

SURREY
TEACHERS'
ASSOCIATION

The Advocate

WELLNESS • JUNE 2019



The 2018-2019 STA Executive Committee prioritized wellness as part of our executive retreat weekend by participating in “forest bathing” in Squamish in September.



Any Questions? Contact us!

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Where are you in the Pot?

By Sue Heuman, STA Health and Safety Officer

As the STA Health and Safety Officer I get many calls each day from staff representatives referring their colleagues and teachers who do not feel healthy at work. Generally, most of the calls are around stress and the inability to cope with it.

There is an analogy that I often use to describe change. If you take a frog and place that frog in a frying pan, the frog will jump out, it's hot. But if you place that same frog in a pot of cold water and slowly turn up the heat, the frog will eventually boil to death (to the best of my knowledge, no frogs were injured or hurt in this scenario.)



Long time teachers are seeing the changes in their classrooms and like the frog who has gotten used to the water being heated; all of a sudden it becomes too much.

New teachers who have never had a class of their own are finding that the reality is so much different from their expectations.

Both of these scenarios lead to stress. Whether it be from a student with violent behaviours, too many students in the classroom, students with behaviour issues or just the sheer amount of work that is expected of teachers, something has to give.

So as a teacher you start having difficulty sleeping at night, or you sleep all weekend. Eating becomes a problem, you can't eat or you are eating far too much and too much of the wrong thing. You might be feeling as though the weight of the world is on your shoulders and the smallest thing will absolutely crush you.

You may start to "snap" at the students, may yell at them in the class, or grab a student to direct them in another direction. All of these and more are not because you are a bad teacher but because you have reached the limit. This is often when a teacher is referred to the STA, because they are being investigated.

There are many staff reps in our schools who do notice when teachers are having a difficult time or struggling. They may come up to a teacher at their school just to ask "How are you doing?", "Is there anything I can do?". Most teachers shrug it off, "they are fine", "no nothing that you can do", "just a rough patch". The staff rep may hand you a piece of paper with the STA Health & Safety Officer's name and phone # on it. Please don't throw it away, call, we can help. We have access to a number of supports for you, we will work with you to help you get healthy and be the teacher you know you are.

We may suggest a medical leave. Many teachers who call do not have a lot of sick days in their bank. We may be able to get you onto the Salary Indemnity Plan so that finances do not become an additional worry. We will be with you every step of the way.

Case Study – Teacher A

I will share a story of a teacher who I met about 4 years ago in my role as a grievance officer because they were being investigated. The teacher was seriously depressed. I am not a doctor, but I could see that this was difficult for them.

There were a lot of things on their plate, not just work, there were also family difficulties, aging parents, and they were just not able to cope well with things.

My first suggestion was to see their family doctor and get some help and/or treatment. They came back to me two weeks later saying I was wrong and the doctor said they weren't depressed.

The doctor gave them a test. I asked if I could see the test. It was a yes/no test. The first question.

"Are you getting enough rest?" I saw that "yes" had been ticked, so I asked: "you're sleeping well?" They said; "Oh yeah, never better?"

"Oh, so you wake up refreshed every morning, ready to face the day?" "Oh no, I have to hit the snooze buzzer 7 or 8 times every day." "So, how are you sleeping?" "Not so good."

The second question.

"Are you eating well?" "Oh, yeah." "So you have 3 meals a day, eating healthy food, good food, snacks, plenty of vegetables, fruit?" "Not really, I usually pick up something from the fast food place on the way home from school." "So, how are you eating?" "Not so good."

We went through the questions and they admitted that they needed to return to their doctor.

When they returned, we went through the District Medical Certificate. They had their doctor complete it and fax it back to Human Resources. When their sick days were used up, we met to go over the Salary Indemnity Plan so that they would be able to be paid while on medical leave.

They were referred to the BCTF Health & Wellness Program and assigned a consultant who worked with them and their doctor to start a treatment plan to return the teacher to a healthy state.

The BCTF Health & Wellness Consultant stayed in touch with me and the teacher was provided with a plan to return to work to ensure that they remained healthy. We created a plan to gradually introduce the teacher to the classroom through Work Hardening, which is part of the return to work. The teacher observes, shadows the TTOC in their class and builds up their own stamina, utilizing the coping skills that had been recommended to them by their treatment providers.

