



SOS Digital - Providing support to students in distress

State of Art

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INTRODUCTION

This *State of Art* document was created as a part of the implementation of the *SOS Digital* project.

The *SOS Digital* project is composed by a consortium of 4 Higher Education Institutions, from 4 different European countries: (1) University of Minho (UMinho - Coordinator) – Braga/Guimarães, Portugal, (2) Adam Mickiewicz University (AMU) - Poznań, Poland, (3) University Santiago de Compostela (USC) - Santiago de Compostela, Spain, (4) University Trento (UniTrento) - Trento, Italy. The SOS-Digital project aims to define at-risk behaviour, identify resources available to support students in distress or at-risk situations, and set out the reporting procedures for those who observe at-risk behaviour. Furthermore, aims to develop a virtual learning environment – *SOS-Digital Platform* – by setting up a warning mechanism available 24/7 and provide real case simulation/training videos, that will show the academic community how to effectively deal with students in distress or at-risk situations.

In the context of the project's objectives, it was decided by the consortium, to conduct a detailed research at National and European/International level in order to:

- 1) Identify the current situation regarding mental health problems, students' well-being, students in distress or at-risk situations.
- 2) Identify resources available and existing procedures for assisting students in distress or at-risk situations. Identify good examples and best practices.
- 3) Identify existing gaps, define most relevant problems to be addressed and make recommendations in terms of specific topics to be developed within the project.

Taking the above into consideration, and after an initial state of the art analysis prepared during the project application phase, from April to October 2019, all partners collected further and more structured information using the following tools:

- 1) Online questionnaires. These were applied to Staff and Counselling services at university/national level in Italy, Poland, Portugal and Spain.
- 2) Interviews/meetings with national experts, relevant faculty members in Italy, Poland, Portugal and Spain.

3) Research at European/International level with the aim of identifying best practices in different countries. In general terms, the research was structured in order to find information about: a) The education system and typical approach to this type of situations; b) The existing procedures for assisting students in distress or at-risk situations, available tools (Platforms, websites, online guides, training modules, etc.); c) The communication channels, where do people look for help when they are in a crisis; d) The type of psychological support provided; e) Other relevant information. This research covered the following countries: France, Germany, The Netherlands, Norway, Switzerland, Great Britain and the USA.

BEST PRACTICES

A. France

a. The education system in France

Compared to the higher education systems of other countries, the France one is quite unusual and complex. The French higher education system is characterised by the coexistence of several types of institution: universities; *grands établissements publics* (major public institutions); *grandes écoles* (elite schools); administrative public institutions; private higher institutions or schools. While in almost all countries in the world, the institutions providing the finest centres of excellence, are universities, in France the peak of the education pinnacle is represented by "*Grandes Écoles*", relatively small and highly selective institutions. Therefore, despite the national attention on equality and equal opportunities issues, the top end of the French higher education systems is elitist.

Students struggle to fit in this system since they are young. For example, several private courses are organized every year for high school students who want to enter the most prestigious universities. In this sense, the selection for the higher education institutions starts well before the last year of high school and often, only students who can afford to pay for this specific preparation are able to get admitted to the centre of excellence (i.e. *Grandes Écoles*). In any case, most of the students will attend the public university and, thus, this report mainly focus on this specific type of higher educational institutions.

French universities are in the process of reorganizing themselves into massive local federations of existing universities and institutes of higher education, known as PRES - or *Pôle de recherche et d'enseignement supérieur* – higher education and research poles. There is a twofold aim in this; firstly, to save money, by merging some of the administrative structures currently duplicated in each university or institution. Secondly to make French universities more "visible" on the international stage, and hopefully, by bringing together under a single umbrella, research laboratories currently belonging to different universities, boost the ranking of French universities in international league tables.

There are certainly some positive sides to the PRES restructuring of higher education in France; but this latest reform does not address the real difficulties faced by French universities, which are a consequence of their serious underfunding in comparison with

universities in most other developed countries. The stitching together of French universities that is currently underway may well be unraveled in the years to come.

b. Best practices in French universities

Mental health needs of Higher Education Students in France are growing, rising strong concern on the state of the existing counselling services for students. Particularly, recent analysis showed that starting from the late 1990s, university and college counselling centers have been experiencing a shift in the needs of students seeking counseling services from developmental and informational needs, to psychological problems.

Particularly, while depression and anxiety consistently rank as the most common mental disorders treated at college counselling centers, an often overlooked but equally serious problem is the rising number of students struggling with sexual assault on campus and self-injury.

1. Existing procedures for assisting students in distress

In France different services provide psychological support and follow-up, often free or at affordable price, for those who need it: the BAPU (Bureau d'Aide Psychologique Universitaire - University Psychological Help Office); The SIUMPPS (Service Inter-Universitaire de Médecine Préventive et de Promotion de la Santé - Inter-University Service of Preventive Medicine and Health Promotion); Student High School Relays of the FSEF (Fondation Santé des Etudiants de France - Health Foundation of Students of France); Medical and psychological centers. In the following sections, the different services that provide psychological support to students in distress are presented. Particularly, we will focus on the BAPUs since they are the most common form of counseling service within the University system. Most of the Universities, in fact, refer to a specific service in order to provide psychological support or general assistance to their students.

