

Student Wellbeing Classroom Resource

Integrating Self-management Capability Building into the Curriculum

Developed by:

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Responsive to
term pressures



Accessible for
reserved students



Foster supportive
classroom environment

Description

Self-management is the capacity to work effectively toward meaningful goals and be flexible in the face of set-backs. The [UNSW Healthy University Initiative](#) has developed a Self-Management Moodle section that can be integrated into courses, featuring resources to further develop students' self-management skills. Dr. Jenny Richmond has been piloting a multi-platform approach to integrating the resources that involves voluntary online activities early in the term, followed by 10-minute tutorial activities as term progresses. This encourages students to engage with the resources even as the pressure of exams and assessments rise. The [Healthy University Course Coordinator Manual](#) contains further information and implementation strategies for the Self-Management Moodle section.

Jenny Richmond's implementation example

- Beginning of term: Import Self-Management Moodle section into the course Moodle site, allowing students to explore all the resources on offer
- Early weeks of term: Integrate Self-Management resources into the early weeks of term as voluntary online activities. A 'just in time' approach is recommended, where relevant activities are posted each week to correspond with term milestones (e.g. Week 1 – activity on goal setting, Feedback week – activity on how to respond to feedback). Video tutorial [here](#) and [here](#)
- As term progresses: Integrate self-management activities into mandatory tutorial / lab prep-work, or have the activities count towards completion grades. It can be helpful to give students a choice of 3 or 4 activities to choose from so they can select the resource most relevant to them, thus promoting a sense of autonomy
- Final weeks of term: Translate the Self-Management resources into 10-minute tutorial activities. The study skills resources may be particularly useful for students during this time and can be effectively implemented in an in-person tutorial activity (e.g. students write course-related questions for each other, then host a trivia quiz for the class). These face-to-face activities provide students with an opportunity to discuss wellbeing-related challenges and strategies with one another while ensuring students engage with helpful resources

Evidence of effectiveness

- Students are better able to manage the challenges of term
- Vibrant discussions among students about wellbeing and how to manage wellbeing challenges

Jacquelyn Cranney, Jenny Richmond, Nalini Pather, and Leesa Sidhu are members of the Education Focussed Student Wellbeing Community of Practice (CoP). To find out more about the CoP, please contact the EF Team: EF@unsw.edu.au