



University of
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Supporting mental health strategies for wellbeing in Higher Education



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Features linked to health, well-being, productivity – and resilience

(See HSE, 2009; Jai, Giga, Cooper, 2013; Cooper, Flint-Taylor and Pearn, 2013)

DEMANDS e.g. work-load, work-patterns, work-environment	CONTROL e.g. autonomy	SUPPORT e.g. encouragement, resources
RELATIONSHIPS e.g. positive connections, conflict	ROLE e.g. clarity	CHANGE e.g. how change is handled

See also Spaulding and Rockinson-Szapkiw (2012), Gardner and Gopaul (2012), Martinsuo and Turkulainen (2010)



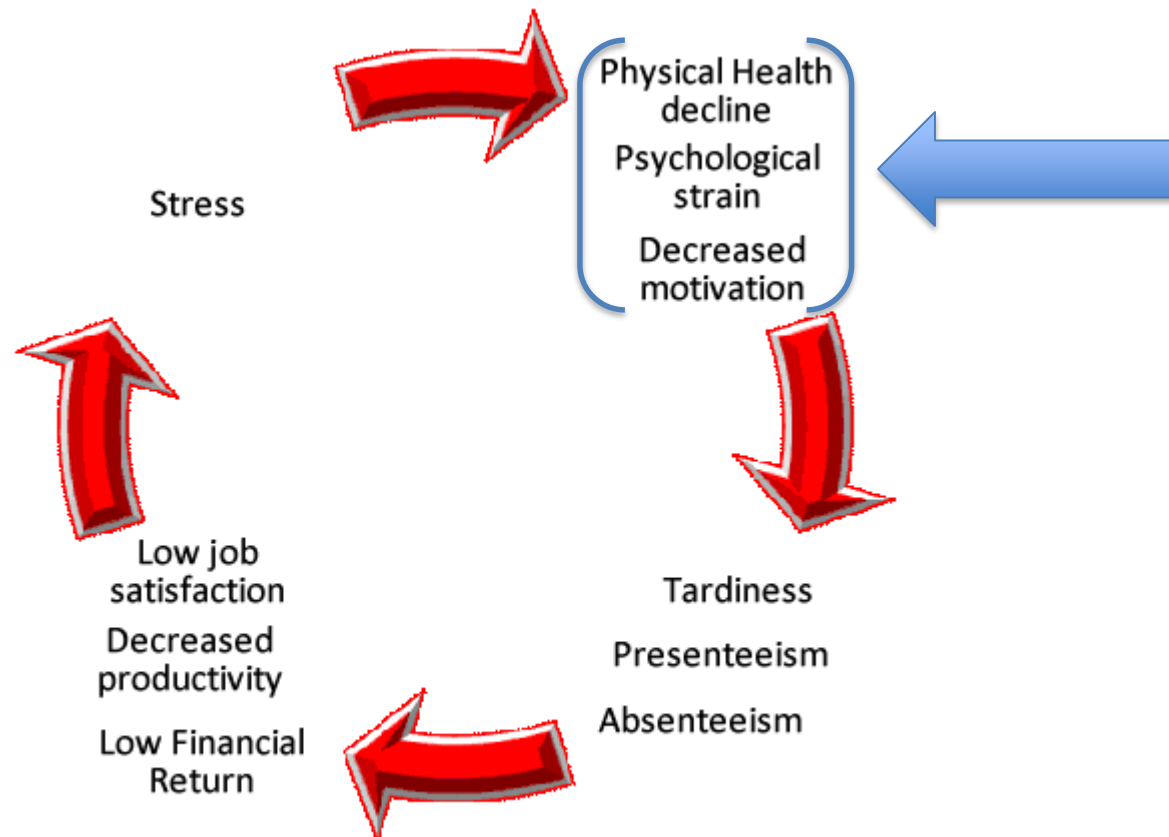
Why mental health?

