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2023

### Well Series Handbook

Joan Sweeney-Marsh

*Sheridan College*, joan.sweeneymarsh@sheridancollege.ca

Elyse Redquest

*Sheridan College*, elyse.redquest1@sheridancollege.ca

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# *Well Series Handbook*

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JOAN SWEENEY MARSH AND ELYSE REDQUEST

THIS HANDBOOK IS ALSO AVAILABLE ONLINE AS AN [E-CAMPUS PRESSBOOK](#).



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# Well Series

## PREFACE

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### What is the Well Series?

The Well Series was conceived at Sheridan College in summer 2020 in response to the sudden move from in-person to online classes at the start of the COVID pandemic. The self-directed modules live in PowerPoint and are designed to support academic success regardless of the mode of instruction (e.g. in-person, hybrid or digital learning environment.). A student focused college to the core, COVID stimulated a new urgency to support students in all learning environments. Together, we went to work to build self-directed modules that could be easily embedded in Sheridan's learning management system, SLATE, and also accessible via Sheridan's Student portal.

The Learn Well module, the first to be launched in the series, is accompanied by Learn Well Virtual Communities. The Virtual Communities are often aligned with Academic programs. Since 2020, all first-year students are enrolled in a Learn Well Virtual Community on SLATE led by helpful and approachable tutors and student facilitators. Today, Sheridan's Well Series continues as an important collaborative initiative designed to help Students succeed through a combination of self-directed modules and live interactive virtual communities. Our goal is to prepare Students for each step on their academic journey, from pre-arrival readiness, through the key transitions in their studies, and building their experience and confidence as they prepare for life after Sheridan in both their future career or on a continued educational pathway. This Handbook provides the roadmap for designing, developing, implementing and assessing the Well Series.

Joan Sweeney Marsh, AVP, Academic and Career Learning Resources

## ACKNOWLEDGEMENTS

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### Land Acknowledgement

We would like to acknowledge that for thousands of years this has been and still is the traditional territory of the Anishinaabe Nation, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. This land is also currently home to many Indigenous nations and peoples.

We recognize how sacred and how valued the land is, how no one owns this land as it has existed well before us and will continue to exist long after we have left. Sheridan College affirms it is our collective responsibility to honour and respect those who have gone before us, those who are here, and those who have yet to come.

We are grateful for the opportunity to be working and living on this land.

## CONTRIBUTIONS

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The authors would like to acknowledge that the Well Series would not exist without the efforts and support of multiple individuals and departments across Sheridan College. The Well Series Committee members have been integral to the creation of the self-directed modules, virtual communities, and continued iterations of the above. Each member has brought unique insights and expertise to the Well Series Committee. Joan Sweeney Marsh, for her inception of the Well Series, creation, and editing of the chapter contents. Heather McElrea for her guidance on layout and design, as well as her editing of the handbook. We would also like to thank recent Sheridan College graduates, Khushi Bhatnagar and Rush Richardson, for their support in the creation of this e-campus pressbook.

**PART I**

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**SECTION 1: WELL SERIES OVERVIEW**

