

NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018: RECAP

THURSDAY & FRIDAY, NOVEMBER 8-9TH, 2018

Concordia University of Edmonton

HOSTED BY UNIVERSITY OF CALGARY, WERKLUND SCHOOL OF EDUCATION & EVER ACTIVE SCHOOLS

The Delegates:



9 Universities

- Concordia University of Edmonton
- McGill University
- Mount Saint Vincent University
- University of Alberta
- University of British Columbia
- University of Calgary
- University of Lethbridge
- University of Ottawa
- Western University



Provinces Represented



15 Partner Organizations

- Alberta Health Services
- Alberta School Employee Benefits Plan
- Alberta School Councils' Association
- Alberta Teachers Association
- AMPED2PLAY
- APPLE Schools
- DASH BC
- Ever Active Schools
- Government of Alberta – Ministry of Health and Education
- Health and Physical Education Council
- Hull Services
- Innovate Calgary
- McConnell Foundation
- Ophea
- PHE Canada

Professors, Associate Deans,
Deans, Instructors,
Researchers, Students, Health
Promotion Specialists, Project
Managers/Coordinators,
Program Directors, School
Health Professionals, etc.

Wellness in BEd. Programs

A series of presentations from the nine universities in attendance provided an overview of the structure of their B.Ed program, the current successes around embedding wellness in their program, and their intended next steps to advance this work. Excerpts from the presentations are noted below and the slides are appended to this report.

“Role modelling is so important from our faculty, our staff, and of course we want our pre-service school teachers to understand that the importance that we’re champions and how that can help play a part in shifting culture.”

– Dr. Brent Bradford (CUE)

“What I was excited to see is that we shifted teacher advocacy for inclusive practice. We shifted stigma. We shifted their own ways of coping with stress, all in this little 20 hour online course. For me, those were really exciting outcomes.”

– Dr. Susan Rodger (Western University)

The University of Alberta noted that its stakeholders identified wellness as a key priority, and that its students are firm that health is important. “According to our students, they find these classes very relevant and necessary to their education[....]This is also highlighted with our enrolment rates within these courses – an example of this is the physical education elementary course, EDEL 321. This course is not mandatory for our elementary students, yet 88% of our students are choosing to enrol in it.”

– Dr. Lauren Sulz (UofA)

“The vision of this strategic plan is inspiring people, ideas and actions for a better world; the purpose is to pursue excellence in research; but more specifically, one of the ten major goals within this strategic plan that we can home in on is leading locally and globally in sustainability wellbeing and safety across our campuses and communities.” – Dr. Stephen McGinley (UBC)

“Start teaching the students, not teaching the course.” – Dr. Antony Card (Mount Saint Vincent)

“Sometimes we can view education in a very Eurocentric and static manner, which is not really looking at an individual and what they need to be healthy, whole, and to understand the material.” – Janna Jobel (UOttawa)

“We as a faculty strongly understand the importance of attending to health and wellness within our faculty. We’re kind of in the infancy phase in terms of making it a strategic, embedded part of everything we do.” – Dr. Gregory Ogilvie (UofL)

“Last year, we began conducting a needs and feasibility assessment around pre-service teacher training needs on their mental health and wellbeing at a local level.” – Bilun Naz Böke (McGill)

“For social and physical environment, we’ve noticed within the last year, students are coming to this last semester with the expectation that they are going to fail within their career. There is this pervasive understanding that teaching is a hard profession, and it is. But to have students go into their career with that expectation is something we’d like to see shift.”

– Kerri Murray (Ever Active Schools)



Synthesizing Current Practice

Reflections from the University Presentations:

I Like...

community being built
supporting each other
collaboration
conversations have started
focus on teacher/faculty wellness
variety of programs
PARTNERSHIPS BEING FORMED
passion

I Wish...

time to share
B.Ed wellness policy
strengthening partnerships
keep the conversation going
supportive strategies
health/wellness was a priority area
sharing success
A COLLABORATIVE SPACE
time

What if..?

We kept the conversation going
inclusion was further considered
we went beyond
the system was supportive
STUDENT EXPERIENCE WAS CONSIDERED
we broaden the conversation
health/wellness was a priority area
we mobilized knowledge
paradigm shift



Leadership Perspectives

A Dean's Social and Panel Discussion, hosted by the Deans or designates of Concordia University of Edmonton, University of Alberta, University of Lethbridge, and University of Calgary, afforded delegates an opportunity to hear about wellness in Bachelor of Education programs from the perspective of leadership. The discussion was moderated by Maureen Parker, board member of Healthy Schools Alberta, and touched on a variety of topics, from the reasons they personally feel wellness is important, to the goals their institution developed and how those goals came to be.

At the close of the discussion, panelists were asked to plant a question with the audience – something that they'd encourage the delegates to consider as they move forward in conversations for the remainder of the Forum and take back with them to their individual work. The responses are below:

"Through your actions, how did you make the people you work with or learn with feel more capable, worthy or included?"



Dr. Michele Jacobsen,
Vice Dean of Werklund
School of Education,
University of Calgary



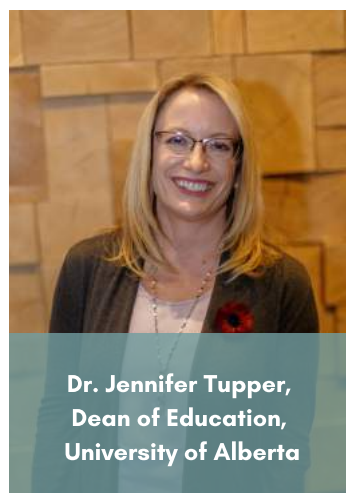
Dr. Danny Balderson,
Faculty of Education,
University of Lethbridge

"In the end, what do we want our legacy to be....what impact do we want to have in those we taught and those they teach?"

"How do our actions as faculty and staff encourage students to develop their health and wellness?"



