

Health, Wellness, and Education: Introduction to Part 2 of the Special Issue

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As I explained in the previous issue of *Antistasis*, we received an overwhelming number of excellent submissions for the special issue on health, wellness and education, which required the articles to be spread out across two issues of the journal. The articles in this issue represent the second half of what we have selected for publication. As with the articles in Part 1 of this special issue, they reflect a broad understanding of health and wellness, and address a wide range of educational contexts.

Given the wide range of issues that are represented across the two parts of the special issue, I was a little surprised to find that none of the authors addressed the topic of health and wellness in educators themselves. Whether it be in the elementary classroom or in the university classroom, the nature of teaching and broader issues of employment within an educational institution is stress-inducing. Over time, this stress can have a negative influence on educators' own health and wellness, which can, in turn, interfere with the quality of their teaching, lead to burn-out, or precipitate a decision to leave the profession (Curry, & O'Brien, 2012; Vandenberghe, & Huberman, 1999).

This situation begs the question of what responsibility we as educators have to address the stress in our lives, and what

action we should be taking to maintain and improve our health and wellness. Equally important, however, are questions around the role of the work environment in promoting or impeding wellness, and the degree to which health and wellness are addressed in our pre-service training and ongoing professional development. Although the articles in this special issue of *Antistasis* focus on student issues and experiences, it is worthwhile remembering that this really is only half of the equation when it comes to health, wellness, and education.

In the first article of Part 2 of the special issue, Lynn Randall continues her discussion of physical education within the school system. In this article, she frames an argument for the importance of physical education in terms of its role in promoting positive physical, social, emotional, and cognitive development.

In the second article, Jeffrey Landine explicates the links between wellness, employment satisfaction, and the education system, and describes what teachers and school counsellors can do to prepare students to develop an attitude of satisfaction at work.

The third article shifts our focus to higher education. In it, Sariné Willis-O'Connor discusses an important aspect of international university students' health and wellness: Their perceptions of and barriers to accessing campus-based counseling services.

Sherry Law, in the fourth article, also focuses on higher education. She addresses a rarely considered facet of the decision to pursue higher, the potential mental health costs of taking on debt to finance advanced degrees and then being unable to obtain stable employment afterwards.

In the final article of the special issue, Jennifer Bartlett introduces play therapy as a way to promote health and wellness in children, and makes the case for informing and involving educators and other caregivers in play therapy.

References

Vandenbergh, R., & Huberman, A. (1999). *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. New York, NY: Cambridge University Press.

Curry, J. R., & O'Brien, E. R. (2012). Shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience, and promoting retention. *Ethical Human Psychology and Psychiatry: An International Journal of Critical Inquiry, 14*, 178-191. doi:10.1891/1559-4343.14.3.178

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