

# University of Glasgow Report

Healthy Body Healthy Mind

**2015**

**#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 Sport and Recreation Service (SRS) to provide the highest level of service provision across all aspects of sport and recreation.

This is the 4<sup>th</sup> year of GUSA's involvement with the Healthy Body Healthy Mind Award (HBHM) and there has been significant improvements made in a number of areas. With smoking being an additional major part of the award this year we have worked hard to incorporate these aims along with developing the great work we already do at the University. An action plan was compiled around the HBHM criteria and through a focussed collective effort we have had success 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
- Equality and Diversity
- GUSA Get Active
- Starfish Group



*'The opportunity to try a new experience and gain more knowledge, I love it!'*

*(SWW15)*

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## Equality and Diversity Training

At the beginning of the academic year we asked a member from each sports club in GUSA to complete the Equality and Diversity Essentials Course provided by the University.

We did this to ensure that all students involved in club sport are being treated fairly within GUSA and sport at the University.

This module outlines the nine protected characteristics covered under the Equality Act 2010. It outlines definitions such as the different forms of discrimination (direct, indirect etc.), what constitutes bullying or harassment, and provides a brief overview on cultural awareness. The course includes a short test for participants completing the module.

A total of 41 clubs participated with 61 individuals completing the course and passing the online test.

## Gym Buddies



*'My Buddy was really supportive and I couldn't have come to the gym without them'*

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.

Students not participating in sport and exercise are therefore missing out on these benefits, critical for both their ability to fulfil 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 is 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.

The success of the Gym Buddy scheme was recognized by a silver medal at the 2014 Commonwealth Games Changer Awards ceremony. The growth in the number of students who use this service shows just how valuable a service it is.

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), the University disability service, SRS, 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 may face, such as stress and anxiety. This year further support and training for buddies was delivered through a short presentation and a series of workshops on the gym floor by the Health and Fitness development team. These trained students were then paired up with those looking for support.

**CONTINUED...**



*'The Buddy system has given me the confidence to use the gym!'*

## Sport and Wellbeing Week 2015

Sport & Wellbeing Week (SWW) is an established highlight in the Glasgow University Calendar. Now in its 5<sup>th</sup> year it has become an instrumental platform in bringing attention to physical and mental health cross-campus.

Once again the 2015 programme incorporated a wide range of activities and information sessions. This year Susan Hunter was the Keynote Speaker, the discussion focussed around Nutrition for Weight management and Nutrition for pre and post sport/exercise. Susan currently works as a nutrition consultant for Scottish Rugby and in the past has worked for the National Health Service as a clinical dietician for Greater Glasgow and Clyde. Other keynote speakers included Commonwealth Gold medal winner's judokas Louise and Kimberley Renicks a guest speaker from the Charity Beat who spoke to the Starfish group about her battle with Anorexia whilst competing at an international level.

Greater emphasis this year was placed on students Mental Health with a shift in the schedule towards relaxation and mindfulness techniques. A Yoga masterclass was one of the opening events, with over 100 students participating. Staff and Students also had the opportunity to try Nidra yoga, Progressive Muscular Relaxation Technique and a Mindfulness taster session. Due to the success and popularity of these free events we are currently discussing adding a meditation session in term 3 for exam stress and we are aiming to increase the number of yoga and mindfulness sessions we offer in our programme for the start of term 1 in September this year.

Paired students then receive 4-6 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 4-6 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 40 buddies have been recruited, trained and paired up, supporting over 50 students to take part in physical activity. With only 8 students having been trained last year, the programme has grown in success this year with a vast increase in recruits of 23 buddies due to a push in publicity of the scheme and the addition of benefits for the buddies. This has allowed the programme to support 35 students this year alone, with more pairings being made every week. These numbers include 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.



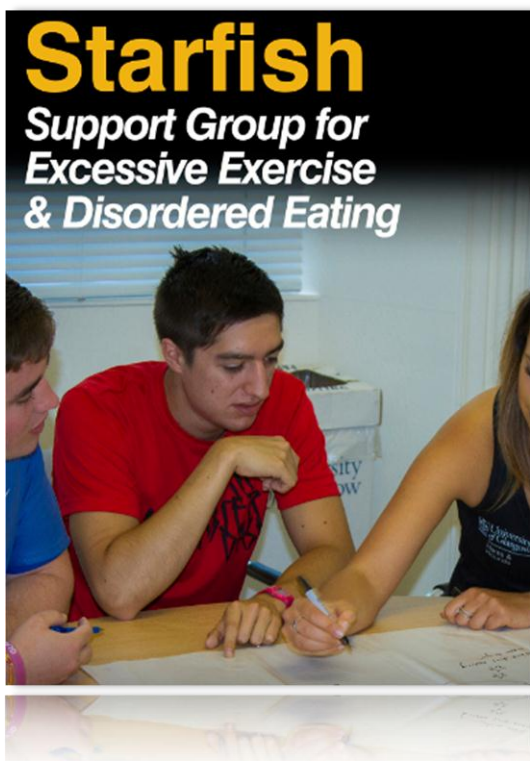
*All Events for SWW15  
were advertised as  
SMOKE FREE  
#quitsmoking*





## Welfare Committee

This year, GUSA has seen a rise in diversity of welfare projects due to a greater focus on the inclusion of Welfare Committee. The GUSA welfare convenor successfully pulled together interested students from across the campus to form the GUSA Welfare Committee of 5 students all of whom work to assist the convenor in current projects or in the development and delivery of new ideas they wish to bring to the role. This team of students is supported in their aims by a wide range of staff including CAPS (Counselling and Psychological Services), Disability Services, and the SRS director. As a new development this year, each member of the team has a specific area to focus on; these include assisting with the Starfish group, smoking prevention campaigns and strategic plans, publicity of our welfare projects, buddy system evaluation and disability sport. Focusing on disability sport is something which we have included for the first time this year as we were made aware of the need for a greater awareness across campus. A questionnaire was recently released in coordination with the Disability Service to ask disabled students on campus what they would like from GUSA in terms of sport and physical activity. An awareness campaign and disability sport workshop day are currently being organized for the near future and a database of all disability sports clubs in the Glasgow area has been collated for students as an option in the event that we are unable to provide for certain activities. With a similar aim to our Buddy System, we need to provide our students with these options, as without them, disabled students could be left unable to benefit from the physical and mental wellbeing benefits that physical exercise provides.



The Starfish group now in its 3<sup>rd</sup> year 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. Posters are up around the medical centre to promote the group.

## SAMH CYCLE

Monthly sessions have grown in attendance since the group was set up and more people are coming back regularly (50 students on the database). As a result of this next year we are aiming to offer sessions fortnightly. Discussions are currently taking place with a Mental Health Advisor and Cognitive Behavioural Therapist in student counselling, in the hopes to offer, alongside Starfish, a more specialised group therapy session. The aim is to create clear care-pathways, allowing students and staff to get the necessary help sooner.

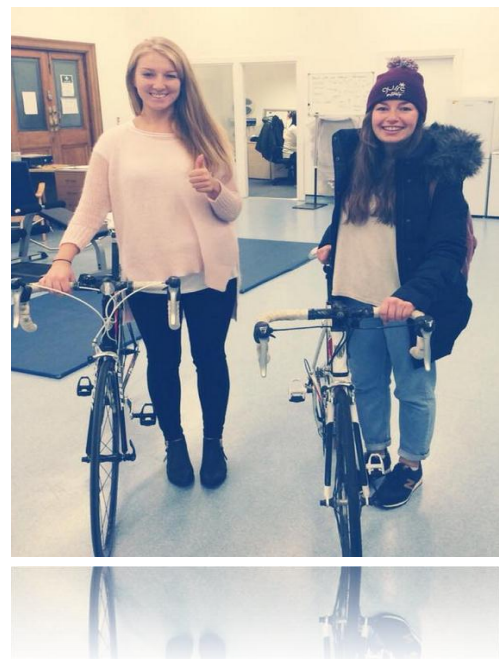
Starfish has successfully linked up with B-eat (eating disorder charity) and during Sport and Wellbeing week a B-eat representative gave a well-received talk on battling Anorexia whilst competing at an international level. These links have provided opportunities to send staff and students on training days such as the B-eat training day for group facilitators.

As this group becomes established further connections are being made locally for example local groups such as GEDS (a support and therapeutic group for people experiencing disordered eating in Glasgow) have links on their website to generate further awareness for Students and Staff here at Glasgow university.

