

Thinking about wellness = being
well?

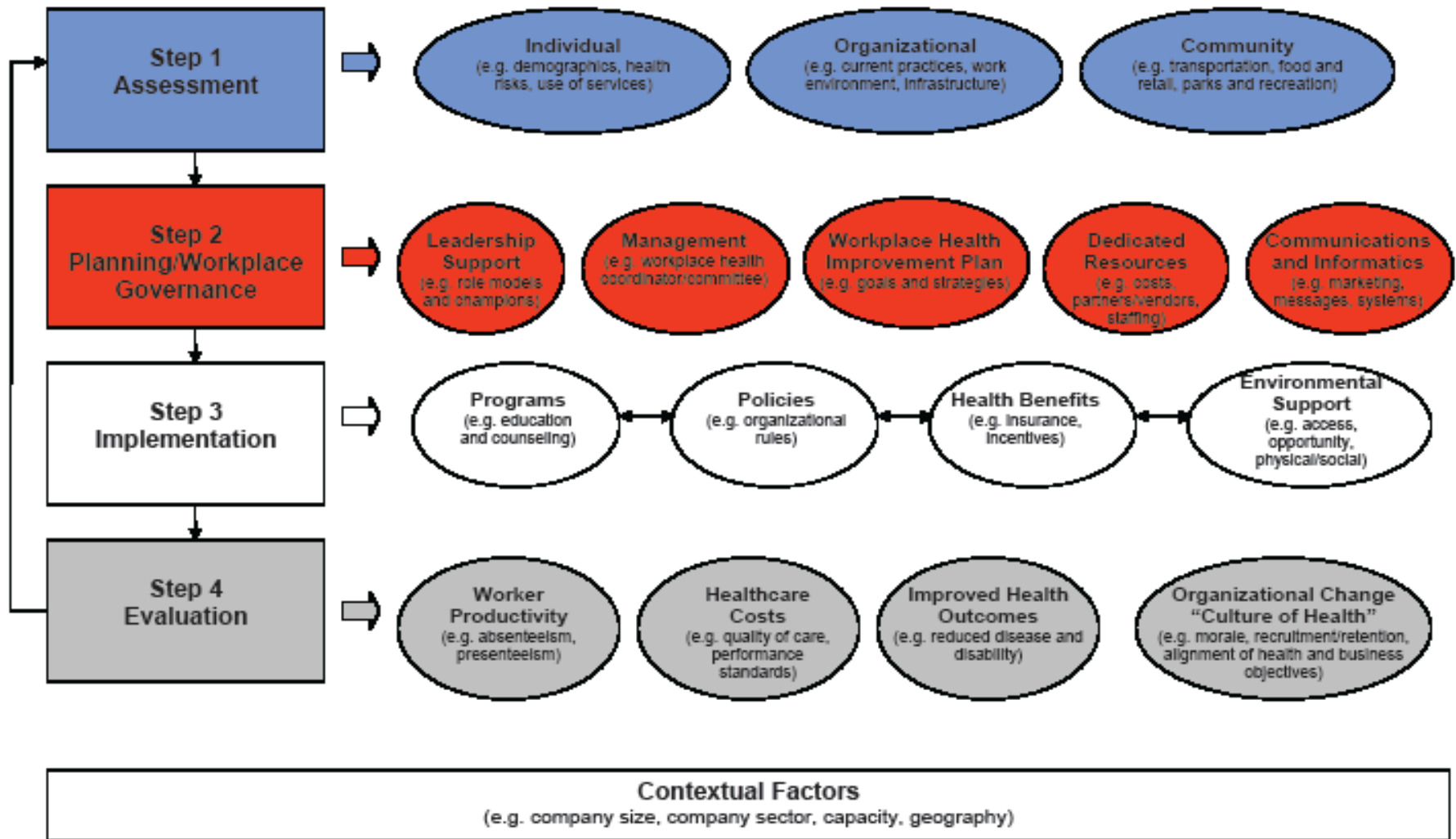
Suzanne Hendrich, PhD, University Professor
President-Elect, ISU Faculty Senate

Learning outcomes

- ▶ Explore our thinking about wellness
- ▶ Analyze frameworks of thinking that may help us clarify our priorities for worksite wellness programs at ISU
 - ▶ Critical thinking
 - ▶ Resiliency

