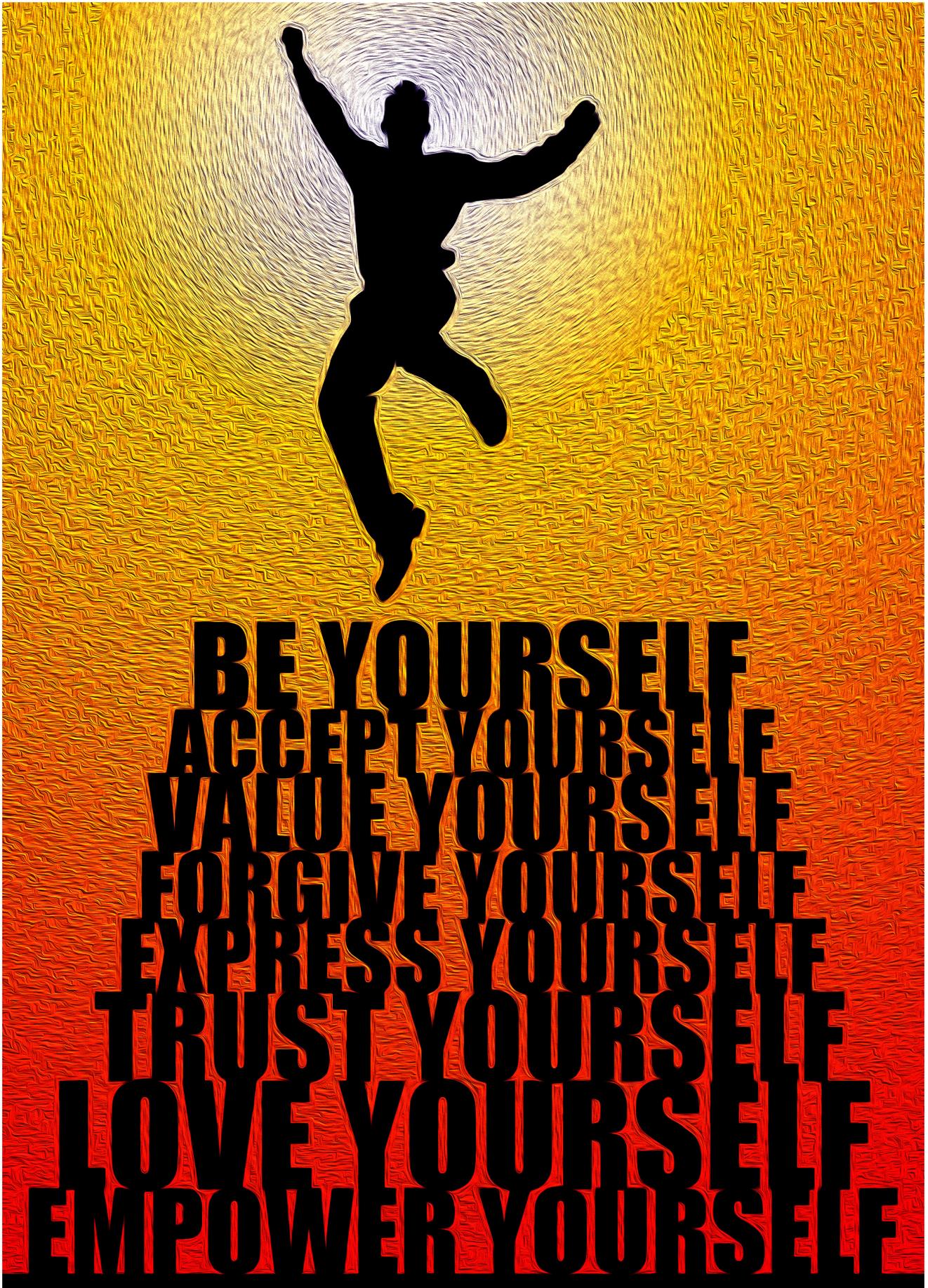




THOMAS JEFFERSON UNIVERSITY

# Promoting Well-Being in the Learning Environment







# INTRODUCTION

## PROJECT OVERVIEW

In partnership with colleges, schools and departments, Well-being in Learning Environments helps faculty make small shifts in teaching that could make a major difference in students' mental health and well-being.