- **The BAPU (Bureau d'Aide Psychologique Universitaire - University Psychological Help Office)** is composed of psychiatrists and psychologists, social worker, administrative staff, etc., they offer punctual consultations, but also limited to psychoanalytical psychotherapies. To qualify, the student must present the student card and be affiliated with Social Security. The consultations of the BAPUs are taken

care of by the social security organizations at 100%. The BAPU welcome students who have psychological difficulties related to a malaise, existential questions, a rupture, problems of adaptation. Students can benefit from support at the university where they are enrolled. Psychiatrists and psychologists are at your disposal for consultations and psychotherapies fully supported by social security, and without advance costs. The BAPU offer students a space of listening, support and exchange, under cover of confidentiality, for the students who have difficulties related to a malaise, existential questions, a rupture, problems of adaptations, etc. Depending on the results of the demand analysis, the student will be able to: (1) being accompanied by psychological support, (2) being oriented towards a social worker, psychotherapist, psychiatrist, psychoanalyst, doctor, guidance counselor, gynecologist, dietician or sophrologist. A BAPU may also propose to participate in internal or external working groups on different topics related to student life.

- **The SIUMPPS (Service Inter-Universitaire de Médecine Préventive et de Promotion de la Santé - Inter-University Service of Preventive Medicine and Health Promotion)** are located in universities and are exclusively reserved for students. Composed of multidisciplinary teams (doctors, psychologists, nurses, administrative staff), they offer strictly confidential and free medico-psychological consultations. Thus, students can take consultations by appointment with general practitioners, specialists and social workers. You can benefit from the following services, in all confidentiality and without advance of expenses:
 - a nursing home (interview, advice, guidance, care)
 - consultations with general practitioners
 - appointments with social workers: listening and help adapted to academic, family, personal, administrative and financial problems
 - medical and psychological help (psychiatrist and psychologists)
 - specialized consultations (gynecologist and family planning, nutritionist, tobacco specialist)
 - a vaccination center
 - consultation for students with disabilities

The SIUMPPS organizes many informative and fun actions of prevention and health promotion around 5 themes: sexual health, mental health, addictions, vaccination and

nutrition (food and physical activity). Student associations can use this service to help them set up a project or participate in an event.

- **Student High School Relays of the FSEF (Fondation Santé des Etudiants de France – Health Foundation of Students of France)** offer psychological and educational consultations for young people from 14 to 25 years old. Consultations, therapeutic mediations, individual or group workshops, therapy. Free consultations are covered by the Health Insurance.
- **Medical and psychological centers** are public institutions that offer mental health care and include psychiatrists, psychologists, nurses, social workers, occupational therapists, psychomotor therapists, speech therapists and specialized educators.
- **International students** The RSI, International Social Relay, of the Cité Internationale Universitaire de Paris Open to foreign students, but not exclusively, the RSI offers social and psychological support. In partnership with Pascal BAPU, two psychologists receive the students. International students with disabilities can benefit from the support of specific offices within the University. These services support students during their schooling and their administrative procedures. A personalized analysis of each student's needs is carried out related to the academic program and in collaboration with the teaching staff. Technical help and/or an aide worker can be arranged according to the need, for example, having someone available to take notes.
- **Hotlines and telephone numbers for psychological support** Many hotlines are organized throughout France to accommodate students in situations of psychological fragility. Many associations - local or national - offer free hotlines and consultations for students. Another track: psychiatrists online. Apsytude organizes consultations with online psychologists for students.

2. Communication channels

- **The BAPU** In Paris and its suburbs there are university psychological assistance offices:
 - BAPU Claude Bernard 20, rue Larrey 75005 - 01 43 37 16 16
 - BAPU Luxembourg 44, rue Henri Barbusse 75005 - 01 43 29 65 72
 - BAPU Barn Batelière 13, rue de la Grange Batelière 75009 - 01 47 70 70 32

- BAPU Pascal 30, rue Pascal 75005 - 01 43 31 31 32
 - BAPU 131, rue de Bagnolet 75020 - 0140 09 05 09
 - BAPU 50 Ribeira Street 75016 - 01 42 24 52 29
 - BAPU Cachan 4, rue Raspail 94230 CACHAN - 01.46.65.62.22
 - BAPU Claparède 5, Rue du General Shoemaker - 92200 Neuilly Sur Seine 01 47 45 23 70
 - BAPU Créteil Market Walk 94000 CRÉTEIL - 01.43.77.22.22
 - BAPU St Maur-des-dittes 34, rue des discounts B 94100 St Maur-des-ditosses 01 42 83 28 40
 - BAPU Colliard Center 4 rue de Quatrefages 75005 Paris 01 85 56 00 00 Monday from 9h to 17h, Tuesday, Wednesday, Thursday from 9h to 19h, Friday from 9h to 18h and Saturday from 9h to 13h.
- **The SIUMPPS** The website link is the following: <https://santetudiant.com/>
 - **Student High School Relays of the FSEF (Fondation Santé des Etudiants de France – Health Foundation of Students of France)** Learn more: www.fsef.net.
 - **Medical and psychological centers** They are not reserved for students, but their consultations are entirely supported by social security. A track, but know that waiting for appointments is often long.
 - **International students** In partnership with Pascal BAPU, two psychologists receive the students <http://www.ciup.fr/access/rsi/>.
 - **Hotlines and telephone numbers for psychological support** Finally, phone numbers can, if necessary, relieve. Here are some of them. - Youth Health Line: 0800 235 236 - Young Violence Listening: 0808 807 700 - Drugs Info Service: 0 800 23 13 13 - France-Depression: 01 40 61 05 66 - Red Cross Listening: 0 800 858 858 - SOS Friendship, find the number near you: www.sos-amitie.com - SOS Hope: 01 43 70 69 26

