Teaching & Learning Strategies in the context of Student Mental Health

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Suggested Session Plan

- Aims & Motivations for the session
 - Background Information
 - Small group discussions
 - Share Ideas & Observations
 - Concluding Remarks





PH3011 – Professional Development

"Along the way of working on this assignment I found some difficulties."



"As I suffer from Anxiety and OCD (obsessive compulsive disorder) I had a really hard time being able to calm and prepare myself to contact complete strangers in order to plan 5 days' worth of work experience".



"The way Anxiety and OCD affects me is finding it difficult to talk on the phone and email strangers.

It affects me in many ways in my life and anxiety mixed with OCD makes it a million times worse than you could possibly believe".



"I found it difficult to communicate with tutors and ask for help during my studies and assignments".



"... with the worry that having no work experience would anger tutors if [I] came to them needing help and guidance".



Background Information

"an overwhelming consensus"

Student demand for mental health support is rising – why?



A more open culture in society concerning mental health

More **reliable diagnoses** at much earlier stages of students' lives

Better quality treatment allowing students to access HE who would not have been able to do so in the past

Institutions developing a reputation for supporting students

Greater financial and academic pressures on students to follow HE programmes leading to problems emerging during studies



Half of all ill-health reported in Britain by people under 65 is due to mental illness.

Suicide remains the leading cause of death for men between 20 and 34 in England and Wales.



This is not just a concern in the UK ...

Evidence from the European Commission

Evidence from Australia

Evidence from the **USA**:

college students ... reporting the lowest levels of emotional health in 25 years'





separate from family and existing friends

move to a new area or country

experience a range of different cultures

communicate in a language in which they are not fully fluent



meet unfamiliar modes of learning, teaching and assessment,

manage **changed** financial circumstances, e.g. reduced incomes or taking out loans

balancing study with being a parent or carer, or part-time or full-time employment



make the **transition** from home to university local health providers and support services.



Mental Distress Symptoms reported most often ...

Stress

Lack of energy or motivation

Feeling unhappy/down

Anxiety

Insomnia/trouble sleeping

Depressed feeling



Most frequently reported 'triggers' ...

Course workload deadlines

Exams (including revision)

Balancing study and other commitments

Grades & academic performance

Personal, family or relationship problems

Financial difficulties



Mental Health and Disability

2011-2012

1% of all UK undergraduates declared a Mental Health condition ...



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these students are

10.2% of all disabled undergraduates



Seeking Support – who do students talk to?



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28% did not tell anyone



Seeking Support – who do students talk to?

28% did not tell anyone

Those who did talk to someone:

>>> 58% told friends <<<<

45% told family

15% told their Doctor

>>> 14% told an academic <<<<



The 'Help-Negation Effect'

"young people ... especially young males ... do not seek help

when they are in psychological distress.



Variations across Academic Disciplines

"Students in humanities and art & design are significantly more likely to have mental health problems ..."



Variations across Academic Disciplines

"... for students with apparent mental health problems, treatment rates are lowest among those in business and engineering."

(copies of the research paper are available)



Workshop Activity



Workshop Activity

Feedback from Groups



Institutions cannot keep pace with demand for Mental Health Support



We must find more proactive strategies to promote good Mental Health



Mental Well-Being Mindfulness Mental Resilience





Lizzie Gardiner, member of The Senior Section 15 Mar 2016

What is resilience - and how can you build yours?

You might also like



Scouts and guides provide 'mental health boost for life'

3 hours ago Scotland







Soccer club rolls out mental health pilot In the classroom: mental health awareness with AFC Fylde Published: 14:59 Friday 04 November 2016 \vee Families and schoolchildren across the Fylde are being