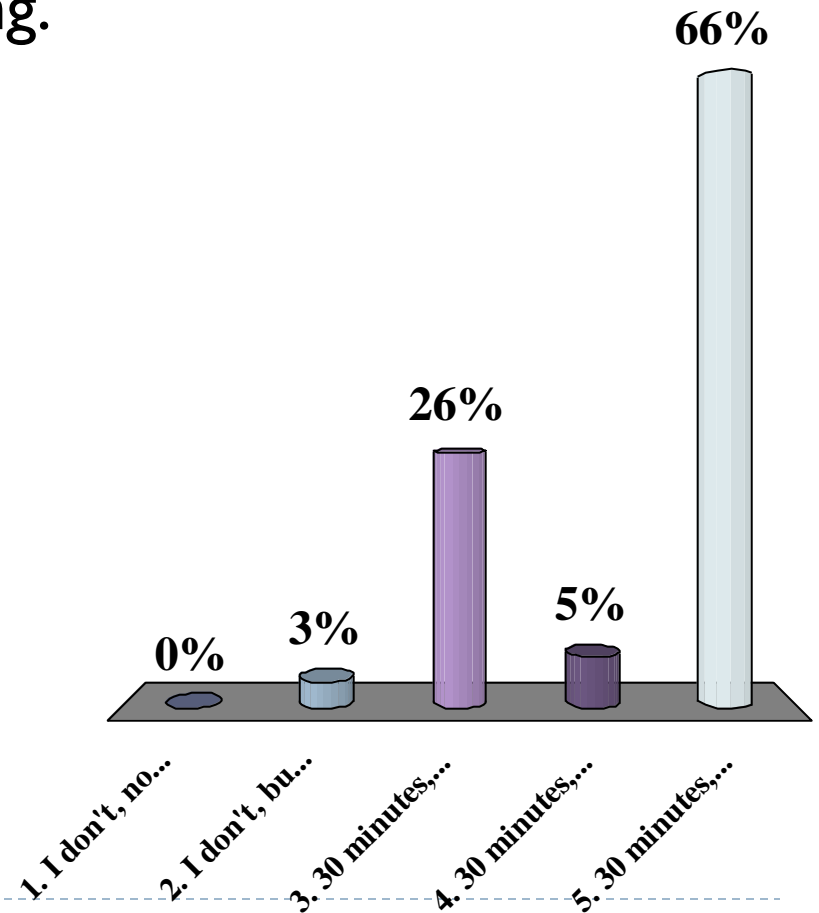


Workplace Health Model



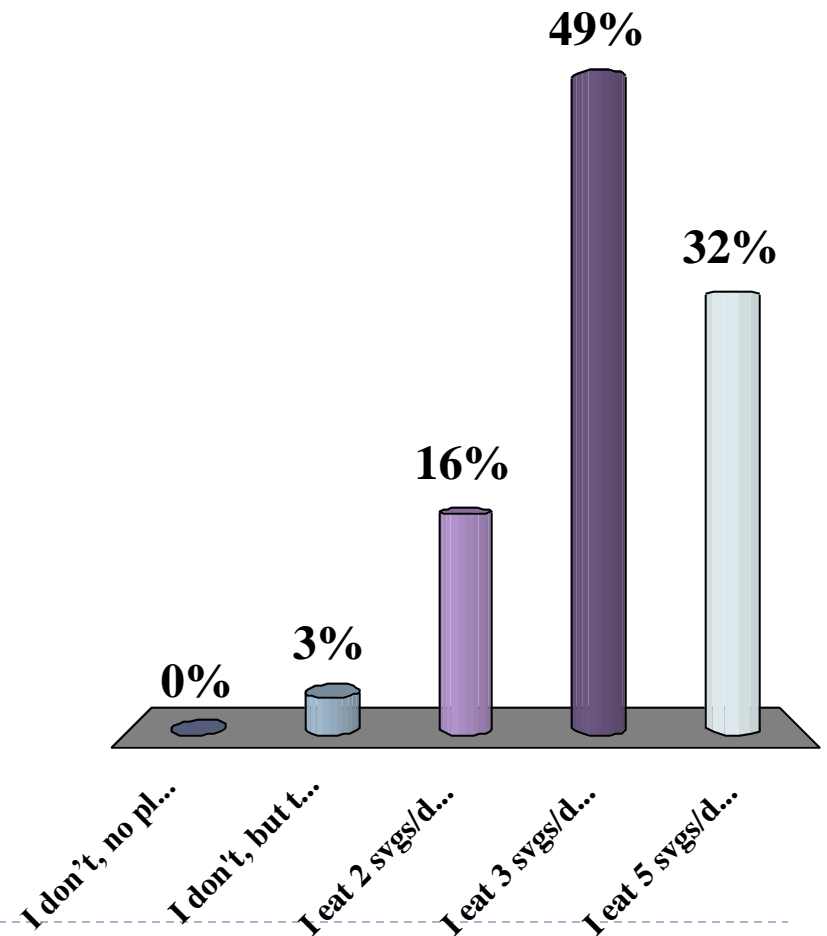
What is your current level of exercise?

