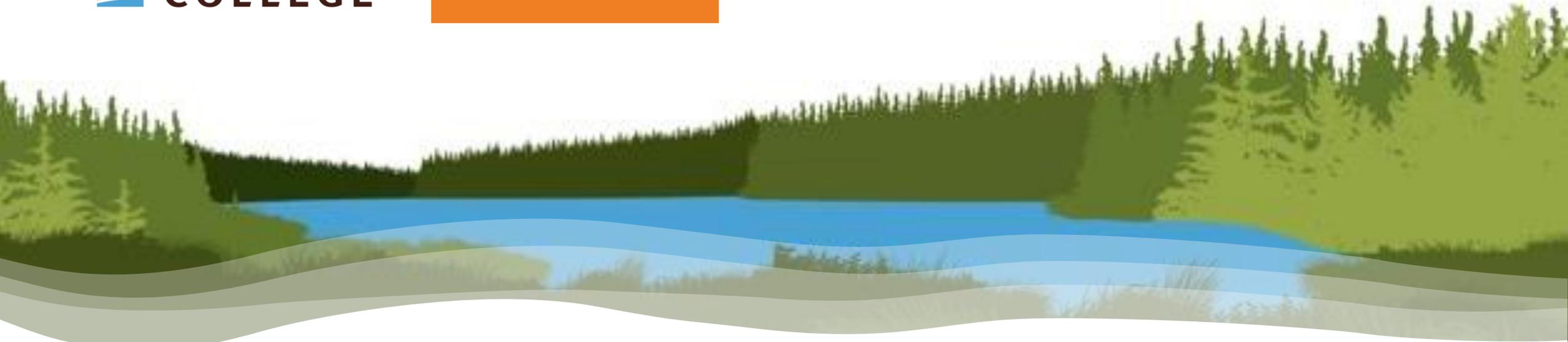
A stylized illustration of a landscape with a blue lake in the center, surrounded by green grass and a dense line of evergreen trees in the background.

