

# NERUPI Beyond Decolonisation: Transforming University Culture and Curriculum Conference

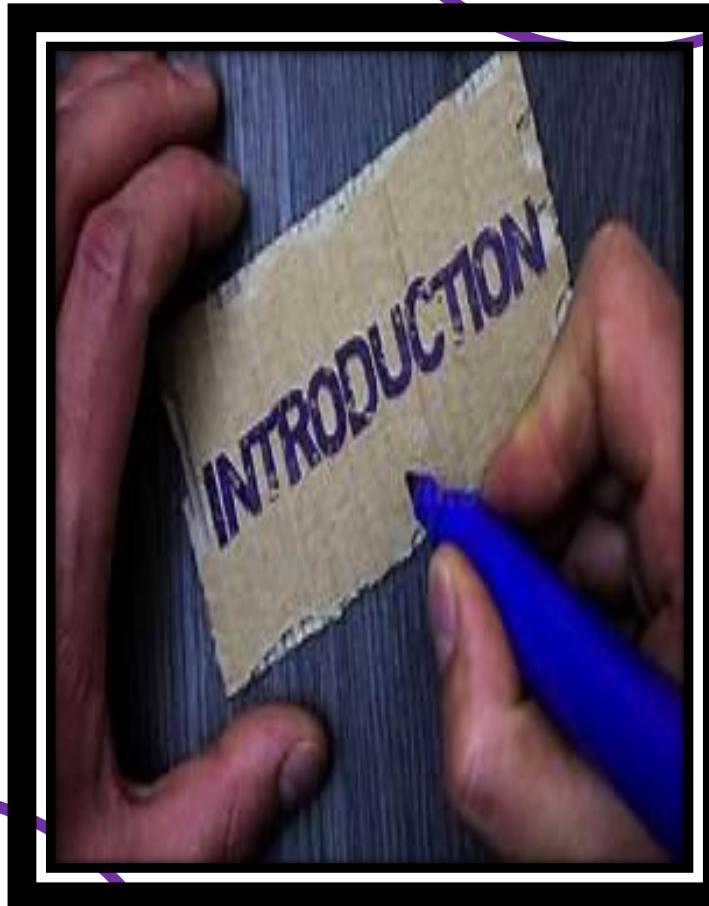
## Decolonising Personal Mental Health & Student Wellbeing

### Presenter:

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Co-Lead

# Session Content

- ❑ What do you want to take away from this session?
- ❑ Mental Health in Higher Education
- ❑ Some Statistics
- ❑ Decolonisation Recap
- ❑ “What Does Decolonisation Have to Do with Mental Health Anyway?”
- ❑ Practical Applications
- ❑ Questions



# Padlet

**What is Mental Health?**

**What is Wellbeing?**



<https://padlet.com/fkd5/what-is-mental-health-and-what-is-wellbeing-jvmsi53ar87yjxr6>



**NB: When you define each, put either MH or WB at the start or end of definition**

# Mental Health and Wellbeing

## Mental Health

Refers to an individuals' emotional, psychological and social wellbeing. It impacts how you think, act, handle stress, relate to other people and make choices

**WHO:** A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community

## Wellbeing

A broader concept that includes mental health, but also includes physical, social and emotional health. The concept of wellbeing integrates mental health (mind), and physical health (body) which results in a more holistic view.

# Quiz

- On your tables, assign a group name
- One of you join the Kahoot using the details on screen
- Agree on the answer as a group



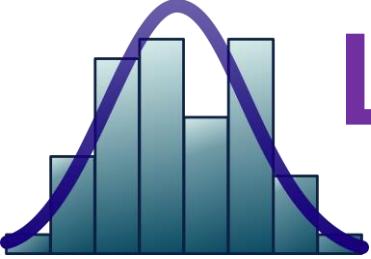
# Round 1

What cultural symbol is represented by the image of a lotus flower?



**Answer Options:**

- a) The lotus flower symbolizes purity, enlightenment, and rebirth in many Asian cultures. It represents resilience and growth, reflecting themes of mental health recovery and renewal.
- b) The lotus flower symbolizes eternal life and divine kingship in ancient Egyptian culture. It represents immortality and the afterlife.
- (c) The lotus flower symbolizes strength and power in Norse mythology. It represents the warrior spirit and victory in battle.

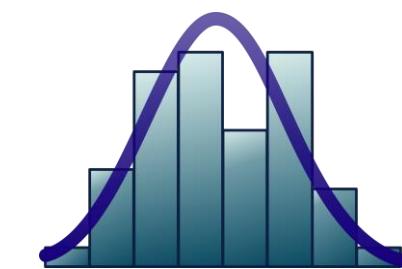


# Let's Look At Some Statistics

1 in 4 people experience mental health issues each year

At any given time, 1 in 6 working-age adults have symptoms associated with mental ill health

About 20% of young people with mental ill health wait more than six months to receive care from a specialist



# Let's Look At Some Statistics



In 2023, about 1 in 5 children and young people aged 8 to 25 years had a probable mental disorder.

This was 20.3% of 8 to 16 year olds, 23.3% of 17 to 19 year olds and 21.7% of 20 to 25 year olds.



