

Welcome to the 4<sup>th</sup> OSMHN Newsletter. The project is entering its 3<sup>rd</sup> year, and whilst we are continuing with our research activities we are also moving towards our other goals of disseminating information, encouraging collaboration between educational, healthcare and other organisations, and encouraging the review of policies and procedures on student mental health. Within the field of education, the impending implementation of the Special Educational Needs and Disability Act is adding urgency to the need to identify good practice in this area and there will more about this in our next newsletter. At the same time, the National Service Framework for Mental Health supports the case for both promoting mental health and ensuring access to effective healthcare services for our large student population. These standards have influenced the creation of a local student Health Improvement Plan.

Our newsletter includes:

- ❖ Information about the Healthy Oxfordshire Colleges and Universities Scheme (HOCUS)
- ❖ A review of a new publication on students' mental health needs
- ❖ Advice for academic staff on giving feedback to students
- ❖ A summary of last term's two OSMHN workshops
- ❖ An update of national mental health developments within three UK institutions
- ❖ Details of OSMHN's web guide on student mental health
- ❖ Details of some useful online mental health resources
- ❖ Book your place on OSMHN's two forthcoming workgroups on *Supporting students with mental health problems – what can staff do?* and *Emotional intelligence in teaching and learning – practical strategies*

## Healthy Colleges

*By Anna Hinton, Specialist Health Visitor, Student Health & Public Health Specialist, Health Promotion (Young People)*

### Background

For the past year professionals with expertise in and concern for, student health and welfare have been meeting together as The Healthy Oxfordshire Colleges and Universities Scheme (HOCUS). Members have been drawn from Further and Higher Education institutions in Oxfordshire and from student health service providers. As a forum, its main focus has been to identify key student health issues for consideration by both Health and Education, to inform the health improvement and modernisation programmes of Primary Care Trusts, to share good practice and to support the development of "Health Promoting Universities and Colleges". The latter is emerging as part of the health promoting settings approach to health seen most recently in the successful development of "Healthy Schools".

### What is a "healthy college"?

A Healthy College is NOT one that has achieved a particular level of health rather one that is conscious of health and strives to improve it. It aims

- ❖ to promote the health of students, staff and the wider community
- ❖ to integrate health into the culture, structures and processes of the university

As it is concerned with creating positive health, focusing on the creation of environments supportive to health, it means much more than conducting Health Education and Health Promotion for students and staff. It provides structure and a framework to ensure participation, involvement and ownership of the goals at all levels of the college. Health is recognised and acknowledged as a central part of student and staff learning and development. A Healthy College uses a range of different criteria to establish and celebrate what it is already doing well whilst developing a structured approach to addressing the gaps.

*(The criteria are illustrated in the definitive text edited by Tsouros et al (1998) "Health Promoting Universities Concept, experience and framework for action")*

Recent developments relating to the restructuring of the NHS place Primary Care Trusts with their own Directors of Public Health at the heart of the work to improve the health of their local populations and in "playing a powerful role in forging partnerships with and influencing, all local agencies to ensure the widest possible participation in the health improvement agenda at local level." (Lord Hunt, 2001)

Working together for a healthier future within the current resource pressures faced by many colleges will be challenging but potentially both fruitful and exciting.

If you would like to know more about Healthy Colleges please contact

Anna Hinton Tel: 01865 226547 or 01865 484685 (email: ahinton@brookes.ac.uk)

## Update on national mental health developments

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*UK Higher Education Institutions are increasingly beginning to think about and incorporate student mental health into their policies and practices. A number of institutions are in the process of drawing up a specific mental health policy while others are employing specialist staff to deal with the mental health support needs of their students.*

*Lancaster University, the University of Hull and The Nottingham Trent University have all offered to share their latest developments and activities with OSMHN.*

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### University of Hull: Mental Health Co-ordinator

*Carol Florin, Disability Co-ordinator (Mental Health) has provided an outline of her role at the University of Hull.*

Carol Florin was recruited in May 2000 to co-ordinate support to students with a mental health problem. The post arose out of the research carried out by Nicky Stanley et al at Hull [see article about students' mental health needs on page 6]. Originally the post was part-time but now the co-ordinator concentrates on mental health issues four and a half days a week.