The next step is the Gradual Return to Work (GRTW) which is gently getting the teacher teaching their own class on a gradual return. There is continual follow up to make sure the teacher isn't taking on too much, has been following the plan and is able to enjoy their class again.

The teacher was supported financially throughout the process by the Salary Indemnity Plan for whatever days they did not work. Some of the costs from treatments were cost-shared by the BCTF when the teacher's benefit limits were reached.

This teacher successfully returned to work about two years after our initial meeting and the investigation was closed due to the medical issues that made the allegations non-culpable.

So teachers, please call us. We are here to help, you will have a friendly ear for your troubles, we will help you access the supports you are entitled to, and there is no shame in accessing these things! I am finishing my term here at the STA this June, but you have a wonderfully supportive colleague, Dana Neidig, coming into the role.

Message in a Bottle

By Brittany Weissler, Fleetwood Park Secondary



It was the last day of Spring Break, and as I dashed around preparing to go back to work-checking emails, packing my bag, organizing paperwork, lesson planning, meal prepping, doing laundry, trying to do something I enjoy, etc... I found my stomach full of anxious butterflies. On that day, we were all doing our best to get ourselves back into some semblance of a routine. However, I felt what I would imagine was quite a bit more pressure than most of us might have been feeling. It's not easy for me to come out and admit this, but here goes- I was coming off of a 2 month medical leave.

I could write another full article just detailing the many reasons for this medical leave, but for the sake of brevity, let's not discuss those today. The point in all of this is to share with you the unanticipated, yet copious amounts of support that I received throughout this entire process. I will share with you (begrudgingly) that my medical leave was stress-related in nature. As much as there shouldn't be any shame in admitting this, I can't help but feel the embarrassment in admitting that "everything was simply too much for me to handle". However, I do feel that it is an important detail to share. It is my hope that this article might inspire others to seek out the help that we can be too embarrassed to admit that we so desperately need.

To put things into context, I was dealing with at least 5 major personal life stressors exploding all at once, and on top of this, I accepted my first job offer as a new teacher. I had been out of the education field for 3 years and my first T.T.O.C. call-out landed me a contract with my two teachable subjects. I had just moved from Toronto to pursue my career as a teacher. For those of you who don't know, Toronto is a pretty tough market for new teachers- especially now. To be offered this kind of contract right out of the gate in B.C. was beyond my wildest

dreams and an offer that I could not refuse. In hindsight though, I was inexperienced, out of practice, and took on an opportunity that I was very likely completely unprepared for. As any teacher knows, entering into your first year of teaching is quite a stressful endeavor, even when everything else in your life is going just peachy keen.

Never being the type of person to give up easily, I fought with all of my might to stay afloat- but I was sinking, and fast. I was miserable, burned out, stressed beyond belief, lonely, isolated, and began to question just what the heck it was that I thought I was doing.

I was one step away from a complete meltdown- I was falling apart at the seams. I kept giving it my all, but then that last "step" reared its ugly head. I was incapacitated. I knew that I had to do something, but what? Luckily, I had already gotten to know the Surrey Teachers' Association (S.T.A.) Representatives at my school. I highly recommend making this happen for yourself if you haven't already. I reached out to them for some advice, and I received an unexpected empathetic listening ear as well as a recommendation to contact the S.T.A. Health and Safety Officer.

I didn't really know what to expect when I made that call. My heart was pounding in my chest- I was afraid of the unknown, and the reality of "admitting defeat" hit hard. I guess somewhere in my mind, I expected to be chastised or scolded for being incompetent. Instead, I was met with an empathetic listening ear (once again) and the closest thing to a big, warm hug that a phone call could provide. She asked me what my support network was like out here, and when I told her that I didn't have one, she told me that she would be my support network from here on out.

I felt an immediate sense of relief. Someone out there heard me, felt for me, and made it a top priority to help me get myself sorted out and back on track. I was urged to take a medical leave, and although taking such a leave requires many steps, I was walked through the process one step at a time. I appreciated this approach, because if I were told every step up front, I probably would have been overcome by panic right then and there.

