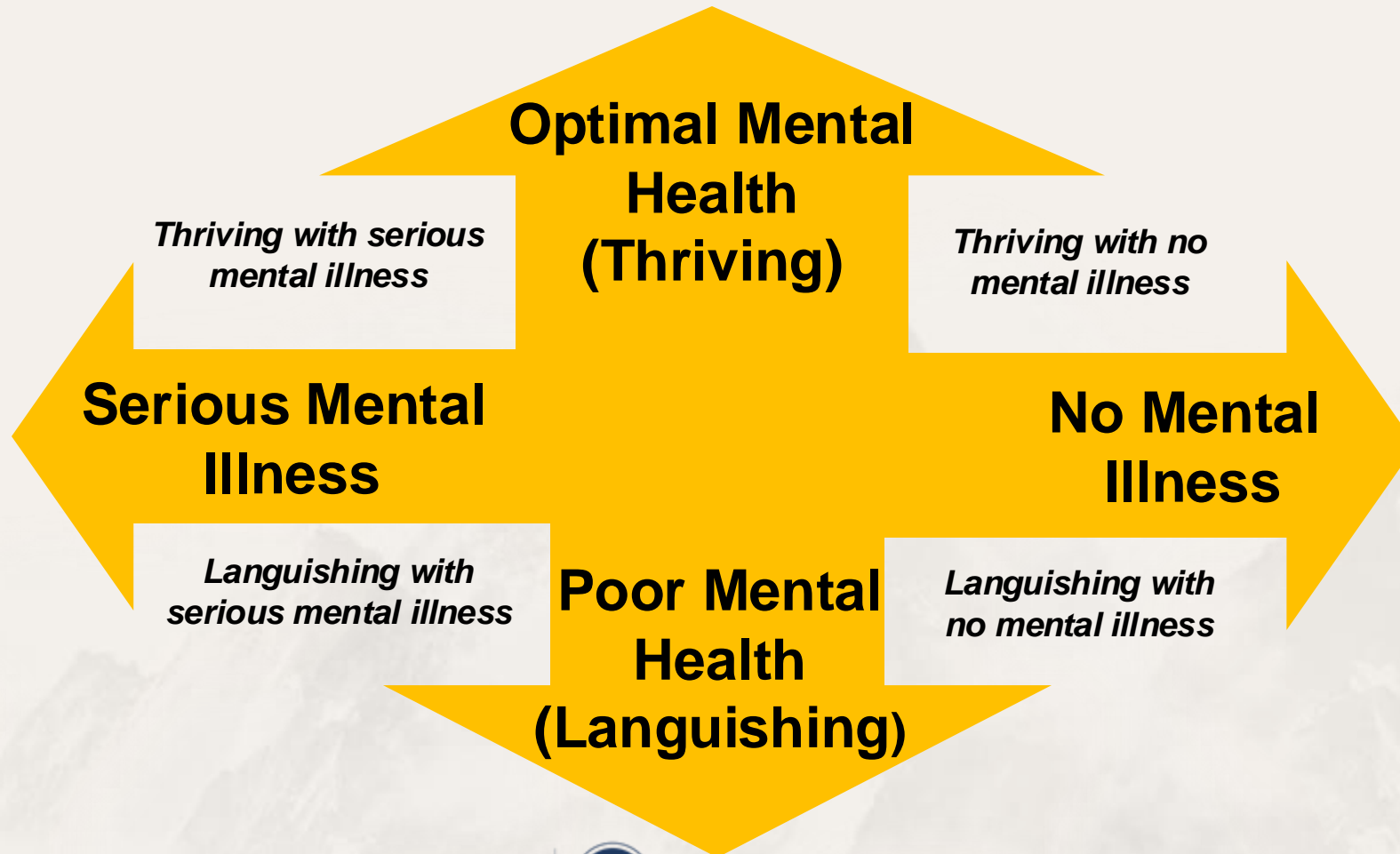


# Helping Students Thrive: Integrating Wellness into Classrooms and Programs

Nathan Ormsby, Student Wellness and  
Carl Hanson, Department of Public Health

# MENTAL HEALTH DUAL CONTINUUM MODEL



# WELLNESS WISE TIPS FOR FACULTY/STAFF

- Recognize and respond to languishing, distress and crisis
- Understand wellness at BYU
- Personally practice and model wellness
- Share university resources for wellness
- Integrate wellness into your work



