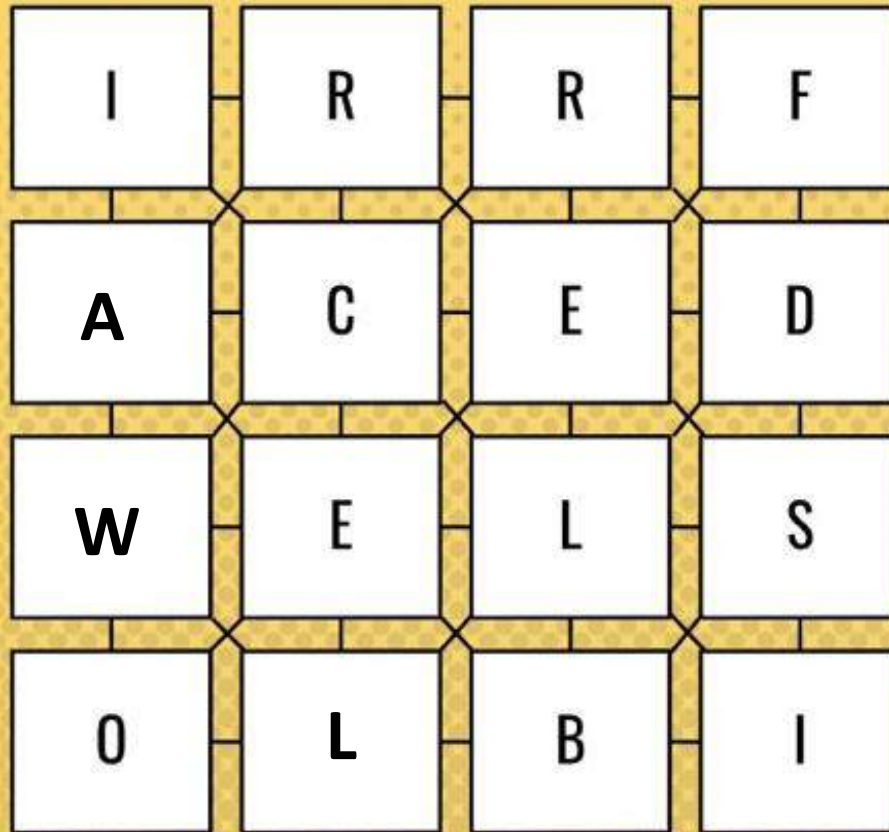


# Welcome to Course Design for Empathy and Flexibility!

## While we wait...

WAKE UP YOUR BRAIN

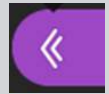


**BOGGLE: FORM AS MANY WORDS AS YOU CAN BY CONNECTING LETTERS THAT SHARE A SIDE OR CORNER.**

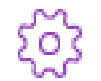
**E.G. RICE**

# Course Design for Empathy and Flexibility

## Before we get started



Open **Collaborate Panel** to view session options (bottom right of screen)



Click **Settings** to edit options (e.g., disable pop-up notifications)

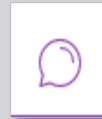


Let us know if you can hear us when we do **Audio checks**

## During the webinar



Your **microphone** will be muted until Q&A at end of session



Type questions and comments into the **Chat**



Close **Collaborate Panel** to stop viewing incoming chat posts

# Student Wellness in Online/Remote Teaching: Course Design for Empathy and Flexibility

Will Heikoop (he/him)

Sun Ooi (she/her)

# Outcomes

- Explore syllabus design and other course (re)design decisions to apply in your course set up to promote student wellness throughout the term.
- Apply design and communication strategies throughout the course of learning to support and normalize wellness for students.
- Identify institutional supports and programs to incorporate into your work and course design and guide students to institutional resources.

# Agenda

1. Setting the Stage
2. Panelists
3. Q&A and Barrier Busting
4. Navigating Support Resources

# Setting the Stage

With the pivot to online with COVID-19, almost overnight, online student learning and care for student learning during times of great uncertainty, fear, and trauma have become our top pedagogical priorities.

We face unique teaching challenges shaped by our own teaching context, campus cultures, and diverse student populations. Creating conditions for well-being will help us be resilient while we navigate these challenging situations.



# Setting the Stage- Considerations

If your teaching is blended or online, what are some practical ways of connecting with your students as a person?

What are some methods of supporting and sustaining student wellness in your course?

We will explore ways in which we can design and sustain teaching and learning with a pedagogy of care.

# Panelists

- Fiona Rawle, Associate Dean, Undergraduate, and Associate Professor, Teaching Stream, Dept. of Biology, University of Toronto Mississauga
- Liza Bolton, Assistant Professor, Teaching Stream, Department of Statistical Sciences
- Chad Jankowski, Mental Health Programs Officer, Faculty of Arts & Science



# Pedagogy of Kindness Pillars

The diagram is a classical building facade with a triangular pediment. The pediment contains the title 'Pedagogy of Kindness Pillars'. Below the pediment are seven columns, each with a yellow number above it. The columns are light gray with blue bases and capitals. The text on the columns is in black. The entire structure sits on a light blue base.

1

Connection  
&  
Perspective

2

Culture of  
Care &  
Motivation

3

Humanizing  
Learning

4

Progress  
not  
Perfect

5

Universal  
Design

6

Inclusive  
Design

7

Trauma  
Aware  
Teaching

What can you do to humanize your course?

What can you do to make your teaching (and the students' learning) sustainable?

What are the "pinch points" of stress in your course for you and your students?

