**Training Educators and Academics in their Classrooms to positively impact the Health, Education and Resiliency of their Students**

**WHY IS WELL-BEING IN THE CLASSROOM IMPORTANT?**

* **Students are more vulnerable to a decline in health and well-being** during the beginning of their university careers when academics can be overwhelming and social isolation is common.
* Students are more likely to **achieve academic success**, experience personal growth and develop independence with increased resiliency when they have a social support system and maintain positive health and well-being.

**WHO CAN HELP?**

* **Faculty and staff** have an obligation and opportunity to positively impact the health and well-being of students.
* Integrating well-being practices into the classroom is critical and ideal, yet many course instructors do not have the support and resources they need to meet the ongoing and changing needs of students. *That’s where we can help!*

**WHAT DOES WELLBEING IN THE CLASSROOM LOOK LIKE?**

* Highlighting the underlying theme of enhancing student resiliency and well-being, we can help you with **simple, targeted interventions** within various course factors.

**HOW CAN YOU GET STARTED?**

* While we aim to provide faculty with formal training and resources to be educated about activities that promote better student well-being, **there are several easy things you can begin to incorporate into your fall classes right now.** Some helpful starter ideas are identified below and should get the wheels turning on how you can better support student health and well-being in your classroom!
* Eventually, policy, practices, and courses will be built through evidence-based information and disseminated to all faculty as a campus-wide initiative.

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| **COURSE FACTOR** | **EXAMPLE INTERVENTIONS** |
| COURSE LOGISTICS | Flexible Grading   * Students offered the option to choose their “best two out of three” for assignments or quizzes * Offered students choice in assignments and opportunities to set (within a given range) percentage weighting of assessments * Considered the timing of exams and assignments to alleviate undue stress   Course Outline   * Provided a variety of ways for students to contact instructor in syllabus * Avoided heavily weighted components, such as an exam worth 50% of the final grade * Used inclusive language and language to personally address students * Used positive and proactive vs punitive language to convey expectations and university standards |
| INSTRUCTOR  APPROACHES | Lectures and Assignments   * Provided lecture material in advance and through several means (i.e. recording, video) * Provided feedback on each stage of larger assignments to help students progress to the next stage * Provided activities where students design mock test/study questions * Published grading rubrics in advance and use a group style evaluation rubric where appropriate * Used interactive tools (i.e. clicker) to promote class engagement   Compassion   * Whenever possible, let students know the instructor cares about them and their success * Demonstrated interest in learners instead of trying to be an interesting teacher * Invited small groups of students to attend office hours * Brought kindness into the classroom through quotes and daily intentional language * Offered small check-in activities with students frequently |
| ACTIVITIES | Movement   * Incorporated movement breaks into the classroom that are easy to manage, quick, academically oriented (if possible) and enjoyable for students * Made stand-up desks available for students who chose to use them. * Incorporated “intentional” arrival activities such as encourging phones away, make a “to do” list, pause and take a breathe so students were able to be mindfully present during class |

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**UBC Wellbeing** has developed numerous teaching resources for facilitating student wellbeing. These are posted on their website (link below):

<https://wellbeing.ubc.ca/tools-and-resources>

Once you get to this site, click “Teaching and Learning Resources” then “undergraduate students” and the many tool kits are displayed. May I recommend:

Take A Stand Policy

Random Acts of Exercise Videos (set of 12 x 3 min. simple and fun exercise vdeos for your classes; just hit play!)

Move U Stretching video

Teaching Practices that Promote Wellbeing

In addition, this handout below canbe extremely helpful in making decisions around course plans for students:

<https://equity3.sites.olt.ubc.ca/files/2020/06/Intentional-EDI-Decision-Making-UBCEIO.pdf>

**The TEACHERS Project Phase II**

We are excited to further detail and share results of ***Phase II*** of our project.

Our project investigates the impact of supporting faculty members in adopting course-based interventions (as indicated above) to improve student well-being. Our phase-one pilot and phase II showed overwhelmingly positive results, consistent with current literature: student well-being is positively impacted by these interventions, and faculty members are more likely to adopt and maintain these interventions with direct support. We are working on further faculty training and information dissemination, as well as planning phase III of this project for the next academic year. Please reach out if you need support in helping you implement wellbeing practices into your classroom and/or if you are interested in being a part of the next phase of the project; contact [sally.willis-stewart@ubc.ca](mailto:sally.willis-stewart@ubc.ca)

Thank you for caring for our students health and academic success!