## WHAT ARE "CONDITIONS FOR WELL-BEING"?

Research in the field of positive psychology and flourishing indicate that conditions for well-being include concepts such as social connectedness, mindfulness, growth mindset, resilience, gratitude, inclusivity, self-compassion and life purpose.

## WHY?

Students with mental-health concerns are more likely to have a lower grade-point average and a higher probability of dropping out (Eisenberg, Golberstein, & Hunt, 2009). According to El Ansari and Stock (2010): "It is widely accepted that health and well-being are essential elements for effective learning."

Engaging students in practices that promote mental health is the responsibility of not just one department on campus, but of the entire campus community.

The Okanagan Charter, an international charter for health-promoting universities and colleges, published a call to action for higher-education institutions: embed health into all aspects of campus culture, across the administration, operations and academic mandates (Okanagan Charter, 2015).

## HOW TO USE THIS GUIDEBOOK

Think of this guidebook as you would a menu. It provides a variety of strategies, tools and resources from which to pick and choose.

The strategies in this guidebook are based on research.

When considering the strategies or ideas you'd like to try, think about your personal interactions and teaching style. Not every strategy is the right fit, so pick one that feels comfortable and do it well. Some are easier than others to embed. According to students, some of the simplest ideas can have a huge impact when done authentically.

"I came well-equipped with a whole toolbox of coping skills and experiences, but even I struggle with some of the things we have to do." — *Student*

“The more humanized the professors seem, the better you can handle understanding where they’re coming from with giving assignments, and the less stressed you feel about going to talk to them.” — *Student*



# THE WHOLE STUDENT

## GENERAL WELL-BEING PRACTICES

Students who reported poor mental health but did not qualify for a diagnosis were three times more likely to experience academic impairment than students who reported a flourishing mental health state (Keyes et al., 2013). This research suggests that the mere absence of a mental-health disorder does not indicate flourishing mental health, and that positive factors such as social connection, emotional well-being and psychological health can help to protect students from academic impairment.

- Remember your students are human, and so are you.
- Be passionate about what you teach.
- Use humor if possible.
- Be happy about teaching.
- Try to reduce the power dynamic between you and students.
- Allow students to see your authentic self, including your mistakes and vulnerabilities.
- Talk about mental health openly to destigmatize it.
- Share ways that you practice self-care, and have students share how they practice it as well.
- Include information in your syllabus about mental health (but avoid copying and pasting this information from somewhere else).
- Let students know you are open to talking with them individually about their states of well-being. (Refer to “Supporting Students in Distress”, p. 27)



## INCORPORATE “WELCOMING RITUALS” AT THE START OF CLASS

- Smile and greet students.
- Carry on informal conversations before class.
- Play music before class. Allow students to choose the tunes.
- Ask students how they are doing.
- Start class by letting students share one WOW, POW or CHOW:
 

**WOW:** Something great that happened in the past week.

**POW:** Something disappointing that happened recently.

**CHOW:** A great new restaurant experience.
- Start with a brief writing assignment and/or peer conversations.
- Allow students to go over homework in pairs or cooperative groups. Play music before class.

# CONDITIONS FOR WELL-BEING

## SOCIAL CONNECTEDNESS

Social connectedness has a direct effect on college student retention, according to Allen, Robbins, Casillas, and Oh (2008). Evidence also suggests that it has a positive correlation with achievement motivation (Walton, Cohen, Cwir, & Spencer, 2012), which may impact academic achievement. Social connectedness has also proved to be an important factor in maintaining student retention rates (Allen et al., 2008). Research suggests that supportive faculty members can have a significant positive impact on a student’s intention to persist after the first year (Shelton, 2003). You can help your students by connecting with them or by helping them connect with each other!

- On the first day of class, use a survey to get to know students. Ask about their backgrounds, interests, strengths, needs and other topics.
- Use the survey information to make adjustments to teaching course content.
- Learn the names of your students.
- Get out from behind the podium or desk and move among the students. If you use a tablet that connects to the projector, you can allow students to write on the tablet themselves to show how they would solve a problem or answer a question.
- Incorporate welcoming rituals at the start of class. (See sidebar.)
- Share personal anecdotes.
- Share personal connections to content— areas where you struggled, concepts you were surprised to learn, etc.
- Close each class with something positive. For example, have students share something they learned or something they’re interested in learning more about.
- Use various forms of cooperative or collaborative learning.



