

STUDENT MENTAL HEALTH *and* WELL-BEING:

SUPPORTIVE TEACHING *and* LEARNING PRACTICES

Annotated bibliography

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May 2019

Student mental health and well-being: Supportive teaching and learning practices

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May 2019
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Recommended citation

Schroeder, M. & West, A. *Student mental health and well-being: Supportive teaching and learning practices*. Taylor Institute for Teaching and Learning Guide Series. Calgary, AB: Taylor Institute for Teaching and Learning, University of Calgary, May 2019. Retrieved from: <https://taylorinstitute.ucalgary.ca/resources/guides>

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Introduction

A postsecondary education is considered a key developmental milestone for the majority of young adults in Canada. Postsecondary institutions are important communities that foster knowledge acquisition and social connection. As they enter into their postsecondary experiences, some students live on their own for the first time, move away from family, and develop new relationships. Although it can be a time filled with new opportunities and learning, it can also be a time of significant challenges as students are expected to take on more responsibilities while focusing on their education. Increasingly, researchers, faculty, and administrators are concerned about how mental health challenges among postsecondary students are impacting their well-being and academic success (MacKean, 2011). Research is finding that the pressure of postsecondary is inherently stressful, the effects of which can impact mental well-being (Malla, et al., 2018). Surveys of college and university students have consistently found self-reports of high levels of stress, sadness, anxiety, and psychological distress (e.g., ACHA-NCHA II Student Survey, 2009; American College Health Association, 2016).

In response, institutions are recognizing that they are an important resource for and can contribute positively to developing healthy and capable individuals (Alberta Post-secondary Mental Health and Addiction Framework, 2015). In 2015, the University of Calgary launched the Campus Mental Health Strategy (CMHS). The strategy (<https://ucalgary.ca/mentalhealth/>) includes six interconnected focus areas and 28 recommendations (University of Calgary, 2015). Historically, many institutional initiatives to promote well-being have been campus-wide student support services (e.g., counselling centres) or focused on targeted academic initiatives (e.g., study skills workshops). However, postsecondary students spend a large amount of time in classroom settings and there are opportunities to provide a space in which well-being is supported. In fact, Baik, Larcombe & Brooker (2019) highlight the importance that academic teachers and their teaching practices play in supporting student well-being.

With this in mind, the question becomes: What specific teaching and learning practices support student health and well-being? To follow is an exploration of articles that, in part, address this question. Results have been categorized according to three themes:

1. Implementing empirically supported interventions into the classroom and/or curriculum that support student health and well-being
2. Adapting the pedagogical approach to support student health and well-being, and
3. Supporting student health and well-being by promoting faculty understanding and knowledge of mental health.

There are subthemes present within each category which further refine the results. Research was included if it focused upon bridging theory to practice and the intended outcome was to promote well-being in the classroom with general student populations. The majority of research cited is based on college and university populations, although some relevant articles were found that include secondary school contexts.

The references in this document were found by conducting searches in Psycinfo and Eric databases. Key terms for the searches were divided into two categories. The first category identified

articles related to mental health, such as specific disorders (e.g., anxiety and depression), stress, and test anxiety. The second category identified articles related to curriculum, teacher training, or course design. A final search then identified articles that contained topics from both categories. A total of 6,475 citations matched the search criteria. The titles and abstracts of all the articles were then read. If they reported research findings on teaching and learning practices that support student health and well-being in the classroom, they were retained for later review and summary for this document.

This document does not focus on teacher well-being. If the reader is interested in resources on what educators can do to promote their own well-being, please see the University of Calgary Libguide on teacher well-being, available at <https://library.ucalgary.ca/c.php?g=701149&p=4980190>. The Libguide summarizes research on stress and burnout, resilience, efficacy and self-knowledge, student relationships, and motivation.

Theme 1: Implementing empirically supported interventions into the classroom and/or curriculum that support student health and well-being

This theme groups empirically supported content that instructors can integrate into classroom settings. It includes curricular as well as other targeted approaches. The curriculum-based interventions may be useful for instructors who would like to implement a structured and ongoing approach, whereas others can be adapted and implemented with greater flexibility. This theme is the largest, composed of nine subthemes: 1) mindfulness, 2) cognitive approaches, 3) mental health education, 4) relaxation/stress relief, 5) humour, 6) stigma reduction, 7) integration of technology, 8) preventative program development, and 9) emotional curriculum.

