

## Citations for GRACE

### General:

**(Articles that give data and background for the GRACE intervention and BWD training, or relate to the general field of compassion training or research)**

[Back AL](#), [Bauer-Wu SM](#), [Rushton CH](#), [Halifax J](#). Compassionate silence in the patient-clinician encounter: a contemplative approach. [J Palliat Med](#). 2009 Dec;12(12):1113-7. doi: 10.1089/jpm.2009.0175.

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Galantino, M. L., Baime, M., Maguire, M., Szapary, P. O., & Farrar, J. T. (2005). Association of psychological and physiological measures of stress in health-care professionals during an 8-week mindfulness meditation program: Mindfulness in practice. *Stress and Health: Journal of the International Society for the Investigation of Stress*, *21*(4), 255–261.

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Halifax J. (2008). *Being with dying: Cultivating compassion and fearlessness in the presence of death*. Boston.

Halifax, J: The Precious Necessity of Compassion. In Vol. 41 No. 1 January 2011

Halifax J: A heuristic model of enactive compassion. *Curr Opin Support Palliat Car* Jun;6(2):228-35 PMID: 22469669

Halifax, J. (in preparation). Being with Dying – Experiences in End-of-Life Care. In Singer, T. & Bolz, M. (Ed.), *Compassion: Bridging Practice and Science* (E-Book)

Halifax, J. (in preparation). Understanding and Cultivating Compassion in Clinical Settings - The A.B.I.D.E Compassion Model. In Singer, T. & Bolz, M. (Ed.), *Compassion: Bridging Practice and Science* (E-Book)

Halifax, J. (in preparation). Being with Dying: Curriculum for the Professional Training Program in Compassionate End-of-Life Care. In Singer, T. & Bolz, M. (Ed.), *Compassion: Bridging Practice and Science* (E-Book)

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Lutz, A., Brefczynski-Lewis, J., Johnstone, T., & Davidson, R.J. (2008). Regulation of the neural circuitry of emotion by compassion meditation: Effects of meditative expertise. *PLoS ONE*, 3(3), e1897. Doi:10.1371/journal.pone.00011897.

Mackenzie, C. S., Poulin, P. A., & Seidman-Carlson, R. (2006). A brief mindfulness-based stress reduction intervention for nurses and nurse aides. *Applied Nursing Research*, 19(2), 105–109.

McCann, I. L., & Pearlman, L. A. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress, 3*, 131–49.

Ortner, C.N.M., Kilner, S.J., & Zelazo, P.D. (2007). Mindfulness meditation and reduced emotional interference on a cognitive task. *Motivation and Emotion, 31*, 271–283.

Rushton, C. Sellers, D. E., Heller, K. D., Spring B., Dossey, B. M., & Halifax, J. (2009). Impact of contemplative end of life training program: being with dying. *Palliative and Supportive Care, 7*(4) 405-414.

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Young, L. E., Bruce. A., Turner, L, VanderWal, R., & Linden, W. (2001). Student nurse health promotion: Evaluation of a mindfulness-based stress reduction (MBSR) intervention. *Canadian Nurse, 7*(6), 23–26.

## **GRACE INTERVENTION CITATIONS:**

### **G: Gathering attention**

#### **Attentional balance:**

**(Articles that give data and background for attention training or attention research)**

Brefczynski-Lewis, J. A., Lutz, A., Schaefer, H. S., Levinson, D. B., & Davidson, R. J. (2007). Neural correlates of attentional expertise in long-term meditation practitioners. *Proceedings of the National Academy of Sciences, 104*, 11483–11488.

Brown, K. W. & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*, 822–848.

Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry, 18*, 211–237.

Bruce, A., & Davies, B. (2005). Mindfulness in hospice care: Practicing meditation-in-action. *Qualitative Health Research, 15*, 1329–1344.

Cardaciotto, L., Herbert, J. D., Forman, E. M., Moitra, E., & Farrow, V. (2008). The assessment of present-moment awareness and acceptance: The Philadelphia Mindfulness Scale. *Assessment, 15*, 204–223.

Chan, C. L., Chan, T. H., & Ng, S. M. (2006). The Strength-Focused and Meaning-Oriented Approach to Resilience and Transformation (SMART): A body-mind-spirit approach to trauma management. *Social Work in Health Care, 43*(2-3), 9–36.

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Connelly, J. E. (1999). Being in the present moment: Developing the capacity for mindfulness in medicine. *Academic Medicine*, 74(4), 420–424.

Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition and Emotion*, 19, 313-332.

Jha, A., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience*, 7, 109–119.