Dr. Edgar Schmidt,
Dean of Education,
Concordia University of
Edmonton



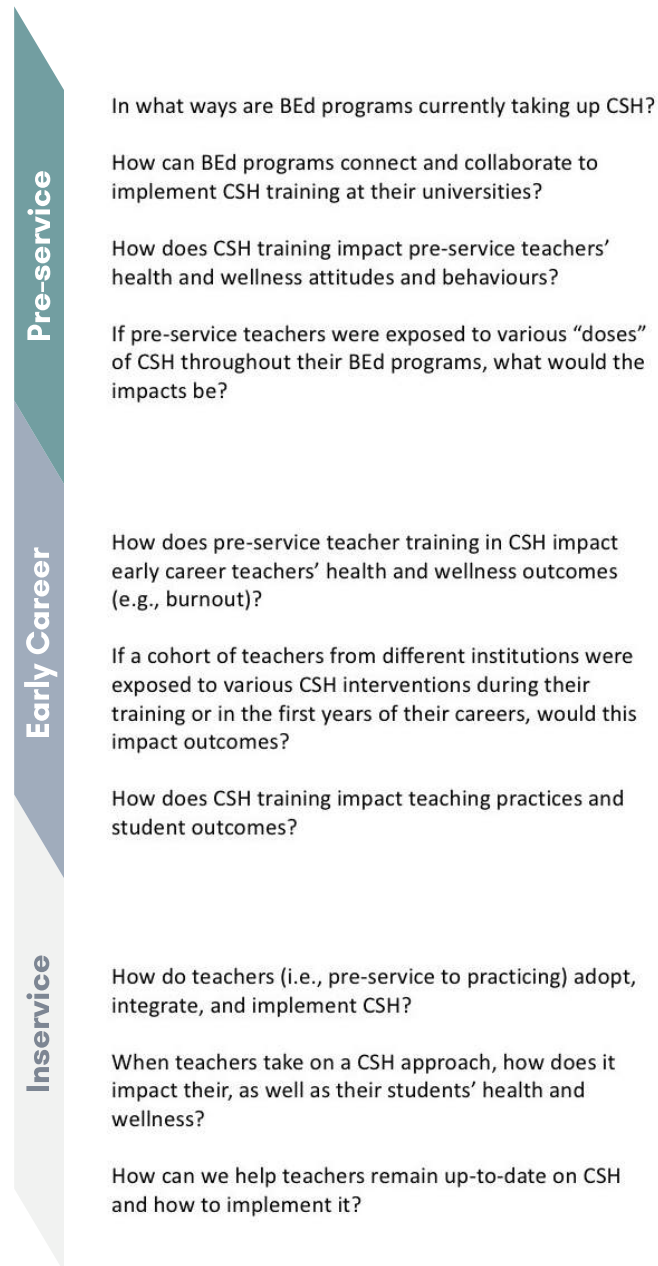
Dr. Jennifer Tupper,
Dean of Education,
University of Alberta

"If the earth is not well, then how can we be well? And how might we consider wellness beyond the anthropocene?"



Research Possibilities: Building the Case for Wellness

As the conversation turned toward advancing the body of knowledge in our field, attendees were asked first to inform a framework or approach to the overarching research, and second to pose “dream research questions” that could be possible to answer with a collective, coordinated approach.



Guiding Concepts: what we heard

1. A useful framework for inquiry may be a timeline that centres around teacher's experience.
2. Notable layers of CSH impact within a teacher's experience include themselves, the context/culture where they operate and the students they teach.



Thirty-five individuals, from nine universities across four provinces, and eight community organizations, agreed to continue this conversation through research collaboration.

Research Next Steps

An environmental scan of Canadian B.Ed programs' current CSH training, as well as an analysis of current and ongoing CSH research, will be conducted. A group who indicated interest will be convened to further develop a research arm to this work.

A Comprehensive School Health Approach to Implementation

Resources & Tools:

Pan-Canadian Joint Consortium for School Health – [Healthy School Planner](#)

- This tool was designed for the K-12 setting but can be used as a means to assess where you are at within your faculty and then reassess after some time has passed and activities have occurred. The University of Calgary, University of Lethbridge and Concordia University of Edmonton have completed this tool with their Health Champions Teams.

Alberta Health Services – [Steps for Building Healthy School Communities](#)

Alberta Healthy School Community Wellness Fund – [Resources](#)

Dr. Kate Storey et al. Essential Conditions – [Essential conditions for the implementation of comprehensive school health to achieve changes in school culture and improvements in health behaviours of students](#)

- This publication discusses the essential conditions for the implementation of Comprehensive School Health in the K-12 setting. Many of these conditions may be important to consider for your own post-secondary institutional contexts.



Want to learn more about Comprehensive School Health? Check out:

Pan-Canadian Joint Consortium for School Health – [‘What is Comprehensive School Health?’](#)

- This two pager explains the CSH model and the four components of CSH

Alberta Healthy School Community Wellness Fund – [‘Developing Healthy School Communities Handbook’](#)

- This handbook goes through the process in which CSH can be implemented

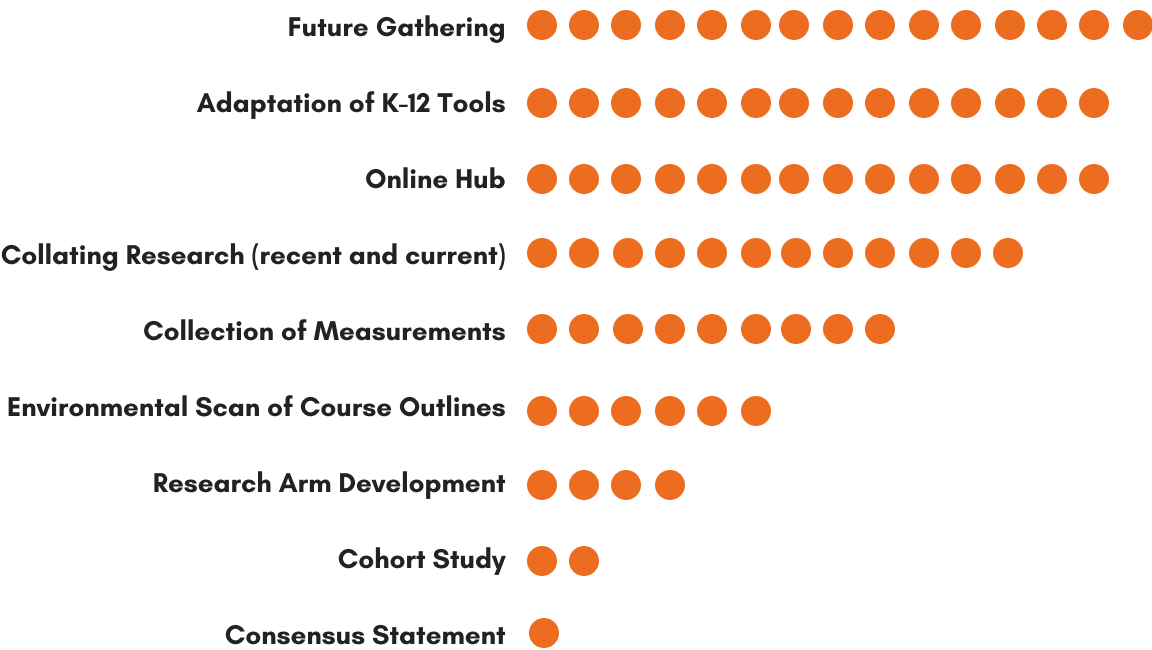
**Note that depending on the province/territory you reside in the language in these resource may differ slightly. The four components and the three priority areas differ slightly across the country.*



Priorities for Action

Input from Forum Delegates

The Werklund School of Education and Ever Active Schools are committed to driving work forward through support from the WellAhead division of the J.W. McConnell Foundation. Ongoing partnership is welcomed at all levels and from all regions. To inform next steps delegates were asked about priorities. The top results were: 1. A future gathering, 2. Adaptation of tools to support the CSH process in advanced education settings, and 3. An online location through which to share information.



Next Steps:



Comprehensive School Health Hub:

Through funding from the McConnell Foundation, Werklund School of Education and Ever Active Schools will continue to develop the CSH Hub, an online place to upload, download and share resources, research, course materials, etc. If you have ideas you'd like to see incorporated throughout the development of this Hub please reach out to Dr. Russell-Mayhew at mkrussel@ucalgary.ca.



Adaptation of K-12 Tools for Post-Secondary Settings:

Key tools currently employed in the implementation of CSH in K-12 settings are under review for application and validation in the post-secondary setting. Such tools may include the Joint Consortium for School Health's Healthy School Planner assessment, or Dr. Kate Storey's Essential Conditions for the Implementation of CSH.

