

ual:

Teaching, Learning and Wellbeing

#LTC19

Learning and Teaching Conference 2019

Thurs 21 March

Exploring Health, Wellbeing and the Creative Arts

Dr Ruth Pilkington

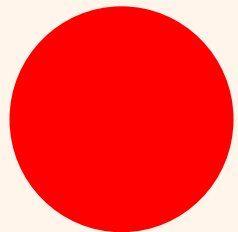
Aims

- 1 Characterising Faculty (students and staff)**
- 2 Exploring challenges around Wellbeing**
- 3 Considerations in Health & Wellbeing**
 - A curriculum perspective**
 - The Health & WellBeing (H&WB) organisation**
 - Facilitating H&WB**
- 4 Reflections**

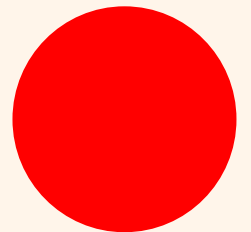
An issue for HE?

Increasingly, we talk about...

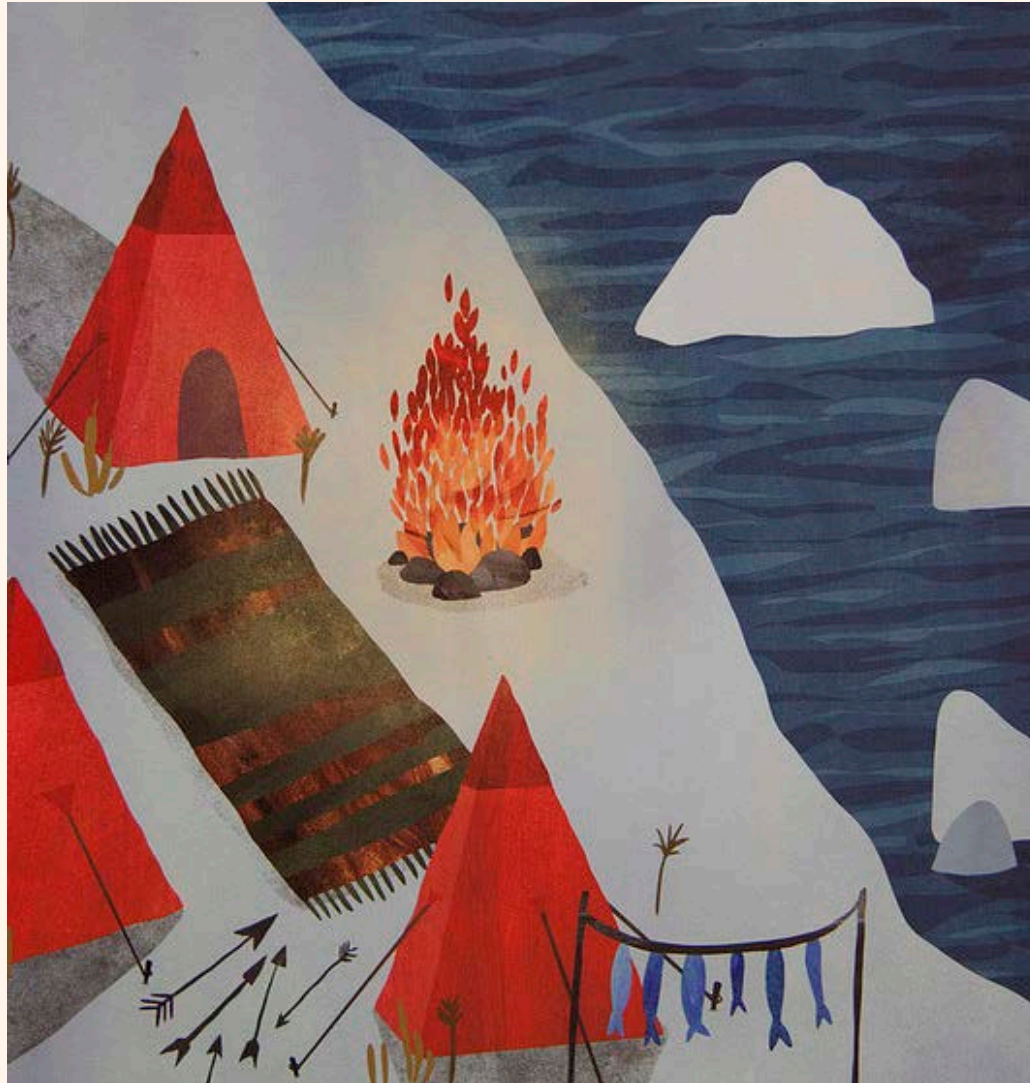
- Wellbeing, (mental and physical) health and resilience, – an issue for all
- 1 in 4 people may have mental health issues (BBC news)
- HESA data suggest growth in withdrawal on mental health grounds
- Why are ‘creatives’ particularly susceptible, if they are?
- Work / life balance generally & in academe
- Emotional intelligence, self efficacy – success factors in life/work
- Emotional literacy, reflective ability, appropriate empathy and social competence



