



St Mary's
University
Twickenham
London



Maudsley
Learning



UNIVERSITY OF
WEST LONDON
The Career University



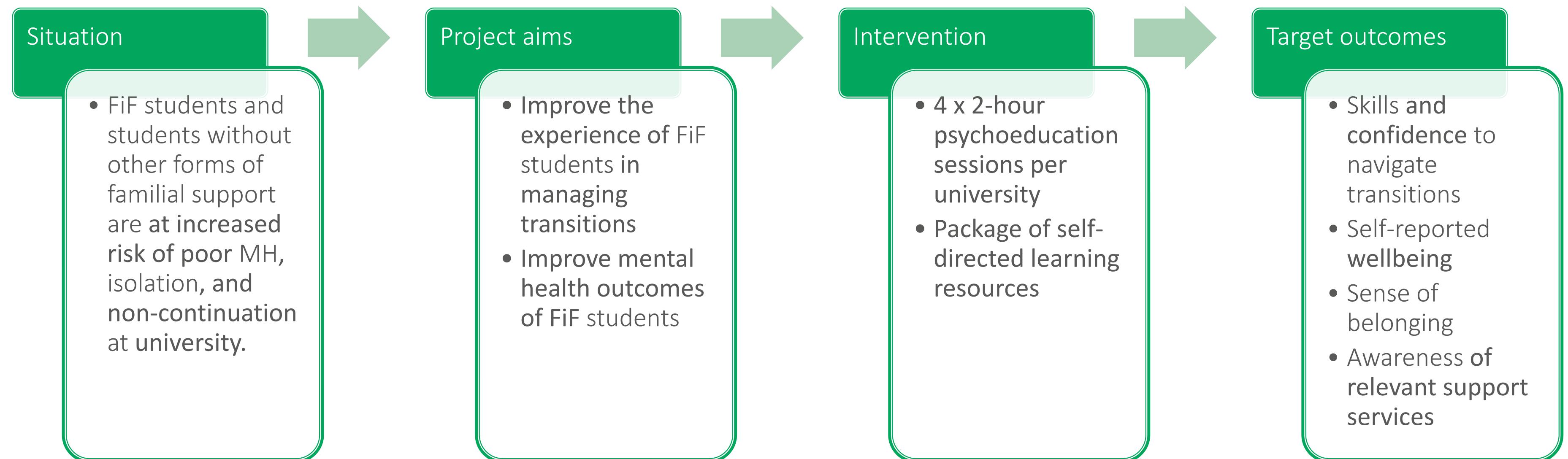
Mind the Gap!

Identify, Develop, Reflect and Refine Skills to Support your Wellbeing at University



