Exploring the Intersection: Blackness and mental health in academia
Dr Olive Nabukeera, University of Leeds
Poster
This presentation offers a comprehensive exploration of mental health within the sphere of Black faculty in higher education. It dissects the nuanced challenges and systemic barriers encountered within academic environments, examining the profound impact of societal pressures, microaggressions, and institutional biases. Grounded in empirical studies, it navigates the complex intersections between race, academia, and mental well-being. The presenter advocates for inclusive policies and supportive structures while proposing actionable strategies like mental health initiatives. By fostering dialogue and advocating for systemic changes, it seeks to create a more inclusive academic milieu that prioritizes the mental health of Black educators.

Can polling platforms boost inclusivity in higher education?: An experimental study
Dr Christina Stanley, University of Chester
Poster
Polling platforms can facilitate in-class participation; they allow students a safe environment in which to evaluate knowledge or ask questions. This could be particularly important for students with mental health conditions. We investigated participation rates in first year higher education sessions to identify where polling platforms could be most beneficial. Twenty-eight percent of students declared diagnosed neurodiverse or mental health conditions; these students reported significantly lower confidence to participate during in person sessions (although not during online sessions). Students showed a clear preference for anonymous polling platforms, demonstrating these can be extremely beneficial in terms of inclusive teaching.

Embedding mental health and wellbeing support strategies into MSci and MSc speech and language therapy curricula
Joe Spackman, University of Reading
Poster
The Health and Care Professions Council and the Royal College of Speech and Language Therapists have developed frameworks that emphasise practitioner health and wellbeing. Within the University of Reading speech and language therapy (SLT) degree programmes, we are integrating these elements into the curriculum to support and prepare our students for their working lives as SLTs. We will share real-world support strategies that have been developed by our programme leadership and clinical teams, and will reflect on positive
feedback received from students. We will explore the role of these strategies in enhancing student mental health and wellbeing.

Development of a university-based Neurodevelopmental Assessment Service for students
Dr Fiona Guillen-Scott, Newcastle University

This session will outline the development and evaluation of Newcastle University's Neurodevelopmental Assessment Service (NDAS). NDAS is a unique in-house diagnostic and support service for autism/ADHD for students, enabling free timely assessments, providing detailed recommendations, and linking directly with Student Health and Wellbeing teams. NDAS offers post-diagnostic support, delivers training around supporting neurodivergent students, and undertakes research exploring improved understanding and support of neurodivergent students' mental health. Overseen by a clinic board from Clinical Psychology Doctorate, Student Health and Wellbeing, local neurodivergent clinicians, and neurodivergent students, NDAS is a model that could be mirrored across HE institutions.

Examination of the consequences of performance measurement and management systems on the wellbeing of academic workers in higher education
Aigerim Otepbergen, University of Glasgow

This research examines how managerialism philosophy impacts academic workers' wellbeing in a developing country's higher education. The shift towards financial indicators and business-oriented practices has introduced psychosocial risks, affecting academic independence, workload, and relationships. The pressing need for a robust human resource management program is emphasized, particularly given the developing country's adherence to international policies and government funding criteria. This session aims to spark dialogue on wellbeing and advocate for performance management practices. Addressing the scarcity of research on this issue in developing countries, it offers crucial insights into sustaining academic wellbeing within the evolving landscape of higher education.

Improving the health and wellbeing of nursing students using the Making Every Contact Count (MECC) approach
Natasha Grindrod, University of Bolton

Mental health problems are incredibly common amongst University students on pre-registration nursing programmes, with evidence signifying individuals from BAME communities increasingly likely to suffer from poor mental health (Mental Health Foundation, 2021). The University of Bolton have collaborated with RSPH and NHS England to primarily disseminate the evidence-based Making Every Contact Count (MECC) training package to academic colleagues, with the aim of promoting and enhancing learners' mental health and wellbeing, with a particular focus on BAME individuals. As part of the training colleagues are supported to develop effective communication methods incorporating MECC principles and tools into their learner contacts.

