

The background of the entire page is a photograph of the Edinburgh skyline, featuring the prominent spire of St. Giles' Cathedral. A large, stylized rainbow wave graphic flows from the top right corner towards the bottom left, framing the central text and logos.

think⁺
positive about
student mental health

Scotland's Student Mental Health Conference

nuS *scotland*
national union of students

Foreword

Dear Delegate,

We are delighted to welcome you to Scotland's Student Mental Health Conference on Thursday 29th October at Stirling Court Hotel. This inaugural Conference is a fantastic opportunity for you to learn from and network with the variety of speakers and delegates we have today.

We'll begin our day with a key note from Claire Haughey MSP, Minister for Mental Health, before we celebrate some of the brilliant initiatives our peers have run in our Showreel presentations. Our workshops will give you the opportunity to be a bit more hands-on; we encourage you to get involved with each session as much as you feel able to. We received over 40 proposals for sessions, and want to thank our enthusiastic student panels who helped us design today's agenda. We would also like to thank See Me for the kind use of their stickers; please collect the sticker most appropriate for you when you sign in.

This Conference has been funded via Think Positive, the Scottish Government's chosen partner to support HE and FE institutions in Scotland to deliver holistic approaches for their students' wellbeing on campus through their Student Mental Health Agreements (SMHA).

The initiative encourages institutions and their student associations to work in partnership to collate everything an institution or student association is doing to improve student mental health in one easy-to-read document. Think Positive also runs a small grant scheme to support institutions implement work set out on their SMHA.

The SMHA's mapping exercise illustrates challenges identified by staff and students relating to mental health and wellbeing support services. Additionally, the document provides a holistic overview of support streams already in place, whilst providing an existing working group comprising key engaged stakeholders working to implement the SMHA.

We believe that - similarly to a Student Mental Health Agreement - everyone here today has a role to play in designing, developing and implementing the future of student mental health in Scotland and we cannot tell you how excited we are to collate your conversations and your priorities into a future action plan to move the national movement forward.

Today has been planned with you in mind. We hope you get the most out of it that you can.

We are delighted to have you with us.

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Housekeeping

What time does Registration start?

Registration is from 8.45am until 9.30am. Please sign in at the desk to the left of Reception when you arrive at Stirling Court Hotel.

Is accommodation provided?

If you would like to stay at Stirling Court Hotel, we can offer you a reduced rate. Please get in touch with Think Positive if this is something you would like to organise.

Are meals and refreshments provided?

Included in your delegate ticket is two coffee/tea/biscuits breaks and a buffet lunch.

What time will the Conference finish?

Scotland's Student Mental Health Conference will finish at approximately 5pm.

Do I need to bring anything with me?

If you have one, a smart phone or a tablet would be useful as multiple sessions will be utilising Menti-meter.

Is Wi-Fi available?

Yes! Please connect to "UoS Guest Wi-fi" and open your web browser. Follow the on-screen instructions and your device will log you in automatically for at least 90 days.

Can I get a hard copy of this delegate pack?

As we're trying to be eco-friendly, please let us know if you would like a printed copy and we will provide this for you.

How can I connect with other delegates at the event?

You can use the hashtag #SSMHC20 on Twitter and Instagram.

Where can I purchase additional refreshments?

There is a vending machine within the corridor of the Conference Centre, where you can buy extra drinks and snacks. There are also additional catering outlets and a Co-Op within the University of Stirling buildings if you would like extra coffee or snacks.

What should I do if I have a problem?

NUS Staff will be available at the information desk and visible in each session wearing an identifiable badge at the beginning of the event, and the Quiet Room (Silver Glen) once we have started, and will be happy to help you wherever possible.

Will there be filming and photography at the event?

We will be live-streaming the panel discussions and an events photographer will be taking photographs throughout our different sessions there might also be audio recording taking place, however you will be notified before each session. If you have any concerns about this, please speak to an NUS member of staff at your earliest opportunity.

Floorplan



Agenda

Time	Duration (minutes)	Session
8:45-9:30	45	Registration
9:30-9:45	15	Welcome and Housekeeping (Blair Atholl)
9:45-10:15	30	NUS Scotland Mental Health Research (Blair Atholl)
10:15-10:30	15	Keynote speaker: Claire Haughey MSP, Minister for Mental Health (Blair Atholl)
10:30-10:45	15	BREAK (Silver Glen/Blair Atholl)
10:45-11:15	30	<div>Student Campaigning Toolkit (Lomond)</div> <div>Place2Think (Mull)</div> <div>Murray College-SPG (Fintry Erskine)</div> <div>Feeling Good (Blair Atholl)</div> <div>Communicating our support (Dollar Callander)</div>
11:15-12:15	60	<div>Think Positive: A One Community Approach (Lomond)</div> <div>Good Practise as a Specialist Mental Health Mentor (Mull)</div> <div>Anxiety in Education (Fintry Erskine)</div> <div>Demonstrations: Big White Wall, Zines, See Me, Well Boxed (Blair Atholl)</div> <div>Panel: Thinking it Through: Solutations for College (Dollar Collander)</div>
12:15-1:00	45	Lunch

Agenda

Time	Duration (minutes)	Session				
1:00-2:00	60	"Maybe I need more than an app" (Lomond)	Student 2 student peer learning (Mull)	Small Grants Offer Big Change (Fintry Erskine)	Demonstrations: Big White Wall, Zines, See Me, Well Boxed (Blair Atholl)	Panel: Challenges and Perspectives from Counselling services (Dollar Callander)
2:00-2:30	30	Suicide calls (Lomond)	Menfullness (Mull)	Relaxation Room (Fintry Erskine)	Being Well, Living Well (Blair Atholl)	Gathering Lived Experience Art Project (Dollar Collander)
2:30-2:45	15	BREAK (Silver Glen/Blair Atholl)				
2:45-3:45	60	Co-Producing Peer Led services (Lomond)	Complex Case Discussion Group (Mull)	Gambling with our Mental Health (Fintry Erskine)	Improving Access to Mental Health Support (Blair Atholl)	Panel: Future Students' Mental Health (Dollar Callander)
3:45-4:45	60	What does the future of student mental health look like? (All rooms)				
4:45-5:00	15	Closing session (Blair Atholl)				

Attendee profiles

Think Positive works with a variety of institutions across Scotland. In the 2018/19 project year, almost 250,000 students were positively impacted by their institution taking part in the Student Mental Health Agreement, choosing to prioritise their mental health!

When planning this conference, we wanted students to be at the core of the whole event. As you'll see, students and institutions make up the majority of delegates at this event. Students were also involved in the selection of workshops and show-reels available to you today; as part of a panel, they helped shape the whole day!

