



President's letter

Dear NAPA Members,

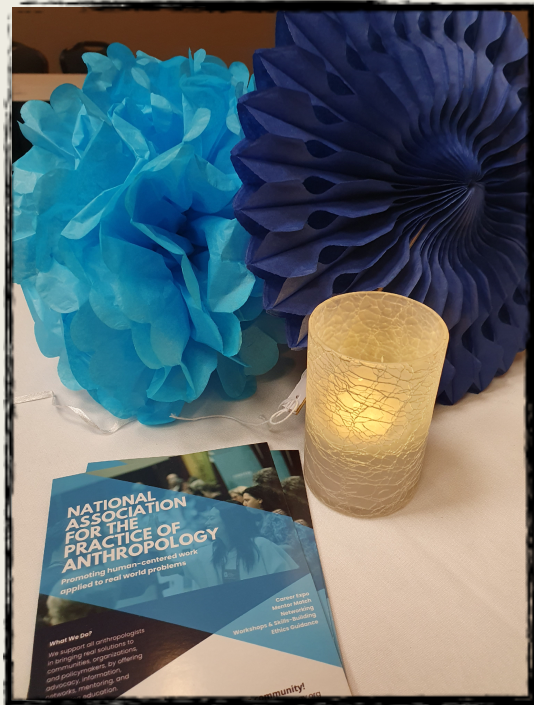
I hope this issue of NAPA Notes finds you well and looking ahead to the promises of spring. We have many exciting items to report in the issue and future NAPA events in the works! Now, perhaps more than ever, we can see a clear need for applied anthropology in the world. Indeed, NAPA's longstanding mission to "promote human-centered work applied to practical problems" seems crafted specifically for the challenges of this moment.

I shared with those who could join us at the Society for Applied Anthropology meetings this past month that an early graduate school advisor of mine once warned me against pursuing applied anthropology because it is *dangerous*. Indeed, it can be dangerous to take a stand, to try to change the world for the better rather than to merely watch things happen. I'm so grateful to have found the company of other applied anthropologists like you through NAPA. While we all undertake very different kinds of applied anthropology work across incredibly diverse settings, we are united in our belief that anthropology can and should be actively merge theory and practice. As Peter Redfield has reminded us, doing nothing is also a



moral and political stance—and the world needs the voices and actions of applied anthropologists!

Speaking of diverse and engaging applied work, NAPA had a strong presence at the recent SfAA meetings in Cincinnati. NAPA offerings



included a panel on, “Visible and Invisible Racial Minorities in Response Social and Political Contexts” and another on, “Anthropology-Informed Approaches to Understanding and Improving Change Efforts in a Learning Health System: Experiences from U.S. Veterans Health Administration.” Both showcased the work of applied colleagues engaging with essential challenges our society faces. Further NAPA-sponsored sessions focused on training and methods for applied anthropologists, including a double panel on preparation of undergraduate and graduate students for careers using

anthropology, a session on the use of engaged storytelling as method, and a speed careers session. Each of these sessions showed the incredible opportunities we have as applied anthropologists for engaging in critical conversations and contributing to important and pressing social issues. In particular, however, the speed careers session and panels on training highlighted the continued leap that students must make from the academy to the world of applied practice.

Our goal at NAPA is to support applied and practicing anthropologists across the careerspan, from training to seasoned professionals. NAPA has the only AAA-sponsored field school, the NAPA-OT Field School Guatemala, which focuses on rapid ethnographic methods and applied medical anthropology. We also



have the AAA's longest-running mentorship program through Mentor Match. NAPA is also the organizer and sponsor of the Careers Expo at the AAA meetings, where attendees can meet with anthropologists working across a wide array of sectors. Finally, our professional development and ethics committees work continuously to provide trainings and toolkits for applied and professional settings. There is so much to be proud of at NAPA, and we would love to have your input and contributions!

