



**MENTAL  
HEALTH  
ACTION WEEK**



California  
Community  
Colleges  
**HEALTH &  
WELLNESS**



California  
Community  
Colleges



**METTA Meditation:  
For ourselves, our colleagues,  
our students**



# Welcome & Introductions

Jacqueline Alvarez, Mental Health & Health Services Specialist at [jalvarez@cccco.edu](mailto:jalvarez@cccco.edu)

Mia Keeley, Dean, Equitable Student Learning, Experience, and Impact Office at [mkeeley@cccco.edu](mailto:mkeeley@cccco.edu)

Gerilyn Walcott, Project Manager for CCC Health & Wellness at [cccmh@cars-rp.org](mailto:cccmh@cars-rp.org)

# Housekeeping



**Chat and Q&A:** Please utilize the chat or Q&A function to ask questions throughout.



**Closed Captioning (CC):** Closed captions are available. Click on the (CC) button to read live captions.



**Meeting Materials:** Slides and any follow up materials will be provided following the presentation.



**Recording:** We are recording today's session, and the recording will be made available on the website in the coming weeks.

# Meet our Speaker



**Wednesday, May 8, 2024 | 10:00 a.m. - 11:30 a.m.**

## **Promoting Pedagogical Wellness**

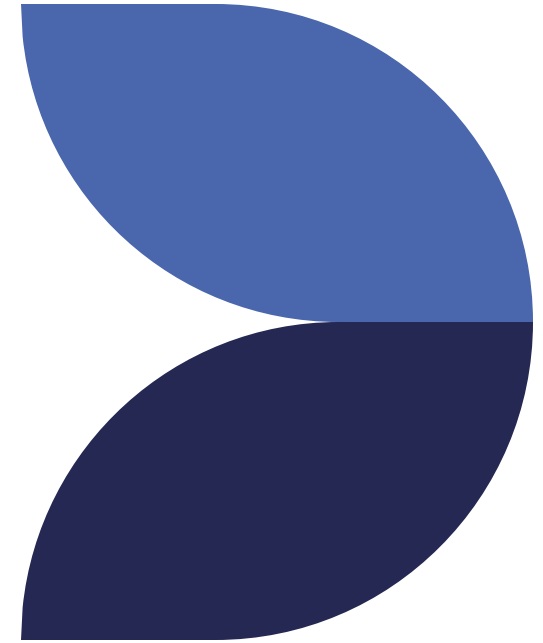
Discover the power of pedagogical wellness with **Theresa Duong, PhD.** in promoting student and instructor well-being in the classroom.

Explore evidence-based teaching and wellness strategies that foster a culture of mutual care, compassion, and respect. Learn how to integrate these practices into your campus to enhance success for both educators and students.



# Promoting Pedagogical Wellness

Theresa Duong, Ph.D.



# Hello!

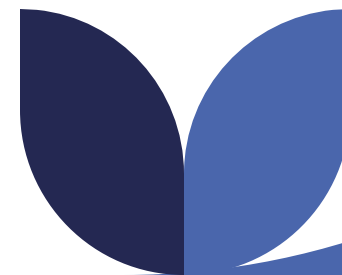


**UCI** Division of Teaching Excellence and Innovation



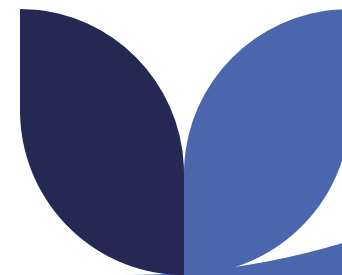
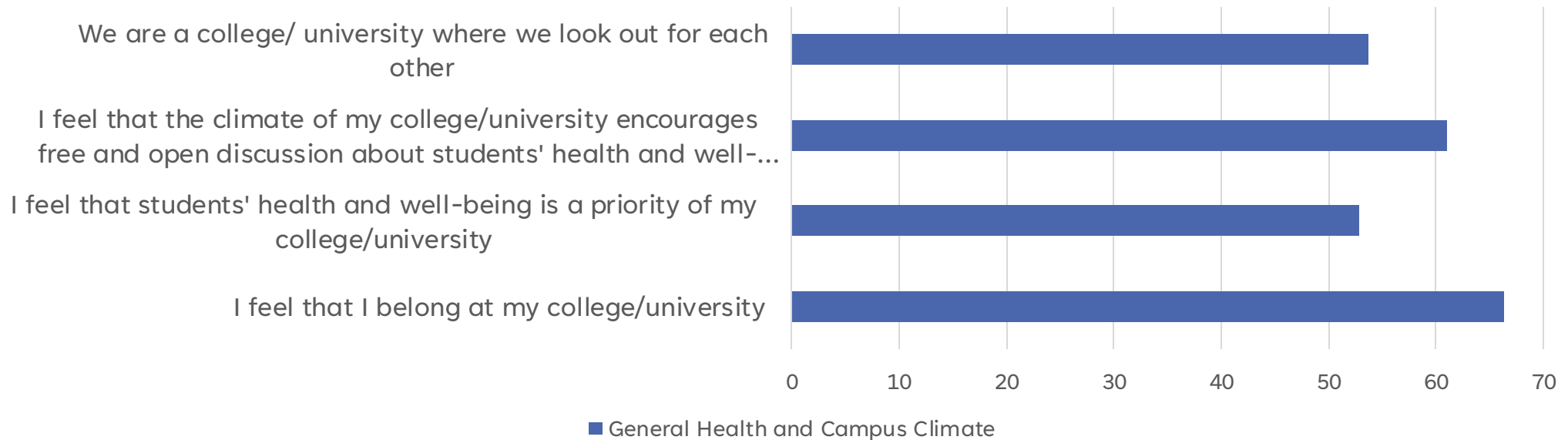
# Learning Outcomes

- Describe the Okanagan Charter and its role at UC Irvine.
- Understand the pedagogical wellness role in the center for teaching and learning (CTL).
- Identify evidence-based pedagogical wellness strategies and frameworks.
- Model strategies related to wellbeing pedagogical strategies that can be applied in different teaching contexts.
- Reflect on ways in which instructors can promote wellbeing in the classroom while keeping in mind their own mental health.



