



**UBPL 802: Cultivating Compassionate, Sustainable Communities 1:  
Personal Transformation for Natural Hazards and Climate Change**

**2019 Course Reflection and Evaluation Packet**

**Contents:**

Section 1. Syllabus, including course summary, learning objectives, and course plan

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# Section 1: Syllabus



Course Syllabus  
University of Kansas  
School of Public Affairs and Administration  
Urban Planning Program  
Spring 2019

**UBPL 502/802 Special Topics**  
**Cultivating Compassionate, Sustainable Communities 1:**  
**Personal Transformation for Natural Hazards and Climate Change**

**Instructor, Facilitator:**

Ward Lyles, Assistant Professor of Urban Planning

OFFICE: 215 Snow Hall

OFFICE HOURS: *set up by email (available by Skype, phone or in person)*

**Facilitators:**

Sydney Spears

Professor of Practice, Clinical Social Work

Kelly Overstreet

PhD Student, Public Affairs and Administration

**Course Summary:**

Planners, public administrators, engineers, social workers, and other professionals regularly face complicated and messy problems as they help their communities become more socially, environmentally, and economically sustainable. Challenges range in scale from global to local, even individual. Professionals, particularly those serving the public, aim to counteract broad systemic issues like inequality, colonialism, environmental degradation, racism, and sexism in the context of relationships with other people. Each of has different identities, experiences, knowledge, feelings and values, however. If we have any chance of addressing these “wicked problems,” we must grapple with our differences in the context of power and tribalism (mainly group-level phenomena), as well as biases and emotions (mainly individual-level phenomena)

This course will cover three main topics: 1) professionalization, 2) compassion, and 3) reducing long-term risks from natural hazards and climate change. Through three in-person workshops and individual reading, writing, and online work, the course aims to help students and the instructors better understand how their own professional conditioning and patterns of thought

and emotions shape their work. It aims to promote personal transformation in the context of broader systems change, drawing heavily on practices that are simultaneously emerging and cutting-edge in this context, but also are informed by ancient and time-tested wisdom.

### **Learning Objectives:**

The primary purposes of this course are to help all participants to:

1. Dedicate time, thought, and feeling to exploring the interplay between a) professional ethics and norms, b) compassion and emotions, and d) serving the public in difficult contexts;
2. Apply a compassionate systems framework to learn about the role of public service professions in long-term risk hazard and climate change risk reduction at the local level, especially our chosen profession;
3. Deepen our personal compassionate practices of extending care to others, receiving care from others, and self-care; and,
4. Expand our abilities to formally and informally communicate how thoughts and emotions intersect in our work, in hopes that our sharing opens opportunities for our peers.

### **Readings:**

There is no required textbook for this course, but purchasing the following texts is highly recommended for your professional library:

- Schon, Donald. *The Reflective Practitioner*. Basic Books, Inc. 1983. (Also 2017 version)
- Choudhury, Shakil. *Deep Diversity: Overcoming Us vs. Them*. Toronto: Between the Lines. 2015.
- Goleman, Daniel. *Primal Leadership*. Boston: Harvard Business Review Press. 2013.

All other readings are available through the course Blackboard page.

### **Format:**

The format of this course includes three in-person workshops and three self-paced modules. The workshops will include a kickoff workshop at the beginning of the semester, a half-day workshop at mid-semester, and a final wrap-up one-day workshop in May. The online modules will be available through Blackboard, with supplement opportunities to interact with the facilitators in person, on the phone or through Skype as appropriate.

### Workshops

Workshop 1: Course Kickoff, January 26, 8:00AM-4:00PM

Workshop 2: Mid-Course, March (½-day) Likely sometime between March 4-8

Workshop 3: Course wrap up, May (½-day) Likely sometime between May 6-10

## Modules

The course is designed around three modules that will help us understand and potentially refine three levels of perspective that shape our work in public service. The module titles are:

1. Professions, Love, and Long-Term Hazard Risk Reduction
2. Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change
3. Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice

Each module includes four main expectations: 1) completing readings and viewing/watching audio/visual materials, 2) completing guided contemplative practices, 3) personal journaling, and 4) two assignments resulting in tangible digital products. There are weekly expectations for keeping up with the contemplative practices and personal journaling, which should require roughly 2 to 3 hours per week. The completion of the readings and assignments can be more flexibly paced and are intended to take 15 to 20 hours per module (about 4 or 5 hours per week if paced evenly throughout the semester).

### **Disaster of Focus**

In the first week you will need to pick a disaster event that will serve as focal point for you during the semester. **You need to let Ward know which event you pick by January 25th.** You may choose a US or non-US event; a climatic or geologic event, a fast-onset or slow-onset event, an event that relates to your research, internship or work or not; and so on. So long as the disaster event meets the following criteria, the choice is up to you:

- *Recent*: within the last five or so years
- *Attention*: should be able to find local, regional and even national or international news stories about the event, ideally including some via your profession's trade publications (e.g. Planning or Governing or Civil Engineering magazine)
- *Catalyst*: the triggering event should be 'natural,' such as a hurricane, earthquake, drought, sea level rise, etc. and not strictly human (e.g. terrorism or technological failure)

### **Course Component Summaries:**

Course performance will be based on the following components. Consistent with the objectives of the course, assessment will focus on personal reflection and growth more so than knowledge acquisition or skill demonstration. That is, we are less interested in you crossing some educational finish line than seeing effort and progress (even non-linear progress) in your professional and personal growth.

Journaling and Weekly Brief Reports: On at least a weekly basis, you will be expected to journal for 30 to 60 minutes. The format is up to you; all contents of the journal will be private. The topics you are expected to write (doodle, draw, whatever) about include your experiences with

the contemplative practices, your reactions to the readings and other course materials, contemporary news, and anything else that feels on topic.

**By 10:00 pm each Monday night**, you will need to email the instructor two sentences minimum (more is welcome) on each of the following three prompts:

1. How is your contemplative practice going? Any aspects that you find particularly comfortable or uncomfortable with?
2. What is one topic in your course reading you find particularly interesting and why? (Please feel free to pose any questions for clarifications)
3. Disaster of Focus Prompt. Instructor will generate a new one each week. Look for announcements on Blackboard.

The instructor will read these responses each week, look for themes across participants' responses, and use Blackboard to respond.

Module-Specific Assignments: You will conduct six activities (2 each module) designed to enhance your understanding of the core topics in each module through observation, reflection, and critical analysis. Detailed instructions for each assignment are available on Blackboard.

