

Live Well Be Well:

Mental Health and Wellbeing event,

Sponsored by Depression Alliance, 10th-11th November, 2010, Falmer

Summary

The event was designed to encourage people to explore non-medical strategies for self-managing wellbeing and was aimed at students at the University of Brighton. The aim was to reach people who are experiencing stress and emotional distress.

The event helped to inform students of innovative approaches to self help and the maintenance of recovery for problems with emotional distress, depression and anxiety. A particular focus was on the New Economics Foundation's Five-Ways to Wellbeing: connect; be active; take notice; keep learning; give.

The event involved the delivery of talks and workshops about mental wellbeing, allowing students to gather information and ask questions at the exhibition stands and poster displays.

Events included an IAPT session on Stress and Anxiety offering CBT approaches to self help, and a Mental First Aid session. Approximately 200 people attended the event which has helped to de-stigmatise mental health and to spotlight wellbeing awareness.

Aims

To encourage students to explore non-medical strategies for self-managing wellbeing. To inform students of innovative approaches to self help and the maintenance of recovery for problems with emotional distress, depression and anxiety.

Also as a preventative, educational measure and participatory event.

Overview

What was the context / background?

Depression Alliance was commissioned by NHS South Coast to run a series of wellbeing road shows across Brighton and Hove and East Sussex. They focus on reaching people who are impacted by the economic downturn and experiencing stress and emotional distress.

What were the drivers and levers for change?

Wellbeing outreach delivery from Student Services: enhancing Student experience, supporting transition, raising wellbeing awareness.

Who led the work internally and externally?

Internally it was led by the Counselling and Wellbeing team from Student Services.

Externally by Depression Alliance

Who was the strategic lead, who was the operational lead?

Strategic lead - Jo Tomlinson, Student Services Manager for Counselling and Wellbeing

Operational lead- Camilla Hartley, Curriculum Development Worker, Counselling and Wellbeing team

How are you set up (working / steering groups)?

We held planning meetings in July, September, October and November with key mental health and wellbeing related staff

What resources did you need (financial and human)?

Operational lead (CDW) worked on this project as mainstay of workload (approx 1 ½ days per week out of 2 ½ day part time working week) during, July, September, October and November (3 1/2 months planning and preparing, plus project delivery, closure and write up).

What existing resources did you use / what was your budget?

Due to budget constraints and no further funding from the Student Union costs of the event were kept to a minimum. Organisation and administration of the event were carried out by Student Services staff. Where possible, key workshops and talks were led by University staff. Depression Alliance made a substantial contribution to the event by funding some of the workshops and meeting other administration costs from their involvement.

University of Brighton Student Services budget:

Marketing materials: flyers and posters approx.	£150
Refreshments and flowers:	£25
Student Ambassador for 2 days:	£91
Total:	£266

Depression Alliance budget:

Workshops and Complementary therapies:	£315
(costs of 2 x complementary therapists, Mindfulness trainer and tango trainer)	
Admin and staff travel	£300
Total:	£615

Total costs £881

What did you do?

Hosted a series of wellbeing events, including talks, workshops and information stalls.

What methods of communication did you use?

Website: Student Central

Press release: Student paper

Plasma TV screens on Falmer campus: Checkland, Westlain and Mayfield House

Leaflets: Sports Centre, Library, Checkland foyer

Posters: Falmer school offices, CLT notice board, Checkland notice boards, Student Services reception, Halls of residences at Falmer and Varley.

How did you make the case for action?

Based on success and feedback of 2 previous Wellbeing week/events hosted by Student Services and Student Union, 2008, and 2009.

Monitoring and Evaluation

What were your critical success factors?

Positive feedback on feedback forms, huge demand in signing up for events, reasonable attendance.

How did you measure impact?

Attendance figures, feedback forms.

What were the outcomes /outputs?

- The IAPT session on Stress and Anxiety offered CBT approaches to self help and maintaining recovery for people living with emotional distress, depression and anxiety.
- The Mental First Aid session offered approaches to helping others with emotional distress, depression and anxiety.
- One of the key note speeches: Beyond the sick-well divide, about training and working in mental health services, also offered an insight and safe space to discuss and share about approaches to self help and maintaining recovery for people living and working with emotional distress, depression and anxiety.
- The New Economics Foundation's Five-Ways to Wellbeing identified in the Foresight Report (October 2008): connect; be active; take notice; keep learning; give, were themed throughout the events and activities taking place.
- The event as a whole was educational, some parts were fun and much of it was interactive.

Did you do any cost benefit analysis? No

Key Learning Points

What were the challenges or barriers?

Student Demonstration in London held on one of the two days and a significant number of staff and students left campus.

Area for stalls was 'out of the way' and most attendance was passing traffic.

What helped you achieve success?

Vision, planning, hours put in, staff collaboration and team work.

How did the work contribute to the three key focus areas of healthy universities?

1. Create healthy and sustainable learning, working and living environments

For example: campus and building design; cycle planning & incentives; work-life balance policy; supportive management culture.

Offered stress-relieving taster complementary therapies, including back and neck massage and reflexology.

2. Integrate health and sustainability into core business

For example: health and sustainable development cross-cutting curriculum themes; tools to embed health in different subject areas; health a priority in research and knowledge exchange.

Spotlighting importance of wellbeing; promoting study skills support; Student Union drugs and alcohol and sexual health support; Student Services: Counselling and wellbeing service, Disability and Dyslexia service, Careers, Chaplaincy, Student Advice Service- money management, International student support.

3. Contribute to the health and wellbeing and sustainability of local, regional, national and global communities

For example: health and sustainability impact assessment; active role in local / regional partnerships Locally embedded research; volunteering / outreach.

Community collaboration with local groups: Depression Alliance, YMCA, Mind- LGBT

Thematic Categories

Method	Topic	Population Group
Campaign / Event <input checked="" type="checkbox"/>	Alcohol /Substance Misuse <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Curriculum <input type="checkbox"/>	Built Environment <input type="checkbox"/>	Students <input checked="" type="checkbox"/>
Project <input type="checkbox"/>	Food / Healthy Eating <input checked="" type="checkbox"/>	Wider Community <input checked="" type="checkbox"/>
Policy / Procedure <input type="checkbox"/>	Mental Health <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Whole System Approach <input type="checkbox"/>	Physical Activity / Active Transport <input type="checkbox"/>	
Other <input type="checkbox"/>	Sexual Health <input checked="" type="checkbox"/>	
	Sustainable Development <input type="checkbox"/>	
	Tobacco <input type="checkbox"/>	
	Other <input type="checkbox"/>	

Contact Details

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Links	