3. Type of psychological support provided

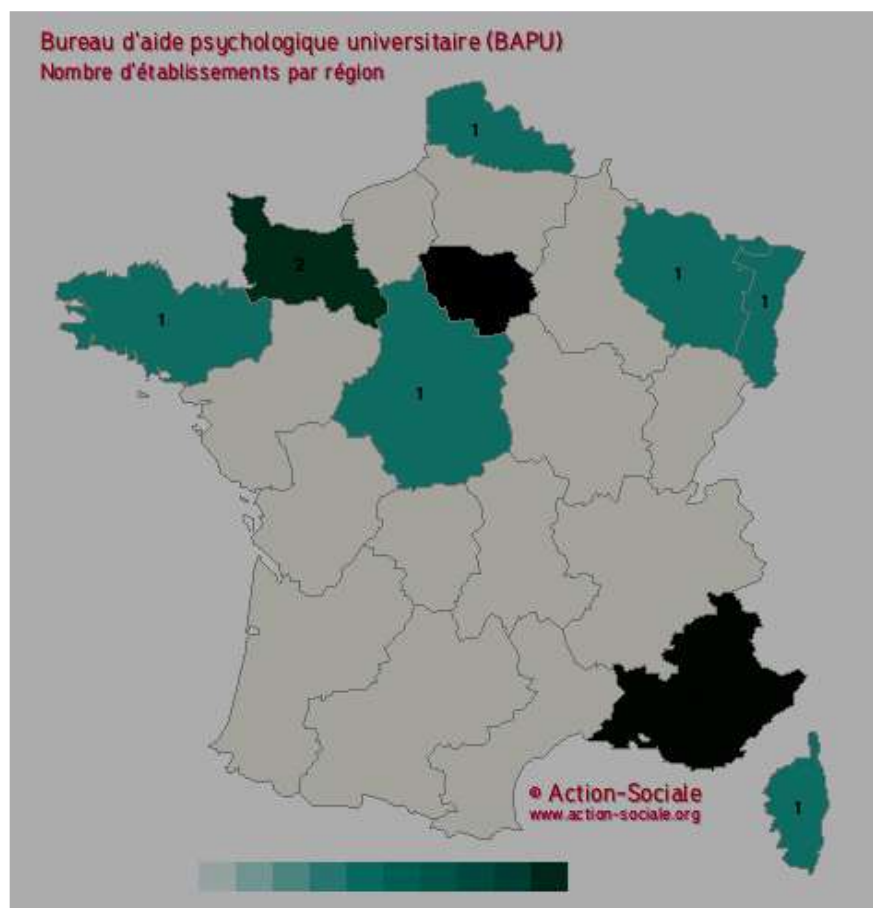
The services operate according to the ethical and professional rules of psychology, namely in what regards confidentiality.

4. Other relevant information and useful links.

The distribution of the BAPUs system in France is unbalanced. Specifically, most of the services are centered in Paris metropolitan district and in the south east of France, while

Ile-de-France	□ <i>Champagne-Ardenne</i> : 0 BAPU
□ Ile-de-France : 6 BAPU	□ <i>Franche-Comté</i> : 0 BAPU
Paris : 2 BAPU	□ Lorraine : 1 BAPU
Hauts-de-Seine : 1 BAPU	Moselle : 1 BAPU
Val-de-Marne : 3 BAPU	□ Nord-Pas-de-Calais : 1 BAPU
France d'outre-mer	Nord : 1 BAPU
□ <i>France d'outre-mer</i> : 0 BAPU	□ <i>Picardie</i> : 0 BAPU
Nord-Ovest	Sud-Ovest
□ Basse-Normandie : 2 BAPU	□ <i>Aquitaine</i> : 0 BAPU
Calvados : 2 BAPU	□ <i>Limousin</i> : 0 BAPU
Bretagne : 1 BAPU	□ <i>Midi-Pyrénées</i> : 0 BAPU
Ille-et-Vilaine : 1 BAPU	□ <i>Poitou-Charentes</i> : 0 BAPU
□ Centre : 1 BAPU	Sud-Est
Indre-et-Loire : 1 BAPU	□ <i>Auvergne</i> : 0 BAPU
□ <i>Haute-Normandie</i> : 0 BAPU	□ Corse : 1 BAPU
□ <i>Pays de la Loire</i> : 0 BAPU	Corse : 1 BAPU
Nord-Est	□ <i>Languedoc-Roussillon</i> : 0 BAPU
□ Alsace : 1 BAPU	Provence-Alpes-Côte-d'Azur : 3 BAPU
Bas-Rhin : 1 BAPU	Alpes-Maritimes : 1 BAPU
□ <i>Bourgogne</i> : 0 BAPU	Bouches-du-Rhône : 2 BAPU
	□ <i>Rhône-Alpes</i> : 0 BAPU

some regions of the south-west are completely without psychological counseling services.