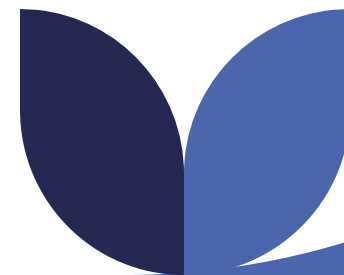
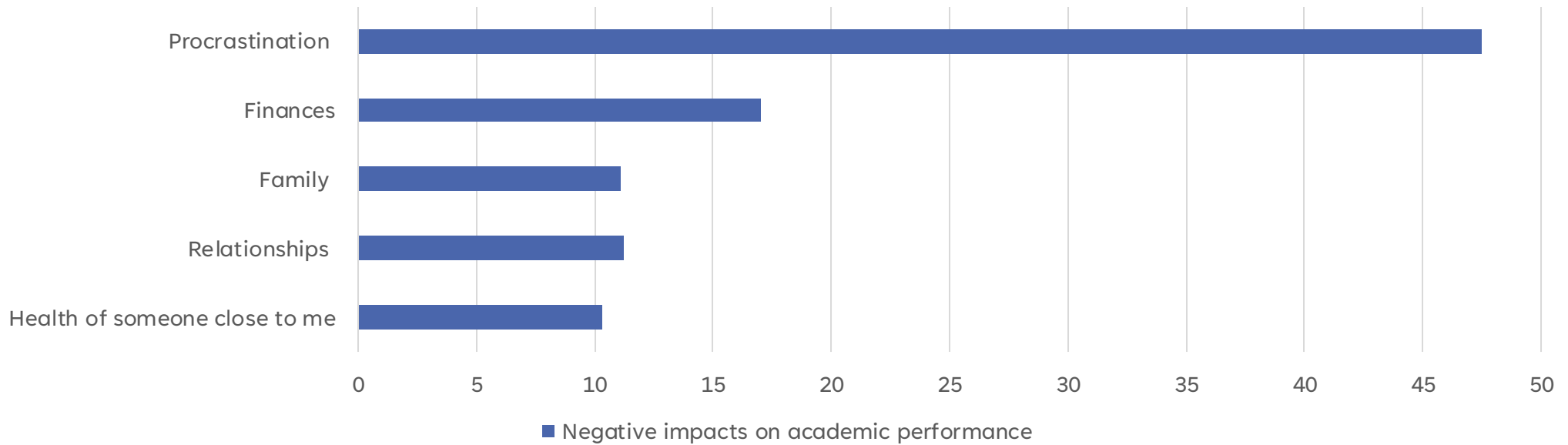
# American College Health Assessment (2023)

## General Health and Campus Climate



# Impediments to Academic Performance

Negative impacts on academic performance



# Student Mental Health (Healthy Minds, 2013-2021)

- Studies have indicated a rising trend in mental health challenges among college students, with conditions such as anxiety and depression being commonly reported.
- From 2013 to 2021, we observed a roughly 135% increase in positive screens for depression and 110% increase in positive screens for anxiety among all college and university students.
- Students of color had the lowest rates of mental health service utilization.



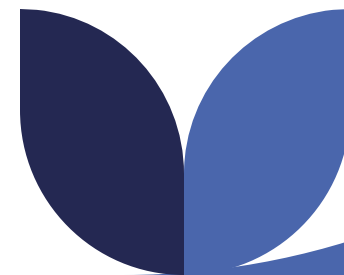
# Healthy Minds, 2022-2023

- 41% of students report being diagnosed with depression
- 36% of students report being diagnosed with anxiety
- Approximately 25% report often feeling lonely or isolated from others
- 36% report positive mental health (flourishing)



# Mental Health Data (Healthy Professional Worker Partnership- Academia, 2021)

- **64% of participants** indicated they have suffered from a mental health issue during their career.
- **Key sources of stress:** Heavy workload & demands, digital stress, poor relations with admins, colleagues, supervisors
- **Academic women** tend to experience higher demands compared to men.
- There is still **stigma associated with taking a leave of absence** for mental health related issues.



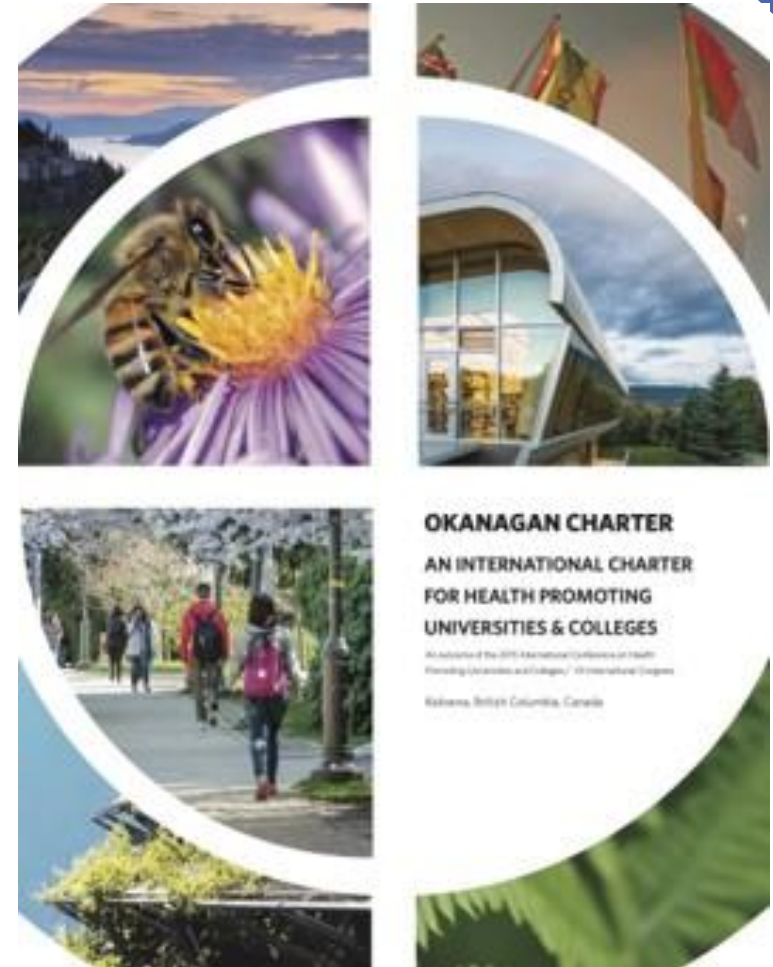
# The Role of Faculty in Student Mental Health (2021)

- **87%:** Student mental health worsened during pandemic
- **21%:** supporting students has led to emotional distress among faculty
- **Nearly 50%:** Institutions need to invest more in supporting faculty mental health and well-being.
- Overall, **25%** of faculty believe their institution is “hostile” or “somewhat hostile” towards students of color.