*Assignment 1*: Blog Post on Professional Interview and Professional Resources (Due 2-15-19)

*Assignment 2*: Case Examples for Professional Ethics Training (Due 3-1-19)

*Assignment 3*: Memo applying Deep Diversity Framework to Code of Ethics (Due 3-15-19)

*Assignment 4*: Slide Show for Professional Training Workshop (Due 3-29-19)

*Assignment 5*: Letter to Self from the Future (Due 4-5-19)

*Assignment 6*: Leadership Statement (Due 4-19-19)

Active Engagement at Workshops: Please note that **attendance at workshops is mandatory**; facilitators may consider exemptions on a case by case-basis (e.g. pre-planned research travel, inflexible family obligation, medical emergencies etc.) Active engagement means being present in mind in addition to in body. Evidence of active engagement can include verbal and written communication, but also non-verbal communication to demonstrate active listening and reflection.

Final Presentation: As your final assignment, you will provide a final presentation synthesizing your experience over the semester. It should incorporate what you have learned through your journal and weekly brief reports; your assignments, and your workshop experiences. The presentation should demonstrate your progress in meeting the four main learning objectives for the course.

## Grading:

<i>Components</i>	<i>Percentage</i>
Journaling and weekly brief reports	10%
Assignments (6 total: 10% each)	60%
Active Engagement at Workshops	20%
Final Presentation	10%

## Course Schedule:

The following schedule is subject to change. Notification will be provided as soon as possible regarding any changes.

### **Module 1: Professions, Love, and Long-Term Hazard Risk Reduction**

*January 22-March 1*

#### **Workshop 1: Course Introduction: Professions, Love, and Long-Term Hazard Risk Reduction**

*January 26, 2019 8:00AM-4:00PM*

Core objectives: introductions, course overview, contemplative orientation, active learning activities, workshop feedback for instructors.

**\*\*\*\* Assignment 1 DUE Friday February 15<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 2 DUE Friday March 1<sup>st</sup> by 5:00 PM on Blackboard \*\*\*\***

#### **Core Concepts:**

- Professionalism
- Reflection-in-action
- Mindsets (Fixed and Growth)
- Love
- Codes of ethics
- Natural Hazards
- Disasters
- Climate Change Mitigation
- Climate Change Adaptation
- Sustainability
- Resilience

#### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: what it means to be a professional, engaging in continual learning, applying love in a professional setting, and sustainability and resilience in the face of natural hazards and climate change.
- Establish and reflect on a contemplative practice in support of their professional life.

- Articulate an understanding of the core components of their profession’s code of ethics and if and how the code engages with concepts of love and care.
- Consider and explain how you and others in your profession may encounter ethically and emotionally challenging issues in the context of long-term risk reduction.

Required Readings:

- Professions:
  - Schon, Donald. The Reflective Practitioner. Chapters 1, 2, 5, 9 (135 pages)
  - Dweck, Carol. mindset: the New Psychology of Success. 2006. Chapters 1 and 2 (52 pages)
- Love:
  - hooks, bell. all about love: New Visions. William Morrow Press. 2001. Introduction (Grace: Touched by Love) (14 pages)
  - Makransky, John. Learning to Love as We are Loved.-(6 pages)
- Long-Term Hazard Risk Reduction:
  - Masterson et al. Planning for Community Resilience. 2014. Chapters 1-3 (67 pages)
  - Boswell, Michael, Adrienne Greve, and Tammy Seale. Local Climate Action Planning. 2012. Chapters 1-3 (84 pages)

Required Practices: Throughout the module, please practice the four meditations found in Blackboard under Course Documents → Module 1 → Practices. These practices provide great opportunities for journaling.

- Settling Attention Practice
- Safe Place Practice
- Three Letting Be’s Practice
- Caring Moment Practice

***Recommended Readings/Activities to be added on Blackboard***

## **Module 2: Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change**

*March 4-April 5*

### **Workshop 2: Compassion, Deep Diversity, and Differential Suffering from Hazards and Climate Change**

*March 4-8, 2019 (½-day; specific date TBD by participants)*

Core objectives: re-introductions, contemplative check-in, assignment reviews, active learning activities, workshop feedback for instructors.

**\*\*\*\* Assignment 3 DUE Friday March 15<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 4 DUE Friday March 29<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

#### **Core Concepts:**

- Compassion
- Worldview
- Self-awareness
- Empathy
- Emotions
- Cognitive Biases
- Tribes
- Power
- Environmental Justice
- Social Vulnerability

#### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: what it means to be compassionate, engage in deep diversity work, and work to reduce injustice and inequity in the face of natural hazards and climate change.
- Deepen and reflect on a contemplative practice in support of their professional life.
- Critically assess their profession's code of ethics using the EBTP framework of deep diversity.
- Communicate how their profession can serve to reduce or exacerbate injustice and inequity in the realm of long-term risk reduction.

#### Required Readings:

- Compassion:
  - Armstrong, Karen. Twelve Steps to a Compassionate Life. 2010. Preface: Wish for a Better World (22 pages)
  - Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part One (30 pages)
- Deep Diversity

- Choudhary, Shakil. *Deep Diversity: Overcoming Us vs. Them*. 2015. Entire Book (180 pages).
- Differential Suffering from Hazards and Climate Change
  - Bullard, Robert. *The Quest for Environmental Justice*. 2005. Introduction and Chapter 1 (42 pages)
  - Flanagan, Barry et al. A Social Vulnerability Index for Disaster Management. *Journal of Homeland Security and Emergency Management*. 2011
  - Schrock, Greg, Ellen M. Bassett, and Jamaal Green. Pursuing equity and justice in a changing climate: Assessing equity in local climate and sustainability plans in US cities. *Journal of Planning Education and Research* (13 pages)
  - Shi, Linda, Eric Chu, Isabelle Anguelovski, Alexander Aylett, Jessica Debats, Kian Goh, Todd Schenk et al. "Roadmap towards justice in urban climate adaptation research." *Nature Climate Change* (6 pages)

Required Practices: Throughout the module, please practice the three meditations found in Blackboard under Course Documents → Module 2 → Practices, in addition to any that you find helpful from Module 1. These practices provide great opportunities for journaling.