NAPA has officially been the flagship professional organization for



NAPA networking and 40th anniversary launch party at the 2023 SfAA

professional, practicing, and applied anthropologists for forty years! Our time at the SfAA meetings also marked the beginning of NAPAs 40th anniversary year. Thank you to everyone who was able to attend our networking reception at the SfAA meetings. We look forward to continuing to celebrate NAPA throughout the year with a series of online offerings and events at the upcoming AAA meetings in Toronto. Stay tuned for more information and updates!



Once again, thank you for your work as an applied and practicing anthropologist and for your support of NAPA. Please do not hesitate to be in touch if you have questions, ideas, or opportunities to share.

Ever onward together!

Rachel Hall-Clifford

NAPA President

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Join us!

Contribute to Anthro News

AAA Members are invited to contribute to the NAPA Section of Anthro News. If interested, please contact Ashley Meredith at meredith.ashley@gmail.com.

#NAPAreads Hashtag Campaign

Did you know we are on your favorite social networking platforms? Join us by adding a picture of you reading NAPA Notes along with the hashtag #NAPAreads. Share your favorite place to read the newsletter, whether its a reading nook, a beloved corner of the couch or even at your desk. We want to hear from you!

Become a Contributing Editor

NAPA NOTES EDITORS Wanted

Contributing editors network with applied and practicing anthropologists to drive content for the quarterly newsletter. Message us today to learn more on how you could join the team

[LEARN MORE](#) NAPANotesEditors@gmail.com



Committee Updates

OT School Guatemala

By Rachel Hall-Clifford

The NAPA-OT Field School Guatemala is celebrating its 15th anniversary! The program will relaunch after a 3-year pandemic hiatus from in-country operations. The NAPA-OT Field School in Guatemala nurtures leaders in medical, applied anthropology, and occupational therapy to promote social justice. Students work intensively in clinical and community settings gaining skill in research, observation, communication, and transdisciplinary collaboration.

Within small groups integrating students from applied anthropology, occupational therapy, and global health, participants have the opportunity to spend focused research time with faculty. Seminars emphasize critical theories in applied medical anthropology, global health, approaches to social and occupational justice, and human rights. Students participate in seminars on topics that provide important contextual information and theoretical perspectives through which we explore the current status and potential for advancement of social and occupational justice in Guatemala. Field school students will also have the opportunity for weekly interactions with Guatemalan scholars and policy advocates, including faculty members and guests from Guatemalan universities, human rights organizations, international NGOs and governmental agencies. Students are also trained in rapid ethnographic methods for global health within hands-on research projects, developed with local partner organizations. Our 2023 project offerings include: Rights of Women and Girls, Pediatric Occupational Therapy, Perspectives on Migration, and Educational Engagement.

To learn more, please visit us at www.napaotguatemala.org



Communications Update

Provided by Joshua Liggett

NAPA Communications continues our efforts as the public-facing committee of our association! Follow our NAPA on LinkedIn, Facebook, and AAA Communities to stay up-to-date with all that NAPA is doing as we celebrate our 40th anniversary! If you'd like to join us or have an idea for future content, please reach out to us via the NAPA website's Contact Us page.

NAPA Communications is recruiting!

- Join our Social Media Team (LinkedIn and Facebook)!
- Collaborate with co-chairs to map out our strategic use of whichever platform you are interested in joining.
- Regular monitoring and relevant media sharing, as well as NAPA social media broadcasts
- Oversee the use of the platform and communicate with our digital community, answering questions or pointing inquiries to our "Contact Us" page.
- Stay aware of any upcoming changes impacting the relevant platform.
- Recommend improvements and share innovative ideas with the committee co-chairs.

Be a Website Content Reviewer!

- Review the website for alignment with the organization's brand, strategy, and standards
- Audit content and make recommendations to remove duplicate information
- Assist with social media campaigns and other marketing efforts
- Complete tests to ensure website efficiency and quality



Student Representative Update

From Your Student Representative - Abby Vidmar

The National Association for the Practice of Anthropology (NAPA) offers the annual Student Achievement Awards to recognize undergraduate and graduate student contributions in the area of practicing and applied anthropology. The awards recognize students within and outside the United States who have excelled in the field and provide opportunities for those who have conducted original research/projects in any applied context to be recognized during the American Anthropological Association (AAA) annual meeting in Toronto and have their work considered for publication in the Annals of Anthropological Practice. To find out more about eligibility, submission requirements, and additional details about the prizes, see the attached flyer and visit: <https://tinyurl.com/277zfd5b>.