Tip: Recognize and Respond  
to Languishing, Distress, and  
Crisis

# TIP: RECOGNIZE AND RESPOND TO LANGUISHING, DISTRESS AND CRISIS



# TIP: RECOGNIZE AND RESPOND TO LANGUISHING

## Common Warning Signs

- Emotional numbness, feeling indifferent or having a flat emotional state.
- Lack of motivation for daily activities.
- Low engagement in work, school, or social activities.
- Sense of stagnation or unable to make progress in life.
- Lower levels of productivity and accomplishment.

## Intervention Needed

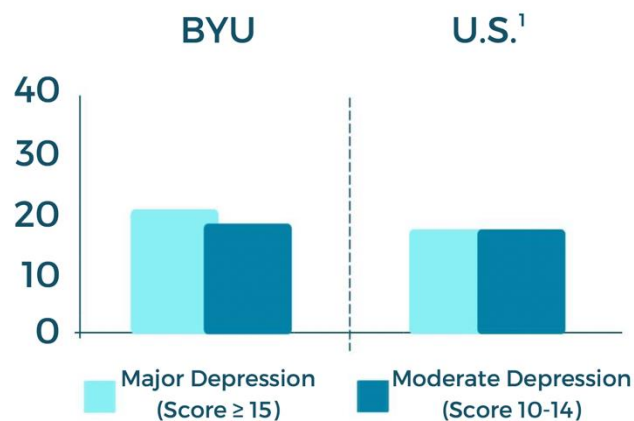
- Counseling (CAPS)
- Wellness wise strategies ([Wellnesswise.byu.edu](http://Wellnesswise.byu.edu))

# TIP: RECOGNIZE AND RESPOND TO DISTRESS

## Depression

### The PHQ-9

Not Depressed	Score 0-4
Mild Depression	Score 5-9
Moderate Depression	Score 10-14
Moderately Severe Depression	Score 15-19
Severe Depression	Score 20-27



No depressive symptoms

Score 0-4 **26%**



Experiencing depressive symptoms

Score 5-14 **54%**



Clinically depressed

Score 15-27 **20%**



Single students were **4.4x** more likely to be clinically depressed than married students.

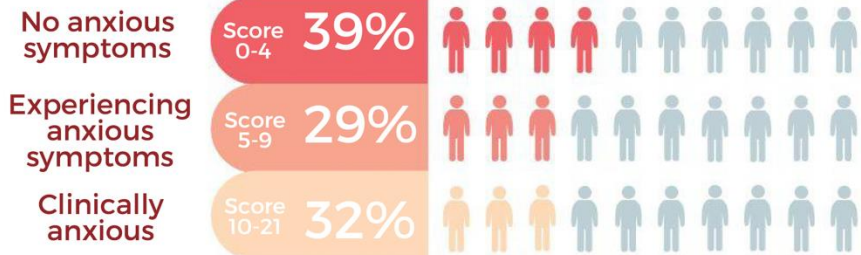
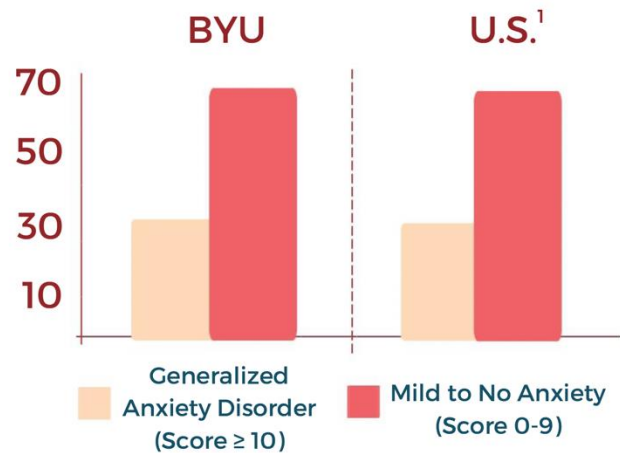
LGB students were **2.8x** more likely to be clinically depressed than heterosexual students.

