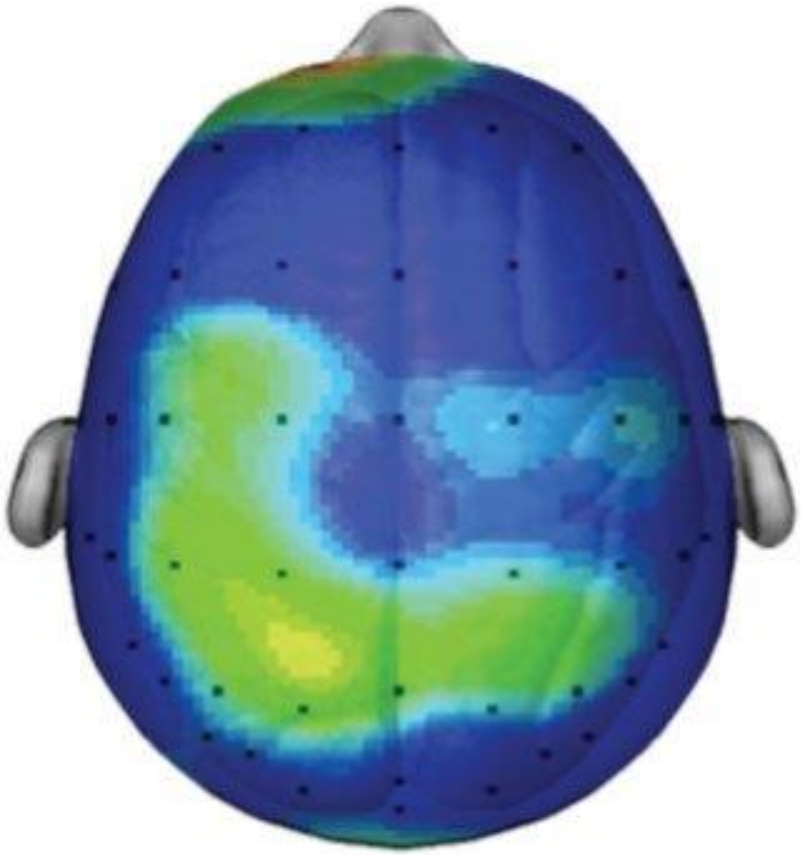
Healthy Campus

HEA HIGHER EDUCATION AUTHORITY

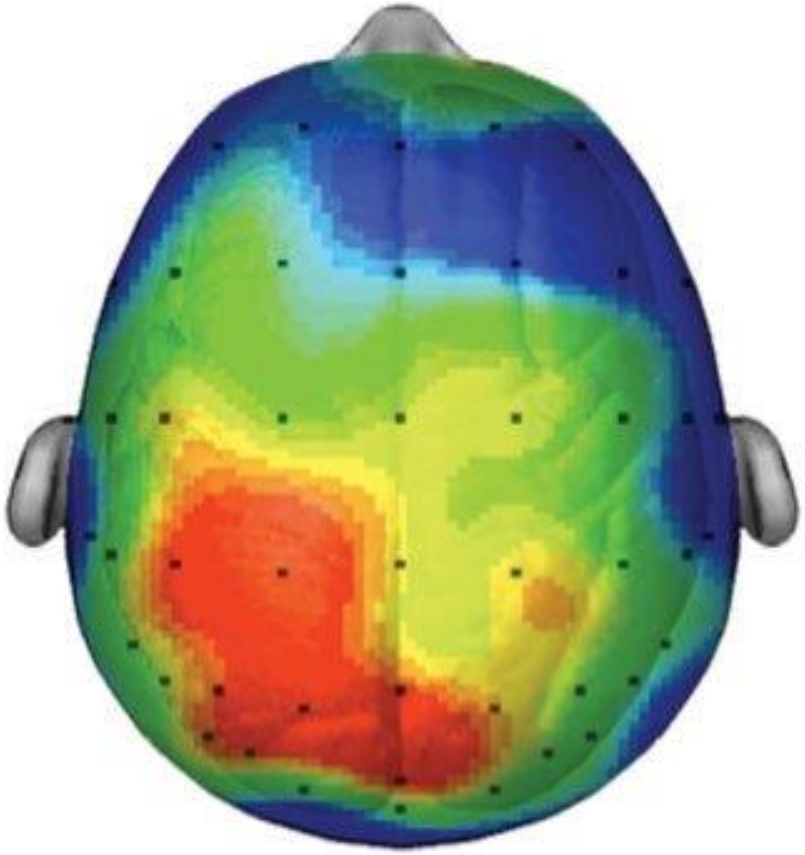
# National Student Engagement Network

## 28th November 2024

HEA AN tÚDARÁS um ARD-OIDEACHAS HIGHER EDUCATION AUTHORITY

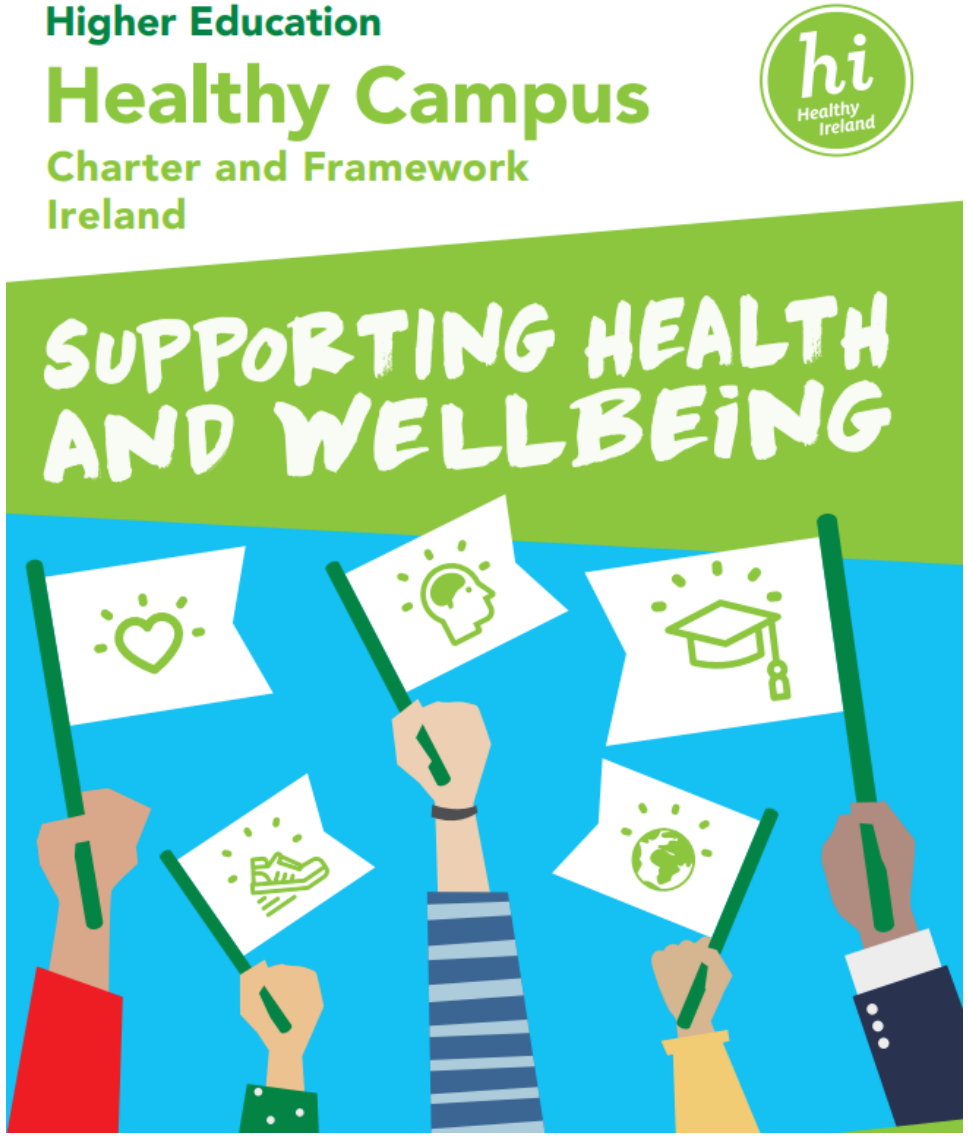


**After 20 minutes of sitting quietly**



**After 20 minutes of walking**

Research/scan compliments of Dr. Chuck Hillman, University of Illinois


Higher Education
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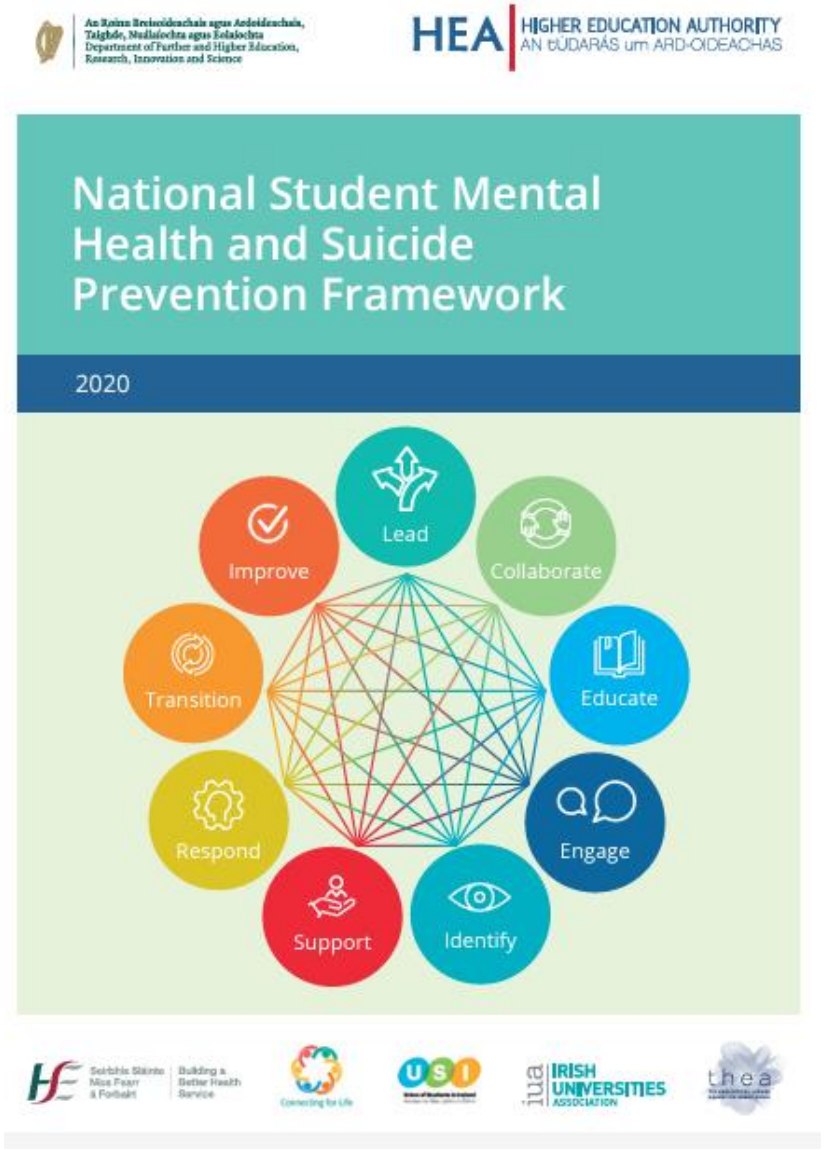
SUPPORTING HEALTH AND WELLBEING


An Roinn Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education, Research, Innovation and Science
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AN tÚDARÁS um ARD-OIDEACHAS
National Student Mental Health and Suicide Prevention Framework
2020
Lead
Improve
Collaborate
Transition
Educate
Respond
Engage
Support
Identify
IRISH UNIVERSITIES ASSOCIATION
thea

# Our vision

HEA | AN tÚDARÁS um ARD-OIDEACHAS HIGHER EDUCATION AUTHORITY

The Higher Education Authority will work with institutions to deliver an Irish higher education and research system that is consistently achieving world-class standards of teaching, learning, and research, demonstrating the values of excellence, academic freedom and integrity, inclusivity, and social and environmental responsibility, as a means to serving the needs of the people and economy of Ireland.

