

Psychology Informing University Practice Student Advisory Board

Meeting 1 – Thursday 4 March, 13.00-16.00

[Zoom meeting link](#) | Meeting ID: 983 2897 8244 | Password: 783078

Agenda

1	Welcome and introductions	Link: Student Advisory Board member profiles	LG	
2	Terms of Reference	Link: Terms of Reference	LG	Comments
3	Introduction to PsychUP for Wellbeing	Link: PsychUP for Wellbeing Introduction Slides	LG	Presentation
4	Next steps: between now and the May Advisory Board meeting		RE	Information
5	Introduction to the co-production work of PsychUP for Wellbeing	Link: Co-production presentation slides	SH	Workshop
6	AOB		LG	

Student Advisory Board members

Present

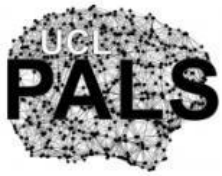
Srishti Agarwal, UCL
Andrea Carstensen, UCL
Sophie Churchill, Kings College London
Jordan Elliott, Imperial College London
Cate Goldwater Breheny, Imperial College London
Rachel Gu, UCL
Annie Hata, UCL
Nellia Kornilova, UCL
Ritvij Singh, Imperial College London
Thomas Steare, UCL

In attendance

Rosie Ellis, PsychUP for Wellbeing Programme Manager, UCL Division of Psychology & Language Sciences
Dr Laura Gibbon, PsychUP for Wellbeing Coordinating Director, UCL Division of Psychology & Language Sciences
Susie Haynes, Trainee Clinical Psychology Student (PsychUP for Wellbeing placement), UCL Division of Psychology & Language Sciences

Secretariat

Emma Norman, PsychUP for Wellbeing Engagement Coordinator, UCL Division of Psychology & Language Sciences



Item 1 paper

Psychology Informing University Practice (PsychUP)

Student Advisory Board member profiles



Srishti Agarwal

My name is Srishti (she/her) and I am currently in my third year of Medicine at UCL and have chosen to intercalate in Psychology. This year, I have enjoyed being director for UCL's very own 'Medics4Medics' - a peer-based mental health society which aims to provide a safe space to discuss often stigmatized issues relevant to medical students.

Having spent time studying two courses at university, I have seen the collective challenge students face with their mental health and wellbeing, and therefore emphasize the importance of destigmatizing and improving support. I am particularly interested in the mental health experiences of BAME students and staff and have recently explored this area as a co-host for the student podcast 'Beyond the Hype'. With the recent shift to online teaching and multiple lockdowns, supporting all students and their unique experiences through this unprecedented time is crucial. As part of PsychUp, I am eager to focus on the mental health impacts of COVID-19 as well as contribute to efforts made to provide good online resources.

Link to podcast: https://soundcloud.com/beyond_the_hype_kcl/inequalities-in-healthcare-services-part-1

Andrea Carstensen



I am an international student currently doing my undergraduate degree in International Social and Political Studies at UCL. I also work as an English language tutor and participate in a few UCL Societies. In the future, I hope to work with asylum seekers and refugees, either directly on the ground or through policy changes.

As someone who has personal experience with mental health issues, I understand how vital it is to have the necessary support systems in place. Now more than ever, COVID-19 has highlighted the difficulties students face everyday—we need to be able to rely on our university to support us in all times of need. I myself first received mental health help and support when I arrived at UCL, which gave me first-hand experience about how beneficial university services can be. That being said, there is always room for improvement—I want to provide a student perspective to that end, resulting in even better and more accessible mental health resources for all students by participating in PsychUp.

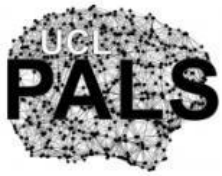
[Check out more on my LinkedIn](#)

Sophie Churchill



I'm a 3rd year student of French and Spanish at King's College London, currently completing online ERASMUS placements at universities in both France and Spain. I'm currently involved with my Students' Union as Chair of the Wellbeing Union Development Committee, Vice President and Wellbeing Lead for King's Beat Society, Campaigns and Social Media Officer for ThinkMental, and part of the Peer Health Education Team run by "Positive Peers".

