

2023 Kansas Community Health Promotion Summit

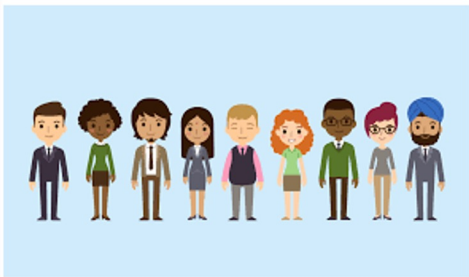
Ward Lyles
1 University of Kansas



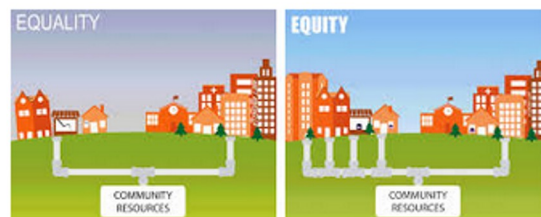
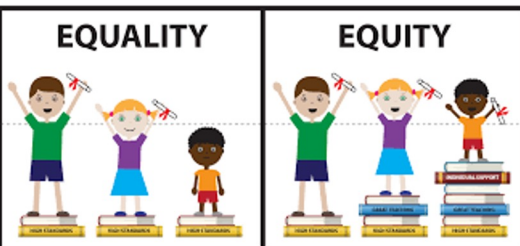
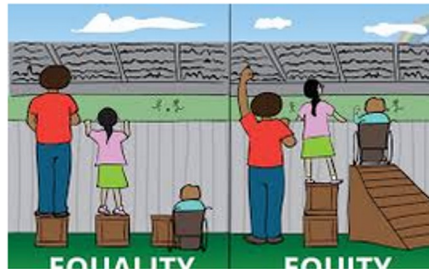
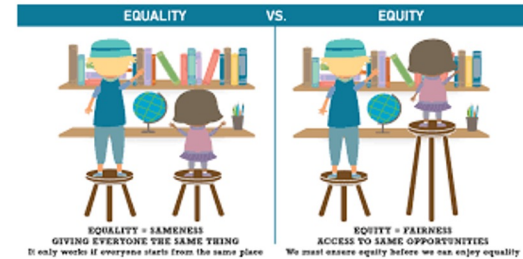
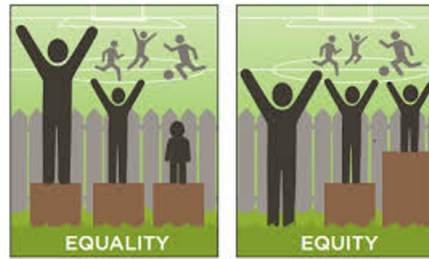
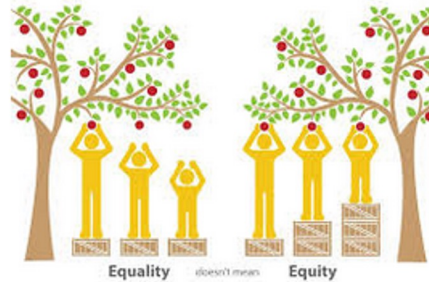
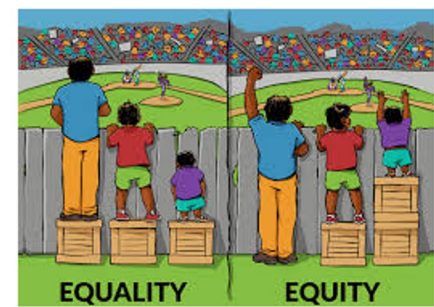
Educating Exceptional Public Professionals

The mission of the School of Public Affairs and Administration at the University of Kansas is to educate