Other organizations that can help students in Paris:

- **CESA** "Parc de la Haute Maison 5 Newton Lane 77420 Champs-sur-Marne" 01 60 95 11 30 Monday to Friday 9h to 12h and 14h to 17h
- **GYNEPSY** welcomes, listens and guides any woman in psychic suffering in Paris. by phone: 06 81 25 48 56 or mail: contact.gynepsy@gmail.com
- **PassAge** Parvis de la Prefecture 3 alley of Arcade 95000 Cergy Prefecture 01 30 17 42 05 Monday to Saturday - 10h to 20h
- **Youth Health Line** 0 800 235 236 (free number) 7d / 7 from 9h to 23h
- **SOS Depression** 01 892 70 12 38 24h / 24 and 7d / 8
- **SOS Suicide** Phénix 01 40 44 46 45 24h / 24 and 7/7
- **The door open** 01 48 74 69 11 24h / 24 and 7/7
- **Suicide Listen** 01 45 39 40 00 24h / 24 and 7d / 11
- **Red Cross Listen to** 0 800 858 858 24 hours a day, 7 days a week
- **SOS Friendship** 01 42 96 26 26 24h / 24 and 7/7
- **SOS Hope** 01 43 70 69 26 24h / 24 and 7/7

c. Sorbonne University



Sorbonne University is a multidisciplinary and research-intensive university with world-famous origins. Continuing the humanist tradition of the Sorbonne, it is devoted to meeting the scientific challenges of the 21st century and spreading the knowledge created in its laboratories by its research teams and transmitted to its students and to society as a whole. Sorbonne University's three faculties in humanities, medicine and science each with the wide-ranging autonomy necessary to conduct its ambitious programs in both research and education

The University's 55,300 students, 6,700 professor-researchers and researchers and 4,900 administrative and technical staff members who help it run every day contribute to a University that is diverse, creative, innovative, and with a global outlook.

So while Sorbonne University contributes to the development of science and knowledge in the heart of Paris, it is also active as an influential academic institution on the European and international stage.

1. Existing procedures for assisting students in distress

- **Health Services** Because being in good health contributes to academic success, Sorbonne University has put in place all the necessary services to ensure students' physical, mental and social health throughout their studies. Specifically, Sorbonne University offers a: personalized system of support for each student in need (e.g., tutoring), the Student Health Disability Service (SHSE) for students with disabilities, the Inter-University Service of Preventive Medicine and Health Promotion (SIUMPPS).

- **Personalised Support for Each Student** Students can benefit from tutoring or personalised support during their integration into the university. Students can benefit from tutoring or personalised support right from their first year at the university. Older student-tutors are able to review course content that is difficult, as well as help students to organise their work. Counselling professors also assist first-year students. These professors analyse each student's situation and to provide them with support and advice in choosing courses. These service can be find at three different faculties: Arts & Humanities; Medicine and of Science & Engineering.

- **Supporting Students with Disabilities** Whatever the disability or health difficulties, every student can study at Sorbonne University. Students can benefit from the support of the Student Health Disability Service (SHSE) for the Faculties of Medicine and of Science and Engineering, and at the disability unit at the Faculty of Arts & Humanities. These services support students during their schooling and their administrative procedures. A personalized analysis of each student's needs is carried out related to the academic program and in collaboration with the teaching staff. Technical help and/or an aide worker can be arranged according to the need, for example, having someone available to take notes.

▪ SIUMPPS



The Inter-University Service of Preventive Medicine and Health Promotion (SIUMPPS) is there to help students in their young adult life and preserve their health. This medical and health service consists of: 9 doctors, two psychiatrists, 9 psychologists, a midwife, a speech therapist, a nurse reflexologist and a nurse sophrologist. In the SIUMPPS, there are three main services: *Medicine, Orthophonie and Psychologie*.

Medicine



SIUMPPS physicians perform the following medical consultations: systematic visits, consultations for students with disabilities, specialized consultations, vaccinations and the issuing of medical certificates.

In terms of prevention and health promotion, the SIUMPPS applies the directives of decree 2008-1026 relating to the organization of SIUMPPS promulgated on October 7, 2008. This last decree inspired the current statutes of SIUMPPS Sorbonne Universities. As part of the implementation of the settlement policy, the SIUMPPS is responsible, in continuity with the health policy for students, to organize a health watch for the entire student population:

- carrying out at least one preventive examination integrating a medical, psychological and social dimension during the first three years of studies in higher education;
- by providing a medical visit to all students exposed to particular risks during their studies;
- by contributing to the support and integration of students with disabilities in the school;
- by participating in regulatory bodies for health and safety, by promoting and coordinating prevention programs and health education actions, playing a role of

advising and liaising with partners, particularly in the context of the regional plan defined in Article L. 1411-11 of the Public Health Code;

- by developing programs of study and research on the health of students with the various actors of university life and especially epidemiological studies;
- by contributing to the organization of the management of emergency devices and health alert.

In addition, the SIUMPPS has included in its missions the provisions set out by law 2004-806 of 9 August 2004 on Public Health Policy in France, in particular:

- “increased access to the prevention of vulnerable populations”: students with disabilities, students in social precariousness, foreign students not followed medically;
- increased monitoring of compliance with vaccination schedules, particularly for students enrolled in medicine and the paramedical branches;
- active participation in the surveillance and health surveillance network;
- the collection of data on the state of health of the student population of the three universities of the Sorbonne University PRES.

Orthophonie



Speech therapy (free) can be done at SUMPPS by appointment. A speech Therapist, does a weekly sessions at the SUMPPS where assessments are carries out and consultations for Sorbonne University students presenting a speech-language disorder likely to generate a handicap in the pursuit of the studies or during the passage of exams (or competition).

The student is sent to the SUMPPS by the handicap relay of his university where he/she meets a doctor who delivers a medical opinion necessary for the establishment of his/her plan of study planning (see disability section). Students with dyslexia, dyscalculia, dysorthographie, dyspraxia, dysphasia, dysgraphia are required to provide the SUMPPS physician with a speech therapy assessment that is less than three years old and includes an analysis of the results and tests that assess reading age, spelling level and reading comprehension.

