

Pedagogy and Wellness in the Classroom

Center for Teaching and Learning
 University of Colorado Boulder
 Pittman Wagers & Kaiser

Microcredential Portfolio Handouts

Included in this portion of handouts are worksheets to help you reflect on what you're learning and on aspects of your teaching that you may want to integrate into your final assignment. This final "artifact" assignment and submission is also described in sections IV and V of this handout.

I. Mental Health on Campus for Students and Faculty

Identify your stress. How do YOU know when you are stressed?

Write down a few examples of how you, personally, recognize when you are stressed? (thoughts, actions, physical experiences, feedback from others)

- Irritable
- Not much patience - esp in classroom
- Procrastination

What makes you stressed? What kinds of events, thoughts, or experiences tend to happen right before you notice the signs of stress you listed above?

- students not doing well in exams/assignments.
- Random incidents that bother me e.g. traffic - someone honked/flipped me off.; Being ignored in the dept. etc
- Family issues.

What stress coping strategies do you use? Which ones work best? Which ones don't work so well?

Physical Coping	Problem-Solving Coping	Pleasure-Based Coping
Example: Exercise, Deep breathing walking, hiking	Example: Write a to-do list, Break a goal down into steps I am always problem solving (can be a stressor)	Example: Plan and eat a favorite meal gardening reading music
Social Coping	Cognitive Coping	Other Coping
Example: Get together with a friend	Example: Think about how a stressor could be an opportunity for growth	

- Incorporate anti-racism, anti-sexism, anti-"ism" content into your classes
- Include multiple perspective in your materials
- Ask for, and use, students' preferred pronouns
- Signal belonging ("in this class, we..." "I am delighted that we...") and continue to build a sense of belonging through small group work, ice breakers, informal chats with students, etc.
- Model respect for multiple perspectives and ideas
- Ensure students have the resources they need to be successful, including metacognitive strategies for learning (see power point presentation on this topic)
- Present information in multiple perceptual formats (audio and visual, hands-on, if feasible)
- Use CU resources to ensure your materials are accessible
- Address tough moments head-on by using this formula (known as "non-violent communication")
 1. Share an observation without judgment ("I noticed that you made a broad statement about people with certain ethnic identities")
 2. Express a feeling ("I feel uncomfortable with those kinds of statements in my classroom...")
 3. Connect this feeling to a need ("...because I need for this classroom to be a safe space where students know they are seen and heard and respected")
 4. Make a request ("I would like to request that we refrain from making broad generalizations or discriminatory statements about groups of people both in and outside of this classroom")

Structure strategies

- Make expectations clear and integrate flexibility
- Provide clarity and choices on the syllabus (due dates, dropping lowest grade, choice of assignments) as well as clarity about which assignments are NOT flexible
- Adopt a growth mindset – see specific notes below
- Related to this is the integration of scaffolding and check-ins with faculty, TA or LA on more complex assignments
- Give students multiple ways to demonstrate knowledge/learning (i.e. in-class exams,

✓

✓

✓

✓

Definitely

✓

✓

✓

Don't know how → think about it

<p>Canvas quizzes, final papers, presentations, labs, etc.)</p> <ul style="list-style-type: none"> • Flexible office hours (via Zoom or in person) and by appointment • Consider nixing timed quizzes • Small, low-stakes assignments that are reliably and consistently scheduled (no surprises!) to help students keep up with class material • Allow extra time on written assignments for students who visit the Writing Center • Optional comprehensive end-of-semester to replace a missed exam or assignment 	<ul style="list-style-type: none"> ✓ ✓ ✓ <p>maybe</p>	<ul style="list-style-type: none"> ✓
<p>COMPASSIONATE TEACHING</p> <p><i>Content strategies</i></p> <ul style="list-style-type: none"> • Understand <u>student goals</u> and stressors • Openly discuss wellness-related topics • Know how to respond to student disclosures of mental health difficulties or trauma (*more on this in Module 4) • Encourage communication • Convey the message that you are there to help your students succeed • Reach out to students who are falling behind <p><i>Structure strategies</i></p> <ul style="list-style-type: none"> • Provide flexibility as appropriate • Provide students with manageable tasks that gradually/reasonably increase in difficulty • Be transparent about expectations, grading rubrics, assignments • Minimize surprises, especially stressful ones. Excessive stress increases cortisol, which impedes hippocampal activity and, thereby, learning. • Structure assignments in a way that minimizes procrastination and acknowledges that students have lives/demands beyond your classroom 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ <p>I do sometimes</p> <p>Don't know how</p>	<ul style="list-style-type: none"> ✓ ✓ <p><u>Need to</u></p> <ul style="list-style-type: none"> ✓
<p>CONNECTION</p> <p><i>Strategies to connect students to faculty</i></p> <ul style="list-style-type: none"> • Icebreakers (you participate, too!) at the beginning of the semester, and maybe even at the beginning of the class • Learn students' names and pronouns and use them correctly • Encourage visits to office hours (even offer points/make it part of an assignment) 	<ul style="list-style-type: none"> ✓ ✓ 	<p>Not</p>