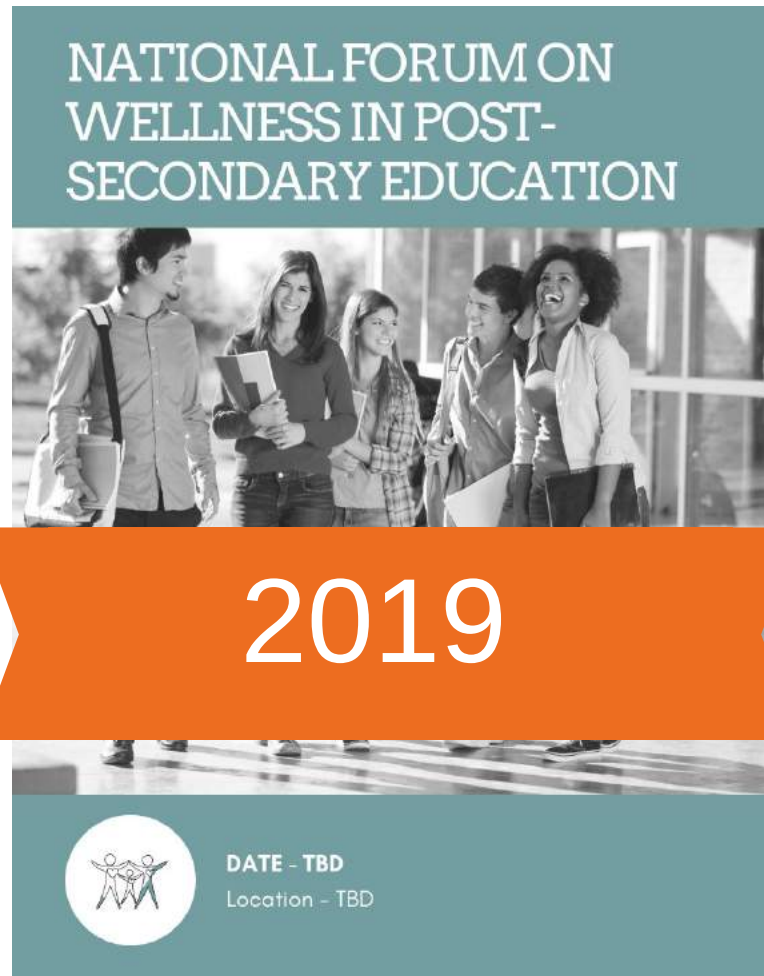
Next Steps: Future Gathering

2019 National Forum - Call for Host Partners

Ever Active Schools and Werklund School of Education are pleased to announce support for the **National Forum on Wellness in Post-Secondary Education 2019**.

Universities from across the country, **who are interested in a partnership to co-host the event at their campus**, are invited to express interest by contacting louise@everactive.org as soon as possible.

Planning for the event is anticipated to begin early in 2019.



A special thank-you to Concordia University of Edmonton for hosting the National Forum on Wellness in Post Secondary Education 2018.





NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

Concordia University of Edmonton

Dr. Brent Bradford, Dr. Edgar Schmidt, Ms. Erin Wright



A Wellness Focus in Pre-Service Teacher Education

Concordia University of Edmonton (CUE)



Context

CUE's Bachelor of Education After Degree Program

- Two-year after degree - Full-time attendance is required
- Elementary education focus
- Intake is 90-100 students each year (3 cohorts)
- Physical and Health Education coursework (Year One & Two)
- Professional development on wellness-related topics (Year One & Two)

CUE's School of Physical Education and Wellness

- Undergraduate program focused on physical education and wellness education (minor program)



Context

Why is this work important to our Faculty?

- Demonstrates the importance of role modeling for students
- Leads to effective Physical and Health Education programming
- Supports physical and health literacy in future classrooms
- Develops an understanding of the CSH framework and implementation for all students
- Fosters a focus on health and wellness for faculty, staff, and students
- Connection to the larger CUE campus and the faculty



Successes

- Inclusion of CSH in Faculty of Education's Learning Outcomes
- Coursework in Year One and Two
 - EDUC 511: Physical and Health Education (Program of Studies)
 - Embedded coursework (Daily Physical Activity, CSH Framework)
 - Inclusion of community organizations (guest lectures)
 - Be Fit For Life Centres | Ever Active Schools
 - Student opportunities to join professional organizations
 - PHE Canada | HPEC

Successes



How do you put knowledge into action?

- **Embedded Approach**

- leadership and participation of all faculty and staff members
- collaborative meetings for faculty/instructors to support this work (with expertise shared from our PESS, PACT staff)

Primary Partners:

- Alberta Health Services | Ever Active Schools

Successes



- CUE is a signatory to the Okanagan Charter and undertaking related activities to embed a culture of wellness throughout the university
- CUE School of Physical Education and Wellness
 - Provides institutional awareness of wellness
 - Provides recreational opportunities for all
- A new Physical Education and Sports Studies course on health promotion and CSH is in development (2019-2020)

Horizons



- Completed the JCSH Healthy School Planner
- Beginning to develop a CSH team with faculty, staff, students and community members
- Inventory of wellness initiatives across campus supporting faculty, staff, and student health and wellness
- Prioritize health and wellness initiatives through the development of an action plan
- Research-related activities (e.g., faculty, student)
- Cooperating teacher support (partnership in wellness)

Horizons



What are the **main implications** of this work?

- The theory of change is that the expectation and practice of wellness, as an organizational culture, will become a constant in the way employees do their work, but also in the way students are introduced and encouraged to hold values of wellness

NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

Western University

Dr. Susan Rodger, Ms. Richelle Bird

Initial Teacher Education for Mental Health

Susan Rodger, PhD. C. Psych
Richelle Bird, M.A. PhD (c)
Faculty of Education
Western University

Bachelor of Education at Western

The Basics

- 3 streams:
 - Primary-Junior
 - Junior Intermediate
 - Intermediate-Senior
- About 700 candidates across 2 year program
- Practica
 - 7 weeks Alternative Field Experience
 - 20 weeks in Classrooms

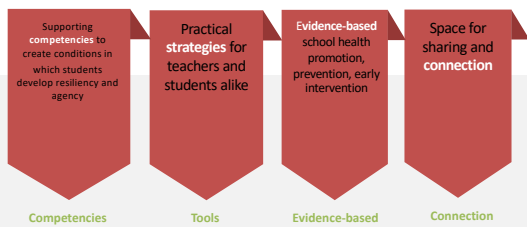
Specialty Programs

- International Education
- Early Childhood Education
- Urban Education
- French
- Psychology -Achievement, Inclusion and Mental Health
- Mathematics Through the Arts

Successes

- **Addressing teacher wellness**
 - Mandatory, online course
 - Teacher Education Wellbeing Committee
 - Teacher Wellbeing Conference
- **Building and delivering**
 - National project/Local context
 - Design-build-evaluate

WHAT WE DID: GROUNDING PRINCIPLES



Atkins & Rodger (2015)

WHAT WE DID: CURRICULUM



MHL for Educators



KNOWLEDGE & SKILLS

Do I know what to notice?
Do I know how to respond?
Do I know about pathways to care?



ROLE CLARITY & EXPECTATIONS

What is my role as a teacher?
What do other teachers do?
What do I expect to encounter in my role?



