

## Workshop: Supporting mental health during educational transitions

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### Outline

- What does transition mean to you?
- University transition
  - General support needs and mechanisms
  - Mental health conditions and support processes
- Group discussions: case studies
- Final thoughts
- Useful resources and references details

## What are your first thoughts when you hear 'transition'?

Write down 1 or 2 words on the post-its

Get into a group and share your post-its  
- Are there any common themes?

## Why might mental health support be needed during transitions?

University transition: general support needs and mechanisms



## Support mechanisms before university

- Talking to existing students is valued by, and can better prepare, entry students
- Peer support schemes often recommended to support transition (see e.g. James, 2014; Briggs et al., 2012; Wilcox et al., 2005)

### Universities

- Mentoring schemes
- Open days
- Taster courses
- Residentials

### External

- Brilliant Club
- Nuffield Research Placements
- Higher Education Opportunity Network

## Support mechanisms at university

### Department

- Induction (all years)
- Office Staff
- Personal Tutoring
- Support/Disability Co-ordinator
- Peer Tutoring

### External

- University Nightline
- Student Minds
- Students Against Depression

### Campus life

- Resident Assistants
- Peer Support Schemes
- Wellbeing Advisors
- Health Centre
- Counselling
- Chaplaincy



## University transition: mental health conditions and support processes

### Current climate for young people

The number of 0-17 year olds admitted to A+E with a diagnosed psychiatric condition has more than doubled between 2010/11 -2014/15 (Burt 2016).

6,950-14,917.

9.6% of 5-16 year olds in 2011 had a clinically diagnosable condition (Layard, 2011).

7.7% 5-10 year olds, 11.5% 11-16 year olds.

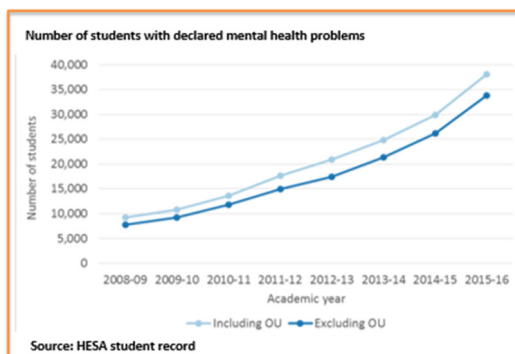
In 2014 (Tagart et al., 2014) Head teachers in secondary schools reported:

88% Self harm as an issue (increase of 57% since 2010).

87% Depression as an issue.

85% Eating disorders as an issue.

## The effects of this on HEI



- The number of students with declared mental health conditions (diagnosed) has increased every year since 2008/9 in higher education.
- This does not account for perceived need, i.e. reported/felt mental ill health or distress.
- The number of students who drop out of University and are reporting mental health problems has trebled from 2009/10 to 2014/15 (HESA report).

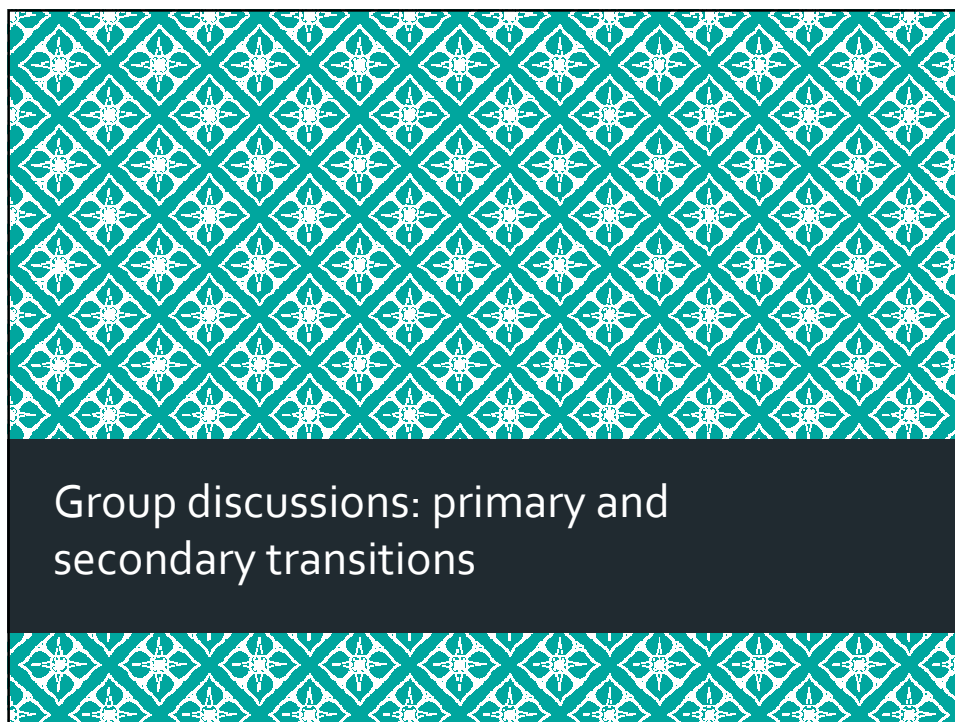
## Transition to HE with a mental health condition