The S.T.A. Health and Safety Officer provided me with her personal cell phone number, a warm demeanor, and a great sense of humour. I was also set up with a coach from the Health and Wellness Program who really took the time to listen to my story and suggested effective ways to help me get healthy again- even offering to share some of the associated costs once my benefits ran out. Between these two wonderful women, I was receiving regular check-ins and reminders of what steps I needed to complete next- let's not forget continuous support and encouragement. When the time came to meet with my principal to discuss my return to work, I had a team of supporters rallied around me who joined this meeting to support my transition back to work in a healthy way. The support was truly unexpected and surreal. I've always been used to having to deal with everything on my own. Whether these women know it or not, they quickly became my surrogate family.

There are a couple of reasons behind me sharing all of this with you:

First of all, you need to know that you are not alone! This is probably the most important truth. Not only are there other people who have been/are going through similar situations as you, there is a team of people out there just waiting to support you.

Secondly, I urge you to realize how helpful and, honestly, life-saving this team of people can be. Get to know the union representatives in your school and get to know the union representatives working tirelessly for you outside of your school. It's okay to need help sometimes. We're all human, yet we hold ourselves as accountable as robots. The demands on teachers are increasingly difficult to carry, especially when you're already carrying a heavy plate. It is so difficult to admit defeat, believe me, I know. But we have to admit it- for ourselves, our students, our co-workers, future teachers, and for the future of mental health.

Be a role model. Ask for help when you need it.

Sue, Hilary, Jennifer, Diana, Darcy, Val, and Lisa- you know who you are. I can't thank you enough for all of your help and support throughout my journey. I wouldn't have made it this far without you.



What is the process to access a short-term leave through the Salary Indemnity Plan (SIP)?

I'm out of, or running out of, sick leave. How do I apply for SIP?

- Members who suspect that their illness will continue beyond their sick leave entitlements, are encouraged to contact the Income Security Division of the BCTF at least one month prior to the expiration of their sick leave.
- Call 604-871-1921 or 1-800-663-9163 (ext.1921) and ask for short-term disability benefits application package.

How much does SIP pay?

- SIP benefits are 50% of the salary reported to us by the school district.
- The benefit is non-taxable.

How long does SIP last?

- A member is entitled to a maximum of 120 working days short-term disability benefits, per claim.

While on SIP, will my Teachers' Pension be paid?

- Members on SIP will receive full pensionable credit for the portion of time for which they receive benefits. For more information, contact a claims officer at 604-871-1921.

What is the STA/SD36 Peer Support Service?

- Peer Support is a joint initiative between the STA and the Surrey school district designed to provide direct support to teachers who request assistance with their teaching (self-referral), and to teachers who are on plans of assistance.
- It is a confidential collaboration between teacher-clients and consultants.
- Peer consultants offer non-directive and non-judgemental support and assistance.
- Peer support consultants are bound by the BCTF Code of Ethics and will not make evaluative comments about their colleagues to administrators or anyone else.



Please contact Professional Support Services officer, Christie Weigel at services@surreyteachers.org, or call the STA office at 604-594-5353.

The STA Mediation Service

By Christie Weigel, STA Professional Issues Officer



Are you experiencing conflict at work? Has a professional relationship broken down? Do you wish you could resolve a difficulty with a colleague? What about conflict with an EA or CCW/YCW?

The STA offers assistance in resolving member-to-member and member-to-CUPE conflict through our Mediation service.

Mediation is a voluntary and confidential process. To begin, both members are asked if they are willing to participate. They fill in a request for mediation form and send it to Christie Weigel, the professional support services officer at the STA. Christie contacts two of our mediators who will work together to facilitate the mediation. The mediators are Surrey teachers who are trained in conflict resolution and mediation through the Justice

Institute of British Columbia. One of the mediators will contact each person to arrange the mediation, which takes place over two days.

When one of the participants is a CUPE member, a mediator from CUPE is used. CUPE would receive the pre-mediation form from their member and coordinate with the STA mediator to do the mediation jointly.

On the first day, during pre-mediation, the mediators meet with each person separately, at the STA office. They find out what the issues are from each perspective, and what people are hoping to resolve in order to establish a better working relationship. These pre-mediation meetings are generally about two hours in length, and they take place during the day. The STA pays for each person's half-day release time. One person meets with the mediators in the morning, and the other in the afternoon.

