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| Text                                                                | Day 1: Mindfulness and Fundamental Health Practices | 1. Identify health-related behaviors fundamental to effective learning and improved quality of life.  
2. Define/describe methods for relating good health practices to specific curricula. | 8:00-9:00 KIMS (Kentucky Inventory of Mindfulness Skills) (Lyons)  
9:00-9:30 Movement Sciences/Yoga *(Hayden)*  
9:30-10:00 Mindfulness Practice: What's Going On? *(Sosebee)*  
10:00-11:00 Introduction/Mindfulness Learning Portfolio *(Petrey)*  
11:00-12:00 Mindfulness Journaling *(Cassell)*  
12:00-1:00 Mindful Lunch Break *(Sosebee)*  
1:00-2:00 Contemplative Pedagogy *(Sosebee)*  
2:00-3:00 MBSR, Stress, diet, exercise, sleep, and learning *(Soltyshak)*  
3:00-3:30 Mindful Attention-Based Listening: Increasing Engagement and Reducing Auditory Distractions *(Sloan)*  
3:30-3:45 Evaluations  
3:45-4:00 Closing Practice |
| Text                                                                | Day 2: The Neurobiology of Mindfulness       | 1. Identify brain structures and functions relevant to mindfulness and health-related behaviors.  
2. Describe methods for incorporating neuroscience into specific curricula. | 9:00-9:30 Movement Sciences/Tai Chi *(Sosebee)*  
9:30-10:00 Mindfulness Practice *(Sosebee)*  
10:00-11:00 The Foundation for Modern Mindfulness Practices *(Hayden)*  
11:00-12:00 The Mindful Brain and the Social Neuroscience of Education *(Sosebee)*  
12:00-1:00 Mindful Lunch Break *(Hayden)*  
1:00-2:15 Basic Neurobiology: Brain Structure and Function *(Soltyshak)*  
2:15-3:30 Mindfully Connecting the dots between the Limbic System and Auditory System: Reducing Stress and Increasing Memory Function *(Sloan)*  
3:30-3:45 Evaluations  
3:45-4:00 Closing Practice |
| Text                                                                | Day 3: "Love Day" Connection                | 1. Describe how social interaction can improve student success.  
2. Describe methods for increasing student bonding in specific classroom environments. | 9:00-9:30 Movement Sciences/Yoga *(Hayden)*  
9:30-10:00 Meditative practice *(Hayden)*  
10:00-10:50 Affective Neuroscience: The Heart of Living, Learning, and Loving *(Sosebee)*  
10:50-11:00 Somatic Awareness / "You Can't Help Who You Love" *(Veal)*  
11:00-12:00 Social Psychology of Mindfulness and Love *(Davis)*  
12:00-1:00 Mindful Lunch Break *(Hayden)*  
1:00-2:00 Neuroscience of Empathy and Compassion - Implications for the Learning Environment *(Chambers)*  
2:00-2:45 What is the Role of Mindfulness in Driving Change Through Diversity and the Development of Students' Global Competence? *(Henry-Jones)*  
2:45-3:15 The Roots of Compassion/ An Eastern Perspective *(Hayden)*  
3:15-3:30 Open Circle/Open Heart: Initiating an Inquiry *(Sosebee)*  
3:30-3:45 Evaluations  
3:45-4:00 Closing Practice |
| Text                                                                | Day 4: Reducing Impediments to Learning/ Enhancing Attuned Relationships through Mindfulness | 1. Describe common impediments to student success.  
2. Identify resources relevant to improving student success through mindfulness training. | 9:00-9:30 Movement Sciences/ Mindful Zumba *(Henry-Jones)*  
9:30-10:00 Mindfulness Practice *(Sosebee)*  
10:00-11:00 Mindful Language - Self and Society *(Petrey)*  
11:00-12:00 Tribal Classrooms and Communities - A Radiologic Technology Perspective on Contemplative Learning *(Luster and Swartz)*  
12:00-1:00 Mindful Lunch Break *(Hayden)*  
1:00-1:30 Interactive Metronome Therapy *(Hayden)*  
1:30-2:30 Tribal Classrooms and Communities: Raising the Vibrations of a Collective Clinical Experience to Invite Healing in Nursing Students *(Hawkins)*  
2:30-3:30 Applying Stress Management in the Classroom to Enhance Learning *(Masline)*  
3:30-3:45 Evaluations  
3:45-4:00 Closing Practice |
| Text                                                                | Day 5: Environmental Awareness and Pedagogical Mindfulness | 1. Demonstrate knowledge of the connection between mindfulness and ecological awareness.  
2. Provide examples of how mindfulness practice in the classroom can be used to increase student success with peer assessment.  
3. Establish Sinclair Mindfulness Consultation Panel | 9:00-9:30 Movement Sciences * Qi Gong *(Sosebee)*  
9:30-10:00 Mindfulness Practice: Wind and Bamboo *(Sosebee / Lee)*  
10:00-10:45 Mindfulness Place and Space *(Cassell)*  
10:45-11:30 Sustainable Development, Ecopsychology, and Social Well-Being *(Sosebee)*  
11:30-12:00 The Art and Science of Mindfulness-Based Composting and Environmental Conservation *(Giardullo)*  
12:00-1:00 Mindful Lunch Break *(Cassell)*  
1:00-2:00 Developing Ecotegrity-Based Projects to Enhance Social and Emotional Learning and Environ. Awareness Across Campus and Community *(Sloan)*  
2:00-2:45 Mindfulness Panel - The Heart of Contemplative Pedagogy *(Sosebee)*  
2:45-3:30 KIMS (Kentucky Inventory of Mindfulness Skills) *(Lyons)*  
3:30-3:45 Final Evaluations  
3:45-4:00 Conference Closing Practice |
To fully engage in the workshop experience, participants are encouraged to wear comfortable clothing suitable for mild physical exertion. Register at: http://ctl.sinclair.edu

