ECIU Network
16-17 september '19

eciu symposium on student wellbeing

The European Consortium of Innovative Universities is an alliance of universities that are united by a common profile, by shared beliefs and interests and by mutual trust. All ECIU universities have strengths in engineering and social sciences. It is a network of relatively young Universities, in age and spirit, and is strongly committed to the encouragement of innovation and entrepreneurship while maintaining very close ties to industry and to their regions. Every ECIU university is determined to offer their students high quality education with international focus and to invest to play a significant role in European policy-making in the fields of research, innovation and education.

The University of Aveiro, as a proud and active member of this unique association of universities, was very pleased to host the ECIU Symposium on Student Wellbeing. Find out more about the ECIU and its opportunities and events at www.eciu.org

ECIU – Challenging Conventional Thinking

introduction

The initiatives coming out of many ECIU Universities imply constantly refining the portfolio of services available to students and staff, developing continuous education programs for staff, recognizing good practices, creating new opportunities for the development of mindfulness and wellbeing on campus and regularly monitoring and evaluating the results we are achieving. All efforts to stimulate the sense and practice of student wellbeing can greatly benefit from the sharing of practices across borders and will provide a fitting opportunity to bring a wide range of contributors into the discussions about student life and welfare.

> This is why the ECIU brings you this collection of Posters that were presented at the ECIU SYMPOSIUM ON STUDENT WELLBEING, which took place at the University of Aveiro in Portugal on September 16 and 17, 2019.

All of the debates and addresses at the Symposium were recorded and are available for viewing on EDUCAST PORTUGAL[1]

ECIU Symposium on Student Wellbeing
International Office

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[1] https://educast.fccn.pt/vod/clips/1l1nhrrnya/streaming.html?locale=en
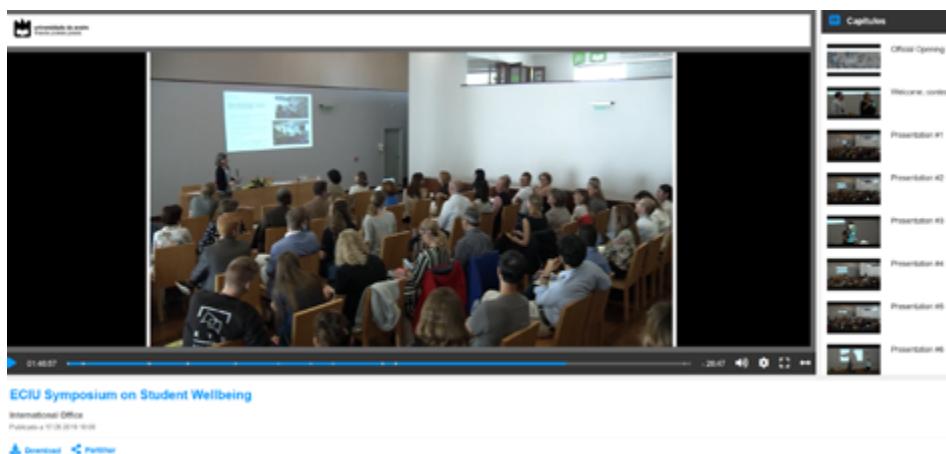
report on the keynote address

The Keynote address at the ECIU SYMPOSIUM ON STUDENT WELLBEING was delivered by Professor Sara Speight, Associate Pro-Vice Chancellor for Teaching and Learning of the University of Nottingham. Watch the full address on EDUCAST.

HealthyU: putting student well-being at the heart of university strategy

As we think about student health and wellbeing in universities, we are attempting to make healthy environments a norm for increasing numbers of students – that is, 21st century students with needs that are not those of their teachers' times and aspirations. So, this is why we have a keynote address, not by a specialist, but by a policy maker who hopes to help her University to build curricula that are inclusive by design, as well as to encourage the appearance of learning spaces that respect the needs of individuals and indeed of diverse student communities.

Mindful that the sphere of University responsibility has its limitations, in that Universities are training grounds that can help students, but that will ultimately know when it is appropriate to transfer critical cases of mental illness to professional agencies and specialists, staff and services in higher education will focus on strategies that seek to mitigate the prevalence of critical problems. Universities will therefore promote a balanced amount resilience in students so that the students can cope with acceptable amounts of stress, like exam stress for instance. A different matter is the cases of students who are diagnosed with mental illnesses, who may need to be referred to specialists (and that referral requires skills and common sense on the part of higher education teachers and professionals, which need to be promoted at the level of University policies and practices).

Mental health is a big issue. It is a big issue to students primarily, who, research shows, do not readily disclose their problems, at least not to University teachers and staff. And even still, the sharply rising rates of mental illness disclosure to teachers and staff, indicate the prevalence of problems we may not have been entirely aware of and prepared to deal with.

Metal health is also a big issue because of the impact of poor health on student performance and ultimately on society, since the overall intellectual capacity of society cannot be fully realized if its students are unwell.

Therefore, Universities are putting strategies in place, to help students "weather the storm".

But what are the factors that cause anxiety among students? Certainly, there are factors that affect individuals in different ways: the anxiety of leaving home for University, the anxiety of arriving at a new University and finding friends, the anxiety of finance and even bureaucracy or, in many cased the anxiety of holding a job down while studying. Even the language barrier can be a major source of anxiety for many.

And there are contextual factors too, since the Higher Education context is changing very quickly. It is becoming a mass system, where students are no longer the elite of society as they were only two or three decades ago, where the value of degrees is proportionately lower than in the past. Students are being asked to face new challenges all the time (internships, study abroad, new learning contexts like virtual mobility and so on), often in unfamiliar study cultures. And all this in a context where students are coming to grips with the wider societal problems and pressures, like political crises or the threat to the environment, to name just two examples of the current times.

Meanwhile, inside Universities, shifts are taking place, and this can be a good thing. There was a time when the prevalent thought among teachers and lecturers was that life is tough and should be tough so that students will build character. Reading lists with hundreds of works were frequently given by professors, more to show off their own knowledge than out of any concern to guide and stimulate students towards knowledge and competence. Academics are beginning to realize, and if they are not, perhaps they could, that the job of university lecturing is changing. No longer are academics required to fill students' heads with "stuff". Rather it is their role to train students to navigate the inexhaustible sources of information out there, to encourage critical appraisal and thinking.

> "My discipline is my tool for doing this. It's not necessarily the be all and end all of my purpose. So my conundrum is dealing with rising student numbers with that humanity and flexibility that we absolutely need to try and personalize the experience for those students that are in that 'gang' of several hundred students"

Achieving this is a balancing act. University strategies need to be about nurturing and growing. Universities are not health services or industrial employees. They are a training ground. Moreover, we bear in mind the diversity of our communities and the inclusion of everybody, because our strategies are not only about individuals but also about communities. Many universities have strategies to enhance student wellbeing. They are relatively easy to find on the internet. The University of Nottingham too, by way of example, has a strategy, which is developed across five dimensions: healthy lifestyle; healthy mental wellbeing; healthy campus community; healthy environment and healthy learning experience. In this latter dimension, the University of Nottingham takes what it calls the "student journey approach", putting student well-being at the heart of academic decision-making, anticipating rather than accommodating - considering the student perspectives. Asking questions like, are we guilty of assessment overload? Digital overload? Are we acknowledging what students think? How are our study spaces designed (in Tampere, Finland, the students have a "messy learning environment", with kitchenettes in the library and comfortable seats there and about)? Are the academic calendar and timetabling planned with compassion and common sense?

We believe it is possible to embed wellbeing in the University decision-making priorities, and thereby try to offer less possibility for mental illness among students – placing prevention over remediation. In curriculum development, there are examples of universities that consider a "curriculum infusion model", i.e. embedding mental wellbeing as a theme for course provision.

This means building curricula that are inclusive by design and then promote wellbeing. It means taking the perspective of students in the 21st century, and not the perspective of the academic in the 20th century.

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Kaunas University of Technology

Kristė Skaudaitė, Augustinas Laimonas Bytautas
Kaunas University of Technology

GUIDed

GUIDed - It is an educational partnership between a more experienced and competent mentor and a motivated student, where the mentor is capable to inspire, encourage and to provide comprehensive assistance to the student, who intends to adopt the mentor's experience and to apply the acquired knowledge in the future.

Mentorship Programme at KTU is active since 2014. It provides students with a possibility to have their personal teacher and role model, who cares about the student's achievements, who lists, provides advice, teaches the student to learn more efficiently, to think critically and creatively, to develop competences required for his/her career.

There are 6 different types of mentors at the University:

Pupils mentor. It is the first Mentorship Programme in Lithuania, which creates a connection between school and university students, that helps school students understand, what kind of university experience awaits them in the future.

Peer mentor. Peer mentor is an upper-year student, who helps the first-year students with the following aspects of their studies.

Tutor. It is a lecturer or a student volunteer, who helps to expand your knowledge in certain area (mathematics, informatics, physics, chemistry, etc.).

Academic mentor. Academic mentor focuses on the individual needs and objectives of the mentee.

Research mentor. Research mentor is a member of the academic staff with experience in a certain scientific area (a scientist or are searcher). He/she can provide consultations on research activities or help to join scientific research at the University.

Career mentor. It is a person with professional experience, who can provide consultations on the issues of career planning and personal development, as well as introduce the particularities of a chosen career path.

More than 4000 students have already had at least one mentor.

GIFTed

GIFTed is a talent development platform providing all the possibilities for the talented students to develop and fulfill their potential in research, business and other fields. It is a unique four-year programme for the first-year Bachelor students.

Interdisciplinarity. The activities of the programme include the areas of business, innovation and science.

High admission score. The admission of the students of the Talent Academy is at least 8.

Mentorship. The students of the Talent Academy can choose a mentor of 5 different types of mentorship.

Comprehensive education. More focus on the development of soft skills and personal qualities.

Individual needs. Coaching sessions, lectures on public speaking, workshops for the development of personal and professional competences.

Internship and traineeship. A possibility to complete an internship or a traineeship at the most competitive Lithuanian and international business companies, research institutions and organizations.

Incentive scholarship. The students of the GIFTed Talent Academy receive the highest scholarship in Lithuania – 300 EUR.

Career planning. A possibility to work and consult with the most successful entrepreneurs and the best scientists of KTU. Assistance in the preparation of CV and cover letter.

Additional study modules. The additional study modules provide a possibility to acquire knowledge and skills that help to ensure your competitiveness in the labour market as a future specialist.

"It is my belief that the ability to improve should be versatile and people should be universal. In the GIFTed Talent Academy I saw a unique opportunity to achieve that and now I am happy to be here!"
– Agnė Šilanskaitė, second-year student

"This program caught my attention due to its career opportunities – advanced-level modules, the experience I gained and the friendships I made during various projects, career mentorship – and due to the opportunity to improve my personality. I have been a GIFTed student for three years and all of my expectations were fulfilled."
– Žygintas Narkus, third-year student

"To me the GIFTed Talent Academy is a community in which group projects become a delight and the time spent together is always meaningful."
– Eimantas Butkus, fourth-year student.

