



Bold Steps - Involving Instructors: Teaching Practices and Student Wellbeing

CICMH 2018

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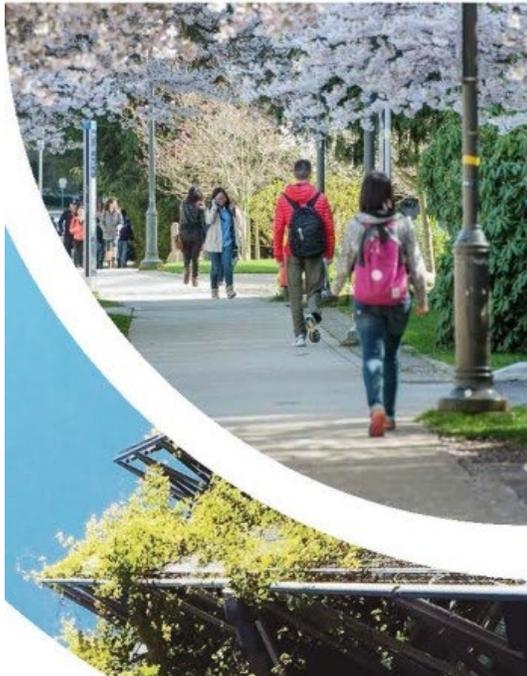
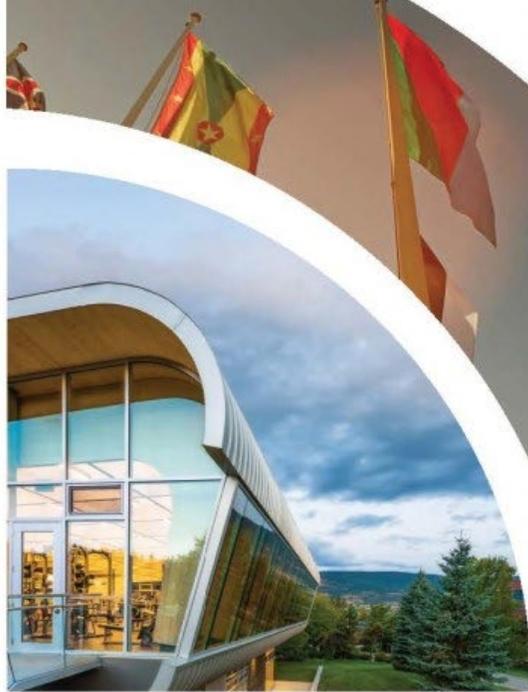
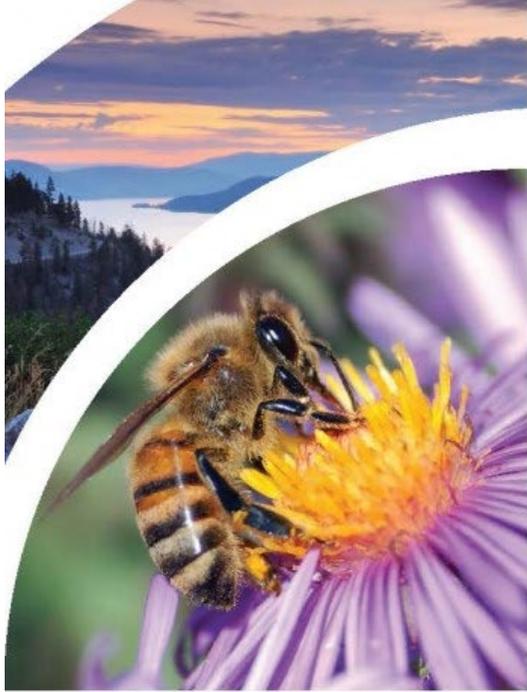
University of British Columbia, Vancouver Campus

Think about a time
when you were a
student ...



An aerial, wide-angle photograph of the UBC Vancouver campus. The campus is situated on a hillside, surrounded by dense green forest. In the foreground, there are several large, modern buildings with glass facades. The middle ground shows a mix of residential and commercial buildings, interspersed with trees. In the background, the city of Vancouver is visible, extending to the waterfront and across the water. The sky is a clear, vibrant blue with some light clouds. The overall scene is bright and sunny.