Papers must be submitted by **June 15, 2023**. Please submit via email to student-rep@practicinganthropology.org with the subject line “[LAST NAME], Undergraduate Student Achievement Award” or “[LAST NAME], Graduate Student Achievement Award.”

Share this exciting opportunity with your friends, colleagues, and students!

Strategic Planning and Management Committee Update

Provided by Suzette Chang

The Strategic Planning and Management Committee (SPMC) experienced a shift. We are honored and excited to share that we have two new committee members meaning, Dr. Elisha Oliver and John Parker. Dr. Oliver is a bio-cultural anthropologist, visual ethnographer, and folklorist, with Oklahoma and Texas roots. John works to support and cultivate resilient and creative community leaders, faith communities, and social entrepreneurs within several coastal and southern spaces. And then there



is me, Suzette Chang, a visionary, anthropologist, and education advocate.



Dr. Elisha Oliver



John Dempsey Parker



Suzette Chang

As the practicing arm of the American Anthropology Association, NAPA is committed to all that it means to practice anthropology. With that said, this committee is invested in supporting NAPA. What does this mean? It means reviewing NAPA's strategic plan, sharing thoughts, pauses and ideas to NAPA committee chairs and members, providing opportunities to be reflective with each committee and, working to ensure the strategic plan remains a living and breathing document. Why is this plan important? With any organization, it's necessary that human beings objectively review what and how missions are executed. Too often we struggle to provide neutral perspectives as we tend to "get in the weeds" or give attention to the overarching factors, overlooking big picture influences and details identified within strategic plans. Since our inception, the SPMC has made significant strides specifically identifying opportunities for objectivity, reflection, observation, and dialogue. And, we will continue to support this amazing and necessary association. Please help me welcome to the SPMC team, Dr. Elisha Oliver, and John Parker.

If you would like to learn more about the SPMC and/or be involved, please email schang@thickdescriptions.org.



Contributions

Transferring Anthropological Skills to the Publishing Field

By Jaida Samudra

I was initially puzzled when the Editors asked me to contribute a short essay to *NAPA Notes* because I make a living as an academic writing coach and professional editor in the social sciences, not by ‘practicing’ anthropology as such. Then I recalled meeting a revered anthropologist who had had a long career in academic publishing. I was nearing the end of my graduate studies when he gave a talk on campus. At the time, he described the satisfaction he received from supporting other anthropologists toward publishing their research and noted that the flexibility of the work had enabled him to pursue his own research and writing agenda. Since I was already supporting myself by editing other students’ dissertations and proofreading professors’ book manuscripts, becoming a full-time editor seemed a viable employment option.

When tenure-track positions dried up during the last recession, I returned to freelancing and eventually started my business, Professional Editing for Scholars. At the time I grieved leaving anthropology behind, but later realized I was still making use of my anthropological training. I had transferred specific skills and ways of thinking to serving my clients, most of whom do qualitative or mixed-methods research in the social sciences or humanities.

Foremost is the ability to synthesize information across a wide range of topics, regions, time periods, and levels of scale. My education and experience teaching courses in the classic (Boasian) four anthropological disciplines enables me to engage with theory and analysis in almost any field of study. I don’t have to be a specialist to understand what problems an author is thinking through and help



them structure a coherent argument. Not knowing too much about any given subject of study might actually make me a more effective editor. Once an author can explain something well enough in writing to answer all my queries, then they are probably ready to submit their work for publication. The capacity for ‘holistic’ thinking also transfers to development editing, wherein I read early draft manuscripts and advise authors on how to tackle the rewrite. Developing a dissertation into a publishable book, for example, requires discerning a central throughline that can run through the entire manuscript, linking the minute parts of the text (words, sentences, paragraphs) to the macro level of chapter order to generate the whole.

