

A large, light blue, multi-lobed circular graphic with a white center, resembling a stylized flower or a gear, is centered on the page. The letters 'UCI' are printed in a bold, dark blue, sans-serif font within the white center of this graphic.

UCI

**Bright Past.
Brilliant Future.**

Integrating Well-Being Concepts into Learning Environments

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INTEGRATING WELL-BEING CONCEPTS INTO LEARNING ENVIRONMENTS

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**INTEGRATING WELL-BEING CONCEPTS
INTO LEARNING ENVIRONMENTS**

- Well-Being and Academic Performance
- Teaching Strategies
- Additional Resources

Well-Being and Academic Performance

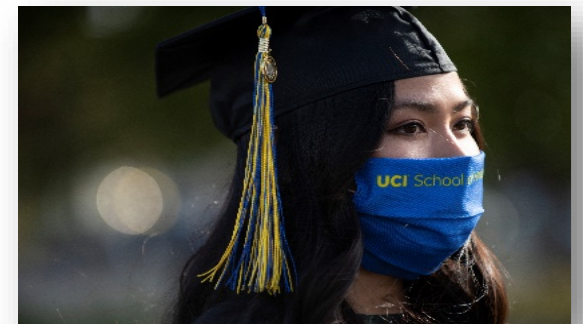
- Positive well-being is a key predictor for learning and student success.
- Integrating well-being concepts into classroom/learning environments results in healthy classroom practices that ultimately lead to student/academic success, a healthy culture and positive environment, student retention, and effective learning outcomes.

THE ASK: Help support your students by implementing one or more of these practices in your courses.



1: Be Mindful About Deadlines, Workload, & Timing of Feedback

- Adjust deadlines for assignments to discourage all-nighters (i.e., don't make assignments due at 8am)
- Consider the timing of exams and assignments to alleviate undue stress and anxiety (be aware of major religious holidays throughout the quarter)
- Set deadlines that offer work/life balance for yourself and for your students
- Ensure the workload is reasonable and communicate grading and deadlines clearly



2: Be Flexible and Offer Options

Providing students with some flexibility and control over their learning experiences helps them to feel empowered and supported, contributing to their well-being.

- Give students options for their grade. For example, best assignment grade out of the two
- Offer choices in assignments so that students can pick what works best for their learning



3: Encourage Breaks, Standing, Stretching, and Reflection

Implementing this standard in classrooms can overall stimulate physical activity levels and increase engagement.

- Offer short breaks during class for students to stretch, do a mindfulness activity or do get-to-know-each other activities
- Conduct a portion of your discussion group standing and/or standing for group exercises, prefacing with “If you are able, stand....”.
- Welcome students to stand in long lectures or seminars
- Incorporate brief meditation or self-reflection activities into classes lasting more than an hour.



4: Share Resources and Wellness Info with Students

Feeling supported by campus starts in the classroom.

- Include sample health and well-being messages and resources on syllabi
- Share general information about mental health and well-being with students
- Provide resources in your syllabus
- Familiarize yourself with student resources and support services
- Be aware of the signs that a student is in distress (academic indicators like missing class or behavioral, emotional or physical indicators), and take timely and appropriate action. Learn more in the [UC Promoting Student Mental Health Guide](#).



5: Help Students Connect With You

- Share your teaching philosophy with students
- Make yourself available in different forms: email, skype, etc.
- Seek feedback from students throughout the course (this could be done through web-survey or an anonymous in class comment card)
- Encourage students to attend office hours
- If you feel comfortable and safe to do so, talk about yourself and your experiences and provide students the opportunity to do the same



6: Be Welcoming, Enthusiastic, and Caring

Creating a safe space in the class environment is important for students.

- Be intentional about setting a welcoming tone
- Show enthusiasm for the subject, including your own professional path
- Be positive, supportive and personable
- Let students know you care about them and are invested in their success
- Take care of your own well-being so that you can be present and encouraging for your students



7: Help Students Connect with the Community

Provide an opportunity to make a difference.

- Bring in other subject matter experts as guest speakers
- Connect course concepts to the “real world” and give students the opportunity to do the same
- Create assignments in which the results can be utilized by a community group or campus initiative
- Lead discussions or activities that help students develop a sense of civic responsibility
- Encourage students to seek out extracurricular volunteer opportunities and explore their own values and goals



8: Provide Timely Feedback and Helpful Advice

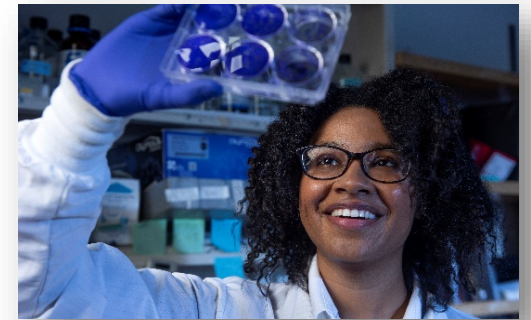
Allow students to discover challenges early on and work to improve themselves throughout the course.

