WELLNESS & WELL-BEING EDUCATION
OUR STORY
Let’s talk about how we got to where we are today.
STUDENT EXPERIENCE PILLARS

Wellness & Well-being
- Wellness and Well-being Education
- Health & Wellness
- Student Support & Case Management

Sport & Recreation
- Sport
- Recreation
- Spirit & Connection

Leadership & Learning
- Academic Support & Engagement
- Careers & Experience
STUDENT EXPERIENCE PILLARS

Wellness & Well-being

- Wellness and Well-being Education
- Health & Wellness
- Student Support & Case Management

Wellness & Well-being Education

- Gender-based Violence Prevention
- Equity, Diversity and Inclusion
- Wellness Education
- Chaplaincy & Multi-faith Programming
DEPARTMENT OVERVIEW

- Gender-Based Violence Prevention Education
- Equity, Diversity and Inclusion Education
- Wellness Education
- Chaplaincy & Multi-faith Programming
Through engagement in collaborative research and intentional education opportunities, Wellness and Well-being Education will contribute to the development of a more supportive, inclusive and thriving campus that empowers all students to achieve their full potential.
DEPARTMENTAL GOALS

▪ Enrich the on-campus learning experience, creating and implementing university-wide programs and resources that uniquely equip students to live, learn, inspire and influence others;

▪ Elevate the efficiency and effectiveness of the Wellness Education operational environment to develop collaborative structures and programs that promote student learning;
DEPARTMENTAL GOALS

▪ Enhance and support the ability for Western's diverse community to thrive by treating every interaction as an intentional and transformative learning opportunity.

▪ Contribute to the creation of a thriving campus ecosystem by ensuring that all members of the university community have access to the information and resources required to support students in their journey of personal development and self-discovery.
# MEASURES OF SUCCESS: KPIs

**Employee**
- Primary reason a student is accessing a Wellness Coordinator or Wellness Peer Educator
- Number of new programs offered per employee/month vs. Number of existing programs offered per employee/month
- Number of requests for new programs or resource materials

**Student**
- Website and social media engagement
- Number of unique programs engaged in vs. Number of established programs engaged in
- Number of unique vs. recurring visits
THE JOURNEY
How do students make their way through our programs?
A DAY IN THE LIFE

Exploring a ‘day in the life’ of the Gender-based Violence Prevention Education Coordinator provides insights into current and future directions in the design and orientation of Wellness and Well-being Education on campus.
Student Training & Workshop.
Awareness, Support & Outreach.
THE BUDGET
<table>
<thead>
<tr>
<th>2019-2020</th>
<th>Status</th>
<th>2020-21</th>
</tr>
</thead>
</table>
| Develop online learning & digital engagement strategies | • Launched ReSHAPE Micro eLearning Collection, Step 1  
• Leveraged social media as an educational platform  
• Created new Equity, Justice and Well-being resource page on the Digital Student Experience website. | • Develop series of micro elearning modules for GBV prevention education  
• Develop elearning content for EDI and Wellness Education  
• Expand opportunities for digital content and engagement |
| Enhance educational programming opportunities | • Developed a new series of Graduate Wellness Workshops  
• Created new EDI education and training programs for student leaders  
• Launched new online programs to promote spiritual well-being | • Integrate assessment into in-person and online programs  
• Enhance offerings in Wellness Education and multi-faith programming  
• Develop a scaffolded series of EDI education programs |
### KEY TAKEAWAYS

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>Status</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shift from responsive peer-led wellness support services to proactive/prevention education &amp; programming.</td>
<td>• Closed the WEC and launched programs to provide proactive education on a range of wellness topics</td>
<td>• Continue to provide prevention education programs</td>
</tr>
<tr>
<td>• Engage a broader cross-section of students, faculty and staff in the work</td>
<td>• Established new partnerships to tailor educational programs to meet diverse student needs (ex. BSA, MSA, Hillel Western, SOGS, Sport &amp; Recreation, ISC, Health &amp; Wellness)</td>
<td>• Strengthen existing relationships with key partners</td>
</tr>
<tr>
<td>• Conduct strong assessment and evaluation to understand impact on behaviours and culture.</td>
<td>• Integrated assessments into new programs, including ReSHAPE Micro elearning collection and Graduate Wellness Workshops</td>
<td>• Integrate assessments into GBV &amp; EDI training programs</td>
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<tr>
<td></td>
<td></td>
<td>• Collect demographic data to assess student engagement and impact(s)</td>
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THE IMPACT

What difference is made by our work?
Most common referrals made by student volunteers at the Wellness Education Centre (WEC) in 2019-10:

- Health & Wellness (103 referrals)
- Academic Support & Engagement (110 referrals)
- USC Peer Support (41 referrals)
- Health Benefits (25 referrals)
In 2019-20, **women** accessed the WEC 2.1 times more than men.