# TIP: RECOGNIZE AND RESPOND TO DISTRESS

## Anxiety

### The GAD-7

Not Anxious	Score 0-4
Mild Anxiety	Score 5-9
Moderate Anxiety	Score 10-14
Severe Anxiety	Score 15-21



Female students were

**2.2×**

more likely to be clinically anxious than male students.

LGB students were

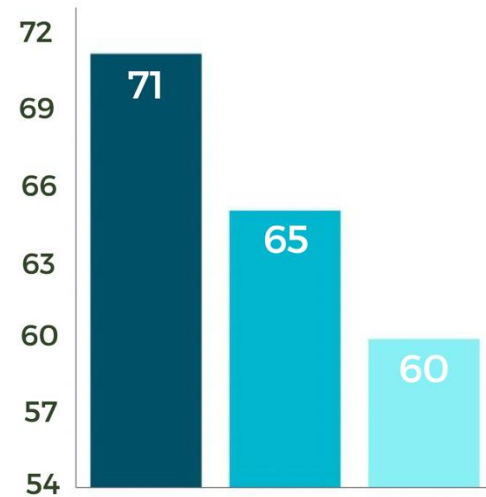
**2.3×**

more likely to be clinically anxious than heterosexual students.

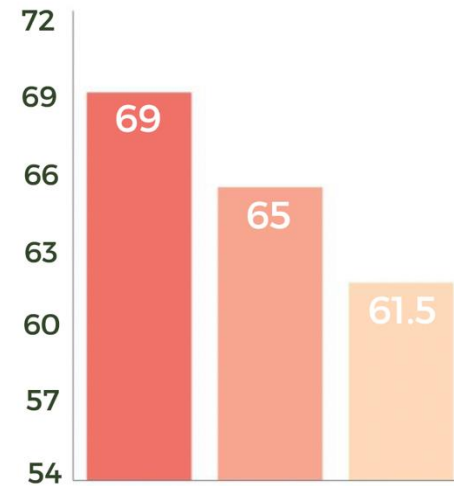


# TIP: RECOGNIZE AND RESPOND TO DISTRESS

## MEAN RESILIENCE SCORES BY MHO



- Not depressed
- Experiencing depressive symptoms
- Clinically depressed



- Not anxious
- Experiencing anxious symptoms
- Clinically anxious

Key Finding: Higher levels of resilience were correlated with lower levels of depression and anxiety.

# TIP: RECOGNIZE AND RESPOND TO DISTRESS

## Common Warning Signs

- Decline in academic performance
- Changes in sleeping and eating habits'
- Increased absenteeism
- Physical ailments (headaches, GI issues, etc.)
- Persistent depression, anxiety
- Mood swings
- Withdrawal from social activities

## Intervention Needed

- Counseling (CAPS)
- Wellness wise strategies ([Wellnesswise.byu.edu](http://Wellnesswise.byu.edu))
- [Help.byu.edu](http://Help.byu.edu)
- Utah Warm Line ([833-SPEAKUT](http://833-SPEAKUT))

# TIP: RECOGNIZE AND RESPOND TO CRISIS

## Common Warning Signs

- Extreme agitation or emotional outbursts
- Intense feelings of hopelessness
- Panic attacks
- Threats of self-harm
- Significant withdrawal
- Suicidal thoughts, making plans
- Dramatic changes in appearance or hygiene

## Intervention Needed

- Contact medical professionals or emergency services
- CAPS
- Crisis Hotline (988)
- QPR training can help with the signs of suicide, what to say, and do

# TIP: RECOGNIZE AND RESPOND TO CRISIS

- Do NOT take responsibility for the student's problem
- Do NOT act as a therapist
- Connect students with professionals
- Suggest options and gently encourage
- Assure them seeking help is a sign of strength
- Tell students what is leading you to refer them
- Respect their right to reject a referral
- "It sounds like it might help you to talk with someone about this. What do you think?"
- "Can I walk with you to CAPS?"

