

IADT Student Mental Health and Wellbeing Policy Supplementary Information + Incident Response Guidelines September 2023

Related to: IADT Student Mental Health and Wellbeing Policy

By providing a written policy and guidelines on student mental health, IADT aims to be responsive to the mental health needs of all its' students, while promoting general wellbeing in a healthy educational environment. The Institute will appropriately intervene when necessary and will encourage students to disclose any mental health difficulties, so they can be better supported by the Institute in achieving their full potential.

This document provides additional information and procedures related to the Student Mental Health and Wellbeing Policy

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1 Duty of Care to the Vulnerable Student

Dún Laoghaire Institute of Art, Design and Technology (IADT) recognises that across a diverse student body there may – at any given time – be individuals who are vulnerable. Understanding that the nature and degree of a student’s vulnerability may fluctuate over time, different levels of care and support are necessary.

The Institution seeks to establish and maintain a non-stigmatising community and respects the individuality of all students and staff. Should IADT be made aware of an individual or individuals who require support, the Institute must make reasonable efforts to meet their needs and to communicate those needs where appropriate. As an institution, IADT will do its utmost to respect confidential information and the privacy of its students in accordance with the laws of confidentiality and the Data Protection Act of 2018.

2 LGBTQIAP+

LGBTQIAP+ college students they experience depression and suicidality at almost four times the rate of non-LGBTQIAP+ students (Gnan et al., 2019; Greathouse et al., 2018; Kulick et al., 2017 Darrow et al., 2022). Scholars have noted that facing homophobia can lead to negative psychological consequences – such as lower self-esteem, maladaptive social skills and even self-destructive behaviours among youth and young adults (McDermott et al., 2008; Seelman et al., 2017 Darrow et al., 2022).

As heteronormativity continues to permeate society, LGBTQIAP+ students are at higher risk of developing mental health concerns (Gnan et al., 2019; Grant et al., 2014; Kerr et al., 2013 Darrow et al., 2022), particularly LGBTQIAP+ persons of colour – as they are more likely to experience physical violence, interpersonal discrimination and social exclusion (Cyrus, 2017; Seelman et al., 2017). In addition, the heteronormative biases in diagnostic decision making is frequently reported (Grant et al., 2011; Kerret al., 2013; Mereish & Bradford, 2014; Wolff et al., 2016 Darrow et al., 2022) when common LGBTQIAP+ mental health concerns (e.g. social isolation, suicidality and severe fluctuations in mood) are attributed to an underlying mental illness, and contextual awareness of adaptable responses to systemic oppression are not considered; This results in LGBTQIAP+ individuals at greater risk of becoming pathologized and as a consequence, LGBTQIAP+ students face increased mental health distress – along with rises in environmental challenges, such as social stigma, long term health effects, and difficulty maintaining employment or academic success (Fredriksen-Goldsen et al., 2017; Oswald & Wyatt, 2011 Darrow et al., 2022).

As mental health is significantly influenced by the environment, professionals must also intentionally engage interdisciplinary teams on college campuses to meet LGBTQIAP+ students’ needs in both individual and social domains (Darrow et al., 2022). Collaborations with student

affairs, medical providers, LGBTQIAP+ resources centre or groups, offices for equity and inclusion, and LGBTQIAP+ student groups to promote psychoeducation and additional resources is also highly necessary.

IADT adopts the philosophy of inclusive environments - promoting equality and diversity, as well as being committed to maintaining an environment of dignity and respect. The Institute supports individuals' gender identity and gender expression, ensuring that they experience a positive environment within the Institute. IADT will commit to balance the dual needs of the person's desire to have a preferred name, while also maintaining an accurate account of the academic record and achievements of each student – maintaining the legal obligation regarding retention of records. The educational Institute endeavours to use gender neutral terms as far as is practical, and for students to use non-gender key student identifiers (such as student number), in preference to gender-laden identifiers. IADT recognises that individuals may identify with any or no gender, and that each person has their own unique identity. In defining these principles. Lastly, IADT also recognises its obligations – specifically under the Equal Status Act 2000- 2015, as well as the Employment Equality Acts 1998-2015.