BIOGRAPHIES for MINDFULNESS TRACK PRESENTERS

Adrienne Cassel, Ph.D. is professor of English at Sinclair Community and a graduate student in Miami University’s Global Field Studies program. She has been teaching academic research writing for over 25 years. Her research interests include eco-literacy, nature journaling, and composition studies. In addition to teaching, she also is an avid bicyclist, journaler, and poet. Mindfulness Journaling will examine the benefits of journaling as a mindfulness practice, look at the research that has been done in this area, and provide opportunities for participants to engage in guided mindfulness journaling activities.

Pamela S. Chambers, M.S.Ed, LSW is a professor of Criminal Justice Science at Sinclair Community College and a graduate of the University of Dayton (B.S. Criminal Justice 1978 and M.S. Ed Education and Counseling 1995). Her prior experience to teaching was as a parole officer for the Ohio Department of Youth Services 1979-1995 and as a Neighborhood Youth Worker 1978-79 for the Ohio Youth Commission. Her interests have been to provide experience and opportunities to make the best happen. No matter the learning location, she provides a mindful educational experience by making the environment empathetic and compassionate. Empathy and Compassion: Implications for the Learning Environment will explore the impact of being empathic and compassionate in and out of the classroom. We will examine what compassion in the classroom means. We will identify best practices in an empathetic and compassionate learning environment.

Marlow Davis (M.A., Ph.D.) has been an instructor in the Psychology Department at Sinclair Community College for three years, but has been teaching for many years around the country as an Air Force wife. She currently teaches classes on General, Social, and Developmental Psychology. She is also the faculty advisor for the Psychology Club/Psi Beta Honor Society. Marlow’s research interests include romantic relationships and emotions, specifically romantic jealousy and its evolutionary basis. The Social Psychology of Mindfulness and Love will look at common areas of relationship stress and the ways in which we are often on auto-pilot in terms of our romantic relationships. We will look at ways in which we can increase mindfulness in our interactions with significant others, and perhaps create more satisfying romantic relations.

Sharon Hawkins (MSN/ed, MPA, RN), is an Associate Professor of Nursing at Sinclair Community College. Sharon has been a registered nurse for over 27 years. Sharon has been part of innovations to increase registered nursing students social construct competency in various capacities at Sinclair since 2005; participating and creating Vertical Learning Communities and developing therapeutic communication modules. Recently, Sharon has created communities of learning and support for students and graduates via social media. Learning from wisdom keepers of many earth honoring wisdom traditions, Sharon works to create a tribal mindset among nursing students to enhance the healing among students and ultimately the patients they will care for. Tribal Classrooms and Communities: Raising the Vibrations of a Collective Clinical Experience to Invite Healing in Nursing Students introduces a way to develop social competence in terms of interpersonal relationships, self and group identities, and development of social conscience in nursing. This session explores the concept of tribal communities, providing educators with the skills to identify the social and learning constructs of a “tribal” classroom. Participants will explore how trust building, respect, and dignity within a classroom can be translated into a post-graduation workplace; identify learning needs of the student preparing to enter the workforce; and develop a tribal based “plan of care/action” for a cohort of students.