**REFER!**



# Tip: Understand Wellness at BYU

# TIP: UNDERSTAND WELLNESS AT BYU

## Being Wellness Wise

- Living a wellness lifestyle can help us be more resilient (bounce back from stressors), combat depression and anxiety, and thrive

## **TIP: UNDERSTAND WELLNESS AT BYU**

**Why is it important for to be concerned about the wellness of students?**

**Did your academic program care about you?**

# TIP: UNDERSTAND WELLNESS AT BYU

Common language and shared understanding of terms

- Wellness
- Integration
- Balance
- Dimensions of Wellness



## TIP: UNDERSTAND WELLNESS AT BYU

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person.

...capable of meeting personal challenge and change...bringing strength to others in the task of home and family life, social relationships, civic duty, and service to mankind

BYU Mission Statement

# TIP: UNDERSTAND WELLNESS AT BYU

“As we work together to become the university that “prophets past and present have foreseen it would become”—that is, as we “become BYU”— I hope that we will have the vision for what “becoming BYU” means for each of us in our individual lives.

In my inaugural response, I urged us to strive to become the BYU of prophecy by:

1. Strengthening the student experience
2. Retaining and strengthening a focus on undergraduate teaching
3. Reinforcing our “double heritage”—or being “bilingual”—for faculty, staff, and students
4. Developing the courage to be different
5. Building a covenant community of belonging
6. Investing in mission-inspired scholarship
7. Focusing on mission-aligned hiring



# TIP: UNDERSTAND WELLNESS AT BYU

## Wellness Definition

- Wellness is "the balanced development of the total person..." (BYU Mission Statement), and is holistically comprised of six dimensions, Spiritual, Physical, Intellectual, Financial, Emotional, and Social.



# TIP: UNDERSTAND WELLNESS AT BYU

## Balance

- “Balancing spinning plates”-Elder Bednar.
- We have all kinds of priorities, obligations, relationships, interests, and activities that compete for our time. Things that we really must do, and things that we enjoy and make us happy.
- Balance is how we prioritize time to do the things we have to do with the things we want to do.
- Balance is individual



# TIP: UNDERSTAND WELLNESS AT BYU

## Integration

- Wellness is more than just exercising and healthy eating. All of our actions, feelings and beliefs are an integral part of wellness and our well-being.



Tip: Practice and Model  
Wellness

# TIP: PRACTICE AND MODEL WELLNESS

## How do you personally practice wellness?

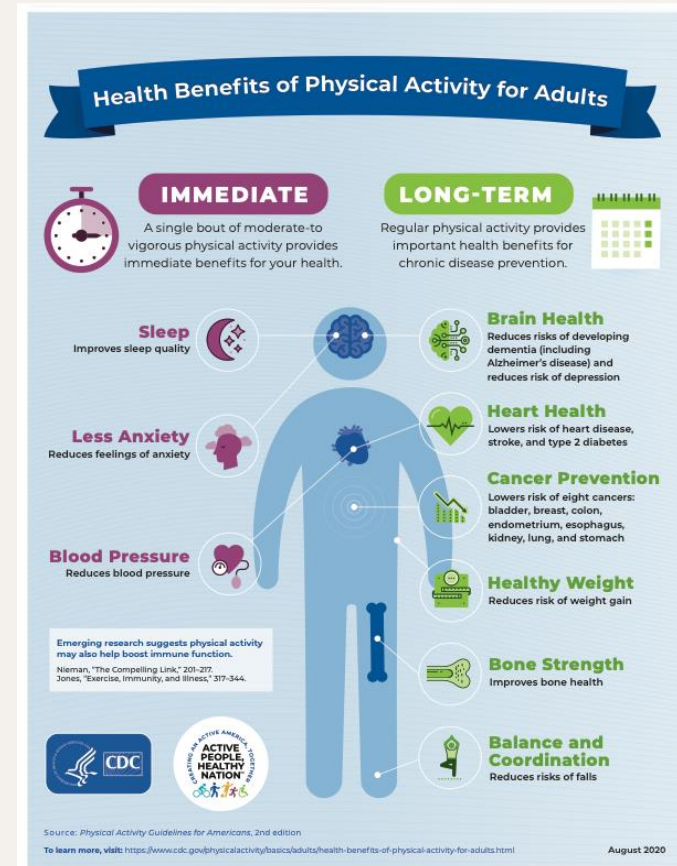
- Participate in the Employee Wellness Program (wellness challenges) and Employee Assistance Program (free counseling sessions)

