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A Few Guidelines for Webinars

- Please refrain from identifying individuals and institutions
- Be mindful that everyone comes to this space with their own experience and needs
- Be respectful of everyone's emotional and mental boundaries at all times
- Use this time to practice respectful dialogue
- The BCcampus Code of Conduct includes webinars

Be Calm. Be Kind. Be Safe.

– Dr. Bonnie Henry



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Learning. Doing. Leading.

Navigating back to campus with Resilience, Mindfulness, and Compassion

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University of Victoria

Date: August 30, 2021



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Take 5

Deep breaths that is

Land Acknowledgement

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day



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Reflection

On the whiteboard – what is one thing you have learned about yourself and how you work that you would like to bring forward into the next normal?

What we are here to do today

- Helpful Mindsets
- Re-entry & Re-connection
- Transitions
 - Bridges model
- Resilience
- Mindfulness/Being present
- Compassion
 - Self & Others
- 5 ways to wellbeing



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Pandemic – One important lesson learned



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We lost:

The conventional academic rhythm, including periodic pauses
that offered rest & that offered an anticipation of rest that helped
manage motivation and focus on academic demands

Rest is not simply a well-being issue

- Learning relies on sufficient energy, time and space to absorb what is being taught
- Reflection cannot occur at a pace of constant exertion

We need to assist students to re-align well-being and academic engagement & restore wisdom about learning

Source: Gary Glass - Oxford College of Emory University

I'm so excited.



And a little....





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Helpful Mindsets



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Every Pace needs Grace

- Rentry & Reconnecting
- Process vs. perfection
- Effective vs. efficient
- Normalizing vs. resolving
- Anticipate potential challenges and Plan helpful responses
- Remind ourselves what is and is not within our control
 - Grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference (Reinhold Niebhur)
 - How do you rate your ability to accept the things you cannot change?
 - This is a learned skill!

Source: University of Victoria | Human Resources | Summer 2021



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Re-entry & Re-connection



Reflection questions...

- What did you miss and long for that you couldn't do with your work colleagues?
- What activities or ways of spending time with your work colleagues did you not miss?
- What is one thing you have learned about yourself and how you work that you would like to bring forward into the next normal?
- What might you need from your work colleagues as you all navigate setting new norms and expectations?



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Re-entry or the next normal - Tips

- Any and all feelings are completely natural given the circumstances
 - Naming our fears and discomfort is crucial
- Communicate, communicate, communicate
- Not everyone feels the same about being together in person
- Have patience and compassion for everyone's process
- Be realistic and manage your own and others' expectations
- There is both grief and celebration in coming back together



