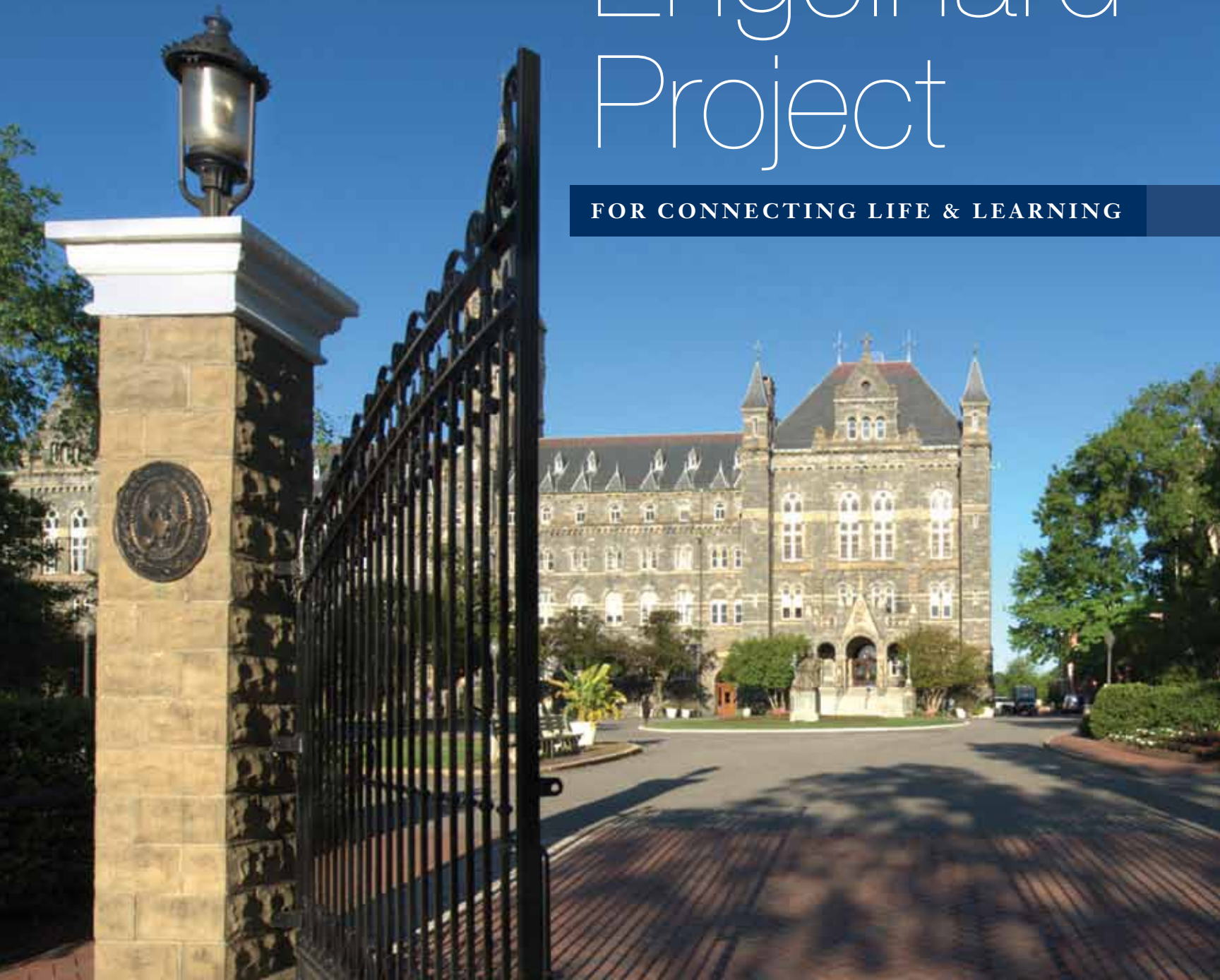


The Engelhard Project

FOR CONNECTING LIFE & LEARNING





Dear Friends,

It is a great pleasure to introduce the Engelhard Project for Connecting Life and Learning: The First Seven Years. The Engelhard Project, which began on our campus in 2005, has flourished since its inception, reaching over 7,500 undergraduate students and involving more than 60 faculty members. By infusing health and wellness topics into courses across the undergraduate curriculum, the project fosters powerful partnerships between faculty members and student affairs professionals, links our academic curriculum and co-curriculum in synergistic ways, and cultivates the type of high-impact learning that makes a lasting mark on the student body.

However, the project does even more than enhance our ability to help students grapple with contemporary problems and issues, both personally and intellectually. It demonstrates to students that professors care about them as individuals—not just as students in their classes, but as aspiring scientists, politicians, business leaders, and members of our globally connected world. It helps our students reach their fullest potential as contemplatives in action. It increases students’ engagement with the academic content of their courses and helps us fulfill Georgetown’s mission as a Catholic and Jesuit University to educate the whole person.

The Engelhard Project is a truly exciting initiative for Georgetown. I am deeply grateful to the faculty, students, staff, and friends who make possible this transformative project. In particular, I extend profound appreciation to Sally Engelhard Pingree for her generosity, leadership, and vision. Her commitment has created a sustainable project that offers tremendous opportunities for Georgetown in the years ahead.

Please join me in congratulating all project participants on their work and in enjoying the rich contents of this project report.

You have my very best wishes.



