strong learning community over their year together.

Minor in Contemplative Studies: Enrollment surpasses 50 students!

In AY 2016-17, the top enrollment for the minor was 50 students, and we graduated 12. This year, we reached 56, and we will graduate nine. We have graduated 46 students with the minor since our beginnings in 2014. The average grade point average for students in the minor is 3.2. Average for graduating students in the minor is 3.5. We're proud of our high quality students!

The Minor in Contemplative Studies at WCU helps our students learn, practice, and apply the contemplative worldview in their academic, professional, and personal lives. It is designed for undergraduate students from any discipline. The contemplative worldview has been helpful for thousands of years all across the arts and sciences—from the visual and performing arts, to literature, philosophy, and history, to psychology, to health sciences, and social services. And now we have the scientific evidence that describes how and why.

In this 18-credit, interdisciplinary minor, students learn and apply contemplative practices. They explore the new and unfolding scientific understanding through the lenses offered in health sciences and psychology. They have the opportunity to delve into the philosophies of India and China that underlie many of the practices and contribute to the worldview. Best of all, students can watch themselves change and grow in positive, healthy ways.

Hosting Student Interns: The more the mindful-er!

The CCS has been a site for graduate and undergraduate internships since 2012. Through Spring 2017, we hosted 11 student interns and four graduate assistants. This year, we have been lucky enough to have three graduate and one undergraduate intern, as well as one graduate assistant. The Center is so engaged with the students and community that all our students have rich and varied schedules, and are able to design and complete valuable research and service projects.

And we don't simply provide space, resources and supervision. Our student interns receive training in guiding contemplative practices (and take their place in the weekly schedule!). They also are trained and certified in Mental Health First Aid™, an internationally recognized program, which not only helps keep our Center safe for students, but is a valuable credential for our staff for their future.

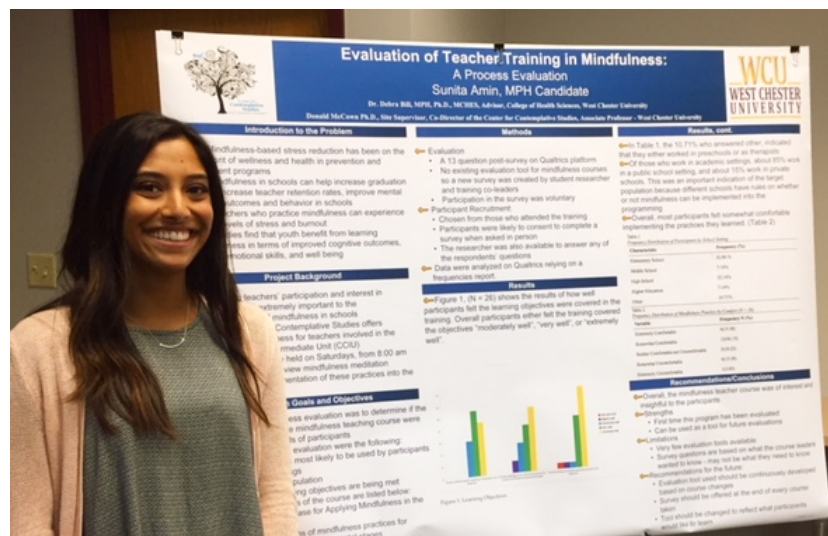
- **Michelle Laurenzi** is a student in the WCU Master of Public Health program and the Graduate Assistant for the CCS. With Sita Amin, she completed a research project, "Best Practices for Student Engagement in Mindfulness Practices Throughout PASSHE," which was presented at the *Second Annual PASSHE Mindfulness Conference* in April.
- **Reginald Smith** is a graduate student in WCU's Master of Higher Education Policy and Student Affairs program. He graduated WCU in 2017 with a Religious Studies degree, as well as a minor in Contemplative Studies! He designed and delivered a workshop on mindful leadership and a four-week "Mindfulness Basics" course at the CCS.
- **Sita Amin** is a graduate student in the WCU Master of Public Health who completed her Applied Learning Experience (ALE) at the CCS. Together with Michelle Laurenzi, she completed a research project, "Best Practices for Student Engagement in Mindfulness Practices Throughout PASSHE," which was presented at our *Second Annual PASSHE Mindfulness Conference* in April, as well as a process evaluation of the mindfulness training workshop offered by CCS for teachers and counselors through the Chester County Intermediate Unit, which she presented as her ALE project.
- **Daniella Pierre** also completed an ALE for the WCU Master of Public Health program. She was in the Health Care Management track, and completed a very useful literature review and analysis regarding diversity and inclusivity in contemplative practices and programming, which led to a project to expand appeal of contemplative practice by combining yoga movement and trap music. She presented her research at the *Second Annual PASSHE Mindfulness Conference* in April, and as her ALE project.