The student is quite free to consult the speech therapist of his/her choice on the condition of presenting a report including the following tests (cf doc): Phonological awareness tests *, Active / Passive Vocabulary *, Quick Naming, Fluency Verbal, Proof and strategies in reading and spelling (words, non-words, sentences, text) + TIME, Reading and listening *, Spontaneous writing *, Memory, Span *, Graphic and perceptual-motor activities + TIME according to context (dyspraxia / dysgraphia). **This service is responsible for the evaluation of learning disorders.**

The speech therapy assessment is performed on a medical prescription. There are two prescription methods for an initial balance sheet:

- The first is usually a request for “speech therapy assessment with rehabilitation if necessary”. After his assessment, the speech-language pathologist sends the conclusions to the prescriber, specifying his objectives, the number and the nature of the sessions (30 to 50 sessions for the first series, renewable according to the disorders).
- A prescription of an “investigation report” can only be issued. In the same way, the speech therapist realizes his balance sheet, addresses the report and his proposals, and the prescriber can then choose to prescribe sessions.

“Examination of the language” is certainly an examination of current practice and must make it possible to pose precise diagnosis of the difficulty of language whether it is at the time of initial evaluation in the child still called “screening” or after brain injury at the ‘adult.

The evaluation is:

- Essential before undertaking any rehabilitation from general tests (batteries) and specific tests.
- To clearly identify the nature of the deficit responsible for the patient’s difficulties.
- An act of diagnosis, prevention and information.
- The evaluation allows:
 - An overall assessment of the type and severity of the disorder
 - An analysis and quantification of a specific deficit
 - Determining the functional deficit of impairments

Psychologie



This service provides a consultation of help and psychological follow-up at the university. Several reasons, causes, question can lead to a consultation of help and psychological follow-up. Although it is for students, the work the patient chooses to do is not necessarily about his/her studies. Any questions that concern the patient can be addressed.

Confidentiality is the rule. No drug prescription will be offered. For precision, the reference of the psychologists of the service is psychoanalysis. Thus, if a job commits with one of the therapists, it will be an analytic psychotherapy.

The appointment can be made through the secretariat of the service for a consultation of help and psychological follow-up. The student will be placed on a waiting list and a psychologist will call he/she and arrange an appointment. Usually, the required waiting time is around three weeks.

Consultation of help and psychological follow-up:

1) It can be: A first interview “to see”, or to inform the patient. Together with the psychologist, the patient will be able to talk about what disturbs him/her and think about what he/she wants to give ... or not.

2) An orientation will be proposed to the patient if he/she has a particular request or if another proposal turns out to be more adapted. Thus, we can give the patient other addresses or advise he/she to find a psychiatrist that suits.

3) A follow-up if the patient considers, together, that a continuation is desirable. Thus, a therapeutic work will be able to engage whose term is not fixed.

2. Communication channels

Site of SUMPPS - Service Universitaire de Médecine Préventive et de Promotion de la Santé de Sorbonne Université: <https://santetudiant.com/>

General site of SIUMMPPS <http://www.siumpps.parisdescartes.fr/>

Suicide prevention group:

Since 2005, the SIUMPPS has set up a suicide prevention group “the more we talk about it, the less we think about it” in collaboration with its partners that you can contact:

- **CPOA:** 01 45 65 80 00
- **Youth Health Line** (from 9h to 23h 7d / 7): 0 800 235 236
- **Lighthouse Children Parents:** 0 810 810 987
- **Suicide Listening** (24 hours a day, 7 days a week): 01 45 39 40 00

3. Type of psychological support provided

The SIUMPPS team welcomes all students. All consultations are free. It is possible to inquire at the Faculty of Letters and at the Faculty of Medicine and the Faculty of Science and Engineering, but also in Paris 2 (and attached schools), National Museum of Natural History (MNHN) and the Pole Superior of Paris Boulogne Billancourt (PSPBB). The SUMPPS is open continuously from the beginning of September to the middle of July, except during the university holidays of Christmas and spring.

4. Other relevant information and useful links

SIUMPPS center addresses:

- Panthéon Sorbonne University

e-mail: siumpps@univ-paris1.fr

- Université Sorbonne Nouvelle

e-mail: medecine.preventive@univ-paris3.fr

- PARIS Descartes University

e.mail: accueil @ siumpps.

- PARIS Dauphine University

e-mail: siumpps@dauphine.fr

B. Germany

a. The education system in Germany

German universities are recognized internationally, being very well positioned in the World Top Rankings. Most of the German universities are public institutions, do not charge tuition fees and/or charge very small fees to cover administrative costs. For that reason, academic education is open to most citizens and studying is very common in the country. Germany has state and state-accredited institutions of higher education which are mainly divided into universities, universities of applied sciences, and colleges of art and music. The majority of higher education institutions are financed by the state, and therefore, fall under its regulatory control. However, there are also higher education institutions run by the Protestant and Catholic Churches, and by private institutions that are officially recognized by the state. Most private higher education institutions are universities of applied sciences.

b. Counseling Services for students in Germany

The concept of well-being in education today is not new, and many educational institutions are moving towards a culture of well-being among their students to help them flourish in both academic and social realms. Based on that, several German universities paid attention to students' mental health, and provide many solutions that aim at enhancing students' well-being. In the following, we highlight a few cases from 10 universities that have tools to support students in distress, at-risk, or have other psychological problems. Under each university we discuss the following points:

- **Existing procedures for assisting students in distress** - in this section, we review psychological services provided by each university, and try to understand the working mechanisms followed in each service. Moreover, we refer to platforms that provide related information (websites, online guides, training modules, etc.). We provide a richer explanation when the services provided are more relevant to the main topic of this report.
- **Communication channels** - we indicate where students look for help when they are in a crisis, and provide contact details (phone, email, address, link, etc.).