The next day, the two mediators and the two members meet all together. This meeting is scheduled for a whole day and the STA pays for each person's release time. A safe and respectful environment is maintained so that people can share their perspectives, hear from each other, and establish an agenda of things that they need to resolve. Mediators facilitate the conversation and coach participants as they talk through concerns. Issues are explored and agreements are made. Most of the time, the conflict is resolved.

Thinking about it? Please feel free to contact Christie at services@surreyteachers.org for more information.



Teacher Wellness is A Topic We All Need to Work On

By Karen Kilbride, Honorary STA and BCTF Member

I once wrote an article that said, “You can’t teach if you are not well.” I think at this point, after doing many sessions for teachers about wellness, I would rewrite that statement. You can teach if you are not well but you and your health will suffer for it. You may not be teaching as well as you would like to. You need to take steps to improve your wellness.

I have worked with amazing teachers who ignore pain and suffering to give everything they have to their students and schools. At the end of the day, they are exhausted and spent but still preparing for another great teaching day. The expectations for teachers

are overwhelming. Technology has added to those expectations and it is more difficult to separate school work time from one’s home and family life. The “changes” being proposed in bargaining on class size and composition issues is disheartening. Teachers and students need more support not less.

Starling Minds, the BCTF program contracted through Dr. Andrew Miki, is one way that teachers can monitor their mental fitness and find ways to alleviate and manage the stresses of teaching. Andrew is committed to providing teachers with the tools that they need to relieve stress and manage personal wellness.

The program is free to BCTF members and the process begins with a self referral. He stresses that it is completely confidential and the employer or the union are not able to see names of people who use the program. The STA Status of Women Committee has hosted wellness sessions with Dr. Miki and found him to be an inspirational speaker.

I urge STA members to make personal wellness a priority. Attend a wellness session and take the time to relax and enjoy life. You will want to be in shape to enjoy your vacation time and eventually retirement.

Starling Minds

The Starling Program is an online mental health and wellness tool that is designed specifically for teachers. It helps you assess, monitor, and improve your mental fitness in the privacy of your home. As a member of BC Teachers’ Federation, it is available to you and your family members to use anywhere and anytime you want, for free. Starling is and will always be 100% confidential.

If you are feeling stressed, remember that you are not alone. Twenty percent of teachers will experience some type of mental health issue. Over two-thirds of them will not seek help due to stigma and shame.

Starling has improved the lives of thousands of teachers across Canada. We have helped them become more resilient to stress so

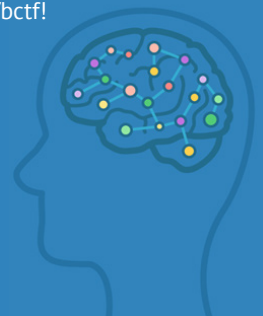
that they can focus on what they love most – making a positive difference in students’ lives.