- Compassionate Presence to Feelings Practice
- Extending Care Practice
- Relational Compassion Practice

## **Module 3: Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice**

*April 8-May 3*

**\*\*\*\* Assignment 5 DUE Friday April 5<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

**\*\*\*\* Assignment 6 DUE Friday April 19<sup>th</sup> by 5:00 PM on Blackboard \*\*\*\***

### **Core Concepts:**

- Emotional Intelligence
- Social Intelligence
- Self-awareness
- Self-management
- Emotional paradox
- Leadership
- Climate Justice

### **Learning objectives:**

Upon completion of the module, participants will be able to:

- Understand and articulate core concepts related to: emotional and social intelligence, leadership in their profession, and the potential role of mindfulness and compassion in long-term risk reduction.
- Deepen and reflect on a contemplative practice in support of their professional life.
- Envision personal transformation in support of professional growth, effectiveness, and fulfillment.
- Articulate a model of professional leadership suited to enhancing your profession's effectiveness in increasing equity and justice in the face of climate change and hazard events.

### **Required Readings:**

- Emotions
  - Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Parts One (90 pages)
  - Lyles, Ward and Stacey Swearingen White. When People Care Loudly: The Emotional Paradox of Public Engagement. Working paper.
- Leadership and Organizations
  - Goleman, Daniel, Richard Boyatzis, and Annie McKee. Primal Leadership. 2013. Parts Three (66 pages)
  - Worline, Monica and Jane Dutton. Awakening Compassion at Work. 2017. Part Four (32 pages)
- Promoting Sustainable Flourishing in the Face of Climate Injustice
  - Lyles, Ward, Stacey Swearingen White, and Brooke Lavelle. The Prospect of Compassionate Planning. Journal of Planning Literature 2017.

- Wamsler, Christine. Mind the gap: The role of mindfulness in adapting to increasing risk and climate change. *Sustain Sci* (2018) 13: 1121.

Required Practices: Throughout the module, please practice the three meditations found in Blackboard under Course Documents → Module 3 → Practices, in addition to any that you find helpful from previous modules. These practices provide great opportunities for journaling.

- Relational Compassion Practice
- Extending Compassion Practice
- The Will of Compassion Practice

### **Workshop 3: Emotions, Leadership, and Promoting Sustainable Flourishing in the Face of Climate Injustice**

*May 6-10* (1-day; specific date TBD by participants)

Core objectives: contemplative check-in, participant presentations, path for continuing education, course feedback for instructors

## Resources for Students:

**KU Counseling and Psychological Services (CAPS)** – CAPS can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available. You can find more information at <https://caps.ku.edu/> Phone is 785-864-2277 and hours are M, W, F 8-5 and T, H 8-6. CAPS is located in Watkins Memorial Health Center

**KU Office of Multicultural Affairs (OMA)** – OMA provides direction and services for current and prospective students from underrepresented populations. In addition, through collaborative partnerships it offers diversity education programs that foster inclusive learning environments *for all students*. OMA's programs and services enhance the retention of successful matriculation of students, while supporting their academic and personal development. You can find more information at: <https://oma.ku.edu/about> Phone is 785-864-4350 OMA is located in the Sabatini Multicultural Resources Center next to the Union.

**KU Academic Access and Achievement Center (AAAC)** – AAAC offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. Feel free to talk with AAAC and ask for information or direction about academic and personal issues. You can find more information at: <https://achievement.ku.edu/> Phone is 785-864-4064 The AAAC is located in Rm 22 Strong Hall.

**KU Public Safety** – Public safety is dedicated to providing a safe and secure environment for the thousands of students, faculty, staff and visitors that are on campus each day. Public Safety's website (<https://publicsafety.ku.edu/>) contains practical information that can protect you from becoming a victim of a crime, help you recognize and report suspicious activity, and guide you in the event of an emergency.

**KU Emily Taylor Center for Women & Gender Equity (ETC)** – The ETC provides leadership and advocacy in promoting gender equity and challenge gender-related barriers that impede full access, inclusion, and success. The ETC provides services, assistance, advocacy and support to campus community members of all genders. We also provide consultation, information and resources to Edwards and KUMC campus members, parents of KU students and the community by request. Appointments are recommended, but not necessary. Services are private. In situations involving discrimination and violations of Title IX, ETC staff report information to campus authorities. Center programs and facilities are also accessible to individuals with disabilities. For those requesting accommodations, please contact KU [Student Access Services](#) at 785-864-4064 or [achieve@ku.edu](mailto:achieve@ku.edu). The ETC is located in 4024 Wescoe Hall

**KU Writing Center** - The Writing Center offers a variety of ways for students and members of the community to get feedback on their writing. It offers face-to-face consultations, online appointments, and an eTutoring appointments. Information regarding each type of appointment and a tool for scheduling can be found at <http://writing.ku.edu/> The Writing Center has multiple locations on campus.

**KU Student Involvement & Leadership Center (SILC)** – SILC prepares students to become contributing members of society by providing meaningful co-curricular experiences. **SILC** is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity/sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations. More information can be found at <https://silc.ku.edu/>. A notable program of SILC is the Safe Zone Training, which aims to reduce homophobia, transphobia, and heterosexism on our campus to make KU a safer and freer environment for all members of our community, regardless of sexual orientation, gender identity, or gender expression. By agreeing to

become a Safe Zone ally, the participant agrees to undergo training and to serve as a resource for people seeking clarification on issues of sexuality and gender diversity. SILC is located in the Sabatini Multicultural Resources Center.

**Sexual Assault CARE Coordinator** - Watkins Health Services provides support to victims of sexual and domestic violence. [Merrill Evans](#), LSCSW, is our CARE (Campus Assistance, Resource, and Education) Coordinator whose primary role is to coordinate support for individuals (both victim and alleged perpetrators) impacted by sexual violence including incidents of sexual assault, sexual battery, partner violence, dating violence and stalking. The CARE Coordinator is a confidential position and is not required to report incidents to University officials or organizations. If you or someone you know has been affected by any form of sexual violence, please do not hesitate to [contact Merrill](#) or stop by Watkins Health Center Room 2615 during normal business hours. If WHS is closed, the Sexual Trauma & Abuse Care Center is available 24 hours for victim assistance at [785-843-8985](tel:785-843-8985).  
<https://studenthealth.ku.edu/sexual-assault>

**Sexual Assault Prevention and Education Center (SAPEC)** - SAPEC promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus-wide collaboration. SAPEC is located at 116 Carruth O'Leary; Phone 785-864-5879; email: [sapec@ku.edu](mailto:sapec@ku.edu). <http://sapec.ku.edu/>

**Institute of Institutional Opportunity & Access (IOA)** - The Office of Institutional Opportunity and Access (IOA) is responsible for administering the University of Kansas equal opportunity and non-discrimination policies and procedures, as well as, encouraging a campus climate of respect and understanding of all aspects of the human experience. To accomplish these duties, the IOA offers assistance and protective measures to students, faculty, and staff who report acts of harassment, discrimination, sexual misconduct, sexual violence, and retaliation; provides information about health, safety, advocacy, and support resources for members of the Lawrence and Edwards campuses; performs formal investigations to detect, discontinue, and prevent violations of the Non-Discrimination Policy and Sexual Harassment Policy; and ensures University compliance with state and federal civil rights laws. IOA is located at 153A Carruth-O'Leary; Phone 785-864-6414; email: [ioa@ku.edu](mailto:ioa@ku.edu); <http://ioa.ku.edu/>.