The help that is available broadly covers:

- ❖ Helping students to identify their needs
- ❖ Assisting with applications for Disabled Students Allowances (this allowance provides funding for equipment and services to overcome any disability-related academic problems and may cover such things as a mini disc player to record lectures, PC to facilitate working from home and one to one sessions with the co-ordinator).
- ❖ Accommodation needs
- ❖ One to one support with study skills, motivation, organisation or any other difficulties
- ❖ Liaison with and referral to academic and other university departments
- ❖ Liaison with and referral to external services, for example Community Mental Health Teams or Social Services
- ❖ Advice and information
- ❖ Special exam provisions
- ❖ General help in dealing with problems
- ❖ Planning/preparation for year abroad

The post also involves dealing with crisis situations, either in person or in terms of giving other staff advice. Often this can be an ongoing process when a students' condition is unstable or severe. Crises tend to peak between September to Christmas and Easter to final exams.

The co-ordinator has a role in raising awareness of mental health issues which can take the form of training staff or others. For example, training has recently been provided for advice centre volunteers. In addition, the position involves visiting and liaising with external bodies, mental health promotion and campaign groups to raise the profile of the role.

Mental Health Awareness Day arose out of the need to raise awareness amongst students and staff. It is estimated that there may be in excess of 3000 students at Hull who have a mental health problem. This year Mental Health Awareness Day tackled discrimination and adopted the logo 'label objects, not people'. Events included street theatre, poetry readings, a labelling event and information stalls on campus. A web site <http://www.hull.ac.uk/mentalhealth> has been launched which contains information and links to other sites as well as a quiz.

The University has a Task Group which is looking at procedures and policies in relation to students with mental health problems and guidelines on good practice should be forthcoming shortly.

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### Lancaster University: Student mental health: a new resource for higher education institutions

A new student support resource for HEI's has been launched in the form of a web-based Student Mental Health Planning, Guidance and Training Manual, produced as part of a HEFCE funded project at Lancaster University.

The website <http://www.studentmentalhealth.org.uk> is intended to assist those working in HEI's in the development of policy and practice around all major aspects of student mental health. The content is relevant to a wide cross section of HEI staff as well as students who support other students with a mental health problem.

The content of the web site includes information about:

- ❖ Developing a student mental health policy
- ❖ Supporting students with mental health difficulties
- ❖ Supporting the supporters
- ❖ Mental health training and awareness raising
- ❖ Promoting student mental health
- ❖ Further references and resources relating to student mental health

A Student Mental Health Network has also been launched as part of the Lancaster University Student Mental Health Project. The Network is especially intended to facilitate debate and share good practice on student mental health policy and service development across institutions and professional groups.

## Update on national mental health developments

### Nottingham Trent University Mental Health Liaison: Sharing Good Practice

Nottingham Trent's HEFCE-funded Project focuses on enhancing provision and transition routes for students with mental health difficulties who wish to study in higher education. It involves four collaborative partners: The Nottingham Trent University, Loughborough University, South Nottingham College and Loughborough College.

The main activities of the project have centred around two areas: developing policies and practices that will help to embed support for students within each institution; and offering practical support to individual students.

Policy development has looked at developing procedures for dealing with situations when a student is in crisis and ensuring an organised response to supporting a student who has attempted suicide. Alongside this, some work has been carried out on developing procedures for assessing the risk of a student in distress going on to self-harm or attempt suicide.

Both Development Officers have been offering direct support to students who have mental health problems. In each institution there has been a focus on developing practical measures to support students, that add to and enhance the support offered by existing services. At The Nottingham Trent University the use of mental health support workers to support students has been pioneered. These workers are funded via the Disabled Student's Allowance and are supervised by the Development Officer.

The delivery of staff development for non-project staff has been a feature in all institutions. At Loughborough University there has been a focus on working with the Student's Union to promote mental 'well-being', in an attempt to reduce the incidence of students going on to develop more severe mental health problems during their studies.

