CELT Teaching Symposium: Building a Classroom Culture to Support Students and Respond to Issues That Impact Their Well-Being
Alumnae Lounge
December 10, 2019

Schedule at a Glance

8:45 - 8:50  Welcome
Annie Soisson, EdD, Director, CELT

8:55 - 9:10  Why are we here?
Michelle Bowdler, MSPH, Executive Director of Health and Wellness,
Tufts Health Services
Julie Ross, PhD, Director of Mental Health Services, Medford Campus

Jennifer Stephan, PhD, Dean of Academic Advising and Undergraduate Studies, School of Engineering
Leah Gadd, MFA, Associate Dean of Undergraduate Advising, School of the Museum of Fine Arts

9:20 - 10:30  Keynote Address Part 1: Understanding and Appropriately Addressing the Mental Health Concerns of Individual Students
Michael Wiederman, PhD, Director of Professional Development and Professor of Biomedical Sciences at School of Medicine Greenville, SC

10:30 - 10:45  Break

10:45 - 12:00  Concurrent Workshops on Classroom Practices
See the attached detailed descriptions & locations below.

12:00 - 12:15  Debrief

12:15 - 12:45  Lunch

12:45 - 2:00  Keynote Address Part 2: Creating the Psychologically Healthy Classroom
Michael Wiederman, PhD

2:00 - 2:45  Closing and Reception
Abstracts of Keynote Address

Speaker: Michael Wiederman, PhD, Director of Professional Development and Professor of Biomedical Sciences at School of Medicine Greenville, South Carolina

**Part 1: Understanding and Appropriately Addressing the Mental Health Concerns of Individual Students**

What are the common dynamics underlying student stress, depression and anxiety? When a student shares such concerns with a faculty member, what are the appropriate and most helpful responses? In this session we will address these questions, with an emphasis on skill development and practice.

**Part 2: Creating the Psychologically Healthy Classroom**

How can faculty facilitate student resilience, flourishing and mental wellness in their courses? In this session we will unpack the components of a “healthy classroom” in relation to a national model of the healthy workplace, with an emphasis on specific conditions and practices that can be created in most courses.

Concurrent Workshops on Classroom Practices

_Sign up for your preferred workshop by the registration desk. CELT Staff will be available to help participants find workshop rooms at the 10:30 break_

**Workshop 1: Social Emotional Learning and Contemplative Pedagogy: Classroom Applications of Frameworks to Increase Resilience and Reduce Stress**

Facilitators:
Deborah Donahue-Keegan, EdD, Faculty of Civic Studies; Part-Time Lecturer, Department of Education
Peggy Morris, OTD, OTR/L., Senior Lecturer, Community Health Department and Koru Mindfulness Teacher

Students’ mental health and wellbeing in higher education can be supported through contemplative practices and social-emotional learning (SEL) embedded in classrooms. In this workshop, we will discuss how contemplative teaching and learning practices (including mindfulness, movement, reflection, and gratitude) provide opportunities for students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making: the five pillars of SEL. Participants will leave with concrete strategies for how to integrate contemplative teaching and learning practices into their classrooms.

_Location: Granoff 251_
Concurrent Workshops continued

**Workshop 2: Creating Caring Classrooms: Supporting Student Mental Health**

Facilitators:
Erin Seaton, EdD, Senior Lecturer, Co-Director of Educational Studies, Department of Education
Noelle Roop, EdD, Lecturer, Department of Education

In this workshop, participants will identify challenges to student mental health in academic settings and discuss ways in which faculty can increase student support through their course design and teaching pedagogy. Participants will discuss the role of teaching policies and practices, classroom climate, assignments, and evaluation in promoting student well-being and stress reduction. By the end of this session, participants will understand how to integrate strategies to support student success and well-being into their courses.

*Location: Granoff 271*

**Workshop 3: Evidence-Based Strategies and Practices to Promote Personal Resilience**

Facilitator:
Michael Wiederman, PhD, Director of Professional Development and Professor of Biomedical Sciences at School of Medicine Greenville, South Carolina

There are numerous strategies and practices that have been demonstrated to facilitate an individual’s resilience and protect against burnout. In this session we will learn about several such practices to support faculty members in their work, organized around a model of the four universal human needs underlying psychological flourishing.

*Location: Granoff 155*

**Workshop 4: From the Front Lines: A Conversation with the Undergraduate Advising Deans**

Facilitators:
Carmen Lowe, PhD, Dean of Academic Advising and Undergraduate Studies
Kendra Barber, PhD, Associate Dean of Academic Advising
Leah Gadd, MFA, Associate Dean of Academic Advising

For those working with undergraduate students, the advising Deans will share some of the top stressors they hear from students regarding their academic work and share some suggestions for how faculty might reduce academic-related stress.

*Location: Granoff 038*