- **Type of psychological support provided** - we provide information related to the type of existing services (e.g., is the psychological support paid or free of charge? Whether the support is provided in English or other foreign languages).
- **Other relevant information and useful links** - mainly we list here useful links where more information can be found about each initiative or service.

c. Best practices in German Universities

i. Humboldt University of Berlin

The Humboldt University of Berlin is a university in the central borough of Mitte in Berlin, Germany. It was established by Frederick William III on the initiative of Wilhelm von Humboldt, Johann Gottlieb Fichte, and Friedrich Ernst Daniel Schleiermacher as the University of Berlin (Universität zu Berlin) in 1809, and opened in 1810, making it the oldest of Berlin's four universities.

1. Existing procedures for assisting students in distress

The Humboldt University of Berlin has a platform for students that are in acute crisis (Acute crises are perceived by most people as exceptional situations combined with a "tunnel view". Alternatives are barely noticeable and the current situation seems to be reduced to only one aspect of life, which can increase anxiety and depressive moods and trigger suicidal). To help students in acute crisis, first, the University provides a link in its official website with several useful information. This link provides some instructions and tips for students in acute crises, also gives useful information for people who are dealing with students in this kind of psychological situation. Examples:

- Instructions for students in crisis: When you are in crisis, you need to be calm and not make important decisions. Get in touch with another person and seek professional support.
- Instructions for people that are helping students with psychological crisis: If you are helping someone in a crisis, it is also important to keep calm, if possible, to provide support, and to involve professional support.

2. Communication channels

The university provides several addresses (inside and outside the university) to be contacted in acute crisis situations. Examples:

- The psychological counseling service at the university:
<https://www.huberlin.de/en/studies/counseling/psyber/psyber>
- Berlin Crisis Service: <https://www.berliner-krisendienst.de/>
- Depression and crisis center.
- Social psychiatric services of the districts (assistance and support for people with addictions and mental illness, home visits, crisis intervention):
<https://www.berlin.de/lb/psychiatrie/hilfe-inkrisen/sozialpsychiatrischedienste-der-bezirke/>
- LARA (specialist office against sexual violence against women):
<https://www.laraberlin.de/en/our-offer/welcome/>
- BIG e.V. (Berlin initiative against violence towards women):
<http://www.bigberlin.info/node/269>
- Berlin Police:
<https://www.berlin.de/polizei/allgemeineseiten/artikel.103548.en.php>

3. Type of psychological support provided

The Humboldt University of Berlin offers two options of psychological counseling service: a personal consultation, or participation in one of the groups. Both services are free of charge.

a- The personal consultation:

In a personal consultation, the student's current situation can be talked about freely in strict confidence. Together, the student and the psychologist, can analyze the situation and try to find ideas that might finally lead to a solution of discussed problems. These could be first steps on the way to change, or to making a decision. The psychological counselling service may give the student a recommendation for other advisory services, or for self-help groups, or refer to a psychotherapist.

b- Group training:

There is a multitude of groups on study-related problems where participants learn how to cope with learning difficulties and how to change their attitude, for example, to examinations. A limited number of participants guarantees a fairly intimate environment and enables individuals to analyze and discuss their problems on a personal level. *All groups are held in German.*

Who does the counseling?

Two Psychologists are holding personal consultations. Both are experienced psychotherapists and have been working for Humboldt-University for many years. They are also in charge of all of the group training and a number of relevant lectures and events.

Remarks:

- Inquiries or requests for appointments can be made outside office hours. This means that the university considers emergency situations.
- Students can schedule appointments on campus or online.
- Shorter requests can be clarified in an informative discussion. In this case, there is no need for a one-hour consultation appointment.
- In a confidential, detailed consultation, students can speak openly about their current situation. Then psychological counseling service tries together with the student to analyze these situations and find solutions to them. These may be the first steps to change something (e.g., to make a decision, to find a specific address that students can contact, or providing other counseling services, self-help groups, psychotherapists).
- The psychological counseling service considers and follows the General Data Protection Regulation (GDPR).
- Psychological advice in English and some other languages are also offered by two other counseling services: The Psychological and Psychotherapeutic Counseling of the “Studierendenwerk” Berlin or the University Outpatient Department of Psychotherapy and Psycho diagnosis at the Institute for Psychology. In case of need, psycho-therapeutic treatment is available there. Help is also offered in finding psychotherapists or other counselors, therapeutic institutions and self-help groups.

It is worth mentioning that the psychological counseling service reported the frequently asked questions and problems discussed in Psychological Counseling. These questions and problems are:

- What can I do against my exam anxiety?
- I'm unsure if I'm actually studying the right thing.
- Is psychotherapy useful for me and how can I find a therapy place?
- I cannot concentrate properly and always distract myself.
- What learning and working techniques are there? I do not dare to do many tasks.
- I am having problems with food (such as anorexia) and need help.
- I am very ill and believe that it is psychosomatic.
- My parents have such high expectations of me. How can I handle this?

