



Curriculum renewal to build student resilience and success: Phase 1

Final report 2016

UNSW Australia

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University Student
Success, Resilience
and Wellbeing.



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It should be acknowledged that the aims of this project are consistent with the OLT Program's objective to "promote and support strategic change in higher education institutions for the enhancement of learning and teaching, and the benefit of the student experience", and the OLT I&D Program Curriculum Renewal priorities of "inclusivity" and the "promotion of cross- inter- or trans- disciplinary programs and pedagogies" (also, the Round 1 priority of "Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity").

¹ Nathaniel returned to the UK before the grant was awarded so his participation has been limited.

² Arc is the major UNSW 'student life' body

List of acronyms used

AA	Annie Andrews
ABS	Australian Bureau of Statistics
AO	Annette Olschewski
AHEGS	Australian Higher Education Graduate Statement
ALTC	Australian Learning and Teaching Council Ltd.
AMSA	Australian Medical Students Association
ANZSSA	Australian and New Zealand Student Services Association
APS PsyEd	Australian Psychological Society Psychology Education Interest Group
CAPA	Council of Australian Postgraduate Associations
CAPS	Counselling and Psychological Services (UNSW)
FYHE	First year in Higher Education
ISANA	International Education Association (focussing on international students)
JB	John Boorman
JC	Jacquelyn Cranney
LTU	Learning and Teaching Unit (UNSW)
MH	Michael Hines
MHFA	Mental Health First Aid
MS	Michelle Scoufis (evaluator)
NUS	National Union of Students
OLT	Office for Learning and Teaching
OWeek	Orientation Week
PD	Professional Development
SA	Seher Arslan
SM	Student Minds
SLL	Student Life and Learning (UNSW)
SueM	Sue Morris

Course = a module or unit that is the basic component of a degree program (usually four per semester; eight per year; 24 per three-year degree program).

Executive summary

This project initiated multiple strategies to catalyse whole-of-university approaches to enhance student resilience, success and well-being, and was based on the belief that an essential 21st Century graduate capability is resilience— the capacity to deal adaptively with the ups and downs of life as a university student and as a graduate. Resilience as a capability is not new. We strongly and explicitly link resilience to academic success and well-being.

During the implementation, our conceptualisation of this capability evolved into “self-management”, inclusive of capability to: manage oneself in the face of competing demands and goals; proactively plan for success, simultaneously creating back-up plans; celebrate successes *and* learn from mistakes; recover from set-backs; and ask for help when needed (Cranney & Andrews, in prep). We argue that self-management capacities help students flourish, and that benefits extend to personal and professional domains. Self-management has been identified as a threshold learning outcome for some disciplines (e.g., law; ALTC, 2010; Huggins, 2011), and as a general graduate capability (e.g., <http://www.unisa.edu.au/gradquals/student/default.asp>).

Our rationale draws on two related literatures: (a) the argument for psychological literacy as a fundamental 21st Century literacy, and (b) the evidence for high levels of distress experienced by university students. Psychological literacy is defined as the capacity to intentionally use psychological science to achieve positive personal, professional, and societal goals (APA, 2011; Cranney & Dunn, 2011a, 2011b; Cranney, Botwood & Morris, 2012; Sokol & Kuebli, 2011). Fundamental to psychological literacy is self-management, which impacts individual physical health (e.g., behaviour that prevents obesity/maintains good health) and psychological health (e.g., growth mindsets in setting goals). Higher education needs to lead initiatives that facilitate students’ acquisition of evidence-based resilience/self-management skills and enable graduates to lead others in ways that engender a beneficial impact on humanity.

Evidence demonstrates that university students experience complex stressors that, if not adequately self-managed, lead to distress, and this distress is negatively associated with academic outcome. Universities are enrolling larger numbers of students from diverse backgrounds, and it is recognised that commencing students need orientation and mentoring early in their enrolment to ensure adjustment to the demands of university life. There is also evidence that students experience stress as they adapt to academic requirements, and this cost may be more than financial (White, 2011; Zhou, Willis & Chen, 2010). Strategies that encourage stress-reduction and resilience enhance the student experience, curb course failure and limit unnecessary drop-out. Employer feedback indicates that graduates who do not perform well in their work roles frequently fail to manage workplace adjustment because of inadequate self-management capabilities (Cranney, Botwood, Mellish et al., in prep; Lizzio & Wilson, 2004). Such a lack slows or impedes on-the-job growth and adaptation to employer expectations and career demands. Increased tuition fees are likely to intensify the pressure to excel academically, leading to experiences of increased academic stress, psychological distress or mental ill-health.

Given our argument, the intent of this project was to progress the conversation on university-wide approaches and to provide opportunities to highlight evidence-based self-management skills. The original five intended outcomes were grouped into three **outcome** chapters, providing detail regarding achievements, challenges, process and outcomes:

1. Curricular innovation: Course Prototype: Intended outcome: an evidence-based resilience and well-being course prototype as the corner-stone of curriculum approaches to fostering psychological literacy. Evidence of achievement includes:

- Successful design and delivery of course prototype PSYC1031 in 2013 and 2014
- Positive evaluations from students, tutors, and external reviewers
- PSYC1031 will be delivered again in 2015 (i.e., independent of OLT funding)
- 2014 Forum participants requested the course be a preferred elective/general education course for their School/Faculty
- Strategies are being implemented in other courses as part of a UNSW Fellowship project.

2. Extracurricular innovation: Student Minds: Intended outcomes: (i) a volunteer initiative, providing co-curricular opportunities for students to develop resilience skills; (ii) initiation of a national organisation dedicated to student led activities encouraging early help seeking; and (iii) dissemination of mental health information and resilience skills development.

Evidence of achievement includes:

- i) Student Minds® is a UNSW Advantage student volunteer program with AHEGS recognition and clear goals: (1) increase mental health awareness; (2) reduce the stigma linked to mental ill-health; and (3) increase help-seeking by students experiencing psychological distress or mental ill-health.
- ii) Initial exploration to establish a not-for-profit organisation to encourage chapters at other universities was found to be infeasible given other national organisations focused on mental health³. Internationally, national organisations focusing on university student mental health were reconsidering their operational model⁴. We decided to demonstrate Student Minds® as a viable student-led volunteer program, generate resources, and then encourage other universities to consider establishing a local chapter. Early indications suggest this strategy has potential for success.
- iii) Dissemination of mental health information, and awareness of resilience skills, was achieved by: (1) circulating psycho-educational information to the Student Minds® volunteers (>440); (2) embedding in training provided to Student Minds® volunteers; and (3) evidenced in the activities and events held during 2013 -2014 by the Student Minds® executive teams and active Student Minds® volunteers. This work is continuing in 2015.

3. Networks and university-wide approach: Intended outcomes: initiation of a sharable whole-university approach to developing student resilience as a graduate capability, by uniquely combining curricular and co-curricular strategies; initiation of local and national

³ For example, Reach out, BeyondBlue, Headspace

⁴ For example, Mental Wealth UK amalgamated with another student run mental health group in late 2013 and re-badged as one organisation.

resilience and well-being networks that will enthuse and support staff (academic and professional); and student leaders to implement sustainable curricular and co-curricular activities based on a resilience and well-being framework. Evidence of achievement includes:

- Encouraged consideration by diverse UNSW stakeholders of partnership with this project and its aims; engaged with the development of the Student Safety and Wellbeing Plan.
- The UNSW Network to Support Student Success and Well-being was established, and 12+ PD events were held at UNSW.
- Connections with existing national and international academic and student support staff networks were established, thus increasing collaboration and dissemination.
- The resilience-success-network list-serve was established, and currently (at 12/02/2016) has 228 members.
- The workshops and forum were well-attended, and received positive evaluations.
- The mini-projects constituted a diverse range of positive initiatives.
- The project website was established, and will continue to grow with related new projects and the continued discovery and creation of linked resources.

We offer **recommendations** relevant to all higher education providers and in Chapter 5 make suggestions for implementation:

1. University educators and student-support staff advocate for the explicit delineation of resilience/self-management as a graduate capability.
2. University leaders promote resilience/self-management as a graduate capability, and support embedding of opportunities to develop personal and professional self-management capability within curricular and extracurricular contexts.
3. University educators and student-support staff identify ways in which curricular and extracurricular activities can be integrated to reinforce student exposure to self-management and resilience capacity-building opportunities.
4. Student self-management becomes a priority for internal university learning and teaching grants/fellowship strategic funding; and central learning and teaching units support related curricular/co-curricular strategies and innovations.
5. A community of practice is established and maintained by the central learning and teaching unit to support academic and student-support staff interested in this topic. Related professional development is encouraged through this community.
6. Self-management resources, with multiple implementation options, are identified/developed, enabling unit coordinators and student support staff to integrate resources appropriate to their context.

Reflecting sustained passion regarding these issues, the co-leaders will continue to advocate and advance these initiatives in their ongoing activities to encourage academic buoyancy and success. The primary website documenting the program outcomes is www.unistudentsuccess.com (see also www.psychologicaliteracy.com).

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Chapter 1: Introduction

“A major benefit is also that I am now far more engaged with university and my goals as well as feeling like I have developed the skills to aid my academic competencies and have the ability to cope with daily life and acute stressors.” (2014 PSYC1031 student comment)

1.1 Background

We proposed that an essential 21st Century graduate capability is “resilience” — the capacity to deal adaptively with the ups and downs of life as a university student and consequently as a graduate. As the project progressed, the conceptualisation and naming of this essential capability evolved to be self-management, which includes the capacities to: manage oneself in the face of competing demands and goals; proactively plan for success while simultaneously creating back-up plans; celebrate successes *and* learn from mistakes; recover from set-backs; and ask for help when needed (Cranney & Andrews, in prep; see also Self-Management⁵). These self-management skills help students bounce back and flourish during their university life, with benefits extended into personal and professional domains. Self-management has been identified as a key learning outcome in disciplines such as law (ALTC, 2010) and psychology (Cranney et al., 2009). The rationale for advocating for this graduate capability is based on two separate but related literatures: (a) the increasing evidence that university students demonstrate high levels of distress, and (b) the argument that psychological literacy is a fundamental 21st Century literacy, just as language literacy was the fundamental 20th Century literacy.

First, in terms of rationale, there is the focus on the future. Our argument is pertinent: It is in our best interests as a species that our future leaders, most likely current university students, possess excellent resilience/self-management skills. Cranney and colleagues (e.g., Cranney & Dunn, 2011a) have argued that psychological literacy is a key 21st Century capability, because our future as a species, in terms of both surviving and thriving, is threatened by problems caused by our own behaviour (e.g., climate change, terrorism, war, excessive consumerism, obesity). Psychological literacy is the capacity to purposefully utilise psychological science to meet personal, professional and societal needs (Cranney & Dunn, 2011b; Cranney, Botwood & Morris, 2012). The study of psychological science provides insight into theory, research and practice relevant to the development of knowledge, skills and attitudes pertaining to resilience and self-management. It is not practical to require all students to study the basics of applied psychology; however, it is possible to provide exposure to psychological literacy via a range of different strategies applied to both curricular and extracurricular initiatives and located with a university-wide framework.

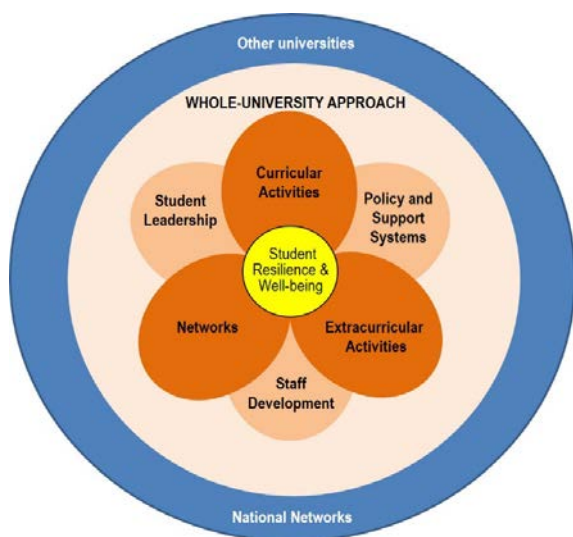
Second, there is the focus on the present. The widening participation agenda (Bradley et al., 2008), and the Higher Education Base Funding Review (Lomax-smith et al., 2011) called for high impact strategies for retention and attainment in the higher education sector. Simultaneously, increasing evidence of concerning levels of psychological distress in

⁵ www.australiancurriculum.edu.au/generalcapabilities/personal-and-social-capability/organising-elements/self-management

university student populations in Australia and other countries (e.g., Andrews & Chong, 2011; AUCCCD, 2010; Norton & Brett, 2011; Stallman & Shochet, 2009; Universities UK, 2002; Vivekananda et al., 2011; <http://www.thestar.com/news/article/1094018--student-stress-battering-the-ivory-tower>), highlight a strong negative association between psychological distress and academic performance (ACER, 2011; Kitzrow, 2009; Rickinson, 1998; Stallman, 2010). This situation appears to be reflected in all universities (regional and metropolitan, research intensive and vocational; H. Stallman, personal communication, 7/2/12).

As the proportion of the population attending university increases, university students constitute an increasing proportion of the 18-24 year olds that commonly experience psychological disorders such as depression, anxiety and substance abuse (ABS, 2008; McDermott et al., 2011; McGorry & Goldstone, 2011). Moreover, current enrolment trends indicate that approximately 25 percent of new enrolments declaring a disability are indicating a mental ill-health diagnosis (Director Student Equity & Diversity, UNSW, personal communication, 10/2/12). Thus it is predictable that in any commencing cohort there will be: (a) a substantial number of students with pre-existing mental illness conditions, diagnosed or not, and (b) a high probability that at least 35 percent of each year's enrolled cohort will experience debilitating levels of psychological distress, depression and/or anxiety. International students are known to experience adjustment stressors due to language, cultural and educational differences (Rosenthal, Russell & Thomson, 2006). Some low SES students will be distressed by social and financial challenges; Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) students are recognised as managing increased risk for symptoms of anxiety and depression; and first-in-family and Indigenous students have numerous adjustment hurdles to overcome while engaging with higher education academic journeys (e.g., ABS, 2008; Bodkin-Andrews, Craven & Martin, 2006; Corboz et al., 2008; Dudgeon, 2011; Said, Kypri & Bowman, 2012; Semmler, Nahum & Clark, 2010; Zhou, Willis & Chen, 2010). There is evidence that when they are experiencing distress, students will seek help in the first instance from family and friends (Rickwood, Deane, Wilson & Ciarrochi, 2005); however, only 25 percent of 16-25 year olds actually seek professional help (Australian Bureau of Statistics, 2008). Nevertheless, recent studies report an increasing demand for university counselling and other psychological support services (Andrews & Chong, 2011; Stallman, 2010). Eisenberg, Golberstein and Gollust (2007) conclude that university students with mental health needs have free access to on-campus services but too few utilise these resources. Any intervention that improves students' willingness to access mental health care carries benefits in terms of student mental health and related outcomes. Indeed, there is a need for both curricular and co-curricular strategies to address the increased pressure and to provide students with opportunities to build their resilience skills to help manage the stressors that abound in student life and beyond graduation (Lomax-Smith et al., 2011; Starfield, Tran, & Scoufis, 2004; White, 2011). To enhance effectiveness, there is a need for an overarching and collaborative approach amongst stakeholders who are motivated to provide students with opportunities to develop personal skills that support success. These stakeholders include: students, academic coordinators, educators, student service providers, university executives, family members and potential employers.

Thus, our approach in this initiative is contemporary, radical and self-evident:



resilience (or self-management) should be a graduate capability intentionally acquired or deliberately strengthened during the student experience (see Figure 1). Those who acquire strong resilience and self-management skills will be at least partially psychologically literate (Cranney & Dunn, 2011a), capable of using these skills not only to help themselves but also to respond to others, thus creating a resilience ripple effect. The outworking of this ripple will benefit society at large by enriching the personal and professional lives of university graduates and those with whom they interact.

Figure 1. This diagram represents our vision for a whole-of-university approach. The deep orange strategies are those that will have direct impact on students. The light orange components indicate enabling factors.

In summary, based our two-pronged rationale, we conceptualised a whole of university approach as indicated in Figure 1. The aim of this project was to make a small start toward an integrated approach by: (1) developing a course prototype that could be shared with and adapted by others; (2) developing a model for an extracurricular program (that again could be shared with and adapted by others) that encouraged student leaders to engage in proactive activities to help de-stigmatise psychological disorders and encourage help-seeking; and (3) contribute to the development of university-wide approaches, and develop networks to support staff and students interested in student success and well-being. The following chapters discuss these intended outcomes. First, however, we give a brief overview of the approach and methodology utilised in this project.

1.2 Theoretical framework and project approach

1.2.1 Theoretical framework

Our theoretical framework emphasises evidence-based behavioural change strategies, based on psychological science. First, we take the American Psychological Association’s (APA) practical “Road to Resilience” approach, defining resilience as “the process of adapting well in the face of... significant sources of stress--such as family and relationship problems, serious health problems, or workplace and financial stressors. Simply put, resilience is the capacity to “bounce back” from difficult experiences”⁶. APA argues that there are five primary factors in resilience: “having caring and supportive relationships within and outside the family... capacity to make realistic plans and take steps to carry them out... positive view of yourself and confidence in your strengths and abilities... skills in communication and problem solving... capacity to manage strong feelings and impulses”.

⁶ www.apa.org/helpcenter/road-resilience

APA also argues that resilience skills can be learned by anyone. They state a number of ways in which resilience can be built: make connections with others; avoid seeing crises as insurmountable problems; accept that change is a part of living; move toward your goals; take decisive actions (*cf.* avoidance in stressful situations); look for opportunities for self-discovery; nurture a positive view of yourself; keep things in perspective; maintain a hopeful outlook; and take care of yourself. These evidence-based behavioural change strategies were purposefully integrated into the design of the curricular and co-curricular innovations.

One example of previous work in this area is that of Stallman (2011) who integrated a “Keeping on Track” seminar, tapping into six of APA’s suggested methods to increase resilience, into a first-year psychology course. Students gave high satisfaction and usefulness evaluative feedback, and reported changing their behaviour as a result of this form of psycho-education. Resilience-building programs are increasingly being built into curriculum programs in a number of different disciplines (e.g., Field, 2011; Martin, 2011; Vella-Broderick, 2011). Additionally, the notion of “academic buoyancy” is incorporated in our use of the term resilience (Martin & Marsh 2008; Martin, 2011).

