

Promoting International Student Wellbeing



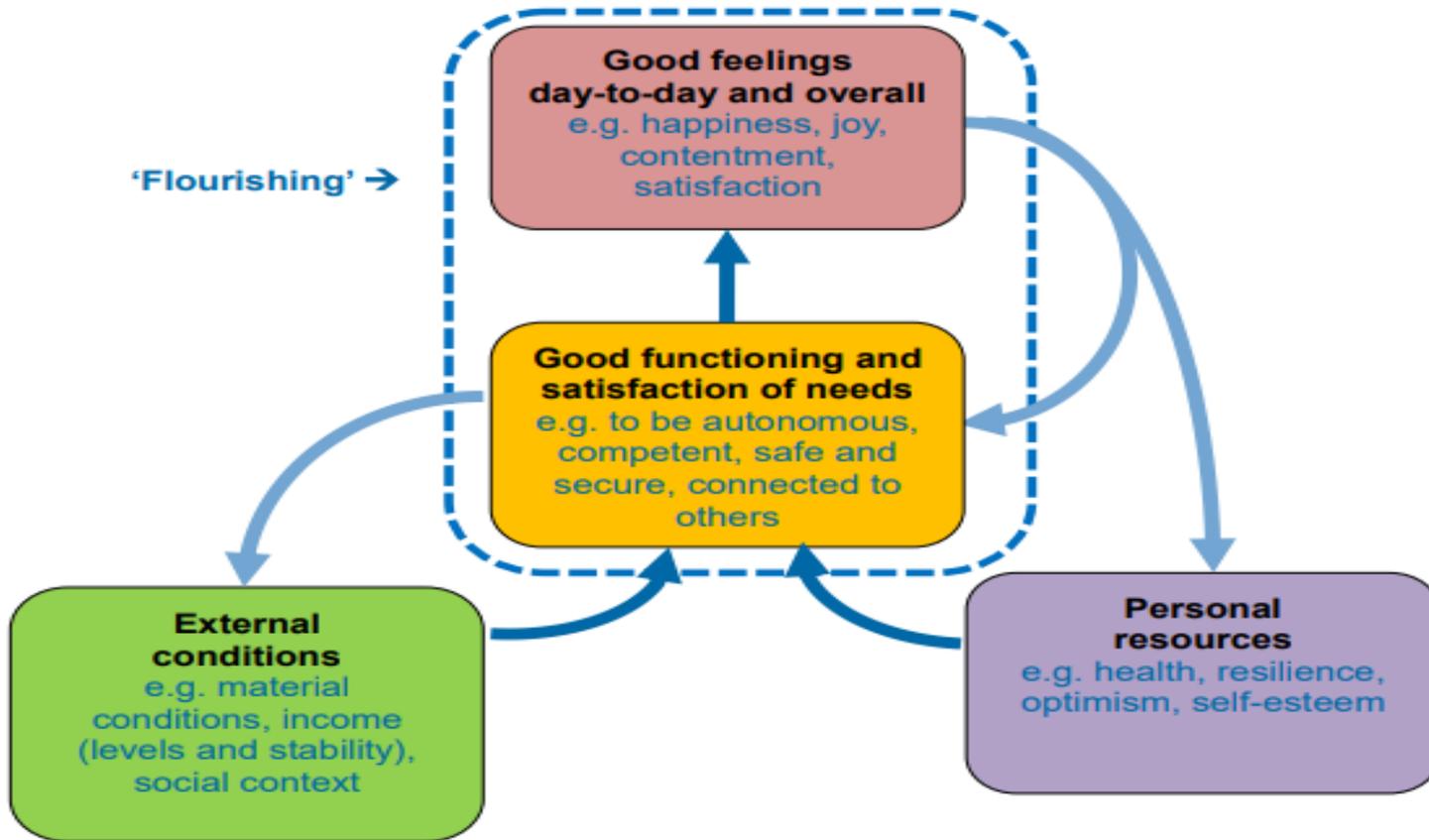
Curious Human



**student
minds**

International Student Wellbeing

Figure 1: nef's dynamic model of well-being



International Student Wellbeing



- Being able to deal with and manage situations.
- Healthy expression of all emotions/ feelings.
- Living in a way that is good for you and good for others around you.
- Feelings of contentment, enjoyment and engagement with the world, these include self-worth and self-awareness.
- Flourishing or thriving.
- The balance point between an individual's resource pool and the challenges faced.