## What is Healthy Campus?

A Healthy Campus adopts a holistic understanding of health, takes a whole campus approach and aspires to create a learning environment and organisational culture that enhances the health and wellbeing of its community and enables people to achieve their full potential.[4]

# Introduction & Context

**Health Promotion – World Health Organisation (WHO)**

- Health promotion is understood as *"the process of enabling people to increase control over their health and its determinants and thereby improve their health."* (WHO, 1986)

- Healthy Settings *"health is created and lived by people within the settings of their everyday life: where they learn, work, play and love."* (WHO, 2015)

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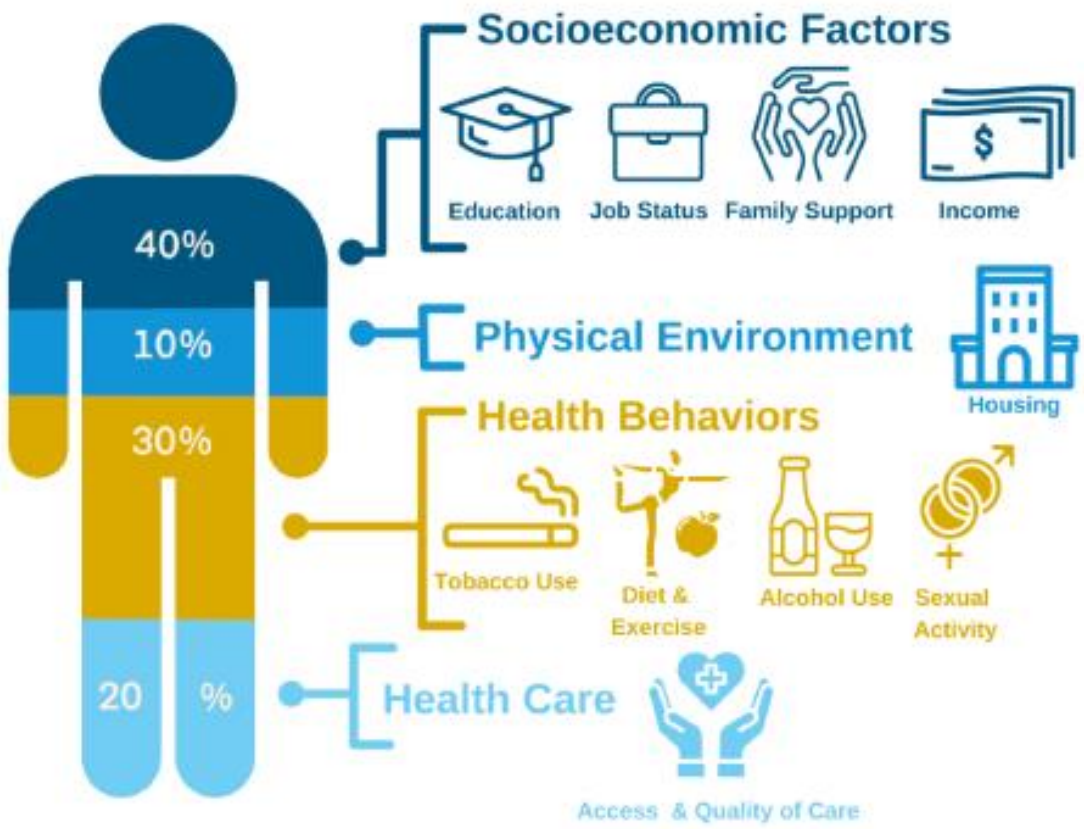
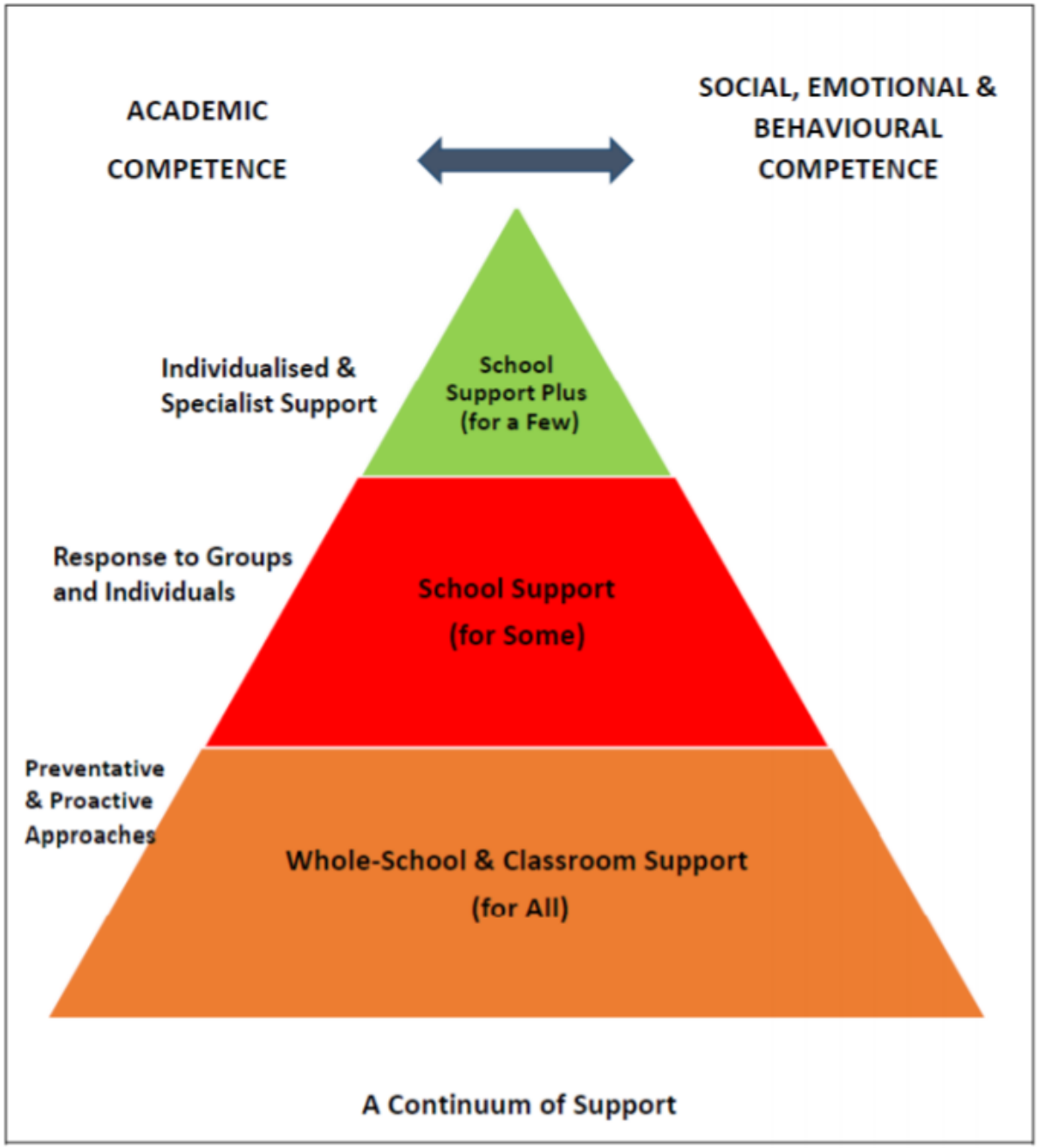