## CHAPTER I: PROGRAM GOVERNANCE AND OVERSIGHT

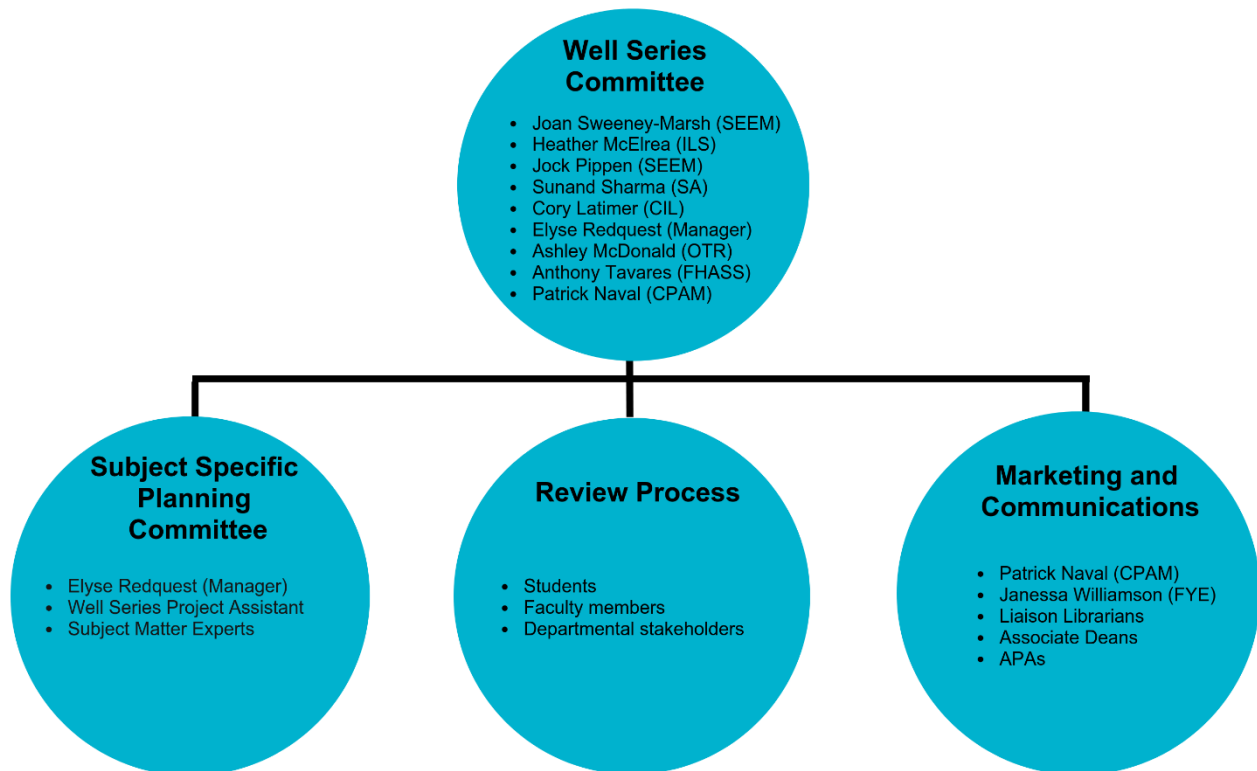
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### Well Series Committee and Subject Matter Experts

The Well Series Committee includes standing members from departments, Faculties, and strategic areas across the College. The Committee approves new Wells, provides suggestions for enhancing current Wells, and approves the retirement of Wells. The Well Series Committee meets monthly. Below is the current model of the Well Series Committee, but we would also like to acknowledge Jessica Pulis and Meagan Troop for their long-term commitment on the committee.

### WELL SERIES COMMITTEE AND STRUCTURE

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### Well Series Committee:

Members include those from the Student Experience and Enrolment Management (SEEM) team, Career Integrated Learning (CIL), Integrated Learning Services (ILS), Student Affairs (SA), Office of the Registrar (OTR), Faculties, and Communications, Public Affairs, and Marketing (CPAM).

### Subject Specific Planning Committee:

The Manager, Well Series, and project assistant co-ordinate to determine subject matter experts around the college that fit the content of a proposed Well.

### Review Process:

Once a final version of a new Well has been created the community is asked for feedback. Feedback is also regularly collected.

### Marketing and Communications:

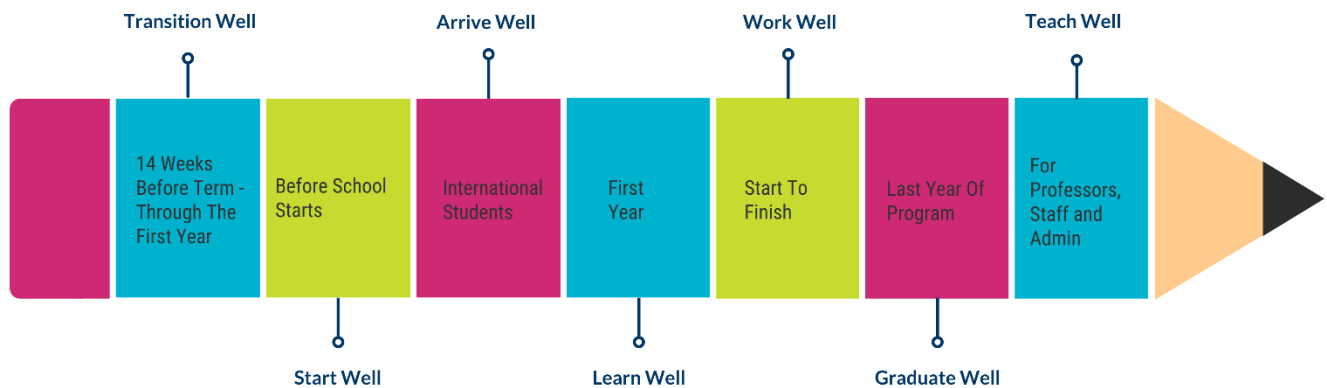
Communications are created by the committee's CPAM member in collaboration with the Manager. They are then distributed through different channels.

