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Self-Care: The Eight Dimensions of Health and Wellness

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Fall 2022

Self-Care:



**Through the Eight Dimensions
of Health & Wellness**

I chose this topic because:

- I personally feel like one of the hardest parts about the first year experience is learning how to take care of all aspects of your health on your own (for many, it is the first time!)
- When I was younger, I often neglected to see the bigger picture regarding my health – neglecting one dimension will have consequences on another!
- “Self-care” looks different for everyone, and as we grow and change so do our self-care needs/habits – we have a ton of resources on campus that I wanted to make sure my students were aware of in order to meet any current/future need

What does the data say? - The Problem

- “First-time students living away at college are at risk for stress caused by being away from home for the first time. Even the students who do not think they will get homesick experience anxiety caused by being on their own.”
- “On top of making friends, getting acclimated to a new environment and balancing a new schedule, students have to work jobs to keep up with the expenses. Any time spent at a job means taking time away from educational tasks, like homework and studying.”

What does the data say? - The Potential Solution

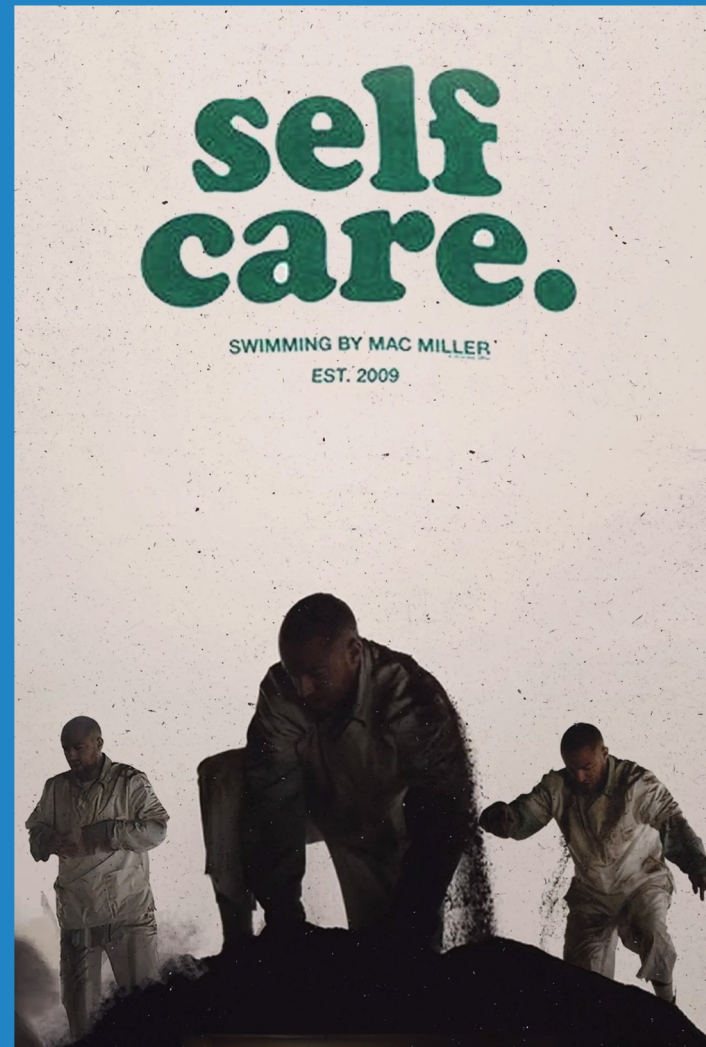
- “Taking care of yourself helps keep your mind and body primed to deal with situations that require resilience, as shown in the research [that links] self-care factors with physical health and emotional well-being”
- “Understanding the roles that mindful self-care and resilience play may allow for an increase in flourishing and improvement of personal and academic growth for a large portion of the young adult population.”
- “Students with higher levels of mindful self-care... were flourishing.”
- This may allow post-secondary institutions to improve students’ mental health, academic performance, and retention rates by understanding the relationships between resilience, mindful self-care and flourishing.

I used the following slides to teach this topic in COR 101

—

**Between these slides I will provide further context,
explanation and reflection**

These slides will be marked with a ()



Aaren (AJ) Woodworth - he/him



This is my title slide which was projected onto the board as students entered the classroom. I included pictures that I thought would catch the eye of my students and boost engagement the second they walk in the door.

In addition to student engagement, I wanted to illustrate that self-care can look like a lot of different things – big things, little things, doing nothing, enjoying a good meal, etc.

The image of Mac Miller's "Self care" is linked to a video of his song "Self-care". I chose to play this song for my students while we completed the activity on the next slide.

I found out a lot of my students are also Mac Miller fans! Which was a great segway to the next activity.

Activity

Ubuntu - “I am because we are”

1 v 1 - Find something in common

- Try to be more creative than “We both go to Cortland... What other classes are you taking this semester? Where do you live on campus? Team Hilltop vs Team Neubig
- Don't play the same person twice!



I wanted to get my students out of their seats and mingling with one another. I had previously explained to my students that although Professor Schmid and I were resources for them, their peers sitting next to them will be who they will spend the next four years with. I thought this “Ubuntu” activity (which translates to “I am because we are”) would help me to begin fostering that connection between my students.

Each student received one card and found a partner. Their task was to be the first person to find a common image between their cards. Once they had a winner, they had to find something they had in common. They then swapped cards and switched partners.

My students (and professor!) seemed to really enjoy this game. As a wrap up, I asked the class if there were any surprising similarities. Additionally, I asked the class if they had any extreme difficulty finding something in common with someone.

