Cockrell School of Engineering
Menu of Wellness Activities

Each of the following is an activity a faculty member can use to support their students’ wellness within a course. All of these can occur whether in an in-class, hybrid, or virtual environment. Please choose at least one activity to implement in your course.

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Benefits</th>
<th>When?</th>
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| Informal discussion times, “walk-in” visits, etc. | ▪ Set up a time for students to meet with you informally as a group (e.g., coffee chat, O’s hours)  
▪ Allow/encourage students to meet with you informally one on one to discuss their personal interests, goals, etc. | ▪ Builds social connection  
▪ Lets students know you care about them beyond learning the content                                                   | Weekly                 |
| Allow excused absences for mental health days   | ▪ In your syllabus, allow for a certain number of absences to be excused to support students’ mental health                         | ▪ Builds social connection  
▪ Lets students know you care about them beyond learning the content                                                   | Throughout semester    |
| Create policies/procedures that demonstrate your belief in student integrity | ▪ Create attendance policies that give students the benefit of the doubt (e.g., don’t require a doctor’s note when they say they were sick)  
▪ Build flexibility into the assignment/exam schedule                                                                 | ▪ Supports student autonomy and motivation  
▪ Builds social connection  
▪ Lets students know you care about them beyond learning the content                                                   | First class day  
Throughout semester |
| Talk directly with students about the importance of mental health and self-care | ▪ Discuss ways you practice self-care  
▪ Encourage students to practice self-care  
▪ Have students write reflections about ways they’re practicing self-care (maybe build these into class grading system) | ▪ Supports student autonomy in caring for themselves  
▪ Builds social connection  
▪ Lets students know you care about them beyond learning the content                                                   | First class day  
Throughout semester |
| Reach out to students when you notice they’re struggling | ▪ Don’t wait for students to come to you  
▪ Send an email to students who you see struggling (failing an exam, missing several classes, skipping assignments or labs, etc.) | ▪ Supports student motivation  
▪ Builds social connection  
▪ Lets students know you care about them beyond learning the content                                                   | After exams or assignments  
Throughout semester |
| Share effective methods for being successful on specific exams or assignments | ▪ When preparing students for an exam or assignment, share specific ideas that have helped other students to succeed on that specific exam/assignment  
▪ Be sure to do with especially difficult exams or assignments | ▪ Supports student motivation  
▪ Builds social connection  
▪ Teaches self-regulation                                                                                              | Before exams or assignments |
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| Encourage students to participate in Cockrell School Cares (CSC) activities | - Provide students information about the Cockrell School Cares activities  
- Post information in Canvas course and at the start of classes  
- Give students extra credit for writing reflections about their experience in the activity(ies) they chose to participate in | - Lets students know you care about them beyond learning the content  
- Helps them learn about self-care, mental health strategies, etc.                                                                                                                                  | As CSC events are scheduled  
Throughout semester                                                                                                                     |
| Have students practice expressing gratitude                              | - Give students time in class to write in a gratitude journal, reflect on something they are grateful for, or write a gratitude letter to someone  
- Encourage students to continue practicing gratitude outside of class  
- Import or create an online module related to expressing gratitude for students to take part in and receive credit for completing | - Lets students know you care about them beyond learning the content  
- Gives them a specific self-care strategy to use  
- Boosts student happiness                                                                                                             | Throughout semester                                                                                                                        |
| Have students set goals and monitor their own progress toward achieving these goals | - Have students set mastery goals on at the start of the semester  
- Include academic goals along with personal, social, and professional goals  
- Throughout the semester, have students revisit their goals and reflect on their progress, obstacles to achieving the goals, and adjustments they may need to make | - Supports student motivation  
- Can boost student happiness  
- May build social connection if you have students discuss their goals with one another                                                                 | First class day  
Throughout semester                                                                                                                   |
| Encourage students to engage in activities that allow them to enter a “flow” state | - Have students reflect on and brainstorm activities that they lose themselves in  
- Encourage students to spend a certain amount of time each week engaging in these activities  
- Have students write a reflection about one or more of these experiences | - Lets students know you care about them beyond learning the content  
- Gives them a specific self-care strategy to use  
- Boosts student happiness                                                                                                             | First class day  
Throughout semester                                                                                                                   |
| Talk with students about the necessity of failure and struggle           | - Share times when you’ve failed or struggled with students, how you worked through it, and how you came out better on the other side  
- Have students write a reflection about times they’ve failed or struggled and discuss them with others  
- Import or create an online module related to making failure okay for students to take part in and receive credit for completing | - Supports student motivation by helping them develop a growth mindset  
- Builds social connection                                                                                                               | First class day  
Before or after exams or assignments  
Throughout semester                                                                   |
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| Provide time at the start of each class for students to check in with each other | ▪ Give students 2-5 minutes to talk with each other at the start of class in partners or small groups  
▪ May want to provide a specific prompt to discuss with each other | ▪ Builds social connection | At least once a week or every class |
| Use cooperative learning activities every class | ▪ After lecturing, showing a video, etc. for 5-10 minutes, have students spend 5-15 minutes in groups of 2-4 to discuss a concept, apply their learning, solve a problem, etc.  