Starfish is a peer lead support group that has a positive impact on students here at Glasgow University. Simply by offering a safe space to talk in a welcoming environment provided near the sport facilities and away from the counselling services, students get further support and the encouragement that might be needed to seek necessary help and support.

To develop welfare even further this year, we wanted to raise awareness of the benefits of physical activity on mental wellbeing. 'GUSA Get Active' was an event organised in conjunction with SAMH (Scottish Association for Mental Health) and their 'get active' campaign, attempting to encourage everyone to get involved in physical exercise and sport to promote positive mental health. The GUSA council completed an 18 hour sponsored cycle to raise money for this campaign, but more importantly, to raise awareness across campus of the benefits of physical exercise and our commitment to reducing the stigma associated with mental health.

We wanted everyone to know that we all have mental health and exercise is a fantastic way to keep it healthy. The event was incredibly successful both at the event itself and on social media, raising £614.50 from sponsorship and a healthy smoothie and bake sale, signing up over 120 students to support SAMH in their quest to get the UK talking about mental health and we cycled over 850km. But our biggest achievement was taking a giant leap towards mental health awareness and getting students talking about looking after their mental well-being. We endeavour to build on the success of this event by continuing our relationship with SAMH and organising more projects together.



*As ever 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

AREA	OPPORTUNITIES	INSTITUTIONAL EVIDENCE
MAKING THE AWARD KNOWN		<ul style="list-style-type: none"> <li>Discussions were held in the summer of 2014 with the Director of CAPS, Director of the Disability Service, Assistant Director of Student Services and the Acting Director of Sport and Recreation. 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</li> </ul>
MAKING THE ISSUE KNOWN	<p>Mental wellbeing resources made available to all sport students through sport and physical activity providers and student support services.</p> <p>Smokeline number for stop smoking advice to be displayed at area where people congregate to smoke.</p>	<ul style="list-style-type: none"> <li>See Me Scotland posters, leaflets and cards have been available in sports facilities throughout the year. We have sourced a regular supply of these resources.</li> <li>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.</li> <li>Awareness and sharing of SAMH resources through regular social media posts. Ad hoc posts were sent out to our followers (~4000) and have been developed to automated weekly posts on social media.</li> <li>Awareness and sharing of CAPS resources through regular social media posts. Ad hoc posts were sent out to our followers (~4000) and have been developed to automated weekly posts on social media. This year we have continued to develop our Twitter schedule with a designated day for these mental health tips to be released as well as daily tweets going out during Mental Health Awareness week (11-17<sup>th</sup> May) We have created a hashtag as well: #GUmentalwealth</li> <li>Links to a number of online mental health resources are available on the GUSA website.</li> <li>A separate bi-weekly tweet schedule has been created for 2015/2016 for smoking prevention tips #quitsmoking.</li> <li>A range of Smoking prevention resources were made available at the Fraser Building information stall during Sport and Wellbeing week.</li> <li>Smokeline number and smoking prevention posters and leaflets were placed in key smoking hotspots including student unions smoking area, student halls and outside the library.</li> </ul>
PRACTICAL CHANGES ON CAMPUS	<p>Links and signposting to student support services internal and external to the institution</p> <p>Links should be made with external mental health</p>	<ul style="list-style-type: none"> <li>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.</li> <li>CAPS drop in service was promoted during SRC Welfare week.</li> <li>See Me Scotland –The University is still signed up to the See Me Pledge and there is an action plan in place.</li> <li>AS partnership is in place with SAMH through the GUSA</li> </ul>

	<p>organisations.</p> <p>Smoking prevention and cessation resources should be visible on campus.</p> <p>Some individuals should be trained in Scotland's Mental Health First Aid.</p>	<p>Get Active campaign.</p> <ul style="list-style-type: none"> <li>• Links with B-eat have been further developed.</li> <li>• Students are sign posted to these links as well as smoking information through tweet schedules, social media and the GUSA website where links to these charities and what they can offer are available.</li> <li>• Information was also made available during fresher's week, refreshers week, sport and wellbeing week and SRC welfare week via social media, SRS staff, GUSA fresher helpers and resources.</li> <li>• Smoking cessation resources available on campus, permanent help available at the university medical centre: the Barclay medical centre.</li> <li>• Some Members of the GUSA council are MHFA trained, one member of Sport and Recreation staff was MHFA trained this year. A member of staff at Student Support Services has also recently completed the course.</li> </ul>
<p>EVALUATION</p>	<p>Include evidence that there has been reflection and review of the year's work.</p>	<ul style="list-style-type: none"> <li>• Please see evaluation section</li> </ul>



**TWO STARS**

AREA	OPPORTUNITIES	INSTITUTIONAL EVIDENCE
Making the Award Known	<p>A group/committee should be set up or the remit of an existing group should be extended in order to take forward awards work.</p> <p>Publicity should be in place for the award and its aims/criteria to be made known to student body</p>	<ul style="list-style-type: none"> <li>• This year the HBHM Committee has been extended. It comprises the GUSA Welfare Convenor, GUSA Health and Fitness Convenor, GUSA President, The Acting Director of SRS and a sports development Teacher</li> <li>• Through the HBHM committee, each member has a role to play in creating awareness of the award to the student body. This comprises of social media, poster campaigns, use of the mascot and information stalls at various events</li> </ul>
Making the issue known	<p>Introduce mental wellbeing and smoking cessation/avoiding starting to smoke as part of induction to sports facilities and/or classes/groups.</p> <p>Take forward a specific Mental Health campaign that aims to change policies, behaviour and improve student experience.</p>	<ul style="list-style-type: none"> <li>• Staff members have been informed that during inductions to the sports and gym facilities that new members should be made aware of the benefits of leading a healthy lifestyle, including not smoking and the benefits of physical activity of mental wellbeing.</li> <li>• Pt get active/Fitness consultation sessions during sport and well-being week 2015 were specifically tailored to helping people understand the benefits of a healthy lifestyle and quitting smoking.</li> <li>• SAMH cycling event. ‘GUSA get active’ was an 18 hour sponsored cycling event organised in conjunction with SAMH (Scottish Association for Mental Health) and their ‘get active’ campaign. The aim was to encourage everyone to get involved in physical exercise, promote positive mental health, raise awareness across campus of the benefits of physical exercise and continue GUSA’s commitment to reducing the stigma associated with mental health.</li> <li>• <b>SPORT &amp; WELLBEING WEEK (SWW)</b> See appendix 6 A wide and diverse range of activities were included in our SWW this year as shown below and in our online brochure (see appendix) SWW is a key week in the University Calendar. They aim is to promote physical activity, and mental health. This year we tailored the weeks towards relaxation and mindfulness, for example with the Yoga Masterclasses, mindfulness sessions and massage sessions. <ul style="list-style-type: none"> <li>➢ Free entry to all staff and students to the sport and recreation facilities all week.</li> <li>➢ All events are Free and open to all staff and students at the University.</li> <li>➢ STARFISH the peer support group for staff and students suffering from disordered eating or excessive exercise held a 2 hour session which included a presentation from a B-eat representative</li> <li>➢ Free Mindfulness sessions</li> <li>➢ Free Health MOT’S</li> </ul> </li> </ul>

Survey of behaviours and attitudes related to smoking carried out at the institution

- Free 1-2-1 Fitness consultations sessions tailored to helping people exercise, quit smoking and live a healthier lifestyle.
- A 2 hour YOGA Masterclass
- Nidra Yoga Sessions
- Yoga for Sport
- Sports Remedial Massages Consultations
- Woodlands Herbs – massage taster session
- Chiropractic assessment
- Ask the Trainer- an increase in the amount of staffing during SWW, and promotion of the advice sessions. This year we managed to increase the number of questions we were able to answer relating to exercise and improved wellbeing. The year we had #TechniqueTuesday where the strength suite was staffed all day. Staffs were on hand to help, answer questions and promote a healthy lifestyle.
- Progressive Muscular Relaxation Technique
- Nutrition: Weight Management presentation
- Nutrition: Pre & Post Exercise
- Aerobic outdoor pop up session
- Foam roll workshops
- Personal Safety Session with Commonwealth Gold medal winner Judokas: The Rennicks sisters
- Hard Core – Pelvic Floor Workshop
- Fitness Testing
- First Aid for Sport
- Baby CPR & Choking, Adult CPR
- Juice Warrior
- Super Teams
- SRC Welfare Week ran from 17-21 of November in 2014 . This is a programme of events aimed to give students exam tips, relieve stress. The gym offered free access to all students as well as first aid session, a Starfish group session. Other events included:
  - PIPS Suicide Prevention Training
  - #stressReLeaf a twitter campaign to help people keep the body and mind healthy. Tips were then added to the Health and Wellbeing tree in the Garden outside the Fraser building.
  - Free Stress packs were handed out
  - Introduction sessions to mindfulness and meditation
  - National Demonstration for free Education
  - Movember Information stall & Nightline bubble stomp
  - Trans Day of Remembrance Vigil
  - LGBTQ+ Society Lunchtime drop in
- OTHER
- A Sport and Rec/GUSA Stress and Exercise campaign has just been launched to coincide with exam time.
- Sport and Rec carries out regular surveys to monitor member’s opinions and tailor our service to suit their needs. We included in the annual key survey questions around behaviours and attitudes related