Talent scholarship

The KTU Talent scholarship is the largest among Lithuanian universities. The University's Talent Scholarships are awarded to the most active students, who achieve exceptional results in their studies, research or art projects, who are active in extra-curricular activities or in the areas of business, innovations and social activities that promote the KTU name. It challenges students not only on the basis of their average semester academic results (which can earn them up to 10 points in the contest), but also on their applied academic work, academic research, public activity and business capabilities and achievements (which can earn them up to 4 bonus points in the contest). To attain this scholarship, usually a high average mark is not enough, therefore only the most talented and most hardworking students have the chance to win the contest. The Talent scholarship gives mutual benefit to the university and the student, who has an opportunity to receive a reward for the achievements, and an encouragement to move forward for the valuable experience.

39 Pupils mentor	80 Peer mentors	7 Tutors	223 Academic mentors	222 Research mentors	180 Career mentors

GUIDed community

STUDENTS' WELL BEING

10th Anniversary of the Enthusiasm Award at UiS!

Each year since 2009, the Student Organization at the University of Stavanger have recognized student who strong engagement on behalf of their peers with an award. The last three years over 170 nominations for the "enthusiasm award".

Members of the enthusiasm award committee represented by the top-leaders at the university both when it comes to students, Student welfare foundation and staff. Winners are selected based on the following criteria: the enthusiasm award should contribute to student-related social involvement, inclusion, diversity, debate, well-being or enthusiasm.

The aim for this award is to give recognition and to celebrate students for engaging fellow students in social arenas to improve the students' wellbeing. The award winner is announced and given the prize in big student events, like UGÅ and The annual end of semester party. This, together with were the award winners are documented, symbolizes the importance of the award.

The enthusiasm award both acknowledge those who do engage themselves, but also sends out a strong message to all students to engage in order to enhance their student wellbeing.

Prize winners include for example:
• Fadder UiS 2017: Student Organization that organizes the orientation week festival at the university. Has experienced immense growth in participation and budgets since 2014. Considered to be the best orientation week festival in Norway.

• Studentligaen (2016): Organizes a football cup for students from different programs and student organizations each semester. Teams representing programs from all faculties at the universities participate as well as teams representing other higher education institutions in Stavanger.

• ION Racing 2014: A Formula Student team. Each year they build a racecar designed to compete in the world's biggest student engineering competition, Formula Student, which has 650 participating Universities all over the world.

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OHO! at Tampere University
Use of the MSLQ self-report instrument

Elisa Sinikallio & Eila Pajarre
Tampere University

Tampere University

The OHO! project

OHO! is a Finnish goverment key project, which is funded by the Ministry of Education and Culture in 2017-2019. It involves 11 higher education institutions in Finland, and it is coordinated by University of Jyväskylä.

The OHO! project aims at creating optimal conditions for studying and taking care of students. The project promotes students' study ability and wellbeing by improving their participation in the study community.

OHO! has provided support for both students and staff. Good examples of support for students are self-assessment tools and courses regarding learning and wellbeing. For teachers and other staff, OHO! has provided, for instance, education and training about pedagogy and accessibility.

The OHO! project consists of three thematic entities:

1 • **Good start** – student engagement and working-life orientation right from the start

2 • **Pedagogy for wellbeing** – community-based pedagogy training series and research-based indicators

3 • **Higher education for everyone** – a national accessibility criteria and tools to promote accessibility

OHO! – SO THAT NOBODY IS LEFT ALONE

Kampusareena Building in Hervanta Campus.

OHO! at Tampere University

At Tampere University, we work for the entity number 2: Pedagogy for wellbeing. We have introduced the MSLQ questionnaire to students. MSLQ (Motivated Strategies for Learning Questionnaire) is a self-report instrument designed to assess students' motivation, learning strategies and self-regulation skills. It was developed by Pintrich and his colleagues. The questionnaire consists of 81 statements, and students rate themselves on a seven-point Likert scale from "not at all true of me" to "very true of me". (Pintrich et al. 1991.)

In fall 2018, 468 first-year students from seven different fields of technology filled out the MSLQ questionnaire. The results were then compared with those of the First-year student questionnaire (n=347), which covers a wide range of issues about starting studies in a university.

This fall, all first-year students from the fields of technology will fill out the MSLQ questionnaire as an electric survey. We will also conduct the MSLQ survey with a sample of third year students, whose results are combined with their study records. In this way, we can observe whether there are differences in self-regulation and study skills between students who have made progress in their studies according to their original study plan, and those who have not progressed as well as expected.

Background

Studying at university requires different skills compared to studying at high school. Students have to be more independent, yet at the same time to be able to work in groups, to cope with stressful schedules and to be able to think critically and creatively. (Pintrich 2004.) This often comes as a surprise for many students. Knowledge about students' motivation and self-regulation skills helps universities to implement better intervention programmes (Kitsantas et al. 2008). Self-regulation, motivation, self-efficacy and use of deep-processing learning strategies also have an impact on succeeding in studies (Duncan & McKeachie 2005; Robbins et al. 2004).

Execution of the MSLQ

Students fill out the MSLQ as part of their introduction studies in the beginning of the second study period (in mid-October), when they already have some kind of experience in studying at university. Immediately after filling out the questionnaire, students get feedback on their results and a link to a web page which contains useful material for developing study and self-regulation skills.

A bit later, students have lectures on study skills that are customized individually for each study program based on their answers to the MSLQ questionnaire. In this way, the lectures can better answer to the students' needs.

Students fill out the questionnaire

Instant feedback

Customized lectures on study skills

Results

By comparing first-year students' answers to the two questionnaires in fall 2018 – the MSLQ and the First-year student questionnaire – we found that most of the new students were motivated and interested in their studies. Students' beliefs about learning were also generally positive, and they had for example high self-efficacy. Peers played a significant role in the first-year student experience, but cooperation with teachers seemed to be less common. The students faced some challenges in time and study management and use of study strategies. The results differed between study programmes.

Conclusions

Use of self-assessment guestionnaires, such as the MSLQ, can be very useful for both students and faculty. For students, it provides immediate feedback on their study skills and motivation. On the customized study skills lectures students will be given guidance focused specifically on those areas that are most useful for them.

For faculty, the results offer useful information about the areas of study and self regulation skills where the first-year students most need guidance and help when they enter the university. The results can also be taken into account in the planning of the curriculum and the first year courses.

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Tec21- Guidance Model For Student Success
Tecnológico de Monterrey

Mónica Nieto Leyva
Verónica Garcia Saucedo
LiFE Nacional / Tecnológico de Monterrey

Resumo / Abstract

Tecnológico de Monterrey has introduced a new educational model - called Tec21- which fosters the development of student's aptitudes while encompassed in a comprehensive and holistic environment. This model provides the student with a flexible and personalized curriculum which in turn entails a need for the students to have tailored leadership and personal orientation in making the best decisions possible for their student journey.

The goal of this Guidance Model is to support each individual student during the duration of her/his academic program while building their student success story in a rounded manner taking in consideration the following needs: emotional, intellectual, social, ethical, physical and artistic.

In the past, students enrolled in a bachelor's program would be provided guidance through the Program Director. Launched in august 2019, new incoming students enrolled at Tecnológico de Monterrey join this new learning system where a team of professionals provide strategic support. This model encompasses elements that are designed with groundbreaking and visionary fundamentals: student communities, Mentors for Student Success, Academic Advisors, Academic Program Director, Peer mentors, support network and faculty management system.

Academic advisors assist students with academic planning and guidance while the mentor will help each student with their life plan, passions, general development and overall wellbeing. Some examples of the student support network include psychologists, QPR training, coaches, wellness classes and others.

The faculty management system allows mentors, academic advisors and faculty to have the technology needed to work closely with each other and in collaboration with other departments, to keep track of each student personal development.

Freshmen students are integrated into communities of 350 students each. Each community is led by a Mentor for Student Success. Student communities serve as a mechanism for students to look after each other through active engagement, social and community purpose, life balance, diversity and empathy. A group of peer mentors, upper-class volunteer students, support this community and work jointly with a Mentor specifically to welcome the new generation of students and help make their freshman year a smoother transition from high school learning programs.

Fig.1 Different generations come together in the peer mentor program. Building friendships that will last a lifetime.

Comunidade estudantil / Student Communities

While developing the initiative for student communities, Tecnológico of Monterrey viewed the importance of the community identity as an opportunity to further thought and dialogue. With this, after profound research, it was important that the identities share a same language: Esperanto.

Esperanto
It is the most widely spoken, constructed international language in the world. It was invented in the 19th century by L.L. Zamenhof. The translation of "Esperanto" to English is "one who hopes". The goal in creating this language was to serve as a universal second language to foster peace and international understanding and build community.

It has grown throughout the 20th century as a language and a linguistic community, there are periodicals, organizations, network of platforms, literature and conventions worldwide.

In 1954, the United Nations granted officially support to Esperanto as an international auxiliary language.

William Auld, literary writer, was nominated for a Nobel Prize in Literature in 1999, 2004 and 2006 for works submitted in Esperanto.

At the moment it is fluently spoken by 2 million people, the language has become increasingly available and has impacted it´s reach through the internet.

Fig.2 One of the first and one of the most important activities in our student communities: "placing your mark".

Identidades / Identities

Taking in consideration our student body as a whole- as one- we have introduced ten identities that reference attributes we find in each of our students.

Pasio: The passion that drive us to make things happen

Reflekto: Reflect and be an example, creativity that flows and is reflected in us

Energio: Constant movement, the energy that pushes us through adversity

Krei: The moment where the best ideas create

Ekvilibro: Symmetry and balance in life

Kresko: Constant growth in ideas, as people, thoughts and attitudes

Spirita: The spirit that inspires and promotes change

Forta. The fortitude that makes actions last

Revo: that light that guides us, as the leadership that lives in our students.

Talenta: Reach our goals and success with the talents we have.

Fig.3 The spirit of diversity and inclusion in our communities. Differences that makes us unique and we build together as one.

Experiéncias do primeiro ano/ First Year Experience

At the moment there are 83 student communities throughout our 26 campi in Mexico.

Each campus can choose from a pool of activities to organize at their campus: The amount of activities chosen can vary from one per semester up to three. The amount of activities planned during their first year depends on the student body size of each location.

These activities stimulate teamwork, social consciousness, creativity, physical and emotional wellness, talents and fun. There is even a barbeque cook-off where the students can showcase their talent on the grill!

During the year by being part of these activities, each community generates points that accumulate until May. At the end of the first year, a community winner is chosen during "Champions Night".

Fig.4 Campus Monterrey, the first pioneering campus of 26 for Tecnológico de Monterrey

Conclusões / Conclusions
Tecnológico de Monterrey is groundbreaking a new collaborative dynamic, a different way of learning, reaching towards our institutional mission. It is revolutionizing and taking the best practices of decades of experience and academic prestige to new generations.

