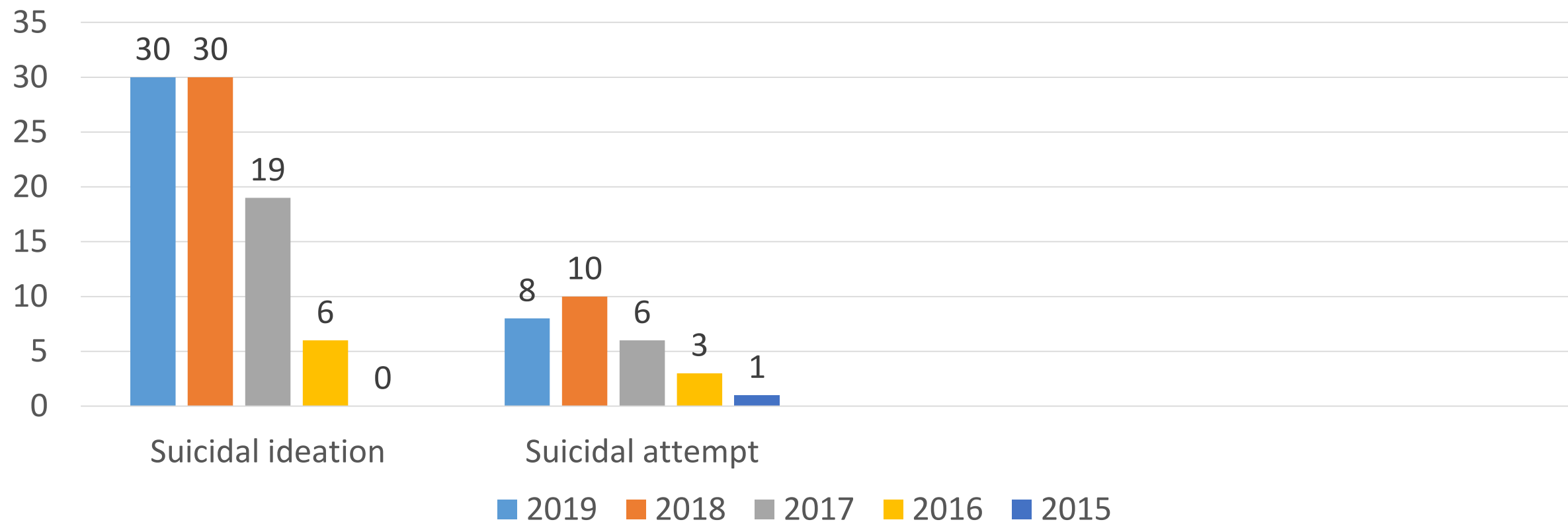


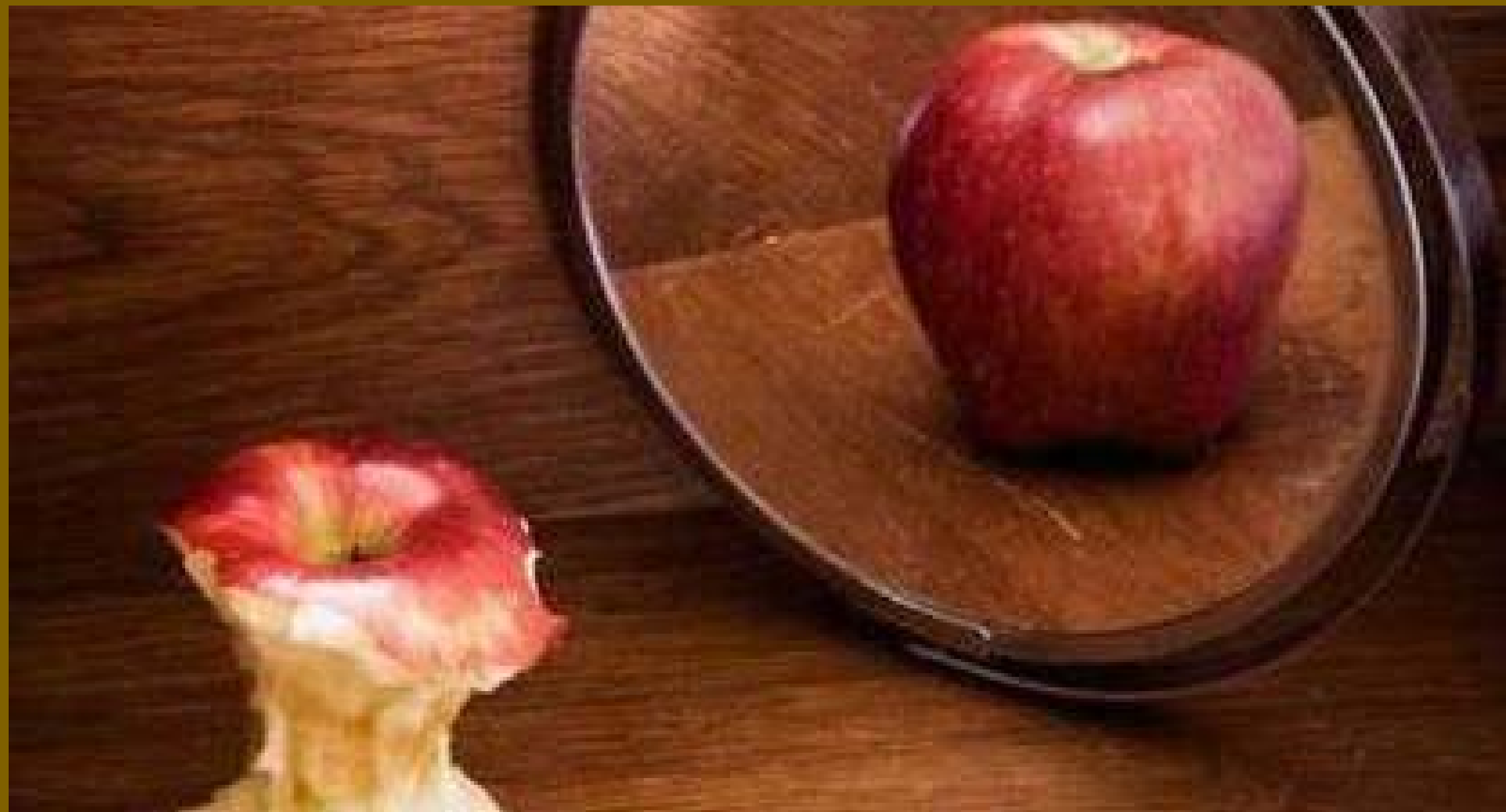
Through the looking glass: Theoretical perspectives on the promotion of student success