Another anthropological skill is recognizing when various cultural logics are at work. This has been most useful when editing for international scholars who structure their arguments in different ways. For example, some have been taught to develop their thesis slowly, so the reader doesn’t find out the point of the piece until a big reveal at the end. Meanwhile, people educated in the U.S. often struggle to abandon the tedious essay style they were taught in elementary school, where the conclusion restates the introduction. Merely copy-editing for syntax and punctuation will not render such texts suitable for publication. While all the necessary elements may be there in an early draft, sometimes they must be rearranged to develop a logical narrative, from the seed question that stimulated the research through the conceptual and methodological ground and into the presentation of the data and analysis, without presupposing the final implications.

Whether the author is interpreting ethnographic data or testing hypotheses with quantitative data, all research texts are narratives. To tell a comprehensible story from beginning to end, authors must be able to imagine their intended readership. Many young scholars find it difficult to transition from writing papers or dissertations for a small pool of professors to reporting their research results to peers or employers or writing for the general public. Each of these



audiences seeks different kinds of information and expects a different style of writing, which requires the author to frame their data and results differently each time they write.

To guide my clients through all the stages of writing and publishing their manuscripts, I had to move beyond editing to coaching. I created a series of exercises that eventually became the foundation for an interactive writing workshop, “That Almost Finished Journal Article.” I have facilitated this workshop at the annual American Anthropological Association meetings every year since 2013, including online in 2021 and 2022. Over the past decade, it has expanded from 3 to 8 hours long. It is now being offered as a four-week online course for the AAA’s new education program, Anthro Academy (<https://www.americananthro.org/anthroacademy>). The course is most appropriate for people who are currently working on a draft of an article based on qualitative research in anthropology or related disciplines and is open to AAA members and non-members alike.

Over the past decade, I have seen the lines between theory and praxis blur. Most anthropologists, inside or outside of academic institutions, want to see their work matter in the real world. Writing up their research and getting it published supports this agenda. So long as I can assist them in doing so, I remain a practicing anthropologist.

Engaged Anthropology at Georgia State

By Jennifer Patico

The Department of Anthropology at Georgia State University is a vibrant community of faculty and student researchers in downtown



Atlanta. With 13 faculty members and approximately 50 MA students, the department offers training across the four fields of the discipline – archaeology, sociocultural anthropology, biological anthropology, and linguistic anthropology – as well as coursework in applied and medical anthropology. Faculty conduct research in Europe, Africa, and the Americas; many MA students conduct independent thesis research, often in relationship with community organizations in the metro Atlanta area and beyond. They hold internships in settings from refugee resettlement groups to the local medical examiner's office. Graduate students can concentrate in Museum Anthropology and/or earn a Certificate in Ethnography as part of their programs, and they frequently work in the field, in the lab, or in the community alongside their faculty mentors. Below are a few highlights of recent activity.

Archaeology students work throughout the greater Atlanta area under the guidance of Dr. Jeffrey Glover, who maintains an active network of community partnerships. For example, in November 2021, Glover's students participated in a dig at Scull Shoals, a historic mill site east of the city. They were following up on fieldwork done by a GSU graduate student who had interned for Friends of Scull Shoals and had completed a GPR (ground-penetrating radar) survey of the site, looking for the remains of a late 1700s/early 1800s fort. Other GSU students took part in the 13th annual Frontier Faire at Fort Daniel, an early 1800s site north of Atlanta, where they excavated a cold cellar and a trench associated with the fort's palisade. In addition to gaining excavation experience, they had a



chance to share knowledge with interested members of the public who came to observe the work.



GSU students working at Scull Shoals.

MA alumna Birney Robert brought her GSU Museum Anthropology training to the public through an innovative exhibit staged at the Georgia Institute for Technology. Advised by Dr. Nicola Sharratt, Robert developed a proposal while at GSU that ultimately was funded by a Georgia Tech Microsoft Accessibility Research Seed Grant (\$40,000). The exhibit,

Extension of Self: What it Means to be Human in a Digital World, was on display in the Georgia Tech Library from August through October 2022. Its six interactive digital art installations examined how technology has been integrated into our daily lives. An interview with Robert was featured on WABE (Atlanta NPR), and Georgia Tech's College of Computing won a 2023 Georgia Association of Museums award in recognition of the exhibit Robert, the College's events coordinator, curated. Robert will be interviewed again by WABE in March 2023, and her second exhibit, *Extension of Community: What it Means to be Sustainable in a Digital World*, will open at Georgia Tech in August 2023.