POSITIVE SELF-BELIEFS - Self-Efficacy

Do I believe I can fulfill this role?



POSITIVE OTHER-BELIEFS - Stigma

Do I want to help others?
Do I believe others deserve action and effort on my part?

How do we foster this?

20 hours

10 weeks

275 students

Online

Our students...

Table 1: Demographic Information (N=262)

Variable	N	Percentage
Gender		
Female	200	75.47%
Male	62	23.4%
Transgender	1	0.38%
Prefer not to say	2	0.75%
Other	2	0.75%
Previous Degree		
Arts and Humanities	97	36.6%
Social Sciences	341	12.83%
Science	33	12.45%
Psychology	21	7.92%
Health Sciences	21	7.92%
Child & Family Studies	16	6.04%
Social Work	2	0.75%
Religion	7	2.64%
Other	24	12.83%
Degree Obtained		
Undergraduate	257	96.98%
Masters	7	2.64%
PhD	1	0.38%

	N	%
Previous Experience Learning About MH and MI		
Yes	183	69.06%
No	82	30.94%
Previous Learning		
Undergraduate Course	114	62.3%
Training Program (ASSIST, MH First Aid)	32	17.49%
Post Graduate Course	10	5.48%
Other	27	14.75%

Results

Mental Health Literacy (MHLQ; 4 factors)

- ❑ Teaching & Leading $F(1, 257) = 121.6, p < .001$
- ❑ Expectancies $F(1, 257) = 2.18, p > .05$
- ❑ Professional Relational Skills $F(1, 257) = 34.7, p < .001$
- ❑ Role Clarity $F(1, 257) = 3.78, p = .053$

Teacher Efficacy for Inclusive Practice $F(1, 230) = 2553.3, p < .001$

Opening Minds Stigma Scale $F(1, 230) = 8.35, p < .05$

Knowledge $F(1, 230) = 1.8, p > .05$

–quartile split, looking at those who scored less than 85% on the pre-test $t(107) = 4.1, p < .001$

Ways of Coping

- ❑ Self Control $t(252) = 2.174, p < .05$
- ❑ Seeking Social Support $t(244) = 1.77, p > .05$

Horizons

- Improvements
 - Trauma and Violence Informed Care
 - More focus on deep/shallow dives
 - More strategies and resources to take forward
- What are the **main implications** of this work?
 - Emerging professionals who think in more inclusive ways
 - Bring their wellness into their preparation

NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

University of Alberta

Dr. Lauren Sulz, Dr. Maryanne Doherty, Dr. Doug Gleddie

Opportunities for Wellness:

Embedding Health in the BEd Program at the University of Alberta

Dr. Lauren Sulz, Dr. Maryanne Doherty & Dr. Doug Gleddie



"uplifting the whole people"
—HON. MARSHALL STONE, FORMER PRESIDENT, 1988

Context

University of Alberta

- Over 40,000 students in 17 faculties
- Ranked in the top 5 in Canada

Faculty of Education

- Largest and oldest BEd program in Canada
- 3007 students enrolled overall with 861 graduates each year
- Ranked #3 in Canada (Macleans) and #41 in the world (QS)
- All disciplines and specializations available
- Program diversity (on campus, ATEP, Collaborative, direct, combined, etc.)



Opportunities for Wellness: U of A BEd program

Context

The work of wellness is important to us because:

- Teachers and principals tell us that new teachers need to develop competencies in this area
- Our students tell us that health (theirs and their students) is important
- PISA: 2nd in Science, 3rd in Reading and 14th in Math
- UNICEF: 17th out of 29 'rich nations' for overall child wellbeing
- Our own passion for wellness (HPE, CSH, whole child, etc...)
- Our own research indicates and supports 'healthy' BEd programs
- Purpose of education = citizenship, therefore, we NEED health!



Opportunities for Wellness: U of A BEd program


Successes

Curriculum

- The program has seven courses available under the broad category of wellness
- According to students, these are some of the most practical and necessary courses in their program
- Although not mandatory, 88% of EDEL students take EDEL 321

Faculty Strategic Plan (draft)

- Stakeholders clearly identified wellness as a core priority for the Faculty
- Each draft has maintained health and wellness objectives inclusive of curriculum, students, staff and faculty

 Opportunities for Wellness: U of A BEd program

Successes

Review and Renewal of the BEd Program


- Wellness (all aspects) emerged again as a critical element
- Opportunities to 'think differently' about teacher education

Grounded in Research

- Local schools (e.g. MPJH, RF Staples, Ellerslie)
- Student/ class experiences

Mitacs Elevate Post Doctoral Research – 'CSH goes to University!'

- Environmental scan of wellness related factors across the faculty
- Planning a series of conversations/ consultations around wellness

 Opportunities for Wellness: U of A BEd program


Horizons

Next steps

- Embed wellness into the Faculty Strategic Plan, Program Renewal and other key areas (aligning w 'For the Public Good')
- Mitacs work designed to move the health agenda forward
 - Applying the CSH approach at post-secondary


Implications

- Responsive to societal needs
- Health and Education as interdependent
- Evidence based practice and practice based evidence – we NEED them both!
- Teacher Education for the 21st Century

 Opportunities for Wellness: U of A BEd program

THANK YOU!

lsulz@ualberta.ca
moherty@ualberta.ca
doledt@ualberta.ca

 Opportunities for Wellness: U of A BEd program

NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

University of British Columbia

Mr. Stephen McGinley

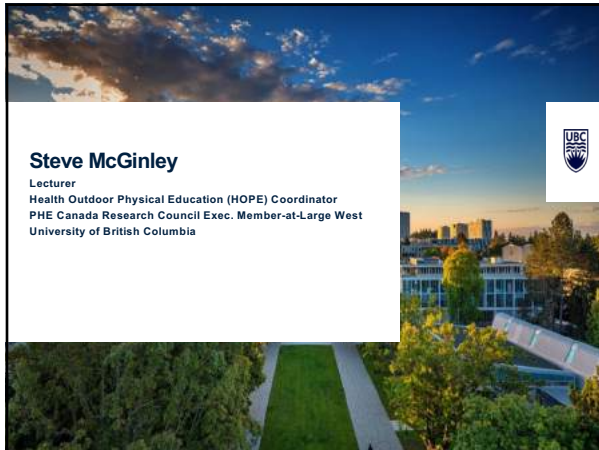
National Forum on Wellness in Post Secondary Education

Nov 8-9, 2018






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Steve McGinley
Lecturer
Health Outdoor Physical Education (HOPE) Coordinator
PHE Canada Research Council Exec. Member-at-Large West
University of British Columbia




UBC a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Context

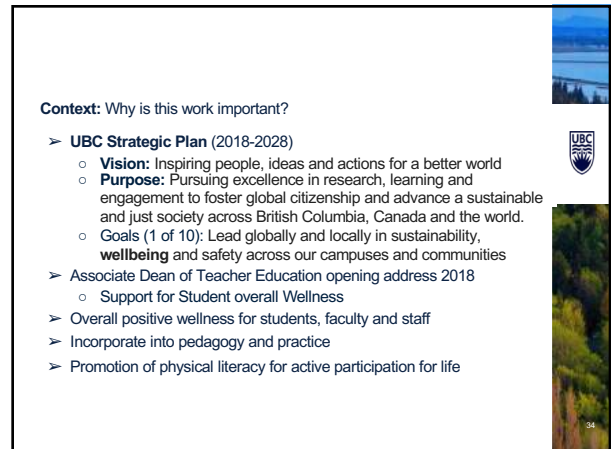


Context: UBC Teacher Education Program:

- Teacher Education Program - 732 students
 - Vancouver Campus, UBC Indigenous Teacher Education Program & West Kootenay Rural Teacher Education Program, Nelson BC
- 11 month program
- 1 Faculty of Education - 4 Departments
- Elementary and Middle Years Program - 367 students:
 - 10 **Themed** Cohorts: Arts based, Indigenous Education, International Baccalaureate, Community of Inquiry into Teacher Education, Education for Sustainability, Social Emotional Learning, etc..
- Secondary Program - 365 students:
 - 17 **Subject specific** cohorts: Health Outdoor and Physical Education, Math, Social Studies, Business Education, Music, English, Technology Education, Theatre Education, Modern languages, ELL, etc...




