

Comments from Faculty

- The ideas and values in the mission and Mercy Values, etc, are present in my courses, but I don't state that explicitly to students.
- Maternal health and pathophysiology and pharmacology Antiracism Social determinants of health Social justice
- I can say how my courses fit into the mission/core values/mercy values but I don't incorporate them on purpose
- All these core values are part of my MGMT 210 course and some are part of my MGMT 250
- I teach a FYS II course which allows me to connect the USJ mission, the core values, and the Critical concerns to our service project, writing assignments and readings. I do the same in my departmental teaching. I integrate the Catholic Social teachings by emphasizing our campus Easter break and Christmas events but also by helping students take notice of the design of our campus. Our Catholic identity is embedded in the crosses in the classrooms, the statues of Mary, the meditation room in Mercy, the signs that prompt us to "Pause & Reflect" and other concrete markers.
- RELS 125: USJ Mission, Core Values, Critical Concerns, and CST are required topics for this course RELS 258: CST is part of the readings and writing in this course. INTD 301: Mercy Core Values, Critical Concerns, and CST are integral parts of this course.
- I might inadvertently design my course around core values and the mission/mention them in the syllabus, but it's not purposeful. I honestly wasn't aware of this. Same for the other two, though I definitely don't incorporate Catholicism
- into my courses.
- FYS Mercy Seminar INTD Dance Courses assignments and discussions around core values Projects and choreography projects around core values
- Social work and the mercy values and mission align quite well. If anything, I try to tie in real time exemplars and ask my students to consider our values as individuals, a profession, and as a school and how they intersect with the case and how it should be addressed. This includes looking deep within our own social ethos.
- I teach INTD 301 Mercy Integrative Seminar on occasion, which revolves around the mission and CST. In other courses, I do varying things -- list the mission on the syllabus (PHIL 120) and include discussions about the intersection of the ideas of the mission, Critical Concerns, and the concept of Mercy and various course topics, particularly in ethics
- I am less aware of the general meaning of Catholic Social Teaching (which I associate with the US Bishops Conference in the 1980's) but feel more aware of the values and critical concerns of the Sisters of Mercy as the way Catholic Social Teaching may be operationalized at USJ. I frequently invoke the Sisters of Mercy and USJ Mercy values into my teaching and recruitment of students.
- While I don't incorporate these values explicitly. I do so implicitly. My explicit incorporation of these values are done at orientation at the beginning of the school year. I also focus on the values of our discipline/program, which is consistent with the USJ mission, core values and those of the Sisters of Mercy and Catholic Teachings.
- I appreciate efforts to keep these issues about Mission, Values, Concerns and Catholic Teaching front and center at USJ.
- The extent to which I incorporate the mission, core values, and critical concerns depends heavily on the class - some lend themselves better than others. Current classes don't include these as strong components, but previous classes have heavily included them.
- All are incorporated into my core graduate courses in nursing, especially ethics, nursing theory, and psych mental health clinical courses. Attention is paid in assignments, oral discussion, and patient assessment and treatment.

- Course discussions, role-plays, and policy assignments around barriers and issues which influence women- racism/antiracism, non-violence, immigration and environmental concerns impacting person, individual and macro challenges in our professional lives and work.
- Reflection papers, discussion
- I incorporate these very directly in my FYS courses, but less so (or more indirectly) in my discipline-related courses.
- The mission and core values align with those of the profession and this is how we discuss them. However, I have brought mission and values discussion into special events.
- I incorporate these in my FYS class only.
- I focus on the academic excellence value and responsibilities and state that this is part of the values of USJ.
- I have incorporated service projects in my class with local high schools
- I include a section on my syllabi about inclusivity for our class and how to create/maintain a supportive environment.
- I feel like the core values shape how I think about courses but outside of when I've taught FYS, I'm not usually super overt about their inclusion.