Sincerely,

John J. DeGioia
President, Georgetown University

Discrete Dynamical Systems * INTRODUCTION
TO LOGIC * Moral Psychology * Spanish Mystics *
Don Quixote * Advanced Spanish * Humanities
& Writing * **General Psychology** * Healthcare
Systems Economics * Ignatius Seminar * Narratives
of Violence * JUSTICE & PEACE SENIOR SEMINAR *
Immunobiology * *Navigating Moral Choice* *
Nursing Integration Seminar * PERFORMING
MADNESS * *Biology of Drugs & People* *
Philosophy of Education * ETHICS: JUST WARS
* **Sexual Health Issues** * *Community & Health*
Leadership Autonomy * *Social Entrepreneurship/Change*
* **Introduction to Justice & Peace** * INTRODUCTION
TO PHILOSOPHY * *Early Modern Spanish Theater* *
MOTIONAL INTELLIGENCE/MORAL LIFE * Ethics of Responsibility
* *Immigrant Ethnography* * **Existentialism** *
Ecology * *Foundations in Biology* * **Frida Kahlo:**
Artist * **G-Ecology** * Ethics: Moral
Psychology * *Introduction to Quantitative Method*
ence of Wellness * *Introduction to Sociology* *
MATH MODELING * *Introductory Biology*
* **Managerial Communications** * Neurobiology
* *Mental Health Nursing* * *Human Growth & Development* *



Engelhard Teaching Assistant Fellow Nate Olson leads a discussion section for Introduction to Ethics.

In the Engelhard Project for Connecting Life and Learning,

Georgetown faculty and campus health professionals use course readings, discussions, and reflective writing assignments to help students improve their health and well-being. The project aspires to:

- **challenge students to reflect** on their own health-related attitudes and behaviors as intellectual work within academic courses;
- **create powerful partnerships** between faculty and university health professionals to support students personally and academically; and
- **connect students to campus resources** to aid in their personal and professional development.

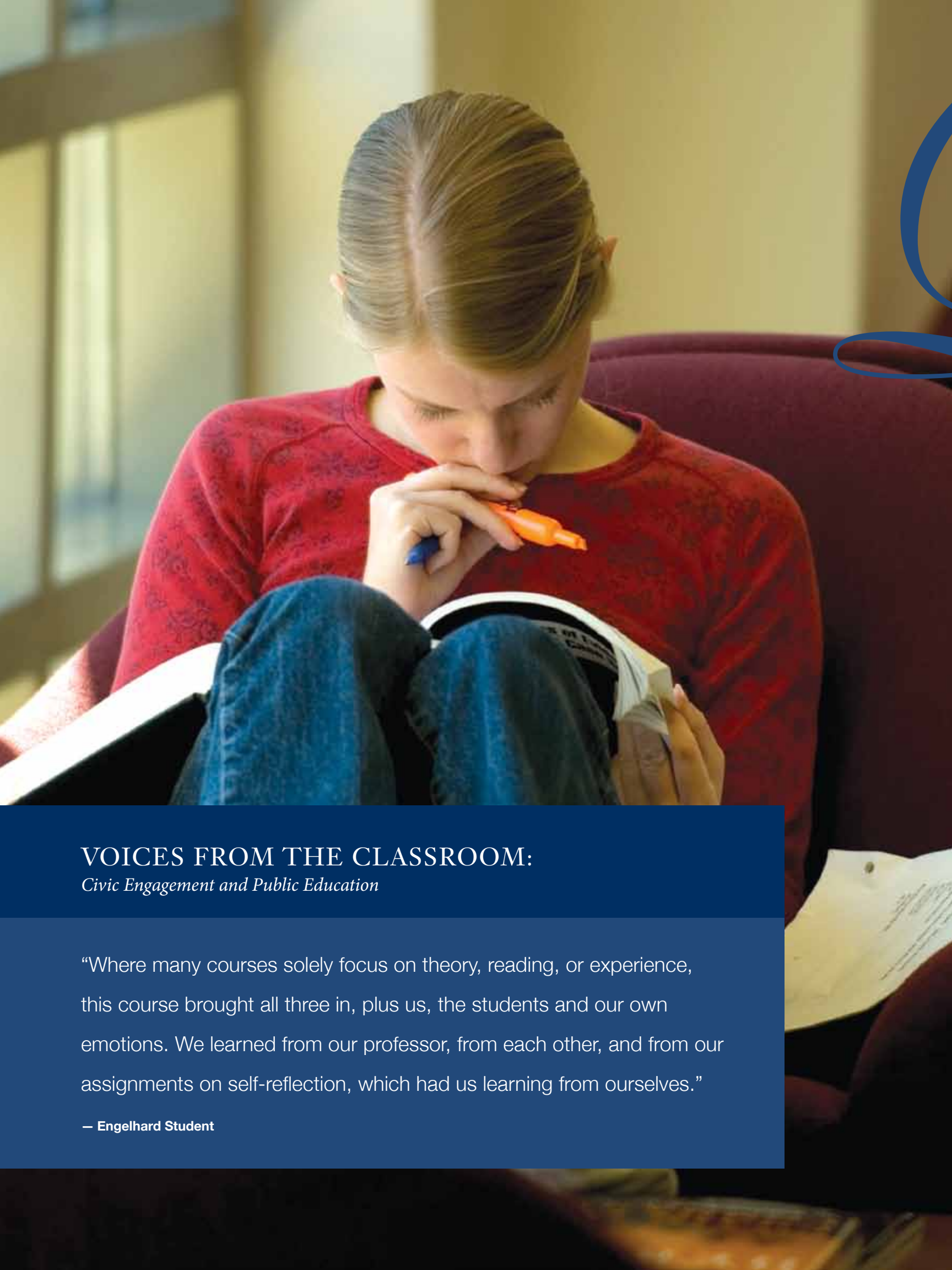
The Engelhard Project is made possible by an endowment from the Charles Engelhard Foundation, with additional support from alumni and parents. This support has enabled over 7,500 students to experience an Engelhard course at Georgetown.

7,500 Students

225 Courses

66 Faculty Fellows & 45 Teaching Assistants

29 Campus Health Professionals



Learning to Reflect, Reflecting to Learn

As a critical aspect of intellectual inquiry, reflective writing encourages students to process what they have read and discussed, pushing them beyond observation and description to apply theoretical and disciplinary lenses to their own personal experiences.

