



Wellbeing Promotion for Educators

A few lessons learned since 2020

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Educational Objective

My hope is that after our time together, you will be able to:

- Describe strategies to cultivate your own wellbeing and those of colleagues

危机

“The COVID-19 pandemic has caused the largest disruption of education in history...by mid-April, 2020, 94% of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries.”

UN Policy Brief: Education during COVID-19
Beyond, August 2020

and

Out of Crisis,
Comes...

危机

Source: wudangchen.com



- Not all distance learning is bad
 - Some research suggests that students retain 25-60% more material when learning online compared to only 8-10% in the classroom.
 - E-learning requires 40-60% less time to learn than in a traditional classroom because students can learn at their own pace.
 - Some students have felt empowered by this (during a time of very little control otherwise)
 - New technology can offer creative engagement tools (eg chat groups, video meetings, voting, document sharing) that could enhance learning.
 - Could online learning catalyze an educational shift from traditional academic skills to skills more relevant for 21st learning?

DAILY QUARANTINE QUESTIONS:

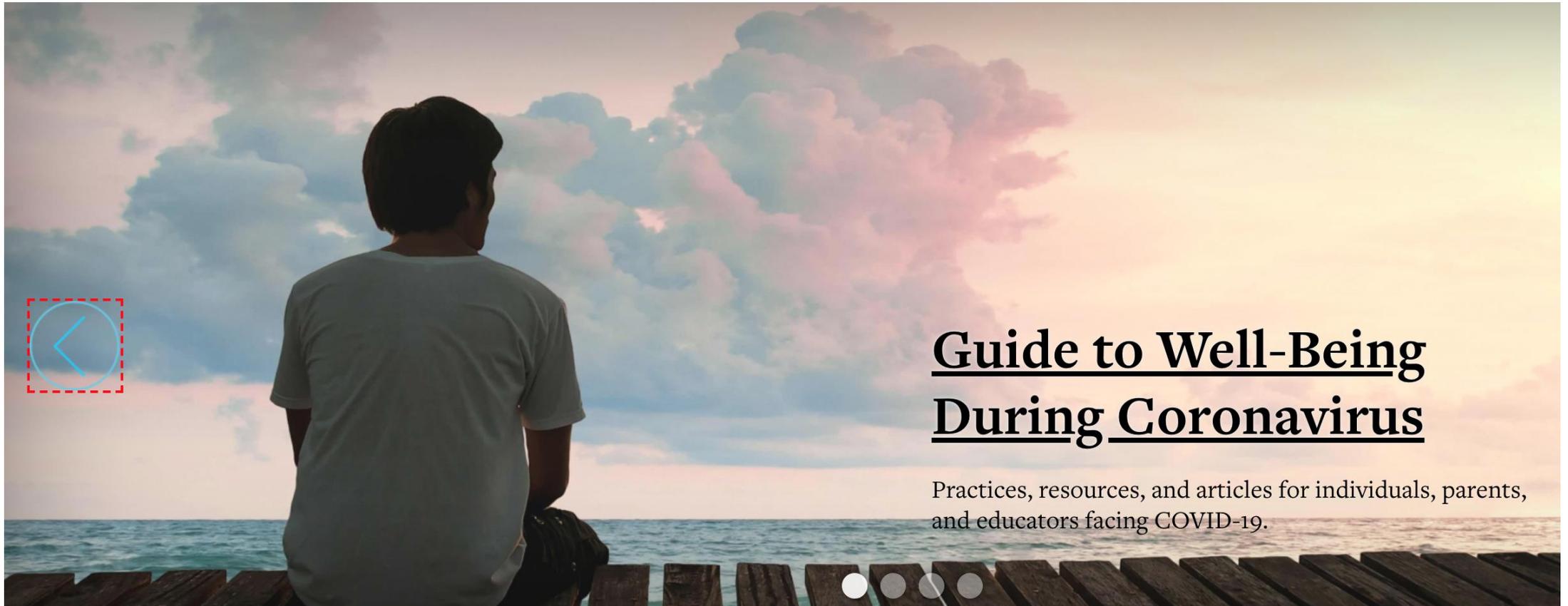
1. What am I GRATEFUL for today?
2. Who am I CHECKING IN ON or CONNECTING WITH today?
3. What expectations of "normal" am I LETTING GO OF today?
4. How am I GETTING OUTSIDE today?
5. How am I MOVING MY BODY today?
6. What BEAUTY am I either creating, cultivating, or inviting in today?