Being wholeheartedly committed to learning as much as I can in order to help as best as I can, and taking every opportunity to improve student life at



Item 1 paper

University and their mental health; I've completed a Psychology Diploma, an Advanced Cognitive Behavioural Therapy Diploma, an Advanced Suicide Awareness and Prevention Course, and I'm starting a 2 year course in Psychodynamic Counselling at Birkbeck University this October. I have always been passionate about mental health, particularly that of students, and even more so through my own lived experience of mental health difficulties at university. Having had first-hand experience of both the challenges and pressures students face, and the support available to them, has acted as further motivation for me to make a difference to the lives of students who are suffering, and to help influence much needed change and work relating to student mental health. Mental Health has to be a priority for staff and students, and I want to help make this happen. I'm excited about joining the PsychUP for Wellbeing Student Advisory Board and I'm looking forward to learning lots from others as well as sharing my own knowledge in order to create a positive change to student mental health.

Jordan Elliott



As a second year MBBS student from Imperial College London, I have had the opportunity to reflect on the importance of mental health at university on both a professional and a personal level. Currently, I am the community engagement officer for the working-class at Imperial, which involves promoting equity between groups at university to ensure personal development is achievable for every individual.

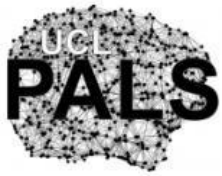
Previously, I have worked with a small group of co-creators to identify changes that could reduce discrimination related to mental health, race, and sexuality at university. Updating practices to protect student welfare taught me the importance of identifying different needs when addressing an issue, like mental health. Having personally experienced the stark impact that an environment that encourages good mental health can have on attainment and well-being, I look forward to utilising my previous experience and passion for social justice in this PsychUP project.

Cate Goldwater Breheny



A lifelong Londoner, I'm a first-year medical student (they/them) at Imperial College London looking forward to working at UCL, whatever our historic rivalry. Studying Philosophy and Latin at A level alongside the obligatory Biology and Chemistry deepened my interest in the human mind and behaviour and I'm excited to be working with PsychUP. When I'm not working, I can be found knitting, devouring novels or dabbling in journalism.

While I haven't spent long at university, I was struck by the difference in support compared to pre-18 education, especially less informal help from faculty. I think more research and interest in student mental health is vital to ensure these really are the best years of our lives. As part of PsychUP, I'm keen to ensure the student voice is heard in research and work towards meaningful change.



Item 1 paper

Rachel Gu



I am an undergraduate Law student at UCL with lived experience of poor mental health. I hope to utilise my observations and perceptions about mental health and associated services (or lack thereof) to help inform future decisions regarding support at universities in tandem with others with similar experiences and researchers with expertise in this area.

Promoting good mental health is a priority for me since it significantly impacts a person's quality of life, such as studying and working, building social relationships, and maintaining physical health. However, it is also often missing from social discourse – for example, physical health is highly incorporated into primary school curriculums, whereas mental health is not. Consequently, when problems arise, individuals and society are ill-equipped to deal with them, thereby prolonging and exacerbating their negative impact.

Furthermore, I believe mental health is even more pertinent during the current Covid-19 pandemic. The extent of disruption to society is unprecedented in recent memory, and its long-term effects on mental health are still unknown.

Annie Hata



I am an international student studying BSc Psychology at UCL. During my time in secondary school, I worked on an after-school programme teaching English as a second language to village children for 5 years, and had an internship working in a developmental in-patient ward at a Psychiatric hospital in Egypt.

