

Promoting Student Well-Being in Learning Environments: A Guide for Instructors



TEACHING *and*
LEARNING CENTRE

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*TEACHING AND LEARNING CENTRE - UPEI AND
STUDENTS AFFAIRS - UPEI*

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A message from Dr. Greg Naterer, Vice-President Academic and Research

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At UPEI, we're committed to an exceptional student learning environment that includes experiential learning and opportunities for extracurricular activities that develop leadership, teamwork and professional development skills through student teams and clubs. Well-being is a cornerstone of the UPEI Campus Mental Health Strategy. In addition, building an inclusive campus culture where all students can feel a sense of belonging and thrive is a commitment set out in both the UPEI Strategic Plan (2018-2023) and in the UPEI Equity, Diversity, and Inclusion Strategy. Students are exposed to diverse ways of learning in a safe environment that allows them to become leaders in their chosen field of study.

To promote a supportive learning environment, a resource has been developed in collaboration between the Teaching and Learning Centre and Student Affairs in order to optimize learning experiences for all at UPEI. This resource aims to serve as a guide for instructors to promote student well-being in learning environments. As instructors, you are the role models for students who set the tone for a fulfilling and rewarding learning experience. Thank you for all of your dedicated efforts and commitment to student success. I hope you will find this resource to be a helpful reference in your teaching plans.

In addition to student and instructor well-being at an individual level, broader systemic issues across the University are being addressed.. UPEI is also pursuing initiatives at other levels such as those discussed in the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges. The University is committed to providing a supportive campus environment that supports personal development and enables students, staff, and faculty members to thrive and reach their full potential. Through its policies and practices, health, well-being and sustainability are institutional values in planning and decision-making processes.

Greg

Dr. Greg Naterer

Vice-President Academic and Research

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Introduction

According to the World Health Organization (2021), good mental health enables people to realize their potential, cope with the normal stresses of life, work productively, and contribute to their communities. Over the past decade, Canadian post-secondary institutions have been reporting increasing concerns around student mental health arising from growing demands for mental health treatment and support services (Linden, Boyes & Stuart, 2021).

This trend, alarming in and of itself, should be particularly troubling for us as educators because of the role of well-being in student learning. Students with poorer mental health and well-being, whether they have a diagnosed mental illness or not, are more likely to experience academic difficulties (Eisenberg et al., 2009; Keyes et al., 2012; Mojtabai et al., 2015; Zandvliet et al., 2019). A survey of UPEI students in fall 2020 noted that 63% of respondents reported that they struggled more with their mental health during that semester compared to previous years. Stress, anxiety, worry, and financial pressures remained top of mind concerns in the summer of 2021 for students (CASA, 2021). Similar issues of stress, anxiety, depression, and sleep difficulties were among the top factors negatively impacting students' academics with 41.9% saying that stress significantly affected their performance (ACHA-NCHA III, 2019). Recent studies have also helped highlight well-being issues among graduate students, which also reflect concerns associated with anxiety, exhaustion, and stress (Evan et al., 2018; Levecque et al., 2017; Pyhältö et al., 2012) but also reveal the importance of supervisory relationships and alignment of expectations (Pyhältö et al., 2012; Barry et al., 2018).

While mental health outcomes stemming from recent world events such as the climate emergency, COVID-19 pandemic, racial tensions and armed conflicts in Afghanistan and Ukraine are concerning, issues associated with declining student mental well-being were clearly present beforehand (MacKean, 2011; Munn, 2019). In short, prioritizing student learning also requires prioritizing student well-being. While well-being has been defined in different ways (Centers for Disease Control, 2018; Hughes & Spanner, 2019), in simple terms, "well-being can be described as judging life positively and feeling good." (Veenhoven, 2008). As we consider these definitions, it is important to consider that unpleasant affect and experiences are a normal part of life, but from the perspective of health and well-being, we would hope that such experiences are transient and localized. Critically, engaging students in practices that promote mental health and well-being must go beyond any single campus unit; it is the responsibility of our entire community to contribute to cultural change (Okanagan Charter, 2015).

Our Role as Instructors

As instructors, we can help students meet our high standards and engage in the complex learning and

exploration that we expect of them by creating learning environments that promote well-being. Even small shifts can make a major difference for students. The purpose of this guidebook isn't to make a class, lab, community placement, or clinical rotation easier or less rigorous or to impede your academic freedom. Instead, you'll find strategies here which you may want to consider to support students in meeting the challenges of a demanding curriculum. As instructors we can support the mental well-being of students by educating ourselves about mental health, considering our responses to the mental health concerns of our students, employing self-care as key elements of a collective, creative whole institution approach to student well-being (Hill et al., 2020).

Using This Guidebook

As part of UPEI's commitment to promoting student well-being, the Teaching and Learning Centre and Student Affairs have developed this guidebook for instructors. Think of this guidebook as you would a menu. It provides a variety of evidence-based strategies and resources to choose from depending on the needs of your course, online environment, lab, community placement, or clinical rotation. The strategies apply to diverse teaching contexts including undergraduate, graduate, and professional programs and include ideas for both small-scale and large-scale changes. We provide ideas you can use in course design, in developing your syllabus, in the first days and weeks of your class, lab or rotation, and throughout the semester. As you review the guidebook, remember that it is okay (and encouraged!) to start small — choose one or a few new strategies to try.

Supporting Students in Distress

In addition to providing strategies for supporting student well-being in your classes, this guidebook also offers suggestions for handling situations where you think a student may be experiencing psychological distress. As instructors, we can fulfill our role in the University's network of support by recognizing warning signs, listening to students, and making referrals to mental health services when needed.

Note: You may recognize some of the strategies in this guidebook as inclusive, culturally- responsive teaching strategies, which include strategies meant to actively engage and serve the needs of all students. For more ideas specifically about inclusive course design and teaching, visit the inclusive teaching resources available through the [Academic Instructional Skills Program](#).

4 Keys to Well-Being

The strategies and resources in this guidebook are centred around four keys to well-being. While not

exhaustive, the keys highlight several important areas that you can focus on in your teaching.

Social Connection

Build a welcoming environment by creating opportunities for connection with you and their peers

Compassion and Stress Reduction

Actively listen to your students, acknowledge their perspectives, and use policies and teaching practices for your course, lab, placement, or rotation that help them effectively manage or reduce stress.

Belonging and Growth Mindset

Show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging

Gratitude and Purpose

Help students appreciate positive experiences and explore links between their coursework and their sense of purpose in life

Benefits of the 4 Keys

Research from educational and social psychology suggests that there are a number of benefits to students when instructors adopt practices that align with the four keys.

Feeling social connection positively influences student motivation and persistence (Allen et al., 2008; Walton et al., 2012). Getting to know our students helps them feel valued and invested in their learning (Cooper et al., 2017). There are benefits for students, instructors and institutions when we proactively create learning environments where students want to connect, meet during office hours, and actively engage in learning activities (Bowden et.al.,2021). Additionally, practices that increase social connection often create opportunities to support the other three keys to well-being.