Delegate ratios



Statement of Atmosphere

Designed with our varied delegates' needs in mind, today's Conference is the perfect opportunity for you to explore the many initiatives that are taking place across Scotland and beyond and develop your networks. We want Scotland to be leaps and bounds ahead in its mental health support provision for students.

Consequently, we have designed today as a space for discussion rather than debate, framed within the question: "how can we support each other to offer the best support to students in Scotland?"

We want to take all the learning we collate from today's event to create a national plan for action. This would detail what it is we all think needs to be the priorities of several key stakeholders, including:

- Students
- Institutions
- External mental health organisations
- NHS Scotland
- The Scottish Funding Council
- The Scottish Government
- NUS Scotland

The plan will also outline the support we believe each group needs to achieve those priorities. This will all come together in our final session, but might be worth thinking about as we progress through our day.

We know that some of the discussions today might be uncomfortable, and we want you to know that there is a Quiet, Mental Health Free Space within Silver Glen (the room we'll also be serving lunch and tea/coffee in). There will be a member of NUS Staff wearing an identifiable badge in each session there to offer any help or support. We also have a Relaxation Room during our second Showreel slot, where you'll find calming music, colouring books and play dough to give you space.

You may have noticed that although our sessions run for 20minutes (Showreels) and 50minutes (Workshops), on our agenda we've allocated 30minutes and 60minutes. That extra ten minutes is "you-time": that's your opportunity to nip to the bathroom, grab a drink, move to your next room, or ask any questions you weren't able to during the session.

If you have any concerns or would like to discuss any of this further, please seek out a member of NUS Staff who would be happy to have a chat with you. We want this event to feel as inclusive and supportive as we believe student mental health in Scotland should be and appreciate your support.

Showreels



Student Campaigning Toolkit – SAMH

Content includes: Working with Vulnerable Groups, Managing Expectations

In this showreel we will be showcasing our new student campaigning toolkit (to be piloted in 2020) and our College Connect project. **Key outcomes for this session:** to inform and empower students to plan and execute their own mental health campaigns; and to build knowledge and confidence in those interacting with young people; to support young people on the transition from school to college.



Place2Think – Place2Be in partnership with University of Stirling

Content includes: Stress, anxiety

We have been involved in a pilot programme [...] [which] focuses on ensuring future generations of teachers feel better equipped with the skills and understanding to support mentally healthy classrooms. **Key outcomes for this session:** how Place2Think has allowed staff and students to access their own resources. They learn skills to reframe situations, increase their emotional intelligence and resilience, find their own solutions to resolve their challenges and issues, building and maintaining safe boundaries.



Moray College Student Peer Group – Moray College, UHI

Content includes: Depression, Attempted Suicide, Suicide

The Moray College UHI Student Peer Group (MC-SPG) is a student-led group that provides a friendly, supportive and confidential environment for students to discuss their personal stresses and mental well-being. **Key outcomes for this session:** the benefits of having a student-led support group, how to set one up, learning from the challenges faced when setting up a student led peer group.



Feeling Good – University of Edinburgh

Content includes: Depression, Stress, Anxiety

The Feeling Good App is a University of Edinburgh collaboration with the Edinburgh-based charity, Foundation for Positive Mental Health. A free-to-use resource for all students and staff, The Feeling Good App delivers Positive Mental Training; an easy-to-use audio programme which incorporates positive psychology techniques. **Key outcomes for this session:** introduction to the resource; understand how it was developed; learning from the evidence base for this resource and its wider benefits.



Communicating our Support – Glasgow Caledonian University

Content includes: Suicide

We are excited to utilise this showreel session to share the various mental health campaigns which have been developed with our students and Students' Association for our students and staff, and our Mental Health Framework we have developed to take an institutional wide approach to enhancing student and staff wellbeing. **Key outcomes for this session:** the importance and value of taking a student-led approach, how to take a student-led approach, learning from different methods taken to evaluate this work.



Suicide Calls Project – Nightline Association

Content includes: Suicide

This showreel showcase(s) Nightline Association's Suicide Calls Training for our affiliated Nightline services. Developed alongside the Charlie Waller Memorial Trust, this training is dynamic, evidence-based and relevant for Nightline volunteers. **Key outcomes from this session:** awareness of Nightline services across Scotland, appreciation of the need for a wider support package within student support; allow participants to consider their own role in actively listening to their peers or signposting to an appropriate support service.



Menfullness – Pete Quinn Consulting

Content includes: Male Mental Health, Suicide

#Menfullness is an initiative based in York that brings men together including with #SocialCircuits a non-judgemental exercise session on a Tuesday evening. Specifically badged as more of a social than a gym-exercise based initiative and free to attend, this has proved popular at attracting men from across York, including students. **Key outcomes for this session:** knowledge of what works for men in terms of well-being activities and how this can be implemented on campuses for students, staff and the wider community.



Being Well, Living Well – Epigeum, Oxford University Press

Content includes: Self-harm, suicide

As a result [of our research], we have developed our interactive toolkit, Being Well, Living Well, in conjunction with mental health experts, students and higher education professionals, using high-quality content and sophisticated pedagogy to maximise student engagement. **Key outcomes for this session:** how technology can be utilised to engage students and provide preventative measures; how technology can be part of an overall blended approach to wider support initiatives.



Gathering Lived Experience – Sally Nimmo, See Me

Content includes: Anxiety, panic attacks

Co-producing workshops and focus groups, Sally considers creative, engaging methods of gathering insights, opinions and lived experiences of young people related to: accessing mental health services, stigma/discrimination, impacts of social media, supporting someone experiencing a mental health problem, student mental health. **Key outcomes for this session:** benefits of using creative methods to uncover and understand; the importance of including students' lived experience in the development of initiatives/projects.



Relaxation Room

Think Positive

We know that conference spaces and busy events can sometimes be overwhelming, that's why we wanted to give our delegates the opportunity to take a break and recharge. Take some time for yourself in our relaxation session; we'll have some calming music playing and mindfulness activities available.

Workshops

A workshop is a 50minute session where a variety of presenters and organisations will offer you an engaging, activity-based space to explore training, student mental health within education, the expectations of future students, supporting vulnerable student groups, mindfully approaching suicide within our student population, what our future with tech could look like, balancing the medical and community models on our campuses, offering student support as a package and promoting our support initiatives.