Campus Mental Health COVID Response: Supporting Students

Nichole Roy
Mental Health Advisor



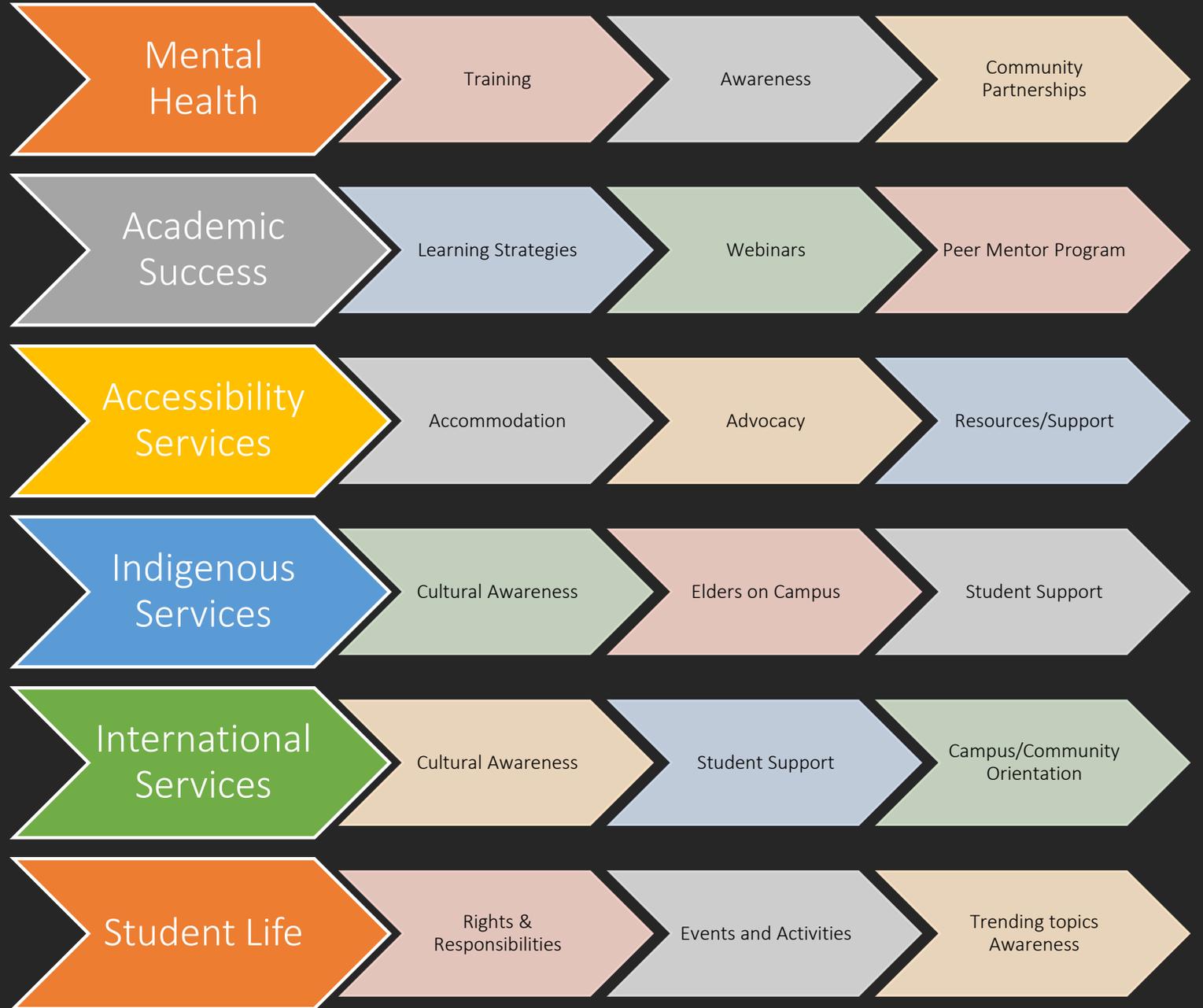
ORANGE SHIRT DAY: Every Child Matters

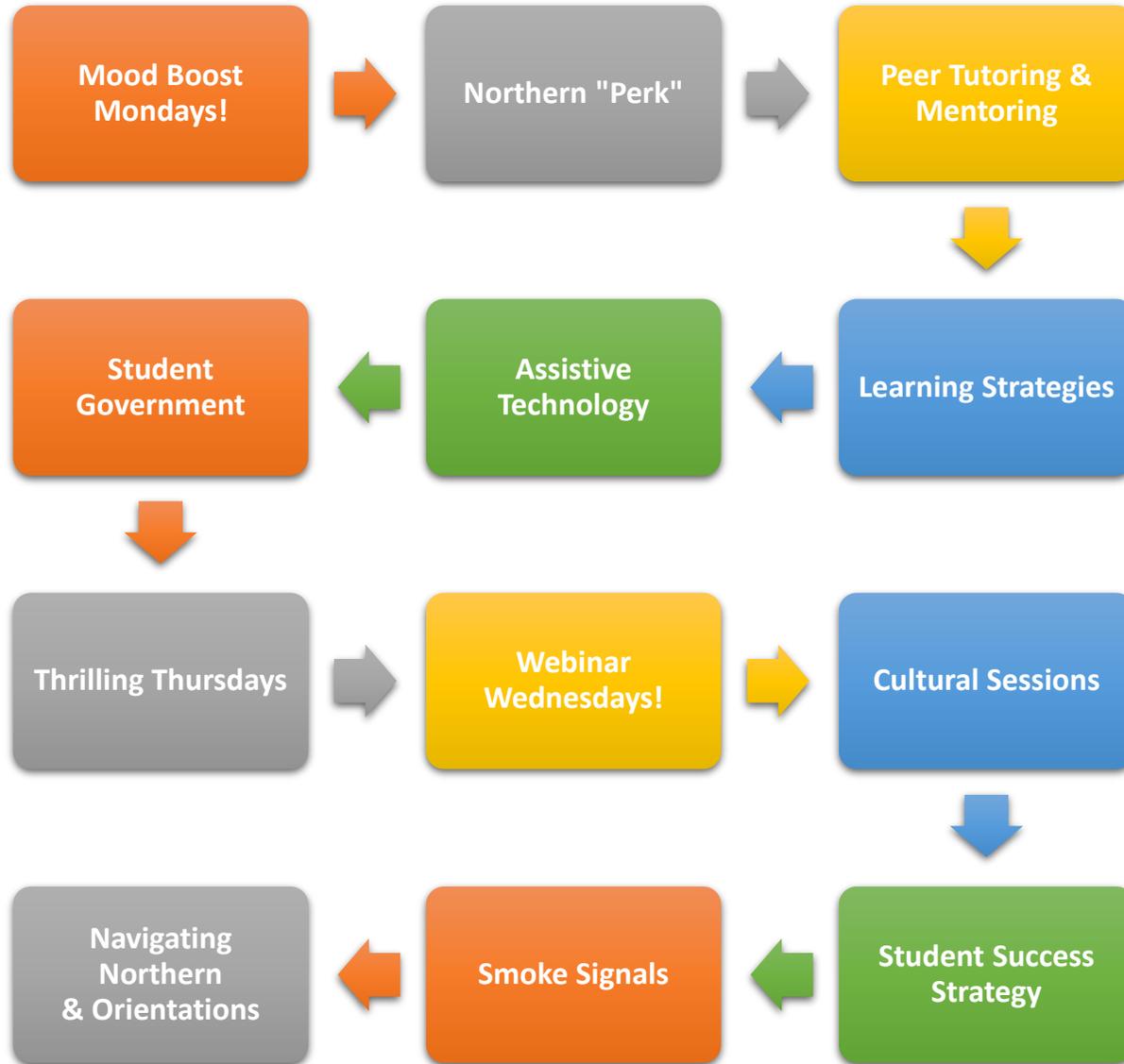
In honour of Orange Shirt Day, Northern College shares a story from Phyllis Webstad, a residential school survivor who had her new orange shirt taken away on her first day of residential school. The Orange Shirt is now a vivid reminder of the need for ongoing awareness and work towards Truth and Reconciliation. We encourage you to show your support and share lessons on the importance of understanding more about the Canadian Residential School system and the impact of government policy. Phyllis shows us how one person can take one terrorizing moment, and make it inspire a Nation. Powerful and impactful

https://www.youtube.com/watch?v=E3vUqr01kAk&feature=emb_title



ADVISING SERVICES





"The Northern Experience"

Engaging our Students

MENTAL HEALTH STRATEGY





Institutional Structure

Planning & Policy

- Recognize the impact of current policy in today's world
- Develop, adapt or remove policy to reflect the needs of today



Mental Health Awareness

Education is our aptitude!

- We cannot under-estimate the challenges our mental health is facing
- Understand the impact of a global pandemic on macro & micro levels
- Opportunities for mental health education are everywhere
- Time to get creative!



Supportive, Inclusive Climate & Environment

Meaningful Opportunities

- Positive connection has never been more important
- Institutional commitments, service design fosters or hinders connection



Building our Capacity

New methods = New impacts

- Both positive and negative consequences
- What are some harmful impacts of virtual learning and how do we respond?
- Recognizing signs of distress is stressed!



Self-Management & Coping

Supporting the development of the student

- Work – Life – Balance is important
- How do students manage new demands? How do we support them?

Accessible Mental Health Services

It takes a community...

- Barrier-free access is key
- Responsive
- Connected with community





Crisis Management

Complications, conflicts and crises

- Recognizing and responding is everyone's role
- Understand the difference between stress, distress, crisis and emergency situations

MENTAL HEALTH CONTINUUM MODEL



HEALTHY	REACTING	INJURED	ILL
<ul style="list-style-type: none"> • Normal fluctuations in mood • Normal sleep patterns • Physically well, full of energy • Consistent performance • Socially active 	<ul style="list-style-type: none"> • Nervousness, irritability, sadness • Trouble sleeping • Tired/low energy, muscle tension, headaches • Procrastination • Decreased social activity 	<ul style="list-style-type: none"> • Anxiety, anger, pervasive sadness, hopelessness • Restless or disturbed sleep • Fatigue, aches and pains • Decreased performance, presenteeism • Social avoidance or withdrawal 	<ul style="list-style-type: none"> • Excessive anxiety, easily enraged, depressed mood • Unable to fall or stay asleep • Exhaustion, physical illness • Unable to perform duties, absenteeism • Isolation, avoiding social events

Actions to Take at Each Phase of the Continuum

<ul style="list-style-type: none"> • Focus on task at hand • Break problems into manageable chunks • Identify and nurture support systems • Maintain healthy lifestyle 	<ul style="list-style-type: none"> • Recognize limits • Get adequate rest, food, and exercise • Engage in healthy coping strategies • Identify and minimize stressors 	<ul style="list-style-type: none"> • Identify and understand own signs of distress • Talk with someone • Seek help • Seek social support instead of withdrawing 	<ul style="list-style-type: none"> • Seek consultation as needed • Follow health care provider recommendations • Regain physical and mental health
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1.866.925.5454
or connect through 2-1-1