Resilience both as a concept and strategy, is often mentioned in the positive psychology literature, and it should be noted that whole-school **positive education** approaches (particularly using strengths strategies) at the primary and secondary level have been shown to decrease rates of depression and increase well-being and academic performance (e.g., Luiselli, Putnam, Handler & Feinberg, 2005). Despite the advances of positive education in the school sector the implementation of whole-of-university positive psychology approaches at the tertiary education level has been less common, and likely to be “one-off” and isolated (e.g., Seligman, Steen, Park & Peterson, 2005; Vella-Broderick, 2011) rather than a sustained set of complementary strategies.

A theoretical framework that fits well with resilience and positive psychology is **Self-determination Theory (SDT)**, which has been applied successfully within educational, organisational, and clinical psychology subfields (e.g., Deci & Ryan, 2000)⁷. According to this approach, well-being is achieved when the basic psychological needs of autonomy, competence and relatedness are met. Finally, the concept of **identity negotiation** during the university student lifecycle (Lizzio, 2012) is a critical psychological concept from the student perspective, and this concept informed program design in this initiative.

The positive education, SDT, and identity research suggest that an individual’s explicit awareness and application of psychological knowledge should result in more adaptive goal-directed behaviour, and thus more successful goal attainment, leading to increased well-being and further positive goal-striving behaviour (see also Lizzio, 2012). Such meta-cognitively driven behaviour can be seen as a component of psychological literacy (Cranney & Dunn, 2011a; www.psychological literacy.com). Psychological literacy can be applied in three domains: self and close others, local communities (e.g., work and education settings), and global communities (Cranney & Morris, 2011). It has been argued that application to *self* is the primary interest of those students enrolling in first-year

⁷ www.selfdeterminationtheory.org

psychology elective courses (Wilson, 2009). In outlining the strategies that were employed to achieve each of the expected outcomes of our project, reference is made to these theoretical approaches. When feasible, specific predictions about the value to students, or applying these theories, were tested through both survey research and the embedding of specific learning, teaching and assessment strategies. As our project outcomes unfolded it became clear that there would be considerable value in conducting formal research to evaluate the effectiveness of our curricular and co-curricular strategies, particularly in the context of the APA statement that resilience skills can be learnt by anyone. Measuring short, medium and long term outcomes, as experienced by the students, is clearly a desired next step.

1.2.2 Project approach

The project team, Jacky Cranney (**JC**) and Annie Andrews (**AA**; co-leaders), and Sue Morris (**SueM**), Seher Arslan (**SA**), and Annette Olschewski (**AO**); all carried responsibilities for aspects of the project. We were also supported by Peter Baldwin (**PB**) with website construction and Jun Mo Jeong (**JJ**) with budget and other administrative work. Michael Hines (**MH**) assisted with aspects of the Student Minds® national focus and with mapping a framework for the extracurricular resilience focus. John Boorman linked data from the Student Wellbeing Survey 2013 to the project's whole-of-university strategy. This project used clear divisions between the curricular innovation component, which SueM, JC and AO managed, and the extracurricular innovation component, which AA managed with SA, JB and MH. The networks and whole-of-university components were managed by AA and JC. The project team met at least once a month during 2013, when innovations were being developed and first implemented and evaluated. From the beginning of 2014 (JC took leave in Semester 1), structured meetings between the two co-leaders have been held approximately monthly. The evaluator, Michele Scoufis (Faculty of Business Associate Dean of Education, University of Sydney) was involved in early meetings in 2013, and has met with the co-leaders on an approximately monthly basis during Semester 2, 2014.

The advisory group (steering committee) consisted of (a) key stakeholders with the potential to influence the progress of the project and to disseminate and embed its findings, and/or (b) known experts in the field of mental health and well-being (see Acknowledgements section). When possible, we also invited students to attend these meetings. This group met three times in 2013, and once in 2014. Overall, the advisory group membership represented the diversity of the university population, thus facilitating both bottom-up and top-down influence on sustainable change. Indeed, the inclusive collaborative approach was a truly unique aspect of this project. In terms of methodology, the specific strategies are outlined in the chapters relevant to each outcome.

Chapter 2: Curricular innovation: Course Prototype

“It became clear, after a quite brief introduction that this classroom was indeed centred on students. Students had to be responsible, as individuals (a need for prior reading of material to engage effectively in the class), but also to their classmates, as a group member, through the several discussions central to the classroom experience” (UNSW Science Associate Dean [Education], Associate Professor Julian Cox, 2013)

This chapter reports on the intended outcome #2: an evidence-based resilience and well-being course prototype as the corner-stone of curriculum approaches to fostering psychological literacy

2.1 Context and strategies

The primary reason to embed strategies into the formal curriculum is that this **provides normative opportunities for students to gain self-management skills**. There are several ways to integrate resilience and self-management development strategies into a program of study, ranging from a single unit or course that focuses entirely on the topic, to the focussed integration of strategies into core units such as a cornerstone or capstone course. Given limited time and resources, this project took a pragmatic approach by developing a prototype course (PSYC1031) that could then be shared with others. Within UNSW, it would then be possible for students from all faculties to enrol in the course either as an elective or as a general education course. Moreover, educators (anywhere) could take pieces of PSYC1031 and adapt and embed those pieces into their own courses. This latter strategy would require, at a minimum, that the course materials be placed on the project website. Thus, although it is preferable to have a whole-of-program approach to the development of any graduate capability, with integration or core units that span the years (see Field, 2014), we chose to start with the development of a prototype course, with the expectation of significant future dissemination of the materials.

2.2 Progress toward achieving aims and intended outcomes

2.2.1 Design, delivery, evaluation, and improvement of prototype course

The aim of this course is to introduce students to theory, research and practice relevant to adaptive, resilient behaviour--that is, an introduction to psychological literacy. There is a strong focus on increasing self-knowledge and personal growth, and on surviving and thriving at university and beyond. The course was designed utilising principles derived from (a) the literature on resilience, cognitive behaviour therapy (CBT), acceptance commitment therapy (ACT), mindfulness, positive psychology, motivational theory, and psychological literacy; (b) the findings of other ALTC/OLT projects concerned with the student life cycle and well-being (e.g., Field, 2014); and (c) evidence-based guidelines for effective learning and teaching (e.g., McKinney, 2004; www.fyhe.org.au/transition-pedagogy/). This approach is not new to us, as relevant interventions (including positive psychology) have already been integrated into one of our first-year psychology courses (Cranney, Morris & Jeong, 2011). Prior to determining the design of the course, an audit was undertaken of existing online modules and readily available

training programs that assist students to take care of their own mental and physical health (e.g., H. Stallman’s “The Desk”, <http://www.thedesk.org.au/login>; A. Lau’s “Healthy Me”, <https://healthyme.med.unsw.edu.au/info.html>; Mental Health First Aid, <http://www.mhfa.com.au/cms/>). A listing of such resources has been placed on the project website, so that this information can be shared with others.

PSYC1031: Psychological Science of Resilience, was designed throughout 2013, and was delivered and evaluated in Semester 2 of 2013 and 2014. The structure of the course is illustrated in Figure 2, and the weekly schedule is presented in Appendix F. The content of the course material was mostly new to us, and so this process has been resource intensive.



Three specific challenges with this material were met: (a) maintaining academic rigour and emphasis on psychological science; (b) ensuring a safe scaffolded environment; and (c) achieving a balance between knowledge, self-knowledge, and application to others. In 2014, we also delivered a general education course, SCIF0007, with essentially similar material. However, we discovered we could offer PSYC1021 as a general education course as well as an elective, making SCIF0007 redundant. **The weekly materials for SCIF0007 are available on the project website.**

Figure 2. Conceptual structure (curriculum framework) of PSYC1031 and SCIF0007. The orange circles were the primary resilience/self-management strategies introduced to students, with “competence” being primarily focussed on study skills and time-management, and “connectedness” including introduction to some constructive interpersonal communication strategies. We argue that these strategies can help students achieve meaningful goals, which is one way of conceptualising success, and is accompanied by feelings of personal resilience and well-being, which in turn will provide students with increased self-efficacy to formulate new meaningful goals and utilise the practiced strategies to achieve those goals. The concepts of mindfulness, psychological flexibility and metacognition are all relevant to this process, and the whole framework is relevant to increasing students’ psychological literacy.

A particular innovation and challenge of these two courses has been its **flipped-classroom** format (see <https://teaching.unsw.edu.au/flipped-classroom>). This format is new to us (and our School), and so it involved considerable planning and trialling, particularly given the challenges of the sensitive nature of some of the material, and the concurrent transition to a new learning management system at UNSW (Moodle). However, we soon discovered (through UNSW Learning and Teaching Unit events) that we were part of a growing minority of users, and we contributed to the establishment of a UNSW community of practice interested in this blended delivery format (an unexpected outcome of this program).

In 2013, 45 students were enrolled in PSYC1031; in 2014, 64 were enrolled in PSYC1031 and SCIF1031. There were no drop-outs or fails. In general, there have been three distinct cohorts in PSYC1031 over the years: (1) high-performing psychology major students; (2) average-performing students from a variety of programs, and (3) students who are attracted to the course because they are failing their mainstream courses. The PSYC1031 course offerings were evaluated by students and teaching staff, leading to changes in subsequent offerings (i.e., continuous improvement), with further delivery planned for 2015 and 2016. Overall, we have received positive feedback evaluation from students, tutors, and external reviewers. For example, students (60% response rate for 2013; 71% for 2014) indicated in the final course evaluations:

This course has:

- *Increased my understanding of the concept of resilience = 97 percent 2013 & 2014 Strongly Agree/Agree (SA/A)*
- *Helped to increase knowledge of the psychological principles that underpin student success = 93 percent 2013 & 90 percent 2014 SA/A*
- *Helped to develop academic, self-management & interpersonal skills: 90 percent 2013 & 94 percent 2014 SA/A*

Completing this course has enhanced my well-being (87 percent 2013 & 2014 SA/A), resilience (80 percent 2013 & 84 percent 2014) and capacity to succeed at university (87 percent 2013 & 74 percent 2014). Student General Self-Efficacy Scale scores were significantly higher at the end than at the beginning of the course in both 2013 and 2014 [t (26) =3.2, p<.005; t(34) = 4.10, p<.000, respectively].

Figure 3. These pilot data indicate that, compared to a sample of students in a comparison course (PSYC1011, a large first-year psychology course) which did not include specific self-management capacity development strategies, PSYC1031 students did not show a drop in well-being (as measured by WEMWBS, the Warwick Edinburgh Mental Well-Being Scale = vertical axis) during the last stressful weeks of the semester (horizontal axis: Pre = Week 3; Post = Week 12).

Figure 3 presents pilot data which contrasts the 2013 and 2014 PSYC1031 well-being (WEMWBS) scores with that of a comparison class, PSYC1011, which did not include any self-management strategies. Although all students started the semester with similar well-being scores, during the last stressful week of semester, the PSYC1011 students showed a significant drop in their well-being, whereas PSYC1031 students did not.

“Connects well with students’ own lives. They had clearly done the required tasks and were engaged with it. Activities were brilliant at getting every student engaged... Discussion kept coming back to research project and it was clear to students that the course comes from research. All material was evidence-based and this was constantly referred to” (Professor Prue Vines, Peer Review of Teaching PSYC1031, 2013)

It should be noted that SueM and JC received a 2014 OLT Citation based partly on this work. Nevertheless, based on the feedback and our own experience, we are in the process of making further improvements, and ongoing challenges are discussed in 2.3.

Summary of evidence of outcome attainment:

- Successful design and delivery of PSYC1031 in 2013 and 2014
- Positive evaluations from students, tutors, and external reviewers
- PSYC1031 will be delivered again in 2015 (i.e., independent of OLT funding)
- 2014 Forum participants requested that the course be a preferred elective or general education course for their School/Faculty
- A community of practice for flipped-classroom course delivery has been set up at UNSW (unexpected outcome)
- Strategies are being implemented into other courses as part of a UNSW Fellowship project.

“The tutorials... were always really enjoyable, we got to mix and talk to different people. The balance between content and activities was good, and I like the friendly atmosphere, and the fact that there was less anonymity” (PSYC1031 student, course evaluation)

2.2.2 Dissemination of findings and course resources including workshops for educators and the support of related initiatives

We introduced PSYC1031 in our first project workshop (November 2013). This was followed by a workshop in February 2014 that focussed entirely on the course material, with the opportunity for participants to start to plan to adapt resources to their own context (and receive some feedback). One further Network meeting in 2014 touched on this material again, and the final Forum provided an overview. Moreover, Justine Rogers’ mini-project adapted some of the methods and materials. These mini-projects, funded by the grant and the UNSW LTU, are described in Chapter 4.

2.3 Issues, sustainability and impact

PSYC1031 will continue into 2015, despite a number of challenges. There are at least four challenges, three relating to the **flipped classroom** format. Firstly, in our flipped classroom delivery of this material, it is crucial that students do the “Moodle homework” prior to each weekly face-to-face meeting, where we build on that material in a highly interactive manner. How does one motivate students to do the homework? We use an explicit strategy: they must undertake 80 percent of homework tasks prior to the class, otherwise they receive zero marks for this assessment component. The tasks are marked at the mid-point and the end of the semester, so if they fail the first half according to this criterion, they have a chance to do better for the second half. There are usually only a few

students who fail to meet this requirement, and none that fail it on both occasions. The implicit strategy is peer pressure: if one has not completed the homework, it may be a source of embarrassment in the group classroom activities.



Figure 4. 2013 PSYC1031 group-work assignment product; students were Catherine Viengkham, Elizabeth Summerell, Alexandra Little, and Catherine Davies.

The second challenge is educator workload recognition related to the online component of a flipped classroom course which, because of its complexity and the associated need for more online communication with students, means that the time spent each week is usually equivalent to face-to-face lectures. That is, flipped classroom delivery cannot be assumed to reduce educator work hours in a course. Line managers need to appreciate this fact. The third challenge relates to the expertise needed by the classroom instructor—essentially they need to know the online content in order to adequately facilitate the classroom interaction. This is in contrast to the usual lecture-based course whereby a tutor may not be required to know the entire lecture content in order to run the tutorial/practical/lab. Thus, the flipped classroom instructor needs to be a particularly talented and motivated PhD student, or a post-doctoral staff member who might be expected to know the online content, given the higher rate of pay. Thus, the course delivery may be slightly more expensive than the normal lecture-based course, and viewed unfavourably given University business models. The final challenge relates to the fact that when such a course is an elective rather than a core course, it is subject to influences such as new core courses being created, which may weaken enrolment numbers. To meet some of these challenges, we double-badged PSYC1031 as both a psychology elective and a general education course (which required dropping the psychology 1A prerequisite), and subsequently broadly advertised these two options for enrolment. A key challenge will be

retaining the psychological science underpinnings and approach, when one can no longer presuppose that students have this foundation.

We are now in the process of revising PSYC1031 course material into stand-alone resources that can be adapted and embedded into existing (preferably core) courses, particularly as part of a UNSW Fellowship for 2015, which seeks to integrated self-management development into other psychology, chemistry, biology, and business courses. These resources, along with implementation options, will be placed on the project website. We continue to investigate other modes of delivery such as a MOOC, although the lack of face-to-face contact could be an issue, given the content.

Overall, the creation of the course prototype has been a success in the short term, and in the local context. We have no doubt regarding its capacity to provide opportunities for students to develop self-management capacity (see Figure 4 as an example of the group-work product). Its long-term and broader impact will be increased through (a) the current UNSW Fellowship, which seeks to accelerate embedding of self-management strategies into core courses across diverse disciplines at UNSW; and (b) our continued dissemination of the outcomes through the project website, national and international engagement (e.g., through conferences or committee work), and publication.

“Challenging students in a safe, relaxed positive environment serves to build their independence and resilience, while also being well scaffolded by the curriculum and supported by the teacher... It is abundantly clear that this course has been founded on a scholarly and highly reflective approach to teaching practice and with clearly defined and aligned learning outcomes” (UNSW Science Associate Dean [Education], Associate Professor Julian Cox, 2013)

“This course has provided me with a comprehensive and useful overview of what it means to be resilient and successful as a student.” (2014 PSYC1031 student comment)

“The most valuable thing that I learnt about this course was my ability to be a voice and spread the ideas and strategies of resilience and positive psychology. I feel empowered within myself and my relationships, personally and in the community, to be able to impact people in a positive way.” (2014 PSYC1031 student comment)

Chapter 3: Extracurricular innovation: Student Minds®

Opening minds, creating understanding and connecting students to resources to flourish

Particularly I found it useful that we were given the tools to be able to assist others. But on the flip side these could be used for ourselves. (Student volunteer - anonymous feedback on the Mental Health Literacy training provided for Student Minds volunteers.)
Student Minds is changing my life! (Sylvia)
Student Minds has been the best part of my university experience. (Janet)

This chapter reports on the intended outcomes # 3 and # 4:

3 Initiation of a sustainable student community volunteer program providing co-curricular approaches to developing student resilience and well-being--Completed

4 A nationally run not-for-profit student-run and focused organisation--Limited Progress in Phase 1 / Being reviewed for further action going forward

3.1 Context and strategies

Growing concern for the mental health of university students⁸ motivated this student volunteer initiative. The concept of Student Minds® was initially inspired by the work of Active Minds⁹ (North America), Mental Wealth UK^{10 11} (United Kingdom), UNSW CAPS¹² 'on the ground' experience (Andrews & Chong, 2011) and research¹³ which indicates that students are less likely to speak to an academic or a medical or mental health professional when they are distressed. They are more likely to speak to a friend or a family member. A peer-to-peer initiative seemed an appropriate intervention to encourage positive approaches to mental health and early help-seeking. Research suggests that this is most likely to achieve the better outcome.

Student Minds® found a place in this curriculum renewal project as a complementary extracurricular opportunity for students to engage with a volunteer program that generated student mental health awareness, knowledge of resilience-building strategies and lifestyles that sustain well-being. At start-up Student Minds® had recognition as a student-focused volunteering program main-streamed as a student extracurricular option within UNSW Advantage, under the AHEGS framework. Student Minds® is focused on raising awareness of mental health and wellbeing for a diverse student community and aims to reduce stigma associated with mental ill health and psychological distress.

⁸ see www.cshe.unimelb.edu.au/nationalsummit/PPT/Discussion_paper.pdf

⁹ Active Minds <http://activeminds.org/>

¹⁰ The UK based charity, Mental Wealth UK merged with another UK charity that supported Eating Disorders groups in UK universities, **Student Run Self Help** (SRSH). Just prior to the merger, SRSH renamed and rebadged as Student Minds and the two charities continued under that name from October 2013.

¹¹ A Mental Wealth UK student volunteer from Cardiff (Nathaniel Smith) responded to an early enquiry to Mental Wealth UK from UNSW CAPS¹² in late 2011. He was then employed on the start-up project as the first Student Minds project officer from July-December 2012. His experience of being a student volunteer with Mental Wealth UK was of benefit to the Student Minds start-up pilot. His prior experience as a student volunteer fostering awareness of mental health and challenging stigma associated with mental ill-health on a university campus gave immediate credibility to our fledgling student volunteer program and its aim to provide the student voice on mental health within a university.

