

*Online mindfulness class (lol)*

# Contemplative Collaborative Annual Report 2020



*Online teaching space with stuffed animal TAs*

# 2020 in Review

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Syracuse University's Contemplative Collaborative supports students, faculty and staff who engage in contemplative practices, as well as teaching strategies, scholarly research, and discourse surrounding these practices, with the goal of cultivating focused attention in ways that foster insight and deepen understanding of complex issues. The Contemplative Collaborative bridges student life and academic life through a community of faculty, staff, administrators, and students with shared interests in mindfulness and contemplative practices that embody engaged learning, a mindful academy, and compassionate society.

# Courses with a Contemplative Component

AIC 321/621: Art, Activism, Modernity

ARI 200: Drawing Nature

ARI 331 - Eye Hand Body Mind through Drawing

CRS 336: Communication and Organizational Diversity

CRS 347: Mindful Communication Skills

CRS 447: Mindful Communication Theory

HFS 452/652 in Summer 2020 and Fall 2020

HFS 458 - Science of Caring and Sharing

HTW 301 - Holistic Healing Practices

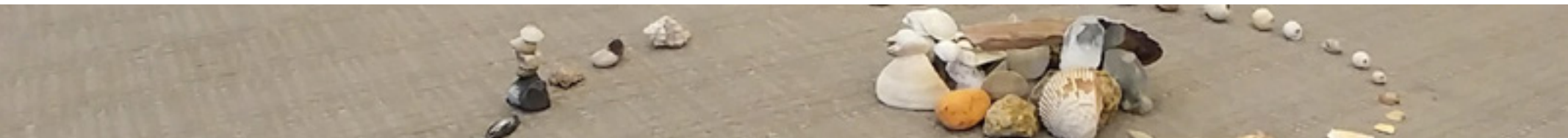
HTW 405 - Cognitive Behavioral Approaches to Stress Reduction

PSY 400 Mindfulness: Science and Practice

PSY 491 Research in Clinical/Health Psychology

SOC/WGS/CFE/CRS 230: Intergroup Dialogue

Minor in Mindfulness and Contemplative Studies



# CC Member Spotlight

## The Intergroup Dialogue



This year we highlight the InterGroup Dialogue (IGD) team for their amazing research, writing and presentations, as well as their academic course (for Fall 2022, Dialogue on Race and Ethnicity (cross-listed as SOC, WGS, CFE & CRS 230). Below this brief introduction to IGD, you'll see the team members' publications and conference presentations.

Drawing on their webpage: [Academic Courses - Intergroup Dialogue Program - Syracuse University](#)

[University](#), we learned that “Intergroup dialogue (IGD) is an innovative educational model that brings together students from diverse social identities in a small group, learning environment. Intergroup dialogue often involves members of groups with a history of conflict or limited opportunities to engage in deep and meaningful discussion of controversial, challenging, or divisive issues. The program offers courses cross-listed as SOC 230, WGS 230, CFE 230, & CRS 230 with sections that focus on various intersectional social divides such as race and ethnicity, gender and sexuality, and faith and class based identities.”

## CC Member Spotlight info contd...

“Each intergroup dialogue is led by a team of two trained/experienced facilitators who frame and initiate co-learning through asking questions, identifying key points, guiding group process, and providing overall curricular structure for dialogue. This learning process generally builds trust; explores differences, common ground, and intersections; and leads to open discussion of issues that affect this community. Students learn about coalitions and how to work together creatively in teams that encompass, acknowledge, and embrace difference.”



When working with issues of difference it's helpful for students to practice mindfulness so that they can become more aware of their own potentially harmful taken-for-granted assumptions, listen well, work with their own reactions to challenging discussions, and engage productively with conflict.

Drawing on the IGD mindfulness page, we came to understand that:

“By situating students' deepening of mindful self-reflection within the co-created IGD space, and particularly in dialogues on race and ethnicity, what internally arises for students is invited



into the dialogue itself. As students grapple with their own connections to systems of privilege and oppression and how this manifests relationally, mindfulness practice can help this grappling occur on a deep and sustained level.”

“By intentionally infusing anti-racist, anti-oppression mindfulness practices into the IGD Program’s course, Dialogue on Race, we hope to build on IGD’s preexisting mindful framework and dialogue participants’ capacity for nonjudgmental, present-moment awareness.”

The work of the IGD team goes beyond the Dialogue on Race undergraduate course and includes a focus on additional (and intersectional) difference issues. Please see their webpage Intergroup Dialogue at Syracuse University - [Intergroup Dialogue Program – Syracuse University](#) for more information about their important work.