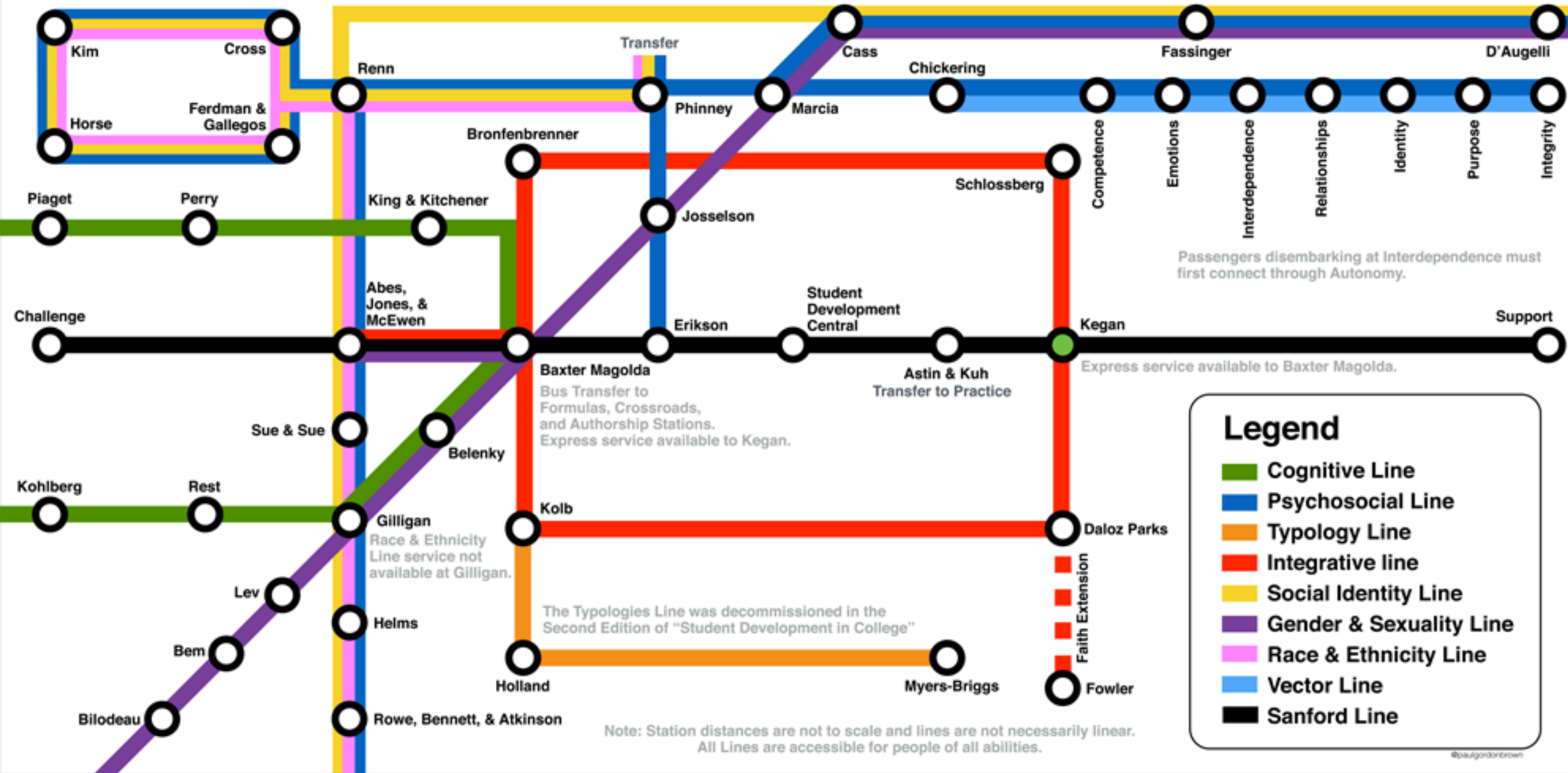
Dalray Gradidge &
Prof. Cheryl Foxcroft
Nelson Mandela University,
South Africa

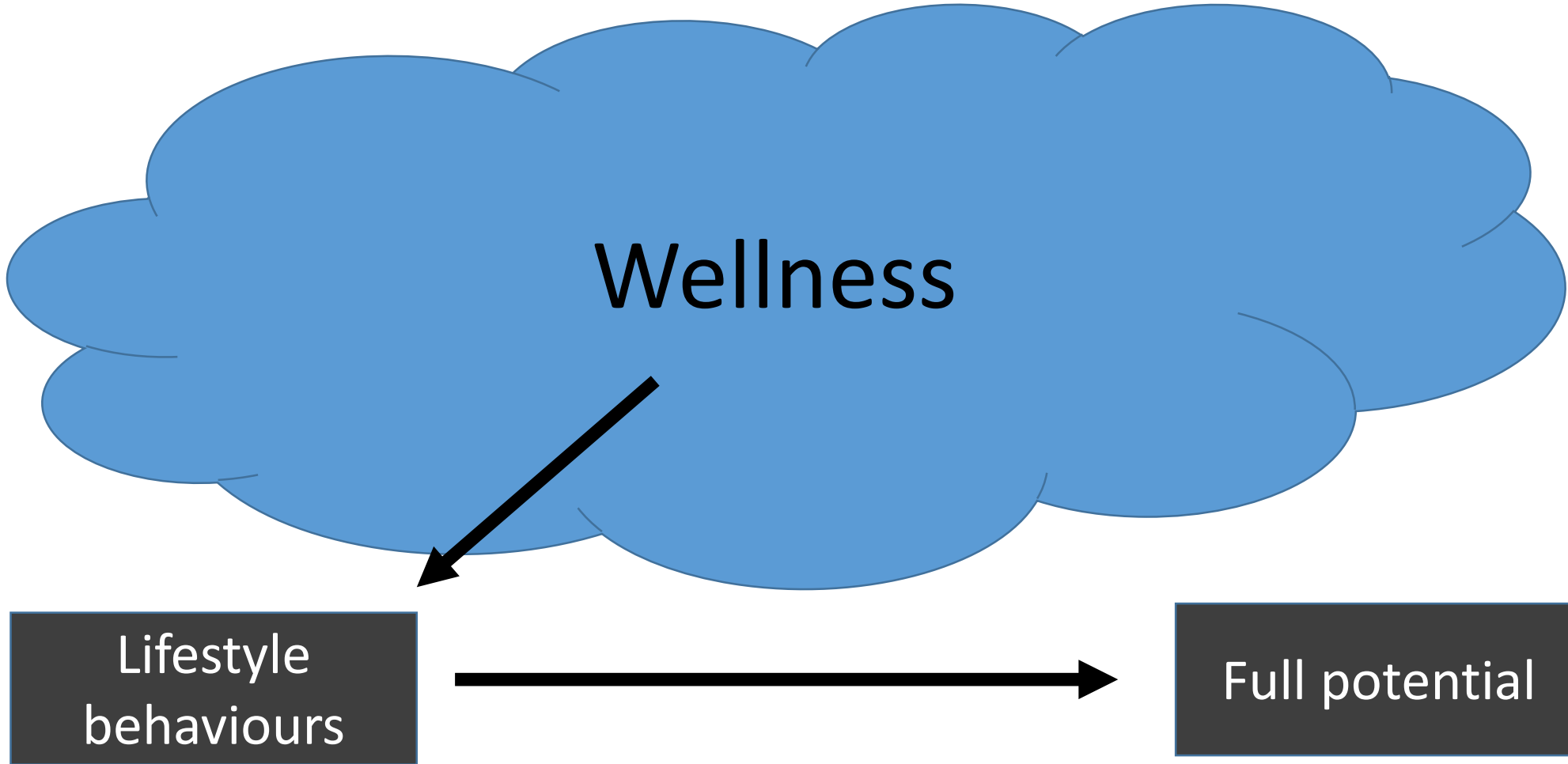
N clients presenting with suicidal ideation or suicide attempt