Co-Producing Peer Led Services – Nightline Association

Content includes: BAME, Student Parents, Care-Experienced, Students of Faith, LGBTQ+

So often we talk about student centred support, but how often do we put students at the centre right from the beginning? In this workshop, delegates will design a Dragon's Den style elevator pitch of no more than 90 seconds for a peer-led service of their design, supported by question prompts throughout their planning process. **Key outcomes from this session:** a better understanding of why co-production peer-led services will lead to a more effective delivery and therefore, more personalised support.



Good Practise as a Mental Health Mentor – University Mental Health Advisers Network

Content includes: Specialist Mentor, Boundaries, Good Practise, Current Research, Feeling Useless, Disagreements, Feeling Overwhelmed, Crisis

The role and responsibilities of the specialist mental health mentor; boundaries, good practice and responding to students who may challenge those boundaries. It reiterates the need for joined up working, having a clear and shared approach working with students with mental health conditions. Outline current research in specialist mental health mentoring, highlighting the effectiveness intervention.



Anxiety in Education - Place2Be

CW: Anxiety, Childhood Disorders, Depression, Stability, Self-Care, Compassion

Place2Be will offer delegates the opportunity to increase their knowledge on the ways in which anxiety can impact learning and day-to-day functioning through an interactive and discussion-based session. **Key outcomes for this session:** feel more confident supporting individuals and their ability to access learning; to develop a compassionate approach to anxiety and consider self-care strategies; consider the importance of regulating our own emotions when supporting and dealing with anxiety.



Think Positive: A One Community Approach

“What is a “One Community” approach, and why should we all adopt one? Think Positive has been promoting whole-institution approaches since they first introduced Student Mental Health Agreements in 2015, but now they want to see that impact reach further. In this workshop, Team Positive will guide you through their tried-and-tested model of developing strong links across campuses, sharing the best practise they have collated along the way.”



Student2Student Peer Learning – Scottish Recovery Network

Content includes: Peer Mentoring, Active Listening, Student Society, Lived Experiences

Establishing Peer Mentoring/ Coaching schemes using the Scottish Recovery Network Peer2Peer learning resources. Discussing how a peer relationship might differ from professional and reflect on how peers can use their lived experiences to support others. Key outcomes for this session: develop an understanding of peer support in relation to mental health recovery; how peer support can complement other forms of support; discuss the practicalities of establishing a peer support scheme.



Small Grants offer Big Change – Think Positive/NUS Scotland

Content includes: Discussion of money, case studies

Reflecting on the Think Positive's Small Grant Scheme pilot, this workshop explores how a small grant scheme has benefited the Student Mental Health Agreement project, and how this could be expanded. Delegates will design a proposal based on participatory-led principles, which could be utilised within their home organisations. **Key outcomes from this session:** understand the benefits of a small grant scheme; inspire new funding approaches; how to adopt participatory-led approaches.



Complex Case Discussion Groups – University of Highlands and Islands

Content includes: Complex issues, Resilience, Confidence, Self-Reflection, Communication, Boundaries, Peer Support, Burnout

Utilising case studies, delegates will consider how to develop resilience/confidence in staff when responding to students who are presenting with complex issues; explore how CCDGs can develop resiliency, confidence. **Key session outcomes:** a robust framework for academic and support practise; highlight the importance of staff training; reduce isolation and promote honest, considered peer support; reduce the dangers of burnout; learn about personal limitations; set explicit boundaries.



Gambling with our Mental Health: An Exploration into Student Gambling and Mental Health – Fast Forward

Content includes: Gambling, Gambling Activity, Depression, Anxiety

Recreating the gambling experience, delegates will explore feelings and perceptions around gambling wins and losses and will learn how gambling may affect students' studies; the relationship between gambling and high-risk behaviours, such as substance use and alcohol consumption. **Key outcomes from this session:** awareness of the affects of gambling; knowledge of harm reduction approaches to student gambling and mental health; information about additional support and resources.



Supporting an Inclusive University Community: Online Approaches to Training – Epigeum, Oxford University Press

Content includes: Hate Crime, Harassment

Utilising a round-table discussion, an online poll and small group work, this workshop will seek to discover best practices for to tackling harassment and hate on campus and in the wider community. **Key outcomes from this session:** understand what constitutes a hate crime; inspire new ideas for tackling hate crime on campus; greater awareness of the impact on students and their studies; how to include online training as part of a blended learning approach to education.



Improving Access to Mental Health Support – Glasgow Clyde College/Charlie Waller Memorial Trust

Content includes: Distress

This workshop will result in the design [of] a student-centred landing page for mental health and wellbeing, which will include links to a range of support, education and activity-based resources. **Key outcomes from this session:** an example of a copyright-free web page with links to accessing support and learning about mental health issues. This can be taken to colleges and universities, altered to be bespoke and added to their intranet.

NATIONAL SOCIETY OF APPRENTICES

“Maybe I need more than an app”

In the summer 50% of apprentices told us that they were concerned about their mental health and wellbeing. Come and talk to nsoa leadership team members about some of the practical actions that apprentices say are useful. We hope you'll join our discussion about whether a pay rise or an app will make the biggest impact on apprentice mental health.



Photo credit: Absolutivision via Unsplash

Demonstrations

Our demonstration space within the Blair Atholl room will be open during our first two workshop sessions, and over lunch. This is a more informal space where groups of ten delegates at a time can see some of the initiatives showcased in action.



See Me

Content includes:
Mental Health Stigma, Discrimination

See Me is Scotland's programme to end mental health stigma. Tackling stigma and discrimination is fundamental in any mental health initiative or support service. See Me will outline the variety of ways their societies on campus can tackle mental health stigma and discrimination. This will include how to set up a new mental health society, how to create key outlines of the main priorities for your society on campus and how to plan an event/activity/method to tackle the stigma on your campus.

Key session outcomes: understand key mental health issues facing students; have a greater understanding of university policy regarding mental health; practical skills to tackle structural and public stigma at university.



Well-Boxed

Content includes:
Self-Care, Community Building, Support Networks

This demonstration will share the learning gained through offering a student wellbeing box to distance learning students and offer delegates the opportunity to explore what might be included in creating a wellbeing box.

Key session outcomes: a practical plan to put in place their own self-care boxes; how to form a network of support to carry this project forward; knowledge of the importance of talking about mental health to combat stigma.



Edinburgh Zine Library

Content includes: LGBTQ+, First Generation, Perfectionism, Lack of Confidence, Breaking Down Barriers, Suicide

Zines have a long history of being used to share knowledge and experiences with communities. Within this demonstration, delegates will be offered the opportunity to interact with and design their own zine pages, reflecting on their experiences of the conference and of student mental health more generally.