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TRENTO
A Top-tier City Campus

Mauro Giordano and **Shoichi Yip**
Students' Council (University of Trento, Italy)

Trento is a small town in Northern Italy and since 1962 hosts one of the most important mid-sized universities in Italy. The small size of our university allows us to have a non-dispersive environment and stimulates continuous mutual feedback between faculties, students and administration.

Due to the configuration of the city, the University plays an important role in the urban environment: the city itself becomes a campus. This enables students to be at the center of **scientific and cultural innovation** surrounded by centuries of historic heritage and beautiful mountain landscapes.

A mutual responsibility of students becoming new citizens of Trento and the city itself welcoming new minds creates a vibrant academic community. The relationship between the local administration and the University has developed services that follow this direction, such as enabling students to travel all around the Trentino province for just 50 euros per year, to have libraries open till late at night or to practice any kind of sport for very convenient prices.

This year we also started the project **UniTrento Condivisa**, which is meant to enable students to take care of their own university and to give practical effect to the principle of subsidiarity.

However, there's still work to do, and we value exchange opportunities very much with other colleagues to get to know good practices in term of students' wellbeing. We would like to innovate our structures in order to encourage seamless sharing of knowledge in our community, and improve the integration of students in the local social fabric, allowing them to become fully entitled citizens of Trento.

What do we mean when we talk about wellbeing of university students?
– Welcoming students who have difficulty to fit in the social fabric;
– Offering students proper university services and facilities;
– Improve accesibility of services and facilities;
– A full-fledged life experience: allowing students to participate to a stimulating and thriving community that goes beyond academical interest;
– Implementing innovative teaching approaches both inside and outside classrooms, in order to encourage a continuous spread of knowledge

Services are here to help!
Expat life can be hard, but services can ease the process of adaptation for new students. For example, we're working on partnerships with supermarkets and various companies (i.e. Flixbus). Also, every student can request a basic visit to the doctor for free, and has the possibility to reach every part of our region by paying only 50 euros per year.

UniCittà
Due to the young age of the University of Trento, founded in 1962, the relationship with the City and its own inhabitants is still a work in progress. Student clashes of 1968 testify this troubled exchange. However many forward-facing steps have been made: for example, an agreement between the local administration and the University of Trento accelerates and fosters a positive coexistence. Projects include music festivals, educational paths and R&D targeted to urban needs.

UniSport
We're working on an overall strategy and a roadmap in order to use sport as a driver for socio-economic development and growth.
Part of this plan will be the startup of an interdepartmental and transdisciplinary *Lab on Sport and Innovation*. It will act as a think tank and it wil aggregate all regional initiatives aimed at using sport as a means for driving innovation.

UniTrento Condivisa
What is the difference between *public goods* and *common goods*? This is the question we asked ourselves when we created the UniTrento Condivisa project: we would like students, staff and teachers alike to take care of their own university. In fact everyone can submit a request to "adopt" a lawn, a room or even an entire faculty structure in a contract with our academical institution.

Medical Support
Everyone knows how hard it can be as a foreigner to get a proper medical treatment without spending a lot of money in fees. That's why our University has reached an agreement with the local health service (APSS) that allows University of Trento students to get free access to basic medical visits at affiliated doctors.

Conclusions
Although we are proud of the results we've reached in the last years, also thanks to the important support of student representatives, we are aware that more corageous steps should be taken in order to reach better standards of student wellbeing. This also means having the political sensibility to reconcile the needs of a dynamic and young student community with the culture and traditions of a long-lived region.

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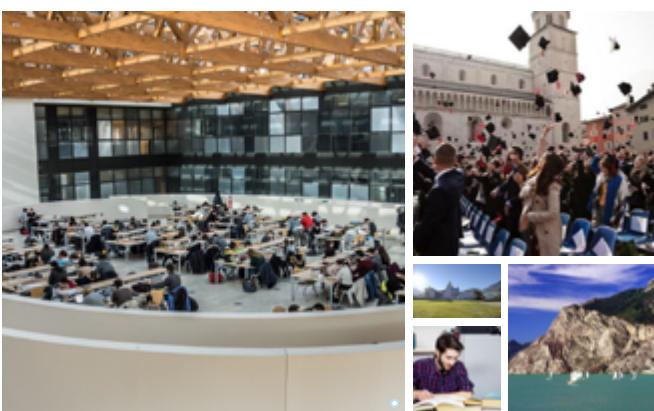
Fig. 1 Examples of common spaces utilised within the Unitrento Condivisa project

UNIVERSITY OF TRENTO

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Promoting Student Wellbeing through a Mind/Body Holistic Approach

Elisabeth Julie Vargo, Paola Iamiceli, Paola Venuti, Grazia Callovini, Mara Sartori
Università degli Studi di Trento

Fig.1 Students' Initial reasons for contacting the University's Counselling Service in 2018

Abstract

Campus environment can be conducive to students' wellbeing and to learning at an optimal level. To create a culture of health and wellness, the University of Trento promotes environmental improvements and addresses good nutrition, mental health and physical activity coordinating initiatives among centres and departments. Among these activities, *Trento Cultural Footprint* and *Unitrento Condivisa* (shared university) are worthy of mention. Thanks to legally acknowledged collaborative agreements, students, staff, administration and citizenship volunteer to improve the university's physical spaces through these actions, taking advantage of the technical know-how and resources available at the University. The *Student Counselling Service* aims to provide help and support to students during their studies, providing special care to young adults' anxiety issues and learning disabilities. The counselling service has organised for Unitrento students focus groups aimed at improving knowledge of the psychophysiological mechanisms related to anxiety, and at providing useful tools to reduce its effects, through a personalized detection of symptoms and targeted relaxation activities. The service also offers a biopsychosocial approach for students who fall within the autism spectrum. This advisory service is also available for UniTrento students studying abroad.

What is Wellbeing?

Wellbeing is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how an individual feels about him/herself and his/her life.

Every aspect of the student's life influences the state of wellbeing, which is a multidimensional concept (Fig.1). At the University of Trento, we have found the following factors have a major role in determining student wellbeing:

*   Network of close friends and good relationships with peers
*   Rewarding and positive relationships with academic staff
*   Enjoyable and fulfilling academic career
*   Enough money
*   Regular exercise
*   Nutritional diet
*   Sufficient sleep
*   Spiritual or religious beliefs
*   Fun hobbies and leisure pursuits
*   Healthy self-esteem
*   Optimistic outlook
*   Realistic and achievable goals
*   Sense of purpose and meaning
*   A sense of belonging
*   Living in a fair and democratic campus environment

The factors that influence wellbeing are interrelated. For example, a job provides not just money but purpose, goals, friendships and a sense of belonging. Some factors also make up for the lack of others; for example, religious beliefs may help a person come to terms with physical illness or a lack of friendships.

Student and teacher wellbeing are closely linked, and both impact student achievement and outcomes. Adopting some simple practices in the classroom can improve the quality of life of all members of the university environment. Providing opportunities for students to air their opinions and problem solve issues in the classroom for example, is very important.

Collaborating with students about class, teacher and student expectations giving students a say in how the class is run, what the behaviour management system will look like and how they can help repair and restore when relationships have been damaged is another strong element that promotes psychological wellbeing at university.

University of Trento's Counselling Service

The psychological counselling service, born from the collaboration between the different sections of the University, is a space for listening and support. It aims at the prevention and management of psychological problems that may be encountered in the course of the students' studies.
One particular support is the Advisory service for Italians abroad, which offers help for the management of psychological problems linked to experiences abroad that are carried out for academic reasons.
The Psychological Counselling Service is also a place where it is possible to propose ideas for planning activities that concern youth, such as human relations and university life. In regards to this, the Service helps organise thematic seminars and work groups.

University Life and Anxiety

In its various manifestations anxiety is often associated with a sense of inadequacy and insecurity in dealing with social situations, with a tendency to increase when performance boosts are required and one is subject to judgment. The counselling service has organised for Unitrento students focus groups aimed at improving knowledge of the psychophysiological mechanisms related to anxiety, and at providing useful tools to reduce its effects, through a personalized detection of symptoms and targeted relaxation activities. Through breathing techniques and muscle relaxation, it is possible to reduce the extent of anxiety manifestations, providing participants with tools to manage situations where anxiety manifests itself as a source of discomfort.

Conclusions

Unitrento aims to improve the visibility of its psychological services in order to provide help to a larger number of students, focusing also on issues related to entering and leaving university. It is also acknowledged that it is vital to create a sense of belonging and community to increase students' wellbeing, as well as giving more opportunities for them to have a say on institutional decision-making. Also, recognising challllenges faced by students with special needs and finding solutions for their inclusion are also important factors that boost the university community's wellbeing and sense of belonging.

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Fig.1 Attributes of Wellbeing. Each leaf of the tree represents an aspect of wellbeing, seen as a multidimensional construct

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Sometimes, you have to stumble while you´re learning how to walk.
Repetitorium ᵖˡᵘˢ at Technical University Hamburg

Birgit CARSTENSEN (Dipl.Psych.)
Student Counseling Center / Hamburg University of Technology (TUHH)

TUHH
Technische Universität Hamburg

Resumo / Abstract

Repetitorium *plus* (Rep+) is a joint project of the Departments of Mathematics and Mechanics and the Student Counseling Center of the Hamburg University of Technology.

First year students who have not passed their exams in core subjects such as math or mechanics at the end of their first semester can attend the Repetitorium *plus* during their second semester. There, they get a revision of relevant content, this time more oriented on exam-like problem solving, and a weekly encouragement towards continuous studying. The focus is on active learning and feedback.

Apart from that, students are offered psycho-educational and organizational information and impulses aiming at orientation and study strategy, personal development and practical studying skills, like "don´t forget to register for exams" or "You decide how many subjects you take this semester", as well as helpful tips, for instance on time management and effective studying tools.

This is combined with a positive psychological framing to help to make the best of their unwanted experience of failure.

The overall messages may be something like "to learn how to learn is part of the university experience" and, on a deeper level, "how to overcome a crisis is a skill for a lifetime".

Tutors act both as teachers and as mentors in this sense and can offer tips from their personal experience. The student counseling center provides coaching material for students and tutors, promotes understanding for individual struggles and awareness of different paths towards successful ways of studying the engineering sciences.

'Success is not final, failure is not fatal: it is the courage to continue that counts.'
Winston Churchill

A new role to grow into, or
How to become a Happy Student

In engineering study programs, it seems to be quite normal not to pass every single exam in the first attempt. First year students are often smart, talented young adults who didn´t have to work hard so far in order to finish school.

During their first year at university, they are confronted with quite a different situation. **If before, they were big fish in a small pond, now they find themselves to be small fish in a big pond.** Everybody else around them seems to be at least as smart and talented as they are. And the amount of new content plus the expected speed of taking it in can be breathtaking.