What do you view as most important when communicating with students?

- Open to listening
 - Respect for them, compassion.
 - Having boundaries - i.e. not let them rant, and maintaining A&D communicating them.
 - maintain authority.
- encourage student agency
- leave the meeting positive
| clarity and flexibility within boundaries

What would you like to improve in communications with students?

- 1. How to study
- 2. boundaries

- what does IT SAY ABOUT ME ← use of all points

Communication strategies I already use	Communication strategies I'd like to try	Situations in which I predict these communication strategies are (or might be) useful
<ul style="list-style-type: none"> - open to listening - encouraging - emailing students missing/assign or include 	<ul style="list-style-type: none"> - How to study - Slides - Authority, flexibility and boundaries in syllabus and first day of class - Try and make a ppt. on leave it on canvas 	<ul style="list-style-type: none"> ① complaints about feedback ② general well being in class ③ maybe more interactions

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IV. Plans for Promoting Wellness: Draft of Artifact Submission

Think of a proposed area for change in your course(s) or interaction with students. What do you want to do, revise, remember, or update?

In the space below, or on a separate document, record a draft of your plan (such as a revision to a syllabus, a new assignment or a change in class policy). We recommend that the drafted change(s) contain identifiable elements of the EPICC model, principles of communication that were covered in the asynchronous portion of the course, evidence of compassionate boundaries and/or recognition and support of student and faculty wellness.

Please also include a brief rationale for the plan. What component(s) of the content in this microcredential are your plans drawn from? Note also how you will evaluate the success of the plan.

You will bring this draft to be workshopped with the group in Community Dialogue #2 prior to finalizing your plan and submitting it to the artifact portal (instructions and link to follow).

If you are NOT in a teaching role with students, your Artifact Submission will be a 200-word reflection on what you've learned and how you'll utilize the content that is most salient to you. You will also bring a draft of this reflection to share with colleagues and (possibly) revise.

capstone Project:

Non synchronous PPR, etc promote wellness

use what you know -

- groups - trios in class and pairs outside - optimal

Promoting ~~to~~ learning and coping skills using

group work. This will have the following components:

① First lecture will have a coping skills component

② Groups will stay together through the semester and coping skills will be self assessed periodically

V. Plans for Promoting Wellness: Workshopping, Finalizing and Submitting Your Plan

(Record reactions from small group discussion)

What peer feedback do you want to incorporate into your plan for promoting wellness?

- use small group size. 2 is best
- Don't have a whole unit on coping skills

What revisions will you make to your plan?

Will have groups of 4. Group of 2 is too small given the class size.

Lecture component will be a part of introductory lecture. There will be some asynchronous material.

How will you evaluate the success of your plan for promoting wellness?

self assessment by students at the end of each unit.

Interactions in class should increase visibly.

Once you've workshopped your plan, made any needed edits, written a brief rationale and identified a plan for evaluating your plan's success, you're ready to submit your document to the Artifact Portal. OR, if you've written a reflection unrelated to a teaching role, you can submit that, too. **Note that prior to submission, you can redact any personal/sensitive information you'd prefer not to share.** We'll provide a link for submission during the week of the microcredential.