Worth-it Education

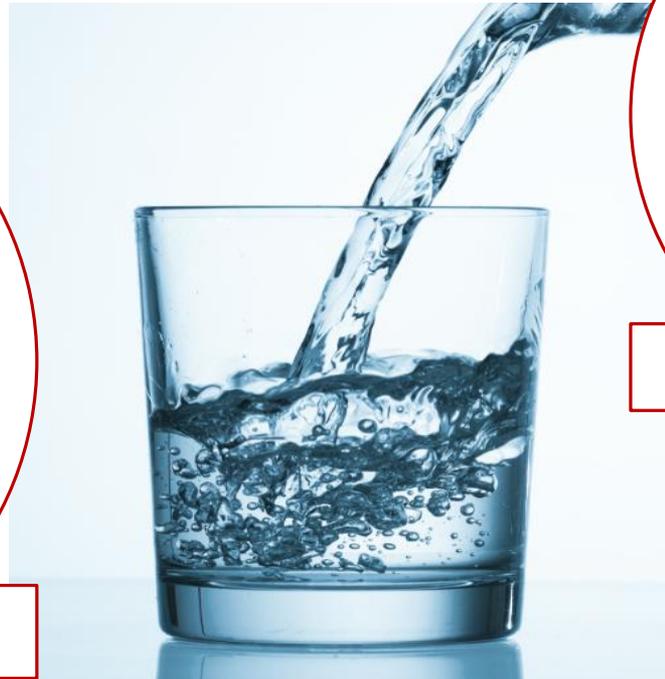
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What's the story?

- The balance point between an individual's resource pool and the challenges faced.