## CHAPTER II: CURRICULUM MAP

The Well Series curriculum map provides a) where, in the student lifecycle, a student will engage with each well and b) learning outcomes for each of the three modules included in the respective Well.

### Curriculum Map

This curriculum map provides an overview of when a student would engage with each element of the Well Series and their respective learning outcome



#### Transition Well:

- Cultivate social networks based on program, interests, and social identity
- Identify Sheridan supports and services available and their purpose
- Learn important program related information while meeting faculty as part of New Student Orientation

#### Start Well:

- Identify personal strengths and learning preferences
- Create an effective time management semester plan by applying Creative Problem Solving strategies
- Compare discipline specific literacy and numeracy skills to their own skills
- [Babamadizwin: Supporting Indigenous Learners](#)

### Arrive Well:

- Understand how to effectively interact with Sheridan professors and community members
- Identify Canadian post-secondary education system's key characteristics
- Recognize critical program specific technology and academic skills for future career preparation

### Learn Well:

- Apply strategies for staying focused and motivated while monitoring personal well-being
- Discover test prep and essay tips and strategies
- Connect with upper year student tutors and peer mentors
- Customized virtual communities for some programs

### Work Well:

- Navigate a career path, including seeking employment and managing career transitions while building experience and resiliency
- Hone professional behaviour to successfully navigate the workplace
- Recognize employee rights and approaches to asking for accommodation

### Graduate Well:

- Complete checklist items required for graduation
- Identify the educational and career pathway options available after graduation
- Understand the post-graduation work permit application process

### Teach Well:

- Create course materials using a multi-media interactive approach
- Cultivate a sense of community and connection in the teaching and learning environment
- Explore a variety of evidence-informed teaching and learning strategies to increase student engagement and motivation

## CHAPTER III: APPROVING AND RETIRING A WELL

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### APPROVING A WELL

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Once a gap in the student lifecycle is identified by the Committee members, the Manager, Well Series, develops a proposed outline of the overarching topic and three module topics to the Well Series Committee. Committee members have an opportunity to provide feedback on the proposed Well. Once iterations are complete and it is approved by the Well Series Committee, the Manager then recommends specific subject matter experts from across the college to be consulted on the components. The subject matter experts are invited to a working group to support the content creation of the Well. Drafts are put forth to the Well Series Committee members for feedback and approval. Well Series Committee members also suggest other departments and individuals from whom to receive feedback, including student groups.

### RETIRING A WELL

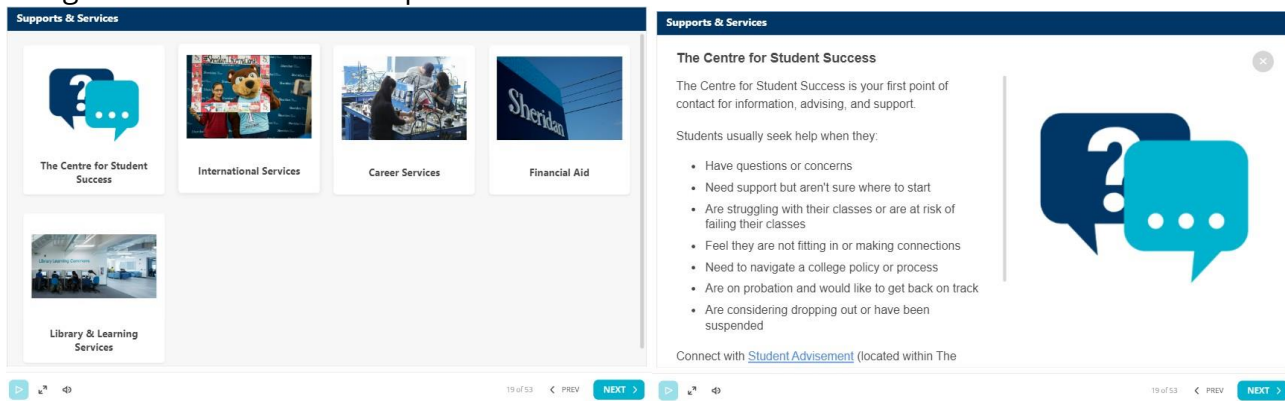
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If a Well Series module has low engagement or does not seamlessly apply across all programs at the College, the Manager, Well Series, will take the proposed retirement to the Well Series Committee for approval.