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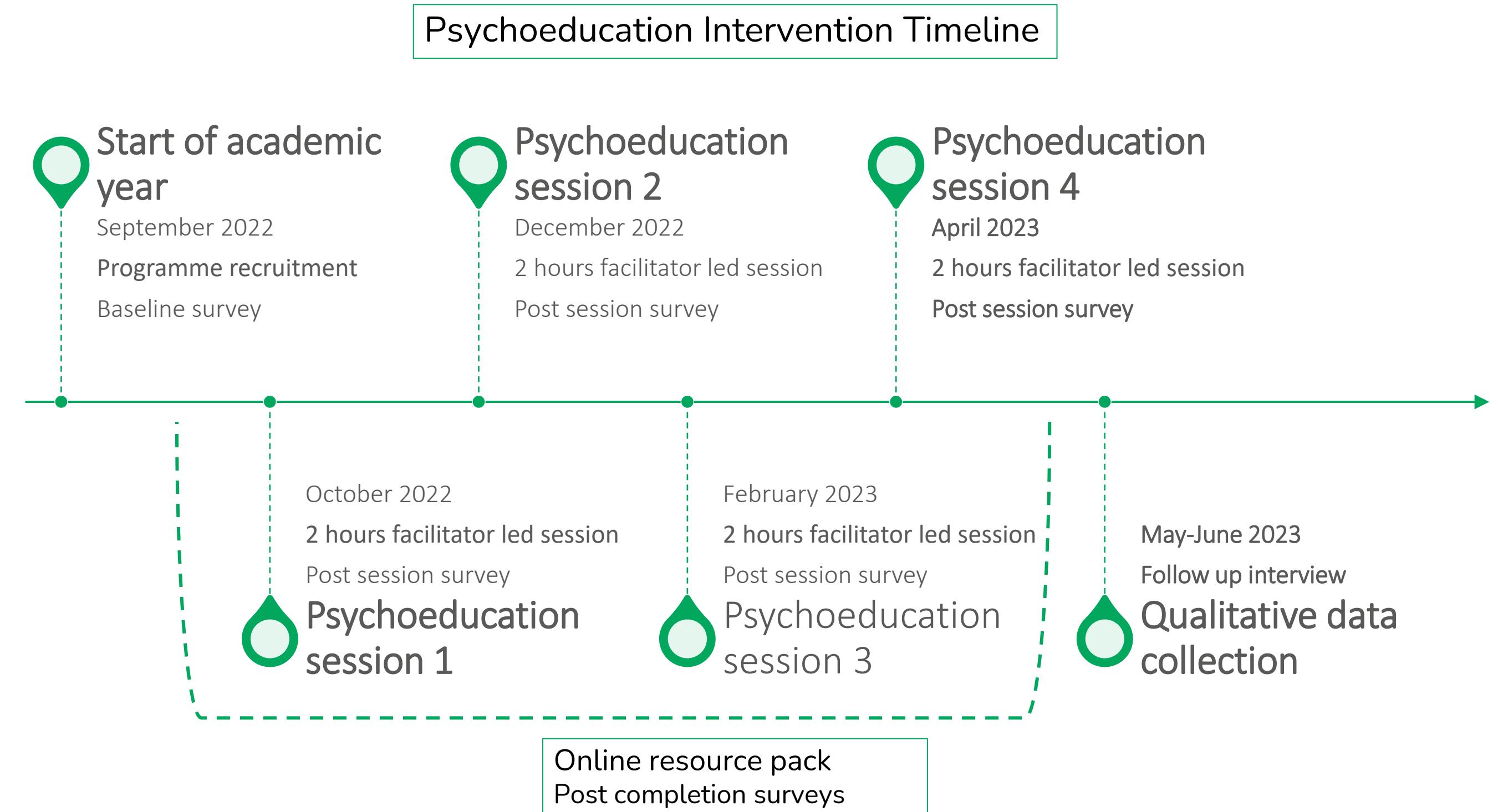
Background



Project activities

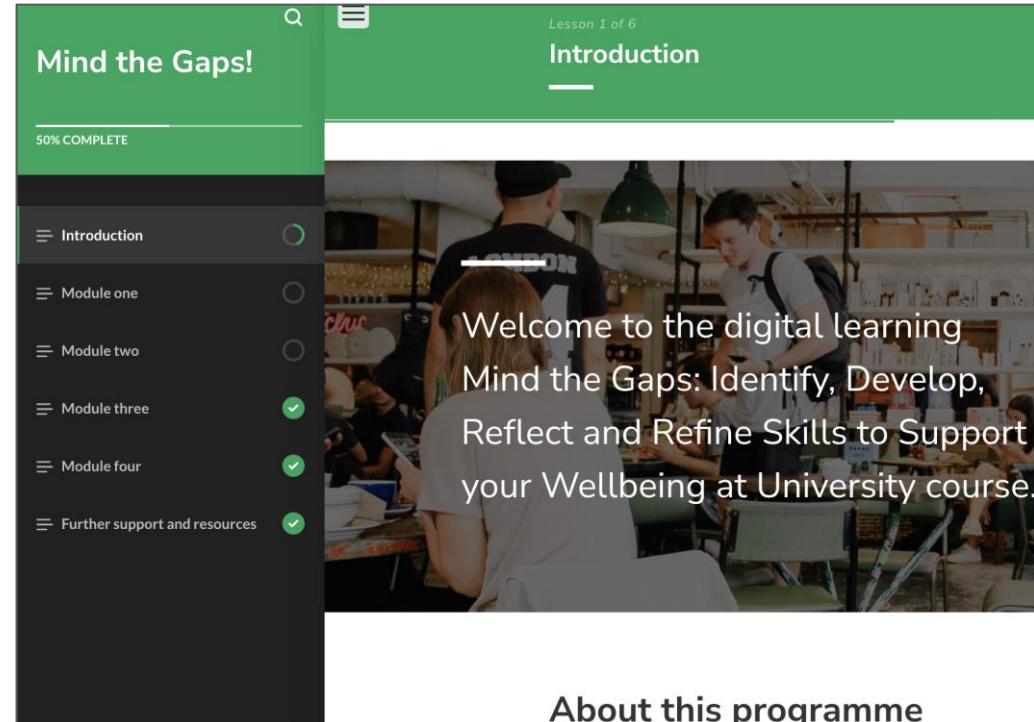
- 18 Student collaborators
- 1 embedded student researcher
- Input from various other students
- 80 students accessing the programme

