

Our newsletter includes:

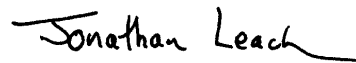
- 1 Oxfordshire's feedback on OSMHN
- 1 Student mentoring in Oxford
- 2 Lessons learnt from our research
- 3 Review of Brookes' Mental Health and Wellbeing Week
- 4 Summaries of OSMHN's workshops on self-harm and emotional intelligence
- 6 Summaries of OSMHN's mental health forums
- 7 Mental health resources
- 7 Guidelines for GPs
- 7 OSMHN's guide to student mental health
- 8 The local voluntary sector

Welcome to OSMHN's 6th Newsletter!

Welcome to this issue of the OSMHN Newsletter which will be the last one produced as part of the HEFCE funded (Higher Education Funding Council for England) project. However, we hope that future newsletters will be produced. So if you have not sent in your form (mailed with the last newsletter) indicating that you wish to stay on the mailing list, please do so or contact Project staff as soon as possible.

Although the Project Staff are coming to the end of their three years of employment, the OSMHN Steering Group has agreed to continue meeting. It is also likely that someone will be employed for around a day a week over the next year to keep the Network going. In addition to the Steering Group, several Network members have offered to put time and energy into organising further workshops/meetings.

It is very gratifying to see the commitment made to continuing OSMHN, as our work over the last three years has shown that there is much that can be achieved by promoting a collaborative approach to student mental health. Many of the lessons learnt have been summed up in our new *Student Mental Health Guide* and our *Final Report* which will be distributed during May/June. If you would like to receive a copy of either of these publications please get in touch. Our contact details can be found on the back page of this newsletter.



Jonathan Leach
Project Manager/Researcher

Oxfordshire's feedback on OSMHN



Thank you for all your responses to our feedback forms distributed with our last newsletter.

The response to OSMHN's work over the last three years has been very positive with the Project receiving forms from local HE

and FE institutions, general practitioners, secondary and tertiary care staff members, local voluntary organisations, private counsellors, national mental health organisations and national Higher Education Institutions.

Some of your responses are as follows:

Support for continuation of the OSMHN web site

Position	Yes	No	Unsure
HE/FE administrative staff	16%		3%
HE/FE academic staff	15%		3%
HE/FE SU / welfare staff	10%		1%
HE college nurses	6%		1%
HE/FE student advisors	5%		1%
HE/FE counsellors	4%		1%
HE college chaplains	4%		
HE residential staff	3%		
GPs and Health Service staff	6%		
Local voluntary sector staff	6%	1%	1%
Local private counsellors	2%		1%
National contacts	10%		
TOTALS	87%	1%	12%

Student mentoring in Oxford

OSMHN has been working with the Learning Centre (a voluntary sector organisation) to set up a student mentoring scheme in Oxford. Mentoring is different from counselling as it is not designed to be a therapeutic activity, but rather to provide practical support for students or potential students with mental health problems.

The mentor can:

- meet up with the student once a week
- offer a listening ear
- help the student identify potential solutions to any problems encountered
- support the student in finding ways of studying that meet their mental health needs
- support the student in any negotiations with tutors and other staff
- help the student get through the initial entry and settling-in stages of starting a new course

The mentor cannot:

- offer therapeutic counselling
- make health assessments
- do the academic work for the student
- take responsibility for disruptive students

Staff at the Learning Centre specialise in working with individuals with mental health problems and can draw upon the expertise developed within the Centre and from the Oxford Student Mental Health Network. If you would like more details please get in touch with Martin Ousely or Julia Hill at the Learning Centre on 01865 455822.

Lessons learnt from OSMHN's research

OSMHN's Report (2003) provides details of our research findings from the last three years. I would like to take the opportunity here to highlight a few issues that have come to the fore. I shall divide these into different groups according to roles.

There are many more issues that could be mentioned and the OSMHN Final Report (2003) has a fuller discussion of these. Inevitably research which involves evaluation of services tends to pick up on factors that could be better, but this should not get in the way of acknowledging the good work that is done by all sorts of people in Oxford, whether staff or student, professional or not, who are supporting students at times of distress.