Just over half (54.8%) of young people aged 17 to 25 years reported being worried about the impact of climate change.

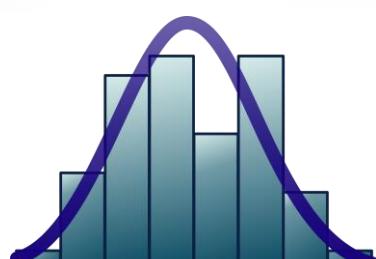


More than 1 in 4 children aged 8 to 16 years (26.8%) with a probable mental disorder had a parent who could not afford for their child to take part in activities outside school or college, compared with 1 in 10 (10.3%) of those unlikely to have a mental disorder.



Children aged 11 to 16 years with a probable mental disorder were 5 times more likely than those unlikely to have a mental disorder to have been bullied in person (36.9% compared with 7.6%).

They were also more likely to have been bullied online (10.8% compared with 2.6%).



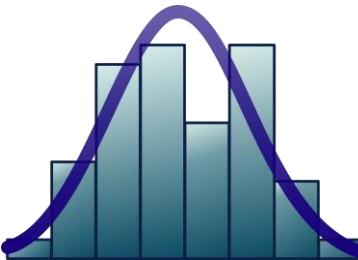
# Higher Education Staff Mental Health

**“Using a well-validated measure, less than one-third of respondents (29%) achieved scores indicating average wellbeing with more than half (53%) showing signs of probable depression”**

**“Moreover, many respondents were showing signs of burnout, with nearly three in ten (29%) feeling emotionally drained from their work every day”**

**61% of respondents would not approach their manager for support, as they believed they did not have the necessary skills or knowledge.**

**More than three-quarters of the sample (78%) strongly disagreed or disagreed that the psychological health of employees is considered as important as productivity.**



Wray, S., and Kinman, G. (2021). Supporting Staff Wellbeing in Higher Education. Education Support. Available online at: <https://www.educationsupport.org.uk/media/x4jdvxpl/es-supporting-staff-wellbeing-in-he-report.pdf>

# Round 2

What does the term "epistemic violence"  
refer to in the context of decolonisation?

**Answer Options:**

- a) Physical violence enacted during colonial rule
- b) Economic exploitation of colonies
- c) The harm done to marginalized groups by excluding their knowledge and perspectives



# Impact on Outreach Activities

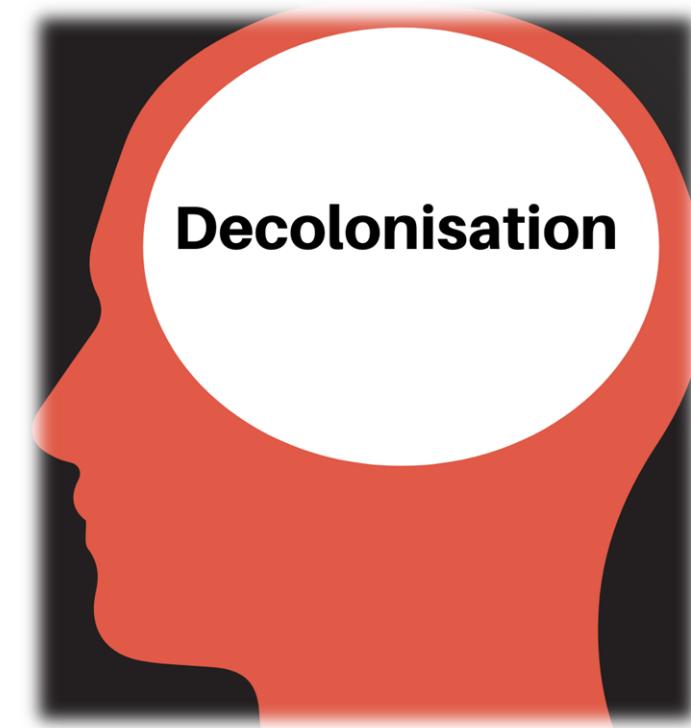
- Increased Emotional Distress
- Safeguarding
- Residential Activities



# Revisit: Decolonisation Definition

**From the sessions today, what do we understand by the term  
“Decolonisation?”**

The deconstruction of colonial  
ideologies, systems and  
structures that aim to  
perpetuate inequalities.



# Intersection of Decolonisation and Mental Health

**Core Discussion Question: "What Does Decolonisation Have to Do with Mental Health Anyway?"**

# Decolonisation and Mental Health

## Historical Trauma and Intergenerational Effects:

**Historical Trauma:** Collective emotional and psychological injury resulting from group trauma such as colonisation and its lasting impact, slavery and genocide. Persists across generations

**Intergenerational Effects:** Descendants of those who experienced colonial violence and oppression often inherit trauma responses, affecting their mental health and social behaviors

# Decolonisation and Mental Health

## Systemic Inequalities and Access to Mental Health Services:

- **Structural Racism:** Colonial legacies have entrenched systemic racism and inequality in healthcare systems, impacting access to and quality of mental health services for marginalised communities.
- **Healthcare Disparities:** People from historically colonized communities often face barriers to accessing culturally sensitive and competent mental health care.

