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
“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 and Beyond, August 2020
Out of Crisis, Comes...
• 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?

Created by Brooke Anderson
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!

**NEGATIVE INPUT**
- Stress
- Internal conflict
- Time and energy demands

**POSITIVE INPUT**
- Psychosocial support
- Social/healthy activities
- Mentorship
- Intellectual stimulation

**BURNOUT**

**Building coping capacity**

**RESILIENCE**

*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

Amy Heneghan, MD
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/

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/

• 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

• 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](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](https://www.cde.ca.gov/ls/cg/mh/documents/modelpolicy.doc)
- SAFE-T Pocket Card for Assessment (SAMHSA/ SPRC)
- Columbia Protocols for Community Settings:
THANK YOU

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