The main feature that has pervaded all the work carried out has been that of sharing information and of collaborating to improve the support for students in the partner institutions.

Further information about Nottingham Trent's Mental Health Project can be viewed on their web site at <http://www2.ntu.ac.uk/sss/projects/mentalhealth>

Further information about current and previous HEFCE-funded student mental health projects can be found on our web site at <http://www.osmhn.ac.uk>.

### The role of the mental health support worker

1. Under the guidance of a Mental Health Development Officer\*, to assess and review the specific learning support needs of individual students with identified mental health difficulties.
2. To establish and monitor creative and individually tailored educational support programmes, keeping accurate records of work with students.
3. To provide regular support sessions for students with mental health difficulties to progress and review individual support.
4. To deliver specific focused interventions for individual students with mental health difficulties, to facilitate their participation in academic programmes.
5. To act as a link between the student, academic department and Student Support Services personnel, in order to support academic progression.
6. To promote the development of independent learning and self-management strategies.
7. In conjunction with the Mental Health Development Officer\*, to provide guidance for course staff on appropriate learning and teaching strategies for individual students.
8. Under the guidance of the Mental Health Development Officer\*, to liaise with relevant external support agencies (eg mental health services), to facilitate referral to appropriate support services.
9. To provide feedback to the Mental Health Development Officer or the Head of Student Support Services on emerging issues related to individual casework.

\* or other appropriate member of staff within the Department of Student Support Services

### OSMHN's web guide to student mental health



The mental health needs of students range from the milder end of needing someone to talk things over, to the severe end of needing rapid access to treatment and support services. In the two years or so that OSMHN has been in existence, it has become clear that many people, students and staff, can be confused about the range of support options available. When should a problem be taken to a counsellor? What is the difference between going to a counsellor and to a GP? When do psychiatrists become involved? Who can support a student with mental health problems in their university or college? Whilst it may be difficult to answer each of these questions without knowing the specific details of each case, we can help to clarify the roles of different services, institutions and professions in relation to student mental health.

We are currently working on new web pages that will help to inform students, educational, healthcare and other staff on the options available. We aim to have these ready for the start of the next academic year. In the meantime, our existing site provides useful links and information on student mental health. If there is anything that you would like to see included on our web site please let us know.

*“There is possibly a lack of realisation by tutors that they need to help some students keep things in perspective by saying “you look tired, you mustn’t go overboard.”*

*People’s moods can change a lot, e.g. students can feel great when they are complimented by a tutor but criticism has the opposite effect on their moods.”*

(Student - OSMHN interviews)

Giving feedback to a student in a manner which enhances, rather than damages their self-esteem, is an important skill that is seldom taught. There is a school of thought that praise of a student’s work will lead to under-performance, whereas criticism will spur them on to greater achievements. There seems to be very little evidence that such a strategy is successful in achieving its goals. While there are dangers in becoming too blasé about one’s achievements, negative criticism can be highly de-motivating.

This does not mean that we should never point out the shortcomings of a student’s work or raise problems concerned with their behaviour. However, it is useful to be able to distinguish between giving feedback on a student’s work or behaviour and being critical of the student themselves.

Jenny Rogers (2001 *Adults Learning*. Buckingham: Open University Press) gives us some useful guidance on feedback.

Feedback should:

- ❖ be prompt, closely following the event
- ❖ contain encouragement
- ❖ be specific about why something was good or not up to standard and what the student can do about it
- ❖ not focus on too many different aspects at the same time
- ❖ be unambiguous and clear

Ideally we can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses. Staff can support the student in finding their own way of correcting problems, and should not do all the work for them.

Unhelpful feedback may be:

- ❖ too generalised or vague
- ❖ subjective – “I don’t like the way that you...”
- ❖ focused on some aspect of performance that the student can’t change – the learner must be able to act on the feedback

Rogers says that the focus should be the work not the person. Ideally staff should be able to convey their liking and respect for the student and their longing for them to improve. In giving feedback, whether positive or negative, one should offer fact and description not opinion.

Criticism should be avoided; it is backward looking, focused on the person and emotive. In contrast, feedback is forward looking, focused on the work and delivered in a calm manner. Feedback should be given regularly, not just when things go wrong.