		<p>to smoking. An initial meeting was held to discuss the questions that needed to be asked, this what was agreed on:</p> <ul style="list-style-type: none"> <li>➤ Do you smoke?</li> <li>➤ Have you ever smoked?</li> <li>➤ If yes do you find that smoking impacts on your sport/physical activity?</li> <li>➤ Could S+R do more to help people stop smoking? If yes please provide further information:</li> <li>➤ We found that incredibly small percentage of are members said that they smoked.</li> <li>➤ See Appendix 8</li> </ul> <ul style="list-style-type: none"> <li>• The benefits of Sport and Exercise to maintain mental wellbeing and the benefits of smoking cessation were discussed at the GUSA Council meeting on the 21<sup>st</sup> of November 2014. Supplementary information was provided to all council members.</li> </ul>
<p>Practical changes on campus</p>	<p>Sports Union and Students Association should work together on HBHM work promoting and organising award activities</p> <p>The Students Association and Relevant Staff members should complete Soctland's Mental Health First Aid Training.</p> <p>The Students Association and Relevant staff members should be trained in smoking prevention.</p> <p>Staff and Students are aware of the process by which students are signposted to support.</p>	<ul style="list-style-type: none"> <li>• 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 few areas.</li> <li>• We are still committed to The See Me Pledge. This has been signed off by all 4 Unions at the University and all the bodies represented on the Student Mental Health Working Group. GUSA has been involved in a number of different campaigns as part of this namely; the Fairplay Campaign, Equality and Diversity Training, Mental Health First Aid training and promoting the awareness of mental health.</li> <li>• This year 1 Sport and Recreation Staff and 1 Student Services Staff were trained in SMHFA. 3 students who are all current GUSA convenors remain trained in SMHFA. Various club captains have been trained in SMHFA.</li> <li>• HBHM committee attended the Smoking prevention on Campus seminar held at Glasgow Caledonian University on the 20/01/15.</li> <li>• Sport and Recreation as well as Student services have strong links with the Barclay Medical Centre. This is the University medical centre. There are professionals trained in smoking prevention and they offer smoking cessation services.</li> <li>• Sport and Recreation and GUSA are constantly developing links with other sectors of student services across campus. Members of staff as well as the student members of the GUSA council are aware of the process by which students are</li> </ul>

	<p>Staff and students are aware of the process by which students are signposted to smoking cessation services</p>	<p>signposted to support. Whether that be to CAPS, Disability Services, Smoking Cessation services or Peer Support Groups such as Starfish or example.</p> <ul style="list-style-type: none"> <li>• Regular in house training and meetings for staff have brought more attention to the process by which staff signpost students to support.</li> <li>• Awareness of CAPS drop in sessions promoted</li> <li>• As above. The Relevant staff are fully aware of the services that the University medical practice offers in regards to smoking cessation. We also have other points of contact about Glasgow to help members of SRS and the University if they need further help for smoking cessation.</li> </ul>
<p>EVALUATION</p>	<p>Smoking Survey results included in the evaluation</p> <p>Evidence of gaining student input and feedback</p> <p>Measures have been created to gain student input and feedback on effectiveness and value of award activities</p>	<ul style="list-style-type: none"> <li>• Please see the Evaluation and also the appendix 8 for Evidence of the Smoking Survey.</li> <li>• Please see Appendix 8</li> <li>• Over 600 people involved in SWW</li> <li>• Impact of the See Me Pledge is across the entire student population (~24,000)</li> <li>• There are specific positions on the GUSA Council that fulfil this remit. The GUSA Welfare Convenor 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 convenor and Rec Convenor are to meet with students at sessions put on to gain feedback on the programme of activities.</li> <li>• Regular Surveys throughout the year for SRS</li> </ul>

**3 STARS**

AREA	OPPORTUNITIES	INSTITUTIONAL EVIDENCE
<p>Making the Award Known</p>	<p>Single Year Action Plan in Place</p> <p>A single year action plan to change the culture of smoking amongst students</p>	<ul style="list-style-type: none"> <li>• An action plan was devised around the HBHM criteria with timelines and individuals 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.</li> <li>• The HBHM committee at the beginning devised an action plan for the cessation of smoking amongst Students. This incorporated using the SRS survey to try to understand who is smoking, why, when and where so that we can work to change the triggers and opportunities. Members of the HBHM committee were given key tasks and areas to develop such as: posters and social media campaigns, the use of GUS the mascot and making all sporting events smoke free.</li> <li>• We have set out to make all sporting events smoke free. Again this trial provides a framework for us to work from in the future with regards to smoking cessation.</li> </ul>
<p>Making the Issue Known</p>	<p>Active promotion of mental wellbeing resources that are available to all students through sport and physical activity providers.</p> <p>Active promotion of smoking cessation resources made available to all students through sport and physical activity providers, students associations and student support services.</p>	<ul style="list-style-type: none"> <li>• As mentioned previously arrange of mental wellbeing resources have been made available in sport facilities, most notably those from See Me Scotland, SAMH and B-eat</li> <li>• As mentioned previously we have ongoing tweet and social media campaigns.</li> <li>• Again key events such in the university calendar as SWW and SRC Welfare Week play a vital part in promoting wellbeing resources.</li> <li>• Information on mental health resources is permanently available on the GUSA website and twitter schedule</li> <li>• As mentioned previously the twitter schedule with the #quitsmoking (see appendix 4) plays an important role in promoting smoking cessation around campus.</li> <li>• Gus, the GUSA mascot is tackling smoking for the day in Semester 3! He will be going to smoking “hotspots” talking to students, cleaning up litter from smoking, putting up poster and raising awareness through a poster campaign.</li> <li>• Information such as posters/leaflets/flyers have been distributed across sport and physical activity providers.</li> <li>• In inductions to sports facilities members are advised of the benefits of quitting smoking and where they can get the relevant help if they need. Staff were made aware of this during a team meeting early on in the year.</li> </ul>
<p>Practical changes on campus</p>	<p>There should be noticeable work aiming to increase participation from non-traditional student groups</p>	<ul style="list-style-type: none"> <li>• As noted in more detail above, the Gym Buddy project (see appendix) 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</li> </ul>



Run a smoking prevention campaign on campus.

Programme of “mentally healthy exercise” should be established.

The institution should create a formal link between sports facilities and the student support services

equally thrilled that we have managed to attract those not previously involved in exercise to incorporate this into their lives. 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.
- SWW provides opportunities to participate in sport outside of the sports facility. Allowing more people an opportunity to train in an environment that they may initially feel more comfortable with.
- 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. This is hugely important given the multicultural make up of students and staff at the University.
- As mentioned previously the twitter schedule with the #quitsmoking plays an important role in the smoking prevention campaign to promote smoking cessation around campus.
- Gus, the GUSA mascot is tackling smoking for the day in Semester 3! He will be going to smoking “hotspots” talking to students, cleaning up litter from smoking, putting up poster and raising awareness through a poster campaign.
- Information such as posters/leaflets/flyers have been distributed across sport and physical activity providers.
- GUSA going for #BlackandGold lead on from the success of last years ‘Connie’s Cardio Challenge’ part of the ‘Get Active Campaign’ where %86 of the respondees specifically said that it had a positive effect on their mental wellbeing. Students had the chance to compete in various challenges during their training sessions. Students logged their activity in order to win prizes.
- As mentioned in detail above Sport & Wellbeing Week offers a diverse programme of activities aimed at mentally healthy exercise and mental health awareness
- The SRS offers a Core programme of classes that are constantly being added to and updated to suit our member’s needs. There are over ~50 free exercise classes; 9 free sport drop in sessions; 48 sports clubs across a broad range of activities; free swimming pool access, a wide range of courses such a Yoga or Thai chi at heavily subsidised costs
- 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. The links are;
  - CAPS specialist staff leading the Starfish group
  - CAPS staff leading mindfulness sessions in SWW
  - 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