During my time at university, working as a Transition Mentor and on the Keeping In Touch campaign, I've been able to see the impact mental health can have on students' abilities to thrive and achieve their best potential while balancing the demanding nature of their academic studies with their personal lives. I've been involved with offering peer support and signposting students to mental health and personal development resources throughout these experiences and feel it's crucial that students are informed about the importance of taking care of their mental health and have access to support when they need it.

As part of the PsychUP for Wellbeing programme, I am hoping to contribute towards supporting increasing accessibility and awareness of mental health resources and support services among the student community.

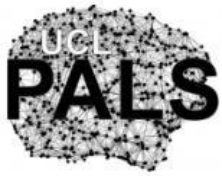
Nellia Kornilova



I am BA European Social and Political Studies (ESPS) student at UCL. Due to the nature of my multidisciplinary degree, I take modules across multiple UCL departments and almost in each of them I am aware of students who experience mental hardships and feel the lack of support from the university.

Moreover, as an International Students' Officer at UCL SU during the pandemic, I receive hundreds of emails with personal experiences of mental health struggles arising from online learning. Every time I am surprised how many students are either not aware of the mental health support available at the university or are hesitant to use the services.

I am interested in helping to design an accessible and effective mental health support system for students, so that mental health does not become an obstacle for their academic pursuits, career aspirations and simply a balanced life.



Item 1 paper

As a member of the Students' Advisory Board, I hope to shed the light on current students' mental struggles making sure the new strategies, which emerge from PsychUP research, align with students' needs.

Ritvij Singh



I'm a medical student at Imperial College London nearing the end of my degree. Over this time I've seen the demands that student life can put on everyone's mental health. Joining PsychUP is exciting because I've always thought more could be done to implement evidence from our academic departments to improve mental health at university. I'm keen to develop new models of mental health care with a focus on integrated care.

I bring to the team my experience as a medical student and the many vantage points into mental health it offers: a knowledge of psychology; seeing patients tackle mental health as well as other students; and experience volunteering with other medics with Imperial SoupRun. In the past, I've been project manager for ICG and researched the history of integrated paediatric care for a project with the Nuffield Trust. I've also advised NGOs on strategy for social impact and cost effectiveness. I'm confident that alongside the experience of the other students and faculty involved, we can transform the approach to mental health at universities.

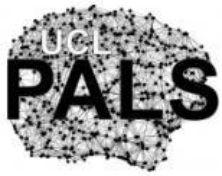
Thomas Steare



I am a Wellcome-funded PhD student researching Mental Health Science at University College London. I first became interested in mental health research whilst studying an undergraduate degree in Psychology at the University of Birmingham, and went on to complete a Master's degree at University College London in Clinical Mental Health Sciences. Before starting my PhD I worked as a Research Assistant, most recently with the NIHR Mental Health Policy Research Unit, where I had the opportunity to be involved with research in a range of key mental health policy areas.

I have a strong interest in student mental health, and in the reasons behind the alarming rise of mental health problems in students over the last decade. Spending over 5 years at university to date, I know first-hand the social and academic challenges students face at university. I am particularly interested in the role academic pressure has in the development of mental health problems, and I am conducting a systematic review in this area with Dr Gemma Lewis from the Division of Psychiatry.

I am excited to have the opportunity as a Student Advisory Board Member to advise the strategy of PsychUP. I will bring my experience as both a mental health researcher and student to help the programme achieve its mission to improve the quality of the mental health support offered by the Higher Education sector.



Item 2 paper

Psychology Informing University Practice Student Advisory Board
Terms of Reference

These are provisional Terms of Reference and are to be reviewed by the Student Advisory Board in May following completion of the programme induction.

1. Background

Psychology-Informing University Practices for Wellbeing (*PsychUP for Wellbeing*) has been set up to improve the knowledge base about mental health at university, develop models of mental health care and cross-sector care pathways, engage key stakeholders (e.g., students, members of staff, student service leads and university senior leaders) and promote the principles of evidence-based practice within the Higher Education support sector. The *PsychUP for Wellbeing* university partner is UCL, however, the programme aims to develop resources which will be of use for the wider sector.