An issue for the Arts



Setting the context





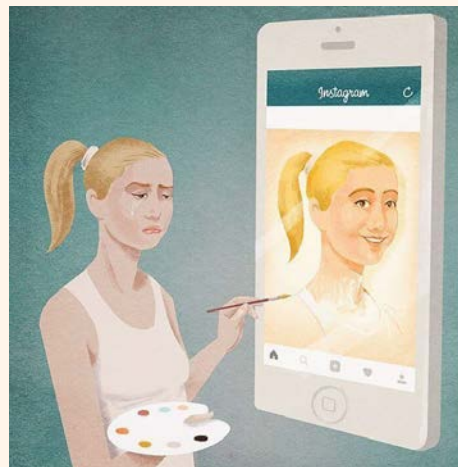
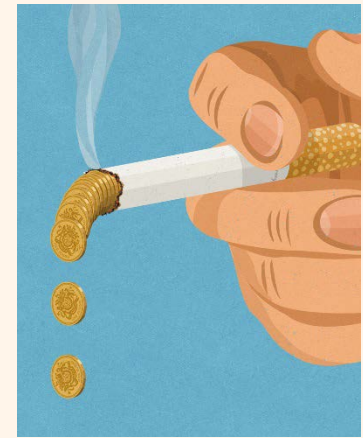
Examining the nature of the beast

Examining the nature of the beast

- Multiple employments
- Self employed
- Entrepreneur
- Commuter students, first in family, care leavers, carers parents, LGBT, BME, disability, international students,
- Creative, active, kinaesthetes
- Self aware and self presentation
- Social pressures

ISSUES

- Dyslexia
- Self focus
- Frustration
- Isolation
- Identity
- Money
- Self presentation
- Pressures to perform
- Emotional strains



Definitions

WELLBEING - 'A state of mind in which an individual is able to realise their own abilities, cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community'

WHO quoted GuildHE research report p7

Psychological **resilience** is defined as an individual's ability to properly adapt to stress and adversity.

Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial worries, among others.

Psychological resilience - Wikipedia, the free encyclopedia https://en.wikipedia.org/wiki/Psychological_resilience



Mental health and mental wellbeing: Having the emotional resilience to cope with everyday pressures, enjoy life and undertake productive work while having a belief in one's own and others' worth. It is not just the absence of a mental illness: one can have good mental wellbeing yet have a diagnosed mental illness.

HEPI

Surveys on Wellbeing

GuildHE / UUK Wellbeing in HE-
focus on student side (2018)

- Need a robust, integrated joined up system
- Must recognise they need and will benefit from support
- Access, belief, trust, JIT
- A common language between areas and functions/services to ensure support

CONCLUSION: we must address needs of staff, students and organisation – ie create a new environment for learning at UAL

Student Mental Health – The Role & Experiences of Academics (2018)

- Academics feeling undervalued, demotivated, powerless
- Uncertainty about role; need for support structures & culture
- Unprepared for demands; training to identify issues
- Clarity, time, signposting, boundaries



Who needs Support?