Post-Secondary Student Helpline



Mental Health Commission of Canada
Commission de la santé mentale du Canada



Government of Canada

Gouvernement du Canada



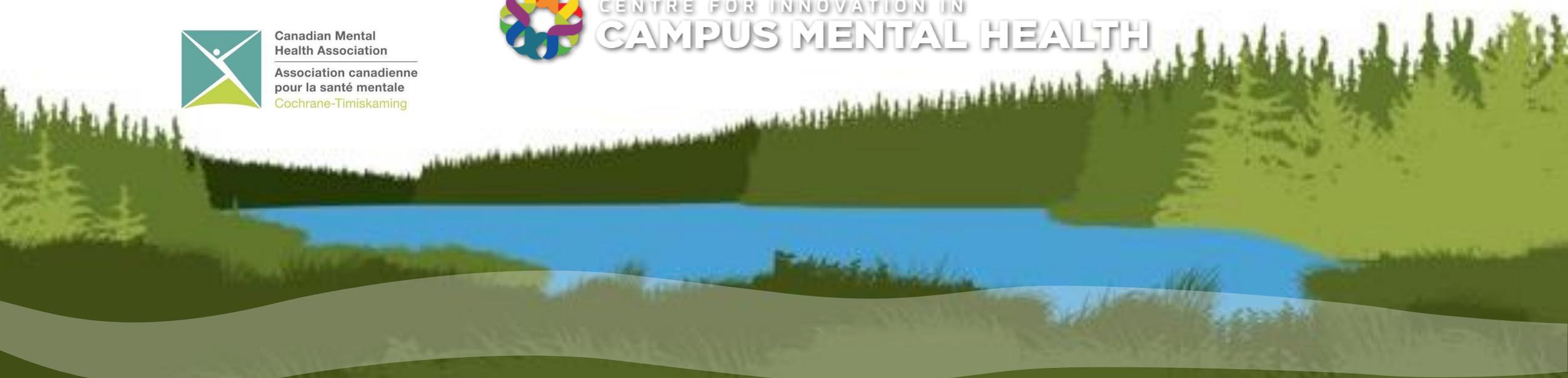
Mental Health and Substance Use Support



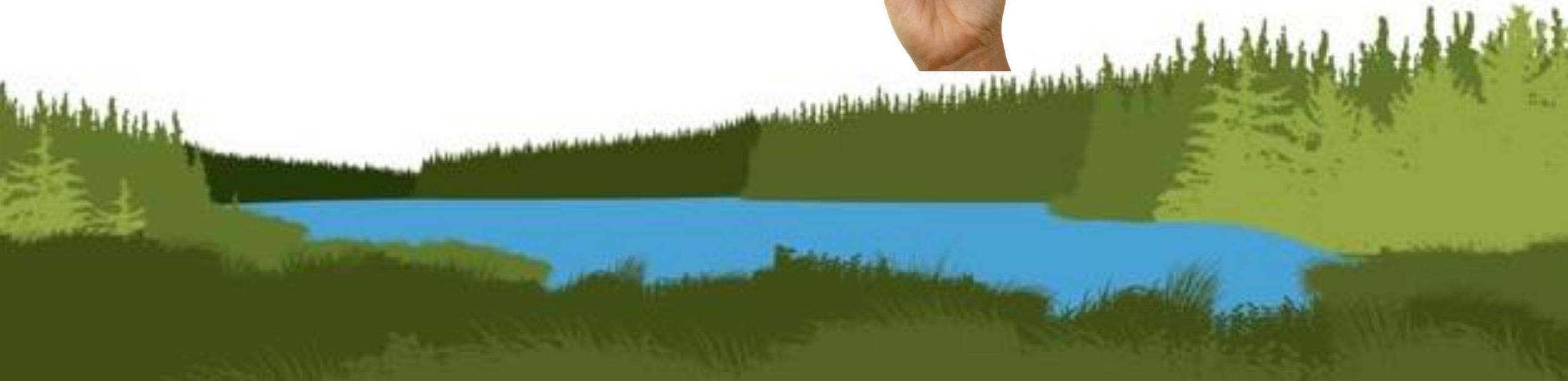
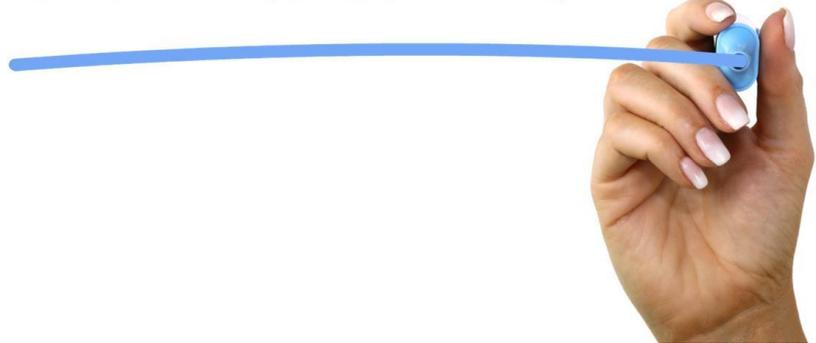
Canadian Mental Health Association
Association canadienne pour la santé mentale
Cochrane-Timiskaming



CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH



THANK YOU





UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING

Student Experience - Supporting Student Mental Health in the Virtual Classroom

Reviewing & Sharing Best Practices

with Melissa Fernandes





**Health is created and lived by people within the settings of their everyday life:
where they learn, work, play and love.**
--Ottawa Charter (WHO, 1986)

3 FACTORS TO ENHANCE STUDENT WELL-BEING IN THE LEARNING ENVIRONMENT

1. **BELONGING & SOCIAL INCLUSION:** Students' well-being is supported when they feel connected to their instructors and peers.
2. **LEARNING WELL:** Students' well-being is supported when they are motivated to learn and when they feel that they are learning effectively
3. **WHOLE STUDENT:** Students' well-being is supported when instructors recognize that students have lives outside academics



**TEACHING PRACTICES THAT
PROMOTE STUDENT WELLBEING:
A Tool for Educators**

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BELONGING & SOCIAL INCLUSION

Practical Tips from the Experts & Your Colleagues

At U of T

FOSTERING INSTRUCTOR-STUDENT RELATIONSHIPS

- Having short, informal conversations with students
- Introducing yourself
- Smiling
- Being hopeful & optimistic when possible
- Encouraging students to address you by first name
- Making time after class to be available
- Recognizing when students are experiencing a mental health challenge and connecting them into the appropriate supports
- Surveying class at the beginning of the year to understand who they are, preferred learning styles and hopes/aspirations for the course
- Hosting virtual office hours and encouraging students to attend
- Sharing how you are doing/coping with the pandemic
- Addressing the current working from home context, sharing tips
- Displaying your passion for the subject (& in general)
- Sharing personal anecdotes
- Sharing experiences of personal failure
- Using humour as appropriate
- Learning and using student names
- Creating discussion boards (especially ones on topics that are not-at-all related or tangentially related to the course) & participating in them