Further from home, GSU's Dr. Steven Black led an engaged research project, funded by National Geographic and in collaboration with El Centro Interamericano Para La Salud Global (CISG—the Interamerican Center for Global Health), focused on Indigenous knowledge, planetary health, and cultural sustainability. In 2021, the project brought Dr. Black, MA student Cassandra Eng, and recent MA graduate Yanet Fundora to Boruca Indigenous Territory in Costa Rica, where they worked closely with ten indigenous youth on a



photo-voice project designed to reveal contemporary Indigenous approaches to cultural heritage and environmental sustainability. Project consultants included Doña Leila Garro Valverde, the author of an award-winning ethnographic cookbook about Borucan cuisine with over forty years of experience working as a nurse and researcher in the village, and Don Jose Carlos Morales, an Indigenous leader of international renown who helped craft both the Indigenous Law of Costa Rica and the United Nations Declaration on the Rights of Indigenous Peoples. In the second year of the project, the team prepared an ethnographic photo book to present to youth participants, in addition to completing analysis and write-up of findings. They were awarded the Society for Linguistic Anthropology's Public Outreach and Community Service Award in 2022. To learn more, please visit us at <https://anthropology.gsu.edu/>



Steven Black's Costa Rica research team meets with project consultants Doña Leila Garro Valverde and Don Jose Carlos Morales Morales.



Integrative Methods Training: The Purdue Space for Practice

By Zoe Nyssa and Sherylyn Briller

At the recent Society for Applied Anthropology (SfAA) meeting in Cincinnati, members of the Purdue Anthropology Department organized a session that offered an in-depth look at our model for applied graduate education. This training model has continued to develop and evolve over the last decade. At the center of the program is “The Space for Practice” a multifunctional set of rooms optimized for hybrid collaboration and training. Its name emphasizes the curricular space offered to students to learn about the practices of applied anthropology as well as a place where students have the opportunity to “practice” anthropology themselves as junior colleagues-in-training. Anchored by a long-term formal partnership with local government, the program provides innovative training while positively impacting local communities through project-based service learning.

A distinctive feature of the program is its interdisciplinarity: a “data dive” on enrollment patterns revealed that students from over 40 different majors and programs on campus were enrolling in applied anthropology courses; the average class roster was over half non-anthropology students, with students drawn from engineering and technology, the life and physical sciences, public health, environmental sciences and natural resource management as well as other social sciences (communication, sociology, political science, etc.) Key to the courses’ recruitment success has been the inclusion of applied anthropology courses in other graduate certificate programs such as GIS and “Advanced Methods” as well as faculty collaborations across campus that have facilitated working across disciplinary lines.



In close collaboration with city staff and community groups, students learn and implement mixed method research designs that integrate in-depth qualitative interviewing and ethnographic observations with community mapping and spatial modeling, QR-code enabled mobile surveys, as well as other environmental and sociocultural data. This integrative approach offers rigorous research experiences for diverse student teams as they learn to synthesize across different modes of data analysis, project management, client relations, and community engagement.

As part of a broader, department-wide “Anthropologies of Tomorrow” Initiative, the curriculum centers reflective and justice-based practices. Students read a broad mix of literature on scholarship and practice, engage in self-reflection exercises around professional ethics and values, modes of collaboration and mentorship, professional roles and advocacy work, restorative justice-based approaches to conflict resolution, and other topics.