UBC Vancouver Context



OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health
Promoting Universities and Colleges/ VII International Congress

Kelowna, British Columbia, Canada

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

- Embed health in all campus policies
- Create supportive campus environments
- Create thriving communities and a culture of wellbeing
- Support personal development
- Create or re-orient campus services

2. Lead health promotion action and collaboration locally and globally.

THE UNIVERSITY OF BRITISH COLUMBIA

shaping

UBC's next century

Strategic Plan 2018-2028



vision

Inspiring people, ideas and actions for a better world

purpose

Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world

HEALTH PROMOTION & EDUCATION

Vision: *A flourishing community where students develop their capacity to lead healthier lives.*

Mission: *Create and facilitate opportunities for students to be part of a healthy university community, to learn health-based skills, and to develop their leadership for a healthier campus.*

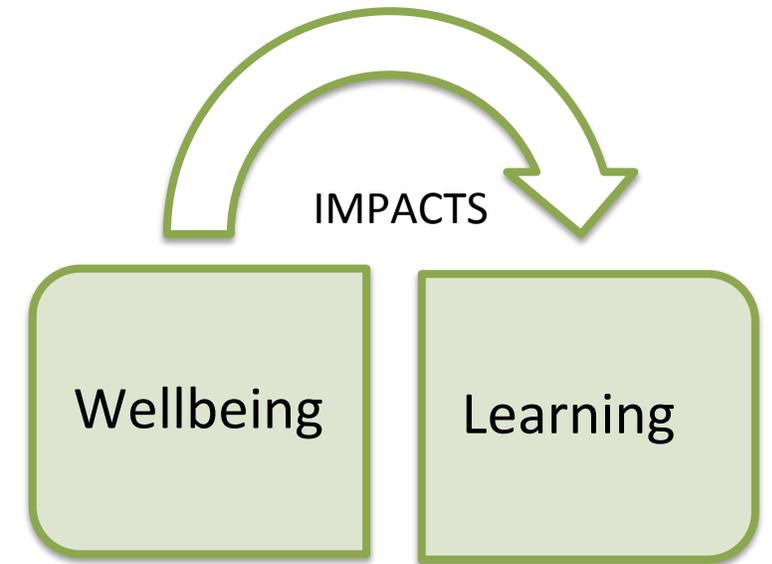
Key Goals: *Health information, health education, and health promotion & culture change*



Wellbeing & Learning Environments

STUDENT WELLBEING IMPACTS LEARNING

- Positive mental health (flourishing) results in students' adopting more of a deep approach to learning (Trigwell, et al., 2012)
- Strengthening self-esteem and self-efficacy through pedagogical interventions (e.g., assessment and feedback) can positively impact academic performance (Gebka, 2014)
- Depression is a significant predictor of lower academic performance (GPA) and drop-out in university, particularly among students who also experience anxiety (Eisenberg, et al., 2009)



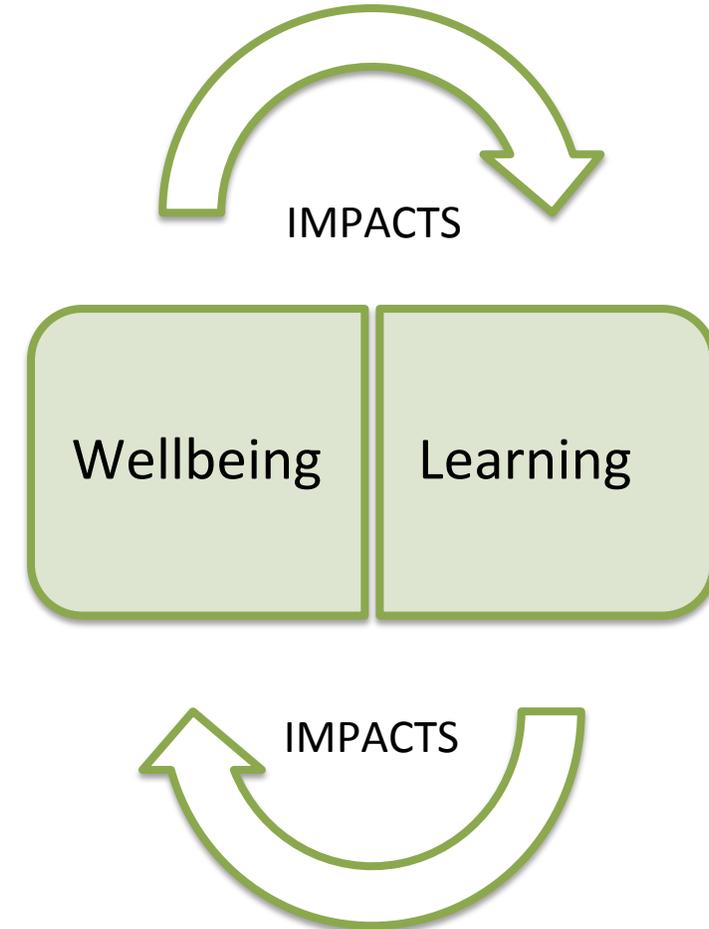
LEARNING ENVIRONMENTS IMPACT STUDENT WELLBEING



A recent review of the literature on health promotion at universities found:

- “The most promising strategies to promote mental wellbeing included **changes in the way students are taught and assessed.** “

(Fernandez, et al., 2015)



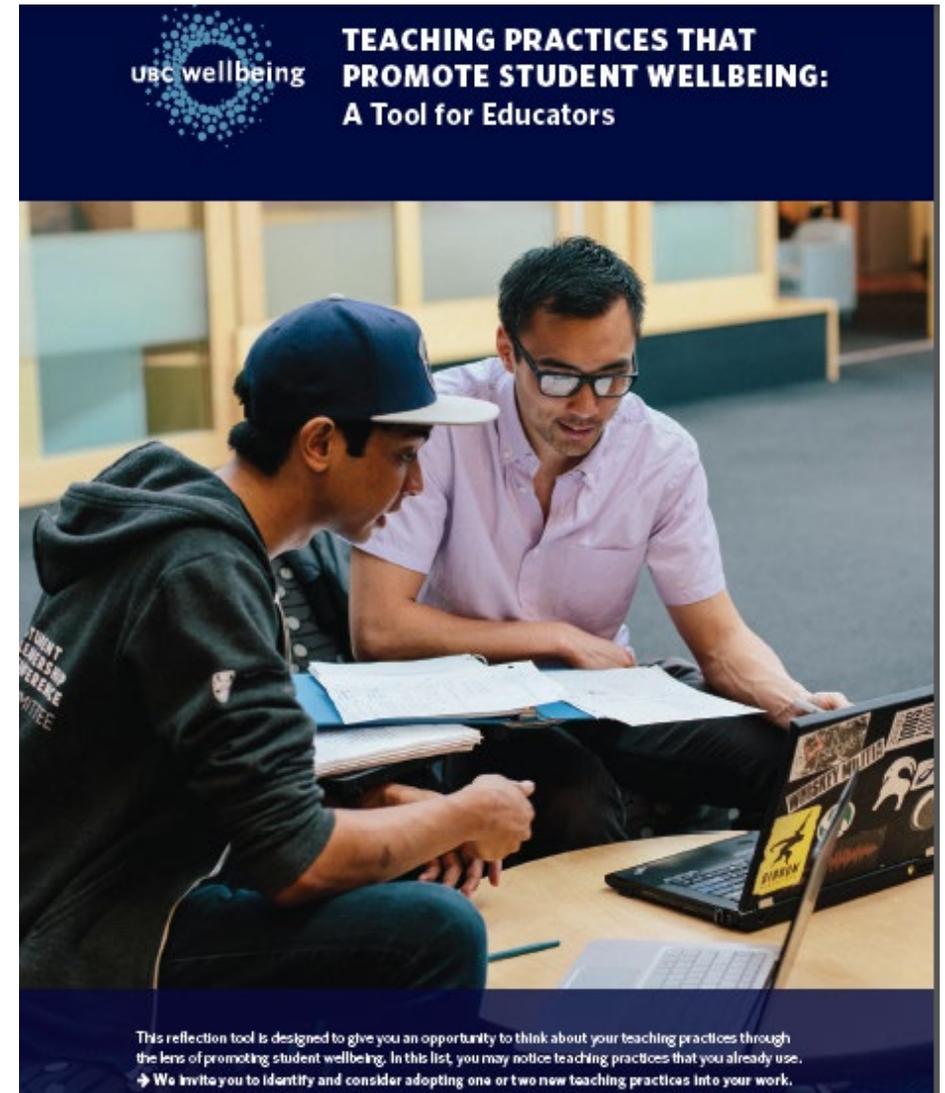


TEACHING PRACTICES & WELLBEING REFLECTION TOOL

Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the Faculties of Arts and Science

Mixed methods approach

Funded by the Teaching & Learning Enhancement Fund (2015-2017)



KEY FINDINGS

Students wellbeing is improved when



1 Students are motivated to learn and feel they are learning successfully

- ✓ Helping students find value in the subject matter
- ✓ Helping students find value in the learning process
- ✓ Structuring the course effectively
- ✓ Delivering the material effectively
- ✓ Supporting learning outside the classroom



2 Students feel connected to their peers and instructors

- ✓ Fostering instructor-student relationship
- ✓ Fostering peer-to-peer relationships



3 Instructors recognize that the students' experience extends beyond academics

- ✓ Recognizing that students have lives outside academics
- ✓ Openly discuss wellbeing-related topics
- ✓ Creating a safe classroom environment

SMALL GROUP DISCUSSION

In reference to the reflection tool:

1. What strategies are you already using in your educational practice that align with this theme?
2. What would you consider trying?
3. What other practices would you add to this theme?



CONTACT INFORMATION

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