FOSTERING PEER-TO-PEER RELATIONSHIPS

- Maintaining the same groups throughout the term
- Opening the class 15 minutes early to allow students to enter at their own pace and engage in conversations with their peers
- Teaching 15-minute “lecturettes” followed by a collaborative learning activity
- Encouraging group work and in-class discussions (especially when it is not for marks)
- Building learning communities (i.e. using icebreakers)
- Offering bonus marks for students to attend course-related community events
- Using breakout room features to support student engagement (e.g., small group discussion or problem solving, pre-class informal discussions)
- Having a BB Collaborate Room open at all times in your Course Shell for use by students to meet in whenever they want
- Fostering a safe(r) classroom environment (e.g., create a classroom charter outline shared values as a class)
- Incorporating a lab, discussion group or tutorial
- Offering informal learning environments and engagement sessions
- Creating a peer mentoring program within your course

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Study Buddies: Creating course-based peer mentors to build community and support

Article Category: [Lessons Learned Webinar Series](#)

Study Buddies in a not so dangerous virtual space/time. In a Lessons Learned Styled Webinar, Professor Elham Marzi discusses how the use of Study Buddies helped with challenges in a virtual classroom such as deterioration of community, illicit sharing of coursework, and lack of accountability and participation.

More about Prof. Elham Marzi

Professor Elham Marzi is a Teaching Stream faculty member institute for Studies in Transdisciplinary Engineering Education & Practice (ISTEP) here at the University of Toronto. She teaches in areas inclusive of Organizational Behaviour, HRM, Strategy, and Negotiations in the Business Minor Program. She is highly interested in innovative teaching techniques and strategies that ameliorate student learning and experience in the classroom.



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LEARNING WELL

Practical Tips from the Experts & Your Colleagues

At U of T

HELPING STUDENTS FIND VALUE IN THE SUBJECT MATTER

- Sharing your passion and enthusiasm for the subject
- Explaining why a topic is important
- Connecting course concepts to the “real world”
- Showing students where to learn more about a topic
- Using hands-on or applied learning
- Allowing students choice in their assignments
- Connecting students to community

HELPING STUDENTS FIND VALUE IN THE LEARNING PROCESS

- Hand-writing class notes on the whiteboard (or including a copy of class notes with your online slides)
- Encouraging students to ask questions (providing multiple ways to do so—chat, mic, polling, discussion boards, surveys etc.)
- Asking students questions by calling for volunteers rather than cold-calling
- Speaking in an engaging tone of voice
- Choosing interesting examples
- Incorporating multi-media
- In-class discussions
- Clicker & polling questions
- In-class practice
- Field trips and attending community events (virtual or in-person)

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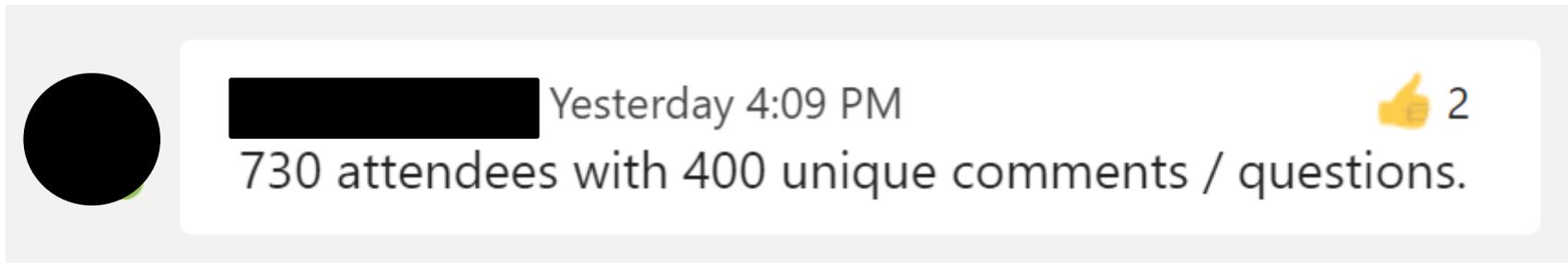
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Universal Design presents a new, but good, challenge...



LEARNING WELL

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At U of T

STRUCTURING THE COURSE EFFECTIVELY

- Indicating what is expected on an assignment
- Ensuring that all information is correct before posting
- Sharing the exam format
- Avoid or minimize the weight of group marks
- Share the grade distribution
- Setting all key course dates early
- Providing a detailed course syllabus
- Include your institution's mental health, equity and accommodations syllabus statements
- Sharing all course-related information in one place
- Indicating what will be covered on an exam
- Designing assessment questions that allow students to demonstrate learning/understanding
- Allow sufficient time to complete assessments
- Providing practice problems (with solutions)
- Smaller, more frequent assessments, so long as the total volume of work is not increased
- Provide timely & constructive feedback

DELIVERING THE MATERIAL EFFECTIVELY

- Providing lecture outlines
- Using simple language
- Using clear examples
- Explain things from multiple perspectives
- Conveying the materials in a clear logical manner
- Provide learning objectives
- Recapping at the end of lecture
- Moving at a pace that is appropriate to the student
- Using active teaching methods

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U of T Engineering Syllabus Statements

Mental Health Statement

As a university student, you may experience a range of health and/or mental health challenges that could result in significant barriers to achieving your personal and academic goals. Please note, the University of Toronto and the Faculty of Applied Science & Engineering offer a wide range of free and confidential services that could assist you during these times.

As a U of T Engineering student, you have an [Academic Advisor](#) (undergraduate students) or a [Graduate Administrator](#) (graduate students) who can support you by advising on personal matters that impact your academics. Other resources that you may find helpful are listed on the [U of T Engineering Mental Health & Wellness webpage](#), and a small selection are also included here:

- [Accessibility Services](#) & the [On-Location Advisor](#)
- [Graduate Engineering Council of Students' Mental Wellness Commission](#)
- [Health & Wellness](#) and the [On-Location Health & Wellness Engineering Counsellor](#)
- [Inclusion & Transition Advisor](#)
- [U of T Engineering Learning Strategist](#) and [Academic Success](#)
- [My Student Support Program \(MySSP\)](#)
- [Registrar's Office](#)
- [SKULE Mental Wellness](#)
- [Scholarships & Financial Aid Office & Advisor](#)

If you find yourself feeling distressed and in need of more immediate support resources, consider reaching out to the counsellors at [My Student Support Program \(MySSP\)](#) or visiting the [Feeling Distressed webpage](#).