A full copy of OSMHN's Final Report will shortly be available in printed format and from our web site at <http://www.brookes.ac.uk/osmhn>.

Students



- ❖ Students tend to wait too long before seeking help for emotional and mental health problems. They need education and reassurance about the practicalities of approaching professionals for support. Confidentiality and the effects on their career prospects are major concerns for them.
- ❖ Students seek and receive a lot of support from each other. This can be very helpful but sometimes can also be very demanding. Students need help in deciding how much, and what kind of support, to offer friends who are experiencing serious problems.
- ❖ Students entering further or higher education with existing mental health problems, lack specialist support services.

Academic and administrative staff



- ❖ Academic and administrative staff often become aware of students with emotional and mental health problems, but they vary in their capacity to offer them appropriate support. Staff may refer on students' problems that could have been dealt with by themselves, or at the other end may become over-involved and get out of their depth.
- ❖ Academic staff could develop greater awareness and skills in relation to the interpersonal and emotional aspects of teaching and learning (sometimes referred to as 'emotional intelligence' or 'emotional literacy'). This would benefit all students including those with mental health problems.

Residential staff



- ❖ Residential staff (Halls of Residence and Colleges) often encounter students with emotional and mental health problems. Many offer these students support, but they need to be supported in turn.
- ❖ Residential staff often feel frustrated that they cannot receive more information about students who are experiencing difficulties.

Counselling services



- ❖ Counselling services are very stretched and yet there are many distressed students who will not use counselling services. On the one hand counsellors need to continue to inform staff and students about what they do and don't do. On the other hand they would have to deal with increased caseloads and waiting times if they were successful in breaking down the misconceptions and stigma that stop students accessing their services.
- ❖ Counsellors are aware of a significant number of students who need more than the short-term therapy normally on offer, but who would have to wait a very long time to get longer term NHS therapy.

Primary care services



- ❖ The ability to detect and respond effectively to students' mental health problems varies between practitioners. It would be helpful to find ways of sharing best practice so that there is a more consistent response.
- ❖ Students are not always aware that they can choose a different GP from the ones recommended by their academic institution. As some students are very concerned about confidentiality issues, it might be reassuring for them to know that they could be treated by someone who is not linked to their college or university.

Mental health services



- ❖ It was generally acknowledged that a student's problems have to be very severe for them to be admitted to secondary or tertiary services. These services were valued for what they could achieve, but there was frustration that students had to reach crisis point before being treated.
- ❖ When there was collaboration (with the student's permission) between health services and educational institutions, a student's return to study was likely to be more successful.

Review of Oxford Brookes' Mental Health and Well-Being Week

"there was a great buzz about the place"

by Anna Hinton, Specialist Health Visitor

During the last week of January a range of events and activities were held for the staff and students of Oxford Brookes University with the overall aim of providing a range of opportunities to hear about or experience different ways of promoting mental well-being. The week started on Sunday in two of the halls of residence when students were invited to "coffee, cakes and company" run by the Chaplaincy team. This was followed by an "information day" on Monday when both internal and external organisations such as CRUSE, Mental Health Matters, MIND, The Alzheimer's Society and Terrence Higgins Trust kindly gave their valuable time to talk to Brookes' staff and students. Our thanks to them. Internal departments included The Counselling and Advisory Service, the Medical Centre & Student's Union Advice Centre. Browsers were able to talk to someone or pick up a range of written materials from their stalls and displays. Many took the opportunity as they passed the Medical Centre stand to write out how they were feeling on the flip chart paper put there to capture the mood. Much was written by students with mounting pressures. The day ended in a successful Quiz night when staff and students pitted their wits against each other to win a "well-being package" which included a meal out, theatre & cinema tickets.

Tuesday and the highlight of the week was most definitely the opportunity to try out complementary therapies in taster sessions (on each of the campuses on three consecutive days). The Oxford School of Massage were an outstanding success as were the Oxford School of Reflexologists. A very special thank you to them and the many therapists who gave their time from The Speedwell and Well-being Trust. Instead of paying for a taster session, staff and students donated to two charities: I understand that MAST (massage for the seriously and terminally ill) collected approx. £90.