¹² UNSW Student Wellbeing Survey (2008 and 2013)

¹³ The UNSW Student Wellbeing Surveys 2003 and 2009.

Student Minds® **objectives** are to:

1. Increase student understanding and knowledge of mental health.
2. Help spread a positive attitude about mental health and skills that sustains a sense of wellbeing.
3. Increase early help-seeking behaviour amongst students experiencing psychological distress.

Additionally, Student Minds® aims to generate an opportunity for students to develop valuable real-world skills, contribute to a very important cause, meet like-minded individuals and leave a valued and important legacy on campus. This is achieved through training programs and engagement with volunteering for student-led events, activities and workshops held throughout the year. During the required training and the associated volunteering, Student Minds® volunteers are exposed to the importance of psychological literacy and the concept of positive mental health. It is anticipated that this exposure will prove an advantage, both during academic engagement and in their personal life and careers beyond UNSW. The training and development workshop opportunities explore what underpins mental health and mental ill health. The students are introduced to ways that they can be proactively engaged in wellbeing and success, self-management/self-leadership, leadership, teamwork, creative problem solving, event planning and much more.

Student Minds® in 2015 remains a student driven initiative, supported by UNSW's Student Life and Learning/Counselling and Psychological Services [CAPS]. Student Minds® continues to work to promote student volunteering and to build peer-to-peer engagement to promote positive mental health and wellbeing.

3.2 Progress toward achieving aims and intended outcomes

3.2.1 Formal recognition for student volunteers provides an important element for sustainability

Because Student Minds® is a UNSW Advantage¹⁴ program, students who complete the required number of hours for training and volunteering during the year have their participation lodged for inclusion in their UNSW Advantage (AHEGS¹⁵) statement at graduation. Student Minds® volunteers are exposed to the opportunity to apply the knowledge and skills required for the rewarding experiences of self-management/self-leadership (i.e., resilience in action--an essential contemporary graduate capability)¹⁶.

3.2.2 Support, resources and grants

Resources for the project were enhanced by a successful grant application to the Office for Learning and Teaching (OLT)¹⁷. The grant resourced a part-time project officer to

¹⁴ www.student.unsw.edu.au/advantage

¹⁵ www.education.gov.au/australian-higher-education-graduation-statement-0

¹⁶ www.olt.gov.au/project-curriculum-renewal-build-student-resilience-and-success-phase-1-2012

¹⁷ The OLT Grant project title: Curriculum renewal to build student resilience and success: phase 1

For more detail see www.olt.gov.au/project-curriculum-renewal-build-student-resilience-and-success-phase-1-2012

provide administrative, planning and training support to the project (April 2013-July 2014). This funding concluded in July 2014. From August 2014, Student Minds® was sponsored by the Office of the Director SLL with additional resources allocated to continue the employment of the Student Minds® project officer until November 2014. CAPS has worked closely with the Student Minds® Program from the outset, providing professional guidance, content expertise in mental health/ill health and resilience/psychological flexibility, formal training facilitation, operational guidance, administrative support and operational expenses.



Figure 5. Student Minds® volunteers and their Stress-Less Stall.

3.2.3 Summary of the social enterprise start-up milestones for Student Minds®

Stage I *Lead-up to OLT Funding Period*

- Student Minds® pilot was initiated via the formal structure of a UNSW Advantage Program. Student volunteer hours logged within their Australian Higher Education Graduate Statement (AHEGS).
- A Student Minds® Core Training program (6 hours) designed to foster mental health literacy in student leaders and to give guidance on how to apply to interactions with a diverse student community. Certified curriculum provided by Mental Health First Aid¹⁸ training (12 hours), made available to Student Minds® volunteers and required for the AHEGS statement. All active volunteers were expected to attend the 6 hours of core training **and** the Mental Health First Aid (MHFA) course.

¹⁸ www.mhfa.com.au/courses/public/types/standard

- Governance: The structure and roles of the Student Minds® student Executive Team were established.
- Business model exploration: Consultations were held with staff from the Centre for Social Impact¹⁹. Plans were proposed, formed and reformed for a self-sustaining business model for Student Minds® within Australia and New Zealand.
- Student Minds® e-list for all registered volunteers established.
- Student Minds® volunteers ran several awareness raising and fund raising BBQs.
- Processes and mechanisms for tracking student engagement and participation in Student Minds® training, operations and events were established and trialled.

Stage II *January 2013 - June 2013*

- Student Minds® promoted as providing the student voice on mental health at UNSW. Student Minds® promoted during Orientation Week with student volunteers strongly contributing.
- Successful OLT Grant makes employment of a part-time project officer possible (April 2013-July 2014). The timing of the arrival of funds into a working account and the subsequent project officer recruitment had ramifications for the timely engagement of the student executive team. The project officer enjoyed only a few weeks of semester 1 2013 before students were busy with their academic assessment requirements and not so available for extra-curricular activities.
- Student Minds® Executive Team appointed from April, 2013.
- Social Media was utilised. Student Minds® executive officers managed the Facebook page (www.facebook.com/studentmindsunsw); A Student Minds Facebook Group was established (www.facebook.com/groups/1468180036766047/).
- Student Minds® became a 'brand' when the executive team designed a logo for marketing material and the website.
- Student Minds® Core Training program (6 hours) and the Mental Health First Aid²⁰ training delivered on multiple occasions to students registered with Student Minds®



Stage III *July 2013 - November 2014*

In mid-2013, > 100 students were registered to be involved. By July 2014 > 450 students were on the Student Minds® register. The strength of interest in participating in Student Minds® exceeded expectations. The popularity of Student Minds® delivered some challenging consequences:

- a) Provision of the expected MHFA training (12 hour program) for the number of students on the Student Minds® register was well beyond CAPS available resources.
- b) Even the demand for the core training exceeded CAPS capacity to deliver.

The project lead, the project officer and some of the Student Minds® Executive Team worked together to identify acceptable solutions.

Solutions were trialled:

¹⁹ www.csi.edu.au/

²⁰ www.mhfa.com.au/courses/public/types/standard

- a) The core-training program was iteratively revised to address student feedback and adjusted for content and process.
- b) The core training was separated into parts 1 and 2 and offered on a fortnightly rotation until the semester assessment weeks were in close proximity and student enrolment in the training dropped away.
- c) The MHFA component was removed as compulsory requirement for all volunteers who wanted to complete the AHEGS statement.
- d) The MHFA training component remained as a requirement for Student Minds® executive members.
- e) A decision was taken to fast track future plans to provide a 'train the trainer' opportunity for the more experienced student volunteers and executive team members (who had completed both the shorter core training and the MHFA course). Subsequently, the possibility of training to be a co-facilitator with the project officer for the briefer presentations on Student Minds® was promoted via the Student Minds® Executive Team.
- f) The student co-facilitators have been engaged in the co-creation and adaption of the curriculum for the core training and the Student Minds® information hour.

- Student Minds® website pages given prominence on UNSW's Current Students Website within the UNSW Advantage pages.
- Student Minds® Twitter Account was established, trialled and languished. This was prior to Twitter becoming popular and there was virtually no take up the students so the project officer and the Student Minds® Executive Team felt they had enough social media to manage with the Facebook account.
- Processes and mechanisms for tracking student engagement and participation in Student Minds® training, operations and events were reviewed and mechanisms for engaging the Student Minds' executive team in tracking volunteer hours was established and piloted.
- The student participants in the MHFA training received personal invitations from the CAPS MHFA facilitators to join Student Minds® as a volunteer (if they were not already).
- An application for a trademark for Australia and New Zealand was submitted by UNSW Australia for 'Student Minds' in 2013.²¹ This process was finalised in 2014. This step was taken on legal advice after the UK based charity, Mental Wealth UK faltered financially and merged with another UK charity **Student Run Self Help** (SRSH), that supported awareness of Eating Disorders to students in UK universities. Just prior to the merger, SRSH renamed and rebadged as *Student Minds* and the two charities continued under that name from October 2013.²² This was a lesson in the speed with which informal communication can cross the divide between the two geographical hemispheres and have unexpected and unintended consequences. The UK Student Minds activities and website were soon visible in communications

²¹ UNSW CAPS was advised by UNSW Legal Office to trademark Student Minds in Australia and New Zealand. The cost of this legal process has been met by UNSW CAPS. UNSW owns the trademark Student Minds® in both Australia and New Zealand.

²² It is possible that the knowledge of the work at UNSW and the name *Student Minds* had travelled to these UK student focused organisations because of personal connections with the student from Cardiff University's Mental Wealth UK group who was employed as the Student Minds® initial project officer.

between Australian and New Zealand Universities interested in establishing a Uni Mental Health Day. The first such day was held in October 2014.

- The Student Minds® volunteers ran mental health awareness stalls on more than nine occasions and several fund-raising BBQs in 2014.
- Governance: The structure and roles of the Student Minds® student Executive Team were reviewed in both 2013 and 2014. Minor changes were made to role titles and functions after feedback from the executive teams.
- Intensive focus on promoting Student Minds® during Orientation week in 2014. Student Minds® volunteers contributed strongly to these activities.
- A **UNSW Foundation Giving Account** was established and some donations have been received.
- An inaugural Student Minds® **The Student Voice on Mental Health Conference** was held on July 21st 2014. The conference began the breadcrumb events that heralded Mental Health Month in October. The conference was attended by >90 delegates including attendees from UNSW, TAFENSW and other universities (including The University of Sydney, University of Wollongong, University of Newcastle, University of Western Sydney and Victoria University Wellington, New Zealand). Churchill Fellow and past-president of AMSA, Ben Verness, was the invited conference keynote presenter²³, described student mental health as a wicked problem stimulating much discussion among delegates.
- During Mental Health Month (October 2014), the Untold Stories event was organised by the Student Minds® executive team. Speakers from various mental health NGOs and social enterprise start-ups related to mental health spoke to an audience of >100 about their experience of mental ill-health and recovery.
- The Student Minds® volunteers' awareness stalls were a highlight the first ANZ University Mental Health and Wellbeing Day (8th October 2014) held at UNSW.
- In late 2014, the **Mental Health Month Photo Competition** focused on the *five ways to wellbeing (Connect, Be Active, Take Notice, Keep Learning and Give)*²⁴ and received 29 student entries. This competition is an example of the collaboration and outreach that the Student Minds® executive is working toward. The executive teams from Student Minds® and the UniPhoto Club worked together to raise awareness of the five key evidenced based activities²⁵ that sustain well-being.

3.2.4 Reviewing and planning for sustainability of Student Minds®

A consultation and year-in-review meeting was held with the 2014 Student Minds® Executive Team. Expressions of interest were requested of the members of the 2014 executive team for key roles in leading Student Minds® during 2015. By mid-December 2014, the Student Minds® Student Coordinator for 2015 was appointed. CAPS Director and Student Minds® Coordinator 2015 recruited the student executive team for 2015: (i) the structure and roles of the Student Minds® executive team were reviewed again prior to

²³ Ben is a postgraduate medical student at University of Sydney and a student recipient of a Churchill Fellowship to explore student mental health initiatives overseas

²⁴ Learn about the 5 Ways to Wellbeing: *Connect, Be Active, Take Notice, Keep Learning and Give*. These activities are simple things individuals can do in their everyday lives www.neweconomics.org/projects/entry/five-ways-to-well-being

²⁵ See the nef report www.neweconomics.org/projects/entry/five-ways-to-well-being

recruitment for 2015; (ii) applicants were considered from resumes submitted; and (iii) applicants were then interviewed and appointed.

Student Minds® outcomes for 2013-2014 tallied: (i) 211 of the 450 students registered participated in the core training program; (ii) 120 additional students completed the Mental Health First Aid Training provided by CAPS.

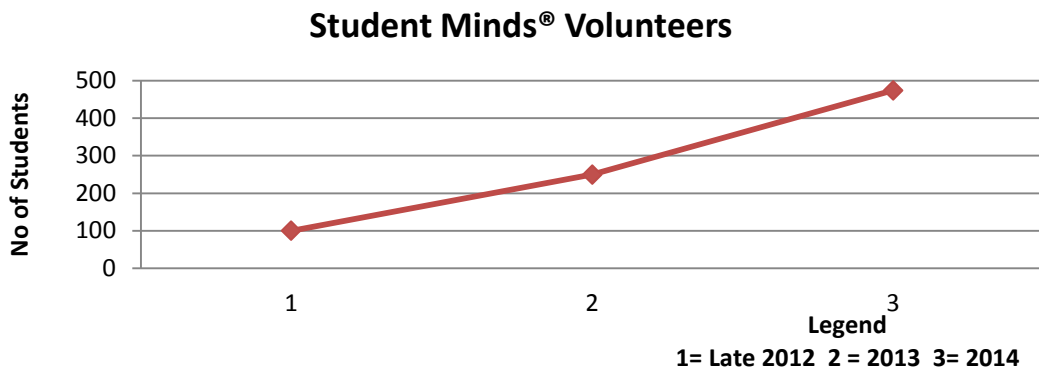


Figure 6. Number of students volunteering from 2012 to 2014.

Executive team events activities were tallied: The Student Minds® Executive Teams for 2012, 2013 and 2014 have organised and/or contributed to 17 events during the 2.5 years of operation (see Figure 7).

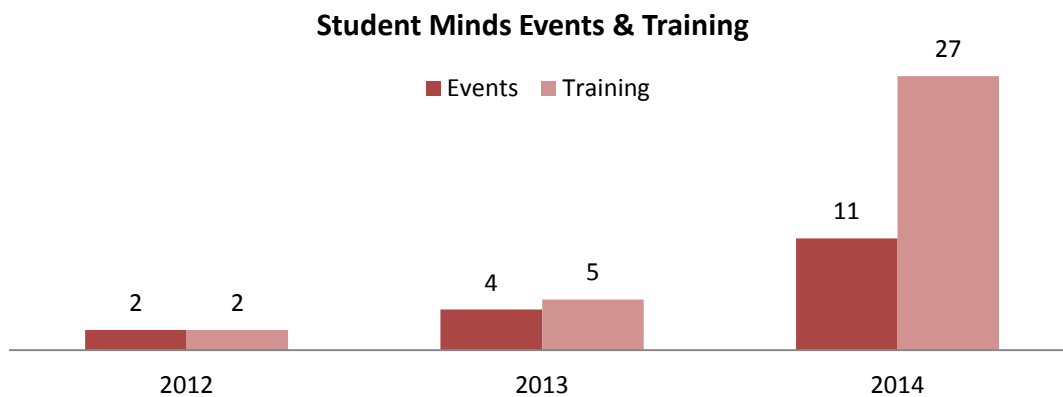


Figure 7. Number of events and training programs from the last half of 2012 until December 2014.

As funding for a project officer was exhausted, the CAPS Director took over the overarching project management at the start of 2015. Plans were made to assign this role (and collaboration with the Student Minds® Executive Team) to a CAPS team member with experience in working with student teams on a permanent basis by July 2015.

In 2015 the Student Minds® project remained a student focused social enterprise initiative with AHEGS recognition and was poised to have its strongest year ever as the student voice for mental health on campus. An enthusiastic group of students took on the

roles within the Student Minds® executive team. The 2015 executive team is engaged in building on the established structure and processes and they will gradually take on responsibility for more of the behind-the-scenes planning and administrative processes.

Student Minds® will continue to be engaged with, and be supported by, UNSW Australia's Student Life and Learning via the Director and other psychologists within CAPS. In 2015, Student Minds® holds to the adventurous goal of engaging students and staff at other universities and post-secondary institutions to highlight the need for a student voice on mental health in the Australian and New Zealand context. The executive team will continue to grapple with the issue of funding sources. The aim is to identify longer-term funding to support a paid part-time student organiser for Student Minds®.

Essential to the sustainability of Student Minds®: No additional funds were identified for Student Minds® in 2015 or going forward, so sustainability is a challenge; however, the planned reallocation of another project to another budget area provides 18 hours of project management going forward. The incumbent's skill and experience garnered in coordinating a large peer mentoring program have now been assigned to enable Student Minds® to further consolidate in 2016. The UNSW Counselling and Psychological Services continue to provide resources and training for the Student Minds® UNSW Advantage Program, and see their engagement as proactive intervention that (a) supports students understanding more about mental health, (b) encourages peer to peer support, (c) extends understanding to those who are psychologically distressed or unwell, and (d) promotes early help seeking and appropriate referral.

The engagement and maturity of the student executive team has gathered iterative momentum with each successive year. For others thinking of using a similar model, with a student executive driving the activities of a local Student Minds® chapter, it is important to patiently work to a longer view for establishing sustainability. It takes time to grow the experience that is handed down from one student executive team to the next.

Student Minds® at UNSW has worked to establish a succession planning approach for the officers within the executive team. The student officers try to provide opportunities for active and enthusiastic regular volunteers to be involved in the planning and running of activities so that they learn about the responsibilities and the roles within the executive team. This approach is enabling a ready pool of student volunteers who are willing and able to step into leadership roles as other members step down from their positions on graduation.

See Appendix E for more detail of the Student Minds® start-up story and Appendix G for framework and mapping of resilience and success topics planned as online mini workshops for Student Minds volunteers (also accessible by all students and staff 24/7).

Chapter 4: Networks and university-wide approaches

4.1 Context and strategies

Change is best accomplished when there is top-down innovation and support (e.g., through transformative leadership, and consequent policy formation and funded implementation) and bottom-up innovation and engagement (e.g., through networks/communities of practice; Scott, 2004). Figure 1 captures this notion. In the context of this project, progress toward two intended outcomes is described in this chapter: the initiation of a university-wide approach, and the establishment of networks with associated support activities such as professional development (**PD**) and the sharing of resources. Issues of sustainability and impact are discussed in Chapter 5.

4.2 Progress toward achieving aims and intended outcomes

4.2.1 Initiation of a whole-of-university approach

Originally, this outcome first explored synergies between the evidence-based curriculum and extracurricular activities. It was proposed that this strategy would involve a range of stakeholders who would collaboratively determine the overall approach to the innovations (see Figure 1). It was anticipated that this approach would deliver a whole-of-university framework that in turn would be reflected in pedagogy, as well as procedures and policies that impact the student experience. We planned to map this process and share the guideline document/s generated with other universities.

