



STUDENT WELLBEING MATTERS:

How can academic educators support student mental health?

**National Symposium
Friday 9 September 2016**

PROGRAM



Woodward Conference Centre
Melbourne Law School
10th Floor, 185 Pelham Street
Carlton 3053 Victoria

Symposium program

WOODWARD CONFERENCE CENTRE

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TIME	ITEM	FACILITATOR / SPEAKER
8:45 AM	Registration – coffee & tea	
9:00 AM	WELCOME Opening remarks	Prof Richard James
The mental wellbeing of students in contemporary Australian universities		
9:15 AM	PANEL	Discussant: Prof Richard James
	Being a university student in the 21st century: Insights from 3 decades of research	Prof Johanna Wyn
	Institutional responses: What is the role of universities in promoting mental health and wellbeing?	Dr Benjamin Veness
	The role of academic educators in supporting student mental health: Can academic teachers make a difference?	A/Prof Wendy Larcombe
	Student response	Mr Nicholas Fava
10:45 PM	MORNING TEA	
Rethinking teaching and learning to support student mental health and wellbeing		
11:15 AM	KEYNOTE ADDRESS How can academic educators rethink teaching and learning to better support student wellbeing and learning? Q & A	Prof Stuart Slavin
12:30 PM	Enhancing student wellbeing: University Framework and resources for academic educators	Dr Chi Baik
12:45 PM	LUNCH	
Good practice in teaching and learning		
1:30 PM	Mindfulness in the curriculum: Preaching to the unconverted	A/Prof Craig Hasted
	Put your whole self in: Wellness challenges and strategies in performing arts training	Ms Margot Fenley
	Determined to be different	Mrs Anneka Ferguson & Mr Stephen Tang
What next?: Networks and collaborative projects		
2:30 PM	ROUNDTABLE DISCUSSION	
	Disciplinary networks	Prof Rachael Field
	Institutional projects	A/Prof Jacquelyn Cranney
3:30 PM	Closing remarks	
3:40 pm	DRINKS	

About the speakers

KEYNOTE SPEAKER

Professor Stuart Slavin M.D., M.Ed.



Professor Stuart Slavin is Associate Dean for Curriculum and Professor of Pediatrics at Saint Louis University School of Medicine. A graduate of Saint Louis University School of Medicine, Dr. Slavin completed his residency training in pediatrics at UCLA and then served as a faculty member there for 17 years before returning to St. Louis in 2004. Dr. Slavin teaches actively in the undergraduate medical curriculum and serves as director of the Applied Clinical Skills series of courses. He has led significant efforts to improve the mental health and well-being of medical students at SLU and has recently expanded his work to residents, college students, and high school students. Dr. Slavin has received numerous education and teaching awards including the Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award in 2013.

SPEAKERS (in order of appearance)

Professor Richard James

Professor Richard James is Pro-Vice Chancellor (Academic) and Director of the Centre for the Study of Higher Education at The University of Melbourne. He is a leading figure in Australian higher education and an internationally recognised researcher in areas related to higher education policy, equity and the student experience.

Professor Johanna Wyn

Professor Johanna Wyn is the Director of the Youth Research Centre at The University of Melbourne. Professor Wyn specialises in longitudinal research about the dimensions of young people's lives, including education, work, wellbeing, relationships and family. Professor Wyn was instrumental in the development of the Mind Matters program to promote mental health and wellbeing within Australian schools.

Dr Ben Veness

Dr Ben Veness is a junior medical officer in Sydney. He completed his Masters in Public Health at the University of Sydney, for which he was awarded the Edmund Barton Medal. He was awarded a Churchill Fellowship in 2013, to research university students' mental health.

Associate Professor Wendy Larcombe

Wendy is an Associate Professor at Melbourne Law School, The University of Melbourne where she has been researching and developing policy to support student mental wellbeing for a number of years. In 2013, she led a large empirical research project investigating students' wellbeing in a range of disciplines at The University of Melbourne. She co-leads the Enhancing Student Wellbeing project with Chi Baik.

Mr Nicholas Fava

Nicholas Fava is currently studying a Master of Public Health at The University of Melbourne. He is a Research Assistant and Youth Research Council Member for Orygen National Centre of Excellence in Youth Mental Health. He is the Director of the I CAN Network, where he advocates for a society that embraces the strengths of people on the autism spectrum.