In the SfAA session, students from three years’ of course cohorts also presented their project findings. These projects focused on how increased outdoor recreation and rapid urban development post-pandemic have created new pressures on city green space facilities, including urban forests and waterways that provide crucial environmental and social goods to local communities. The first presentation, delivered by M.S. student Taylor Borgelt, discussed a collaboration between anthropology, landscape architecture, and local government around a planned multi-million dollar environmental restoration and redevelopment project for a key local river and park system. This research paired participatory mapping techniques via interviews and a QR-code enabled survey installed in the park with an all-day in-person community design event (“charrette”). Student teams found that park experiences did not neatly align with the demographic categories and other data the city had been previously using such as census data.



Participatory design events are often vulnerable to “elite capture” -- white, older, property owners from higher income neighborhoods may predominate. The second presentation, delivered by B.A. student Mary Phelan, described the next cohort’s project, which extended the prior work to focus on the greenspace needs of the largest and most diverse population in the city—other students. Pairing qualitative data collection and analysis with GIS work, students uncovered a gap in park access for this population, who are also among the least likely to participate in local governance processes. Students designed and facilitated a public design charrette with this population in mind; findings from this work will help to inform the City of West Lafayette’s Master Plan for local parks. A third presentation, by Ph.D. students Kari Guilbault and Rebecca Martinez, provided first hand perspectives on student experiences and personal and professional growth through the graduate program. Importantly, they both discussed how they drew on their prior careers as practitioners in different fields and combined these experiences with their anthropological education. Emeritus faculty member Dr. Riall Nolan, provided commentary on the session, reflecting on the ways that this program contributes to the contemporary landscape of applied anthropology training programs.

Government partnership has offered unparalleled training opportunities for Purdue students but requires significant teaching and research innovation; our session examined key features, curricular constraints, ethical quandaries, new methodological extensions, and more. In navigating their futures, students find this curriculum provides a much-needed Space for Practice—for learning not only about anthropological practice but also innovating these practices themselves in interdisciplinary, multi-partner projects. This teaching and learning process readies students for collaborative lifelong learning and building meaningful, diverse, and dynamic careers over time.



Purdue Anthropologists at SfAA Session on Integrative
Methods Training: The Purdue Space for Practice

Buddhist Teachings and Mindfulness

by Violetta Paley

According to Tibetan Buddhist Chantmaster Lama Surya Das's *Forward in Mindfulness and Hypnosis*, globalization, along with its effects on the hyperactive exchange of information, has brought the influence of Buddhism to our culture in many ways over the last half-century and more. Buddhism has contributed significantly to health and healing, hospice care, meditation, non-violent social activism, poetry and the arts, consciousness studies, and mental disciplines, including philosophy and higher education, as well as psychology and psychotherapy (Surya Das 2010). Buddhist cultural societies have also been vastly studied by anthropologists. As an example, medical anthropologists have studied the influence of Tibetan medicine based on Buddhist theory and the influence of healing the patient's mind and body through models of embodied cognition, consciousness, and body and environment (Ozawa De Silva and Ozawa and De Silva 2011; di Paolo 2011). It is crucial to use a



multidisciplinary approach to grasp both the macro and micro dynamics of meditation, imagery, and the embodied experiences of health and healing among participants of HEAL, a cancer support center in the San Fernando Valley offering complementary and alternative modalities, group support, and therapy to patients or loved ones of patients with a cancer diagnosis.

Psychologist Dr. Yapko illustrates how mindfulness is spiritual in nature and clinically effective. The practice blends the psychological search for personal fulfillment, mental health, and well-being. On the other hand, strives for transformative spiritual self-realization and sublime enlightenment through contemplation and meditation.

Yapko outlines key thematic codes I have personally identified in my participant observation in guided imagery and mindful meditation 38 sessions at HEAL before having read any of the literature. This was an exciting epiphany once I stumbled upon his book while also reviewing the Dalai Lama's *The Art of Happiness* (2009) and *An Open Heart* (2001), followed by interviews with practitioners Juli and Bonnie at HEAL. Both have backgrounds in Buddhist teachings syncretised with other personal beliefs and life experiences.