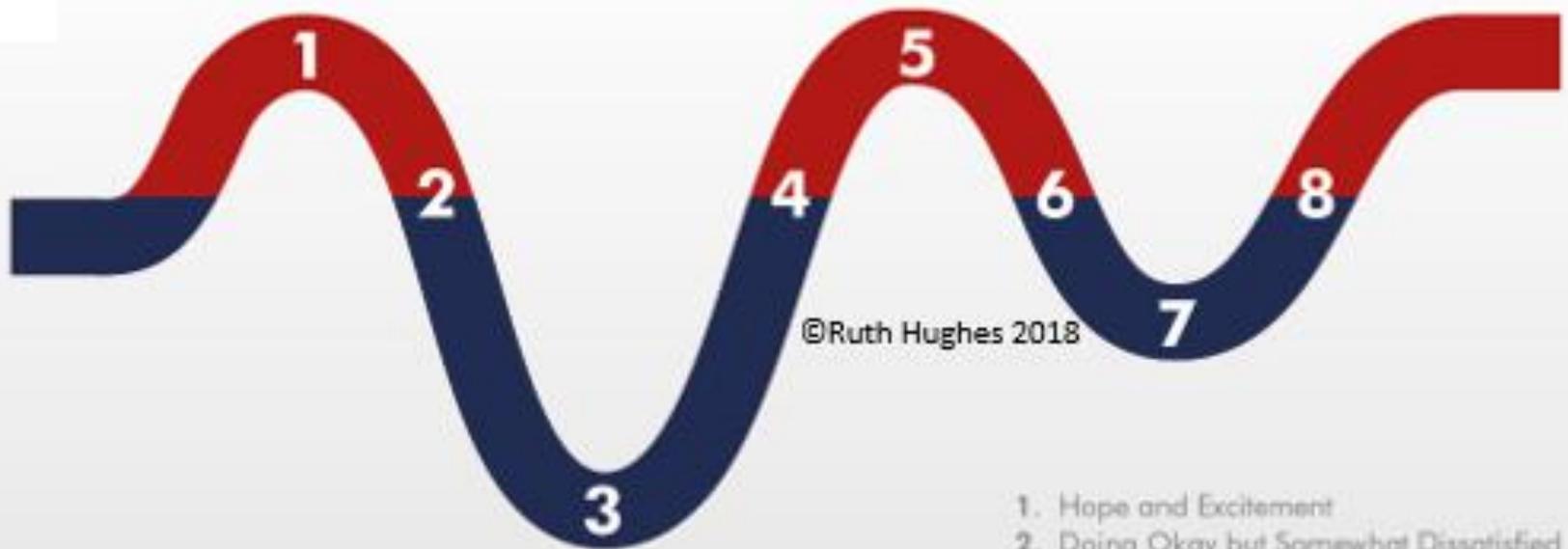
External Factors & Personal resources

School, study, friendships, sleep, home life, parents, illness, trauma...



Culture Shock

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@Ruth Hughes 2018

Inter-cultural Growth

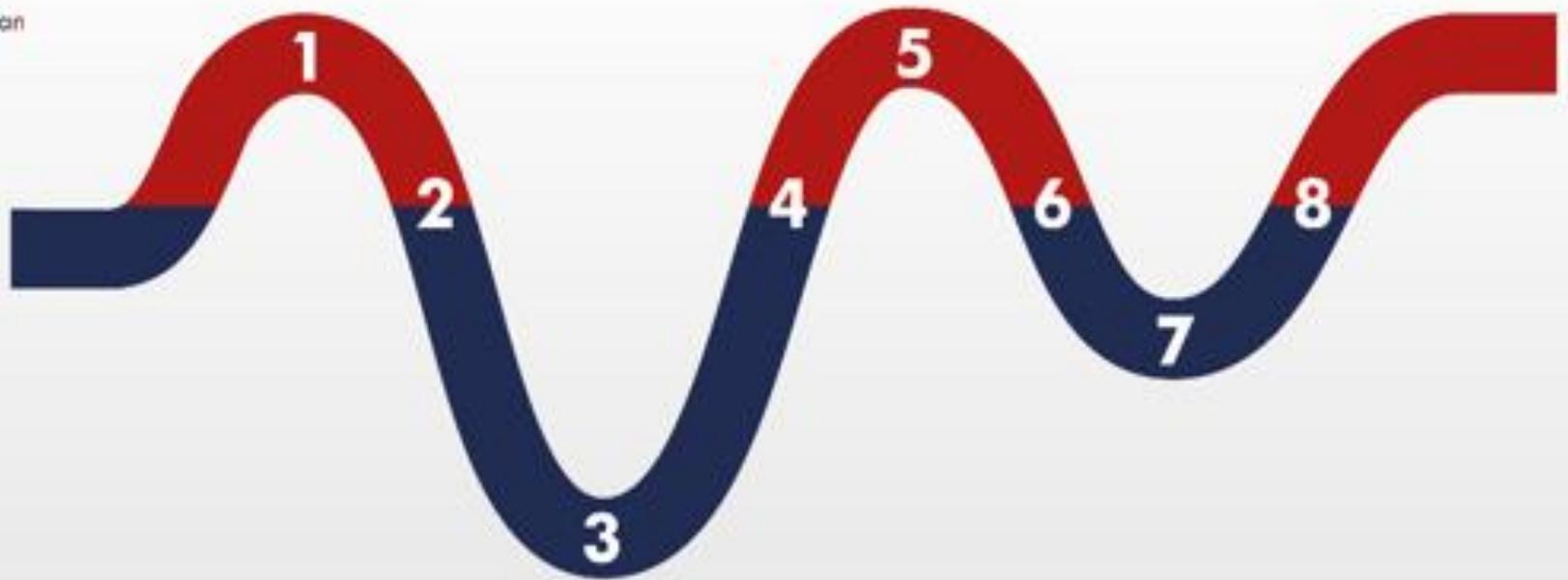
1. Hope and Excitement
2. Doing Okay but Somewhat Dissatisfied
3. Shock, Discomfort, Confusion and Self-Doubt
4. Initial Adjustment
5. Adjustment Adaption
6. Shock, Recoil
7. Isolation, Identity Confusion
8. Adaption, Search for Meaning, Adjustment