1. I don't, no plans to.
2. I don't, but thinking about starting.
3. 30 minutes, some days
4. 30 minutes, ≥ 5 d/wk, started recently
5. 30 minutes, ≥ 5 d/wk, long term



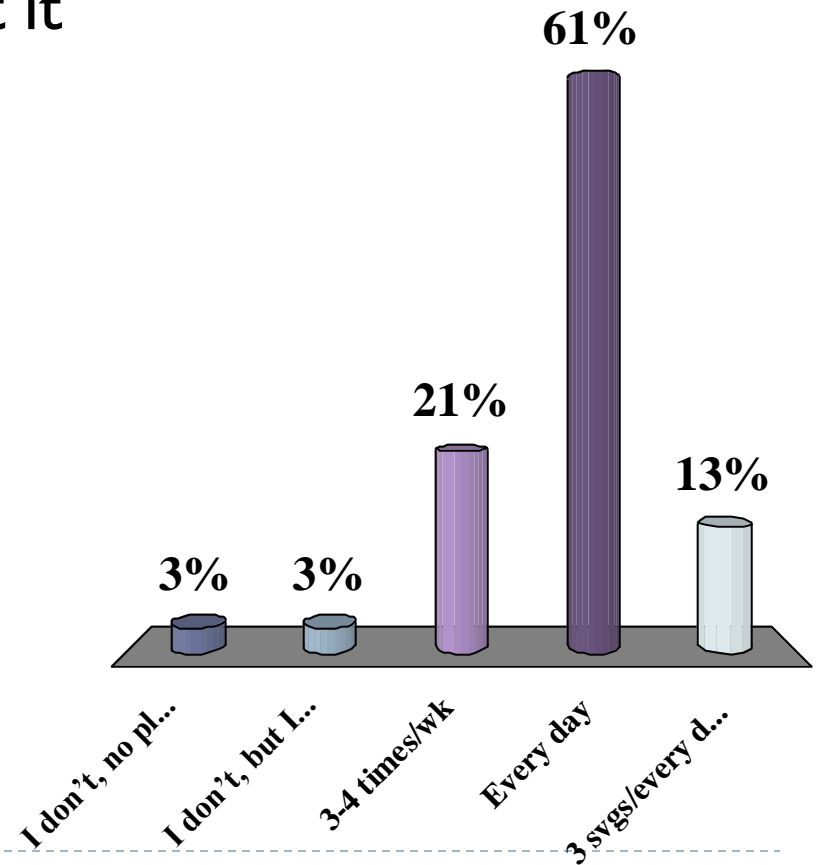
On eating fruits and vegetables regularly,

1. I don't, no plans to start
2. I don't, but thinking about starting.
3. I eat 2 svgs/d or less
4. I eat 3 svgs/d or more
5. I eat 5 svgs/d or more



