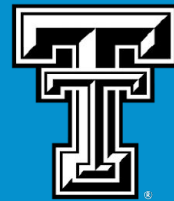




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PERSONAL HEALTH,  
WELLNESS, AND SELF-CARE  
FOR LEADING  
PROGRAMS ABROAD

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FACULTY DEVELOPMENT SHORT COURSE  
SERIES

# Introduction

Welcome to *Diversity Abroad's Faculty Development Short Course Series*. These 40-minute e-learning opportunities are designed to equip program leaders with insights and practical tools to lead inclusive programs abroad and to support and advance inclusive excellence in global education.

Short courses are facilitated by experts in the field of diversity, inclusion, international education, education abroad, teaching and learning, and faculty development. Each course includes a resource sheet of links and further information. For more information, please visit: [www.diversityabroad.org/shortcourses](http://www.diversityabroad.org/shortcourses).



# Instructors' Biographies & Profiles



**Dr. Allison Boye**

Associate Director  
Teaching, Learning, and  
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**Dr. Pamela Roy**

Consultant  
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Instructional Consultant,  
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# Learning Objectives

- Identify possible sources of stress for education abroad program directors
- Apply multiple evidence-based and tangible praxes for practicing better self-care throughout the education abroad program cycle
- Provide a set of self-reflection questions for program director self-care
- Develop a personally meaningful action plan for improved self-care



# Who Are Program Directors in Education Abroad?

- Not a homogenous group.
- Program directors should engage students as whole beings (head, heart, and hands) and across their various ways of learning and being in the world, and they must do so more or less at all hours of the day (before, during, and after the on-site experience).

**They may include tenure-track, non-tenured, and adjunct faculty, and also advanced doctoral students and other academic or nonacademic staff**



Program Directors  
with diverse backgrounds and perspectives



Steglitz, I., Roy, P., & Akulli, A.N. (2016). Preparing program directors for short-term programs abroad. In Spaeth, C. & Chieffo, L. (eds). NAFSA's Guide to Successful Short-Term Programs Abroad (3rd ed.). Washington, DC: NASFA Association of International Educators.

# STRESSORS



# What Stressors Might Program Directors Face?

- Co-Curricular duties
- Logistical and organizational duties
- “On call” 24 hours a day
- Group and interpersonal dynamics
- Student conduct issues
- Health and safety concerns
- Intercultural dynamics



Photo by Cristian Newman on  
Unsplash



# Why Engage in Self-Care?

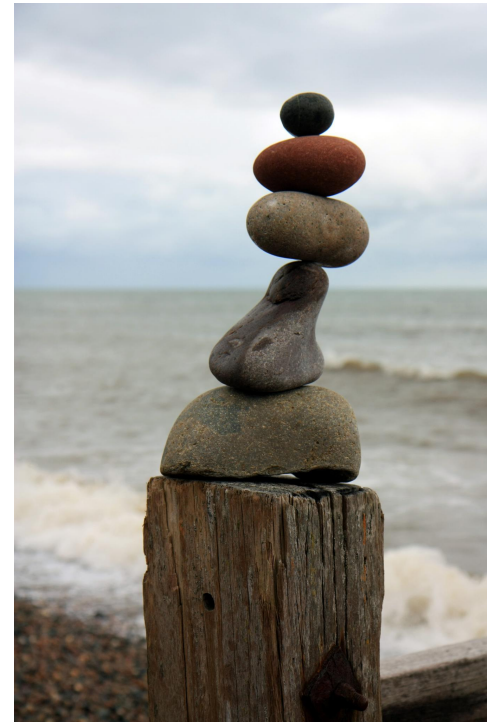
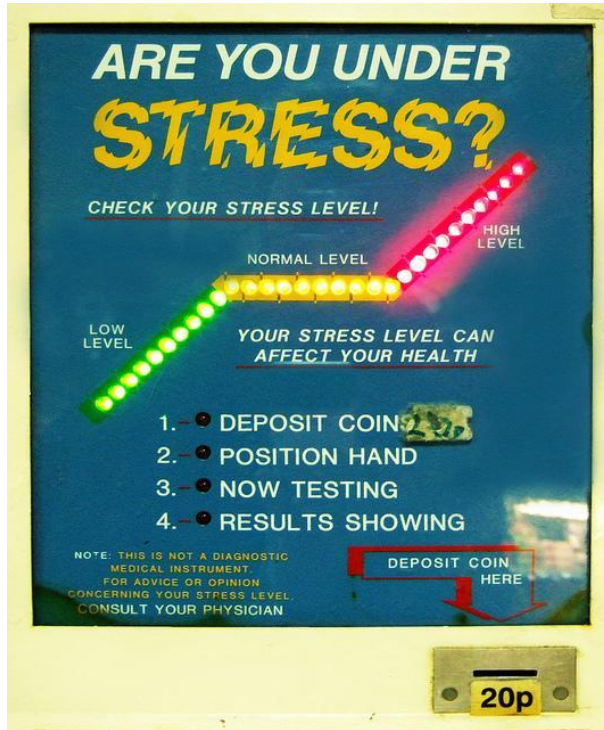


