

Enhancing our understanding of the wellbeing and support needs of RGU students.

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ENHANCING FOR IMPACT

RGU'S ANNUAL LEARNING AND TEACHING CONFERENCE

ENHANCING OUR UNDERSTANDING OF THE WELL-BEING AND SUPPORT NEEDS OF RGU STUDENTS

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BACKGROUND & AIMS



Background

- HESA (2022) reported 122,530 students with a recorded mental health condition in the UK in 2016/17.
- Many students do not access support for mental health (Rosenthal and Wilson, 2008).
- The main barriers include limited awareness of services, fear of stigma (Harris et al. 2016), lack of available counsellor appointments (Mowbray et al. 2006), and not believing they need treatment (Czyz et al. 2013).

Aims:

- to measure levels of mental wellbeing and social support amongst University students,
- to explore their views on an opt-in emergency contact scheme, the current provision of wellbeing support, and the barriers to accessing such support
- To develop a wellbeing strategy to help support students, build resilience and improve the student experience

METHOD



Design: An online Survey design was employed and distributed via JISC.

Sample: 113 students from SASS, RGU

- 14 (12.4%) male, 95 (84.1%) females, 2 (1.8%) Selected “Prefer not to say” and 1 (0.9%) identified as other.
- 77 (68.1%) undergraduates and 36 (31.9%) postgraduate students
- Aged between 17 to 60 (Mean 28.18, SD 11.14).

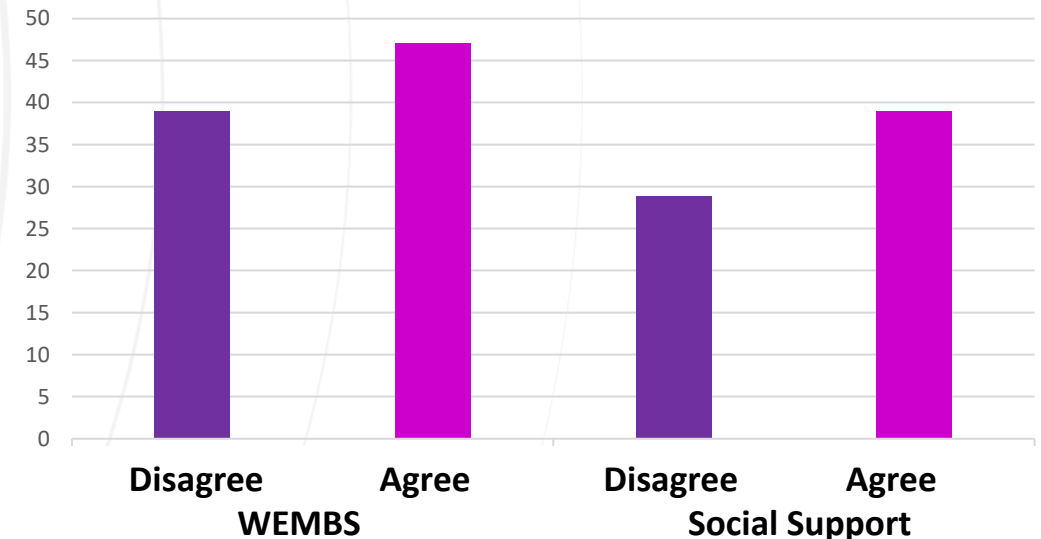
Materials:

- *Questions on* current support and opinions on an emergency contact scheme
- The Interpersonal Support Evaluation List shortened version - 12 items (Cohen et al. 1985)
- Warwick-Edinburgh Mental Wellbeing Scale (Tennant et al. 2007)