4. Other relevant information and useful links

- The official website of the Humboldt University of Berlin: <https://www.hu-berlin.de/en>
- Link to the Psychological Counseling in Humboldt University of Berlin: <https://www.hu-berlin.de/en/studies/counseling/psyber/psyber>

ii. Dresden University of Technology

The TU Dresden is a public research university, the largest institute of higher education in the city of Dresden, the largest university in Saxony and one of the 10 largest universities in Germany with 37,134 students as of 2013. It ranks among the best universities of engineering and technology in Germany.

1. Existing procedures for assisting students in distress

In order to promote and maintain good mental health, there are a number of programs for employees and students at Dresden University of Technology (TU Dresden). For example,

training in stress management which can help to manage problems associated with stress, create a mental balance in daily life and prevent psychological complaints. Other programs support the early recognition and evolution of mental problems and thus allow to target mental problems at their very beginning. List of services and activities provided by TU Dresden to enhance mental wellbeing:

- **Psychological Consultation of the Occupational Health Services (for employees):** The psychologists of the Occupational Health Services at TU Dresden offer university employees advice on topics such as:
 - Lethargy and symptoms of depression.
 - Self-doubt, fear, addictions.
 - Stress and inability to recover.
 - Being overworked or not challenged enough.
 - Conflicts and bullying at work.
 - Uncertainties in dealing with (mentally) ill colleagues.
 - Other professional and private issues that may pose a problem.
- **Test anxiety / Speech anxiety (Online-training / App to cope with):** Speech anxiety and fear of oral and written examinations can be very stressful and limiting. Thus an online-training for overcoming these fears was developed at the Chair of Behavioural Psychotherapy. In this training students get to know about the characteristics of their fears by a self-test, they get information about speech and test anxiety and learn in different modules to cope with their fears.
- **Stress Management Training (for employees and students):** Stress management training involves learning various methods of coping with stress. Different approaches include the reduction of physical reactions to stress, as well as the reduction of behavior and thoughts that lead to stress.
- **Relaxation Techniques (for employees and students):** Relaxation reduces physical and mental strain while promoting well-being. TU Dresden offers suitable relaxation techniques of autogenic training, the Feldenkrais Method, meditation, Qi Gong, Shiatsu, Tai Ji Quan, yoga or ZEN.

- **Clinic for prevention of mental disorders - Early recognition and intervention center - (for employees and students between 18 and 35 years):** This offer deals with individual mental health problems, such as sadness, anxiety or sleep problems. However, students can also be precursors of a mental disorder whose early detection increases the success of the treatment. The goal of the early detection center is to recognize, advice and, if necessary, treat persons before demonstrating the full picture of a mental disorder.
- **Stopping smoking (for employees and students):** Based on the smoke-free program, help with stopping smoking is offered as a group program.
- **Central Student Information and Counseling Services (for students):** The Central Student Information and Counseling Services support students at TU Dresden in organizing their studies and in dealing with problems that arise during their time at the university – for example with doubts regarding their studies or thoughts on changing courses, with psychological problems or difficulties with completing their studies. In addition to face-to-face and telephone counseling and chats, various workshops are available (e.g. for exam preparation). The Central Student Information and Counseling Services also offer advice and projects for prospective students.
- **Psycho-Social Counseling Office of Studentenwerk Dresden (for students):** The Psycho-Social Counseling Office of Studentenwerk Dresden offers individual psychological counseling for both study-related and personal problems (e.g. doubts about one's studies, exam anxiety, problems with completing one's studies, stress, problems with the social environment, etc.). The advisory process can comprise up to ten sessions. In the case of partnership conflicts, problems with communal living, or difficulties with 'relatives' in the broadest sense, joint counseling is also possible. In addition, the counseling includes various seminars, such as 'Fit for exams' or 'Finding my own way'.
- **Student counseling for the Independent Division of Psychological and Social Medicine (exclusively for students of the Faculty of Medicine):** The study of medicine and dentistry involves a wealth of challenges and some difficult situations that need to be mastered. The Division of Psychological and

Social Medicine and Developmental Neurosciences therefore offers students of medicine and dentistry short-term and uncomplicated psychological and social counseling for problems related to or affecting their studies (e.g. exam anxiety, study stress/overwork, familial problems, addictions, sleep disorders, insecurity/anxiety, etc.) against the background of their particular situation.

- **Self-help group HOPES Dresden (for students):** HOPES Dresden is an open self-help group for students with mental health issues. It is a space to exchange experiences and receive support.
- **Listening & Support Service Nightline Dresden (for students):** Nightline Dresden is a listening and support service by students - for students, and gives them the opportunity to anonymously share their problems and worries. Nightline Dresden is available during the semesters on Tuesdays, Thursdays, Saturdays, and Sundays from 9:00 pm until midnight via landline, Skype or anonymous email.
- **Rest Rooms (for employees and students):** Numerous buildings at the TU Dresden are equipped with rest rooms.

2. Communication channels

We list in the following the communication channels related to each of the above discussed offers and activities provided by TU Dresden:

- **Psychological Consultation of the Occupational Health Services (for employees):**

Link: <https://tu-dresden.de/tu->

[Dresden/organisation/zentraleuniversitaetsverwaltung/dezernat-4-liegenschaften-technik-und-sicherheit/sg-4-7-betriebsaerztlicher-dienst/angebote/psychologische-sprechstunde](https://tu-dresden.de/tu-dresden/organisation/zentraleuniversitaetsverwaltung/dezernat-4-liegenschaften-technik-und-sicherheit/sg-4-7-betriebsaerztlicher-dienst/angebote/psychologische-sprechstunde)

- **Test anxiety / Speech anxiety (Online-training / App to cope with):**

Link: <https://tu-dresden.de/mn/psychologie/ikpp/behavioralpsy/dieprofessur/Opta>

- **Stress Management Training (for employees and students):** This activity is provided by the University Sports Centre of TU Dresden.

