University of Glasgow Report
Healthy Body Healthy Mind
2014
#GUmentalwealth
Introduction

Glasgow University Sports Association (GUSA) is the representative body for all students involved in sport and recreation at the University and works in partnership with the Sport and Recreation Service (SRS) to provide the highest level of service provision across all aspects of sport and recreation.

Our 3rd year as part of the Healthy Body Healthy Mind Award (HBHM) has seen a significant step forward in a number of areas. We set out at the start of the year with the goal of implementing initiatives at all levels of the HBHM criteria, an ambitious target, but one we felt achievable given focused collective effort. We compiled an action plan around the HBHM criteria and have been successful in introducing a number of new initiatives whilst continuing with progress made previously.

In addition to a detailed review into each of the different award areas, we would like to highlight the following case studies in particular:

- Gym buddies
- Sport & Wellbeing Week
- Student Mental Health Working Group
- Starfish Group

‘It encourages everyone to think about wellbeing not just in a physical sense. The variety of events is excellent’
(SWW 2014)

Gym Buddies

The scheme was created following recognition by GUSA that some students feel that they experience either psychological or physical barriers to participating in exercise. This is often in the form of anxiety associated with those unfamiliar with exercise or sport facilities, general lack of confidence, physical, and mental disabilities. The Gym Buddies programme was launched in 2012 to encourage and provide support to people who may not be comfortable taking part in physical activity alone, to do so with the help of a buddy.

In addition to well-known positive benefits of physical activity, studies have shown that exercise is linked to positive state of mind and improved mental wellbeing. Physical activity has been found to help people with mild depression, reducing anxiety and relieving stress.

Continued...
Students not participating in sport and exercise are therefore missing out on these benefits, critical for both their ability to fulfill their academic potential and their long-term wellbeing and health. The aim of the Gym Buddies Programme is to reach out to these students and support and encourage them to engage in physical activity in some form whether it be going for a walk, playing sport or exercising in the gym. The scheme aims to bridge the gap often ignored for those not participating in sport or physical activity.

Students selected to be buddies received formal training on how to be an effective buddy from qualified staff from the University Counselling and Psychological Services (CAPS), SRS and Scottish Association for Mental Health (SAMH). This training involved working through scenarios that buddies may encounter including dealing with students with physical disabilities as well as information about the issues that students face such as stress and anxiety. These trained students were then paired up with those looking for support.

Paired students then receive 4 weeks of support from their buddy in addition to free facility access provided by SRS during this time. Those wishing to learn how to use exercise equipment receive a free induction with some key training tips from an exercise professional. Sustainability has been a key consideration and reliance of students on their buddy is something that needs to be sensitively managed. We felt that 4 weeks of support was sufficient to break down initial perceptions of exercise and facilities, and that it was then better to direct students to other methods of support. The first is (where appropriate) pairing buddied students together so that so they have access to someone they can contact and exercise with. The second support mechanism is an online health and exercise advice service that allows students to ask exercise professionals for health/exercise/training advice. This aims to provide answers to questions students may have whilst encouraging an increasing degree of autonomy, something critical for long-term adherence to regular exercise.

Since the system was launched 17 buddies have been recruited and trained with 6 students being paired up and taking part in physical activity. There are a further 17 students who have recently been identified to be paired up and this process is currently taking place. This includes 3 referrals from the Disability Service with detailed information on their disabilities and relevant advice and guidance on what kind of support is required. One of the major successes of the programme to date has been a blind student who has moved from not exercising to now regularly making use of the gym facilities, saying this would not have been possible without the system being in place.

The success of the Gym Buddy scheme was recently recognised by a silver medal at the recent Commonwealth Games Changer Awards ceremony.
Student Mental Health Working Group

Following the introduction of the GUSA Welfare Convenor onto Council in 2012, she successfully pulled together interested students from across the campus to form the GUSA Welfare Committee on which there was a staff member from student services. We’re delighted to report that this group has since developed into the Student Mental Health Working Group, is supported by University Senior Management and has a wide range of staff contributing to discussions. Staff involved includes the Director of CAPS, Director of Disability Services, Senior Advisors of Study, SRS Assistant Director as well as student representation.

Recently, the Student Mental Health Policy (appendix 1) has been passed by Senate demonstrating the University’s commitment to the importance of student welfare. This is an excellent example of an initiative led by the GUSA Welfare Convenor having developed significantly having significant impact across the whole campus.

Starfish Group

The Starfish group was set up following increasing awareness across Scottish institutions of many of our students being directly or indirectly affected by eating disorders or excessive exercise. The Starfish group is organised by SRS and CAPS staff and is a peer support group where individuals or friends affected by eating disorders or excessive exercise can share their experiences. Professional staff are on hand for those who need support beyond the realms of a peer support group. Both CAPS and the Barclay Medical Centre (on campus) were keen to get on board with this in advising students to attend the meetings where they felt appropriate and have put up posters around the centre to promote it.

Initial sessions have proven to be extremely popular with 15-25 people regularly in attendance (39 students on database) and as a result, we are having to review how best to deal with the numbers involved and how best they can support them. The clear positive is that the welcoming environment provided near the sport facilities away from counselling services is helping to encourage people to attend and seek necessary help and support. Most recent developments have been around developing links with B-eat (eating disorder charity) and developing some of the students in the group so that they can facilitate and support the group in the future.

The HBHM Award has been instrumental in guiding our efforts to enhance welfare and mental health awareness and provision at the University
## Healthy Body Healthy Mind Criteria