The Student Development Transit System Map





Health



<http://www.ngopulse.org/sites/default/files/styles/article-top-image-w320/public/image/images/heart-health-1.jpg?itok=rIzSHROR>



VS



Wellbeing

Resource
pool



Challenges

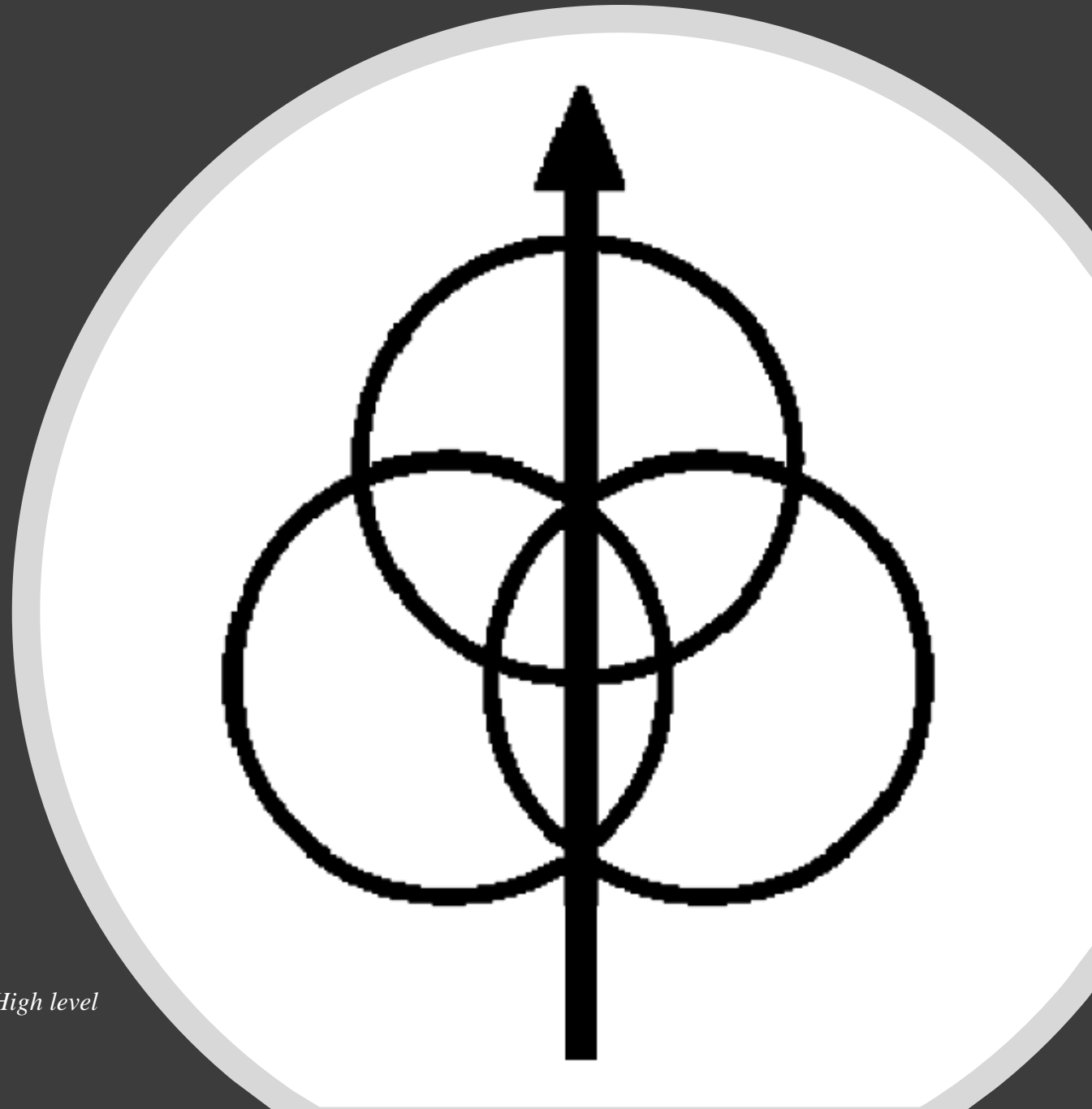


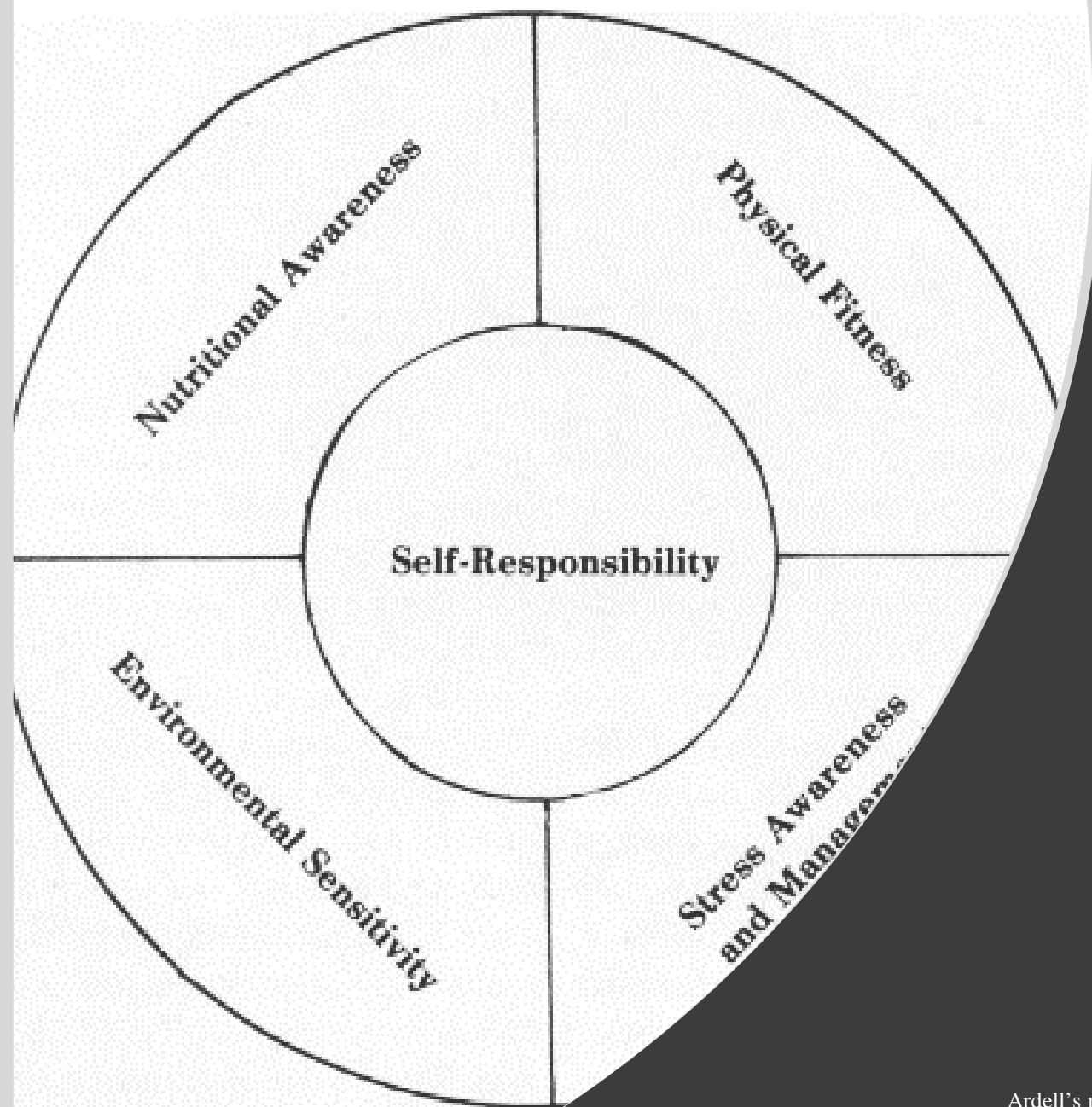
In
PILGRIM
JOURNALS
of
wellness

Dr. Halbert Dunn
(1961)

American

Dunn's symbol of High-Level Wellness. Reproduced from "*High level wellness*", by H.L. Dunn, 1961, cover.