IADT offers therapeutic services that respond to the personal, psychological and social needs and concerns of students, as well as 24/7 student support through Spectrum Life. Full medical and nursing services are also available. In addition, a part-time LGBTQIAP+ officer works on behalf of the Student Union to raise possible issues on campus.

Please, refer to the **Policy on Gender Identity & Gender Expression**, as well as the **Health Centre and Student Counselling** website pages for further information.

3 The Traveller Community

The Irish Travelling Community are a minority group that have and continue to encounter many forms of social exclusion across a wide range of contexts. These include (but are not limited to) access to employment, access to health services and experiences of poor educational progression. Within the EU, even though Ireland has one of the highest number of students that attend third level education, just 0.5% of Irish Travellers continue onto higher education and graduate with a qualification, according to the 2016 census; of these, most do so under the scheme for mature and/or disadvantaged students.

It is crucial that an inclusive and positive learning environment is created through the development of a learning space for the mutual engagement of all that simultaneously prevents minority groups from being silenced by a single dominant discourse (Kennedy et al., 2005 apud Perrigo, Higher Education Authority, Trinity College Dublin, National Association of Principals and Deputy Principals, SOLAS, & Programme Access to Higher Education, 2017). To do so effectively

requires the awareness of the many socio-cultural and economic factors which influence educational disadvantage for Irish Travellers (Brookfield, 2017 apud Perrigo, Higher Education Authority, Trinity College Dublin, National Association of Principals and Deputy Principals, SOLAS, & Programme Access to Higher Education, 2017). This includes acknowledging the ways in which the Irish education system has evolved, historically and culturally to the present moment, and the ways in which the curriculum, classroom practices and organisation of learning contribute greatly to the reproduction of class inequalities, further marginalising groups like the Travelling Community.

IADT is part of the HEAR (Higher Education Access Route) national admissions scheme, which allocates reduced points places to eligible school leavers under 23 years old from socio and/or economically disadvantaged backgrounds. IADT also has a proud history of mature students studying at the Institute – admissions routes can be found on the Institute’s website. In addition, IADT also invites applications for the 1916 Bursary – a financial award with the purpose of encouraging the participation and success of students who are most socio-economically disadvantaged and who are from groups most underrepresented in higher education.

Please, refer to IADT’s **HEAR Scheme, Mature & Non Standard Applicants** and **1916 Bursary** website pages for further information.

4 Black Community

The college years are a time of expanding intellectual opportunities and newfound social freedoms. Simultaneously, however, college-attending young adults also navigate the stress of increasing academic expectations (e.g., Misra and McKean 2000 *apud* Jochman et al., 2019) and the challenges that come with new flexibility and expanding social roles. Many of these challenges may be exacerbated for (but not restricted to) racial and/or ethnic minority individuals and people from the LGBTQIAP+ community. For example, experiences with daily discrimination on predominately White college campuses are common among racial and/or ethnic minority students (e.g., Johnston- Guerrero 2016; Swim et al. 2003 *apud* Jochman et al., 2019). Moreover, these experiences can adversely affect mental health and indicators of wellbeing including depressive symptoms, anxiety, and heightened feelings of anger and isolation (e.g., Hope, Hoggard, and Thomas 2015; Swim et al. 2003 *apud* Jochman et al., 2019).

Internet news and media are also relevant sources from which college students learn about discrimination and racism vicariously – which can serve as additional sources of stress during the college years (Tynes, Rose, Markoe 2013 *apud* Jochman et al., 2019). Additionally, vicarious exposures to racism may contribute to students also dwelling and ruminating on their own and others experiences, which may also have long-term health consequences (Borders and Liang

2011; Hicken et al. 2013 *apud* Jochman et al., 2019). For individuals who are part of a racial and/or ethnic minority, race-related discriminatory stressors are a key pathway linking racial inequality with psychosocial wellbeing, as minorities are at disproportionately higher risk for experiencing such stressors (Sternthal, Slopen, and Williams 2011 *apud* Jochman et al., 2019). Therefore, examining the associations between the stress of interpersonal discrimination, vicarious racism, and rumination for mental health outcomes is thus an important step towards understanding not only how different facets of discrimination progressively harm the health of racial minorities, but also to promote an antiracist culture within HEI.