A feedback session should result in tutor and student agreeing what is to be done to build on success and correct any mistakes. Rogers sets out a model in which the staff member makes suggestions for improvements, then asks the student what he or she suggests. In doing so it is necessary to make sure that the feedback has been heard, understood, and will be acted on in the future. This is promoted by the use of open questions towards the end such as “Would you like to summarise what we have agreed?” or “How are you planning to put all this into effect?” It is best to avoid closed questions such as “Is that alright?” or “Have you understood? as most people will simply answer “Yes” even though they have their doubts about what they are supposed to be doing.

*A lot of students feel quite intimidated, shy and nervous of speaking out if they don’t understand things on the course.*

(Student)

*Many students are asking me what the teachers wanted in assignments, why don’t they feel that they can ask the teachers?*

(Student)

*In tutorials it does not feel possible to talk about the things you don’t know or don’t understand, so the students will keep quiet and look them up afterwards.*

(Counsellor)

Feedback is helpful in maintaining positive mental health. Both students with diagnosed mental health problems, and the many others who are feeling stressed and anxious about their performance, are likely to benefit from well-structured feedback on their performance.

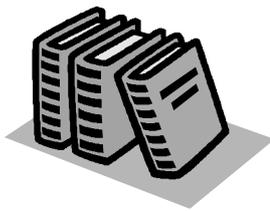
For further information on giving feedback go to:

<http://www.flinders.edu.au/teach/assessment/feedback.htm>



Flinders University in Australia has produced some online guidelines for lecturers concerning giving feedback.

## Students' mental health needs



Staff employed within higher and further education institutions may be interested to hear about a new publication which has emerged out of the 1996-1999 HEFCE-funded Student Mental Health Project at the University of Hull.

The publication, Stanley, N & Manthorpe, J (eds) *Students' Mental Health Needs: Problems and Responses* (Jessica Kingsley Publishers, 2002) is of relevance to all staff with a role to play in supporting students with mental health problems, from those in the traditional welfare roles, for example the counselling service, to those staff who may be approached by a student in distress during their day to day work, for example academic staff, administrative staff, library staff or reception staff.

Stanley and Manthorpe note that recent changes within HE have played a large part in influencing current student well-being. Widening participation has created a larger and more diverse student population and funding changes have resulted in greater financial hardship, both of which have potentially increased the stress levels of today's student. The mental health of staff has also been affected as a result of the move to the modular system and consequent increased pressures on resources and staff time.

The first part of the publication focuses heavily on the student perspective and experience of studying at university. The chapters in this section refer to support from the family and the impact on the student of changes in the relationship between family members when a child leaves home for university. Suicide is examined using written accounts from the parents of students who took their own lives whilst studying in higher education.

Findings from research carried out as part of the University of Leicester Student Psychological Health Project (1996-1999) are detailed in the second part of the book. This research, carried out by a large scale survey, aimed to establish the extent and nature of mental health problems amongst the student population and potential contributory factors.

External support services are discussed, specifically primary care. The publication looks into the gaps in support provided by Primary Care Services, the incidence

of students with mental health needs approaching GPs as a source of support and the responses of GPs to such students. Communication between HE counselling services and the community mental health services is also examined and related issues such as confidentiality are considered. Details of the different available referral routes between the institution and external support services for example statutory and voluntary organisations are provided.

The latter half of the publication provides examples of effective responses to students with mental health needs, using examples from both a higher and further education institution. It also considers the value of self-help systems and materials in supporting students' mental health needs.

The publication takes the view that an institution-wide approach to students with mental health needs is needed.

### Findings from the University of Hull's Student Mental Health Project

Using a staff survey and focus groups comprising staff and students, the findings from the research study at Hull revealed that:

- ❖ Over one third of the academic staff respondents had experience of supervising students with a mental health problem in the previous 5 years.
- ❖ Of these mental health problems, 60% were classified as minor and 28% as 'severe' or 'life threatening'.