Key session outcomes: an interest in zines; an understanding of how zines can be utilised; an increased confidence in creatively sharing and communicating their ideas; an appreciation for zines as safe spaces; pride in pages created for a collaborative zine.



Big White Wall

Content includes:
Anonymity, Sharing Feelings, Self-Help, Prevention, Stigma

This session will take a look into online mental health service, Big White Wall, and demonstrate the real value of out of hours support, anonymity and sharing feelings and experiences with others.

Key outcomes from this session include reducing stigma, highlighting alternative ways of expressing feelings through creative techniques like drawing and clear benefits of a clinically managed online environment.

Panels

We have three very exciting panel discussions lined up for you, chaired by Colleges Scotland, Heads of University Counselling Services Scotland, and Think Positive/ NUS Scotland.

Thinking it Through: Solutions for College Mental Health **CW: Counsellors, Counselling, Suicide**

This panel, hosted by Colleges Scotland, will explore a look ahead to Phase 11 of the roll-out in the next academic year and identify what additional support might be required to complement this work in colleges across Scotland. In particular, the discussion will focus on how, as a sector, we can best support vulnerable student groups and manage the expectations of future students.

The panel will be chaired by Jon Vincent, Principal and Chief Executive, Glasgow Clyde College. Panellists are to be confirmed.

Challenges and Perspectives from Counselling Services **CW: Counselling, Suicide**

This panel, hosted by Heads of University Counselling Services Scotland, will explore:

- Increasing demands on services (numbers and complexity)
- Innovative service developments
- Partnership working with Student unions
- Managing priorities across the range of wellbeing needs
- Finding a healthy space in institutions that might not be health

The panel will consist of Ronnie Millar, Director, University Counselling Service, University of Edinburgh; Carol Murray, Head of Student Wellbeing Services, Heriot Watt University; Claire O'Donnell, Student Wellbeing Manager, University of West of Scotland; Allie Scott, Mental Health and Counselling Manager, University of Highlands and Islands.

Future Students' Mental Health **CW: Anxiety, Academic Stress, Relationships, Transitions**

This panel, hosted by Think Positive, NUS Scotland, will explore the potential future needs of student mental health in Scotland, drawing on the experiences of students yet to attend FE or HE institutions.

The panel will be chaired by Jessica Smith, Student Mental Health Coordinator, Think Positive. Panellists are to be confirmed.

Speakers

Kirsten Amis

Kirsten is a qualified mental health nurse, a BACP and COSCA accredited counsellor, a clinical supervisor and has been a lecturer in counselling for 24 years. She has managed the counselling service at Glasgow Clyde College since 2000 and maintains a small private practice. Kirsten sits on the Scottish Government College and University Mental Health Advisory committee and the BACP Membership and Professional Standards committee. Kirsten has authored three text books on psychotherapy and is in the final year of her doctoral research entitled Supporting The Mental Health Of Students In Scottish Colleges.

Shaunna Carden

Shaunna Carden is one of the account executives at Big White Wall, responsible for looking after and acquiring an extensive portfolio of Further and Higher Education partnerships, as well as those within the national health and private sector. Serving as a direct link between institutions and Big White Wall, Shaunna harbours a great understanding of the complex challenges faced in the UK education sector – dealing with the sensitive, emotive and at times, difficult, subject of mental health and wellbeing of students.

Kathleen Forbes

Kathleen is trained as a counsellor and a systemic family practitioner with many years of experience working with adults, families and children and young people in school settings, within the community and further education. She has a background in academic research. Kathleen is a mum to three sons who are all currently at University. She loves working with the students. Kathleen has a very daft small dog Rosie who is a precious part of our family and a wonderful little therapist. You might bump into her swimming in the University pool-my best stress buster, she's a terrible swimmer but loves the water.

Stef Black

Stef is a Senior Development Consultant at sparqs, a publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of their learning experience. Stef's main areas of work include supporting student engagement with national sector agencies, and university and college quality arrangements and policy developments. She was responsible for developing the sparqs project 'Student Mental Wellbeing; a Learning and Teaching Perspective', an initiative that explores enhancing student wellbeing within areas such as curriculum, assessment & feedback and quality enhancement processes. She has oversight for all of sparqs' work around student mental wellbeing and is also a member of the Scottish Government Student Health and Wellbeing Working Group.

Lillith Cooper

Lilith Cooper (they/them) is a zine maker, author, cyclist, and mental health activist. They've written about their experiences in mental health services, being an ex-offender, the relationship between being non-binary and mental health, and training as a peer support worker. They graduated from The Open University in 2016, and are currently working as a Campus Cycling Officer at Fife College. They are a founding member of the Edinburgh Zine Library, and co-run a community arts organisation in Kirkcaldy, where they live.

Dawn Getliffe

Dawn has had a varied background but a common theme throughout her experience has been her passion for mental health. When she first left school, she wanted to become a psychiatrist, so started studying Medicine at the Dundee University Medical School. Now, with her sights firmly set on Clinical Psychology, as she starts a Masters (conversion) at the University of Aberdeen in October. Dawn is a recent graduate of the Open University (OU), where she studied 'Approaches to Mental Health' and 'Leadership and Management in Health and Social Care'. It is at the Open University where Dawn first developed the 'Well-Boxed Project'. She has recently launched the 'Pass the Parcel' campaign with See Me Scotland in her capacity as a Community Champion.

Frances Griffin

Frances Griffin is a Consultant trainer with Place2Be, a leading Children's Mental Health Charity working in schools across Scotland, England and Wales. Frances' current role in Initial Teacher Education at Moray House School of Education and Sport, University of Edinburgh; involves piloting support - called Place2Think. Place2Think (reflective supervision in Education) provides a reflective space, helping student teachers process the impact of supporting the mental health and emotional needs of children and young people in their care. Frances has over 35 years experience of working in Education, Health and the Third Sector, with children and young people and the professionals who support them.

Ellie Harding

Ellie is a volunteer with the Nightline Association and previously coordinated Aberdeen Students' Nightline. Additionally, Ellie has coordinated Pain Concern's peer helpline and worked with Aberdeen University Students Association in designing and delivering peer support training to Student Societies and the LGBT+ network. Ellie has worked with organisations on a national level to better embed welfare into their structures supporting them to reflect on existing practices and adapt where needed. Furthermore, Ellie is a trustee with Quakers in Britain and a Director of the Quiet Company with a strong interest in data, strategy development, and governance.