Hosting Student Interns, continued

- King Frayneld** completed a 600-hour internship this spring for his major in Public Health/Health Promotion, offering a point of continuity and contact for our other students. He was a key to the logistical success of our programs. For his major project, he organized the spring semester “Stress Buster Day”—with a full slate of indoor and outdoor activities to help reduce students’ stress levels in the week before finals.



Reggie, King, Michelle, Daniella and Sita at the April PASSHE Conference *Diversity in Mindfulness*.



Sita presenting her MPH Applied Learning Experience results.

Supporting WCU's Yoga Teacher Training Program: Doing well by doing good!

WCU's highly successful 200-hour Yoga Teacher Training program, offers students the opportunity to become registered yoga teachers (RYT) through the Yoga Alliance, a national education and support organization. The RYT designation can be earned within a student's academic career, and adds value (and employer appeal!) to many different majors. Students in the YTT program act as yoga instructors at the CCS, while accumulating hours towards their RYT credential. These students also receive training in mindfulness through the Center, and must obtain certification in Mental Health First Aid™, to help keep our space safe.



Sam Odak instructing Stress Buster Day yoga on the CCS lawn.

- **Cheri Turnquest** is in her third year of the Yoga Teacher Training program at WCU.
- **Tiffany Kennedy** is a junior majoring in Nutrition and Dietetics, with a minor in Contemplative Studies.
- **Sam Odak** is majoring in Chemistry and Biology, with a minor in Contemplative Studies, and will graduate in May 2018.
- **Chris Markle** is a senior majoring in Psychology, with an anticipated graduation date of December 2018.
- **Maddie Hunt** is a sophomore Public Health major with a minor in Contemplative Studies with an anticipated graduation date of December 2019.
- **Phoebe Landolt** is a senior Professional Studies major, with minors in Contemplative Studies, Health Science, and Psychology. She leads meditation classes at the Center.
- **Gina Farrell**, a Communications major, graduated in fall 2017, and has continued as a yoga instructor to complete her required hours for her RYT credential.

Community Programming

Speakers and Seminars

Distinguished Speaker Series: “Science, Spirit, and Health”

More and more the medical and mental health professions are moving to a bio-psycho-social-spiritual understanding of people, with the spiritual as the least understood and discussed. Yet, it may ultimately be the most important in healing and wholeness. Supported by the generous interest of an anonymous donor to the CCS, since 2016, this series has focused on the burgeoning scientific research examining the relationship among religion, spirituality and health.

These talks are all available on video through the CCS webpages:

<https://www.wcupa.edu/HealthSciences/ContemplativeStudies/multimedia.aspx>



A sample of CCS event flyers and announcements

Fall Distinguished Speaker

How Healing Works: Get Well and Stay Well Using Your Hidden Power to Heal.

November 2, 2017, 6:00 to 8:00pm, Sykes Theater

Wayne Jonas, MD

Most of our health – possibly up to 80% – comes from factors outside of what happens in the doctor's office. In fact, healing comes mostly from our own inherent capacity. The primary determinants of health involve factors in four dimensions – mind/spirit, social/emotional, behavior/lifestyle, and the environment. Dr. Jonas described a simple, systematic approach that helps patients tap into their inherent healing capacity—using health coaching, movement, and nutrition, as well as practices such as energy medicine, acupuncture, massage therapy, and yoga.