Working Definitions: Diversity, Equity, and Inclusion



Working Definitions: Diversity, **Equity**, and Inclusion



Working Definitions: Diversity, Equity, and Inclusion



iNCLUSION
STARTS
WITH **i**



SUBSCRIBE

FAST COMPANY

TECHNOLOGY

LEADERSHIP

ENTERTAINMENT

IDEAS

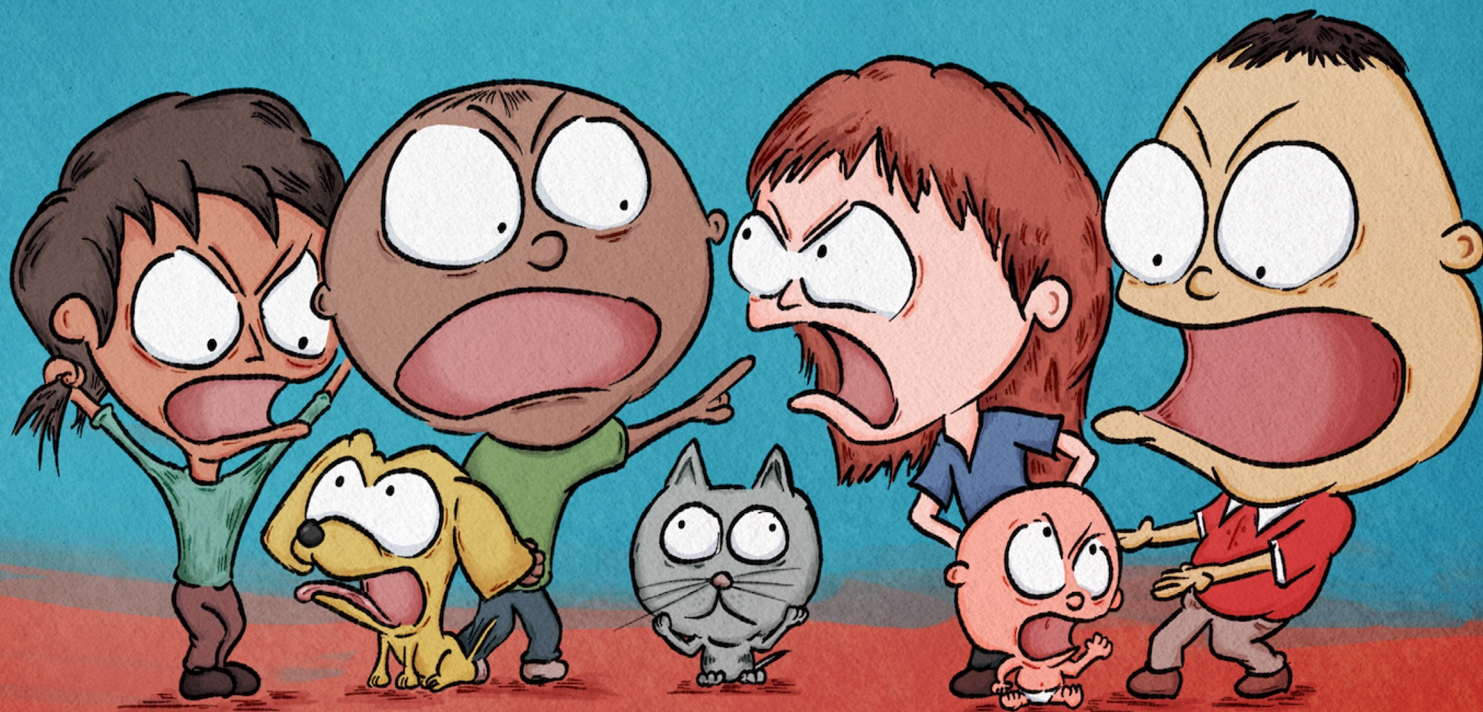
“One of the findings that is most robust in the disaster literature is that low-income families and families of color will receive a greater degree of damage to begin with,” says Shannon Van Zandt, interim department head of the landscape architecture and urban planning department at Texas A&M. Recovery can take two to four times longer for low-income families or families of color than for other households.



August 29, 2017



A CHILDREN'S BOOK FOR ADULTS (WHO OCCASIONALLY BEHAVE LIKE KIDS)



These Are My Friends on

Politics

Written and Illustrated by Billy O'Keefe

kindness empathy mercy respect loving kindness god's mercy animal self kid other care practice leadership

2000 x 1000 - viralnovelty.net

Clipart Face Expression Party Quotes Fool

Com-pass-ion [kuhm-pash-uhn]
 noun: a feeling of deep sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.