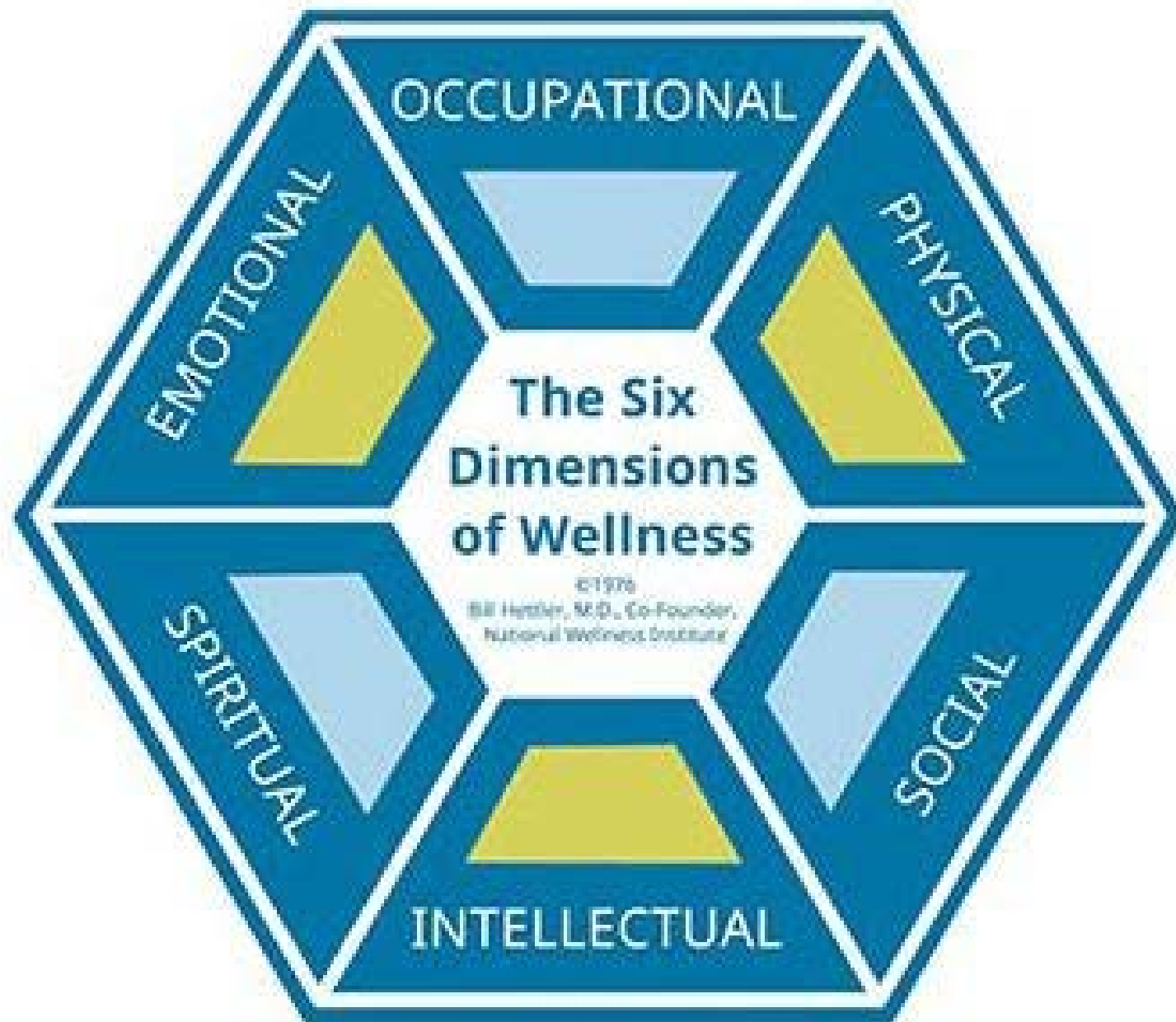


Donald Ardell
(1977)

American

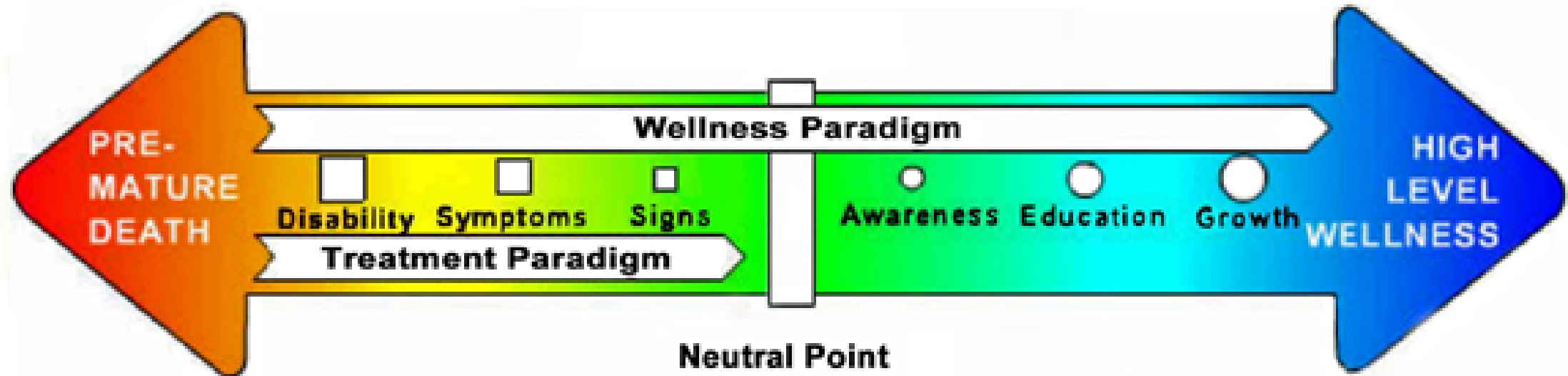
Dr William
(Bill) Hettler
(1980, 1984)

American



Hettler's Wellness Model. Retrieved from "The six dimensions of wellness