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# SELF-CARE STRATEGIES



# Physical Self-Care

## Move

Do What You Enjoy

## Eat

Listen To Your Body

## Sleep

Minimize Sleep Disruptors



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SHORT COURSE SERIES



# EMOTIONAL SELF-CARE



# Mindfulness and Reflection

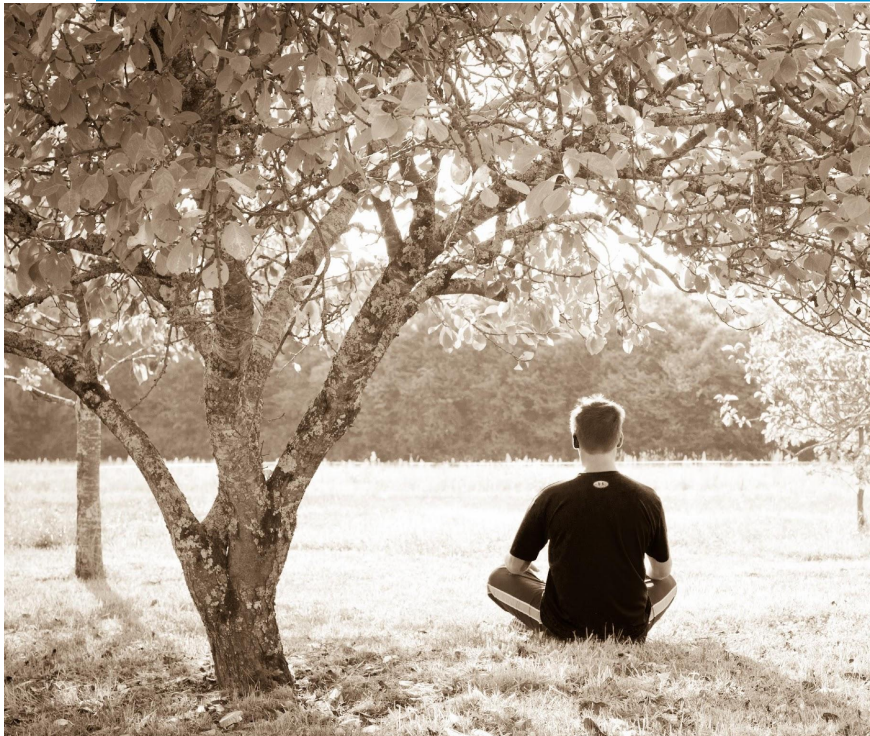


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**SHORT COURSE SERIES**



TEXAS TECH UNIVERSITY  
Office of the Provost

Teaching, Learning & Professional Development Center

# Practicing Self-Compassion

- Self-kindness
- Common humanity
- Mindfulness



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# SOCIAL/RELATIONAL SELF-CARE



# Social/Relational Self-Care Strategies

- Set limits and boundaries
- Carve out personal time
- Nurture supportive personal relationships



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# DEEP DIVE INTO PROGRAM

## DIRECTOR SELF-CARE



# Matrix for Self-Care as Education Abroad Program Directors

## GROUNDWORK

**Know Yourself:** Do I understand my own privilege/bias? Do I know how I might react during moments of difficulty or uncertainty (i.e., what is my typical stress response)? What are my typical health and wellness strategies and routines? Will I be able to continue these while abroad? If not, what can I do to stay healthy?

