



*University of*  
HUDDERSFIELD

# Mental Health and Wellbeing Support in HE

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# AIMS OF SESSION

- Give an overview of the wellbeing team
- Explore why mental health and wellbeing support is important in HE
- Discuss the work that the team does
- Case studies, smaller group discussion
- Future years

# OUR ROLES



- David, Mental Health and Wellbeing co-ordinator
- Gemma, Mental Health and Wellbeing Advisor

# STUDENT SERVICES

## Student Services



# STUDENT WELLBEING

- Wellbeing is about feeling balanced, content and being able to get things done. However for a number of students they either arrive at university having experienced difficulties or encounter difficulties whilst studying
- The wellbeing team offer support and guidance to students

# WELLBEING & DISABILITY TEAM



- Mental health and wellbeing co-ordinator
- Mental health and wellbeing advisor
- Student support advisors
- Student support / projects co-ordinator
- Back on track advisors
- Counsellors
- Disability advisors

# WELLBEING AND DISABILITY TEAM



- Welfare support

Welfare advice, support and guidance.

Referral to specialist organisations where appropriate.

Support to care leavers.

Information and advice for student parents.

Daily weekday drop-in during term time.

- Counselling

Counselling is a talking therapy which can help the student understand and manage their problems.

Student's access an initial appointment for counselling and then are referred to counselling, they usually access 4 sessions

# WELLBEING AND DISABILITY TEAM



- Mental health support

Mental health affects us all. How we think and feel about ourselves and our lives impacts on our behaviour and how we cope in everyday life. Students present to the wellbeing team with a range of mental health difficulties (case studies later). We offer a range of services including;

Workshops, support groups, 1:1 appointments

# WELLBEING AND DISABILITY TEAM



- WOW and group programme support

We offer a range of workshops, groups and support groups to student's throughout the academic year

# WELLBEING AND DISABILITY TEAM



- Staying on track with Back on Track

Back on track support students who are experiencing difficulties whether personal or academic that are affecting their studies.

They offer both drop in sessions and 1:1 booked appointments.

# WELLBEING AND DISABILITY TEAM



- Disability services

Offer on-going advice, support and guidance to disabled students and applicants

Guidance through the Disabled Student's Allowance process

Co-ordination of support requirements for each disabled student including support workers, exam requirements and adjusting to teaching situations

# WELLBEING AND DISABILITY TEAM



- Disability services

Liaison with staff to ensure an awareness of students needs

Daily drop in during term time

Wellbeing refer to disability and visa versus

# MENTAL HEALTH

- A mental health difficulty .....

..... Is one in which a person may have disturbing and upsetting emotions which will affect their ordinary daily life. It may disorientate their view of the world, producing various symptoms and behaviours that may display or cause distress.

# WHY SUPPORT IS IMPORTANT

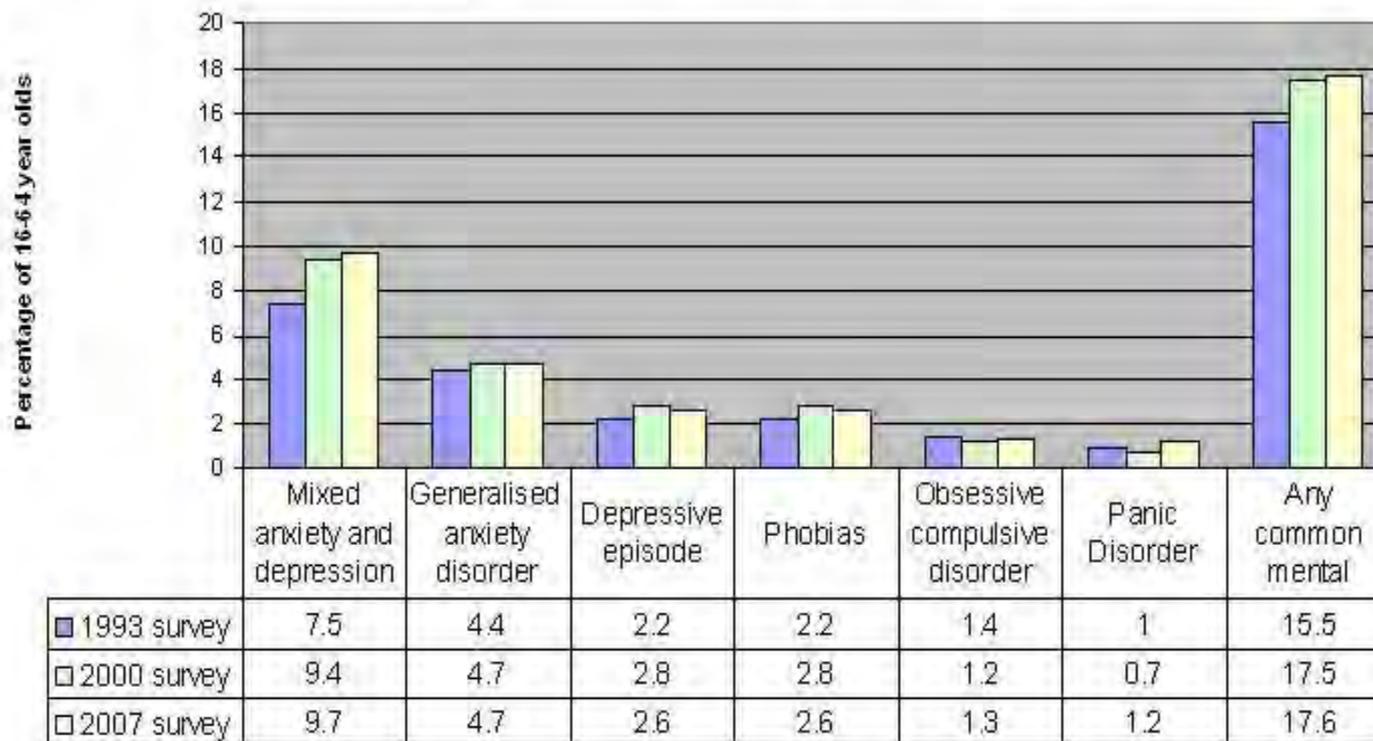
- 1 in 4 people will experience some kind of mental health problem in the course of a year
- Mixed anxiety and depression is the most common mental health disorder in Britain (The office for National Statistics, Psychiatric Morbidity report, 2001)