Human Growth and Development

Sarah Vittone, Nursing

By bringing in Georgetown Staff Psychologist John Wright to discuss the topics of resilience and self-forgiveness, Sarah Vittone emphasizes to her students that these are necessary components of human development. The reflective writing required in every Engelhard course gives Vittone an opportunity to ask her students about their ability to cope with the stresses of college life. She finds that this reflective exercise helps students to pause and see themselves in what they are learning, creating more connection between course concepts and their own lives. She hopes that the stress-relieving techniques introduced in class help students to handle both their academic workload and their clinical work with patients.

Math Modeling

James Sandefur, Mathematics

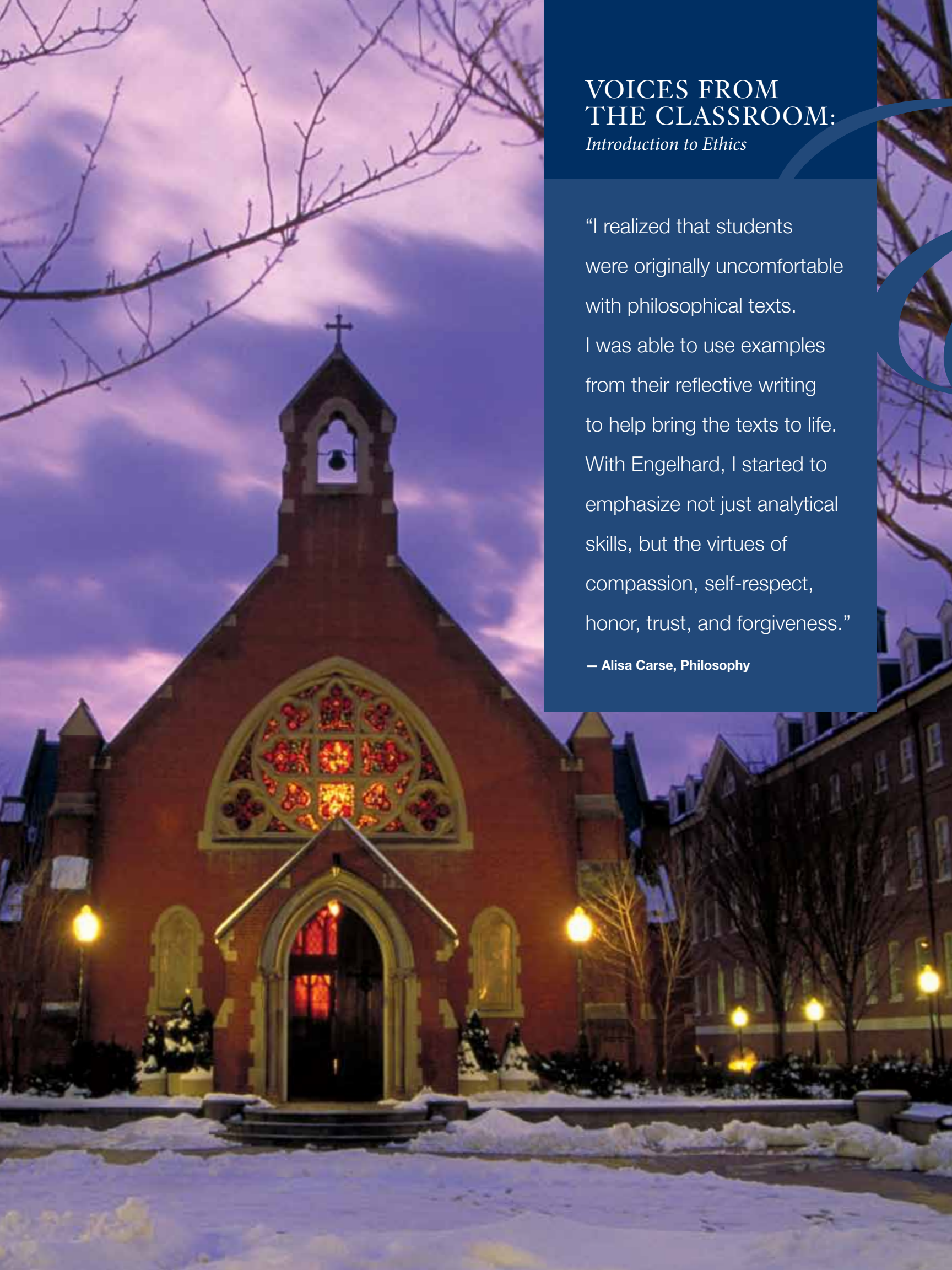
James Sandefur has been teaching Math Modeling as an Engelhard course to non-math majors for over six years. “The Engelhard Project fits right into what I want to do—use engaging math models that are important to the students where they can see math as it affects their life and the lives of those around them.” By modeling the effect of alcohol and food intake on body functioning, and asking students to use themselves as real examples, Sandefur hopes that students will see math as a way to make informed life decisions.

VOICES FROM THE CLASSROOM:

Civic Engagement and Public Education

“Where many courses solely focus on theory, reading, or experience, this course brought all three in, plus us, the students and our own emotions. We learned from our professor, from each other, and from our assignments on self-reflection, which had us learning from ourselves.”

— Engelhard Student



VOICES FROM THE CLASSROOM:

Introduction to Ethics

“I realized that students were originally uncomfortable with philosophical texts. I was able to use examples from their reflective writing to help bring the texts to life. With Engelhard, I started to emphasize not just analytical skills, but the virtues of compassion, self-respect, honor, trust, and forgiveness.”

— Alisa Carse, Philosophy

Educating the Whole Person

Collaboration between faculty members and campus health professionals promotes integration and connection between students’ intellectual lives and their emotional, artistic, social, spiritual, and physical selves.

