



Building capacity for well-being: Tools for Well-being in the Classroom research project

Alisa Stanton (she/hers), Lehoa Mak (she/hers) - Health Promotion
& Dr. Sheri Fabian (she/hers) - Transforming Inquiry into Learning and Teaching

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Check in: meet up at Mentimeter!

Open up a new tab on your current browser or do this on your phone if you have access to one

Option to reflect on the prompt without using a device.

Territory Recognition



Project overview

Partnership between Health Promotion & Transforming Inquiry into Learning & Teaching (TILT)

Funded 8 faculty-led projects

- Seminar series and grants program
- Each project focused on a different aspect of well-being in the classroom

Expanded to Tools for Well-being in the Classroom

- Developed with support from faculty advisory committee
- Fall 2021, Spring 2022, Fall 2022, Spring 2023 (this term)

What is Tools for Well-being in the Classroom?

**JOIN US FOR
TOOLS FOR
WELL-BEING
IN THE
CLASSROOM**

For more information,
visit <https://bit.ly/3fcPKln>



Sign up



Implement well-being
check in



Send out survey to
students

- Access to a toolkit of strategies
- Well-being check-in activities you can do at the start of a class, session, or meeting
- Survey to students to help evaluate impact
- Complete a reflective evaluation form to share about experience

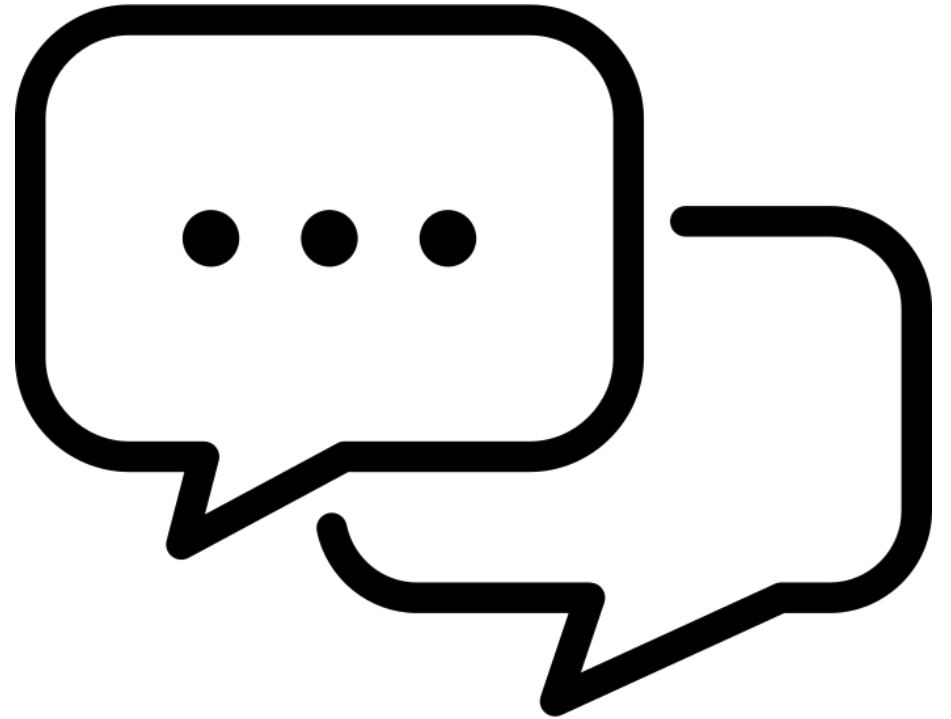
Examples of well-being check-in activities

- One word check-in
- Mindfulness practice
- Wellness waterfall check-in
- Write & reflect
- 2 stars & a wish

"...knowing that **support is there** and seeing [the instructor] **care contributed to a positive class environment**, and positively impacted my experience."

Key outcomes and highlights

- About 140 people (~13.4%) participated across 3 terms
- About 100 people attended 9 sessions held in 2021-2023, which sparked knowledge exchange, ideas, and connection



Key outcomes and highlights

Instructors involved in Tools for Well-being in the Classroom:

- 78% feel part of a community working towards creating well-being
- 83% learned something new about creating conditions for well-being
- 78% agreed that the project was valuable for their students and 89% agreed it was valuable for themselves
- 89% were satisfied or very satisfied with their involvement

Most significant change...

- **personally:** importance of well-being activities, increased awareness, confidence, belonging to a community, validation, no change
- **for students:** connection, care, impact on learning and experience, contributing to their well-being (via strategies), don't know