Embedding a wellbeing thread across the length and breadth of health professional undergraduate programmes
Dr Jennifer Oates, University of Surrey

*Poster*

This presentation is an overview of the Mental Health and Wellbeing Thread which is embedded in the Nursing, Midwifery and Paramedic Science undergraduate programmes at the University of Surrey. The Mental Health & Wellbeing Thread is scaffolded and tailored to each programme at level 4, 5 and 6, in line with Surrey's integrated interprofessional approach. It incorporates peer-to-peer learning and a co-production. The presentation aims to inspire attendees to consider curriculum-embedded wellbeing in a longitudinal, broad way. We will also consider solutions to the challenges of championing curriculum-embedded wellbeing in a wider academic milieu with so many competing priorities.

**Embedding resilience in the language curriculum and preparation for the year abroad**

Dr Mariana Bonnouvrier, University of Bath

*Poster*

This presentation will offer an overview of the new challenges faced by students in the context of the Year Abroad, a compulsory element in most universities’ languages degrees. It will highlight and evaluate some of the initiatives we have attempted to implement at Bath and is intended at any academics and support officers whose roles require helping students involved in a placement or exchange. The session also intends to lead to a fruitful conversation on how we can create new ways of helping students develop resilience at university and become more prepared to tackle other challenging transitions in their lives.

**Early identification and support mechanisms to improve retention and student experience in an undergraduate adult nursing programme**

Rachel Lewis, University of East Anglia

*Poster*

Attrition issues are prevalent within health programs in the UK, prompting the need to adopt proactive measures. The current focus is on improving retention and the student experience, especially in nursing programs following Nursing and Midwifery Council (NMC) standards. The Holistic Educational Learning Progress (HELP) review project is aimed at first-year Adult Nursing Students, with biannual reviews involving Course Directors and Lead Advisors. The review identifies students needing targeted support, fostering collaboration with wider university services. This innovative project serves as a model for early intervention, emphasising both academic and overall student well-being.

**Session**

**Know your students! Four student profiles and how students become engaged and emotionally energised**

Dr Elisabeth Klinkenberg, Inholland University of Applied Sciences

*Poster*

No two students are the same. So how can we ensure that as many students as possible become and remain engaged and energetic? In this interactive session, our mixed-methods study on four student profiles based on engagement and emotional exhaustion will be presented. Each student profile has its own characteristics and needs, which we'll reflect upon in this session. We will also share practical tips and exercises for teachers and support staff to identify student profiles and improve student well-being.
"I now consider it a piece of home": Exploring the sense of belonging among international students
Dr Elisabeth Klinkenberg, Inholland University of Applied Sciences
Poster
Sense of belonging is essential for the well-being and academic success of higher education students. This is particularly evident among international students who, faced with language barriers and cultural clashes, may struggle to feel at home in their academic environment. In this session, results from a qualitative interview study with international students at Inholland University of Applied Sciences in the Netherlands will be presented. We will reflect on similarities and differences with the UK context and brainstorm on how we can make a sustainable impact on the sense of belonging, helping them develop into resilient professionals.

Evaluating an academic social comparisons and burnout workshop using the Kirkpatrick Evaluation Tool
Gamze Kocdemir, Lancaster University
Poster
Prior qualitative studies have demonstrated that university students engage in academic social comparisons to their peers. It is also known that adverse academic social comparisons are connected to worse mental health. There is a need to explore students’ awareness of the connection between academic social comparisons at university and mental well-being, including burnout. This study implemented a mixed-methods approach to assess students’ understanding of academic social comparisons and burnout. The overall mean relevance score for participants was 86%. According to the qualitative comments, the workshop was useful in increasing awareness about the connection between academic social comparisons and burnout.

Session
Supporting students during transition from undergraduate study to MSc
Dr Amy Griffiths, Swansea University
Poster
This is a mixed-methods research project on student experiences of the transition from undergraduate to MSc-level study. We collected quantitative and qualitative data from N=50 students during November 2023. The Demands-Resources-Individual Effects model will be used to examine the interplay of factors in student wellbeing during transition to MSc. Our qualitative data provide direct insights into the factors during transition that students feel have been helpful or have hindered their transition to MSc. These insights will inform recommendations for how academic staff and support services can design inductions and embed support for students into the curriculum to better support transition.