# Decolonisation and Mental Health

## Mental Health Stigma and Colonial Narratives:

- ❑ **Colonial Narratives:** Colonialism propagated narratives that pathologised non-Western ways of thinking and behaving, contributing to stigma around mental health in marginalised communities.
- ❑ **Stigma Reduction:** Decolonisation involves challenging these stigmatising narratives and promoting understanding and acceptance of diverse mental health experiences and practices.

# Round 3

What does the term "repatriation" mean in the context of decolonization?

Answer Options:

- a) Sending expatriates back to their home countries
- b) Returning cultural artifacts and human remains to their communities of origin
- c) Increasing foreign investments in former colonies



# Decolonisation and Mental Health

Core Discussion Question: "What Does Decolonisation Have to Do with Mental Health Anyway?"

## Cultural Identity and Mental Health:

- ❑ **Identity Suppression:** Colonial policies often aimed to suppress indigenous languages, cultures, and identities, leading to loss of cultural heritage and self-identity.
- ❑ **Cultural Alienation:** Lack of cultural connection and identity can lead to feelings of alienation, low self-esteem, and mental distress.

# Intersectionality in Decolonisation and Mental Health

## Intersectionality and Complex Identities:

- **Multiple Marginalisations:** Individuals may face intersecting forms of discrimination based on race, ethnicity, gender, sexuality, and socioeconomic status, which are compounded by colonial legacies.

# Decolonisation Methods for Mental Health Management

**Holistic Approaches:** Focusing on the interconnectedness of mind, body, and spirit, and recognizing the role of community and environment in mental health.

**Language and Culture:** Promoting the revitalization of indigenous languages and cultural practices as a means of strengthening community identity and mental health

**Cultural Tailoring:** Adapting existing psychotherapeutic approaches to align with the cultural values and beliefs of the community. For example, incorporating storytelling or metaphors that resonate with the cultural background of the patient.

**Community-Based Interventions:** Developing mental health programs in partnership with local communities to ensure they meet specific cultural needs and preferences.

**Policy Development:** Advocating for and implementing policies that promote equity and inclusion within mental health services and educational institutions.

# Decolonisation Methods for Mental Health Management

**Access and Equity:** Ensuring equitable access to mental health services for marginalized communities by addressing systemic barriers and providing resources for underserved areas.

**Intersectionality Framework:** Recognizing and addressing the intersecting identities and oppressions that individuals may experience, such as race, gender, sexuality, and socioeconomic status.

**Global Perspectives:** Learning from decolonisation efforts in other parts of the world to inform local practices and policies.

# Practical Applications in University and Outreach Environments

**Inclusive Curriculum Development:** Revise curricula to include diverse perspectives, histories, and knowledge systems, catering to the needs of a multicultural student body. This fosters a sense of belonging and validation among students from marginalized backgrounds.

**Decolonial Studies Programs:** Develop programs or courses specifically focused on decolonial studies, addressing the impacts of colonialism and promoting critical thinking about systemic inequalities.

**Staff and Faculty Training:** Implement mandatory training sessions for faculty and staff on cultural competence, anti-racism, and the impacts of colonialism on mental health.

**Culturally Competent Counseling:** Ensure mental health services are culturally sensitive and accessible to all students. Provide training for counselors to understand and address the specific needs of diverse student populations.

**Cultural Events:** Organize cultural events and activities on campus to celebrate diversity and foster cross-cultural understanding.

**Support Centers:** Establish support centers for marginalized students, providing a safe space for them to connect, seek support, and access resources.

# Practical Applications in University and Outreach Environments

## Outreach

**School Workshops:** Conduct workshops in schools to educate students about mental health, **resilience**, and coping strategies. Use age-appropriate materials and interactive activities to engage students.

**Peer Mentorship:** Implement peer support programs where older students mentor younger students, providing guidance, support, and a listening ear.

**Buddy Systems:** Pair students from diverse backgrounds as buddies to foster friendships and promote cross-cultural understanding.

**Parental Involvement:** Engage parents and caregivers in discussions about mental health and decolonisation, providing resources and support for families.

**Outdoor Education:** Organize outdoor activities and nature-based learning experiences to promote resilience and well-being among students.

**Art and Music Therapy:** Offer art and music therapy sessions in schools as a creative outlet for students to express themselves and process their emotions.

# Bonus Round

What is the name of the NERUPI Group that organized this conference?

**Answer Options:**

- A. Staff and Student Racial Equity Working Group (SsRE)
- B. Student Ethnic Equity Working Group (SEE)
- C. Student and Staff Race and Ethnic Equity Working Group (SsREE)
- D. Staff and Student Race and Ethnic Equity Working Group (SSREE)

# References

Newlove-Delgado T, Marcheselli F, Williams T, Mandalia D, Dennes M, McManus S, Savic M, Treloar W, Croft K, Ford T. (2023) Mental Health of Children and Young People in England, 2023. NHS England, Leeds.

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<https://mhfaengland.org/mhfa-centre/research-and-evaluation/mental-health-statistics/>

Thank You For Your  
Attention

Questions