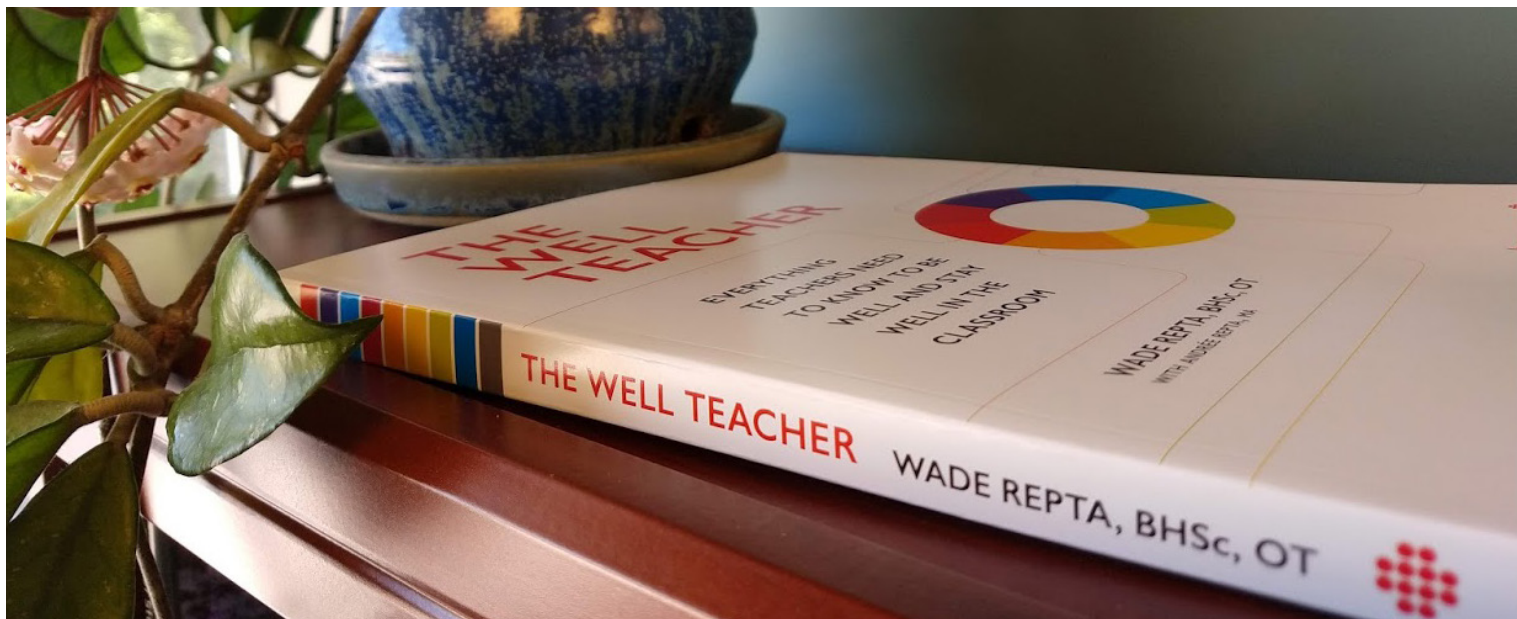
Starling helps teachers learn about stress, mental fitness exercises, and how to break unhealthy patterns that may lead to anxiety and depression. Starling provides:

- Online training tools and education videos based on Cognitive Behaviour Therapy
- Case study videos of a teacher named Virginia
- Evidence based training and tools that are available anytime and anywhere in the world
- An assessment of symptoms and functioning that tracks progress over time

- A five-module preventative mental health program
- A rules engine to provide unique recommendations for each user
- Early intervention programs for anxiety and/or depression
- Additional coverage for family members

Sign up now at app.starlingminds.com/registration/bctf/





The Well Teacher: A new book that provides teachers with everything they need to know to be well and stay well in the classroom

By Wade Repta, Author of The Well Teacher & Vice President of humanworks

As an occupational therapist and vice president of humanworks consulting group inc., I have been working to support teachers in all aspects of their wellness for two decades. During that time, I have seen first-hand how teaching, and the stressors that come with the job, can affect teachers' wellness and their ability to manage in the classroom. I have also seen that teaching is getting harder, not easier; and, teachers, by nature, tend to be more deeply committed to their jobs than most. So much so, actually, that teachers often become so focused on the needs of their students and their schools that they do not take their own health and wellness into consideration – not just on a day to day basis, but ever. All of this means that when faced with health and wellness challenges, such as an injury, illness, or disability, teachers can end up in cycles of stress, burnout, pain, fatigue, or professional dissatisfaction – cycles that can be difficult to get out of.

Over the past two decades I have had countless teachers say to me, "Why didn't I know this before?", or "I wish this information existed somewhere." These kinds of statements are what ultimately inspired me to write The Well Teacher. In the book, I, along with my wife, Andrée Repta, and my colleagues at humanworks, have put together all the knowledge and information we have gathered through our collective experience working with teachers on a day-to-day basis. This information represents the most comprehensive teacher wellness-related

resource available today. Truly, nothing like it exists elsewhere.

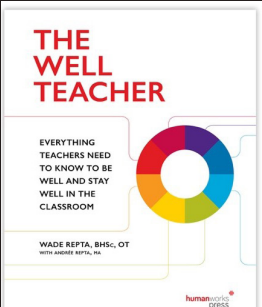
The Well Teacher is made up of seven chapters, covering all aspects of teacher wellness – general wellness, physical health, mental health, ergonomics, voice health, multiple chemical sensitivities, and return to work. The goal of the book is to provide teachers with the most up-to-date, teacher-specific information available, to help teachers understand and address their various wellness needs by equipping them with practical tools to set goals, make positive changes, and access resources. The Well Teacher is also designed to help all teachers be more resilient within their roles with proactive wellness strategies. Whether teachers are feeling well or struggling with their health, The Well Teacher is meant to be a guide and companion throughout the entire length of their teaching careers.