UC Berkeley Greater Good Science Center

<https://ggsc.berkeley.edu>



[Who we are](#) [What we do](#) [Who we serve](#) [Events & classes](#) | [Get involved](#)



Guide to Well-Being During Coronavirus

Practices, resources, and articles for individuals, parents, and educators facing COVID-19.

Energy Management

You can do anything, but you can't do everything!

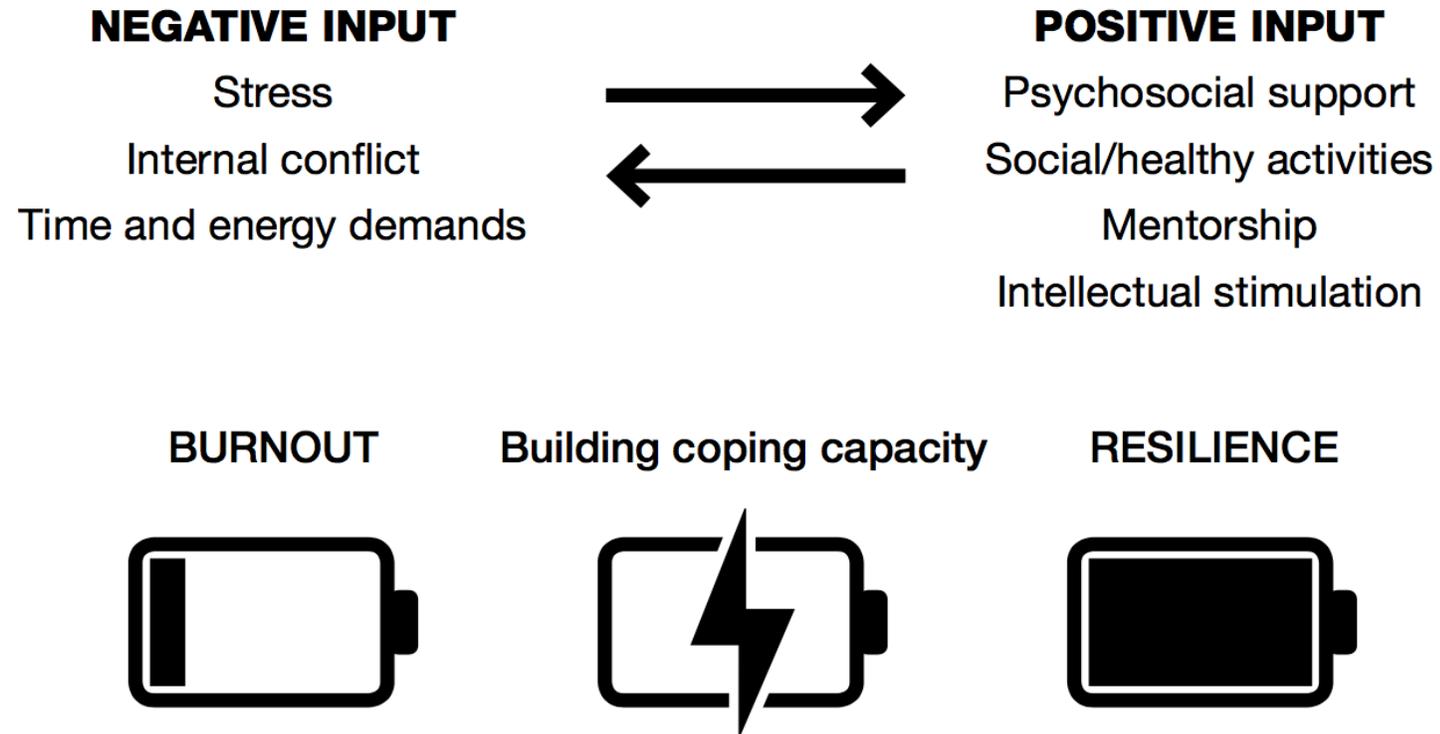


FIGURE 8–2. Recharging one's batteries for self-care.

Source. Adapted from Dunn et al. 2008.