	<p>Evidence of Students' Association, relevant staff members and some club captains should complete the Scotland's Mental Health First Aid Training.</p> <p>At least one outdoor event per year to pilot a smoke-free policy.</p>	<p>CAPS' specialist spiritual and mindfulness expertise of one of our instructors. Should this session prove successful, we will roll out on a more regular basis,</p> <ul style="list-style-type: none"> <li>• Please see above, as already detailed in the 2* points. We have a selection of fitness staff, GUSA Council and other students being trained (SMHFA)</li> <li>• All of our events this year have been advertised as smoke free including the GUSA ball, Glasgow Taxis Cup and GUSA get active. All club sport fixtures are smoke free.</li> </ul>
<p>Evaluation</p>		<p>Please see above points and the Evaluation section.</p>

4 STARS

AREA	OPPORTUNITIES	INSTITUTIONAL EVIDENCE
<p>MAKING THE AWARD KNOWN</p>	<p>Multiyear strategy and single year action plan in place</p> <p>Single year action plan to change the culture of smoking among staff and students</p>	<ul style="list-style-type: none"> <li>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 programme of activities/raising mental health awareness initiatives will simply be added to this plan in future years.</li> <li>The University now has a Student Mental Health Policy (See Appendix) this 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.</li> <li>Please see the Appendix for the plan. The HBHM committee worked together to draw up a multi-year plan that we will be working hard to improve upon over the next few years focusing on longevity and sustainability.</li> </ul>
<p>MAKING THE ISSUES KNOWN</p>	<p>Activities and events should be focused towards their longevity and sustainability.</p> <p>Use of Social media channels signposting to mental health information and support</p> <p>Use of social media channels in signposting to smoking cessation resources, including promoting apps and social media support for smoking cessation</p>	<ul style="list-style-type: none"> <li>Many of our events and activities have proven to be robust both in their longevity and sustainability. For example SWW has run successfully for the past 5 years, The Buddies system has been expanding and developing successfully for over 3 years, Starfish has also grown in the past 3 years. Having a HBHM committee has helped to create longevity and sustainability across events and activities, as we have dedicated staff and students on hand.</li> <li>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 &gt;10,000 FB/Twitter followers) Regular, weekly/bi-weekly and monthly FB messages and tweets are included in the comprehensive <b>Mental Health Promotion Plan</b> (appendix 1) We have a twitter hashtag (#GUmentalwealth) (see appendix 2+ 3) to specifically and regularly drive out the resources we have compiled and databased. The resources are compiled from key agencies such as SAMH and SeeMe and CAPS provide a platform for additional resources to be added in the future. We 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. We also have a tweet a day for mental health awareness week.</li> <li>This is another area in which we have made huge progress. We have created a tweet schedule for 2015/2016 that is going out bi-weekly on twitter and FB (see appendix 4). We have created a hashtag (#quitsmoking). The tweet schedule links to smoking</li> </ul>

		<p>cessation resources, it promotes smoking apps. We are hoping to expand on this next year with the help of the GUSA health and Fitness convenor.</p>
<p>PRACTICAL CHANGES ON CAMPUS</p>	<p>Joint strategy of work between Sports' Union (and/or Sports Department) and Students' Association</p> <p>Daily non-competitive exercise promoted for mental health benefits as well as physical</p> <p>Smoking cessation and prevention information/resources promoted at sporting events</p> <p>Smoking prevention campaign focused on changing student and staff behaviour around cigarette smoking</p> <p>Promotion of smoke free events</p>	<ul style="list-style-type: none"> <li>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.</li> <li>All student associations have signed the See Me Pledge; this was initiated and led by GUSA.</li> <li>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.</li> <li>Weekly non-competitive sport drop in sessions delivered free of charge</li> <li>Free fitness classes (~50/week)</li> <li>All our sporting events have been advertised as smoke free. Through social media we have sign posted people to resources as well as advertising the events as smoke free. For the GUSA ball one of the biggest events in Sport and Recreations calendar, the event was promoted as no smoking with this written on the back of the tickets.</li> <li>We have used the mascot GUS sending him out around campus targeting smoking 'hotspots' handing out information and cessation resources.</li> <li>Social media has been a vital component of our campaign and the main focus has been on changing attitudes towards smoking.</li> <li>All our sporting events this year have been advertised as smoke free and students are signposted to resources via social media.</li> <li>Both Unions do not sell tobacco in any form, helping with making events within the University smoke free.</li> </ul>
<p>EVALUATION</p>	<p>Provide completed evaluation sheet and comprehensive evidence with student feedback</p> <p>Measurement of the impact of the practical changes on campus</p> <p>Include evidence of smoking prevention campaign impact including any measures of behaviour change</p>	<ul style="list-style-type: none"> <li>Please see the evaluation section below for an evaluation of the past year and what is on the agenda for next year</li> <li>Please see appendix for the student/staff survey (appendix 8)</li> <li>Feedback gained from our evaluation of SWW and Go for #BlackandGold has been very useful and will shape our future initiatives.</li> <li>Please see evaluation section of this document.</li> </ul>

**5 STARS**

AREA	OPPORTUNITIES	INSTITUTIONAL EVIDENCE
<p>MAKING THE AWARD KNOWN</p>	<p>HBHM strategy embedded within department/institution strategy</p> <p>Multiyear strategy to change culture of smoking amongst staff and students</p>	<ul style="list-style-type: none"> <li>• 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 adopted core principles:               <ol style="list-style-type: none"> <li>1. Student Services Strategy</li> <li>2. University Student Mental Health policy</li> <li>3. GUSA Strategy</li> <li>4. SRS Strategy: Working towards 2020</li> </ol> </li> <li>• The HBHM committee has drawn up a multi-year strategy. Please see Appendix 7</li> </ul>
<p>MAKING THE ISSUE KNOWN</p>	<p>HBHM work has been made sustainable and formalised</p> <p>Smoking reduction/prevention strategy promoted on campus</p>	<ul style="list-style-type: none"> <li>• The HBHM Strategy is embedded within the Student Service Strategy.</li> <li>• As stated previously GUS the GUSA mascot has been used to publicly promote smoking reduction/prevention. Social media has also played a key role.</li> <li>• We have made links with the Barclay medical centre to promote smoking cessation.</li> </ul>
<p>Practical Changes on Campus</p>	<p>Mental health, wellbeing and smoking prevention included into job descriptions</p> <p>Inclusion of participative events in sports calendar</p>	<ul style="list-style-type: none"> <li>• Mental health and Wellbeing is now part of the job descriptions of the GUSA President, GUSA Vice-President, GUSA Secretary and GUSA Welfare Convenor</li> <li>• 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.</li> <li>• SWW is now in its 5<sup>th</sup> year so it is established within the University calendar as a sustainable programme of physical and mental health activities.</li> <li>• 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 mindfulness and reducing stress and anxiety</li> <li>• We plan on continuing all of the activities already outlined above as well as looking at other ways in which as we can encourage students at the University to engage in physical activity outside our normal extensive programme (e.g. 50 free exercise classes, free drop in sessions, free access to inductions and exercise advice)</li> <li>• Thy Gym buddies programme will continue to be a vital link in encouraging non-exercisers into engaging in regular exercise.</li> </ul>