PITY

I PITY THE FOOL!

Pity the man who inherits a million and isn't a millionaire. Here's what would be pitiful, if your income grew and you didn't.
 — Jim Dale —

english tamil malayalam telugu punjabi kannada boyfriend girlfriend husband man mother father nature

LOVE

Love You!

I choose you. And I'll choose you, over and over and over. Without pause, without a doubt. In a heartbeat. I'll keep choosing you.

To Me You're PERFECT

compassion experience

court social fair peace crime mercy fairness legal military economic art black blue indian japan

pra

sympathy compassion emotional intelligence respect caring altruism customer service communication leadership practice

EMPATHY

"I know exactly how you feel."

WHAT IS THAT HEAD PAIN?

Characteristics of Compassion?

Dimensions of Compassion

4. Fostering One's Behavior to Reduce Suffering

3. Enhancing One's Capacity for Empathic Concern

2. Focusing One's Attention

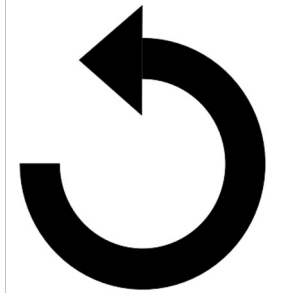
1. Reframing One's Outlook

Compassion is Relational

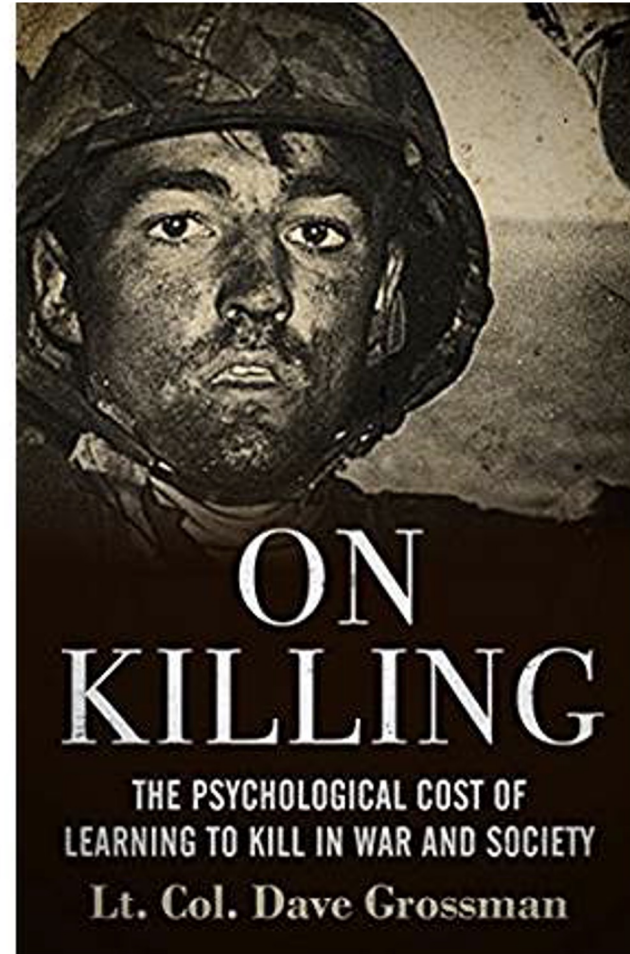
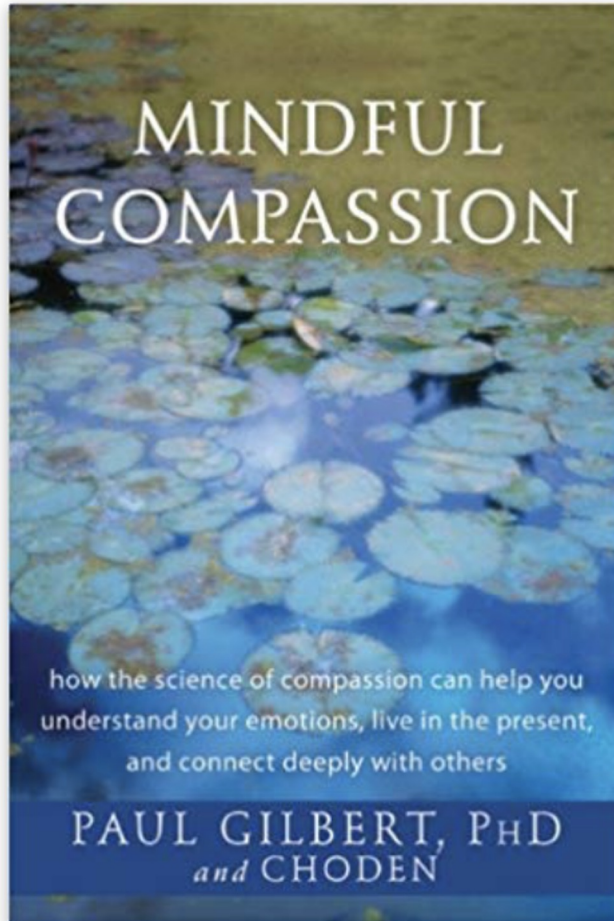
Compassion for Self