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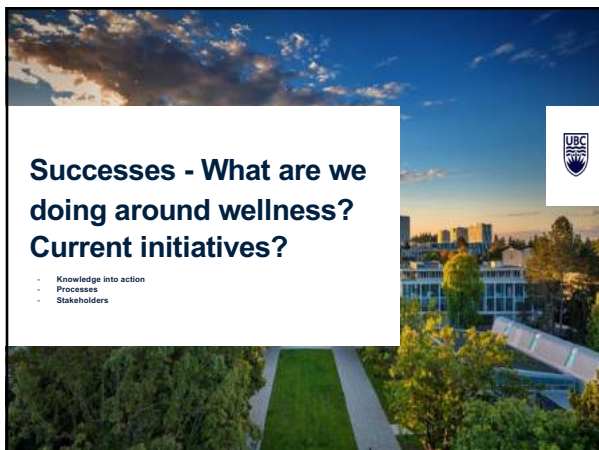


Context: Why is this work important?

- **UBC Strategic Plan (2018-2028)**
 - **Vision:** Inspiring people, ideas and actions for a better world
 - **Purpose:** Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.
 - Goals (1 of 10): Lead globally and locally in sustainability, **wellbeing** and safety across our campuses and communities
- Associate Dean of Teacher Education opening address 2018
 - Support for Student overall Wellness
- Overall positive wellness for students, faculty and staff
- Incorporate into pedagogy and practice
- Promotion of physical literacy for active participation for life




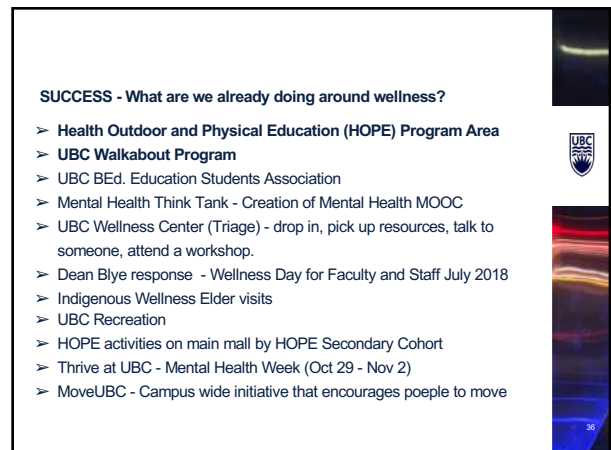
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Successes - What are we doing around wellness?


Current initiatives?

- Knowledge into action
- Processes
- Stakeholders

SUCCESS - What are we already doing around wellness?

- **Health Outdoor and Physical Education (HOPE) Program Area**
- **UBC Walkabout Program**
- UBC BEd. Education Students Association
- Mental Health Think Tank - Creation of Mental Health MOOC
- UBC Wellness Center (Triage) - drop in, pick up resources, talk to someone, attend a workshop.
- Dean Blye response - Wellness Day for Faculty and Staff July 2018
- Indigenous Wellness Elder visits
- UBC Recreation
- HOPE activities on main mall by HOPE Secondary Cohort
- Thrive at UBC - Mental Health Week (Oct 29 - Nov 2)
- MoveUBC - Campus wide initiative that encourages people to move



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SUCCESS - What are we already doing around wellness?

➤ Health Outdoor and Physical Education Program Area

- Transformation from Physical Education (PE) to HOPE
- Experiential Education approach to class delivery - learning by doing - Gym, Outdoors, UBC Farm, Pacific Spirit Park, Beach, Community Connections, Nearby schools
- Removes stigma around teaching Physical Education - HOPE!
- Aligns with BC PHE Curriculum - New as of 2016
- HOPE Ed. Masters Cohort
- Better prepares our Teacher Candidates for teaching in schools
- Increased Teacher Candidates self care as a result of HOPE
- 20 hours to teach HOPE to elementary generalists!



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SUCCESS - What are we already doing around wellness?

➤ UBC Walkabout Program - Faculty, staff, students

- Walkabout is an annual 9-week health and wellbeing challenge promoting regular exercise in social settings.
- Designed and launched in 2005 by Dr. Joy Butler, Faculty of Education, UBC.
- Last year Theme: **Wellness** - Walkabout supported the communities affected by BC Wildfire.
- Create teams, count steps, social walks, organized social walks (dog walk, garden walk, etc..)
- Opening and closing ceremony with individual and team prizes in a culminating festive environment.



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SUCCESS - What are we already doing around wellness?

➤ UBC Walkabout Program - Wellness Wheel



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SUCCESS - What are we already doing around wellness?

➤ UBC Walkabout Program - Testimonial

- "This is my first winter with the library. The walkabout has had a really positive impact on my well-being and physical health. I have enjoyed many walks with people who I barely knew before the walkabout. These people have helped brighten the otherwise dreary Vancouver winter months."~UBC Library



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SUCCESS - What are some current initiatives underway?

➤ How do you put **knowledge into action**? Is your work evidence-informed?

- Staff and Faculty Survey
- Staff Wellness Day
- Faculty of Ed.
- Dean Blye Frank



➤ What is your **process**?

- Individual/ department focus
- Silos and not often coordinated and communicated across departments and faculties and within departments

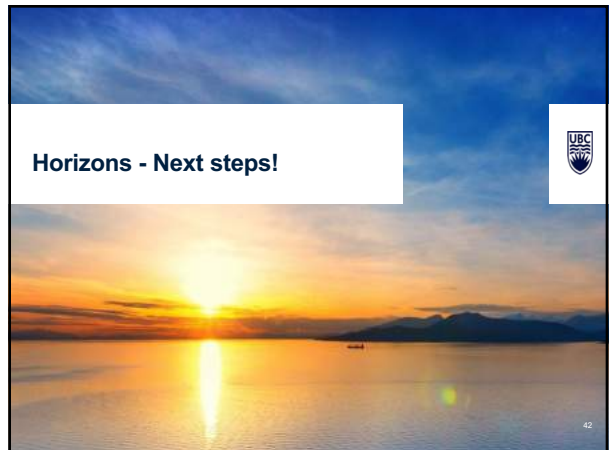
➤ Identify **who** your primary partners and stakeholders

- Teacher Education Office, HOPE team, Faculty, UBC Rec



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Horizons - Next steps!