Foundations in Biology

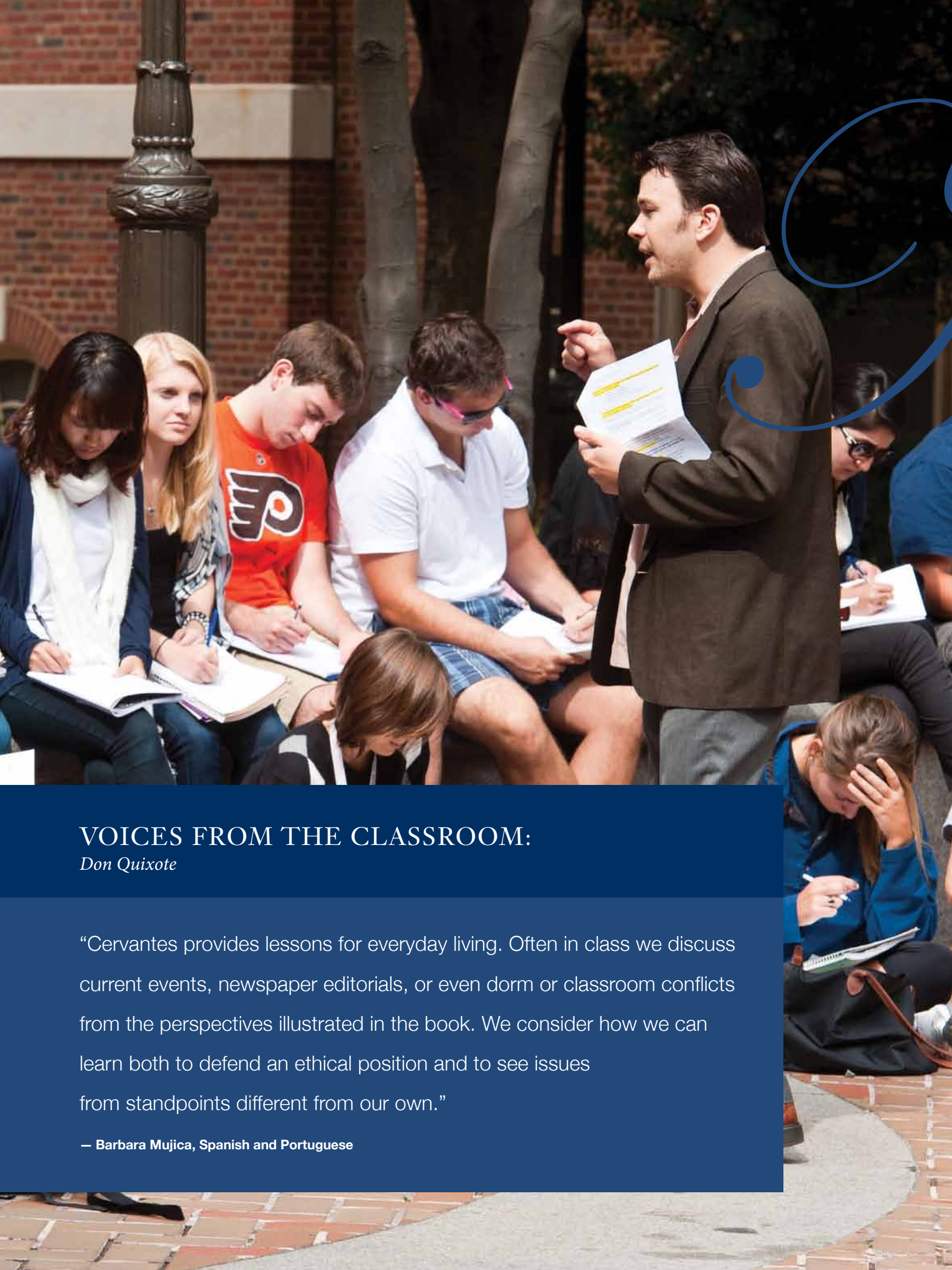
Heidi Elmendorf, Biology

Heidi Elmendorf teaches her 250-student introductory biology class as an Engelhard course in order to more fully engage students and humanize the material. Phil Meilman, Director of Georgetown’s Counseling and Psychiatric Service, collaborates with Elmendorf to create an interactive class session on genetic predispositions to mental health issues, preparing students to write independent research papers on this topic. As Elmendorf explains, “students look forward to working on the paper, and are engaged from start to finish. Afterward, students say biology makes much more sense to them. They talk about personal connections with new knowledge, arising from their independent research and writing.”

Immigrant Ethnography

Betsi Stephen, School of Foreign Service

Betsi Stephen’s students partner with local junior high and high school students born in other countries to document their immigrant experiences. To prepare them for this community-based learning experience, her students study the effect of immigration on adolescent mental health with a Georgetown campus health professional. The reflective writing of this Engelhard course helps students to find points of connection between their own adolescent experiences and those of the younger immigrant students with whom they work.



Making Connections

The Engelhard Project creates multiple layers of connections within our campus community—personal connections to academic material, intellectual connections across courses, and professional connections across departments and out into the community.

Abnormal Psychology

Yulia Chentsova Dutton, Psychology

“Taking theory out to play” is Chentsova Dutton’s phrase for assignments that ask students to try out some of the more complex course concepts on themselves. For example, during a unit on stress management, she asks her students to observe and catalog their patterns of negative thoughts and examine the impact of reframing these ideas using positive thought formulation techniques. She also invites Tim Casey from Georgetown’s John Main Center for Meditation and Inter-religious Dialogue to lead students through a group meditation exercise. Chentsova Dutton believes that the Engelhard components of her class help make difficult concepts and theories more applicable and more easily understood by students.

Immunology

Pablo Irusta, Human Science

Pablo Irusta teaches Immunology as an Engelhard course because he believes it allows him to connect with his students on a deeper intellectual level. “Learning how cells and molecules protect us during an infection becomes more meaningful when students consider the socioeconomic, behavioral, and public health factors that frame life on and around campus.” Discussing their own health and well-being also helps students see how the science they study affects their own lives and those of the people around them.