- Provide timely and specific feedback and outline ways that students can improve
- Ask students to identify concepts they want to learn more about and what was challenging and address at the beginning of the next class.



9: Provide Opportunities that Promote Professional and Personal Skills

- Provide opportunities for personal development
- Incorporate mindfulness, journaling, and other forms of personal development into class activities and assignments
- Incorporate skill-building activities in class and find ways to build this throughout the course



10: Help Students Connect with Each Other

Help develop communication and teamwork skills that are increasingly important for the professional world.

- Encourage connection in your classes by having students introduce themselves to one another and work together in teams
- Include teamwork as a component of grading for group projects
- Provide opportunities during class time and breaks for students to work together and get to know one another
- Work with your teaching assistants to create opportunities for social connection and teamwork in labs and discussion sections



INTEGRATING WELL-BEING CONCEPTS INTO LEARNING ENVIRONMENTS



In accordance with the UCI Strategic Plan, the efforts of this guide align with the Pillar 2: First in Class. In order to “foster excellence in teaching and learning” and “integrate student life with educational experiences”, this guide is being made available for you to integrate holistic wellness into the learning environment for the students of UCI. Integrating well-being concepts into classroom/learning environments results in healthy classroom practices that ultimately lead to student/academic success, a healthy culture and positive environment, student retention, and effective learning outcomes.

- Suggestion #1: Be Mindful about Deadlines, Workload, & Timing of Feedback.** Being mindful about assignments, expectations, and feedback in the classroom is one way to ensure that students are not extremely overwhelmed.
- Suggestion #2: Be Flexible and Offer Options.** Providing students with some flexibility and control over their learning experiences, assignments, staggered due dates, and options for grades helps them to feel empowered and supported, contributing to their well-being.
- Suggestion #3: Encourage Breaks, Standing, Stretching, & Reflection.** Providing an opportunity for movement, mindfulness, or an activity break during class can have a positive impact on students.
- Suggestion #4: Share Resources & Wellness Info with Students.** College can be an extremely stressful environment for students, affecting students’ health and well-being. Sharing student resources in your syllabus, or during the beginning of class helps ensure that students feel supported and can succeed.
- Suggestion #5: Help Students Connect with You.** Connecting with students on a personal level, making yourself available, and identifying yourself as an ally can help create a productive environment that allows for students to feel comfortable and supported, which can be beneficial for improving their ability to learn.
- Suggestion #6: Be Welcoming, Enthusiastic & Caring.** Be intentional in setting a welcoming tone and safe space to help cultivate a friendly, positive learning and working space for students. Take care of your own well-being so that you can be present for your students.
- Suggestion #7: Help Students Connect with the Community.** Getting students connected with their local and individual communities gives them the opportunity to make a difference and can benefit their well-being.
- Suggestion #8: Provide Timely Feedback & Helpful Advice.** Providing feedback and advice that is timely and specific allows for students to discover their challenges early on and work to improve themselves throughout the course. Outline ways students can improve and how the work can further professional goals.
- Suggestion #9: Provide Opportunities that Promote Professional and Personal Skills.** Providing students opportunities to engage with the real world by connecting course materials to life skills will help promote their personal and career readiness skills necessary after graduation.
- Suggestion #10: Help Students Connect with Each Other.** Positive group experiences have shown to contribute to student learning and overall college success. Students are able to develop communication and teamwork skills that are increasingly important for the professional world.

For more information, visit: <https://www.chs.uci.edu/>



Introduction



Full Version



Suggestion #10: Help Students Connect with Each Other

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Suggestion #5: Help Students Connect With You

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Assisting Students in Distress
See Something, Say Something, Do Something.

See Something. UCI faculty/staff and graduate teaching/research assistants are in a unique position to demonstrate compassion for UCI students in distress. Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can result in decreased academic performance and may lead to dysfunctional coping and other serious consequences. You may be the first person to **SEE SOMETHING** concerning a student since you have frequent and prolonged contact with them. The University of California, in collaboration with the California Mental Health Services Authority (CALMHSA), requests that you act with compassion in your dealings with such students.