Dr. Jonas is an expert in integrative health and health care delivery, and a widely published scientific investigator. From 2001-2016, he was CEO of the Samueli Institute, a non-profit medical research organization supporting the scientific investigation of healing. From 1995-1999, he was Director of the Office of Alternative Medicine at the NIH, and prior to that was Director of the Medical Research Fellowship at the Walter Reed Army Institute of Research.

Spring Distinguished Speaker

Neuroscience, Virtue and Vice

April 19, 2018, 6:30 – 8:30pm, Brandywine Hall

Jeffrey Bishop, MD, PhD

Dr. Bishop's talk exploded myths about the opposition of science and religion, and in the resulting context explored some of the recent literature in the neuroscience of morality. He showed how oftentimes the claims made by neuroscientific research into morality are political in origin. This political dimension sometimes shapes the kinds of claims made about the neuroscience of prosocial and antisocial behavior and opens the possibility of the neuroscientific control of behavior. The talk led to an hour of searching (and fun!) dialogue with the highly engaged audience.

Dr. Bishop is a social and moral philosopher, teaching medical ethics and philosophy at Saint Louis University. He holds the Tenet Endowed Chair in Health Care Ethics and is the Director of the Albert Gnaegi Center for Health Care Ethics. His first book, *The Anticipatory Corpse*, is a philosophical history of the Care of the dying. His second book is tentatively titled, *Chasing After Virtue: Neuroscience, Economics, and the Biopolitics of Morality*.

Saturday Seminar Series

Our seminar series on contemplative studies has been running for seven years now. We've presented more than 30 talks by experts in applying contemplative practice in the arts and humanities, the sciences, and medicine and mental health care. We appreciate the long-standing support of WCU students and faculty, as well as a dedicated cohort of professionals and contemplatives from the wider community. We are archiving video recordings of selected seminars at: <https://www.wcupa.edu/HealthSciences/ContemplativeStudies/multimedia.aspx>

- 9 September: Donald McCown, PhD

Atmospherics: Reaching another level in mindfulness-based teaching.

Dr. McCown led practices and dialogue to help reveal how mindfulness teachers develop, consciously or not, by steeping in the atmosphere of the classroom, being touched and moved by the transformations witnessed in individuals and themselves, and by the environment in which it all happens. Learning to bring attention to this atmosphere in the room, teachers can begin to connect to their vocation in new and different ways.

Dr. McCown is Associate Professor of Health and Co-director of the WCU Center for Contemplative Studies.

- 14 October: J. Neil Rosen, JD, PhD

Physicians as Patients: Recapitulating Professional Responsibilities.

Dr. Rosen described how, by definition, physicians are patients when they receive the person who is ill. Thinking about physicians as patients provides basic insights into the fiduciary obligations—"to hold a precious thing in trust"—they have towards individual patients and the public at large. The audience entered into deep dialogue about just what it is that the physician (or other health professional) holds in trust for the patient.

Dr. Rosen is Assistant Professor and Program Director of Medical Professionalism, Ethics & Humanities, at Rowan University School of Osteopathic Medicine, Stratford, New Jersey.

- 2/10 Donald McCown, PhD

Poetry and the Contemplative Life: A Morning of Mindful Listening

Lyric poetry is the language of the ancient contemplatives and contemporary practitioners. Dr. McCown helped attendees explore poems that have touched hearts and minds over the centuries—experiencing poems from across the mystical traditions of the world, as well as surprises from the deep well of poetry in English today.

Dr. McCown is Associate Professor of Health and Co-director of the WCU Center for Contemplative Studies.

Saturday Seminar Series, continued

- 4/14 Michael Gawrysiak, PhD
Mindfulness and Mindfulness-based Interventions (MBIs) for the Treatment of Addictions

Addiction is a chronic, relapsing condition. An estimated 60-80% of individuals relapse within 12 months following treatment. Dr. Gawrysiak described research suggesting that MBIs reduce relapse vulnerability, and discussed real-world applications of mindfulness-based techniques to assist those struggling with addiction.