Accommodations Statement

The University of Toronto supports accommodations for students with diverse learning needs, which may be associated with mental health conditions, learning disabilities, autism spectrum, ADHD, mobility impairments, functional/fine motor impairments, concussion or head injury, blindness and low vision, chronic health conditions, addictions, deafness and hearing loss, communication disorders and/or temporary disabilities, such as fractures and severe sprains, or recovery from an operation.

If you have a learning need requiring an accommodation the University of Toronto recommends that students register as soon as possible with Accessibility Services at <https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/>.

Phone: 416-978-8060

Email: accessibility.services@utoronto.ca

Inclusivity Statement

You belong [here](#). The University of Toronto commits to all students, faculty and staff that you can learn, work and create in a welcoming, respectful and inclusive environment. In this class, we embrace the broadest range of people and encourage their diverse perspectives. This team environment is how we will innovate and improve our collective academic success. You can read the evidence for this approach [here](#).

We expect each of us to take responsibility for the impact that our language, actions and interactions have on others. Engineering denounces discrimination, harassment and unwelcoming behaviour in all its forms. You have rights under the [Ontario Human Rights Code](#). If you experience or witness any form of harassment or discrimination, including but not limited to, acts of racism, sexism, Islamophobia, anti-Semitism, homophobia, transphobia, ableism and ageism, please tell someone so we can intervene. Engineering takes these reports extremely seriously. You can talk to anyone you feel comfortable approaching, including your professor or TA, an [academic advisor](#), our [Assistant Dean, Diversity, Inclusion and Professionalism](#), the [Engineering Equity Diversity & Inclusion Action Group](#), any staff member or a [U of T Equity Office](#).

You are not alone. [Here](#) you can find a list of clubs and groups that support people who identify in many diverse ways. Working together, we can all achieve our full potential.

LEARNING WELL

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At U of T

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Applying your IAR Skills



We have designed two case studies specific to the context of your role for you to apply your [IAR](#) skills. Interspersed you will also encounter pages that will inform you of your reporting structures. Please proceed through the following pages and follow their prompts.

Continue



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LEARNING WELL

Practical Tips from the Experts & Your Colleagues

At U of T

SUPPORTING LEARNING OUTSIDE THE CLASSROOM

- ❑ Inviting students to attend office hours (host virtual office hours)
- ❑ Connect students to resources
- ❑ Being accessible outside of class
- ❑ Suggesting effective study methods for the course
- ❑ Soliciting feedback from your students
- ❑ Sharing your class notes online
- ❑ Incorporate how to's into the course
- ❑ Providing thorough notes
- ❑ Offering review sessions

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WHOLE STUDENT

Practical Tips from the Experts & Your Colleagues

At U of T

RECOGNIZING THAT STUDENTS HAVE LIVES OUTSIDE ACADEMICS

- ❑ Engaging in conversation not directly related to the course
- ❑ Reminding students that their marks do not determine their worth
- ❑ Setting office hours that accommodate student's schedules (consider time zone differences)
- ❑ Ensuring that the workload is reasonable
- ❑ Reducing cost of course materials
- ❑ Clearly communicating grading and assessment policies
- ❑ Not requiring proof from students experiencing a crisis
- ❑ Offering deadline extensions
- ❑ Incorporating flexibility into the grading scheme
- ❑ Setting deadlines to encourage work-life balance

OPENLY DISCUSS WELL-BEING RELATED TOPICS

- ❑ Letting students know about campus resources
- ❑ Asking students how they are doing (specify the current context, and be ready to listen to their answer)
- ❑ Discussing your own mental health and well-being
- ❑ Checking in with students who appear to be struggling
- ❑ Addressing campus issues that affect multiple students (closures, student deaths, tragedies felt by specific communities)
- ❑ Sharing general information about mental health and wellbeing with the students

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- ❑ Addressing campus issues that affect multiple students (closures, student deaths, tragedies felt by specific communities)
- ❑ Sharing general information about mental health and wellbeing with the students

WHOLE STUDENT

Practical Tips from the Experts & Your Colleagues

At U of T

RECOGNIZING THAT STUDENTS HAVE LIVES OUTSIDE ACADEMICS

- ❑ Engaging in conversation not directly related to the course
- ❑ Reminding students that their marks do not determine their worth
- ❑ Setting office hours that accommodate student's schedules (consider time zone differences)
- ❑ Ensuring that the workload is reasonable
- ❑ Reducing cost of course materials
- ❑ Clearly communicating grading and assessment policies
- ❑ Not requiring proof from students experiencing a crisis
- ❑ Offering deadline extensions
- ❑ Incorporating flexibility into the grading scheme
- ❑ Setting deadlines to encourage work-life balance

OPENLY DISCUSS WELL-BEING RELATED TOPICS

- ❑ Letting students know about campus resources
- ❑ Asking students how they are doing (specify the current context, and be ready to listen to their answer)
- ❑ Discussing your own mental health and well-being
- ❑ Checking in with students who appear to be struggling
- ❑ Addressing campus issues that affect multiple students (closures, student deaths, tragedies felt by specific communities)
- ❑ Sharing general information about mental health and wellbeing with the students



uoftengdean

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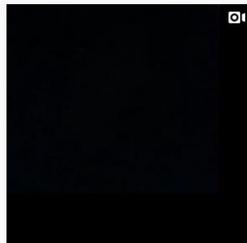
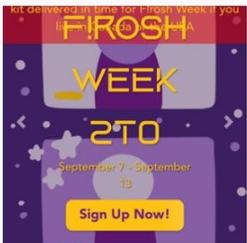
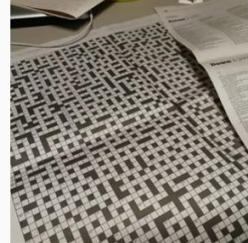
Chris Yip

Dean of @uoftengineering. Professor & researcher (ChemE, IBBME, Biochemistry, DCCBR) Avid runner & cyclist Learn more about @uoftengineering www.engineering.utoronto.ca/deans-messages

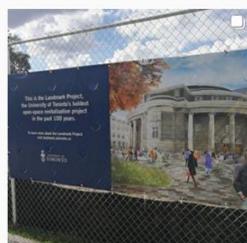


TikTokCoff...

POSTS IGTV TAGGED



I empathize with the pain, both acute and accumulated over generations, felt by Black communities right now. You have heard me say that anti-Black racism has no place in our Faculty. These words are genuine — but they remain words until they are actions.



Anti-Black racism has no place at our University, or here in U of T Engineering.



