

OCTOBER 9, 2023

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FDC HAPPENINGS



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*six people are in a classroom, holding books with 1 hand in a fist in the air

Student Wellness Mini-Grants

At the Faculty Development Center, we believe that if we make small adjustments to our teaching aimed at helping students build their strength and confidence, this can enable us to focus more on teaching course material. We can then foster intellectual engagement and curiosity, rather than spending so much time addressing students who are struggling with their wellbeing. Together, we are capable of enhancing our classrooms to support student success and student wellness. With this idea in mind, we started offering Student Wellness Mini-Grants in the fall of 2022 to help faculty incorporate wellness ideas into their own classroom. The Bruce K. Nelson Faculty Development Center and the Dean of Students Office, with support from the Department of Recreation and Intramurals (Rec/IM) and E|Dining, are now looking for applicants who want to support student wellness in their classroom through their teaching work. Recipients of this funding will receive up to \$250 during the winter 2024 term to support student wellness with a goal of ultimately sharing these innovations campus-wide.

Apply for this Mini-Grant [here](#). Applications for this funding are due by 5 PM on Friday, November 3, 2023.

CAMPUS HIGHLIGHTS

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From the FDC



Teaching and Learning Together

While faculty are clearly the content experts regarding what they teach, students have a unique perspective on their own learning. As such, when we consider how to most effectively teach and support students, it behooves us to listen to the learners, so we can learn from them and their expertise. This conference, hosted by the Faculty Development Center, will “Flip the Script” to empower the learners to become the teachers, and the teachers to become the learners. It offers all of us an opportunity to straddle both worlds, and to grow through that opportunity. Please join us!

We appreciate the generosity of Kirk Profit for making this event possible!

We invite you to gather with your fellow faculty members and attend this amazing opportunity!

Click [here](#) to register!

This conference will take place on Friday, December 1st in the Student Center

upcoming

EVENTS

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CHATGPT PROGRAMMING

*Next session: October 10th
Click [here](#) to register*

For the fall 2023 semester, WAC and the FDC will convene a group of us to have conversations about generative AI, particularly in relation to teaching and assigning writing. This will be a think tank of sorts -- an opportunity for those of us interested in the topic to come together, read, and discuss developments in this fast-growing and ever-changing area of the academy. Click [here](#) to see our website for more information.

*October 18th @ 9:30-11 AM
109B Halle and [Zoom](#)
Click [here](#) to register*

A CAMPUS FOR DIVERSE MINDS: SUPPORTING NEURODIVERSE STUDENTS

Join us for this seminar, facilitated by Dr. Sally Burton-Hoyle, that will introduce inclusive resources to meet a wide range of needs in relation to neurodiversity in the university setting. This program will also feature students who are part of the [College Supports Program](#). Please join us for this important material and conversation.

RESEARCH WRITERS COLLABORATIVE

*Wednesdays @ 1-3 PM on [Zoom](#)
Click [here](#) to register*

Join Sarah Walsh to block out the time to set and achieve our writing goals, even given the other pressures we all face. The [Research Writers Collaborative](#) is an opportunity for faculty and full-time and part-time lecturers to support each other in developing realistic writing goals (i.e., developing a conference paper, drafting an article, revising a book chapter, etc.). Come join us to make progress on these pesky writing goals!

*October 25th @ 12:30 PM - 1:30 PM
109B Halle and [Zoom](#)
Click [here](#) to register*

SOUP WITH SUBSTANCE: ALLYSHIP

Join our new coordinator of the [LGBT Resource Center](#), Emma Wuetrich, for discussion on LGBTQIA+ topics on our campus and for a light soup lunch. This will be a roundtable to dialogue about our queer students and what allyship looks like in and outside the classroom. If you are unable to attend, but would like to receive updates on future events of similar nature, please complete the [registration form](#) to let us know.

upcoming EVENTS

scan the QR code to
access the links in
this issue



[Click here to register](#)

First session: October 12th @ 3:30 PM

During the fall 2023 semester, Alexis Braun Marks (University Library Department Head, University Archivist, and Associate Professor) and Natalie Dove (Associate Professor of Psychology and Interim Department Head of Psychology and Biology) will host three sessions for those interested in applying for a Summer Research Award. The purpose of these gatherings is to both inform attendees on the application process itself and provide feedback on any materials you share. This series will begin with an information session, followed by two workshops. Please visit our website for individual session information.

INTERNAL RESEARCH AWARDS

NEW FACULTY MENTORS

[Click here to access the interest form](#)

Mentoring relationships are critical to new faculty members to help them settle into teaching, make them feel welcome, and understand more about the university. We seek faculty or academic administrators who are interested in serving as mentors for new faculty members. New faculty members will be provided with names and a brief bio of potential mentors, then have the opportunity to take a potential mentor out for coffee (on the FDC's dime) to discuss whether a good mentoring match exists. Potential mentors will contact you in late October, give or take. Please consider signing up to be a mentor. If you have any questions, contact us at faculty_development@emich.edu.