Socioeconomic Factors
Education
Job Status
Family Support
Income
40%
10%
Physical Environment
Housing
30%
Health Behaviors
Tobacco Use
Diet & Exercise
Alcohol Use
Sexual Activity
20
%
Health Care
Access & Quality of Care

Downstream
LIVE WELL PEI
Copyright © Chief Public Health Office 2023


ACADEMIC
COMPETENCE
SOCIAL, EMOTIONAL &
BEHAVIOURAL
COMPETENCE
Individualised &
Specialist Support
School
Support Plus
(for a Few)
Response to Groups
and Individuals
School Support
(for Some)
Preventative
& Proactive
Approaches
Whole-School & Classroom Support
(for All)
A Continuum of Support

# HEA Student and Staff Health and Wellbeing Advisory Group

- Healthy Ireland
- HSE Education, Health and Wellbeing
- HSE National Office of Suicide Prevention
- Students
- Student Services
- HEI Counselling
- HEI Health Services
- Occupational Therapy
- Access and Inclusion
- Equality and Diversity
- Youth Mental Health
- Youth Health and Wellbeing
- Human Resources
- Physical Activity and Wellbeing
- Healthy Campus Network
- Private Higher Education Institutions

# Healthy Campus Network

#healthyATU
Galway
Mayo

Hello Healthy ATU Sligo
Healthy Campus

# Healthy Campus Case Studies

Email: healthycampus@hea.ie

Healthy Campus Case Study

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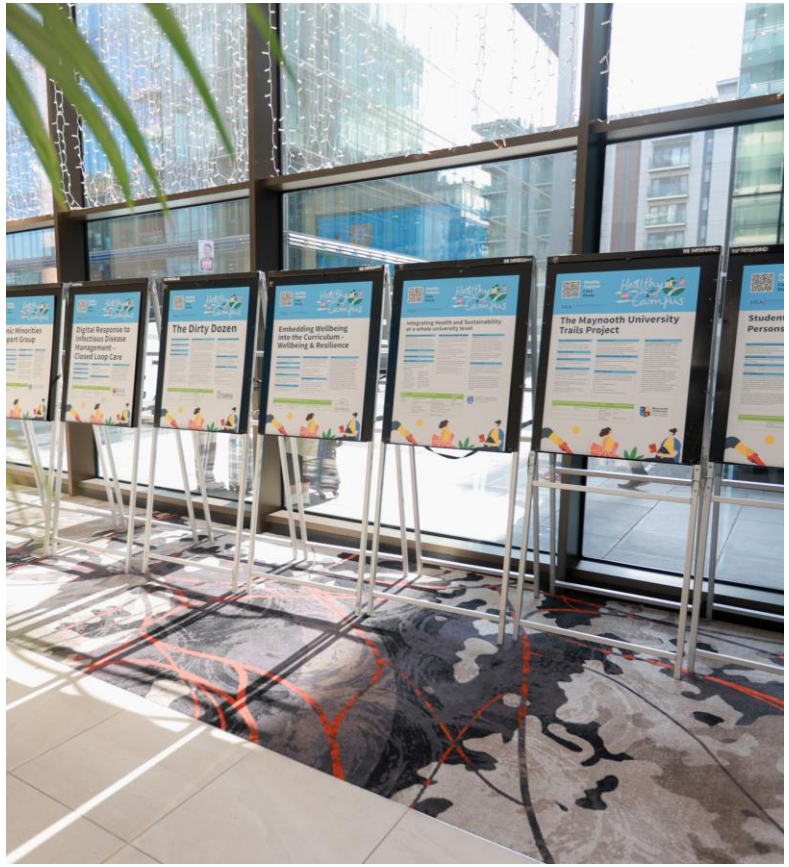
## Certificate in Lifestyle Medicine

| Name of institution and initiative lead | Aims and Objectives | Project Collaborators |
|---|---|---|
| RCSI. Department of Health Psychology<br>**Date and timeframe**<br>Academic year 2020, 2021, 2022 and ongoing and annually<br>**What was the reach?**<br>Initially the programme was offered to first year students in medicine, physiotherapy, and pharmacy. Now offered to students in all years of undergraduate medicine, physiotherapy and pharmacy, and the graduate entry medicine class. | The aim of the RCSI Certificate in Lifestyle Medicine is to give students evidence-based knowledge and practical strategies<br>(1) to instill healthy lifestyle behaviors in themselves; and<br>(2) to support implementation of healthy lifestyle behaviors in their future patients.<br>**Aligned frameworks, policies, or strategies**<br>American College of Lifestyle Medicine (ACLM) | Collaboration with RCSI colleagues from different departments/schools in the areas of nutrition, smoking, sleep and physical activity. International collaboration with current President of the ACLM (Dr. Beth Frates).<br>**Key Learning Points**<br>There is a considerable demand for input on Lifestyle Medicine in undergraduate and graduate students in healthcare professions. A number of students in our medical school aspire to specialize in this area post-graduation. |

| Healthy Campus Process | Topic | | Population Group |
|---|---|---|---|
| Commit | Alcohol | Mental Health & Wellbeing | Students |
| | Substance Misuse | Physical Activity / Active Transport | |
| | Healthy Eating / Food | Wellbeing on the Curriculum | |