Students with higher stress and lower coping skills tend to have lower academic performance (Frazier et al., 2019; Johnson et al., 2015). By acknowledging our students' lives outside the classroom, lab, or rotation, we create opportunities to support positive coping and reduce stress. Moreover, being compassionate contributes to student motivation and helps students feel comfortable seeking assistance (Gurung & Galardi, 2021; Young-Jones et al., 2021).

When students have a growth mindset—the belief that intelligence is not a fixed trait, but one that can be improved—they respond better to challenges and failures and have higher academic performance

(Burnette et al., 2013; Dweck, 2006). Equally important, when students perceive that their instructors believe they can improve, students feel a greater sense of belonging, are more engaged, and perform better (Canning et al. 2019; Muenks et al., 2020).

Expressing gratitude increases positive emotion and well-being (Lyubomirsky, 2007; Emmons & McCullough, 2003), which are related to better academic performance (Keyes et al., 2012). In addition, connecting course material to one's purpose and values benefits interest, motivation, and engagement (Harackiewicz & Priniski, 2018).

For an interesting discussion on the value of small actions by faculty and staff check out this [summary website](#) or the [full report](#)

Social Connection

Build a welcoming environment by creating opportunities for connection with you and their peers.

Course Design

- Create opportunities for students to collaborate. When you do, provide structure for students to work together effectively and in a way that promotes inclusion. (Some resources for [common group work issues](#) and [cooperative learning groups](#)).
- When supporting the meaningful inclusion of Indigenous knowledge(s) in pedagogy and practices, consider using resources such as the Indigenous Wholistic Framework (Pidgeon, 2016). Acknowledge the role of kinship between a community of scholars, and respect inquiry-based learning between all levels of being (mental, emotional, spiritual and physical).
- Consider ways in which students can share their perspectives and/or be responsible for contributing to course content, such as posing questions for discussion or giving presentations.
- Increase student choice by allowing students to decide about assignment topics, formats, etc. (Darby, 2020).

Syllabus

- Include information both about what you expect from students and what students can expect from you. Example: If you list an expectation that students read material before class or lab, also state how much reading they can expect, when the readings will be made available and where they can be found (e.g., textbook, lab manual, Moodle).
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- Provide learner-centred rationales for course design and policies. Example: In a description of weekly quizzes, include a sentence on how they will help students prepare for other assessments.
- Use words and phrases that invoke community, such as “we” and “us,” instead of impersonal words like “students.” Example: “In this course, we’ll explore these questions as we work through...”
- Include a land acknowledgement as part of our Truth and Reconciliation Commission (TRC) reconciliation efforts
- Encourage students to attend office hours by letting them know the variety of reasons someone might come to office hours and what they can expect to happen there. Consider offering virtual office hours for all of your classes. If you are teaching online, you might schedule virtual office hours right after a synchronous online class or activity.
- Consider adding the [template language from UPEI Accessibility Services](#) about accommodations and a land acknowledgment.

Adaptations for Large Classes

- Use educational technologies to help you scale-up collaborative learning activities, learn about your students, do welcome rituals, and check in throughout the semester.
- Learn as many student names as you can and use name tents so that you can call on all students by name.
- Move from the front of the room to walk among the students when possible (e.g., before class starts, during activities).
- Leverage the affordances of digital technology to support students and build community For example: Offer a backchannel chat even in-person classes.
- Consider how your teaching assistants or assistants in instruction can support building community. They can learn the names of smaller groups of students, meet with students, summarize responses to student surveys or reflections, and check in with students during activities.

Read this [article](#) for additional ideas or another [recent article from University Affairs](#). Finally, here’s an interesting article on ways to check in with students:

<https://teaching.berkeley.edu/news/spotlight-teaching-and-learning-mid-semester-check>

First Days and Weeks

- Sending a “welcome to the class/lab/rotation” email or webpage before the semester begins with an overview of your course, lab, or rotation, important information to help students become familiar with aspects of the learning environment (e.g., Moodle, lab details, etc.) and possibly a short welcome video introducing yourself can start building connections early.

- Ask students what their preferred name/nickname is and use it when you are interacting with them.
- Start learning the names of your students and help them to learn each other's, including pronunciation. Do your best to learn some, even if you can't learn all names. We're all tempted by the path of least resistance, think of how it must feel for students from different backgrounds to have a professor who knows the names of all the students who share their language/ethnicity/cultural background, but no one else's – spend extra time on the difficult names. It's also easier to learn the names of the students who are outgoing and interact with you during class – take time to learn names of your quieter students. You can get assistance in learning how to pronounce names in advance by using pronouncing sites such as [names.org](https://www.names.org).
- Share your personal pronouns and invite students to do so if they are comfortable.
- If someone is misgendered in class, unless you know that information confidentially, politely provide a correction.
- Share about yourself. Some examples could include: Personal connections to the course material, what you like most about teaching, non-academic information (e.g., hobbies).
- Help students overcome discomfort with office hours. Consider offering some online options for office hours. Let students know in advance what it will be like so that they feel comfortable.
 - Use a brief survey or activity to learn about your students. Considerations to keep in mind include asking only for information that you need to avoid privacy violations, make the survey voluntary and/or anonymous to protect student's privacy, write questions that all students would have an answer to, ask for information that students will feel comfortable sharing and leave it open enough that students aren't required to share things they don't want to. Potential questions might be
 - What is a strength you bring to class—things you do well or unique perspectives?
 - What are you nervous or concerned about in this course this semester?
 - What are some things that I as the instructor can do to support your learning?
 - How can this course support your future learning, professional work, or personal growth?

Throughout the Semester

- Incorporate “welcome rituals” at the start of each class.
- Greet students.
- Have informal conversations before class.
- Ask students how they are doing.
- Play music before class. Allow students to choose the tunes.
- Start with a brief reflective writing assignment and/or peer conversations.
- Have students go over homework in groups.
- Start class by letting students share one WOW (something good that happened recently) or POW (something disappointing that happened recently).

- Show an interest in student learning. For example, at the end of class ask students to turn in brief responses to reflective questions such as, “What was the most important point from today’s class?” or “What is something from this unit that you are interested in learning more about?” Next class, mention a few common themes that students wrote about on these “exit tickets”. Make sure you clearly communicate how students should turn these exit tickets in (e.g., email, online forum, hand written, etc.).
- Use Collins (2003) “Giving a hand” approach (acknowledgement, recognition, application, achievement and matching) as one way to let your students know that they are well-supported. For an example of how this was used in a fully online class see Robertson et al., (2021).
- Carefully consider how you structure groups for group work activities. Many instructors increase intra-group diversity by assigning minority/underrepresented students (e.g., gender, race) into different groups, without considering the ways that this can be counterproductive and very uncomfortable for individuals (e.g., a single female student in an otherwise all-male group).