# Start with the syllabus

- **Deadlines**
  - Change the midnight default
  - Flexible, but include pacing deadlines
- **Missed Work**
  - Automatically drop the lowest 'x' grades
- **Resubmission Assignments**
- **Reflection Assignments**
- **Embed Resources**
- **Policy Language**
  - e.g., "engagement marks"

# At Anytime

- **Arrival Activities**
  - Expectation of engagement
- **Culture of Dialogue & Feedback**
  - feedback goes both ways
  - e.g., keep stop start
- **Deliberate Sharing**
- **Progress not Perfect**

# **Liza Bolton**

Assistant Professor, Teaching Stream  
Department of Statistical Sciences



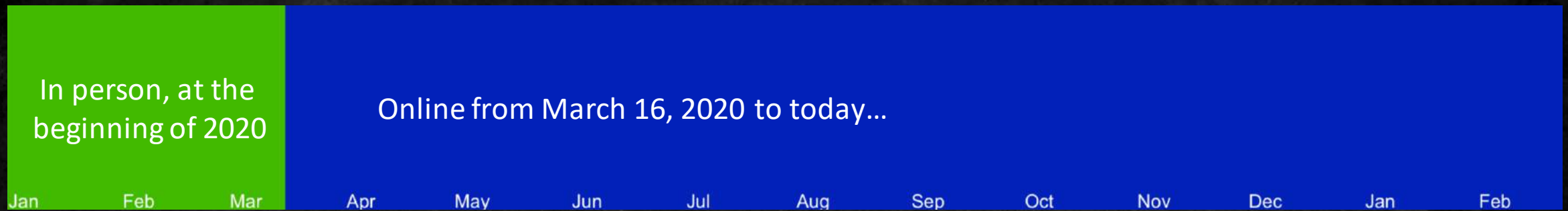
[liza.bolton@utoronto.ca](mailto:liza.bolton@utoronto.ca)



[@liza\\_bolton](https://twitter.com/liza_bolton)

# My background here

- From\* Auckland, New Zealand, taught at The University of Auckland
- I'm still pretty new to U of T.



- I am currently teaching:
  - 600 third-year stats students, and
  - 44 fourth-year specialist stats years.
- A lot of my strategies in this talk gear more towards **large class** teaching, but I'll also talk about something that I'm surprised worked as well as it did in my small class.

\*For a given value of "from".



## “Put your own mask on first”

- I’m bad at this.
- I hope if I tell you all to do this, you can remind *me* to as well.
- Our department has a **mediation group** with a fabulous external facilitator. This is never something I would have thought to ask for but has been an amazing resource.



# What am I sharing today?

(A.K.A. things we should totally have a Zoom cuppa tea date and talk about more)

❓ Ideas I stole from our mediation facilitator for my 4<sup>th</sup> years.

👁️ Ways to actively and passively get resources to our students.

- Scrolling notices
- Movement or breath breaks in modules
- Services and supports page
- Missed assessment forms

💌 Thank you notes my Nana would be proud of





# What am I *not* talking about (in depth) today?

## 1. Initiate

How can we use technology to initiate helpful conversations at useful times?



*Reaching out to students*

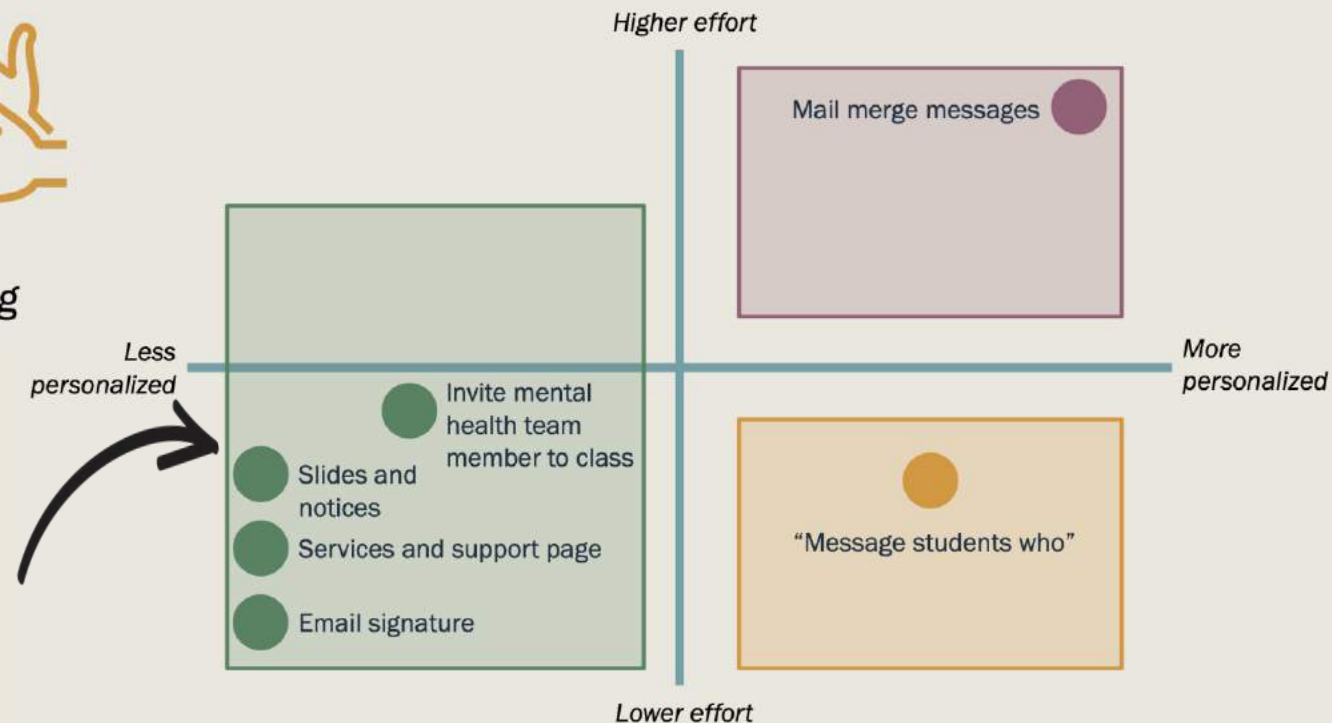
## 2. Facilitate

How can we facilitate access to the appropriate resources and support?