If students take more than a few weeks to adjust to this new system, they risk to be overwhelmed. Many underestimate the exams and only start to study for them when it is already too late – and so don´t pass. Then, at the start of their 2nd semester, some tend to pick risky strategies. They try to catch up with their cohort as fast as possible, and plan to fulfil the 2nd semester schedule plus re-taking the subjects of their 1st semester at the same time, thereby making things worse. At the end of their 3rd or 4th semester, having piled up 2nd and 3rd trials of quite a few subjects, their course of studies might come to a premature and frustrating end.

Giving Diesel starters a good second chance

The Hamburg University of Technology aims at supporting students and preventing downward careers like this. With Repetitorium *plus*, students are to overcome the first setbacks, to learn how to learn, to master their Math or Mechanics exams, and by all this to become happier students who know how the wind blows at the university and how to keep going, even when it becomes difficult again.

Fall down,
Stand up,
Fix your crown ...
And keep going!

hinfallen
aufstehen
Krone zurechtsetzen
weitergehen

Fig.1 "Fix your crown and keep going" is our motto for encouraging 2nd semester students to go on after not passing 1st semester exams. - Graphics by Anna van Zeeland, artconcept GmbH.

Repetitorium *plus* acts on 2 levels.

1. Revision of Math / Mechanics I, (plus message from profs: Do level I before you take Math / Mechanics II), and
2. Info and encouragement on study methods and strategy.

We want you to be successful students!

- Positive, encouraging framing
- Weekly exercises, conducted by tutors (senior students)
- Revision lecture / tutorial
- Online and/or written assignments with feedback
- Mock exams
- Psycho-educational impulse talks
- Info on TUHH "How-to"
- Encourage group work and assignments
- Peer mentoring
- Bonus point system
- Interviews on study strategy for first trial of the exam and on ideas how to do better next time
- Evaluation and research

Feedback and benefit

Students: 100% of participants recommend the repetitorium plus in Mathematics. 92% say, Rep+ has strengthened their study motivation.

Tutors: Proud to be part of a helpful program. Every year, there is an award for TUHH "most valuable tutors", a rep tutor earning an award each time.

Profs: Most valuable benefit would be to have less students having to re-take exams for a third time: Make the second time successful!

Counselor´s view: Good for students to find help and encouragement early in their study career, since ignoring problems tends to make them bigger. And: To find out during your first year that this isn´t your path, and finding a subject or training program that suits you better, can also be a success.

Repetitorium *plus* 2016-2019

✓ Mathematik I (summer term) and II (winter term)
  1350 participants, 60 tutors since 2016
✓ Mechanik I (summer term)
  500 participants, 26 tutors since 2016
✓ Linear Algebra (summer term)
  80 participants, 1 tutor since 2019

Referências / References
For further questions, please contact:

Hamburg University of Technology
Student Counseling Center

Contact person (Repetitorium *plus*):
Birgit Carstensen
mailto: birgit.carstensen@tuhh.de

Office address:
Am Schwarzenberg-Campus 3
21073 Hamburg

General information / Student Counseling Center (Infothek)
Contact persons:
Heike Köther, Monika Thies, Anne zur Borg
mailto: studienberatung@tuhh.de
Phone: +49 40 42878-2232 / -4272

How was learning during school? Smooth and easy? Or hard work?

TUHH ZSB

Fig.3 Psycho-education: What formed your expectations?

What do students say they learned in the Repetitorium plus?

- "I´m much more organised"
- "I was motivated to work on the subject every week"
- "With my tutor, I was never embarrassed to ask questions. She could help us with our problems without giving the solution."
- "Weekly online assignments were really helpful because you have the chance to test your skills in a practical way, so you could see where the problems were"
- "Better understanding for your personal problems and work on them"

That isn't my cup of tea!

Now I know how to do it!

StartING@TUHH

Repetitorium plus Math I, Mechanics I, Linear Algebra

Repetitorium plus Math II (Hdc. Analysis)

Mathematics I

Mathematics II

Mathematics III

Mechanics I

Mechanics II

Mechanics III

Alternative paths towards academic success or to re-orientation in the 1st year of studies at TUHH

TUHH ZSB

Fig.2 Alternative paths toward academic success give Diesel starters a good second chance.

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StartING @ TUHH
First semester tutoring groups for every Bachelor study program

Birgit CARSTENSEN (Dipl.Psych.)
Student Counseling Center / Hamburg University of Technology (TUHH)

TUHH
Technische Universität Hamburg

Resumo / Abstract

The **StartING@TUHH tutorial program** is the weekly companion for student well-being after welcome week and during their first semester at Technical University of Hamburg (TUHH). It helps beginners to get into their course of studies as an engineering student. The student counseling center at TUHH organizes it in cooperation with deans and student councils.

Tutorials run in weekly groups of 20 to 25 persons throughout the first semester. They are facilitated by two senior students who have been specially trained for the job. In StartING@TUHH tutorials, all topics and questions are welcome and all important information will be transmitted that may concern or even trouble students during their first semester. Questions may be like …

- Where do I find places and people I need to know?
- How do I organize my studies?
- How do I manage my time, during the semester and later during the exam period?
- How do I prepare for my first exams?
- What motivates me to go to classes and to prepare for the exams?
- What kind of research do they do here?
- What do other students think about studying here?
- ...

These and many more questions concerning your study program or otherwise of interest are answered in the tutorial. It´s a chance to talk to other newcomers as well as to experienced student tutors who know the TUHH well. Thus, new students meet regularly in a peer group, exchange info, get into contact, form study groups, find new friends, have fun and always have somebody to go to while getting started.

3 main goals of the StartING@TUHH program

1. Support 1st semester students
2. Qualify tutors as group leaders
3. Feedback into the university

Start-up assistance for the entry into studies at the TUHH

➢ Organised by the Student Counseling Center of TUHH in cooperation with the Dean's Offices and Student Representations

➢ Promotion of the **ability to study** through continuous support in the first semester

Detailed objectives of the Starting@TUHH tutorials
What does StartING@TUHH impart in the 1st semester?
- Motivation and persistence
- Knowing who does what, where and how
- Useful learning and study strategies
- time management
- Stable social network

The framework of the StartING@TUHH tutorials

Fixed group: max. 25 participants
Weekly meeting (1.5h) with one main topic each
Two tutors from higher semesters

What topics are covered?

1st week: Getting to know the participants, and start-up assistance
2nd week: Semester planning
3rd week: Living and housing in Harburg
4th week: everyday life at the university – lectures, exercises, mensa, bib & co
5th week: Sustainable learning
6th week: Individual study plan up to Bachelor's level
7th week: Legal issues ... basic course and examination regulations
8th week: Studying with (professional) perspective
9th week: Time management in the examination period
10th week: self-management, interim balance
11th week: Learning for exams
12th week: 1st part: stay abroad; Part 2: Review, Outlook & Farewell

Second semester follow-up

After the start of the Summer Semester, the tutors invite their tutees now being in their 2nd semester to a revival meeting called "Check-in 2nd Semester" for a review of the first examination period and questions about it

What does StartING@TUHH impart?

motivation and persistence
useful learning and study strategies
knowing who does what, where and how
Factors for academic success
time management
stable social network

Student Counseling Center TUHH
Technical University Hamburg

TUHH   ZSB

Fig.2 Main objectives of StartING@TUHH

Fixed group (max. 25 participants)
Weekly meeting with main topic
StartING tutorial group
2 tutors from higher semesters

Fig.3 Framework of StartING@TUHH

Testimonials of former participants

"There are many questions for beginners that are answered and you get to know the whole university and student life. This is how to realise if the field of studies is the right one."

"The transition between school and university will be easier. One gets to know the university. The university becomes more personal. You feel like one group and feel supported in case of problems."

"Extremely helpful tutors with advice and tips, really could not have survived this semester without this. German bureaucracy is complicated, but the tutors helped tremendously in clarifying and giving own insights."

"At the beginning of my studies, I thought that I actually know everything to master my studies well. At StartING, however, I have I quickly realized that there are a lot of things that I could not think of but that are very helpful for your studies."

Conclusões / Conclusions

98% of respondents found participation in a StartING@TUHH tutorial helpful

99 % recommend participation to other students (2019: 462 respondents)

Referências / References
For further questions, please contact:

Technical University Hamburg
Student Counseling Center

... General information: Infothek
Contact persons:
Heike Köther, Monika Thies, Anne zur Borg
Phone: +49 40 42878-2232 / -4272

... StartING@TUHH program
Contact persons:
Anne Papendorf, Stefanie Preuß, Frauke Schwarzhans
Phone: +49 40 42878-3979 / -4554 / -4142

Email: studienberatung@tuhh.de

Welcome to StartING@TUHH!

Student Counseling Center
TUHH Technical University Hamburg

TUHH   ZSB

Fig.1 Welcome to StartING@TUHH!

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ECIU Network
16-17 september '19

1st Mental Health Conference at the University of Twente
Hosted by Erasmus Student Network Twente

Laura Hebben
University of Twente

Background

University of Twente

11,136 students (3,285 of which are internationals; figures from 2018)

- Increasing stress levels put students and staff members at risk for developing mental illnesses
- New policies are needed to prevent and combat mental illnesses
- Mental health literacy and awareness of illnesses and treatments, especially amongst international students, is low
- Erasmus Student Network's Social Inclusion Days

Idea

- To give different speakers the chance to talk about mental health in a TedTalk-like event: both internal (UT-representatives and students) and external (professionals from the field) speakers were presenting
- To brainstorm directly with the target audience of UT policies, which aimed at creating a dialogue between the UT policy makers and students/staff members

Results

- Audience of more than 60 guests
- Dutch, international and exchange students from various study programmes, staff and external guests

Brainstorming results

1. Students and staff wish to work and live in *an environment where it is not shameful to talk about mental health* and wish the university to support this. Especially international students struggle to open up about their personal situation, e.g. because of cultural differences.

2. There is demand for *regular activities that relieve stress and distract from work/studies*, e.g. nature activities, mindfulness or mental health awareness lectures, pressure-releasing activities like yoga or writing, Mental Health Week etc.

Fig.2 Mental Health Conference by ESN Twente

3. There needs to be a fundamental *shift from focusing on academic achievements to student-welfare* being just as important: more flexibility with courses and assignments, better training for lecturing staff to spot high-risk students/colleagues, barriers to get professional help need to be removed, more support for non-curricular activities and engagements, more practical and skill-based learning etc.

"I would like to see a university that promotes itself as the "Most welcoming to students" instead of the best in a field of research!"

"I want the university to feed my soul, not only my brain"

- Quotes from attendants of the conference

Tips & Recommendations

- Give the audience a voice – For helpful and honest results, brainstorm openly about possible projects, existing problems and wishes with students and staff

- Network – Get student associations on board with activities and spreading awareness

- Focus on international students too – This group experiences high levels of stress, uncertainties, loneliness and pressure and must therefore be considered as well.

