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Note: These sessions are recorded and shared on the BCcampus COVID-19 website

A Few Guidelines for Webinars

- Please refrain from identifying individuals and institutions
- Be mindful that everyone comes to this space with their own experience and needs
- Be respectful of everyone's emotional and mental boundaries at all times
- Use this time to practice respectful dialogue
- The BCcampus Code of Conduct includes webinars

Be Calm. Be Kind. Be Safe.

– Dr. Bonnie Henry



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Adapting to COVID-19: Developing a Work/School/Life Balance during Graduate Studies

July 22, 2020

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Territorial Acknowledgement

We gratefully acknowledge and honour the territory and the lands on which we are gathered:

We would like to acknowledge that although we are online and not necessarily on our campuses, we are gathered through UBC. Therefore, I acknowledge that UBC's Vancouver Point Grey campus is situated on the traditional, ancestral, and unceded territory of the Musqueam people. I would also like to acknowledge that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.



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Hopes for the Session

- Refine your conception of school/work-life balance and define what it means to you
- Take inventory of your current priorities and commitments
- Increase understanding of the choice point in decision making
- Reflect on thoughts, feelings, and behaviours that turn you away from, or towards, the life you want
- Understand the connection between values, commitments, choice, time, and your wellbeing



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School/Work Life Balance

What is “school/work-life” balance?

What does it look/feel like to be out of balance?



What is “school/work-life” balance?



What does it look/feel like to be out of balance?





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Connection to Wellbeing

A moderate amount of stress improves our efficiency and our mental sharpness.

Too much stress....





What does the literature say?

“Work–life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities”

(Kalliath & Brough, 2008, p. 326).





What does the literature say?

In the literature there are six different ways work–life balance is presented:

1. Multiple roles
2. Equity across multiple roles
3. Satisfaction between multiple roles
4. Fulfilment of role salience between multiple role
5. A relationship between conflict and facilitation
6. Perceived control between multiple roles.

(Kalliath & Brough, 2008, p. 326)





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Graduate Student Realities

What are the grad school and non-grad school commitments that you have?



Grad school commitments

Non-grad school commitments





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Take inventory of current priorities and commitments



The “Hats” We Wear

Grad
Student



Mom



Daughter/sister



Health Promotion Strategist



Wellness
advocate





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Mom	Daughter/Sister	Grad Student	Health Promotion Strategist	Me	
Morning school routine - 2 hours	Dinner w/ parents - 2 hours	Revise Capstone Powerpoint - 2 hours	Meetings Facilitate workshops 8 hours	Exercise yoga - 90 min	Sleep - 7 hours
Homework Reading Play - 1 hour					
Bedtime routine - 1 hour				Commuting - 2 hours	Netflix - 1 hour



1. COMMITMENT INVENTORY

Begin by identifying the different hats that you wear, or roles that you take on. For example, you may wear the hat of a student, an employee, a friend or a family member. Indicate these different hats across the row below.

In relation to each of those roles, consider each of the commitments, or tasks you are responsible for, in the next 24-48 hours. Include each of these activities in the column below the associated role, also include the expected time to complete each task.



Hat #1	Hat #2	Hat #3	Hat #4	Hat #5



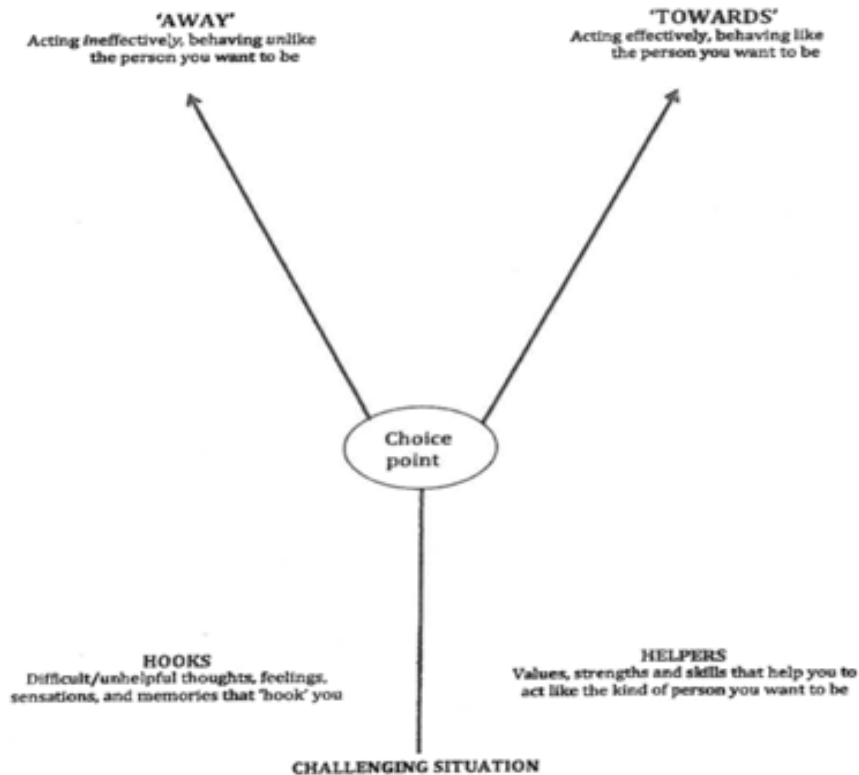
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Now that you have looked at all the hats that you wear, what takes up your time?

What helps you decide how you are spending your time?

What needs to change?



At the choice point, STOP

S – Slow down – Slowly breathe; or slowly press your feet down; or slowly stretch

T – Take note – Notice what you are feeling & thinking; notice the world around you & what you are doing

O – Open up – Make space for your thoughts & feelings; allow them to freely flow through you

P – Pursue values – remember your values, and find a way to act on them (no matter how small)

- *From The 'Choice Point' – from The Weight Escape, © Ciarrochi, Bailey, and Harris, 2013*



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Other Strategies

- Time management tools
- Maintain your support network
- Make a goal outside of work/school
- Create physical boundaries that are concrete
- Pause to celebrate small successes
- Ask for help





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Questions





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Resources

- Institution health and wellbeing resources
- Here2Talk
- Health Authorities, including First Nations Health Authority
- Healthlink BC
- Here to Help
- Crisis Centre





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Thank-you

<https://covid19.bccampus.ca/category/webinars/>

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