*Individuals that identified as another gender did not reach saturation for anonymity.*

The Wellness Education Centre served **276 students** in 2019-20.

*Total client intake forms decreased by 33% from 2018-19 to 2019-20.
*Total client intake forms decreased by 20% from 2017-18 to 2018-19.
TRANSITIONS IN WELLNESS EDUCATION

- The number of students accessing the Wellness Education Centre for supports and services has declined consistently over the past three years.
- In response to COVID-19, the Wellness Education Centre was suspended in March 2020.
- To promote student well-being, Wellness and Well-being Education shifted to online programming and digital engagement.
- Staff have engaged a greater number of students in proactive, prevention education and training.
Collectively, Wellness and Well-being Education offered a combination of 111 in-person and online programs that engaged a total of 6,770 students.

In-person and virtual programs offered include, but are not limited to:

- Mental Health Workshops
- SOPH and Orientation Programs
- Male Allies on Campus
- Upstander Training
- Disclosure Training
- Graduate Wellness Workshops
- Intro to EDI 101
- Allyship Training
- Anti-Racism Training
- Anti-Oppression Training

Please note, the EDI Education Coordinator position has been in place since May 2020.
Wellness and Well-being Education has leveraged social media to educate and engage students in areas related to all factors of thriving.
### DIGITAL ENGAGEMENT DATA

**Example #1 - Pride 2020**

<table>
<thead>
<tr>
<th>Platform</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>3,775</td>
</tr>
<tr>
<td>Twitter</td>
<td>44,318</td>
</tr>
<tr>
<td>Instagram</td>
<td>22,963</td>
</tr>
</tbody>
</table>

**Digital Engagement by Week, Pride 2020**

<table>
<thead>
<tr>
<th>Week</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Jul</td>
<td></td>
</tr>
<tr>
<td>14-Jul</td>
<td></td>
</tr>
<tr>
<td>21-Jul</td>
<td></td>
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**Western Pride 2020, Digital Content Goals**

- Celebrate: 32%
- Educate: 18%
- Engage: 50%

**Digital Engagement by Week, Pride 2020**

- Digital Engagement by Week, Pride 2020
  - 07-Jul: 2,000
  - 14-Jul: 14,000
  - 21-Jul: 4,000
DIGITAL ENGAGEMENT DATA

Example #2: COVID-19 Prevention Education

- Instagram Reach: 43,920
- Likes: 2,898
- Profile Visits: 854

COVID-19 Prevention, Digital Content Goals

Engage 25%
Educate 52%
Relate 23%

Digital Engagement by Week, COVID-19 Prevention Education

01-Sep 08-Sep 15-Sep 22-Sep 29-Sep
### IN PROGRESS SINCE MAY

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Student Experience Content</td>
<td>launched</td>
</tr>
<tr>
<td>Equity, Justice and Wellbeing Web page</td>
<td>launched</td>
</tr>
<tr>
<td>GBV Micro eLearning Module, Step 1</td>
<td>launched</td>
</tr>
<tr>
<td>Digital Content and Engagement</td>
<td>launched</td>
</tr>
<tr>
<td>ReSHAPE Micro eLearning Collection</td>
<td>in progress</td>
</tr>
<tr>
<td>EDI Scaffolded Training Program for Student Leaders</td>
<td>in progress</td>
</tr>
<tr>
<td>Spiritual well-being Programs and Resources</td>
<td>in progress</td>
</tr>
<tr>
<td>Onboard Wellness Education Coordinator</td>
<td>starting Nov 2020</td>
</tr>
<tr>
<td>Develop Wellness and Well-being Education Curriculum</td>
<td>starting Oct 2020</td>
</tr>
</tbody>
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Student Experience Learning Goals

Adaptable Problem-solver
Students who are hopeful, self-confident, resourceful, and creative.

Community Builder
Students who are authentic, empathetic collaborative & self-aware.

Global Learner
Students who are equitable, globally aware and socially responsible.
Student Experience Learning Goals

Future-focused Planner
Students who are goal-oriented, motivated, organized and self-directed.

Critical Thinker
Students who are curious, engaged, and reflexive.

Innovative Leader
Students who exhibit integrity, judgement, and intercultural communication.
The programs and resources provided by Wellness and Well-being Education are funded in part through a fee collected through the Student Development Centre and in part through operational dollars, non-operational dollars and donations.

As we continue to expand our educational initiatives to meet student diverse needs, stable funding to support our programming and operations is required.

Stable investment in wellness and well-being education is essential to realize the vision of a thriving campus.
THANKS!

Any questions?