I think learning would improve...If everybody worked together...If everybody's competing against each other, then everyone wants to keep everything to themselves. Being able to study in groups would help with well-being and being socially connected. — *Student*



I loved it when our professor taught us a mini mindfulness technique to use before each class started. It was a really rigorous class and important for me to do well in. Her technique helped me not freak out before tests. Now I am using it in other classes too! — Student

Provide a “mindfulness minute” at the beginning of class

## MINDFULNESS AND STRESS REDUCTION

Mindfulness is “the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment” (p. 145, Kabat-Zinn, 2003; Kerrigan et al., 2017). Mindfulness has been shown to improve memory and testing performance, reduce stress levels, and foster better physical health (Bonamo, Legerski, & Thomas, 2015; Kerrigan et al., 2017). Mindfulness practice has also been shown to improve mental-health outcomes for students who are struggling in an academic setting (Dvořáková et al., 2017). While the goal of mindfulness is not to help people achieve more, it has remarkably reliable effects on well-being, academic performance, stress reduction and general health for its practitioners.

- Engage in “brain breaks” that allow students to take their minds off the learning content.
  - Allow for collaborative discussions or other interactions during instruction.
  - Allow for short periods of movement (e.g., get up and find one person with whom to share a thought, story or question).
- Provide a “mindfulness minute” at the beginning of class, before exams, etc., in which you encourage or allow students to sit quietly and use deep breathing techniques.
- Practice techniques for focusing attention.
- Teach students how to use effective self-talk and stress-reduction approaches to manage their emotions.
- Incorporate mindfulness activities at highly stressful times (e.g., before an exam).
- Organize mindfulness activities outside of the classroom.
 

Examples include:

  - Encouraging students to participate in a yoga, meditation or exercise class.
  - Encouraging students to participate in mindfulness classes or activities for extra credit.
- Let students know about resources for mindfulness on campus

## GROWTH MINDSET

Growth mindset, or the belief that intelligence is not a fixed trait but one that can improve, is shown to be positively correlated with student achievement scores (Bostwick, Collie, Martin, & Durksen, 2017; Dweck, 2006). Students' mindsets can influence how they react to stressful situations, failures and challenges. Having a growth mindset is associated with more adaptive coping and learning strategies after failure. Alternately, a fixed mindset leads students to disengage from their challenges and feel helpless (Dweck & Leggett, 1988). Fortunately, a student's mindset is malleable. Here are some strategies to help your students change the way they see themselves in relation to challenging coursework.

- Teach students how to use mistakes/failures to their advantage.
- Let students see you make mistakes, then show them how you use those mistakes to learn.
- Struggle with concepts in front of students and allow them to help you work through the process.
- Explicitly talk with students about learning and deliberate practice.
- Discuss and model self-regulation strategies for learning and applying content. (See bottom.)

## DISCUSS AND MODEL SELF-REGULATION STRATEGIES FOR LEARNING AND APPLYING CONTENT.

### Examples Include:

- Setting goals and monitoring progress toward those goals.
- Using self-talk effectively to motivate and support active learning.
- Creating time management plans to accomplish goals.
- Thinking about your approach, identifying misconceptions, and doing something to fix those misconceptions.
- Becoming aware of your emotions, such as anxiety and using techniques to address them.



## Let students know you don't want perfection

- Focus less on competition and performance and more on learning and mastery. Examples include:
  - Not grading exams or other assignments based on a normal distribution.
  - Allowing students to retake exams or parts of exams to learn from mistakes.
  - Allowing students to rewrite papers or redo projects based on feedback provided.
  - Having students take exams both individually and in groups.
  - Giving students choices in how they demonstrate knowledge and mastery of content.
- Build in different ways for students to demonstrate learning and mastery of content. Examples include:
  - Using a variety of assignment types – exams, papers, presentations, videos, etc.
  - Letting students choose how they demonstrate their learning within individual assignments (e.g., creating a video, writing a paper, giving a presentation).
  - Allowing students to choose whether they work on assignments individually, in groups or with partners.
  - Allow for students to fix mistakes and work through problems they've encountered so they can see the progress being made.
  - Let students know you don't want perfection. Do this by using words like "learning" and "growing," rather than "achievement" or "performance."