- Needs analysis
- Co-production of programme activities, including:
 - Focus groups
 - Content feedback and review sessions
 - Pilot workshop and review sessions
 - Feedback on online materials
 - Student training session
- Programme delivery
- Programme evaluation



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Psychoeducation Intervention



Mind the Gaps!

50% COMPLETE

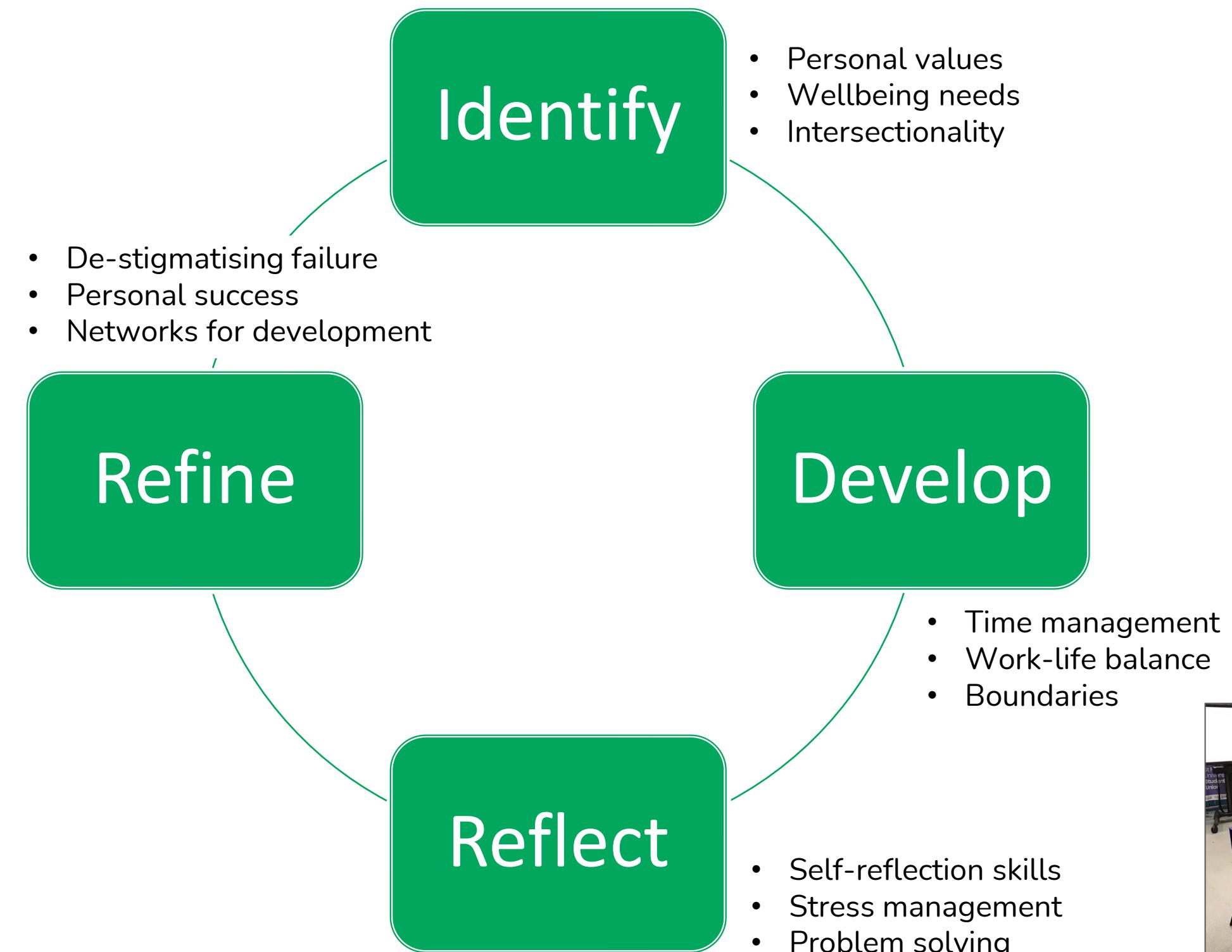
Introduction

Lesson 1 of 6

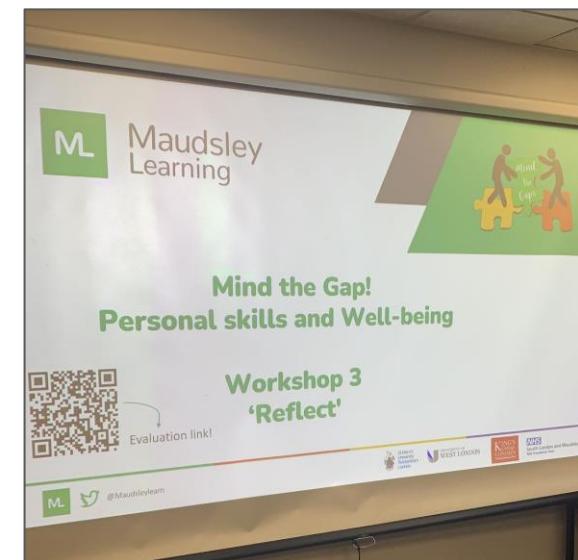
Welcome to the digital learning Mind the Gaps: Identify, Develop, Reflect and Refine Skills to Support your Wellbeing at University course.

About this programme

Online programme



Face-to-face workshops



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Evaluation Methods

Co-production activities

- Exploratory focus groups and interviews to identify key challenges and wellbeing needs at different transition points
- Member checking meeting to identify topics for the psychoeducation intervention based on the initial focus groups/interviews
- Students invited to project team meeting to inform intervention evaluation and recruitment
- Feedback questionnaire for intervention overview and learning objectives
- Workshop to pilot intervention activities

Programme delivery evaluation

- Pre- and Post- surveys for workshop interventions
- Student collaborator feedback (interviews & qualitative surveys)
- Evaluation workshop with students
- Field notes including observations and reflections of intervention delivery taken by the Research Lead from Maudsley Learning

What we intended to do (but couldn't in this iteration)

