

Anna Freud
National Centre for
Children and Families

Psychology Informing University Practice Student Advisory Board

Meeting 2 – Thursday 1 April, 13.00-16.00

Agenda

1	Welcome		
2	Minutes of the last meeting and matters arising	Meeting minutes	Confirmation
3	Advisory Board planning	Presentation slides	Discussion
4	Co-production	Presentation slides	Discussion
5	AOB		

Student Advisory Board members

Present

Srishti Agarwal, UCL

Andrea Carstensen, UCL

Sophie Churchill, Kings College London

Jordan Elliott, Imperial College London

Cate Goldwater Breheny, Imperial College London

Rachel Gu, UCL

Annie Hata, UCL

Nellia Kornilova, UCL

Ritvij Singh, Imperial College London

Thomas Steare, UCL

In attendance

Dr Laura Gibbon, PsychUP for Wellbeing Coordinating Director, UCL Division of Psychology & Language Sciences

PsychUP for Wellbeing

Student Advisory Board Meeting 1 – Thursday 4 March 13.00-16:00

Meeting minutes

<p><u>Present</u> Srishti Agarwal, UCL (SA) Andrea Carstensen, UCL (AC) Sophie Churchill, King’s College London (SC) Jordan Elliott, Imperial College London (JE) Cate Goldwater-Breheeny, ICL (CGB) Rachel Gu, UCL (RG) Annie Hata, UCL (AH) Nellia Kornilova, UCL (NK) Ritvij Singh, Imperial College London (RS) Thomas Steare, UCL (TS)</p>	<p><u>Apologies</u> None</p>
<p><u>In attendance</u> Rosie Ellis, <i>PsychUP for Wellbeing</i> Programme Manager, UCL (RE) Laura Gibbon, <i>PsychUP for Wellbeing</i> Coordinating Director, UCL (LG) Susie Haynes, Trainee Clinical Psychologist on placement with <i>PsychUP for Wellbeing</i>, UCL (SH) Emma Norman (Minutes), <i>PsychUP for Wellbeing</i> Engagement Coordinator, UCL (EN)</p>	

Action summary

Action	Owner	Timeframe
ToR to be discussed by the Board and updated before the next Advisory Board meeting	LG	May
Set dates for future meetings	EN	March/April

Discussion

Item
<p>1. Welcome and introductions</p> <p>LG welcomed the group. The <i>PsychUP for Wellbeing</i> team and Board members introduced themselves.</p>
<p>2. Terms of Reference</p> <p>The draft Terms of Reference were circulated to the group in advance of the meeting. Confirmation of the ToR will follow a series of induction meetings over the coming months, but there was time for any initial questions or discussion.</p>



ACTION: ToR to be discussed and updated before the meeting on 25 May

3. Introduction to *PsychUP for Wellbeing*

LG introduced the Board to the broad aims of the programme, the Steps Model and the ways in which the Steps Model has been co-produced with students so far, focussing particularly on the way the IMPACTS peer research project findings are being incorporated. There was a discussion, including about the relationship between Steps and iTHRIVE models, and how data on waiting times for support is being collected and incorporated.

4. Next steps: Leading to the May Advisory Board meeting

The next formal Advisory Board meeting (with the professional members) will be on 25 May. In the interim there will be several informal induction meetings for the student members, covering the programme in more detail, update the ToR and agree ways of working with the professional Board members.

Student Board members can contact anyone on the *PsychUP for Wellbeing* team but main contacts are EN, RE and LG.

ACTION: EN to schedule induction meetings and future quarterly meetings (in August and December).