### **Formal KU Policies**

You should be aware of KU's academic policies, available at the KU policy library: academic. While the policies are numerous, key policies to be aware of include:

Academic Misconduct (<http://policy.ku.edu/governance/USRR#art2sect6>),  
Final Examination Schedules (<http://policy.ku.edu/governance/USRR#art1sect3>), and  
The Grading System (<http://policy.ku.edu/governance/USRR#art2sect2para3>)

### **Additional notes:**

#### **Incompletes**

The Faculty Handbook (F-6) outlines the Grade of Incomplete in the following way: "The Grade of I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for good reason, not been done, while the rest has been satisfactorily completed"

#### **Students with Disabilities**

Any student who has a disability that may prevent the fullest expression of abilities should contact me personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

**Religious Holidays**

If any scheduled assignment conflicts with a mandated religious observance, a student should contact me immediately to arrange a revised deadline on a mutually acceptable date.

# Section 2: Workshop Detailed Agendas

UBPL 802

Cultivating Compassionate, Sustainable Communities 1:

Personal Transformation for Natural Hazards and Climate Change

**Workshop I**

**January 26, 2019**

**9:00 a.m.-3:00 p.m., Snow Hall Room 201**

9-9:45 a.m. Welcome and Introductions

- Welcome and logistics (Ward) *5 minutes*
  - Outline for the day
  - Bathrooms, water, breaks, snacks, lunch, etc.
  - Questions?
- Icebreaker (Kelly will begin) *20 minutes*
  - Name, preferred pronouns
  - Answer the question on your slip of paper, and then select someone else to answer your question and their own
    - Who's your best friend?
    - What was something you wished you learned in school?
    - What's your favorite line from a song/poem?
    - What would your third-grade teacher say about you?
    - Would you like to be famous? In what way?
    - For what in your life do you feel most grateful?
    - What is the greatest accomplishment of your life?
    - When did you last sing to yourself? To someone else?
    - Given the choice of anyone in the world, whom would you want as a dinner guest?
    - If you could wake up tomorrow having gained any one quality or ability, what would it be?
    - If you could travel to outer-space, would you? Why or why not?
- Introduction: Course Themes (Ward) *15 minutes*
  - Scale: Individuals, Relationships, Systems
    - Sketch network schematic on board
      - Nodes and edges; attributes and connections
      - Networks – individual to system level – able to enhance and constrain behaviors/actions/capabilities
      - Dynamic over time – opportunities to cultivate/counter forms of changes
      - Concepts of centrality and power; structure and power
  - Subjects: Hazards/climate, professionalism, compassion
    - Triangle – tensions/opportunities along each edge of triangle
    - Spend time throughout day digging into these topics, but what tensions/opportunities can we think of?
- Practice: Settling Attention (Kelly) *8-minutes*

*15-minute Break*

- Distribute lunch menus and ordering sheet (Kelly will prepare in advance)

10-11:30 a.m. Hazards and Climate Change

- Presentation on the science of hazards and climate change (Ward) *30 minutes*
  - Course outline and materials (walk through Blackboard)
    - Readings and what find in them
    - Videos and what find in them
    - Please share/send materials and we'll add them for all to see
    - Core terms and concepts
      - Disaster Cycle: Preparedness, Response, Recovery Mitigation
      - Climate Mitigation and Adaptation
      - Emergency Management – Planner - PA – Engineering – Environment – Social Welfare Silos
  - Kelly will order lunch while Ward presents
- Pair and share exercise: Storytelling and hazards and climate change *40 minutes*
  - What disaster did you pick? Why? What interests you about hazards/climate change? Personal experience, professional interest—essentially what draws you to this topic?
  - Pairs: Cassie and Alex, Lindsay and Yiwen, Penn and Jae, Justin and Qin
- Group discussion (Ward facilitate, Kelly map on board) *15 minutes*
  - Mapping Note each disaster selected, characteristics between and among the different disasters, who's vulnerable, what's impacted, etc.
  - Ideas on how begin learning about your disaster through secondary data
    - Media archives – print, audio, and video media
    - Social media – FB, twitter etc
    - Academic books and Peer Reviewed Literature
    - Government documents – plans, recovery documents, disaster declarations, status reports, etc.
    - Popular books, documentaries retrospectives
    - Oral histories/stories/fiction
    - Perhaps own personal experience
- Practice: What breaks your heart prompts ? (Kelly) *5-minutes*

*11:30 a.m.-12:30 p.m. Lunch at McClain's*

- Cooper will pick up lunches, hold table in advance (thanks Cooper!)
  - Share: differences between the different academic programs

12:30-1:30 p.m. Professionalism

- Pair and share exercise: Your professional field, and how it (might) relate to hazards and climate change *30 minutes*
  - What attracted you to your field? Where does it sit institutionally (who do people work for, clients?) Connections to hazards and climate change?
  - Pairs: Cassie and Qin, Lindsay and Penn, Jae and Alex, Justin and Yiwen
- Concept mapping *15 minutes*
  - What do your different professions do? Connections to hazards and climate change? Who/what do they impact? Who isn't here from a professions standpoint? Who not here beyond 'professions'?
- Wrap up: Topics within professionalism *10 minutes*
  - What distinguishes a professional from a non-professional in our fields?