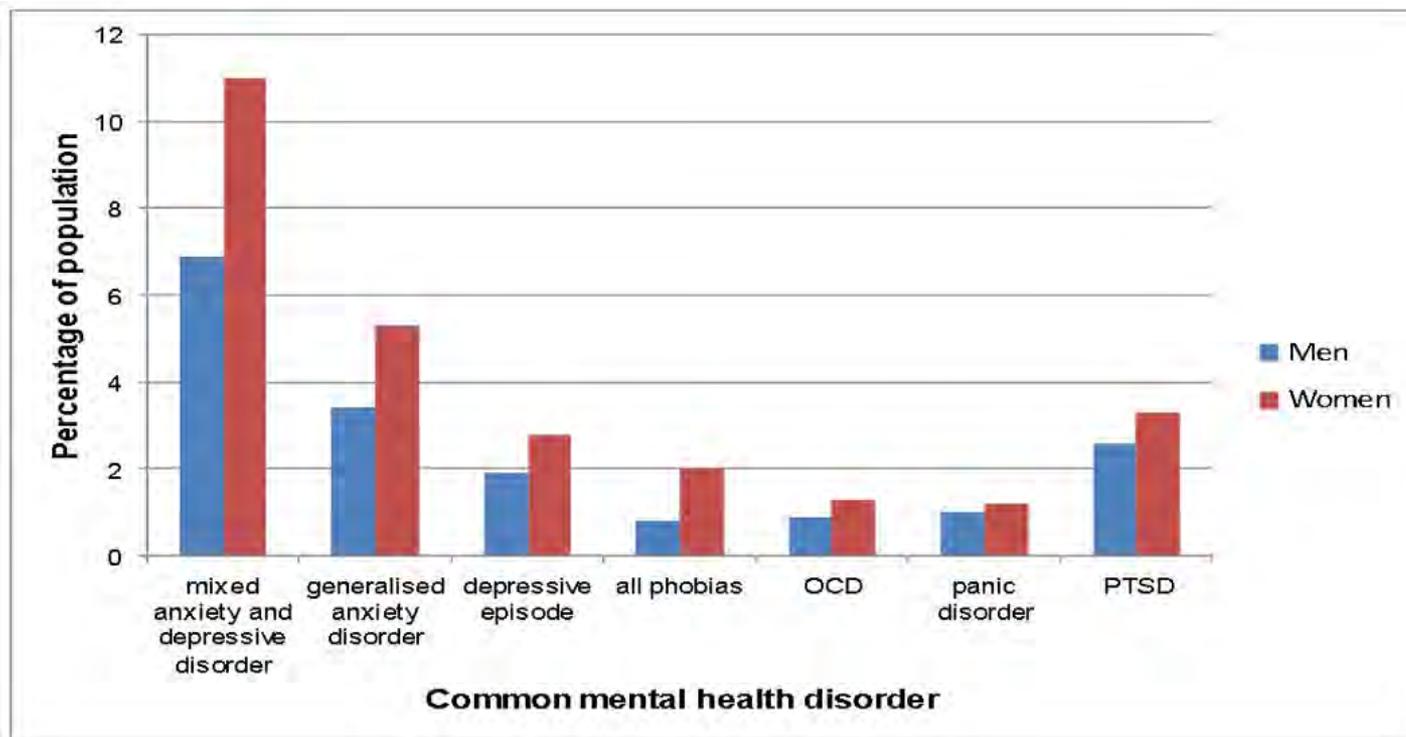
# WHY SUPPORT IS IMPORTANT

- Depression is more common in women than men. It is thought to be due to both social and biological factors. It has also been suggested that men may be under diagnosed because they present to their GP with different symptoms (NICE, National Institute for Clinical Excellence, 2003)
- Suicide rates show that British men are three times more likely to die by suicide than British women



## Prevalence of common mental health problems



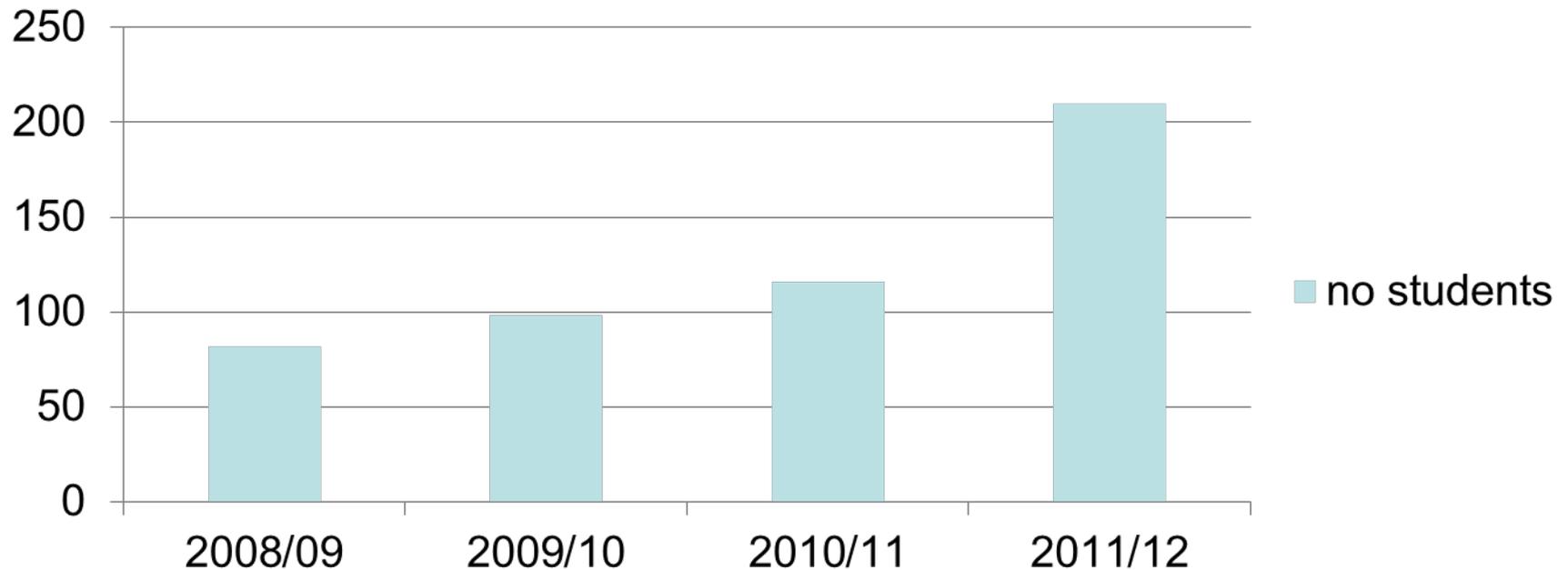


# WHY SUPPORT IS IMPORTANT

- Increasing numbers of students,
- Number of students declaring mental health
- Number of students accessing service
- Social and cultural diversity
- Economic recession and it's impact

# WHY SUPPORT IS IMPORTANT

## no students



# WHY SUPPORT IS IMPORTANT

- If we compare figures for 6 month period, September 2011 - March 2012, 206 contacts(welfare and mental health)  
September 2012 - March 2013, 753 contacts  
(welfare 215, mental health 161, the wellbeing team also offer drop in's, IA's for counselling)

(we will look at the breakdown for the last 6 months later)

# ROYAL COLLEGE OF PSYCHIATRISTS REPORT



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- Over the past decade, the demographics of the student population have undergone many changes that are of relevance to the provision of mental health care
- The number of young people in higher education have expanded and they have become more socially and culturally diverse