# Okanagan Charter

The Okanagan Charter is a guiding and aspirational document that was developed as an outcome of the 2015 International Conference on Health Promoting Universities and Colleges.



# Health, Wellness, Well-Being Definitions



## Health

A complete state of physical, mental, and social well-being, and not merely the absence of disease or infirmity (disorder or frailty).

***World Health Organization Constitution (1946)***

## Wellness

The optimal state of health of individuals and groups. Two focal concerns: 1) the realization of the fullest potential of an individual physically, psychologically, socially, spiritually, and economically; and 2) the fulfillment of one's role expectations in the family, community, place of worship, workplace, and other settings.

***World Health Organization Glossary of Terms (2021)***

## Well-Being

The ability and capacity of all beings (humans, wildlife, plants/landscapes) to thrive and flourish in the many ecosystems that make up our community and environment. It also considers the intersectionality of those ecosystems, to creating a culture of and capacity for wellbeing.

***UCI Comprehensive Wellbeing Initiative Core Leadership Team (2022)***

# Well-Being Reflection



Take a moment and recount a moment at your institution where you felt a deep sense of purpose, inspiration, or wellbeing.

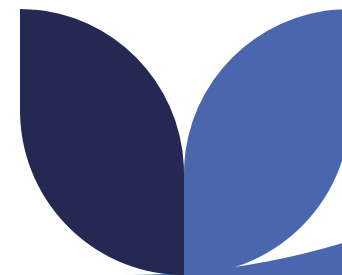
This might include a moment of teaching and learning or something as simple as a walk through campus.



# Definition of Pedagogical Wellness

**Pedagogical wellness** is the practice of integrating evidence-based teaching and wellness strategies into the educational space to promote both student and instructor well-being and success in the classroom.

Furthermore, pedagogical wellness fosters space for creating a culture of mutual care, compassion, and respect among instructors and students.



# History of Position

**THE** Times Higher Education | **IHE** Inside Higher Ed


## Pedagogical wellness specialist: the role that connects teaching and well-being

Does faculty well-being affect student outcomes? Exploring this question in the wake of post-Covid burnout and trauma led UCI to create a new position that prioritises teacher wellness

Mental health and well-being | Feature article | North America

**Andrea Aebersold**  
University of California, Irvine

22 Aug 2022



JULY 14, 2022  
**From:** Beth McMurtrie  
**Subject:** Teaching: A New Approach to Supporting Faculty Members This Fall

SHARE   

- This week:
- I describe one university's strategy to better support faculty members this fall.
  - I share the results of a new study on student belonging and classroom success.
  - I point you to some resources on creating a strong syllabus.

### Pedagogical Wellness

Andrea Aebersold had been worried about faculty well-being for quite some time. Instructors at the University of California at Irvine, like their colleagues across the country, were exhausted after months of pandemic teaching. For the most part, though, administrators' messages about stress focused on supporting students, says Aebersold, who is director of faculty instructional development in the university's division of teaching excellence and innovation.

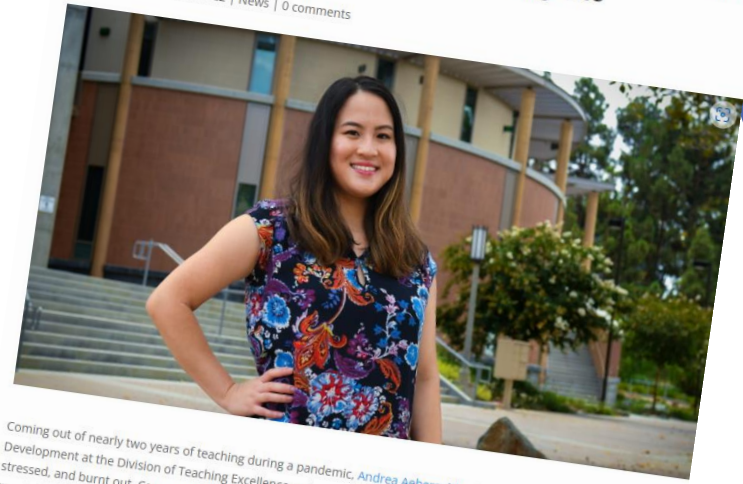
"Faculty were completely burned out and experiencing compassion fatigue, but we weren't addressing it," she recalls. "How can we expect faculty to go into the classroom and create this kind of environment when they're not experiencing that themselves?"

So when funding for wellness initiatives opened up, she and a colleague advocated successfully for a new position: pedagogical wellness specialist, a title, and a job description, she helped create.

The position has two parts. One is to train faculty members and graduate students on classroom policies and practices that promote student well-being. The other is to support the well-being of those faculty members and graduate students.

## UCI DTEI Welcomes New Pedagogical Wellness Specialist Position Created to Integrate Well-being into Instructional Practices

by DTEI Editor | Aug 5, 2022 | News | 0 comments

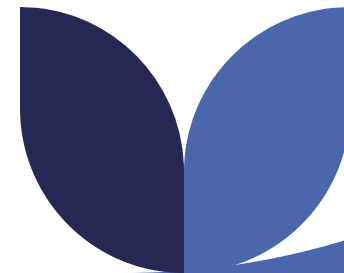


Coming out of nearly two years of teaching during a pandemic, Andrea Aebersold, Director of Faculty Instructional Development at the Division of Teaching Excellence and Innovation (DTEI), knew that faculty were feeling overworked, stressed, and burnt out. Concerned that UCI didn't have the proper infrastructure to appropriately integrate support for mental health within the classroom, Andrea worked with colleagues Brian Sato (DTEI Associate Dean) and Danny Mann (DTEI Director of Graduate Students and Postdoctoral Scholar Instructional Development) to spearhead the creation of a new position to close this gap. In collaboration with UCI Wellness, Health & Counseling Services, DTEI was able to make this vision a reality.