Compassion for Others

Compassion from Others



Fun Reading!!!





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ABOUT RESEARCH EDUCATION EVENTS VIDEOS BLOG

Stanford MEDICINE THE CENTER FOR COMPASSION AND ALTRUISM RESEARCH AND EDUCATION

EDUCATION

About Compassion Cultivation Training (CCT)

Why Cultivate Compassion?

Benefits

Register Online

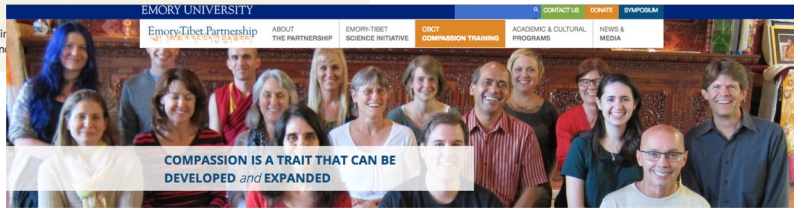
CCT Teacher Certification Program

About Compassion Cultivation Training (CCT)

The Center for Compassion and Altruism Research and Education > Education > About Compassion Cultivation Training (CCT)

A compassionate attitude can greatly reduce the distress people feel in difficult situations and can become a profound personal resource in times of stress.

Compassion Cultivation Training helps you improve your resilience and overall sense of well-being.



“CBCT is a cognitively-based compassion training that deliberately and systematically works to cultivate compassion. Through progressive exercises (beginning with the development of attentional stability and progressing through meditations), one gains insight into how behaviors support or hinder compassion of CBCT intensifies the desire to help others become more natural and spontaneous. CBCT helps increase personal resiliency by growing expectations of self and others.”



ABOUT OUR APPROACH WHAT WE OFFER ▾ EVENTS BLOG CONTACT LOGIN

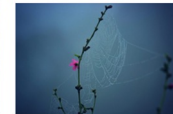


Online Courses



Online Course Offerings

OVERVIEW



Foundations of Compassionate Systems



Tools for Personal Transformation

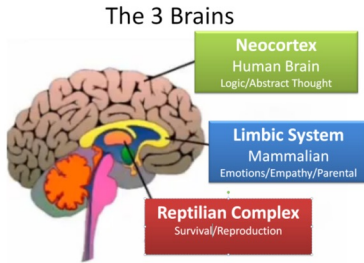


Tools for Personal and Social Transformation

Compassion Cultivation Programs

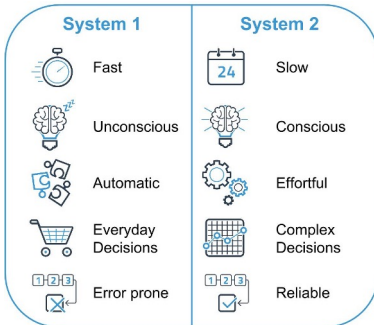


Insights from Psych/Neuroscience



The brain continually reorganizes itself by forming **new neural connections** throughout life.