(To which the reply was no! Turns out we have more in common than first meets the eye!)

What does the phrase “self-care” mean?

The practice of individuals looking after their own health using the knowledge and information available to them.

The practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress.

Resources too!



On this slide I discussed what the phrase “self-care” meant and offered two different “textbook” definitions.

I then opened it up to the class for discussion, using the following questions:

- Do we agree with these definitions?
- What does self-care mean to you?
- What does self-care look like to you?
- How do you know when you haven't been practicing self-care?

I am lucky to have really great student engagement in my class. We had a pretty good discussion – not surprisingly, a lot of the physical education majors use the gym as a self-care method!

Self- Care through: 8 Dimensions of Health/Wellness

EIGHT DIMENSIONS OF WELLNESS

MIND

SOCIAL

Maintaining healthy relationships with other people, developing new friendships and intimate relations, caring about others, and allowing others to care for you.



BODY

PHYSICAL

Staying healthy and fit through positive lifestyle choices while avoiding foods and habits that are detrimental to your health and wellbeing.



OCCUPATIONAL

Achieving personal satisfaction and enrichment through work that is consistent with your values, goals, and personal beliefs.



FINANCIAL

Managing and growing your resources through informed investments and realistic goals. Learning about new opportunities and capitalizing upon them in a manner that is consistent with your beliefs and goals.



INTELLECTUAL

Engaging your curiosity to learn about new things, taking part in life-long learning, and continuously expanding your knowledge and skills.



ENVIRONMENTAL

Maintaining a commitment to a healthy planet and taking part in activities that preserve the air, water, and earth around you.



EMOTIONAL

Acknowledging your feelings, values, and attitudes and managing your emotions in a constructive, productive manner while maintaining a positive attitude about you and your life.



SOUL

SPIRITUAL

Finding inspiration, purpose, and value in who you are and what you do through a higher mental connection.





On this slide I introduced the concept of the eight dimensions of health/wellness model. This is a holistic way of looking at wellness and how all eight of these dimensions intertwine to makeup our overall health.

I chose this model as a way of looking at our self-care practices. Self-care is a way to intentionally give some extra attention to a specific dimension of our health.

What I like most about this model is its emphasis on striving for balance. I explained that our overall wellness is like the mobile above a baby's crib. When you pull on one area (or in the instance of self-care, neglect one area) this will cause a shift to the other parts of the mobile.

IN YOUR GROUP:

CREATE A LIST OF SELF-CARE EXAMPLES FOR YOUR ASSIGNED DIMENSION OF WELLNESS

EIGHT DIMENSIONS OF WELLNESS



Social - Intellectual - Emotional - Physical - Occupational

(Academic)





On this slide I introduced our next activity. Students were broken into 5 different groups and assigned one of the following dimensions of wellness:

- Social
- Intellectual
- Emotional
- Physical
- Occupational (Academic)

They were tasked with creating a list of as many self-care examples for their dimension. We then went through each dimension (as seen in the next slides) and had each group share their list.

Physical

On campus resources:

- Student Life Center
- Outdoor Pursuits (Did you know you could rent a bike for \$free.99?)
- Intramural Sports
- Club Sports
- Other Events (5K's, various tournaments, trips through outdoor pursuits, etc.)

Academic (Professional/Occupational)

On campus resources:

- Your syllabus!
- Your peers!
- Your professor!!
- The Learning Center
- The Writing Center
- APEM :)

*****MY #1 STUDY TIP*** SECRET HACK TO
COLLEGE**

Social

On campus resources:

- **SO** many clubs! Join something!
- Talk to the people in your classes, talk to Nancy while you swipe your card
- @Cortlandnites
- @Cortlandsab
- [Cortland Connect](#)

Emotional

On campus resources:

- Counseling center
 - Virtual support groups!
- @Cortlandmoe - Mind Over Everything

Other:

- Reach out to your support system



Intellectual

- Learning new things
- Expanding your knowledge and skills
- Trying a new hobby



For each of the last 5 slides (Physical, Academic, Social, Emotional, and Intellectual) I debriefed what each category included. I shared my list of resources and self-care ideas with the class.

I then asked the group who had been assigned that dimension to share out their list.

I then asked if anyone had any other ideas to add to our “class master list”.

The students seemed to enjoy working together and came up with a ton of good ideas. This also allowed me to gauge their understanding of on campus services.



OVERALL REFLECTION

Overall, I believe this lesson was a success. I knew that I wanted to incorporate all of the resources we had on campus in a lesson and thought this was a great approach. We use the dimension of wellness model in our classes here at Cortland. I hope that my students begin to look at their health from a holistic view.

If I had to teach this lesson again, I would manage my time better. At the end of the lesson, I was very rushed. I wished I had managed the time spent during the Ubuntu activity. (My students seemed to be enjoying it, so it was not a true waste!)



OVERALL REFLECTION

The most meaningful part of the lesson for me was when I had the opportunity to speak about homesickness. It was something I struggled with a lot my first semester on campus. I was open and vulnerable about my first year experience. At one point, I started to become emotional. I looked out at my students and felt two things. One, I felt supported. Two, I felt like I was understood.

It is certainly not “cool” to tell your college friends that you feel homesick. Some may even feel uncomfortable telling those at home that they are feeling this way - especially if home is not an ideal situation either.

Sometimes you just need to hear someone else express that they've felt this way too. And what may be even more important, it does get better. I hope that I was able to do that for my students.

Citations:

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