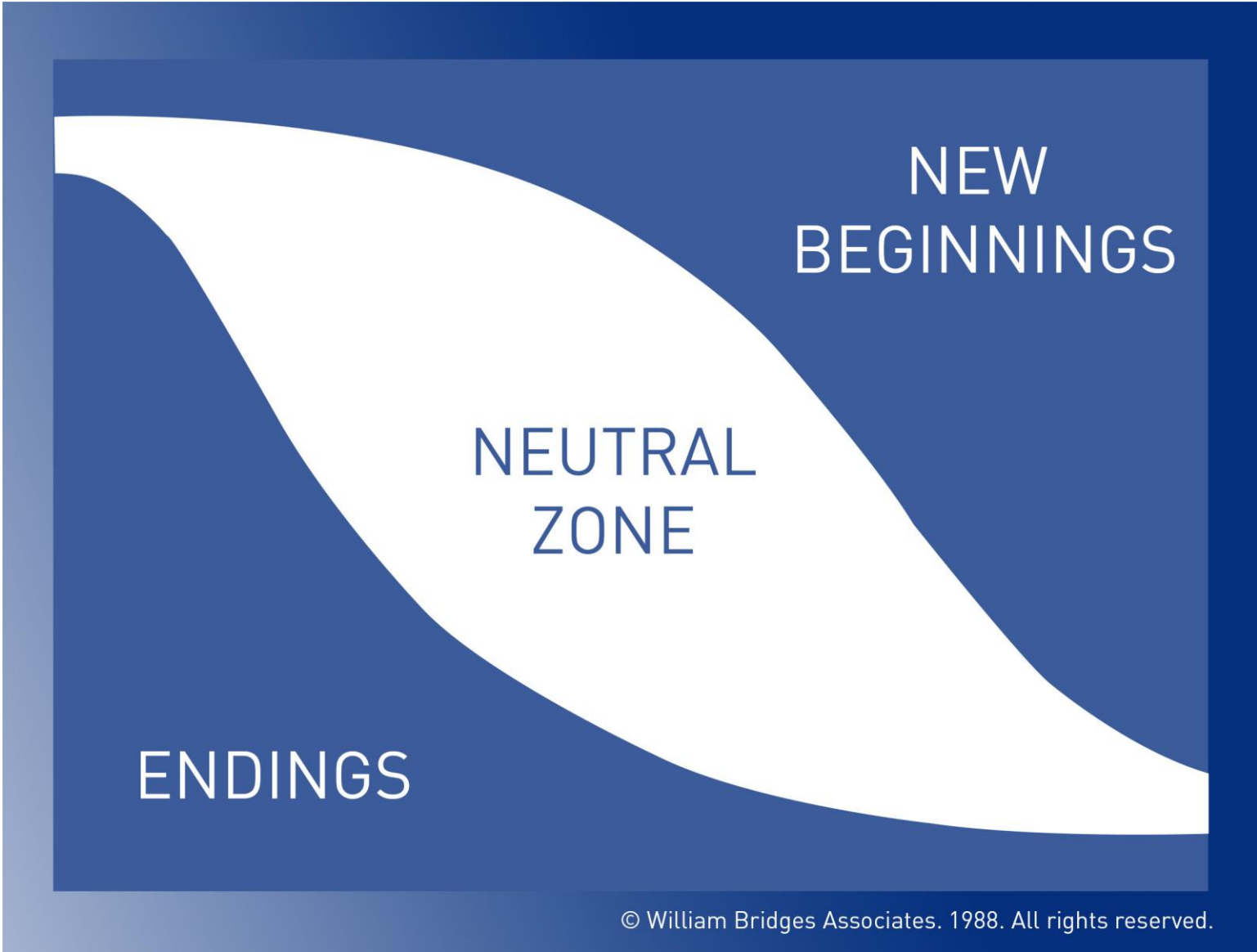
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Ch-ch-changes & Transitions

Dealing with Change & 5 Rs

- Routines
- Reactions
- Roles
- Relationships
- Reflections

Original source: Kate Berardo of Culturocity



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Resilience

What does resilience mean to you?



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RESILIENCE IS

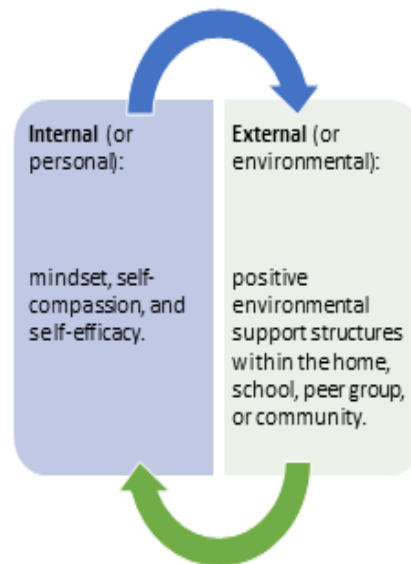
the capacity to adapt or recover in the face of adversity...

The act of *rebounding or springing back* after being stretched or pressed, or *recovering strength, spirit, and good humour*

[*We can build our resilience*](#)

Resilience

Resilience is a **developed capacity**, one that is a common and **ordinary human adaptive process**. It is the capacity to overcome adversity and the ability to adapt and learn from challenges; it is **an individual capacity** that exists in relation to stress or adversity and it is the **capacity of a community** to alleviate individual and/or systemic stress of adversity.



Johnson, E. (2011). Protective Factors and Levels of Resilience Among College Students. PhD Thesis, Department of Educational Studies in Psychology, Research Methodology, and Counselling. Tuscaloosa: The University of Alabama.

Source: UT St. George Health & Wellness



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Imagine you are entering a classroom for the first time

What would you need?

Distress Tolerance Skills

- Own the awkward
- Acceptance, being present, being mindful
- Self-soothing with senses
- Grounding exercises

- Vision, Hearing, Touch, Taste, Smell
 - Take a minute right now and look around the room you are in....see what you notice....



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Being Present

Aka Mindfulness

"The skill of mindfulness is noticing when we have wandered off in thought and then bringing our attention back to the present moment. With awareness comes choice - only then can we decide how to move forward in times of stress."

Diana Tikasz, MSW, RSW, TEND Associate

From the Jack.org Youth Voice Report 2020

- Calling for a change in classroom culture that involves acknowledging and discussing mental health openly
- Take 3-5 minutes out of a lecture to do a self-care exercise with the students. Integrate self-care into learning environments
- Share mental health resources with students, especially at moments of stress or transition

Did you know...