Teachers today are expected to do more with less, act as leaders, and manage increasingly demanding roles while at the same time balancing out their own personal lives and life stressors. We published The Well Teacher to give teachers the opportunity to think about themselves and their own needs, make realistic plans for improved wellness, and have success in the classroom.

To learn more about The Well Teacher, visit: www.humanworkspress.com

SPECIAL OFFER

FOR TEACHERS



Use code **SURREY2019** by **June 23** to get The Well Teacher for **\$35.00** (Regular \$39.95) plus tax, and the books will be delivered to your school without shipping costs on June 24/25. Put your **school name** in the **"Company"** section of the online order form.

www.humanworkspress.com

What can you do when there's nothing you can do? Love Someone.

By Rick Hansen, Ph.D., Psychologist & Author, rickhansen.net



Why?

Sometimes something happens. Perhaps your sweet old cat takes a turn for the worse, or there's a money problem, or your son waves goodbye as he gets on a plane to start college on the other side of the country. Sometimes it's on a larger scale: maybe there's been an election and you're grappling with its consequences.

Or you might be dealing with something ongoing, like a dead-end job (or no job at all), life after divorce, chronic pain, or a teenager who won't talk to you.

Whatever it is, at first it's normal to feel rattled, frozen, or unclear about what to do. After a while, you do what you can to change things for the better. But often there's not much you can actually change, and sometimes nothing at all.

Still, there is always one thing you can do, no matter what.

You can always find someone to love.

Besides the benefits for those on the receiving end, as Shelley Taylor at UCLA has shown, "tending-and-befriending" others can lift your own mood while lowering your stress hormones. Also, at a time when you may feel powerless about the wider world, at least locally, here and now, you can make a real difference. Love is never defeated. Heart after heart after heart.

How?

By "love" I mean a wide range, including compassion, support, friendliness, encouragement, appreciation, and cherishing. It can be expressed in simple or subtle ways, such as a call to a friend, more patience with a partner, saying what you liked about a co-worker's idea, or seeing the being behind the eyes of a stranger passing on the sidewalk.

And if love is not expressed, it's still real and it matters. For example, when things happen at any scale that are or could be awful for others – from your daughter's friends turning against her to a turn for the worse in a country

to the planet overheating and species dying – it's natural to feel a sense of moral outrage on behalf of other beings. This is a kind of love, even if there is no place to put it. Or you might sense the weariness in the person sitting across from you in the subway and feel some compassion and goodwill. Perhaps you think about a friend with appreciation, or smile to yourself at what a goofball he is.

It's all love.

It's been very important to me personally to claim an inner freedom to love. I've had frustrating struggles trying to get others to love me or to receive my love. But no one can stop us from finding and feeling love inside ourselves.

Love feeds us as it flows out of us. Soothing, calming, centering, strengthening.

Slow it down. Listen longer. Make room for the heart.

Who else could you love?



The British Columbia Teachers' Federation
"Vitality" project presents...

Living with Balance

a program for BC Teachers

Practical skills and strategies to attain goals toward **work-life balance**

This six week group program will provide opportunities for:

- learning practical skills and strategies to attain goals toward work-life balance.
- recognizing common barriers and learning new thinking styles.
- identifying tools and strategies (based on scientific research) that are effective in building long lasting resiliency.
- defining work-life balance and healthy boundaries.
- understanding the effects of work-life balance.
- realizing the importance of diet and exercise for sustainable health.
- learning about the benefits of employee-assistance providers and community resources.
- resolving conflict and learning non-defensive communication skills.

Program details:

- 12-hour group workshop which typically meets once a week for two hours.
- group consists of 10-15 teachers and 1-2 group leaders.
- leaders are qualified occupational therapists or trained consultants in mental health — knowledgeable of classroom environments and the teaching profession.

Past participant testimonials:

This course should be mandatory for all teachers. The first class has opened my eyes to the fact that "I" am important and "I" need to take care of me — no one else will. Along with this I've learned how to monitor and change my behaviour and thinking to foster this!

If not for this course, I might very well have wallowed in an unhealthy state until I slipped out of teaching. I now look forward to charging forth until I hit retirement running.