## RESILIENCE

Resilience is the ability to recover from stress despite challenging life events that otherwise would overwhelm a person's normal ability to cope with that stress (Smith et al., 2008). Students with more resilience tend to have better mental health and wellness and academic outcomes (Johnson, Taasobshirazi, Kestler, & Cordova, 2014). Being able to bounce back from difficult experiences can mean coping after a bad grade or recovering from a stressful life event like the loss of a loved one. Fortunately, resilience seems to be a malleable psychological factor that, with work and time, can be strengthened.

Studies have shown resilience is linked to mindfulness, a sense of purpose in life, an optimistic outlook and active coping styles (Smith, Epstein, Ortiz, Christopher, & Tooley, 2013).

- Talk about times that you've failed and how you worked through those failures.
- Teach students how to use mistakes/failures to their advantage.
- Use exams and other assignments as teaching tools, rather than the end of learning. Examples include:
  - Instead of simply giving students their grades, go over the exam or assignment and discuss areas of common struggle, what these mistakes mean for thinking and learning, and how they connect to new learning.
  - Allow students to correct mistakes and redo assignments to demonstrate continued mastery and learning.
  - Provide students with individual feedback on assignments, and model how to use this feedback to improve on future assignments.
- Explicitly teach strategies you use to overcome failure.
- Teach students how to self-assess accurately by modeling your own self-assessing behavior.
- Focus less on competition and performance and more on learning and mastery.
- Be optimistic about how students are doing in your class.

Focus less on competition and performance and more on learning and mastery.



For homework, ask students to write a letter to someone who has made them feel grateful.

## GRATITUDE

In simple terms, researchers define gratitude as “a felt sense of wonder, thankfulness, and appreciation for life” (Emmons & McCullough, 2003; Lyubomirsky, 2007). Emmons, McCullough, and their peers have demonstrated the beneficial impacts of expressing gratitude on physical and mental health (Bartlett & DeSteno, 2006; Emmons & McCullough, 2003; Neff, 2011). This research also shows that through consistent practice, gratitude can be developed over time, leading to higher levels of happiness and self-worth and stronger relationships (Emmons & McCullough, 2003; Lyubomirsky, 2007; McCullough, Emmons, & Tsang, 2002).

- Show students how to express gratitude. Examples include:
  - Share things in your life for which you are grateful.
  - In class, share student actions that have inspired gratitude.
  - Give individual students written notes describing something they’ve done that you appreciate.

- Send emails to individual students listing things they've done that you appreciate.
- Have students think about or list things for which they're grateful. Examples include:
  - Before an exam, give students two minutes to write about one object of gratitude.
  - During a break in class, have students contemplate a relationship for which they are grateful.
  - For homework, ask students to write a letter to someone who has made them feel grateful.
  - Have students keep a gratitude journal and write in it once a week.
- Be optimistic. Focus on the positive more than the negative. Examples include:
  - At the beginning of the semester, focus on the benefits of being in your class.
  - When going over an exam or assignment, focus on what students did correctly before addressing their mistakes.
  - At the end of the semester, share how teaching the class benefited you, and have students share how the class benefited them.







Be prepared to allow for and respond to different student responses within the content.

## INCLUSIVITY

Think of inclusive education as an ongoing effort with three distinct but related goals (Waitoller & Kozleski, 2013): to more equitably distribute learning opportunities; to recognize and honor the differences among students; and to provide opportunities for marginalized groups “to represent themselves in decision-making processes.”

As a conclusion to their meta-analysis of inclusive education research, Waitoller and Artiles (2013) argue that inclusivity should be treated more broadly. Rather than focusing on a unitary identity like “disabled” or “female,” for example, treat the question of inclusion in the classroom through a lens of intersectionality, considering all relevant identities and groups that have been historically marginalized in educational settings.

- Consider student needs when it comes to seating, visual/audio equipment, note taking, test taking, response opportunities, etc.
- Use inclusive language.
- Provide resource information in your syllabus or elsewhere. (See the “Resources” sections, p. 18 and p. 30)
- Be prepared to allow for and respond to different student responses within the content.
- Explicitly talk about mental health and well-being to normalize difficulties.