IADT encourages the participation and success of students from sections of society that are significantly underrepresented in higher education – for this reason, the 1916 Bursary (funded by the Department of Further and Higher Education, Research, Innovation and Science) financial award is available for any new entrant from underrepresented groups pursuing an undergraduate course for the first time.

Please, refer to the **Student Counselling** and the **1916 Bursary** website pages for further information.

5 Migrant Students, Refugees and Asylum Seekers

Migration can be defined as the process and movement from one region, state or country to another. There are many reasons for migration – some move for economic or education growth, others may have been forced out by political, terrorism or war factors, forcing them to seek asylum elsewhere (Bhugra et al., 2014 *apud* Gan & Forbes-Mewett, 2019). Refugees, asylum seekers, and internally displaced persons are involuntary migrants, who have often experienced distress when forced to leave their home, on the journey, and in the process of settling in a host country or new environment (Uphoff et al., 2019). International students, on the other hand, are voluntary migrants who chose to relocate to another country mainly for educational growth. While most plan to leave the host country upon graduation, some have the intention to remain in the host country for better jobs or to gain permanent residency (McGill, 2013 *apud* Gan & Forbes-Mewett, 2019).

The process of adapting to the host country can be a stressful process, requiring psychological and socio-cultural adaptations. Refugees are a vulnerable group that are at risk for mental health problems for many reasons – they often have endured trauma before and during their escapes; they may have had cultural conflict and adjustment problems in their resettlement country; and most have had many losses, such as family, community, country, and their way of life (Keyes, 2000 *apud* Baird et al., 2020). Their struggle with emotional distress may present as either mental or physical symptoms – mental health symptoms of newly arrived refugees include anxiety,

depressed mood and/or lack of interest in enjoyable activities, reliving trauma, social and/or professional dysfunction, feelings of worthlessness, memory loss, concentration difficulties, avoidance behaviours, hyperarousal, fear, sadness, rumination, loneliness, and hopelessness (Eytan et al., 2007; Mölsä et al., 2017; Salt et al., 2017; Schweitzer et al., 2011; Shannon, Wieling, et al., 2015 *apud* Baird et al., 2020).

In regard to voluntary migrants, the challenges faced by them have been largely associated with their inability to effectively manage the acculturation process (Skromanis et al., 2018 *apud* Gan & Forbes-Mewett, 2019). Their challenges are magnified by their movement away from family – they face distress from difficulties such as language and cultural barriers, social isolation and financial pressures (Hyun, Quinn, Madon, & Lustig, 2007; Sawir, Marginson, Deumert, Nyland, & Ramia, 2008 *apud* Gan & Forbes-Mewett, 2019). Other challenges include exclusion from social groups in a predominant white culture with potential racial prejudices from other people.

IADT makes available scholarships for students who are international protection applicants or refugees wishing to pursue an undergraduate degree course, or an open learning module. In addition, the 1916 Bursary (funded by the Department of Further and Higher Education, Research, Innovation and Science) financial award is also available for any new entrant from underrepresented groups pursuing an undergraduate course for the first time. Lastly, therapeutic services are available to any student facing challenging situations.

Please, refer to the **International Students, Access Scholarships for Asylum Seekers/Refugee Applicants, 1916 Bursary** and **Student Counselling** website pages for further information.

6 Students with Mental Health Difficulties

The transition from High School to Higher Education Institutions (HEI) is a period of significant changes. Choosing a course and a potential career path, meeting new people, becoming – physically and emotionally – distant from old friends and family due to new academic commitments are all factors that can potentiate stress, mental imbalances and generate adjustment difficulties (Almeida, Pinto, Lima 2018 *apud* Farinha et al., 2019). Recognising that the university environment can be, in part, the cause of mental suffering is a fundamental step in transforming the institution into a healthier environment.