This intended outcome was highly ambitious and made more complex, and possibly redundant, by concurrent developments supported by equity funds. These funds facilitated the development of policy and programs emanating from the Pro-Vice-Chancellor (Students) Division (Professor Wai Fong Chua) *via* activities in SLL (directed by Sandra Norris). Over the course of the project, AA and MH made several attempts to map relevant activities across the university with the view to identifying gaps, but there were two problems: the landscape kept changing, and we did not have enough resources to remain fully on top of the situation. Despite this, we have identified three gaps in what is offered, in particular:

1. The general need to promote psychological literacy, and in particular the evidence-based set of knowledge, skills and attitudes inherent in resilience, self-management, and psychological flexibility.
2. A general lack of opportunity, resources and time for collaboration and sharing on this topic amongst academics, student support professionals, and learning and teaching professionals. It should be stressed that there is evidence of interest and a growing recognition of need for collaboration.
3. A lack of resource capacity at executive leadership level made it difficult for them to respond to our multiple invitations to actively engage with the project.

The commitment to a whole-of-university approach geared toward the value-add of this proposed graduate outcome has been growing amongst the senior leadership, but the pace was not fast enough to greatly benefit this project. This project continued to be viewed as worthy and experimental but has not yet convinced UNSW leadership of the value of mainstreaming. It is important to note that there is some movement toward the ***university leadership showing commitment to specify resilience/self-management as a university graduate capability, but funding that development is still future focused.***

During the project we relied on champions amongst the program directors to embed the development of the capability across their curricula. Nevertheless there has been some impact (e.g., UNSW Student Safety and Well-being Committee consideration of the Healthy Universities framework, and funding in 2015 for a subsequent project producing digital resources focused on student resilience development). There are hints of the messages generated by this project embedded in the wording of the **UNSW Strategy to 2025**.

In summary, this outcome was not fully attained, although progress was evident in terms of influencing some top-down processes, and in particular bottom-up processes, through local and broader networks as indicated below.

4.2.2 UNSW Student Success Network

The intention with the outcome was to create networks (local and national/international) both to support achievement of the other project outcomes in the short-term, and to help ensure the sustainability and dissemination of the outcomes in the long-term. As intended, these networks have begun to: (a) develop and share effective university-level policy and procedures, training programs and resources (e.g., some faculties establishing student leadership to generate student well-being initiatives; some faculties considering rolling out a mindfulness training program for students; School of Medical Science invited CAPS to collaborate to produce a mini self-help online module on managing exam anxiety; Optometry academic inserted references to building resilience in her course introduction and identified that students were responsive to this input); and (b) draw on other local, national and international communities of practice (Wenger, 1998; McDonald, 2012) to support academic and general staff and student leaders to implement activities that include a resilience and well-being framework (e.g., First Year in Higher Education Student Well-Being Special Interest Group).

The local UNSW network was established in the first semester of the program. Following that initial set of meetings (one for staff and one for students), we asked the UNSW Learning and Teaching Unit (LTU) to host the meetings as part of their ongoing “Connections” seminar and workshop series. We are very grateful to LTU for the administrative and promotional support thus provided. During 2013, two seminars and one workshop were held, and during 2014, three seminars and two workshops were held (see Appendix C). In addition, all members were invited to the July 2014 SM conference and to the forum held in 2014. This network has been an invaluable resource for the project in terms of stakeholder input and dissemination.

4.2.3 Broader student success networks

We have been working with existing national and international networks, including: (a) the Psychological Well-being Special Interest Group (PWB SIG) of the International First Year in Higher Education (FYHE) Association (now “STARS”); (b) ANZSSA; (c) ISANA; (d) CAPA; (e) NUS; (f) National Medical Students Association; and (g) the APS PysEd Interest Group. Our work with these existing networks support and ensure the dissemination of the curricular and extracurricular innovations.

To reach a broader audience than the UNSW Network, AA established the resilience and success list serve. Interested members of existing relevant communities of practice and networks (some resulting from relevant ALTC/OLT projects, e.g., Field, 2014) have been invited to join this project’s network. The network members (231 in Jan 2015) are from across the higher education sector, both nationally and internationally, with many members being students. This broader network allows sharing of information, and in particular, dissemination of the outcomes of this project.

4.2.4 Professional development activities

The UNSW Network meetings and workshops have provided opportunities for information dissemination, meaningful discussion of relevant theory, research and practice, and professional development. In addition, the SM Conference and the mini-project *Contemplative Education Symposium* and the project Forum offered PD opportunities in 2014. The project Forum (November 2014) featured the work of the project, the mini-projects, and a number of invited addresses from local and interstate experts in the field (see Appendix F for the program; see Figure 8). These professional development opportunities have been well received (see Appendix H).



Figure 8. Associate Professor Paul Atkins delivering his invited keynote address at the Forum.

4.2.5 Mini-projects

This outcome component was originally intended to include formal curriculum mini-projects (e.g., implementing the emerging resilience and well-being pedagogy, particularly as evidenced in the prototype course), but because half of this project was extracurricular, we decided to open the program to both categories. A call for proposals was announced and a rigorous reviewing process was enacted. Initially we received more worthy proposals than we had funding to support, and so we approached the UNSW Learning and Teaching Unit,

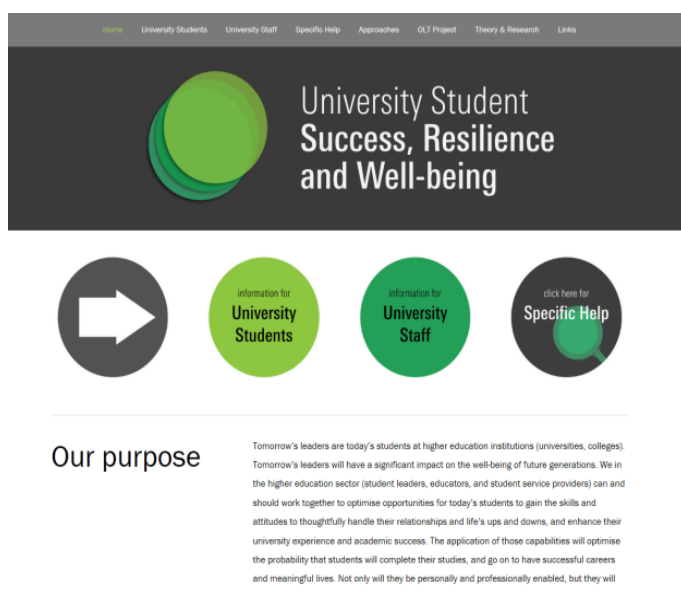
who generously funded two of the projects (Time Management; Muru Marri). The level of support ranged from \$3,000 to \$4,000 per project. Each project team was assigned a team member (SueM or AA) to be a critical friend for the project duration. The teams presented interesting and sometimes provocative project overviews at the Forum. The final reports are available at www.unistudentsuccess.com/olt-project-mini-projects/. We urge you to read them, as the brief summaries below do not do them justice. We thank the mini-project teams, who undertook significant and diverse projects with minimal resources. Most of these initiatives are continuing in some form. The following is a brief summary of each.

- **Agnes Heah - *An analysis of students at risk in the bachelor of arts program to develop better student support.*** “The project involves a case study of 27 students in the Bachelor of Arts (BA) who commenced in Semester 1 2013 and were not on good academic standing at the end of that semester. The project also investigated causal factors of poor academic standing of this target group and the effectiveness of the academic advising service offered by Arts & Social Sciences for such students, and provided a range of ideas and strategies to assist students to restore good academic standing.” (from A. Heth’s Report)
- **Patricia Morgan & Nico Roenpagel - *Standing Still to Learn, Contemplative and Creative Approaches to Education: New Paradigms in Teaching and Learning Symposium.*** “As indicated in the project report, the aims of the symposium were to (1) introduce symposium participants to Contemplative Education; (2) introduce participants to contemplative tools that they can use to deal with the stressors they may be facing; (3) introduce participants to contemplative pedagogy and specific methods for their classroom practice. This symposium successfully met its aims, and has had two primary consequences: (1) the SLL Director engaging Patricia Morgan to deliver meditation workshops to students and to confer with educators regarding embedding of strategies into the curriculum and (2) the revival of a UNSW network of interested educators and student support staff.” (from P. Morgan & N. Roenpagel’s Report)
- **Justine Rogers - *Interim Report: Bringing the Self to UNSW Law: An evaluation of Lawyers, Ethics & Justice.*** The objective of this project was to conduct an evaluation of the innovative Lawyers, Ethics & Justice (LEJ) course. LEJ has been designed to give students the opportunities to develop self-knowledge, values and skills to engage in healthy, ethical practice, driven by autonomy, relatedness and competence. It does this through a combination of academic, interpersonal and self-management components. The evaluation showed some positive signs in that the majority of respondents felt better equipped to handle being a student at UNSW Law and a prospective professional. Barriers and areas for further development were identified, and will lead to subsequent improvements in the next delivery of LEJ. (Summary approved by J. Rogers)
- **Patti Shih, Lisa Watts, Suzanne Mobbs, Boaz Shulruf, Helen Scicluna, & Rachel Thompson - *Time Management Apps and Student.*** Given that time management among university students has long been associated with academic performance and wellbeing, the aim of this project was to undertake a time management mobile app use trial. However this aim was not fully achieved due to small sample size and high drop-out rate. The focus groups, however, suggested that the personal *motivation* of students is key to improved study engagement as well as actually organising their assessed work and personal study. In addition, the balancing of stressors against their short and long term goals was identified as a distressing element of being a medical student. We plan

to undertake further research, specifically identifying issues for struggling students in order to develop useful and effective curricular and study interventions for our Phase 1 students. (Summary approved by P. Shih et al.)

- **Megan Williams & Sally Fitzpatrick - *Muru Marri's Critical Friends Circle: A learning community among Aboriginal and Torres Strait Islander post-graduate health research students at UNSW.*** “Muru Marri is the Aboriginal Health Unit in UNSW Medicine’s School of Public Health and Community Medicine (SPHCM). Muru Marri has championed the ‘Critical Friends Circle’, an emergent learning community among Aboriginal and Torres Strait Islander post-graduate research students in health sciences, and post-graduate students of other backgrounds also engaged in Aboriginal and Torres Strait Islander health research. The Critical Friends Circle seeks to meet Aboriginal students’ stated needs: ‘creating a safe space for sharing the experience of research, overcoming isolation, and developing academic skills’. This project involved: (a) a review of existing UNSW resources relevant to the Circle; (b) running a workshop for the participants; (c) establishing an online communication strategy for the community, and planning a further workshop; and (d) the design of a resource kit.” (from M. Williams & S. Fitzpatrick’s Report)

4.2.6 Website and resources



The website www.unistudentsuccess.com was built using *Squarespace*, so that it can be maintained easily by either of the co-leaders (long-term commercial housing has been obtained). The website targets a number of stakeholders and purposes (see Figure 9), which necessitated considerable planning and revision of the website structure and resources. Many suitable resources have been identified and listed on the website. This will continue as we take on new projects, such as the UNSW Fellowship.

Figure 9. Front page of project website.

Summary of evidence regarding progress toward outcomes attainment:

- Encouraged consideration by diverse UNSW stakeholders of partnership with this project and its aims; engaged with the development of the Student Safety and Wellbeing Plan.
- Informal influence on staff thinking about student success through our Network meetings, email List-Serve and website/communication activities (as evidenced e.g., by member email comments).

- Informal influence on UNSW leaders through our agitation for better support for student success and resilience initiatives (e.g., PVC(S) opinion piece: <http://newsroom.unsw.edu.au/news/students/why-student-wellbeing-really-matters>; New Healthy University initiative from UNSW Safety and Sustainability).
- Documentation of others' whole-of-university approaches (see website).
- The UNSW Network to Support Student Success and Well-being Network was established early in the life of the program, and 12+ PD events have been held on campus at UNSW.
- Connections with existing academic and student support staff networks have been established, thus increasing discussion and dissemination of project outcomes.
- The Resilience-Success list-serve network was established, now with 231 members.
- The Workshops and Forum were well-attended and received positive evaluations.
- The mini-projects provided seed funding for a diverse range of positive initiatives, many of which are continuing.
- The project website has been established, and will continue to grow with related new projects.

Chapter 5: Reflections and ways forward

5.1 Reflections

From personal and professional perspectives, it has been a privilege to be able to work on this project, both because of the people involved (committed team members and colleagues across the university and beyond) and the critical importance of the small but significant initiatives that we managed to achieve. Thus, we are fundamentally grateful to OLT and their financial and moral support, and we also appreciate the support of UNSW and the Networks of committed staff and students who shared in this journey. As a result of this initiative, and given the increasing evidence for the need, we are even more committed to increasing opportunities for all students to develop their self-management skills, thus leading to increased experiences of success in their studies and beyond. By increasing student self-management capability, we are building human capital, thus increasing the value of higher education for students, parents, employers, and society generally.

We were somewhat naively optimistic at the beginning of the project in terms of intended outcomes; however, PSYC1031, Student Minds®, and the Networks have laid the foundations for further work, which in 2015 will continue through (a) a UNSW Fellowship, (b) what has been incorporated within the extracurricular program, and (c) the interest in the development of brief digital learning modules that reinforce student self management and resilience knowledge and skills. Moreover, there were many delightful surprises along the way, including the outcomes of the mini-projects—we very much appreciate the courage, commitment and innovations of our colleagues, many of whom find themselves in challenging situations as they attempt to give students opportunities to successfully complete their studies.

We list below some key process learnings, which may be helpful to others who are embarking on similar projects:

- One must be sensitive to stakeholder needs and input, and be willing to modify one's aims and strategies to make meaningful change. For example, we dropped back from driving a whole-of-university approach when it was clear that this had become part of the developing deliverables of a formal administrative structure.
- One has to be receptive to changes in the university context, and be willing to drop intended outcome components if it becomes clear that they cannot be feasibly achieved. Also one needs to advocate for project support if one can make a strong case. For example, AA advocated strongly for continued support of the SM project officer position, and we are grateful to Sandra Norris, Director of SLL, for providing funding for the last semester of this project.
- Sophisticated, multiple and flexible communication strategies are needed to convert vision and interest to resources and commitment for a whole-of-university approach. For example, in this project we have used a variety of communication strategies (e.g., presentations at university committees, invitations to our meetings, the list-serve, and occasional emails advertising new deliverables).

- Always keep the lines of communication open with relevant UNSW leaders. For example, in this project it was important that we were aware of policy developments from the Pro-Vice-Chancellor (Students) Division.
- It is important to be vigilant for emerging opportunities. For example JC was able to secure additional funds for the mini projects from the LTU. These additional funds allowed projects to be advanced.
- The acquisition and maintenance of an effective project officer is priceless. If this is less than optimal, then obviously the project leaders must be prepared to take a more hands-on approach to project management, and plan adequately for the time this will take.

5.2 Dissemination, sustainability, impact and evaluation

Dissemination. This project's dissemination plan drew upon ALTC's *The D-Cubed Guide: planning for effective dissemination* (<http://www.uq.edu.au/evaluationstedi/Dissemination/?q=dissemination/>). Strategies include: (a) placing resources and reports on www.unistudentsuccess.com; (b) reporting to UNSW governance committees on progress and outcomes, and simultaneously advocating sustainability; (c) presentations at existing UNSW *Student Resilience and Success Community of Practice* (CoP) Network meetings; (d) communication through the list-serve Student Resilience and Success Network; (e) conference presentations (see Appendix D); (f) advisory group members; and (g) the final program forum.

Sustainability. Strategies include: (a) voluntary coordination by team members of the UNSW Network/CoP and the broader list-serve network, wherein the project outcomes will be supported in their extension; (b) website maintenance and extension supported by team members and by the 2015 UNSW Fellowship; (c) further embedding in UNSW courses through the UNSW Fellowship project; (d) maintenance of PSYC1031 as a viable course; (e) necessary integration of some SM functions into "business as usual" CAPS activities; and (f) continued advocacy of self-management as an explicit graduate capability through local/national/international committee work and networks.

Evaluation. The strategy draws on Chesterton and Cummings's (2007) *Grants Programmes - Evaluating Projects*. The evaluator, Michele Scoufis, was involved from early in the project, and has provided both formative and summative evaluation (see Appendix H). In addition, we have received useful feedback from:

- The Steering Group: on *all intended outcomes*, through informal feedback in meetings.
- PSYC1031 students, tutors, and peer reviewers: on the *curriculum innovation*, through formal and informal evaluation processes.
- SM student volunteers: on the *extracurricular innovation*, through meetings with the executive committee members, and via surveys of the registered SM volunteers.
- UNSW academic, student support staff, and student leaders: on the UNSW *Network* activities, workshops, July SM 2014 conference, and Forum, through surveys.

In terms of *impact*, a brief summary with reference to the **IMPEL** system (<http://www.olt.gov.au/grants-and-projects/impact>) is given below:

- 1. Changes for project team members:** JC (with AA and SueM as strongly supportive team members) has successfully applied for a UNSW Fellowship, which will continue this work in 2015. AA is seeking funds to build online success and resilience resources with a 24/7 self-access option in a Moodle environment. These resources will be available for student self-access and for teaching staff to embed into resources located within the curriculum.
- 2. Changes by project team members leading to changes for students who are directly influenced:** Both PSYC1031 and the SM program, as implemented by the team members, have directly and positively influenced students' well-being, mental health knowledge and leadership skills, as indicated by student evaluations of these programs and pre-post measures. Both of these initiatives will continue in some form in 2015, and hopefully beyond.
- 3. Contributions to knowledge in the field; growth or spread of disseminated ideas; serendipitous adoption/adaptation by people beyond the project's intended reach:** Our project outputs are available on the project website, and we have given conference and committee presentations (note: manuscripts are in preparation). An example of serendipitous adoption/adaptation has been the initiative of Brad Marshall from the Australian Catholic University, who (after attending the Forum) has convinced his line managers to initiate a whole-of-university approach toward programs that provide ACU students with opportunities to increase self-management capacity.
- 4. Changes by opportunistic adopters at participating institutions leading to changes for students who are directly influenced:** UNSW was the only formal participating institution. However, a delegation from TAFENSW has met with the SM team to discuss establishing a SM chapter within TAFENSW.
- 5. Systemic changes at participating institutions leading to changes for all relevant students:** During this project, the PVC (Students) Division developed the Student Safety and Wellbeing Plan. It is plausible that this project had both direct and indirect influences on that development. Moreover, a *Healthy University* project has begun at UNSW, initiated by one of the members of the Student Safety and Wellbeing Committee.
- 6. Changes by opportunistic adopters beyond participating institutions leading to changes for students who are directly influenced:** See #3 above.
- 7. Systemic changes beyond participating institutions leading to changes for all relevant students:** This is not yet evidenced, but see #3 above, and it should be noted that our broad network and our website facilitate this potential.

