

Supporting Students' Wellbeing

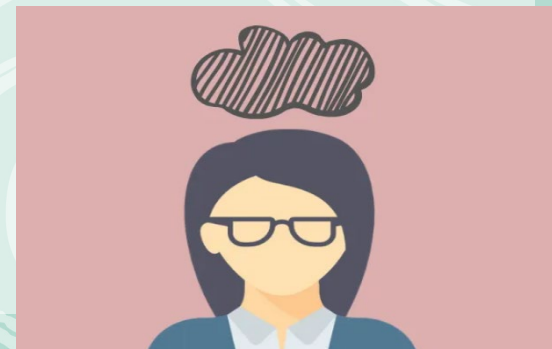
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Counselling Lead, UHCS

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Causes for concern or distress

- COVID -19 issues, including physical health
- Mental and physical health issues (STIs too)
- Physical disabilities/learning difficulties
- Relocation/adjustment / cultural differences
- Identity/self-esteem struggles
- Family issues
- Study difficulties
- Relationships
- Sexuality and Gender
- Finances



What makes a difference?

- Ask yourself what supports your wellbeing?
- In groups of 3, share one thing that you do regularly or have done in the past to support your wellbeing



How to identify what kind of situation you are in?

Distinguishing the 3 Ds

Distressed

- Behaviour that causes us to feel alarmed, upset or worried (most common)

Disruptive

- Behaviour that interferes with or interrupts the education process of others or the normal business of the Hall/ University

Dangerous

- Behaviour that leaves us feeling frightened and in fear for our safety or the safety of others

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Signs of a student in distress

Behaviour

- Increase in alcohol or drug use, withdrawn/socially isolated, dishevelled appearance, bizarre or out of character behaviour, increased irritability or aggressiveness, missing class/assignments/poor results, self-harming

Emotions

- Unhappy, tearful, anxious, erratic, confused, mood swings, depression

Thinking

- Persistent worrying, poor concentration, indecision, voicing despondency and/or suicidal thoughts, talking about quitting, talking about giving up



Identifying students who might be at risk



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Knowing When and How to take Action

- It is urgent if: You believe the student may be at risk of immediate harm to themselves or others
- This could look like:
 - The student may be actively harming themselves or someone else
 - Has completely stopped functioning
 - Seems very disorientated and out of touch with reality
Is behaving out of character
 - Expresses suicidal thoughts with a plan and intent
 - Is violent or threatening violence to people or property –
Call the security team and/or Police on 111

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RESPONDING:

Your response makes a difference



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What do I say?

- **Getting a conversation going:** Start with open-ended questions to give the opportunity to open up: “It seems like you might be having a hard time – can we talk?” “I’m concerned about your absences from class – how are you doing?” “Part of my role is taking time to check in with students – do you have a couple minutes to touch base?”
- **Offering next steps:**
 - “I know a lot of students find it helpful to talk to a counsellor when they’re feeling like this” “
 - is this something you might feel comfortable doing?” “
 - What would help right now” “What have you found helpful in the past? “
 - What support do you need right now?”

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Remember your role

What is your role?

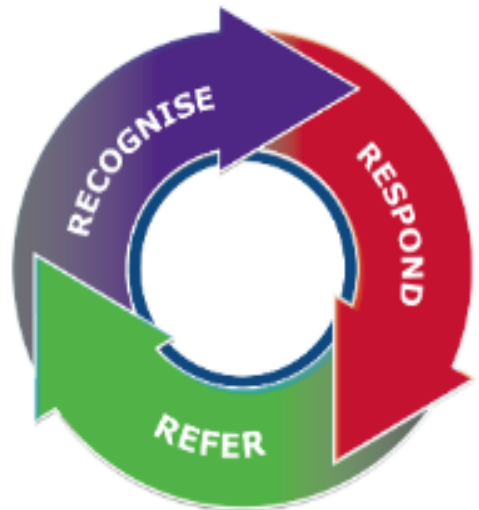
- Be patient and empathetic
- Be encouraging
- Be consistent
- To get help when a student is distressed or when you are feeling significantly concerned about them