Academics need it

- Academic workloads
- Work stress
- Time management
- Prioritising
- Accessibility
- Powerlessness and vulnerability
- Pedagogic Frailty (Kinchin et al)
- etc

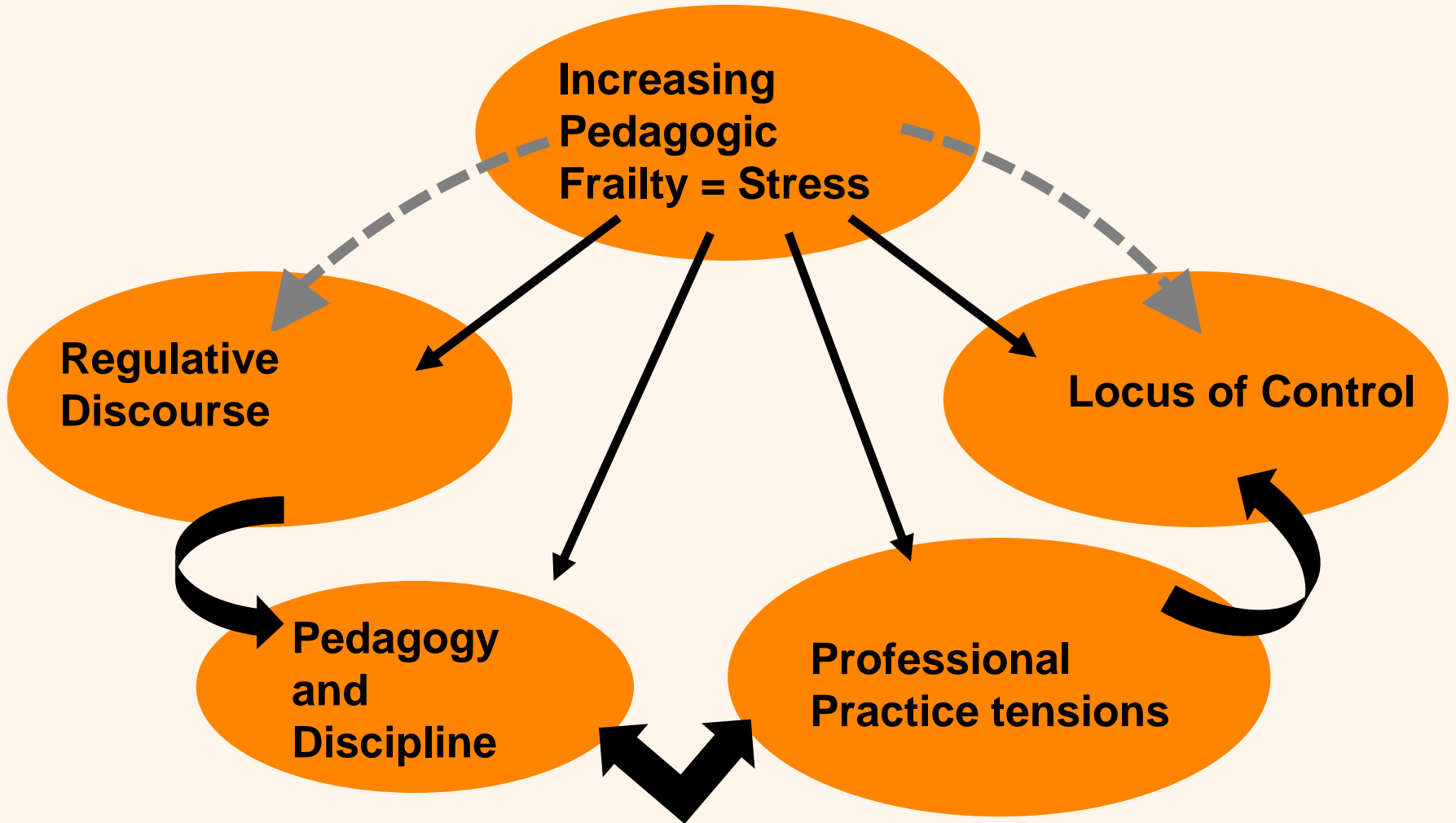


Our students need it

- Transitions:
 - Life – work; School - work
 - Dependence – independence
- Social connections
- Health and wellbeing
- Academic resilience
- Crucial life change
- Assessment