RCSI UNIVERSITY OF MEDICINE AND HEALTH SCIENCES




Healthy Campus Case Study

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## The Pantry – addressing food insecurity at DCU

| Name of institution and initiative lead | Aligned frameworks, policies, or strategies | Key Learning Points |
|---|---|---|
| Dublin City University<br>The Office of Student Life<br>**Date and timeframe**<br>2023-2024 Academic Year<br>**What was the reach?**<br>2800 students recorded<br>**Aims and Objectives**<br>The Pantry is a cost-of-living crisis response that aids students to combat food insecurity experienced throughout third level institutions due to the high cost of living. | DCU Student Life Strategy<br>DCU Care and Connect (University Student Wellbeing Initiative/ Strategy<br>Dublin City University Strategy<br>HEA Healthy Campus Charter and Framework<br>**Project Collaborators**<br>Office of Student Life Staff (Padraig Sheehan, Joshua Dunne, Ann-Marie Brophy).<br>DCU Care & Connect Group<br>DCU Restaurant<br>DCU Marketing & Comms<br>DCU Health & Safety | Marketing and Comms The Pantry Store became a victim of its own success in many ways. We began marketing and promoting the initiative through social media predominantly. After approximately a fortnight, we made the decision to no longer promote it as the demand was far outreaching the supply. This ensured that those who were most in need were able to access it.<br>Stigma We very intentionally selected a location front and centre of our student centre where The Pantry was impossible to miss showing that we were proud to showcase it in the hope students would not feel shame walking to a hidden room in a corridor.<br>Sustainability Sustaining the initiative is key, we have begun talks with the Educational Trust for sponsorship and FoodCloud for delivery of the service. |

| Healthy Campus Process | Whole Campus Approach | Topic | Population Group |
|---|---|---|---|
| Consult | Campus Environment (Facilities & Services) | Healthy Eating / Food | Students |
| Create | | Mental Health & Wellbeing | |
| | | Health & | |

DCU Ollscoil Chathair

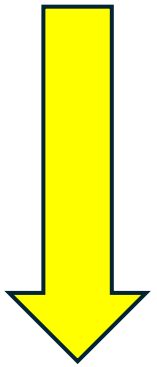
# Student Belonging

- “Students’ subjective feelings of connectedness, fit, and being valued, supported and accepted within their academic and social contexts.” Jigsaw 2023

- University belonging is generally defined as the subjective sense of connection and integration of students with their institutions and campus community (Gillen-O’Neel 2019)