## CHAPTER IV: TECHNOLOGY

### ISPRING

Ispring software integrated into powerpoint was used to engage students within the modules. iSpring features quizzes, surveys, and visual diagrams (hot spots, accordion drop-down menus, and more). This enhances the level of interactivity keeping students engaged with the module content. The self-directed modules are easily integrated into learning management systems for faculty members to use for informational purposes or in the case of Learn Well, in assessment. In Arrive Well, below is an example of an interactive media gallery. Top five need-to-know services at the college are provided with icons, clicking next or on the icon will provide more information on the service with their contact information.



### LIBGUIDES

The modules are all kept in their own public-facing Libguide page. Libguide is a content management system used by libraries allowing for customized lay-outs and embedding of iFrame objects into pages. Each of the Wells includes a short introduction, the modules, learning outcomes, and embed code for LMS integration. Each of the Libguides can be found from the external Well Series website.

### LEARNING MANAGEMENT SYSTEM (LMS)

Each of the Wells can be integrated into D2L (Desire 2 Learn). The Learn Well Virtual Communities also live in the LMS. As part of Arrive Well, an open access version of the LMS has been used to provide incoming international students advanced access so they have the opportunity to familiarize themselves with Sheridan's online learning environment. Here is an example of what the top of the Learn Well Virtual Community for Sheridan's Bachelor of Business (BBA) students. BBA students are in the Pilon School of Business (PSB) faculty. Included in the VC is a banner of top links to frequently accessed internal websites and drop-in times for peer-to-peer support.



**PSB** PEER TO PEER **SUPPORT**

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**HMC Campus ROOM**

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**OFFICE HOURS:** Tuesday - Friday  
9:00 AM - 4:00 PM

**PART II**

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**SECTION II: INDIVIDUAL WELLS**

## CHAPTER V: ANATOMY OF THE WELLS

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### Wells-at-a-Glance

There are five core student-facing Wells in the Well Series: Transition Well, Start Well, Learn Well, Work Well, and Graduate Well. Each of the Wells in the Well Series include three modules. Content for two of the modules are unique to the specific topic and the third is about relevant wellness strategies. Time for completion of the Wells ranges from 20 to 40 minutes. An overview of the Wells, their respective trailers, and the modules, are included in the next chapter. Arrive Well and Babamadizwin are two specialized modules for International and Indigenous student populations, respectively. Information on these two modules is included in Chapter VIII.



## CHAPTER VI: OUR CORE WELL UNITS

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### TRANSITION WELL

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Activities from the First Year Experience (FYE) team were rebranded as Transition Well. They offer students the opportunity to attend workshops delivering important information about accessing supports, financial aid, how to access their health plan, study permit and work permit questions and the procedure for accessing campus during the pandemic. The FYE team also has plans and runs New Student Orientation for all incoming students where they provide just-in-time information on Sheridan resources and supports; housekeeping item to-dos; important dates for adding or dropping classes; and how to connect with others at the college. The Transition

Well modules were launched in Summer 2023.

#### Transition Well Trailer

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View the modules on the [Transition Well Libguide](#)

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## START WELL

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The Start Well modules were developed to help incoming first year students identify their learning preferences and how to apply these strengths to program relevant literacy and numeracy skills. Students also apply the principles of creative problem solving to time management by creating an effective time management plan for the semester.



### Start Well Trailer

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View the modules on the [Start Well Libguide](#)

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## LEARN WELL

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Learn Well was the first of the series to launch in Summer 2020. It contained two components: virtual communities for all first year students and self-directed modules.

The modules supported students in developing skills found in the academic skills hub around online learning, including online assessment strategies, and building community. Since the end of the COVID-19 pandemic, the modality of learning component has been modified to include both online and in-person. The modules are embedded into 140 core courses across all of Sheridan's programs.

### Learn Well Virtual Communities

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The Learn Well Virtual Communities (VCs) are an online environment available in the Learning Management System for new/incoming students. Originally, there were 16 VCs split by faculty or department within faculty. Over two years these have grown to ~30 VCs with most now being split by program or credential in a faculty (e.g., business diplomas). Upper year students are also included in program and credential based VCs, students are enrolled prior to the start of term and have access until graduation. The VCs are maintained by upper year students (called Learn Well Facilitators) to support peer-to-peer engagement, facilitate knowledge sharing workshops connections to program, course, and subject specific tutors. Program specific academic, technology, and well-being resources are housed in the content. Announcements from the Sheridan community are also posted and include events, job opportunities, and student lifecycle relevant information, such as timetable dates, reminders of free counselling, and others. See the Chapter IX: Assessment for data on engagement in these virtual communities.