The study revealed that tutors lacked confidence in responding to students with mental health needs. They reported the following difficulties:

- ❖ The biggest difficulty, faced by 27% of tutors, was getting students to acknowledge their mental health problem and accept help.
- ❖ 26% of tutors felt they lacked the knowledge, skills and experience needed to deal with such students.
- ❖ 11% of tutors reported a lack of support in their roles from colleagues and other staff members.
- ❖ 10% of tutors felt they did not have sufficient time to respond to students with mental health needs.
- ❖ 10% of tutors felt confusion over their role.

### Mental health resources: online mental health journals

British Journal of Psychiatry

<http://bjp.rcpsych.org/>

The British Journal of Psychiatry is published by the Royal College of Psychiatrists. The full text of all articles from 2000 to date can be accessed from the site.

British Medical Journal

<http://bmj.com/>

The full text of articles from 1994 to date can be accessed from the site.

PubMed

<http://www.ncbi.nlm.nih.gov/PubMed/>

PubMed is a service of the National Library of Medicine.

The site enables users to search for published medical research within a large selection of journals and provides links to other relevant sites of interest.

*A list of research articles relating to student mental health can be found on our website at:*  
<http://www.brookes.ac.uk/osmhn>

# Oxford Student Mental Health Network Workshops

Last term the Oxford Student Mental Health Network held two workshops for HE and FE staff in Oxford. A summary of these workshops is provided on the following two pages. A full copy of the workshop notes is available on request.

## 1. Supporting students with serious mental health problems

Over thirty members of staff from a number of Oxford higher and further education institutions attended last term's OSMHN workshop on *Supporting students with serious mental health problems* led by Jonathan Leach, Project Manager/Researcher for the Oxford Student Mental Health Network.

The workgroup indicated that concern for students with mental health needs is wide ranging with attendance from staff providing varying levels of support, for example counselling service staff, academic staff, residential staff, college nurses and Student Union representatives.

Irrespective of their roles within their institutions, delegates expressed similar concerns including:

- ❖ When and to who should I refer a student with mental health difficulties?
- ❖ How do I recognise a serious mental health problem?
- ❖ What is good practice for dealing with a student with a mental health problem?
- ❖ How do I deal with students with undisclosed mental health problems?

The workshop showed that responsibility for students with mental health problems is not just the responsibility of the counselling service and other specialist support services but lies with many different individuals and services both within and outside of the academic institution, for example:

- ❖ Staff members involved with the student, academically, residentially, or in a support role
- ❖ Non-support staff e.g. librarians, secretaries, reception staff, porters, cleaners etc.
- ❖ The student themselves
- ❖ The student's family
- ❖ Other students (research has shown that friends are second to family as a source of support)
- ❖ The educational institution as a whole
- ❖ Health, Social Services and voluntary sector agencies

A primary concern of the workshop delegates concerned how to recognise a serious mental health problem and how to know when to refer the student for support elsewhere.

Jonathan stressed the importance of assessing a student by their behaviour rather than their label. Labels given to people with mental health difficulties by medical professionals and media images may impair our judgement of their capabilities. However a label does not determine academic functioning, for example, a student with controlled schizophrenia may be able to pursue their course of study without problems whilst a student with depression may not.

Staff could consider the following issues before referring the student on:

- ❖ Is the student behaving acceptably within the rules of the educational institution for example is the student handing in coursework on time, passing exams, paying accommodation fees?
- ❖ Does the student's behaviour pose a danger to themselves or others?
- ❖ Do we ourselves feel inadequately trained/unable to deal with the student's problem?

Staff cannot be expected to deal with all the issues imposed by students with mental health problems alone. There is a need for institution-wide support and training for all staff in supporting students with mental health problems.

### Guidelines for staff on supporting students with mental health difficulties

Guidelines for staff in dealing with students with mental health difficulties have been produced by a number of UK higher education institutions. Much of the information they contain can be applied to staff working in educational institutions in Oxford. Below is a list of some online staff guidelines:

Lancaster University

<http://www.studentmentalhealth.org.uk/chap7.htm>

Practical guidelines for staff supporting students with possible mental health difficulties

<http://www.studentmentalhealth.org.uk/chap3.htm>

Supporting students experiencing mental health difficulties

University College Northampton

<http://www.northampton.ac.uk/stu/general/guide.htm>

Supporting students with mental health difficulties: a guide for academic staff

### Mental health resources – national mental health web sites

National Union of Students

<http://www.nusonline.co.uk/>

The NUS web site has a section on mental health, which includes details of mental health resources and guidance information on issues such as suicide.