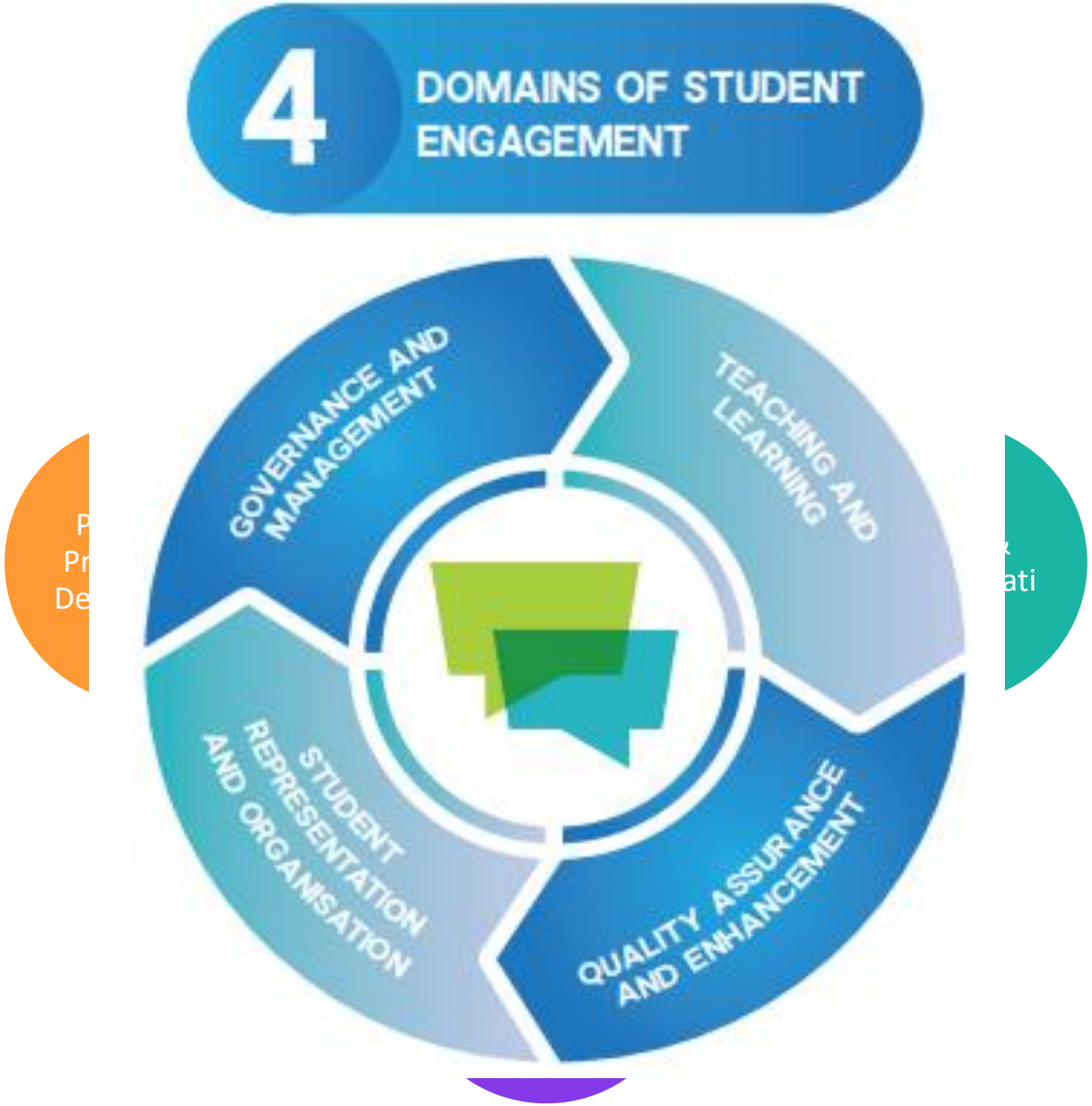
# Student Belonging

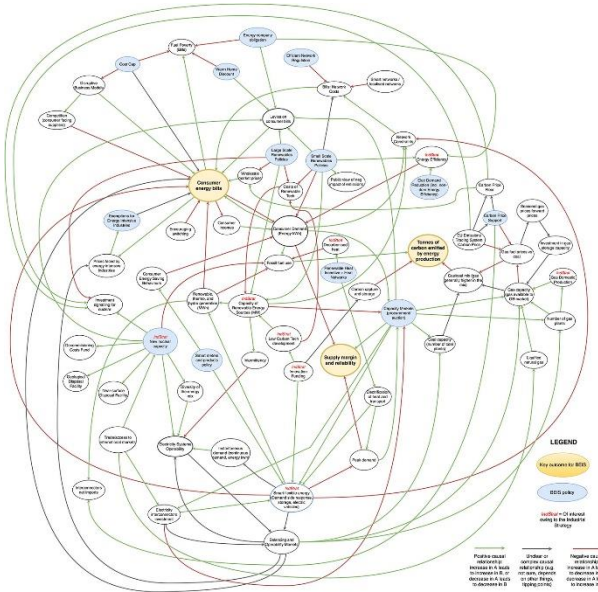
- **Availability of accommodation on or near campus**
- **Opportunities to meet and connect with faculty informally**
- **Mandatory sessions to build connections between students**
- Learning about why connections matter, how to deal with loneliness and anxiety
- Online social platforms to build connections between students
- Peer mentioning/ buddying with older students



Jigsaw,2023

# Healthy Campus



Principles

# A summary of the 4-4-5-5 model:

| | |
|---|---|
| **4 Drivers of Student Engagement** | • A culture of students as partners<br>• The institution as a site of democratic citizenship<br>• The institution as an inclusive learning community<br>• A culture of institutional reflection and enhancement |
| **4 Domains of Student Engagement** | • Governance and management<br>• Teaching and Learning<br>• Quality Assurance and Enhancement<br>• Student Representation and Organisation |
| **5 Principles of Student Engagement** | • Dialogue<br>• Trust<br>• Equity and Inclusivity<br>• Empowerment<br>• Students as co-creators |
| **5 Enablers of Student Engagement** | • Capacity building<br>• Institutional approaches<br>• Supportive Policies and Processes<br>• Communities of Practice<br>• Sustainability |

ged in deciding on

fostered to create

where knowledge is

veryday policies,

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# Self-evaluation Tool

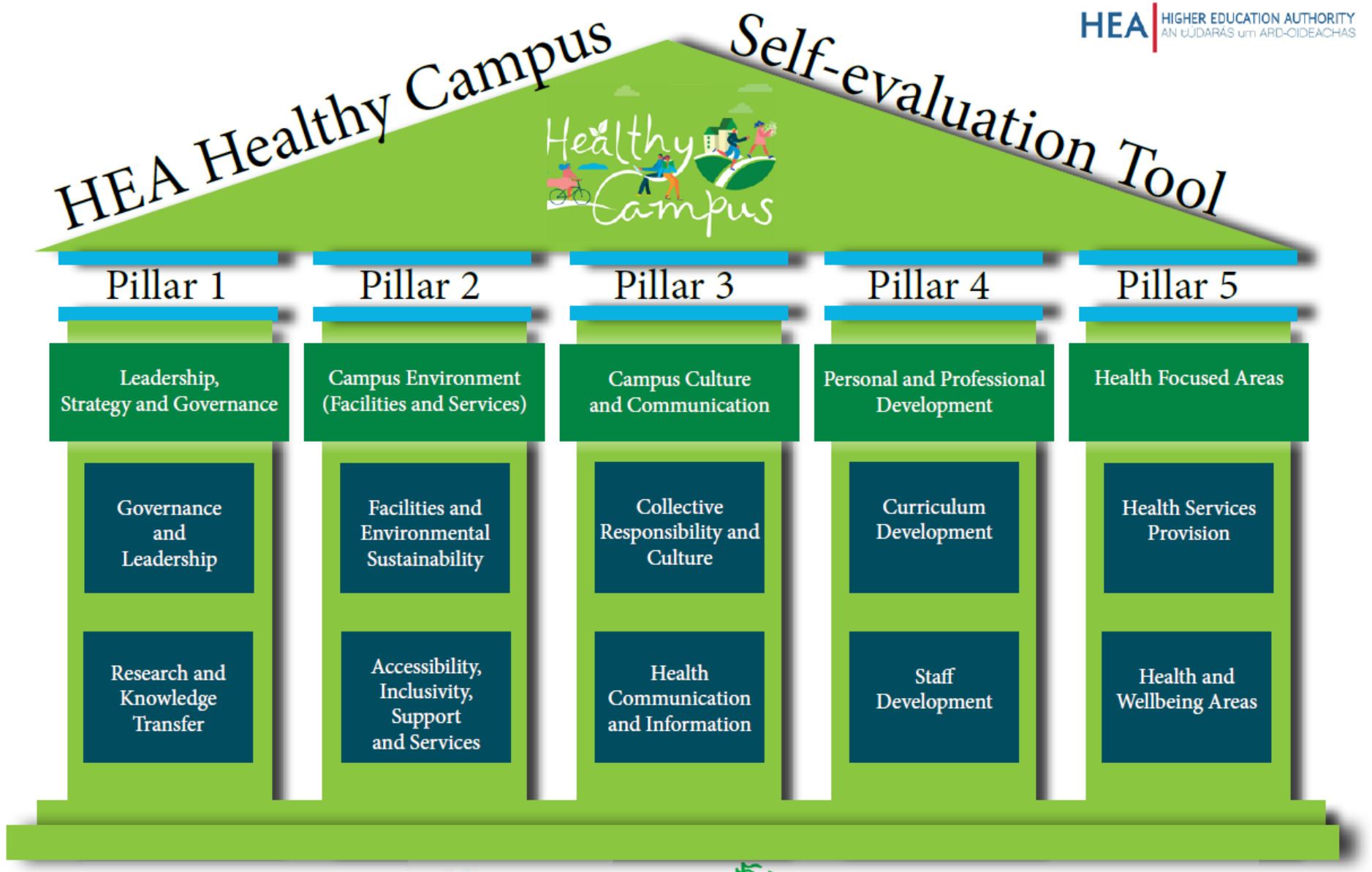
About the Tool | Tool Guidance | Repository | Enter the Tool