- Benefits/limitations of being a ‘professional’?
- Codes of ethics? Memberships? Status levels within profession?
- How should professionals be trained?
- Practice: Caring Moment (Kelly) *5 minutes*

*15-minute break*

1:45-2:30 p.m. Compassion

- Reflection and Journaling (Kelly) *15 minutes*
  - Emotions and climate change, emotions in your profession
  - Prompts:
    - How do emotions intersect with climate change? How have they in your life? How do you anticipate they might for someone in your profession? Consider at three scales: For your own self, in relationship with co-workers, systematic?
- Group discussion and reflection (Kelly) *15 minutes*
  - What did you consider? Range of emotions, challenges we would experience within our professions and the connections to hazards.
- Compassion introduction (Ward) *10 minutes*
  - Why we’re doing this, relational model
  - Slides: 4 stages of compassion and 3 modes of compassion
  - Slide: questions we’ll grapple with: compassion innate? Limitations to compassion? Place for compassion in professional life and work? Downsides to compassion? Sustaining compassion?
- Practice: Safe Place (Kelly) *5-minutes*

2:30-3:00 p.m. Logistics discussion, final practice

- Agreements? (Ward lead, Kelly document) *10 minutes*
  - Theme: partnership in this process
  - Limited in-person engagement but should take a few minutes to express any expectations we should have for ourselves and others to do this work
- Logistics *5 minutes*
  - Preferred dates/times for assignment deadlines (Friday/Saturday/Sunday?)
  - Other two dates for workshops
- Kelly and Ward’s experience *10 minutes*
  - Courage of Care influence, inspiration from retreat, professional
- Practice: Letting Be’s (Kelly) *5-minutes*



UBPL 802

Cultivating Compassionate, Sustainable Communities 1:

Personal Transformation for Natural Hazards and Climate Change

**Workshop II**  
**March 23, 2019**

**8:00 a.m.-12:00 p.m., Snow Hall Room 201**

8-8:15 a.m. Welcome and Re-Introductions

- *Icebreaker – name and song or album most listened to in the last week*
- *Update: one or more cool things (hard things) happened recently*

8:15-9:00 a.m. Professions and Care: What are we learning?

- Pair and Share Exercise: your insights and questions (20 minutes)
  - *Which reading/video have you most enjoyed? Why?*
  - *Which reading/video least enjoyed? Why?*
  - *If speaking with a prospective student in program and asked about what you've learned in this class so far, what would it be?*
  - *What questions do you have for peers or WL?*
- Group Discussion: insights, questions, clarifications (20 minutes)
  - *List of readings most/least enjoyed and why?*
  - *Biggest takeaways from class so far?*
  - *Questions moving forward?*
- Meditation Practice (5 minutes)
  - *Letting be – session 6*

9:00-10:15 p.m. Professionals, Care and Ethics: How will we change our fields?

- Small Groups Workshop: Assignment 2 Case Studies (20 minutes)
  - *Groups:*
    - *PP, JK, HQ*
    - *YW, CO*
    - *AH, LH, JM*
  - *Share one of cases with peer*
  - *Imagine at National Conference and presented with Case Study, generate clarifying questions (what is not clear about case) and generate response or two*
  - *Rotate and do again*
  - *Provide verbal feedback*
- Group Discussion: core themes (10 minutes)
  - *What trends/observations have after sharing?*
  - *What hard about developing a case study?*
- Small Groups Workshop: Assignment 3 Codes of Ethics (20 minutes)

- *Show (Paper or Load up) code of ethics*
- *Walk through EBTP as seen in code*
- *Share recommendations for modifications for field*
- *Provide verbal feedback to each other*
- **Group Discussion: core themes (10 minutes)**
  - *What trends/observations have after sharing?*
  - *Similarities/differences across fields? Where see care? Where implied? Where absent*
- **Meditation Practice (10 minutes)**
  - *Compassionate presences – session 6*

*15-minute break*

10:30-11:45 p.m. Hazards and Climate Change: Who suffers and how?

- **Individual Exercise: quick poster exercise (30 minutes)**
  - *Sheet of butcher paper and marker*
  - *Summarize (bullet points):*
    - *basics of disaster event (geographic score, magnitude, intensity/duration, recovery)*
    - *Vulnerable/impacted populations (who, how many, how impacted)*
    - *Role of profession (evidence/assumed) (planning, recovery, etc.)*
  - *Draw a conceptual model (flow diagram or venn diagram) of how readings from course are helping you think about disaster event, suffering, care and your profession (strengths/weaknesses)*
  - *Identify few questions/research areas you'd want to explore if we're heading there as to learn and provide recommendations*
- **Up and About: learning about each other's disasters (20 minutes)**
  - *Two sessions of 10 minutes – 4 people stand by poster, 4 circulate*
- **Discussion (15 minutes)**
  - *Who is seen?*
  - *Who is not seen?*
  - *What can we do as professionals?*
- **Meditation practice (10 minutes)**
  - *Extending compassion – session 2*

11:45-12:00 p.m. Next steps, logistics discussion and final practice

*Thank you!*



UBPL 802

Cultivating Compassionate, Sustainable Communities 1:

Personal Transformation for Natural Hazards and Climate Change

**Workshop III**

**May 4th 2019**

**8:00 a.m.-1:00 p.m., Snow Hall Room 201**

8-8:15 a.m. Welcome and Re-Introductions

- *Icebreaker – name last movie/tv show watched and enjoyed most recently*
- *Update: what looking forward to (or dreading) most about summer*

8:15-9:30 a.m. Emotions and Public Service

- **Pair and Share Exercise: your insights and questions (20 minutes)**
  - *Which reading/video have you most enjoyed? Why?*
  - *Which reading/video least enjoyed? Why?*
  - *If gave an honest critique to your program (either one you are in now or prior program if don't want to critique current one right now)*
  - *What questions do you have for peers or WL?*
- **Group Discussion: insights, questions, clarifications (45 minutes)**
  - *List of readings most/least enjoyed and why?*
  - *Questions moving forward?*
  - *Mini-lecture*
    - *Current thinking – WL and SSW Paper*
    - *Emotions as pollutant/problem or Emotions for other professions/genders*
    - *Emotion as burden/labor*
    - *Emotions as potentially powerful, but scary*
    - *Planning as care model*
      - *EI*
      - *SI*
      - *Cultural intelligence, competence, humility*
- **Meditation Practice (10 minutes)**
  - *Letting be – session 6*

9:50-11:15 p.m. Disasters, Climate Change, Emotions, and Public Service

- **Small Groups Workshop: Comparative Poster Exercise**
  - *Create 'poster'*
  - *Comparison – similarities/differences*
    - *Knowledge/Skills your profession brings to hazards/climate change*
    - *Typical tasks/activities of your profession for hazards/climate change*
    - *Emotions in your profession in context of hazards/climate change*

- *Imagine running a seminar on interdisciplinary work on hazards/climate change with the aim of helping people talk about the emotional experiences and their implications for successful work as a professional*
  - *What are three discussion prompts/exercises you would use?*
- *Groups*
  - *PP, JK, HQ*
  - *YW, CO*
  - *AH, LH, JM*
- Sharing Posters and Group Discussion
- Meditation Practice

11:15-11:50 p.m. Leadership Discussion

- Pair and Share: Leadership Assignment
  - Share assignment with partner to read over
  - Discuss
    - What was easy about assignment?
    - What was hard?
    - What similarities/differences between two leadership descriptions?
    - Are positions like the one you described common? If not, what needs to change?
- Group Discussion: what kind of leaders do we want to be?
- Meditation Practice

*Short break*

12:00-1:00 p.m. Course Debrief

- What worked well?
- What are specific changes we should make for the next iteration of the course?
- What would you want out of a part II course that builds on this one?