This phenomenon is known as **neuroplasticity**.



EMOTIONAL & SOCIAL INTELLIGENCE LEADERSHIP COMPETENCIES



Compassion in Planning?



Home > AICP > Ethics in Planning >



AICP Code of Ethics and

The principles to which we subscribe in Sections A and B of the Code derive from the special responsibility of our profession to serve the public interest with compassion for the welfare of all people and, as professionals, to our obligation to act with high integrity.

As the basic values of society can come into competition with each other, so can the aspirational principles we espouse under this Code. An ethical judgment often requires a conscientious balancing, based on the facts and context of a particular situation and on the precepts of the entire Code.

As Certified Planners, all of us are also members of the American Planning Association and share in the goal of building better, more inclusive communities. We want the public to be aware of the principles by which we practice our profession in the quest of that goal. We sincerely hope that the public will respect the commitments we make to our employers and clients, our fellow professionals, and all other persons whose interests we affect.

Emotional Paradox of Public Engagement

Emotions often motivate us to plan so the public can flourish rather than suffer ...

But, our education, training, and norms lead us to try to control or avoid emotions altogether in the actual work of planning.

Paradox in Planning Today?

Home > AICP > Ethics in Planning >

AICP Code of Ethics and Professional Conduct

Adopted March 19, 2005
Effective June 1, 2005
Revised April 1, 2016

We, professional planners, who are members of the American Institute of Certified Planners, subscribe to our Institute's Code of Ethics and Professional Conduct. Our Code is divided into five sections:

Section A contains a statement of aspirational principles that constitute the ideals to which we are committed. We shall strive to act in accordance with our stated principles. However, an allegation that we failed to achieve our aspirational principles cannot be the subject of a misconduct charge or be a cause for disciplinary action.

American Planning Association
Making Planning Communities Happen

Planning Advisory Service

Planners have turned to the Planning Advisory Service (PAS) for information and innovation since 1949. PAS is APA's flagship research brand, with a suite of publications and curated content.

Pop Open the Toolbox

To build a stronger community, you need the right tools. APA members and PAS subscribers get a well-stocked toolbox, including:

- PAS Reports (quarterly)
- PAS Memo (bimonthly)
- PAS QuickNotes (bimonthly)
- PAS Essential Info Packets

Aim High

The American Institute of Certified Planners is APA's professional institute and provides the only nationwide, independent verification of planners' qualifications. Certified planners pledge to uphold high standards of practice, ethics, and professional conduct, and to keep their skills sharp and up to date by continuously pursuing advanced professional education.

[Get Certified!](#)

What is Accreditation?

Accreditation is a system for recognizing educational institutions and professional programs for performance, integrity and quality. This recognition is extended primarily through nongovernmental, voluntary associations. These accreditors establish criteria for accreditation, arrange site visits, evaluate institutions and professional programs, and confer accreditation.

Although accreditation is basically a private, voluntary process, it is often a consideration in decisionmaking by governmental funding agencies, scholarship commissions, foundations, employers, and potential students.

Mission of the Planning Accreditation Board

The Planning Accreditation Board's (PAB) mission is to promote excellence among planning programs and ensure high quality education for future urban planners.

Core Values

The PAB embraces the following five core values:

- Stewardship: preserving the knowledge base of the urban planning

Useful Documents

- [Accredited Planning Programs](#)
The list of PAB-accredited planning programs.
- [Planning Programs Granted Candidacy Status](#)
The list of planning programs seeking accreditation which have been granted Candidacy Status.
- [Considering Accreditation?](#)
Instructions for becoming an accredited planning program.
- [Summary of Recent Actions](#)
- [History of Accredited Programs](#)
This list includes all degree programs currently and previously accredited by the PAB.
- [2017 Accreditation Standards \(File Download: 338kB\)](#)
Standards approved March 3, 2017. Programs submitting Self-Study Reports in 2018 will use the 2017 standards.

Paradox in Planning Today?