## How can you model wellness around students?

- Having a water bottle and drinking water periodically and encouraging students to do the same
- Discussing healthy snacks or food options and where to find them on campus
- Sharing your experiences naturally about physical activity, testimony, callings, relationships, etc.
- Asking how they care for their own wellness
- Normalizing stress. Chronic stress is the problem
- Being optimistic

# TIP: PRACTICE AND MODEL WELLNESS

- **Exercise**
  - Minimum – **150 minutes a week** of moderate intensity activity such as brisk walking
  - Minimum – at least **2 days a week** of activities that strengthen muscles
  - 10,000 steps a day

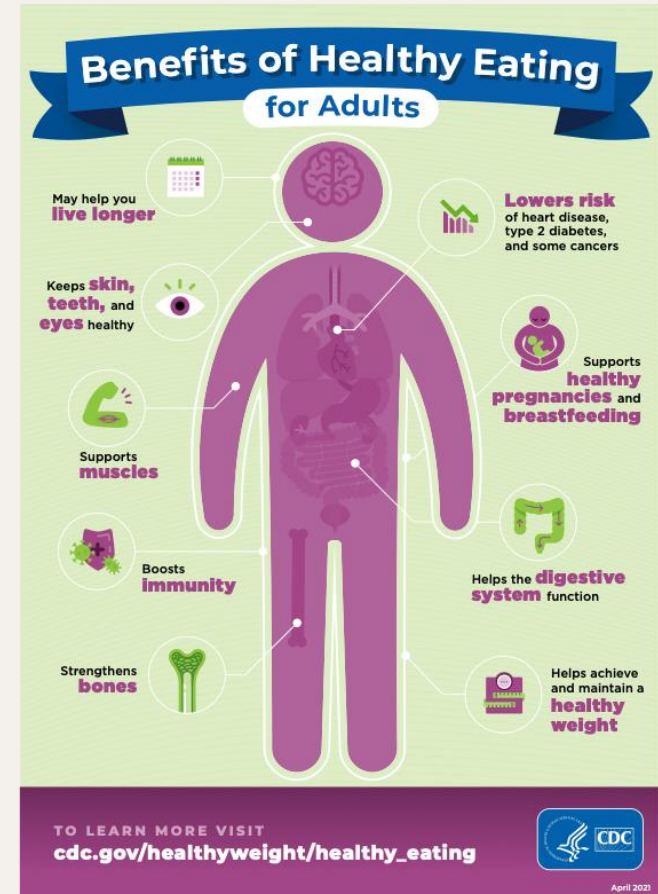




# TIP: PRACTICE AND MODEL WELLNESS

## Nutrition

- **Vegetables:** 90% don't get enough. Increase side dishes and snacks. (2-4 cups/day)
- **Fruits:** 80% don't get enough. Increase whole fruit as snacks and with meals. (1.5-2.5 cups/day)
- **Grains:** 98% don't get enough whole grains. 74% get too much refined. Shift refined to whole. (5-10 oz/day)
- **Dairy:** Drink more low fat and soy. (3 cups/day)
- **Protein Foods:** Include a variety. More beans, less red meat. (5-7 oz/day)
- **Oils:** Seafood and nuts. (22-44 g/day)