Joel Hockney

Joel Hockney founded the Moray College UHI Student Peer Support Group in 2016 to address the real need for an alternative form of support for students to talk through their problems, stresses and potential challenges to their Mental Wellbeing while studying his Honours Degree at the campus. After passing the mantle of lead facilitator to a fellow student in 2019, he began working part-time as Student Association Assistant at the Highlands and Islands Student Association based at Moray College UHI. Now in 2020, he is now working as HISA's Mental Health Coordinator, with a personal aim to bring Student Peer Support Groups across all thirteen campuses of the University of Highlands and Islands and potentially, beyond.

Warren Hughes

Warren graduated from Abertay University in 2013 with an honours degree in Sport and Exercise Science. He gained experience working within the education sector and training before beginning his career at Fast Forward, a youth work charity working to improve the health and wellbeing outcomes for young people in Scotland. In 2018, Fast Forward launched the Gambling Education Hub, a project aiming to make it possible for every young person in Scotland to have access to gambling education and prevention opportunities. Warren currently works as a Project Officer within the Hub, leading the delivery of gambling education and prevention training for staff in high schools, colleges and universities across Scotland.

Scott Kelly

My name's Scott Kelly, I am about to enter my third year of my plumbing apprenticeship, and I am also a student at South Lanarkshire College. I have become involved with the NSOA /NUS through being asked to represent Unite the Union on here, and hope to get involved at every opportunity. Mental health is a serious issue affecting young people, especially students and apprentices in particular, and I hope that having good discussions about it can bring about a real positive change.

Ben Kinross

After a stint hanging out in Germany I've worked in youth clubs, vocational college SU's, NUS and now NSOA for the last 18 years and I think I've finally persuaded my dad that I have a real job. My work sees me talking to apprentices from Ballymena to Billericay and Orkney to Orpington.

When I'm not on a train to throw starbursts at a group of apprentices, I get to nerd out about apprenticeship and vocational education policy, which is more fun than it sounds. Like many other student unions, NSOA combines engaging brand new members with the idea that they might just have something to say about their education and the society they live, as well as the opportunity to train young people to constructively challenge decision makers.

Donald Lockhart

Donald Lockhart, is a Project Officer on Fast Forward's Going Forward Project. Going Forward focuses on health and well-being and risk-taking behaviours (e.g. Substance misuse, sexual risk taking behaviour, online safety) and works with vulnerable, at-risk and high-tariff young people across Edinburgh and the Lothians. The project includes group-work and peer education sessions delivered in partnership with other agencies. Since May 2017, Fast Forward's Going Forward team has worked with over 45 organisations, across Edinburgh and the Lothians, to deliver 450 group-work sessions for high-tariff, vulnerable and at-risk young people. Some of the organisations that we work with are Bridges Project in Musselburgh, Tomorrow's People in North Edinburgh, Street League in Edinburgh, Deans Community High School in West Lothian and the West Lothian Council Skills Development Programme.

Abigail Melton

Abigail Melton (she/her or they/them) is an author, artist and zine maker. She is a founding member of the Edinburgh Zine Library and makes zines about her experiences of mental health, PMDD, veganism, cycle touring, disability, fatness and queerness. She graduated from The University of Edinburgh in 2013, and currently co-runs a community arts organisation in Kirkcaldy, where she lives.

Carol Murray

I am a BACP Accredited Counsellor, who qualified in 1996, after starting my career in Social Work and Social Care. As a Counsellor, I have worked in Primary Care, and NHS Occupational Health, and for the last 6 years I have been the manager of the Student Counselling Service at Heriot Watt University. My current post, Head of Student Wellbeing Services gives me an overview of the Counselling, Disability and Student Experience teams, and brings opportunity to contribute to strategic developments in all aspects of Wellbeing provision. I enjoy working in the vibrant University setting, and supporting students at this key stage of their lives.

Dr Anna Matthews

Anna is the Chair of UMHAN. She is also the founder and Director of UMO, a not for profit Specialist Mental Health & Wellbeing Mentoring Service providing bespoke one-to-one support to students and staff in Education. Anna is also an accredited specialist mental health mentor. Anna has worked in this sector for over 13 years and now helps to frame policy in this area. She has previously worked within the NHS and academia, principally at the Leeds University, helping many students along the way. Anna has lectured, lead workshops, provided consultancy in mental health and wellbeing and has ran the national mental health mentoring accreditation scheme since 2016 for those wishing to work within the HEI sector and meet the QAF. She is keen to raise awareness of the outcome measures into specialist mentoring, as well as how to ensure equal access to mental health and wellbeing mentoring. She is about to publish a White Paper on 'The Role and Impact of Specialist Mental Health Mentoring in HE'. Her research highlights the significant benefits of the interventions on students and staff.

Ronnie Millar

Ronnie Millar is Director of the Counselling Service at the University of Edinburgh. A BACP Accredited Counsellor, Ronnie has 22 years' experience counselling students. He is currently Co-Chair of Heads of University Counselling Services (HUCS) Scotland, and is on the Executive of HUCS UK. As well as being an experienced counsellor, Ronnie has managed and led the Counselling Service for 15 years, and has introduced many of the successful innovations to service provision at the University of Edinburgh. He has served on the BACP University and College Executive, and is a member of the international Association of University and College Counselling Center Directors. He is a member of University Scotland's Mental Health Group and the Scottish Government's Student Mental Health and Well Being Working Group.

Emma Nieminen

Emma started her active listening and student support career as a Nightline volunteer in February 2011 while at university in Edinburgh. Since university she has volunteered with the Nightline Association in a number of roles, as well as working in human resources and students' association support services. She is now employed by the Nightline Association (thanks to some amazing funders!) to support the roll-out of the bespoke Suicide Calls Training to Nightlines across the UK and Ireland as well as overseeing a Suicide Policy Review to ascertain best practice in the student support and helpline sectors.

Jacqueline Nicholson

A Mental Health Policy Adviser at the University of Aberdeen, Jacqueline is an experienced mental health specialist in innovative crisis services and higher education, working collaboratively with people who have lived experience. A practitioner with excellent interpersonal skills, a higher degree in Health Psychology from Queen Margaret University and an Advanced University Diploma in Clinical Hypnosis and Stress Management from Staffordshire University, Jacqueline is currently studying at the University of Edinburgh in Counselling and Psychotherapy.

Sally Nimmo

Sally is currently in her final year studying Interaction Design at Glasgow School of Art and also a Volunteer 'Youth Champion' at See Me Scotland. Throughout her time at GSA she has found much of her creative practice to be inspired by her own lived experience of mental health problems and also her volunteering experience at See Me. Using the creative techniques developed while studying, Sally focuses on using technology, such as Augmented Reality, projection, sound production, animation and data visualisation, to create engaging experiences and outputs that communicate issues related to mental health

Emily Nix

The Scottish Youth Parliament is the democratically elected voice of Scotland's young people and represents the views of people aged 12-25. The Health and Well-being Committee, of which Emily is Convener, aims to increase awareness, support and education surrounding health, well-being and self-care.