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Lutz, A., Slagter, H.A., Rawlings, N.B., Francis, A.D., Greischar, L.L., & Davidson, R.J. (2009). Mental training enhances attentional stability: Neural and behavioral evidence. *The Journal of Neuroscience*, 29, 13418 –13427.  
DOI:10.1523/JNEUROSCI.1614-09.2009

MacLean, K.A., Ferrer, E., Aichele, S., Bridwell, D.A., ..... Saron, C.D. (2010). Intensive meditation training leads to improvements in perceptual discrimination and sustained attention. *Psychological*

*Science*, 21, 829–839.

Minor, H. G., Carlson, L. E., Mackenzie, M. J., Zernicke, K., & Jones, L. (2006). Evaluation of a mindfulness-based stress reduction (MBSR) program for caregivers of children with chronic conditions. *Social Work in Health Care*, 43(1), 91–109.

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Shapiro, S. L., Schwartz, G. E., & Bonner, G. (1998). Effects of mindfulness-based stress reduction on medical and premedical students. *Journal of Behavioral Medicine*, 21, 581–599.

Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12, 164–176.

Shapiro, S. L., Brown, K.W. & Biegel, G.M. (2007). Teaching self-care to caregivers: Effects of mindfulness-based stress reduction on the mental health of therapists in training. *Training and Education in Professional Psychology*, 1(2), 105–115.

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**R: Recalling intention:**

**Cultivating prosocial affect and ethical perspectives:**

**(Articles that give data and background for prosocial mental training or prosocial research and relevant ethics' articles)**

Batson, C.D., Eklund, J.H., Chermok, V.L., Hoyt, J.L., and Ortiz, B.G. (2007). An additional antecedent of empathic concern: Valuing the welfare of the person in need. *Journal of Personality and Social Psychology*, 93, 65–74.

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Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition and Emotion*, 19, 313-332.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S.M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95, 1045-1062. DOI: 10.1037/a0013262.

Hofmann, S.G., Grossman, P., & Hinton, D.E. (2011). Loving-kindness and compassion meditation: Potential for psychological interventions. *Clinical Psychology Review*, 31, 1126–1132.

- Hutcherson, C. A., Seppala, E. M., Gross, J. J. (2008). Loving-kindness meditation increases social connectedness. *Emotion, 8*, 720–4.
- Lamm, C., Batson, C.D., & Decety, J. (2007). The neural substrate of human empathy: Effects of perspective-taking and cognitive appraisal. *Journal of Cognitive Neuroscience, 19*, 42–58.
- Leiberg S, Klimecki O, Singer T. Short-term compassion training increases prosocial behavior in a newly developed prosocial game. *PLoS One, 6*:e17798; Doi:10.1371/journal.pone.0017798.
- Lutz, A., Brefczynski-Lewis, J., Johnstone, T., & Davidson, R.J. (2008). Regulation of the neural circuitry of emotion by compassion meditation: Effects of meditative expertise. *PLoS ONE, 3*(3), e1897. Doi:10.1371/journal.pone.00011897.
- Lutz, A., Greischar, L.L., Perlman, D., & Davidson, R.J. (2009). BOLD signal in insula is differentially related to cardiac function during compassion meditation in experts vs. novices. *Neuroimage, 47*, 1038e1046.
- Marsh, A.A. (2012). Empathy and compassion: A cognitive neuroscience perspective. In J. Decety (Ed.), *Empathy: From bench to bedside* (pp. 191-205). Cambridge, MA: MIT Press.
- Mascaro, J.S., Rilling, J.K., Negi, L.T., & Raison, C.L. (2012). Compassion meditation enhances empathic accuracy and related neural activity. *Social Cognitive and Affective Neuroscience*. doi: 10.1093/scan/nss095 (online ahead of print)
- Pace, T.W.W., Tenzin Negi, L., Adame, D.D., Cole, S.P., Sivilli, T.I., Brown, T.D., Issa, M.J., & Raison, C.L. (2009). Effect of compassion meditation on neuroendocrine, innate immune and behavioral responses to psychosocial stress. *Psychoneuroendocrinology, 34*, 87—98.
- Rushton, C. H., & Penticuff, J. H. (2007). A framework for analysis of ethical dilemmas in critical care nursing. *AACN Advanced Critical Care, 8*(3), 323-328.



The Dalai Lama.(1999). *Ethics for the new millennium*. New York: Riverhead Books.

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**A: Attuning to self first, then other:  
(Articles that give data and background for self-attunement, specifically somatic awareness, tracking of affect and cognitive content, as well as empathy training and research, and value of interoceptivity.)**

Batson et al. (1997), while the reference I use for self-focused attention to another's distress and empathic over-arousal is Eisenberg (2002). I've listed both below, and attached the Batson et al. Paper.

Batson, C.D., Early, S., & Salvarani, G. (1997). Perspective taking: Imagining how another feels versus imagining how you would feel. *Personality and Social Psychology Bulletin*, 23, 751-758.