Dr Chi Baik

Chi is a senior lecturer in the Centre for the Study of Higher Education at The University of Melbourne, where she leads professional development programs for academic educators. Her recent research has focused on the quality of the student experience, and the development of policies and practices to promote and recognise effective university teaching. She co-leads the Enhancing Student Wellbeing project with Wendy Larcombe.

Ms Margot Fenley

Margot Fenley trained as an actor at the Victorian College of the Arts, at The University of Melbourne. She currently teaches acting and acting through song in the Bachelor of Fine Arts (Music Theatre). She has been Head of Music Theatre since 2012.

Mrs Aneka Ferguson

Aneka Ferguson is Sub-Dean and Senior Lecturer in the ANU Legal Workshop, Australian National University. Aneka has developed (in conjunction with Stephen Tang) a comprehensive action and empirical research framework to both evaluate whether ANU Law's core Professional Legal Education course is creating practice ready, professional, ethical and well graduates to enter the legal profession; and provide an environment to trial novel practices based on sound theory.

Mr Stephen Tang

Stephen Tang is a lecturer and a psychologist in the ANU Legal Workshop, Australian National University. Stephen has developed (in conjunction with Aneka Ferguson) a comprehensive action and empirical research framework to both evaluate whether ANU Law's core Professional Legal Education course is creating practice ready, professional, ethical and well graduates to enter the legal profession.

Associate Professor Craig Hased

Associate Professor Craig Hased is a Senior Lecturer at the Department of General Practice at Monash University, where he has been teaching at both undergraduate and post-graduate levels since 1989. He is also coordinator of mindfulness programs at Monash University. He has been instrumental in introducing a variety of innovations into medical education and practice in Australia and overseas with an emphasis on the application of holistic, integrative and mind-body medicine in medical practice.

Professor Rachael Field

Rachael joined Bond Law School as a Professor in 2016. Her key teaching interests are in the first year experience and dispute resolution. Rachael has received a number of national teaching awards including a national citation in 2008, a national teaching fellowship in 2010 (through which she developed curriculum practices for the promotion of law student wellbeing) and a national teaching excellence award in 2014. Rachael is the founder of the Australian Wellness Network for Law and is also co-founder of the Australian Dispute Resolution Research Network. In 2013 Rachael was named Queensland Woman Lawyer of the Year.

Associate Professor Jacquelyn Cranney

Jacquelyn Cranney is an Associate Professor in Psychology at the University of New South Wales. She has received national awards for her contributions to psychology education and higher education more broadly.

About the project

ENHANCING STUDENT WELLBEING

Enhancing Student Wellbeing offers a suite of resources designed to assist university educators to develop policies, curriculum and teaching and learning environments that for that promote and support student mental health and wellbeing.

PROJECT WEBSITE

www.unistudentwellbeing.edu.au

PROJECT TEAM

Dr Chi Baik

Melbourne Centre for the Study of Higher Education, University of Melbourne

A/Prof Wendy Larcombe

Melbourne Law School, University of Melbourne

Dr Abi Brooker

Melbourne Centre for the Study of Higher Education, University of Melbourne

Prof Johanna Wyn

Youth Research Centre, University of Melbourne

Dr Lee Allen

Dept. of Psychiatry, University of Melbourne

Prof Richard James

Melbourne Centre for the Study of Higher Education, University of Melbourne

Mr Matt Brett

Office of the Vice Chancellor, La Trobe University

Prof Rachael Field

Law School, Bond University

FIVE LEARNING MODULES

1 STUDENT WELLBEING

Why are so many students experiencing poor mental health? Experts answer questions about the high rates of student distress and the role of universities in promoting student wellbeing.

2 CURRICULUM DESIGN

Can academic curricula better support mental health? Good practice principles and discipline-based case studies of curriculum design to enhance student wellbeing.

3 TEACHING STRATEGIES

Are your students learning effectively? Evidence-based strategies to promote student engagement and scaffold competence in a range of teaching and learning contexts.

4 DIFFICULT CONVERSATIONS

Not sure what to say? Counsellors, teaching academics, and students offer insights and strategies for managing difficult conversations with students about their mental health and behaviour.

5 YOUR WELLBEING

How are you managing your own wellbeing? Resources and strategies to help you maintain good mental health and to help you recognise how student distress may affect your own wellbeing.