Contact

Laura Hebben
l.hebben@student.utwente.nl

Fig.1 Speaker at the Mental Health Conference

New support for students with Autism Spectrum Disorder

Problem: insufficient support for students with ASD

The University of Twente offers students with disabilities extra support, like adaptation of the study path in consultation with the study advisor, special regulations and for instance adjusted tests. In addition student psychologists from the office Student Affairs Coaching and Councelling (SACC) give individual consultation, trainings and group sessions. E.g. students that have difficulty with organising and planning can participate in special study groups and self management courses.

However, we noticed that for students with autism spectrum disorder (ASD) the current offer does not always suffice. Due to their ASD it is difficult for these students to ask for support as it requires initiative and making contact with other people, which for them is extra difficult. So how can we support students with ASD better, both within and outside the study programme?

Elaboration

Technical universities like the University of Twente have a relatively higher number of students with ASD in comparison with regular universities. Student psychologists notice in their day to day practice that students who need extra support from the University of Twente, often have difficulties in finding and getting additional support from the local municipality – even though the municipality is obliged to give this support as a result of the law (the so-called WMO). Furthermore we noticed that feelings of shame sometimes hinders these students in asking for help.

The social aspect of student life can be difficult for students with ASD: making and keeping friends is not so easy, the same goes for love affairs. And what should they mention about their disorder to their study friends? Interpreting the (non-verbal) signals in regular student conversations can be a challenge as well. These questions and problems can be very overwhelming for students, and not all students are equally equiped to deal with them. That is a pity, as we notice that many of these students get stuck halfway their study, even though they have the intellectual capacities to finish their study.

New approach: cooperation with external partners

The challenges students with ASD face not only influence their study progress, but also their day to day life. This means that for good support we should focus on both. To make sure that problems do not get out of hand, we wanted to get in touch with these students as soon as possible.

We first contacted Stumass, a national organisation that supports higher education students with ASD. As a knowledge institute they can give specific information and advise that is helpful for students with ASD.

Furthermore the municipality of Enschede joined this initiative. They noticed an increase in requests for support from students. As the municipality wants to decrease the cost of health care, they are interested in initiatives that might prevent more serious problems.

Our final goal is to support students with ASD as soon as possible. If they can be supported from the start of their study, we hope to be able to prevent escalations and decrease the number of students that run into serious problems later on in their study.

Innovation: special ASD consultation hour

To supply students with ASD with relevant information in an accessible way, we introduced a special free-of-charge consultation hour at our SACC department. Students can easily make an appointment to discuss their situation, the questions they have and possibilities for support. Multiple meetings are possible, and if necessary we support the student in applying for more specific support from the local municipality. If necessary Stumass can be involved in the support of the student as well, eg advice regarding living, administration, houskeeping etc.

To announce this new consultation hours, we developed a poster about this. We circulated the poster at the UT at locations where many students pass by. Furthermore we developed special flyers, informed the study councelors of all programmes and Stumass gave an interview in the UToday, the news bulletin of the University of Twente.

First Result

The fist consultation hour was planned on 5 September 2019. This hour was fully booked in no time, and the second consultation hour is also already fully booked. As the students who joined these consultation hours are very positive, we have the impression that this new initiative meets the demands of students with ASD. Whether we will also reach our ultimate goal of a decrease in number of students with serious problems is something we will only be able to see in a few years.

More information:

https://www.utwente.nl/en/ces/sacc/
https://www.utwente.nl/en/ces/sacc/coaching-counselling/counselling/autismconsultation/
https://www.utwente.nl/en/ces/sacc/mow-en.pdf

Contact:

Secretariat SACC: sacc@utwente.nl
Tel: +31 53 – 489 2035

eciu symposium on student wellbeing

Student well-being in the international classroom @ ITC

Attending to the well-being of students from all over the world

Author(s) Tiny Luiten, Jeroen Verplanke, Emile Dopheide, Marie-Chantal Metz, Theresa van den Boogaard
University of Twente, ITC Geo-information science and Earth Observation, *Gateway to international knowledge exchange focusing on capacity building and institutional development*

Student well-being is a 'hot' topic both internationally and nationally. Numerous recent studies show considerable percentages of students dis-stressed and suffering from depression and anxiety[1]. Numbers seem to have increased considerable in the past years. International students at the University of Twente seem to suffer even more [2].

The well-being of the student is taken very seriously by the Faculty ITC. In 2018 for the fourth time in a row, the master's programme Geo-Information Science & Earth Observation received the quality seal 'Top rated programme' in the Dutch Keuzegids Masters. The score for the geo-information programme is 92, which is exceptionally high for a programme with over 200 students, CHOI stated. Usually, such high scores are only presented to smaller educational programmes.

So where do these two meet? In the teaching and learning environment of the faculty ITC. Integration of well-being into the education and study programme seems to be the key for improving well-being in the international classroom.

Fig.2 Organisation of Student carreer counselling for the international classroom @ ITC
Source: Draft policy SCC @ITC 2019

Vision on student well-being in the ITC's master programmes includes the academic and social wellbeing of a student in support of the student becoming an autonomous T-shaped, lifelong learning professional in the integrated, multidisciplinary and international fields of Geo-Information Science and Earth Observation as well as Spatial Engineering.
Source: Draft policy SCC @ITC 2019

Fig.1 Origin of ITC students since 1950 Total number of students 24,429 - Total countries 191.
Source: ITC-SIS 2019

References
1. RVG 2018 and RIVM 2019
2. Kelders, Oberschmidt and Bohlmeijer, 2019
3. ITC-SIS 2019
4. Draft policy on SCC @ ITC, 2019
5. CHOI 2018

Contact:
Tiny Luiten: t.r.Luiten@utwente.nl

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FACULTY ITC

How? Right from the start !

Students that start their journey at ITC are welcomed by the Student Affairs Officers (SA). The SA are the focal point for the new student during an intensive introduction week. Upon arrival, even before formal registration, there is a welcome meeting at the international hotel where most students will live. During the introduction week, information on available counselling services is communicated in writing (information package, reference to the website, study guide) and during workshops and presentations by the study programme management. The electronic learning environment of the programme also contains links to this information together with video registrations of all presentations of the introduction week.

The role of the study adviser and the mentor as academic advisors is also included in the introduction week. Mentors are introduced during the introduction week and assigned to students by the programme manager during the first 'real' study week. As a result, thresholds are lowered, and students will approach mentors, SA and administrative support also for other questions.

Integration of Student well-being into the study programme is part of the ITC vision on Study Career Counselling. The well-being is attended to as close as possible to the individual student's daily life and their reasons for joining Student life. This eventually results in very high Student appreciation and low 'drop-out' numbers.

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Social determinants on polydrug consumption: Are they a concern for Health Promoting Universities?

António Ramalho Mostardinha [(a)], Anabela Pereira [(b)], José Bonifácio [(c)] , José Rocha Almeida [(d)]

(a) Investigador, CIDTFF, Departamento de Educação e Psicologia, Universidade de Aveiro
(b) Investigadora, CIDTFF, CINTESIS, Departamento de Educação e Psicologia, Universidade de Aveiro
(c) Médico de Medicina Geral e Familiar, Centro de Saúde Universitário, SASUA | ACES Baixo Vouga
(d) Médico Psiquiátra, Divisão de Intervenção nos Comportamentos Aditivos e nas Dependências (DICAD), ARS Centro.

Abstract

Aim: Evaluate the relation between social network consumption (of alcohol and tobacco) with polydrug consumption behaviors among university students.
Methods: Cross-sectional study which sample was composed by 338 students (51.8% male) with a mean age of 20.6±3.4 years old. Multivariate logistic regression models were performed.
Results: Students who have smoker friends and parents are more likely to present type A polydrug consumption. Also, for type B polydrug consumption, being female student represents a protective factor and age represents a risk factor.
Conclusions: Substance consumption is influenced by intrinsic, psychological and social factors.

Background

College represents a time of transition [(1)], where young adults, especially university students, with the presence of a favorable environment, could influence the substances' consumption, like tobacco products, alcoholic beverages, and illicit substances [(2,3)].
Therefore, in this context, it is necessary that schools implement a structured plan for health, well-being and the development of social capital of all student and of staff. Thus, this paper intents to answer the following research question: "Are social determinants on polydrug consumption a concern for Health Promoting Schools (HPS)?" aiming to evaluate the relation between social network consumption (of alcohol and tobacco) with polydrug consumption behaviors among university students.

Material and Methods

Participants and Procedures

A cross-sectional study was performed. Graduate students from a central region Portuguese university, during the academic year of 2016/2017, composed the convenience sample. Through a convenience sampling, a 338 sample of students was composed, where 51.8% were male students and with a mean age of 20.6 Y/O (SD 3.4) and a proportion of 54.9% and 65.9% of tobacco and alcohol consumption, respectively.

Measures

Data was collected using a self-reported questionnaire, assessing variables related to sociodemographic, to social network consumption, and to self polydrug consumption (Type A – alcohol and tobacco; Type B – alcohol and/or Tobacco plus Cannabis).

Data analysis

To assess the relation between the social network consumption with self polydrug consumption of the students, multivariate logistic models were computed.

Results

Proportion of consumption of alcohol, tobacco and cannabis of the students, as also the proportion of polydrug consumption could be observed in Graphic 1 and Graphic 2.
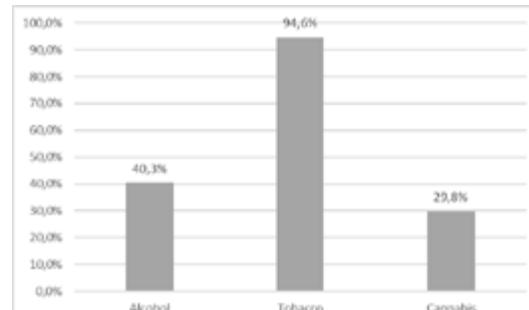
Graph.1 Proportion of substance consumption by the students (n=338)
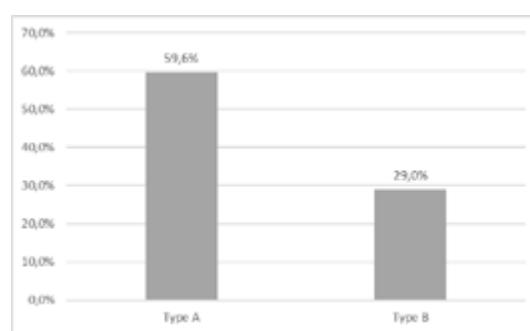
Graph.2 Proportion of polydrug consumpton by the students (n=338)

The significant predictors for Type A and Type B polydrug, are observed, respectively, in figure 1 and figure 2.
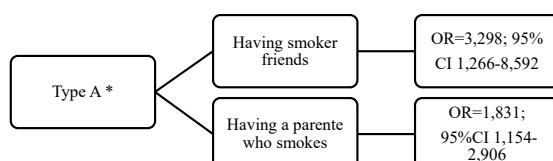
Fig.1 Multivariate logistic regression models. Variables in the model: Sex, age, having smoker friends and having a smoker parent.