**Find Community:** Who is in my community of support? What communities of support do I rely on in a time of crisis? How can I tap into these communities of support while abroad?

## COURAGEOUS MOMENTS

**Be Yourself:** Am I present? Have I demonstrated compassion with myself and others? Am I taking care of myself? Have I eaten, slept, exercised, drank water? Have I used my standard strategies for managing and diffusing stress?

**Engage Community:** Have I reached out to my communities of support for input and/or assistance? Why or why not?

## REFLECTION & PROCESSING

**Respect Yourself:** Have I carved out time/space for reflection and recovery? Have I been able to (re)establish my typical health, wellness, and stress management strategies? Was I able to let go of things that I cannot control?

**Connect with Community:** How am I including my communities of support in this time of reflection and recovery?

Fuhs, K., Madden, M., & Roy, P. (2018). Matrix for Self-Care and Creating Brave Spaces as Education Abroad Program Directors. Presented at the 6<sup>th</sup> annual Diversity Abroad Conference, Miami, Florida: Diversity Abroad Faculty Development Task Force.

# Case Study - Scenario

A well-respected, male veteran Program Director is leading his long-standing program “*Community Engagement, Poverty, and Health*”, a four week, immersive, action-oriented program to rural Chile. The Program Director’s partner has been experiencing ailing health issues that developed a few weeks prior to the start of his program, such as shortness of breath, headaches, and fatigue. His partner has encouraged him to continue the program abroad but the Program Director, now on-site in Chile finds himself “worrying” and generally distracted. Simultaneously, during the first week of the course, a female student expresses her concerns regarding local community leaders treatment of women (i.e., community leaders are routinely inviting male students on the program to join them for dinner, leaving the female students behind; male students on the program are often placed in leadership roles during community action projects, leading to some intergroup conflict among students on the program; male students’ suggestions on poverty reduction are often affirmed by community leaders while female students’ ideas are more often dismissed). The Program Director feels guilty for not being in ‘tune’ with these dynamics that the student is expressing, and while he doesn’t want to neglect his students’ feelings, his partner’s health has deteriorated further; specifically, the family doctor has reported that his partner has a heart condition that needs medical attention. His partner’s surgery is scheduled during the final



week of the course.

# Case Study – Reflection and Processing

1. How can the Program Director practice self-compassion and self-love in this scenario?
2. How can the Program Director demonstrate compassion for the student expressing the concern, as well as for the other students involved?
3. What action can the Program Director take to address these concerns with the local community leaders?
4. How can the Program Director leverage his communities of support to support him emotionally?
5. Who can the Program Director call upon to provide extra support for his partner in his place?
6. What strategies can help the Program Director better manage his anxieties and feelings of distraction?



# SELF-CARE DEVELOPMENT PLAN



# What Do I Do Next? A Self-Care Development Plan

- Determine what you know about the **circumstances of your education abroad program**: Location? Weather? Schedule? Safety issues? Living arrangements? Available resources?
- Identify **what self-care needs are most important to you**; prioritize the must-haves versus the negotiables.
- Keeping your program circumstances in mind, brainstorm **modes of flexible integration of self-care practices** that can help you meet, *at a minimum*, those prioritized needs on a regular basis throughout the education abroad program cycle. How could you make time for these practices daily or weekly?
- Identify **one new self-care practice** discussed in this course that you would like to try, and determine a way you could work it into your schedule.



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THANK YOU!