Despite the weather two Health Walks took place and a bracing but stimulating time was had by all who joined in. Sports taster sessions were offered by the Harcourt Hill campus sports centre although very few places were taken.

Workshops on "dealing with conflict" run by The Oxford Centre for Staff Learning and Development and "the impact of stress and anxiety on academic performance"

run by Oxford Student Mental Health Network, were so over subscribed more have been offered. The positive feedback has influenced future training opportunities.

The Students' Union ended the week on Friday night at Pleasure Dome keeping the theme of well-being alive until 2am with a packed venue of students mingling and dancing.

The long term impact of a week focusing on "well-being" is difficult to evaluate and we would really like to hear from anyone who has incorporated the smallest change to their lives as a result of the ideas promoted throughout the week:

I would, however, like to re-lay just a few of the comments that staff and students fed back directly to me:



A huge thank you to all those who gave their time, energy and support to the week. Underpinning its considerable success is the recognition that everyone who contributed played a key part. If you would like to be involved, contribute to and help influence the mental health and well being of our community please do join the Mental Health Working Party. Members are from both the staff and student body, working together to make a difference; an inextricable part of a health promoting university.

Anna Hinton, specialist health visitor:
ahinton@brookes.ac.uk



Mental health resources – complementary therapy

Well aware

<http://www.well-aware.co.uk>

Provides information on a wide range of complementary therapy treatments.

British Complementary Medicine Association

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

A professional organisation whose web site includes a find a therapist facility.

Complementary Healthcare Information Service

<http://www.chisuk.org.uk/>

Provides information on alternative medicine & holistic health. includes a detailed resources section.

For a comprehensive list of complementary therapy web sites and resources go to the 'complementary health' section of <http://www.patient.co.uk>.

Oxford Student Mental Health Network Workshops

Supporting students who self-harm

In November last year, Linda Whitehead led our workshop on supporting students who self-harm. Linda, a Clinical Nurse Specialist at the Barnes Unit of Oxford's John Radcliffe Hospital has spent the majority of her career working in the areas of self harm and suicide and as a result, had a wealth of knowledge and experience to share with HE and FE staff who may be concerned about how best to support students within their own institutions.

Levels of self-harm are grossly unreported. Although, Johnson records the true rate of self-harm at 1:90, Linda stated that it is probably nearer 1:20 or 1:30. Certainly, self-harm appears to be a current concern of Oxfordshire's HE and FE staff, with over 30 staff members from the educational, healthcare and voluntary sectors attending the session – our highest workshop attendance to date!

At the beginning of the session, delegates were asked to provide examples of behaviours that could be defined as self-harm. Often, when we think about self-harm, cutting the skin is the behaviour that comes to mind. However, cutting is only one of many different behaviours that fall under the remit of self-harm. Other examples provided at the workshop were as follows:

Etching e.g. with a compass	Scratching/cutting the skin
Interfering with wounds	Cigarette burns
Tattooing	Dental extraction
Pulling out eyelashes	Successive smoking
Starving	Overeating/bingeing
Alcohol / drug abuse	Taking an overdose
Medication abuse	Over exercise
Reckless driving	Inappropriate sexual behaviour

At the extreme end of the spectrum of behaviour for people who self-harm is suicide, although Linda reassured staff by stressing that in the majority of cases that they will come across, suicide will not be the desired outcome of a student's self-harming behaviour.

What defines a behaviour as self-harm?

Many of us will know people with one or more of the above behaviours but does this mean that they are self-harming? Before making a judgement on someone's behaviour, Linda suggested that staff could consider the following factors:

1. Is causing self-harm the primary intention of the behaviour?
2. What is the likelihood of harm occurring as a result of the behaviour and what is the extent of potential damage?
3. What is the immediacy of the harm? i.e. cutting causes immediate harm whereas starving can cause harm in the future
4. How often has the person behaved in this way before? A self-harm behaviour tends to rarely happen in isolation.

