

## BU|BeWell Dimension Implementation Guide

### Mind & Body

BU|BeWell is our foundation for a transformative and holistic Butler experience. Through BU|BeWell, we foster a positive environment that helps students, faculty, and staff grow, learn, and be the best version of themselves.

**Dimension definition:** Mind and Body resources support the ability to identify and care for the physical and emotional needs and the awareness of influences that affect overall health.

How to implement the Mind & Body dimension into your work:

#### ***In courses***

- 1) Consider embedding links within your Canvas course, that summarize and refer to a robust list of resources available to Butler students, faculty, and staff. For example - <https://www.butler.edu/well-being/mental-health/> and <https://www.butler.edu/well-being/>. Place the “Mental Health Resources” flyer in your classroom or office, showing support and helping members of our community be more aware of existing tools
- 2) Become familiar with the vast number of [presentations and trainings](#) that are available to the Butler community, provided by our very own in-house experts. Invite authors of these presentations and trainings to your class or program in order to scale these important resources.
- 3) Learn about how to infuse [Mindfulness](#) into the classroom or other aspects of campus life, to improve aspects of well-being which leads to better outcomes overall.
- 4) Familiarize yourself with where campus [AEDs are located](#), and how to use them. Attend trainings provided by Health Services that teach individuals how to use an Epi Pen, perform CPR and First Aid, as well as other [emergency situations](#).
- 5) Learn about the [medical withdrawal policy](#) and the roles instructors play in it. Read about effective teaching strategies that center [mental health skill-building](#) or how to [make mental health more visible](#) in your courses.

#### ***In the workplace***

- 1) Consider moving meetings, classes, or other activities, outdoors, or infuse movement into everyday campus life. Vast [research](#) exists pointing to the benefits of leveraging aspects of nature to enhance mind and body well-being.
- 2) If you spend most of your day sitting at a desk, try performing short [exercise snacks](#). For every 30 minutes of sitting, aim to move for at least 5.

3) Take advantage of the [Health & Recreation Complex](#). Group fitness classes, swimming pool, sauna, indoor track, basketball/volleyball/pickleball courts, 150+ pieces of cardio and strength fitness equipment, and many programs are available for all levels of experience. Operating hours are 6:00 a.m. – 11:00 p.m. weekdays, so there are plenty of hours of availability outside of traditional working schedules. Employees have free HRC memberships!

### ***In programs/events***

1) Learn about ways to ensure that people with various abilities have an opportunity and access to an equivalent experience, by referencing [Student Disability Services online resource](#).

2) For lectures or events that are primarily seated, create moments for attendees to stretch, get outside, move, or interact with others in engaging ways.

3) Partner with any one of the staff in [Student Well-being](#) or [BUBeWell](#), to host, collaborate, promote, or help fund any number of special events, tabling sessions, guest speakers, or programs. Staff are always looking for innovative and collaborative ways to enrich the lives of our community through engagement.

4) While it is often easier (and sometimes cheaper) to provide unhealthy food options, consider serving fresh fruit and vegetables, granola, yogurt, or other light snacks, if serving refreshments. Highly processed foods, like pizza, can have unpleasant side [effects on energy and cognitive capacity, among others](#). You'd be surprised to see how popular healthier options are – and the positive response from guests.

### ***How to assess whether implementing this dimension has made an impact for our campus.***

1) Collect satisfaction/knowledge information from your audiences (students, employees, colleagues before you implement any changes, then collect again after your changes have been implemented. Compare the before and after to see if your audience noticed the changes and how the changes affected their experiences. You can collect information via short surveys, focus groups, interviews, comment cards, etc. Pick a method that won't be a heavy lift for your audiences to complete or for you to analyze.

2) Keep track of attendance, usage, foot traffic, number of meetings, assignments, etc. Use these to demonstrate the scope of the Butler community who has been involved with your work in this dimension.

3) Create learning outcomes for programs, services, and courses that center this dimension of well-being, and assess to what degree your efforts have contributed to learning about the dimension.

4) For smaller groups, engage in writing impact statements that detail how the incorporation of this dimension has influenced their overall health or experience at Butler.