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Horizons - Next steps, CSH approach, Main Implications

➤ Intended **next steps**? Do you have a specific focus?

- Open to learn
- Report back to HOPE team and UBC Teacher Education
- Connection to the CSH framework
- Wellness Initiatives for instructors in BEd. program - experiential education, outdoor classrooms, etc..
- Communication, Leadership and Support
- Relationships and Collaboration - UBC BEd. ESA,
- Structural change ⇔ **Cultural change**
- Department champion and theme
- Inquire information and have a deeper understanding overall



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Horizons - Next steps, CSH approach, Main Implications

➤ How does this fit within a Comprehensive School Health approach?

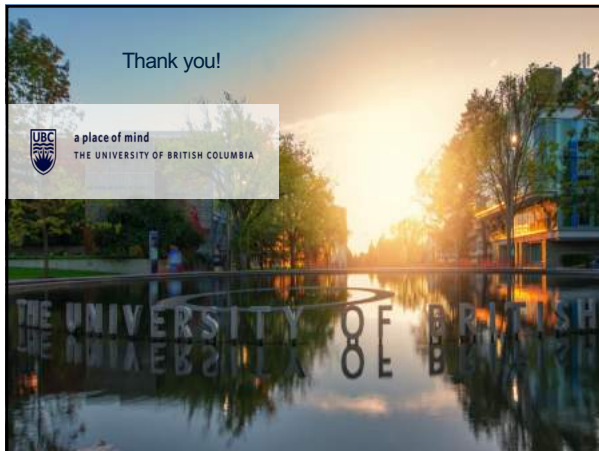
- 4 Pillar Connection -
 - School Policies
 - Relationships and Environment
 - Community Partnerships
 - Teaching and Learning
- We have some work to do!

➤ What are the **main implications** of this work?

- Journey worth taking...
- Thank you in advance for sharing your stories in advance for the overall Wellness of ourselves, students, faculty and staff.



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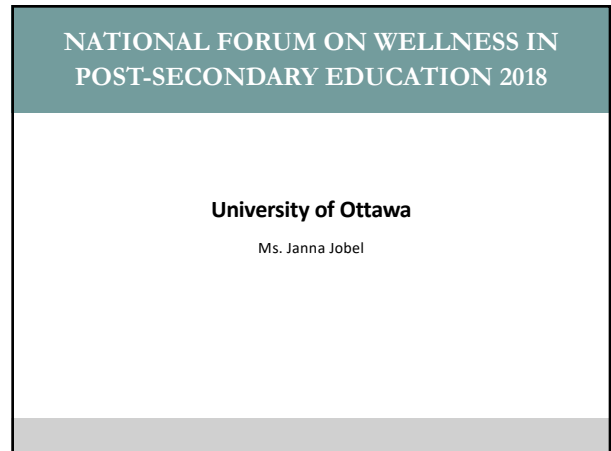
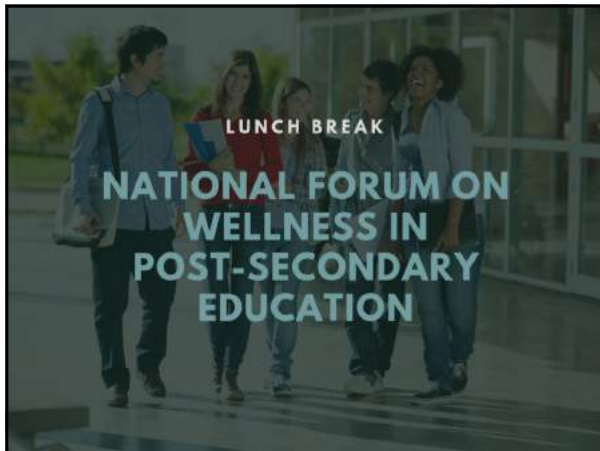



NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

Mount Saint Vincent University

Dr. Antony Card











Community Members

Research Team:

Rebecca J. Lloyd, PhD.
J. David Smith, PhD.
Tracy Vaillancourt, PhD.
Jess Whitley, PhD.


Our Partners

 Faculty of Education	 Health Promotion, University of Ottawa Health Services
 Catherine Lesage, Little Feet Yoga	 Just Food

Our Partner Services

Health Promotion on Campus

Click on any of the icons below to know more about the different health topics!



SASS - Student Academic Success Service

- About SASS
- Academic Writing Help Centre
- Academic Accommodations
- Counselling & Coaching
- Mentoring

SASS is a free network of services and programs designed to give you the tools and information to help you thrive and find your path to academic success. Delivered by professionals and fellow students who care about your success and your well-being, the programs and services of SASS complement your classroom learning and support you in achieving your academic and professional goals.

B.Ed 5 Cohorts @ UOttawa

Teacher candidates, once they have accepted an offer of admission, are asked to choose amongst several themed cohorts. The choice varies depending on the division.

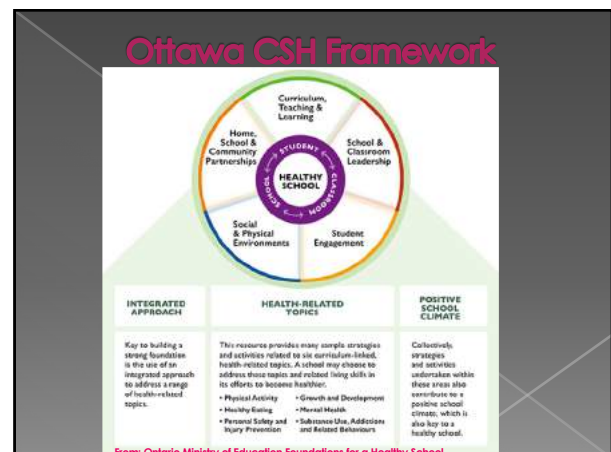
- Comprehensive School Health Cohort (P/J)
- Global Education Cohort (P/J and J/I)
- Second language education cohort (P/J)
- Imagination, Creativity, and Innovation Cohort (P/J and I/S)
- Urban Communities Cohort (IS)

How CSH is incorporated:



How CSH is incorporated:

- Community Service Learning, within a school environment
- In courses, both formally and informally
- Outreach/ Extra-curriculars
- Social Interactions
- Professional Development Workshops



Health in Ontario Schools

- **Student Wellbeing**
 - Mental Health
 - Healthy Schools
 - Healthy environments, healthy relationships, community partnerships
 - Safe & Accepting Schools
 - Healthy environments, community partnerships, healthy relationships
 - Equity & Inclusive Education
- **Character Development Initiative**
 - Healthy environments, development of the whole person, healthy relationships, community partnerships
- **Student Support Leadership Initiative**
 - Community partnerships for mental health
- **Daily Physical Activity**


Future for CSH @ Uottawa



NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

University of Lethbridge

Dr. Danny Balderson, Dr. Dawn Burleigh,
Dr. Gregory Ogilvie, Mr. Aaron Stout




University of Lethbridge

Report on Wellness


Daniel Balderson, Aaron Stout, Dawn Burleigh, Greg Ogilvie
Faculty of Education, University of Lethbridge