# Structure of Position

- Funded by UC Office of the President
- Embedded in Center for Teaching and Learning
- Collaborative work with other campus centers, other UC CTLs, and nationally
- Participate in campus committees and workgroups



# Programs & Collaborations

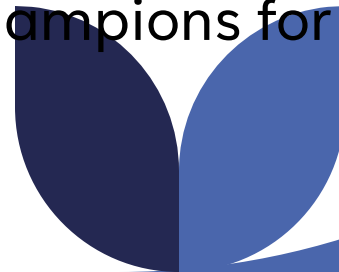
- Institute for Pedagogical Wellness
- Teaching Resilience and Avoiding Burnout Faculty Learning Community
- Pedagogical Wellness workshops
- Mindfulness Working Group at UCI
- WISHES to Action Team



# Program Highlight: IPW Purpose and Mission

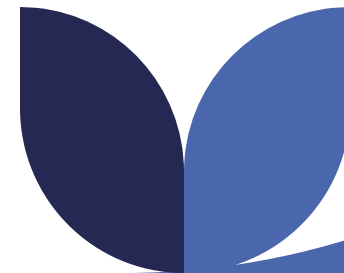


- **Collaborate** within Schools and across disciplines.
- **Provide space** for open discussion about mental health, academic culture, and fostering well-being.
- Elevate **intentional, evidence-based course design** to support health and well-being of instructors and students.
- **Build real-world mental health skills** for supporting colleagues and students.
- **Develop pedagogical wellness advocates** to be champions for well-being in the teaching and learning context.



# Research

- Pedagogical Wellness Narratives Project
- IPW Outcomes and Process Evaluation
- Developing a Pedagogical Wellness Framework



# Adaptations at other universities

- Montana State University, Billings
- University of California, Riverside
- University of North Texas, Austin
- North Carolina State University
- Elon University



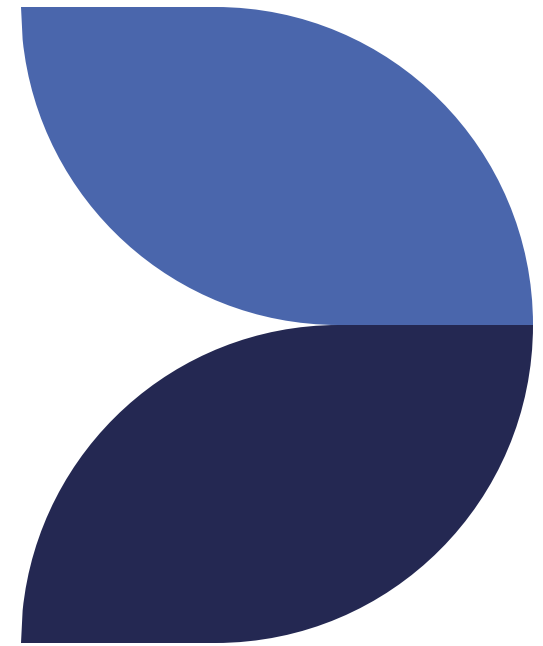
# For more information...

[Pedagogical Wellness: A New Direction in Educational Development | Journal on Centers for Teaching and Learning \(miamioh.edu\)](#)



# Put your mask on first

Strategies for Instructor  
Pedagogical Wellness



# Share in the Chat

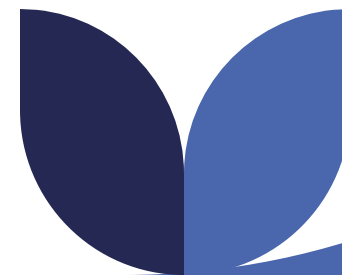
What are some factors that contribute to “unwellness” in academia?



# Culture of Academia

**The realities of academic culture can have significant implications for the mental health and well-being of individuals within this environment.**

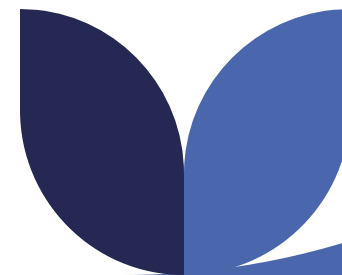
- High Academic Pressure
- Competitive Environment
- Perfectionism
- Work-Life Imbalance
- Insecurity and Uncertainty
- Isolation and Loneliness
- Publish or Perish Culture
- Limited Work-Life Boundaries
- Stigma Surrounding Mental health
- Impact of Global Events



# Challenges were already around before pandemic

## Challenges that faculty face predate the pandemic:

- Mental health dialogue in academia is marred by significant stigma
- High levels of presenteeism
- Mental health resources in universities can be hard to find
- Focus on individual coping behaviors and less on underlying systemic issues
- Combination of flexibility and focus on individual resilience can result in “hidden injuries”