Especially for Graduate Students

- Consider bringing together a group of graduate students to create a cohort and provide an opportunity for peer support and accountability. This acknowledges that informal friend groups may exclude some students.
- Initiate conversation about expectations early in your student’s graduate education, and revisit these expectations as they evolve.
- Be mindful that students from underrepresented groups may be experiencing microaggressions or exclusion and can benefit from faculty support.
- Provide access to regular meetings with your graduate students and be responsive at other times. Arrange for substitute supervision if you are unavailable for an extended period of time.

Supporting Social Connection Beyond Classes

While it is important to build social connections in our learning environments, we can support opportunities that extend across campus. The [Campus Life Program](#) through Student Affairs is one example that we have at UPEI. The UPEI Student Union also has a wide range of [clubs and societies](#) which students can join. Domestic and international students can also participate in the [International Buddy Program](#). The [Chaplaincy Centre](#) also offers opportunities for social connection through the Soup for the Soul lunches during the semester and the Exam Chill and Dahl meals served to students by instructors and staff during exams. During the growing season, the St. Dunstan’s gardens beside Memorial Hall are another place where social connections can grow. The [Mawi’omi Centre](#) offers a range of opportunities for students to connect and also learn about Mi’kmaq culture. Don’t forget the

program specific traditions that build connections such as the Blue Ceremony for incoming AVC students, the Christmas family fundraiser in the Faculty of Science, attending performances in Steel Recital hall or the new Performing Arts space, contributing to the Arts Review, etc.

Compassion and Stress Reduction

Actively listen to your students, acknowledge their perspectives, and use policies and teaching practices for your course, lab, community placement or clinical rotation that help reduce stress. If you want a little more discussion around the topic of active listening, here's a resource.

Course Design

- Reflect on your course design by trying to step away from your perspective as the instructor and consider your students' perspectives.
- Set deadlines and policies that support students in achieving healthy work-life boundaries. For example: Avoid scheduling online tests or midterm exams over the weekend or large assignment deadlines right after school breaks. When setting deadlines keep in mind some of the major religious observances and holidays that might impact students such as Ramadan or Shabbat.
- As you design your course, consider using a variety of assessment approaches and opportunities for students to receive regular feedback on their progress.
- Figure out the average weekly workload expectations for students (how many hours of reading, how many hours of work on assignments, how many studying, etc. to be sure that your expectations are reasonable. A tool to do this can be found here <https://cat.wfu.edu/resources/tools/estimator2/>. Making these expectations clear will help students plan their time appropriately thereby reducing stress and increasing their potential for success in your course.

Syllabus

- Ask yourself: Do my policies balance structure with flexibility? Structure helps us and our students manage time and workload, while flexibility acknowledges the difficulties students may be facing.
 - When designing policies, recognize mental health as a legitimate concern, as you would physical health. Both impact students' abilities to be in class, pay attention, learn, and complete assignments. You may want to include the following statement in your syllabus:
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- *Students may request an accommodation as a result of barriers experienced related to disability, or any characteristic protected under Canadian Human Rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to Accessibility Services as soon as possible. Please visit upei.ca/accessibility for more information or contact Nicole Wadden Garland, Manager, Accessibility Services, 902-628-4364, nwadden@upei.ca*
- Explicitly mention ways that you are compassionate in your course design and policies. For example: “I understand that unexpected things can happen, so to provide some flexibility you can turn in two weekly assignments up to 48 hours late.”
- Consider setting assignment deadlines for times that allow students to have access to a reasonable window of sleep time before their classes the next day. Whether they choose to get some sleep is up to them of course. You might add something like this to your syllabus
 - *Deadlines are set to 10 PM so that you have access to at least 8 hours of sleep between the deadline and your next early morning class.*
- Write policy language in a way that supports student autonomy. Read through your syllabus and identify negative or controlling language that you can change. Some examples could be:
 - *“Don’t be late for class.” becomes → “Being on time to class will support your success.”*
 - *“Each student must post AT LEAST twice per week or they cannot receive credit.” becomes → “To help you get the most out of our discussions, I ask you to contribute at least two posts each week in order to get credit.”*

First Days and Weeks

- Help destigmatize mental health concerns and other disabilities or conditions by explicitly talking about your commitment to supporting student mental health and well-being.
- Mention campus resources for mental health. Remind students about these periodically during the semester, particularly during busy or demanding times. While Student Affairs staff can’t make it to every course, section, lab, etc. they can make a personal appearance if it seems helpful, especially if they have a way to also contribute to content. For example: The engineering program was quite creative in interpreting national standards around training engineering students to recognize workplace safety concerns as including mental health and incorporating mental health and social skills into their curriculum.
- Talk about students’ concerns and worries about the course; show that it is normal to have these thoughts and feelings. Then discuss strategies to address their concerns and emphasize how they can find support in the course (e.g., office hours).

Throughout the Semester

- When a student comes to you with a question or need, use active listening.
- Give students the benefit of the doubt and avoid making assumptions about the reasons for their behaviour. For example: If a student doesn't do the reading or gets a bad grade on a quiz, don't assume it is because they don't care about your course, lab or rotation.
- Mention ways that you manage or reduce stress and ask students to share what they do. Some examples:
 - "It's been a hard week, so I'm looking forward to going for a walk in the park tomorrow. Does anyone have something relaxing they're planning to do this week?"
- Share a weekly summary email or message on Moodle that reviews topics covered during the week, notes upcoming due dates, reiterates office hours, and briefly outlines what will be covered in the coming week.
- If you're comfortable doing so, it is okay to acknowledge when you are going through hard times without getting into detail in class. This serves as a model for students so that they know they don't need to act like they're fine when they aren't. For example: "I have a challenging personal situation that I'm dealing with, so it's going to be an extra day before grades are posted."
- In longer classes, allow for short breaks so that students can stretch, get water, or have a snack.
- Consider the use of humour to reduce stress.
- Create space in class for students to reset their attention. Examples could include:
 - Incorporate mindfulness activities at the beginning of class or before exams.
 - Get students ready for the day's topic by presenting an image, quote, question, or song that is related to the topic and asking students to make a connection.
 - Have a brief reflective exercise in the middle or at the end of class, such as a Minute Paper or exit ticket.

Especially for Graduate Students

- Recognize and value the diversity of your graduate students by adjusting your supervisory practices according to their individual learning needs. This might be related to their lived experience, cultural background, strengths, areas for improvement etc.
 - Consider online meetings instead of requiring in-person meetings when students are not on campus.
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Mindfulness in the Classroom

Mindfulness activities, also known as contemplative pedagogy, are designed to cultivate deepened awareness, concentration, and insight and have been shown to support student health and well-being (Chick, 2010; Malow & Austin, 2016; Scholz et al., 2016; Steyn, Steyn, Maree & Panebianco-Warrens, 2016). Here are some 1-2 minute techniques that you can do at the start of class:

- Ask students to take five slow breaths, inhaling through the nose, then exhaling through the mouth.
- Ask/Invite students to think about their favourite place.
- Ask them to describe it in great detail, using their different senses.
- Try a Headspace mini meditation video such as “Let Go of Stress” or “Find Your Focus.”
- Use the simply pausing audio exercise.