FOUR minutes of simply breathing in your own natural rhythm has the equivalent impact on you as ONE hour of sleep?

Four minutes

Don't have 4 minutes? Try 3

THREE MINUTE BREATHING SPACE

Developed by Diana Tikasz, MSW, RSW



FIRST MINUTE



NOTICE ANY SOUNDS YOU HEAR

What sounds are near or far?

Notice how the sounds arise and disappear

Every time that you notice your thoughts wander, simply and without judgement, return to the sounds

SECOND MINUTE



NOTICE ANY BODY SENSATIONS

What parts of your body are warm or cold?

Notice the sensations of contact with the chair or with your clothing

Whatever you notice is perfectly fine and does not need to be changed in anyway. Just notice.

THIRD MINUTE



NOTICE YOUR BREATH

Where do you notice your breath- is it at the nostrils, the chest, the belly?

Notice the expansion and the settling of the body as you breathe

Can you follow the full inhale and exhale of breath?

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For more information and other downloadable resources, go to www.TENDacademy.ca/resources

Don't have 3 minutes?

*5 deep breaths resets our
system!*



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Compassion

Warm Hand



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Taking Care of Yourself *

- *We help others best when we have the compassion and energy to do so*
- *Take steps to maintain your own wellness*
- *Give yourself the gift of grace and compassion*
- Ask for help if you need it
 - Consult
 - Debrief with supervisors or colleagues
 - Use your EAP if you have one available to you or Wellness Together Canada

Make a wellness plan

- Wellness is not an 'extra'
- **Schedule in** what you already know works for you!



5 ways to wellbeing

Connect

Connect with the people around you. With family, friends, colleagues and neighbours.

Keep Learning

Try something new. Rediscover an old interest. Take on a new responsibility at school or work.

Be Active

Go for a walk or run. Step outside. Garden. Play a game.

Give

Give. Do something nice for a colleague. Thank someone. Volunteer your time.

Take Notice



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5 ways to wellbeing

- Choose one simple practice each day or each week that brings you more joy and more peace of mind and heart
- Simple, easy to do
- Grounded in brain science
- Research has shown these will lift your mood, protect you against stress, and even strengthen your immune system



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Summing up

- What can we do for students?
 - Do our own work
 - Take stock of our own feelings/thoughts/attitudes
 - Model (as we are able) good coping behaviours
 - Calm, honest, caring
 - Set and communicate clear expectations and guidelines
 - Support folks to be realistic about expectations
 - Create time to acknowledge both losses and celebrations
 - Reminders to be kind, compassionate and allow space for all
 - Validate, support, listen
 - Encourage use of resources



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Not the same old – same old

Consider spending intentional time settling back in

You are starting something new – what do you want that to look like? What kind of climate do you want to set? How can you build that?

What do you have the opportunity to do differently now that you didn't imagine before?



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THANK YOU!

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Resources

- [Returning to a new normal](#)
- [Re-entry anxiety](#)
- [Manage Return Anxiety](#)
- [Faculty - ways to support students](#)
- [Back in the classroom - Strategies for educators](#)
- [Students - UA return to campus report](#)
- [Mental health resources to share](#)
- [Resilience-Balance-Meaning](#)
 - Self-care worksheets
- [Feet on the Floor](#)
 - 6 minute video – grounding/mindfulness exercise
- [Self-Compassion](#)
- [Wellness Together Canada](#)

5 minute stress busters

- **Deep breathing:** Take slow, deep breaths through your nose – filling up your whole chest – and exhale slowly through your mouth. Try to make your exhale longer than your inhale.
- **Progressive muscle relaxation:** Starting with your toes and working your way up to your head, slowly tighten ... hold ... and then relax your muscle groups (feet, legs, buttocks, abdomen, shoulders, arms, hands, face). This type of body scan exercise is also great for helping you fall asleep.
- **Mini-meditation:** Even two-five minutes of meditation can calm your mind and help you feel more focused and relaxed.
- **Visualization:** Mentally rehearse a task you want to master. Imagine yourself acing the task (taking an exam, having an important conversation). Now, focus on how your success feels (excited, relieved, satisfied, smart). Re-visit this feeling often.
- **Change of scenery:** Get up and take a short walk and get in a few extra minutes of nature.
- **Let it out:** Laugh with a friend. Do 20 jumping jacks. Put on your favourite song and dance.

Source: Cornell University