Say Something. Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with supervisors, with family and/or even in social settings. Trust your instincts and **SAY SOMETHING** if a student seems you being worried, alarmed or threatened!

Do Something. The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

Campus Emergency Notifications
EMERGENCY - UCOP will send out emergency text message notifications in the event of a known threat to the campus. Sign up for CALAlert now: www.ucdavis.edu/alert
EMERGENCY may advise you of actions to take to keep safe such as:
Secure in place: Go to the nearest room or office and close and lock the door. Turn off lights and close blinds, if possible, get inside the nearest building.
Evacuate: Evacuate to your designated Assembly Area unless you are directed otherwise.

Am I Allowed to Share the Information I have about this Student of Concern?
According to the Federal Educational Rights and Privacy Act (FERPA), University faculty and staff are permitted to disclose information about a student with appropriate university officials when there is an urgent health and/or safety concern.

Academic Indicators	Physical Indicators	Safety Risk Indicators	Psychological Indicators
<ul style="list-style-type: none"> Sudden decline in quality of work and grades Repeated absences Excessive tardiness or tardiness on assignments Multiple requests for extensions Has had several times personal or other than academic counseling during office hours Clearly demanding of faculty/staff attention 	<ul style="list-style-type: none"> Noticeable changes in physical appearance including deterioration in grooming, hygiene or weight loss/gain Excessive fatigue/helplessness Intoxication, being seen in company of alcohol Multiple requests for extensions Disoriented or "out of it" Sparked, impulsive or erratic speech 	<ul style="list-style-type: none"> Unprovoked anger or hostility Stalking or making a direct threat to harm self or others Academic assignments dominated by themes of extreme requirements, rage, worthlessness, academic dishonesty and self-harm Aberrant/abused behavior - "I try to help" Communicating threats to email correspondence, texting or phone calls 	<ul style="list-style-type: none"> Sudden disclosure of personal distress, family problems, financial difficulties, compromised academic skills Excessive tearfulness, panic reactions, irritability or extreme anxiety Isolation about things, wanting, longing, resignation Expressions of concern about the student by their peers

UCI Wellness, Health & Counseling Services

UC Irvine Faculty & Staff Mental Health Care

BEHAVIORAL HEALTH RESOURCES

Because mental health and physical health go hand in hand, UC Irvine provides resources for faculty and staff including benefits for mental health services and substance abuse treatment. Faculty and staff can use these behavioral health benefits for a personal consultation or to discuss a concern about an employee or colleague. Sessions with counselors, psychologists and/or psychiatrists are available to address a wide range of issues. This guide provides a summary of the resources available to assist you.

Faculty/Staff Mental Health Care Coordinator
On-site services and support are available to address behavioral health issues, help with crisis intervention and to facilitate and coordinate resources for time-limited therapy and case management for employees. The coordinator also helps develop and implement instructional training and materials to promote mental well-being for faculty and staff.

Support is offered for a wide range of issues including:

- Work-related stress
- Relationship/toxicity issues
- Family problems
- Depression, anxiety and other emotional issues
- Grief and loss
- Alcohol, drug and other addictions
- Consultations and training services for faculty and staff management

Contact: Roger Shekarabi, Psy.D.
(949) 824-5208 or rshekarar@uci.edu
whcs.uci.edu/faculty-staff-mental-health-care

UCI Wellness, Health & Counseling Services

Employee Assistance Program (EAP)
Separate from your medical plan behavioral health benefits, EAP is a free confidential benefit that helps with problem identification, assessment and referral to treatment providers and community resources. The first three sessions are free. EAP benefits are available 24/7 to you and your dependents.
(949) 824-3273
guidanceresources.com (UCI ID: UCI-EAP)

Behavioral Health Benefits with Medical Coverage
Depending on your medical plan, faculty and staff have access to behavioral health providers in the community through Anthem Blue Cross, Optum Behavioral Health, HealthNet MHN and Kaiser Permanente.
socal.uci.edu/whcs/public/index.php/composition-and-benefits/health-plans/behavioral-health/index.html

Human Resources Wellness Programs
The university wellness program, UC Living Well, provides activities and resources to help faculty, staff and retirees reach their wellness goals. UCI's wellness program works to build a healthy workplace culture and offers on-site activities, health education, local programs and challenges and more to help you lead a healthy life.
wellness.uci.edu

Employee Experience Center
949.824.0500

eec.hr.uci.edu

<https://www.whcs.uci.edu/redfolder>

CAMPUS ASSIST LIST

<http://help.uci.edu/>

REFER A STUDENT now!

<https://www.whcs.uci.edu/where-do-i-refer-student>

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