Some additional resources:

- UCLA Mindful Awareness Research Center: This resource contains several mindfulness meditations lasting 3-20 minutes that are available in 15 languages.
- UC Berkeley’s Greater Good in Action Centre offers resources on Mindfulness and well-being that are all evidence-based with the associated peer-reviewed studies to support the activity
- This website from Vanderbilt University outlines a range of mindfulness activities for use in higher education settings

Belonging and Growth Mindset

Show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging.

Course Design

- Have activities and assignments that enable students to use their prior knowledge and strengths.
 - Focus on mastery and create a class structure that rewards growth. For example:
 - Use low-stakes formative assessments (e.g., quizzes, brief papers) where students can get feedback before larger summative assessments (e.g., exams, final paper).
 - Create opportunities for students to submit corrections on homework, quizzes, or exams
 - Allow students to do an assignment twice and their final grade is the higher of the two attempts..
 - Ask students to make revisions based on feedback for assignments and projects.
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- Avoid grading exams or other assignments based on a normal distribution (i.e., “curving”).
- Create support for gaining self-regulated learning skills that will help students overcome challenges and persist toward goals. For example:
- Share information about effective goal setting and have activities where students set goals, create specific plans, and monitor their own progress through a weekly action plan in their lab book, a writing plan, etc.
- Use assignments that help students reflect on their learning process to identify what they are doing well, where to improve, and how to use course and university resources.
- Scaffold larger, more complex assignments.

Syllabus

- Explain ways that you encourage growth and mastery through your course design and policies. For example: “This course is designed around the concept that learning is gradual and often involves errors before successful demonstration of knowledge and skills. There will often be low-stakes opportunities to practice before higher-stakes assessments.”
- Include relevant university, disciplinary, and academic skills resources (e.g. Writing Centre, Math Centre, Engineering Student Success Centre, etc.) and highlight how these are helpful for your course.

First Days and Weeks

- Talk to students about how to approach your course and provide resources. For example:
- Talk about resources from your syllabus in a way that will prevent students from feeling that using them means they are less well equipped to succeed than their peers. Send the message that, “successful students seek help, and these are the pathways to help in my course” (Lang, 2020, pg. 185).
- Provide a list of curated advice from previous students. Include advice that emphasizes the challenges in the course and talks about seeking help to overcome those.

Throughout the Semester

- Highlight progress made so far. For example: Discuss improvements across multiple paper drafts or

exams.

- Talk to students about overcoming unhealthy social comparisons and about perfectionism versus healthy striving in the context of your course.
- Show students that it is okay to not understand concepts right away and to get things wrong. For example: 1) Check understanding in class with a “muddiest point” prompt; 2) If a student contributes an answer that is incorrect, don’t dismiss it. Help identify where it went wrong and then consider at least one way to get the correct answer.
- Give “Wise” feedback on student work.
- Use exams and other assignments as teaching tools, rather than the end of learning. For example:
 - Go over parts of an exam or assignment and discuss areas of common struggle, what these mistakes mean for thinking and learning, and how they connect to new learning.
- Provide students with feedback on assignments, and discuss how to use feedback to improve.
- Talk about how you have grown your knowledge and skills over time through practice. If comfortable to you, consider sharing about a time when you struggled, failed, or made mistakes in an academic or work context, and how you moved through that challenge. Some resources for more transparent conversations around failure include this University Affairs [article on Failure](#) and this [article focused on compassionate teaching](#)
- During difficult times, create opportunities for students to practice self-compassion about their schoolwork, such as within a homework assignment or briefly during class. When students show negative thinking connected to cognitive distortions, you can help them reframe by asking them to write realistic statements about what is possible. For example:
 - “*I’m just not good at this.*” becomes → “*Facing difficulties is a normal part of learning, just because this is hard doesn’t mean I can’t do it.*”
 - “*I know I’m going to fail.*” becomes → “*I can’t know yet how I will do, I can only try my best to prepare and seek out help.*”
 - “*I worked hard, and I still failed. I am not meant for this.*” becomes → “*I did poorly on one exam, but now I know what to expect and will use new strategies next time.*”

When a Student is Struggling

What can you do if a student is struggling to understand a concept or if they fail an exam or assignment?

- Consider different approaches for students who do poorly despite [exerting great effort](#) and students [who are less engaged](#).
 - Listen to the student’s perspective and avoid minimizing their concerns. Avoid saying “This is usually pretty easy” or “This should be straightforward” or “Yes, it’s hard, most people don’t get it, maybe this isn’t for you”. Instead you might say (keep in mind, these are examples, you may want to
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craft your own), “Different students, with varying perspectives and aptitudes will find some areas challenging or easy”, “Can you tell me where you get stuck on this”, “We all face and grow through challenges, but we also need to decide which challenges are worth it for what we want from life”

- Where appropriate, you might consider referring students to Academic coaching through Student Affairs or a Learning Strategist in Accessibility Services.
- Help normalize struggle as a common part of academics that can be overcome. For example: “Past students who had difficulty with this told me that ____ helped them improve.”
- Work with the student to identify specific areas of struggle and 2-3 strategies for improvement.
- Encourage students to check back in and consider reaching out to follow up.

Especially for Graduate students

- Find a balance between academic support and autonomy. Understand when to give more direction and when to encourage independent thinking by building the student’s confidence in their personal research capabilities.
- Appreciate the student’s point of view and support the pursuit of their research questions.
- Reframe challenges as learning opportunities, and place current performance into a longer-term context.
- Cultivate trust by engaging on common ground and minimizing the usual faculty-student status hierarchy.
- Provide or help students’ access funding, equipment, or facilities to complete their research. Remember that the library has equipment such as laptops, calculators and adaptors that can be checked out. Ensure these issues are covered as part of your standard approach to students you are supervising, and not left to informal discussions which may inadvertently provide advantages to certain students.
- Give constructive feedback on written work submitted for review within a mutually agreed upon timeframe.
- Demonstrate understanding of the student as a whole person by keeping in mind the personal, scholarly, and professional dimensions of being a graduate student.

Gratitude and Purpose

Help students appreciate positive experiences and explore links between their coursework and their sense of purpose in life.

Course Design

- Create authentic assessments involving complex, real-world contexts. The Teaching and Learning Centre can help you with this.
- Design activities that help students connect course content to current issues, events, or civic engagement. This can take many forms, such as mock debates, historical role-playing, and reflective journaling.
- Invite outside speakers who can connect learning to civic engagement.
- Work with the team in the Experiential Education office to incorporate community engagement into a class. There are a variety of ways that you can do this. Work-integrated learning, Co-op or community placements are some of the options.

Syllabus

- Help create a sense of awe or wonder for the course material. For example: At the beginning of your syllabus, incorporate big or essential questions in your field such as “How does language affect our thinking?” “What is truth?” “In what ways is light a particle and a wave?” “Why do people make art?”
- Make connections to students’ lives, such as how taking the course prepares students for future learning and professional work or how the course prepares them to be engaged citizens of the world and of their local communities.