*Students responding*

I'm not going deep on instructions for tools...BUT Chad, Will and I ran a workshop called "Initiate and Facilitate" in September 2020 and you can access those slides and resources [here](#).



On the page, this is a gif showing how easy



A person is sitting on a wooden dock that extends into a calm lake. The lake's surface is like a mirror, reflecting the surrounding landscape. In the background, there are steep, forested mountains with some rocky peaks. The sky is clear and blue. The overall scene is peaceful and serene.

Ideas I stole from our mediation  
facilitator for my 4<sup>th</sup> years



# Ideas I stole from our mediation facilitator for my 4<sup>th</sup> years: The one word check-in.

- As our course is discussion-based, attendance is mandatory, so I use this to take attendance as well as hear how things are going with my students.
- But...do students 'put up' with this?
  - **Nathalie Moon** and I both do this and students have responded really positively! I worried people would complain about it being a waste of time, but our whole classes have really embraced it.
  - **Mina Arakawa** had shared with me over the summer the awesome work she does integrating her wellness coaching experience with her students in the Engineering Communication Program and how well they'd responded. This made me feel more confident about trying this!

# Ideas I stole from our mediation facilitator for my 4<sup>th</sup> years: “Self-care”

- What *is* self-care?
  - Students will have differing understandings and norms of this idea.
- Where do you even start?
- Start with your **basic physiological needs and work up from there.**

For example, sleep has been a theme with my students. Many have a challenging time zone differences from Toronto.

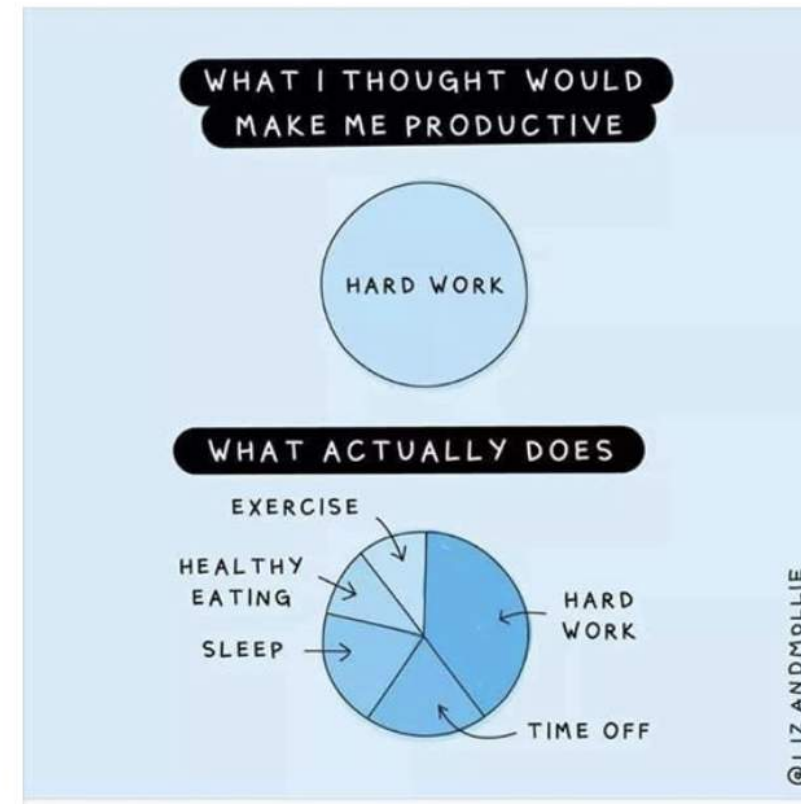
Is it eating watching Bridgeton in one sitting satisfying basic needs? No...probably not. \*cough\* past-Liza \*cough\*



Example prompt from September, 2020. Our check-in the next week was about how this went.

## ONE-WORD CHECK-IN (ATTENDANCE)

- This week, we're going to check in with a word for a **self-care goal we have this week**.
- You won't be able to get the whole goal across but communicate the area of your life it applies to.
- Examples include: *food, exercise, sleep, social, family, hobby, balance* or what ever else you might like to share in one word.
- We'll see how we all feel about our progress to our goals in next week's check in







Getting resources in front of students



# Scrolling notices + music



- Helps set mood and energy from the moment folks enter the call.
  - It is also something that I used to do in person for the same reasons
- Make use of the lovely slides the Student Life Communications team creates! [[Sharepoint link](#)]
  - They have information on a range of mental health and wellness supports.
- I made a video about how I make scrolling notices for class that will play in the background as I get set up. [[Video link](#)]