Amanda Hayden (M.A., RYT) is an Assistant Professor of Religion, Philosophy and Humanities at Sinclair Community College. Amanda has been teaching for 14 years, 11 of these at Sinclair (where she found her home). She is the Course Coordinator for Religion and teaches courses on Eastern Religions, Western Religions, People and Religion, Women and Religion, Introduction to Philosophy, Introduction to Humanities; and Environmental Ethics. In addition to teaching academic courses at Sinclair, Amanda is also a Registered Yoga and Meditation Instructor with over 20 years of practice and experience. Amanda has studied and trained with Sri Swami Satchidananda, David Swenson, Shiva Rea, Angela Farmer, Rodney Yee and at the Sivananda Ashram in Rishikesh, India. Drawing from all faith traditions and wisdom paths from around the world, Amanda bases her teaching on a mindfulness approach, cultivating authentic connection and interfaith dialogue. The Foundation for Modern Mindfulness Practices gives insight into the ways the ancient practice of Buddhism has shaped our modern perspective of mindfulness. This session explores the story of the Buddha (historical and legendary), the famous Dharma (Four Noble Truths and Eightfold Path) and Sangha (community). This overview can help participants to connect the dots between ancient and modern, eastern and western, philosophical and practical, academic and personal.

Vicki Luster RT(R) (CV) M.S. is an associate professor in the Radiologic Technology program working in the capacity of Clinical Coordinator and classroom instructor. Before coming to Sinclair she worked as a Radiologic Technologist in a couple of Cardiac Catheterization Labs in the area for 23 years. Interest in program retention has led to research in tribal classrooms and communities.

Shayesteh Lyons, Ph.D., MS, MT (ASCP) Associate professor at Allied Health Department, Director of Clinical Laboratory Technology program. Academic career began 17 years ago as an adjunct faculty at the Biology Department of Sinclair Community College teaching Microbiology. Retired from my microbiologist position after 25 years, returned to the academic field and followed desire and passion of being a teacher. Faculty member at the Allied Health department for the past 5 years. Earned Ph.D. in Epidemiology of Infectious Disease after an M.S in Microbiology & Immunology, and a B.S. in Medical Technology/Laboratory Sciences. Designed Ph.D. research project and wrote a grant proposal for American Diabetes Association including the budget and patient consent form. I am still conducting research on a variety of topics regarding Infection Control procedures at the Good Samaritan Hospital, Infection Control Consultant or an outpatient surgery center in Dayton area. Remain current in the field through these activities and professional memberships to the ShHEA (Society for Health Care Epidemiology of America) and APIC (Association for Professionals in Infection control) organizations.
Phil Masline is an instructor in the Psychology Department at Sinclair Community College and a graduate of the University of Dayton (M.A. Psychology 1986). Phil teaches classes in stress management and Industrial/Organizational psychology in addition to Introductory psychology. Prior to teaching, Phil conducted human factors research at Wright-Patterson Air Force Base. He also held positions of data analyst and manager of data fabrication for Lexis-Nexis in Miamisburg, Ohio where he worked for 17 years. **Applying stress management in the classroom to enhance learning** will explore how stress prohibits student learning and how applying stress reduction techniques in the classroom promotes mindfulness, creativity, and motivation to learn.

Anne McCrea Solty sia is a physiology psychologist with special emphasis in pharmacology of motor systems. In addition to teaching General Psychology, Behavioral Science Research Methods and Statistics, and Drugs and Behaviors, she also teaches Social Science Research Methods at Wright State, and has taught Introductory Physiological Psychology at both Wright State and University of Dayton. Her research focused on prenatal influences of stimulants of abuse on motoric behavior and psychological stressors on the function of the HPA axis. **MBSR, Stress, diet, exercise, sleep, and learning** will review human neuroscientific bases of health-related behaviors, and the interdependence of endocrine, immune, and neural systems related to our mental and emotional states. **Basic Neurobiology: Brain Structure and Function** will provide an introduction to structure and function of the nervous system as related to mindfulness practice.

Derek A. Petrey (PhD, Ohio State, Latin American Languages & Cultures) is a Professor of Spanish, Modern Language Coordinator, and Director of the Sinclair Honors Program. He has been working with the Center for Teaching and Learning over the last 6 years moderating opportunities for faculty to reflect on the teaching/learning process and the use of language in diversity and classroom management. As of late he has been intensely involved with the Teaching Excellence Academy, a faculty development opportunity for award-winning faculty. **Mindful Reflection** will deal with the confluence of collaboration, reflection, and documentation in the teaching/learning process. Participants will receive a copy of John Zubizarreta’s article on learning portfolios and we will see how this can apply to your own learning and teaching portfolio consideration. **Mindfulness in Language** will deal with the connections between language learning and brain development, the use of language in cultural awareness, and how reflecting on language can benefit learners in all realms.

