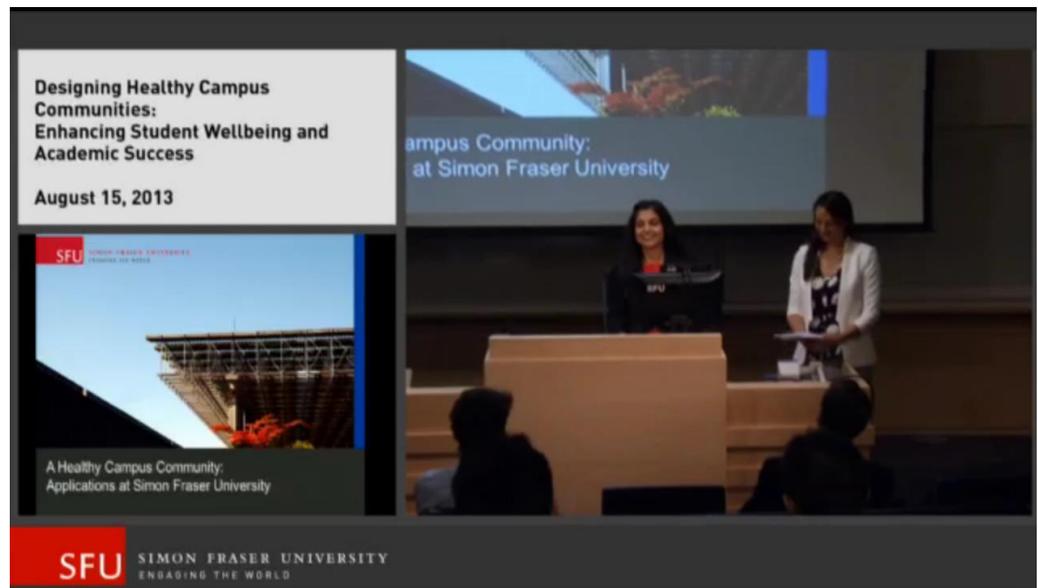


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8/15/2013

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HEALTH PROMOTION SPECIALISTS, HEALTH PROMOTION TEAM,
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Rosie: At SFU, we've been using the video to engage stakeholders both on and off campus to be part of a thriving healthy campus community, whether it be within learning and working environments, physical spaces on campus, or as part of social interaction and community engagement. When we first began this work on the healthy campus community initiative here at SFU, we started with a literature review. We found, as you heard in the video and from Mark, there is substantial evidence of success using a settings based approach in elementary and secondary schools, as well as workplaces. My colleagues and I summarized this literature review and identified six areas on the screen behind me here. These are areas where we can make a difference in terms of creating a healthy campus community. Each of the projects we'll discuss today touch on parts of these areas of action and they're often overlapping.

Before we move into some of the projects we are working on, I also wanted to share some of the key principles we've implemented while adopting the healthy campus community initiative. Of course using evidence based and systemic approach has been key, applying much of the work that Mark Dooris has done, as well as aligning our mission with other departments or with the institutional vision overall just as President Petter today has mentioned. We've also found it imperative to have a strong student voice in this work and celebrate success as we move forward with the initiative. Being collaborative has also been important. Many of our partners who have helped advance the healthy campus community initiative are here today in the room and joining us online so I'd also like to acknowledge their contributions as these collective efforts are what have made the healthy campus community initiative a success so far.

I mention celebrate success in terms of one of the key principles and one of the first projects we implemented within the campus community initiative did just that. We've often said that health is everyone's responsibly, which is in line with the World Health Organization's perspective. But as health promotion specialists ourselves, we did not want to come across too prescriptive in terms of what others can do to contribute to campus health. Instead, we wanted to focus on existing contributions. The Champions for a Healthy Campus Community Project allowed us to do just this, as well as start conversations around this broader definition of health. There was a call out to the campus community to nominate individuals, groups or initiatives, whether they be student, staff or faculty that enhance wellbeing while also contributing to a healthy campus community. Videos were created to highlight the contributions from our campus champions. For 2012, they were the Faculty of Arts and Social Sciences First Year Learning Communities, as well as Career and Volunteer Services. The photos you see were from the reception we held to celebrate and recognize the contributions from the champions. The Vice-President Academic, as well as the Associate Vice-President student was there to endorse certificates received by the champions, as well as support the event. And overall, in this Champions Project, the goal is to showcase good work and inspire others to take action. The Champions Project is in progress for this year also, with a focus particularly on wellbeing in the learning environments. My colleague Alisa will now discuss this portion of our work.

Alisa: The Wellbeing and Learning Environments Project that I'm going to be giving you a bit of information about is really about creating opportunities to positively impact student wellbeing through the learning environment and this goes beyond educating students about how to be healthy, to actually shaping educational environments in a way that supports wellbeing. This work has two components at SFU and one involves working with instructors and our teaching and learning centre, to highlight and share examples of how educational practices can impact wellbeing. The second aspect is a research project where we're investigating some of the pathways through which learning environments can impact wellbeing. In initiating this work, we really wanted to build off the successes and great work that is happening already on our campuses, so we asked our students to nominate instructors who they thought were doing a good job of supporting wellbeing and we then interviewed them and creating profiles about the work they are doing and how its contributing to wellbeing. Some of our instructors are here today and on the line, and they are all contributing in unique ways. These profiles are up on our website. I wanted to give you a couple examples of this, so for example, Richelle, who is on the line today, really goes to great length to make sure she is approachable to her students, and to create a supportive campus community within her classroom itself. Other instructors have found that something as simple as offering a class check-in regularly, and having feedback throughout the semester is a great way to ensure students manage stress throughout the semester and ensure they feel their best and can perform their best.

In order to highlight and share these examples, we created this online resource which is essentially a website that provides a rationale behind this work, as well as the profiled instructors and instructor resources. This is intended for instructors who are interested in learning more about this and to learn practical examples of things they might be able to adopt within their own classrooms. This work is still very much in development, along with our key partners on campus and I'm sure we will be growing and adapting over the coming years as well.

The second part of the work that I just wanted to mention is our research component, which has been possible as a result of a grant from the Bringing Theory to Practice and we're doing this project in collaboration with David Zandvlie who is in the Faculty of Education. This project is really about investigating how certain aspects of the learning environment, such as collaboration, autonomy and instructor support can contribute to psycho-social wellbeing factors such as emotional wellbeing, self-esteem and social integration. This project uses a participation action research design, so we're working with instructors and inviting them to provide feedback on the survey tool that we're developing, as well as use the tool in their classes. To date, we've engaged instructors through a number of feedback sessions of the survey tool with plans to launch the tool in classes this coming academic year. This partnership with faculty of education is one example of how we're purposefully engaging with academic units and using their academic expertise to help in the development of this work. Another research partnership that we have with the Faculty of Health Sciences, the results of that are going to be published in the September edition of Education and Health, which we're excited about.

One final project that I just wanted to mention, which is a practical example of our healthy campus community in action is our Student Health Advocacy Committee. This project is really about providing an opportunity for student voice in this work. Through the advocacy committee, students have provided their perspective on our healthy campus community work, as well as the barriers and supports to health on campus. They have done this through a number of projects including a Photo Voice Project in 2012 and a project exploring linkages between physical spaces and social interaction on campus. Some of our students are here today and I hope that some of them will contribute some of their perspectives during the discussion portion as a way to provide a student lens on this conversation.