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

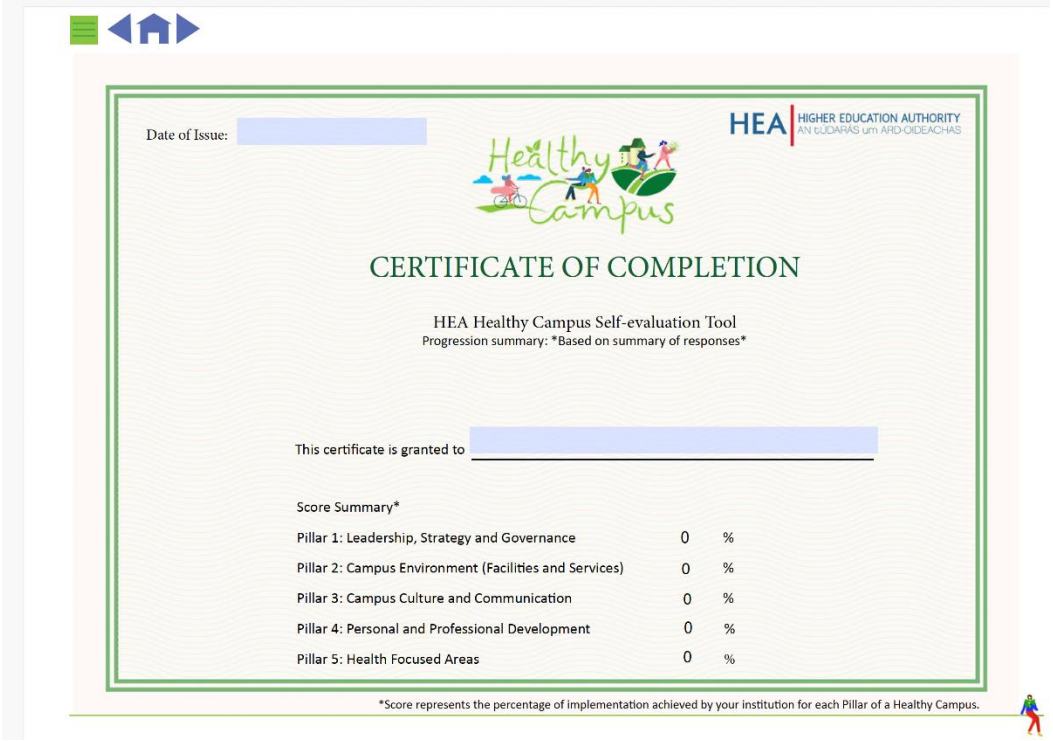
UCC
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland


HEA Healthy Campus Self-evaluation Tool
Healthy Campus
Pillar 1
Pillar 2
Pillar 3
Pillar 4
Pillar 5
Leadership, Strategy and Governance
Campus Environment (Facilities and Services)
Campus Culture and Communication
Personal and Professional Development
Health Focused Areas
Governance and Leadership
Facilities and Environmental Sustainability
Collective Responsibility and Culture
Curriculum Development
Health Services Provision
Research and Knowledge Transfer
Accessibility, Inclusivity, Support and Services
Health Communication and Information
Staff Development
Health and Wellbeing Areas

# Purpose of the Tool?

- Self-evaluation
- Identifying Gaps and Opportunities
- Monitoring Progress
- Promoting Accountability and Transparency
- Informing Decision-Making

**Meeting institutions where they are at…….**



Date of Issue:

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# CERTIFICATE OF COMPLETION

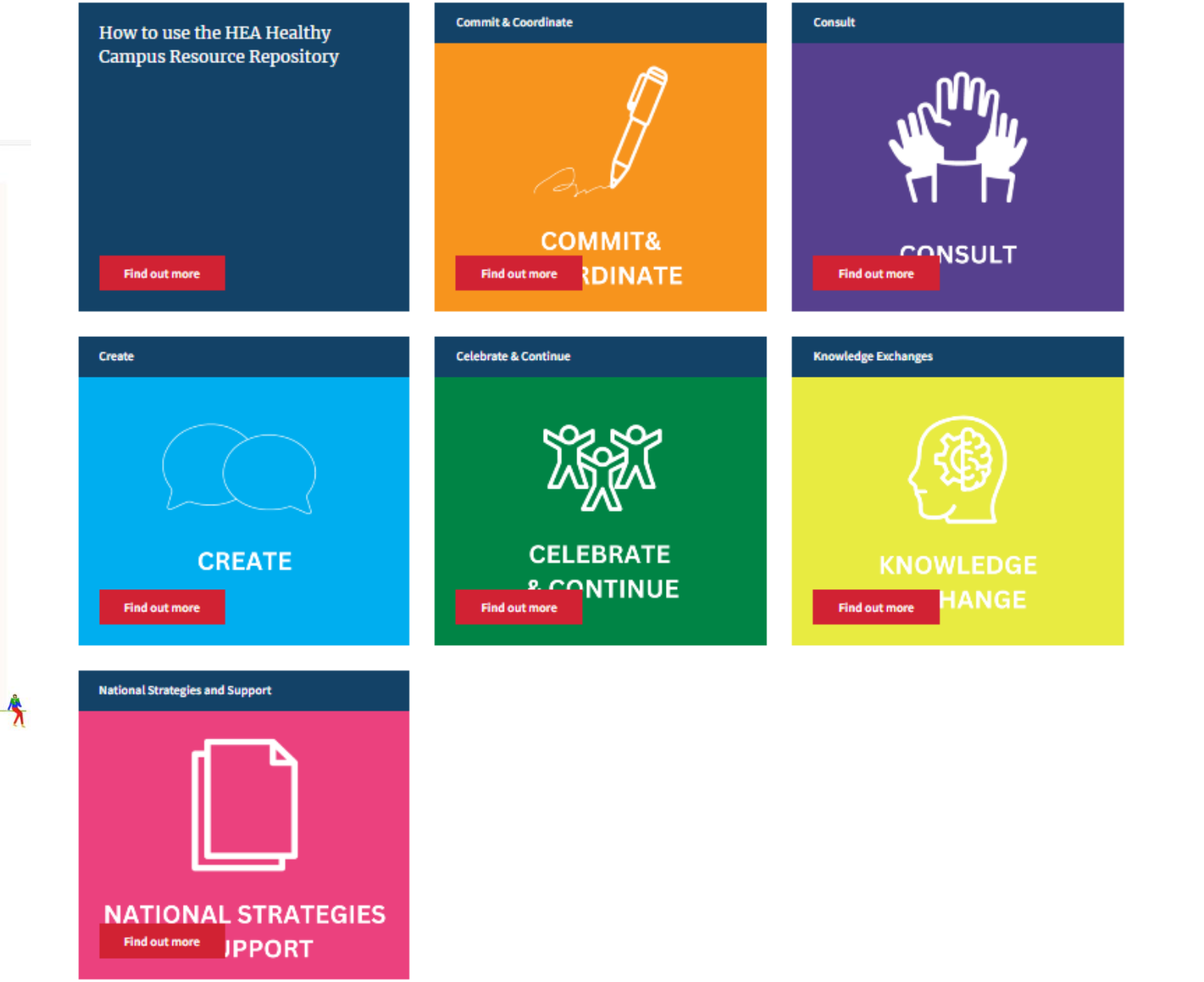
HEA Healthy Campus Self-evaluation Tool
Progression summary: *Based on summary of responses*

This certificate is granted to

Score Summary*

| | | |
|---|---|---|
| Pillar 1: Leadership, Strategy and Governance | 0 | % |
| Pillar 2: Campus Environment (Facilities and Services) | 0 | % |
| Pillar 3: Campus Culture and Communication | 0 | % |
| Pillar 4: Personal and Professional Development | 0 | % |
| Pillar 5: Health Focused Areas | 0 | % |

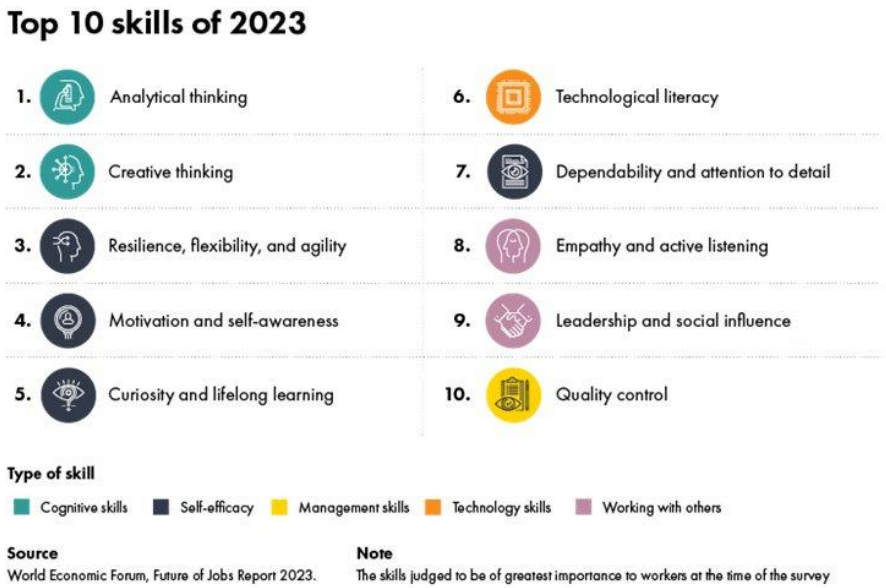
*Score represents the percentage of implementation achieved by your institution for each Pillar of a Healthy Campus.



Pillar 4

Personal and Professional Development

| Healthy Campus Self-Evaluation Tool | Full Integration would include…. | Example of what this could look like | HEA Alignment |
|---|---|---|---|
| **4.1.1 What opportunities exist to facilitate the integration of health and wellbeing, both directly and indirectly, into the curriculum?** | 'We fully integrated health and wellbeing into the curriculum……staff and students co-create curricula addressing health topics of local and national importance to support wellbeing within teaching and learning.' | DkIT Credit-Bearing Module on Wellbeing & Resilience across Six Programmes in the School of Business and Humanities<br><br>UCC Everyday Matters | Teaching and Learning |



## Conference Theme:

**A decade since the Okanagan Charter…**
**Where from, what next, where to? Recent advances and future perspectives in health promoting campuses**

**Call for Abstracts**

- Workshop/ symposia – 13th December
- Oral/ Poster – 17th Jan 2025

**Conference themes/Health Focus**
Please select one theme, one Health Focused Area and one population Group during the submission process.

**Conference Themes:**

- Leadership, Strategy and Governance
- Personal and Professional Development
- Teaching, Education, Higher Education Environment/Classroom Wellbeing
- Partnerships and Collaborations

**Health Focused Areas (from a settings-based approach):**

- Mental Health
- Positive Relationships/ Social & Community Connectedness
- Sexual and Relationship Violence
- Built & Natural Environments
- Health Equity
- Other

# Thank you!