LEARNING WELL

Practical Tips from the Experts & Your Colleagues

At U of T

CREATING A SAFE(R) CLASSROOM ENVIRONMENT

- ❑ Treating student input as valuable
- ❑ Taking breaks as necessary (esp. during challenging discussions/topics)
- ❑ Respecting student autonomy
- ❑ Asking for volunteers (vs. cold-calling)
- ❑ Acknowledging that university can be scary and intimidating to new students
- ❑ Establishing a relationship based on trust with students
- ❑ Allowing students space to be wrong, and gently redirecting students as appropriate
- ❑ Ensuring that discussions allow space for different perspectives and opinions
- ❑ Using inclusive language
- ❑ Addressing safety and support early in the term
- ❑ Allowing students to participate in multiple ways, if participation marks are deemed necessary (offer low stakes engagement opportunities)
- ❑ Offering content warnings when necessary.

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Stay tuned for a guided
QUICK DESK STRETCH

brought to you by...



UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING



MINDFULMOMENTS

We will begin in 1 minute.

Quick Desk Stretch

Modify these instructions to your abilities & the ways you feel like engaging.





Thanks for taking a break with us!

For more Mindful Moments, check out:
www.uoft.me/mindfulmoments

Your class will resume shortly.



References & Attributes

- Lane, K., Teng, M. Y., Barnes, S. J., Moore, K., Smith, K., & Lee, M. (2018). Using Appreciative Inquiry to Understand the Role of Teaching Practices in Student Well-being at a Research-Intensive University. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9 (2). Retrieved from https://ir.lib.uwo.ca/cjsotl_rcacea/vol9/iss2/10
- Wellbeing and the Online Environment*. (2020). Centre for Innovation in Campus Mental Health. <https://campusmentalhealth.ca/infosheets/wellbeing-online/>
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TEACHING PRACTICES THAT PROMOTE STUDENT WELLBEING: A Tool for Educators



Research shows that student wellbeing promotes learning (Keyes et al. 2012; El Ansari & Stock, 2010), and that some teaching practices are more effective than others at promoting student learning.

Teaching and Learning Enhancement Fund [TLEF]-funded project, Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the Faculties of Arts and Science, used mixed-methods to identify teaching practices that promote both student learning and student wellbeing.

Learn more about the project methods and findings on our blog: blogs.ubc.ca/teachingandwellbeing/

Student wellbeing and learning are supported when students feel a sense of connection and social belonging.

Social inclusion directly supports student wellbeing. When students feel included, it is easier for them to achieve academic success and in turn, have a greater sense of wellbeing. Feeling connected to the instructor motivates students to work harder in the course and makes it easier to reach out for help when necessary. Instructors who get to know their students are better able to connect course materials to the students' interests, further motivating them to learn. Having peer relationships in the classroom motivates students to attend, helps them catch up if they miss something, and supports studying outside of class.

Through our research, students and instructors identified several strategies instructors can use to foster relationships in the classroom:

FOSTERING INSTRUCTOR-STUDENT RELATIONSHIP

- Having short, informal conversations with students
- Encouraging students to attend office hours
- Introducing yourself
- Smiling
- Encouraging students to address you by your first name
- Displaying your passion for the subject
- Sharing personal anecdotes
- Using humour as appropriate
- Learning and using student names

FOSTERING PEER-TO-PEER RELATIONSHIPS

- Maintaining the same groups throughout the term
- Encouraging group work and in-class discussions (especially when it is not for marks)
- Building learning communities (i.e. using icebreakers)
- Offering bonus marks for students to attend course-related community events
- Fostering a safe classroom environment
- Incorporating a lab, discussion group or tutorial
- Offering field trips or other informal learning environments

- Light blue: Practices that may be easier to implement
- Medium blue: Practices that may require some preparation by the instructor
- Dark blue: Practices that may require thoughtful preparation by the instructor

Student wellbeing is enhanced when students are holistically supported

Students learn in the context of their lives, and instructors can support student wellbeing by acknowledging non-academic aspects of students' lives, openly discussing wellbeing related topics, and creating a safe classroom environment. Students described a safe classroom environment as one where they did not feel judged for making a mistake or holding a different opinion, and where they could participate in a way that they felt comfortable.

Student wellbeing is supported when students are supported holistically

RECOGNIZING THAT STUDENTS HAVE LIVES OUTSIDE ACADEMICS

- Engaging in conversation not directly related to the course
- Reminding students that their marks do not determine their worth
- Setting office hours that accommodate students' schedules
- Ensuring that the workload is reasonable
- Reducing cost of course materials
- Clearly communicating grading and assessment policies
- Not requiring proof from students experiencing a crisis
- Offering deadline extensions
- Incorporating flexibility into the grading scheme
- Setting deadlines to encourage work-life balance

Taking care of your own wellbeing is important. The UBC Human Resources Workplace Wellbeing & Benefits website has information about benefit plans designed with the continuing health and wellbeing of staff, faculty and their families.

Additional information:

- ➔ Find out more about our research on how teaching practices affect student wellbeing and download a copy of this checklist: blogs.ubc.ca/teachingandwellbeing/
- ➔ Learn more about resources that can help you support your students' wellbeing and academic success at: faculty@staff.students.ubc.ca
- ➔ We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund

Student wellbeing is supported when their learning (and motivation to learn) is supported

Our research showed that student wellbeing is supported when students feel motivated to learn and when they feel that they are learning successfully. Students are more motivated to learn when they find the subject matter interesting, relevant, or meaningful to them, and when they find the learning process engaging and enjoyable. Students feel they are learning more effectively when the course is structured to support student success, when students feel they are able to learn effectively in the classroom, and when students feel they are supported outside of class.

HELPING STUDENTS FIND VALUE IN THE SUBJECT MATTER

- Sharing your passion and enthusiasm for the subject
- Explaining why a topic is important
- Connecting course concepts to the "real world"
- Showing students where to learn more about a topic
- Using hands-on or applied learning
- Allowing students choice in their assignments
- Connecting students to community

HELPING STUDENTS FIND VALUE IN THE LEARNING PROCESS

- Hand-writing class notes on the whiteboard
- Encouraging students to ask questions
- Asking students questions
- Speaking in an engaging tone of voice
- Choosing interesting examples
- Incorporating multi-media
- In-class discussions
- Clicker questions
- In-class practice
- Field trips and attending community events

STRUCTURING THE COURSE EFFECTIVELY

- Indicating what is expected on an assignment
- Ensuring that all information is correct before posting
- Sharing the exam format
- Avoid or minimize the weight of group marks
- Share the grade distribution
- Setting all key course dates early
- Providing a detailed course syllabus
- Sharing all course-related information in one place
- Indicating what will be covered on an exam
- Designing assessment questions that allow students to demonstrate learning/understanding
- Allow sufficient time to complete assessments
- Providing practice problems (with solutions)
- Smaller, more frequent assessments, so long as the total volume of work is not increased
- Provide timely & constructive feedback