model", by Dr. B. Hettler, 1976, The National Wellness Institute, http://www.nationalwellness.org/?page=Six_Dimensions

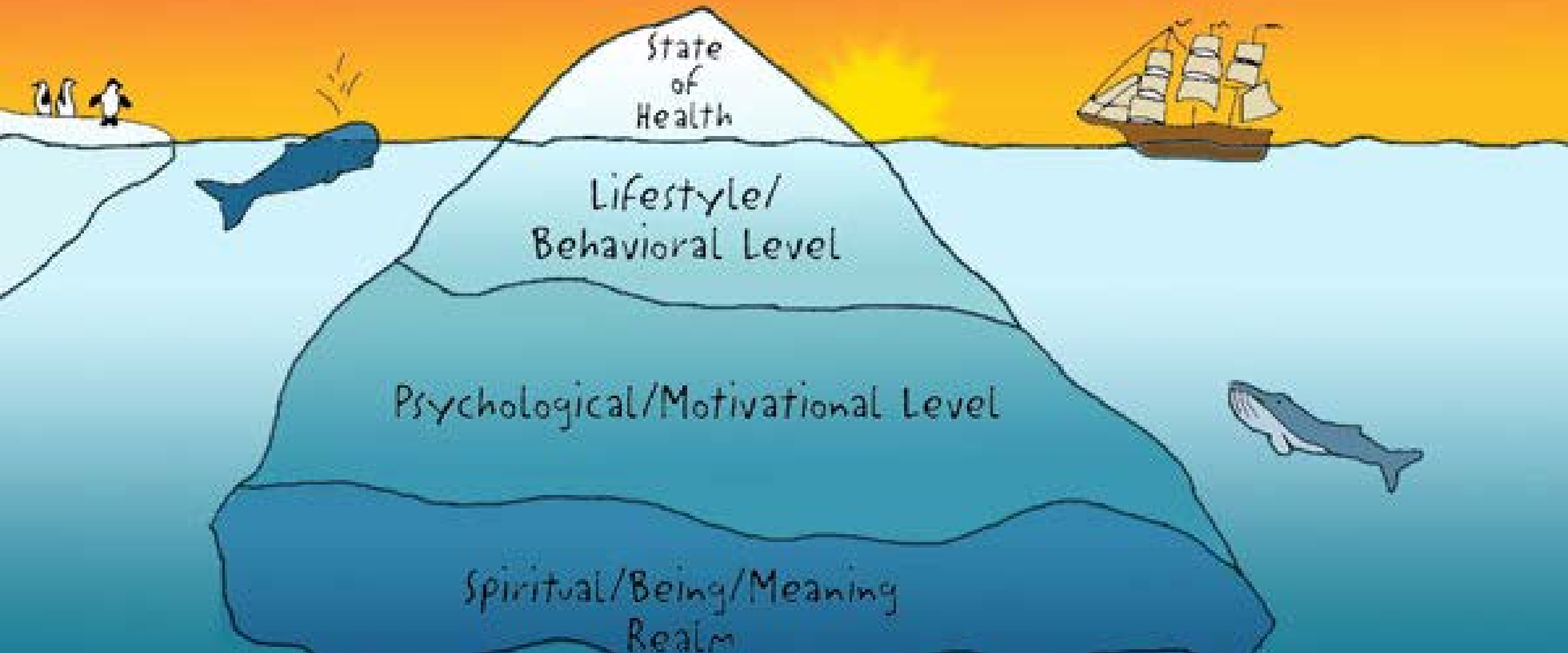
THE ILLNESS-WELLNESS CONTINUUM



(No Discernable Illness or Wellness)