November 17th @ 8:30 AM-3:30 PM
109B Halle

INTERNATIONAL VIRTUAL GLOBAL LEARNING WORKSHOP

This international workshop will a) introduce new strategies and tools for virtual global learning; and b) give EMU faculty access to networks of international faculty they could collaborate with to integrate global exchanges and learning in their courses. Using a hyflex format, we are inviting 20 EMU faculty (Global Learning Seminar alumni and other EMU faculty) for an in-person, one-day workshop, as well as virtual faculty participants from international virtual global learning networks (10 participants). Click [here](#) to apply. Applications are due November 1st at 5 PM.

Teaching Spotlight



**Dr. Miriam Furlan
Brighente**

Part-Time Lecturer
Department of Women's and Gender Studies

In this spotlight, Dr. Furlan Brighente shares with us the pedagogies used to shape her classroom, how learning about your students can help adjust your teaching, and her excitement about attending the National Women's Studies Association Annual Conference. Click [here](#) to read the full spotlight.

Being Mindful of Burnout

**By Julia Burkhardt MS PA-C
and Jodi Schumacher MS AT, ATC**

Burnout has been a buzzword in higher education and healthcare for the better part of the last decade. Between an overburdened workforce and increased demands of the COVID pandemic, both fields have experienced increased rates of attrition due to the phenomenon of burnout. According to the World Health Organization (WHO), burnout is an occupational phenomenon “conceptualized as resulting from chronic workplace stress that has not been successfully managed.”

Burnout is typically characterized by three dimensions including sustained feelings of exhaustion, professional inefficacy, and depersonalization. When burnout occurs in medical professionals, it increases risk of medical errors, which can affect patient care and outcomes. It also has incredible effects on the bodies of those who experience it, including increased risk of heart disease, high blood pressure, and type 2 diabetes.

The Physician Assistant (PA) and Athletic Training (AT) professions are particularly plagued by an epidemic of burnout. In 2022, approximately 32.2% of PAs reported at least one symptom of burnout according to the National Commission for Certification of Physician Assistants (NCCPA). In another study published in the Journal of American Academy of Physician Associates, it supports this statistic stating that approximately 34% of PAs report experiencing burnout. Similarly, 39.8% of ATs experience burnout with 17% of them experiencing high levels of burnout in a literature review published in 2020 in the Journal of Athletic Training.



Furthermore, 45-60% of professional medical learners will experience burnout during their training. This made us realize that burnout education and prevention would be a perfect topic to explore utilizing one of the Faculty Development Center (FDC) Mini-Grants to Support Student Wellness.

Submit a blog post!

We welcome blog posts from faculty, lecturers, staff, and students on teaching and learning topics. Email us at faculty_development@emich.edu with your blog post idea for the opportunity to be featured in future newsletters!

Thanks to the FDC mini-grant, we were able to have our students participate in a “Be Mindful of Burnout” event. This entailed a series of educational modules in a canvas learning community that culminated in a 2 hour session of mindfulness education and gentle movement in the form of yoga, which was led by Holly Smith MS, MA, LLPC.

During the event, Holly led approximately 40 AT and PA students through a yoga session after discussing signs, symptoms, treatment, and preventive techniques against burnout. Many of the students had not ever done any sort of meditation or yoga before the event and found it very insightful and useful. It was held in the middle of the winter semester, in February, which was the perfect time to help the students (and faculty members) to get out of their mid-semester and mid-winter ruts.

The students were surveyed after the event, and the majority of respondents noted that the workshop taught them tools and strategies to use in their daily life to combat burnout. Additionally, it provided an improved understanding of the link between mental and physical health and improved their ability to notice burnout in themselves and others. One student noted that their favorite part of the

workshop was “getting to relax and actually practice methods to decrease burnout” rather than having a “lecture” about burnout.

Overall, the workshop and curriculum was a great success and it would not have been possible without the wellness mini-grant from the FDC. It is our hope to secure funding so that we can continue to offer this as an annual event and potentially extend the scope of the event. If you believe your students would benefit from learning about burnout and you would like to connect regarding hosting a similar workshop, please contact Professor Julia Burkhardt at jburkha7@emich.edu. We look forward to working with you!

About the Authors



Julia Burkhardt MS PA-C is an assistant professor in the School of Physician Assistant Studies. She is a physician assistant who has practiced clinically in Obstetrics and Gynecology in metro-Detroit since graduating from U of Detroit Mercy. Prior to joining EMU, she served as a clinical preceptor, guest lecturer, and in PA leadership within Michigan Academy of PAs and American Academy of PAs. Her scholarly and research interests include equity and accessibility in Obstetrics and Gynecologic services, STI treatment, and education and professional burnout.



Jodi Schumacher has been a BOC-certified athletic trainer since 1994. She has practiced in the clinical, high school, and collegiate settings. She was hired as a faculty member in the athletic training program here at Eastern Michigan University in 1998, serving as the program director for many years. Jodi resides in Canton, Mich., with her family: her husband Mark and three kids: Emma, Mitchell, and Ryan.