Claire O'Donnell

Student Wellbeing Manager at the University of West of Scotland and a psychotherapist with over 12 years' experience of working in Higher Education. Claire is really passionate about enhancing the evidence base for student mental health in Scotland. She also has an interest in exploring preventative, and non-clinical, approaches to improving student mental health.

Pete Quinn

As former Director of Student Support at the University of York and Head of Disability Support and Deputy Head of E&D at the University of Oxford Pete has worked with some of the best universities in the world as well as consulting, sporting and arts organisations. Pete is experienced in the development and championing of student, community and employee networks and initiatives and has worked on projects for UK, Hong Kong and Singapore Universities, NHS Public Health England and Student Minds. More recently Pete has been working on burnout prevention and worker well-being initiatives as well as supporting Yorkey Dads and Menfulness in York. See www.petequinnconsulting.co.uk for more of what Pete does.

Allie Scott

Allie is the Mental Health and Counselling Manager for the University of the Highlands and Islands, based at Perth College UHI. She is a highly qualified mental health and education specialist who has worked in informal and formal education settings for the past 20 years. She is a British Association for counselling and Psychotherapy (BACP) accredited Counsellor, and accredited as a trainer for both COSCA and Scottish Mental Health First Aid. Allie manages the online counselling service for the University and also the Counselling Network. She represents the University at the Heads of University Counselling Services Scotland recently co-authoring the paper: - "University Counselling Services in Scotland: Challenges and Perspectives." She is a member of the BACP Special Interest group looking at counselling provision in FE.

Rachel Simpson

Rachel is the Project Officer for Student Mental Health at Glasgow Caledonian University. With a background in Mental Health and Wellbeing, graduating with a BSC Hons Degree in Psychology, Rachel has also attained her COSCA Counselling Skills Certificate and a postgraduate Post Experience Certificate in Supporting Student Learning and Engagement; from which she was also an Associate Fellow of the Higher Education Academy. As a previous President and Vice President of GCU's Students' Association, Rachel was the lead for Wellbeing and led on a number of initiatives relating to Equality, Diversity and Inclusion, and Mental Health and Wellbeing. Rachel has also participated in Think Positive's Student Mental Health Agreements Project Advisory Group, and Student Minds' Student Advisory Committee.

Robert Stevenson

Robert Stevenson, Network Officer with the Scottish Recovery Network (SRN), will facilitate the workshop. Robert has helped support and develop peer support projects in a number of organisations in the public and third sectors. He has also delivered training using SRN's Peer2Peer learning resources to professionals and volunteers in a range of different settings. Robert first became interested in developing student2student peer support schemes in further and higher education settings when he helped train a group of peer mentors at the University of Glasgow.

Naomi Wilkinson

Senior Commissioning Editor at Epigeum, part of Oxford University Press. Collaborating with institutions around the world, Naomi is responsible for the strategic development of a portfolio of courses aimed at students in higher education, and is currently working on the Being Well, Living Well toolkit, to be published in May 2020. Naomi also oversees projects through their development process, including creating and testing potential course outlines and pedagogical approaches.

Craig Smith

Craig Smith is the public affairs officer for SAMH. Craig has worked at SAMH for over 7 years and with the public affairs team is responsible for SAMH's political campaigning. SAMH lobby and campaign for positive change for people with mental health problems. Student mental health is one of Craig's policy responsibilities.

Jon Vincent

Jon Vincent is the Principal and Chief Executive of Glasgow Clyde College. He has substantial experience of both further and higher education sectors having held a variety of teaching, management and leadership positions. Prior to commencing his current role, Jon was Principal and Chief Executive of Tyne Metropolitan College. A qualified teacher, he initially taught sport studies/science before becoming involved in initial teacher training and quality management roles. Jon has held a variety of non-executive and trustee positions outside of the education sector including involvement with a family poverty charity and economic development organisations. He is currently the Chair of a large secondary school and a Fellow of the Institute of Knowledge Exchange.



photo credit: Julia Solonina via Unsplash

Posters

What was your project?

SWITCH (Student Wellbeing Initiative Targeting Community Health) brings together opportunities in and around campus through Dundee University Students' Association (DUSA), ISE (Institute of Sport and Exercise) and the local community to directly enhance individual student wellbeing and employability prospects. The project connects disengaged students with extra-curricular activity through referrals from support services providing them with the means to socialise, integrate better into student life and learn new skills. It is managed by the University of Dundee's Student Experience Coordinator.

Purpose of your project

SWITCH was developed in response to the recent increase in students presenting with mental health conditions and the continuing need to tackle the problem proactively as well as reactively. The idea is that it is a means of supporting struggling students and aiding them through targeted intervention before they become ill, thereby reducing the strain on other support services. University of Dundee support services such as our Counselling Service reported increases in student numbers in recent years. Evidence suggested that involvement in activity outside class promoted improvements in wellbeing through increased peer support, the feeling of being valued and the chance to take a break from a heavy workload. The aim of SWITCH is to work closely with support services to offer referrals onto extra-curriculars which suited each student, thereby lowering the need for continued support appointments. Three main streams were identified to refer to; student societies, sports clubs and local voluntary organisations. This focus on wellbeing offers a unique solution to the current mental health crisis, empowering our students to gain transferable skills while making friends at the same time.

Any challenges your project faced?

The main challenges faced by the project have been lack of a response from some participants. Some students may be referred to the service but will not respond to emails etc. and so have not been able to be targeted. Another challenge initially was the slow output of referrals of students from some departments compared to others. This was resolved through displaying examples of best practise from key members of staff who referred a lot of students and the increase in word-of-mouth advertising of SWITCH as the first month played out.