5. Co-production workshop

SH facilitated a co-production workshop for the rest of the meeting. This involved an interactive presentation about the foundations of co-production, followed by small group discussions and feedback about ways the *PsychUP for Wellbeing* co-production strategy could be more inclusive. Potential barriers to co-production discussed:

- Perceived lack of skills and confidence
- Suspicion that request for student involvement are tokenistic
- Cultural factors, particularly for students from cultures where mental health is not discussed and stoicism is favoured
- Feeling under pressure to be involved in multiple extra-curricular activities, and balancing this with studies and social lives
- Difficulty disagreeing with experts could make some students reluctant to give their opinions
- Being overwhelmed with emails may mean some students do not hear about opportunities

The Board then discussed the questions: 'what sorts of student communities already exist, and what are your experiences of being part of these communities?'; and 'Do you have any ideas of how *PsychUP for Wellbeing* could engage student groups and communities in co-production, in order to rebalance individual and wider systems?' Issues discussed were added to Mentimeter slides (linked above) and included:

- Communities discussed included welfare officers, postgraduate students, mature students and 1st generation students at university



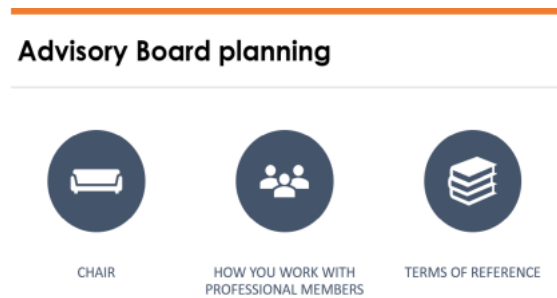
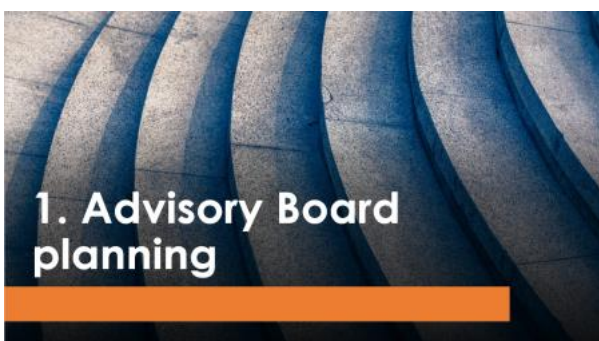
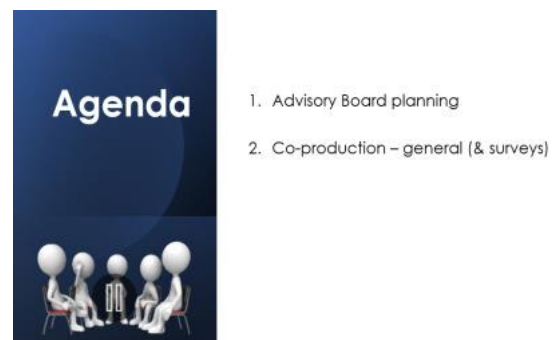
- Experiences of, or issues with, being part of these communities included online fatigue, perception of judgement related to attending certain events, and not being able to prioritise community activities because of course and other pressures. It was noted that students may choose not to join certain communities even if they identify with the community in question.
- Ideas for how *PsychUP for Wellbeing* could engage students included having a feedback form on our website; promoting the programme's visibility, actively reaching out to student communities; ensuring our work with students is clear in communications, to demonstrate our commitment to student co-production; surveying students to find out more about how students want to be engaged/what topics they are interested in; considering informal communication methods.

6. Any other business

None.

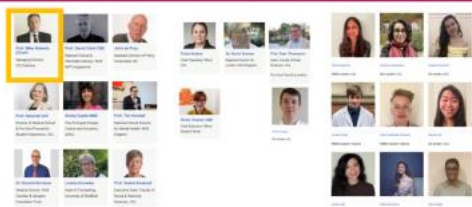


Student Advisory Board planning – presentation slides





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National Centre for
Children and Families



Counterpart chair needed

Discussion



Advisory Board planning



CHAIR



HOW YOU WORK WITH
PROFESSIONAL MEMBERS



TERMS OF REFERENCE

Review meeting (13 April)

Ways of working with professional members

- How many go to meetings?
- Alternate or not?



To do

1. Let me know about chair role
2. Think about ways of working & re-read Terms of Ref, ahead of discussion
3. Think about any particular needs (training etc) or anything you want to discuss

Questions?

