

- 1) Presentation Title: Navigating Your Department Post Pandemic with Creative Wellness
- 2) Presenter Information-Primary presenter CV/resume or biographical sketch:

Dr. Elizabeth List

Elizabeth List is a licensed clinical psychologist and has served as chair at three universities in her career. She is currently associate faculty and the Chair of the Psychology department at Northwest Nazarene University in Nampa, Idaho. She received her PsyD at Azusa Pacific University in Azusa, California. Dr. List specializes in teaching clinical skills- especially as they pertain to diversity, diagnosis, and human sexuality. Her current research interests are in how we can teach diversity sensitivity to majority cultures more effectively and how to better serve the university population through the application of basic clinical skills. "The demands of being a professor, an academic advisor, and a chair in this educational climate have required me to draw from my store of knowledge as a psychologist and a practicing therapist on a daily basis. If I can help equip my colleagues in navigating this daunting task, it is better for all of us."

Dr. Krista Bridgmon

Krista Bridgmon is a licensed psychologist, Educational Specialist and Nationally Certified Counselor. She is a Professor and Chair of the Psychology department at Colorado State University-Pueblo. She received her Ph.D. at Northern Arizona University in Counseling Psychology. Dr. Bridgmon specializes in innovative experiential pedagogy, development of counseling skills, and adolescent crisis intervention. Her current research interests include experiential teaching in psychology and curriculum development. "Many days, I feel blessed my academic background is in counseling psychology. As an administrator, I use my counseling skills every moment of every day serving as a GPS assisting colleagues and students to navigate their goals to fruition."

- 3) Disciplines: Education; Educational Leadership
- 4) Presentation Theme: Working with Faculty and Administration
- 5) Presentation Type: Interactive Workshop (105 minutes)
- 6) Abstract: Presenters will discuss and participants will practice creative counseling skills including mindfulness, empathy, effective questioning, reflecting emotion and goal setting which will assist the evolving work-life concerns of faculty, staff, and students following the pandemic.

7) Keywords: Wellness, faculty, academic leadership, counseling

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9) Presentation Documents: Description of the Session (300-500 word)

“We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know” (Rogers, 1995, p.134). This is the responsibility of the chair, to facilitate positive change through listening and forming relationships with students and colleagues. This responsibility was made very difficult during and following the Coronavirus Pandemic. To ignite our connection, we introduce mindfulness and counseling. The practice of mindfulness includes a deliberate awareness of our thoughts and feelings with a kind and non-judgmental lens, very similar to the teachings of Rogers. “By living in mindfulness, people can better handle the problems that arise while living and cope with unexpected life-altering events like Coronavirus” (Pecore, 2020, p.164)

For this seminar, we invite Chairs to evaluate the current post pandemic situations in their department that resemble the work of a counselor. To prime and contextualize this interactive workshop, presenters will discover the inner-listener. Skills in listening to listen, not listening to respond will be at the forefront of the presentation including mindfulness. “People are just as wonderful as sunsets if you let them be. When I look at a sunset, I don't find myself saying, "Soften the orange a bit on the right-hand corner." I don't try to control a sunset. I watch with awe as it unfolds.” (Rogers, 1995). In addition to acquiring skills in mindfulness, guided visualization, empathy, effective questioning, goal setting, and problem solving will be discussed and practiced. Following the application of research and best practices, we will share various scenarios, strategies and best practices through which Chairs can support the demands of their faculty, staff, and students, while at the same time demonstrate self-care through creative wellness. By being present as a Chair, one can attend to the whole person including the cognitive, social, emotional, and physical health of their department.

Pecore [of Teaching mindfulness for pandemic times], J.L. (2020). In C.H. Bohen, J.L. Pecore, & F.S. Allaire (Eds.), *Curriculum and Teaching Dialogue*, Information Age Publishing

Rogers, C. R. (1980). *A way of being*. (OKS Print.) Boston: Houghton Mifflin.