▪ Can randomly group students or group them based on some criteria | ▪ Allows students to apply learning and scaffold thinking for each other  
▪ Allows you to see where students are struggling and provide immediate feedback  
▪ Builds social connection | Every class |
| Provide your pronouns in your syllabus and Zoom name and have student provide their pronouns in their Zoom names | ▪ Include your pronouns next to your name in your syllabus  
▪ Edit your Zoom profile to include your pronouns  
▪ Or, rename your Zoom name each class to include your pronouns and ask students to do the same | ▪ Creates a more inclusive environment | Every class |
| Offer choices in assignments, tasks, exams, etc. | ▪ Allow students to complete a task or assignment on their own or with a partner or group  
▪ Give students options for exams – multiple-choice vs. open-ended response  
▪ Let students choose the final product for an assignment (e.g., an essay vs. a video vs. a presentation) | ▪ Supports student motivation  
▪ Allows for creativity  
▪ Creates a more inclusive environment  
▪ Builds social connection | On at least one assignment, task, exam, etc. during the semester |
## Online Canvas Modules

Choose one or modules to import into your Canvas course for students to participate in and reflect on.

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| Growth mindset            | - Page describing what growth mindset means and how it impacts academic learning  
                           | - Article by Carol Dweck about growth mindset and using the word yet  
                           | - Activity changing fixed mindset self-talk into growth mindset self-talk  
                           | - Discussion about growth mindset for students to participate in                        | - Supports student motivation  
                           | - Helps students focus on learning over performance compared to others  
                           | - Helps students set mastery goals                                                   | Beginning of semester  
                           |                                                                                |                                                                             | After difficult exam or assignment |
| Failure is Okay           | - Page discussing failure as part of the learning process  
                           | - Article about things colleges are doing to let students know it’s okay to fail  
                           | - Activity to go with article that has students consider different “okay to fail” activities and evaluate them  
                           | - Discussion about making it okay to fail                                             | - Supports student motivation  
                           | - Eases anxiety and stress about failing                                               | - Helps students detach failure from self-worth                                        | Beginning of semester  
                           |                                                                                |                                                                             | After difficult exam or assignment |
| Resilience for college students | - Document with a list of strategies for bringing out your resilience  
                               | - Links to websites that discuss  
                               | - Rejection and Failure  
                               | - Perfectionism vs. Healthy Striving  
                               | - Anxiety and Ways to Cope  
                               | - Test Anxiety  
                               | - Managing Stress  
                               | - Model Minority Stereotype of Asian Americans  
                               | - Cultural Adjustment: A Guide for International Students  
                               | - Free Strengths Finder  
                               | - Exam autopsy activity to examine your performance on an exam                        | - Supports student motivation  
                               | - Eases anxiety and stress about failing                                               | - Helps students identify and focus on their strengths                                  | Beginning of semester  
                               |                                                                                |                                                                             | After difficult exam or assignment |
| Physical health           | Videos, website links, discussions, activities, and other resources related to:  
                           | - Mindful eating  
                           | - Sleep  
                           | - Movement, physical activity, and exercise                                           | - Lets students know you care about them as whole people                                | Beginning of semester  
                           |                                                                                |                                                                             | Middle of semester  
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| Sleep                                        | ▪ Video discussing the importance of sleep and research connecting sleep with academic success  
▪ Handouts with sleep resources (e.g., ABCs of ZZZs sleep tips, sleep diary, sleep apps)                                                  | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for helping them improve their sleep hygiene and practices                                                                                   | Beginning of semester, Middle of semester, Before finals |
| Mental health                                | Videos, website links, discussions, activities, and other resources related to:  
▪ Mental health during COVID-19  
▪ Self-compassion  
▪ Mindfulness  
▪ Community  
▪ Gratitude  
▪ CMHC resources  
▪ Substance use | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for taking care of themselves                                                                                                           | Beginning of semester, Middle of semester |