Epidemiological evidence suggests that up to 40% of higher education students have a diagnosable mental disorder (Blanco et al., 2008 *apud* Conley et al., 2017) and many college students struggle with various subclinical-level psychological symptoms (Dewick, Gill, Mulhern, Barkjam, & Hill, 2008 Conley et al., 2017). The matter deserves attention, not only because of the

psychological and social impact on students and the broader campus community, but also because adjustment difficulties have an impact on academic functioning and enrolment. Students with mental health problems are at risk when it comes to both personal health and academic life – which can lead to lower academic performance, failure and withdrawals, (Eisenberg, Golberstein & Hunt, 2009; National Alliance on Mental Illness, 2012 *apud* Conley et al., 2017), representing loss to students and institutions. Moreover, mental health difficulties in college can also have far-reaching implications for occupational problems well into the future – including more missed work days, reduced job performance and even unemployment (Haller, Cramer, Lauche, Gass & Dobos, 2014; Martin, Blum, Beach & Roman, 1996 *apud* Conley et al., 2017).

For these reasons, health promotion in HEI is extremely relevant, as the difficulties faced by students – regardless of intensity and severity – can affect overall wellbeing (Farinha et al., 2019). IADT offers therapeutic services that respond to the personal, psychological and social needs and concerns of students, as well as 24/7 student support through Spectrum Life. Full medical and nursing services are also available.

Please, refer to the **Health Centre**, **Student Counselling** and **Student Services** website pages for further information.

7 Students with Disabilities

The Association for Higher Education Access & Disability (AHEAD) describes disability as a substantial restriction in the capacity of the person to carry on a profession, business or occupation, or to participate in social or cultural life by reason of an enduring physical, sensory, mental health or intellectual impairment. According to the social model of disability, disability is not a result of a person's difference; instead, it results from barriers in a person's environment. As stated by the Inclusion & Accessibility Labs, some disabilities are clear to see – with physical signs which make them immediately apparent to others. However, many disabilities are not like this; around 80% of all disabilities are invisible. In Ireland, hidden disabilities are prevalent and impact a significant portion of the population. Some of the most common types of hidden disabilities in Ireland include:

- Mental health issues (such as depression, anxiety and bipolar disorder);
- Neurodivergence, such as Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ADHD);
- Chronic pain conditions (such as fibromyalgia, arthritis and chronic fatigue syndrome);
- Conditions that cause vision and hearing loss, such as glaucoma, macular degeneration, and tinnitus;

- Learning disabilities (such as dyslexia and dyscalculia);
- Brain injuries (such as concussions or traumatic brain injuries).

Students with disabilities often face barriers to treatment and adequate support – they may deal with stigma, financial instability and general misunderstanding of how different mental and physical statuses can impact a student’s academic performance. According to the AHEAD survey, in 2017 students with disabilities constituted 5.7% of the total student population. Of this, Dun Laoghaire Institute of Art, Design and Technology recorded the highest rate of participation of students with disabilities, at 10.2%.

IADT is part of the DARE (Disability Access Route to Education) national admissions scheme for school leavers with disabilities – which can allocate reduced points places to eligible school leavers under 23 years old with disabilities. In addition, IADT’s Disability Support Service aims to promote inclusion, advocacy and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions. Lastly, the 1916 Bursary financial award is also available for any new entrant with a disability (particularly students with a physical/mobility impairment; sensory disability; students who are deaf/hard of hearing; blind or visually impaired) pursuing an undergraduate course for the first time.

Please, refer to IADT’s **DARE Scheme, Disability Support Service, 1916 Bursary and Student Services** website pages, as well as the **Code of Practice for Students with Disabilities and Disclosure of Disability Form; Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty; Policy & Procedures for the Protection of Children and Vulnerable Adults** and the **General Disability Support Service Reasonable Accommodations Procedures** documents for further information.

8 Mature Students

The journey through education differs for many, but mature students are often those who have missed out on formal education in the early parts of the lives, seeking additional qualifications to increase employment chances, or to start a new livelihood (Burke, 2007; James & Boeren, 2019 *apud* Homer, 2022). Committing to starting a programme in a Higher Education Institution setting can be considerable challenging for mature students, where there are often financial, family, caring and work commitments to contend with (Busher & James, 2017 *apud* Homer, 2022); this can also be coupled with fears over failure due to poor prior experiences of education (Brine & Waller, 2004 *apud* Homer, 2022).