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Impact of culture shock on identity



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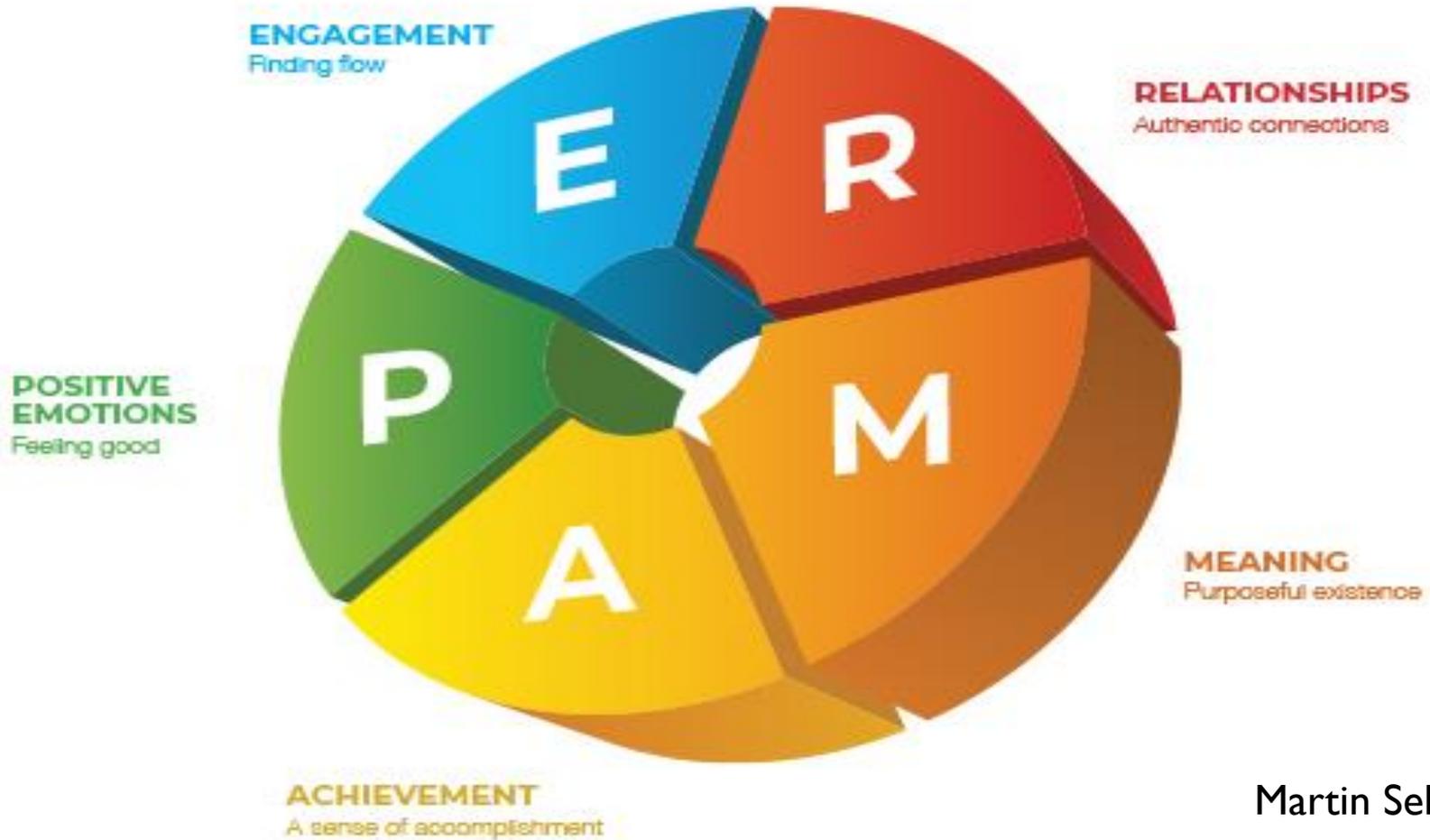


So what can we do?