Their full discussion of mindfulness and how it relates to their work—and resources for readers is here: [Intergroup Dialogue and Practices of Mindfulness – Intergroup Dialogue Program – Syracuse University.](#)

For more information about Dr. Gretchen Lopez, Easton Davis, Ionah Scully, and Jersey Cosantino, whose work is featured here, please see their bios: [Our Team – Intergroup Dialogue Program – Syracuse University](#)

## Presentations and Publications of the IGD

Cosantino, J. (2020, April). Forging New Spoken and Unspoken Ground: The Intersections of Mindfulness, Participatory Collaboration, and Intellectual Disability. Symposium paper presentation at the *American Educational Research Association (AERA) Annual Meeting* in San Francisco, CA. [Conference canceled due to COVID-19].

Cosantino, J. (2020, November). Transforming Intergroup Dialogues With Mindfulness-Based Anti-Racist Practices. Poster presentation at the *Mind and Life Institute Conference* [online].

Cosantino, J., & Davis, E. (2020, October). Being whole: A critical reflection on the nuance of emotional embodiment and subjectivities within intergroup dialogues in higher education. Symposium session scheduled for *6th International Conference for Culturally Responsive Evaluation and Assessment (CREA)*, University of Illinois at Urbana-Champaign, Champaign, IL.

Cosantino, J., & Davis, E. (2020, December). Consciousness-raising, coalition-building, and building bridges across difference: Exploring the possibilities for collective liberation through intergroup dialogues. Panel presentation at the *10th International Conference on Social Justice in Education* [online].

Cosantino, J., Gutierrez, A., & Krachman, S. (2020). Transforming education with mindfulness and an anti-oppression framework. In T. Heilers., T. Iverson, & B. Larrivee (Eds.), *Educating mindfully: Stories of school transformation through mindfulness* (pp. 74-79). Coalition of Schools Educating Mindfully.

Davis, E. & Cosantino, J. (2020, September). Being Whole: A Critical Reflection on the Nuance of Emotional Embodiment and Subjectivities within Intergroup Dialogues in Higher Education. Workshop presentation at the *Center for Culturally Responsive Education and Assessment (CREA) Conference* in Chicago, IL. [Conference canceled due to COVID-19].

*CC Member Spotlight info contd...*

Davis, E. J., Lima, S., & Sacko, A. (2020, October). A dialogue on race and ethnicity: The pursuit of becoming whole. Workshop session scheduled for *7th Biennial Seneca Falls Dialogues on "Questioning the past, disrupting the present, building the future."* Virtual, web-based conference based in Seneca Falls, NY.

Roquemore, K., Davis, E., Martinez, A., & Cosantino, J. (2020, October). Disability Justice, Higher Education, and Pandemic Learning. Symposium presentation for the *American Educational Studies Association (AESA) Conference* in San Antonio, TX. [Conference canceled due to COVID-19].

Scully, I. M. E. (2020, October). Indigequeering land pedagogy. Workshop session scheduled for *7th Biennial Seneca Falls Dialogues on "Questioning the past, disrupting the present, building the future."* Virtual, web-based conference based in Geneva, NY on unceded Seneca and other Haudenosaunee Confederacy lands.



# CC Publications

Becker, M., Bartalotta, A., Morton, M. L., Helminen, E., Clawson, A., & Felver, J. C. (2020). The effects of Mindfulness-Based Stress Reduction in the higher education workplace: A pilot study. *Journal of Integrated Social Sciences*, *10*, 136-154.

Cary, E., Russo, N., Racer, K., & Felver, J. C. (2020). A neural correlate of mindful acceptance? Relating individual differences in dispositional acceptance to error processing, *Mindfulness*, *11*, 1401-1412. doi:10.1007/s12671-020-01368-9

Costa, M.R., Bergen-Cico, D., Razza, R., Hirshfield, L., Wang, Q. (2020) Perceived Restorativeness and Meditation Depth for Virtual Reality Supported Mindfulness Interventions. In: Stephanidis C. et al. (eds.) HCI International 2020 ,À Late Breaking Papers: Cognition, Learning and Games. HCII 2020. *Lecture Notes in Computer Science*, vol 12425. Springer, Cham. [https://doi.org/10.1007/978-3-030-60128-7\\_14](https://doi.org/10.1007/978-3-030-60128-7_14)

Felver, J. C., Helminen, DiFlorio, R. (2020). Ultra-brief mindfulness intervention for highly stressed professionals: A pilot open trial. *Journal of Alternative and Complementary Medicine*. doi: 10.1089/acm.2019.0311

Felver, J. C., Razza, R., Morton, M. L., Clawson, A. J., & Schaeffer, R. (2020). School-based yoga intervention increases adolescent resilience: A pilot trial. *Journal of Child & Adolescent Mental Health*, *32*(1), 1-10. <https://doi.org/10.2989/17280583.2019.1698429>

Felver, J. C., & Singh, N. N. (2020). *Mindfulness in the classroom: An evidence-based program to reduce disruptive behavior and increase academic engagement*. New Harbinger Publications.