National Forum on Wellness in Post Secondary Education



University of Lethbridge

Background



The University of Lethbridge



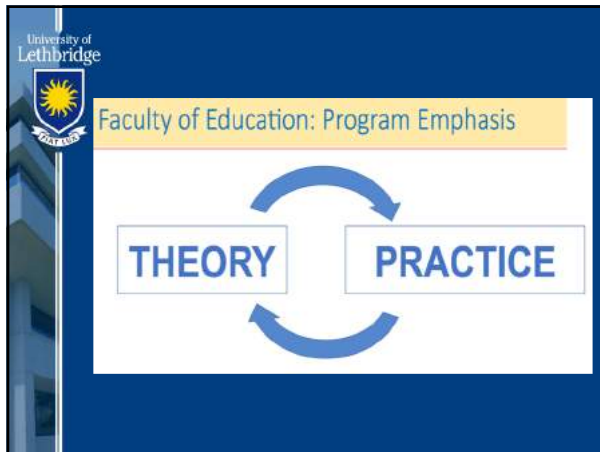
University of Lethbridge

Background

Mid-sized Program

- 3 Professional Semesters
 - Combined and After Degree
 - PSI, PSII, & PSIII





University of Lethbridge

Faculty of Education: Program Emphasis

Component	Time	Student Role	Credit	Supervision
2500	2 weeks	Aide	1.5 cr.	Weekly visit
Prof Sem I	5 weeks	1/3 time teaching	4.5	3 full observe
Prof Sem II	6 weeks	2/3 time teaching	5.5	4-5 full observe
Prof Sem III	14 weeks	1/2 time teaching	15.0	Mentorship
Total	27 weeks		26.5 cr.	

→ 27 weeks is approximately 75% of a year teaching experience
26.5 cr is just under half of the credits in the whole program

- University of Lethbridge
- ### Why is this work important?
- Involves 3 important groups: Faculty, Pre-Service Teachers, Future Students
 - Our increased awareness of student challenges (physical, mental, social)
 - Best practices for supporting our students
 - Good Health= Better Teaching, Better Learning

- University of Lethbridge
- ### What are we currently doing?
- Accessing existing supports (counseling, nutrition, recreation services)
 - Student Program Services Office- Designed to offer student support (not just academic)
 - Free memberships, food in library, stress free zones in school, game nights, peer support (big teacher/ little teacher program)
 - Undergraduate Student Organization (EUS)

- University of Lethbridge
- ### What are we currently doing cont.?
- Cash for students in emergency situations (food, clothing, shelter)
 - FNMI Meeting Place
 - UC Support out in Field (weekly visits)
 - Paired Placements
 - Education 2500: Course to help preview the profession of a teacher

- University of Lethbridge
- ### Horizons
- Wellness promotion during faculty course planning
 - Student Orientation Resource Fair
 - Recreation Services, Mental Health Services, Nutrition Services
 - EUS Wellness Week
 - Webpage/ Online Enhancement
 - Stronger Connections with University Partners

**NATIONAL FORUM ON WELLNESS IN
POST-SECONDARY EDUCATION 2018**

McGill University

Dr. Nancy Heath, Ms. Bilun Naz Boke

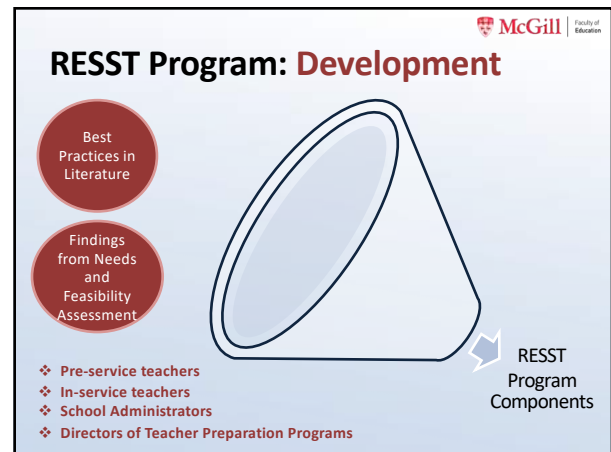
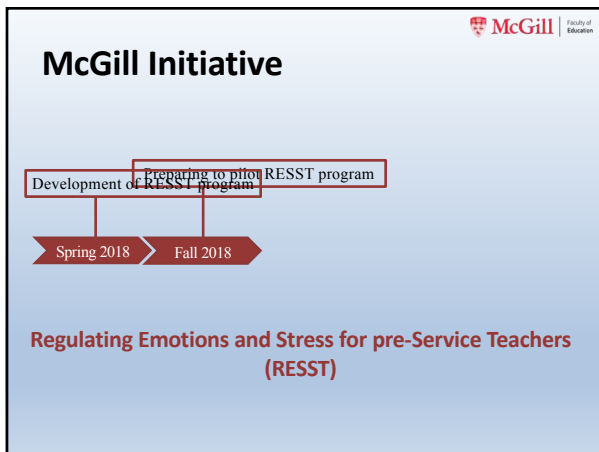
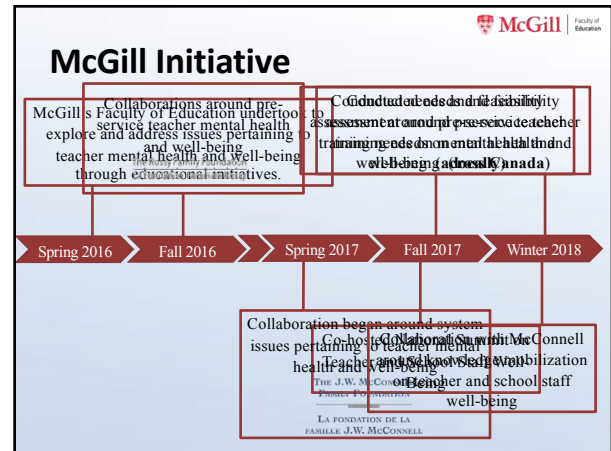
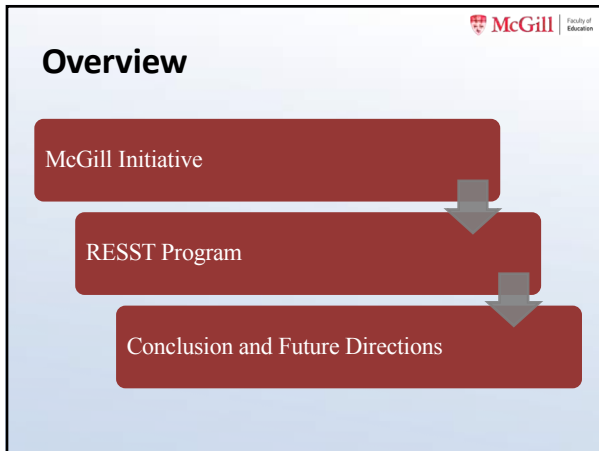
**Regulating Emotions and Stress for
pre-Service Teachers
(RESST)**