- There have been increasing numbers of students drawn from backgrounds with historically low rates of participation in HE and growing numbers of international students
- Social changes such as the with-drawl of financial support, higher rates of family breakdown and more recently, economic recession are all having an impact on the wellbeing of students and other young people

# THE WORK THAT WE DO

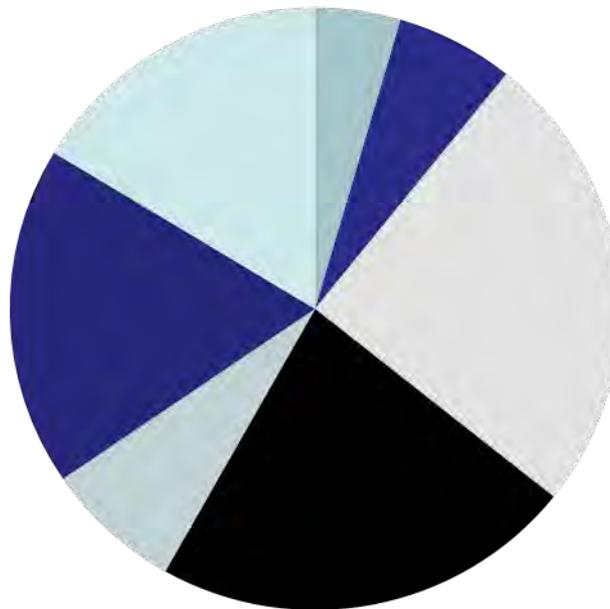
- Counselling and wellbeing drop in
- Care leavers
- Available Advisor
- Welfare
- Mental Health
- Groups
- Initial appointment/s for counselling

# THE WORK THAT WE DO

- Care leaver/s, new drop in started March 2012
- Support groups commenced October 2012
- Mental health access appointment/s
- Events, World Mental Health Week, University Mental Health Day, Mini support fair, student inductions, Open Days

# THE WORK THAT WE DO

## student contact



- Care Leavers
- Available Advisor
- Welfare
- Mental Health
- Groups
- IA's
- Drop in

# CASE STUDIES

- 4 CASE STUDIES, SMALL GROUP EXERCISES

# THE COMING YEARS

- Direction / recommendations

Royal College of psychiatrists report 2011 identifies the following :

*Student support services be maintained and when possible expanded*

*All HE institutions give careful consideration to enhancing academic and personal support available to students with mental health difficulties*

*Rates of treatment uptake have been found to be low in some studies of student populations. There is a need to identify the reasons for this and where possible take remedial action*

# THE COMING YEARS

- *There is a need for systematic, longitudinal research into the changing prevalence over time of mental disorders in studies. We need to know more about academic and social outcomes in students who go to university with pre-existing psychiatric illnesses (Royal College of psychiatrists)*

# THE COMING YEARS

- Challenges in relation to current economic climate

A recent report from the Department of Health has highlighted that spending in real terms on mental health has declined for the first time in a decade (Policy paper, Investment in Mental Health 2011-2012 working age adults and older adults)

Charities argue that there is wide variation in mental health spending. The mental health charity MIND found .....

# THE COMING YEARS

- Challenges in relation to current economic climate

“considerable variation in service provision, for example one in five people are still waiting over a year to access talking therapies whilst others are seen in under 28 days”

Challenges for universities is supporting students who may have complex mental health needs not accessing support of services within NHS, on long waiting lists.

## Role of UMHAN

# THE COMING YEARS

- Continued demand

Increase in number of students declaring a mental health difficulty

Increase in number of students accessing the support of the wellbeing team

Back on track, linked to attendance monitoring , 6 month period September - March

# THE COMING YEARS

- Continued demand

09/11 – 03/12    158 cases

09/12 – 03/12    502 cases

We need to acknowledge that there could also be an increase in the number of students making contact who have been, or who are subsequently diagnosed with a mental health issue as the definition of mental health continues to widen

# THE COMING YEARS

- Networks of support available  
Referrals to outside agencies  
Further development of support group/s  
Positive working relationships with agencies,  
ie Health Centre, Housing  
UMHAN, work

# THE COMING YEARS

- Student feedback

“helped me by recognising my weaknesses and the ways to get the fear out of my mind for not being self confident”

“being able to talk and have someone to go to when things are going wrong or seem to be going wrong”

“very helpful and comforting and trustworthy”

# THE COMING YEARS

- Student feedback

“approachable staff and flexibility of meeting staff, the support that is available, which is excellent”

“it would be nicer to have shorter waiting lists”

85% of student’s completing student survey said they were offered enough contact from the service

# THE COMING YEARS

- Student feedback

92% of student's said they would recommend the service to a fellow student.

Have to acknowledge small number of returned questionnaires and how we can increase student feedback.



QUESTIONS



QUESTIONS