Declare mental health condition (declare disability section) on UCAS form

vs

No declaration





## Group discussions: primary and secondary transitions

### Group Discussions: Case studies

Pick one of the case studies and discuss:

1. In what key way(s) might transition be difficult for the young person?
2. How could their current school potentially prepare the young person?
3. How could the new secondary school/university potentially support the young person with the transition?

#### School: Harinder

Age: 11      Gender: Male

Transition: Local primary school to grammar school about 20 mins away by bus

Concerns: Harinder got very worried about doing well in the SATs. His best friend is going to a different secondary school. Only a few pupils in his class will be going to the same school.

Current support: No formal support

#### University: Sarah

Age: 19      Gender: Female

Transition: From secondary school in Surrey to a university in London

Concerns: Registered with CAMHS, diagnosed with anxiety. SpLD: Dyslexia

Current support: Learning support assistant in classes where Sarah struggles with her dyslexia. Enrichment group for students with anxiety

## Useful Resources – before university

- [Higher Education Outreach Network \(HEON\)](http://heon.org.uk/resources/home) - resources for pupils and staff about university support and preparation: [heon.org.uk/resources/home](http://heon.org.uk/resources/home)
- [Nuffield Foundation](http://www.nuffieldfoundation.org/Nuffield-research-placements) – research placements for sixth-formers, including in university departments: [www.nuffieldfoundation.org/Nuffield-research-placements](http://www.nuffieldfoundation.org/Nuffield-research-placements)
- [Brilliant Club](http://www.thebrilliantclub.org/) – charity which links PhD students with state schools: [www.thebrilliantclub.org/](http://www.thebrilliantclub.org/)
- [University of London Taster Courses](https://tasters.gradsintocareers.co.uk/) – short subject-specific courses, usually incl. chance to meet current students: <https://tasters.gradsintocareers.co.uk/>
- [Hackney University extension programme](http://www.bsix.ac.uk/college/partners/universities.htm) – taster courses for pupils at partner schools in Hackney: [www.bsix.ac.uk/college/partners/universities.htm](http://www.bsix.ac.uk/college/partners/universities.htm)

## Useful Resources – university transition

- [Student support at Royal Holloway](http://www.royalholloway.ac.uk/studentlife/supportthehealthandwelfare/home.aspx) – general information: [www.royalholloway.ac.uk/studentlife/supportthehealthandwelfare/home.aspx](http://www.royalholloway.ac.uk/studentlife/supportthehealthandwelfare/home.aspx)
- [Students Against Depression](http://studentsagainstdepression.org) – evidence-based information and resources: [studentsagainstdepression.org](http://studentsagainstdepression.org)
- [Nightline Association](http://www.nightline.ac.uk) – network of confidential listening and support services by students for students: [www.nightline.ac.uk](http://www.nightline.ac.uk)
- [Student Minds](http://www.studentminds.org.uk) – UK student mental health charity, runs student support groups: [www.studentminds.org.uk](http://www.studentminds.org.uk)
- [Charlie Waller Memorial Trust](http://www.cwmt.org.uk/training) - resources for school and university staff: [www.cwmt.org.uk/training](http://www.cwmt.org.uk/training)
- [Disabled Students' Allowances](http://www.gov.uk/disabled-students-allowances-dsas/overview) – government information: [www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)
- [Recovery College](http://www.sabp.nhs.uk/recovery/recovery-sabp/recovery-college) – NHS educational support workshops for carers, friends, and individuals with mental health difficulties: <http://www.sabp.nhs.uk/recovery/recovery-sabp/recovery-college>



## References

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James, A. I. (2014). Cross-age mentoring to support A-level pupils' transition into Higher Education and undergraduate students' employability, *Psychology Teaching Review*, 20 (2). Special Issue: Pedagogical action research. ISSN: 0965-948X

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## Final thoughts?

Any final practices points, ideas, or resources to share?

Any thoughts you are taking away from the workshop?



**Thank you for participating!**

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