Model for Pedagogic Frailty

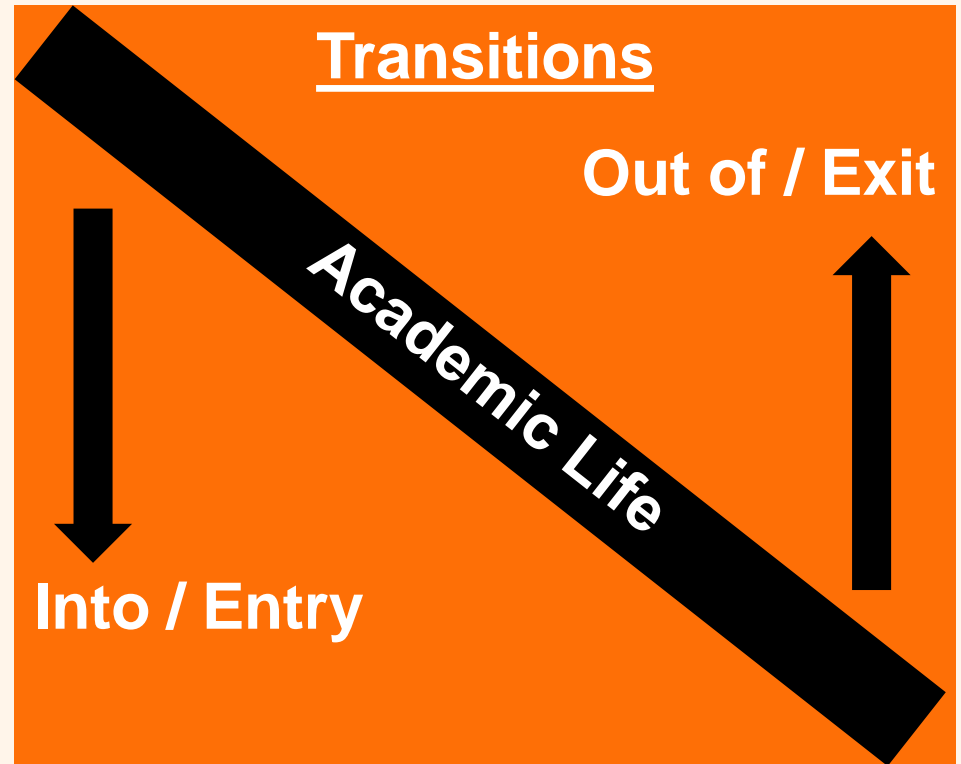
(Kinchin et al, 2017)