Although it will most likely be the self-harming behaviour that will cause staff the most concern, Linda pointed out that many people who self-harm do not view their self-

harming behaviour itself as the problem. She stressed that often, people use self-harm as a coping and survival mechanism for dealing with another external or internal issue as they do not know any other way of addressing it. Therefore, self-harm cannot be viewed in isolation, instead it has to be dealt with in the context of someone's problems.

What can staff do to help?

- ❖ Acknowledge the student's distress and show concern
- ❖ Be realistic about what help you can offer in terms of your job role and existing knowledge/experience. Even if you cannot help with a student's self-harm, you may be able to assist with other concerns they may have e.g. problems with academic work.
- ❖ Be aware of your own attitudes towards self-harm and normalise the problem. Expressing shock or disgust to the student can have a negative effect on their self-esteem and desire to seek support.
- ❖ Be aware of support services available to the student and refer on as necessary.
- ❖ If in doubt about when to refer/inform others, seek support from your colleagues or advice from the institution's counselling service – ensure you are aware of confidentiality procedures.
- ❖ Have details of self-help materials to pass on to the student e.g. booklets, organisations, web sites
- ❖ Seek support for yourself if needed

If the student has a serious injury or suspected overdose

- ❖ Your own instincts will be a good indicator of whether medical intervention is needed
- ❖ Try to find out details of what the student has taken e.g. name and quantity
- ❖ If in doubt, you can seek advice from: the student's GP, the A&E Department at the John Radcliffe Hospital or NHS Direct on 0845 46 47.
- ❖ If you are very concerned send the student to A&E.

National Self-Harm Network



NSHN aims to support and empower people who self harm.

It also provides details of support services, self-help materials and publications.

PO Box 7264 Nottingham NG1 6WJ
<http://www.nshn.co.uk/>

Emotional intelligence in teaching and learning – practical strategies

This workshop led by Jonathan Leach focused on the following issues:

- ❖ What is emotional intelligence?
- ❖ The benefits of applying emotional intelligence concepts to further and higher education
- ❖ Practical applications which can be undertaken by institutions.

What is emotional intelligence?

Research shows that if we are emotionally intelligent, we are more likely to be happy and successful in our personal lives and careers. According to Daniel Goleman (1996 *Emotional Intelligence* Bloomsbury), there are five elements which are needed for us to be emotionally intelligent:

- ❖ Self-awareness (being able to recognise and name our feelings)
- ❖ Motivation (being able to keep ourselves going despite failures)
- ❖ Self-regulation (being able to handle our own emotions effectively)
- ❖ Empathy (being able to read emotions of others)
- ❖ Adeptness in relationships (being able to handle other peoples' emotions).

The workshop showed that there are close links between emotional intelligence and mental wellbeing.

What are the benefits of applying emotional intelligence concepts to FE and HE?

Educational organisations have the potential to help all learners develop into well-rounded individuals who can express themselves, form enduring relationships, contribute usefully in the world and achieve their learning potential.

Emotional literacy inspires learners by enabling them to sustain their curiosity and creativity in seeking solutions to problems. It also strengthens their ability to respond to the challenges they will face at work and in their lives.

Some educational organisations see academic learning as distinct from emotional and social development. They are not educating their pupils for a world where the ability to communicate, work collaboratively with others and continue learning are the keys to success and fulfilment.

www.antidote.org.uk

Jonathan highlighted some potential benefits of applying emotional intelligence concepts to FE and HE:

- ❖ To avoid the costs of anxiety and depression
- ❖ To promote academic success
- ❖ To lay down patterns for future life
- ❖ To make the whole university experience more rewarding and enjoyable for all
- ❖ To develop skills that are in demand by employers.