Examples from this week's Student Life slide deck

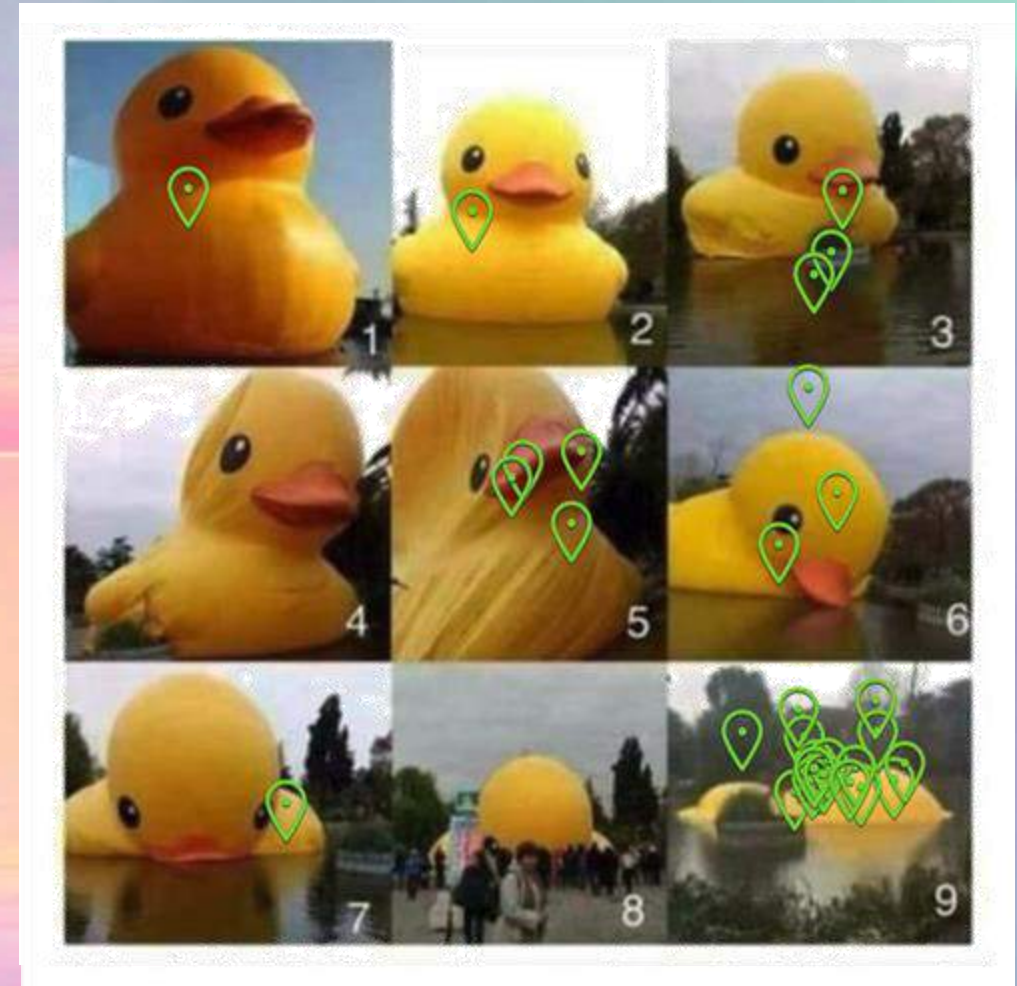


# Mood check-ins

Which BTS mood are you today?



WHICH JACK O'LANTERN ARE YOU TODAY?



[Link: Even more mood check-in images \(add your personal favourites!\)](#)



Kathy Liddle, Bill Ju and the [U of T Large Course Network](#) on Teams

Which duckling  
inflation level are  
YOU today?

Tell us your number  
(1–9) in chat!





# Movement and breath breaks

Week 5
W5 Outcomes and activities
Review content and complete quiz by 10:00 a.m. ET Wednesday
W5 End-of-week check-in survey follow-up
W5 Vocal pitch case study: part 1
W5 Linear mixed models in R and additional considerations
Movement break [7 min] 🧘 🧘
W5 Vocal pitch case study: part 2
W5 Interactions between random effects and fixed effects
W5 More fixed vs random effects practice

- Don't assume things about people's bodies and avoid ableist language.
  - I'm still trying to get better at this. Resource recs welcome!
- I like 'movement' over exercise. Not as much conceptual baggage?
- Provide a range of different options over the course of the semester to try to support a variety of needs/interests.
- Awesome when they can link to something you've been talking about (e.g. BTS dance-ercise, breathing as a useful tool...).

## Breath break [1 min] 🧘‍♀️

You're halfway through this week's module! Why not take a moment to relax and breathe? Even a short practice like this can be a great way to short-circuit stress.

This is optional. Do what you need.

## Movement break [7 min] 🧘‍♀️ 🧘‍♂️

You're halfway through this week's module! Why not take a moment to get a little movement into your day with 'Yoga with Adriene'?

This is optional. Do what feels right for your body.



7-Minute Yoga Boost - Yoga With Adriene

If YouTube isn't available to you, try this video from the moveU crew:

### MoveU Five-Minute Movement Break

1.1K views · 14 likes · 3 comments



Breath break video:

<https://youtu.be/cEqZthCaMpo>

Yoga with Adriene video:

<https://youtu.be/3Ql411llpJM>

MoveU crew video (on MS Stream):

<https://web.microsoftstream.com/video/ee832ca8-59a0-4932-ad21-64ee7f68db21>

# Services and supports page

- Chad is about to share a bunch of helpful resources with you.
  - Make a 'Services and supports' page that's easy for students and future you to find them at!
- Link it on the home page home page
- Include it in prominent resource modules
- Where possible refer back to it in class, add to announcements, update based on things students ask about

## Services and support

### Mental health support

You may find yourself feeling overwhelmed, depressed, or anxious. Lots of people feel the same way. There is help available from mental health professionals 24 hours a day via online and phone-based services. Here are some that are available to U of T students:

- [MySSP - My Student Support Program](#) 1-844-451-9700, or outside of Canada call 001-416-380-6578
- [Good2Talk Student Helpline](#) 1-866-925-5454, or text GOOD2TALK to 686868
- [Distress Centres of Greater Toronto](#) 416-408-4357, or text 45645

There is also the new Navi tool for U of T students, it is a chatbot and your questions are totally anonymous. <http://uoft.me/navi>

The student union are also curating a list here: <https://www.utsu.ca/mental-health/>

### General University resources



On the page, this is a gif showing how easy



# Missed assessment forms

- Make things easy for students
  - No trying to figure out how to email your prof and what to say
  - Makes policies clear (I don't want people to go to the doctor for a note for a migraine during a pandemic...)
- Put resources in front of students right away AND take the pressure off right away
- Make your life easier
  - Data collection and management
  - No chasing up to find out which assessment, what their UTORid is, etc.
- Does this feel too *impersonal*? I would argue that students don't remember how easy or not it was to email vs fill out a form. Where our energy matters is in the response and how we treat students then. Workshops with Chad are a great way to spend less time angsting over your emails! Strategies and useful language.