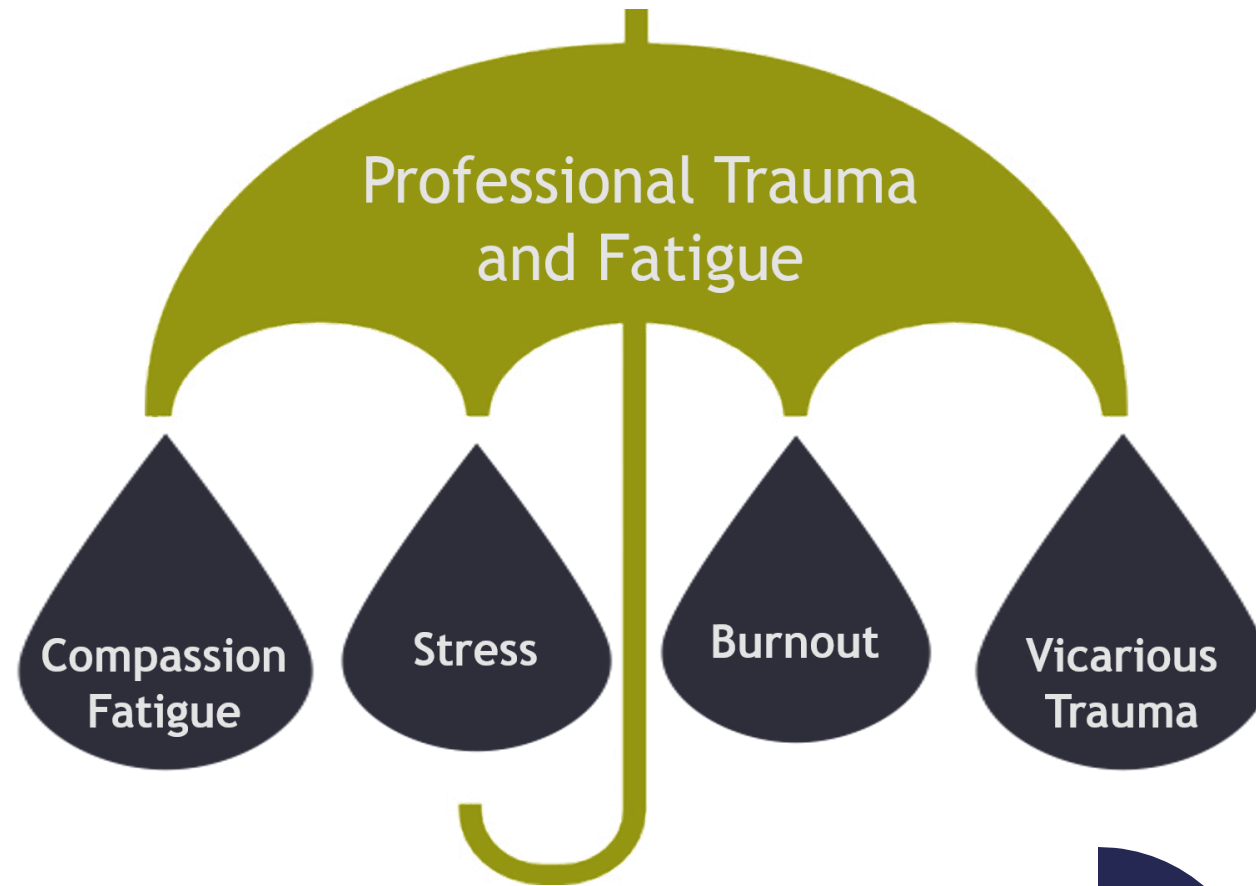


# Impact of Pandemic and Recent Global Events

- Increase in depression and anxiety
- Increase in substance use
- Increase in racial trauma
- Disparities are further highlighted
- Concerns related to isolation and loneliness
- Pressing financial concerns
- Difficulties in distraction and attention/focus
- Complex grief and loss



# Defining Experiences



# Stress & Tools for Resilience

- **Psychological stress** refers to the emotional and physiological reactions experienced when an individual confronts a situation in which the demands go **beyond their coping resources**. The **perceived DEMANDS exceed your perception or ability to COPE**.
- Stress happens! Your stress response matters.



# Perceived Stress Scale (PSS-4)

**Instructions:** The questions in this scale ask you about your feelings and thoughts during **THE LAST MONTH**. In each case, please indicate your response by selecting the option representing **HOW OFTEN** you felt or thought a certain way.

**Never (0); Almost never (1); Sometimes(2); Fairly often(3); Very often (4)**

1. In the last month, how often have you felt that you were unable to control the important things in your life?

**0 1 2 3 4**

2. In the last month, how often have you felt confident about your ability to handle your personal problems?

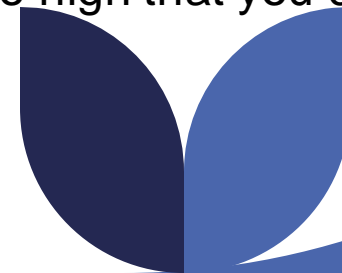
**0 1 2 3 4**

3. In the last month, how often have you felt that things were going your way?

**0 1 2 3 4**

4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

**0 1 2 3 4**



# Perceived Stress (PSS-4)

## Scoring Instructions:

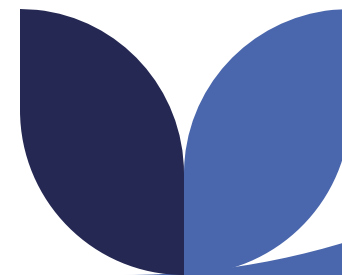
Total score is determined by adding together the scores of each of the four items.

**Questions 2 and 3 are reverse coded.**

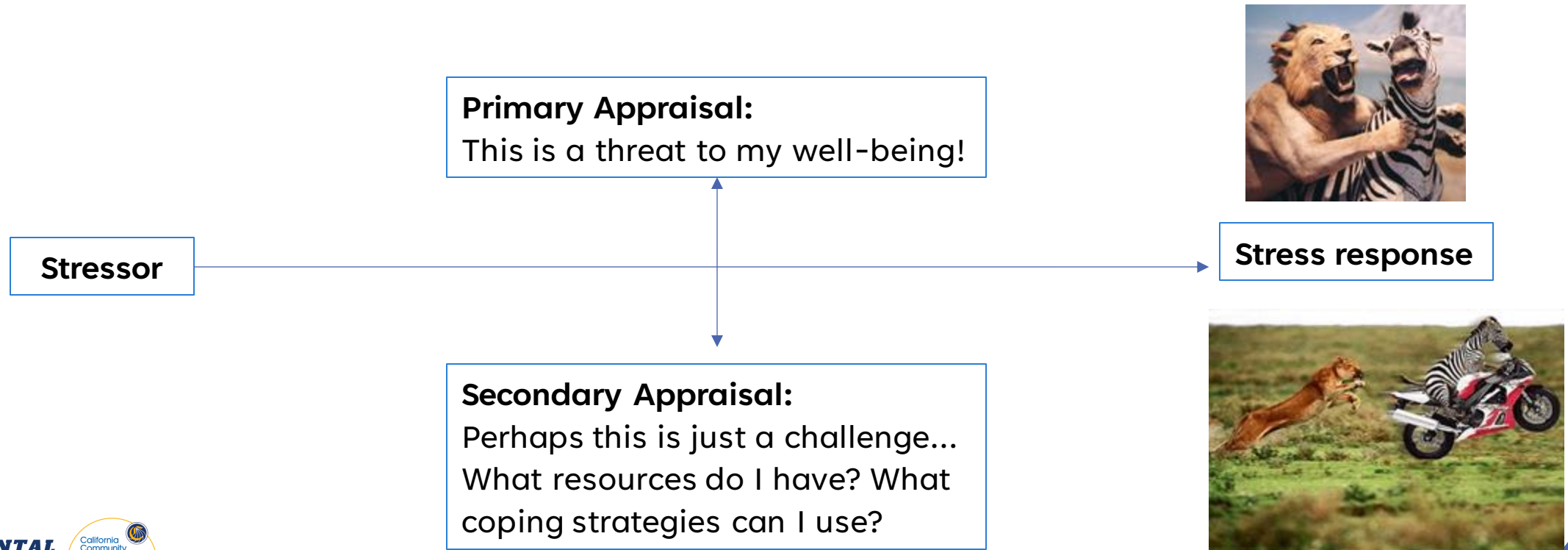
Questions 1 and 4: 0 = Never; 1 = Almost never; 2 = Sometimes; 3 = Fairly often; 4 = Very often

Questions 2 and 3: 4 = Never; 3 = Almost never; 2 = Sometimes; 1 = Fairly often; 0 = Very often

Citation: Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385-396.