Co-production is increasingly acknowledged as best practice within the health and higher education sectors and has been recommended by national bodies including National Institute of Health Research,¹ National Institute of Care Excellence,² Universities UK³ and Student Minds.⁴ When used effectively, co-production adds value by collaborating with experts-by-experience to develop knowledge, interventions and strategies that are higher quality and more relevant to users. A key aim of *PsychUP for Wellbeing* is the involvement of stakeholders, principally students, in all aspects of programme activity.

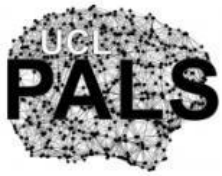
The *PsychUP for Wellbeing* co-production model is based on the Student Minds model of joint-decision-making at the level of strategy.⁴ Strategic co-design is in addition to 'consultation' (e.g., one-off meetings to gain student's views of a particular topic) and 'participation' (e.g., ongoing input into a project with a student steering group or panel). Programme co-production, participation and consultation activities are appended to these Terms of Reference.

2. PsychUP for Wellbeing Advisory Board – student and professional members

To ensure a wide range of students are involved at the strategic level of the programme, and that power imbalances do not result in students (or professionals) feeling unable to speak freely, student and professional members of the Advisory Board will meet independently and jointly. To ensure a free exchange of ideas between the groups outside of joint meetings, processes will be developed (e.g., standing item updates at each meeting) and reviewed on an ongoing basis.

3. Role and Purpose

The role of the Advisory Board (student and professional members) is to provide strategic advice. This will include clarification of priorities, development of plans to address priorities, oversight of activity and identification of potential future directions for the programme. *PsychUP for Wellbeing* aims to embed student co-production across its activities (Appendix), and the Student Advisory Board will advise on the planning and implementation of these activities.



4. Duties and responsibilities

- Advise on programme strategic direction and priorities.
- Maintain a close working partnership with the Professional Advisory Board.
- Support the development of the Steps model implementation toolkit, and other research and development projects.
- Advise on the planning and implementation of co-production and student engagement activities.
- Contribute towards publications, reports and other programme outputs, as appropriate.
- Champion an evidence-based approach to improving mental health for students and staff.
- Champion principles of effective co-production with students and staff.
- Help raise the profile of the programme locally and nationally.

5. Membership

To ensure professional and student voices are balanced, Student and Professional Advisory groups will be approximately equally sized (around 10 members each). Efforts will be made to ensure the Student Advisory Board contains a range of experiences (e.g., BAME, international, LGBT, postgraduate). To ensure *PsychUP for Wellbeing* outputs are useful for the wider sector, membership is open to students from universities across the UK, and efforts will be made to recruit members from the devolved nations. Meetings will be held online in order to ensure no students are less likely to be able to participate, for example through disability or because of geographical location.

The Student Advisory Board will be recruited via stakeholder networks such as Student Minds, SMaRteN, NUS and local Students' Unions. Members will be paid for their time attending meetings and work conducted outside of meetings.

6. Governance and Decision-Making

The Student Advisory Board will meet quarterly, usually in February, May, August and December. The minimum number of people that must be in attendance for meetings to be Quorate is half of the Board membership.

A provisional schedule for joint and individual meetings for professional and student members is shown in Figure 1. Processes for ensuring a free exchange of ideas between the groups at individual meetings will be developed collaboratively and reviewed on an ongoing basis.