Aggarwal, A.K., Thompson, M., Falik, R., Shaw, A., O’Sullivan, P., & Lowenstein, D.H. (2013). Mental illness among us: A new curriculum to reduce mental illness stigma among medical students. *Academic Psychiatry, 37*(6), 385-391. <http://doi.org/10.1007/BF03340074>

The authors evaluated a student-led curriculum involving personal mental illness experience, delivered during a first-year neuroscience course entitled “Mental Illness Among Us” (MIAU). The results suggest participation in the MIAU led to a decrease in stigmatization of mental illness and a greater sense of compassion among medical students. MIAU may represent a sustainable model to supplement current systems to promote well-being of medical trainees. Although this program was implemented with medical students, it could have utility within other programs deemed to be particularly demanding and/or stressful, including graduate programs, where burnout and anxiety are not uncommon experiences. Further, as a student-led program it could foster collaboration and community amongst students, normalizing and validating common experiences.

Alameda, A.M. (2009). *Effect of a 15-week wellness course on health indicators and six areas of wellness in college students* (Doctoral Dissertation, Lindenwood University).

This study evaluated a 15-week university wellness-based course on health indicators and six dimensions of wellness: physical, psychological, emotional, intellectual, social, and spiritual. Wellness scores were statistically significant in the intervention group for all six dimensions of wellness. The

author suggests that university administrators and educators should consider the inclusion of wellness credits into the general education requirements to enhance wellness and encourage a holistic lifestyle that fosters academic success. The holistic approach emphasized here could be more appealing to a greater range and variety of university students than targeted approaches alone.

Banks, T., & Zions, P. (2009). Teaching a cognitive behavioral strategy to manage emotions: Rational emotive behavior therapy in an educational setting. *Intervention in School and Clinic, 44*(5), 307-313. <http://doi.org/10.1177/1053451208330893>

This paper presents a classroom mental health program that can be integrated within an academic curriculum. The program is designed to address the emotional and behavioural problems of students, and to give them tools to prevent and manage them. Fourteen sessions were organized across four phases that suggest developmental time periods for the students and their groups. Sessions have stated purposes, objectives, and learning activities. The curriculum can be implemented in a variety of settings and used individually or in small groups. The authors argue that ideally the program would be an integral part of the educational curriculum. While this study used the program within secondary schools, the outlined structure and objectives could lend themselves to adaptation to postsecondary settings.

Bennion, E., Olpin, M., & Debeliso, M. (2018). A comparison of four stress reduction modalities on measures of stress among university students. *International Journal of Workplace Health Management, 11*(1), 45-55. <http://doi.org/10.1108/IJWHM-11-2017-0090>

This paper presents a comparison between four stress reduction modalities (massage chair, chi machine, rejuvenation lounge, and meditation) and the amount of physiologic and perceived stress (PS) reduction in a stress relief centre. All four modalities showed an overall decrease in stress-related symptoms for both men and women. The results of this study suggest that the use of these stress reduction modalities is effective at transiently reducing physiologic and perceived measures of stress of college students. According to the authors, universities should recognize the importance of stress relief centres in order to help students manage stress symptoms and effectively manage their daily stress levels.

Celik, B., & Gündoğdu, K. (2016). The effect of using humor and concept cartoons in high school ICT lesson on students' achievement, retention, attitude and anxiety. *Computers & Education, 103*, 144-157. <http://doi.org/10.1016/j.compedu.2016.10.008>

This study examined the effectiveness of using humour and concept cartoons upon the academic performance and anxiety of ninth grade students. Students' academic performance was significantly better post-test for both groups but with a positively significant difference for the humour/cartoon group compared to the control group. A significant negative effect on anxiety was found for the humour/cartoon group. The results suggest using concept cartoon and humour does reduce anxiety for students and increases their performance. The authors emphasize the importance of integrating contemporary techniques into instruction. Further, implementing humour could be simple and inexpensive, included through brief modalities (such as cartoons or memes) to help normalize and validate concerns and stressors that postsecondary students regularly confront.

Conley, C.S., Travers, L.V., & Bryant, F.B. (2013). Promoting psychosocial adjustment and stress management in first-year college students: The benefits of engagement in a psychosocial wellness seminar. *Journal of American College Health*, 61(2), 75-86.