Beddoe, A., & Murphy, S. (2004). Does mindfulness decrease stress and foster empathy among nursing students? *The Journal of Nursing Education*, 43(7), 305–312.

Davidson, R. J., & Lutz, A. (2007). Buddha's brain: Neuroplasticity and meditation. *IEEE Signal Processing Magazine*, 25, 176–174.

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Lamm, C., Batson, C.D., & Decety, J. (2007). The neural substrate of human empathy: Effects of perspective-taking and cognitive appraisal. *Journal of Cognitive Neuroscience*, 19,42–58.

Lesh, T. V. (1970). Zen meditation and the development of empathy in counselors. *Journal of Humanistic Psychology*, 10, 39–74.

**C: Considering what will serve:**

**Insight: metacognitive perspective, ethics, impermanence, self/other distinction, no attachment to outcome:  
(Articles that give data and background for value of metacognitive perspective, etc.)**

Batson, C.D., Early, S., & Salvarani, G. (1997). Perspective taking: Imagining how another feels versus imagining how you would feel. *Personality and Social Psychology Bulletin*, 23, 751-758.

Eisenberg, N. (2002). Empathy-related emotional responses, altruism, and their socialization. In R.J. Davidson & A. Harrington (Eds.), *Visions of compassion* (pp. 131-164). Oxford, UK: Oxford University Press.

**E: Engaging:**

**(Articles that give data, training, and background for value of altruism, eudaemonia, ethical character, engaged compassion, compassion satisfaction, vicarious resilience)**

This general comment gives particular emphasis to access to information because of the special importance of this issue in relation to health.Â relatively common minor or serious illnesses that cannot be managed at community level, using specialty-trained health professionals and doctors, special equipment and sometimes inpatient care at comparatively higher cost; tertiary health care is provided in relatively few centres, typically deals with small numbers of minor or serious illnesses requiring specialty-trained health professionals and doctors and special equipment, and is often relatively. General Documentation. GRACE Product Specification Document GRACE 327-720. Revision: 4.6 Author: S. Bettadpur Date: May 29, 2012. Provides a detailed description of data products at all levels for the GRACE mission. GRACE Monthly SDS Newsletter. Revision: N/A Author: F. Flechtner. Monthly newsletter provided by the GRACE Science Data System describing science relevant events on the GRACE space crafts and statistics on L0, L1 and L2 product generation. Level 1B Documentation.Â Gives additional information on JPL RL06 GRACE L2 products (not contained in JPL RL05 processing standards document). Technical Notes. GRACE Technical Note #01: Sequence of Events (SOE) File. Updated Daily. General: (Articles that give data and background for the GRACE intervention and BWD training, or relate to the general field of compassion training or research). Back AL, Bauer-Wu SM, Rushton CH, Halifax J. Compassionate silence in the patient-clinician encounter: a contemplative approach. *J Palliat Med.* 2009 Dec;12(12):1113-7. doi: 10.1089/jpm.2009.0175. Bonanno, G. A., & Mancini, A. D. (2008). The human capacity to thrive in the face of potential trauma. *Pediatrics*, 121, 369â€“75. Galantino, M. L., Baime, M., Maguire, M., Szapary, P. O., & Farrar, J. T. (2005).

IELTS General Reading practice: sample with auto-correction and answers 2.3. (A) From the very first caveman to scale a tree or hang from a cliff face, to the mighty armies of the Greco-Roman empires and the gymnasiums of modern American high schools, calisthenics has endured and thrived because of its simplicity and utility. Unlike strength training which involves weights, machines or resistance bands, calisthenics uses only the body's own weight for physical development. Questions 29-35. The text has eight paragraphs, A-H. Which paragraph contains the following information? Write the correct letter, A-H, in boxes, 29-35 on your answer sheet. 29. The origin of the word GRE® General Test™the most widely accepted graduate admissions test worldwide™measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that are necessary for success in graduate and business school. Prospective graduate and business school applicants from all around the world take the GRE General Test. Applicants come from varying educational and cultural backgrounds, and the GRE General Test provides a common measure for comparing candidates'™ qualifications. GRE scores are used by admissions committees and fellowship panels to supplement your undergraduate questions are often pronounced with a Mid or Mid-High Rising nuclear tone preceded by a high level or stepping head and normal or high prehead. According to their communicative meaning these questions can be defined as neutral, or genuine, since they ask for information only and don't convey any additional connotations such as the speaker's personal interest, surprise, scepticism, etc. A Low Falling nucleus preceded by a high prenuclear pitch gives an insistent or a sceptical note to the General question. Such questions are often used when the speaker is not satisfied with the listener's answer and has to repeat his original question, or when he is sure of the negative reply: a) "He's promised to stop smoking. Does he really mean what he says?"