The Buddhist teachings of being "present in the moment," the essence of "awakening," mindful "awareness," and "compassion" are often found in modern psychotherapy and in hypnotherapy, guided imagery, and mindfulness sessions. "Being present in the moment with acceptance" is a key research-proven strategy that promotes health in the body, mind, and in our relationships with one another, revealing a new way of well-being and joy (Yapko 2011; Dalai Lama 2001, 2009). According to Buddha's teachings, mindfulness is the path to the wisdom of enlightenment and the essence of "awakening." Traditionally, mindfulness is the primary ingredient for a great awakening and is also combined with teachings of investigation, balance, nonjudgment, flexibility, and concentration. At HEAL's guided imagery and mindfulness sessions, these are all learned strategies for healing and, therefore, coping practices for the effects of cancer treatments, bereavement, and caregiving. They also serve as everyday tools for relieving anxiety,



dealing with stressful situations, and alleviating depression and/or negative emotions.

Compassion is another primary Buddhist teaching at HEAL. Surya Das states that Buddhist applications of compassion are “revolutionizing our understanding of the path to emotional freedom” (Yapko 2011, xii). Throughout the 2,500 years that mindfulness has been a part of Buddhist contemplative tradition, mindfulness was never intended to strictly be an awareness or attention-regulation exercise as it is often used today in psychotherapy. It was cultivated to evoke the “heartful, soulful quality of attunement, including tenderness, care, loving-kindness, wishing well for others and oneself, [and] unselfish love” (Yapko 2011, xii).

The integrated messages that Surya Das discusses in reviewing Yapko’s book are part of Juli’s mindfulness sessions. At the end of almost every session, Juli takes us through a “loving-kindness and compassion” meditation where linguistic notions of “metta,” a type of meditation, are used for cultivating “benevolence, kindness, and goodwill towards others” in order to increase people’s perceptions and experiences of positive emotions. Juli, a great believer of and contributor to scientific research state that “metta” puts people “on paths of positive growth,” which helps ward off “depression and negative energy that can lead to lack of confidence, self-worth and acceptance” (Juli’s worksheet 2016). This is instrumental for the guests of the center, whether they are grieving or undergoing treatment, or even coping with post-treatment effects. A positive attitude and mindset allow the brain to handle medical stressors, on top of regular everyday stressors, in a more calm and collected manner. Most of us will benefit from training on how to think positively for this to happen since research shows auto-pilot triggers fear-based reasoning. Mindfulness techniques of compassion, kindness, and positivity are learned and must be practiced daily for perennial results.



Meet Senior Editor, Vanessa Terry!

By Ashley Meredith



Vanessa joined NAPA Notes in 2019 as a contributing editor alongside her job at Human Good while pursuing her Master of Science degree in Applied Anthropology. She found the marriage of business and anthropology allows her to help businesses create exciting places to work, where elements of humanity are celebrated attributes within the corporate culture. She found that when engaging the business

sector, most organizations and businesses could see the benefits of anthropology after a brief dialogue.

As she grew in her education and professional work, Vanessa started her own business, [VST Research & Strategies](#), that provides solutions to organizations and businesses problems such as team dynamics to user experience. This move creates space to help more organizations solve problems that keep leadership up at night. Since opening VST Research and Strategies, Vanessa has worked on projects for small startups to large scale multi-national organizations. These projects have addressed concerns ranging from how to start a business, to how users actually use products, and how to connect to a more diverse market segment.





Working with Vanessa, she addresses the “how to” part of helping people improve the work environment as well as businesses improving their work environment through the anthropological lens. With a person centered approach, Vanessa’s application of anthropology allows her to examine client needs holistically while also suiting the company’s culture. Vanessa is noticing a trend across her projects of participants organically discussing sustainability concerns. These concerns have come up without prompting in the past six projects and provide an unintended pulse point for organizations.

Vanessa’s applied and entrepreneurial experience has grown the NAPA Notes newsletter into having a greater online presence, both in readership and in participation. Her knowledge of online analytics and hashtag campaigns offers a dimension for engaging budding anthropologists as well. As a professional anthropology entrepreneur, she understands the qualitative experience behind the numbers for NAPA Notes readership. Anthropologist Vanessa Terry exemplifies the phrase “value added” both as an editor and as an entrepreneur.