Therefore, these students need supportive learning environments that are compatible with the rest of their lives as spouses/single parents, breadwinners, and childcarers – who need to be able to source childcare provision relatively easily. They also need learning environments that build their confidence and competence as independent but collaborative learners, who feel able to achieve their qualification and career aspirations (Busher & James, 2019).

IADT has a proud history of Mature Students studying at the Institute – they make up for approximately 10% of the whole Student Body. Admission routes can be found on the Institute’s website. In addition, IADT also invites applications for the 1916 Bursary – a financial award with the purpose of encouraging the participation and success of students who are most socio-economically disadvantaged and who are from groups most underrepresented in higher education. Lastly, the Student Learning Centre also welcomes all students who need academic and study support, organisation, time management and self-care tips.

Please, refer to IADT’s **Mature & Non Standard Applicants, Student Assistance Fund** and the **Student Learning Centre** website pages for further information.

9 Help Available for Students in Distress & Crisis Interventions

Many students experience periods of varying degrees of mental distress during their time at third level education. Life events such as bereavement, parental separation, unplanned pregnancy, relationship breakdown, and addictions can be traumatic and distressing for students. In addition, transition to third level and academic anxiety are common sources of stress. Such issues and stresses have a direct impact on the student experience, academic performance and student retention. In addition, some students will enter third level with an established mental health diagnosis whilst others will develop a mental health issue whilst there. For this reason, the support networks available to a student will vary from individual to individual. IADT recognises the importance to help students build on existing supports, whilst providing access to additional sources of help when necessary.

Please, refer to the **Critical Incident Procedures** document, as well as **Health Centre** and **Student Counselling** website pages for further information.

10 Internal Supports within IADT

- **Student Counselling Service**

The Student Counselling Service is available to students for short-term therapeutic support during their studies at IADT. Whether they are experiencing a period of stress, anxiety, depression, or have encountered bereavement, relationship difficulties or identity issues, student counselling is a space for the students' thoughts and feelings to be heard and collaboratively explored. They will be met with utmost regard, respect and compassion by IADT's counsellor as you share.

Location: Student Services Area, Carriglea Building – Office C006b

How to get in touch: studentcounselling@iadt.ie to request an appointment.

- **Student Health Centre**

IADT provides a full medical and nursing service which is open to all full-time registered students. A Nurse is available during opening hours throughout the academic year. A Doctor service is also available on onsite Tuesday and Thursday mornings – although it is not available during the Summer months.

Location: Atrium Building, opposite the Student Canteen

How to get in touch: studenthealth@iadt.ie to request an appointment, or call on 01-239 4760.

The Student Health Centre operates on an appointment-only system – between 9am and 4pm Mon – Thur., Friday 9am to 2pm.

- **Student Learning Centre**

The Student Learning Centre provides specialist support for students with mental health difficulties and neuro-diverse learning profiles – including dyslexia, dyspraxia, autism spectrum disorder and ADD/ADHD. It offers workshops and individual sessions throughout the academic year, with the aim to empower students with the tools to become independent learners.

Location: Carriglea Building, glass fronted office – 1st right when coming through the main door.

How to get in touch: learningdevelopment@iadt.ie

- **Disability Support Service**

The Disability Support Service aims to promote inclusion, advocacy and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions.

Location: Carriglea Building, Room C006E. As you enter the building through the double doors, turn right and continue down the corridor until you reach the student services suite. The Disability Office is on the left-hand side.

How to get in touch: disabilityservices@iadt.ie to request an appointment, or call on 01 239 4895.

- **Access Office**

The Access Office's mission is to support the participation of non-typical students at IADT and to promote a teaching and learning environment suitable for diverse learners.

Location: Carriglea Building, Room C006D. As you enter the building through the double doors, turn right and continue down the corridor until you reach the student services suite.

How to get in touch: access@iadt.ie to request an appointment, or call on 01 239 4628

- **Assistive Technology Service**

The Assistive Technology Service provides training, information and support to students with disabilities and specific learning difficulties.