Highly Ranked Skills

Interpersonal Interaction

Communication

Understanding the Public

Lower Ranked Skills

Regression/statistical analysis

Economic theory

Urban theory

Limitations of forecasting

WRITING	
1.	Clear, concise in-house memo writing
2.	Ability to write findings, draft ordinances, legislation, etc.
3.	Ability to write project reports, lengthy documents
4.	Ability to synthesize and reduce four pages into one paragraph
5.	Ability to write informative, engaging short pieces (e.g. brochures, etc.) for the general public
COMMUNICATION	
6.	Working well with others in a planning organization
7.	Convening a multidisciplinary team
8.	Working with the general public (those less familiar with planning methods and process)
9.	Understanding what the public/client wants
10.	Speaking formally and informally with public and elected officials
11.	Ability to communicate graphically
12.	Ability to think and respond on their feet
13.	Ability to express the collective good
ANALYSIS	
14.	Understanding and articulating the "rationale of planning"
15.	Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways
16.	Clear, linear thinking
17.	Ability to see multiple perspectives and to reconcile into a single product
18.	Ability to access and synthesize secondary data
19.	Ability to conduct primary data collection
20.	Ability to perform qualitative and quantitative reasoning
21.	Understanding of law, legal institutions, codes, ordinances, etc.
22.	Comfort and willingness to work with numbers
23.	Competency in basic computer programs (data base, spreadsheets, etc. Note: Competency in word processing is assumed.)
24.	Competency in GIS
25.	Competency in multiple linear regression
26.	Ability to use land records and blueprints
27.	Knowledge of the limitations of models and forecasts and understanding of the useful aspects of models and forecasts
28.	Ability to read a zoning code and interpret its application to a case
29.	Understanding of basic microeconomic theory and its application
30.	Familiarity with the interaction of planning, implementation, and markets
DESIGN	
31.	Understanding of space, issues concerning the built environment
32.	Ability to conceptualize plans in 3 dimensions
33.	Competency with scenario techniques
34.	Understanding of physical planning alternatives, what others have tried
35.	Competency in site analysis
MANAGEMENT	
36.	Self-starter
37.	Ability to complete quality work on time and within budget
38.	Ability to develop and maintain budgets
39.	Understanding of the planning process (who's involved and timing and dynamics of involvement)
PLANNING HISTORY AND THEORY	
40.	Knowledge of the evolution of different urban forms as a result of economic, political and social forces
41.	Understanding of the urban structure and space dynamics of a city
42.	Familiarity with laws, ordinances, policies and accompanying institutional structures for implementation
43.	Familiarity with the development process
44.	Understanding of contemporary urban issues and potential alternative strategies for addressing them
45.	Awareness of institutional politics

Table 1. Skills and competencies of planners.

Ozawa and Seltzer 1999



Four pillars/insights:

1. Emotions: How we feel directly influences how we act.
2. Biases: As humans, we all have biases we are not aware of that play out on a daily basis.
3. Tribes: We have greater empathy – more care and concern – for those who are most like ourselves.
4. Power: Even in egalitarian, democratic societies, power needs to be named, challenged, and equalized to create greater fairness between racial groups.



Source: Sheld Chouhary, *Deep Diversity: Overcoming Mass Threats Between the Lines Press, Toronto (2015)*.

Choudhury's Inner Skills

Golden Rule: Do unto others as you'd have them do to you.

Platinum Rule: Treat others the way they want to be treated.

**“This is not a sprint,
but an ultra-marathon,
spanning generations.”**

Choudhury's Inner Skills (1):

1. Self-Awareness (E)
2. Mindfulness Meditation (E)
3. Self-Regulation (B)
4. Empathy (T)
5. Self-Education (P)
6. Relationship Management (P)
7. Conflict Skills (P)
8. Making Meaning (DD)

Finish on a laugh

Democracy or Disaster?

Watch and consider:

How you feel about the public?

How you feel about Leslie Knope's actions?

How would you feel as Leslie Knope?

https://www.youtube.com/watch?v=vqx_nG9hquXE



Thank you!

Contact Information:

Ward Lyles, AICP

wardlyles@ku.edu

Urban Planning Program

School of Public Affairs and Administration

University of Kansas