5.3 Recommendations and considerations for the future

This project lays the foundation for further initiatives that: (a) progress the development of whole-of-university approaches to increasing opportunities for students to be more successful in their studies, and to acquire life-long self-management strategies; (b) more explicitly embed self-management strategies in courses and extracurricular programs

at UNSW and in other universities; (c) develop and implement local and national policy changes relevant to student self-management; and (d) initiate sustainable change at other universities by, for example, supporting adaptation of our strategies. In essence, there is a need to embed evidence-based strategies within the curriculum that promote self-management capability, with the explicit intent to enable student capacity to effectively manage challenges and setbacks, thus increasing student success, both within and beyond their university lives. These curricular strategies are strengthened if supported and extended by integrated extracurricular programs. We make the following specific recommendations:

- 1. University educators and student-support staff advocate for the explicit delineation of resilience/self-management as a university-wide graduate capability.** Strategies include: the formation of networks/communities of practice that directly advocate to line-managers and others with influence (e.g., Academic Boards/Senates); raising awareness, within the university, of effective policies at other universities; and upward management.
- 2. University leaders promote resilience/self-management as a graduate capability, and support embedding of opportunities to develop personal and professional self-management capability within curricular and extracurricular contexts.** Recommendations 1, 4, 5, and 6 provide the strategies to support/achieve this recommendation.
- 3. University educators and student-support staff identify ways in which curricular and extra-curricular activities can be integrated to reinforce student exposure to self-management and resilience capacity-building opportunities.** Strategies include: formation of a community of practice wherein researched information is shared; and collaborations are supported.
- 4. Student self-management becomes a priority for internal learning and teaching grant/Fellowship strategic funding; central learning and teaching units support resourcing of relevant curricular/extracurricular strategies and innovations.** Strategies include: Creating specific funding initiatives; and holding national forums that emphasise resilience/self-management as a graduate capability.
- 5. A community of practice is established and maintained by the central learning and teaching unit to support academic and student support staff interested in this topic; related professional development is encouraged through this community.** Strategies include: approaching the unit Director to support this recommendation; initiating and then inviting unit staff to attend the community of practice; and offering to provide a professional development workshop.
- 6. Self-management resources, with multiple implementation options, are identified/developed, enabling unit coordinators and student support staff to integrate resources appropriate to their context.** Strategies include: continued support of the current program's website; and its optimisation through social media strategies.



Figure 10: Student Minds[®] volunteers and the Stress-Less ideas wall.

Appendix A

Certification by Deputy Vice-Chancellor (Academic)

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Professor Iain Martin

Date: 27/02/15

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Appendix C: Events

These events do not include the Student Minds program events (see Appendix E for an extensive listing).

Event Date	Event title, Location (city only)	Brief description of the purpose of the event	# participants	# HE institutions represented	# other institutions represented
30/4/13	UNSW Network Meetings for staff and students (separate)	Initial Network meetings to establish purpose and plans	Approx. 40	1	0
4/6/13	UNSW Student Safety and Well-being Committee	Introduce a key UNSW committee to garner input and support presentation on Student Minds initiative	Approx. 20	1	0
8-12/7/13	Association of Contextual Behavioural Science World Conference	Panel presentation and discussion on the challenges of implementing university-wide interventions targeting culture change with reference to the current project and its goals	Approx. 40	Approx. 40	Approx. 6
12/09/13	UNSW Student Safety and Wellbeing Committee	Raise awareness of the student success and resilience project and Student Minds	15	1	0
20/09/13	Heads of Counselling Services Network Meeting	Raise awareness of the student success and resilience project and Student Minds	7	7	2
24/09/13	Presentation to Law faculty	Raise awareness of the student success and resilience project and Student Minds	Approx. 10	1	0
9/13	UNSW Network Meeting, Sydney	Conference paper sharing	6	1	0
15/10/13	UNSW Network Meeting, Sydney	Presentation by members, featuring Law Faculty	Approx. 20	1	0
Oct-Nov 2013	UNSW Academic Board Committee on Education and UG Studies committees, Sydney	Update 2 key UNSW education committees on project progress	30	1	0

4/11/13	UNSW Network Workshop	Sharing: Strategies to Increase Student Success	Approx. 27	1	0
04/12/13 --AA and SA	ANZSSA Conference, Wellington, NZ <i>Student minds: Promoting mental health and wellbeing on campus</i> By AA and SA	Raise awareness and seek feedback on the Student Minds initiative	Approx. 40	Approx. 35	Unknown
3/1/14	Poster at NITOP on course prototype By SueM (St. Pete's Beach, Florida)	Raise awareness of the course prototype and associated pedagogy	Approx. 400 delegates (in program), at least 40 viewed poster	Approx. 40	Unknown
11/2/14	CONNECTIONS SEMINAR – <i>“What do we know about student resilience and the impact on Wellbeing and success? Unpacking the data from the Student Wellbeing”</i> Survey By John Boorman and Annie Andrews (Sydney)	Raise awareness amongst UNSW staff re student resilience and the indicators of resilience as revealed by the data from the Student Wellbeing Survey	Approx. 35	1	0
25/2/14	Workshop on <i>“Curriculum strategies to support student success, resilience and well-being”</i> By SueM (Sydney)	Disseminate approaches taken in the course prototype, to adapt in other courses	Approx.20	1	0
25/2/14	UNSW Safety and Wellbeing Committee meeting - Presentation on 2 key aspects of Student Wellbeing survey Annie Andrews and John Boorman	Raise awareness with high level committee about student success and resilience indicators as provided by the data from the 2013 Student Wellbeing Survey	15	1	0
18/3/14	Presentation to UNSW Student life and Learning Leadership group	Focus on indicators of student success and resilience as provided by the data from the 2013 Student Wellbeing Survey	10	1	0
20/3/14	CONNECTIONS SEMINAR	Focus on indicators of student success	40	1	0

	(Network): <i>"The Student Experience: Themes that emerge from the Student Wellbeing Survey 2013"</i> By Annie Andrews (Sydney)	and resilience as provided by the data from the 2013 Student Wellbeing Survey			
10/4/14	CONNECTIONS SEMINAR: (Network) <i>"The Student Experience: Psychological Flexibility - a necessary graduate capability for the contemporary graduate"</i> By AA (Sydney)	Raising awareness of Psychological Flexibility as a grad. Capability within the context of this project	30	1	0
17/4/14	Presentation at SLL Leadership Group plus Student Leaders AA (Sydney)	Focus on CAPS activities and services plus indicators of student success and resilience as provided by the data from the 2013 Student Wellbeing Survey	15	1	0
15/5/14	UNSW Symposium on contemplative practices. By Patricia Morgan (Sydney)	Raise awareness of and discuss the value of mindfulness meditation for university students and staff	Approx. 48	Approx. 9	5
8-13 /7/14	ICAP Conference, Paris. Wellbeing Open Symposium: University and college cohorts from crisis to sustainable wellbeing. Annie Andrews & Penny Shores (presented by Penny Shores)	Paper: Presentation: <i>'Student Success and Resilience: Data to Strategy - Fostering a 'whole of University approach' to enabling psychological flexibility'</i> . Raise awareness of SM@UNSW, and other university wellness programs	Approx. 20	Estimated 20.	Unknown
6-9/7/14	FYHE Conference By JC (Darwin)	Raise awareness of the project outcomes through poster and contribution to SIG	About 400 delegates (in program), at least 40 viewed poster	Approx. 20	Unknown

21/7/14	Student Minds Conference (Sydney)	Raise awareness of SM@UNSW, and other university wellness programs	80	Approx. 8	1
3-5/8/14	ICOPE Invited Panel x 2 (Flagstaff, AZ, USA) By JC	Raise awareness of the course prototype and associated pedagogy	250	Est. 200	Unknown
10/9/14	CONNECTIONS SEMINAR: <i>"Supporting student success through Embedded Curricular Strategies II"</i> By AA, Tiffany Reichert, Juan Chen, SueM and JC (Sydney)	Curriculum strategies to support student success, resilience and well-being: SmartSparrow example; PSYC1031 example	Approx. 20	1	0
30/8-2/10/14	APS Conference (Hobart) By JC	Raise awareness of the course prototype and associated pedagogy	Approx. 30	Estimated 25	Unknown
16/10/14	Australian Catholic University By JC	Raise awareness of the course prototype and associated pedagogy	Approx. 10	2	0
7/11/14	Project Forum	Present project activities/findings, including mini-projects, plus invited keynotes	73	16	1
4,16/12/14	University of Trento (Rovereto, Italy) By JC + University of Padova (Padova, Italy)	Raise awareness of the course prototype and associated pedagogy	Approx. 40	1	0
9/12/14	University of Trento (Trento, Italy) By JC	Raise awareness of concept of self-management as desirable graduate attribute	20	1	0

Appendix D: List of conference and invited presentations

Conference Papers

- Andrews, A., & Arslan, S. (2013, December). *Student minds: Promoting mental health and wellbeing on campus*. Paper presented at the Conference of ANZSSA, Wellington, NZ.
- Andrews, A., & Shores, P., (2014, July). Student success and resilience: Data to strategy - Fostering a 'whole of university approach' to enabling psychological flexibility. In P. Shores (Chair), *University and college cohorts from crisis to sustainable wellbeing*. Symposium conducted at the International Conference on Applied Psychology, Paris, France.
- Cranney, J., Andrews, A., Morris, S. (2013, July). *Curriculum renewal to build student resilience and success: Phase 1*. Invited paper presented at the meeting of the Special Interest Group for Student Well-being, International First Year in Higher Education Conference, Wellington, NZ.
- Morris, S., & Cranney, J. (2014, January). *Flipped classroom delivery of a unit on the science of student success*. Poster presented at the 36th Annual Conference of the National Institute for the Teaching of Psychology, St. Pete's Beach, FL, USA.
- Cranney, J., & Morris, S. (2014, September). *Flipped classroom delivery of a unit on the science of student success*. In S. Morrissey (Chair), Recent advances in curriculum design in the Australian context. Symposium at the 49th Annual Conference of the Australian Psychological Society, Hobart, Australia.

Invited Addresses/Colloquia

- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). Psychological literacy and undergraduate education. Invited address in Opening Panel on "Psychological Literacy", International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). Psychological literacy in Australia: Role of the educator. Invited address for Australian and New Zealand Panel on "Tips for Teaching from Australian and New Zealand", International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J. (2014, October). *What are the aims of psychology undergraduate education?* Invited colloquium, School of Psychology, Australian Catholic University, Sydney, Australia.
- Cranney, J. (2014, December). *What should be the outcomes of undergraduate psychology education?* Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Universita di Trento, Rovereto, Italy. [Also University di Padova]
- Cranney, J. (2014, December). Evidence-based teaching in psychology education. Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Universita di Trento, Rovereto, Italy.
- Cranney, J. (2014, December). *Surviving and thriving at university and beyond: Student self-management, global literacy, and the role of university education*. Invited colloquium, Universita di Trento, Trento, December 9, 2014.

Appendix E: Student Minds® detailed report

Student Minds® @ UNSW: the start-up story

Student Minds® began as an idea to provide a student voice and engagement on mental health in 2011 and is now proven and viable as a campus based initiative.

Student Minds® @UNSW is now well established and in the third year of operation as a student focussed initiative to promote mental health via peer-to-peer engagement.

A modest beginning: July 2012

In 2012, Student Minds® was established as a UNSW Advantage Program²⁶ eligible for AHEGS²⁷ recognition.

In early July 2012 UNSW students were invited to attend a presentation to promote mental health amongst the student population, and were invited to register to become Student Minds®²⁸ volunteers.

Approximately 100 students registered to be involved in the program, and approximately 30 students attended the first training offered for Student Minds® volunteer.

From that small group five enthusiastic students formed the first executive committee and began to grapple with the process of forming a cohesive team and setting out goals and tasks as the initial executive committee. The Student Minds® executive team established at start-up was supported by a part-time project officer, a recent student graduate who had experience with a university chapter (Cardiff University) of Mental Wealth UK.

Between July and December 2012 communication strategies, governance and volunteer training were high on the agenda of both the project officer and the student executive team.

During the first six months of operation the first executive team for Student Minds® ran several awareness events and raised some funds via BBQ's.

During 2012 engagement with Facebook as a means of communication between the Executive team was trialled. This strategy had limited success.

Facebook was also used as a means of communication between Student Minds® and the broader student community. This use of a Facebook page was considered essential from the executive team's understanding of peer-to-peer communication strategies.

²⁶ <https://student.unsw.edu.au/advantage>

²⁷ <http://www.education.gov.au/australian-higher-education-graduation-statement-0>

²⁸ <https://student.unsw.edu.au/studentminds>

The inaugural executive team also presented on their experience as executive team members and the Student Minds® project at the ANZSSA NSW Conference in December 2012. This was an important achievement and generated enthusiasm amongst the team for the future of Student Minds®.

In 2013 a replacement project officer (employed 14/35 hours per week) was made possible by OLT Grant Project funds. The project officer was recruited and employed in early April to lead the Student Minds® project and support the 2013 Student Minds executive committee. The 2013 executive team designed the logo.



During 2013 the executive committee sustained a number of changes with the resignation of a number of the executive team. Some students with key leadership roles realised that they were overcommitted in their extracurricular activity in their final year of study. Face-to-face communication had been limited because of a lack of commonly available time needed for planning and team building. The executive team changes generated some difficulties in terms of continuity of planning and activities and the project officer took on more of the event planning as well as the provision of volunteer training and general administrative duties linked to Student Minds® operations. The handover of organising roles mid-semester 1 2013 helped finesse the purpose of the executive roles.

The new executive committee began in earnest from May 2013 and was supported by the project officer for Student Minds®. Committee positions were more clearly defined and formalised.

There were several awareness and fund raising events run by the Student Minds® volunteers during 2013.

Recruitment for the committee for 2014 was undertaken in late 2013 but not finalised until early in 2014. This proved to be problematic, as the committee did not really get active until several weeks into the academic year. This delay proved costly in terms of the capacity of the committee to organise meeting times and overall communication was again difficult to synchronise.

During 2013 the training program for the volunteers was further refined and issues related to scaling up to meet the growing number of volunteers attracted to Student Minds® needed serious consideration.

Establish a sustainable business model--not-for-profit organisation with democratic central management and decision-making

Planning for sustainability and effectiveness for Student Minds® @ UNSW operation was a major focus of the project officers (2012 - 2014).

Each year the structure of the executive team has been re-designed and position descriptions further developed based on a not-for-profit organisation model committee. Adjustments to roles was also necessary to reflect the skills and learning goals of the

members of executive team as students joined the team and exited according to their study needs and completion of programs of study.

The relationship between the project officer for Student Minds® (a UNSW employee and link with CAPS) and each successive executive team (eager to operate independently of organisational constraints) has been key to managing the tensions that have emerged from time to time. The members of each executive team have on occasion found it difficult to understand the operating constraints imposed by a large organisation.

The requirements and benefits of pre-planning, the need to address safety and quality of delivery during student initiated activities, and the need to adhere to the requirements of the UNSW Advantage and AHEGS requirements have all required learning along the way and been causes of frustration and misunderstanding.

Both the students and the project officer have grappled with these issues and learning about the responsibility realities of operating within a large organisation (a university) through a different lens has been a repeated challenge for each new executive team.

A response to these challenges was to introduce some of the factors into the orientation process for new members of the executive committee. A project officer and executive team handbook is being drafted to help smooth the traps frequently encountered by those new to organisational procedures. Issues encountered were how to:

- i) book an event venue;
- ii) manage the OHS requirements linked to student events;
- iii) how to order printing, T-shirts, other collateral required;
- iv) how to manage privacy such as sending broadcast email messages without giving away every list members email address;
- v) how to add content to the universities website;
- vi) how to set up systems to enable tracing of volunteer hours for inclusion on AHEGS;
- vii) effective communication strategies that keep everyone in the loop;
- viii) bank funds raised; and
- ix) purchase items needed for events.

A central organising focus had been to enable Student Minds® to operate as a student volunteer program with close links to UNSW Counselling and Psychological Services [CAPS] and as an influencer of the broader UNSW student experience of mental health and mental ill-health. Finessing ways of achieving this goal has been central to our thinking about the ongoing sustainability of Student Minds® @ UNSW and as an essential preliminary achievement prior to encouraging take up of the initiative within the national post-secondary education sector.

We were grateful for additional funding internal to UNSW granted to employ the start-up project officer and to continue the employment of the second project officer full-time from the end of July 2014 for a further four months.

Unfortunately we have not yet garnered resources for securing the critical role of project officer for Student Minds. Indications are that the role will need to be absorbed into an existing position within CAPS from 2015.

At the time of writing this report it is apparent that achieving a self-sustaining business model for Student Minds® will take longer to achieve.

In summary, we continue to explore a self-sustaining business model for Student Minds® @ UNSW taking into consideration the nature of student life (i.e., other demands are too great for students to commit to self-funding activities on a volunteer basis), and the limits of available resources.

The continuity of Student Minds® will depend on passion and commitment for the project by CAPS and the Student Minds® Executive team and the volunteers. The essential management of Student Minds® in 2015 and beyond will be undertaken by a dedicated CAPS staff member as an adjunct to their primary role until funding for a part-time student focused role is obtained through fund raising, donations or resource allocation from UNSW.

Finally, we concede that the aim to establish a sustainable business model at the national level is at this stage premature and unrealistic within the OLT project timeframe.

Engage other universities

The project grant has already been the subject of a number of conference presentations which has engaged others at universities in Australia, New Zealand and internationally (International First Year in Higher Education Conference--July 2013 and 2014; Association for Contextual Behavioural Science World Conference--July 2013; ANZSSA Biennial Conference--Dec 2013 and 2014; International Association for Applied Psychology—ICAP Conference July 2014; APS Conference Sept 2013, 2014; ICOPE August 2014; The Student Voice on Mental Health Conference 2014).

Each of these presentations has referenced Student Minds® in the context of a whole of university approach to student success, resilience and wellbeing. Contacts from conferences attended are being followed up. Continued outreach to other universities is ongoing. Preliminary discussions have occurred with other universities and TAFE (in NSW, ACT, Vic) about up-scaling Student Minds® as chapters at other organisations and potentially with further establishment as a nationally focused independent not-for-profit organisation.

The next step will be to formally write to other universities offering the Student Minds® collateral and set-up guide and to establish a register of interested organisations via the ANZSSA and ISANA networks.

Seek sustainable funding

A review of possible funding via external sources was completed by a staff member from Student Life and Learning. No options for application were identified. Ongoing funding remains a major concern.

A UNSW Foundation Account was established to receive donations and funds raised by the Student Minds® volunteers; however, fund raising by the student volunteers has not as yet begun in earnest.