### ONE STAR

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<th>AREA</th>
<th>OPPORTUNITIES</th>
<th>INSTITUTIONAL EVIDENCE</th>
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<tr>
<td><strong>MAKING THE AWARD KNOWN</strong></td>
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<td>▪ Discussions were held in the summer 2013 with the Director of CAPS, Director of the Disability Service and Assistant Director of Student Services. There was universal support for the HBHM awards and how it could play a key role in shaping the support, and promotion of support that’s available at the University.</td>
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<td><strong>MAKING THE ISSUE KNOWN</strong></td>
<td>Some mental wellbeing resources made available to all sport students through sport and physical activity providers</td>
<td>▪ See Me Scotland posters, leaflets and cards have been available in sports facilities throughout the year. One of the greatest challenges has been sourcing a regular supply of these but other student bodies on campus have been able to pass some on at times when we have run out. ▪ Appropriate SAMH resources displayed in sports facilities. A poster schedule was drawn up to ensure different messages are displayed regularly and to raise the profile of mental health. ▪ Awareness and sharing of SAMH resources through regular social media posts. Ad hoc posts were sent out to our followers (~3,000) and have been developed to automated weekly posts on social media. ▪ Awareness and sharing of CAPS resources through regular social media posts. Ad hoc posts were sent out to our followers (~3,000) and have been developed to automated weekly posts on social media. ▪ A range of mental health resources were made available at the Fraser Building information stall during the SRC Welfare Week ▪ Links to a number of online mental health resources are available on the GUSA website.</td>
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<tr>
<td><strong>PRACTICAL CHANGES ON CAMPUS</strong></td>
<td>Links and signposting to student support services Some links with external mental health organisations</td>
<td>▪ Links have been set up with key student services including CAPS and the Disability Service. These links have already proven beneficial with referrals to the Gym Buddy Scheme. ▪ CAPS drop in service was promoted during SRC Welfare week ▪ See Me Scotland – University signed up to the See Me Pledge and there is an action plan in place ▪ On the back of our social media schedule linking partner resources, we are currently in discussions with SAMH regarding the possibility of setting up a partnership.</td>
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<tr>
<td><strong>EVALUATION</strong></td>
<td>Provide completed evaluation sheet Some reflection and review of work in evidence</td>
<td>▪ Evaluation sheet incorporated into this wider report ▪ Please see below for evaluation of the past year and what’s next</td>
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### 2 Star

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<th>AREA</th>
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<tr>
<td>Making the Award Known</td>
<td>Set up HBHM group/committee</td>
<td>The HBHM Committee comprises the GUSA Welfare Convener, GUSA President and SRS Assistant Director.</td>
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<td>Making the Issue Known</td>
<td>Take forward a specific Mental Health campaign</td>
<td><strong>Sport &amp; Wellbeing Week (SWW)</strong></td>
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<td>A wide and diverse range of activities were included in our SWW this year as shown below and in our promotional flyers (see appendix 2)</td>
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<td>President challenges – daily challenges were videoed and promoted on social media to encourage people to get more active, trying short but fun challenges (#beatthepresident). Here are links to some of the best responses:</td>
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<td>o [<a href="https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE">https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE</a> &amp;URL=https%3a%2f%2fwww.youtube.com%2fwatch%3f%3d007iZ6QjE4](<a href="https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE">https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE</a> &amp;URL=https%3a%2f%2fwww.youtube.com%2fwatch%3f%3d007iZ6QjE4)</td>
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<td>▪ Ask the trainer – an increase in the amount of staffing during SWW (and promotion of the advice sessions) managed to increase the number of questions we were able to answer relating to exercise and improved wellbeing</td>
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<td>▪ Free climbing experience at Glasgow Climbing Academy</td>
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<td>▪ Launch event, presentation, debate and tradeshow</td>
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<td>▪ Health MOT’s</td>
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<td>▪ Free Juice Warrior tastings</td>
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<td>▪ Pelvic floor workshops</td>
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<td>▪ Free massages</td>
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<td>▪ Mindfulness sessions</td>
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<td>▪ Introduction to suspension training and Bulgarian bags</td>
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<td>▪ Free chiropractic consultations</td>
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<td>▪ Foam roller workshop</td>
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<td>▪ Free PT consultations</td>
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<td>▪ Survival of the fittest</td>
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<td>▪ Kitchen medicine – winter herb remedies</td>
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<td>▪ Adult CPR session</td>
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<td>▪ Child CPR and choking session</td>
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<td>▪ Free Gigong session</td>
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<td>▪ Free remedial sports massage</td>
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<td>▪ Healthy eating on a budget</td>
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<td>▪ Power hoop masterclass</td>
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<td>▪ Bodybuilding workshop</td>
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<td>▪ Superteams</td>
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<td>SRC Welfare Week</td>
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<td>▪ [Wildlife Garden Tours](<a href="https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE">https://mail.campus.gla.ac.uk/owa/redir.aspx?C=6A1zy-k8WkaFlj8dbvzsjiVxj7M9NNEIEAliuAs2rqEY35VoYkeOaVrV5A6JMZ51IfkTFeEydZekE</a> &amp;URL=https%3a%2f%2fwww.youtube.com%2fwatch%3f%3d007iZ6QjE4)</td>
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<td>▪ Knit away stress session</td>
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<td>▪ SRC Welfare Week stress packs</td>
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<td>▪ Fraser Building information stall</td>
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<td>▪ Awareness of CAPS drop in sessions promoted</td>
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### Starfish
- As explained previously, the Starfish initiative is aimed at supporting those with eating disorders or exercising excessively. There has been significant demand to date.

### Other
- Stress and Exercise campaign has just been launched to coincide with exam time. The GUSA President and Glasgow University Student Television have recorded some video footage to be released as part of the importance of exercising to relieve stress at a really important time for students in May-June.
- The benefits of sport and exercise to maintain mental wellbeing were discussed at the GUSA Council meeting on 21st November. Where supplementary information could be found was provided to all Council members.
- The benefits of sport and exercise to maintain mental wellbeing were discussed at the Club Committee Seminar (over 150 students attended) on 13th February. How and where to find supplementary was highlighted to all attendees.

### PRACTICAL CHANGES ON CAMPUS
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<tr>
<th>Sports’ Union (and/or Sports Department) and Students’ Association working together on HBHM or Think Positive work</th>
<th>GUSA and SRS partnership has been in place since 2002 and student wellbeing is central to both of our organisations. The HBHM Committee is evidence of a coordinated approach to supporting student wellbeing but collaboration extends further with marketing and graphics expertise from the sports department having helped GUSA with posters, social media, website updates and event organisation to name just a few areas.</th>
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<tr>
<td>Some individuals being trained in SMHFA</td>
<td>A number of students were trained when the SMHFA course was delivered at the University</td>
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<td>Staff and students are aware of process by which students are signposted to support</td>
<td>One member of staff was also trained.</td>
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<td></td>
<td>Social media has played a significant role in signposting students to online self-help resources, CAPS, Disability Services and other external organisations. Other events such as SWW and the SRC Welfare week have also provided opportunities for face-to-face dialogue with students and direct them to appropriate support.</td>
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### EVALUATION
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<th>Impact measures in place and reported on in evaluation</th>
<th>More than 600 people were involved in SWW</th>
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<tr>
<td>Gaining student input and feedback included in evidence</td>
<td>Impact of the see Me pledge is across the entire student population (~24,000 students)</td>
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<td></td>
<td>There are specific positions on the GUSA Council that fulfill this remit. The GUSA Welfare Convener regularly speaks with students to understand their views, and is very much hands on via the Gym Buddies programme in what students think of opportunities available and how they can be improved. Similarly, a key role of the H&amp;F Convener and Rec Convener are to meet with students at sessions put on to gain feedback on the programme of activities.</td>
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### 3 STAR