Travis and Ryan's illness-wellness continuum. Reproduced from "Wellness workbook: How to achieve enduring health and vitality" (3rd ed.), by J. Travis, and R. Ryan, 2004, in J. Stará & M. Charvát, 2015, Wellness: Its Origins, Theories and Current Applications in the United States, *Acta Salus Vitae* 1(2), p.5.

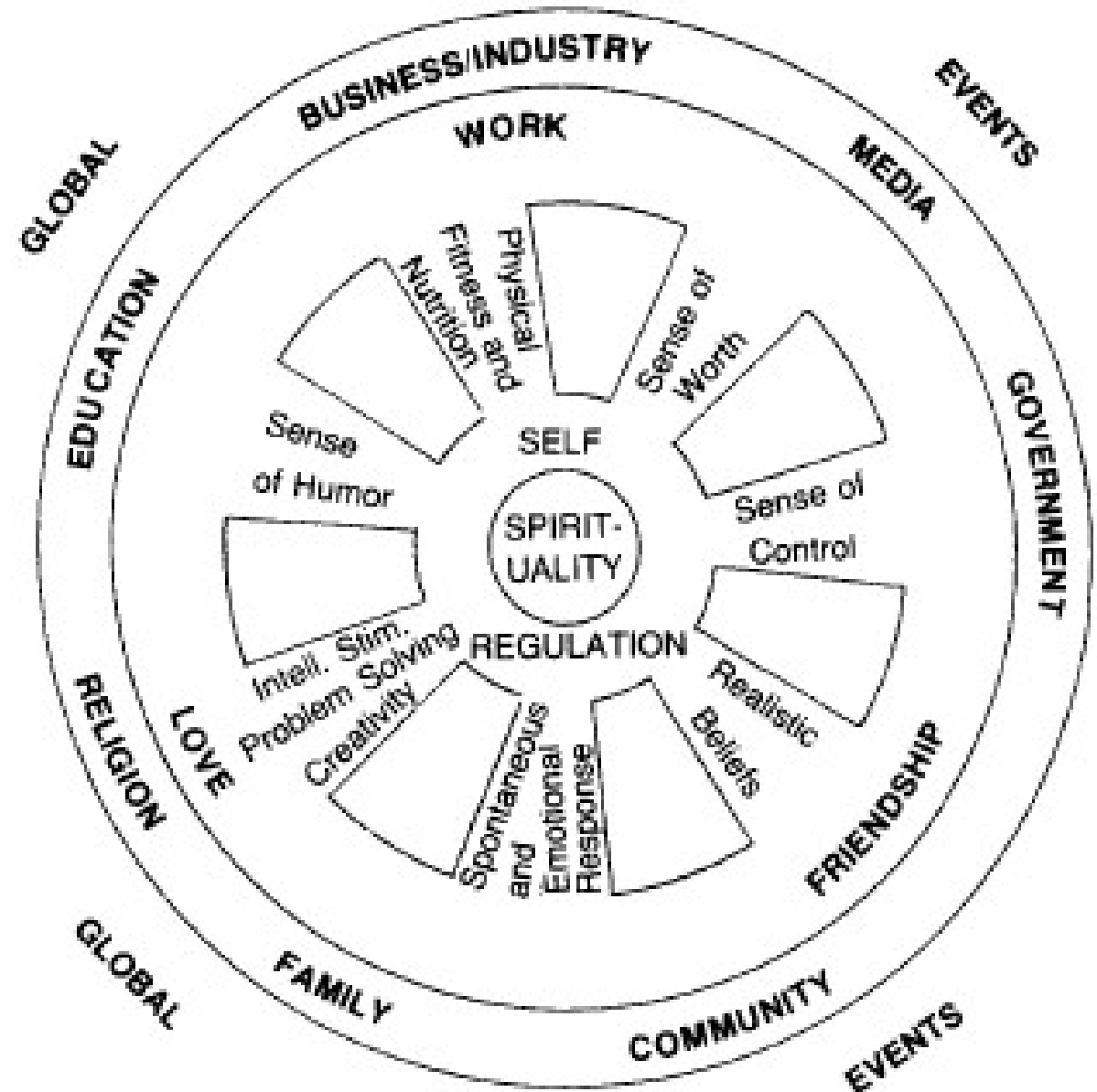
John Travis & Regina Ryan (1981, 1988, 2004) - American



Travis & Ryan's Iceberg Model - American

Melvin Witmer & Thomas Sweeney (1992)

American



Witmer and Sweeney's Wheel of Wellness (WoW). Reproduced from "A Holistic Model for Wellness and Prevention Over the Life Span", by J.M. Witmer and T.J. Sweeney, 1992, *Journal of Counseling and Development*, 71, p.142

Jane Myers &
Thomas
Sweeney
(2004)

