Examples from SFU

Based on student recommendations we have connected with instructors who foster well-being in their classrooms. We have compiled the feature profiles below to recognize these individuals and to provide tangible examples for others. There is good work happening across SFU classrooms to support student well-being. The below list is not comprehensive. We continue to add new profiles and look to the SFU community to identify faculty members who prioritize and recognize student well-being in the classroom.

“The college experience poses significant and complex challenges to student well-being. Traditionally, these challenges have been addressed in residential halls, campus clinics, and counseling centers - everywhere but the classroom.” -Georgetown University, 2011 p.3

**STEPHEN BROWN**

Mr. Brown is a Senior Lecturer within the department of Biomedical Physiology and Kinesiology. He believes that student well-being can be impacted by both content of his courses and the environment he sets in the classroom.

Examples of well-being strategies employed in the classroom:
- Uses a journal exercise to gain feedback and learn how students are managing in his course.
- Ensures tables and chairs are set in a way that facilitates discussion.
- Uses mindfulness activities in class.

**NICKY DIDICHER**

Dr. Didicher is a Senior Lecturer in the Department of English who strongly believes in “learning centered teaching”. When preparing for a class, she tries to think “what is good for the students” in terms of their learning. Many of the strategies she uses are also good for student well-being.

Examples of well-being strategies employed in the classroom:
- Awards participation points for a variety of participation activities so that all students feel included.
- Enhances students’ sense of autonomy by using contractual evaluations, in which students choose their assignments, the weighting of the assignments, and the due dates.

“It is widely accepted that health and well-being are essential for student success and learning.” -Anasari, 2010 p.2
Dr. Fouladi is an Associate Professor within the Faculty of Psychology who is a consistent advocate for student well-being. She creates an environment that is supportive of student well-being by making herself available to students and letting them know that she cares.

Examples of well-being strategies employed in the classroom:
- Organizes opportunities for students to participate in group events and social activities.
- Tells students that she cares about them as individuals.
- Acknowledges student stress and anxiety and tries to provide students with resources to work through these.

Dr. Lechner is the Director of Undergraduate Studies in the Faculty of Health Sciences (FHS). He currently teaches Health Sciences 321 and 100 and although he may not explicitly aim to impact student health and well-being, his students say he is doing many things that support their well-being.

Examples of well-being strategies employed in the classroom:
- Provides a personality assessment handout that helps students think about their own strengths and values and the different strengths and values that diverse individuals bring to a group.
- Continuously responds to feedback provided by students through comment boxes.

Dr. Tairyan is a Senior Lecturer within the Faculty of Health Science. She believes that fostering positive, enjoyable and engaged learning experiences within her classroom contributes to student well-being.

Examples of well-being strategies employed in the classroom:
- Kate makes herself approachable and relatable for students. For example, she openly shares about her own academic and career path. She also provides students with her skype ID and holds skype office hours with them.
- Provides students an opportunity to work with professionals in their field. Uses experiential education (“real life”) projects.

Dr. Tucker is an Assistant Professor in the Faculty of Health Sciences (FHS). She has developed a set of teaching strategies that help students become connected to one another—even within her large first year Health Science classes (classes of 200 students or more).

Examples of well-being strategies employed in the classroom:
- Continually reminds students about the value of working collaboratively, and provides opportunities for students to form friendships in class.
- Uses an online forum to encourage students to form study groups.
- By providing challenging assignments and encouraging students to work together, Rochelle finds students are more likely to form friendships.

“Our capacity to keep students engaged hinges on the establishment of a healthy, caring environment which enables individuals to find a niche in the social and intellectual communities of the institution.”—Bergen-Cio & Bylander, 2012 p.103