# Student experience

## STA303/1002 W21: Type 1 assessment declaration

Type 1 assessments are the data exploration assessment, the polished writing tasks, the professional development proposal and reflection and the final project.

### Notes:

- Weekly writing activities and quizzes are not eligible for accommodations or extensions.
- This form must be completed no later than one week after the due date of the assessment to be considered.

Please take care when making this declaration as a false declaration is an offence under the Code of Behaviour on Academic Matters and will be treated seriously.

\* Required

1. When we write you an email response, what should we call you? I.e. What goes in the blank in "Hi \_\_\_\_". This can be just your personal name, we don't need your family name. \*

Enter your answer

2. What is your UTORid? \*

Enter your answer

3. Do you affirm that you are experiencing an illness or personal emergency that has prevented you from submitting a type 1 assessment? \*

☐ Yes, and I understand to falsely claim so is an offence under the Code of Behaviour on Academic Matters.

1. Students complete the assessment declaration form.

2. 1 minute later they receive an email confirming their details and providing links to health and wellness resources.

[Type 1 assessment accommodation request] Data exploration due February 12

ST STA303 Teaching Team  
Tue 2021-02-23 10:43 AM  
To: [redacted]  
Cc: STA303 Teaching Team



Hi [redacted]

This is an automated email confirming we have received your submission for an accommodation related to the following:  
Data exploration due February 12.

Your UTORid: liminyu

Your comments (if any): [redacted]

**You don't have to do anything further until we respond to this email to arrange the next steps.**

In the meantime, if you're in need of health information and other supports please reach out to the team from student health and wellness.

There is also the My Student Support Program – My SSP. It provides free, confidential and immediate support. It is available 24/7 in multiple languages.

Download the My SSP App or call 1-844-451-9700. [uoft.me/myssp](https://uoft.me/myssp)

If you're in Ontario, you can call Good2Talk. It is a free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365 1-866-925-5454.

Wishing you the best,  
Prof. Bolton

3. 1–3 days later they receive an email from me checking-in based on organising and extension.



# Backend

## STA303/1002 W21: Type 1 assessment declaration

Type 1 assessments are the data exploration assessment, the polished writing tasks, the professional development proposal and reflection and the final project.

### Notes:

- Weekly writing activities and quizzes are not eligible for accommodations or extensions.
- This form must be completed no later than one week after the due date of the assessment to be considered.

Please take care when making this declaration as a false declaration is an offence under the Code of Behaviour on Academic Matters and will be treated seriously.

### \* Required

1. When we write you an email response, what should we call you? I.e. What goes in the blank in "Hi \_\_\_\_". This can be just your personal name, we don't need your family name. \*

Enter your answer

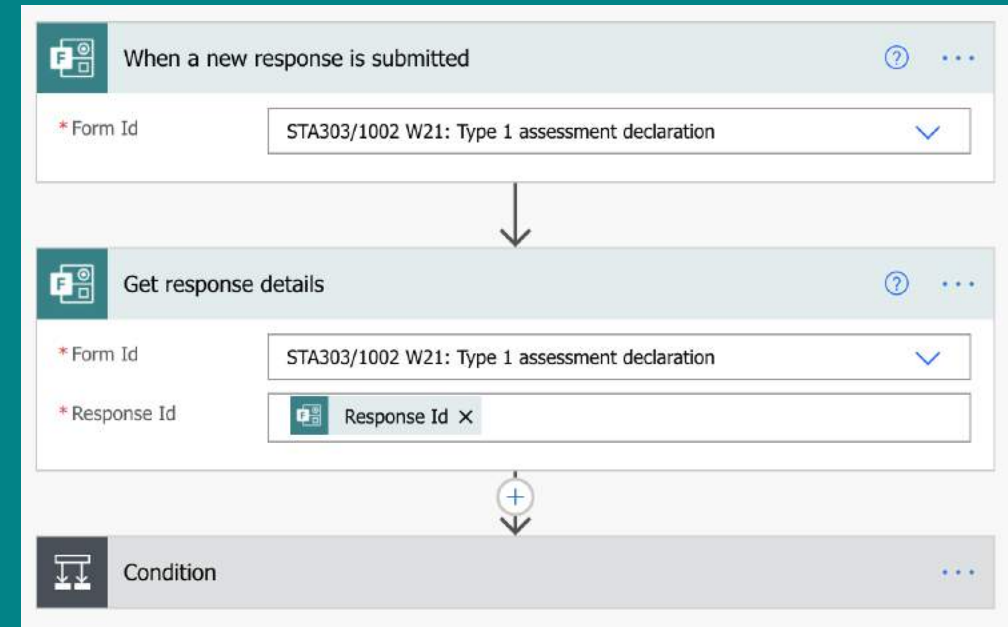
2. What is your UTORid? \*

Enter your answer

3. Do you affirm that you are experiencing an illness or personal emergency that has prevented you from submitting a type 1 assessment? \*

☐ Yes, and I understand to falsely claim so is an offence under the Code of Behaviour on Academic Matters.







