

HEAL 100

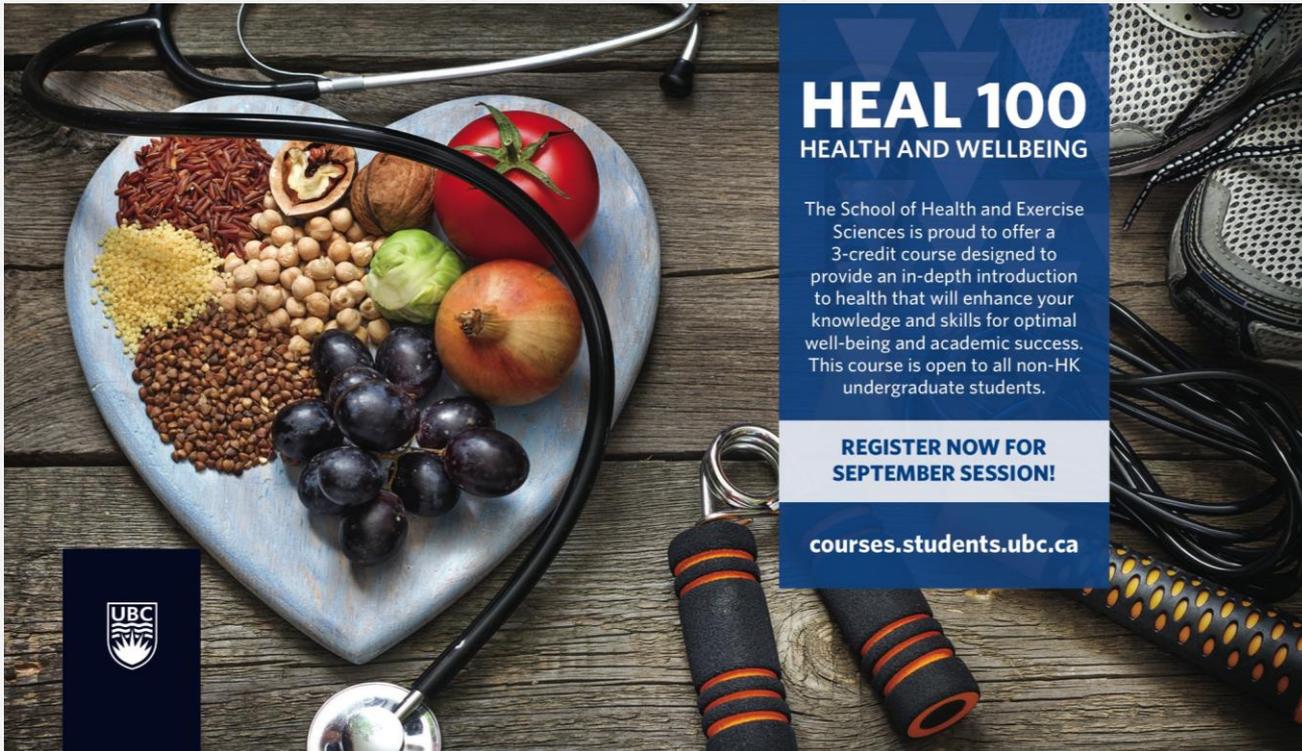
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School of Health and Exercise Sciences



a place of mind

WHY HEAL 100?

Introduction and principles of health and wellbeing



HEAL 100
HEALTH AND WELLBEING

The School of Health and Exercise Sciences is proud to offer a 3-credit course designed to provide an in-depth introduction to health that will enhance your knowledge and skills for optimal well-being and academic success. This course is open to all non-HK undergraduate students.