Dr. Gawrysiak is Assistant Professor of Psychology at West Chester University and Instructor of Psychology in Psychiatry at the University of Pennsylvania School of Medicine.

Service to the Community

Mindfulness training for educators: Over the past several years, mindfulness in K-12 schools has become a hot topic. Individual teachers have been using mindfulness practices in their classes, and, now, entire schools and districts are planning and launching wider programs to bring the benefits of mindfulness to students—and the whole human environment of the schools. This is not wishful thinking. Scientific studies are bearing out the many benefits, including reductions in stress, anxiety, and depression, and increases in wellbeing, social skills, and academic skills, to name just a few.

Through collaboration this year with the Chester County Intermediate Unit, the CCS was able to offer training in mindfulness to K-12 school counselors and teachers. Titled “Mindfulness Tools for Educators,” and held at the CCS, a full-day workshop was offered on three different dates across the academic year. The workshop helped participants establish a personal mindfulness practice—the key to effective teaching of mindfulness—and provided a set of short, simple mindfulness practices that could be easily adapted to any grade level. More than 70 counselors and teachers were trained, from a range of public and private schools around Chester County.

Further, the CCS met requests for shorter trainings on in-service days at individual school districts and schools, including Downingtown Area School District, Malvern Preparatory School, West Chester Area School District, Fernhill Elementary School, Henderson Highschool, Kingsway Regional High School.



January 2018 *A Mindfulness Toolbox for Educators* workshop for CCIU teachers.



November 2017 workshop for CCIU teachers.

Second Annual PASSHE Mindfulness Conference

April 12 and 13

After our successful meeting in April 2017, many of the contemplative practitioners from the PASSHE universities decided that a second meeting in April 2018 could be even more productive. The group decided to pursue a theme of “Diversity in Mindfulness,” and to begin implement a more traditional academic structure. We invited educators, clinicians, and administrators from across PASSHE to present on their experiences with applications of mindfulness and other contemplative practices in serving diverse students in the many and varied contexts of our state university system.

The call for presentations resulted in ten submissions from five different universities. The quality of the presentations was very high; in fact, they each generated so much dialogue among attendees that we had to put the final two on hold for next year. Networking and casual exchange of resources and ideas among the 21 attendees from eight universities was encouraged by our opening gala dinner on Thursday evening, and continued through the open times around breakfast and lunch on Friday.

We have now created several committees to pursue even more formal recognition within PASSHE for our group, and to plan for April 2019!

This year's presentations:

Exploring the Crossover Between Mindfulness and Social Justice

Kathryn Newton, Ph.D —Assistant Professor of Clinical Mental Health Counseling in the Department of Counseling and College Student Personnel at Shippensburg University.

Practicing Presence

Lisa Lucas, Ed.D—Associate Professor, Early and Middle Grades Education, at West Chester University.

Mindfulness as an Innovative Approach to working with our Gen Z Students: A University Wide Professional Development Series at Indiana University of Pennsylvania

Kim Weiner, Ph.D.—Psychologist and Professor at Indiana University of Pennsylvania.

Best Practices for Student Engagement in Mindfulness Practices Throughout PASSHE

Sita Amin (MPH Candidate at West Chester University) and Michelle Laurenzi (MPH Candidate and graduate assistant at the Center for Contemplative Studies).

Trap Yoga: Creating Inclusive Programming Through Contemplative Practices

Daniella Pierre—MPH Candidate at West Chester University.

This year's presentations, continued

Mindfulness with Student Athletes.

Joseph Lynch, Ph.D—Counseling Psychologist at Millersville University.

Cultivating Mindfulness Practices across Campus

Theresa McDevitt, Ph.D—Librarian at Indiana University of Pennsylvania.

A 4-week mindfulness workshop (Koru) to develop acceptance & awareness – Is It a Moderating Resource in the Stress Process for Undergraduate Students?

Joseph Croskey (Director of the Advising Center at Clarion University) and Kathleen Ellwood (Performance Coach for the Women's Soccer Team and mentor to Leadership & Innovation Connection Group at Clarion University of Pennsylvania).



April 2018 PASSHE Conference Diversity in Mindfulness participants.