<http://doi.org/10.1080/07448481.2012.754757>

This study evaluated the effectiveness of a psychosocial wellness seminar for first-year college students. Baseline assessment took place the week prior to the start of the academic year and post-intervention assessment took place at the end of the academic year. Intervention and control seminars each met weekly for 50 minutes. Interventions covered a variety of topics related to psychosocial adjustment and stress management. Intervention participants reported significantly greater perceived improvements over the course of the intervention in both of these areas. Results suggest that weekly 50-minute meetings could be organized at university campus community hubs — particularly at locations that target first-year university students to help support stress management.

Danitz, S.B., Suvak, M.K., & Orsillo, S.M. (2016). The mindful way through the semester: Evaluating the impact of integrating an acceptance-based behavioral program into a first-year experience course for undergraduates. *Behaviour Therapy*, 47(4), 487-499. <http://doi.org/10.1016/j.beth.2016.03.002>

This study examined whether a previously studied acceptance-based behavioural (ABBT) program, the *Mindful Way through the Semester* (MWTS), was effective at decreasing levels of depression and enhancing acceptance and academic values when integrated into a first-year undergraduate experience course. Findings demonstrated that while the workshop was not uniformly effective, it reduced depression among students who had higher levels of baseline depression. Directly integrating workshops as a required component (rather than as optional courses) could enhance reach and impact for University of Calgary students who are struggling with depressive symptoms and/or the transition into postsecondary.

Jamieson, J.P., Peters, B.J., Greenwood, E.J., & Altose, A.J. (2016). Reappraising stress arousal improves performance and reduces evaluation anxiety in classroom exam situations. *Social Psychological and Personality Science*, 7(6), 579-587. <http://doi.org/10.1177/1948550616644656>

The efficacy of a psycho-situational intervention targeting cognitive appraisals of stress to improve classroom exam performance was evaluated in this study. Reappraisal instructions educated students about the adaptive benefits of stress arousal, whereas placebo materials instructed students to ignore stress. Reappraisal students reported less math evaluation anxiety and exhibited improved math exam performance relative to controls. The authors conclude that these interventions can be distilled, scaled, and disseminated to improve students' lives at near zero cost. Stress is a common experience for students, and reappraisal skills can be adapted. Therefore teaching this approach may help students foster well-being and resilience while also confronting stressful experiences.

Kutcher, S., Wei, Y., & Morgan, C. (2015). Successful application of a Canadian mental health curriculum resource by usual classroom teachers in significantly and sustainably improving student mental health literacy. *The Canadian Journal of Psychiatry*, 60(12), 580-586.

<http://doi.org/10.1177/070674371506001209>

This study investigated whether the significant and substantive findings from a previous study of youth

mental health literacy (MHL) could be replicated using the same methods in another population. Taken together, these results suggest a simple but effective approach to improving MHL in young people by embedding a classroom resource, delivered by usual classroom teachers in usual school settings. This paper serves to restate the utility of *The Guide*, particularly within a Canadian context. Future research could explore how such a resource could be integrated into a postsecondary context.

Malow, Micheline S., & Austin, Vance L. (2016). Mindfulness for students classified with emotional/behavioral disorders. *Insights into Learning Disabilities*, 13(1), 81-93.

A six-week investigation utilizing a standard mindfulness curriculum for adolescents (*Learning to breathe: A mindfulness curriculum for adolescents to cultivate emotion regulation, attention, and performance*) and a norm-based standardized resiliency scale was implemented in a self-contained school for students with emotional/behavioural disorders. Students perceived a significantly greater sense of personal mastery (defined by the scale as optimism, self-efficacy, and adaptability) after six weeks of mindfulness activities. Students perceived a significant decrease in levels of emotional reactivity, defined as sensitivity, recovery, and impairment. The results speak to the power of incorporating informal mindfulness activities into daily educational curricula. Although this study was conducted with an adolescent population, the effectiveness of a standardized yet flexible measure that yields significant results could be both practical and worthwhile in a university context.

Mazumder, Q.H., & Finney, M.J. (2012). Improvement of confidence and motivation using online metacognition tool. *American Journal of Engineering Education*, 3(1), 53-66.

The effects of an online metacognitive software that was designed to enhance interaction and participation in the classroom were studied. The metacognitive strategies used in the study were comprehension, confidence, motivation to learn, and students' communication apprehension. The software showed that students were significantly less apprehensive towards communicating in class, resulting in improvements in confidence and motivation in class. This tool could be useful for university students, particularly those who find it difficult to engage within the classroom. Through more communication and motivation, an added benefit for students may be increased confidence in engaging and connecting with peers and the larger campus community.