# Stress appraisal (Lazarus and Folkman, 1984)



# Burnout



A psychological syndrome characterized by chronic workplace stress that has not been successfully managed.

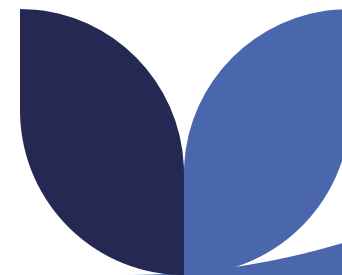
Emotional  
Exhaustion

Depersonalization

Reduced  
Personal  
Accomplishment

# Manifestation of Burnout

- Emotional exhaustion
- Reduced motivation and engagement
- Decreased productivity
- Cynicism and detachment
- Negative self-concept
- Physical symptoms
- Interpersonal conflict
- Work-life imbalance
- Loss of passion and purpose
- Increased absenteeism and turnover



# Maslach's Burnout Inventory

On a scale of 1 to 5, with 1 being never and 5 being regularly, rate yourself on the following statements:

1. I feel run down and drained of physical and emotional energy
2. I have negative thoughts about my job
3. I am harder and less sympathetic with people than perhaps they deserve
4. I am easily irritated by small problems or by my coworkers and team
5. I feel misunderstood or unappreciated by my coworkers
6. I feel that I have no one to talk to
7. I feel that I am achieving less than I should
8. I feel under an unpleasant level of pressure to succeed
9. I feel that I am not getting what I want out of my job
10. I feel that I am in the wrong organization or the wrong profession
11. I am frustrated with parts of my job
12. I feel that organizational politics and bureaucracy frustrate my ability to do a good job
13. I feel that there is more work to do than I practically have the ability to do
14. I feel that I do not have time to do many of the things that are important to doing a good-quality job
15. I find that I do not take the time to plan as much as I should

If you answered mostly 1s you are at little risk currently for burnout; mostly 2s at some risk; mostly 3s at risk, possibly in one of the three burnout dimensions more than the others; mostly 4s at serious risk of burnout — consider seeking support; and mostly 5s at severe risk — seek support as soon as possible.



# What Can You Do for Yourself?

- Identify your unique burnout symptoms
  - Depletion of mental or physical resources
  - Depletion of social connectedness
  - Reduced sense of efficacy
- Replenish the right resources
  - Engage in self-care
  - Seek out connection
  - Practice self-compassion
- Set clear boundaries
- Strive for balance

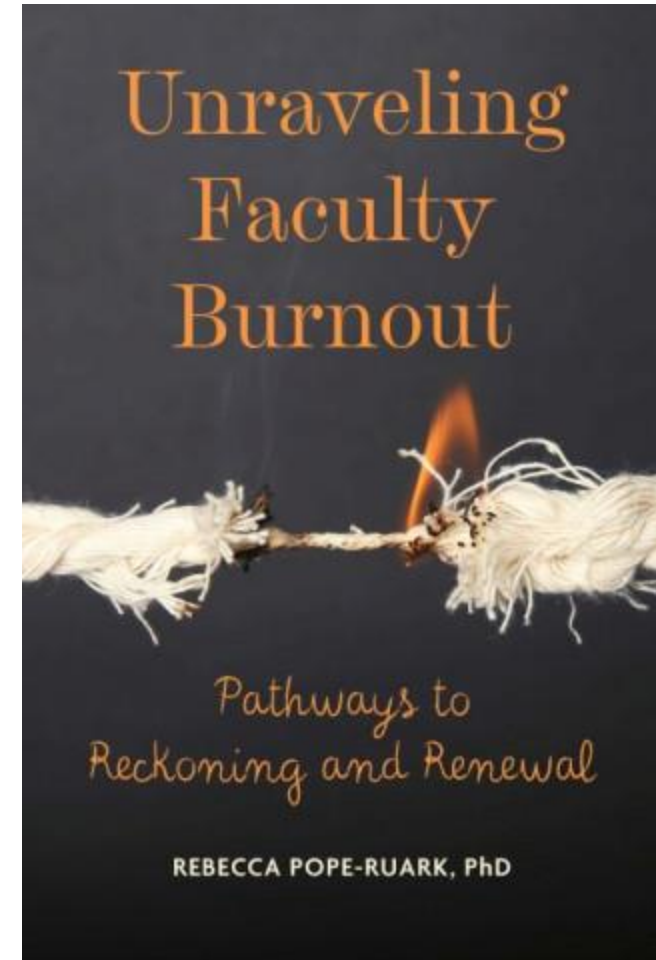


# Burnout Resistance

- Revisit your purpose
- Self-compassion
- Connection with others inside and outside of academia
- Balance life and work



*Unraveling Faculty Burnout* by Rebecca Pope-Ruark, Ph.D.



# Scope of Work

From: An Educator's Scope of Practice: How Do I Know What's Mine?	
MINE	NOT MINE
<ul style="list-style-type: none"> <li>✓ creating positive learning conditions for all learners</li> <li>✓ consistently maintaining expertise in my subject matter area</li> <li>✓ knowledge and application of pedagogy and learning sciences</li> <li>✓ empathy</li> <li>✓ work to dismantle racism, sexism, and oppression in all forms, apply DEI principles</li> <li>✓ recognize the probability of trauma in my classroom</li> <li>✓ develop self-awareness</li> <li>✓ curious about impact of trauma on pedagogy</li> <li>✓ refer, refer, refer</li> </ul>	<ul style="list-style-type: none"> <li>• policing my students' attention</li> <li>• ignorance of recent updates in my subject matter area</li> <li>• focusing only on subject matter expertise</li> <li>• counseling</li> <li>• ignore equity concerns</li> <li>• try to assess individual trauma histories</li> <li>• overly focused on behaviors of others</li> <li>• rigidity or overreliance on what worked for me as a learner</li> <li>• "not my problem"</li> </ul>

## EQUITY-CENTERED TRAUMA INFORMED PEDAGOGY (THOMPSON & CARELLO, 2022)



An Educator's Scope of Practice



# Teaching the Whole Student

Strategies for Student Pedagogical  
Wellness



# What strategies are you already incorporating that helps support students' wellbeing?

Share in the chat.