- **Careers Centre**

Confidential one-to-one advice, support and information in relation to career choice and planning. Students can make an appointment to discuss career plans, have vocational assessment done, or to look for specific information relating to their discipline or area of interest.

Location: Atrium Building, Room 203B (glass door) – on the second floor of the Library, towards the back.

- **Erasmus and International Student Office**

ERASMUS is the EU's flagship education and training programme. It enables students to study or work in Europe, and supports co-operation between higher education institutions such as teaching and training exchanges for staff.

How to get in touch: erasmus@iadt.ie or international@iadt.ie

- **Academic Mentoring and Tutor Role**

11 Life Threatening Situation

Where a student has attempted suicide (e.g., a suspected or definite overdose), has wounded themselves with the intent of taking their own life, telephone **999 or 112** for an emergency ambulance and inform the Institute Caretakers at the dedicated emergency number (**01 239 4999**). Contact the Student Health Centre (**01 239 4760**) to seek advice/help until the ambulance arrives.

In the case where a student is violent and/or armed, telephone **999 or 112** for the Gardaí and inform the Institute Caretakers/Security at the dedicated emergency numbers (**01 239 4999**). Please, refer to the **Critical Incident Procedures** document for further details on critical events.

12 Urgent/Emergency Situation

When responding to a student who is causing concern, other students and staff should only: 1) act to the limit of their competency; 2) always consider involving a colleague and 3) avoid taking on a pastoral role unless properly trained. The appropriate course of action to be undertaken by a concerned helper (student or staff) about the mental well-being of a student depends on the urgency of the situation.

In an acute situation, where a student is distressed and in need of urgent support, the Student Counselling Service, the Student Health Centre, as well as the student's own family doctor or other mental health professional involved in their care should be considered as a possible source of help. In circumstances where you have become concerned about a student and believe the student may be an immediate risk of harm to self or others, one or more of the courses of actions listed below should be undertaken.

Such circumstances could include some or all of the following:

- If a student is expressing suicidal thoughts or other thoughts such as wishing to be dead;
- If a student is threatening self-harm;
- If a student appears unduly agitated or aggressive, or is exhibiting bizarre behaviour;
- If a student is expressing out-of-character thoughts or ideas;
- If a student appears to be out of touch with reality.

Actions Advised in Urgent/Emergency Situations

- Try not to act alone, if possible seek the help/advice from another colleague;
- If the student is very aggressive/threatening, seek help from Caretakers/Security at the designated emergency number (**01 239 4999**) and/or the Gardaí on **999 or 112**;
- Make the student aware of your concern and the basis for that concern;

- Ask the student if they are already attending the Student Counselling Service or Student Health Centre. Ask for the student's consent to contact one of these services (Student Counselling, Student Health Centre) explain your concerns, requesting their immediate help/intervention and confirm an appointment;
- However, if the student refuses consent to disclose information or refuses to avail of an appointment with any of these agencies, explain that due to concerns about their or others' safety and your duty of care, that you need to contact the Student Health Centre, their own GP or their next of kin. Give them a choice in which to contact;
- Accompany the student to the appointment if possible;
- If the incident occurs out of the operating hours of any of the relevant services, consider contacting the emergency services at **999** or **112**, or Dún Laoghaire Out-of-Hours GP can be contacted from 6pm - 8am Monday to Friday and 24 hours Saturday, Sunday and Bank Holidays (**01 22 34 500**);
- If the incident occurs whilst off-campus on a field trip for instance, contact a local health services for advice or assistance. Ensure you have the contact details of nearest A&E service and Out-of-Hours emergency GP service before departure.

How to contact GP Urgent Out-of-Hours Service?

East-Doc is an out of hours GP Service, for urgent GP care – running from 6pm to 8am Monday to Friday, and 24 hours Saturday, Sunday and all public holidays.

How to get in touch: 01 223 4500. Call the number, speak to a nurse and you will be given a time based on the urgency of your call – at nearest hospital to you.

Location: The Edoc service is based in 3 hospitals in the Southside area: 1) St Michaels Hospital, Dun Laoghaire; 2) St Vincent's Hospital, Elm Park and 3) St Columcille's Hospital, Loughlinstown.