VOICES FROM THE CLASSROOM:

Don Quixote

“Cervantes provides lessons for everyday living. Often in class we discuss current events, newspaper editorials, or even dorm or classroom conflicts from the perspectives illustrated in the book. We consider how we can learn both to defend an ethical position and to see issues from standpoints different from our own.”

— Barbara Mujica, Spanish and Portuguese



Georgetown University Farmers' Market founders Bré Donald and Melissa Gadsden with Professor Joan Riley.

GU Campus Farmers' Market

As part of an assignment for Joan Riley's Health Promotion and Disease Prevention course, students developed proposals for health promotion activities for Georgetown's campus. Students Bré Donald (NHS'12) and Melissa Gadsden (NHS'12) created the idea for a weekly campus farmers' market with the goals of making fresh, locally-grown produce more accessible to Georgetown students, helping to educate students about healthy eating, and connecting campus life to the broader Georgetown and D.C. communities. Donald and Gadsden's excitement for their concept drove them to pursue their project beyond the completion of the course.

Following conversations and collaboration with various campus offices and administrators, they were able to implement their idea on a trial basis starting in April 2011. The Farmers' Market was very well received and has now become a weekly event on campus during the fall and spring market seasons. Each Wednesday, the market draws dozens of faculty, staff, and students to enjoy fresh fruit and vegetables, organic produce samples, cooking demonstrations, and local food stands. Donald and Gadsden developed an advisory board with student volunteers so that this new Georgetown tradition would carry on even after their graduation.

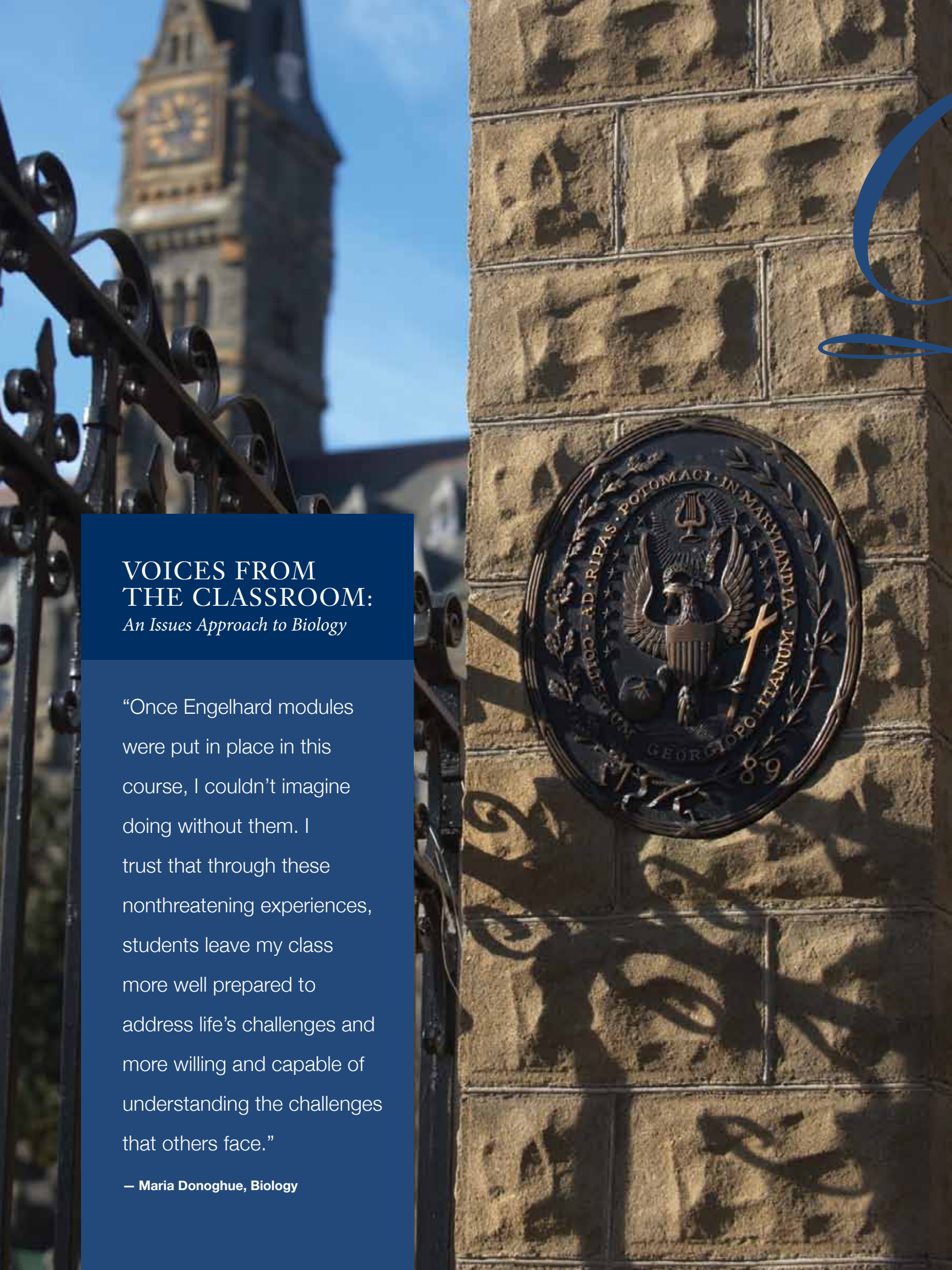


In 2010-2011, the houses of Magis Row included an Engelhard Project-inspired *Cura Personalis* house.

Magis Row *Cura Personalis* House

Inspired by their experiences in Engelhard courses and the ideals of the larger project, Johanna Caldwell (SFS'11), Katie Cronen (C'11), Emma Furino (NHS'11), Stephanie Hannah (B'11), and Lauren Scherr (C'11) created the Magis Row *Cura Personalis* house for their senior year. The main goals of their house were to promote closer relationships between professors and students, to encourage students to have casual conversations about mental wellness issues, and to "create a continuous dialogue that maintains the spirit of Engelhard discussion within our home."

