UbD TEMPLATE_ RGCHEEK

Stage 1 – Desired Results

Content: Topic for Lesson
- Maintaining a Healthy Work-life Balance in the Academia

Understanding (s)/goals	**Essential Question(s):**
Participants will understand that: • Mental and emotional health is just as valuable as your work. The goal of this module is to spread awareness of mental health issues that persist in academia and understand that action is possible on an individual level across all tiers (undergraduate, graduate, post-doc, faculty). • The resonating theme throughout the module is mindfulness, and learning skills to adopt more presence of mind in your time management, self-expression, and mentor-mentee relationship.	• How do you maintain your emotional and mental health? • How do you organize your time? • How do you THINK you should organize your time to maintain a healthier lifestyle? • Mow may mentors foster open communication regarding mental health with mentees?

Lesson objectives (outcomes):

Participants will be able to demonstrate:

- *KNOWLEDGE:* There is a mental health crisis in academia, and it is time we address these issues and normalize conversations regarding mental health. Academia is unique in that a majority of the people involved are very passionate about their work which often manifests as an unhealthy work-culture that can be daunting to both new and seasoned students. The purpose of this workshop is to spread awareness of how individuals can work to improve their mental health through a work-life balance, communication, and support.
- *SKILLS:* The participant will be presented with a list of tools that they may use to self-assess their own mental health and work satisfaction, including time budget analysis, self-reflection, and resources on campus that are available. Participants will use the tools addressed in this module to advise others during guided discussion. I.e. mentors will advise students by providing strategies to improve work-life balance, and create structured set of goals if the mentee is struggling to meet expectations.

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
• Group discussions before and after the formal presentation of tools and resources available to the participant will allow participants to recall tools and what the CSU health center provides. • There will be a one on one exercise to allow participant to practice their mentorship skills and informally recall some of the tools discussed today.	• Participants will spend 5-10 practicing a guided mindfulness exercise. This exercise will provide an outside-the-box way to focus more on the participant's lives and self-reflection. • Group discussions will allow individual participants to share their own strategies for work-life balance to allow the participants to expand on the lecture, but also reflect more on how they maintain a healthy work-life balance as they advance through the academic tier.

Stage 3 – Learning Plan

Learning Activities:

- *Engage participants:* Begin with a summary of how prolific mental health issues are in academia and how participants can relate with what fosters these issues. Academics are passionate about their work, work-culture driving perfection in the fact of subjective standards, and how we can work to shift the stigma around mental health.
- *Explore topic with participants:* Preliminary discussion regarding work-life balance and get a baseline of participants knowledge of what sort of resources are available through CSU.
- *Explain to participants/ participants explain to one another:* Group discussions to ask participants about their own work-life balance strategies and allow participants to share their own experiences.
- *Elaborate: build new knowledge on prior knowledge/skills:* Not feeling limited
- *Evaluate as a group what new knowledge/skills were gained:* One on one discussion to recall tools discussed in the module in a mentor-mentee scenario.