Harry E. Sloan, Ph.D. is an Assistant Professor in Biology. He teaches Biology, Ecology, Human Biology, & a Genetics Lab. Comparative neuroanatomy and neurophysiology in relation to sensory systems (gustatory) was the major focus at the beginning of his academic career (B.A., Macalester College; M.S., University of Michigan). He has conducted Ph.D. research (University of Kentucky; olfactory and reproductive systems) and Postdoctoral research (University of Wisconsin-Madison; sensory input in respiration and neurotoxicology). He has additional training in auditory systems (M.S. Audiology, University of Louisville). He practiced audiology (Certificate of Clinical Competence, American Speech Language Hearing Association with state licenses in OH & KY) in pediatric and adults settings. In addition, he has certification as a therapist in Tinnitus Retraining Therapy and Interactive Metronome Therapy. He has observed the benefit of a habituation model of therapy for tinnitus and improved concentration with the rhythm therapy of interactive metronome. Both therapies involve training neural systems. **Mindful attention based listening: increasing engagement in and reducing auditory distractions**. Sounds, acoustics, silence, and auditory distractions are discussed in relation to student engagement. **Mindfully connecting the dots between the limbic system and auditory systems: reducing stress and increasing memory function**. Neuroanatomically pathways and neurophysiological interactions are outlined for the auditory and limbic systems. Interactive Metronome Therapy and current research is discussed in relation to improving focus. **Developing eclecticism based projects to enhance social and emotional awareness across the campus and community.** Class eclecticism projects create connections for students. These connections could be a model for student retention.

James Sosebee, M.S. Human Anatomy, emphasis on Neuroanatomy, the categorization and function of GABA receptors in the brain. He served for 15 years in the United States Army in BioMedical Research / Clinical Lab Sciences; coordinates Human Physiology and Co-coordinates Ecology and Sustainable Development for the Biology Department, Sinclair Community College. Certified Mindfulness Facilitator UCLA Samuel Institute for Neuroscience and Human Behavior (Residency Training Program). PhD research and interests will focus on Interpersonal Neurobiology and Mindfulness Applications, investigated through the lens of “Leadership and Change”. **Introduction to Contemplative Pedagogy** considers the inner dynamics of those who teach and learn, through direct observation of experience and being more fully present in the moment. The Mindful Brain presents key findings of Dr. Dan Siegel, Director of UCLAs Mindful Awareness Research Center (MARC). Social Neuroscience of Education underscores the fact that our brains are wired for the optimization of social networks. The Emotional Brain, Affective Neuroscience, and the Learning Environment identifies the key roles of emotions and our everyday exchanges. Sustainable Development addresses the challenges of sustainable ways of life for our global society. **Mindfulness Facilitation** will introduce some of the practical ways in which mindfulness practices can be slowly introduced into the educators life/classroom. **Movement Sciences** introduces somatic awareness and the connection between mind, brain and body, giving rise to increased perceptual awareness and positive physiological changes seen at the level of psychoneuroimmunology, gene transcription, and psychosocial well-being.

Ann Swartz RT(R) M.S. Ed is an Assistant Professor in the Radiologic Technology program working as a clinical and classroom instructor. Before coming to Sinclair she worked as a Radiologic Technologist in private practice. Her scholarly project at the University of Dayton focused on mentoring the minority student in the community college setting which has similar components to the tribal classroom. **Tribal Classrooms and Communities-A Radiologic Technology Perspective on Contemplative Learning**; introducing concepts for constructing a tribal classroom, identifying a hostile environment and implementing the tribal way of thinking into the classroom.

Rodney Veal is an independent choreographer/interdisciplinary artist who serves as adjunct faculty for both Stivers School of the Performing Arts, University of Dayton and Sinclair. He is a graduate of Eastern Michigan University with a BS in Political Science and Visual Arts and The Ohio State University with an MFA in Choreography. He currently serves on the board of trustees of Ohio Dance and as chair of the Blue Sky Project. Rodney is the recipient of several MCADC grants and fellowships. Several of his works have been performed as a part of the Ohio Dance Festival. He was one of five artists chosen nationwide to participate in the Blue Sky Dayton Project Artist in Residency Program held in collaboration with the University of Dayton. Currently Rodney is the television host of THE ART SHOW on Think TV Channel 16.