**REGISTER NOW FOR
SEPTEMBER SESSION!**

courses.students.ubc.ca



teaching perspectives
inventory

“nurturing”





The Okanagan Charter

An International Charter for Health Promoting Universities & Colleges

*A product of the 2015 International
Conference on Health Promoting
Universities and Colleges*



Call to action #1

- Embed health into all aspects of campus culture, across the administration, operations and academic mandates

“essential to reaching our full potential”

“a university priority area; leading wellbeing change



Student health statistics

- o students experienced *mental health challenges impacting academic performance:*

32.5% *anxiety*

28.4% *sleep difficulties*

42.2% *stress*

20% *overweight*

50% *not meeting* fruits/veg intake or exercise guidelines 59.6% to 89.5% feeling *hopeless, exhausted, lonely, overwhelming anxiety*

UBC students faired worse compared to Cdn ave. (ACHA, Ubysey)

- o Strong *links between wellbeing and characteristics conducive to academic success* (Dhaliwal & Stanton; El Ansar & Stalk)

Related research continued:

- o few universities offer students opportunities to learn and gain skills in health, wellbeing and resilience
- o 1st year success programs mostly focus on study skills
- o A health course based on positive psychology using a problem based learning found that teaching wellbeing increased student wellbeing and knowledge of wellbeing topics (Lucas and Goodman)
- o Need curriculum reform to improve retention with high quality and engaging 1st yr courses to teach skills and knowledge to facilitate student health, resilience and academic success (Twigg; Engstrom)
- o Effort into instructor preparation (Engstrom); “nuturing” (Pratt)

HOW HEAL 100 came to be

- o Scholarship of Educational Leadership
(certificate program inquiry project)
- o What is being done elsewhere?
- o What does the literature say about content,
scholarly approaches, institutional
transformation?
- o Program, faculty department and university
level change

How continued:

- o Course syllabus, department approval, curriculum committees, faculty approvals, senate
- o Elective (degree programs, professional programs, mandatory)
- o Part of a large TLEF (teaching and learning enhancement fund)
- o Advertising, registration.
- o Implement and teach!!

WHAT about HEAL 100 content

- Academic tenacity and resiliency
- Determinants and dimensions of health
- Health goals and measurements
- Health behavior and psychology
- Mindfulness
- Mental health
- Suicide awareness

Content continued:

- o Physical activity and sedentary behaviour
- o Nutrition
- o Stress management and study skills
- o Sleep
- o Technology, relationships
- o Broader applications, global impacts and sustainability

Course Structure

- o Lecture, discussion (2 x 1.5 hours)
- o Weekly Experiential Learning Tasks
- o Midterm and final exams
- o Health fair and research
- o Flexible grading

HEAL 100 ~ Experiential Learning Task #5

Random Acts of Kindness and Attitudes of
Gratitude

ELT #5 Tasks

- o Follow ELT template for all ELT write up elements
- o Write your own purpose statement based on class discussion
- o List 3 things that you are grateful for today; then practice identifying things you are grateful for over the next few days
- o Do a “random act of kindness” and record it.

ELT Reflection

- o What impact, if any, did practicing “being grateful” for a few days have on you? Will you continue? Why or why not?
- o How did doing the act of kindness make you feel? Make the recipient feel (if that information is known). Did the person know it was you that did it? Will you do more acts? Why or why not?
- o How do you view being grateful and kind impacting your health and others?

Kindness and Gratefulness

3 things to think about and do

- WALK TALL (this relates to posture, physical activity, positive outlook, self efficacy, being grateful)
- SMILE AND WAVE (this relates to being social and kind; suicide prevention)
- TAKE THE OPPORTUNITY TO HELP (this relates to being kind and making a difference, suicide prevention)