Mcluckie, A., Kutcher, S., Wei, Y., & Weaver, C. (2014). Sustained improvements in students' mental health literacy with use of a mental health curriculum in Canadian schools. *BMC Psychiatry*, 14(1), 379-385. <http://doi.org/10.1186/s12888-014-0379-4>

This study examined the effect of a high-school mental health curriculum (*The Guide*) in enhancing mental health literacy in Canadian schools. Following exposure to the curriculum, student knowledge scores were significantly and substantively higher than baseline student knowledge scores. *The Guide*, applied by usual teachers in usual classroom curriculum, may help improve student knowledge and attitudes regarding mental health. The authors report that this approach fits well within the regular operation of schools and within a defined curriculum.

Ravindran, A., Herrera, A., Da Silva, T., Henderson, J., Castrillo, M., & Kutcher, S. (2018). Evaluating the benefits of a youth mental health curriculum for students in Nicaragua: A parallel-group, controlled pilot investigation. *Global Mental Health, 5*(E4). <http://doi.org/10.1017/gmh.2017.27>

In this study, high school and university students were assigned to intervention (a 12-week program using the Mental Health Curriculum, a Canadian school-based program) and control groups in a non-randomized design in Nicaragua. Both groups completed measures of mental health knowledge, stigma, and function at baseline and at 12 weeks. At 12 weeks, intervention students reported significantly more adaptive coping and lower perceived stress than controls. These findings may signify that cultural and linguistic adaptations to existing well-being programs are possible to support students. Universities could consider such revisions for use with international students, perhaps by offering programming in languages other than English wherever possible.

Steyn, B.J., Steyn, M.H., Maree, D.J., & Panebianco-Warrens, C. (2016). Psychological skills and mindfulness training effects on the psychological well-being of undergraduate music students: An exploratory study. *Journal of Psychology in Africa, 26*(2), 167-171.

<http://doi.org/10.1080/14330237.2016.1163906>

The authors evaluated the effectiveness of a seven-week psychoeducational intervention and mindfulness training intervention on the well-being of postsecondary music students. Self-reported scores collected pre- and post-intervention measured well-being, psychological skills, mindfulness, and performance anxiety. They conclude there was overall improvement in psychological well-being. It is possible that the integration of short-term mindfulness training into curricula would promote student psychological well-being.

Scholz, M., Neumann, C., Wild, K., Garreis, F., Hammer, C. M., Ropohl, A., . . . Burger, P.H.M. (2016). Teaching to relax: Development of a program to potentiate stress — Results of a feasibility study with medical undergraduate students. *Applied Psychophysiology and Biofeedback, 41*(3), 275-281.

<http://doi.org/10.1007/s10484-015-9327-4>

The authors present the concept for and results obtained with their new course “Relacs,” based upon relaxation techniques, autogenic training, and progressive muscle relaxation. Students completed a combination of lectures and practical training throughout the semester (i.e. 13 sessions, each 90 minutes once a week). The students showed a decline in depression symptoms and an improvement in sense of coherence. Researchers found a distinct improvement in the participants’ mental parameters (burnout, anxiety). Although the Relacs program was used with medical students, it could have utility within other programs deemed to be particularly demanding and/or stressful. Graduate programs may be of further consideration, as burnout and anxiety are not uncommon concerns for these students.

Slavin, S.J., Schindler, D.L., & Chibnall, J.T. (2014). Medical student mental health 3.0: Improving student wellness through curricular changes. *Academic Medicine, 89*(4), 573-577.

<http://doi.org/10.1097/ACM.000000000000166>

The authors adapted medical students’ curriculum to significantly reduce symptoms of stress, depression, and anxiety, thereby developing an approach that is directly preventative rather than supplementary and/or reactive. The post-change classes exhibited lower rates of moderate to severe

depression symptoms. Anxiety symptoms showed a substantial decrease in mean anxiety scores, as did stress levels. The authors conclude that schools must routinely monitor student mental health, design interventions (including curricular changes) that are appropriate for the school's context and mission, and assess the impact of new programs on student well-being. Although these program changes were part of a medical program, this research supports making structural program changes to support student well-being. This may have particular relevance within demanding programs, including at the graduate level. Importantly, this study suggests such changes can meaningfully reduce symptoms of anxiety and depression.