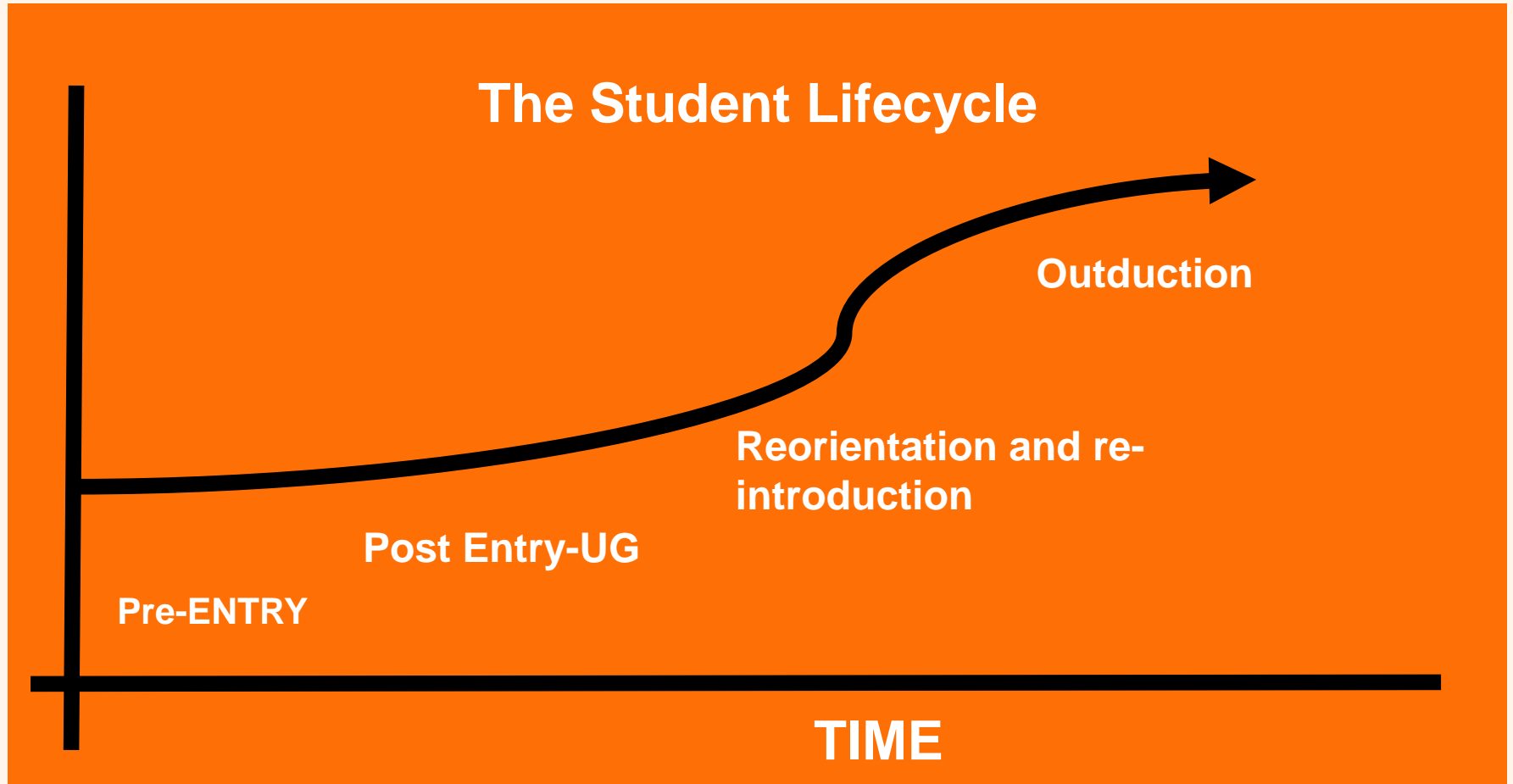
**LET'S TRY A
CURRICULUM
ANGLE...**

- **Considerations**

- Academic / study skills
- Socialisation
- Independence
- Self management
- Agency
- Part-time employment
- Employment ready (inc. HEAR)
- CV, skills preparation
- Entrepreneurship



Transition across time



A Skills Approach

Self Management &
Efficacy Skills
Resilience

Cognitive Skills:
Problem solving,
management

2. PERIPHERAL OUTCOMES
– achieved through TLA
processes

1. ANALYSE CORE
Activities
associated with
Learning of Subject

Subject-specific Skills
creativity

Communication &
Interpersonal Skills
Entrepreneurship:

Peripheral Outcomes = skills developed as part of
learning process associated with subject