Throughout the year, they planned several events where they invited faculty members and their students to the house for a chance to "hang out" in a more casual way than they are able to do in a classroom setting. As they explained in their original application for Magis Row housing, "we are passionate enthusiasts for the Engelhard Project, the growth and goals of which we would like to cultivate at the student level."



Developing Personal Agency

VOICES FROM THE CLASSROOM:

An Issues Approach to Biology

“Once Engelhard modules were put in place in this course, I couldn’t imagine doing without them. I trust that through these nonthreatening experiences, students leave my class more well prepared to address life’s challenges and more willing and capable of understanding the challenges that others face.”

— Maria Donoghue, Biology

Learning experiences where students engage real-world problems and grapple with moral dilemmas help students develop self-agency, which they can use to improve their own lives as well as the lives of others.

Management and Organizational Behavior

Robert Bies, Business

For the Engelhard component of Management and Organizational Behavior, Robert Bies asks students to view the film *The Great Debaters* and invites Georgetown Staff Psychologist John Wright to co-facilitate a post-film discussion. The discussion encourages students to critically examine lessons learned from the civil rights era in the U.S. and to look at how these lessons might apply to creating healthy organizations and companies. The discussion contributes to Bies’s course goals to help students “understand their moral purpose as global business leaders and make a difference in the lives of others.”

Social Entrepreneurship: Leading Social Change

Sarah Stiles, Sociology

In order to enable her students to better apply theories of social change and to see social entrepreneurship as a lifestyle, Sarah Stiles asks her students to commit to a personal wellness routine for the semester. Students partner with one another as “accountability buddies” and keep journals of their progress toward their wellness goals. Students also work with local organizations to undertake a social change project, engaging with real problems in D.C. and attempting to achieve sustainable change. The students’ experience is deeply shaped by connecting these two aspects of their lives within a single framework. As one student reflects, “this course has been able to educate me about things that no other course has been able to do and made me draw on all aspects of my educational experience.”

VOICES FROM THE CLASSROOM:

Introduction to Quantitative Methods

“It was great to have a professor bring up issues of wellness in class and demonstrate how we can use statistics to assess mental and physical health. I felt cared for—like the professor was genuinely interested in our well-being rather than us just churning out good grades.”

— Engelhard Student



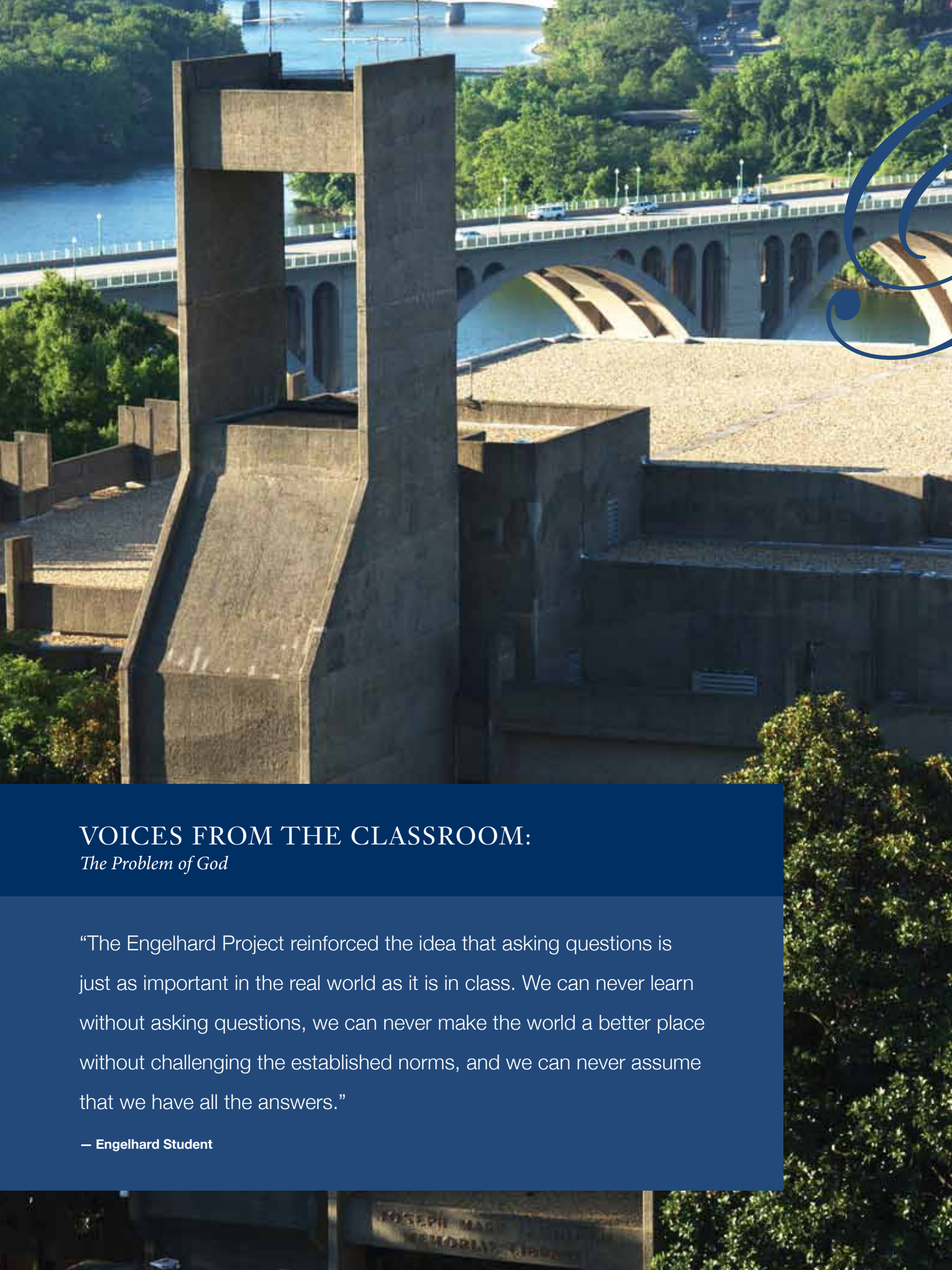
When faculty understand the issues that affect the everyday lives of students—such as stress, substance use, and nutrition—and are aware of campus resources for students, they are better able to promote flourishing within all their students.