## FACULTY RESOURCES:

### Accessibility Services:

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/disability-accommodations.html>

<http://eastfalls.jefferson.edu/accessibilityservices/>

**Academic Support Services:** [https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic\\_support.html](https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic_support.html)

**Academic Success Center:** <http://www.eastfalls.jefferson.edu/successcenter/>

**Office of International Affairs:** [https://www.jefferson.edu/university/international\\_affairs.html](https://www.jefferson.edu/university/international_affairs.html)

**International Services:** <http://www.eastfalls.jefferson.edu/internationalservices/>

**Office of Student Life & Engagement:** <https://www.jefferson.edu/university/student-life-engagement.html>

**Office of Student Engagement:** <http://www.eastfalls.jefferson.edu/studentengagement/>

### Campus Resources:

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/sexual-misconduct.html>

<https://www.eastfalls.jefferson.edu/titleix/campusResources.html>

**Diversity and Inclusion at Jefferson:** <https://www.jefferson.edu/university/diversity.html>

**Diversity and Social Justice:** <https://www.eastfalls.jefferson.edu/studentengagement/diversitySocialJustice/index.html>

**B.R.A.V.E. Conversations:** <https://www.jefferson.edu/university/diversity/brave-conversations.html>

*This is not a comprehensive list of diversity and inclusion resources on campus.*

## SELF-COMPASSION AND EMPATHY

Self-compassion is not the same thing as self-esteem; it is a practice of treating yourself like you would a close friend by accepting your shortcomings but also holding yourself accountable to grow and learn from failure (Neff, 2003, 2011). Research suggests that “self-compassionate individuals may be better able to see failure as a learning opportunity and to focus on accomplishing tasks at hand” (p. 274, Neff, Hsieh, & Dejitterat, 2005).

- Model how you have compassion for yourself and others.
  - When you make a mistake or struggle with something, share it with students and talk about strategies you use to be compassionate with yourself (e.g., self-talk).
  - When a student comes to you with a question or need, show that you are listening and understand where they’re coming from (e.g., smile, shake your head, repeat what they say to clarify).
- Discuss common humanity among you and students.  
Examples include:
  - When students struggle or fail, talk about a time when you had a similar experience.
  - Share your own positive and negative experiences at specific times (e.g., before or after giving an exam, when going over an assignment).
- Try seeing things from a student’s perspective, and help him or her see things from your perspective.
- Give students the benefit of the doubt. Don’t assume they’re lazy or trying to get out of work.
- Be flexible. Take into consideration students’ lives outside of class. These lives may include:
  - Families, including their own children
  - Jobs
  - Chronic illnesses
  - Other classes

Try seeing things from a student’s perspective, and help him or her see things from your perspective.



## LIFE PURPOSE

Life purpose, or meaning in life, is a core component of positive psychology and refers to the belief that one lives a meaningful existence. This belief is associated with higher life satisfaction (Chamberlain & Zika, 1988), happiness (Debats, van der Lubbe, & Wezeman, 1993), and hope (Mascaro & Rosen, 2005). Having a sense of life purpose has multiple positive associations with coping, health, well-being and adaptive coping strategies (Thompson, Coker, Krause, & Henry, 2003). It's also related to a lower incidence of psychological disorders (Owens, Steger, Whitesell, & Herrera, 2009). Helping students understand how classroom happenings are linked to their sense of purpose in life may help them maintain motivation, hope and engagement with the course.

- Have students set goals for what they want to accomplish in the course.
- Share how content relates to your own life and goals.
- While teaching, explicitly connect content to students' goals.
- Set up times to talk informally with students about their goals and life plans.

Set up times to talk informally with students about their goals and life plans.



# EFFECTIVE LEARNING ENVIRONMENTS

## IN-CLASS INSTRUCTIONAL PRACTICES

The kinds of instructional practices used in a classroom will vary according to any number of factors, including the material taught, size of the classroom and learning objectives. One instructional practice that all students can benefit from is knowing what is expected of them by being given a clear framework they can use to anchor their knowledge and progress (Balgopal, Casper, Atadero, & Rambo-Hernandez, 2017). Finding ways to provide structured, intentional and transparent assessment practices can limit anxiety and improve a student's learning, retention and testing performance (Chiou, Wang, & Lee, 2014; Cross & Angelo, 1988). Encourage them to ask questions and seek help.