2. Spend a Friday afternoon learning how to use Power Automate (part of our Microsoft Suite of tools) so you can set up a flow that does the automatic emails.

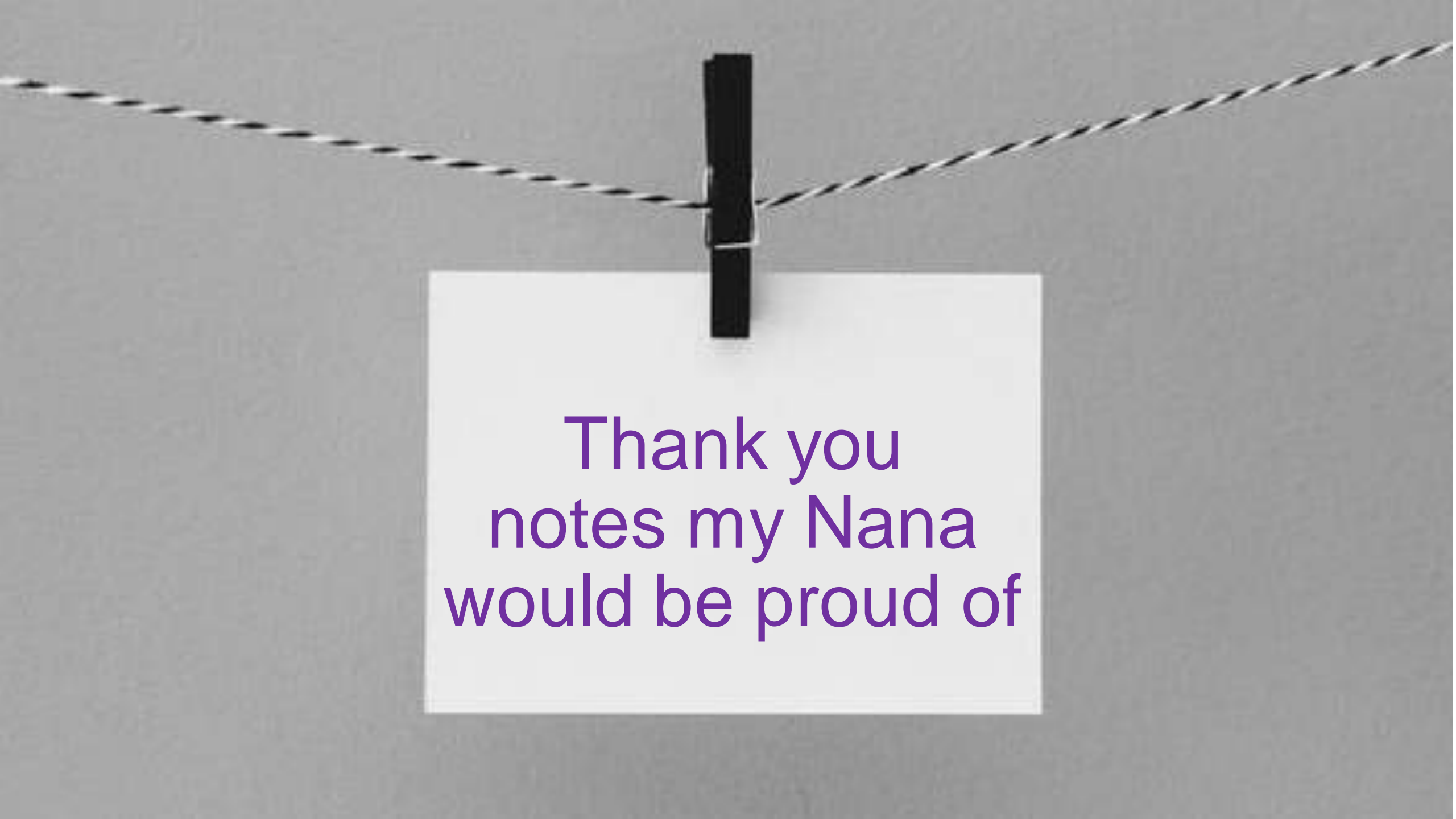


1. MS Form.

OR, just make use of the .xlsx from Forms (perhaps with mail merge).

# Aside: Forms + Power Automate have been making my life easier in a few ways!

 Name	
	<div>Waitlist email</div> <div>Waitlisters who wanted resources/syllabus/class links could complete a form (in my autoresponder + given to students to share) and receive everything in an email.</div>
	<div>STA303 regrade request</div> <div>Request regrades for assessments.</div>
	<div>STA303 accommodation form Type 2</div> <div>Assessment submission missed due to illness or personal emergency.</div>
	<div>STA303 accommodation form Type 1</div> <div></div>
	<div>Record reference due dates</div> <div>Gather student info (transcript, CV, personal statements etc.) plus program details and due dates and have both them and me invited to a calendar event for it.</div>

A black clothespin is clipped to a white rectangular card. The card is hanging from a thin, dark, slightly curved line. The background is a solid, light grey color. The text on the card is in a purple, sans-serif font.

Thank you  
notes my Nana  
would be proud of





But now she wants an agent 🙄





STA303 Teaching Team

Mon 2021-01-25 5:11 PM

To: [redacted]

Hi [redacted]



I wanted to send you a quick note to say thank you for being a a top 'listener' AND a top answerer on Piazza. Not only have you viewed 122 posts, you have also answered 3 questions. Thanks!

Statistically yours,

**Prof. Liza Bolton**

Assistant Professor, Teaching Stream

Pronouns: she/her

Department of Statistical Sciences,  
University of Toronto  
[www.statistics.utoronto.ca](http://www.statistics.utoronto.ca)



[COVID-19 Student FAQs](#) | [Faculty of Arts & Science](#)

### **Doing okay?**

Whether it is the chaos of 2020 getting you down, or something else, it is always okay to reach out for support!