	<p>The Institution has engaged in sports in the community</p> <p>Smoking cessation and prevention information/resources promoted at participative events</p> <p>All outdoor events to have a smoke-free policy</p> <p>Plan of practical guidance to support student with mental ill health</p> <p>Academic and support staff have guidance on where to direct students for smoking cessation resources and support</p> <p>Trained instructor in Scotland's Mental Health First Aid, or agreement with</p>	<ul style="list-style-type: none"> <li>• Events such as Monster Dash, as previously stated are open to the general public and are family friendly.</li> <li>• Active Age is a successful community programme run by the university. It is a low impact course designed for older adults with a combination of aerobics and muscle conditioning and is suitable for all levels. It has a great social side with tea and a chat available at the end of the session. There are also a number of excursions and lunches organised throughout the year as part of the social calendar for this course. This course is offered at both the Stevenson building and at Garscube</li> <li>• SWW- during SWW the gym facilities are open to all and this year we have taken several events "outside" i.e pop up aerobics, allowing more people to participate.</li> <li>• Disability Sport</li> <li>• Reach out Scotland</li> <li>• As stated previously all our events our advertised as smoke free, resources are available to members throughout sport and recreation</li> <li>• All our events are smoke free and advertised as such.</li> <li>• See Appendix 1</li> <li>• Sport and Recreation and GUSA work closely with staff at CAPs and Barclay medical practice and have created important links in order to help students get the best care needed as quickly as possible when needed.</li> <li>• The relevant staff are aware of the access to care and support systems in place in order to care for students and staff with mental ill health.</li> <li>• This year one of the HBHM committee members who also works closely with the STARFISH group spoke to staff members at a staff training day here at sport and recreation and highlighted the support systems in place in order to support students with mental ill health</li> <li>• Academic and support staff have guidance on where to direct students for smoking cessation resources and support</li> <li>• The university's medical centre is located at the centre of the University site in the Fraser building and is the first place that students are directed to for smoking cessation support</li> <li>• Currently liaising with Lara Caven and Health Scotland to run a SMHFA trainers course at Glasgow University this June/July. This should be finalised before May.</li> </ul>
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	<p>external organisation to deliver regular free training each year.</p>	<ul style="list-style-type: none"> <li>We have identified 3 staff members who would be suitable in being trained as a SMHFA Trainer. Two of these Staff members are tutors in yoga and other fitness related disciplines so would be ideally suited in delivering training opportunities on campus. Another member of Staff works at student services and closely with Sport and Recreation. 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</li> </ul>
<p>EVALUATION</p>	<p>Provide completed evaluation sheet and comprehensive evidence of impact, including student feedback</p> <p>Measurement of the impact of the practical changes on campus</p> <p>Include evidence of practical changes made around smoking prevention</p>	<ul style="list-style-type: none"> <li>Please see the evaluation section below for an evaluation of the past year and what is on the agenda for next year</li> <li>Please see appendix for the student/staff survey</li> <li>Please see evaluation</li> <li>Feedback gained from our evaluation of SWW and Go for #BlackandGold has been very useful and will shape our future initiatives.</li> </ul> <p>Please see evaluation section of this document.</p>

## Evaluation of the past year & where next

Student welfare remains firmly at the heart of GUSA, SRS and Student Services strategies and we are confident that this will remain the case for the foreseeable future. There are of course areas in which we are keen to improve, the smoking cessation campaign being one. We have worked hard over the year to implement various ideas and strategies to make Glasgow University a smoke free campus, but we will be working harder in the coming months to ensure we have a regular supply of smoking cessation resources here in the sports facility as well as elsewhere through the University. It must be noted that we were pleased to find that within Sport and Recreation here at Glasgow University, our initial survey showed that only a small percentage of members smoked.

*GUS the sport and Recreation mascot has been playing his part in the smoking cessation campaign next term he will be handing out information, putting up posters and cleaning up litter. He is looking forward to doing more campaigns similar like this in the future!*

We have been proactive this year in promoting smoking cessation, our GUSA ball was advertised as smoke free and all our outdoor events have been smoke free.

There are two Student Unions here at Glasgow University: The Queen Margaret Union and The Glasgow University Union. We are really pleased to say that neither sells any form of tobacco. Helping to promote a smoke free campus!

But we are not stopping there! We plan to have more information readily available for smoking cessation next year as well as having more of a focus during SWW16 towards this area.

### #QUITSMOKING

The HBHM award provides us with an important framework in which to develop welfare throughout Student services. Throughout the last year we have been working from past survey results to promote opportunities for 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 their mood.) We have used this hugely powerful information to ensure that our programmes are meeting their intended outcomes. An example of this is that the main emphasis of Sport and Wellbeing week this year was around mindfulness and stress management. The kick-off event was a 2hour Yoga masterclass with over 100 participants. The information from surveys is also hugely important in ensuring that Senior managers recognise the significant impact we can make on student welfare and mental health.



After the resounding success of Connie's Cardio Challenge last year, a GUSA and H&f initiative that aimed to get people moving, this year we launched #BlackAndGold. Again this year we had a positive response from participants.

The Health and Fitness Convenor for convenor plays an instrumental role in encouraging people to participate in Sport and Recreation. Each year a new Health and Fitness Convenor is elected this allows for a fresh perspective creating a dynamic role, bringing new ideas to the table each year.



SWW15 was again successful, attracting more than 600 people to the week’s programme of activities and more than that coming in to use the free facilities here at Sport and Recreation.

The feedback was resoundingly positive; one of the comments we received from the pt. get active consultation sessions was that the service was so “professional, authentic and motivational” that they felt that they left with an awareness of each aspect of the gym service that would help fit their specific needs and knowing that they “will be far more involved with the Stevenson and the services offered”. Another member wrote that they thought “it was important that the organizers get a little note of thanks and appreciation and a heads up that your staff are really making an impression and a difference.”

Following on from feedback from last year we have tried to get information out to staff and members earlier and more regularly through the use of social media, around facilities and through regular emails. Many of our events were full and some people expressed disappointment at this. But as ever we aim to put more on next year and keep growing this successful and important event.

We have continued to create excellent links with other student service 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) we feel they will play an important role in particular with smoking cessation. 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 SMHFAA training has been useful and well received by those that attended. There has been a commitment from the SRS that 2 of their staff will be trained up to be SMHFA tutors and we are working with Laura Caven and NUS Scotland to put this in place next semester. This will provide a sustainable mental health training structure into the University and will hopefully result in even more students being trained across campus.

The positive impact of SWW and the role that sport and Recreation and GUSA play in promoting positive mental health can be seen across Campus.

The Computer Science department is running their own version of SWW in order to help Students cope with stress as well as get ready for exams. Events include: knitting and stress guidance with student learning, LAN party organised by GUTS, Stress Coping/Study Techniques with SLS, Yoga, Jogging and more!



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 with a 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 to maintain positive mental health; warm up; stress releasing exercises; cool down/stretching; meditation.

*“The aim of SWW 2015: create a positive message to all students and staff of the University to improve the benefits of being active and looking after their wellbeing.”*

## Concluding Remarks



Twitter and social media have provided important platforms in which to share information with our members. We have launched our smoking cessation campaign through twitter and we have further developed our #GUmentalwealth campaign. There is still a long way to go! SRS and GUSA are working together and with the Welfare Committee (lead by the GUSA Welfare Convenor) planning on taking a much more active role in next year in the social media drive.

*'SWW just keep getting better and better'*

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.



Glasgow University Sport Association

64 Oakfield Avenue

Glasgow

G12 8LT

01413305342



## Appendix

### Appendix 1 – Mental Health Promotion



STUDENTS' REPRESENTATIVE COUNCIL  
UNIVERSITY OF GLASGOW



#### *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<sup>1</sup> 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.

<sup>1</sup> 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%5EDISA\\_BLE.html/](http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,11051/href,a%5E%5EDISA_BLE.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.



6.

- 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.

<sup>4</sup> [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 & 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:accom@gla.ac.uk) (office hours only).

## Crisis Team<sup>5</sup>

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

5 [http://www.lib.gla.ac.uk/media/media\\_221403\\_en.pdf](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](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/dpfoioffice/a-ztopics/pollicerequestsforpersonaldata/>) 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 Mental Health Promotion

#GUmentalwealth (every Monday for a year)

16/03 Check out this great “Something’s not right: how to help” leaflet by @SAMHTweets <http://ow.ly/vQVQs>  
#GUmentalwealth

23/03 Feeling stressed? Check out [www.stepsforstress.org](http://www.stepsforstress.org) for tips on stressing less and enjoying life more  
#GUmentalwealth

30/03 Check out these awesome self-help podcasts <http://ow.ly/vQXQa>, this month focuses on wellbeing & sleep  
<http://ow.ly/vQY9j> #GUmentalwealth

06/04 Check out this great “Get Active” leaflet by @SAMHTweets <http://ow.ly/vR1tK> #GUmentalwealth

13/04 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/vQZQo> #GUmentalwealth

20/04 Check out these awesome self-help podcasts <http://ow.ly/vR4xA>, this month how to overcome fear & anxiety  
<http://ow.ly/vR4Jg> #GUmentalwealth

27/04 Check out this great @SAMHTweets article on 5 Ways to Better Mental Health <http://ow.ly/vR6uj> #GUmentalwealth

04/05 What is good Mental Health? Follow this link to find out: <http://ow.ly/JSrqj> #GUmentalwealth