Co-Director Scholarship

Professional Development

- Dr. McCown attended a Contemplative Studies Think Tank, sponsored by Mind & Life Institute at Brown University. The group spent three days talking with 15 other universities around the United States that have created or are trying to start academic Contemplative Studies. Traded best practices and advice.
- Dr. McCown has been appointed to the editorial board for *Journal of Contemplative Inquiry* (ISSN 2333-7281), which is the official journal of the Association for Contemplative Mind in Higher Education.
- Dr. McCown has been invited to teach in the WCU Honors College, in Fall 2018, in the course, HON 100, "Self-Awareness."
- Dr. McCown has been invited to serve as an external examiner for a PhD dissertation in Pedagogy of Mindfulness at University of Warwick, UK: "Towards fidelity and integrity in mindfulness: A mixed-methods study of an Academic-Oriented Mindfulness-Based Programme (AO-MBP)." The dissertation is based in part on Dr. McCown's work. (Viva expected to take place in November 2018.)
- Dr. Moriconi completed a post-MSN certificate for the Psychiatric Nurse Practitioner Program at University of Pennsylvania, and was board certified as a Psychiatric Mental Health Nurse Practitioner in February 2018, through the American Nurses Credentialing Center.

Book

Micozzi, M., & **McCown, D.**, & Dibra, S. (in press). *Complementary and Alternative Medicine in the Community: Introduction and Applications for Social Work, Nursing, and Public Health*. New York: Springer.

Book chapters

Mamberg, M.H. & **McCown, D.** (in press). Mindfulness-based programs de-reify self: DST clarifies a new therapeutic voice. In A. Konopka, H. Hermans, & M. Gonçalves (eds.) *The Dialogical Self in Psychotherapy: Across Schools and Cultures*. Abingdon: Routledge.

Reibel, D. & **McCown, D.** (in press). Mindfulness-based stress reduction: Theory, practice, and evidence base. In I. Ivtzan (ed.), *Handbook of Mindfulness-Based Programs: Every Established Intervention, from Medicine to Education*. Abingdon: Routledge.

McCown, D. (2018). Co-creating the ethical space of mindfulness-based interventions. In S. Stanley, R. Purser, & N.N. Singh (eds.), *Handbook of ethical foundations of mindfulness*. New York: Springer.

McCown, D. (2017). Introduction: A new hope. In L. Monteiro, J. Compson, & F. Musten (eds.), *Practitioner's Guide to Ethics and Mindfulness-Based Interventions*. New York: Springer.

Peer-reviewed journal articles

Giorgino, V., & **McCown, D.** (2018). Life skills for peer production: Walking together through a space of "not-knowing." *Journal of Peer Production*, No. 11, March.

Moriconi, C., McCown, D., & Smith, B. (Submitted). "Kid's First: A systematic mindfulness intervention study for preschool children, teachers and parents." *Journal of the APNA*.

Peer-reviewed conference presentations

McCown, D., Weiner, K., Moriconi, C., & Laurenzi, M. (MPH student). (2017). Diversity and Consensus: Engaging First Generation Students in Contemplative Practices, *10th Annual Association for Contemplative Mind in Higher Education Conference*, Scotts Valley, CA, October 27-29.

Moriconi, C. (2017). Kid's First: Emotion regulation and preschool children, *American Psychiatric Nurses Association Annual Conference*, Phoenix, AZ, October 6.

Rosen, N. & **McCown, D.** (2018). Resilience through Vulnerability: Cultivating self-compassion, opening to the other, and resting in community, *6th annual Academy for Professionalism in Health Care Conference*, Baltimore, MD, April 26-28.

Weiner, K., **McCown, D.**, & Weinstein, D. (2017). Contemplative Practices and Intersectionality. State System Summit on Inclusive Excellence and International Education, West Chester, PA, November 16-17.

Peer-reviewed poster presentations

Moriconi, C., McCown, D., & Smith, B. (2017). Mindfulness and Emotion Regulation for Preschool Children. Christiana Hospital, Wilmington, DE, November 8.