**[Iy Student Support Program – My SSP](#)** – mental health support for all U of T students. Free, confidential, immediate support. Available 24/7 in multiple languages. Download the My SSP App or call 1-844-451-9700. [uoft.me/myssp](https://uoft.me/myssp) all **Good2Talk**. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365 [1-866-925-5454](tel:18669255454).

## Leverage your help board data to thank students

- Piazza (or a similar Q&A board) is a great tool for large courses, always, but especially online.
- So many of my interactions with students are dealing with problems, crises, tech troubles... It's nice to have a reason to send a positive note and they've appreciated it too.

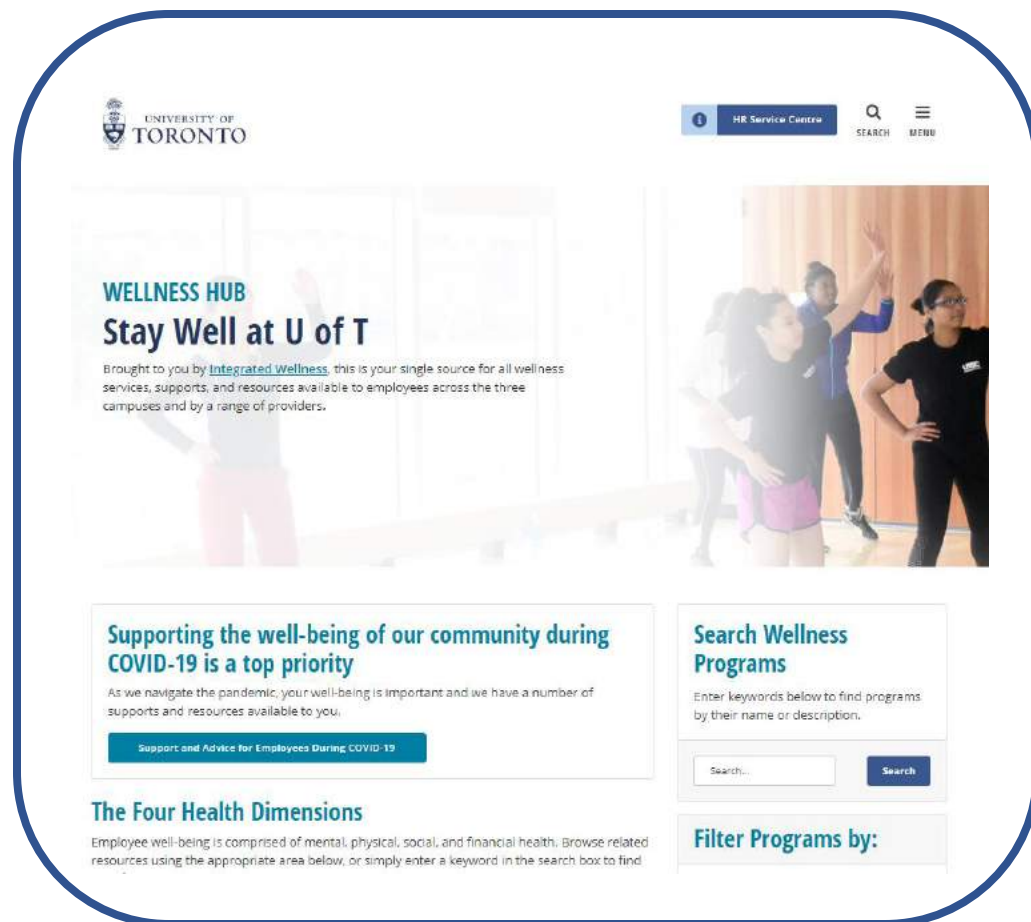


Jacqueline Smith from CS for getting me on to Piazza's stats!

So, what's ONE thing you're going to keep doing or start doing with your students?

Let us know in chat.

# System Navigation – Supporting Yourself



The screenshot shows the HR Wellness Hub website. At the top is the University of Toronto logo and a navigation bar with 'HR Service Centre', a search icon, and a menu icon. The main heading is 'WELLNESS HUB Stay Well at U of T'. Below this, a paragraph states: 'Brought to you by Integrated Wellness, this is your single source for all wellness services, supports, and resources available to employees across the three campuses and by a range of providers.' To the right is a large image of three people in a gym setting. Below the main heading, there are two sections: 'Supporting the well-being of our community during COVID-19 is a top priority' with a link 'Support and Advice for Employees During COVID-19', and 'Search Wellness Programs' with a search box and a 'Search' button. At the bottom, there is a section titled 'The Four Health Dimensions' with a brief description of employee well-being.

**WELLNESS HUB**  
**Stay Well at U of T**

Brought to you by [Integrated Wellness](#), this is your single source for all wellness services, supports, and resources available to employees across the three campuses and by a range of providers.

**Supporting the well-being of our community during COVID-19 is a top priority**

As we navigate the pandemic, your well-being is important and we have a number of supports and resources available to you.

[Support and Advice for Employees During COVID-19](#)

**The Four Health Dimensions**

Employee well-being is comprised of mental, physical, social, and financial health. Browse related resources using the appropriate area below, or simply enter a keyword in the search box to find

**Search Wellness Programs**

Enter keywords below to find programs by their name or description.