**Always Be willing to
lend a helping hand
to others. You may Be
the only Person who
cares enough to help.**

www.InformativeQuotes.com



**CREATING
CONDITIONS FOR
WELL-BEING
IN LEARNING
ENVIRONMENTS**

Optimal
Challenge

Positive
Classroom
Culture

Civic
Engagement

Social
Connection

Instructor
Support

Flexibility

Services
and Supports

Personal
Development

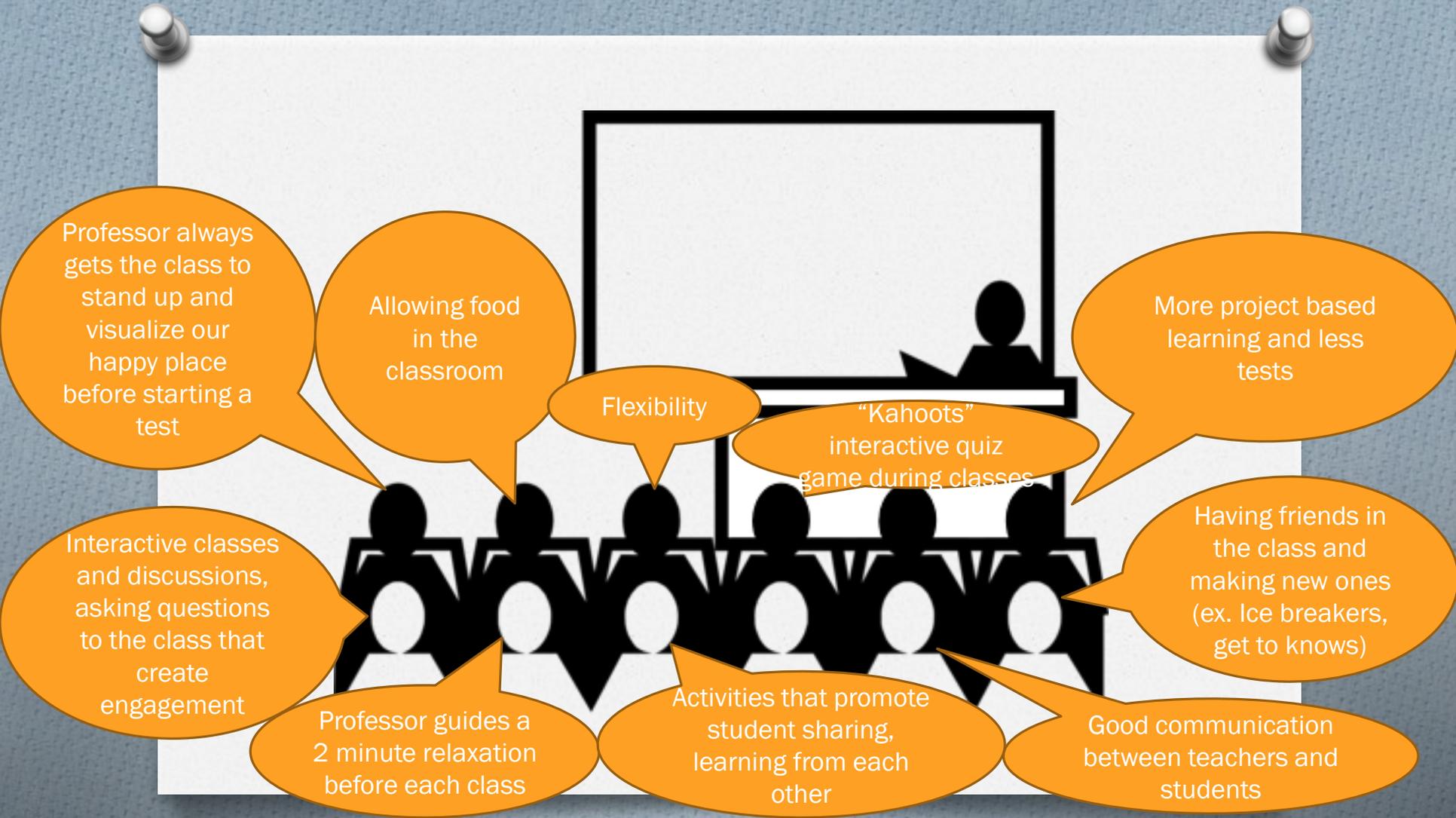
Real Life
Learning

Inclusivity

Instructor approaches



What our students are telling us





Instructor approaches continued

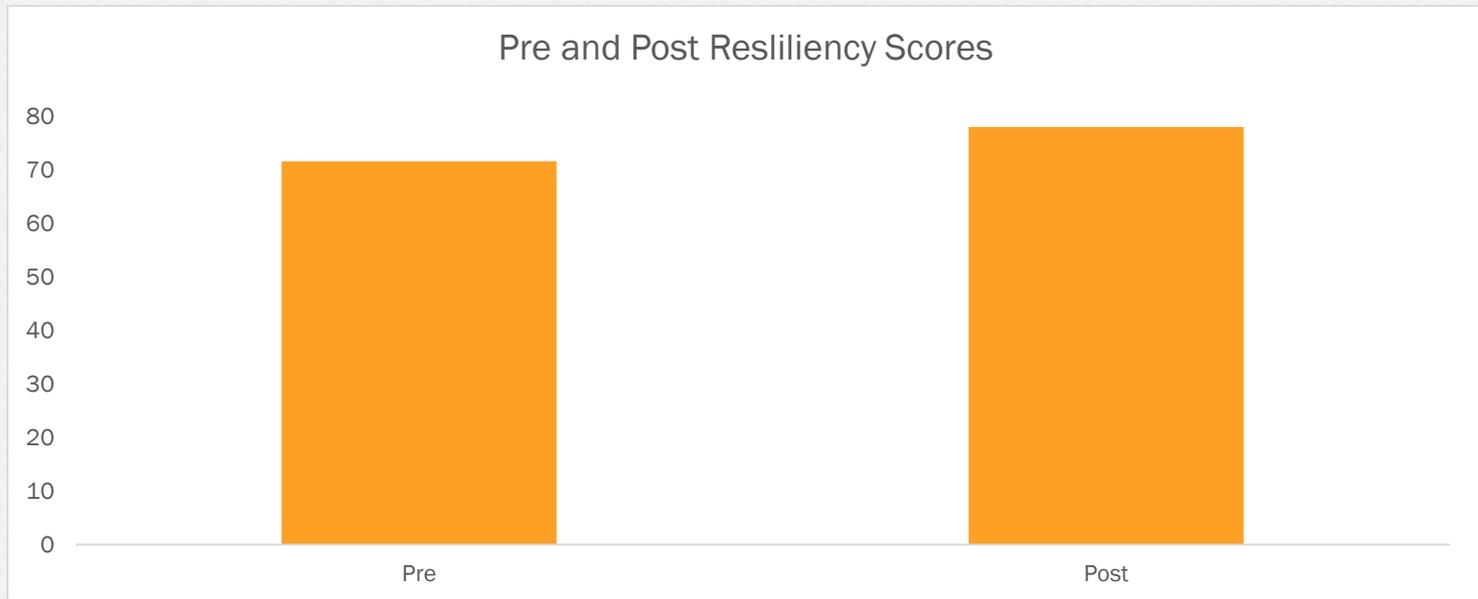
“Take a stand” “standing friendly”
“random acts of exercise”

Results and Evaluation

- o Pre post health questionnaire (UES, UCH)
- o Pre post resiliency scale (Connor Davidson)
- o Post course questionnaire
- o Experiential Learning Tasks (final reflection)
- o TEQs

Pre Post Resiliency Scale

$p = 0.05$



Challenges, roles and future: discussion

- o 1. As educators and educational developers, what is our role and responsibility when it comes to fostering student health and academic success?



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Wellbeing at UBC

How can we create happier, healthier, and more sustainable campus communities?



2. What about your institution?

3. What are other means of delivery to broaden student reach?



Universities are ideal settings for societal change

1. We are single owner-occupiers of significant building stock and operations
2. We are a public institution
3. We teach
4. We do research
5. We are nurturing future leaders/policy makers



Undergraduate student
faces: happy and healthy

that's



EDUCATIONAL DEVELOPERS
GAINING AN EDGE



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Thank you

Contact

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