Theatre as Social Change

Natsu Onoda Power, Performing Arts & Carol Day, Human Science

In Theatre as Social Change, Georgetown students work with Ballou Senior High School students in Southeast D.C. to develop, write, and perform a play. One of the goals of this collaboration is to explore ways in which to use performance as a platform to discuss solutions to social issues that concern the high school student community. In past semesters, the plays have included such issues as depression, suicide, substance abuse, and homophobia, along with many forms of peer pressure the Ballou students face.

Natsu Onoda Power and Carol Day explore with their students the theory and practice of performance as social activism, as well as to support their Georgetown students in taking on multiple roles as mentors, co-collaborators, peers, instructors, and guests at Ballou. The Engelhard aspect of this course creates the structure and space for students to reflect on their experiences in the community, seek out support for themselves or the high school students with whom they are working, and further strengthen their community-based learning experience.



B

uilding Strong Foundations in the First Year

Through their reflective writing, research papers, and online discussions, first-year students demonstrate their new-found perspectives on their academic and personal experiences, building foundations for continued learning and growth.

First Year Health Studies Colloquium

Coordinated by Joan Riley, Human Science

The Health Studies Colloquium provides all new students in the School of Nursing and Health Studies with an overview of the many personal and academic opportunities available to them at Georgetown. Joan Riley and other Engelhard faculty fellows have further strengthened the first-year student experience by weaving health and wellness themes into the course. One of the most powerful Engelhard components is a collaboration with Georgetown Staff Psychologist Afshin Nili. Using an anonymous survey, students answer questions about the issues they are grappling with at Georgetown, such as being away from home for the first time and fitting in. Class discussion of the survey responses with advice and ideas from Dr. Nili normalizes students' struggles in a powerful way. As one student noted: "Through this class, I found out many things about myself and was able to make changes that will benefit me for the next four years, and probably even beyond."

SFS Proseminar

Betty Andretta, School of Foreign Service

Two major themes of Betty Andretta's Proseminar in the School of Foreign Service are class struggle and the reproduction of social inequalities in the U.S. As part of the course, students examine how issues of mental illness and substance abuse differentially affect the poor and the middle class. To deepen their exploration of this topic, Andretta brings in a campus health professional to engage students in personal reflection on mental health and substance issues in their own lives and those of their peers at Georgetown.

VOICES FROM THE CLASSROOM:

The Problem of God

"The Engelhard Project reinforced the idea that asking questions is just as important in the real world as it is in class. We can never learn without asking questions, we can never make the world a better place without challenging the established norms, and we can never assume that we have all the answers."

— Engelhard Student

Engelhard Faculty Fellows

Over 66 faculty members and graduate students have taught Engelhard courses in Georgetown’s four undergraduate schools.

Betty Andretta, International Affairs	Joseph Neale, Biology
Edward Barrows, Biology	Patricia O’Connor, English
Randy Bass, English	Lee Okster, Philosophy
Karen Berman, Performing Arts	Todd Olson, Human Science
Robert Bies, Management	Natsu Onoda Power, Performing Arts
William Blattner, Philosophy	Terry Pinkard, Philosophy
Benjamin Bogin, Theology	John Rakestraw, Theology
Denise Brennan, Anthropology	Joan Riley, Human Science & Nursing
Alisa Carse, Philosophy	Mark Rom, Government
Yulia Chentsova Dutton, Psychology	Anne Rosenwald, Biology
Susan Coleman, Nursing	Janet Russell, Biology
David Crystal, Psychology	James Sandefur, Mathematics
Carol Day, Human Science	Colleen Sanders, Nursing
Margaret Debelius, English	Christine Schiwietz, Sociology
Justyna DesVergnes, Philosophy	Henry Schwarz, English
Maria Donoghue, Biology	Adi Shafir, Philosophy
Rhonda Dzakpasu, Physics	Betsy Sigman, Business
Heidi Elmendorf, Biology	Steven Singer, Biology
Robert Friedland, Health Sys. Admin.	Rosemary Sokas, Human Science
Claudia Guidi, Spanish & Portuguese	Christopher Steck, Theology
Phil Hagan, Human Science	Elizabeth Stephen, Foreign Service
Rebecca Heino, Management	Sarah Stiles, Sociology
Cassie Herbert, Philosophy	Karen Stohr, Philosophy
Brendan Hill, History (SFS-Qatar)	Alex Theos, Human Science
Pablo Irusta, Human Science	Jason Tilan, Nursing
Maryanne Lachat, Nursing	Wilfried Ver Eecke, Philosophy
Julia Lamm, Theology	Sarah Vittone, Nursing
Sivan Leviyang, Mathematics	Heather Voke, Philosophy
Judith Lichtenberg, Philosophy	Astrid Weigert, German
Dana Luciano, English	Kathleen Maas Weigert,
Anthony Manela, Philosophy	Justice & Peace Studies
Sam Marullo, Sociology	James Welsh, Human Science
Torsten Menge, Philosophy	Andria Wisler, Justice & Peace Studies
Dan Merenstein, Family Medicine	Jennifer Woolard, Psychology
Barbara Mujica, Spanish & Portuguese	Edilma Yearwood, Nursing

Engelhard Health Professional Fellows

Georgetown professional staff act as expert presenters and discussants within Engelhard courses. These health professionals come from the Georgetown Counseling and Psychiatric Service (CAPS), Health Education Services (HES), the John Main Center for Meditation and Inter-religious Dialogue, the LGBTQ Resource Center, the Medical Center, the School of Nursing and Health Studies (NHS), Student Affairs, the Student Health Center, the Women’s Center, and Yates Field House.