Overall successes:

SWITCH has seen a great deal of interest since its inception at the start of September. The Student Experience Coordinator has been meeting with students since the start of September and the number of student meetings seen from month 1 to month 2 increased by 1025%. The response has been very positive and it is a testament to the hard work of all the major stakeholders involved in the daily operations of the project. SWITCH has seen students from a number of different student cohorts which indicates the demand and requirement for the service across many different levels. Students from every undergraduate year group have been represented, as have postgraduate taught and postgraduate research students. All three main streams (societies, sports clubs and volunteering) have seen students referred to them. Our soft launch, 'Paws for Thought' was a resounding success. With extensive social media coverage and marketing in the lead up to the 6th November, we managed to gather a flow of around 250 people throughout the course of the two hours. For a first-time event this is a very positive result. Media coverage saw exclusives from The Courier newspaper, That's TV Scotland and STV where the positive impact of the University of Dundee was seen locally and nationally. Due to the positive response to SWITCH in the student community, there has been a demand for students to become directly involved in the initiative not as participants but rather ambassadors. Assisting with outreach, follow-up work and more they would bolster the scheme as well as providing opportunities for volunteering experience for those involved. We have seen students joining societies, sports clubs and getting engaged with activities when they were not before. We have also built good links with the community with University of Dundee students now working with

Craig Reoch - Student Experience Coordinator
creoch001@dundee.ac.uk

**University
of Dundee**



SWITCH

**Student wellbeing initiative
targeting community health**

Helping students engage
with societies, sports clubs
and volunteering

- To improve wellbeing
- Encourage involvement in
our Connected Community
- Gain employability skills

Get in touch

Craig Reoch

Student Experience Coordinator
Student Services
switch@dundee.ac.uk

Posters

What was your project?

Glasgow Caledonian University (GCU), the Students' Association and students worked together to provide a range of different activities for World Mental Health Day. A listening event with students was carried out at the Student Association. Rachel Simpson, the Universities Student Mental Health Project Officer and Susan Docherty, Vice President and lead for Student Mental Health discussed ways to help enhance awareness of current support for students and staff, consult on ways to enhance this, and provide impactful activities to the GCU community. This included communicating with the Students' Association, GCUSA Psychology Society, GCU Psychology Doctorate Students and staff, The Edit (our student led magazine), GCUSA Dietetic society, GCU Dietetic department, and more! We also looked to educate the GCU community on the links between other lifestyle factors and mental health and one of our GCU Doctorate Student, Gillian Strathearn, delivered a presentation on Physical Activity and Mental Health. The activities ran from 12pm until 7pm throughout the day.

Purpose of your project

Our project aimed to raise awareness of current provision for students and staff, gather feedback on what areas of this provision we could enhance to ensure it is a holistic, whole institution support and to provide staff and students with the opportunity to explore different ways to enhance their own wellbeing. This including having a fayre with PAM Assist, the Student Wellbeing Team, and the Students' Association Advice Centre, alongside other approaches such as calm zones, mindful drawing, and a free guided mindfulness session. Organisations were specifically chosen to engage with the needs of both our student and staff population at GCU to ensure a community approach was taken.

Any challenges your project faced?

The project faced a number of challenges. Our main challenge was communicating the vast array of activities which were planned to staff and students to help increase engagement across the day. Several communication methods were used including the Wellbeing Service's weekly newsletter, social media and creating online content including a short moving graphic. GCU Student Life also posted on their social media. Over 100 posters were also displayed across the campus on every floor of our academic buildings. The Students' Association and all four full time officers posted on all Social Media platforms. The full time officers communicated the event at their lecture shouts, verbally to students and on their bi-weekly live online 'Ask the Officer'. Despite this, the scheduled film screening from 6 until 7pm on the day has to be cut short. This was due to many participants leaving at 6pm following the feedback session. The link to view the film was given to remaining attendees to view the film in full, as it was over an hour long, and the events concluded at 6:20pm.

Overall successes:

Overall, the project is highlighted as a success, and was featured in GCU's internal Points of Pride celebrations – which look to highlight examples of staff achievement throughout the year. Feedback included "World Mental Health Day was an opportunity to raise awareness of the GCU commitment to engendering a culture of positive stigma free mental health, enabling students and staff to thrive" Attendees of the event were provided with the opportunity throughout the day to complete a paper feedback form and comment on the activities of the day. Moreover, this form was circulated to any organisations/individuals who delivered talks or workshops during the day or who hosted a stall at the fayre. The variety of activities were well received, particularly the Calm Room – which featured mindful colouring and the canvas in this was noted specifically in "more canvas – they were great!". Due to this success the Student Association is continuing with this calm room theme by including this in their Feel Fab Feb event throughout the month of February as well as creating a calm zone/digital detox/quiet room within the Student Association on a permanent basis. Learning from the event was produced into an evaluation document, which has now been used to structure following events, including our upcoming University Mental Health Day events.

Susan Docherty
susan.docherty@gcu.ac.uk
0141 331 8260



Glasgow Caledonian
University

University for the Common Good

Posters

What was your project?

Seen But Not Heard is a collective advocacy project about eating disorders. It involves a group of people, with lived experience of eating disorders coming together to use their experience to raise awareness and help educate people. The group have developed two films, a GP resource pack, training workings, deliver sessions in universities and high schools as well as holding an Awareness day and a conference.

Purpose of your project

The purpose of the project is to give those with eating disorders a voice. CAPS facilitates a collective advocacy project for people with experience of Eating Disorders, led by a part time worker with her own experience. This project has been able to reach out to groups of people who have not previously had a voice, and help them to change attitudes and improve services. It allows them the opportunity to use their experience to help create awareness and educate people, with a particular focus on young people and early intervention. The project works to break down the stigma attached to eating disorders and challenge misconceptions that people may have.

Any challenges your project faced?

There is still a lot of work to be done in regards to improving services and access to treatment for those with eating disorders. The CAPS project has a part in helping to change this, however there is still a long way to go.

There is also still limited recognition of eating disorders in men, the project is working on challenging the stigma and misconceptions regarding this.

Overall successes:

The project has had many achievements since it began in 2013. This includes the development of two films, a GP resource pack and training workshops.

Members of the group have spoken in the Scottish Parliament and have been involved in helping to redesign the current eating disorders services.

The project has delivered many awareness raising workshops in high schools and universities across Edinburgh and the Lothians.

The group have also held two very successful events - an Awareness day in November 2017, as well as a Conference in September 2019. Both events were very well received, with each reaching almost 70 people in attendance.

Niamh Allen

niamh@capsadvocacy.org



Posters

What was your project?

A consensus guide by lead college mental health and student affairs organizations in the USA to develop guidance for how colleges should handle the aftermath of a student suicide.

The full guide can be located by googling “postvention and HEMHA”

(<https://hemha.org/wp-content/uploads/2018/06/jed-hemha-postvention-guide.pdf>)

Purpose of your project

See above

Any challenges your project faced?

It is always difficult to write by committee but the document has been very well received

Overall successes:

The guide has been widely used in the USA by colleges and universities.

Victor Schwartz MD

email: victor@jedfoundation.org



POSTVENTION:

A Guide for Response to Suicide on College Campuses



*A Higher Education Mental
Health Alliance (HEMHA) Project*

Posters

What was your project?

