

Student Mental Health South West Clinical Senate

Ursula James

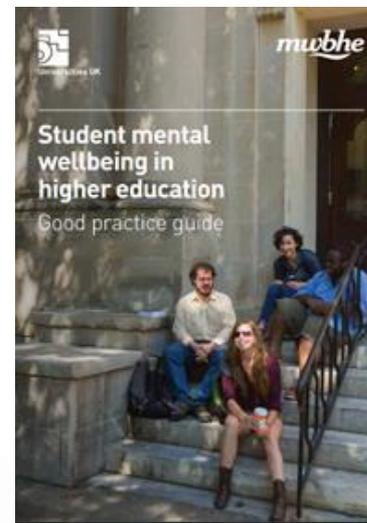
18th July 2019

NHS England and NHS Improvement



Policy Context

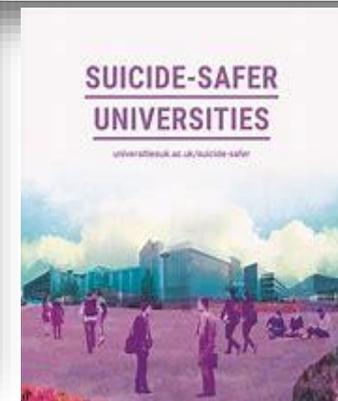
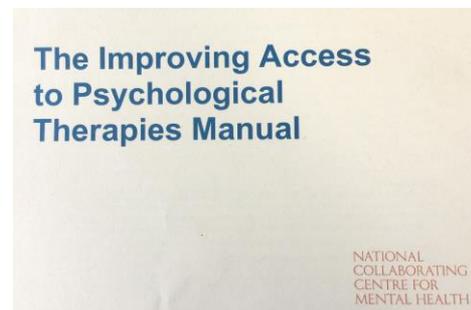
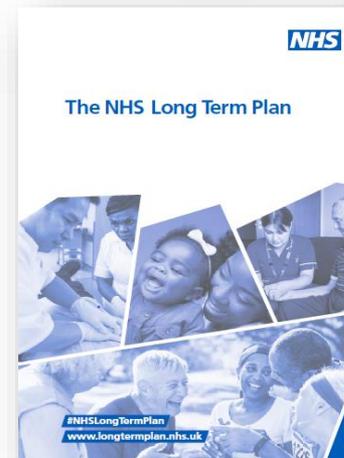
- Wide recognition of need to improve MH services and outcomes for students, especially during transition
- Increased focus on earlier intervention and prevention as well as services for those with long term need
- Growth in use of digital support and solutions
- Each of the documents pictured made recommendations for the provision of MH care both in University provided wellbeing and health services, and in statutory NHS services.



Transforming Children and Young People's Mental Health Provision: a Green Paper

Presented to Parliament by the Secretary of State for Health and Secretary of State for Education by Command of Her Majesty

December 2017
Cm 9523



Although commissioners are responsible for the health needs of the local population, support for students is a shared responsibility via:

- Effective University student welfare services
- Good collaboration with local NHS and other statutory and non-statutory services
- Timely access to specialist services including mental and physical health provision when problems arise
- Specific transitional support for students with pre-existing mental health and/or other health problems

Statutory services should take into account the fluctuation of need in the student population according to exam and term times. However, for the pathways to work seamlessly it must be a two-way street:

- Universities often have historical contract or wellbeing provision issues which can make it a challenge for NHS services to work with their student health services
- Statutory services, on the other hand, must understand examination schedules and ensure continuity within term dates. NHS services need to liaise with student welfare officers within the University
- University health services should align with evidence based measures and health outcome monitoring, supervision and agreeing trusted assessments

Universities UK Collaboration

- Collaboration on UUK's recent publication Suicide-Safer Universities Guide to encourage a whole institution approach to suicide prevention, intervention and postvention
- A task group advising Universities UK (UUK) on developing guidance on consent for disclosure of acute mental distress or mental illness to third parties has been set up, which includes NHS England. The group will review emerging good practice in this area, and agree guidance which will be circulated to all Universities and via MH channels.
- A successful bid, submitted by UUK and supported by NHS England, to the Office for Students (the HEI regulator) to create a series of Student Mental Health Regional Hubs based on five exemplar connected through a National Learning Collaborative On 11th June, the **NHS-Universities National Collaborative**, was launched. This brings together **local partnerships** between the NHS and universities to improve mental health care for students. It places students at the heart of these partnerships to shape and sustain improvement. It is supported by £1.5m in funding from the OfS, NHS England and the project partners.
- No 10 announced last week a £1m fund which will go from Department of Health and Social Care(DHSC) to the Office for Students (OfS) to be disbursed as a competition with a “digital innovation for student mental health” theme. Likely date December. OfS met with DHSC last week to understand requirement and NHSE and UUK will liaise for further detail.

DfE collaboration

- NHS England are working with Department for Education and attending the Transitions Working Group looking at the issues school and college students can face when transitioning into higher education (HE).

Future areas of development



- Primary Care digital therapy options – currently in discussion, not formalised
- Dual GP registration – this has been in discussion for some time, not an option that has been favoured previously
- Long Term Plan commitments including 0-25 work, Primary Care Therapies and CMHT options, working across ICS footprints

IAPT student pathway examples



- **Talking Change IAPT service** has two dedicated Psychological Wellbeing Practitioners (PWPs) who work with Portsmouth University's Student Wellbeing Service to identify students who would benefit from IAPT treatment.
- **Durham and Darlington IAPT service**, Talking Changes, has a well-established Academic Wellbeing Pathway for students who feel their studies are impacting on their mental wellbeing. The service has strong working relationships with sixth forms, colleges, and Durham University. The pathway provides a range of evidence-based therapies with good outcomes.
- **Steps2Change Lincolnshire** works closely with Lincoln University to ensure students are provided with the most appropriate support. The IAPT service has designed student-specific service leaflets which focus on reducing stigma, promoting mental wellbeing, and advising how students can manage exam stress.
- **Steps2Wellbeing service** covers Dorset and Southampton and links to the University of Southampton and Bournemouth University. Bournemouth university's wellbeing service employs counsellors and practitioners who have completed IAPT training. This means they can deliver interventions in a seamless way and pathways between the services are clear. Steps2Wellbeing IAPT service has a tradition of working on the university campus and is co-located with the university team.
- **Sunderland Psychological Wellbeing IAPT Service** is developing its academic pathway with Sunderland University. They have two dedicated Psychological Wellbeing Practitioners who work from the student counselling service, offering IAPT interventions directly to university students. Referrals can be via the university counselling service or self-referral.
- **Sheffield IAPT Health & Wellbeing** covers Sheffield Hallam University and the University of Sheffield and holds clinics in the grounds of both universities. Sheffield IAPT has worked with Student Support & Student Wellbeing to develop 'learning contracts', which enable students to maintain their student status where they may have been on the verge of dropping out, which can be draining emotionally and financially.