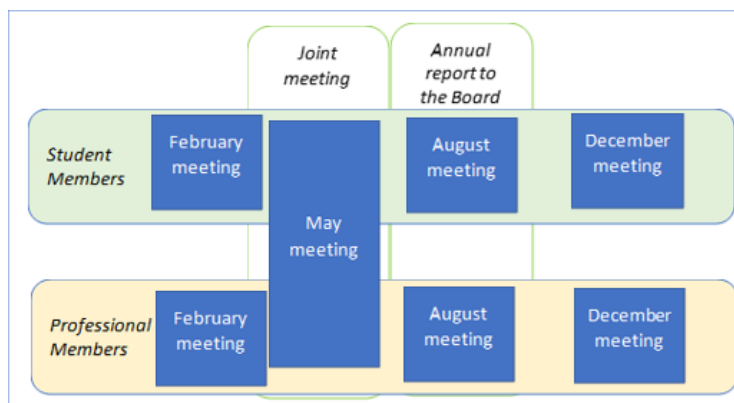
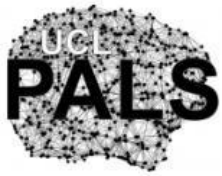


Figure 1: Provisional meeting schedule



Item 2 paper

7. Transparency

Both Advisory Board meeting agendas, papers and minutes will be made available on the *PsychUP for Wellbeing* website.

8. Co-production Evaluation

Evaluation is often missing from co-production initiatives⁵⁶ but is essential to determine whether the student voice is being captured. The programme team will conduct an ongoing evaluation of the efficacy of co-production activities across the programme. It is hoped this evaluation will provide further evidence of the value of involving students as partners in the development of higher education strategy.

9. Student Advisory Board Secretariat and Contact

UCL will provide the Secretariat to the Student Advisory Group. The *PsychUP for Wellbeing* team will be responsible for coordinating all supporting activities of the group, such as the preparation of meeting agendas, papers and minutes, and recruitment of new members. Members will be informed of a named point of contact within team who will facilitate enquiries and support as needed.

10. Review of Terms of Reference

The Terms of Reference will be reviewed by the Board on an annual basis. Outside of this process members may raise items concerning the Terms of Reference at Board meetings under AOB.



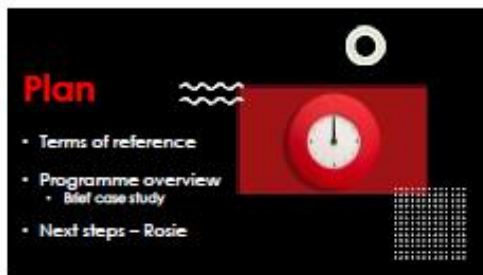
PsychUP for Wellbeing Introduction Presentation



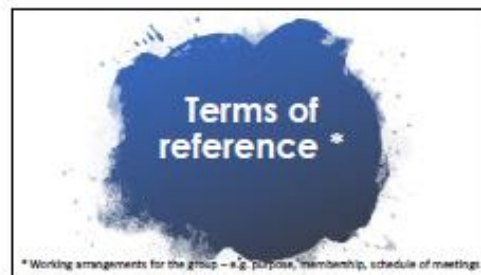
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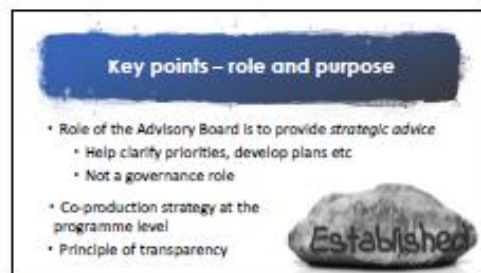
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Duties and responsibilities

A few examples:

- Support the development of the Steps model implementation toolkit
- Advise on the planning and implementation of co-production and student engagement activities
- Help raise the profile of the programme

7

Duties and responsibilities

A few examples:

- Support the development of the Steps model implementation toolkit
- Advise on the planning and implementation of co-production and student engagement activities
- Help raise the profile of the programme

We can add to these as required

8

Ways of working with professional Advisory Board members

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Any questions?