Impact on student well-being

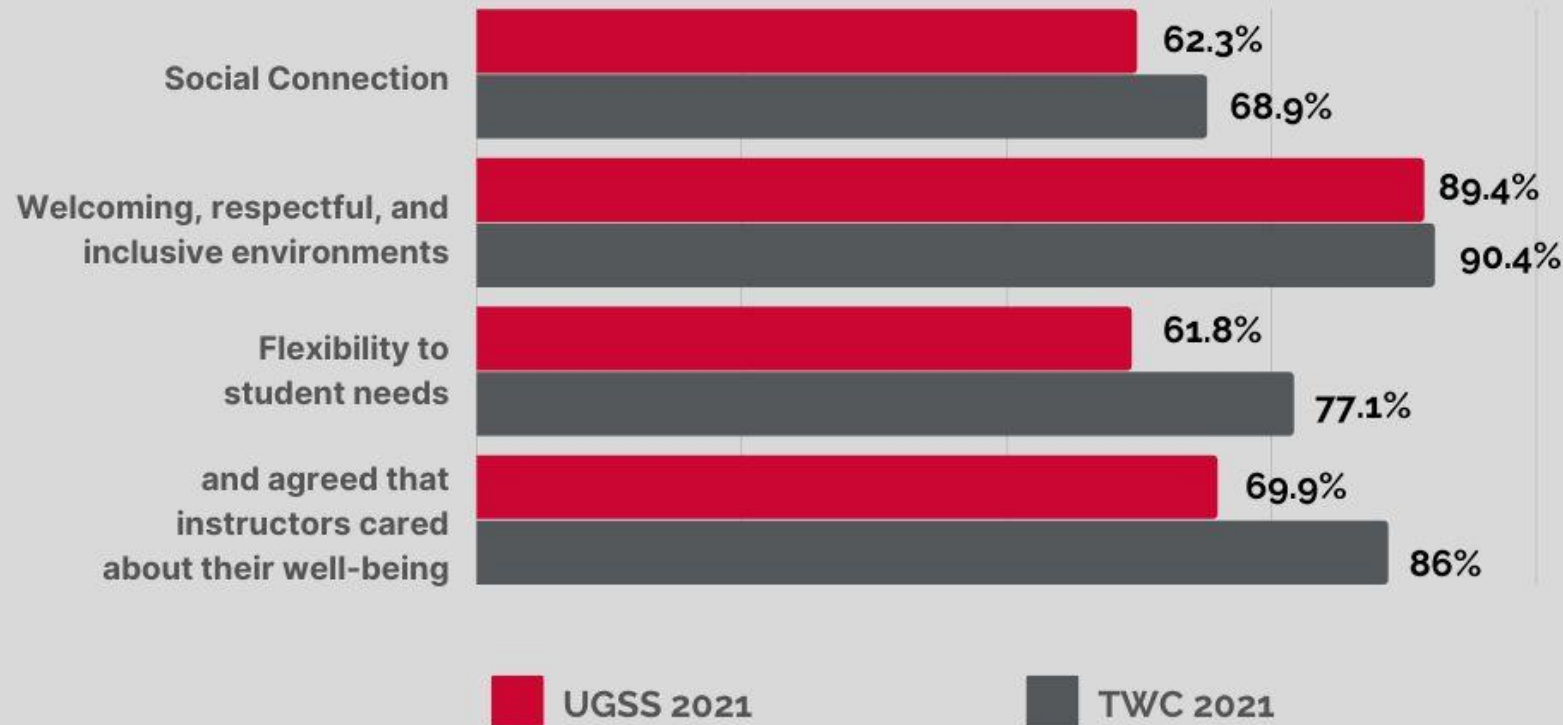
Student respondents in classes taught by faculty in the TWC program, **reported higher overall mental health at the end of term** (Fall 2021), as compared to data collected at SFU during the same period by the Student e-Mental Health Project (Mental Health Systems and Services Lab at UBC).

- 45% of TWC respondents reported excellent, very good or good mental health
- 41% of students in comparison data reported excellent, very good or good mental health

Impact of TWC on student learning experiences

Comparing student responses in TWC with general SFU population data

Respondents agree that their learning experiences provide:



UGSS - Undergraduate Student Survey, Fall 2021
TWC - Tools for well-being in the classroom, Fall 2021

Students in classes who participated in the program agreed that they experienced more social connection, welcoming and inclusive environments, flexibility in learning environment, and agreed that instructors cared about their well-being than comparison data.

Students & instructors share about their experiences

“The relaxation and de-stressing exercises were great. And just knowing that the instructor really understands about these issues was great- **this is the most supported I have ever felt in a classroom.**” - *student*

"This initiative has proved highly rewarding for me and my students. We are now more **aware of how important well-being should be in higher education.** All forms of instruction should prioritize that." - *instructor, Faculty of Communication, Art and Technology*

What we learned

- Intervention comparison (having a control group and doing pre-post surveys) didn't work for this
- Collecting data about well-being includes various sources of information
- Seemingly small interventions can have a large impact
- Instructors and people want to contribute in collective efforts toward well-being
- University-wide initiatives are beneficial to the culture of well-being

Community Activity

→ What ways might well-being check-in activities be used in the learning environments you are part of ?

or

→ What are some check-in activities you have tried or learned about?



Alisa Stanton (she/hers)

associate director

Health Promotion

alisa_stanton@sfu.ca

Lehoa Mak (she/hers)

health promotion strategist

Health Promotion

lehoa_mak@sfu.ca

Dr. Sheri Fabian (she/hers)

university lecturer | School of Criminology

director | TILT

sfabian@sfu.ca

Thank you!

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