

Pedagogy and Wellness in the Classroom

CU Boulder CTL Microcredential – Informal Reflection and Artifact

May 2026

Overview

As part of this CTL workshop, I developed a plan to address Mental Health and Wellness during class time in my undergraduate course this fall. My plan involved considering the following: When in the semester will I address these topics? What content will I include? How will I segue into this topic from class content? How does this plan connect to the EPICC model? How will I know if my changes are successful?

Content, Timeline, and Motivation

I intend to design in-class activities (at least 10 minutes each) concerning Mental Health and Wellness that I will incorporate at three times during the semester: during the first week (including a syllabus statement), at the midpoint, and at the end. The topics that I incorporate may include the following topics: strategies for coping with stress, prioritizing physical and mental health, study strategies, tips to improve concentration and focus, and time management.

During the microcredential workshop sessions, I developed several ideas for how to motivate this discussion during my class:

- “It’s hard to be successful in your academic classes if you’re not taking care of your physical and mental health...”
- “Wellness is one of the priorities of the University...”
- “Over the summer I attended a workshop on Mental Health and Wellness...”

Of these, I personally like the last one because it models my own curiosity to learn and act on topics that are meaningful to me.

Connection to EPICC Model

This plan engages with the following principles of the EPICC model:

- Engagement: Provides a short activity at the end of class to shift focus/activities
- Inclusive Teaching: Equips students with strategies for success, especially those who may not have been previously introduced to these topics
- Compassionate Teaching: “Openly discuss wellness-related topics” (from handout)
- Connection: Provides opportunities for students to discuss these topics and learn from each other

Outcome

During the workshop, my peers suggested several possible ways to evaluate the effectiveness of these activities. One suggestion that I found intriguing was the idea of passing out a paper handout at the beginning of the semester for students to write responses on and then collecting it and redistributing it throughout the semester. I can also use the final activity (near the end of the semester) to summarize all three of the activities.