Other Emergency Services

- **CRISIS TEXT LINE** – Free 24/7 anonymous text support in a crisis. Text **IADT** to **50808** to chat with a trained volunteer at any time. If your life is in imminent danger, please, call 999;
- **SAMARITANS** – Available 24/7 for free support by phone. Call: 116 123 or email: jo@samaritans.ie;
- **AWARE** – Free-phone support line. Call: 1800 804 848 (7 days a week, 10am – 10pm) or email: supportmail@aware.ie;

- **PIETA** – Available 24/7 free-phone and text support services. Call 1800 247 247
Text **HELP** to **51444**;
- **turn2me.ie** – Peer support, online support groups and professional support;
- **SPUNOUT.IE** – Information and practical advices created by young people, for young people;
- **JIGSAW** – Online services available such as “Ask Jigsaw” and “Jigsaw Online Group Chats”;
- **BODYWHYS** (eating disorders) – Email and online support groups.
Contact: alex@bodywhys.ie
- **GROW** – Online support groups;
- **BeLonG LGBTQ** Crisis Counselling Services.

Please, refer to the **How to Respond to a Student Experiencing Mental Health Distress** in the appendix section of this document, as well as the **Critical Incident Procedures** document for further details on critical events.

13 Critical Incidents

According to the World Health Organisation (WHO), a critical incident is: ‘an event out of the range of normal experience – one which is sudden and unexpected, makes you lose control, involves the perception of a threat to life and can include elements of physical or emotional loss.

A critical incident may include (but is not limited to):

- Death, accident, serious injury or serious threat of these;
- Health issues – physical or psychological;
- Family illness and bereavement;
- Serious physical or environmental damage to the buildings of the Institute or their surroundings;
- Natural disasters;
- Criminal activity;
- Significant disruption of the business of the Institute;
- Serious threat to the Institute’s public image;
- Systems failure.

Staff and students are advised to consult existing Institute policies to ensure they are familiar with the procedures that are put in place, according to the nature of the incident involved. Please, refer to the **Critical Incident Procedures** document for further details on critical events.

14 Non-Urgent/Non-Emergency Situation

If you become concerned about a student who appears withdrawn, low in mood, tearful or unduly anxious, who has deterioration in academic performance or failure to meet deadlines for submission of assignments, please, consider one or more of the following courses of action:

- Make the student aware of your concern and the basis for that concern;
- Advise the student to consider obtaining help/support available;
- Offer to contact the support services: Student Counselling Service and/or Student Health Centre, Student Learning Centre or their family GP to access support for them;
- Arrange to meet the student at a later date to review the outcome;
- If a student does not wish to avail of support services, or does not wish to follow your advice, their wishes should be respected. Unless and until their situation or condition deteriorates to become Urgent/Emergency, no further action is appropriate at this stage.

The following supports may be suggested to the student:

- Family;
- Student peers and friends;
- Institute's Academic Departments;
- Student Services;
- Community Mental Health Services;
- General Practitioner/healthcare professional;
- Voluntary agencies including mental health charities.

15 Students Concerned about Another Students

Students in mental distress or experiencing a mental illness very often turn to their friends and fellow-students for support. This friendship and support are invaluable in helping students who are in distress or ill, deal with the challenges of college life and help build individual and community resilience. These informal supports are often sufficient to sustain a student and may prevent deterioration and aid recovery. However, occasionally these supports are not enough. In that event, a student in distress or ill may be a cause for real concern for their fellow students.

Students concerned about another student are advised to contact any IADT staff member, including (but not limited to) their tutors, lecturers, supervisors, any of the Student Experience

Team staff, the Counselling Services or Health Centre (see contact numbers above). Students can also opt to contact the Student Union – in that case, the Welfare Officer will contact the appropriate staff member. It is important that students share and discuss their worries and concerns with a staff member (see above) and obtain appropriate professional advice – it is not advisable for students to take on too much responsibility for dealing with such concerns themselves.

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APPENDIX 1 : How to Respond to a Student Experiencing Mental Health Distress