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<td><strong>MAKING THE AWARD KNOWN</strong></td>
<td>Single year action plan in place</td>
<td>- An action plan was devised around the HBHM criteria with timelines and individual responsible for leading or being involved in task completion. This has proven to be extremely useful and provides the framework for a similarly broad programme of activities to be implemented next year and beyond.</td>
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| **MAKING THE ISSUE KNOWN** | Some mental wellbeing resources available to all students through sport and physical activity providers | - As mentioned above a range of mental wellbeing resources have been made available in sport facilities, most notably those from See Me Scotland and SAMH. The accessibility of the See Me materials hasn’t been without it’s issues but we have utilised our networks to get a steady supply.  
- Information on mental health resources is permanently available on the GUSA website. |
| **PRACTICAL CHANGES ON CAMPUS** | Increase participation from students who don’t typically engage in sport | - As noted in more detail above, the Gym Buddy project (see appendix 4) has specifically targeted students who don’t typically engage in sport. Although we are very successful in physical activity rates at the University (~12,000 student members of sport facilities) we are equally thrilled that we have managed to attract those not previously involved in exercise to incorporate this into their loves. Students looking for support have included those from minority ethnic backgrounds and a blind student as well as young Scottish students. 
- Mature students have been part of our Monster Dash charity fun event and increasing an emphasis on making a family oriented day has helped us attract this population to get involved. 
- Whilst some of our programme has attracted some minority groups, it should be noted that we aim to make our facilities, clubs and all activities accessible to all, something that is hugely important given the multicultural make up of students and staff at the University. 
- Connie’s Cardio Challenge – 86% of respondees involved in the initiative specifically said that it had a positive effect on their mental wellbeing.  
- Sport & Wellbeing Week – diverse programme of activities aimed at mentally healthy exercise and mental health awareness  
- Core programme: ~50 free exercise classes; 8 free sport drop in sessions; 48 sports clubs across a broad range of activities; free swimming pool access, wide range of courses such as yoga or Thai chi at heavily subsided costs. 
- Discussions held with the Director of CAPS and Assistant Director of the SRS. A number of developments are now in place:  
  o Caps specialist staff leading the Starfish group  
  o CAPS staff leading some mindfulness sessions in SWW  
  o A specifically designed stress relief exercise session combining physical activity, stress relief techniques such as meditation has been planned and will be delivered at the start of May. This session will utilise the Director of CAPS’ specialist spiritual and mindfulness expertise and combine with the in house expertise of one of our instructors. Should this session prove successful, we will roll out on a more regular basis. |
| | Programme of “mentally healthy exercise” | |
| | Creating a formal link between sports facilities and support services | |
| Sports and fitness staff trained in Scotland’s Mental Healthy First Aid | - As already noted, there have been a number of referrals from both CAPS and Disability services. The links we now have in place between our services are robust.
- Selection of fitness staff, GUSA Council and other students being trained (SMHFA) |
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| MAKING THE AWARD KNOWN      | Multi-year strategy and single year action plan in place                      | ▪ As mentioned above, there is now an annual action plan that details areas of work that needs to be done by GUSA and staff within the SRS. Any new initiatives or ways in which the programme of activities/raising mental health awareness initiatives will simply be added to this plan in future years.  
▪ The University now has a Student Mental Health Policy (Appendix 1) that sets out the University’s commitment to student mental health at the University of Glasgow. GUSA has been instrumental in raising awareness of mental health that has led to the creation of this University wide policy. |
| MAKING THE ISSUE KNOWN      | Some mental wellbeing resources available to all students through student support services | ▪ Wellbeing resources being made available in the Fraser Building (the Student Services central hub), the John Mac building (where the student Representative Council are based) and the Queen Margaret Union.  
▪ Information was already prominent in Counseling and Psychological Services but is also now in place in Disability Services. |
|                             | Use of social media channels signposting to information and support            | ▪ This is one of the areas where huge progress has been made in the past 12 months, and an important one, given the number of people using social media (we have >3,000 FB/Twitter followers). Ad hoc FB messages and tweets have been superseded by the comprehensive Mental Health Promotion Plan (appendix 4) and Twitter hashtag (#GUmentalwealth) to specifically and periodically drive out resources we have compiled. The resources from key agencies such as SAMH and SeeMe and CAPS provide a platform for additional resources to be added in the future. At present however, we now have weekly mental health messages/links to resources and these have been scheduled in line with the student academic calendar (e.g. stress/relaxation, self-help and exercise tips around examination periods. |
| PRACTICAL CHANGES ON CAMPUS | Joint strategy of work between Sports’ Union (and/or Sports Department) and Students’ Association  
Daily non-competitive exercise promoted for mental health benefits as well as physical | ▪ GUSA and SRS both have representation on the Student Mental Health Working Group and played a central role in the Student Mental Health Policy having been implemented at the University.  
▪ All student associations have signed the See Me Pledge; this was initiated and led by GUSA.  
▪ Monster Dash fun Halloween themed event was organised collectively between SRS staff and GUSA Council members and other student volunteers. The event was organised to get people active and to raise money for charity  
▪ Weekly non-competitive sport drop in sessions delivered free of charge  
▪ Free fitness classes (~£50/week)  
▪ Sk fun run organised |
| EVALUATION                  | Provide completed evaluation sheet and comprehensive evidence with student feedback | ▪ Please see below for evaluation of the past year and what’s next  
▪ Feedback gained from our evaluation of SWW and Connie’s Cardio Challenge has been very useful and will shape our future initiatives. |
## 5 STAR