It is encouraging to have help so readily available. I have been exposed to numerous and varied alternatives to my situation. I will endeavour to implement these changes in the coming days. Thank you!



British Columbia
Teachers' Federation

Please register in one of these ways :

1. Online at www.bctf.ca/livingwithbalance.aspx
2. E-mail your registration to lwb@bctf.ca
3. Fax your registration to 604-871-2287



BCTF Health and Wellness Program

An early intervention and return to work program for teachers

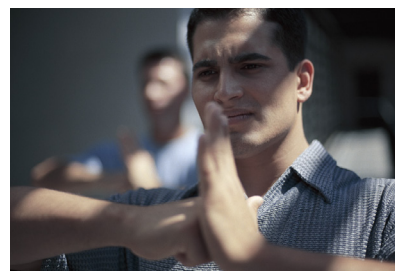
My recovery and gradual return to work has been very challenging, with many unexpected obstacles along the way. (My rehab consultant)... has provided wisdom and support during this very difficult time. Her experience, combined with her ability to listen and empathize, has given me the encouragement and practical information I have needed to successfully return to work.

—Past program participant



Prior to working with my rehabilitation consultant, I felt at a loss as to how to recover and regain the ability to be useful and productive again... with their direction and guidance, I feel I am making progress in reclaiming my life... step by step we have developed small realistic and attainable goals that certainly help build confidence and strength.

—Past program participant



BCTF Health and Wellness Program Vision

The BCTF will assist teacher-members who are unable to maintain, or return to, their teaching positions due to a medical illness or disability by funding an early intervention rehabilitation program. This program is offered on a voluntary basis. The BCTF will promote wellness initiatives in districts and at individual work sites.

How does the program assist a teacher?

The Health and Wellness Program contracts professional rehabilitation consultants located in communities throughout the province. In consultation with your health care provider, these consultants will coordinate services that help to improve the teacher's health and functional abilities.

For more information,
contact the BC Teachers' Federation:

100-550 West 6th Ave, Vancouver, BC V5Z 4P2
604-871-1921 or 1-800-663-9163 www.bctf.ca

ISD 2015 April

How can I be referred to the program?

Potential candidates can be referred to the program in four ways:

- **self-referral**
- **by local president or designate**
- **by local school district representative**
- **by the BCTF Salary Indemnity Plan (short-term disability or long-term disability).**

BCTF Health and Wellness Program

The BCTF Health and Wellness Program supports and empowers members recovering from illness or injury to regain an optimum state of wellness, health, and productivity by providing rehabilitation services and promoting self-care. It is funded by the membership of the BCTF. Members do not need to be off work or on disability benefits in order to participate in the program. A referral to the program can be made on the basis that a member is struggling with a health issue that could result in disability if it is not addressed.

A member may call the BCTF directly (604-871-2283 or toll-free 1-800-663-9163) and ask to speak with someone from the BCTF Health and Wellness Program to self-refer. A member may also be referred by the employer or Local President if there have been absences that would suggest the member might need some rehabilitation support to maintain her or his assignment successfully. Referrals are also generated by the Salary Indemnity Plan, short-term or long-term, if medical reports indicate that recovery/return-to-work could be enhanced through rehabilitation assistance.

If a referral has been received and approved by the BCTF, you will receive a telephone call from a representative of the Health and Wellness Program, who will give you general information about the program and ask you whether you would like to participate. Participation in the program is completely voluntary. Even if you initially choose to participate in the program, you may opt out of the rehabilitation process at any time. Your disability benefits will not be affected by your choice not to participate. However, you may miss out on supports that likely would have enhanced your recovery or your return to work experience.

If you choose to participate in the Health and Wellness Program, you will be referred to a community-based Rehabilitation Consultant, who will call you at home, generally within a few days, to set up an in-person meeting to tell you more about the services available to you through the BCTF Health and Wellness Program. The Rehabilitation Consultants are credentialed rehabilitation professionals who are contracted by the BCTF to provide services to its members. These consultants are trained in developing rehabilitation programs suited to the needs of BCTF members and are familiar with the challenges of the teaching profession. One-to-one meetings with the Rehabilitation Consultant take place in the member's own home, or another location that is mutually agreed upon. If other services, such as physiotherapy, or psychological counseling are part of the rehabilitation plan, they will take place in the member's own community or as close as possible. Your employer and your Local President will be informed that you are accessing the BCTF Health and Wellness Program, but none of your medical or personal information will be shared. Only the information that is pertinent to your return-to-work, such as the work accommodations that you require, will be shared with your employer.