First Days and Weeks

- Get students in the habit of savouring the positive early on. For example:
 - Ask students to write about something they are grateful for about the start of the new semester.
 - Use a poll on the first day to have students share a benefit of taking the class.
 - Have students set goals for what they want to accomplish in the course. For example: “What is a skill that you want to improve on this semester?”
 - Ask students to reflect on their personal strengths and how they can use those in your course, lab, or rotation.
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Throughout the Semester

- Have students spend a few minutes writing about something good that happened in the past week. You can do this periodically (e.g., once a week) or at key times (e.g., the class before an exam).
- Explicitly connect content to students' goals and values where possible and ask students to reflect on how course content relates to their goals and values (personal, academic, or professional).
- Share how course content relates to your own goals and your broader academic field.
- Express an openness to talk informally with students about their goals and life plans.
- When going over an exam or assignment, highlight what students did well before addressing their mistakes or areas for improvement.
- Take a moment to pause during the semester and help students savor a success. For example:
 - After completing a difficult project, ask students to write/reflect for a couple minutes about something they are proud of from their work on the project.
 - Encourage students to share about a success with a friend or family member.

Practising Gratitude in Teaching

Model gratitude for your students and experience the benefits yourself!

- Keep a teaching gratitude journal. Once a week, write about one or two things from your classes that you are thankful for.
- During class, thank students for a good contribution to discussion or for asking a good question.
- When handing back an assignment or after student presentations, express gratitude for the hard work that the class put into it.
- If you have students do mid-semester reflections, such as on their class participation, comment back on those to let individual students know if you are particularly grateful for something they have done.
- In office hours, after class, or an email, thank a student for something they did.
- At the end of the semester, share about how teaching this semester benefited you and what you are grateful for.
- Invite students to individually reflect or share about what they are grateful for from the semester.

Especially for Graduate Students

- Remind graduate students that their work has real applications, and they should be proud of their work to date.
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Supporting Students in Distress

While there is no single best approach for responding to distressed students, there are some broad principles that can guide you. You may find it beneficial to participate in training such as Mental Health First Aid or safeTALK through the Canadian Mental Health Association. Below you will find information about how to recognize warning signs, express concern, listen, make referrals, and what to expect following a referral.

The Context of Distress

Common Causes of Emotional Distress

- Relationship break-up
 - Unplanned pregnancy
 - Family conflict
 - Religious conflicts
 - Loss of a loved one
 - Sexual or physical abuse or assault
 - Divorce
 - Identity confusion
 - Feeling lonely
 - Depression
 - Academic pressure or failure
 - Drug/alcohol abuse
 - Serious illness or injury of self or others
 - Career indecision
 - Difficulty adjusting to university
 - Loss of goal or dream
 - Homesickness
 - Occupational setback
 - Not fitting in with peers
 - Body image issues
 - Coming out issues
 - Financial stress
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The Student Life Cycle

In addition to the cycle of developmental progress students typically experience over the course of their post-secondary studies, student services staff have found a cyclical pattern to the concerns, issues, and stresses that typically emerge at various times of the year. The following is a simple narrative approach to the cycle for the traditional student. It is important to be aware that we have an increasing proportion of our students who are not traditional students - mature students, international students, students who start in January, transfer students (especially those transferring from an articulated program), graduate students, and students who study year-round. Consider how atypical groups might change the time-line presented below.

September

Excitement & new freedoms » Homesickness » Anxiety about roommates, classes and professors » Financial anxieties - first time paying rent, student loans, international money transfers

October

Personal conflicts » Do I belong » First mid-terms » Change becomes real » Introduction of full week break in this semester will create uncharted territory for students AND faculty

November

Academic realities settle in » Cold & flu Season » Procrastination » Exam anxiety

December

Self & Home have changed » Exam crises » Christmas break challenges relationships (new and old)

January

Fresh start optimism/resolve » Consequences of first term » Return to school from home

February

Cabin fever/SAD » Potential for increased substance use » Valentine's Day » Spring Break realities

March

Anxiety about next year's plans » Mid-terms » Summer employment » Anxiety about the changes the year brought on (physical and emotional) » Savings and Student loans start to run out, international students may be surprised that planned budget wasn't consistent with Canadian expectations

April

Re-visiting decisions on major » Summer plans » Relationship disruptions » Final exam anxiety/crises

Signs of Distress

While clinicians often speak of symptoms, in the mental health world many symptoms are internal, personal experiences that are only shared when trust is developed, when boundaries are overly porous, or in times of desperation. More often, people involved in the lives of someone experiencing emotional distress will see signs – externally observable indicators that something *might* be amiss. These signs can be considered an invitation to approach and ask if we can help

Academic Signs

- Career and course indecision
 - Excessive procrastination
 - Uncharacteristically poor preparation or performance
 - Repeated requests for extensions or special considerations
 - Disruptive classroom behaviour
 - Excessive absence/tardiness
 - Avoiding or dominating discussions
 - References to suicide or homicide in verbal statements or writing
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- Uncharacteristic lack of participation

Interpersonal Signs

- Asking instructor for help with personal problems
- Dependency on advisor or avoidance of advisor
- Disruptive behaviour
- Inability to get along with others
- Complaints from other students
- Withdrawal from others

Behavioural Signs

- Change in personal hygiene
- Frequently falling asleep in class
- Irritability
- Unruly behaviour
- Impaired speech
- Disjointed thoughts
- Tearfulness
- Intense emotion
- Inappropriate responses
- Difficulty concentrating
- Physically harming self

Physical

- Sudden increase or decrease in weight
- Lethargy, lack of energy
- Falling asleep in class
- Frequent illness

Be aware that broaching some of these issues can be awkward and may even sound reproachful. Building a relationship with student BEFORE these become

an issue is key. Addressing them with some measure of privacy, in a tentative voice, and with compassion.

Unsure if some “signs” indicate student distress in a particular situation? Trust your instincts and consult a colleague or counselling services staff.

Responding to a Student in Need: How Can You Help?

