

# *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

# Aims & Motivations for the session

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## PH3011 – Professional Development

*“Along the way of working on this assignment I found some difficulties.”*

## Aims & Motivations for the session

*“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”.*

## Aims & Motivations for the session

*“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”.*

# Aims & Motivations for the session

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

## Aims & Motivations for the session

*“... 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'*

***‘Transition points in life can be particularly challenging ...’***

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**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

***‘Transition points in life can be particularly challenging ...’***

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

***‘Transition points in life can be particularly challenging ...’***

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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2011-2012

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

*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

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## Feedback from Groups

## **Tentative Conclusions**

***Institutions cannot keep pace with demand  
for Mental Health Support***

## Tentative Conclusions

***We must find more proactive strategies  
to promote good Mental Health***

# **Tentative Conclusions**

***Mental Well-Being***

***Mindfulness***

***Mental Resilience***



## IT'S TIME TO THINK RESILIENT

An introduction to our new Think Resilient resource and why we all need to start talking more about our mental well-being

[Home](#) > [What we do](#) > [Our stories and news](#) > [Blogs](#) > [It's time to Think Resilient](#)

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*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

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# Soccer club rolls out mental health pilot



In the classroom: mental health awareness with AFC Fylde

Published: 14:59 Friday 04 November 2016



Families and schoolchildren across the Fylde are being offered mental [health](#) education thanks to the local soccer club.

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## Be Happier, Sleep Better, Do More, Feel More Confident

**Why do I feel so bad?**

This session helps you understand your feelings and what to do about them.

**Try these sample sessions now.**

Just click one that interests you or fits how you feel.

**I can't be bothered doing anything**

This session helps you break out of the cycle and start to feel great.

**How to fix almost everything**

The Easy 4-Step Plan - a way to deal with problems and achieve your goals.

**10 things that make you feel happier straight away**

How to be happier, fitter and maybe even a bit slimmer very soon.

**I'm not good enough**

How come other people seem so confident? Learn their secrets and get to like yourself again.

**Register Now!**  
Public Sign-up

**Register Now!**  
Practitioner Sign-up



Need help? Call our helpline...  
5pm-midnight,  
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76% OF UK SUICIDES ARE  
MEN. WE'RE ASKING WHY?

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STUDENTS AGAINST DEPRESSION


 Understand Depression

 Get Support

 Tackle Depression

 Take Action

Student Against Depression Introduction



## Welcome to Students Against Depression

Are you or someone you care about feeling persistently sad, low, anxious or empty? Depression is more common than you might think – 1 in 10 people will experience depression and/or anxiety in any one year.


Students Against Depression offers information and resources validated by health professionals alongside tips and advice from students who have experienced it all themselves.

You are not alone and we are here for you. Download our resources, customise our self help plans, share your own story and join us in fighting student depression.

Students Against Depression offers comprehensive, award-winning information and resources to help you identify low mood or depression and then find a way forward.

Students Against Depression provides you with the resources you need to find a way forward from stress, low mood, depression or suicidal thinking.

[ABOUT US »](#)





# SHINE

Self Help Inspiring E-Resources



Home ▸

## 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
- ▬ Gambling
- ▬ Alcohol and Drug Problems

## /// 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](mailto: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.

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## **Tentative Conclusions**

*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*