Mindout

<http://www.mindout.net/>

Mindout for mental health is an active campaign to stop the stigma and discrimination surrounding mental health.

## 2. Making teaching & learning strategies more effective by taking account of emotional and psychological well-being

Positive mental health is linked to academic success. This is the view being explored in the second of OSMHN's workgroups. Pedagogic research has traditionally focused on cognitive issues in teaching and learning, but issues of self esteem, self confidence and emotional stability may be equally important in ensuring successful outcomes.

Jonathan Leach led the workshop, using his previous experience as a university lecturer, findings from national studies and his own research carried out within the OSMHN Project.

The workshop started with a participatory exercise, intended to explore the delegates' emotions both on arrival and prior to the event, with the aim of highlighting the effect of our feelings on how we perform in a given situation. It is clear that many delegates had many anxieties and worries surrounding the event, primarily related to arriving on time and locating the venue. Some delegates had been under pressure at work earlier in the day and were finding it difficult to focus on the content of the workshop as a result. Others were worried about speaking up in front of the group for fear of exposing lack of knowledge or weakness. This showed the value of acknowledging feelings which may have a negative effect on the ability to contribute to or benefit from the content of a seminar.

Ice breakers such as these are good practice for training events and the exercise revealed that sharing feelings with others can help to allay our own anxieties.

How can this be applied to the academic setting? There is no doubt that students are affected by the pressures of university life. This pressure could arise from a number of factors, for example:

- ❖ As a result of the high expectations students put on themselves to succeed:

*"I'm not intelligent enough to be here."*

Quote from student studying in Oxford

*"The atmosphere is very competitive and it would be hard to show weakness"*

Quote from student studying in Oxford

- ❖ It could also be as a result of the course system itself, e.g. the structure of tutorials or the pressures of exams and assessments:

*"One factor is the 8 week term and its accompanying pressure. The sheer volume of work impacts on students' mental health and makes life very hard. There are ongoing deadlines."*

Quote from Student Supporter in Oxford

Research by Sarah Stewart-Brown<sup>1</sup> found that 49% of students stated that their work had been adversely effected by emotional factors. This suggests that taking account of emotional and psychological well being in an academic setting could be beneficial for student learning and academic achievement.

1. Stewart Brown S et al (2000) *The health of students in institutes of higher education: an important and neglected public health problem?* Journal of Public Health Medicine 22, 2

How can good practice surrounding emotional and psychological well being be applied within an academic institution?

The group discussed what could be done to incorporate emotional factors into the academic setting. Some suggestions were as follows:

Structuring a supportive environment for students

Research indicates that many students rely heavily on their friends for support. Good practice could include establishing a peer support system or providing training for the supporters.

Enabling the formation of groups

Freshers week provides students with an extensive induction but thereafter students are left to their own devices. Isolation can result, especially, for example, for international students. Lecturers could encourage non-assessed study groups.

Discussing emotional factors

Ice breakers are a useful tool and it can be helpful to share feelings with others. Lecturers could think of ways of encouraging discussion by incorporating mini ice breakers or tea breaks into tutorials.

The lecturers'/tutors' roles

There is a need to clarify the role of the tutor in supporting students with mental health problems and provide support and training for the tutor in that role as appropriate.

Working in partnership with health professionals, counsellors and other student supporters

There is a need to identify the many different individuals with a part to play in supporting students with mental health problems. Awareness of their respective roles and the referral routes between them is of crucial importance.

### Future workshops

OSMHN is running a further two workgroups for FE and HE staff in Oxfordshire this term. For further information please see the last page of this newsletter.