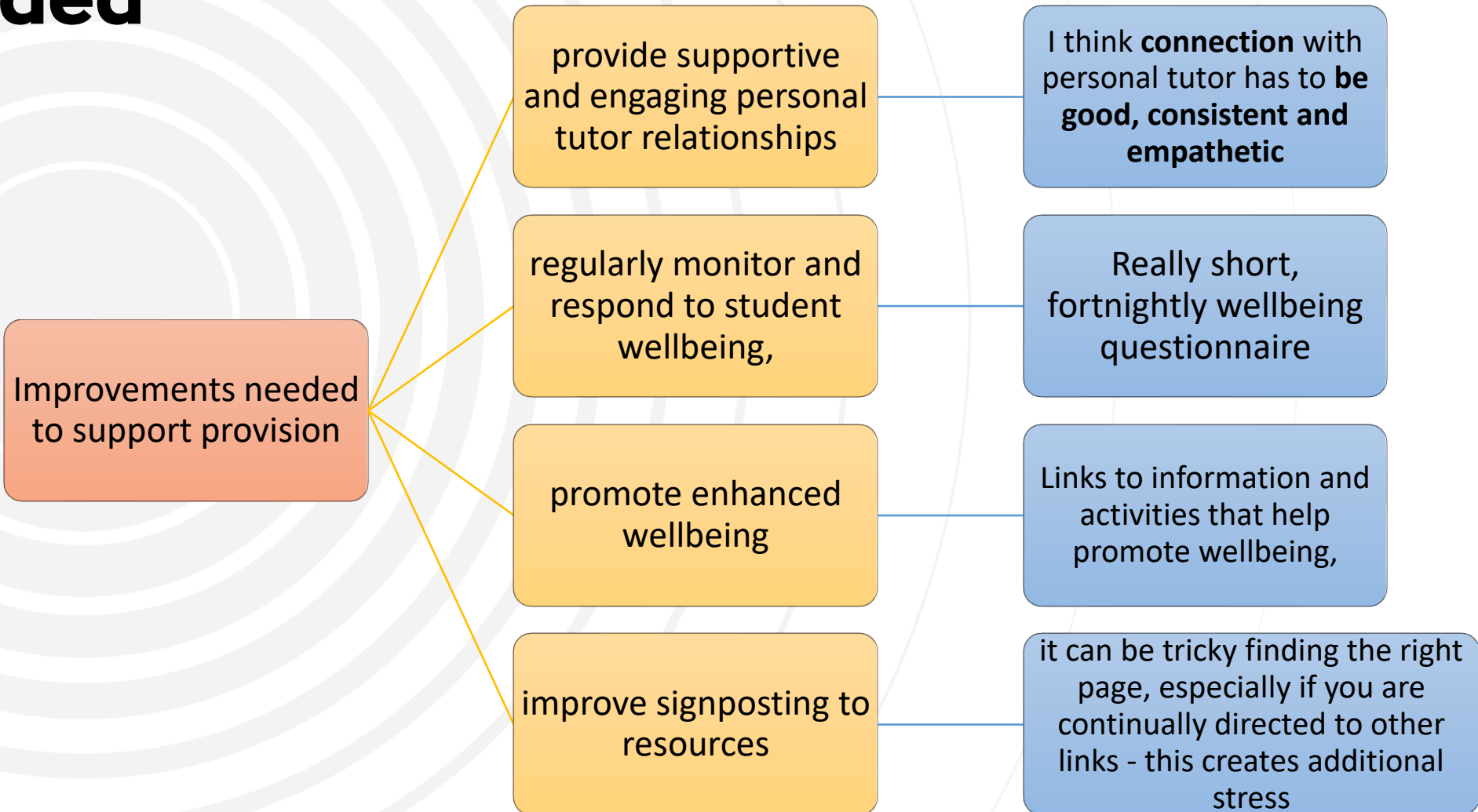
FINDINGS: Wellbeing & Social Support

- **WEMBS scores** ranged from 26 to 63 (Mean 45.50, SD 8.87)
- **Social support** ranged from 12 to 48 (Mean 37.00, SD 7.28).
- There was a **significant positive relationship between Wellbeing and Social Support** ($r = 0.52$, $N = 111$, $p < 0.001$).
- When asked if they **had someone to share their worries with?**
 - **21 Disagreed (19%)** and 90 Agreed (78%)
 - Significant differences between those who Agreed/Disagreed on Mental Wellbeing ($t(109) = 4.04$, $p < 0.01$) and Social Support ($t(109) = 6.97$, $p < 0.01$)