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PsychUP for Wellbeing

Overview + Case study

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Model and pathway design

Co-production

University-led centres

Improving services in partnership

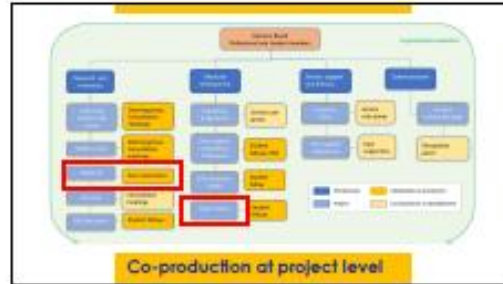
External collaboration

Improved knowledge base

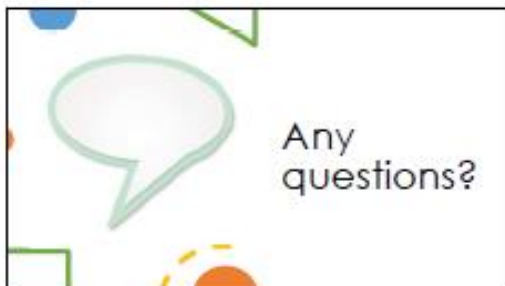
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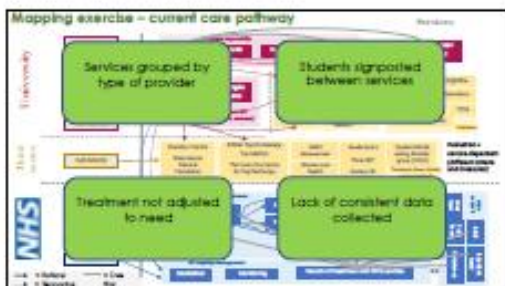
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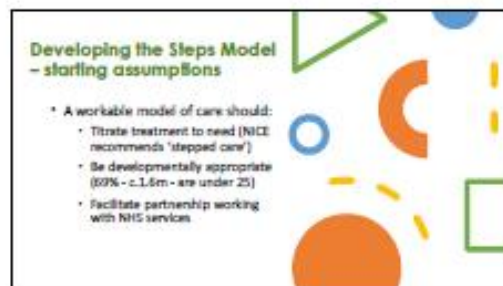
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Titration treatment to need and facilitating partnership working: stepped care

- Lowest 'intensity' treatment (less resource intensive), likely to be effective
- Step 2 – Low intensity treatment
- Step 3 – High intensity treatment
- Step 4 – Specialist treatment (e.g. treatment-resistant; high risk)

26

Developmentally appropriate and facilitating partnership working: THRIVE

27

Combining stepped care and THRIVE

UCL Steps Model

- Step 1: Needing advice and support
E.g. Use of voluntary workers
- Step 2: Needing low intensity treatment
E.g. A&P therapy
- Step 3: Needing high intensity treatment
E.g. cognitive therapy
- Step 4: Needing specialist treatment
E.g. Treatment for self-harm
- Step 5: Needing ongoing risk management
E.g. Supervision

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Reimagining the care pathway

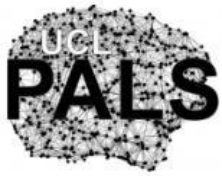
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Co-production

Working with students to identify gaps

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IMPACTS peer research project

- 11 peer research projects complete
- 5 projects about to start
- 86 student participants interviewed

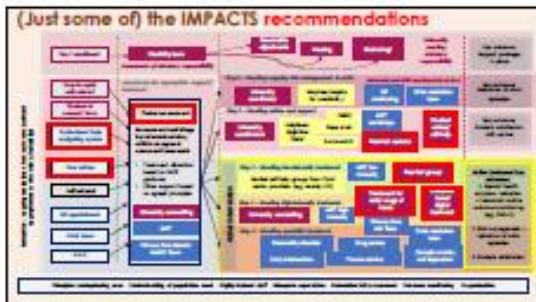
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IMPACTS = Improving Access to Treatment and Support

Broadly, three types of topic:

- Healthcare inequalities for demographic groups (e.g. British Asian; Chinese; male; LGBT)
- Particular mental and physical health presentations (e.g. self-harm; depression; chronic fatigue)
- Particular experiences (e.g. sexual assault; supporting a suicidal friend)

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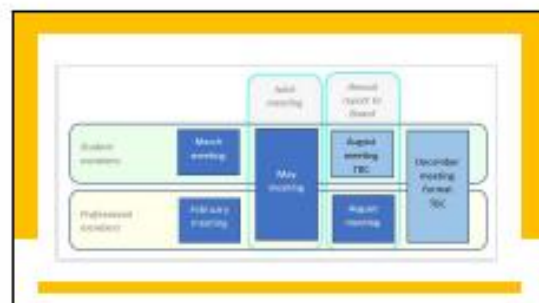
To be continued in April...

Any questions?

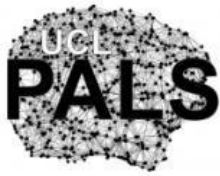
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Next steps
Rosie Ellis, Programme Manager

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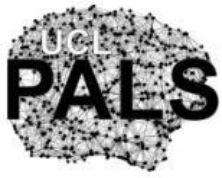
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Item 5 paper

PsychUP for Wellbeing co-production presentation

Co-Production in PsychUP Engaging underrepresented students

Presentation to the Student Advisory Board
4th March 2021

Susie Haymes
Trainee Clinical Psychologist

Outline

- Introduction and context
- Team discussions and formulation
- Discussions in small groups
- Feedback from groups
- Next steps

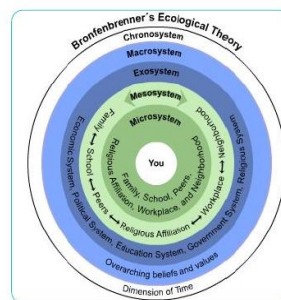
Coproduction embedded across PsychUP

Context

- Team training and consultation regarding co-production.
- Identified shared concern: programme co-producing with a narrow pool of students
- Focus on how to reach underrepresented and 'hard to reach' students to ensure we access a broad range of perspectives
- Noticed that students with related career interests often overrepresented in recruitment
- Three co-production training sessions

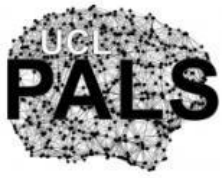
Team discussions

- Identified the students we are reaching and those underrepresented
- Discussed motivators and barriers to students engaging in co-production
- Mapped these ideas onto the Ecological Systems Theory framework (Bronfenbrenner, 1979)



Ecological Systems Theory

Bronfenbrenner, (1979)



Motivation to be involved in Co-production

Using the Chat function:

How does this diagram fit with your understanding and experiences?

Discussions in small groups

Drawing on your knowledge and experiences:

- What sorts of student communities already exist?
- What are your experiences of being part of these communities?
- Do you have any potential ideas of how PsychUP could engage student groups and communities in co-production, in order to rebalance individual and wider systems?

Group discussion guidance

- Please download PDF in the Chat Box to help guide your discussions
- Use the mentimeter link provided to capture ideas discussed within the group as you talk
- After 15 minutes, we will return to the group to share our ideas

Mentimeter Results

[Summary of group discussions](#)

Final reflections

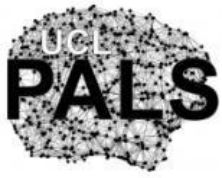
Thinking ahead to our next meeting about co-production...

- How can we continue this conversation?
- What do you think are the next steps?

<https://www.menti.com/d9rousk5jy>

Mentimeter results

<https://www.menti.com/t/4ec6551ea640790364a7e2ec53157779/138e69a1e572>



Anna Freud
National Centre for
Children and Families

Item 5 paper

Summary

Thank you for your time and contributions today.

Include Blog Post on website of our conversations today

Please feel free to email any feedback, comments or personal reflections about today's session to:

s.haynes@ucl.ac.uk