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| **MAKING THE AWARD KNOWN** | **HBHM strategy embedded within department/institution strategy** | ▪ The principles and various components detailed in the HBHM strategy are now fully embedded at the University of Glasgow. This has been achieved via the following adopting core principles:  
  ▪ Student Services Strategy.  
  ▪ University Student Mental Health Policy  
  ▪ GUSA Strategy  
  ▪ SRS Strategy: Working Towards 2020 |
| **MAKING THE ISSUE KNOWN** | **HBHM work has been made sustainable and formalised**                       | ▪ SWW is now in its 4th year so it is established within the University calendar as a sustainable programme of physical and mental health activities  
  ▪ Each year the SRC Welfare Week run in Semester 1 and supported/facilitated/promoted by GUSA and the SRS – this year’s key themes focus on stress and anxiety  
  ▪ The HBHM Strategy is embedded within the Student Services Strategy. |
| **PRACTICAL CHANGES ON CAMPUS** | **Mental health and wellbeing included into job descriptions** | ▪ Mental health and wellbeing is now part of the job descriptions of the GUSA President, GUSA Vice-President, GUSA Secretary and GUSA Welfare Convenor.  
  ▪ SRS Assistant Director job description has been updated to include wellbeing and mental health as one of the main duties and responsibilities of the role  
  ▪ We plan on continuing all of the activities already outlined above as well as looking at other ways in which we can encourage students at the University to engage in physical activity outside of our normal extensive programme (e.g. 50 free exercise classes, 8 free drop in sport sessions, access to free inductions and exercise advice). The Gym Buddies programme will continue to be a vital link in encouraging non-exercisers into engaging into regular exercise. |
|                             | **Inclusion of participative events in sports calendar**                     | ▪ We have identified 2 staff members who would be suitable (and interested!) in being trained as a SMHFA trainer. Both staff are tutors in yoga and other fitness related disciplines so would be ideally suited in delivering training opportunities on campus. We see this as being the best and most sustainable way of delivering training and becoming less reliant on the MHFA training that has been in place and kindly offered to date. |
|                             | **Plan of practical guidance to support student with mental ill health** |                                                                                                                                                    |
Evaluation of the past year & where next

Progress in the past year has been vast and with student welfare firmly at the heart of GUSA, SRS and Student Services strategies, we are confident this will remain the case for the foreseeable future. There are of course, areas in which we are keen to both grow and improve and the availability of mental health resources is one. Whilst we have managed to have an ongoing supply of hard copies of SAMH and See Me resources, we will be working hard in the coming months to ensure we have our own regular supply of resources to display in sports facilities and at all of our events throughout the year. This will ensure we can continue to compliment the extensive social media and electronic resources we have, as there is clearly a demand from students.

We have found our new mascot GUS hugely appealing to students, perspective students, athletes, staff and pretty much anyone that they meet. Following on from the Wildlife Garden tours during the SRC’s Wellbeing Week we think that it would be a good idea to send GUS down to the wildlife garden with a film crew and promote the benefits of taking some time out from the library to go and distress at the wildlife garden on campus.

Another area in which we are looking to improve is in the area of measuring the impact of our programme of opportunities on mental health and student wellbeing. We know from previous surveys of over 1,000 students that a significant proportion of our community cite the benefits of physical activity on their wellbeing (75% surveyed agreed of the importance of physical activity with the management of stress and 94% agreeing that it positively impacted on their mood). We realise that this kind of information is hugely powerful, not only to ensure our programmes are meeting their intended outcomes, but to ensure the University senior managers recognise the significant impact we can make on student welfare and mental health. We are already becoming more focused in our efforts of collecting feedback and as part of our programme evaluation surveys we undertake, we’re now asking whether they think the activity has contributed to reducing any stress but more refined questioning will be introduced in the future.

Similarly one of the ideas we’ve had is to look at we are planning on a Meme campaign that will bring key mental health messages into daily physical activities, helping to break down the stigma of mental health. Highlighting the benefits of taking part in an exercise class or sport drop in session not only as fun and beneficial physically, but from a mental health perspective as well.

Connie’s Cardio Challenge

The initiative was introduced this year by Connie Zehentmeier, the GUSA H&F Convenor. There were different levels of activities for people to aim for and received a positive response from students.

Also, 86% of respondees felt that participating in the challenge had a positive effect on their mental wellbeing.
SWW was again successful, attracting more than 600 people to the week’s programme of activities and we got some really positive feedback via our Survey Monkey that was sent. For example, 97% of respondees said they are likely to attend next year’s activities and we got various comments saying how good sessions were and the breadth of activities on offer was great. One of the comments we received was ‘Keeps getting better and better’ so certainly appealing to some! We did get some feedback saying that a few people had wished they had found out about sessions earlier but with information going out via social media, around facilities and regular emails to all University staff and student email accounts at various times during, and around the event, we don’t think there’s much else we could’ve done. Some of the sessions were full and people expressed disappointment but we have since put follow up sessions on to cater for the demand. The event has grown over the years and the balance between all aspects of physical and mental wellbeing seems to be about right but we will always have a comprehensive review of feedback received to aid in planning for the following year.

We have created excellent links with other student services at the University and hope to maintain these in the future and further develop the links with the student medical practice on campus (Barclay Medical Practice) more as we believe we can do this better and have even greater reach than we have at the moment. Links with other student bodies on campus are excellent and the result of GUSA’s hard work over the past few years and really driving forward the mental health agenda campus wide.

The SMHFA training has been useful and well received by those that attended. There has been a commitment from the SRS that at least one of their staff will be trained in SMHFA training in the coming year, which will provide a sustainable mental health training structure into the University and will hopefully result in even more students being trained across campus.

We’re genuinely proud of our achievements in the past year but we’re not done yet, not for this academic year. We are currently finalising plans for a session in the next couple of weeks to coincide with exam time and with a specific focus on mental health, or more specifically, stress and stress relief through exercise. The session will be structured around the following key components: discussion around the importance of using exercise and other exercises as a means of maintain positive mental health; warm up; stress releasing exercises; cool down/stretching; meditation. If the session proves to be successful we would hope to run again in the future at key stress points in the University calendar.
Concluding Remarks

The HBHM Award has been instrumental in guiding our efforts to enhance welfare and mental health awareness and provision at the University. HBHM has provided a clear framework covering key areas and we believe we have been successful in achieving these. Our action plan holds value not only through our successes over the last year, it serves as the means by which activities will take place annually and the platform from which even more can be done in the future.

Student welfare is now a key part of GUSA and the SRS’s work and our impact at institutional level has helped the association gain recognition both internally and externally. Through the implementation of HBHM opportunities, we have raised the importance and profile of student welfare at institutional level. We have ensured that a number of policies and procedures are now in place to safeguard the sustained focus of student wellbeing at the University and see this as being a huge success.