Practical applications

Delegates were asked to think about the impact of the university setting and institutional procedures and practices on mental well being. There are a number of practical applications which institutions can make to promote an emotionally intelligent environment:

At the institutional level:

What procedures and practices can be put in place to enable students to settle into education? Some areas to investigate identified during the workshop included:

- ❖ Attachment (developing a sense of belonging to the institution which could ease the transition to HE/FE)
- ❖ Reassurance (reassuring students that they are not alone and many can find the experience difficult)
- ❖ Bonding (enabling the formulation of friendships)
- ❖ Induction (examining your institution's induction programme and its effect on student well-being)
- ❖ Training (for staff and students in areas such as study skills, stress management etc)
- ❖ Holistic approach (encouraging an institution-wide holistic approach to mental health)

In the teaching situation:

The workshop highlighted that *how* students learn can be as important as *what* they learn. Incorporating emotional intelligence techniques into the teaching situation can also promote academic achievement. Some useful techniques include:

- ❖ Ice breakers (to enable students to get to know each other)
- ❖ Warm ups (to generate interest in the session)
- ❖ Structuring different activities (this maintains interest and also allows for different learning styles)
- ❖ Enabling disclosure (about students' knowledge of the subject area).
- ❖ Promoting group work (to prevent competitiveness and avoid cliques)
- ❖ Managing expectations (relates to giving feedback and making students aware of what is expected of them)

When working one to one with students:

How tutors give feedback to students on a piece of work is an important issue. According to Jenny Rogers (2001 *Adults Learning* Buckingham) 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

The workshop also covered *transactional analysis* and the ways in which this can be used as a tool for interacting positively with other people.

Oxford Student Mental Health Network Open Forums

Over the last academic year, OSMHN has held two mental health open forums. The aim of such events is to enable participants to raise any general issues or concerns they may have about student mental health, for example stress, support, communication, confidentiality, studying, teaching, accommodation or any other related concerns. The expertise and experience of all the participants within their respective roles was then used to discuss ways of addressing the issues raised. Both forums were facilitated by Jonathan Leach, OSMHN's Project Manager/Researcher.

September 2002

The first of OSMHN's open forums was attended by staff members from Oxford Brookes, Oxford University, Oxford College of Further Education, Plater College and a local voluntary organisation. Attendance was primarily from counselling service staff and academic staff members.

The main concerns which staff hoped to address during the forum included how to recognise a mental health problem and how to raise awareness to staff of the referral routes and support services available.

The incidence of mental health problems amongst students was discussed and staff were given some guidance on recognising the warning signs of a serious mental health problem. There was some discussion of the role that academic staff members can play in providing support to students with mental health problems. Participants were made aware that further guidelines for staff can be found on the OSMHN web site at (<http://www.brookes.ac.uk/osmhn>).

Counselling service staff felt that there was a need for increased knowledge amongst academic staff members of the role of the counselling service, in particular, when it is appropriate to refer a student to their service for support.

Staff also requested a need for further information on the implications of the forthcoming Special Educational Needs and Disability Act and felt that support for staff should be considered by institutions as a priority.

April 2003

The second forum was attended by staff from Oxford Brookes, Oxford University, Oxford College of Further Education, Ruskin College, Plater College, North Oxfordshire College and two local voluntary organisations. Attendance was primarily from counselling service staff, college nurses and student advisers.

This forum took on a slightly different format with participants being asked to provide examples of 'real life' case studies of their experiences with students with mental health difficulties. Students' identities were kept confidential at all times. The majority of the participants were able to identify particular students or general issues which caused them concern. These cases were then discussed amongst the group, giving other participants the opportunity to contribute their thoughts and suggestions as to how each case could be dealt with.

Cases included managing the effect of a student with attention seeking problems on others in the residential environment, dealing with students who will not accept support, and how to best meet the particular needs of minority groups for example international students, mature students and gay and lesbian students.

Participants also discussed the need for institutions to be aware of the potential impact of their internal administration procedures on a student's mental health, for example the affects of semesterisation and timetabling.



Oxford Nightline
16 Wellington Square
Oxford, OX1 2HY
01865 270270
(70270 from Oxford
University network)

Mental health support in Oxfordshire

Oxford Nightline

<http://users.ox.ac.uk/~nightln>

Nightline is open for calls or visitors from 8.00 pm to 8.00 am every night from 0th Week to 9th Week of the Oxford University term. We can call you back on an Oxford number.