DELIVERING THE MATERIAL EFFECTIVELY

- Providing lecture outlines
- Using simple language
- Using clear examples
- Explain things from multiple perspectives
- Conveying the material in a clear logical manner
- Provide learning objectives
- Recapping at the end of lecture
- Moving at a pace that is appropriate to the student
- Using active teaching methods

SUPPORTING LEARNING OUTSIDE THE CLASSROOM

- Inviting students to attend office hours
- Connect students to resources
- Bring accessible outside of class
- Suggesting effective study methods for the course
- Soliciting feedback from your students
- Sharing your class notes online
- Incorporate how-to's into the course
- Providing thorough notes
- Offering review sessions

OPENLY DISCUSS WELLBEING-RELATED TOPICS

- Letting students know about campus resources
- Asking students how they are doing
- Discussing your own mental health and wellbeing
- Checking in with students who appear to be struggling
- Addressing campus issues that affect multiple students
- Sharing general information about mental health and wellbeing with the students

CREATING A SAFE CLASSROOM ENVIRONMENT

- Treating students input as valuable
- Taking breaks as necessary during challenging discussions
- Respecting student autonomy
- Asking for volunteers (vs. cold-calling)
- Acknowledging that university can be scary and reintroducing to new students
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- Ensuring that discussions allow space for different perspectives and opinions
- Using inclusive language
- Addressing safety and support early on in the term
- Allowing students to participate in multiple ways, if participation marks are deemed necessary
- Offering trigger warnings when necessary

In addition, UBC is proud to offer a wide range of workshops and programs to help keep you working and being well. Visit www.ubc.ca/wellbeing-benefits/ to learn more about the available resources.

References:

- ➔ El Ansari, W. & Stock, C. (2010). Is the health and wellbeing of university students associated with their academic performance? Cross sectional findings from the United Kingdom. *International Journal of Environmental Research and Public Health*, 7(2), 529-527.
- ➔ Keyes, C.L., Eisenberg, D., Perry, G.S., Dube, S.R., Kronek, K., & Thirring, S.S. (2012). The relationship of level of positive mental health with current mental disorders in predicting suicidal behavior and academic impairment in college students. *Journal of American College Health*, 60(2),126-133.

This reflection tool is designed to give you an opportunity to think about your teaching practices through the lens of promoting student wellbeing. In this list, you may notice teaching practices that you already use.

➔ We invite you to identify and consider adopting one or two new teaching practices into your work.



Well-being and the Online Environment

As many of our campuses shift to the on-line environment, here are some tips for supporting both student and faculty well-being “virtually”:

- **Stay healthy and charged:** We are all getting used to working from home and in isolation. Make sure both you and your students take breaks, go for a walk and stretch. You may even want to take a walk before class to mimic your previous commute! Encourage them to do the same.



- **Stay connected:** School is important from a social perspective. Students are going to have to adjust to not seeing their friends face-to-face on a regular basis. Even in the age of social media, this can be a difficult adjustment. Help them adjust to this new reality by encouraging them to have virtual get-togethers.



- **Humanize the situation:** Make it casual and light-hearted, while acknowledging that for many it is a difficult time. Students appreciate knowing it is OK to feel stressed and anxious during this time. For example, you may want to share how you are entertaining your kids/pets/significant other during this time.



- **Connect them to mental health supports:** Check in with your campus to see what internal supports are currently available and/or connect students with [telephone and online mental health supports](#), if needed.



- **Motivate your class:** Use technology (e.g. Slack, Teams, Zoom, Youtube, TicToc) to encourage joyful challenges, fun activities and connection.



- **Address the current working from home context:** Many students and instructors may be sharing small spaces and technology with other family members, friends and children who are also working/studying from home.



- **Repeat previous lessons:** Students are adjusting to a new way of learning. Reminding them of what they learned in class may activate their memory and remind them they are still part of a learning community.



- **Be aware of your language and the tone of your voice:** Be hopeful and optimistic in your messaging, such as, “When you come back this fall ...” This will help students look forward to coming back to the campus.



- **Balance the notions of rigor and support.** While you still want to challenge and help your students grow their skills, this is the time to be flexible.



- **Connect students to each other:** If feasible, offer students an opportunity to exchange phone numbers and, for those who are interested, help them create a WhatsApp chat group. It can sometimes be difficult for a student to ask for a classmate’s phone number.



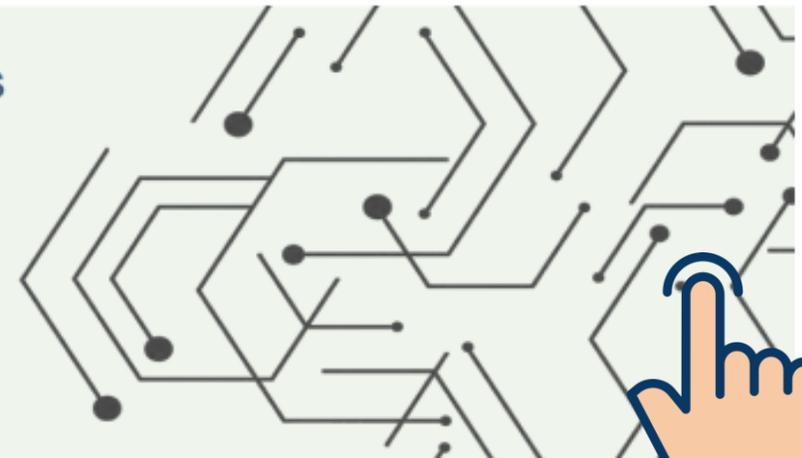
- **Don’t ignore the world around us.** If possible, talk about COVID-19 and their feelings. This is an opportunity for you to remind your students to consider the sources of their news and to be aware of the large amount of misinformation. CMHA Ontario has created a great [tip sheet](#) you can share.



- **If possible, connect with students individually:** It can be difficult to gauge how students are faring without seeing them in person, so connecting individually is very important. You can support students 1:1 in a chat, creating a safe space for students to ask their questions and get the extra help they need. Think of it as your new office hours!



- **Students may be scrambling:** Many students had to leave campus with little notice. Some may have forgotten books or other materials they need for studies. They may also be feeling lonely and isolated. Campuses may consider creating on-line communities for them to share their thoughts and feelings.