## SIMPLE IDEAS

- Review previously learned content before introducing new information.
- Connect course content to the real world.
- Be explicit about objectives related to abstract learning such as thinking processes and problem-solving, and explicitly show students how these types of learning relate to content, activities, exams, etc.
- Plan instruction, including any activities or discussion, effectively.
- Incorporate “think, turn, talk” during lessons.
  - Think: Have students think about their responses to a question or an idea.
  - Turn: Ask students to turn to a partner.
  - Talk: Have students share their thinking about the question or idea with their partners.

Establish norms with students for how to work collaboratively.

- Incorporate writing-to-learn activities such as admit or exit tickets, non-stop writes, silent conversations and write-arounds.
  - Admit ticket: A brief writing activity at the beginning of class to review previous learning.
  - Exit ticket: A brief writing activity to review what was learned in class or preview what will be learned in the next class.
  - Non-stop write: Timed writing activity in which students take two to four minutes to write about their thinking, questions or ideas related to what they've learned.
  - Silent conversation: An activity similar to "think, turn, talk" but instead of talking about their thinking, partners write about their thinking, read what one another has written, and respond to it in writing. Each written response is usually timed for one to two minutes.
  - Write-around: An activity similar to a silent conversation, but instead of partnering with one person, students pass their written responses around in a group of four to five.
- To check for understanding, ask students to give you a thumbs-up, thumbs-sideways or thumbs-down to represent how they're feeling about the content. If there are very few thumbs-ups, then you can probe further to learn the specific causes of difficulty.
- Incorporate quick, informal assessments to gauge student mastery of concepts and provide immediate feedback.

### MORE COMPLEX IDEAS

- Allow students to apply knowledge and not only memorize information.
- Create cooperative learning activities to engage students in application, analysis and synthesis. Establish norms with students for how to work collaboratively.
- As students work in pairs or small groups, listen to their ideas and questions, and make note of what specific students say. During the whole-group discussion, ask different students if you can share their comments during the paired/small-group work. This technique is especially helpful for engaging students who are reticent about talking in front of the whole class.
- Use work examples and non-examples. Non-examples are problems that have been done incorrectly. Have students find the mistakes and work in partners or groups to resolve them.

Create informal activities/get-togethers for faculty and students to get to know one another.

- Allow students to begin work on a homework, lab or other assignment in class to get support from you and their fellow students before completing the assignment on their own.
- Offer choices in assignments and tasks, including exam structure (e.g., multiple-choice vs. short-answer vs. oral response).
- Create assignments in which the results can be utilized by a community or campus initiative.
- Invite outside speakers who can connect learning to civic engagement.

## OUTSIDE OF CLASS ACTIVITIES

Office hours are often underutilized by students, but when a single check-in and refecation meeting is made mandatory students tend to improve their learning outcomes (McGrath, 2014). These findings suggest that personal recognition and engagement have an important augmentative effect above and beyond additional exposure to the material students were tasked with learning—statistics, in this case. See McGrath (2014) for a sample reflection exercise to conduct with students during office hours. In addition to office hours, consider conducting informal activities outside of class to get to know students on a personal level and help them make connections to other resources (e.g., museums, libraries).

- Provide informal opportunities such as Q&A sessions and study groups for students to discuss course content.
- Invite small groups of students to attend office hours.
- Create informal activities/get-togethers for faculty and students to get to know one another. Examples include:
  - Coffee chats
  - Cookies, donuts or ice cream with different faculty
  - Lunch with students
  - Informal weekly meetings to talk with students about their life goals, plans, etc.
- Visit different locations on campus with students.
- Respond to student emails or other forms of communication in a respectful and timely way.
- Mentor teaching assistants whom you're supervising in well-being practices.

## DEPARTMENTAL ACTIVITIES

In addition to the role of individual faculty members in supporting student well-being, administrators within colleges and departments can work to coordinate these efforts. Such coordination can help faculty more easily support students. Administrators may also consider embedding conditions for well-being into various departmental activities to positively impact the well-being of both students and faculty.