‘Just keep doing a variety of great stuff, I’ve loved this week’
(SWW 2014)
Appendices

Appendix 1 – Mental Health Promotion

Student Mental Health Policy

1. **Introduction**
   This Policy is designed to provide advice and guidance to:
   - Students who experience mental health difficulties or a mental health condition\(^1\) throughout their studies on what support and assistance they can expect from the University.
   - University staff who have a role in advising and supporting students with mental health difficulties.
   - Students who have concerns about the mental health of another student.

\(^1\) The two terms ‘mental health difficulty’ and ‘mental health condition’ are both used by HESA to describe two types of mental health. ‘Condition’ refers to depression, schizophrenia or anxiety disorder and ‘difficulty’ is a more general term. [http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,11051/href,a%5E_%5EDISABLE.html/](http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,11051/href,a%5E_%5EDISABLE.html/)

   Accompanying this Policy are Guidance notes offering practical advice to all staff supporting students.

2. **Scope of the Policy**
   The policy covers any current or prospective student with a mental health difficulty or condition and outlines the University’s and individuals’ responsibilities in these circumstances. It should be noted that the terms “mental health difficulty” and “mental health condition” applies to students with both fluctuating and long standing issues around mental health. This policy attempts to provide a non-exhaustive list of scenarios and lists the steps both students and staff should follow.
3. Rights and Responsibilities

This section covers rights and responsibilities for students, staff and the University.

3.1 For students

Rights

• All students at the University have a right to attend and study without being subject to prejudice or discrimination as a result of their mental health difficulties or conditions.

• All students experiencing a form of mental health difficulty or condition have a right to support from the University with this, taking into consideration the limits of provision the University offers.

Responsibilities

• Students who are currently experiencing mental health difficulties or conditions should, where possible, inform the University of this at the earliest opportunity in order to receive advice and assistance. Depending on the student’s particular difficulties or condition it may be appropriate for them to notify their Adviser of Studies, the University Counselling Service and the Disability Service. It should be noted that there is no obligation on students to disclose any difficulty, condition or disability they may have.

• Students experiencing this type of difficulty or condition should refer to the Student Absence Policy\(^1\) and the “Incomplete Assessment resulting from Good Cause” regulations located at section 16.45 of the University Calendar\(^1\).

• All students have a social responsibility to assist the University in working towards a stigma-free environment with regards to mental health difficulties.

• All students should endeavour to recognise their own personal limits with regards to any mental health difficulties or conditions they are experiencing and seek advice and assistance at the earliest possible opportunity.

http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,11051/href,a%5E_%5EDISABLE.html/
\(^2\)http://www.gla.ac.uk/media/media_129312_en.pdf
\(^3\)http://www.gla.ac.uk/media/media_238045_en.pdf

3.2 For staff

Responsibilities

• Staff should ensure that they treat all students in the same manner, however it may be appropriate for student’s experiencing mental health difficulties or conditions to be provided with extra support at times. In line with the Equality Act (2010) and the University’s guide for staff on supporting disabled students\(^4\) reasonable adjustments should be made for students where required.

• Any disclosure made by a student experiencing mental health difficulties or conditions to a staff member should be treated as completely confidential unless the student’s (or indeed any other person’s) immediate personal safety is at risk.
• All staff have a responsibility to ensure that they work towards a University which is free from stigma with regards to individuals with mental health difficulties or conditions.
• Staff should remain aware of their personal limitations when assisting students with mental health difficulties or conditions and should refer to the **Student Mental Health Policy Guidelines for staff supporting students** (see appendix) for more details on referring students to appropriate specialist services.

4  [http://www.gla.ac.uk/media/media_190029_en.doc](http://www.gla.ac.uk/media/media_190029_en.doc)

3.3 For the University

**Responsibilities**

• The University has a responsibility to promote their **Wellbeing Strategy** which envisions creating a campus where mental wellbeing is valued and encouraged based on a holistic approach.
• Where a student declares a mental health difficulty or condition to the University they have a responsibility to ensure that reasonable adjustments are made to prevent the student being unduly disadvantaged by this difficulty.
• The University has a responsibility to students to provide services which supply the best level of support possible in specialist areas such as Disability and Counselling.
• The University has a responsibility to disseminate the information and guidance relating to the **Mental Health Policy** to all staff and provide training and updates where appropriate.
• The University has a responsibility to review and develop this policy dependant on student feedback and changes in the wider area of mental health support.

4. **Guidance**

Guidance for staff supporting students can be found in the appendix.

5. **Sources of information**

**General information and advice**

**Advisers of Study**

The student’s adviser is responsible for overseeing and supporting academic progress, and is the first port of call in the event of any difficulties, whether course related or personal. Students can find out who their adviser is by logging into MyCampus and clicking on ‘Student Centre’.

**Chaplaincy**

The Chaplaincy provides spiritual support for students and staff. It is open to students and staff of all faith/non-faith backgrounds and denominations.

0141 330 5419
chaplaincy@glasgow.ac.uk
Counselling and Psychological Services

Counselling and Psychological Services offer a confidential space for students and staff to explore and reflect on these issues without being judged, and to help develop ways of overcoming difficulties or conditions.

Some of the services provided:

- Mental health and wellbeing drop-in
- Self-help materials
- Individual counselling
- Psycho-educational groups
- Group counselling
- Three-session counselling
- Clinical psychological services

0900-1700, Monday to Friday
0141 330 4528

studentcounselling@glasgow.ac.uk

Disability Service

The University encourages students to disclose any disability or medical condition to their Disability Service to ensure that appropriate support can be arranged. This could include access, examination and study arrangements.

All information disclosed to the Disability Service about disabilities or medical conditions will be treated as “sensitive personal data” as defined by the Data Protection Act (1998), and will not be passed on to a third party without explicit signed consent.

0900-1700, Monday to Friday
0141 300 5497

disability@glasgow.ac.uk

SRC Advice Centre

The Advice Centre is an advice, information and representation service provided by the SRC for all Glasgow University students. The Advice Centre offers free and confidential advice on wide range of subjects.