$G^2_{(4)}=16,776$; $p=0,002$; $R^2_{CS}=0,050$; $R^2_N=0,067$; $R^2_{MF}=0,038$; $X^2_{HL(7)}=0,652$, p=0,999

* Type A – Alcohol + Tobacco; Type B – Alcohol and/or Tobacco + Cannabis
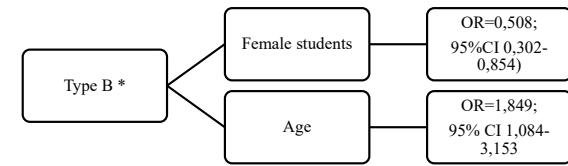
Fig.2 Multivariate logistic regression models. Variables in the model: Sex, age, having smoker friends and having a smoker parent.

$G^2_{(4)}=20,891$; $p<0,001$; $R^2_{CS}=0,063$; $R^2_N=0,090$; $R^2_{MF}=0,054$; $X^2_{HL(7)}=9,731$, p=0,136

* Type A – Alcohol + Tobacco; Type B – Alcohol and/or Tobacco + Cannabis

Implications

•There are suggested some as:
  • The necessity to intervene in this population
    • Without disregarding the social context where the student belongs [(5)],
    • By empowering the staff in other to increase health skills and education [(4)],
    • Through the involvement of parents and community [(4)],
    • And by inform the existence of school health services, and encouraging students to benefit from its services [(4)],
    • By preventing or decreasing consumption behaviors [(6)].

Conclusions

•Substance consumption, by students, in influenced by multiple factors, such as:
  • Intrinsic (e.g. age) [(7)],
  • Psychological (e.g. stress, depression) [(8,9)],
  • Social (e.g. Descriptive and Injunctive norms) [(10,11)].

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LUA – Linha Universidade de Aveiro

Promoting health and personal well-being with a nightline service run by students to students

Anabela Pereira; João Ribeiro; Gustavo Vasconcelos; Vânia Amaral; Patricia Marinho & Equipa de Estudantes Voluntários

DEP, University Health Center, Social Services, University of Aveiro

Abstract

Aims: This study targets the problems that students face at student at university; it also aims to present the LUA a nightline peer support service, based on an integrated strategy of psycho-emotional support, health promotion and welfare of students at the university

Background: Many educational failures can be more related to personal and social issues than to the learning process itself.. The outcomes of initiatives, aiming to help students in a personal, emotional and psychological dimension, have shown them to be very useful and important. A telephone befrienders service _LUA was established as the first nightline in Portuguese and is celebrating it's 25th anniversary.

Material and methods: Qualitative and quantitative methodologies were used, with particular emphasis on co-operative inquiry, diary methods, interviews, Focus group roleplay and questionnaires.

Results: Focused on Training the students' helpers (Basic and ongoing training; Identification of problems/needs of Students helped /Clients

Conclusions: Peer support seems to be an excellent strategy to support students in reducing school failure and promoting students ' mental health . Some implications will be discussed in future coming. Great adhesion of the volunteer for peer counselling.
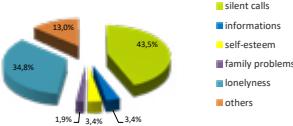
Fig.2 LUA´s different services

Students' Problems

- silent calls — 43,5%
- informations — 34,8%
- self-esteem
- family problems
- loneliness — 13,0%
- others

1,9%   3,4%   3,4%

800 208 448

Alunos que ajudam Alunos
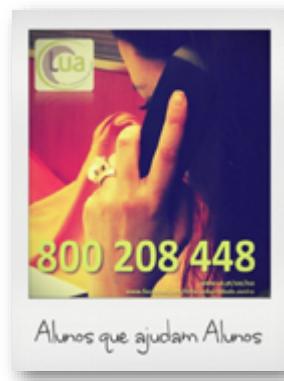
Conclusions

Feelings, behaviour and support needs of students working on student 'Nightline' service were investigated.

Students awaiting calls were both apprehensive yet eager; suicide calls were the most stressful, and hoax calls caused concern. The first response after a call was to talk to their partner on the shift; this immediate peer support appears crucial in handling stress and distress.

Peer support seems to be an excellent strategy to support students in combating school failure and promoting students ' mental health

Other Tutorial experiences can also help to implement and improve such as LUA-iNova and WikiLUA project intends to: emerge as a tool to combat failure of teaching process; Give students academic and personal skills; Adopt healthy behaviours, feelings of belonging.

Collaborations with international support should be strengthened such as University Nightlines of Hull, Cambridge and Oxford Volunteering with the highest membership in the university over the past 25 years.

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Fig.1 Student´s Training

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Student wellbeing at the University of Aveiro

Characterization and monitoring

Sandra Soares, Cláudia Figueiredo, Carolina Costa
Reitoria, Universidade de Aveiro – fica@ua.pt

Introduction

The experience of higher education entails different challenges, from the moment students arrive into the institution until the moment they complete academic activities and make their career choices (eg, Chickering & Schlossberg, 2002).

It is critical that both students and institutions became aware of the challenges so that the higher education experience can be maximized. In this sense, it is important for institutions to get track of the students' academic achievements and hindrances.

Subjective well-being has been largely associated with psychological adjustment and overall quality of life. Higher levels of well-being has been correlated with better indicators of health and longevity, quality in interpersonal relationships, greater job satisfaction and productivity (eg, Diener et al., 2017; De Neve et al., 2013; Oswald, Proto & Sgroi, 2015).

The literature on the relation between subjective well-being and variables related to a successful academic experience highlights the importance of looking at students beyond traditional academic performance. This was the challenge set by the **University of Aveiro (UA)** that in the academic year 2018'19 added in the standard monitoring of several academic performance variables a measure of subjective well-being of its students.

The **UA** monitors several indicators about the progress of 1st year students, which allows us to detect situations of failure and drop-out. This monitoring is done through the Observatory of Student Path integrated in the project **FICA - *Ferramentas de Identificação e Combate ao Abandono*** - Tools of Identification and Combating Drop-out.

Material and methods

The indicators aiming at reducing dropout and improving academic performance are:
- Entry grade below 120 points;
- Late fees;
- Academic success (ECTS) rate;

In addition to this indicators, in the academic year 2018'19, a process of monitoring student well-being was initiated.

The adopted model consists of three dimensions (life satisfaction, positive feelings and negative feelings) measured by two instruments: **Satisfaction With Life Scale (SWLS)** and **Scale of Positive and Negative Experience (SPANE)** (Diener et al., 2010).

The SWLS is an instrument designed to measure global cognitive judgments of satisfaction with one's life.

Fig.1 - SWLS

This instrument is composed of five items to be answered in a 7-point Likert scale form 1 (i strongly disagree) to 7 (I strongly agree) (Fig.1).

The SPANE instrument is composed of 12 items (Positive, Negative, Well, Bad, Pleased, Displeased, Happy, Sad, Afraid, Joyful, Angry, Content): six items to assess positive feelings and six items to assess negative feelings. For both the positive (1, 3, 5, 7, 10, 12) and negative items (2, 4, 6, 8, 9, 11), three of the items are general (e.g., positive, negative) and three per subscale are more specific (e.g., joyful, sad), Fig.2.

Results

Students who join the UA, in academic year 2018'19, completed the online survey (n=2023), Fig.3.

Course	N	%
Higher Education Technical	320	15,8
First degree	1199	59,3
Integrated masters degree	504	24,9
Total	**2023**	**100,0**

Fig.3 – Number of student by type of course

Only 3,5% (n=60) of students who join the UA via Portuguese National Higher Education Access Competition have grade below 120 points, Fig. 4.

- <120 points
- >= 120 points
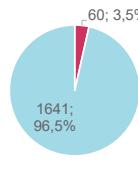
Fig.4 – Entry grade of student s via the Portuguese National Higher Education Access Competion

- No
- Yes
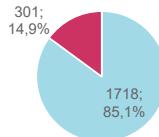
Fig.5 – Number of student s with late fees

Fig.2 - SPANE

14,9% (n=301) of students have late fees at the end of the 1st semester, Fig.5.

According to academic success, 4,5% (n=89) of students are at risk in 1st semester 2018'19, Fig.6.

Most students who entered the University of Aveiro were found to have medium to high levels of subjective wellbeing. However, it was also possible to identify a small group (n=44; 2,2%) with well-considered levels of risk, Fig.7.

- 0% ECTS
- >0% e <50%
- >=50% e <100%
- 100% ECTS
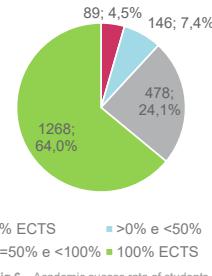
Fig.6 – Academic sucess rate of students
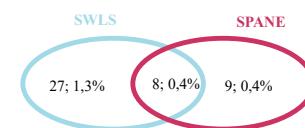
Fig.7– Number of students in risk according to SWLS and SPANE

Conclusions

At the beginning of the academic year 2019'20, it is intended that these students will fill these surveys so that they can have a longitudinal characterization and monitoring of their student wellbeing.

This monitoring, made to all subscribers, allows timely intervention in cases where it is deemed necessary. In the long term, monitoring this dimension will allow us to broaden our understanding of the impact of different aspects of the academic path on the wellbeing of the University of Aveiro student.
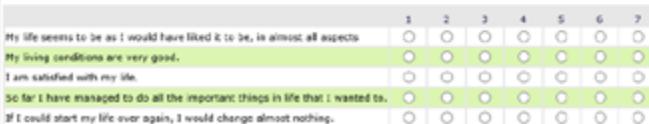
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Fostering an Intercultural Mindset in Higher Education
The Case of the University of Aveiro

Author(s)
University of Aveiro, Rectorate (Sandra Soares, Rúben Alves, Miguel Oliveira, Niall Power)

UA_I inspires innovative, creative, integrated and socially responsible solutions focused on the processes of **welcoming and integrating foreign students** as well as on **developing skills in cross-cultural understanding** through the UA community.