- Mental ill health can affect every single one of us.¹
- Furthermore studies have found that Mental health and behavioural problems (e.g. depression, anxiety and drug use) are the primary drivers of disability worldwide, causing over **40 million years** of disability in 20 to 29-year-olds.²
- Major depression is thought to be the **second leading cause** of disability worldwide and a major contributor to the burden of suicide and ischemic heart disease.³
- It is estimated that **1 in 4 people** in England will experience a mental health problem in any given year.⁴





Improving Psychological Wellbeing





Higher Education's profile

Universities play an increasingly important role in society:

- 162 higher education institutions
- 2.5 million students
- Approx. 400,000 employees

But...what are universities for?

- *'We should be preparing students for the work of the world, not just the world of work.'* (Porritt, 2012)
- But.....what about also preparing and supporting our employees in a changing environment?



Employees

- Mental health accounted for 20.7% of days lost for employees, an increase from 2013/14. In comparison with the wider economy, working days lost associated with stress accounted for 43%.
- (UCEA, 2015)



Students

Mental health and social/communicative impairments (such as autism) have doubled since 2008/09, impacting quite significantly on institutional services and support structures.

UCAS reports the numbers of UK accepted applicants declaring a disability increased from 23,772 in 2008-09 to 34,625 in 2013-14





Introducing proactive measures to reduce demand for support, such as wellbeing and resilience initiatives, can also assist in making limited resources stretch further. Again, this is an area where different models or initiatives could be rigorously tested to assess their outcomes and find out what can best make a difference. (p8)



A Changing environment

- Counselling services for students will experience an annual rise in demand for services of at least 10% (Coughlan, BBC 2015).
- Other research suggests that employees are scared to disclose mental health problems for fear of receiving unfair treatment (ECU 2014).
- The Equality Challenge Unit (ECU) report that 60% of students and 50% of staff within Higher Education, are not getting the support or adjustments needed to fully engage in the education or employment opportunities.
- The same study suggests that 78% of students and 74% of staff who had received support from their university found that it had a positive effect on study or work.



Mental Health First Aid:

Trains people how to identify, understand and help a person who may be developing a mental health issue

Educational course for individuals to recognise the signs and symptoms of common mental health issues

Ambulance, social care professionals, HR managers, family members, school teachers, lived experience individuals complete the course, as it provides help on a first aid basis to recognise those crucial warning signs of mental ill health.

Challenges misconceptions and judgements about mental health

Helps guide someone towards the right support services.

Engages people in conversation to support a culture of understanding and acceptance of mental health

Supports champions within the organisation to embed all of the above

Timeline



**Jul
2015**

Recruit pilot universities and chose one for evaluation

**Sept - Jan
2015**

Developed one day student and two day staff courses

**Jan – Mar
2016**

Delivery of pilot courses

**Apr - July
2016**

Evaluation report completed and findings shared

**September
2016**

Launch at the National Engagement and Wellbeing network conference



Research Design

MHFA Higher Education course is a one day course covering these key topic areas:

- Understanding mental health
- Anxiety
- Depression
- Suicide
- Self- Harm
- Eating Disorders



Mental Health First Aid England Needs You!

Be part of a unique pilot programme to develop training that supports staff and student mental health

Working with the Higher Education sector, Mental Health First Aid England will tailor a training product to teach staff and students to:

- _Recognise the signs and symptoms of common mental health issues
- _Provide help on a first aid basis
- _Effectively guide others in the right direction towards support

The pilot panel will contribute to the design and delivery of an internationally accredited and quality assured training product.

Costing £95 per person, each pilot course delivered will train 16 delegates to become Mental Health First Aiders.

Once evaluated, the course will be ready to deliver to staff and students in all universities. Those trained will join the 95,000 people in England and one million worldwide who are Mental Health First Aiders.

Universities should register their interest in joining the pilot by emailing their contact details



Quantitative study

Research Question

Can a Mental Health First Aid England course designed for Higher Education improve knowledge and confidence for specific use within a University.