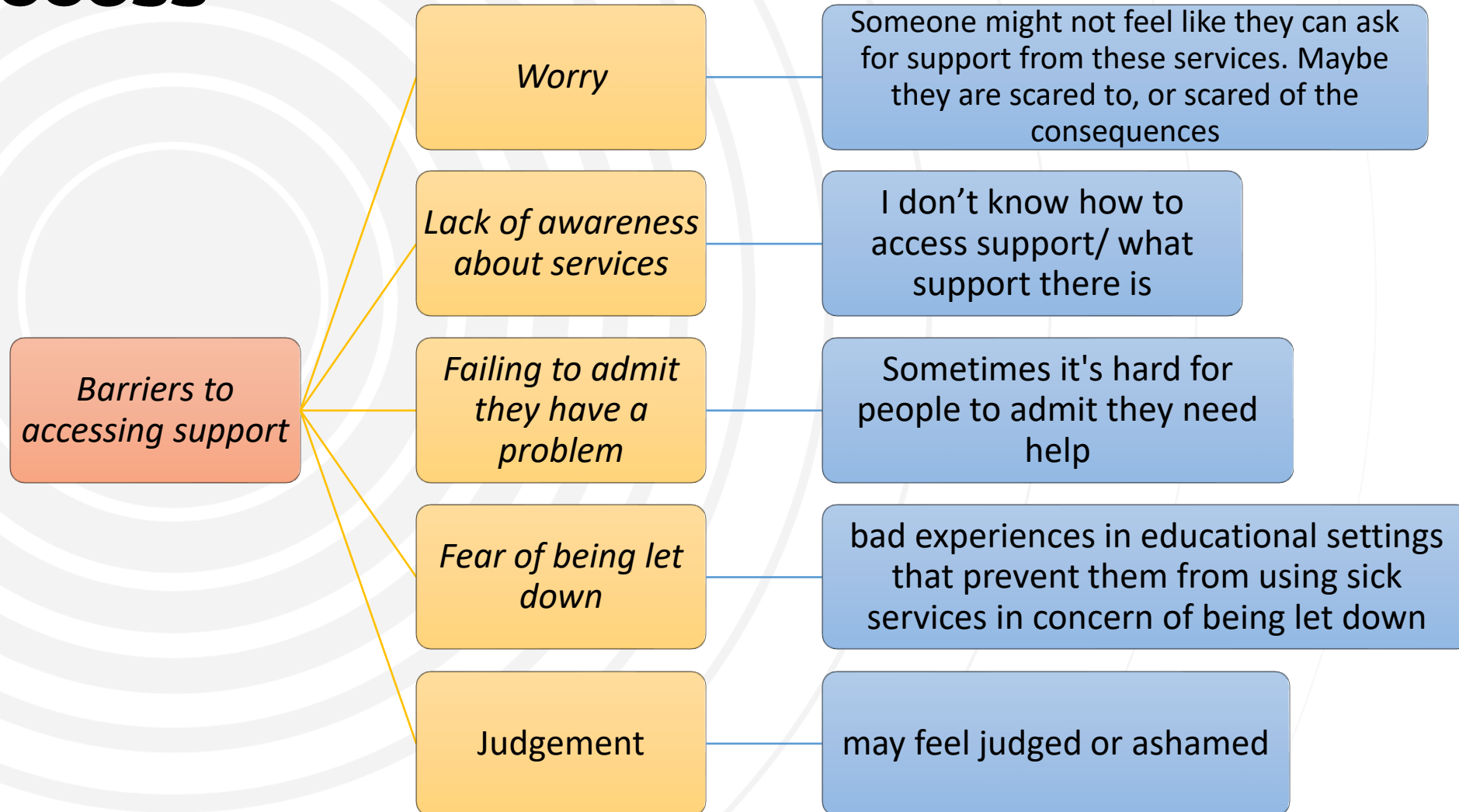
Mean Scores for those who Agree/Disagree that they have someone to share their worries with



FINDINGS: Thematic Analysis Improvements Needed



FINDINGS: Thematic Analysis Barriers to Access



WHY IS THIS IMPORTANT?

- Students with mental health difficulties are more likely to drop out of university (Richardson, 2015), and less likely to attain higher grades (Eisenberg et al., 2009).
- Enhancing wellbeing support provision, could, therefore, have a wider impact on student attainment and progression.
- Informed the development of:
 - Wellbeing Monitoring Tool to identify concerns and signpost to relevant areas of support
 - Relaxation Workshops
- Potential to extend research and implementation across the University



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Wellbeing Toolkit

This will guide you through support and resources relevant to your wellbeing.

[Click HERE to get started](#)

A word cloud graphic with various terms related to student support and wellbeing. The words are arranged in a circular pattern, with 'SUPPORT' and 'LISTENING' being the most prominent. Other words include 'WELLBEING', 'WELFARE', 'RESOLUTION', 'WELLBING', 'SIGNPOSTING', 'FACILITATION', 'MEDIATION', 'ANXIETY', 'BULLYING', 'STRESS', 'CONFIDENTIALITY', 'ADVICE', 'HELP', 'RELATIONSHIPS', 'STUDENT LIFE', 'FLATMATES', 'HOMESICKNESS', 'INFORMATION', and 'RESOLUTION'.

INFORMATION
FLATMATES STUDENT LIFE
HOMESICKNESS RELATIONSHIPS
RESOLUTIONWELFARE
CONFIDENTIALITY WELLBEING ADVICE
LISTENING SIGNPOSTING HELP
FACILITATION SUPPORT
MEDIATION
ANXIETY BULLYING
STRESS

THANK YOU FOR LISTENING

ANY QUESTIONS?

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*Rosenthal, B., & Wilson, W. C. (2008). Mental health services: Use and disparity among diverse college students. Journal of American College Health, 57(1), 61-68.*Body text