1. Boost Wellbeing in **all** our students
2. Be alert to the signs of a young person in distress
3. Know when, where and how to refer or ask for help
4. Have appropriate policies in place
5. Implement appropriate training for all staff

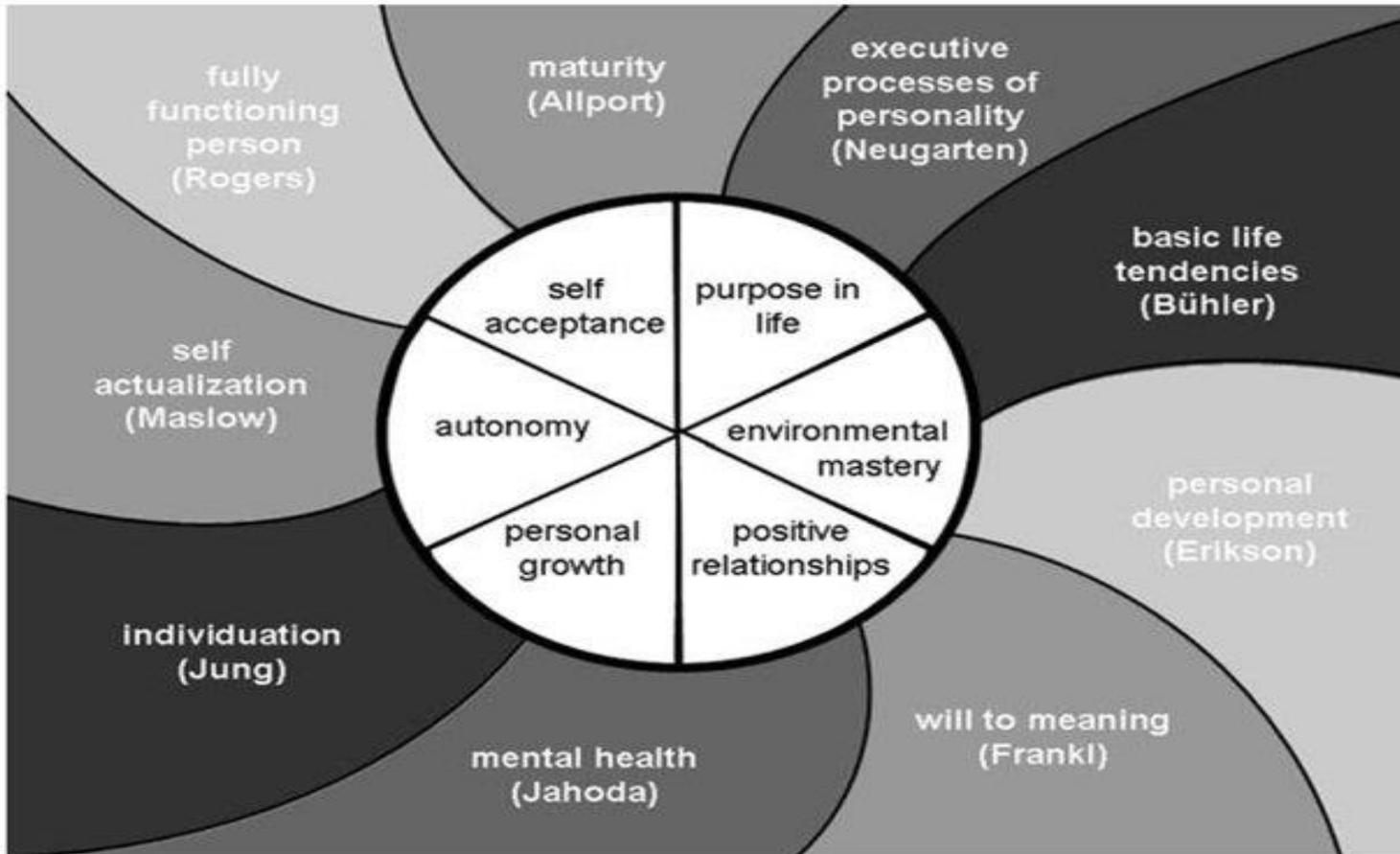
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Boosting Wellbeing