Tim Casey, John Main Center	Philip Meilman, CAPS
Carol Day, HES	Kenneth Moon, Student Health
Meghan Dimsa, Yates	Deborah Morone, Student Health
Raia Gorcheva, CAPS	Afshin Nili, CAPS
Susan Gordon, CAPS	Joan Riley, NHS & Student Health
Gregory Jones, CAPS	Colleen Sanders, NHS
Paul Jones, Medical Center	Alisa Schwartz, CAPS
Patrick Kilcarr, HES	Jennifer Schweer, HES
Laura Kovach, Women’s Center	Leigh Stewart, CAPS
Matthew LeBlanc, LGBTQ Center	Sivagami Subbaraman, LGBTQ Center
Hallie Lightdale, CAPS	Charles Tartaglia, CAPS
Sonja Lillrank, CAPS	Tessa Telly, HES
Amanda Mabry, HES	James Welsh, Student Affairs
James Marsh, Student Health	John Wright, CAPS
Deardre McGuire, CAPS	

Safety Net Training

As members of the Engelhard Project, faculty and teaching assistants attend a safety net training where they are introduced to health issues on campus, learn to recognize signs of distress, and prepare to respond to student needs. At the training, campus health professionals provide faculty and teaching assistants with classroom resources and ideas for presentations, connecting their knowledge of students’ co-curricular lives with the academic programs and courses which are the focus of faculty interactions with students. These meetings are essential in forging connections between faculty who are in daily contact with students and health professionals who can help students who are struggling.

Sharing Our Work

Based on the success of the Engelhard Project, Georgetown faculty, professional staff, and students have collaborated to produce publications, conference presentations, and the Institute for the Study of Engaged Learning.

Publications

Bain, K.R., & Bass, R.J. (2012). Threshold concepts of teaching and learning that transform faculty practice (and the limits of individual change). In D. Harward (Ed.), *Transforming undergraduate education: Theory that compels and practices that succeed* (pp. 189-207). Lanham, MD: Rowman & Littlefield.

Olson, T.A., & Riley, J.B. (2009). Weaving the campus safety net by integrating academic and student affairs. *About campus*, 14(2), 27-29.

Riley, J.B., & McWilliams, M. (2007). Engaged learning through curriculum infusion. *Peer review: Emerging trends and key debates in undergraduate education*, 9(3), 14-17.

Riley, J.B., & McWilliams, M. (2012). Curriculum infusion: Educating the whole student and creating campus change—Georgetown University. In D. Harward (Ed.), *Transforming undergraduate education: Theory that compels and practices that succeed* (pp. 319-323). Lanham, MD: Rowman & Littlefield.

Riley, J.B., & Yearwood, E. (2012). The effect of a pedagogy of curriculum infusion on nursing student well-being and intent to improve the quality of nursing care. *Archives of psychiatric nursing*, 26(5), in press.

Yearwood, E., & Riley, J.B. (2010). Curriculum infusion to promote nursing student well-being. *Journal of advanced nursing*, 66(6), 1356-1364.

Presentations

McWilliams, M., & Schultz Lewis, J. (2007, October). *Connecting the campus safety net to the heart of academics*. Poster presented at the Professional and Organizational Development Network Annual Conference, Pittsburgh, PA.

Riley, J.B. & Yearwood, E. (2011, March). *Shifting sands: Use of engaged pedagogy to promote nursing student well-being*. Presented at the International Society of Psychiatric-Mental Health Nurses Annual Conference, Tucson, AZ.

Riley, J.B., Yearwood, E., Reeves, K., & Shumaker, C. (2012, March). *Perceived stress and use of social support by nursing students*. Poster presented at the International Society of Psychiatric-Mental Health Nurses Annual Conference, Atlanta, GA.

Yearwood, E., & Riley, J.B. (2010, November). *Curriculum infusion to promote nursing student well-being*. Presented at the Sixth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders, Washington, DC.

Gratitude

The Engelhard Project for Connecting Life and Learning has been made possible through generous funding from:

SALLY ENGELHARD PINGREE AND THE CHARLES ENGELHARD FOUNDATION

REGINA KULIK SCULLY (I’85)

JEFFREY AND VICTORIA EDWARDS

JAMES THANOS AND CHRISTINE BUDD

We want to express deep gratitude to Don Harward, Director of the Bringing Theory to Practice Project, and to the other members of the project, for many years of support and collaboration on engaged learning and the well-being of students.

Website: aacu.org/bringing_theory

Engelhard Project Team

The Engelhard Project Team comprises representatives of the Center for New Designs in Learning and Scholarship (CNDLS), the Center for Social Justice Research, Teaching, and Service (CSJ), various offices within the Division of Student Affairs, and Georgetown faculty.

Randy Bass, CNDLS & English

Alisa Carse, Philosophy

Leslie Cochrane, CNDLS

Deanna Cooke, CSJ

Barbara Craig, CNDLS

Carol Day, Health Education Services

Mary Dluhy, Student Affairs

Patrick Kilcarr, Health Education Services

Jane Kirchner, CSJ

Joselyn Schultz Lewis, CNDLS

Mindy McWilliams, CNDLS

Philip Meilman, CAPS

Todd Olson, Student Affairs

John Rakestraw, CNDLS

Joan Riley, NHS & Student Health

Kathleen Maas Weigert, CSJ

James Welsh, Student Affairs

For more information about the Engelhard Project, contact:

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Todd Olson
Vice President for Student Affairs
202-687-4056 | tao4@georgetown.edu

Website: cndls.georgetown.edu/engelhard



GEORGETOWN UNIVERSITY

“The courses that I’m going to most remember are my Engelhard courses, and the faculty I’m going to stay in touch with are those professors who taught those classes.”

— Sarah Jones, C’11