American

THE INDIVISIBLE SELF: *An Evidence-Based Model Of Wellness*

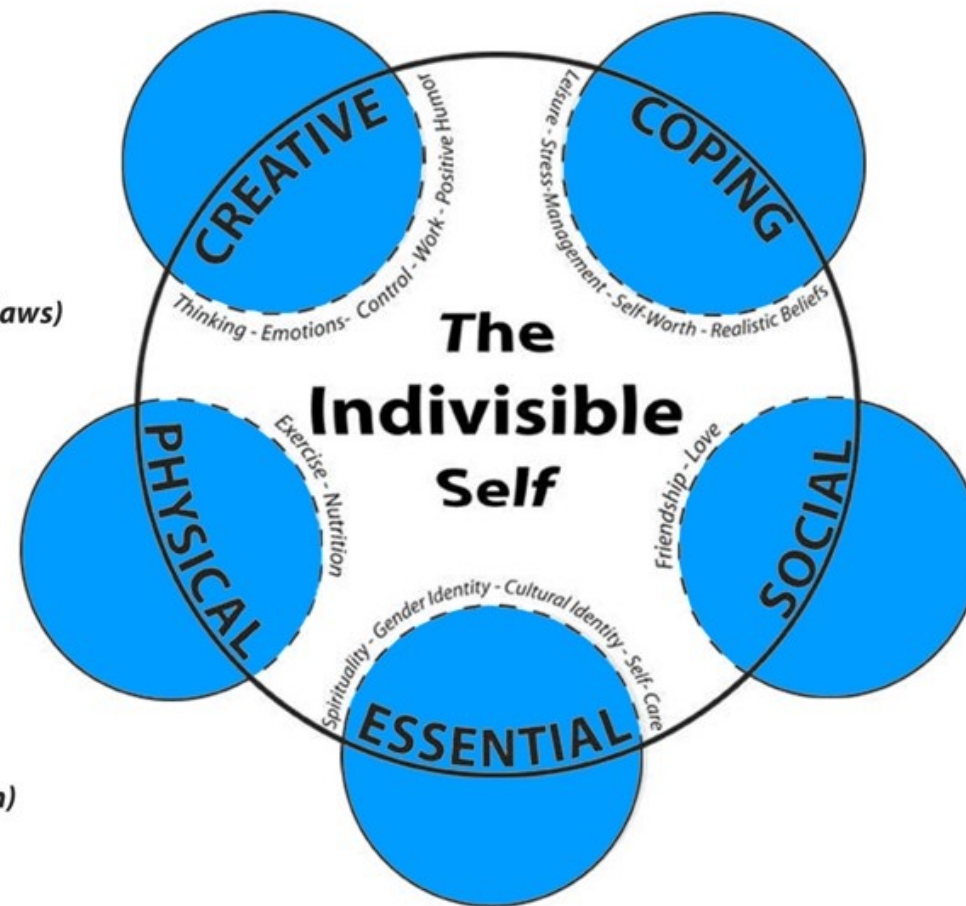
CONTEXTS:

Local (safety)
Family
Neighborhood
Community

Institutional (policies & laws)
Education
Religion
Government
Business/Industry

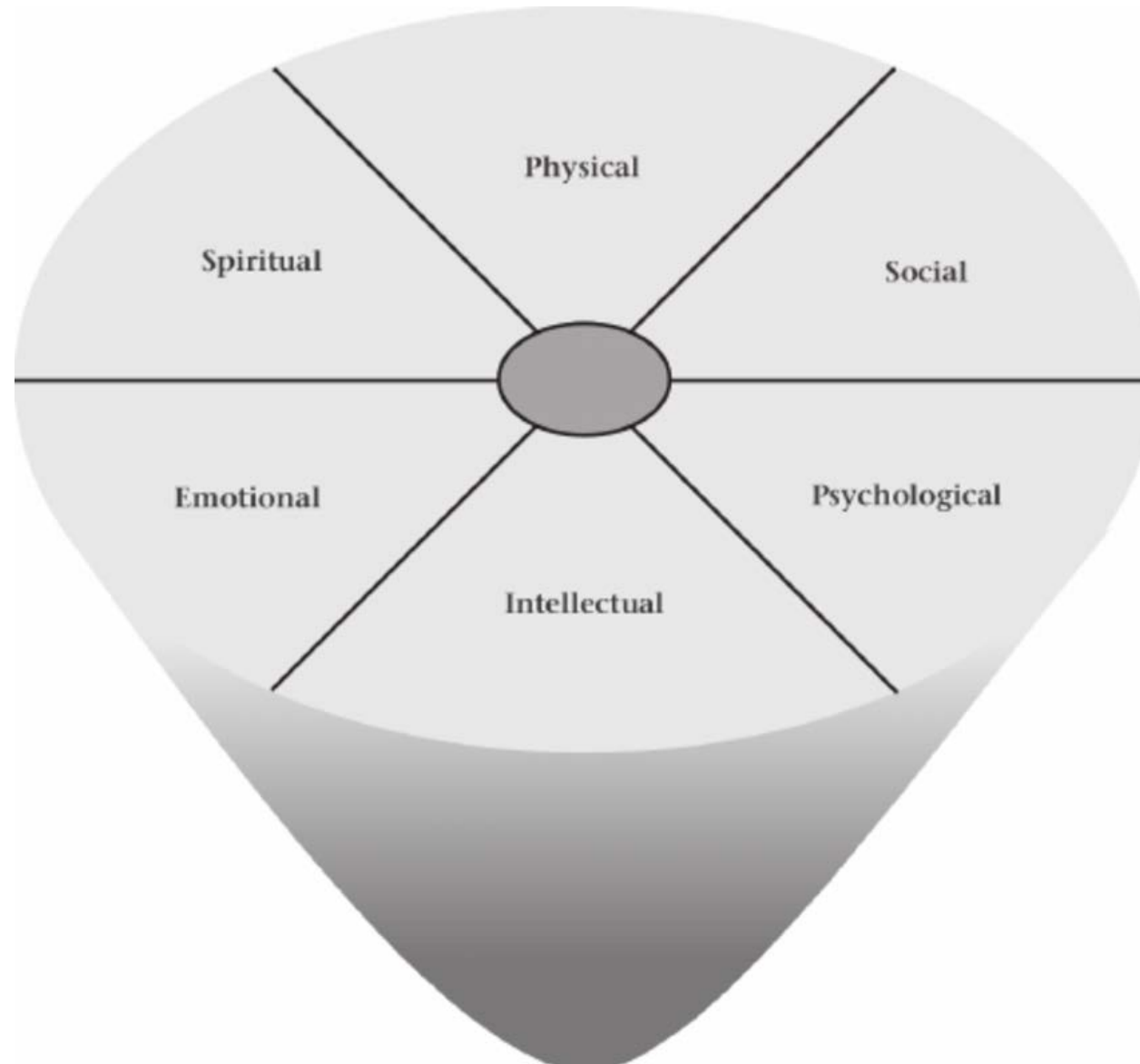
Global (world events)
Politics
Culture
Global Events
Environment
Media

Chronometrical (lifespan)
Perpetual
Positive
Purposeful



© T.J. Sweeney & J.E. Myers, 2003.