PLUS:
Task-enhancing skills,
Transferring skills
= meta-learning

UAL Creative Attributes Framework

1- Making things happen



Proactivity
Enterprise
Agility



2- Showcasing abilities and accomplishments with others things happen



Communication
Connectivity
Storytelling

3- Lifewide learning



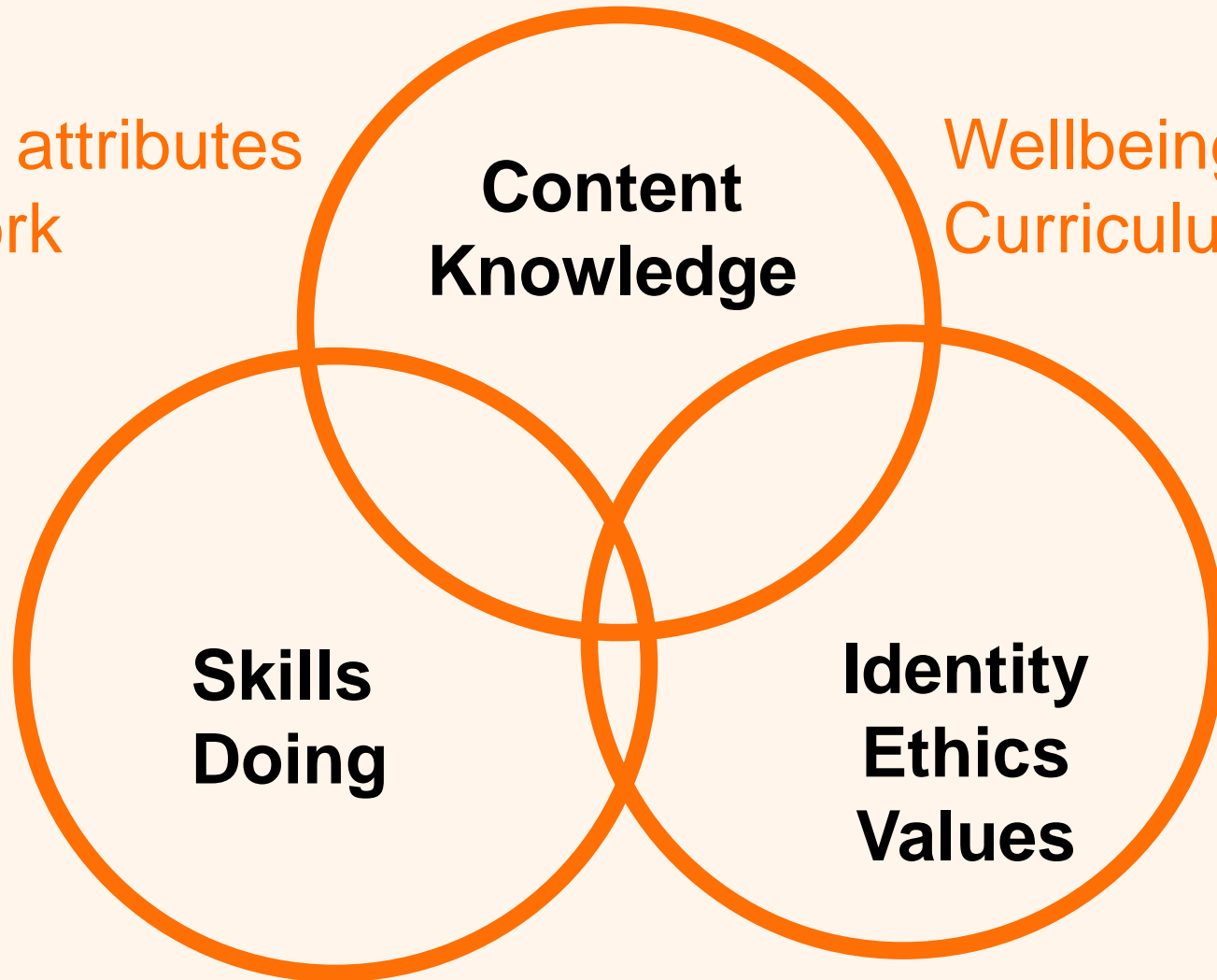
Curiosity
Self-efficacy
Resilience

Curriculum design – a holistic person-centred approach

- adapting Barnett & Coate (2002)

Creative attributes
framework

Wellbeing in the
Curriculum



Resilience, Autonomy, Practice

A message on “learning”

LEARNING:

- Is an emotional activity
- Balance risk, challenge and safety - stretch
- Is social, situated, contextual, culturally informed
- Balance doing, knowing and being - reflection



WE NEED:

- Course management and communication
- Involve students as partners
- Flow states
- Encouraging the creative self
- Encourage mindful attention
- Address Threshold Concepts, e.g representation?
- Value and outcome, reward

Some questions to challenge our thinking

(Drawing on The Resilience Consortium)

- What are the habits, attitudes, and skills associated with wellbeing in the college/university setting?
- What pedagogies and learning contexts influence student conceptions of success, failure, and risk, and promote or inhibit the development of wellbeing?
- How/when are students provided with opportunities to develop their capacities for wellbeing during their college/university years?
- What is the long term impact for graduates in their academic and professional endeavours if we do not support them?



GOING FORWARD – CASE STUDIES



Example - University of Brighton as HPU

Aim: to create healthy and sustainable working, learning and living environments

- evaluate work to build evidence of effectiveness, and to share ideas
- offer health-conducive physical environments and sustainable practices
- provide high quality health and welfare related support services sensitive to diverse needs
- offer information, education and opportunities to develop health enhancing personal and life skills, including responsible global citizenship
- social, leisure, sports and cultural facilities reflecting diversity and facilitate healthier choices

Requires staged approach: scoping, organisational change; changes to systems and processes; trust, communication and resource

School of Fine Art

*From health and safety compliance
to ethical, inclusive and sustainable advocacy*

Sophia Phoca - Dean of Art



Studio time is defined by ..
mobile clusters of... works,
some abandoned, others
waiting for resurrection, at
least one in process of
occupying a nervous
present, through which..
“future plunges into past, a
future exerting on the
present the pressure of
unborn ideas”

Brian O’Doherty in ‘Studio & Cube’ quoting
James Joyce



Make it happen – safely and inclusively



Johannes Vermeer, *The Art of Painting*, 1665 - 1668.
Sale, 1983, Performance documentation

Curating our studio spaces

'*curae*' from the Latin – **to care**

*Caring for the self and others:
community, health and well being is at the
centre of our learning and philosophy*



David Hammons, *Blitz and Ball*

“STUDIO PRINCIPLES”

Work sustainably, ethically, inclusively.

1 Make sure that you have understood and signed off your studio risk assessment procedures including: working at heights, cable management, use of noxious materials (e.g. aerosol sprays), working with tools for installation.



2 Reinforce the tidiness of the studios – respect our spaces.



3 Be inclusive – work as part of a team - respect the spaces of others (physical, emotional, audio).



4 Scaling up your work - there needs to be a dynamic conversation with colleagues to see if this can be accommodated.

5 Storage – your studio spaces cannot provide storage space. Storage needs to be managed alongside your practice. Make sure you consider the implications of storage as you go along.



6 Free access – respect diversity – make sure *all* established routes through studios are free so that all have access and can evacuate easily.

7 Be aware of your use of content – is it ethical? Is it respectful of diversity? What are the implications and how do you manage these?



8 Be aware of your use of materials – are they being used ethically, sustainably? What are the implications and how do you manage these?



9 Ensure you can make it happen - evaluate risk throughout (not as an after-thought) – develop a methodology coherent to your practice (blog, scrap book, journal etc).



10 Installing in public spaces requires that you re-consider all of the above all over again!



Bookmaking: [http://www.oxfordjournals.org/doi/10.1093/oxfordjournals/oxfam.a011111](#)
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Chris Burden -shoot in 1971

**BRINGING IT ALL
TOGETHER**

Let's populate the landscape



Key landmark – needs, curriculum, stages...