(Gengoux et al., 2020; *Professional Wellbeing*, APA Publishing)

Your Mind is Your Most Important Tool:

Cognitive Strategies to Enhance Well-being



GRATITUDE

“Three Good Things” practice for two weeks improved happiness, work-life balance, reduced burnout and depression for health care workers (N=228) 1 to 12 months after intervention (Sexton & Adair 2019 *BMJ Open*)

<https://youtu.be/OYMQYhey08w>

<https://youtu.be/aLqzloaD-Q8>



SELF-VALUATION

Self-valuation means prioritizing personal well-being and growth mindset in response to errors. Lower self-valuation is associated with higher risk for burnout

(Trockel et al., 2019 *Mayo Clinic Proceedings*)

Cognitive Re-Appraisal

- *We are often kinder to others than to ourselves*
- **All feelings are OK**
 - ✓ I am not (only) my feelings
 - ✓ My mistakes do not define me
 - ✓ Learn how to notice and observe emotions, instead of only “feeling” them
- ***Naming an emotion engages the prefrontal cortex (thinking brain), which can override the amygdala (feeling brain)***



“Resilience Recipes”



What are your essential ingredients?



Promoting Well-being after a Pandemic: *PRESS JOY*

P — *Put on your oxygen mask on first*



R — *The Rollercoaster of Resilience*



E — *Engage and Empathize*



S — *Stick to a routine*



S — *Seek help*



JOY — *Find Joy*





K-12

Toolkit for Mental Health Promotion and Suicide Prevention

www.heardalliance.org/help-toolkit

(Open source, please reference "HEARD K12 Toolkit")

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www.heardalliance.org



[NCSMH COVID-19 resource page](http://www.schoolmentalhealth.org/COVID-19/)

<http://www.schoolmentalhealth.org/COVID-19/>

Resources for

- 1) Parents, School Staff & Administrators
- 2) Well-being & Mental Health Promotion
- 3) Technology to Support Mental Health

[NCSMH Cultural Responsiveness & Equity resource page](http://www.schoolmentalhealth.org/Cultural-Responsiveness--Equity/)

<http://www.schoolmentalhealth.org/Cultural-Responsiveness--Equity/>

- Resources for schools, mental health providers, communities, families, and students on cultural responsiveness and equity in school mental health

Resources:

- Mental Health America Native American Resource Page
 - <https://www.mhanational.org/issues/native-and-indigenous-communities-and-mental-health>
- NAMI Indigenous Peoples Resource Page
 - <https://nami.org/Your-Journey/Identity-and-Cultural-Dimensions/Indigenous>
- The Stanford Center for Youth Mental Health & Wellbeing: <https://med.stanford.edu/psychiatry/special-initiatives/youthwellbeing.html>
- American Academy of Child & Adolescent Psychiatry
 - aacap.org
 - Resource centers (eg. Moving into Adulthood); Facts for Families
- AAP Mental Health Toolkit (2021)
 - <https://publications.aap.org/toolkits/pages/mental-health-toolkit>
- Kognito platform
 - Among the only evidence-supported programs for enhancing teacher efficacy regarding difficult conversations with potentially at-risk students
 - <https://demos.kognito.com/courses/atrisk-ht-full/launch.html?dly=20>
- Jed Foundation
 - <https://jedfoundation.org/set-to-go/>
 - Focuses on mental health for graduating high school seniors

Resources:

- The Georgetown MedStar WISE Teacher Wellbeing curriculum
 - <https://www.medstarwise.org/resources>
 - Free and very useful!
- The Trevor Project: trevorproject.org
 - focusing on the mental health of LGBTQ youth and young adults
- Sources of Strength: School-based peer leader suicide prevention program; sourcesofstrength.org
- California Department of Education, cde.ca.gov
 - information on school suicide prevention, including AB 2246, 1767: The Student Suicide Prevention Bill)
 - <https://www.cde.ca.gov/ls/cg/mh/documents/modelpolicy.doc>
- SAFE-T Pocket Card for Assessment (SAMHSA/ SPRC)
- Columbia Protocols for Community Settings:
<https://cssrs.columbia.edu/the-columbia-scale-c-ssrs/cssrs-for-communities-and-healthcare/#filter=.general-use.english>

THANK YOU

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