Myers and Sweeney's Indivisible Self Model. Reproduced from "Wellness counselling: The evidence base for practice", by J.E. Myers & T.J. Sweeney, 2008, p.483, Greensboro, NC, American Counselling Association.



Troy Adams, Janet
Bezner & Mary
Steinhardt (1997)
- American

Reproduced from “The conceptualization and measurement of perceived wellness: Integrating balance across and within dimensions”, by T. Adams, J. Bezner, and M. Steinhardt, 1997, *American Journal of Health Promotion*, 11, in “The validation of the Perceived Wellness Survey in the South African police service” by S. Rothmann and J. Ekkerd, 2007, *South African Journal of Industrial Psychology*, 33(3), p.36.



Substance Abuse & Mental Health Services Administration (SAMHSA, 2015, 2017)

8-factor Wellness Model

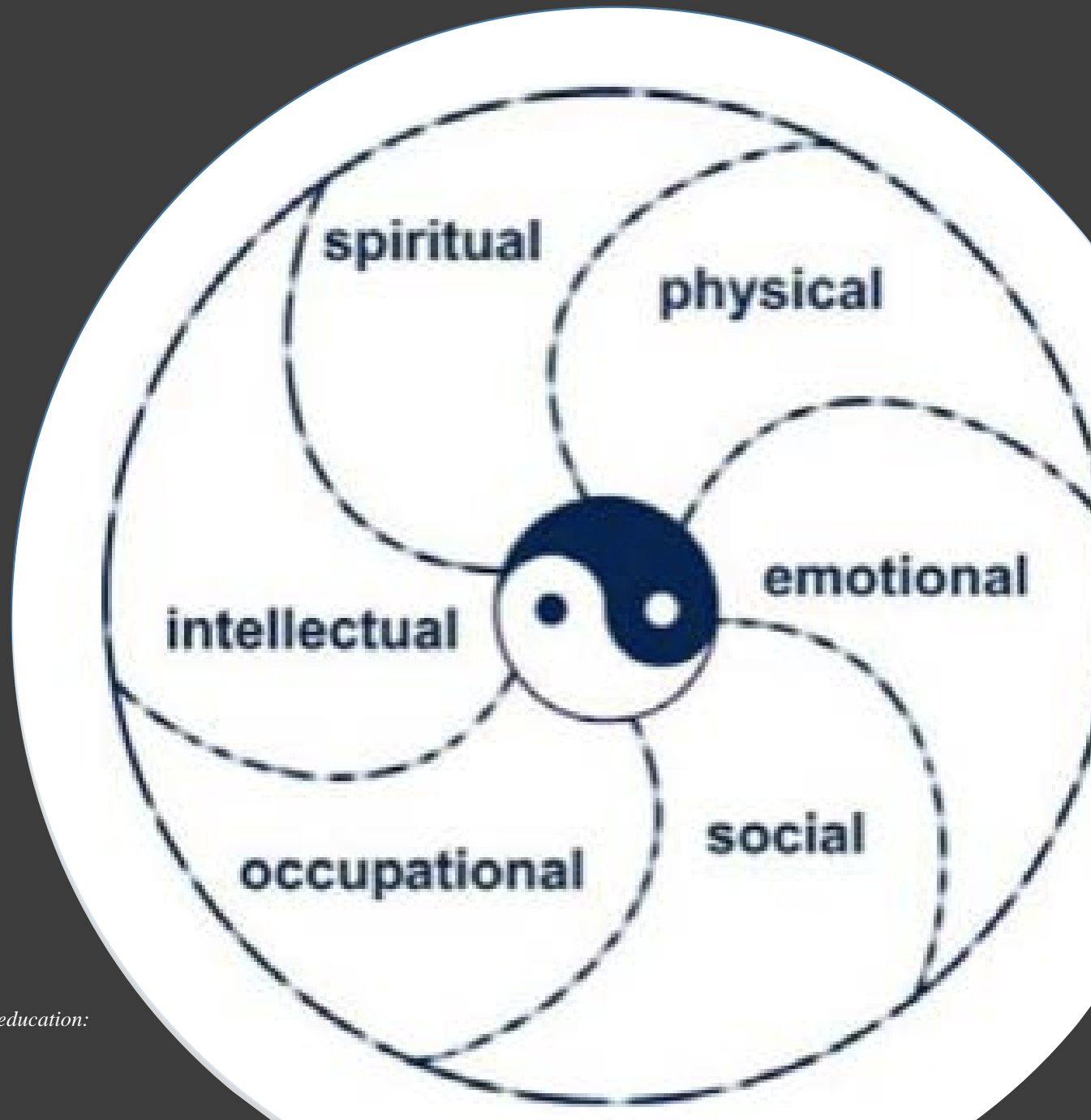
- social,
- emotional,
- spiritual,
- environmental,
- financial,
- intellectual,
- physical, &
- occupational

Hanna van Lingen (2012) SA



van Lingen's (2012) Wellness Model. Reproduced from "Wellness: A model for holistic student development", by J.M. Van Lingen, 2012, p.117, in L. Beekman, C. Cilliers, & A. de Jager (Eds.), *Student Counselling and Development: Contemporary issues in the Southern African context*, Pretoria, South Africa: UNISA Press.

Goss, Boyd & Cuddihy (2011) Aus



Goss, Boyd and Cuddihy's adaptation of Hettler's (1984) wellness model. Reproduced from "Wellness education: An integrated theoretical framework for fostering transformative learning", by H.B. Goss, 2011, p.19.

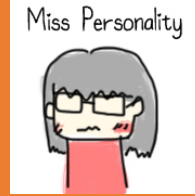
Gradidge, Foxcroft & Stroud

SA





Academic Wellness



Positive Individual Traits / Internal Qualities

Academic resilience
Achievement-
oriented
Time on task /
focused



Academic Skills

Study habits
Time management



Engagement with Learning

Before class
In class
After class
With peers / peer
support



Key Concepts

Wellness as a continuum

Holism

Multidimensionalism

Integration / balance

Wellness as a process

Not prescriptive

Maximisation of potential / optimal functioning

Wellness as a lifestyle, or way of life



IT TAKES A VILLAGE

Working Together to
Achieve Success