

Small Group Dialogue

Please feel free to use this document to write notes from your discussion groups.

Group 1

- 1) Based on your experience, what might learning-environments that promote health and well-being look or feel like? (AND/OR other environments you're part of – such as student support)
 - Flexibility in assignment deadlines and choice of assessments to demonstrate understanding of other commitments, mutual respect
 - Proposed due dates, provide room for change in due date to fit with their lives – students become more accountable. More focus on quality of work, less about “checking boxes” for the instructor
 - Establishing a safe, trusting, and approachable environment – start with this in the class
 - Recognize the amount of pressure students are under and varying responsibilities and competing demands – recognize this at the beginning (students are caregivers, parents, working jobs, etc...)
 - Promote open communication
 - Set the stage with “grace and kindness” for one another – a reciprocal relationship
 - Be intentional about fostering grace and kindness within the learning environment, with the students
 - Remove the “hidden curriculum” and clearly communicate the flexibility built in place
 - Working to reduce that power differential=> you're student nurses and still nurses, soon-to-be colleagues
 - Offering students more opportunities to speak rather than just listen
 - Ask what students have done to take care of themselves that week (can pass if they need to)
 - Brave learning environments
 - Reduce power imbalance between instructors and students
 - Acknowledge mistakes
 - Check ins in smaller classroom settings
 - Emphasize the learning more than the deadlines or check boxes
 - Emphasize your care and compassion for students
- 2) What barriers or challenges have you encountered when trying to create health promoting environments?
- 3) What solutions or tangible successes have you experienced? What is one thing you can do to promote or embed health and well-being in your current role?
Please feel free to include links to resources you think others might benefit from.

Shared Resources:

[Teaching + Learning Resources | wellbeing.ubc.ca](https://wellbeing.ubc.ca)

Group 2

- 1) Based on your experience, what might learning-environments that promote health and well-being look or feel like? (AND/OR other environments you're part of – such as student support)
- 2) What barriers or challenges have you encountered when trying to create health promoting environments?
- 3) What solutions or tangible successes have you experienced? What is one thing you can do to promote or embed health and well-being in your current role?
Please feel free to include links to resources you think others might benefit from.

Group 3

- 1) Based on your experience, what might learning-environments that promote health and well-being look or feel like? (AND/OR other environments you're part of – such as student support)
 - Small & intimate, where people can get to know you
 - An approachable environment (i.e.: accessible office hours)
 - #3 idea (missed – sorry)
 - Explicitly supportive (versus punitive)
 - An environment to try things out rather than get it right & be evaluated on it (i.e.: no 75% final exam)
 - Social activities/events to build connection (i.e.: International students)
 - Events/Holidays event & activities to build connection
 - Ice breakers & introductions help

2) What barriers or challenges have you encountered when trying to create health promoting environments?

- A culture of silence is a barrier (versus – openness around issues, opportunities, etc. – i.e.: honest information about the opioid crisis in BC to (international) students when orienting)
- Need for accurate documentation / paperwork (inflexibility = barrier for accessing services)
- Balancing busy schedules and demands on our time
- Clarity of role / responsibility (i.e.: Professors saying: “it’s not my role to get involved...”)

3) What solutions or tangible successes have you experienced? What is one thing you can do to promote or embed health and well-being in your current role?
Please feel free to include links to resources you think others might benefit from.

- Harm reduction education ... great
- Building connection opportunities for students... Building community
- Eating together - Marshmallow night – social activities
- Early Assist / Alert process as vehicle to educate staff/faculty on mental health & well-being notions

Group 4

- 1) Based on your experience, what might learning-environments that promote health and well-being look or feel like? (AND/OR other environments you're part of – such as student support)
 - a. Recognition program for those that are doing great work in the learning environment – one nominee was all around social connection – you are a person, not just a number
- 2) What barriers or challenges have you encountered when trying to create health promoting environments?
 - b. folks making decisions about broader curriculum, might not be open.
- 3) What solutions or tangible successes have you experienced? What is one thing you can do to promote or embed health and well-being in your current role? Please feel free to include links to resources you think others might benefit from.
 - Community of practice for instructors at Alberta and UBC – tangible/ practical tools. Instructors pick the topic for each session and what they want to focus on.
 - Using instructors that are involved to help engage new instructors and encourage them. Also onboarding for new faculty. (help them see links to student success and the impacts on students).
 - UK example – instructors had a well-being related question they had to consider before creating a new course.
 - Course outlines/syllabus - cruelty free syllabus (opportunities for compassion and breaking down any authoritarianism).
 - Trauma informed course outlines
 - Tell students multiple times about resources available

There is a great discussion here on cruelty free syllabi!

[Toward Cruelty-Free Syllabi, with Matthew Cheney – Teaching in Higher Ed](#)

[FLO MicroCourse: A Trauma-Informed Approach to Your Syllabus – BCcampus](#)

Group 5

- 1) Based on your experience, what might learning-environments that promote health and well-being look or feel like? (AND/OR other environments you're part of – such as student support)
 - Doing intensive student leader training with everyone who will interact with students. Every day this includes mindfulness and emotional regulation activities. Builds emotional awareness (e.g., Feelings are not facts). Feelings underneath experiences. Gives language, understanding of where others are at, practice compassion. See things normally unseen in fellow students.
 - Space has cues that show if you are welcome or not. E.g. Posters, books etc. around. When learning environments show acceptance for diversity etc.. people can feel more comfortable showing up as themselves.
 - Encourage people to take time to regulate selves (however it needed to look for them at the time), set confidentiality expectation, invite conversation about fears and attached values around topic. Flexibility around timing as we may need more space. “Missing the deliverable for the present moment” We can let go of what we need to teach to provide what was needed in the moment. May not be able to do that all the time but shows humanity when we do.
- 2) What barriers or challenges have you encountered when trying to create health promoting environments?
 - Embedding wellness focus in courses is harder than it seems – expectations and assumptions – are they really learning if I am not hard enough, no discipline, firm deadlines; need to find the balance between fair and equitable and also having standards and flexibility.
 - The tension of our internal feelings – “softer and more caring” vs what teaching and learning need to look like.
- 3) What solutions or tangible successes have you experienced? What is one thing you can do to promote health or embed and well-being in your current role?
Please feel free to include links to resources you think others might benefit from.