Hypothesis

The Mental Health First Aid course for Higher Education (MHFA – HE), will be beneficial in improving the knowledge base and confidence of participants in relation to a variety of mental health issues.

Design and Strategy

Recruitment

- 16 pre and post 92 institutions registered with MHFA to take part in the mental health first aid in Higher Education research project. All participants of the study were staff and/or students of the host institutions who self-selected to attend the course, with no other restrictions imposed (e.g. academic or professional background).

Methods

- A Pre (survey 1) and post (survey 2) questionnaire was developed
- The questionnaire was based on the current MHFA evaluation document, with additional questions sourced from section E of the Wise Project : Wellbeing in Secondary Education staff questionnaire (Kidger J & Gunnell D 2015).
- The questionnaire used both Likert and free text response options dependent upon the question.

Analysis

Bristol Online Survey software was used to design, administer and collate categorical responses, data was then transferred into SPSS for statistical analysis.



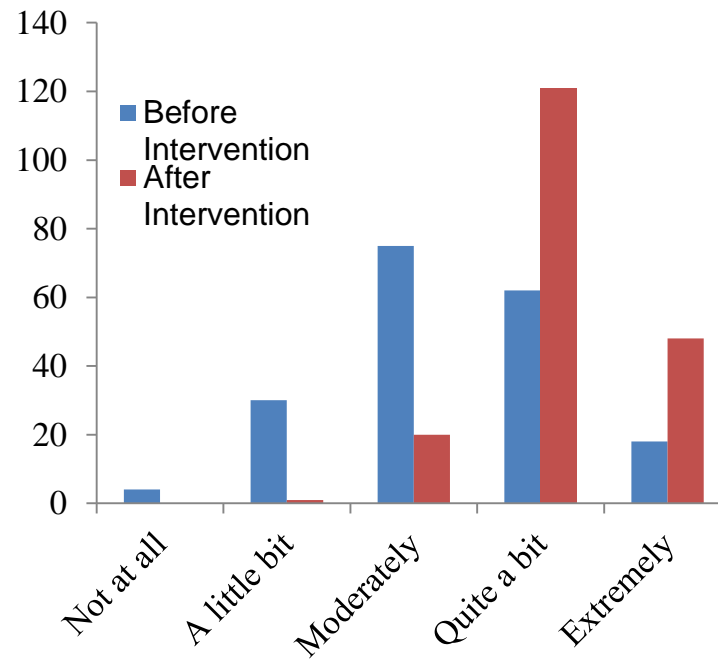
Analysis

- Bristol Online Survey software was used to design, administer and collate categorical responses
- Statistical analysis examined responses in the participants knowledge and experiences of mental health and the participants own personal resilience in providing guidance to others within the University community.
- Free text responses were also thematically analysed
- SPSS was used for statistical analysis
- McNemar's test and ordinal data (Likert scale; 1= Not at all, 2= A little bit etc.) was tested using a Wilcoxon signed ranks test.

Variable	Number of Respondents to Questionnaires	
Sex:		
Male	40	
Women	147	
No answer	3	
Total	190	
Institution:		
University of Derby	10	
University of Leicester	16	
University of Lincoln	16	
University of Liverpool	14	
Liverpool John Moors University	11	
University of Loughborough	11	
University of Oxford	7	
University of Chester	15	
Royal Holloway	5	
Sheffield Hallam University	12	
Teeside University	13	
University of Central Lancashire	14	
University of Bath	15	
University of London	15	
York Saint John University	15	
No answer	1	
Total	190	
Staff/Student:		
Staff	173	
Student	17	
Total	190	
Number of respondents with Mental Health Awareness Training:		
Yes		
No		
No answer	76	
Total	110	
	4	
	190	
Number of respondents who have worked in Mental Health Services:		
Yes	25	
No	158	
No answer	7	