Razon, S., Pickard, K.B., **McCown, D.**, & Reed, M.A. (2018). Alternative approaches to performance and adherence: Effects of meditation on heart rate and blood pressure. *20th Annual Northeast Atlantic Sport Psychology (NASP) & Association for Applied Sport Psychology (AASP) Mid-Atlantic Regional Conference*. Philadelphia, PA, March 23-24.

Invited international presentations

McCown, D. (2017). Keynote: Atmospherics: Reaching another level in mindfulness-based teaching, *Growing Edges: Summerschool for Mindfulness Trainers*, Amsterdam, The Netherlands, August 21-23.

McCown, D. & Reibel, D. (2017). Daylong workshop: Pedagogy in the MBIs: An international exploration, *Centre for Mindfulness Research and Practice Conference*, Chester, UK, July 6-11.

Moriconi, C. (2018). Workshop: Working on the inside: Mindfulness for adolescents. University College of the Cayman Islands, March 19.

Moriconi, C. (2018). Workshop: Mental, behavioral, and emotional problems: Intervention strategies that work. University College of the Cayman Islands, March 19.



Dr. Donald McCown, Associate Professor, Health, and Co-Director, Center for Contemplative Studies at West Chester University, is principal author of *Teaching Mindfulness: A Practical Guide for Clinicians and Educators*, author of *The Ethical Space of Mindfulness in Clinical Practice*; and principal editor of *Resources for Teaching Mindfulness: An International Handbook*.



Dr. Christine Moriconi is an Associate Professor of psychiatric nursing at West Chester University. Her background as a clinical psychologist, pastoral counselor and Nurse Practitioner brings a holistic systemic perspective to wellbeing approaches with students and clients. Dr. Moriconi co-directs the Center for Contemplative Studies.

About the Center for Contemplative Studies

The CCS was developed in 2011 and was based on the WCU Stress Reduction Center, which it superseded. The new name was not so much inspiration as aspiration: to create a place and, even more importantly, an *atmosphere* on campus in which the benefits of all the great contemplative traditions could be explored and experienced by students and the whole community—for health and wellness, self-regulation, self-awareness, and, ultimately, for friendship and solidarity.

Our overall goal is to clear a path for students to engage in contemplative educational experiences and personal practices that can promote their wellbeing during their educational career and throughout their lives.

Because contemplative practices are relational and engender an attitude of friendliness towards all experiences, we hope that, over time, this attitude will grow to affect the entire West Chester University community.

Vision

To wake up our neighbors and ourselves to the eternal possibilities of the present moment.

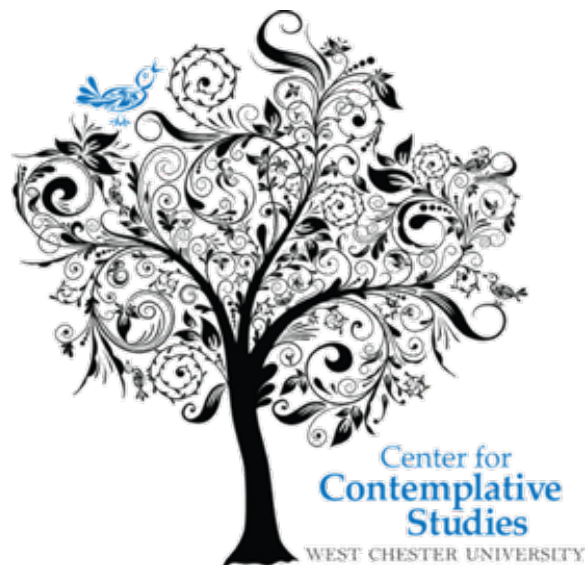
Mission

Our mission is three-fold:

1. Deliver educational opportunities in contemplative studies for students, professionals, clinicians, and educators, both locally and internationally;
2. Support the West Chester University community and local institutions and organizations in applying contemplative practices to improve wellbeing for leaders, members, employees, clients, and constituencies;
3. Add to the research base about contemplative practices in clinical and educational applications, while training the next generation of teachers and researchers.



"Rammy" and King promoting WISH Week at Sykes



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