# Section 3: Assignments



## Assignment 1: Blog Post on Professional Interview and Professional Resources

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### Learning Objective(s):

- To interact with professionals in your field
- To build interview skills
- To better understand professional resources and the role of emotions within your professional field

### Core concepts/terms:

- Professionalism
- Emotional Intelligence
- Networking

### Evaluation Criteria: You will be graded based on your demonstration of your ability to:

- Develop interview questions on professional resources and professional attitudes towards emotions within your given field
  - Compile professional resources
  - Demonstrate your understanding of professional resources for emotions within your field at three levels: personal emotions, in workplace settings, and when interacting with the public in a blog-style post of 500-700 words
- 

For this assignment, you will be asked to write a blog-style post of **500-700 words** as a result of independent research and an interview with a professional in your field. The content of your blog post should focus on the role of emotions within your given profession at three levels: your own emotions, emotions of colleagues and within workplace settings, and the public.

### The steps for completing this assignment are to:

- Identify a professional in your field or a recent graduate working within the realm of hazard mitigation/climate change and ask them for an interview.
  - If you need assistance connecting with a professional, contact Ward, Kelly, or a professor in your field to identify potential interviewees.
- Using course readings, professional blog post examples, and guides on conducting “informational interviews” as guidance, develop interview questions about how emotions come up in their work and professional life, with attention to three different layers: personal emotions, emotions in the workplace and with colleagues, and emotions in working with the public.

- Support interview questions with research on professional organizational websites for further information including trainings, links, articles, blog posts, and other resources on emotions.
- Create blog-style post that could be shared on American Planning Association or own professional organization website, for your peers.

For guidance and examples of other professional blog posts, visit:

<https://www.planning.org/blog/>

For guides on conducting an “informational interview,” visit:

- <https://career.berkeley.edu/Info/InfoInterview>
- <https://career.berkeley.edu/Info/InfoQuestions>
- [https://career.unca.edu/sites/default/files/documents/Job\\_Search\\_PDFs/Informational%20Interview%20Guide.pdf](https://career.unca.edu/sites/default/files/documents/Job_Search_PDFs/Informational%20Interview%20Guide.pdf)



## Assignment 2: Case Examples for Professional Ethics Training

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### Learning Objective(s):

- To conduct research on ethics trainings within your given field
- To identify situations in which emotions arise in workplace settings
- To integrate course readings into your discussion of emotions in the workplace

### Core concepts/terms:

- Professionalism
- Ethics
- Emotions

### Evaluation Criteria: You will be graded based on your demonstration of your ability to:

- Integrate course readings into your discussion of emotions in the workplace
- 

For this assignment, imagine you are preparing to lead a professional ethics training within your given field. You need write two (2) case examples or vignettes (**250-500 words each**) that relate to ethics and emotions in the workplace. These cases will serve as the raw material for your training session, which might include engaging the participants in role-playing, scenario evaluation, and/or discussion.

### We expect the steps for completing this assignment to include:

- Research ethics trainings available for professionals in your given field. Questions you might want to answer for yourself include:
  - What organizations offer such trainings?
  - What are the credentials of the individuals/groups that facilitate the trainings?
  - What topics do these trainings typically cover?
  - Do the trainings address the inherently emotional nature of all human work and interaction?
  - Is there anything missing from the trainings you identify, given the course readings for this module?
  - These questions might be answered by finding descriptions of upcoming trainings in your field, reviewing materials from prior trainings (such as slides available online), drawing from examples from your professional interview, or engaging in conversations with fellow students or professors.

- Drafting two (2) brief case examples (250-500 words each) based on your answers to the questions above and your own analysis that could be used within a professional ethics training to highlight situations within the workplace where emotions arise.
- Share your draft cases with one or more fellow UBPL 802 classmates and get their feedback.
- Edit and submit on Blackboard by March 1, 2019.

For ethics case study examples, refer to: <https://planning-org-uploaded-media.s3.amazonaws.com/document/Ethics-Cases-of-the-Year-2018-2019.pdf>.

### Assignment 3: Analyzing Professional Codes of Ethics Using Deep Diversity Framework

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Learning Objective(s):

- Use a framework for inclusive practices to critique professional codes of ethics
- Deepen understanding of interplay of emotions, cognitive biases, tribalism, and power and impacts on generating us vs. them divisions
- Gain practice writing in memo-format and presenting information to professional audience

Core Concepts/Terms:

- Codes of Ethics
- Emotions
- Bias
- Tribes
- Power

Evaluation Criteria: You will be graded based on your demonstration of your ability to:

- Highlight the connections or lack of connections between your given field's code of ethics and Choudhury's Deep Diversity framework
  - Generating thoughtful recommendations for improving your field's code of ethics
- 

For this assignment, you need to write a one to two-page memo to an ethics committee of your given professional organization. Your memo should provide a thoughtful critique of your field's code of ethics from the standpoint of fostering inclusivity and diversity and care. To inform your critique, you should draw on course reading, especially Choudhury's *Deep Diversity*, which lays out a four-part framework of emotions, biases, tribes, and power. (If you are aware of or encounter a separate framework that you prefer to use instead, you may do so. Please inform the instructor beforehand if you choose to go this route.) Below are a recommended (but not necessarily required) process and format for you to follow.

**Process:**

1. Familiarize yourself with Choudhury's framework. Chapters 1 and 7 Of *Deep Diversity* provide a solid foundation.
2. Obtain one or more professional code of ethics for your field (e.g. the American Planning Association's Code of Ethics for the American Institute of Certified Planners)
3. Develop a process for using Choudhury's framework to analyze the code of ethics. This process need not be complicated, but it should be replicable. For example, one might read each paragraph of the code and put a mark in the margins for each time you

encounter one of the dimensions of the framework (e.g. 'E' for something in the code referring to the emotional aspects of the professional code.)