1130-1600, Monday to Friday
0141 330 5360
advice@src.gla.ac.uk

Halls of Residence

Fully trained Wardens and Senior Residents are available to provide emotional support to students living in halls of residence outwith office hours. To contact a Warden or Senior Resident students can find their contact number on the phone contact list in their room. Alternatively the contact for Wardens or Senior Residents are held by Residential Services on 0141 330 4743 or at accom@gla.ac.uk (office hours only).
Crisis Team\textsuperscript{5}

Staff may contact the Crisis Team if they find themselves facing a student crisis situation, such as if they are very worried about a student and feel that there is a risk of suicide. An experienced team will provide advice and/or help manage the situation.

Security are contactable 24/7 and they can ensure that one of the team are contacted. Ext 4444 (internal) or 0141 330 4444

\textsuperscript{5} http://www.lib.gla.ac.uk/media/media_221403_en.pdf

Samaritans

The Samaritans are just everyday people who volunteer for Samaritans. They’ve been through months of thorough training to qualify as a Samaritan, so they really know what they’re doing, and how best to help, no matter what the issue is.

They are there to support through all kinds of situations feelings and thoughts. What one person can take head on, may lead another person to struggle to cope.

You don’t have to be feeling suicidal to get in touch. Only 1 in 5 people who call the Samaritans feel suicidal at the time.

0141 248 4488, 24/7
jo@samaritans.org

Registering with a GP

Students should register with a local doctor whilst at University. There may be difficulty in getting medical attention if you are not registered. To find out more about how to register go to: http://www.gla.ac.uk/students/support/health/#tabs=1
Appendix
Guidance for staff supporting students

Context
The literature on mental health suggests that 1 in 4 people experience mental health difficulties at some point during their life. Within student populations, research has shown this figure increases with a higher incidence of mental health problems amongst students compared to the general population. The number of students accessing higher education counselling services across the UK appears to reflect this picture. 63% of Universities and Colleges report a steady increase in student referrals. During the 8-year period spanning 2004-2012, the University of Glasgow alone saw a 283% rise in the number of students registered with Counselling & Psychological Services. By implication, it is of paramount importance to ensure that the mental health needs of students are supported during their time at University. With a population of over 20,000 students from over 100 countries, there is rich diversity in the ethnicity and culture of the student body at the University of Glasgow. The institutional approach should aspire to:

• reach the student population and promote awareness of, and access to support services
• tailor support to individual needs, sensitive to cultural and ethnic diversity
• reduce stigma associated with mental health difficulties
• preserve dignity and adhere to professional codes of confidentiality
• educate staff on mental health amongst students and how to respond to their needs

Aim of the guidelines
The following guidelines are intended for use where you have prior knowledge of or growing concerns that a student is experiencing emotional or psychological distress. This may have been brought to your attention by (i) the student themselves; (ii) direct observation on your part; or (iii) a third party who has made you aware of the situation e.g. your colleague or a friend of the student.

Confidentiality and Data Protection
The University works within Data Protection legislation and maintains the confidentiality of personal and sensitive data as outlined in the “Policy on Confidential Data in the University” (http://www.gla.ac.uk/media/media_180727_en.pdf)

In general principle, personal information on a student must not be shared within the University or to an external body without the student’s consent. All staff must operate within strict standards of confidentiality and comply with this policy. Therefore, information about a particular student should not be shared with colleagues, relatives or other students without prior verbal or written consent from the student. In this instance there should be agreement between the member of staff and the student about the scope and purpose of information sharing before disclosure to a third party is made. When working with students in a supportive role, outlining the confidential nature of the interactions is key in building the student’s confidence and allowing them to seek support.

There are however, some circumstances when it is necessary to overrule the general principle of confidentiality. These are as follows:
By compulsion of Law: there can be circumstances where information about a student may have to be disclosed by order of the police or to a court of law without the student’s consent. If this does arise, you should first consult the ‘Police Requests for Personal Data’ policy (http://www.gla.ac.uk/services/dpfooffice/a-ztopics/policerequestsforpersonaldata/) and seek advice from a data protection officer. The disclosure is not automatic, and the procedure must be followed first.
Risk – suicide or violence: if there are significant concerns relating to the safety of a student (suicide risk) or the safety of someone else (violence risk), then disclosure may be required without the student’s consent, for example, when contacting the emergency services.

Fitness to practice: Depending on course of study, there may be a need to consider a student’s fitness to practice. This occurs when the student is undertaking a qualification that involves interaction with the general public in a professional capacity, e.g. medics, nurses, teachers etc. Should concerns of this nature arise, guidance should be sought from the Senate Office.

Fitness to study: In other degrees where there is no fitness to practice policy, an assessment could be made by the students’ GP regarding the students’ fitness to study. There may be times when you need to discuss a student’s mental well-being with a senior colleague to seek advice on how to proceed. In these circumstances, you can discuss your concerns without revealing the identity of the student.

If you have concerns about a student’s mental health, you may ask for a telephone consultation with a staff member at Counselling and Psychological Services (CaPS), or for more urgent cases, with the University Crisis Team. In these instances, you can similarly discuss your concerns without disclosing the identity of the student and therefore retain confidentiality. If further action and disclosure is required you will be advised of this and of the steps that need to be taken. If in doubt about whether to breach confidentiality, seek advice from CaPS or the Crisis Team.

Possible indications that a student may require support
Emotional and psychological fluctuations are natural processes that occur throughout the lifespan. They are often triggered by life events, both typical and uncommon, and there is individual variation in the extent and nature of responses. Irrespective of whether a student's distress is a typical reaction to a challenging life event or suggestive of more serious, underlying pathology, spotting the signs early and taking action if necessary is advisable. The signs of distress can vary from person to person and at times can be difficult to identify. One of the main indicators is noticing a change in the student's behaviour which may have been brought to your attention by the student themselves or you or a third party have observed. Typically, these changes may include:

- Tearfulness
- Loss of interest in activities
- Drop in academic performance
- Mood swings that are rapid or out of character
- Evidence of self-harming behaviour, such as cutting
- Change in eating habits (binge eating, over-eating, not eating)
- Sleep problems (not sleeping, sleeping much more)
- Increased anxiety, seeming agitated or jumpy, panic attacks
- Loss of energy, and being tired or lethargic
- Increasing social isolation (socialising less, uncharacteristically missing lectures, avoiding friends etc.)
- Dramatically increased energy, going out much more, needing very little sleep, rapid speech, over excitement or euphoria etc.
- Hearing, seeing or believing things that are a distortion of reality (hallucinations or delusions)
This is not an exhaustive list, and may not in isolation of context indicate that the student is emotionally distressed or experiencing a mental health problem. Speaking with the student discreetly will help you establish if further support is required and referral to CaPS is indicated. If in doubt, you can contact CaPS and seek advice.