Storrs, D. (2012). 'Keeping it real' with an emotional curriculum. *Teaching in Higher Education*, 17(1), 1-12. <http://doi.org/10.1080/13562517.2011.590976>

This paper details a case study of a pedagogy in which an emotional curriculum was central to instruction. The author employed an emotional curriculum in a qualitative research methods seminar at a public institution where 13 students critically explored their institution's honours program. Fifteen weeks of student journal entries, online discussions, and metaphorical exercises were analyzed. The author explains that attention to emotions enhanced students' ability to address conflicts and identify the role of affect in the development of students' academic abilities and identities. It is suggested that by attending to emotions, teachers can learn about and respond to underlying conflicts and can enhance student learning through dialogue and curriculum adjustments.

Theme 2: Adapting the pedagogical approach to support student health and well-being

Expanding somewhat from the first theme, the second more broadly refers to change instructors can make to the underlying theoretical framework to support student well-being. The first article provides a broad overview of teaching and learning practices that enhance student well-being. The next three articles are based upon particular learning practices including constructivist approaches, cultural-responsiveness, and collaboration.

Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental well-being: The student perspective. *Higher Education Research & Development*, 1-14.

This study, conducted at a large Australia university, presents an analysis of qualitative data gathered from more than 2,700 responses to a survey designed to gather input on what universities could do to improve student well-being. "Academic teacher and teaching practices" was the most prevalent theme among the responses. Instructor attributes such as demonstrating approachability, respect, and empathy were illustrated to impact student well-being. Teacher communication in terms of setting clear expectations and presenting information clearly in lectures was also highlighted. Additional teaching practices such as fostering teacher-student and peer interactions, improving student engagement, and providing more feedback on assessment, and advice on academic skill development, emerged throughout the findings. The results reveal that effective teaching practices that have been demonstrated to promote student learning, also promote student well-being in university contexts. This

study can be used as a model for involving students in providing recommendations to improve student well-being, and for further highlighting how teaching practices can support student well-being in university contexts.

Chen, C., Fan, J., & Jury, M. (2017). Are perceived learning environments related to subjective well-being? A visit to university students. *Learning and Individual Differences, 54*, 226-233.

<http://doi.org/10.1016/j.lindif.2017.01.001>

This study examined whether subjective well-being was related to students' perceived constructivist learning environments (CLEs). The study found specific CLE dimensions to be linked to higher levels of subjective well-being; namely, those related to teachers (i.e., clear goals and coherence of curricula), peers (i.e., student–student cooperation), and learning facilities. The authors suggest that although results are correlational in nature, they support a relationship between this type of learning environment and university students' well-being. Instructors could consider research that expands upon constructivist learning environments and consider implementing constructivist principles alongside the existing curriculum to improve student well-being.

Cholewa, B., Goodman, R.D., West-Olatunji, C., & Amatea, E. (2014). A qualitative examination of the impact of culturally responsive educational practices on the psychological well-being of students of color. *Urban Review: Issues and Ideas in Public Education, 46*(4), 574-596.

<http://doi.org/10.1007/s11256-014-0272-y>

This study investigated what culturally responsive educational practices would be associated with decreases in the psychological distress of students of color and increases in their psychological well-being. Researchers utilized a modified grounded theory approach for data analysis based upon Glaser and Strauss's (1967) classical grounded theory. The authors suggest that culturally responsive educational practices may serve as psychological interventions that are associated with decreased psychological distress and increased psychological well-being among students of color. Universities should consider integrating cultural practices particularly in courses in which cultural awareness and sensitivity are deemed particularly important.

Prasad, R. (2014). *Classroom experiences that predict sense of belonging and academic performance within the community college math classroom* (Doctoral Dissertation, The University of Texas at San Antonio).

This paper studied how postsecondary students' experience of the classroom affects their sense of belonging. Students' sense of belonging was predicted by peer support, faculty validation, math efficacy, and degree of collaboration. Peer support, validation, and collaboration all seem to suggest that a collaborative classroom structure that allows for peer interactions would foster a students' sense of belonging. Higher degrees of collaborative learning and peer interactions can lead to a sense of cohesion and class belonging. University instructors could consider emphasizing collaboration within classroom activities, as well as assignments. This would be a relatively simple change that could improve student feelings of well-being.

Theme 3: Supporting student health and well-being through the promotion of faculty understanding and knowledge of mental health

This theme includes articles that focus upon optional roles for teachers beyond teaching practices. As outlined in greater detail below, faculty members can support the health and well-being of students through the acquisition of additional mental health knowledge, their responses to student mental health concerns, and self-care practices.