Grimes, D. (2020). How to be angry on the internet (mindfully), Part 2. *Commonplace*. <https://doi.org/10.21428/6ffd8432>.

Razza, R. A., Uveges Linsner, R., Bergen-Cico, D., Carlson, E. & Reid, S. (2020). The feasibility and effectiveness of mindful yoga for preschoolers exposed to high levels of trauma. *Journal of Child and Family Studies*, 29, 82-93. <https://doi.org/10.1007/s10826-019-01582-7>

## CC Conference Presentations

Bergen-Cico, D., Razza, R. A., Hirshfield, L., Grant, T., Costa, M., & Wang, Q. (2020, June 1-September 1). Mechanisms of mindfulness: Associations between self-report and neural change [Poster session]. *APS Poster Showcase*, Chicago, IL, United States.

Felver, J. C. The mindfulness-based program Soles of the Feet. Virtual (Mindful ABA, a Facebook Group)

Felver, J. C., Cary, E., Helminen, E., Schutt, M. K. & Gould, L. (2020, November). Expert consensus of youth mindfulness-based programming components and instructor competencies: Results from a Delphi study. Poster presented at *Mind and Life Contemplative Research Conference*, Virtual.

Shah, M, Moskowitz, L. J., & Felver, J. C. (2020, November). Mindfulness-based intervention (MBI) for students with Autism Spectrum Disorder (ASD) and challenging behavior. Poster presented at the *Association for Behavioral and Cognitive Therapies 54th Annual Convention*. Virtual 2020

## CC Member Grants

Innovative and Interdisciplinary Research Grant, CUSE Grant Program, Syracuse University (2019-2021), Mark Costa (Newhouse) PI, Rachel Razza (HDFS) co-I, and Joshua Felver (PSY) co-I, Virtual Reality Supported Mindfulness Based Intervention for Novice Teachers, \$20,000.

# Campus Programs

- SoulTalk:** A series of student-facilitated discussions which encourage deep listening, as students are asked to speak their truths in connection with topics such as purpose, mindfulness, and vulnerability. SoulTalk is set up as a space that discourages debate and encourages the suspension of judgment so students can seek a higher expression of themselves and their life's purpose. It takes place Mondays 7-8pm in Tolley 204.
- SoulScape:** An overnight weekend retreat hosted at the Minnowbrook Conference Center which is surrounded by the beauty of the Adirondack's Mountains. While SoulSearch is designed for first-year students, SoulScape is specifically for upperclassmen. SoulScape delves into topics like purpose, vulnerability, and gratitude and like SoulTalk promotes deep listening. Additionally, students engage in basic yoga, walking meditation, and journaling to foster insight and mindfulness.
- MindSpa:** A space is designed for students to explore practices based in mindfulness. Our computer kiosk has links to meditation, yoga, and stress reduction. We provide yoga mats, meditation pillows, neurofeedback technology, a happy light, and more. This allows students to try out different facets of mindfulness to find what works for them. Students can book the space for 30 minute increments. Fitness instructors in Recreation Services were trained on how to incorporate trauma informed practices into classes during the 2017-2018 academic year.
- SoulSearch:** A one-day personal-development retreat designed for first-year students. The focus is on mindfulness, authenticity, and belonging. Students are introduced to different types of mindfulness including meditation walks, silent meditation, guided meditation, love and kindness meditation, and journaling. SoulTalk discussions are also included which promote deep listening as discussed above.
- Soulful Eats:** A series of informal dinner discussions which focus on the SoulTalk topic of the week. This similarly promotes deep listening as it provides a space where students are encouraged to suspend judgment and grow through deep discussion.

# Next Steps



Seeing, Drawing, Silence: A Public Talk  
with Howard University Professor of  
Architecture, Dr. Bradford C. Grant



Get a student worker through  
Hendricks Chapel



Redoing and updating the CC  
Webpage





WORRIER POSE

GEMMA CORRELL

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