If you have noticed warning signs, you are faced with the decision of whether to intervene. Your interest in your student’s well-being can make an important difference to a person in distress. You may decide to submit a referral to Accessibility Services or use the “Student of Concern” form available on myUPEI.ca to share your observations with staff in Student Affairs. If you decide to intervene, here are some suggestions that will help you to be a good listener and to increase a student’s willingness to accept a referral to Counselling Services or other resources:

- Talk to the student privately to help minimize embarrassment and defensiveness.
 - Listen carefully to the student, and respond to both the content and the emotions of the situation. For example, “Sounds as if you are disappointed because the test did not go as you expected.” OR “You feel sad because you didn’t get accepted to the program in which you are really interested.”
 - Discuss your observations and perceptions of the situation directly and honestly with the student. For example, “I notice you haven’t attended class lately and that is uncharacteristic of you.”
 - Express your concern in a non-judgmental way.
 - Then wait silently for a moment to see if the student offers a response.
 - Don’t assume that a mental health concern is the reason for the behaviour, just open a dialogue.
 - If a student shares their concerns, it is important to listen patiently and receptively. You are providing support for a student when they feel heard and understood. It’s ok to have to go over their story a couple of times to make sure you understand it if it feels convoluted – this is not the time to ‘smile and nod’.
 - It may be difficult for the student to find the right words to explain; be okay with the silence and give them space to think.
 - Communicate your understanding by repeating back the essence of what the student has said.
 - Offer privacy, but don’t promise complete confidentiality. You will need to report if you believe the student or someone else is at risk of harm.
 - If a student tells you of an incident of sexual harassment or violence then you need to refer them to the Sexual Violence Prevention and Response Office.
 - Validate what the student says and show that you appreciate them reaching out. For example:
 - “It sounds like you have a lot going on.”
 - “That sounds hard.”
 - “It’s understandable that you would feel that way.”
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- “Thanks for letting me know.”
- “I’m glad that you came to talk to me about this.”
- “I appreciate you sharing this with me.”
- Respect the student’s value system, even if you don’t agree with it.
- Help the student identify the options for action and explore possible consequences.
- Be frank with the student about the limits of your ability to help them. Avoid promising things you can’t promise or speak to decisions that you cannot make. Deflecting can be a useful skill here
- Discuss campus resources. If the student is interested, make a referral to Counselling Services.

If the student appears to be in imminent danger of hurting themselves or others, consult Student Services (during office hours) (902) 566-0488 or campus security (after hours) (902) 566-0384. If the student discusses thoughts of harm to self or others, call Counselling Services. Consider Calling 911 if you believe there is danger of self-harm/harm to others. Do not promise to keep threats to self or others a secret.

Referral

It is important to be realistic and open about your own limits of time, energy, and training. You do NOT need to take responsibility for the student’s problem and try to solve it for them. You do NOT need to act as a therapist. Instead, your goal should be to help students find the professional help that they need.

Presenting yourself as knowledgeable about campus services can ease a student’s discomfort about seeking help. For a list of internal and external referral offices please go to the Referrals Appendix. Here are some suggestions for emergency and non-emergency situations.

When to Make a Referral

Many students encounter difficulties or trouble in their personal, social, academic, career, or emotional lives. Often these students come to Counselling Services on their own. Sometimes, however, they are referred by others at the University who become aware of their distress and hope that counselling might be helpful. In fact, faculty and staff who have frequent contact with students are in an excellent position to identify troubled students and assist them in getting the help they need.

In addition to recognizing warning signs, consider referring a student when:

- the student's distress seems to be increasing, and/or if it has been going on for more than a couple of weeks.
- you feel you have reached the limits of your ability to help the student.
- you identify too closely with the student and/or the problem.
- a student expresses thoughts of suicide. Ethically, intervention on your part is necessary.

Some language to help you present the idea of a referral to a student might be: "I can help you work out a plan to catch up on the course work, but I'm not the best person to help you manage the other things you are dealing with at the moment. Let's talk about who might be able to help you with that..."

Tips for Making a Referral

- Suggest options, gently encourage them to seek support.
- Assure them that seeking counselling is a sign of strength.
- Ask what help they would prefer and support the student's agency.
- Tell the student why your observations have led you to believe that talking with a counsellor may be helpful.
- Share your knowledge of campus counselling services, a simple description may alleviate the student's anxiety about the process.
- Talk about making one appointment rather than "going to counselling."
- Respect the student's right to reject or to think about the referral suggestion first, unless there has been talk of suicide. The student needs to be motivated and ready to accept help – this cannot be rushed or forced. The student may have a variety of reasons that you are not aware of for deferring or declining formal support.

Don't say

- "You need to see a psychiatrist or counsellor."
- "Some types of students just need help to get through the semester."
- "I'll just call Student Affairs/ the Counselling Office for you now."

Do say

- "It sounds like it might help to talk with someone about this; what do you think?"
- "I'm glad you're thinking about this, your health is important."
- "Would you like me to call someone for you?"

Things to Avoid

- Minimizing the student's concerns (e.g., "Your grades are so good." "You're doing fine." "I think you're overreacting.").
- Providing so much information that it overwhelms the student.
- Sharing your own experiences in a way that might be triggering or might take focus away from the student.
- Making negative judgments or implications about character or personality:

Don't say

- "Why are you coming to me just as the assignment is due?"

Do say

- "I'm glad that you came to talk with me about this."

Don't say

- "Why have you missed so much class lately?"

Do say

- "I've noticed that you missed a few classes. How are you doing?"

Emergency Referrals

Emergencies are those situations that require immediate attention (e.g., situations in which a student is highly agitated, cases in which there is an immediate danger of harm to oneself or others, instances in which a student's ability to function is substantially impaired and normal coping skills are not working).

- If the emergency occurs during office hours, call (902) 566-0488 and ask to speak to a counsellor.
- If the counsellor is unavailable, explain to the person answering whether the nature of the emergency is such that you need the counsellor to stop what they are doing (likely an appointment with another student) to speak with you immediately, or whether you can wait for the end of the current appointment for a return call.
- Provide the counsellor with a description of the situation which has led to your concern.
- The counsellor will gladly consult with you about how to make a referral and discuss whether immediate intervention is necessary.
- Whenever possible, inform the student in crisis that you are sharing information with the counsellor.

If emergency situations should arise outside of Counselling Services office hours, students may be referred to the Queen Elizabeth Hospital Emergency Room – please note that the QEH will NOT provide over-the-phone advice.

If the student or another person is in immediate danger, call 911 or campus security at (902) 566-0384.

Non-Emergency Referrals

- Invite the students to call Counselling Services to schedule an initial appointment. Let the student know that, except in emergency situations, it may take a week to be seen.
- Offer to let the student call from your office if you believe he/she needs the extra support and encouragement (as long as you are comfortable with this).
- Consult with the counsellor when you think the student's circumstances may require an immediate appointment. He or she will assist you in determining whether emergency intervention is warranted and talk with you about the specific arrangements that need to be made.
- Assure the student that our counsellors are competent, well-trained, and professionally certified individuals.
- Discuss Counselling Services' confidentiality of services that are outlined on their webpage.

Overview of UPEI Supports

Counselling is available for supportive or problem-solving assistance related to academic, career, emotional, personal, or social concerns. Counsellors will help explore these issues, identify problems and solutions, and assist students to work toward achieving the goals they have set for themselves. To do this, the following free, confidential services are provided:

Personal Counselling

Counsellors are available to provide supportive and problem-solving assistance for emotional difficulties, interpersonal problems, or stressful life situations. Some students find that an initial meeting or two is all they need to explore and clarify their feelings and options.

Academic Advising

Advisors are available to help students with course and major selection as well as discussing long-term academic plans. Advising services are focused on first and second year students while upper year students are encouraged to work with faculty advisors as they specialize in a particular area for their major. That being said, advisors are still available to upper year students who feel they need a perspective outside of their current major.

Career Counselling

Career planning and counselling are available at UPEI. They are not housed within the Department of Student Affairs, but instead operate out of the Department of Experiential Ed and Work Integrated Learning.