Larson, M., Cook, C., Fiat, R., & Lyon, A. (2018). Stressed teachers don't make good implementers: Examining the interplay between stress reduction and intervention fidelity. *School Mental Health* 10(1), 61-76. <http://doi.org/10.1007/s12310-018-9250-y>

The purpose of this study was to experimentally examine the impact of teacher stress reduction via wellness coaching (ACHIEVER resilience curriculum) on the delivery of evidence-based practices. This study was conducted within a school system undertaking a multi-year effort to implement a multi-tiered system of supports targeting youth social, emotional, and behavioural outcomes. Results indicated that the intervention reduced teacher ratings of stress due to work overload. Instructors also showed improvements in implementing evidence-based practices. The authors emphasize that educational administrators should consider the stress and well-being of their teachers as an essential component of high-quality learning environments. Given these findings, universities could consider implementing ACHIEVER as the benefits support both faculty and their students.

Mazzer, K.R., & Rickwood, D.J. (2015). Teachers' and coaches' role perceptions for supporting young people's mental health: Multiple group path analyses. *Australian Journal of Psychology*, 67(1), 10-19. <http://doi.org/10.1111/ajpy.12055>

This paper investigated and compared the effect of four types of role perceptions (role breadth, instrumentality, efficacy, and discretion) on teachers' and coaches' engagement in helping behaviour that supports youths' mental health. Results from three multiple-group path analyses revealed role breadth, instrumentality, and efficacy significantly influenced teachers' and coaches' helping behaviour. Supporting instructors to engage in promotion, prevention, and early intervention strengthens young people's access to mental health support and may help to reduce the burden of mental health problems for students.

Moriña, A., Cortés-Vega, M.D., & Molina, V.M. (2015). Faculty training: An unavoidable requirement for approaching more inclusive university classrooms. *Teaching in Higher Education*, 20(8), 1-12. <http://doi.org/10.1080/13562517.2015.1085855>

The authors sought to identify, describe, and explain the barriers and aids to access perceived by students with disabilities in the university. Faculty training in matters of disability and new technologies were two themes that concerned the university students with disabilities who participated in this study. Students suggested that if faculty were adequately trained this would contribute to their inclusion, and to greater participation and better-quality learning in university classrooms. The authors conclude that with a better-informed faculty, teachers could adequately respond to student needs. Such training would, therefore, be a step towards more inclusive classrooms, which would benefit students with and

without disabilities.

Trudgen, M., & Lawn, S. (2011). What is the threshold of teachers' recognition and report of concerns about anxiety and depression in students? An exploratory study with teachers of adolescents in regional Australia. *Australian Journal of Guidance and Counselling*, 21(2), 126-141.

<http://doi.org/10.1375/ajgc.21.2.126>

This study examined what teachers considered their threshold to be in reporting students who appear clinically anxious or depressed. Researchers found several barriers to teachers' reports to student counsellors or other appropriate school-based wellness professionals. Barriers included concerns about stigmatizing students as mentally ill, not receiving any follow-up on students' well-being after reporting, and concerns about creating unnecessary work for colleagues. The most apparent finding of the study is that teachers did not feel they had received sufficient training in the mental health needs and concerns of students. The authors argue that formal mental health training for instructors is necessary to promote mental well-being and identify emerging mental health problems. In the context of the University of Calgary's campus mental health strategy, barriers to students' receiving support should be given appropriate attention.

Venville, A., Street, A.F., & Fossey, E. (2014). Good intentions: Teaching and specialist support staff perspectives of student disclosure of mental health issues in postsecondary education. *International Journal of Inclusive Education*, 18(11), 1172-1188. <http://doi.org/10.1080/13603116.2014.881568>

This study presents findings from a qualitative case study and highlights the teaching and specialist support staff constructions of student disclosure of mental illness in a postsecondary education context. Staff participants strongly supported student disclosure of mental health issues. Staff linked the likelihood of course success for students experiencing mental illness with disclosure and the implementation of educational supports. Results highlight the influence of personal experience of mental illness and institutional processes for educational adjustment on staff perspectives of student disclosure. Instructors are in a position of authority and can be key supports for students who are struggling. Universities should provide information and training regarding basic mental health considerations to instructors. This information could encourage student disclosure of mental health challenges and help inform instructors of appropriate responses, thereby reinforcing existing networks of student support.

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