Special resources – plan and enable

Infrastructure and connections

Definition

Self-agency:

- a developmentally based transformation in conceptualizing self as a purposeful agent capable of shaping motives, actions and future possibilities

'Research in Nursing & Health, 2003, 26, 20-29'

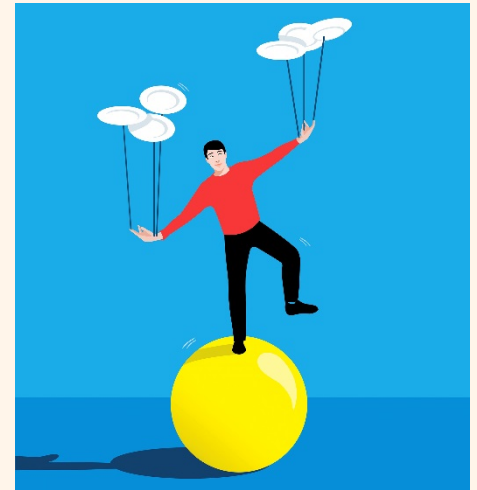
Agency



Balance

Space for standing back

**Develop the ability to stand back
as a witness to your thoughts.
This will make your mind
stronger.**



CONCLUSION

**Dialogue → a partnership
= students + staff**

**Professional Services +
Academics +
Organisation +
Systems & Processes +**

**Restructuring from SILO structure
to**

**Integrated, relational structure of
academics, students and
professional services working
together.**



Guide: SEDA Health & Wellbeing Award

1. Identify and reflect on issues for health and wellbeing in their practice setting as a duty of care for him/herself as individual practitioner and/or for others (students and staff)
2. Inform themselves on appropriate approaches and techniques for supporting health and well being for themselves and/ or for others
3. Evaluate selected approaches (for the individual) and identify appropriate responses
4. Contribute to enhanced health and well being practices within their HE setting informed by appropriate ethical considerations

START TALKING

YOUR TASK: Devise 2 ways of better connecting teaching and learning systems and processes to enhance our collective Wellbeing

Resources

www.bemindful.co.uk - Website related to the Mental Health Foundation mindfulness campaign.

www.mentalwealthuk.com - Mental Wealth UK – promoting positive wellbeing on campuses & beyond

www.mhhe.heacademy.ac.uk/studentmentalhealth - Mental Health in Higher Education website – student mental health pages

Carauna, V. et al Promoting students 'resilient thinking' in diverse HE learning environments

Grant, L. et al (HEA) The importance of emotional resilience for students in the helping professions

“Practice-informed learning – the rise of the dual professional” (which can be access through the Guild HE website

[https://guildhe.ac.uk/practice-informed-learning-the-rise-of-the-dual-professional/.](https://guildhe.ac.uk/practice-informed-learning-the-rise-of-the-dual-professional/))

Wellbeing in Higher Education – a GuildHE Report (2018)

Student Living: collaborating to support mental health in university accommodation – A Student Minds Report

Student mental Wellbeing in Higher Education Good Practice Guide –UUK 2015

Marshall L & Morris, C. (2011) Taking Wellbeing Forward in Higher Education reflections on theory and practice University of Brighton

White, M. A., & Kern, M. L., (2018). Positive education: Learning *and* teaching for wellbeing and academic mastery.

International Journal of Wellbeing, 8(1), 1-17. doi:10.5502/ijw.v8i1.588

Wellbeing and the Importance of Workplace Culture, Great Place to Work – Report from Dec 2016

Hughes, G., Panjwani, M. Tulcidas, P. & Byrom, N (2018) Student Mental Health: the role and experiences of academics HEPI, StudentMinds.org.uk

Brown, P. (2016) The invisible Problem Improving students mental health HEPI

SEDA Award in Student Health and Wellbeing www.seda.ac.uk

Morag Thow (2016) How to be Healthy at Work Ebook

University of Brighton, Marshall & Morris (Eds) - Taking wellbeing forward in higher education: reflections on theory and practice

Lisa M. Larson, Matthew T. Seipel, Mack C. Shelley (2017) The Academic Environment and Faculty Well-Being: The Role of Psychological Needs <https://doi.org/10.1177/1069072717748667> www.thefridge.org.au

<http://www.improvingthestudentexperience.com/student-practitioner-model/SET-stages/>

<https://www.studentminds.org.uk/charter.html>