UA_I aims to be a collective movement, **promoting intercultural engagement** according to internationally recognized best practices, bringing together initiatives previously in place at UA and new activities, while **connecting partners, communities and people at the University and in the city.**

ua_i

Top nationalities at the University of Aveiro

Brazil	40%
China	9%
Spain	7%
Angola	6%
Cape Verde	3%

Vision

- UA as a **space for global talent**
- UA as an **important hub of networks of excellence**
- UA as a **development partner** for third countries and institutions
- UA as a centre of **global influence**

Attracting global talent

Global influence

Excellence

Partner for development

Welcome and integrate the international community
Improve the experience of International students and researchers and strengthen the feeling of belonging to the community

- Create **communities** of international students grouped by region, language, nationalities or common interests

- Open and continuously improve the new **space** dedicated to guiding foreign students

- Introduce continuous improvements in **welcome** activities and in accommodation conditions

- Involve these students in **extra-curricular** activities

Student Initiatives

Collective Movement

✱

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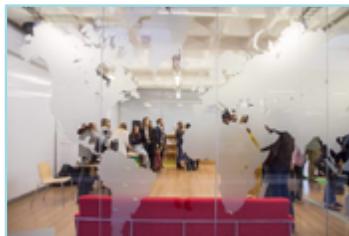
The University of Aveiro Tutoring Programme
Contributions to students' well-being and academic success

Ana Vaz Martins, Sandra Soares, Alexandra Queirós
Tutoring Programme, University of Aveiro

Keywords
Tutoring; Integration; Well-being; Academic success.

Abstract
The University of Aveiro Tutoring Programme (PT-UA) is an integration and monitoring initiative, designed for incoming students, which has been in force at the University of Aveiro, for 1st cycle students, since 2011. Closely aligned with the UA's reception and integration activities, the PT-UA aims to promote a culture of participation and ensure the full inclusion of new students in the academy, thus contributing to their well-being and academic success.

What does it consist of?
It consists of a tutoring structure, organized to provide peer-to-peer support of tutees (incoming students), by mentors (more advanced students), under the supervision of tutors (teachers). The PT-UA also includes an orientation and skills development programme, which includes talks, workshops and other sessions aimed at promoting the development of transversal competences and / or the involvement of the new students in the academic, cultural, sports, mobility and other opportunities, available in the university (Fig. 1)

Who is it for?
The PT-UA is primarily targeted at all incoming 1st cycle students. It seeks to provide the best possible start to their academic journey and enrich their personal experience and academic curriculum.

Is participation mandatory?
The PT-UA is open to all students entering the UA. It is an integration programme that supports student participation, from the very start, in the academic community, allowing students to discover more about the institution, how it works and the opportunities it offers. The PT-UA can help students fulfil their potential, find solutions in case of difficulty and enrich their academic curriculum. Participation is not mandatory; it's a must to try!
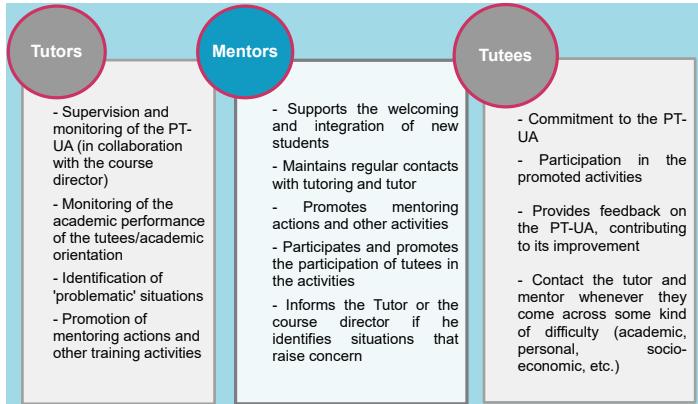
Programme objectives:
- Promote a culture of participation;
- Ensure the insertion of the new students in the academy and contribute to their well-being and academic success;
- Timely identify situations of academic failure and prevent abandonment.

How it works:
It is developed in several phases:

Until the *end of the first semester*: at the Department/School:
- Through individualized monitoring of academic integration

During the *second semester*: at the central level/Rectory:
- Through an organized and skills development programme ,aimed at enriching the academic path of students and at the development of soft skills.

Continuously: Rectory + Department/School
- Attention to the well-being and academic performance of the Tutees.

Informative sessions for curriculum enrichment
In addition to regular monitoring of academic insertion and performance of the tutees, PT-UA encompasses an orientation and soft skills development programme of training/informative sessions, including lectures, workshops and others, aimed at enriching the academic path of students and the development of those skills, such as the use of computer tools, the development of communication skills, time management, critical thinking, teamwork, relaxation and others (Fig. 2 and 3).

Fig.2 Workshop on Teamwork Skills development.

**Fig.3** Workshop on relaxation and yoga techniques.

Participants: evolution

Fig.4 Evolution in the number of participants in PT-UA.

Participation in the PT-UA: 2018'19
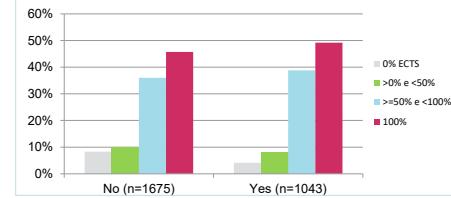
Fig.5 Academic performance of the tutees.

Participants
The chart below (Fig. 4) shows the evolution of the program, in terms of participants (tutors, mentors and tutees).

Performance of participants (tutees)
The students (tutees) who participate in the PT-UA show better academic performance (measured by the percentage of completed ECTS) than the others (Fig. 5).

Conclusions
The Tutoring Programme, combined with other actions, may constitute an important tool in detecting risk situations and/or high failure rates, allowing timely intervention in these cases.

Tutor + mentor = a friend in the UA

Tutors
- Supervision and monitoring of the PT-UA (in collaboration with the course director)
- Monitoring of the academic performance of the tutees/academic orientation
- Identification of 'problematic' situations
- Promotion of mentoring actions and other training activities

Mentors
- Supports the welcoming and integration of new students
- Maintains regular contacts with tutoring and tutor
- Promotes mentoring actions and other activities
- Participates and promotes the participation of tutees in the activities
- Informs the Tutor or the course director if he identifies situations that raise concern

Tutees
- Commitment to the PT-UA
- Participation in the promoted activities
- Provides feedback on the PT-UA, contributing to its improvement
- Contact the tutor and mentor whenever they come across some kind of difficulty (academic, personal, socio-economic, etc.)

Fig.1 The structure of The University of Aveiro Tutoring Programme.

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Joining the FAS-PUINE and SAF services of the UAB for the well-being of disabled students.
A propossal for ECIU symposium.

By Daniel Andreotti.

Unitat de Psicobiologa / Departament de Psicobiologia i Metodologia de les Ciències de la Salut / Institut de Neurociències / Universitat Autònoma de Barcelona

Abstract

My current situation as a Master Degree Graduated Student on Neuroscience of the Universitat Autònoma de Barcelona, is possible due to the function performed by the FAS-PIUNE, Service for Inclusion at the UAB, that supports students with specific educational needs, working to ensure that anyone, regardless of disability can access higher education with equal opportunities and enjoy a full and autonomous academic and social life in the university like the rest of his classmates. Specifically, through further evaluation of a FAS-PIUNE technician of my medical condition (consequently limitations), an academic report was created detailing two pedagogic recommendations or general adaptations to face assessments, that was explicit for the UAB Biosciences school Dean and all the teachers involved on the Neuroscience Master Degree program:

1/3 total time exam extension.

Extra paper space to answer questions.

As a result, I was able to successfully perform my goal of becoming a Neuroscientist. Nevertheless, also as important in this personal achievement was the constant and accurate physical activity execution (swimming and fitness) on the SAF, the UAB physical activity service. Therefore, my idea for the EICU Symposium on Student Well-Being is the connection between the FAS-PIUNE and the SAF services, in order to implement a synergic effect on the academic output of disabled students like me, accounting myself as an example.

Background

It is recognized that physical dissabilities of students that suffer a disease can impact their accademic performance on their studies, because there are aspect of the evaluations (such as fast and compact writing) that doesn't evaluate the real knowledge and could be compromised on some students. In this sense, it is the duty of each study recint to have a proper department that evaluates the specific accademic needs of each particular student. In the Universitat Autònoma de Barcelona (UAB) there is a department on behalve of disabled students call the FAS-PIUNE (Solidary Autonomus Fundation for Supporting Students with Specific Needs), which is a Service for inclusion that supports students with specific educational needs, working to ensure that anyone, regardless of disability can access higher education with equal opportunities and enjoy a full and autonomous academic and social life in the university like the rest of his classmates, which is exactlly what they did with my particilar case. Currently, I suffer from a disease that compromise my writing speed and size of the lyrics, therefore, in a conventional writen evaluation, my performance was compromised due to lack of time and space to answer each questions of writen evaluations. Consecuently, through further evaluation of a FAS-PIUNE technician of my medical condition, an academic report was created detailing two pedagogic recommendations or general adaptations to face assessments, that was explicit for the UAB Biosciences school Dean and all the teachers involved on the Neuroscience Master Degree program. One was the 1/3 total time exam extension and the other, was extra paper space to answer questions. As a result, I was able to successfully perform my goal of becoming a Neuroscientist. Nevertheless, it is well documented the benefits of physical exercise on the accademic performance of enroled students under constant evaluations.

Fig.2 Images depicting the SAF nice swiming pool enviroment and the formal logo representing the FAS-PIUNE graphycal inclution service to dissabled students.

In this aspect, this fact is something that I experience during my Master Degree studies on the UAB, because, I was able to perfom constant and accurate physical activity in the form of swimming and fitness, on the SAF (Servei d'Activitat Física) of the UAB, an area dedicated to provide many types of physical activities to students, teachers or staff of the Autonomus University of Barcelona. As such, having myselfe as an example of good accademic results on my Master Degree in Neuroscience studies at the Autonomus University of Barcelona and member of the FAS-PIUNE and profuse user of the SAF services, I propose a joining between both services by giving, for example, advantageus conditions to FAS-PIUNE students to enroll at SAF, such as special prices on the first and monthly payments and specific physical activity for each student pathology as a form of extention of the physical therapy recomended by a physiatrist.

Conclusions

Having myselfe as an example case of the interaction between the FAS-PIUNE and the SAF services of the Universitat Autònoma de Barcelona on my good scores, we conclude that dissabled students can improve their accademic performance by linking the use of this two afford mentioned services, therefore it is encourage to discuse its joining formal paper work and technical aspects at a Superior University Direction Counseling.

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Fig.1 Schematic representation of the effect on dissabled students Well-being by improving their accademic performance through the link between the FAS-PIUNE and SAF services at the Universitat Autònoma de Barcelona.
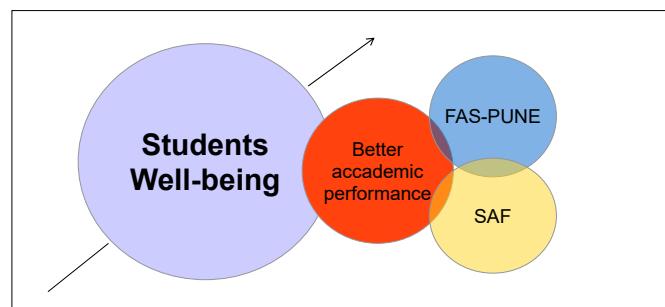
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Welfare Network

The Welfare Network is a student-led group led by the Equal Opportunities and Welfare Officer and the elected Welfare Network committee. The Welfare Network represents all students at the University of Nottingham. Whether experiencing welfare-related issues or not, they aim to promote positive wellbeing and mental health across campus. Each student is automatically a member of the Welfare Network, which is completely free, accessible and open to all, supporting students to attend social events and campaigns led by the network. The Welfare Network has three main roles:

Social Events and Campaigns

The Welfare Network organises monthly wellbeing related campaign weeks and runs a monthly Wellbeing Cafe alongside the Equal Opportunities and Welfare Officer.