Martin Seligman

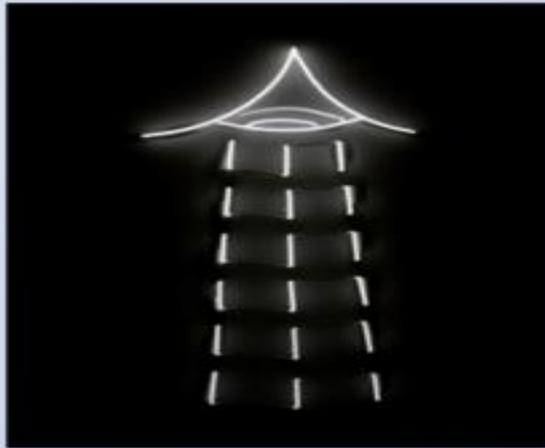
International Student Wellbeing



Ryff's Wheel of Psychological Well-Being

International Student Wellbeing Perspective Taking

A **C.A.L.M.** Attitude for **the M. O.**



You meta-cognitive observer is your mind's eye or "inner audience of self"

Foster an attitude in your **Meta-cognitive Observer that is:**

- **Curious**
- **Accepting**
- **Loving/Compassionate**
- **Motivated to Learn More and Grow from a Position of Security**

Gregg Henriques Ph.D. – Psychology Today

2. Be alert to the signs of a young person in distress

Behaviour

Amber indicators

- Low or sad mood/Crying
- Mood swings/agitation/hyperactivity
- Difficulty in concentrating or making decisions
- Irritability
- Excessive tiredness/Issues with poor sleep
- Weight loss/weight gain
- Loss of enjoyment in activities
- Unexplained aches and pains
- Concerned friends/social isolation...

Behaviour

Red indicators

Self-harm

Inappropriate sexual behaviour

Observable issues around food
(e.g. not eating in front of others,
visiting the bathroom after every
meal)

Alcohol, drugs or other substance
abuse

Risk-taking

Telling staff of suicidal intentions

Seeing things, Hearing voices or
perceiving reality in a distorted
fashion

Unexplained injuries

Attempted suicide

Etc...

Possible Causes

Transient or Minor

Low level or short-term causal incident: (friendship issues, homesickness, worries about work, home, family etc.)
Experimentation associated with adolescence
Cultural differences

Hormone changes associated with adolescence
Natural high/low metabolism and/or high/low appetite
Culture shock
Minor illness

Possible Causes

Serious

Diagnosable Mental Health Illness (anxiety, depression, psychosis, anorexia, bulimia, binge eating, bipolar disorder etc.)

Major physical illness (cancer, genetic, hormonal etc.)