Spiritual Counselling

Chaplaincy Centre

The UPEI Campus Ministry team provides a spiritual presence that is supportive of students, faculty, staff and administration. Spiritual accompaniment and pastoral counselling, as well as opportunities for inquiry into faith and programs designed to enhance social, intellectual, and personal growth are offered. The Centre is student-driven and regular opportunities for worship of all faiths are available at the Chaplaincy Centre.

Mawi'omi Centre

The Mawi'omi Centre aims to be a safe space for Indigenous students to access Indigenous-specific events and services both on and off campus. Students can also get help navigating other UPEI services and opportunities like academic advising, bursaries, scholarships, or student wellness.

Consultation And Referrals

In addition to providing direct services to students, counsellors are available to consult with

faculty and staff about concerns that pertain to the welfare of students. Faculty and staff are invited to call a counsellor for consultation. If one is not available, you can leave a message on the voice mail system or send an email. Counsellors strive to return all calls in a timely manner. Counsellors can also provide referrals to outside services and community groups to help students.

Outreach Programming

Counsellors may be available to provide activities or educational workshops for various groups (e.g., student organizations, residence communities, classes, faculty and staff, etc.) on a variety of topics (e.g., career, stress management, anxiety, emotional health, relationships, etc.). Please contact the counsellor if you are thinking about offering such a program to discuss times and dates that will work. At the time of contact, please provide the following information: a description of what is to be presented, possible dates and times, intended audience and estimated number.

Accessibility Services

Students with documented visible, invisible, and/or temporary disabilities can register with Accessibility Services. If you are struggling with your learning and want more information, please contact us at 902-566-0668 to arrange for an appointment with one of our accessibility case managers.

What About Students Who Are Reluctant To Go To a Referral?

If it seems clear that a student needs or could benefit from a referral, but is reluctant to go, you might mention any of the following that seem appropriate for that student:

- The student can try one session to see if this is potentially helpful.
 - The visit will be kept strictly confidential.
 - All the student has to do to get an appointment is email, or telephone.
 - It's free.
 - Some students have difficulty believing a referral can help, if you are confident/have experience with the service, sharing this confidence can help
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- A person doesn't have to be having a crisis to get help
- The student can call and speak to the service or visit the webpage to learn more.

Accepting the Student's Right to Say No

Except in certain life-threatening situations (suicidal intent, violence towards others), the choice of whether to seek professional help at Counselling Services is completely up to that individual. If a distressed student remains adamant about not seeking counselling, you need to accept the student's decision.

If you are quite concerned about such a student, consult with Counselling Services. The counsellor could suggest alternative ways of approaching the student, to help you more effectively intervene on the student's behalf, or confirm that you have done all that you could do.

Following Up: What Can You Expect?

Once you have connected the student with a service, you might be curious about how things are going. You can follow-up with the student by asking how they are doing - this communicates your ongoing concern/care for the student and lets them know that you also continue to be a resource, if that is a role you are comfortable fulfilling. Keep in mind that change is a process and usually it is a slow and variable one. Therefore, it may be useful for you to share this with the student and to keep this in mind yourself as you look for the student's improvement. You likely cannot follow-up with the service to see how the student is doing, however, because the principles of confidentiality.

Protecting The Student's Confidentiality

Many services you will be referring students to are confidential. This means:

- They cannot give information about the student without permission from the student.
 - They cannot say whether the student has come for an appointment.
 - They cannot discuss any specifics of the situation.
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- They can answer your general questions about making referrals to the service

Certain services can offer you information about psychological concerns and problems in general.

- They can provide other referral ideas.
- They can take information from you regarding specific behaviours of the student, though whenever possible we ask that you inform the student that you are sharing information with us. Also, because a trusting relationship is a key to working with clients, it is important to be able to share with students where our information is coming from.
- They will thank you for your concern and interest.

The Matter Of Accommodations

Typically, students with disabilities (whether they be physical, learning, sensory, or psychiatric disabilities) will have worked, or need to work, with the UPEI Accessibility Services to coordinate communication of their diagnosis, their accommodation needs and negotiate the necessary accommodations at or near the start of the term. Students in crisis and students with emerging mental health concerns are, in some ways, atypical in this regard as mental health concerns are often (usually, even) episodic and crisis are, by their very nature, unexpected by the person going through the crisis. For this reason, when dealing with a student in distress you or the student may consider the need for some special accommodation.

The process of negotiating accommodation in response to a situation of distress can involve four different roles:

The Student - barring highly unusual circumstances, accommodations should involve the student. There may be times when concerned faculty and staff will make a student aware of this option and maybe even encourage that they pursue it, but ultimately, the student is responsible for their education and they must be an active player in negotiating how it will be pursued.

The Instructor - The duty to accommodate may outweigh an assessment preference (however the accommodations can not impede the academic integrity of the course content). Therefore, the instructor must work with the student, and accessibility services, to meet legal, human rights obligations while continuing to meet academic rigour.

The Registrar's Office - With a responsibility for academic records and the maintaining

of academic regulations, the Registrar can be an important ally in determining how the regulatory framework can be used to help the student be fairly assessed while still maintaining all the standards of our academic regulations.

Expert Consultations – Whether these be in-house supports such as the counsellors at Student Affairs, staff in Accessibility Services or external sources such as physicians, clergy, officers of the court, etc. – consultations can provide material information about how the student is affected by the distressing situation they are in. Whether you are receiving or seeking out such a consultation, you may want to keep the following in mind:

Professionals outside the university itself may not be familiar with what information you need/want to make your decisions. You may want to speak to the professional directly, talk to the student, or ask to have a counsellor from Student Affairs act as liaison to improve the type of information you receive.

Counselling staff at Student Affairs do not provide psychiatric or psychological assessments or diagnoses. However, in working with students Student Affairs can provide information and support about the impact of the distress the student is going through.

As a relationally based process, counselling is more effective in the context of an on-going relationship. As such, consultations provided after a student is sent to Student Affairs (or comes in on their own) for a single session will be less informative than one in which we have known the student for some time.

While counselling staff may support a suggested action or maybe offer suggestions if asked, they will refrain from telling other university staff what to do.

Take Care of Yourself

Responding to distressed students can trigger complex personal thoughts and feelings for faculty and staff. It is important to obtain support for yourself as you engage in work with students in distress. You may find yourself in need of support for situations beyond those arising from helping distressed students, such as those in the Common Causes of Emotional Distress outlined earlier. This support might come from colleagues, partners, friends, or through consultation with Counselling Services. UPEI also provides EFAP, the Employee and Family Assistance Program, through which all eligible faculty/staff and members of their immediate family can get assistance to deal with all types of personal, family, or work-related challenges, including counselling. In addition, UPEI has launched a new Mental Health Toolbox microsite in collaboration with Holland College. This resource will provide UPEI and Holland College employees with quick access to assessment tools to help you determine

where you are on the mental health continuum and what resources will be most helpful. The site also hosts a comprehensive guide of available resources available through UPEI and within the province to help you access services more quickly. You can access this resource through <https://mentalhealth.ca.gobenefits.net/upei-holland>. If you have questions or require assistance with the toolbox, please contact employeeservices@upei.ca.