**How do we transform our classes from threat to challenge?**



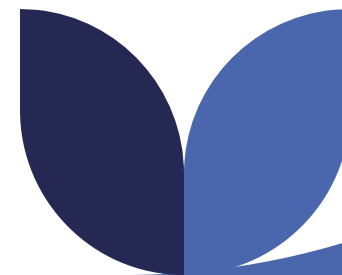


# Research Highlight



# Pedagogical Wellness Narratives

- 24 instructors (including Teaching Faculty, Research Faculty, Graduate Student Teaching Assistants)
- Semi-Structured interviews
- **Questions:**
  - What does pedagogical wellness mean to you?
  - What are some strategies you implement for yourself and for your students?
  - What resources do you need to better support you?



# Emergent Strategies from PW Interviews



## For Instructor Wellness

Build your course based on your values and your own mental health.



## For Students

Flexibility with guardrails, but maintain rigor.



## For Both

Focus on the teaching and the relationships.

# Most Shared Examples

“Be okay with not being perfect.”

1

## Instructor Wellness

- Set communication and work boundaries...and honor them.
- Use the syllabus to clearly communicate your expectations with students. Make use of technological tools to decrease administrative time such as **auto-graded Canvas tools** (e.g. rubrics, quizzes, etc).

2

## Student Wellness

- Build in low-stakes assignments.
- Course flexibility with guardrails (e.g. token system, Specifications grading, allow assignment or quiz drops, flexible deadlines). **Instructor Talk:** positive language can lead to supportive learning environments.

3

## Relationship Building






- Incorporate wellness activities. Spend time building relationships with your students and build in peer interactions.

Additional Tips



<https://bit.ly/PW-TopTips>

# Balancing Faculty and Student Well-Being

-  Assignments that take less grading time.
-  Build flexibility into course policies.
-  Use the syllabus to communicate expectations and your personal boundaries.
-  Take time to create inclusive, safe spaces and build faculty-student relationships.
-  Incorporate wellness activities for you and your students. Consider adding a wellness or mental health day.
-  Find your teaching and learning community for support.

Top Pedagogical  
Wellness Tips



<https://bit.ly/PW-TopTips>



# PERMA Theory of Well-Being (Seligman, 2012)



Positive  
Emotion



Engagement



Relationships



Meaning



Accomplishments



# Application

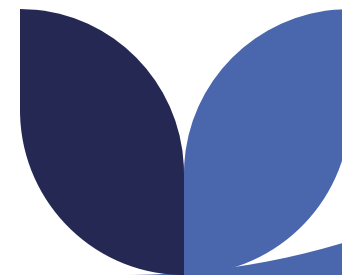
**Positive Emotion:** engage students using pop culture, music, laughter, icebreakers

**Engagement:** Strengths-based learning, choices in learning

**Relationships:** activities that connection to instructor and peers

**Meaning:** connect to career, real-world, self

**Accomplishments:** provide positive feedback of student work



# Equity-Centered Trauma-Informed Pedagogy (Thompson & Carello, 2022)



[Principles & Application  
https://bit.ly/TIP-guide](https://bit.ly/TIP-guide)



# Application



**Safety:** Comfort/community agreements



**Trustworthiness and Transparency:** Flexibility in course policies and deadlines



**Peer Support:** informal Opportunities building connections



**Collaboration/ Mutuality:** valuing students' lived experiences, knowledge, input



**Empowerment, Voice, Choice:** Giving choice and options In assignments

# Healthy Pedagogy (UC Healthy Campus Network)

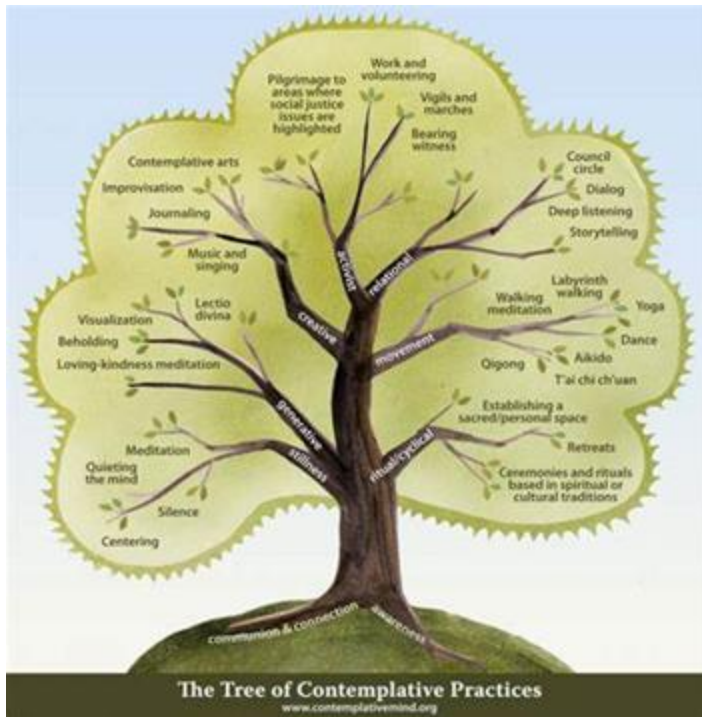
1. Be Mindful about Deadlines & Workload
2. Encourage Breaks, Standing, Stretching, & Reflection
3. Share Resources & Wellness Info with Students
4. Help Students Connect with You
6. Be Welcoming, Enthusiastic & Caring
7. Help Students Connect with the Community
8. Provide Timely Feedback & Helpful Advice
9. Provide Opportunities that Promote Professional and Personal Skills
10. Help Students Connect with Each Other



[bit.ly/UCI-well](https://bit.ly/UCI-well)



# Contemplative Pedagogy



1. Focus and attention building
2. Deeper understanding of and connection to course materials
3. Compassion and connection to others
4. Self-inquiry, personal meaning, and creativity

[bit.ly/CP-CCTL](https://bit.ly/CP-CCTL)