- Wellbeing (WEMWBS), resilience (BRS), and belonging (UCLA Loneliness) Scales

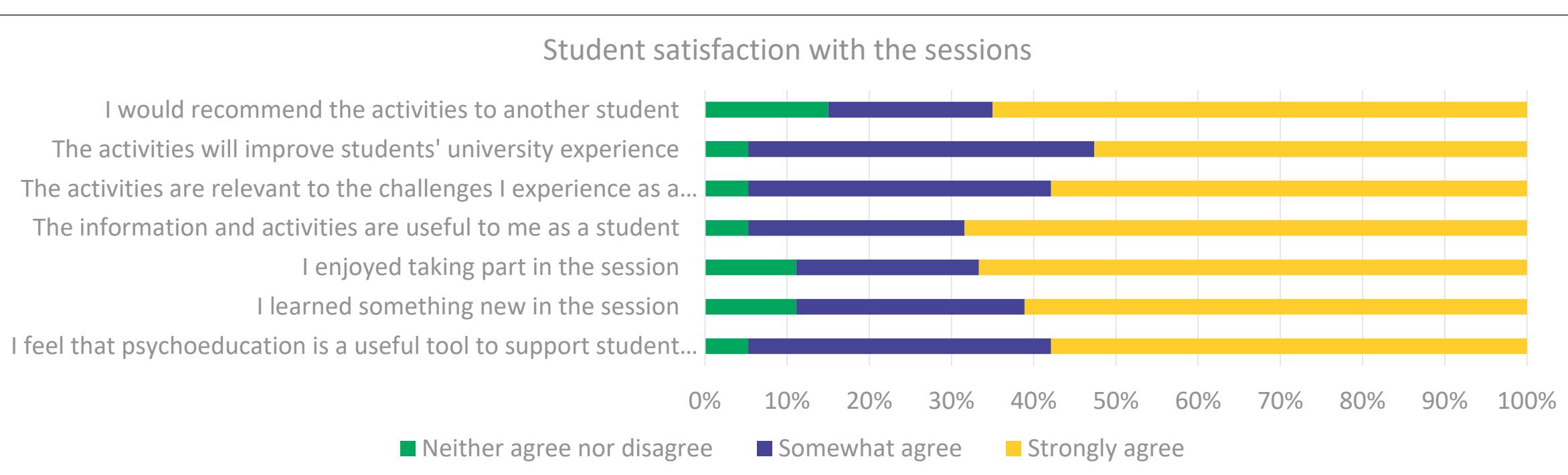


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Findings (quant and qual!)

Attendance in the programme (out of 119 expressing an interest)

Summary	KCL	SMU	UWL	Total
Unique students	18	38	22	80
Multiple attendance (across sessions or modalities)	3	3	3	9
Student collaborators involved in delivery	3	1	3	7
Face-to-face session 1 attendance	3	9	3	15
Face-to-face session 2 attendance	3	4	6	13
Face-to-face session 3 attendance	6	17	4	27
Face-to-face session 4 attendance	1	9	2	12
Online attendance	10	4	8	28



Participant Experience

What will you take away?

"I think I built my confidence a lot through these workshops, and just being able to like, give your opinions even in lessons like this, because I was giving my opinions here, I was able to give my opinions in classes and just in front of others. Whenever it my opinion was asked, I was more confident giving that so it has definitely helped with confidence."

"Rethink my expectations and goals for the academic year, taking personal and health circumstances into account."

"Identifying values can help in motivating oneself to complete tasks. Making sure there is enough time for different aspects of life is very important for wellbeing."

What worked well?

"The laid back and availability for open dialogue"

"Openness between participants"

"Social and relaxed atmosphere of the session was very nice. The leads were very friendly and made me feel comfortable to chat. The activities were quite thoughtful and personally applicable."