11/05 It’s Mental Health Awareness Week check out [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk) for more information #GUmentalwealth

18/05 Check out these awesome self-help podcasts <http://ow.ly/vR4xA>, this month focussing on mindfulness  
<http://ow.ly/vR9TU> #GUmentalwealth

25/05 Check out these 10 ways to look after your mental health <http://ow.ly/JStdQ> #GUmentalwealth

01/06 Check out this great @SAMHTweets report: Beyond Appearances - Experiences of Self-Harm  
<http://ow.ly/vRd7l> #GUmentalwealth

15/06 Check out these awesome self-help podcasts <http://ow.ly/vR4xA>, this month focussing on stress & the mind  
<http://ow.ly/vRdDV> #GUmentalwealth

22/06 Check out this great SeeMe factsheet about bipolar (manic depression) disorder <http://ow.ly/vRfge> & getting help #GUmentalwealth

29/06 Check out these awesome self-help podcasts <http://ow.ly/vR4xA>, this month focuses on stress & relaxation <http://ow.ly/vRfS8> #GUmentalwealth

06/07 Check out this great @SAMHtweets Know Where to Go: You're Guide to get help for your mental health <http://ow.ly/vRgOr> #GUmentalwealth

13/07 Check out this great SeeMe factsheet about suicide <http://ow.ly/vRhXW> & getting help if you are affected by it #GUmentalwealth

20/07 Check out this great SeeMe "I'm feeling ok" leaflet <http://ow.ly/vRikE> Feel good - It's something to treasure #GUmentalwealth

27/07 Check out these awesome self-help podcasts <http://ow.ly/vQXQa>, this month focuses on wellbeing & sleep <http://ow.ly/vQY9j> #GUmentalwealth

03/08 Check out these awesome self-help podcasts <http://ow.ly/vQXQa>, this month focuses on wellbeing & sleep <http://ow.ly/vRjZ2> #GUmentalwealth

10/08 Check out this great @SAMHtweets leaflet on panic attacks and how to cope <http://ow.ly/vRkrv> #GUmentalwealth

17/08 Feeling stressed? Check out [www.stepsforstress.org](http://www.stepsforstress.org) for tips on stressing less and enjoying life more #GUmentalwealth

24/08 O'People be gentle to yourself... Faith and your mental wellbeing <http://ow.ly/d/25pw> #GUmentalwealth

31/08 Check out this great "Complimentary Therapies, Which Way Now" leaflet by @SAMHtweets <http://ow.ly/vR8ZD> #GUmentalwealth

07/09 For someone with a mental health problem, how you deal with it makes a difference - SeeMe Girls campaign <http://ow.ly/vResq> #GUmentalwealth

14/09 If someone you know is suffering mental ill health, just be yourself & listen - SeeMe Brothers advert <http://ow.ly/vR7DK> #GUmentalwealth

21/09 Check out this great "Something's not right: how to help" leaflet by @SAMHtweets <http://ow.ly/vQVQs> #GUmentalwealth

28/09 Feeling stressed? Check out [www.stepsforstress.org](http://www.stepsforstress.org) for tips on stressing less and enjoying life more #GUmentalwealth

05/10 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/vQZQo> #GUmentalwealth

12/10 watch this video for 5 ways to better mental health: <http://ow.ly/JSudM> #GUmentalwealth

19/10 SAMH Mental health problems explained: <http://ow.ly/JSysc> #GUmentalwealth

26/10 Check out this SAMH factsheet on pregnancy and mental health: <http://ow.ly/JSztA> #GUmentalwealth

02/11 Need help dealing with bullying? Check out this SAMH booklet: <http://ow.ly/JSAnK> #GUmentalwealth

## Appendix 3 Mental Health Awareness Week

### #GUmentalwealth

**11/05** 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/vQZQo> #GUmentalwealth

**12/05** Feeling stressed? Check out [www.stepsforstress.org](http://www.stepsforstress.org) for tips on stressing less and enjoying life more  
#GUmentalwealth

**13/05** Check out this great "Get Active" leaflet by @SAMHtweets  
[http://www.samh.org.uk/media/296364/samh\\_get\\_active\\_a5\\_updated.pdf](http://www.samh.org.uk/media/296364/samh_get_active_a5_updated.pdf) #GUmentalwealth

**14/05** Check out this great "Something's not right: how to help" leaflet by @SAMHtweets  
[http://www.samh.org.uk/media/296384/samh\\_something\\_s\\_not\\_right\\_final\\_2011.pdf](http://www.samh.org.uk/media/296384/samh_something_s_not_right_final_2011.pdf) #GUmentalwealth

**15/05** If someone you know is suffering mental ill health, just be yourself & listen - SeeMe Brothers advert  
<https://www.youtube.com/watch?v=HGb7n5p8Dws&feature=youtu.be> #GUmentalwealth

**16/05** For someone with a mental health problem, how you deal with it makes a difference - SeeMe Girls campaign  
<https://www.youtube.com/watch?v=BugaJnSdkD8> #GUmentalwealth

**17/05** Check out this great @SAMHtweets Know Where to Go: Your Guide to get help for your mental health  
[http://www.samh.org.uk/media/241903/samh\\_know\\_where\\_to\\_go\\_-\\_your\\_guide.pdf](http://www.samh.org.uk/media/241903/samh_know_where_to_go_-_your_guide.pdf) #GUmentalwealth



## Appendix 4 #QuitSmoking

### #quitsmoking bi-weekly 15-16 on a Friday starting April 15

3/4 Quick + Simple steps to quit smoking: <http://www.nhs.uk/livewell/smoking/pages/gethelp.aspx> #quitsmoking

17/4 10 health benefits of stopping smoking: <http://www.nhs.uk/Livewell/smoking/pages/betterlives.aspx>  
#quitsmoking

1/5 Visit <http://www.ash.org.uk/> for info on quitting smoking #quitsmoking

15/5 How does smoking affect your body? <http://www.nhs.uk/smokefree/why-quit/smoking-health-problems>  
#quitsmoking

29/5 Need to talk to someone about quitting smoking? Follow this link for helplines <http://ash.org.uk/stopping-smoking/quitting-smoking/helplines> #quitsmoking

12/6 Get free support when quitting smoking at <http://www.nhs.uk/smokefree> #quitsmoking

19/6 Find your local NHS stop smoking service <http://www.nhs.uk/smokefree/help-and-advice/local-support-services-helplines> #quitsmoking

3/7 NHS Smokefree is on Facebook <https://www.facebook.com/NHSSmokefree> #quitsmoking

17/7 8 practical, quick & easy steps to stop smoking: <http://www.nhs.uk/Livewell/smoking/Pages/Gethelp.aspx>  
#quitsmoking

31/7 Use the NHS cost calculator and find out how much you can save by quitting smoking:  
<http://www.nhs.uk/smokefree/why-quit/cost-calculator> #quitsmoking

14/8 The facts on second hand smoke: <http://www.nhs.uk/smokefree/why-quit/secondhand-smoke> #quitsmoking

18/8 Watch these videos on what smoking does to your health: <http://www.nhs.uk/smokefree/why-quit/smoking-health-problems> #quitsmoking

11/9 Get your free stop smoking quit kit online today: <https://quitnow.smokefree.nhs.uk/> #quitsmoking

25/9 Having difficulty dealing with cravings after stopping smoking? Follow this link for advice:  
<http://www.nhs.uk/Livewell/smoking/Pages/Copingwithcravings.aspx> #quitsmoking

9/10 daily support straight to your phone with this 30 day quit smoking app:  
<http://www.nhs.uk/Tools/Pages/iphonesmoking.aspx?Tag=Stop+smoking> #quitsmoking

23/10 Roll ups are just as harmful as factory made cigarettes:

<http://www.nhs.uk/news/2014/02February/Pages/Roll-ups-as-hazardous-as-factory-made-cigarettes.aspx>  
#quitsmoking

6/11 Find support services that work for you, helping you quit smoking: <http://www.nhs.uk/smokefree/help-and-advice/support> #quitsmoking

20/11 Worried about the health risks of smoking? Follow this link: <http://www.nhs.uk/smokefree/why-quit/smoking-health-problems> #quitsmoking

4/12 Other types of tobacco and the effects: <http://www.nhs.uk/smokefree/why-quit/rollup-chewing-tobacco-pipes-shisha> #quitsmoking

18/12 Quitting smoking is the best thing you can do for your baby: <http://www.nhs.uk/smokefree/why-quit/smoking-in-pregnancy> #quitsmoking

1/1/16 Make 2016 smoke free, follow this link for support and advice: <http://www.nhs.uk/smokefree>  
#quitsmoking

15/1 Nicotine cravings and stop smoking medication: <http://www.nhs.uk/smokefree/help-and-advice/prescription-medicines> #quitsmoking

29/1 Quit smoking today:

<https://quitnow.smokefree.nhs.uk/?gclid=Cj0KEQiA99qnBRDnrYCKt4ClzZABEiQAvqPaLOEf53tL4z05SEnV7OMQWj2lcs7UnEO5aSrx591Uy0oaArCU8P8HAQ> #quitsmoking

## Appendix 5 SRC Welfare Week

### Welfare Week

This November, the SRC have organised lots of activities to help you get through exams.