- Communicate the importance of faculty members taking care of their own states of well-being.
- Create a student-led wellness group that makes recommendations for improvements in departmental policies and practices.
- Provide training for faculty in recognizing and responding to students in distress.
- Create consistent systems for gathering and implementing faculty and student feedback within the department.
- Create a first-year (or longer) informal course that combines mentoring from both a faculty member and a peer mentor (e.g., third-year student) with well-being lessons/activities.
- Provide training and support to teaching assistants in well-being practices.
- Create informal activities/events for faculty and students to get to know one another.
- Allow time for faculty to share well-being practices they are incorporating into their classes.
- Plan wellness activities. Examples include:
  - A wellness week with different activities like a petting zoo, mindfulness group or self-care class.
  - Ongoing classes such as yoga, Zumba, or meditation.
- Support faculty well-being.
  - Within a professional development series, build in classes related to mindfulness, self-compassion, and self-care.
  - Set up ongoing classes for faculty in yoga or meditation.
  - Plan book studies related to wellness topics (e.g., using the book *The How of Happiness* by Sonja Lyubomirsky).

Set up ongoing classes for faculty in yoga or meditation.

# SUPPORTING STUDENTS IN DISTRESS

## CHECK IN. "HOW ARE YOU DOING?"

- **Talk to the student.** Talk in private when you are able to give the student your undivided attention. It is possible that just a few minutes of effective listening on your part may be enough to help the student feel comfortable about what to do next.
- **Be direct and nonjudgmental.** Express your concern in behavioral, nonjudgmental terms. Be direct and specific. For example, say something like "I've noticed you've been absent from class lately, and I'm concerned," rather than "Why have you missed so much class lately?"
- **Listen sensitively.** Listen to thoughts and feelings in a sensitive, non-threatening way. Communicate understanding by repeating back the essence of what the student has told you. Try to include both content and feelings. For example, "It sounds like you're not accustomed to such a big campus, and you're feeling left out of things." Remember to let the student talk.

## MENTION RESOURCES

- **Refer.** Point out that help is available, and that seeking help is a sign of strength. Make some suggestions about places to go for help. (See the list in the "Resources" section, p. 30 for ideas.) Tell the student what you know about the recommended person or service.
- **Take a walk.** Consider walking the student to the SCC yourself, if needed.

Examine your own beliefs about college student substance use.

## ENCOURAGE SELF-CARE. “WHAT ARE YOU DOING TO TAKE CARE OF YOURSELF?”

- **Follow up.** This is an important part of the process. Check with the student later to find out how he or she is doing. Provide support as appropriate.
- **Be flexible.** Be willing to consider flexible arrangements, such as extensions on assignments, exams or deadlines.

## AVOID...

- Minimizing the student’s concerns (e.g., “Your grades are so good.”).
- Providing so much information that it overwhelms the student.
- Suggesting that students do not need treatment, or that their symptoms will stop without it.
- Denying or ignoring your observations of the student’s academic or behavioral changes.
- Assuming students are fully aware of the sources of their stress.

## SHIFT THE CULTURE AROUND SUBSTANCE MISUSE

**Substance use can adversely affect students’ attendance, participation in class discussion, performance on assignments and exams, and overall GPA. Faculty are well positioned to contribute to changing students’ expectations around substance use and help shift the culture.**

- If you hear students say, “Everyone gets wasted in college,” interrupt and correct the misperception.
- Examine your own beliefs about college student substance use. If you carry the same misperception that all students are doing it, you may unintentionally reinforce this norm or expectation in your language.
- If appropriate, incorporate the topics into your course through assignments and case studies where substance use is the focus.

## HOW TO TALK TO A STUDENT ABOUT POTENTIAL SUBSTANCE MISUSE

- Set healthy boundaries.
- Adjust your approach based on the circumstances.
- Keep a student’s trust and privacy in mind.

- Don't talk when the student is drunk or high.
- Remember and convey they aren't a bad person.
- Use "I" statements (e.g., "I feel concerned when you miss several classes in a row" vs. "You are missing classes, and you may receive a lower grade").
- Make a list of the warning signs you and/or your TA are witnessing, and share them thoughtfully.
- Don't take things personally; the student may react defensively.
- Always be kind, and offer support.
- Know that you can't fix them.
- Meet the student where they are.
- Encourage the student to seek any positive change, including harm reduction.
- Let them know resources are available. (See list on pages 25 and 26.)
- Talk with them sooner rather than later.