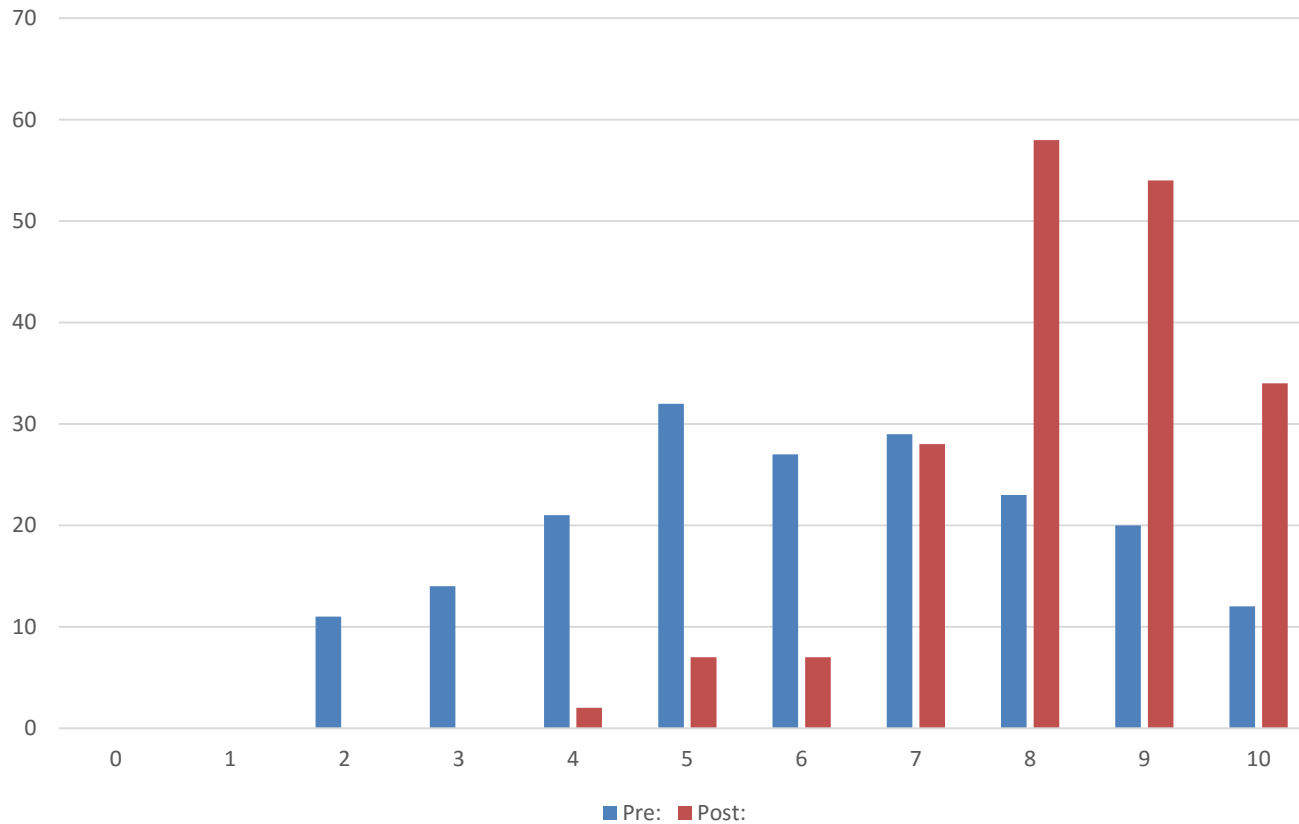


Summary of Results



Q2 . Number of respondents before and after intervention:

How confident would you feel in helping a colleague who appears stressed or down?



Q15. Number of respondents before and after intervention: *On a scale of 1-10 please score your personal confidence of how best to signpost others with a mental health problem (where 0 is the lowest and 10 is the highest).*