Nightline is a listening, information and support service provided for students of Oxford and Oxford Brookes Universities. We have been running for over thirty years now, and are staffed entirely by students.

We are completely independent of the universities and their student unions, and have no moral, political or religious bias. We aim to provide every student in Oxford with the opportunity to talk to someone in confidence, and you don't have to give your name. You can talk about anything that's on your mind, big or small, and even just ring for a chat if you can't sleep. We won't moralise, criticise or judge you in any way.

As well as phoning, you can also visit our office during opening hours and talk over a cup of tea or coffee.

We have an information bank containing information on a wide variety of things from all-night pizza places, and train and bus timetables, to depression and sexual health, so feel free to call just to ask for any information you require - you don't just have to call with something to talk about.

As we are run entirely by student volunteers, we are always in need of new people to train. Training is held on three consecutive Saturdays or Sundays in the middle of each Oxford term, and is tiring but also very rewarding. If you are selected to work for Nightline (we don't have any quotas for training) then you can be as involved or uninvolved as you wish, from doing one or two shifts a term to being on the committee and helping to run the organisation.

If you are interested in training, or want to know more about Nightline generally, visit our web site or contact us by phone or post.

Nightline Co-ordinator

Mental health resources for students

@ease

@ease is aimed at young people under stress or worried about their thoughts and feelings. The site contains a comprehensive list of resources.

<http://www.rethink.org/at-ease>

National Union of Students (NUS)

Amongst other things, the NUS web site contains factsheets giving help and advice on student issues e.g. managing money, accommodation etc.

Student counselling

The student counselling web page contains information about counselling and what students can expect from their university or college counselling service. It also contains links to UK University self-help materials.

<http://www.studentcounselling.org/>

Student Health

Comprehensive site on student health matters including depression, eating disorders, exam stress etc.

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

Student UK

SUKHealth contains guidance information surrounding some of the common problems students face e.g. stress, homesickness, depression, eating disorders and self harm.

<http://www.studentuk.com/>

How to cope with the stress of student life

Mind have produced a booklet aimed at students about the stresses of life in Higher Education. A printed version of the booklet is available for a small charge from Mind.

http://www.mind.org.uk/information/howto/student_life/how_to_cope_with_the_stress_of_student_life.asp

Mental health resources for staff

Students and mental health resource pack

Includes general information about the incidence of mental health problems amongst students, mental health awareness and recognising and supporting students with mental health problems.

<http://www.at-ease.nsf.org.uk/student-services-resource-pack.html>

Directory of mental health resources

The National Disability Team have created a searchable directory of disability and mental health resources for staff working in HE and FE institutions. It includes details of guidelines, policies, training materials etc.

<http://www.natdisteam.ac.uk/resources.html>

Students with Mental Health Difficulties: your questions answered

Skill have produced a booklet for professionals to raise their awareness of mental health difficulties and the issues which may be particularly relevant to people with mental health difficulties who enter education or training e.g. terminology, access to records, using counselling services, 'emergency' situations etc. The publication is available from Skill for a charge.

<http://www.skill.org.uk>

Student Mental Health Planning, Guidance and Training Manual

This Manual has been produced under a HEFCE funded project at Lancaster University dedicated to the dissemination of good practice in supporting students with mental health difficulties. The manual includes the following: developing a student mental health policy, supporting students experiencing mental health difficulties, supporting the supporters, training and awareness raising and promoting student mental health: a proactive approach.

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

Guidelines for GPs

Anna Hinton (Specialist Health Visitor at Oxford Brookes University) and Jonathan Leach (OSMHN) have been working on a set of guidelines for GPs and other Primary Care staff who encounter students with mental health problems. The guidelines are designed to complement the Mental Health Protocols already issued to practitioners by the Oxford City Primary Care Trust (PCT).

The guidelines provide information on some of the issues that are particularly relevant to students and provide contact details of the support available to students within the specific institution. The PCT are currently piloting the guidelines and will be producing them later in the year.

Peer support in colleges & universities

By Anne Ford, Co-ordinator, Peer Support Programme, Oxford University

This new training manual aimed at peer support trainers is available from Pettifer Publishing Services, PO Box 115, Banbury, OX15 5WA for £25.