### WARNING SIGNS FOR SUBSTANCE MISUSE

- Sudden grade drop
- Excessive absenteeism
- Isolation or social anxiety
- Appearing under the influence of a substance (e.g., nodding off, mania, slurring, inappropriate responses to questions, inability to sit still, weight loss or gain, bags under eyes, hygiene difficulties)
- Numerous trips to bathroom
- Lack of willingness to engage; apathy

## SHIFT TO BE AN ALLY

### Students in Recovery

- Remember that recovery is about more than eliminating symptoms.
- Be aware of the environments you create, and work towards creating safe ones.
- Show up and show you care.
- Listen and have an open mind.
- Reduce stigmatizing language.
- Don't judge, and communicate from a place of respect.

# RESOURCES

## TEACHING AND LEARNING

### **Office of the Provost**

<https://www.jefferson.edu/university/provost.html>

The Office of the Provost coordinates the academic mission of the university, manages the academic experience for students, and implements policies and procedures related to faculty and administration.

### **Academic Support Services**

[https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic\\_support.html](https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic_support.html)

### **Academic Success Center**

<http://www.eastfalls.jefferson.edu/successcenter/index.html>

The Academic Support Services and the Academic Success Center provide one-on-one assistance (such as peer academic tutoring), writing tutoring, and advising services for first year students.

### **Career Development Center**

<https://www.jefferson.edu/university/academic-affairs/schools/career-development-center.html>

### **Marianne Able Career Services Center**

<http://www.eastfalls.jefferson.edu/careerservices/http://www.eastfalls.jefferson.edu/successcenter/index.html>

The Career Development Center and the Marianne Able Career Services Center assist students and alumni in capitalizing on their Jefferson experience, helping them achieve their professional goals.

## HEALTH AND WELLNESS

### Health Services

<https://www.jefferson.edu/university/campus-life/health-services.html>  
<http://www.eastfalls.jefferson.edu/healthservices/>

Health Services provides medical care and is available to all full-time students enrolled in courses at Jefferson.

### Student Counseling Center

<https://www.jefferson.edu/university/academic-affairs/counseling-center.html>  
<http://www.eastfalls.jefferson.edu/counseling/>

The Student Counseling Center provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being.

### Jefferson Health Community Resource

<https://communityresource.jeffersonhealth.org/>

Jefferson Health Community Resource is a searchable data base offering services to those who need food, medical care, housing, transportation or other services.

### JeffSecure

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/jeffsecure.html>

<http://eastfalls.jefferson.edu/jeffsecure/>

JeffSecure is an emergency fund created to assist Jefferson students (undergraduate, graduate, continuing education or online) with financial support when they need assistance with unexpected, unforeseen, and unavoidable emergency expenses.

## DIVERSITY AND INCLUSION

### Diversity & Inclusion at Jefferson

<https://www.jefferson.edu/university/diversity.html>

### Diversity and Social Justice

<https://www.eastfalls.jefferson.edu/studentengagement/diversitySocialJustice/index.html>

The pages for Diversity & Inclusion at Jefferson and Diversity and Social Justice offer Jefferson's commitment to diversity and statement on diversity and social justice and find programming.

**Office of Student Life & Engagement**

<https://www.jefferson.edu/university/student-life-engagement.html>

**Office of Student Engagement**

<http://www.eastfalls.jefferson.edu/studentengagement/>

The offices of Student Life & Engagement and Student Engagement offer student events and activities, student organization management, new student university orientation programs, student leadership training, and wellness & recreation programs.

**Accessibility Services**

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/disability-accommodations.html>

<http://eastfalls.jefferson.edu/accessibilityservices/>

Accessibility Services ensures students with disabilities have equal access to their academic experiences by determining eligibility and approving reasonable accommodations.

**Office of International Affairs**

[https://www.jefferson.edu/university/international\\_affairs.html](https://www.jefferson.edu/university/international_affairs.html)

**International Services**

<http://www.eastfalls.jefferson.edu/international/>

The offices of International Affairs and International Services are committed to helping international students have a successful experience at the university and in the United States.

**Campus Resources**

<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/sexual-misconduct.html>

<https://www.eastfalls.jefferson.edu/titleix/campusResources.html>

**GENERAL SUPPORT****Human Resources**

<https://hr.jefferson.edu/support.html>

This website provides information for resources available to employees.

**Employee Assistance Program**

<https://hr.jefferson.edu/support/emotional-wellbeing.html>

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