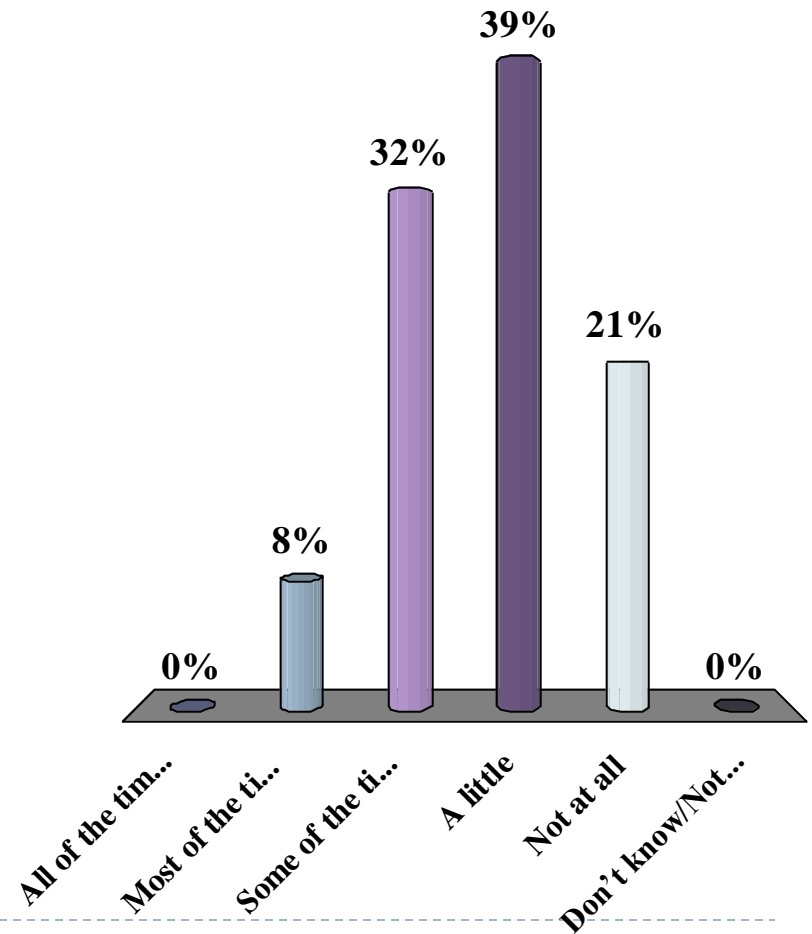
I eat whole grain foods...

1. I don't, no plans to start
2. I don't, but I'm thinking about it
3. 3-4 times/wk
4. Every day
5. 3 svgs/every day



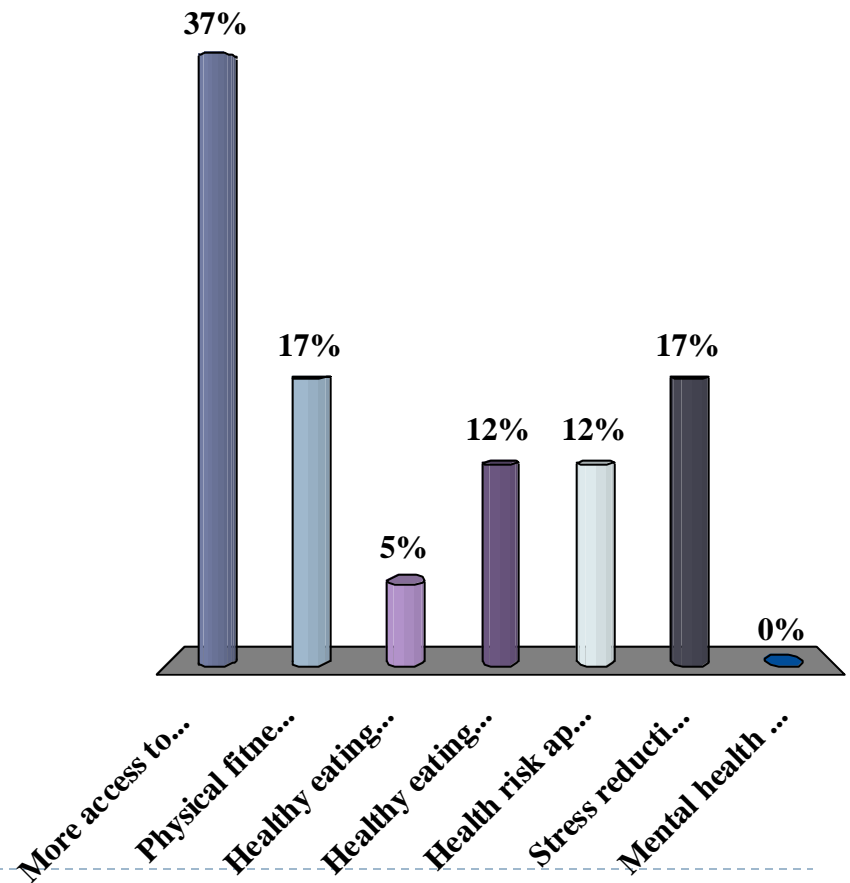
I feel anxious or nervous...