Indicator of abuse – emotional, physical or sexual

Responses from staff/stakeholders

Responsible Adults SHOULD:

Keep the welfare of each young person in paramount consideration
Have had access to appropriate training
Approach, assess, assist
Listen non-judgementally
Preserve life – (ask directly if there is a concern about possible suicidal intention)
Give comfort
Encourage young person to access further support

Provide appropriate information (to child and to family, where possible)
Seek advice and refer upwards where appropriate
As far as possible, be aware of, and take into account, cultural issues
Follow legal and safeguarding policy guidelines at all times (see separate document)
Prevent further harm to young person or to others

Responsible adults **SHOULD NOT**

Investigate and interrogate
Diagnose beyond a level for
which they are qualified
Be judgemental or
stigmatise
Try to “rescue” student

Overstep professional
boundaries
Jump to conclusions
Put themselves at risk
Inform parents *if this could put
the child at increased risk* (eg.
From abuse or in cases of FGM
or forced marriage)

3. Know when, where and how to refer or ask for help

MHFA UK provide specialist training to help when someone is having a mental health crisis. They advise:

- A – Approach, assess and assist
- L – Listen and communicate non-judgementally
- G – Give support and information
- E – Encourage the person to seek appropriate professional help
- E – Encourage other supports

Aims of Mental Health First Aid:

- **Preserve life** where a person may be at risk of harm to themselves or others
- **Provide help** to prevent the mental health issue from becoming more serious
- **Promote the recovery** of good health
- **Provide comfort** to a person with a mental health issue

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Useful referrals:

UK	International
<ul style="list-style-type: none">• 999• Your local GP surgery• Samaritans on 116123 (24 Hrs)• Saneline (out of hours mental health and emotional support and information) – 0300304700• Mindline (information) – 03001233393• Drinkline (helpline) – 03001231110• Talk to Frank (drug education service) 03001236600• No Panic Youthline (anxiety) – 01753840393• Your school safeguarding lead or local authority safeguarding team	<ul style="list-style-type: none">• 911• Local Medical Centre• Befrienders Worldwide https://www.befrienders.org – support & suicide prevention in 400 international centres in 39 countries• Mental Health First Aid http://www.mhfainternational.org/international-mhfa-programs.html training programmes and advice - licenced in 26 countries

4. Have appropriate policies in place:

- Do your students and staff know where to ask for help in a crisis?
- Have your staff received appropriate training in safeguarding, providing supportive pastoral care, recognising culture shock, promoting wellbeing and good mental health?

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Policies might include:

- Policy Statement
- Scope
- Policy Aims
- Staff & student roles & responsibilities
- Individual Care Plans
- Teaching about Wellbeing
- Signposting
- Approaches to early intervention
- Crisis response procedures (including suicide)
- Mechanisms for support for students falling short of crisis response but who may still need support
- Post crisis support & information procedure (staff & students)
- Warning Signs
- Managing disclosures
- Conflict mediation
- Confidentiality
- Working with Parents
- Supporting Peers
- Training
- Review, recording & updates



5. Implement appropriate training for staff and stakeholders:

Company	Offers	Contact
Curious Human	Evidence-based wellbeing and cultural transition training to promote good mental health, based on positive psychology and coaching psychology.	Ruth Hughes Website: www.curious-human.co.uk Email: office@curious-human.co.uk Tel: 07511638116
Worth-it	Evidence-based positive psychology and coaching approaches to prevent mental health problems and promote and improve the wellbeing of young people in education, family and community.	Liz Robson-Kelly Website: www.worthit.org.uk Email: info@worthit.org.uk Tel: 07749125877
The Resilience Doughnut	Training in a practical, research-validated, therapeutic model for building emotional resilience and wellbeing in children, young people and adults.	John Shepperd Website: www.resiliencedoughnutuk.com Email: john@resiliencedoughnutuk.com Tel: 07792127541

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Company Name	Offers	Contact
Student Minds	Online resources Student Helpline Publications & resources available to institutions Bespoke training	Website: www.studentminds.org.uk Email: info@studentminds.org.uk +4401865264168
MHFA UK	Training in Mental Health First Aid for children, young people and adults.	Charlotte Wiseman Website: www.mhfaengland.org Email: info@mhfaengland.org charlotte@step-inside.org +4407764898444
Other?		

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Discussion

- Short term stays
- Cultural Differences
- Focus on Curriculum Delivery
- Reputational Management
- Training of staff, particularly young staff
- Conflicting priorities

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Thank you for listening
Any Questions?