4. Conduct the process and take notes on what you find (or fail to find) in the code of ethics.
5. Write up and present your findings in a one to two-page memo addressed to the committee or organization responsible for maintaining and updating the code of ethics for your profession.

**Format:**

- Standard memo format (To, From, Date, RE); make sure to use section headers and design elements (e.g. bold, italics, underline, bullets, graphics), as well as providing ample white space, to make the memo easily digestible.
- Five recommended sections include:
  1. Summary paragraph that encapsulates the core points of the memo (recommend writing this last)
  2. Deep Diversity Overview: a few sentences explaining the framework to an audience not already familiar with it. You may quote Choudhury, so long as cite appropriately)
  3. Process Overview: a few sentences describing your analysis process, including how you obtained the code of ethics document and the version (date) of the code.
  4. Key findings: a couple of paragraphs and a graphic or two (e.g. a chart or table or infographic) summarizing what your analysis discovered.
  5. Recommendations: suggest two or more recommendations for adjustments of the code of ethics to make it more conducive to fostering an inclusive profession; a bullet point list may work well



## Assignment 4: Slide Show for Professional Training Workshop

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### Learning Objective(s):

- Think critically about the intersection of emotions and professionalism
- Create and organize materials for a professional training program
- Practice engaging an audience through visual communication, discussion questions, and related materials

### Core concepts/terms:

- Emotions
- Professional training
- Professional communication
- Disasters
- Climate change
- Environmental Justice

### Evaluation Criteria: You will be graded based on your demonstration of your ability to:

- Help others consider and learn about relationships between professional development, emotions, and disasters/climate change
  - Communicate through multiple formats in line with the expectations for a professional training session
- 

Imagine that your profession's main membership organization has reached out to you to seek your help developing materials for a continuing education session. They want you to focus on the intersections of professionals, emotions, and disasters/climate change. The framing and content is totally up to you; they trust your expertise. They do have some requirements, however, so that other professionals can use your materials to lead 30 to 45-minute sessions at national and state conferences, and perhaps even through webinars. Their requirements are:

- Develop an approximately 250-word summary statement to provide background information, including
  - Defining/explaining core concepts and terms
  - Providing brief context on a disaster event or climate change issue with accompanying web links for more information
- Create a slide deck of 5 to 10 image-heavy slides (e.g. not boring text-heavy slides), along with
  - Corresponding notes on key points to discuss when presenting the image
  - Any relevant citations for more learning on the key points
  - Sources for images
- Design an activity or two for engaging participants with material
  - An active learning exercise that helps participants consider the concepts and terms in the context of the disaster event or climate change issue
  - Generate 3 to 5 discussion questions to foster small group discussion

For more information about professional communication check out [APA Communications Guide](#)

Some ideas for themes to consider include: burnout/emotional fatigue; unexpected intense experiences; emotional resistance to certain individuals or groups of people

## Assignment 5: Letter to Self from the Future

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### Learning Objective(s):

- Engage in a speculative, imaginative process about your own future career
- Engage in a speculative, imaginative process about disasters and climate change
- Practice writing in a non-academic format

### Core concepts/terms:

- Visioning
- Storytelling

### Evaluation Criteria: You will be graded based on your demonstration of your ability to:

- Try and write out of what may be your comfort zone.
- 

Your task is to engage in an exercise that involves visioning a future career path, speculating about the future, and writing in a storytelling manner. Simply put, you need to write a 500ish word letter from yourself in 2029 to yourself now, assuming you've spent some or all of the period 2019-2029 involved in reducing risks from natural hazards and climate change in your profession.

There are essentially no requirements for this exercise. But you may find it fruitful to consider some of the prompts below. At the risk of stating the obvious, I hope you'll write the letter from the frame of reference of this course: professionalism, emotions/compassion, and disasters/climate change.

- If many things fall into place for you, what job(s) might you hold in the coming decade?
- What types of work will be meaningful to you in the coming years?
- What are areas of professional growth your hope to engage in?
- What are some foreseeable struggles you might encounter?
- What would it be like to work in the area you've chosen for your disaster/climate change area of focus?
- What might cause you to quit or change career paths in the next decade (work, family, etc.)?
- How will work in the areas of disasters and climate change evolve in the coming decade? What might be your role in some of the changes?

If it is challenging to think about writing a letter, you could also approach this assignment by imaging that a KU student has reached out to you for advice. In their email to you, they remind you a lot of yourself circa 2019.

## Assignment 6: Job Position Description

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### Learning Objective(s):

- To critically analyze job descriptions in your field
- To develop a clearer sense of the career trajectories available to you in the area of hazards and climate change over the next decade
- To articulate in a practical format the leadership characteristics you value and how they could be embodied in an organization

### Core concepts/terms:

- Job descriptions
- Leadership
- Hazard and climate careers
- Job qualifications

Evaluation Criteria: You will be graded based on your demonstration of your ability to articulate a job position encapsulating your core leadership values and specific job duties and requirements

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For this assignment, you are writing the job description for the boss you would want to work for in the next five to ten years or the boss you'd want to be five or ten years from now. Consider this to be a mid-to-upper-level administrative position in a state, academic, nonprofit, etc. organization. You will write a 1-page to 2-page (500-word max) job description in which you describe the organization, position, and with a focus on leadership (think about professionalism, emotions, etc.). Ideally, your statement will relate to hazards/climate change (discuss with Ward if you want to go in another direction).

### A typical format for a job description will include:

- Organization name and position title
- Organization description (paragraph or two)
- Position description (paragraph or so)
- Duties and responsibilities (bulleted list of phrases)
- Required qualifications (bulleted list of phrases)
- Desired qualifications (bullet list of phrases)
- Statement of inclusion and equity (paragraph or so)

### Some atypical issues you may want to address (explicitly or by implication) include:

- Concepts of leadership your field (how it is described, taught, and performed) and how this position works from a different concept of leadership
- How compassion and care are part of this position.

- How issues of diversity, equity, and oppression arise in the context of natural hazards and climate change in this position.