Student Minds® will revisit the possibility of benefactor funding during 2015. Previous preliminary exploration in 2012 identified possibilities but no actual donations. UNSW Foundation has offered some expertise to assist with donation encouragement. (draft webpage under review and to be published in February 2015:

<http://www.everydayhero.com.au/event/StudentMinds/preview/aab11ec7a186>)

Establish website and communication mechanisms

The Student Minds® @ UNSW/UNSW Advantage recognition is available as a leadership program; see: <https://student.unsw.edu.au/studentminds>

Student Minds® @ UNSW also links to:

<https://student.unsw.edu.au/studentminds#overlay=node/699/>

Information and resources can also be found on the project website:
www.unistudentsuccess.com.

Additional communication mechanisms used are Facebook (continuing) and Twitter (languishing).

Student Minds® Facebook page (<https://www.facebook.com/studentmindsunsw>)

Student Minds® Facebook Group (<https://www.facebook.com/groups/1468180036766047/>)

Project officer engagement via structured and formal and informal communication was increased when there was delay in activity planning initiated by students. This ensured that some events did occur and that there were mechanisms in place to keep the Student Minds® volunteers with news of activity and opportunities for participation.

Ensuring face-to-face meetings between the project officer and the Student Minds® executive members was a challenge when common time planning made it difficult for these meetings to occur. The student executive tried to manage this lack of common time by using Facebook as a substitute for communication but this proved inefficient.

Establish training and resource packages for Student Minds @ UNSW

The training programs for the Student Minds® volunteers and executive team has been developed iteratively with an objective to making the delivery of the training scalable without losing quality of content or expertise of the trainers. This iterative development is ongoing, dynamic and responsive to student feedback and student volunteer input. Specifically, training and resource packages for Student Minds® @ UNSW have been established as part of the working for sustainability model.

Educational training templates and content for the Mental Health First Aid (MHFA) Program (12 hour package) are provided to CAPS-accredited trainers by MHFA <http://www.mhfa.com.au/cms/>.

Additional training modules for volunteer orientation to mental health awareness and the Student Minds® volunteer role have been finessed and adjusted over four iterations following each semester's training program. A manual for students participating in Student Minds® @ UNSW has been produced and preliminary consideration and planning were given to placing some of the training content into an online learning and teaching environment (Moodle is used at UNSW).

Delivery of training to Student Minds® volunteers

A rolling series of workshops were programmed for the Student Minds® student volunteers during 2013 and 2014.

Mental Health First Aid training provided to groups of 20 students ran in February, April, July, August, October and November (2013 & 2014).

Additional training for the volunteers has included topics such as Substance Abuse, Meditation and Mindfulness, Sleep Smart, Resilience Skills and Core training for Student Minds volunteers (seven-hour package divided into two parts).

Roll out, evaluate and improve the training provided to Student Minds® volunteers

Students receive training and skills to support them in their volunteer role. The training offers a variety of options to suit the interests of student volunteers. These workshops are geared specifically towards mental health including stigma, cultural attitudes to mental health and understanding psychological literacy.

Core training delivered within program for all volunteers:

- ✓ Induction
- ✓ Introduction to Mental Health Part 1
- ✓ Introduction to Mental Health Part 2
- ✓ Mental Health First Aid Training (12 hours) (open to all and required of the Student Minds Executive Team members)

A total of 34 training sessions delivered to students at UNSW. Within this, 211 students (45 percent of the program) have received a component of core training (Induction, MH1, and MH2). The training content has been reviewed to provide students with skills and knowledge to support them in their role as a volunteer. The frequency of training offered was increased to reflect times convenient for students (typically, the beginning of the semester).

Participants are asked for feedback on the content and process after each of the training workshops.

Feedback from students on the training:

- “good overview of things I have never had the chance to discuss”

- “The content was great! It would be lovely to have more workshops throughout the semester as I wasn't able to attend a few during the beginning of the semester”.
- “Provided good understanding of concepts of mental health and wellbeing in relation to UNSW students.”
- “Increased awareness and attitudes to mental health.”
- “Provided understanding of the stigma faced by those with a mental illness.”
- “Understanding of cultural views of mental illness”.
- “Understanding of Depression & Anxiety - symptoms, causes and treatment”.
- “First time receiving training in Suicide – found this to be very useful”.

Students also indicated that they did not want to see the training overly simplified under pressure from the need to be brief and to cover material not repeated in other formal curriculum teaching (e.g. basic communication skills, basic cultural awareness).

Training students as co- trainers

The training package for the train-the-trainer parts of the Student Minds® volunteers training program have been planned during 2014 for implementation during 2015. During 2013 and 2014 the project officer was the primary trainer for Student Minds® volunteers. Willing members of the executive group will be approached to be up-skilled as training assistants to facilitators of the training provided by CAPS psychologists to Student Minds volunteers during 2015. This model is already proven and currently used for the training of Peer Mentors with super mentors who have undertaken the train-the-trainer module co-facilitating with CAPS psychologist facilitators.

Identifying impact

Outcome measures in stage 1 were limited to the review of student engagement (registered volunteers, volunteer participation), executive team activity and effectiveness of executive team planning.

Student engagement

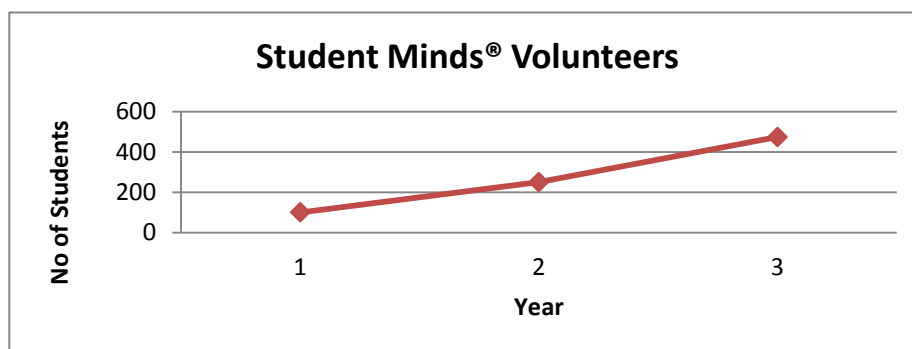


Figure E1: Number of students enrolled in Student Minds®.

The number of students formally enrolled in the program has increased considerably during over the duration of the program. Some of the reasons for the growth are due to:

- ✓ Regular events and exposure on campus.

- ✓ Awareness within existing clubs and societies.
- ✓ Collaboration with Student Life and Learning for Mental Health Month planning.
- ✓ Increased volunteer communication – online forum and face-to-face.
- ✓ Organic growth of program.

Student Minds® events and activities

A total of 21 events were delivered since the program launched in September 2012. These events included various workshops organised by the project officer and presented by CAPS and SLL staff (Mindfulness, Meditation, Positive Psychology, and Sleep Hygiene); information stalls managed by the Student Minds volunteers and supported by the project officer (Orientation Day, Stress Less Day, R U OK Day, University Student Mental Health day stall) and speaker events (organised by either the project officer or the Executive Team) highlighted presentations by guest speakers from the community working in mental health. Events organised/ supported by Student Minds® @ UNSW executive and student volunteers have included information stall during orientation week (2013 and 2014), promotional events held during semester weeks including on R U OK Day and speaker events to highlight World Mental Health Day (2013 and 2014).

The most significant events have been the Untold Stories speaker event and the Student Voice Conference.

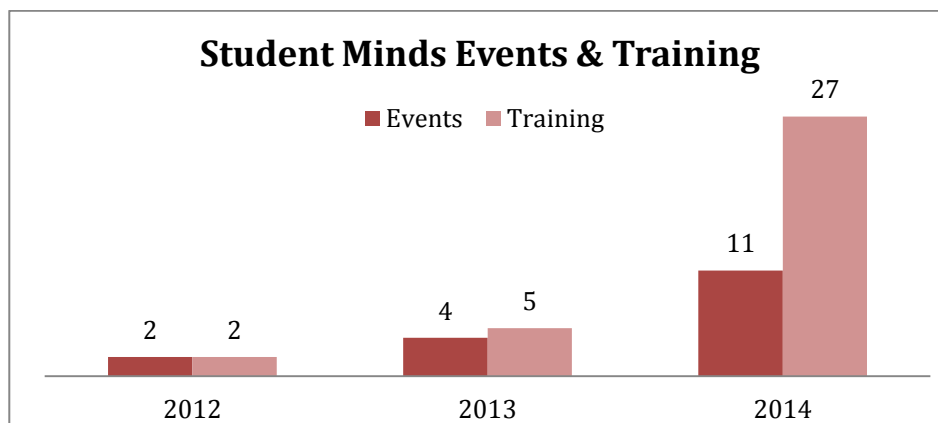


Figure E2: Number of events and training sessions organised by Student Minds®

Student Voice on Mental Health Inaugural Conference 2014

Seventy-seven people attended the event inaugural student conference in July 2014, themed “The student voice for mental health” at the Kensington campus of UNSW. Delegates included staff and students from UNSW in addition to professionals working in mental health from other tertiary institutions from Australia & New Zealand. Of those attended, 54 percent were affiliated with UNSW as staff or student, while the remaining 46 percent were from various universities and community organizations. Guest speakers, from UNSW and other Australia and New Zealand universities presented their views on:

1. Promoting mental health, student wellbeing and resilience;
2. Reducing stigma of mental ill-health; and
3. Ways of increasing early help-seeking from those experiencing psychological distress.

The conference delivered insightful information on mental health promotion and student wellbeing among a group of university students and professionals working in tertiary education.

Discussions with other universities at this event included enquiry into how a program like Student Minds® can be implemented in Australian and New Zealand universities, thereby lending support that Student Minds be up scaled in tertiary education sector to promote positive perceptions of mental health.

It is hoped that the conference will be an annual event in the Student Minds® calendar with involvement from more students and peers to promote student mental health, wellbeing and resilience.

Recording student volunteer activity

Activity recording for volunteers has been established although not without complications. Manual tracking makes the current system unsustainable if volunteer numbers and volunteer activity increases in 2015.

Tracking and measuring impact generated by Student Minds®

Measuring impact on the student community arising from Student Minds has proven to be extremely difficult and measuring true impact is considered to be beyond the scope of what is possible for this OLT grant time frame.

Also that given the number of student linked groups that are engaged with student wellbeing activities in 2015 at UNSW²⁹, Student Minds can no longer claim to be the student led group focusing on student mental health. It is, however, clear that since Student Minds was initiated the UNSW community awareness of factors impacting on student success, wellbeing and resilience has significantly increased. However while Student Minds is likely to generate some influence and awareness it is not possible to claim a causal correlation between this increased awareness and activities with the work of Student Minds. Awareness in society of mental health issues more broadly and for students specifically has also developed significantly since 2012 and the beginning of Student Minds at UNSW. An appropriate tool that could be used to measure changes over time in the UNSW community in relation to increased awareness of mental health and ill-health (or not), decreased in stigma associated with experiencing mental ill-health and psychological distress (or not), and evidence of increased early help-seeking by those at risk of mental ill-health and moderate to severe psychological distress (or not) was of course considered.

Given the range of activity focused on student well-being occurring at UNSW, program impact evaluation would have require extensive collaboration with various areas of UNSW that work with students on well-being and resilience projects and substantial investment in measurement tools and processes. Available resources did not permit such impact measurement.

²⁹ Another group includes one associated with Reach Out, Australia's leading youth mental health service (funded by the Inspire Foundation)

Use of existing data from the three iterations of the UNSW Student Wellbeing Survey (SWS) as a baseline and comparing with planned biennial administration of the SWS may provide some capacity for outcome and impact evaluation regarding culture change but again establishing a the direct link of positive culture change with Student Minds® activities and presence on campus will be impossible.

Establishing a board for Student Minds® Australia

Prior to taking the concept of Student Minds® beyond UNSW we believed it essential to establish a viable and sustainable approach to this student volunteer program. Student Minds® at UNSW has been established and is now in its third year of operation. Student Minds®, as a strategy, to provide a student voice and engagement on mental health has been proven and is viable. However satisfying ourselves that we were confident in the concept and had established a viable, sustainable structure and linked procedures have taken longer than expected.

A national organisation to support the delivery of Student Minds® at other universities is only one model of distribution. We explored models used by not-for-profit organisations and associations. We produced a report on the basics for consideration when establishing a social enterprise: *Governance of Social Enterprises Summary* prepared by Michael Hines, a CAPS counsellor/psychologist.

The originally planned governance, administration, and funding strategies have all been reassessed as the experience of start-up gained momentum and the Australian youth mental health context changed. Soon after start-up we began to question our originally planned strategy for establishing a national organisation and began to rethink ways of supporting spin off chapters at other universities in ways that would suit the current Australian context.

At this stage in the project we consider it unlikely that the creation of another national organisation, dedicated to mental health, is the model most likely to bring sustained success. Given the growing engagement of student volunteers from the university sector by other organisations like Batyr³⁰, Reach Out³¹ and Headspace³² it is questionable that a national organisation is warranted.

As previously noted during 2013 one of the inspirations for Student Minds was the UK based Mental Wealth UK, which merged with another student driven organisation, working to raise awareness of eating disorders, Student Run Self Help (SRSH) in October 2013. The two organisations rebadged as Student Minds³³ and become a registered charity. This has raised some unexpected issues for establishing a nationally focused Student Minds® organisation in Australia.

³⁰ www.batyr.com.au/young-people/university-programs/

³¹ <http://au.reachout.com/get-involved/youth-ambassadors>

³² www.headspace.org.au/about-headspace/get-involved

³³ www.studentminds.org.uk/

We realised that establishing a charity as an overarching organisation to guide Student Minds® in Australia would be challenging and complex and would certainly take much longer than we anticipated and require resources that we did not have. We underestimated the resources needed to make further progress on this outcome. We soon decided that a national organisation with independent funding was beyond the scope of the project and the grant. The resources and guidance from the ACNC has been useful.³⁴

All the factors noted above have meant a slower approach to action on the originally proposed national agenda.

The national idea was approached in another way: Engagement of other universities

Several presentations on Student Minds® were given by representatives at peak body conferences (ANZSSA) in both Australia (2012) and New Zealand (2013) and the *Student Voice on Mental Health* conference at UNSW in July 2014. At these conferences we highlighted the concept, presented our work in progress and asked for feedback on the initiatives. The 2012 presentation was given by two members of the Student Minds executive team and the start-up project officer. The 2013 presentation was given by the Student Minds project officer and the co-lead for the OLT project. Feedback was positive and useful to our thinking and several requests for information on the project were received with a view to exploring start-up options at other institutions. The inaugural Student Minds Conference in July 2014, *The Student Voice on Mental Health*, provided another opportunity to promote the Student Minds concept to the 80 delegates.

We have received requests for start-up packs from TAFENSW and interest from some universities and we are preparing materials for dissemination. Highlighting the work of Student Minds will continue via our established networks and conference activities, and other outreach activities (e.g. invitations to engage).

The possibility of using alternative methodologies (other than establishing a separate national not-for-profit organisation) to foster student volunteering initiatives to raise awareness of mental health, reduce stigma and encourage early help-seeking continues to be discussed.

Mechanisms under consideration for the encouragement of Student Minds® engaging students beyond UNSW include, but are not restricted to:

- (a) CAPS publishing a how-to manual and basic consultation package and a train-the-trainer option for counselling services at interested universities;
- (b) CAPS develop a training package and train-the-trainer workshop to resource student organisations at other universities setting up their local Student Minds® chapters (consideration to be given to this product earning a moderate fee to contribute to Student Minds® sustainability);
- (c) Student Minds® @ UNSW establishes a ‘franchising-’ arrangement with other interested student groups in Australian universities (consideration to be given to the franchising being inclusive of set-up products, training and consultation earning a moderate fee to contribute to Student Minds® sustainability).

³⁴ www.acnc.gov.au/ACNC/Register_my_charity/Start_charity/ACNC/Reg/Start_charity.aspx

Given these issues, we have not yet met deliverable #9 or #10 and they are not likely to be met during this Phase 1 of the project.

Student Minds becomes a formal trademark in Australia and New Zealand

UNSW CAPS was advised by UNSW Legal Office to trademark Student Minds in Australia and New Zealand. The cost of this legal process has been met by UNSW CAPS. An application for a trademark for Australia and New Zealand was submitted by UNSW Australia for 'Student Minds' in 2013. This was finalised in 2014. UNSW now owns the trademark Student Minds®.

Appendix F: Additional materials

- PSYC1031 2014 Practical Guide and Assessments.
- 7/11/14 Forum Program Promotion.

8. Practical Guide and Assessments		
<i>Week</i>	<i>Practicals Wed 9-11 (MAT 123), Wed 11-1 (MAT310)</i>	<i>Assessment Tasks (other than Pre-Practical Activities – see Moodle)</i>
1	30/7 <i>Introduction</i>	
2	6/8 <i>Resilience, stressors and strategies</i>	
3	13/8 <i>Concepts, Measurement and Psychological Science</i>	Hand out Group Assignment (due Week 12)
4	20/8 <i>Positive psychology</i>	Journal 1 due Sunday 24/8 at 11pm
5	27/8 <i>Self-knowledge, Strengths, Goals and Motivation</i>	Hand out Self-Development Assignment (due Week 10) Pre-practical submission Total 1
6	3/9 <i>Academic Competencies</i>	GROW model due
7	10/9 <i>Connectedness and interpersonal skills</i>	
8	17/9 <i>Emotional Regulation (CBT, ACT, Mindfulness)</i>	Journal 2 due Sunday 21/9 at 11pm
9	24/9 Group work: No class	
Mid semester break		
10	8/10 <i>Mental health strategies and help-giving</i>	Self-Development Assignment due
11	15/10 Group work: No class	
12	22/10 <i>Group Presentations</i>	Group Assignment Due Journal 3 due Sunday 26/10 at 11pm Pre-practical Submission Total 2
Exam Period		FINAL EXAM



Forum Invite - Optimising student success, Resilience and Well-being: Growing graduate capabilities

(OLT Grant Ref ID12-2381)

Friday 7 November 2014, UNSW Australia

Never Stand Still

Optimising Student Success, Resilience and Well-being: Growing graduate capabilities

This Forum is for academic, professional staff and students who have an interest in student success, resilience and well-being.

When: Friday 7 November, 8.30am-4pm

Where: Central Lecture Theatre 1, UNSW Australia

Program

- 8:30-9: Registration, coffee.