OSMHN's printed guide to student mental health

OSMHN has produced a guide to student mental health. The guide is an expanded version of the material found on our web site and includes the following sections:

- ❖ Student Mental Health Guide – Introduction
- ❖ The Mental Health of Students: what can we learn from research?
- ❖ The Role of Staff in Educational Institutions
- ❖ Information for Healthcare Staff
- ❖ Students' Rights in Relation to Mental Health
- ❖ Local Support Options for Students
- ❖ Mental health resources

If you would like to receive a copy of the guide, please contact OSMHN as overleaf. The guide will also shortly be available to download as a PDF file from our web site.

The local voluntary sector in Oxfordshire

Below is some information about a number of local voluntary organisations who can support students with mental health problems. For details of further organisations and forms of support please visit our web site at <http://www.brookes.ac.uk/osmhn>.

Mind

Oxfordshire Mind provides a free confidential information and advice service on all issues relating to mental health. Mind's services are geared to help individuals, relatives and carers of those who are, or have been, experiencing mental health problems, such as depression, anxiety, stress, loneliness and schizophrenia.

Mind can be contacted at 125 Walton Street, Oxford, OX2 6AH. Tel 01865 511702 (information & advice line).

Rethink (severe mental illness)

Rethink is a national charity involving people with severe mental and illness and carers, with a network of services and mutual support groups around the country.

There is a group in Oxfordshire that provides help and support locally for people who are personally affected by schizophrenia, manic depression and other severe mental illness. It also supports relatives and carers.

Rethink can be contacted at PO Box 445, Oxford, OX2 8XQ. Tel 0845 456 0455. E-mail discovery@oxon1.freereserve.co.uk

Emotional Health Anonymous

Emotional Health Anonymous welcomes anyone who recognises that their emotions interfere with their lives. The organisation is self supporting through their own contributions.

Their primary purpose is to stay well themselves and to help others recover from their emotional problems.

Emotional Health Anonymous can be contacted at St Margaret's Institute, Polstead Road, Oxford, OX2 6TN. Contact Mary on 01865 863340 or John on 01865 243553.

The Samaritans

The local Samaritans can be reached at any time of the day or night on 08457 90 90 90. They are also available to speak to in person between 8am and 10pm at 60 Magdalen Road, Oxford.

Oxford Friend

As part of the national Friend organisation, Oxford Friend offers telephone and face to face counselling as well as information and general support. The service is confidential and free.

The service can be contacted at PO Box 137, East Oxford DO, Oxford, OX4 2WL. Tel 01865 726893 E-mail <http://www.oxfordfriend.co.uk>

Oxford Sexual Abuse and Rape Crisis Centre

This service provides free confidential support to women who have experienced sexual abuse, harassment or domestic violence.

The Centre can be contacted at PO Box 20, Oxford, OX4 1HQ. Tel 01865 726295.. Telephone: 01865 726893.

Meeting Point

Meeting Point aims to provide a supportive and welcoming environment to people with mental health problems. Counselling is available on a one-to-one basis as well as more general emotional support. A range of activities is organised by members.

The group meet on Wednesdays between 7.45pm - 9.30pm at Cowley Road Methodist Church Hall, Jeune Street, Oxford, OX4 1BN. Contact Ruth or Peter on 01865 739868 or Brian on 01865 862259.

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

Kathryn Holding, Service Redesign Manager

Anna Hinton, Specialist Health Visitor

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.

Until 11 June 2003 OSMHN can be contacted at:

Ground Floor, Chatsworth House, Heritage Gate, Sandy Lane West, Littlemore, Oxford, OX4 6LB.

Telephone/Fax: 01865 488128

E-mail: osmhn@brookes.ac.uk

Please address all enquiries after 11 June 2003 to:

OSMHN, c/o Student Services, Helena Kennedy Student Centre, Headington Hill Campus, Headington, Oxford, OX3 0BP.

Please visit our web site for further information about how to contact the service after 11 June 2003 at <http://www.brookes.ac.uk/osmhn>