There is no cost to the member for the Rehabilitation Consultant meetings that are undertaken for the benefit of the member. All costs associated with the involvement of the Rehabilitation Consultant are covered by the program. There may be costs for additional services that the Rehabilitation Consultant recommends, but some costs may be offset by the BCTF Health and Wellness Program. For example, if a physician recommends that physiotherapy would assist in a member's

recovery, and extended health benefits through the employer have been exhausted, the BCTF Health and Wellness Program is able to cost-share the sessions while the member is involved with the Health and Wellness Program. Psychological services, physical therapies, occupational therapy services, speech therapy, and naturopathic services are among the services cost-shared by the program, if medically indicated.

You and your Rehabilitation Consultant will develop an individual rehabilitation plan in conjunction with your medical practitioners. It may include various therapies and services, as well as workplace accommodations that will enhance your medical recovery, quality of life, and/or return-to-work experience. Involvement is not limited to a set time frame, but it is based on the individual rehabilitation goals that are set. For example, if the rehabilitation goal is to assist you with returning to work after knee surgery, the rehabilitation plan may involve cost-sharing of physiotherapy, a work-site assessment, a gradual work re-entry, and discussions with your employer to supply workplace modifications such as a sit/stand stool. Once your return to work plan is completed and is durable, your rehabilitation case is closed.

Information about the program is on the BCTF website at www.bctf.ca/wellness. For more information, contact the STA Health and Safety Officer at 604-592-8391 or hs@surreyteachers.org.



Employee Family Assistance Program (EFAP)

All STA members and their immediate family members have access to the Employee Family Assistance program, a confidential and voluntary service that provides practical support. There is no cost to use your EFAP. You can contact your EFAP provider – Homewood Human Solutions at 1 (800) 663-1142. EFAP offers confidential counselling in person, by telephone, or online, at no cost to you. There is a person available to answer your calls 24 hours per day, 7 days per week. Online resources also available for e-Learning, interactive tools, health and wellness assessments, and a library of health, life balance, and workplace articles.



PHOTO FROM THE WWW.HOMEWOODHUMAN SOLUTIONS.COM WEBSITE

Choices

Counselling that's convenient for you

Counselling is available in person, by telephone, or online. There is no cost to you. Offices are local and appointments are made quickly, with your convenience in mind. Have a preference for location, gender, appointment time? We'll do our best to accommodate your preferences.

Professional

We guarantee your confidentiality

We are Homewood Human Solutions – a trusted Canadian company with more than 30 years experience delivering the best possible support for clients like you. Everyone is guaranteed confidentiality within the limits of the law. You won't be identified to anybody – including your employer.

Counselling

For all of life's challenges

Your EFAP helps you take practical and effective steps to improve well-being and be the best you can be. Within a supportive, confidential and caring environment you can receive counselling for any challenge.

Marital/Family/Relationships/Anxiety/Depressions/Addictions/Stress/Life transitions/change/Other personal issues

Plan Smart

Lifestyle and specialty counselling

You can receive counselling and coaching for variety of life balance and health issues, or get expert support to manage your career better.

Life Balance – Childcare and Parenting/Elder and Family Care/Legal/Financial

Health – Smoking Cessation/Weight Management/Nutrition

Career – Career Planning/Workplace Issues/Pre-Retirement/Shift Work

Online Resources

The right information at the right time

Access our Member website anytime for e-Learning, interactive tools, health and wellness assessments, and a library of health, life balance, and workplace articles.

www.homewoodhumansolutions.com

 **BounceBack**®
reclaim your health



Bounce Back is a free online program by the Canadian Mental Health Association and the Provincial Health Services Authority. It is a service for members who are suffering from depression, anxiety, or stress, and has been proven to be extremely helpful.

Bounce Back is based on CBT, Cognitive Behaviour Therapy. There are 3 forms of help: coaching, video and online.

You do not need a referral from your doctor for the video or online portion. It is between you and Bounce Back if you choose to use the service.

www.cmha.bc.ca/how-we-can-help/adults/bounceback

GRAPHICS FROM THE BOUNCEBACKBC.CA WEBSITE