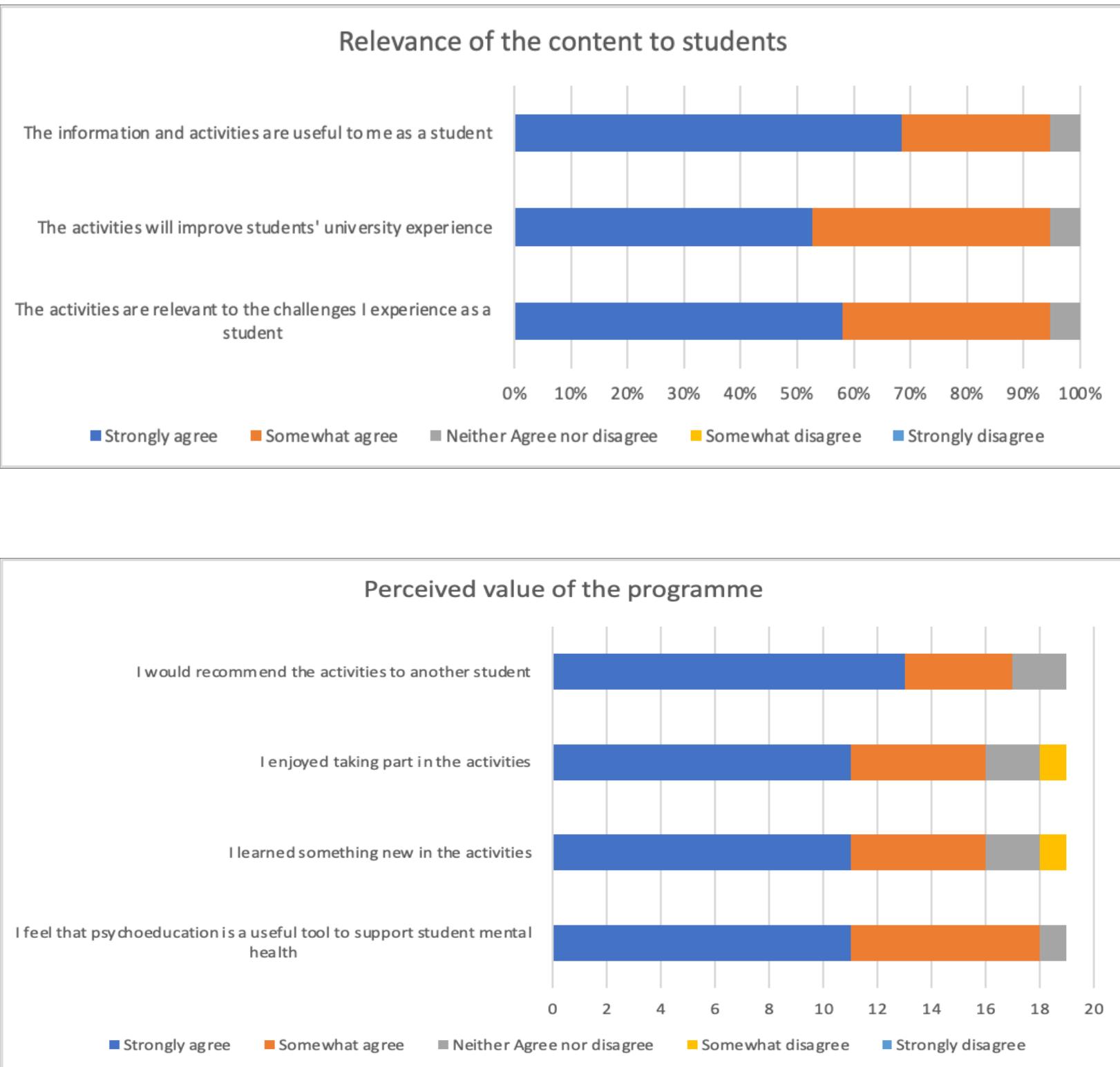
"The workshops are very, very engaging, which made it easier to engage firstly because you created an environment where there was no judgment, there was no right or wrong answer and no one made fun of each other, which is the key to get people to open up, you need to make them understand that their opinions are valid and no one's gonna make fun of them if they have different views. You were able to make it serious, but at the same time fun, which I think you have the right balance of that."



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Findings



Student co-creator experience

“If we are directly engaged in delivering these workshops to the students, it is much better as these students might feel much more comfortable sharing their difficulties with us than when a member of staff is involved.”

“Getting to lead the sessions is also motivating because when you do the development stage you go through the whole process you become familiar with it and then seeing how everything comes to fruition in the end and then getting the opportunity to also run some of the sessions that's a really good thing. It really helps people get recognized for what they've done which I think is gonna motivate a lot of students to sign up for things in the future.”