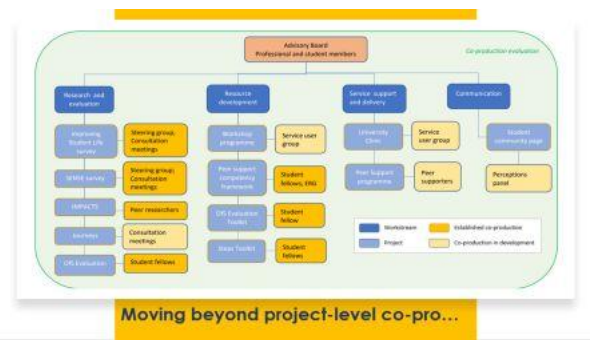
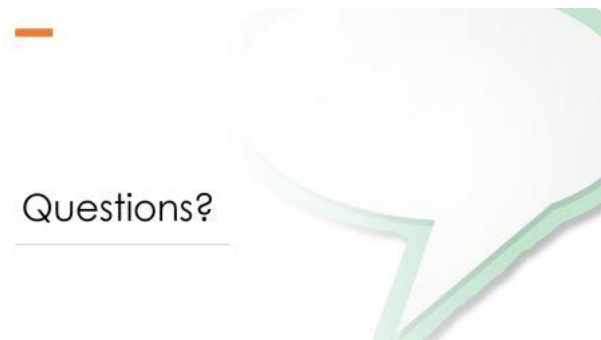




2. Co-production – general & surveys

PsychUP for Wellbeing workstreams

<p>Co-production</p> <p>Innovative co-production strategy for each programme workstream, with programme-level strategic input from student members of the Advisory Board</p>	<p>Research & evidence</p> <p>Contribution to the evidence base relating to student and staff MH, focussing on surveys, interview studies, service evaluations and RCTs.</p>	<p>National best practice</p> <p>Contributions to guidance relating to student mental health, developed by the National Collaborating Centre for Mental Health, Universities UK, Student Minds and Department for Education.</p>
<p>Prevention & Community</p> <p>Development of resources to prevent the development of mental health problems and to build community, including:</p> <ul style="list-style-type: none"> Transition support (with DfE) International students Wellbeing workshops Peer support 	<p>Steps Model</p> <p>A single framework within which all needs-based mental health support for students fits, to facilitate integrated delivery of NHS, university and third sector services.</p>	<p>University Clinics & Support for the system</p> <p>An NHS clinic linked with the academic clinical psychology department, to ensure that expertise, professional networks and the trainee workforce are harnessed for the benefit of the university community. Support for university student and staff services.</p>



<p>Co-production</p> <ul style="list-style-type: none"> Peer research Project steering groups Consultations 	<p>Research & evidence</p> <ul style="list-style-type: none"> Peer research Project steering groups Consultations 	<p>National best practice</p> <ul style="list-style-type: none"> Students on expert groups Staff and student focus groups
<p>Prevention & Community</p> <ul style="list-style-type: none"> Targets for interventions identified through peer research (e.g. IMPACTS) & focus groups Students involved in development 	<p>Steps Model</p> <ul style="list-style-type: none"> Targets for interventions and systemic issues identified through peer research (e.g. IMPACTS) & student-led consultations 	<p>University Clinics & Support for the system</p> <ul style="list-style-type: none"> Service user group Support for the system: Leadership trainees working with other depts

What else can we do?

<p>Co-production</p> <ul style="list-style-type: none"> Peer research (e.g. IMPACTS) How can we make steering groups/consultation more innovative? 	<p>Research & evidence</p> <ul style="list-style-type: none"> Peer research (e.g. IMPACTS) How can we make steering groups/consultation more innovative? 	<p>National best practice</p> <ul style="list-style-type: none"> Students on expert groups Staff and student focus groups How can disseminate best practice guidance?
<p>Prevention & Community</p> <ul style="list-style-type: none"> Targets for interventions identified through peer research (e.g. IMPACTS) & focus groups Students involved in development How can we better engage with communities? 	<p>Steps Model</p> <ul style="list-style-type: none"> Targets for interventions and systemic issues identified through peer research (e.g. IMPACTS) & student-led consultations 	<p>University Clinics & Support for the system</p> <ul style="list-style-type: none"> Service user group Support for the system: Leadership trainees working with other depts

And what else?