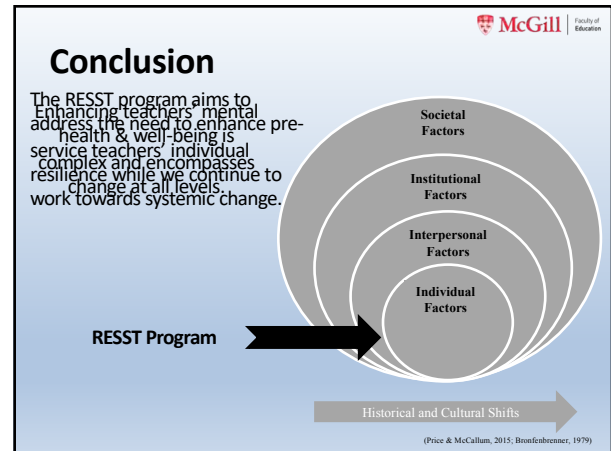
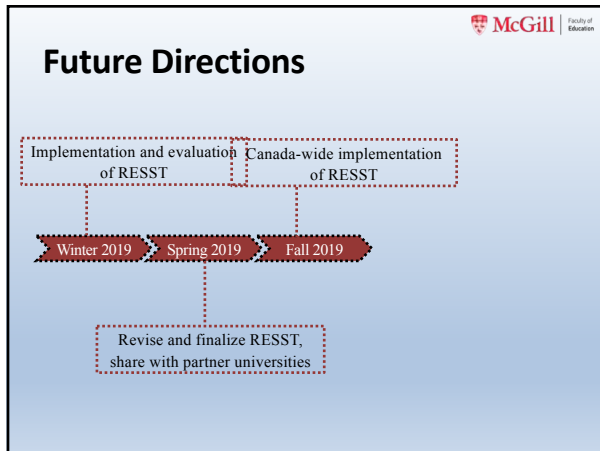
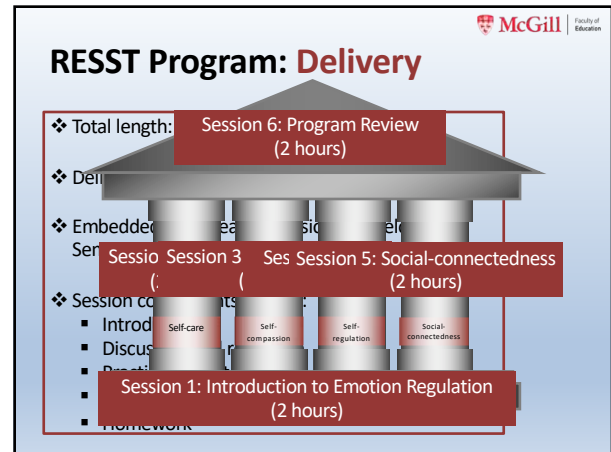
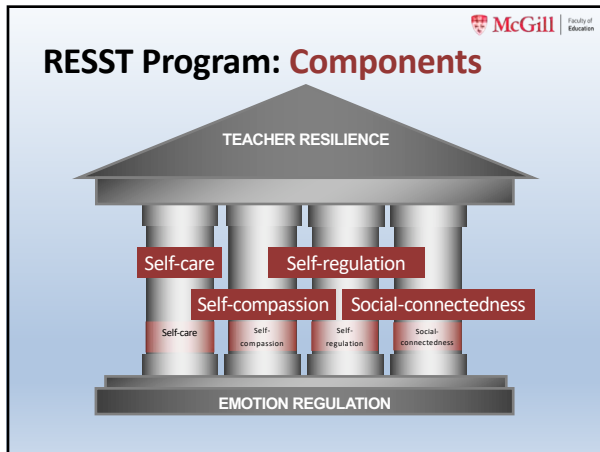
McGill University
Faculty of Education

Nancy L. Heath, Ph.D.
Bilun Naz Böke, M.Ed.

 Faculty of Education

The Rossy Family Foundation
La Fondation Familiale Rossy





Thank You!

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 This project is part of a McGill Faculty of Education initiative

The Rossy Family Foundation
 La Fondation Familiale Rossy

NATIONAL FORUM ON WELLNESS IN POST-SECONDARY EDUCATION 2018

University of Calgary


Dr. Shelly Russell-Mayhew, Dr. Astrid Kendrick, Ms. Kerri Murray

IT TAKES A VILLAGE

Advancing Health and Wellness in a Faculty of Education

Dr. Shelly Russell-Mayhew, R. Psych., Werklund School of Education, WSE
 Ms. Kerri Murray, Ever Active Schools (EAS)
 Dr. Astrid Kendrick, WSE, CBE
 Dr. Alana Ireland, WSE
 Mrs. Emily Williams, WSE
 Mrs. Louise McClelland, EAS

November 8, 2018





CONTEXT: BEd Program at UCalgary

Five Pathways:

- 4-Year On-Campus Program
- 4-Year Community-Based Program (blended delivery)
- 5-Year Concurrent Program
- 2-Year On-Campus After Degree
- 2-Year Community-Based After Degree (blended delivery)


ALL students take EDUC 551 in last semester of program (between field 3 and 4)



CONTEXT: A Series of Research Projects: HEALTH CHAMPIONS

YEAR	PARTICIPANTS	FORMAT
2009-2010	18 BEd students – physical education specialists	3-hour in-class in -service
2011-2012	30 self-selected BEd students	3-hour in-service (voluntary)
2013-2014	110 self-selected BEd students – elementary specialization	2-day HEALTH CHAMPIONS conference (voluntary)
2014-2015	80 self-selected BEd students (29%)	2-day HEALTH CHAMPIONS conference (voluntary)
2015-2016	120 self-selected BEd students – 2 nd year only (37%)	2-day HEALTH CHAMPIONS conference (voluntary)
2016-2017	120 self-selected BEd students - 2 nd year only (33%)	2-day HEALTH CHAMPIONS conference (voluntary)



Russell-Mayhew et al., 2012, 2015, 2016, 2017



SUCCESSES


Overview: Comprehensive School Health Course

EDUC 551

SUCCESSES: Course Structure

- **Course name:** Comprehensive School Health & Wellness
- **Date:** Winter 2018 (every winter semester after)
- **Class times:** Block Week Intensive (19 hours) + 20 hours (4hrs/wk over 5 weeks)
- **When in program:** 2nd year B.Ed. students (annual cohort of ~500)



SUCCESES: What our BEd Students are Saying...

- *"Really made me reflect on the significance of being a leader of health and my need to embody this. I will really focus on improving myself so I can be a great health leader."*
- *"What stands out the most is the awareness that this conference has brought about health and wellness, and how we as teachers can use physical activity in our classrooms to promote healthy living and individuals."*
- *"I think this PD made me more aware of the responsibility that I have in my own classroom. It is not only the physical education teachers' job to make healthy living accessible."*

HORIZONS: Comprehensive School Health Summary

• Teaching and Learning

- EDUC 551 ++
- In-service teachers

• Social and Physical Environment

- Attrition expectation

• Partnerships & Services

- Cross-faculty involvement

• Healthy School Policy

- Alignment with campus initiatives



HORIZONS: Student Wellbeing for Systems Change

Convening collaboration: scaling up, out and deep

- Support adoption of a CSH approach in other BEd programmes
- Comprehensive School Health Hub: knowledge and resource exchange
- Alignment across the continuum
- Research opportunities: assessing impact

Health Champions Team: THANK YOU!!



♦ Faculty of Kinesiology

Dr. Tina Gabriele

♦ Body Image Research Lab

Michelle Tkachuk, Dr. Angela Grace, Laura Blaikie, Isabel Brun, Dr. Angela Alberga

♦ Ever Active Schools

Louise McClelland

♦ Faculty of Social Work

Dr. Deineria Exner-Cortens, Lianne Lee

♦ Werklund School of Education

Gavin Peat