OSMHN would very much welcome your suggestions for the focus of future workgroups. Please e-mail your comments to [osmhn@brookes.ac.uk](mailto:osmhn@brookes.ac.uk)

## OSMHN's forthcoming workshops

OSMHN is running a further two workgroups for HE and FE staff within Oxfordshire this term. These workshops will be facilitated by Jonathan Leach, Project Manager/Researcher for OSMHN. Jonathan is also a qualified trainer in adult education and has worked as a university lecturer and as a trainer with people who have mental health problems. To book a place at either of these events please contact Deborah Williamson as below.

<p><b>Supporting students with mental health problems – what can staff do?</b></p> <p>Location Gipsy Lane Campus, Oxford Brookes University</p> <p>Date Wednesday 19 June 2002, 2.00 – 4.30pm (tea/coffee from 1.45pm)</p> <p>This workshop will explore the role that staff from educational and health care institutions can play in supporting students who experience mental health problems. Issues of knowing when and how to intervene will be covered, alongside consideration of maintaining appropriate boundaries and looking after yourself.</p>	<p><b>Emotional intelligence in teaching and learning – practical strategies</b></p> <p>Location Gipsy Lane Campus, Oxford Brookes University</p> <p>Date Tuesday 25 June 2002, 2.00 – 4.30pm (tea/coffee from 1.45pm)</p> <p>In this workshop we will explore some practical ways of enhancing the well-being of students (whether they have a recognised mental health problem or not) by drawing on the lessons learnt from research into emotional intelligence and from theories of adult learning.</p>
<p>Booking is essential if would like to attend either of these events</p>	

### OSMHN Steering Committee members

OSMHN is supported and advised by a Steering Group consisting of representatives from its partner institutions. The present members are as follows:

#### *Oxford University*

Elsa Bell, Head of Counselling  
Dame Fiona Caldicott, Chairman  
Committee on Student Health and Welfare

#### *Oxford Brookes University*

Keith Cooper, Head of Student Services (Chair)  
Marion Casey, Senior Counsellor

#### *Oxford College of Further Education*

Pam Woolley, Manager of Student Support

#### *Oxford City Primary Care Trust Representative*

Anna Hinton

#### *Oxfordshire Mental Healthcare NHS Trust*

June Dent, Consultant Clinical Psychologist  
Mike Hobbs, Consultant Psychotherapist; Clinical Director

### OSMHN contact details

OSMHN is unable to offer direct support or advice to students, but aims to collaborate with those organisations and services that are involved in supporting students with mental health problems. OSMHN can be contacted at:

Oxford Student Mental Health Network  
Ground Floor, Sandringham House  
Heritage Gate  
Sandy Lane West  
Littlemore  
Oxford, OX4 5LB

Telephone/Fax: 01865 488128  
E-mail: [osmhn@brookes.ac.uk](mailto:osmhn@brookes.ac.uk)  
Web site: <http://www.brookes.ac.uk/osmhn>

### Mental health resources: national mental health organisations

#### Eating Disorders Association

The Eating Disorders Association offers advice and information to people with eating disorders.

Sackville Place, 44 Magdalen Street, Norwich, Norfolk, NR3 1JU Tel: 01603 621414 Web site: <http://www.edauk.com/>

#### Mentality

Mentality is the first national charity dedicated to the promotion of mental health.

134-138 Borough High Street, London, SE1 1LB. Tel: 020 7716 6777 Web site: <http://www.mentality.org.uk/>

#### Sane

SANE is one of the UK's leading charities concerned with improving the lives of everyone affected by mental illness.

1st Floor, Cityside House, 40 Adler Street, London, E1 1EE. Tel: 020 7375 1002. Fax: 020 7375 2162. Web site: <http://www.sane.org.uk/>

#### The Sainsbury's Centre for Mental Health

The Centre's core aim is to improve the quality of life for people with severe mental health problems by enabling the development of excellent mental health services. It seeks to achieve this through influencing national policy and practice. On the web site you will find details of the aims of the centre and research and training undertaken.

134 Borough High Street, London SE1 1LB. Tel: 020 7403 8790. Fax: 020 7403 9482  
Web site: <http://www.scmh.org.uk>

These and more can be found on OSMHN's web site.