### Learn Well Trailer

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View the modules on the [Learn Well Libguide](#)

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## WORK WELL

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Work Well launched in Fall 2021 to guide students along their career journey. Information in the first module includes resume and cover letter tips, strategies for job searching, and interview skills. This second module is related to building a career with information on network building, staying current in the industry, and employee rights. Lastly, work-life wellness discusses how to effectively manage time and ensure self-care to maintain a balanced life.



### Work Well Trailer

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View the modules on the [Work Well Libguide](#)

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## GRADUATE WELL

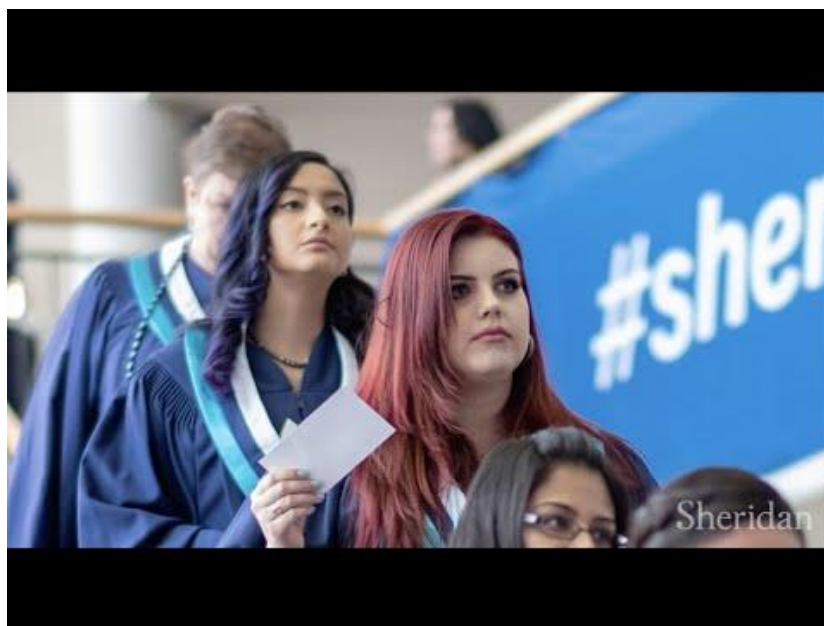
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Graduate Well launched in Spring 2022. The purpose is to help students determine their next steps after graduation. The modules include when and how to start looking at areas of interest for the chosen career and how to prepare important documents and/or portfolios; and where and how they can continue their education. A gap identified that influenced the third module, supporting our international students when applying for permanent residency post-graduation.



### Graduate Well Trailer

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View the modules on the [Graduate Well Libguide](#)

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**CHAPTER VII: SPECIALIZED WELL UNITS**

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## Arrive Well and Babamadzwin

Understanding that the student population at Sheridan is diverse, modules specific to International and Indigenous students were created to address the needs of equity-deserving groups.

### ARRIVE WELL

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Arrive Well was launched in Fall 2021. According to research and feedback from the Sheridan community, we noted the need to provide program-specific information and an introduction to Sheridan's learning environment. The Arrive Well modules also include connections with the local community, how to meet other students at the College to cultivate a sense of belonging, and top Sheridan supports and services. We would like to acknowledge Elena Shik for her expertise and continuous support in the creation of Arrive Well.

#### Arrive Well Trailer

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View the modules on the [Arrive Well Libguide](#)

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## BABAMADIZWIN

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Babamadizwin translates to “journey” in Anishinaabemowin. In collaboration with the Centre for Indigenous Learning and Supports, the creation of Babamadizwin was to highlight a reciprocal connection between the Sheridan community and incoming indigenous learners. The modules include a consistent message of belonging; facilitating connections with ourselves, each other, our communities, and the land; where to go for support and dismantling the stigma of asking for help. Content also includes an overview of academic responsibilities related to writing, technology, and group participation while strongly acknowledging that in this reciprocal relationship, we are community privileged to be part

of their Babamadizwin.

The painting to the left was created by Sheridan students and hangs in the Centre for Indigenous Learning and Support (Brampton campus). We would like to acknowledge Fallon Melander and Elijah Williams from the Centre of Indigenous Learning and Support for their leadership and knowledge sharing for Babamadizwin.