SESSION 1: 9-10

- 9-9:10: Welcome.
- 9:10-9:30: KEYNOTE: Professor Wai Fong Chua (PVC Students) and Sandra Norris (Director, Student Life and Learning): What is happening at UNSW to support student success and well-being?
- 9:30-10: OLT Project Report: Jacky Cranney, Annie Andrews, Seher Arslan, Sue Morris.
- 10-10:30: Morning Tea

SESSION 2: 10:30-12:30

- 10:30-11:10: KEYNOTE: Rachael Field (QUT): Self-management for law students--the why, what and how.
- 11:10-12:30: OLT mini-project presentations
 - Justine Rogers (Law): "Bringing Your-Self to Law: interim results in a study of UNSW Law's new ethics course"
 - Megan Williams & Sally Fitzpatrick on behalf of Muru Marri (Medicine): "*Muru Marri's Critical Friends Circle: A learning community among Aboriginal and Torres Strait Islander post-graduate health researchers at UNSW*" (*Supported by LTU*)
 - Patti Shih, Lisa Watts, Suzanne Mobbs, Boaz Shulruf, Helen Scicluna, & Rachel Thompson (Medicine): "Time management: mobile apps and motivation among UNSW Phase 1 medical students" (*Supported by LTU*)

- Agnes Heah (A&SS): “Stronger Support for Students at Risk”
- Patricia Morgan (ASB, SLL) & Nico Roenpagel (A&D): “Report on *Standing Still to Learn*, the symposium on contemplative and creative approaches in education, May 2014, UNSW”
- 12:30-1:10: **Lunch**
- SESSION 3: 1:10-3:45+**
- 1:10-1:50 KEYNOTE: Paul Atkins (ANU): Mindfulness improves staff work engagement, well-being and performance in a university setting.
- 1:50-2:20: KEYNOTE: Lydia Woodyatt (Flinders)--Show up; Don't beat yourself up. Addressing self-critical thinking in First Year Psychology through a Third Year Psychology Work Integrated Learning topic
- 2:20-2:50: Student panel: Whose responsibility is it to empower student resilience, success and well-being?
- 2:50-3:30: Closing comments, evaluation.
- 3:30-4: **Afternoon Tea.**

Please register your attendance and dietary requirements here:

<https://www.surveymonkey.com/s/S95X8WF>

Need more information?

Contact: j.cranney@unsw.edu.au or a.andrews@unsw.edu.au

Please forward to anyone you think may be interested in this forum.

You also might be interested to join the *Resilience and Success e-community of practice*:

<https://www.lists.unsw.edu.au/mailman/listinfo/resilience-success-network>

Apologies for cross-postings.

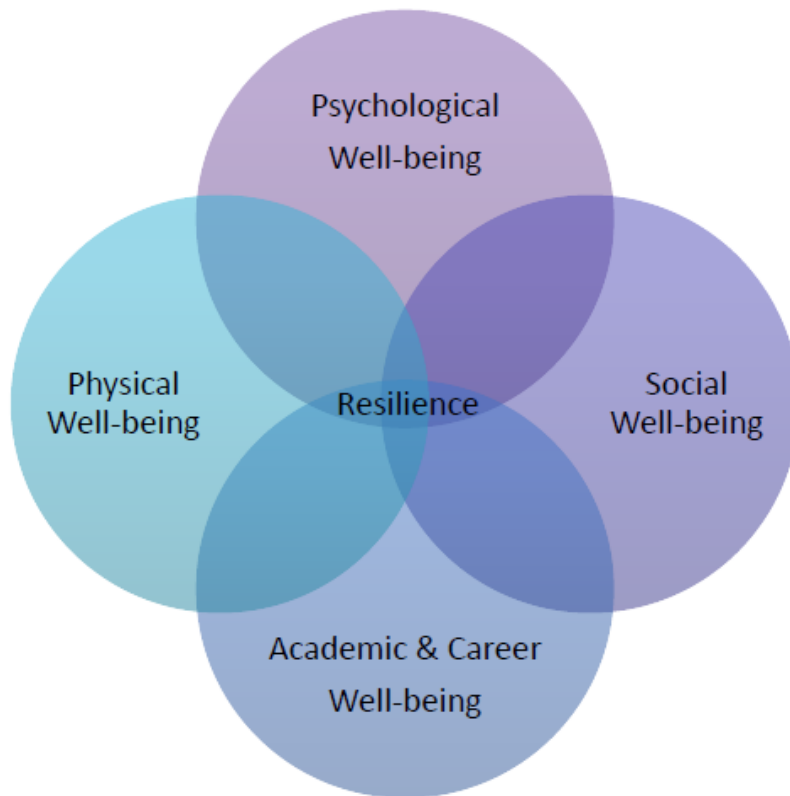
www.unistudentsuccess.com

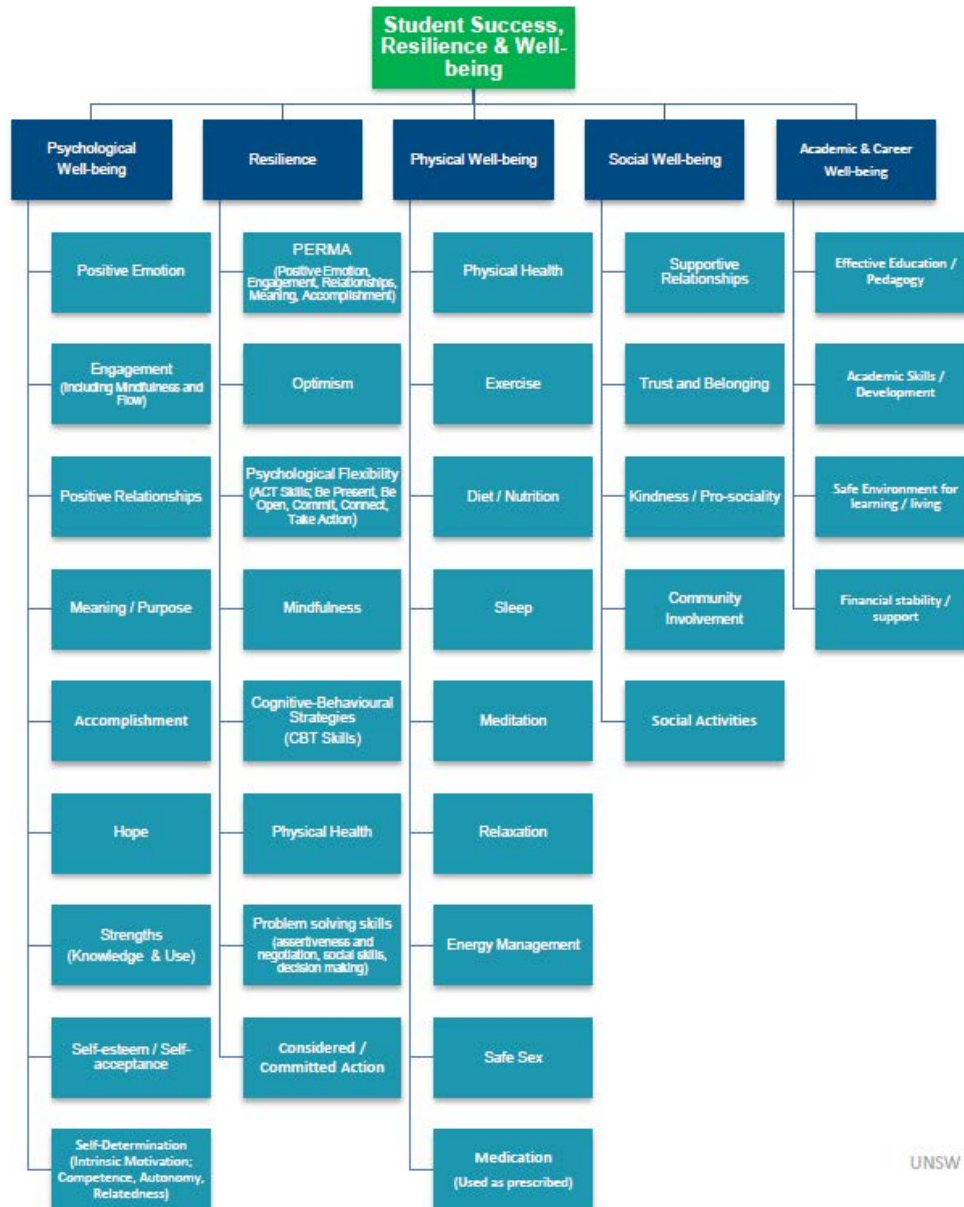
@unistudentSRW

Appendix G: Student success, resilience and well-being

Conceptualisation by Michael Hines and Annie Andrews, CAPS

Student Success, Resilience and Well-being

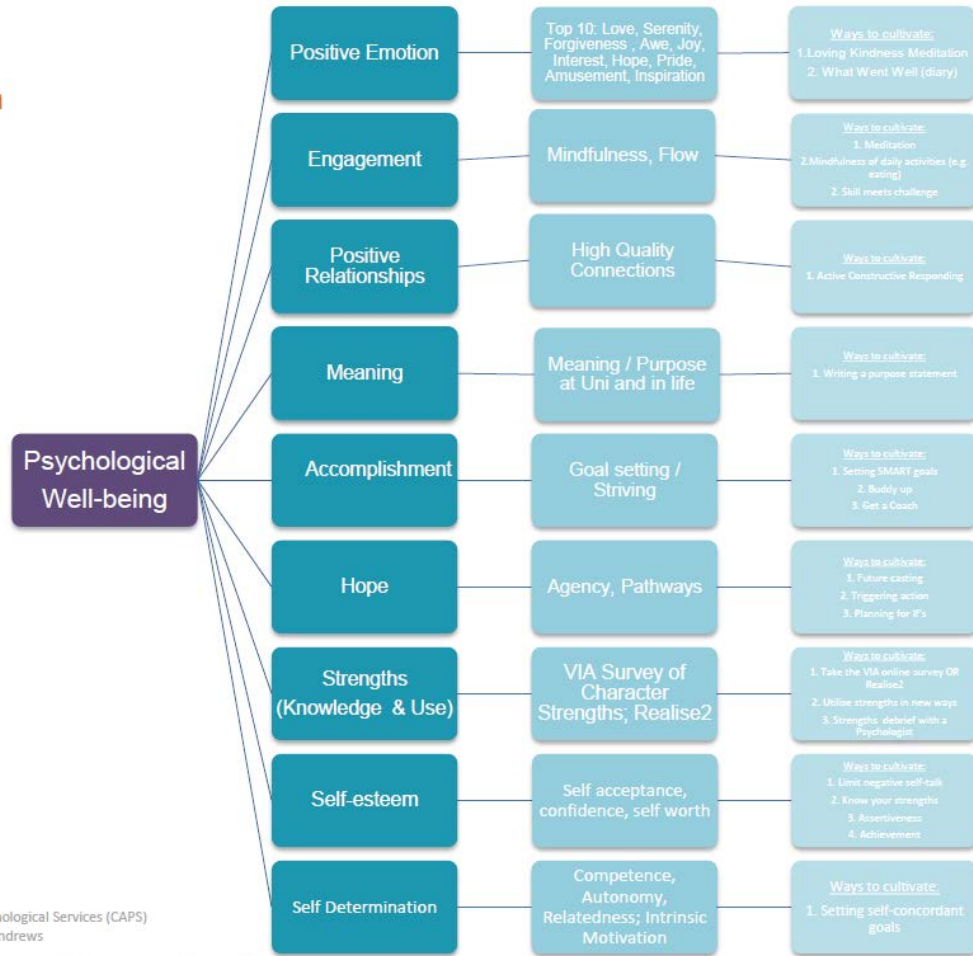




UNSW Counselling & Psychological Services (CAPS)
Michael Hines and Annie Andrews

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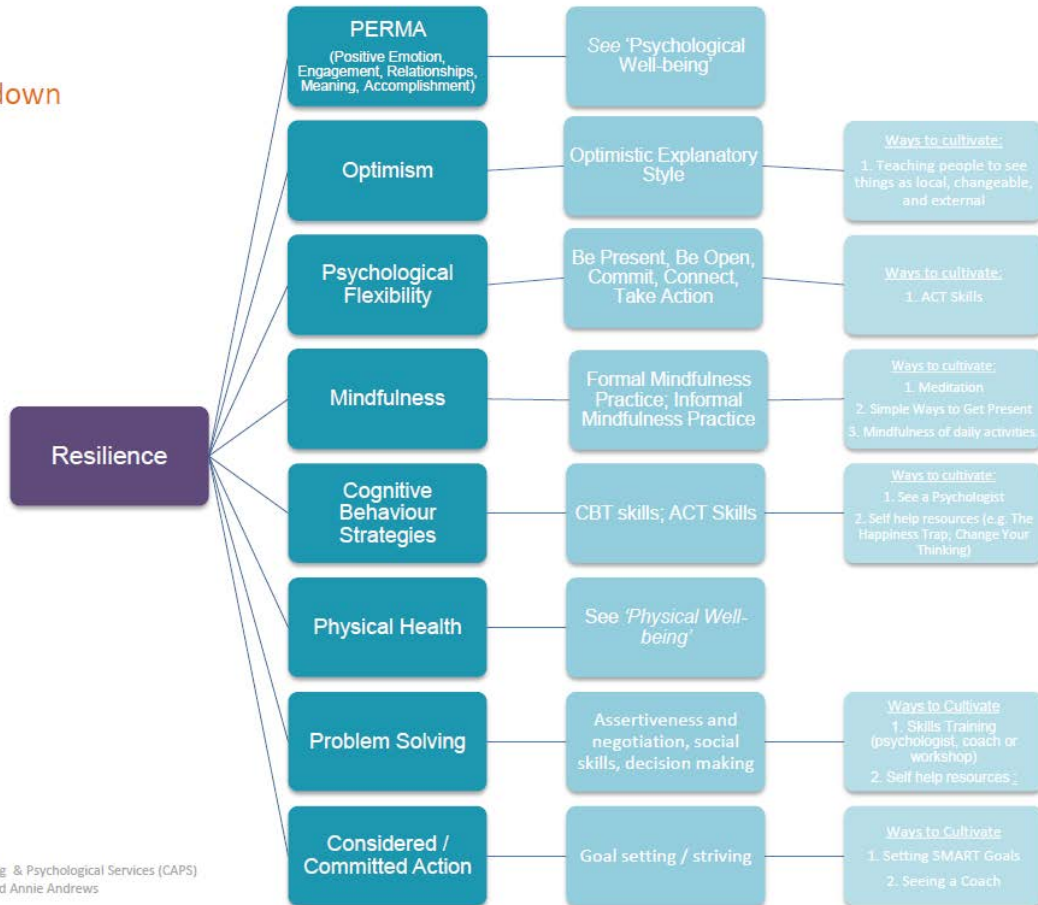
Drill down



UNSW Counselling & Psychological Services (CAPS)
Michael Hines and Annie Andrews

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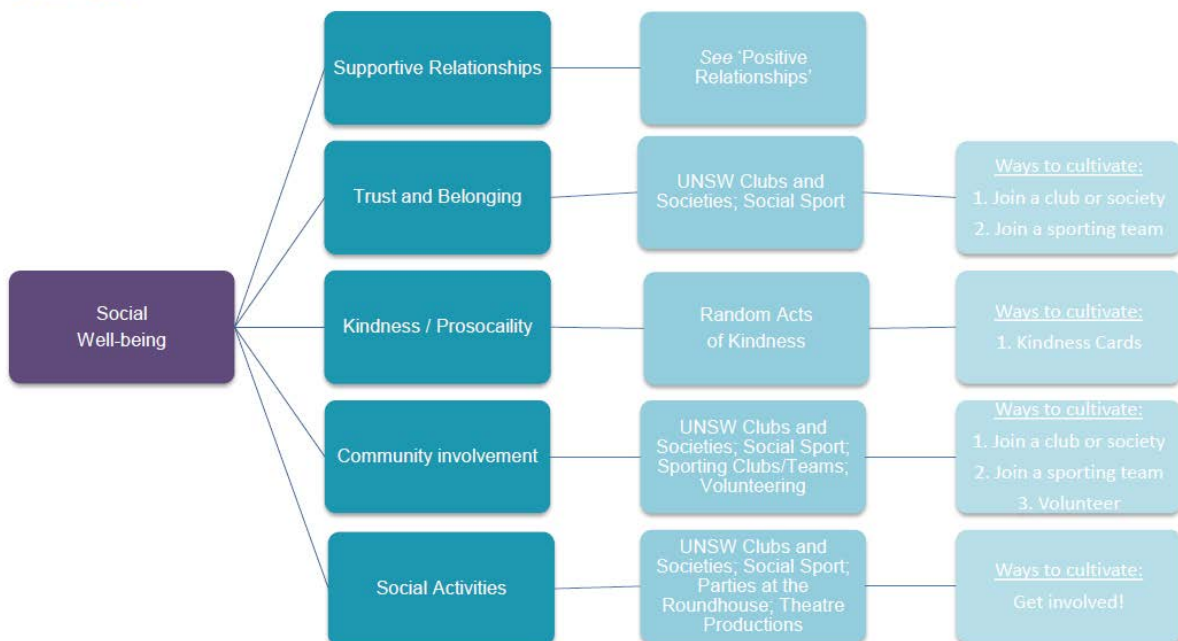
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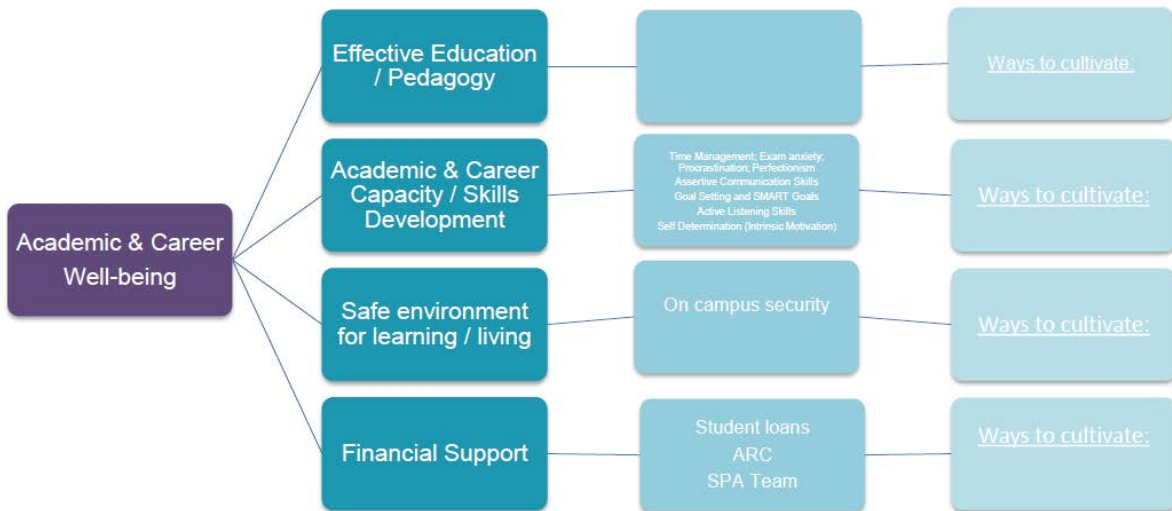
NSW Counselling & Psychological Services (CAPS)
Michael Hines and Annie Andrews