The Academic Instructional Skills Program is developing a course that focuses on instructor well-being as part of the Professional Growth, Development and Identity badge. This free professional development course will be available in the late Fall of 2022.

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- Simon Fraser University - <https://www.sfu.ca/healthycampuscommunity/projects/supervisory-process.html>
- the work of Meredith Henry at the University of New Brunswick, St. John campus.
- Bowling Green State University
website: <http://www.bgsu.edu/offices/sa/counseling/page13260.html><http://www.bgsu.edu/offices/sa/counseling/page13309.html>

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Referrals Appendix

Coming soon

Appendix - UPEI Student Supports - 2022 - 2023

There are a wide range of Student Supports available on the UPEI campus. The list presented here summarizes the various supports and contact details for each. Last updated in Sept. 2022

For off-campus referral agencies and supports, a well-respected, reliable and bilingual (English and French) resource is the the [PEI Helping Tree](#) developed by the Canadian Mental Health Association. Last updated in Sept. 2022.



Student Affairs - Student Supports 2022-2023

Resource	Location	Times	Contact
Student Affairs			
Anne Bartlett, Director	Student Affairs, 5 FL Dalton Hall	Mon to Fri 8am – 4pm	902-894-2835 ambartlett@upei.ca
Personal Counselling and Academic Advising	Student Affairs, 5 FL Dalton Hall	Mon to Fri 9am – 4pm	902-566-0488 studentserv@upei.ca
Academic Coaching SSP	Student Affairs, 5 FL Dalton Hall	Mon to Fri 9am – 4pm	Karen Morse 902-566-0791 kmorse@upei.ca
Gateway Program	Student Affairs, 5 FL Dalton Hall Office 520	Mon to Fri 9am – 4pm	Keith Lawlor 902-566-6001 kjlawlor@upei.ca
Mawi'omi Centre	5 FL Dalton Hall	Mon to Fri 9am – 4pm	Jasmine Pauze 902-620-5125 mawiomi@upei.ca
The Writing Centre	Robertson Library Learning Commons RL 274	To book an appointment log on to https://upei.mywconline.com/	Jarmo Puiras 902-628-4320 writingcentre@upei.ca
Campus Life Program	Campus Life Lounge, Student Day Lounge, W.A. Murphy Student Centre	Tue, Wed, Fri 6pm – 10pm	Simone Brechin 902-566-0674 sfbrechin@upei.ca FB: UPEI Campus Life
Spirituality	Chaplaincy Centre	Drop in. Check website for mass times. http://www.upei.ca/studentlife/student-affairs/chaplaincy-centre	Sister Sue Kidd 902-894-2876 sukidd@upei.ca Lauren van Viliet lvanvliet@upei.ca 902-894-2876
UPEI Tutor Bank	tutorbank@upei.ca	Tutor Bank Website link is located on your MyUPEI page	tutorbank@upei.ca
Accessibility Services			
Manager, Accessibility Services	Accessibility Services 114 Dalton Hall	Mon to Fri 9am – 4pm	Nicole Wadden Garland 902-628-4364 nwadden@upei.ca
Administrative Support	Accessibility Services 111 Dalton Hall	Mon to Fri 9am – 4pm	Sarah Desroches 902-566-0668 accessibility@upei.ca
Adaptive Technology	Accessibility Services, 112 Dalton Hall	Mon to Fri 9am – 4pm	Lori Cummings 902-894-2825 lcummings@upei.ca
Exam Accommodations	Accessibility Services, 111 Dalton Hall	Mon to Fri 9am – 4pm	Virginia Tooker 902-566-0668 astesting@upei.ca
Learning Strategist	Accessibility Services, 113 Dalton Hall	Mon to Fri 9am – 4pm	Jaclyn Borden 902-566-0468 jborden@upei.ca
Learning Strategy and Program Facilitator	Accessibility Services, 115 Dalton Hall	Mon to Fri 9am – 4pm	Connor Murphy conmurphy@upei.ca
Health Centre			
Student Health Centre	2 FL W.A. Murphy Student Centre	Mon to Fri 8:30am to 4pm	902-566-0616 902-566-0786 fax healthcentre@upei.ca

Academic Help Centres			
Math Help Centre	CHS Room 105	TBD check website for updates http://www.smcs.upei.ca/help	902-628-4349 mathhelp@upei.ca
Computer Science Help Centre	CHS Room 105	TBD check website for updates http://www.smcs.upei.ca/help	902-628-4349 mathhelp@upei.ca
Chemistry Help Centre	KCI Room 202	Tues 6pm – 9pm Thurs 2:30pm – 5:30pm	902-566-0314 www.upei.ca/science/chemistry/help-centre
Engineering Success Centre	FSDE 107	Monday, 11:30 am–6:00 pm Tuesday, 9:30 am–7:30 pm Wednesday, 2:30–6:00 pm Thursday, 9:30 am–7:30 pm Friday, 11:30 am–3:00 pm	EngSuccess@upei.ca
Additional Resources			
Career Counselling	Office of Skills Development 2 FL Dalton Hall	Mon to Fri 9am – 4pm	Kylah Hennessey 902-620-5088 careerservices@upei.ca book apt: upei.ca/careerservices
Food Bank	Chaplaincy Centre	Wednesday 2pm to 7pm	Sister Sue Kidd 902-894-2876 foodbank@upei.ca
Student Union	Student Union, 2 FL W.A. Murphy Student Centre	Mon to Fri 9am – 4pm	902-566-0530 admin@upeisu.ca
Library Services	Robertson Library	Monday to Friday 8am to 6pm Saturday and Sunday 12pm to 5pm <i>**subject to some change based on time in semester</i>	902-566-0583 reference@upei.ca
MAPUS (Mature Student Association)	Main Building RM 102	Mon to Fri 9:30am to 2pm	902-566-0448 mapus@upei.ca
Scholarships, Awards, & Financial Aid	Registrar's Office 2 FL Dalton Hall	Mon to Fri 8:30am to 4:30pm	Erin Morozoff 902-620-5187 scholarships@upei.ca
First-Year Advising	First-Year Advisement Centre 4 FL Dalton Hall	Mon to Fri 8:30am to 4:30pm	Lyndsey Paynter 902-628-4353 apply@upei.ca
International Relations Office	IRO 4 FL Dalton Hall	Mon to Fri 8:30am to 4pm	irostu@upei.ca
AVC Wellness Facilitator	AVC 255S	Contact for office hours	Sapphire MacPhee 902-566-6788 sjmacphee@upei.ca
Off-Campus Housing Coordinator	Andrew Hall 128		offcampushousing@upei.ca 902-894-2850
Sexual Violence Prevention and Response Office	Kelley Memorial Building RM 304		Candice Perry 902-620-5090 sv-pro@upei.ca