View the modules on the [Babamadizwin Libguide](#)

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**PART III**

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**SECTION III: COMMUNICATION  
AND ASSESSMENT**



**CHAPTER VIII: COMMUNICATION STRATEGY**

## Internal Sheridan Community

A member of the Communications, Public Administration, and Marketing (CPAM) team is on the Well Series Committee and supports sending communications to the relevant targeted student population (e.g., Arrive Well messaging to incoming international students). The Manager, Well Series, coordinates faculty member and staff communications through internal newsletters and intranets. They also update and send out the Learn Well modules to the respective course leads and program coordinators prior to the start of each term. The College’s Office of the Registrar also supports communication by advertising the Well Series in their application portal, through just-in-time emails (e.g., Graduate Well is included in email communications to students eligible to graduate), specialized series emails, and as a response to students with email inquiries. Communications are organized using a Gantt chart below.

**Well Series: Communications Timeline**

Release Date	July	Aug	Sept	Oct	Nov	Dec
Start Well (Student)	OTR/FYE Email	Central/Insider, Newsletter			OTR/FYE Email	Central/Insider, Newsletter
Start Well (Faculty/Staff)		Central/Insider				Central/Insider
Well Series (Faculty/Staff)		LEARNSERV Email				
Learn Well (Student)		FYE Email, Nudge	Newsletter			
Learn Well (Faculty/Staff)		LEARNSERV Email	Central/Insider			
Work Well (Student)				Central/Insider, Newsletter, Nudging, LW VC	Central/Insider, Newsletter, Nudging, LW VC	
Work Well (Faculty/Staff)				Central/Insider	Central/Insider	
Arrive Well (Student)					Central/Insider, Newsletter, Nudging	FYE Email, INTL VC
Arrive Well (Faculty/Staff)					Central/Insider	

## Well Series: Communications Timeline

All communications are strategically planned throughout the student lifecycle. For example, work well communications start part-way through the term which is when students will engage with a co-op prep course for their next semester.

Communications are split between students and staff/faculty. Emails are sent from the Office of the Registrar (OTR) and First Year Experience (FYE) team for students. For staff and faculty members announcements are sent through our internal newsletter and portal (Central/Insider). Overall Well Series promotion and engagement is sent through a Learning Services email. Nudging indicates text messages and LW VCs indicates promotion through the Learn Well Virtual Communities.

## External Community

Sheridan has also advertised the Well Series externally through the Toronto Star and The Globe and Mail.

## CHAPTER IX: ASSESSMENT

### Ongoing Feedback and Iterations

The Well Series modules and virtual communities have consistent iterations as feedback from the community is provided on an ad hoc basis. For more formal feedback, the Manager, Well Series, collaborates with our internal institutional research department to create and send out feedback surveys to the Sheridan community. Two surveys were created, one for students and one for faculty members/staff in 2023.

The first formal survey was sent out to Sheridan students from the research department using Qualtrics and included high-level questions on the Learn Well program (self-directed modules and virtual communities). Students were offered an incentive of the chance to win 1 of 4 \$25 gift cards to a major online marketplace, for completing the survey. A faculty member survey was sent out from the AVP, Academic and Career Learning Resources to those with the survey embedded in their courses. A copy of the Learn Well Assessment 2023 is available in the Appendix. Feedback from the other modules is planned for Fall 2023.

### EMBEDDED FEEDBACK FORM

Powerpoint now allows for the integration of MS forms. Beyond the initial feedback survey being sent out through the institutional research office, this was a solution for receiving continuous formal feedback and to avoid survey fatigue. Students are offered Co-Curricular Credit for filling out the feedback form on at least four of the modules. Question examples are provided in the Appendix.

### ENGAGEMENT DATA

The Well Series also uses click and view rate data to determine engagement, another informal assessment measure. The libguides, where the self-directed modules lives allow us to determine page views. For the Learn Well Virtual Communities page views and user numbers can be gathered from the LMS. The below image indicates eight semester cumulative user and view totals for the virtual communities and cumulative totals for the libguides (self-directed modules). A semester breakdown is available in the Appendix.

#### Eight Semester Totals: Fall 2020 - Winter 2023



**338,670**

virtual community views



**246,814**

cumulative unique active users



**38,578**

cumulative Libguide views on Well Series modules

## APPENDIX

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Further materials and resources:

- [Learn Well Program 2023 Assessment Final](#)
- [Work Well – Student Questions](#)
- [Well Series – Faculty Assessment Questions](#)
- [Well Series Quant Data Fall 2020-Winter 2023](#)