Exams are tough on any student so we have a programme of events to give you exam tips, relieve stress or even provide you with an excuse for a wee bit of procrastination – all for a good cause of course.

There are events running each day of the week as well as events running all week, from free gym access to exam technique sessions to first aid workshops.

For more details of our events for Welfare Week 2014, [follow us on Twitter @gusrc](#) or [like us on Facebook](#). You can also follow the [Welfare Week 2014 blog posts](#) our VP Student Support Liam King is posting.

### Events

#### All week

- **PIPS Suicide Prevention Training:** This is a half-day training session that equips students with basic suicide prevention skills. It will increase the ability of students to identify the warning signs that someone may be at risk of suicide, teach students how to safely communicate with someone at risk, and how to link them to appropriate support. There are two sessions a day (10am and 2pm) every day this week however most are now full. If you would like to sign up please follow this link: <http://doodle.com/qkcrd9ywtatwu8kc>.
- **Stevenson Building:** There will be free access for all students to the Stevenson building:  
Monday to Friday 0700-1200  
Saturday 0900-1200  
Sunday 1000-1200  
This includes access to exercise classes starting before these times and the #AskATrainer sessions on Tuesday 18th 10.30-11.15 and Friday 21st 08.15-09.00
- **#stressReLeaf:** So what do you do to de-stress when Uni is getting a bit overwhelming? Or how do you keep both your body and mind healthy throughout the year? We will be sharing (and encourage others to contribute) some of our tips on twitter and will be adding them to our Health and Wellbeing tree in the garden outside the Fraser Building.
- **Nightline:** The confidential listening and information service is relaunching. It is open from 7pm to 7am during term time and the number is 0141 334 9516
- [Welfare Week 2014 blog](#)
- **Stress Packs:** Handing out stress packs all week too

### Monday

- **LGBTQ+ Society Lunchtime drop-in:** 12-2pm in committee room 1 of QMU
- **Introduction to meditation:** 1.15 – 1.45 level 3 library

### Tuesday

- **Introduction to Mindfulness:** 12.10 – 12.45pm level 3 library
- **Mature Students association Lunchtime drop in:** 1-3pm 64 Oakfield Avenue

### Wednesday

- **Introduction to Mindfulness:** 12.10 – 12.45 level 3 library
- **Introduction to meditation:** 1.15 – 1.45 level 3 library
- **National Demonstration for Free Education**

### Thursday

- **Movember Information stall & Nightline bubble stomp:** Both level 3 of the library
- **Disco Pick Up:** 3pm outside GUU
- **Trans Day of Remembrance Vigil:** 7pm Cloisters

### Friday

- **Introduction to meditation:** 1.15 – 1.45pm level 3 library
- **Introduction to Mindfulness:** 2.10 – 2.45pm level 3 library
- **Starfish – support group for those with eating disorders or excessive exercise:** 3-4pm basement of 64 Oakfield Avenue

## Appendix 6 SWW15

<b>Monday 26 Jan - Sunday 1 Feb</b>		
The Climbing Academy	Various times	The Climbing Academy Portman Street Glasgow G41 1EJ <a href="http://www.theclimbingacademy.com">www.theclimbingacademy.com</a> Tel: +44 (0) 141 429 6331
<b>Monday 26 Jan</b>		
Sport Remedial Massages Consultations	0930 - 1130	Gilchrist Postgraduate Club (you must have access to this area to drop in)
Sport Remedial Massages Consultations	0930 - 1130	Gilchrist Postgraduate Club (you must have access to this area to drop in)
Sitting at a desk... Pain in the neck?	1210 - 1250	Gilchrist Postgraduate Club Seminar Room (you must have access to this area to drop in)
Hard Core - Pelvic Floor Workshop	1215 - 1300	64 Oakfield Avenue Committee Room
Progressive Muscular Relaxation Technique	1300 - 1345	64 Oakfield Avenue Committee Room
Yoga Masterclass	1730-1900	Stevenson Building Activity Hall

<b>Tuesday 27 Jan</b>		
Technique Tuesday	0800 - 2000	Level 4 Stevenson Buliding
Bollywood Taster	1030 - 1130	Stevenson Building Exercise Studio
Woodlands Herbs - FREE massage taster session	1100 - 1500	Level 3 Social Area Stevenson Building
Mindfulness Taster Session	1200 - 1300	Fraser Building Level 4 meeting room
PT/Get active consultation	1300 - 1430	Level 3 Social Area Stevenson Building
Baby CPR & Choking	1730 - 1830	64 Oakfield Avenue Committee Room
Adult CPR *Fully booked*	1830 - 1930	64 Oakfield Avenue Committee Room



<b>Wednesday 28 Jan</b>		
FREE Chiropractic assessment *Fully booked*	1000 - 1630	64 Oakfield Avenue Treatment Room
PT/Get active consultation	1200 - 1430 1600 - 1800	1200 - 1430 Gilchrist Postgraduate Club (you must have access to drop in)
Progressive Muscular Relaxation Technique *Fully booked*	1215 - 1300	64 Oakfield Avenue Committee Room
Mindfulness Taster Session	1500 - 1600	64 Oakfield Avenue Committee Room
Nutrition: Weight Management	1730 - 1830	Boyd Orr, Lecture Room 407
Nutrition: Pre & Post Exercise	1830 - 1930	Boyd Orr, Lecture Room 407
Nidra yoga *Fully booked*	1900 - 1945	64 Oakfield Avenue Committee Room

<b>Thursday 29 Jan</b>		
PT/Get active consultation	0830 - 1030 1400 - 1600	Stevenson Building
Woodlands Herbs - FREE massage taster session	1100 - 1400	Level 3 Social Area Stevenson Building
Aerobics POP UP	*Cancelled*	*Cancelled*
Foam Roll Workshop *Fully booked*	1315 - 1400	Stevenson Building Exercise Studio
The Renicks Sisters - Personal Safety Session	1730 - 1845	Stevenson Building Exercise Studio

<b>Friday 30 Jan</b>		
Sports Remedial Massage Consultation	1000 - 1200	64 Oakfield Avenue Treatment Room
PT/Get active consultation	1130 - 1430	Stevenson Building
Hard core Pelvic Floor Worskhop *Fully booked*	Part 1: 1215 - 1300 Part 2: 1300 - 1330	Stevenson Building Exercise Studio/ 64 Oakfield Avenue Committee Room
Sitting at a desk... Pain in the neck?	1300 - 1400	64 Oakfield Avenue Committee Room
Fitness Testing *Fully booked*	1300 - 1430	Stevenson Building Activity Hall
First Aid for Sport	1400 - 1500	64 Oakfield Avenue Committee Room
Yoga for Sport	1400 - 1500	Stevenson Building Exercise Studio
Starfish	1500 - 1700	64 Oakfield Avenue Committee Room
Foam Roller Workshop *Fully booked*	1500 - 1600	Stevenson Building Exercise Studio
Juice Warrior		Level 3 Stevenson Building Social Area

<b>Saturday 31 Jan</b>		
Progressive Muscular Relaxation Technique *Fully booked*	1230 - 1315	64 Oakfield Avenue Committee Room
<b>Sunday 1 Feb</b>		
Super Teams	1230 onwards	Stevenson Building Exercise Studio/Activity Hall/Swimming Pool

## Appendix 7 Multiyear smoking Cessation campaign strategy

### Smoking Cessation Multi- Year Strategy

#### Introduction:

In this document we aim to layout set goals and strategies in order to create a multiyear strategy to change the culture of smoking amongst staff and students here at Glasgow University. This document has been developed in line with the Healthy Body Healthy Mind Award in conjunction with NUS and SSS. The smoking criteria of the award are outlined below.