NHS to higher education institutions: Does the leap have a supportive landing?
Supporting the transition for new academics
Kira Redburn, University of Central Lancashire
Poster
As higher education evolves in a turbulent landscape, staff well-being emerges as a cornerstone of institutional success. Kira and Hannah plan to deep dive into future-proofing strategies for a flourishing, resilient workforce; especially those who are new to HEI from an NHS background. Join them in their exploration of the challenges new starters face in the
transition from Nurse to Academic. Providing a practical approach to combatting issues such as imposter syndrome, professional identity loss and compassion fatigue.

**Preventative strategies to enhance positive student wellbeing: Curricular and co-curricular examples of best practice**
Dr Mark Hoelterhoff, University of Edinburgh
*Poster*

This presentation will explore approaches to implementing positive well-being in higher education institutions. In addition, it will review the results of a University of Edinburgh project examining the experience of students who adopt a values-based approach to academic engagement during times of adversity.

**Wellbeing Washing: How senior leaders affect organisational culture and the perception of staff wellbeing**
Nevin Mehmet, University of Greenwich
*Poster*

Staff mental health and wellbeing is an integral component to all HEI’s. Where there is evidence of positive wellbeing practice this is often led by senior leaders who strongly advocate staff wellbeing. Staff wellbeing should not be seen as a stigma, staff should feel they can be open about their mental health, and create an environment where wellbeing is at the forefront of senior leaders when implementing policies/practices. Its not rocket science!

How can role modelling, creating open dialogues, setting appraisal objectives around wellbeing, supporting line managers to deal with staff mental health and wellbeing create sustainable organisational change.

**Improving wellbeing by reducing apprehension about novel situations or teaching experiences**
Dr Ashley Le Vin, University of Glasgow
*Poster*

Increasingly we are seeing students suffering poor mental health as well as having a wide range of neurodivergent students. Improving wellbeing and ensuring inclusivity is of great importance to ensure students reach their academic potential. In this workshop, attendees will gain ideas of simple to create resources that can reduce student, or even staff, apprehension about novel situations or teaching experiences that may be barriers to learning/participation. In small groups, attendees will discuss new, easy to implement ideas of resources they could create for their own students to try and reduce apprehensions or barriers to learning/participation.

**The experience of design and delivery of relaxation sessions in an immersive room environment for staff and student wellbeing: Reflections and recommendations**
Claire Whitehouse, University of Cumbria
*Poster*

Immerse yourself in innovation! Join our 15-minute presentation at the Mental Wellbeing Conference, where we unveil an exclusive monthly immersive relaxation session designed for Higher Education Institutions. Developed collaboratively by simulation experts and a physiotherapy academic, this transformative experience combines technology, nature, and mindfulness to enhance staff mental wellbeing. Discover practical insights and gain a blueprint for integrating this unique approach into your institution. Elevate wellness, foster
resilience, and revolutionize mental health initiatives in higher education. Don't miss this opportunity to be at the forefront of progressive practices.

**Evaluating student wellbeing in light of a proactive support framework**  
Dr Deborah Merrick, University of Nottingham  
*Poster*

Supporting student wellbeing features highly in all higher education institutional agendas. At the University of Nottingham (UK), personal wellbeing sessions have been embedded and directly linked to the pastoral support system. This presentation will reflect upon the challenges that have been faced and the reactive and proactive strategies we aspire to embed to establish a robust support system for all students. The study highlights the importance of evolving wellbeing provision and support based on the needs of the student population. Embedding meaningful interventions can have positive impacts on students and though curriculum-led initiatives can ensure student engagement.

**From child to adult with lockdown in-between: Learning lessons from the lived experiences of adolescents during lockdown**  
Diana Downer, Buckinghamshire New University  
*Poster*

“From child to adult with lockdown in-between – learning lessons from the lived experiences of adolescents during lockdown,” is a qualitative study that explored the lived experiences of young adults (currently aged 18-22) during lockdown. The study employed semi-structured one-to-one interviews to gather the accounts of young adults. Reflexive thematic analysis was used to examine the findings and report the emerging themes. The study is motivated by international literature that evidences the negative impact lockdowns had on the mental health and wellbeing of young people and aims to identify areas of meaningful change.