**Responding to student mental health needs**

*Prior to meeting with a student*

- Be prepared to set aside a reasonable amount of time to listen to a student’s concerns
- When answering students’ emails, keep the content of your response to a minimum. Students can and do sometimes send lengthy emails about their circumstances when they are feeling distressed or in a state of desperation. Empathy can be conveyed within one or two sentences before advising the student of the next steps e.g. “I’m very sorry to learn that you’re feeling overwhelmed right now. It sounds as though things have been difficult of late therefore it’s important that we get you the support you need. If you would like to come in and chat with me in the first instance we can discuss the best way forward. I’m available (suggested dates/times)”
- If avoidable, do not respond to student emails out with working hours
- You may be concerned about a student’s mental health, however the student themselves has not approached you for help. Using an innocuous reason to meet with the student e.g. arranging a meeting to discuss general progress is an easy route in to check on their well-being
- Be aware that topics may come up in your discussion with a student that attract controversy or divided opinion e.g. religion, sexual identity, drug and alcohol use, deliberate self harm etc. It will be important that you remain as non-judgemental and neutral as possible irrespective of your own private belief systems
- A student may discuss something that resonates with your own personal experiences e.g. they are worried that they have bi-polar disorder and you or someone in your family has this diagnosis; they are recently bereaved having lost a close friend to cancer, and this is something you have experienced. Ensure that you choose a time to meet with the student when you will be feeling calm and composed i.e. not immediately after a difficult meeting or at the end of the day if you are at your best in the morning, as this scenario is unpredictable and usually occurs without prior knowledge. If you do know beforehand that a student’s concerns relate to your own experiences and are worried you may become upset or react in a certain way, it is more than acceptable to request that another colleague meet with the student instead
• All that may be required is an opportunity for a student to offload their concerns without further need for support.
• Stay within the time frame you have implicitly or explicitly allocated to your appointment with the student
• Avoid being drawn into giving advice about any mental health difficulties other than empathising with their situation and signposting onto mental health support
• Sit in the chair closest to the exit. This is advisable irrespective of the known or perceived cause of a students’ distress. In the unlikely event a student becomes aggressive and your physical safety is at risk, you will have a clear passage to the door without needing to circumvent the student. In situations where you have prior knowledge that a students’ behaviour has escalated to potential or actual physical aggression, this is imperative. If the room you are using does not allow for this layout, speak with your line manager to find alternative arrangements.

Where you are concerned about suicide or violence risk
(i) The safety of the student (suicide risk)
   - Don’t panic. Talking about suicide does not increase the risk of suicide
   - Reassure the student that support is available
(ii) The safety of someone else (violence risk towards others)
   - Reassure student that support is available
   - Leave the room if you feel that your personal safety is under threat and inform/contact necessary others e.g. colleagues/security

In both instances
   - Contact the police if a student leaves and has disclosed an intention to take their own life/harm others (imminently)
   - Contact CAPS for advice (Crisis team for out of hours)
   - Pass on any relevant information (e.g. awareness of weapons the student has in their possession, suicide note)

General points for consideration
• It is important that whilst the student receives appropriate support, boundaries are maintained. You may be the first person a student has approached for help and if they experienced you as understanding and empathic, they may become over reliant on your support and availability. Where there are limited or no informal sources of support available to the student this issue may become pertinent.
• A student needs to take responsibility for their own mental health therefore encouraging them to access mental health support is all that you can be reasonably expected to do (with the exception of suicide/violence risk – see relevant section)
• Ensure that you attend to your own well-being. Seek the opportunity to de-brief with a supportive colleague or line manager. Alternatively, CAPS are available for phone consultations during working hours and regularly take calls from concerned parents, members of staff or external agencies concerning a student’s mental well-being
• If in doubt about any issue relating to a student’s mental health, contact CAPS for advice
Appendix 2 – Sport & Wellbeing Flyer

Sport & Wellbeing Week
Monday 27 January – 02 February 2014

Launch event featuring Gregor Townsend

Sport & Recreation are hosting our 4th annual Sport & Wellbeing Week to ensure 2014 gets off to a positive start for all the university community.

Events during the week include:
- Tradeshow – Free Access to Sport & Recreation Facilities
- Survival of the Fittest – Free Climbing Experience
- SuperTeams Challenge – Beat the President
- Massage Therapy
- Health Advice – Health MOT’s Nutrition sessions
- Power Hour Masterclass – Ask The Trainers Body Building Workshop
- Foam Roller Workshop – Free PT Consultations
- Introduction to Suspension Training & Hurdles Stage Kitchen Medicine
- Sports Massage Consultations – Pelvic Floor Workshop

* Launch event will feature Gregor Townsend and a guest panel debate. This will take place at the Keith Wall, University of Glasgow, G12 8GG on Monday 27 January starting at 17:30. Ticket information available at www.glasgow.ac.uk/swww14

glasgowunisport is on: [Social Media Icons]
Appendix 3 – Buddy System Poster

Need some support getting active?

GUSA has student Gym Buddies on hand to get you started

For more information contact:
Leah Tomlinson
GUSA Welfare Convenor
gusa-welfare@glu.ac.uk
Appendix 4 – Mental Health Promotion

#GUmentalwealth

21/04
Check out this great “Something’s not right: how to help” leaflet by @SAMHtweets [http://ow.ly/vQVQs] #GUmentalwealth

28/04
Feeling stressed? Check out [www.stepsforstress.org](http://www.stepsforstress.org) for tips on stressing less and enjoying life more #GUmentalwealth

05/05
Check out this great SeeMe factsheet about depression [http://ow.ly/vQXci](http://ow.ly/vQXci) & how to get help if it affects you #GUmentalwealth

12/05

19/05
Check out this great “Get Active” leaflet by @SAMHtweets [http://ow.ly/vR1tK](http://ow.ly/vR1tK) #GUmentalwealth

26/05
Mental health - where to get support [www.glasgow.ac.uk/counselling](http://www.glasgow.ac.uk/counselling) @SAMHtweets [http://ow.ly/vQZJa](http://ow.ly/vQZJa), [http://ow.ly/vQZQo](http://ow.ly/vQZQo) #GUmentalwealth

02/06
Check out this great SeeMe factsheet about Eating Disorders [http://ow.ly/vR0Ei](http://ow.ly/vR0Ei) & how to get help if it affects you #GUmentalwealth