For examples of job descriptions, visit:

- For jobs in natural hazards/climate change, you might visit: [Natural Hazards Center Jobs](#) FEMA or State Emergency Management Agencies, Climate Adaptation Knowledge Exchange
- For planning jobs: Planteizen, Association of Collegiate Schools of Planning
- For public administration jobs: American Society for Public Administration, KU Career Center

Section 4:  
Last Class  
Discussion  
Notes

## Course Review Discussion

- Input on Assignments
  - General
    - Input from students on assignments was generally positive, particularly on connecting compassion, leadership, and management
    - Several students noted a missing connection to hazards/climate change
    - There was a discussion about when to schedule different assignments (particularly Assignment 1), and a general consensus that the more creative assignments (like Assignment 5: Letter from the Future) were particularly helpful and refreshing in the second half of the semester
    - Some students commented that the workload felt light on assignments, but the class overall was mentally challenging
      - Reading and videos were still a decent-workload
    - Most students found the reading and meditative work was valuable, but not quantified or performative
  - Assignment 1
    - Several students noted this assignment was difficult but valuable in gaining new perspectives and priming for the topics of the rest of the semester
    - Conducting interviews was a good experience
    - Some students noted logistical issues with getting interviews and suggested not making the blog post the first assignment of the semester
    - Creative pieces a refreshing assignment during second half of semester when everything starts to get bogged down
  - Assignment 4
    - Some students noted that they already done something similar before, and ended up drawing from previous assignments
  - Students liked both Assignments 5 and 6
    - Letter: personal value, job description: professional value
    - In response to the question: Were there enough boundaries/parameters for the job description assignment? Students generally found the instructions to be helpful.
  - Assignment 6
    - Timeline was helpful
    - Some different interpretations of “being the boss you want” or “selecting the boss you want”—may want to consider when revising the assignments
    - Some students selected existing jobs, and wished that they had made one up instead—would be a good point to clarify more strongly in future assignment write-ups
    - Students requested an extended word count on this assignment; several felt limited by the word count, others went over it.
  - Journaling
    - Students noted that the assignment workload wasn’t overly burdensome but that increased reflective assignments (like journaling) may increase the workload
      - One student recommended a “Best self” journal which included planning, setting goals, gratitude, and more strengths finders-esque items.

- Meditation Practices
  - When asked how instructors could support meditation practices students referenced accountability
    - Either via the expectation of a daily reflection or perhaps the inclusion of an accountability partner
- Overall Course Structure
  - General consensus that a 3-hour weekly standard seminar would be best
  - Students also expressed a desire for some more traditional lecture to support
  - Discussion and sharing aspects of the workshops were highly valued by students
  - Retain small class-size
  - When asked if a kickoff workshop would still be valuable if the class had a weekly seminar format, students said yes.
- Connecting back to climate/hazards—Discussion of whether the course be a standalone emotions and public service without a hazards piece, it was noted that the hazard component is essential as part of the CAREER grant
  - Students expressed interest in returning back to their selected hazard event throughout the semester
  - One student noted they wouldn't be here without the hazards piece and requested a need to steer more towards disaster management and recovery
  - Could be easier to integrate hazards in a more traditional setting
    - One approach could be selecting a single disaster or hazard event, and have everyone talk about the shared issue from their own perspectives
    - Connections between people—each week is a pair of entities of a disaster and talk about connections between them. Survivors, management people, researchers, etc.
    - Moynihan-inspired assignment

# Section 5: KHO and WL Reflections

## WL Reflection

### What worked well:

- Workshops, especially student interactions in person
- Early one-on-one meetings with students
- Material, especially professionalism and compassion; students appreciated readings and videos
- Assignments, especially more personally reflective elements
- Course climate and pedagogy approaches: community building and exploration, not information transmission

### What could be improved:

- Integration of hazards/climate aspects of class
- Supporting contemplative practice for students
- Code of ethics assignments, especially slide deck
- Second half of semester – weekly reflection emails fell off

### Personal experience:

- Generally quite enjoyable, not especially nervous in workshops
- Really liked more informal and collegial seminar format
- Really felt like helped fill glaring gap in graduate education for bridging personal and professional realms

### Changes to consider:

- Everyone engage with same hazard/climate event/issue
- Weekly meetings for 2.5 hrs
- Opportunity for weekly group sit

## KO Reflection

### What worked well:

- Community and relationship-building: The workshops allowed both for more formal networking, as well as informal moments that help to build trust among people; this trust is essential for a class like this.
- We generally received positive feedback from students on content, assignments, and workshops—the more creative assignments (like the Letter from the Future), and the assignments that allowed students to brainstorm about their professional aspirations (like the job description) seemed to make the most impact and be well received
- Students enjoyed the material, and actually seemed to want more especially related to hazards

### What could be improved:

- Structure: I think the students would benefit from more time in shared sharing space via in-person course meetings
- Include more time in workshop agendas for informal interactions/breaks/networking (I think the agendas for the first and final workshop were too full, and we had to make a choice between giving the students more space to interact and covering all of the content)
  - This issue may also be improved with a different course structure that included standard in-person class meetings every week
- Hazards/climate: could be better integrated into the class via assignments and lectures

- Supporting meditation practices—both getting a sense from the students about their baseline for practice (prior experience, frequency of practice, types of practice, what supports they have/need) at the outset, and then setting up the necessary supports or infrastructure

#### Personal experience

- It took me a bit to wrap my head around the syllabus—there are a lot of moving parts and it took a few passes before it made more sense. That may also speak some student comments that the hazards weren't as integrated into the class as they expected. I don't say this to suggest that the syllabus should necessarily change, just to note that even for someone who is informed about the course content, it took a bit to break with the traditional course-format. I think that speaks to the novelty of the course and also the ways in which academics become entrenched in one way of “doing” pedagogy.
- Loved seeing and hearing the students interact at workshops—felt like I was part of something bigger than just a “class” or a “workshop.”

#### Changes to consider:

- I think a 3-hour seminar format class would both be more challenging for instructors (and students), but also be more rewarding. First, it ensures students are practicing meditation and reflection at least once a week. Second, it would allow for a few more traditional lectures on hazards/climate change that students seemed to want. Third, it allows students to share space, which is important for community and relationship-building that I think speaks to the overall purpose of the course and reinforces their own individual practice. Finally, the workshops could then be more student-led, providing opportunities for synthesis and ownership over the content.
- Weekly group sits
- I think some of the assignments could be tweaked, or turned into exercises done in-class (if we adopted the 3-hour seminar format)
- I think a course like this could really benefit from a final project; a culmination of their experience. For students, I think it would help them tie together the different strings of knowledge (compassion, hazards, professionalism etc.), and for instructors, it provides a chance to see what components of the class resonated most with students.