1. All of the time
2. Most of the time
3. Some of the time
4. A little
5. Not at all
6. Don't know/Not sure



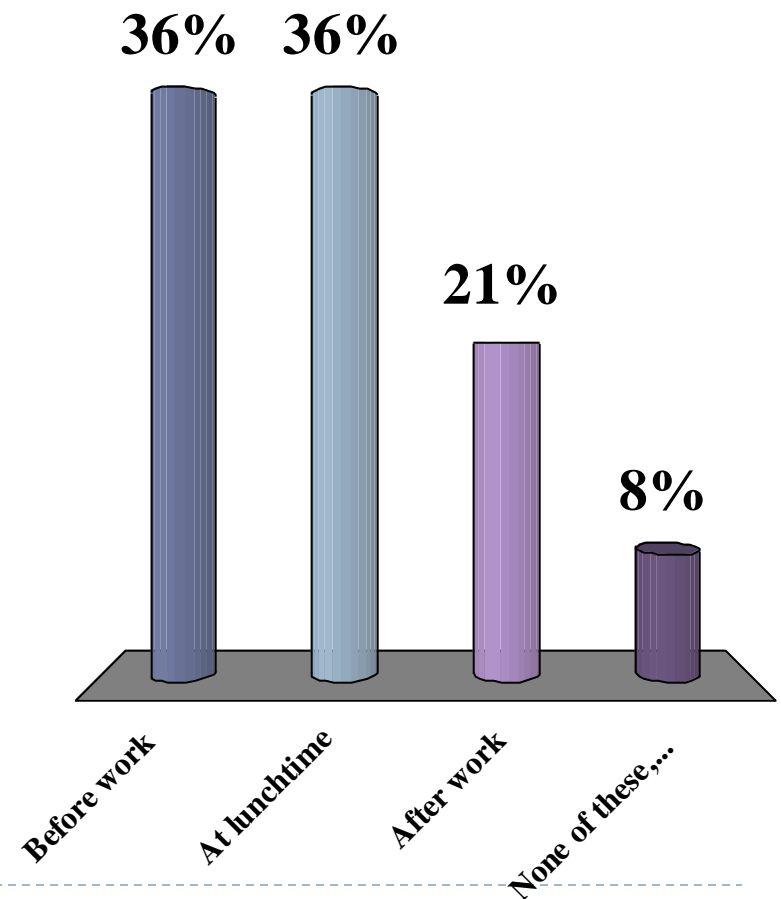
I would be most interested in....

1. More access to exercise facilities
2. Physical fitness appraisal
3. Healthy eating appraisal
4. Healthy eating resources
5. Health risk appraisal
6. Stress reduction resources
7. Mental health resources



I would be most interested in wellness-related programs...

1. Before work
2. At lunchtime
3. After work
4. None of these, not interested in wellness programs at work



Frameworks of thinking

- ▶ **Intentionality—what do we need to think about as we do our jobs as faculty members?**
 - ▶ Our professional roles; continuous learning
 - ▶ Our interactions with others
 - ▶ Our health or wellness?
 - ▶ The health and wellness of others?
- ▶ **How much does our environment facilitate wellness?
Interfere with wellness?**
- ▶ **To what extent does (should?) wellness require our intentionality?**



Critical thinking (Brookfield, S. D. Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting, San Francisco: JosseyBass, 1987.)

- ▶ Identify and challenge assumptions
 - ▶ What influences wellness?
- ▶ Practice contextual awareness
 - ▶ How does worksite wellness differ from wellness at home?
Differences across institutions?
- ▶ Imagine and explore alternatives
 - ▶ What approaches to worksite wellness have worked best? Might work best at ISU?
- ▶ Practice reflective skepticism
 - ▶ Whatever we decide to do, how will we monitor? How will we track new ideas or emerging issues re: wellness?



Resiliency (Benard, B. Resiliency: what we have learned. San Francisco, WestEd, 2004)

- ▶ **Set high expectations**
 - ▶ How well do we want faculty members to be?
- ▶ **Provide support and caring**
 - ▶ Encourage wellness efforts; role of health benefits?
- ▶ **Facilitate skill development**
 - ▶ How to create workplaces that feel better?
- ▶ **Provide opportunities to make a difference**
 - ▶ Wellness learning communities for faculty?



Faculty conference program

- ▶ Context for wellness programs
 - ▶ Other institutions
 - ▶ ISU programs and expertise
 - ▶ External perspective
 - ▶ ISU context/key background information
 - ▶ **Faculty input!**

