



Healthy Campus Case Study



HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Embedding Wellbeing into the Curriculum - Wellbeing & Resilience

Name of institution and initiative lead
Dundalk Institute of Technology (DkIT) School of Business and Humanities
Date and timeframe
First Rollout 2015 - Ongoing
What was the reach?
Approximately 140 students per year for full module; and a further 60 students where topics are 'infused' into other modules.
Aims and Objectives
The objective was to provide education in wellbeing and resilience skills such as Mindset, Stress Management, Time Management, Identifying Strengths, Goal Setting and Habit Management to as many students as possible.
Aligned frameworks, policies, or strategies
Fox, T., Byrne, D. and Surdey, J. (2020) National Student Mental Health and Suicide Prevention Framework. Higher Education Authority

Aligned frameworks, policies, or strategies
Byrne, D. and Surdey, J. (2021) Embedding wellbeing across the curriculum in higher education. USI and National Forum for the Enhancement of Teaching and Learning in Higher Education. Dundalk Institute of Technology Strategic Plan 2024 – 2028 UN Sustainable Development Goals: SDG 3 Good Health and Wellbeing SDG 4 Quality Education SDG 8 Decent Work and Economic Growth
Project Collaborators
Internal collaborations: Head of School of Business and Humanities Heads of Department of Management & Financial Studies; Business Studies; and Humanities. Colleagues on programme boards. Centre of Excellence in Learning & Teaching (CELT) DkIT Counselling Service Staff.

Summary
We now know that academic success is influenced by the student's mental health and wellbeing. In addition, feedback from industry tells us that desirable graduate attributes include things like Resilience, Confidence, Ability to Work in Teams and Effective Communication. As far back as 2015 we have included a full, credit-bearing mandatory module on Resilience and Wellbeing in three programmes in the School of Business & Humanities; and as an elective module on a further three programmes. The module covers Goal Setting; Habit Formation and Modification; Fixed vs Growth Mindset; Time Management; Signature Strengths and Stress Management. The teaching & learning approach is a combination of theory, experience, and reflection. Students are assessed through several projects that challenge them to further investigate, experience and reflect on the research and recommendations explored in class. The feedback from students has been overwhelmingly positive, particularly in response to the assessment methods used.

Healthy Campus Process	Whole Campus Approach	Topic	Population Group
Create	Leadership, Strategy & Governance	Mental Health & Wellbeing	Students
Celebrate & Continue	Personal & Professional Development	Wellbeing on the Curriculum	