Search... [Search](#)

**Filter Programs by:**

HR Wellness Hub



The screenshot shows the Employee & Family Assistance Program (EFAP) website. At the top is the University of Toronto logo and a navigation bar with 'HR Service Centre', a search icon, and a menu icon. The main heading is 'EMPLOYEE AND FAMILY ASSISTANCE PROGRAM Counselling, coaching, and support'. Below this, a paragraph states: 'The Employee & Family Assistance Program (EFAP) is available to employees of the University of Toronto who are eligible to participate in the University's group benefit programs, and their dependants: spouses, partners (including same-sex partners) and dependent children. This program is provided at no cost to you.' To the right is a link 'Back to Employees'. Below the main heading, there is a section 'Access EFAP Services' with contact information for Homewood Health: Toll-free 1-800-663-1142, TTY 1-866-388-9505, and Collect (604) 689-1717. Below this is a link 'Download the EFAP brochure (PDF)'. There is also a section 'Available Services' with a brief description of the program. Below this, there are two columns: 'Counselling' with a list of topics (Family, Depression, Marriage, Relationships, Life transitions, Grief, Addictions, Stress, Anxiety, Other personal issues) and 'Life Smart Coaching' with a list of topics (Health, Life Balance, Careers). There is also a section 'Online Resources' with a list of topics (eLearning courses, Child and elder care resource locators) and a section 'Referrals' with a link 'For longer term counselling'. At the bottom right is an illustration of two people sitting at a table.

**EMPLOYEE AND FAMILY ASSISTANCE PROGRAM**  
**Counselling, coaching, and support**

[Back to Employees](#)

The Employee & Family Assistance Program (EFAP) is available to employees of the University of Toronto who are eligible to participate in the University's group benefit programs, and their dependants: spouses, partners (including same-sex partners) and dependent children. This program is provided at no cost to you.

Get to know your EFAP: [Download the EFAP brochure \(PDF\)](#)

**Access EFAP Services**

To access EFAP services, contact Homewood Health:

Toll-free [1-800-663-1142](#)  
TTY [1-866-388-9505](#)  
Collect [\(604\) 689-1717](#)

Available 24 hours per day, 365 days a year

**Homewood Health**

EFAP is operated by an external provider, Homewood Health.

**Available Services**

The Employee & Family Assistance Program offers confidential short-term counselling, coaching, information, and support for all types of issues relating to mental health, health management, and achieving greater personal and workplace well-being:

**Counselling**

On matters regarding:

- Family
- Depression
- Marriage
- Relationships
- Life transitions
- Grief
- Addictions
- Stress
- Anxiety
- Other personal issues

**Life Smart Coaching**

On matters regarding:

- Health
- Life Balance
- Careers

**Online Resources**

- eLearning courses
- Child and elder care resource locators

**Referrals**

[For longer term counselling](#)

Employee & Family Assistance Program



# System Navigation – Supporting Yourself

- [Human Resources Wellness Hub](#)
- [Employee & Family Assistance Program](#) (Homewood Health)
  - Individual confidential counselling
  - Individual financial consultations
  - Life Smart Coaching (legal, financial, relationships)
- Arts & Science Mental Health Team
  - Caroline Rabbat, Director, High Risk, Faculty Support & Mental Health
  - Chad Jankowski, Mental Health Programs Officer
- [Arts & Science Mental Health Resources for Faculty & Staff](#)
  - Common scenarios, U of T resources, community services

# System Navigation – Supporting Students

There are many places you can turn to for guidance and support in assisting a student who may be struggling to get connected to helpful campus resources:

- Registrar's Offices (College, Faculty, or School)
- Dean's Offices (College, Campus, Faculty)
- Student Health Services
- Student Accessibility Services

# System Navigation – Supporting Students

- Campus Student Crisis Response Team
  - UTM Assistant Dean Student Wellness
    - Andrea Carter [abc.utm@utoronto.ca](mailto:abc.utm@utoronto.ca)
  - UTSC Student Crisis Response & Academic Progress Case Coordinator
    - Khadija Uddib (interim) [k.kddin@utoronto.ca](mailto:k.kddin@utoronto.ca)
    - Kashfia Iqbal (on leave) [kashfia.iqbal.@utoronto.ca](mailto:kashfia.iqbal.@utoronto.ca)
  - UTSG Intake & Case Coordinator
    - Laura Bercuson [laura.bercuson@utoronto.ca](mailto:laura.bercuson@utoronto.ca) 416-946-7111
- Faculty-specific Mental Health Officers
  - Faculty of Arts & Science – Chad Jankowski (me)
  - Faculty of Applied Sciences & Engineering – Melissa Fernandes
  - Faculty of Law - Terry Gardiner



Featured Student Mental Health Supports

# Today I feel...

OVERWHELMED



HOPEFUL

Even on the toughest days, there are ways to find hope.  
Discover the resources you need right now.

[mentalhealth.utoronto.ca](https://mentalhealth.utoronto.ca)





Hi! My name is Navi.  
How can I help you today?

I am stressed about exams.

# Looking for mental health support?

Navi is an online chat tool that can help you find the resources and services that are right for you.

**Look for the icon on U of T websites.**

**[uoft.me/navi](https://uoft.me/navi)**

# HEALTH & WELLNESS CENTRE

- On-campus doctors and clinicians
- Mental health services
- Skill-building workshops and group therapy

[studentlife.utoronto.ca/hwc](http://studentlife.utoronto.ca/hwc)



# Mental health support for all U of T students



Free, confidential, real-time support.  
Available 24/7 in multiple languages.  
**Download the My SSP app**  
or call **1-844-451-9700.**

**[uoft.me/myssp](https://uoft.me/myssp)**





Questions and  
Comments





March 30th

Student Wellness and Online/Remote  
Teaching: Strategies for Enhancing Student  
Confidence in Your Course

# General Support Resources

CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

Questions: [q.help@utoronto.ca](mailto:q.help@utoronto.ca)



Thank You