| Social connections and community care         | Videos, website links, discussions, activities, and other resources related to:  
▪ Social connections  
▪ Social circles  
▪ Community and self-care  
▪ BeVocal Bystander Intervention Program  
▪ Additional bystander intervention resources  
▪ Be That One – Mental Health Promotion and Suicide Prevention Program  
▪ CMHC resources | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for taking care of themselves  
▪ Builds social connection                                                                                                                                   | Beginning of semester, Middle of semester |
| Healthy relationships                         | Videos, website links, discussions, activities, and other resources related to:  
▪ Communication  
▪ Compassion  
▪ Consent  
▪ Check-in  
▪ Courage  
▪ Conflict resolution  
▪ Celebration | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for taking care of themselves  
▪ Builds social connection                                                                                                                                   | Beginning of semester, Middle of semester |
| Identifying and practicing happiness strategies | ▪ Page discussing the research behind using happiness strategies  
▪ Person-fit diagnostic for students to take to identify the top four happiness strategies that they're most internally motivated to use  
▪ List of specific activities to use within each happiness strategy                                                                                   | ▪ Lets students know you care about them as whole people  
▪ Provides students with ideas for practicing self-care                                                                                                           | Beginning of semester, Middle of semester |
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| Self-care: General resources                 | ▪ Page discussing the importance of self-care  
▪ Self-care assessment for students to take  
▪ Self-care maintenance plan for students to help them make a self-care plan  
▪ Other websites, resources, etc.:  
  o UT CMHC’s self-care website  
  o UT Austin’s Thrive app  
  o Kirsten Bradbury’s Self-Care Toolkit  
  o University at Buffalo’s School of Social Work Self-Care Starter Kit | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for taking care of themselves | Beginning of semester  
Middle of semester |
| Counting your blessings and practicing gratitude | ▪ Page discussing how expressing gratitude supports well-being  
▪ Link to electronic gratitude journal  
▪ Template for writing a gratitude letter to someone  
▪ “Grateful Day” video  
▪ Slides presenting the research behind expressing gratitude and specific gratitude activities | ▪ Lets students know you care about them as whole people  
▪ Provides students with resources for taking care of themselves | Beginning of semester  
Middle of semester |
| Learning during disruption                   | ▪ Slides discussing the difficulty of learning during disruptive times  
▪ Document with a list of strategies for bringing out your resilience | ▪ Lets students know that everyone struggles during disruptions  
▪ Provides specific tips for handling disruptive situations and maintaining resilience | Beginning of semester  
Middle of semester |
| Online courses: Successful participation     | ▪ Chart with ideas for successful participation in online classes for students to analyze their approach to online courses  
▪ Online Course Self-Analysis Tool  
▪ Setting Yourself up for Study Success: Environment for students to use to analyze their learning environment  
▪ Find Your Motivation and Translate it into Action activity | ▪ Supports student motivation  
▪ Helps students to develop self-regulation  
▪ Provides specific tips for being successful in online courses | Beginning of semester  
Revisit 2-3 more times throughout semester |
| UT campus resources for student success & well-being | ▪ Where do I go for...? document with list of resources  
▪ Websites for 20 wellness resources at UT | ▪ Provides students with wellness resources  
▪ Lets students know you care about them as whole people | Beginning of semester  
Revisit 2-3 more times throughout semester |
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<tr>
<td>Impostor syndrome</td>
<td>▪ Page discussing impostor syndrome in higher education</td>
<td>▪ Supports student motivation</td>
<td>Beginning of semester</td>
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<tr>
<td></td>
<td>▪ Video about impostor syndrome</td>
<td>▪ Builds social connection</td>
<td>Middle of semester</td>
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<td></td>
<td>▪ Article about one higher education administrator’s experience with impostor</td>
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<tr>
<td></td>
<td>syndrome</td>
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<td>▪ Activity to go with video and article that has students reflect on impostor</td>
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<td>syndrome in their own lives</td>
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<td></td>
<td>▪ Discussion about impostor syndrome</td>
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<td>Motivation and self-regulation</td>
<td>▪ Page defining motivation and self-regulation and discussing different factors that impact them</td>
<td>▪ Supports student motivation</td>
<td>Beginning of semester</td>
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<tr>
<td></td>
<td>▪ Video discussing motivation and self-regulation</td>
<td>▪ Helps students to develop self-regulation skills</td>
<td>Revisit 2-3 more times throughout semester</td>
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<td>▪ Activity to go with the video that has students reflect on their own motivation and self-regulation</td>
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<td></td>
<td>▪ Discussion about motivation and self-regulation</td>
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