# Application



Journaling Exercises



Mindfulness Practice



Intention setting



Moment of pause/silence



Beholding



Contemplative reading

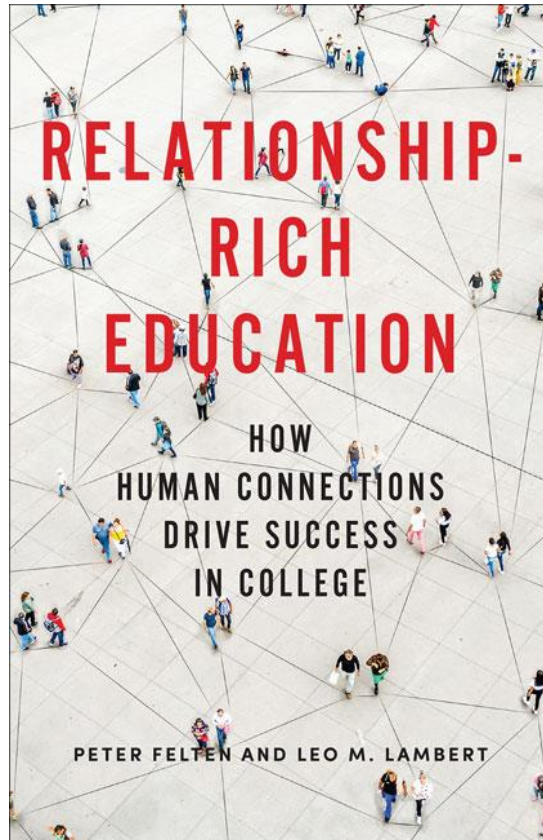
# Leveraging Mindfulness & Contemplative Pedagogy

## How can we create systemic change?

- Start by increasing **awareness** of wellbeing (including mindfulness resources for students, staff, and faculty).
- Think about classrooms **more** holistically.
- Think about the teacher-student relationship **less hierarchically**.
- Use **integrated, scaffolded methods** to address teacher and student (and staff) wellbeing simultaneously.
- Engage in **communal teaching and learning** networks that cultivate belonging.



# Relationship-Rich Education

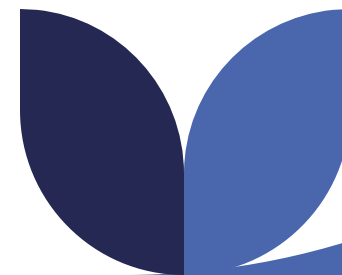


“Human connection is the basis upon which learning takes place. Relationships are essential because there is no learning without relationships.”



# Before the class...

- Send out your syllabus early if possible.
- Start with a welcoming letter and tone.
- Clear pattern and schedule of assignments.
- Communicate your email boundaries.
- Incorporate campus resources.



# Examples of Syllabus Tone

## Pandemic Policy & Being OK

*We are in a continued and evolving global pandemic, which is affecting all of us. If you tell me you're having trouble I can assure you there will be no passing judgement and I will not think less of you. I hope you'll extend me the same grace. Ultimately, the focus for everyone should be doing everything they can to be as "OK" as possible.*

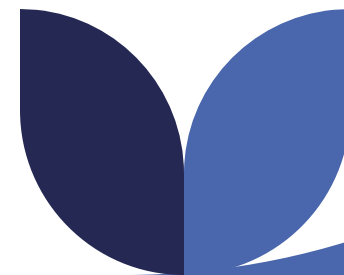
- If you will be away, or need a break, please let me know. You do not owe me any personal information.*
- However, you are always welcome to talk to me about anything you may be going through. I will always listen, and if I can't help, I usually know someone or outlet, who can.*



# Examples of Syllabus Tone

## How to Succeed

- *Regardless of your prior experience, you all have the ability to become effective, supportive teachers.*
- *You all have important insights regarding teaching, as well as valuable experiences and perspectives to share.*
- *Your peers and I are here to support your pedagogical journey!*



# In the Classroom (Eskine & Hammer, 2017)

- Top reasons for a worst first day: (i) **a lecture**, (ii) **an attempt to scare**, or (iii) **intimidate students**
- Students are more likely to feel a sense of belonging with **relationships with fellow students**
  - **Student-faculty interactions** are the most significant factor in positive educational outcomes for students of color and first-generation students
  - Students also identify **instructor enthusiasm** as the important factor in student motivation → positive student outcomes
  - Minority students are more likely to value **a fun and exciting tone**



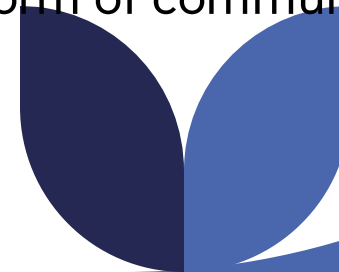
# Office Hours and Emails (outside of class)

## Approaches to Office Hours

- Hold them at a place outside an office, such as an on-campus café, outdoor area, or study/lounge space
- Consider changing “office hours” to “student hours”
- If on Zoom, interact with students and promote student conversation as much as possible
- Group office hour

## Approaches to Emailing

- Customize email templates to support you and students
- **Share your communication boundaries:** offer students timeframe of response
- Use emails for networking and bonding with students - let them know to stay in touch!
- Insert links to resources on campus as part of email signature
- For some students, this may be the preferred form of communication



# Feedback (throughout class)

**Reflection: What strategies do you have for receiving feedback and how to interpret course evaluations?**

Be open to feedback and use your feedback data.

- **Give Time:** Encourage students to take a few minutes during class time or office hours.
- **Reminder:** Assessment of your efforts, not of you as a person
- **It's not supposed to be perfect:** Promote the pedagogy that there is always room for improvement
- **Get support:** Explore avenues of department support, request consultations, reach out to trusted colleagues



# Mental Health Responses

- Dependent on your campus policies
- Faculty are not responsible for counseling or therapy for students
- Know the resources. Refer, refer, refer!



# Considerations for Course Design



Class Size



Instructor &  
Student  
Comfort Level



Time to Plan



Inclusivity and  
Accessibility



Be Creative



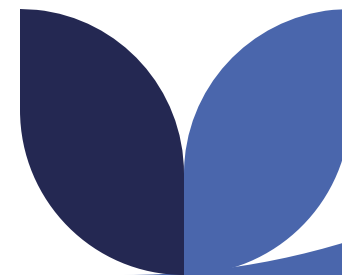
# Back to Instructor Well-Being



MAINTAIN HEALTHY  
BOUNDARIES



PRACTICE CONSISTENT  
SELF-CARE



# Starfish Reflection

- We learned a lot today!
- What is **ONE** small thing you can do more or less of to improve your wellbeing in teaching?



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  - Arianna Mannani



# References

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# Questions?

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# Upcoming Sessions

Thursday, May 9, 2024 – 10:00 a.m. – 11:30 a.m.

**Crisis De-Escalation Strategies: The Next Level of Support with Dr. Monique Mendoza & Dr. Patrick Savaiano**



# California Community Colleges

Thank you!

For any questions, please email Jackie at [jalvarez@cccoco.edu](mailto:jalvarez@cccoco.edu)

[www.cccoco.edu](http://www.cccoco.edu)