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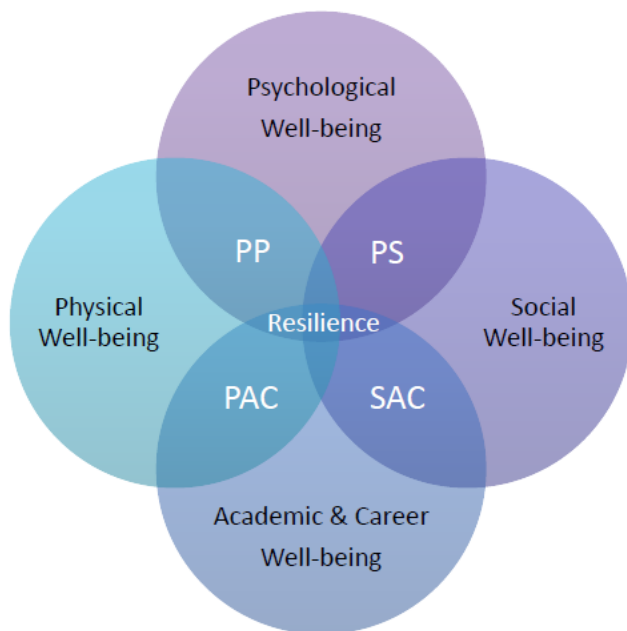
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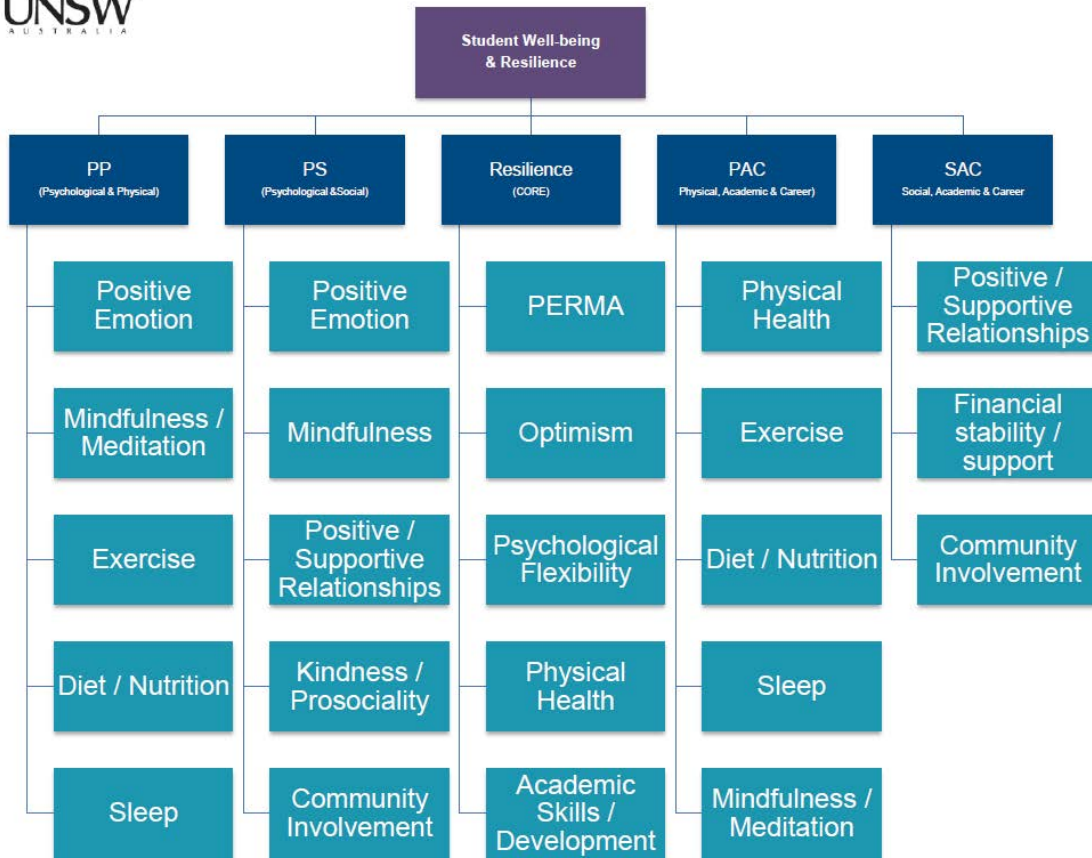


Drill down



Student Success, Resilience and Well-being





Appendix H: Project evaluation

1. Example: Evaluation of November 4/11/13 Workshop
2. Example: Evaluation of November 7/11/14 Forum
3. Final Evaluation Report by Michele Scoufis



WORKSHOP EVALUATION 4/11/13 RESULTS (N=11)

STRATEGIES TO IMPROVE STUDENT SUCCESS AND WELL-BEING

1. Please rate, using the scale below, to what extent the workshop objectives were achieved?

0 = not at all

5 = moderately so

10 Fully

___ A shared appreciation of the nature of student success and well-being, and potential enabling factors **Mean = 7.64, SD = 2.25**

___ Awareness of a range of curricular and extracurricular strategies being implemented at

UNSW **Mean = 6.73, SD = 2.10**

___ Progress on developing your own strategy **Mean = 5.89, SD = 2.93**

2. What was the best aspect of this workshop?

- meeting/hearing/networking
- learning about the resilience course
- learning about issues across faculties

- mindset talk
- informations on what is available for student well-being some of which I was unaware of
- developing my own thinking/conceptualising student success and well being
- the facilitation passion and encouragement, Peter's and Sue's talks
- shared information
- the presentations were useful esp. stats by A. Andrews and Peter Heslin's presentation
- great to hear about some of the initiatives happening around the university
- awareness of other people's opinions

3. What aspect was in most need of improvement for future workshops, and how should that be achieved?

- little less rushed and a coffee break
- more focussed, less very short tasks
- more specific strategies- one's academic can use for easily recognition of those who need support
- a bit more time eg., early exercises with post-it notes
- methods skills - how to conceive and write up a proposal, the structure
- more info sharing, collaborative projects
- session too crowded, needed more structure
- increased engagement of students in already existing resources

4. What else do you think UNSW should be doing to improve student success and well-being?

- keep publicising these great initiatives
- better networking amongst the players including students
- focused group for range of students from domestic and international
- more of these kinds of things, equipping staff to identify students who struggle and more early intervention programs
- helping teachers/lecturers with what they should do besides referral to mental health clinic when a student exhibits signs of distress. In fact, I don't think lecturer know how to broach the

topic without potentially putting themselves out as mental health professionals and triggering potentially unhealthy dependencies or worse liability for someone

- look after LSES - strategy
- more initiatives with faculty input some pilot projects
- a lot of great initiatives are already taking place, but we need a way to publicise and connect all of these different programs
- easier access to help for students

5. Any other comments?

- thanks
- I appreciate the knowledge sharing and networking opportunity
- thank you
- useful workshops. More such workshops so that additional knowledge, networking, etc can be provided to staff
- peer support group as a source of support

6. *Would you be interested in attending a workshop that gives further detail on PSYC1031 with the aim of facilitating your integration of components of that course into your curricular/extracurricular courses/programs? This may be held in early February e.g. 11/02/14.*

YES (10) NO (1)



FORUM EVALUATION 07/11/14 - Results

Optimising Student Success, Resilience and Well-being

7. Please rate, using the scale below, to *what extent* the intended Forum outcomes were achieved?

0 = not at all

5 = moderately so

10 = fully

___ *A shared appreciation of the nature of student resilience, success and well-being, and potential enabling factors/strategies* **Mean= 8.94, SD= 1.43**

___ *Awareness of a range of curricular and extracurricular strategies being implemented at UNSW and elsewhere* **Mean= 8.65, SD= 1.62**

___ *Formation of useful contacts with others interested in these issues.* **Mean= 7.47, SD= 2.74**

8. Please rate, using the scale below, to *what extent* you consider these items of value?

0 = not at all

5 = moderately so

10 = fully

___ *The OLT project itself* **Mean= 8.88, SD= 1.93**

___ *The OLT project website: www.unistudentsuccess.com* **Mean= 7.89, SD= 2.52**

9. What was the best aspect of this Forum?

- sharing research with students and staff
- meeting people from other universities undertaking the same research
- the aspect about wellness society for Law
- sharing info, networking, new ideas
- students + student minds talk
- session on dealing with academics, issues, but all very useful and informative

- getting to know what other unis are doing in this area
- keynotes from academics and professionals and student panel
- passionate and enthusiastic speakers
- research supporting strategies
- Talking with like-minded people. Meeting new people in this area
- all of it
- ethics-mindfulness, health integration
- networking

10. What do you consider to be the best aspect of the OLT project?

- the fact that we can make a difference for students
- I'm not that familiar with it, sorry
- students minds
- normalising the idea of seeking wellbeing
- focus on the student
- thinking outside the academic space of a uni
- diversity of projects
- networking with other interested colleagues in student success
- the model subject
- all of it
- not sure
- mini grants, seeding diverse ideas

11. Suggestions for improvements?

- tools demonstration
- the early morning felt too pushed
- longer
- two day conference
- get more funding to keep going
- more time, less topics. All a bit fast re taking down contacts or chatting
- take a socio-cultural perspective on resilience

12. What else do you think universities should be doing to improve student resilience, success and well-being?

- introducing foundation course
- sharing ideas
- the one million question! Mandatory attendance by students at courses addressing this. Embed in curriculum
- resources
- spreading this message + getting it embedded in curricula
- teaching life skills, not just exam content

- career development skills on common theme would be good to know UNSW services are integrated
- interviewing more students
- top level VC, DVC etc support for integrated resourced approaches
- talking to high schools to start the process and also better prepare students for uni.
- providing funds for future projects
- build resilience in their staff

13. We will continue to (1) maintain the website, (2) maintain the electronic network, (3) run Network meetings at UNSW, and (4) seek funding to further this work here and at other universities. If you have something to contribute to any of these 4 aspects, please indicate which aspect below, and give your name and email address (or email us separately).

[responses deleted to facilitate anonymity]

14. Any other comments?

- yummy food. Thanks
- thank you. Great work. X

THANK YOU!

Evaluation Report: “Curriculum renewal to build student resilience and success: Phase 1”

Evaluator: Associate Professor Michele Scoufis, Associate Dean Learning and Teaching and Director Educational Practice Unit, Business School, University of Sydney

In the following evaluation of this OLT funded Project, the role of the evaluator is taken to mean a friendly critic, a guide on the side during the project as well as an evaluator of project outcomes. The evaluation resources developed by Owen (2006) and Boyle and Griffith (2010) underpin the approach to evaluation taken.

This evaluation focuses first on the summative aspects of project evaluation and then considers aspects of the project process (formative evaluation) that may be useful for future OLT project holders.

1. OVERALL

a. **Summary:** The project was highly ambitious and ground-breaking in its focus on positive capability development rather than on remediation. Human resilience was seen as a capability to be developed. Each aspect of the project was intellectually rigorous in its approach and implementation. The project team should be congratulated for their scholarly and practical achievement of project outcomes. Both the merit of the program (e.g. resources developed, level of engagement by both students and staff) and the worth of the project have been acknowledged by both staff and students at all levels.

b. **Data sources:** This evaluation was informed by: interviews with the project team including the Student Minds project officer; interviews with advisory group members including those from universities outside UNSW; feedback in relation to the multiple Student Minds activities; formal evaluation of the course and Student Minds; reflections by project team members; and evidence of stakeholder engagement. Hence both quantitative and qualitative data were drawn upon. Peers also provided informal feedback on the course curricula.

2. ACHIEVEMENT OF PROJECT GOALS

a. **Sharable whole of university approach to increasing student resilience and success.** In the interviews with the advisory group members, there was agreement that the project provided a very useful and adaptable formal curriculum prototype, established networks amongst teaching colleagues and increased engagement with Student Minds activities. This was seen as an initial first stage from which wider networking and greater embedding in formal University strategies and processes could be developed. An advisory group member noted that “student resilience is now on the radar at UNSW.”

b. Evidence based resilience and wellbeing course prototype

The curricula developed has been very well received by students (students surveyed in the course of study for 2013 responded that they would “recommend this course (PSYC1031) to other students” (mean 4.30, SD 0.80 on 5-point agreement scale); students doing the course in 2014 similarly responded very positively to this question (4.39, SD 0.95) and staff. The

incorporation of aspects of the prototype into discipline areas outside of psychology (such as Law) and the interest in embedding elements of the prototype into curricula across Notre Dame University further affirms the latter.

The course requires that students adopt a scholarly approach in relation to resilience whilst at the same time engaging students in experiential learning. The former aspect is in part experienced in an interactive online environment with the overall course being an example of a flipped classroom. The assessment tasks challenge students in further demonstrating their capability for putting resilience knowledge and skills into practice i.e. applying psychological literacy to self- management. The course design demonstrates an effective model of blended learning: Learning is contextualised to the students' own experience, the curriculum is engaging and inclusive and the online learning environment is designed to foster interactivity and preparation for more collaborative interactive learning in the face to-face-classroom (<http://web.mit.edu/tll/teaching-materials/guidelines.html> accessed on February 6th 2015).

c. Sustainable “Student Minds @UNSW” volunteer program

The Project leaders recognised that curriculum initiatives would not alone generate wide university engagement, adoption, adaptation and implementation, hence the inclusion of the *Student Minds: the student voice on mental health* initiative which played an important complementary role to the formal curriculum initiative. As with all aspects of this Project, pre-existing programs informed the development of this initiative.

The Director of CAPS led this initiative with the Executive Student Minds Team. Student Minds, as stated in the Project report (p.23) provides formal recognition for student volunteers. The increase in student engagement in training (25 students in 2012 increasing to 450 in 2014) and the student volunteer initiated activities that address the project goals bodes well for project sustainability.

At the inaugural “Student Voice on Mental Health” Conference, a participant noted: “students feel that through the Student Minds project that the university cares about them”...a major achievement in the context of the depersonalisation and massification of higher education. At the same forum (21 July, 2014), participants reported that they were much more aware of the nature and significance of student resilience (mean 8.65, SD 1.62, with 77 participants and 8 universities represented). Hits on the project website were significantly greater at exam time with 70 in July 2-14 and 137 in October. Staff particularly valued the networks that were created and/or supported through the forum (7/11/14), with 70% rated the forum as valuable. Future communities of practice amongst staff could be encouraged, building on existing networks.

3. RESPONSES TO KEY EVALUATION CHALLENGES

a. The project was well planned with regular meetings both face to face and online. Due to huge workloads, meeting face to face was not always possible.

Formative feedback was requested from the cross-university advisory group and considered by the project team such that advisory group members noted “their voice was heard and their contributions were valued”.

The positive outcomes from the project were supported by an “[adaptive approach](#)” to project leadership by the project leaders rather than a simple project management skills approach.

b. **Success factors** for the project included the skills and huge commitment of the project team (Jacky, Annie, Sue, and Seher). A senior member of the University Management noted “both Jacky and Annie demonstrate tireless commitment to improving the success, wellbeing and resilience of students”.

c. The scope of the project presented **challenges**. However the outcomes achieved demonstrate the capacity of the leaders to both recognise and proactively respond to emergent issues: e.g. the need to provide ongoing clarification of the shared role of project manager when time was limited. This Student Minds part of this project was supported throughout by the same committed part-time project officer for 18 months.

d. **“Sustainability is the major challenge of the project”** (advisory group member) Dissemination of Student Minds project outcomes has been wide, and both students and staff have been involved in writing and presenting papers (see appendix D to the OLT report). The Student Minds conference featured presentations from Student Minds executive team members including their research into student’s experience of stigma related to mental ill-health. Similarly, the provision of small grants supported disciplinary engagement with contextualisation of the development of resilience knowledge and skills. The approach to dissemination has the potential to inform adaptation elsewhere. The two fora, mini projects and the engagement of colleagues at two other universities in curricula development initiatives are important in this regard.

However, the sustained embedding of the project goals within the formal University student wellbeing strategies would have benefited from additional engagement with, and influence on, relevant formal Committees and leaders. Without formal roles on relevant committees it was difficult for the project team to place resilience more soundly on the University agenda. As one interviewee noted, “resilience needed to be incorporated into the core work of the University” (e.g. by inclusion as a General Education Program—which was eventually accomplished). The biggest challenge relates to the upscaling of the course in terms of student numbers. Given the experiential nature of the curriculum, smaller classes are needed with students working in appropriate collaborative learning spaces where peer-to-peer engagement and co-learning can occur. Such learning spaces are competitively sought after which provides another challenge to embedding the experiential learning component in curriculum more broadly.

To achieve University wide engagement, regular communication with those responsible for related initiatives is important. However this is challenging given the various agenda’s that is evident in Universities and the “invitation only” approach to committee involvement.

One reference group member raised an important ethical consideration. “There is an ethical question here. Are we making people healthier to be in unhealthy situations for longer or is there something that needs to happen with the environment that we are in?” A counter view is that by teaching resilience skills and self-management capability, students learn to handle more effectively experiences of chronic stress and to manage the pace of unrelenting change. This is up-scaling with an impact on an individual basis.

e. **Unintended outcomes** included the consequences of the mode of delivery of the prototype course, which was the flipped-classroom. Given the novelty of this mode in a number of Australian Universities a community of practice was formed to support staff trialling this form of blended learning delivery with an interest in the resilience and success agenda.

4. WHERE TO NOW?

Whilst the Student Minds initiative is engaging an increasing number of students, curriculum embedded resources for adaptation and adoption in multiple disciplines are needed, given the time poor nature of university students. Open access curriculum resources with multiple approaches to implementation, combined with active support from the Learning and Teaching central unit and the curriculum Program Leader, are needed. These resources need to be connected to implementation guides contextualised to specific discipline(s) with consultancy support.

Further in-depth work relating to an integrated, vertical and horizontal approach to supporting student (and staff) in exploring and developing resilience within the curricula across the University (reference group member) is clearly required.

Further development of the website to reduce text, provide short videos, related scenarios and develop further the breadcrumbs (strategies that take very little effort on the part of the academic/faculty member, but nevertheless may be very helpful to students) is recommended. The leaders have modified the course prototype, PSYC1031, to be a General Education option and elective available for all UNSW students. This option does not require students to complete Psych 1A as a prerequisite. Data from student learning in the course, the student learning experience survey, project leaders’ reflections and peer data will be invaluable in further embedding psychological literacy and self-management skills into the curriculum.

Consideration of the development of a project with a focus on building staff resilience whilst identifying and addressing where possible University related factors impacting on resilience is necessary. The recent establishment of a “healthy university” initiative within a university could potentially support the whole of university approach aspired to by this project. Also from a staff development viewpoint, if staff are learning self-management strategies, they are better able to support students in doing the same.

References

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