However, it is NOT your role to:

- Be your students best friend
- Solve their problems
- Keep secrets about their struggles
- Be their therapist or carer

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How to take Action



- **Recognise** the signs of distress and signs of abuse
- **Respond** with appropriate care
- **Refer** effectively to support services

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Te Papa Manaaki | Campus Care



Te Papa Manaaki | Campus Care

A safe, confidential and free service that supports the health, wellbeing and safety of everyone at University.

Important

This is not a crisis service. If the person is in immediate danger please ring Emergency Services on 111 or Campus Security on 0800 373 7550.

Do you need help? Or worried about another student?

The Te Papa Manaaki | Campus Care team can help with the following:

- Mental health concerns and issues
- Family violence and other safety issues
- Anxiety and distress issues impacting study
- Financial issues and stress
- Stress related to caring responsibilities
- Bullying, harassment & discrimination
- Sexual harm including sexual harassment and assault
- For those facing an exceptional circumstance outside of their control, one of the team can work out a support plan with you looking at academic and other needs.

Did you know?

Students can be referred by others or reach out to us to seek advice or personal support.

[Submit a support request now >](#)

About the team

The Te Papa Manaaki | Campus Care team works with students to better understand their concerns and needs, streamlining interactions with campus services, and developing a treatment plan that works in the best interests of each individual.

Students are assigned a single case manager, who remains in contact if needed, guiding students through internal and external services that can support their needs.

The team also includes Mental Health Case Managers, who can provide ongoing, longer-term support for students living with a diagnosed mental health condition. Our Mental Health Case Managers work with students throughout their studies on a regular or intermittent basis to assess any challenges and difficulties that are affecting their academic progress. They also liaise with other University staff, as well as external mental health agencies and key workers, to ensure that students are supported in their academic studies and mental health wellbeing.

If you'd like longer term mental health support, click on the blue request support button above and complete the referral form. A member of our team will be in touch with you shortly.



Referrals

<https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html>

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What happens next?

Campus Care and UHCS will always complete the following with a student they have interacted with:

- **Assessment**
- **Safety Planning**
- **Follow-up plan**

If you have further concerns regarding the student please reach out and tell us.

You can expect to be kept engaged in the follow-up plans where appropriate.

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Confidentiality

- Do not disclose personal information about students to anyone outside the relevant University staff, including parents, without the student's explicit consent
- Treat personal information about students with discretion
- Do not promise absolute confidentiality and advise the student that you may have to consult a colleague
- UHSC offers a confidential consultation service to all staff who may wish to discuss their concerns about a student in difficulty

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Think about and jot down

- ▶ *Recall a situation when a student spoke to you or approached you for help*
- ▶ *Or a situation you worry about - a student asking for help that might seem hard or tricky.*

Practise time!

Groups of three. Each person take up a role. Roles: Staff member, Student and Observer

How you would approach this resident and the types of questions you might ask them. Plan what to say if there is risk so you feel more ready to handle it

- 1. Role play** – Practise as if you were really experiencing this situation with a student. Student speaks first and then Staff member. If you need help - check in with the Observer.
- 2. Give feedback / debrief** – When the conversation has reached its natural conclusion the observer gives *1 positive and 1 constructive comment*
The student can talk about what it was like for them, then the staff member can talk about their experience
- 3. Change roles** - with a new situation so each person has a turn in each role.

Options for Support

- University Counselling for
 - Counselling, support, referral
 - UniWellbeing Course (E-therapy)
 - Puawaitanga *see UHCS website, #1737*
 - AOD Counsellor,
- Other services:
 - Campus Care
 - 1737
 - Faculty Student Support Advisors
 - International Office
 - Proctor
 - Be Well – self help



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