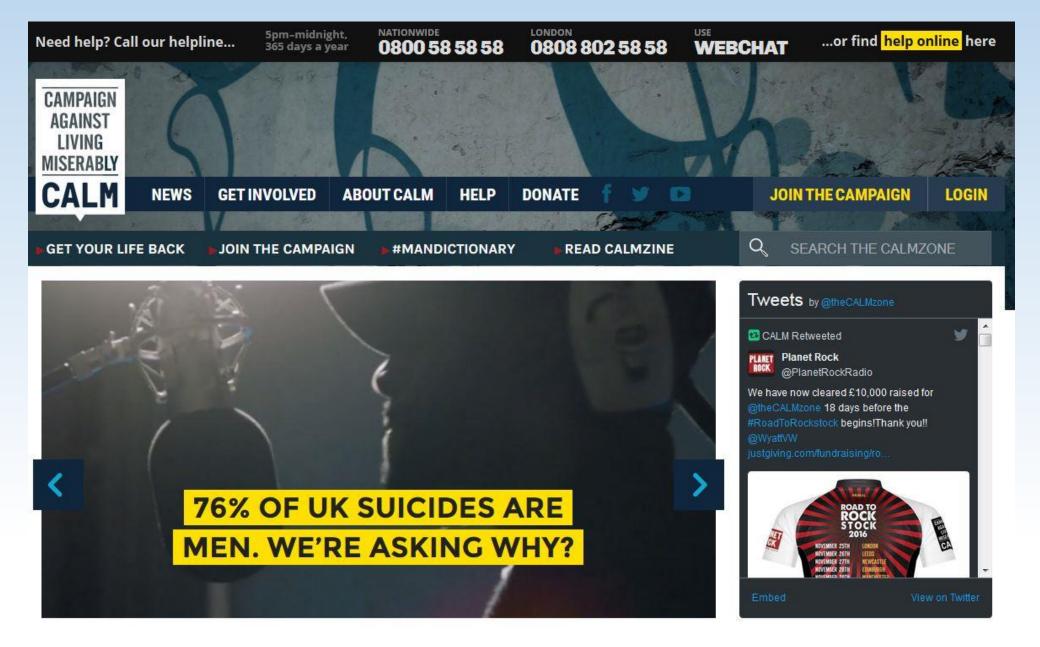
comments

offered mental health deducation thanks to the local soccer

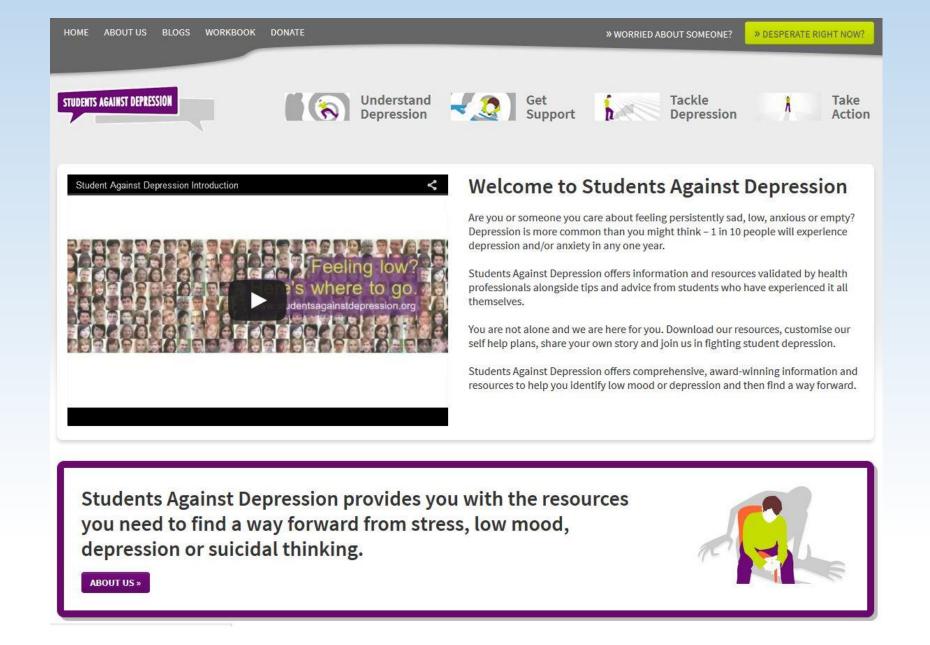
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HEADROOM - I Need Help Now Student Support Services & Self Help - Improving Your Mood 5 Ways to Feeling Great Making Friends Reducing Anxiety Reducing Stress **Eating Disorders** Self Harming Behaviours Relationship Difficulties

/// Headroom

Sometimes student life is a lot to juggle. Headroom aims to give practical information and links to support you. You're not on your own if you're feeling pressured or struggling. Talking to friends, lecturers or services as soon as possible is a great first step. The SU and UCLan work together so go to someone who you are happy talking to and they will help you get to the right service, you can't get it wrong, just start somewhere. Staff at the SU and UCLan have supported and advised many students. These experiences help us to understand what you are going through.

If you have a diagnosed mental health condition you have the choice of informing UCLan to discuss potential extra support while you are studying. This can be done by contacting UCLan Disability Services, either by calling 01772 892593, or by emailing disability@uclan.ac.uk.

We hope you find what you need here, if you can't, email Headroom and we'll do what we can to help.











- Gambling

Problems

Alcohol and Drug

What can we do as tutors?

Talk ... listen ... be aware ...

encourage peer support ...

signpost ... promote ... create

a more inclusive curriculum



"Before going into the meeting I was lost at what I was going to do after graduation but after talking to Paul [UCLan Careers].

He made me feel more confident, looking forward to the future and pursuing my career."



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thanks for your attention