# PRO TIP: PRACTICE AND MODEL WELLNESS

## Sleep

Increased risk for obesity, type 2 diabetes, high blood pressure, heart disease and stroke, poor mental health, and even early death

- School Age (6-12 years): 9-12 hours per 24 hours
- Teen (13-18 years): 8-10 hours per 24 hours
- Adult (18-60 years): 7 or more per night
- Be consistent. Go to bed at the same time and get up at the same.
- Make sure your bedroom is quiet, dark, relaxing, and at a comfortable temperature.
- Remove electronic devices such as TVs, computers, and phones from the bedroom.
- Avoid large meals, caffeine, and alcohol before bedtime.
- Get some exercise.



# Tip: Share University Resources for Wellness

# TIP: SHARE UNIVERSITY RESOURCES FOR WELLNESS

- [Wellnesswise.byu.edu](https://Wellnesswise.byu.edu)





Tip: Integrate Wellness into  
Your Course

# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

How can you and/or your program assist students with their \_\_\_\_\_ wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their spiritual wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Spiritual Wellness

- Help students feel loved!
- Begin meetings/class with prayer, hymns, thoughts
- Share your spirituality with students regularly
- Encourage devotional attendance
- Help students enjoy positivity and gratitude
- Celebrate successes and strengths
- Thank students





# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their physical wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Physical Wellness

- Make assignments due at 10:00 PM instead of midnight
- Add a wellness confirmation note to work completed “Congrats on completing XX. Spend the rest of the evening replenishing a relationship, getting to sleep, etc.”
- Mention things you do to be well
- Encourage student to participate in the student wellness program and sleep



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their intellectual wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Intellectual Wellness

- Avoid deadlines on weekends and holidays
- Consider student needs regarding seating, AV equipment, note taking, and test taking
- Offer ways they can contact you and receive help
- Clearly publish program and course expectations



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their financial wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Financial Wellness

- Encourage students to meet with a BYU financial advisor (Financial Fitness Center)
- Provide alternative options for course/program materials that are cheaper
- Encourage students to:
  - Create a budget
  - Start building credit
  - Pursue scholarship opportunities
  - Use student discounts (Cougar Cash)
  - Pursue financial aid



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their emotional wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Emotional Wellness

- Avoid negative or punitive language in program/course materials
- Destigmatize mental health concerns by talking about it.
- Share with them free or low-cost BYU resources:
  - WellTrack – mental health app
  - SilverCloud – online system to help with anxiety, depression, etc.
  - CAPS Stress Management Services – biofeedback, online and in person
  - Student Development (STDEV) Classes
  - BYU Comprehensive Clinic – assessment and therapy
- Add mindfulness activities to meetings/class





# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

What can you do to assist students with their social wellness?



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Social Wellness

- Appreciate differences of perspective and opinions
- Respond to student emails in a timely and respectful way
- Use work in program/course materials such as “we,” “us,” “together”
- Let students introduce themselves, offer breaks during class/meetings
- Remind students about clubs, church, and other opportunities to connect
- Get off your high horse by moving among them, being authentic, and avoiding “expert dumping”
- Encourage the sharing of contact information



# TIP: INTEGRATE WELLNESS INTO YOUR COURSE

## Wellness Statement for Program/Course Materials

- During your academic journey we hope you make time to focus on your wellness. Our campus is equipped with many resources designed to support “the balanced development of the total person...” (BYU Mission Statement). Through the Wellness Wise website ([wellnesswise.byu.edu](http://wellnesswise.byu.edu)), on-campus programs and services can be found. We invite you to explore the resources made available for your Spiritual, Physical, Intellectual, Financial, Emotional, and Social Wellness

# Promoting Student Wellness in Learning Environments

A GUIDE FOR INSTRUCTORS

BYU



WELLNESS WISE