09/06
Check out this great SeeMe factsheet about self-harm [http://ow.ly/vR67I](http://ow.ly/vR67I) & how to get help if it affects you #GUmentalwealth

16/06
Check out this great “I’m speaking out” SeeMe factsheet [http://ow.ly/vR3V1](http://ow.ly/vR3V1) #GUmentalwealth

23/06
Check out these awesome self-help podcasts [http://ow.ly/vR4xA](http://ow.ly/vR4xA), this month how to overcome fear & anxiety [http://ow.ly/vR4Jg](http://ow.ly/vR4Jg) #GUmentalwealth

30/06
Check out this great @SAMHtweets article on 5 Ways to Better Mental Health [http://ow.ly/vR6uj](http://ow.ly/vR6uj) #GUmentalwealth

07/07
Check out this great SeeMe factsheet about Obsessive Compulsive Disorder [http://ow.ly/vR74x](http://ow.ly/vR74x) & getting help if it affects you #GUmentalwealth

14/07
If someone you know is suffering mental ill health, just be yourself & listen - SeeMe Brothers advert [http://ow.ly/vR7DK](http://ow.ly/vR7DK) #GUmentalwealth
21/07
Check out this great “Complimentary Therapies, Which Way Now” leaflet by @SAMHtweets http://ow.ly/vR8ZD #GUmentalwealth

28/07
Check out these awesome self-help podcasts http://ow.ly/vR4xA, this month focusing on mindfulness http://ow.ly/vR9TU #GUmentalwealth

04/08
Check out this great SeeMe factsheet about Schizophrenia http://ow.ly/vRcUD & getting help if it affects you #GUmentalwealth

11/08
For someone with a mental health problem, how you deal with it makes a difference - SeeMe Girls campaign http://ow.ly/vResq #GUmentalwealth

18/08
Check out this great @SAMHtweets report: Beyond Appearances - Experiences of Self-Harm http://ow.ly/vRd7I #GUmentalwealth

25/08
Check out these awesome self-help podcasts http://ow.ly/vR4xA, this month focusing on stress & the mind http://ow.ly/vRdDV #GUmentalwealth

01/09
Check out this great SeeMe factsheet about bipolar (manic depression) disorder http://ow.ly/vRfge & getting help #GUmentalwealth

08/09
Check out these awesome self-help podcasts http://ow.ly/vR4xA, this month focuses on stress & relaxation http://ow.ly/vRfS8 #GUmentalwealth

15/09
Check out this great @SAMHtweets Know Where to Go: Your Guide to getting help for your mental health http://ow.ly/vRgOr #GUmentalwealth

22/09
Have a look at these key facts about mental health problems http://ow.ly/vRhux #GUmentalwealth

29/09
Check out this great @SAMHtweets leaflet – the facts about mental health problems and driving http://ow.ly/vRBuD #GUmentalwealth

06/10
Check out this great SeeMe factsheet about suicide http://ow.ly/vRhXW & getting help if you are affected by it #GUmentalwealth

13/10
Check out this great @SAMHtweets leaflet – the facts about mental health problems and insurance http://ow.ly/vRBEt #GUmentalwealth

20/10
Check out this great SeeMe “I’m feeling ok” leaflet http://ow.ly/vRikE Feel good - It’s something to treasure #GUmentalwealth
27/10
Check out these awesome self-help podcasts http://ow.ly/vQXQa, this month focuses on wellbeing & sleep http://ow.ly/vQY9j #GUmentalwealth

03/11
Check out this great SeeMe factsheet about anxiety http://ow.ly/vRjoE & getting help if you are affected by it #GUmentalwealth

10/11
Check out these awesome self-help podcasts http://ow.ly/vQXQa, this month focuses on sleep & wellbeing http://ow.ly/vRjZ2 #GUmentalwealth

17/11
Check out this great @SAMHtweets leaflet on panic attacks and how to cope if you suffer from them http://ow.ly/vRkrv #GUmentalwealth

24/11
Feeling stressed? Check out www.stress.org for tips on stressing less and enjoying life more #GUmentalwealth

01/12
O’People be gentle to yourself… Faith and your mental wellbeing http://ow.ly/d/25pw #GUmentalwealth

08/12
Check out these awesome self-help podcasts http://ow.ly/vQXQa, this month focuses on positive thinking http://ow.ly/vRzcG #GUmentalwealth

15/12
Look after your mental health using exercise http://ow.ly/vS5ww #GUmentalwealth

22/12
Mental health - where to get support www.glasgow.ac.uk/counselling @SAMHtweets http://ow.ly/vQZJa, http://ow.ly/vQZQo #GUmentalwealth

29/12
Check out this great @SAMHtweets mental health problems explained webpage & how to cope if you suffer from them http://ow.ly/vS5i1 #GUmentalwealth

05/01
Check out this great “Get Active” leaflet by @SAMHtweets http://ow.ly/vR1tK #GUmentalwealth #NewYearNewYou

12/01
Check out these awesome self-help podcasts http://ow.ly/vQXQa, this month focuses on relaxation http://ow.ly/vRB96 #GUmentalwealth

19/01
Check out this great @SAMHtweets leaflet – the facts about pregnancy and mental health http://ow.ly/vRAE0 #GUmentalwealth

26/01
Check out this great SeeMe factsheet about Eating Disorders http://ow.ly/vR0Ei & how to get help if it affects you #GUmentalwealth
02/02
If someone you know is suffering mental ill health, just be yourself & listen - SeeMe Brothers advert http://ow.ly/vR7DK #GUmentalwealth

09/02
Check out the excellent courses and groups offered by CAP’s http://ow.ly/vS62i #GUmentalwealth

16/02
Check out this great SeeMe factsheet about self-harm http://ow.ly/vR67I & how to get help if it affects you #GUmentalwealth

23/02
Check out this great @SAMHtweets article on 5 Ways to Better Mental Health http://ow.ly/vR6uj #GUmentalwealth

02/03
For someone with a mental health problem, how you deal with it makes a difference - SeeMe Girls campaign http://ow.ly/vResq #GUmentalwealth

09/03
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23/03
Check out this great “I’m speaking out” SeeMe factsheet http://ow.ly/vR3V1 #GUmentalwealth

30/03
Check out this great @SAMHtweets mental health problems explained webpage & how to cope if you suffer from them http://ow.ly/vS5i1 #GUmentalwealth