Mental Health & Wellness

U of T Engineering's Commitment

U of T Engineering is committed to fostering a culture of care and support. To do this effectively we strive to embed these principles into the ways we administer our programs and services. Through our current [Academic Plan](#) we have made a commitment to leverage and create resources, and develop policies and procedures to support mental wellness, assist students in need and promote healthy lifestyles.

uofteng.ca/mentalhealth

EDUCATION & TRAINING | RESOURCES | REPORTS | LATEST INFORMATION



The Great Pivot: Student services in the time of COVID

Michelle Delrish MEd, CCC

Manager, Student Experience and Ethics

Centennial College

Supporting the New Student Experience

- Centralized hub for information, system navigation support
- Case management – emergency housing and financial assistance
- Resources, quick guides and tip sheets
- Lab recovery survey
- Co-curricular modules

CENTENNIAL COLLEGE

Recognize, Respond, Connect WHO TO CONTACT

EMERGENCY <ul style="list-style-type: none"> Life threatening Imminent safety risk to self or others 	<ul style="list-style-type: none"> Assault or injury Threat of violence or injury Suicide attempt Potential drug overdose or alcohol poisoning 	<p>911 and Campus Security ext. 2020 or 416-439-4357</p>
CRISIS <ul style="list-style-type: none"> Urgent Not life threatening No imminent safety risk to self or others 	<ul style="list-style-type: none"> Thoughts of suicide Thoughts of death Incoherent or unintelligible Cannot be calmed 	<p>CALCS ext. 3850 or Campus Security ext. 2020 or 416-439-4357</p>
OTHER SITUATIONS REQUIRING ATTENTION <ul style="list-style-type: none"> Concerning Not life threatening No imminent safety risk to self or others 	<ul style="list-style-type: none"> Deterioration in health, appearance or hygiene Marked change in mood or behaviour Social or academic disengagement Difficulty concentrating or communicating 	<p>CALCS ext. 3850</p>
	<ul style="list-style-type: none"> Harassment Discrimination Bullying Stalking 	<p>Student Experience Office ext. 2499 Campus Security ext. 5240</p>
	<ul style="list-style-type: none"> Sexual violence Sexual misconduct 	<p>Sexual Violence Support Specialist ext. 1949 (confidential disclosure) Campus Security ext. 5240 (reporting) Student Experience Office ext. 2499 (disclosure or reporting)</p>
	<ul style="list-style-type: none"> Serious academic concerns At risk of failing Considering withdrawal 	<p>Success Advisor Learning Centre</p>
	<ul style="list-style-type: none"> Academic accommodation required Serious academic concerns due to known or suspected disability 	<p>CALCS ext. 3850</p>
	<ul style="list-style-type: none"> Homeless or at risk of homelessness 	<p>Case Management Chairs case.management.chairs@centennialcollege.ca</p>
	<ul style="list-style-type: none"> Confirmed or probable COVID-19 illness 	<p>Emergency Operations Centre ext. 7 005 (confidential reporting)</p>

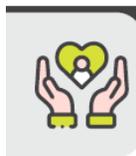
Consult with the Student Experience Office or Centre for Accessible Learning and Counselling Services (CALCS) if you are unsure of how to proceed.

See where experience takes you.

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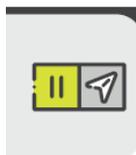
CENTENNIAL COLLEGE

What You Need to Know About Your Rights and Responsibilities Online



KINDNESS AND RESPECT MAKE A DIFFERENCE

Each member of the Centennial College community is responsible for contributing to an environment where everyone is treated with dignity and respect. With most of our interactions now taking place online and in virtual spaces, keep in mind that the Student Code of Conduct still applies. In this time of social and physical distancing, it is even more important for each of us to build connections through open and constructive dialogue, and to be kind and patient with each other as we all navigate rapidly changing circumstances.



PAUSE BEFORE YOU HIT "SEND"

Things like humour and sarcasm do not always come across as we intend in online discussion boards or group chats. Expressing strongly held beliefs without holding anything back can lead to conflict and negatively impact the classroom climate. Differences of opinion are fine, but what you say should never cross the line. Remember, your words are being read by real people who deserve to be treated with respect. Before you hit "send" or "submit", ask yourself:

- Is this something I would not say to someone's face?
- Am I expressing my thoughts in a way that might be considered rude or insensitive?
- AM I WRITING IN ALL CAPS? (Am I yelling?)

If you answer 'yes' to any of these questions, rethink making that post.



PRACTICE GOOD EMAIL ETIQUETTE

Here are some tips to ensure you get your message across in a way that will be read and well-received:

- For school-related matters, it is best to use your Centennial College email address. Include your full name and student number when contacting College staff.
- Include a clear, direct subject line.
- Use a professional greeting such as "Hi" or "Hello."
- School is a reflection of the workplace that you are preparing for, so avoid using slang, texting shorthand and emojis.
- Send one email, not a series of messages. Instead of writing long streams of text, organize your thoughts into paragraphs.
- Don't email in anger. Taking 24 hours to cool off before sending gives you or someone you trust time to review your message to ensure it is factual, respectful and not reactive.

Overview



Overview



In this module, we will explore conflict resolution. We will begin the module by discussing what conflict is. Once we know about all the parts that make up conflict and how it occurs, we will move on to the ways to resolve conflict. At the end of this module there will also be additional resources to assist you along your journey here at Centennial College. Let's get started!

Learning Objectives

By the end of this module, you will be able to

- Explain potential sources of conflict
- Describe the stages of the conflict cycle
- Determine appropriate intervention strategies for each stage of the conflict cycle
- Identify your own conflict management style
- Determine the benefits and drawbacks of the five conflict management styles
- Come up with a detailed plan for resolving personal conflict

Reflect in ePortfolio

Download

Print

Open with docReader

Activity Details

✓ You have viewed this topic

**WHEN YOU
SUCCEED,
WE SUCCEED**



Fostering Connection

- Experience Centennial
 - [eMentorship Program](#)
 - [Centennial Meet-ups](#)
 - [Thursdays Together](#)
- [CALCS Peer Support](#)
- Friendship Space
- [Leadership Café](#)
- [AWC Fitness](#) YouTube channel
- Virtual Job Fair

A white rectangular sign with a yellow diamond-shaped warning symbol in the center. The sign is attached to a silver metal fence with two small metal fasteners at the top corners. The background is a blurred outdoor scene with green trees, a body of water, and a city skyline in the distance.

**WORK IN
PROGRESS**

Opportunities

- Care
- Connection
- Capacity
- Collaboration
- Creativity

Resources

- COVID-19 Student Information Centre

centennialcollege.ca/covid-19-student-information-centre

- Community Resources Page

centennialcollege.ca/covid-19-student-information-centre/student-services-and-support/community-resources

- Online Learning Toolkit

centennialcollege.ca/student-life/student-success/online-learning-toolkit

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centennialcollege.ca/student-experience-office