“Being a central part of the mental health project, just I think it gave me a little sense of like worthiness and I felt like I was making a positive difference because I was doing something that was gonna help other students, but was also gonna help me. So it was like a win win situation for me and I think that was my biggest motivator, the fact that I was making a positive difference in my own life and in other people's life”

“I think it was the 2nd last one when we had like over 17 people joined which made me feel so proud because that means that there's a lot of people that get a lot out of the workshops and like it resonated with the students, you know, and that's the whole point of what I was trying to do just to sort of help the students and understand where they're at and acknowledge that there is support available for them.”

“I think we had more female student (co-creators) in the designing than male students, which I know research shows men face mental health issues as well. They were just really closed about it and they don't really open up about it, which is which at university I think is a stage where we can sort of change that we can help them out a little bit more. So I think more representation across the board is something we can definitely work on”



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Key strengths and challenges

Strengths

- Authentic experiences of (paid) student co-creators
- Flexible and continuous approach to evaluation and engagement
- Qualitative methods
- Continuous and collaborative review of evaluation and engagement data
- Speedy and pragmatic ethical approvals
- Our incredible student researcher

Challenges

- Time and timing
- Balance between evaluation ‘purity’ and flexibility
- More interest in the sessions than in evaluation (who knew....?)
- Engagement
- Ambition and reality
- Staff changes



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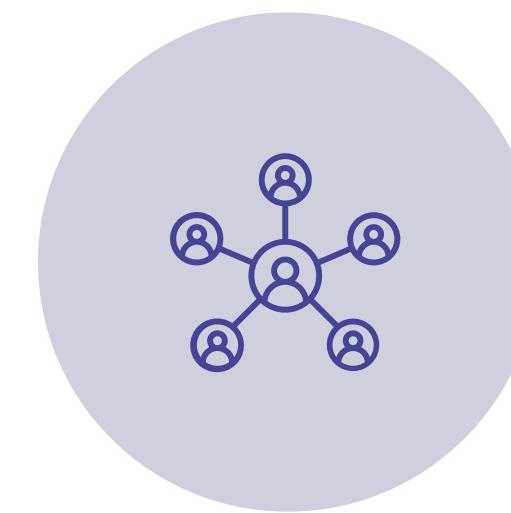


South London and Maudsley
NHS Foundation Trust

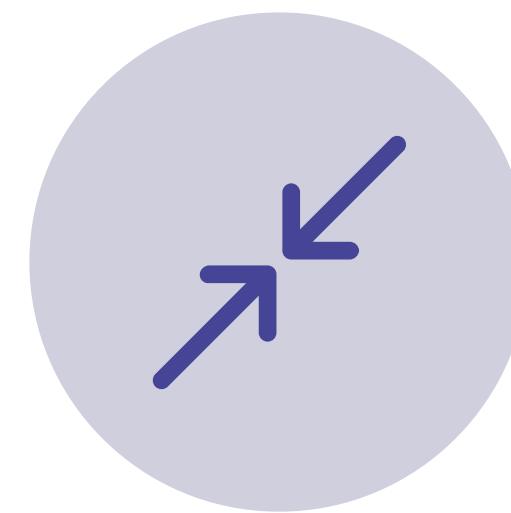
Lessons learned



NEED FOR CONTINUOUS
STUDENT OUTREACH



VALUE OF DIFFERENT
METHODS OF ENGAGEMENT



KEEPING THINGS SIMPLE,
SHORT, AND ACCESSIBLE



SHARING LEARNING (AND
DATA) ACROSS INSTITUTIONS

Next steps

1. Celebrate and share!
2. Extend : Make the programme widely available to more students and other institutions
3. Expand: Continue programme delivery at partner universities
4. Embed: programme into core activities
5. Evaluate: Continue gathering evaluation data to identify opportunities for programme development
6. Fund: Source additional funding to continue programme delivery and additional research



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Thank you!



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