We offered 10 institutions signed up to our Student Mental Health Agreements a maximum of £250 each towards a project that supported one of their working areas.

The proposals were voted on by a panel formed of external organisations within the sector, and all applications were offered feedback from the external expertise.

We wanted this scheme to be as little extra work in the application/grant process as possible so that those taking part could focus their limited resources on the project at hand. Thus, we kept the application form very short, asking for only the information we thought was necessary, and sharing the completed form with the applicant so it could be reused in future if needed. We also decided against collecting receipts, and asked instead for those taking part to fill in an additional question on our End of Year reports.

Purpose of your project

To help challenge the financial barriers which might prevent those taking part in the Student Mental Health Agreements from meeting their working areas.

To support student associations and their institutions to work together to provide a holistic approach to student mental health on their campuses.

To allow really great initiatives which will support Scottish student mental wellbeing to flourish and blossom.

Any challenges your project faced?

Timing; we originally were intending to share the awards in February 2020. On consultation with our potential applicants in July 2019, we discovered that would be too late for the work to be most meaningful, and brought the awards forward to November 2019.

Next year we shall also add the question, "Would you be comfortable funding this?" to our panel guidelines. Whilst this wasn't necessarily a challenge, it was identified as a potential blindspot in this year's questions.

Overall successes:

- The sheer amount of fantastic ideas and proposals we recieved.
- The impact seen thus far; Strathclyde's Coffee and Croissant Mornings: <https://www.thinkpositive.scot/2020/02/stirling-sport-unions-small-grant-scheme-project/>
- Our Small Grant Resource: <https://www.thinkpositive.scot/wp-content/uploads/2020/02/SGS-resource.pdf>

Jessica Smith, jessica.smith@nus-scotland.org.uk



Small Grant Scheme

#fundbigchange

An applicant's journey



Sign-up to SMHA

We are happy to fund all of or part of your idea, and your application will not be means-tested. However, our one proviso is that this application must support one of the working areas on your Student Mental Health Agreement. And, to have a working area, you have to be signed up to the Project!



Have a great idea

Is it a project? An event? An activity? Do you want to run a new campaign? We want to support your ingenuity, your imagination; your inventions! We're also more than happy to discuss an idea further with you; contact thinkpositive@nus-scotland.org.uk with any queries.



Applications open

Our application form will go live on our website on October 1st. We want to make this process as easy as possible for you; there's eight questions and we welcome bullet points in your answers!



Applications close

We will close our applications form on November 1st. We'll be sharing lots of reminders and a countdown via social media. Make sure you don't miss out!



Awards announced

Awards will be announced via email on November 22nd. We will also be offering feedback to any applications which we are not able to award this time. We will transfer your Award into a bank account associated with either your institution or your students' association, following receipt of an invoice from you.

Useful support services

In addition to seeking support within your institution, you may find the following information useful.

Helplines

Nightline

Nightline is an information and listening service, run by students for students, during the night when other services on campus are usually closed. Nightlines are non-advisory, non-directive, confidential, anonymous and non-judgemental. To find your local Nightline service, please search <https://www.nightline.ac.uk/want-to-talk/>

Breathing Space

Breathing Space is a free, confidential phone-line for anyone in Scotland feeling low, anxious or depressed. Breathing Space can be contacted on 0800 83 85 87 between the following times:

Weekdays: Monday-Thursday 6pm to 2am

Weekend: Friday 6pm-Monday 6am

For more information, please search <https://breathingspace.scot/>

Shout

Shout is the UK's first 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. You can Text Shout to 85258, or look online at <https://www.giveusashout.org/>

Websites

See Me Scotland - <http://www.seemescotland.org.uk>

See Me is the anti-stigma campaign in Scotland.

The Scottish Association for Mental Health - <http://www.samh.org.uk>

Scottish charity providing help, information and support around mental ill health and campaigning on behalf of people with mental health problems

Scottish Recovery Network - <http://www.scottishrecovery.net>

SRN offer lots of information and stories of recovery from mental ill health.

Apps

Breathe2Relax - <http://t2health.dcoe.mil/apps/breathe2relax>

Teaches diaphragmatic breathing to help you relax through coaching you with timers and images, as well as providing information on stress and relaxing.

Five Ways to Wellbeing – <http://apps.nhs.uk/app/five-ways-to-wellbeing>

This app aims to help people feel happier and healthier by encouraging them to do simple things under the headings of connect, be active, take notice, keep learning and give. It allows people to reflect on their wellbeing, set activities to help improve their wellbeing and track their progress.

Stop, Breathe and Think - <http://stopbreathethink.org/>

This app allows you to “check in” and log your current mood and physical state, and then suggests guided meditations linked to your result. It also creates a log of your check ins and meditations.

Next Steps

The intention behind today's event was not to be the beginning of a new conversation, but to collate all of the conversations we know are taking place across the sector, and offer you an opportunity to link up with your peers in this national conversation.

Whilst today's event has been a jam-packed eight hours (that we can't thank you enough for bearing with us during) we don't want today's discussions to finish as we leave the venue.

Having collated today's key themes and suggestions, Think Positive will be hosting a further discussion group in January 2021 to form a national action plan, which will consolidate all items discussed today into our next steps.

If you'd like more information about this discussion group, please email thinkpositive@nus-scotland.org.uk

Think Positive will also be looking to recruit potential new members for its Project Advisory Group. The purpose of this group is to give a sector perspective on the development of the SMHA project, to offer suggestions on how our work could be developed, implemented, monitored and evaluated, and to share own expertise and knowledge to influence the direction of our project. We are always on the look-out for students who might wish to be involved.

If this is something you would be interested in learning more about, please email thinkpositive@nus-scotland.org.uk

The deadline for this 1st December 2020.

We are always keen to hear your feedback, and would particularly like to hear about how you've found today's event. We would really appreciate you taking the time to fill out our very short survey here: <https://www.surveymonkey.co.uk/r/ST2ZKBW>

The deadline to fill this in 1st December 2020.

We want to thank you ever so much for attending our event today, and for helping us host the first Scotland-specific Student Mental Health Conference! We are especially appreciative of all of our presenters and panellists (all nearly 30 of you!) for all of their hard work in the lead up to this event, and to our student panel who designed such an exciting agenda.

We are extremely excited to hear what your next steps following this Conference will be, and encourage you to share them with us via email or via social media, utilising our hashtag #SSMHC20.

It is our dearest hope that this event be a platform -- in a similar vein to our Student Mental Health Agreements -- along the way to all of your successes; to celebrate your triumphs and support your challenges.

We look forward to hearing from you again soon.

NUS Event Photography Disclaimer

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positive about
student mental health