At the University of Glasgow we have taken information from ASHWales policy to help develop our Multi-Year Strategy. ASHWales state:

*“We want the University as a whole in the future to adopt a “smokefree” policy to protect staff, students and visitors from exposure smoke/cigarettes. We also aim to remove all forms of tobacco advertising, promotion and sale; and to end any financial or material connections with the tobacco industry or related third parties.*

*We believe that benefits of a comprehensive strategy include: A safer and healthier environment for both smokers and non-smokers; Higher level of compliance with legal obligations for safe workplaces; Cleaner environments with reduced risks of fires; Enhanced institutional profile as a community leader through ending sales and promotion of tobacco on campus; A more socially responsible and ethical standard of conduct for the institution, its staff and students when all forms of tobacco-funded research and partnerships are excluded” (ASHWales - Smoke free Universities)*

#### **HBHM Smoking CRITERIA**

##### **1 STAR**

Smokeline Number to be displayed where people congregate to smoke \*

Smoking prevention and cessation resources visible on campus \*

##### **2 STARS**

Introduce smoking cessation/avoiding starting to smoke as part of induction to sports facilities \*\*

Survey of behaviours and attitudes related to smoking carried out at the institution \*\*

Staff and students are aware of process by which students are signposted to smoking cessation services \*\*

##### **3 STARS**

Active promotion of smoking cessation resources made available to all students through sport and physical activity providers associations and student support services \*\*\*

Smoking prevention campaign on campus \*\*\*

##### **4 STARS**

Use Social media channels signposting to smoking cessation resources, including promoting apps and social media support for smoking cessation. \*\*\*\*

Smoking Cessation and prevention information/resources promoted at sporting events \*\*\*\*

Smoking Prevention campaign focused on changing student and staff behaviour around cigarette smoking \*\*\*\*

Promotion of smoke free events \*\*\*\*

##### **5 STARS**

Smoking reduction/prevention strategy promoted on campus \*\*\*\*\*

Smoking cessation and prevention information/resources promoted at participative events \*\*\*\*\*

All outdoor events to have a smoke free policy \*\*\*\*\*

The HBHM committee will initially meet each year to discuss the criteria of the smoking cessation in the HBHM award and set/review achievable goals. This will be working document that each year can be updated with additional aims to promote smoking prevention.

**Year 1:**

- Within the Sports facilities make all events smoke free and ensure outdoor sporting events have a smoke free policy.
- Smoking cessation and prevention information/resources will be promoted at participative events.
- Find out what is being done already on campus towards smoking cessation i.e. availability of resources and information at student unions, student services, student halls, medical centre.
- Where possible make smoking resources visible on campus.
- Find out where people congregate to smoke and display smoke line numbers.
- Carry out initial survey of behaviours and attitudes towards smoking.
- Make links with Barclay medical centre (the university practice) as a smoking cessation service.
- Create a social media campaign within Sport at Glasgow #QuitSmoking.
- Run a smoking prevention campaign on campus using the GUSA mascot GUS.
- All major events to be promoted as a smoke free events i.e. GUSA Ball/ Glasgow Taxis Cup.
- All Sports inductions to promote the advantages of quitting smoking.

**Year 2:**

- Aim to get Both Student Unions and Student Representative Council involved in a smoke free event.
- Promote GUSA Freshers Week as a smoke free event and engage with all new/current students to encourage smoking prevention.
- Expand on the initial survey working from last year's results; taking it outside of Sport & Recreation.
- Update the social media campaign and twitter campaign with aims to expand outside of Sport & Recreation including the Student Unions and Gilchrist Postgraduate club.
- Provide further smoking cessation and prevention information/resources at all facilities, across campus and at all GUSA events.
- Meet with Senior Management Group/Individuals to explore smoking prevention/cessation across campus.
- Make links with anti-smoking campaigns/ groups external to the university and seek assistance on smoking prevention from these groups.
- Work with clubs to promote smoking prevention/cessation to members.
- Encourage staff members to quit smoking.
- Continue to promote sporting events/major university events as smoke free.

**Year 3:**

- Work with the other student bodies towards a smoking prevention proposal to be passed at senate.
- Freshers Week promoted as smoke free across the four student bodies.
- Use survey results from previous 2 years across campus to develop smoking prevention strategy for the whole university.
- Reduce the number of staff and students smoking by 75%.
- Run one smoking cessation workshop each semester.
- All events at the university promoted as smoke free.
- Continue working with anti-smoking groups or campaigns to promote across campus.
- Update social media campaign and twitter campaigns to reach all staff and students.
- Have a smoke free day on campus that the University as a whole is involved with
- Expand beyond the campus and into the wider community for smoking prevention resources and campaigns i.e. working with the schools local to the University; using a campaign such as GUS in the community to get people involved.

**Final Aim:** Ensure the University is completely smoke free.





## Appendix 8

Please note some questions have been removed. We have only included what we thought was relevant.

### Are you a University of Glasgow Sport & Recreation member?

- Answered: 82
- Skipped: 1

Answer Choices	Responses
Yes	98.78% 81
No	1.22% 1
Total	82

Q3

### How often do you use Sport & Recreation?

- Answered: 76
- Skipped: 7

Answer Choices	Responses
Daily	6.58% 5
1-3 times a week	59.21% 45
4-7 times a week	27.63% 21
Monthly	3.95% 3
Rarely	2.63% 2
Have not used membership	0.00% 0
Total	76

Thinking about your personal connection to health and exercise, please think about how important Sport & Recreation is to you with the following statements.

- Answered: 64
- Skipped: 19

	Not Very Important	Somewhat Important	Moderately Important	Important	Very Important	Total	Weighted Average
As a part of university	6.25% 4	3.13% 2	9.38% 6	34.38% 22	46.88% 30	64	4.13

	Not Very Important	Somewhat Important	Moderately Important	Important	Very Important	Total	Weighted Average
life?							
That the universities you were interested in offered sport and exercise opportunities?	9.68% 6	8.06% 5	17.74% 11	29.03% 18	35.48% 22	62	3.73
That the university offers sport facilities and services as a graduate?	19.05% 12	7.94% 5	19.05% 12	22.22% 14	31.75% 20	63	3.40

Q7

**It is useful to know how Sport & Recreation impacts you. Listed are a number of statements. Please select how much you agree or disagree with the statements.**

- Answered: 62
- Skipped: 21

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A	Total	Weighted Average
It provides me good opportunities to keep physically active.	0.00% 0	1.61% 1	3.23% 2	32.26% 20	62.90% 39	0.00% 0	62	4.56
It is good for my confidence.	0.00% 0	3.23% 2	17.74% 11	37.10% 23	40.32% 25	1.61% 1	62	4.16
Helps me feel better about myself.	0.00% 0	3.23% 2	9.68% 6	33.87% 21	51.61% 32	1.61% 1	62	4.36
It helps me cope with pressures of my study.	0.00% 0	4.92% 3	8.20% 5	34.43% 21	49.18% 30	3.28% 2	61	4.32
Helps me manage stress.	0.00% 0	3.23% 2	9.68% 6	37.10% 23	50.00% 31	0.00% 0	62	4.34
Is a positive impact for my mood.	0.00% 0	1.61% 1	4.84% 3	35.48% 22	58.06% 36	0.00% 0	62	4.50
Is a good way to meet other students.	1.64% 1	11.48% 7	27.87% 17	29.51% 18	19.67% 12	9.84% 6	61	3.60
Is an opportunity for students who feel isolated to become involved in activities.	0.00% 0	1.67% 1	25.00% 15	38.33% 23	23.33% 14	11.67% 7	60	3.94

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A	Total	Weighted Average
Helps balance academic and personal life.	0.00% 0	4.92% 3	13.11% 8	44.26% 27	32.79% 20	4.92% 3	61	4.10
It is a good way for students to feel part of University life.	1.64% 1	9.84% 6	18.03% 11	27.87% 17	37.70% 23	4.92% 3	61	3.95

Q8

Q9

### Are you male or female?

- Answered: 63
- Skipped: 20

MaleFemale

Answer Choices	Responses
Male	44.44% 28
Female	55.56% 35
Total	63

Q10

### Do you have any of the following conditions?

- Answered: 14
- Skipped: 69

Answer Choices	Responses
Smoker	28.57% 4
Take any Prescription drugs	71.43% 10
Have any diagnosed health condition	64.29% 9

Total Respondents: 14

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