



**Newsletter Issue #2  
June 2021**

SELF-CARE | WELLNESS  
**STAYING WELL**

This issue is dedicated to all our hard-working and committed faculty and instructors. The 2020-21 academic year has been a challenging one across all dimensions of our lives. Teaching was not exempt, and most of you were thrust into an entirely new way of developing and delivering your courses – a learning curve that is not easy under the best of circumstances! You worked hard and served our students well.

Now, with the summer upon us, it is important for you to take time to look after yourselves -- to rest and regenerate and do things that bring you joy. We hope this issue of our newsletter will provide some inspiration both for your own self-care and for how to support the well-being of your students.

## Strategic Ways

Lakehead University launched its Wellness Strategy in January 2021. It contains four goals, one of which is "Wellness Awareness and Education." The Teaching Commons has responsibility for supporting this goal, specifically Action 3.4, "Support the development and adoption of well-being practices directly into the classroom."

In this issue, we highlight faculty, practices, and tools that can assist with wellness in the classroom -- though, as Dr. Erin Pearson reminds us in our Faculty Spotlight, we all need to begin by caring for ourselves.



"Heart from hands" by Droid Gingerbread is licensed under CC BY 2.0

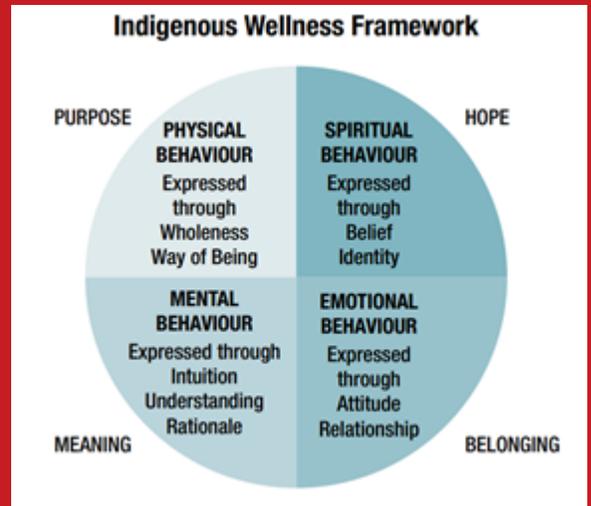
## Workshop Spotlight

Are you looking for flexible ways to enhance your digital teaching practice through emerging technologies and pedagogical approaches to technology-enabled teaching and learning? Then **Ontario Extend** - a micro-credentialed, professional-learning program offered by **eCampusOntario** - is for you!

# Indigenous Ways: Wellness

Mental wellness is a balance of the mental, physical, spiritual, and emotional. This balance is enriched as individuals have purpose in their daily lives (whether through education, employment, care-giving activities, or cultural ways of being and doing) as well as a hope for their future & those of their families that is grounded in a sense of identity, unique Indigenous values, a belief in spirituality, a sense of belonging, connectedness within their families, to community, & to culture, and finally a sense of meaning & an understanding of how their lives & those of their families & communities are part of creation & a rich history.

Thunderbird Partnership Foundation. (2015). [First Nations Mental Wellness Continuum Framework](#).



## Western Medicine Framework

- Ancestors have diseases that they pass on to you.
- Distinction are made between mind, body, spirit, & nature.
- Isolated healing techniques are void of ancestral context.
- Illness arises from negative individual experiences or vulnerabilities.
- Symptom & scales & expert & patient are privileged.
- Land has no place or relationship in healing.

## Indigenous Health & Healing Framework

- Ancestors have instructions for health.
- Interrelationships with nature are important.
- Mutual respect with relationship with gifted medicines are essential.
- Illness arises from imbalance in relationships.
- Space-, Place-, & Community-oriented healing is central.
- Spirituality & focus on past & future ancestors are key.

(Dr. Michelle Aihina inkinsh Holphkopuna Johnson-Jennings)

Miigwetch to Ms. Sheryl O'Riley, Indigenous Student Counsellor, [Indigenous Student Services Centre](#), for her contribution to this issue.

JOYPOP



## Tech-enabled Ways

JoyPop is an app designed to support young people by fostering resilience. It includes features that promote self-regulation such as breathing exercises, journaling, mood-ratings, and games. For students who may be experiencing stress, JoyPop can be a particularly useful tool. Dr. Aislin Mushquash, Assistant Professor in the Department of Psychology, and her team found that, after using the app for 28-days, students experienced improvements in their ability to understand and manage their emotions ([Maclsaac et al., 2021](#)). Students also indicated that using JoyPop helped them to find time to check in with how they were feeling and to identify positive coping strategies ([Mushquash et al., 2021](#)). Being aware of and able to manage difficult emotions is an important skill for students and can better prepare them to positively adapt in the face of inevitable academic and life stress. Hear more about research with [JoyPop](#).



Calendar



Rate My Mood



Journal



Activities



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# High-Impact Practices

High-impact practices (HIPs) are undergraduate learning opportunities that have "positive associations with student learning and retention": they "facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback" ([NSSE, "High-Impact Practices"](#)). They are also encouraged by the Ontario government for all post-secondary institutions to increase student employability after graduation since they help students learn concrete skills that will take them into the work world and through life.

Some HIPs to incorporate into your classes, courses, and programs include the following: first-year seminars, common intellectual experiences, writing intensive courses, collaborative assignments and projects, diversity/global learning experiences, service learning/community-based projects, learning communities (formal programs where groups of students take two or more classes together), research with faculty or undergraduate research, internships or field experiences (including co-ops, student teaching, or clinical placements), study abroad, and a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.). Which of these can you incorporate into your courses, departments, or programs?

## FACULTY SPOTLIGHT

Dr. Pearson's thoughts on *Giving Ourselves Permission to "Fit the Oxygen Mask"*

Remember airline travel? Back in non-COVID times, we were all too familiar with the pre-flight safety briefing which provided us with essential details to heed in the event of emergency.

Admittedly, that was often the point where my thoughts turned to work – How many papers could I mark on this flight? Would I be able to review that entire journal article before landing? – the lifesaving advice but a background murmur. What I reflect upon these days is the notion of the oxygen mask. The passenger should always fit their own mask before helping others; seemingly a no-brainer in an emergency. And yet, when we think about putting ourselves first in a day-to-day sense, this ostensibly easy task is not always so easy. And why is that? Given the year+ we've just experienced, the pandemic has most certainly played a role. But for many post-secondary instructors, the work-life balance conundrum is nothing new as we strive to meet our 40-40-20 demands whilst focusing on the less formalized, yet ever so important needs of our students. Add to that family responsibilities and there is often very little in the tank to address personal wellness; it can feel like we are never fully "off."

As a faculty member specializing in health promotion and a Certified Professional Co-Active coach, something I often ask my students and clients is, "So what? What is important about this to you?" Reflecting on our personal values, our core beliefs that make us who we are, can provide us with tremendous insight into our actions (or lack thereof). To that end, what is important about wellness to you? **READ ON....**

**WILLING TO SHARE WHAT YOU ARE UP TO?**