Signposting

The Welfare Network doesn't provide direct services such as counselling, therapy or professional support, but all messages are treated confidentially and students are signposted to an array of welfare services provided by the University.

Support the Equal Opportunities and Welfare Officer

The committee gives voice and direction to campaigns and institutional initiatives led by the Equal Opportunities and Welfare Officers as well as their own.

Campaigns for 2019/2020

October	Better Together – challenging loneliness in the first term
November	Sexual Health and Consent Awareness
December	Drugs and Alcohol Harm Reduction
January	Exam Stress Less
February	Healthy Eating
March	Mental Health Awareness Month
May	Exam Stress Less

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Welfare and Wellbeing
at the
University of Nottingham Students' Union

Strategic Aim

In the 2018/2019 academic year, the Union invested in two new staff roles - a Welfare and Wellbeing Specialist and a Welfare Coordinator - with strategic and operational responsibility for the delivery of our Student Wellbeing core strategic aim. These members of staff also support the Equal Opportunities and Welfare Officer and the student-group committee members who are elected annually by students. The Union is developing wellbeing programmes to deliver in four key areas:

Culture of health and wellbeing

In partnership with the University, develop and delivery a wellbeing offer based on the needs and priorities of students, overcoming stigma, supporting difficult issues, bringing best practices to services, and championing a positive approach for students towards wellbeing.

Access for all students

Develop and deliver sustainable digital, peer to peer and physical resources which directly support and help all students access wellbeing, advocacy and advice so all students know what is available, where and how to access it.

Supporting student transitions

In partnership with the University, identify key transition stages and deliver resources, activities and support that equip students to move successful through each stage of the student lifecycle.

Wellbeing and welfare training and development

Equip all members of the Union team and student-group leaders to support wellbeing, including tailored skills training, signposting to information and support, and accessing crisis support.

University of Nottingham Students' Union

su.nottingham.ac.uk

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Inclusive curriculum health check

Sarah Speight, Pro-Vice Chancellor for Teaching and Learning
University of Nottingham

"An inclusive curriculum aims to improve the experience, skills and attainment of all students, including those in protected characteristic groups, by ensuring that all students, regardless of background, are able to participate fully and achieve at equal rates."

Content
Does your course…?
- Create opportunities to discuss different perspectives related to ethnic diversity?
- Use material that explores different data, models and theories related to ethnic diversity?
- Have reading lists and resources that contain a diverse range of authors including those from different ethnicities?

Teaching and Supporting Learning
Does your course…?
- Have a strategy to follow up students who aren't engaging or attending?
- Provide opportunities for students to work in small groups (that are ethnically diverse and include people from different educational backgrounds)?
- Encourage discussion amongst students and from students with diverse personal backgrounds and where possible include topics where personal views and experience are expressed?

Assessment
Does your course…?
- Have a variety of forms of assessment ensuring that all students have the chance to practise new forms of assessment?
- Involve students in the reviews of your programmes, looking at content and attainment from an ethnic diversity perspective?
- Offer opportunities to discuss individualised and peer feedback?

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UK University Mental Health Charter

Sarah Speight, Pro-Vice Chancellor for Teaching and Learning
University of Nottingham

Developed by Student Minds[1], a mental health charity, in collaboration with universities and students across the UK.

What is the Charter?

The Charter is a voluntary award and quality improvement scheme which will recognise universities with exceptional approaches to promote and support the mental health and wellbeing of students and the university community.

The charter will function as a kitemark, something which holds the university to account. It is hoped that within 10 years most universities will have or will be working towards obtaining the charter.

"Promoting good mental health is fundamental to ensuring that students get the most of their higher education experience. This very welcome charter will help universities to better understand their responsibilities on this vital issue, so they can put in place effective support for all of their students. The Office for Students will work with student representatives, those with expertise in mental health and the whole higher education sector as this important work continues."

Nicola Dandridge
Chief Executive of the Office for Students

- Recent political, public and professional concern about student mental health – increasing numbers of students accessing university counselling services
- The charter will embrace the diversity of the sector, not be prescriptive about what interventions a university should provide and recognise diversity in the student body
- University Mental Health Charter Road Trip in 2019 – travelled to 6 university campuses across the 4 countries of the UK running workshops which brought together 360 staff and 181 students. Complemented by an online survey in which 2274 people participated

Step 1
(2018-19)
Research and consultation with the sector via the university road trip and online surveys for students and staff.

Step 2
(2019)
Working with Universities UK, recruit panels of experts to review evidence and finalise decisions about the Charter's structure and content.

Step 3
(2019)
Development of assessment methods and tools informed by evidence.

Step 4
(2020)
Conduct initial pilot testing at the University of Derby and three more institutions.

Step 5
(Late 2020)
Launch and roll out of the Charter scheme.

[1] Student Minds is a mental health charity in the UK which empowers students and members of the university community to develop the knowledge, confidence and skills to look after their own mental health, support others and create change. For more information, see https://www.studentminds.org.uk/

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What is the role of academics and other university staff in embedding student mental health and well-being in the curriculum?

Sarah Speight, Pro-Vice Chancellor for Teaching and Learning
University of Nottingham

Culture change – move away from the mentality that it is good for things to be hard, this is how it has always been and this is how you "earn your stripes"

Identifying triggers for problems (which may be country/culture dependent) and doing what you can to alleviate them. For example, in the UK, key triggers are:
- Moving away from home for the first time (transition to university)
- Managing finances
- Managing self (time, home and life)
- Feelings

- The key to mental well-being is the responsibility of all
- It's not about crisis management, although this does form part of the support provided. It's about good practice and providing an environment that supports mental health and well-being, hopefully avoiding the need for crisis management.

Promoting good practice to students

Promoting responsible work-life balance:
- Staff as role models for students
- Maximum number of hours to spend on work each week (e.g. 40 hours)
- Challenge of 24-hour culture, staff expected to be on demand 24/7, libraries open 24/7
- Helping students discern when excellence is necessary and when good is good enough

- Consider the built environment – social spaces enable people to build a sense of community
- Identifying transitions and difficulties (e.g. change from year one to year two, dissertation in final year)
- Timetable transparency – providing a clear, sensible timetable as soon as possible

A responsible curriculum

- Course-level consideration of deadlines
- Assessing learning outcomes, not over-assessing one core competence
- Providing a variety of assessment types
- Assessment deadlines/exam timetabling – spreading these out as much as possible
- Being realistic about reading – what's truly core reading and what's optional
- Information about the curriculum and assessment in one place

Demystifying common worry causers:
- How to read a journal article for a tutorial
- What does a seminar mean?
- How to address a teacher in an email
- How do I work in a group with strangers?
- If I'm late for a lecture (even if due to previous one over-running), can I go in?
- How many references (making it very clear to students what is expected of them)

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University of Nottingham
Student Health and Wellbeing Strategy

Sarah Speight, Pro-Vice Chancellor for Teaching and Learning
University of Nottingham

The University of Nottingham aims to enhance our students' experience at Nottingham by creating a sustainable, consistent and empowering University culture where integrated, holistic health and wellbeing support helps students to make their own informed choices – developing their confidence, knowledge and resilience so that they can be successful during their studies and continue to thrive post-graduation.

Collaboration, cohesion and consistency

Actions need to be delivered consistently across the institution and must be aligned with our values. All areas of the University (including the Students' Union) should work together to ensure contradictory messages are removed and resources and opportunities are maximised.

Education

Interventions and initiatives should not simply fall into the category of specialist services that are served to students. All members of our community have a personal responsibility for their own wellbeing. Empowering students to develop their understanding of their own health and wellbeing should be a core consideration when creating support activities. This will enable students to increase their knowledge base and build their own levels of resilience.

Research

It is vital that the University gathers evidence on what a healthy work culture actually looks like whilst also continuing to monitor and measure the outcomes from existing interventions and initiatives. Continuous review and learning from inside and outside of the University should inform yearly planning of activities and help to target areas for development.

Visible to all

The support available for students will be clearly communicated and easily accessible to students and staff members.

Healthy Lifestyle

Positive and consistent engagement with physical activity aids in the success of a student's individual and professional achievements. The University will support students in making easy-to-manage, informed decisions about their lifestyle habits – providing a range of services and interventions that can help them make healthier choices.

- Counselling Service – Breathe Here Now: Mindfulness Mediation practice
- Cripps Health Centre
- Healthy U – Healthy Lifestyle campaigning
- UoN Sport – Student Sports Clubs
- Students' Union Advice – Money & Debt Advice

Healthy Mental Wellbeing

For everyone, our mental wellbeing is dynamic and can change regularly, impacting significantly on our productivity and our capacity to perform to the best of our abilities. The University acknowledges the need to look after our communities in this area, and will ensure that a whole university approach is adopted to meet this challenge.

- Counselling Service
- Mental Health First Aiders
- Students' Union – Student Minds student group
- Graduate School – PGR Mental Health Management Platform digital project
- Healthy U – Mental Health and Wellbeing campaigning

Healthy Campus Community

A healthy university culture is one where staff and students treat each other with respect and support each other to achieve great things. We acknowledge the importance of healthy relationships as a vital component of health and wellbeing, and the University will work to ensure that all members of our community feel included, supported, respected, and valued.

- Let's Be Clear on Consent - sexual consent campaigning
- Off-Campus Affairs – Hello Neighbour Campaign
- UoN Sport – Tri Campus Games
- People and Culture Events Calendar
- Students' Union – Global Buddies volunteering project

Healthy Learning Experience

In order to be successful in their academic studies, students need to feel safe and supported. The University will ensure that consideration of health and wellbeing is an integrated part of academic decision making – reducing stress points within the calendar as appropriate and developing learners' resilience to overcome challenges during their studies.

- Mature students – mentoring programme
- Peer mentoring
- Personal tutors
- School welfare officers
- Widening Participation – Support for Care Leavers

Healthy Environment

The homes students live in. The campuses they learn, exercise, socialise and relax on. The spaces they study in. The University recognises the importance of environment and will provide a setting that maximises wellbeing by building on our internationally-recognised commitment to sustainability and making the most of our unparalleled parkland campuses.

- Pastoral Care in Halls of Residence
- Counselling Service – Being Outside workshop
- Students' Union – Conservation Society
- Students' Union Advice – Housing Information, Advice and Liaison
- Off-Campus Affairs – "You Go Together" Personal Safety Campaign

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