Link: <https://tu-dresden.de/usz/startseite>

- **Relaxation Techniques (for employees and students):** These techniques are provided by the following TU Dresden's institutions:
 - University Sports Centre of TU Dresden: <https://tudresden.de/usz/startseite>
 - Campusbüro Uni mit Kind: <https://kinder.studentenwerk-dresden.de/>
 - Psycho-Social Counseling Office of Studentenwerk Dresden:
<https://www.studentenwerk-dresden.de/english/soziales/psychosozialeberatung.html>
- **Clinic for prevention of mental disorders - Early recognition and intervention center:**

Link: <https://www.ddfruehdran.de/#kontakt>
- **Stopping smoking (for employees and students):**

Link: <http://www.raucherambulanz.tu-dresden.de/index.php?seite=start>
- **Central Student Information and Counseling Services (for students):**

Email: studienberatung@tu-dresden.de
- **Psycho-Social Counseling Office of Studentenwerk Dresden (for students):**

Link: <https://www.studentenwerk-dresden.de/english/soziales/psychosozialeberatung.html>
- **Student Counseling for the Independent Division of Psychological and Social Medicine (exclusively for students of the Faculty of Medicine):**

Link: <https://www.uniklinikum-dresden.de/de/das-klinikum/kliniken-poliklinikeninstitute/psm/patienten/studentenberatung>
- **Self-help group HOPES Dresden (for students):**

Link: <https://hopes-dresden.jimdo.com/>
- **Listening & Support Service Nightline Dresden (for students):**

Link: <https://www.tu-dresden.de/zsb/infothek>

3. Type of psychological support provided

We display table 1 that demonstrates the type of psychological support provided by TU Dresden. This table indicates if the support provided is paid or free, also reveals if the support is provided in English or other foreign languages.

Table 1. Type of the psychological support provided by TU Dresden

Offer/Activity	Fee	Language
Psychological Consultation of the Occupational Health Services (for employees)	Free of charge	German
Test anxiety / Speech anxiety (Online-training / App to cope with):	Free of charge	German and English
Stress Management Training (for employees and students)	Varying, but with reduced prices for employees and students	German
Relaxation Techniques (for employees and students)	Varying	German, yoga also available in English
Clinic for prevention of mental disorders - Early recognition and intervention center	Free of charge	German and English
Stopping smoking (for employees and students)	110€, for students 90€. Additionally 20€ for course materials	German
Central Student Information and Counseling Services (for students)	Free of charge	Counseling in German and English, courses and workshops in German
Psycho-Social Counseling Office of Studentenwerk Dresden (for students)	Individual consultations are free of charge, seminars are subject to a fee	German and English
Student Counseling for the Independent Division of Psychological and Social Medicine (exclusively for students of the Faculty of Medicine)	Free of charge (invoice is covered by health insurance)	German and English
Self-help group HOPES Dresden (for students)	Free of charge	German and English, other languages on request
Listening & Support Service Nightline Dresden (for students)	The standard cost for calls from a landline, Skype calls and emails free of charge	German

4. Other relevant information and useful links

- The official website of the TU Dresden: <https://tu-dresden.de/>
- Link to the Mental Health Programs and offers in TU Dresden: https://tu-dresden.de/tudresden/gesundheitsmanagement/angebote/psychischesgesundheits?set_language=en

iii. Jacobs University Bremen

Jacobs University Bremen is an international, private, residential, doctorate-granting research university located in Vegesack, Bremen, State of Bremen, Germany. It offers study programs in engineering, humanities, natural and social sciences, in which students can acquire bachelor's, masters or doctorate degrees.

1. Existing procedures for assisting students in distress

The Student Life Policies in Jacobs University provide the support structures and guidelines which serve to fulfill the overarching mission of the Jacobs Community Standard – the cornerstone document created to ensure that the Jacobs community is a multi-cultural, vibrant, fair, and tolerant community. Several points are taken into consideration to ensure a high standard of student welfare and well-being. Besides health promotion and support, residential emergency support, regulations concerning alcohol consumption, policy on drugs and Illicit substance use, the university provides a platform that also takes care of the following:

- Counseling and Intercultural Services:

The counseling center offers several services to foster students' personal development and offer a number of psychological support mechanisms. The Counseling and Intercultural Services are designed to complement the University's academic mission by fostering students' personal and educational development through a variety of psychological and cross-cultural services and to help students build effective coping and communication competencies. Staff members are dedicated to assisting students in resolving existing issues, preventing potential problems, and developing new skills that will improve their life quality and help them cope with challenges. The Counseling and Intercultural Services are particularly committed to developing and maintaining a positive psychological climate on campus as well as to fostering respect for cultural pluralism within the Jacobs community.

Services offered include psychological counseling and cross-cultural coaching for students, providing expert advice to faculty and staff, awareness campaigns, skill building workshops, referral services, need assessments, and crisis response.

Regarding crisis response, there may be crisis situations that require immediate or same-day intervention. Some examples: a student is having arduous suicidal thoughts and intentions, experiencing severe feelings of panic or being overwhelmed, dealing with the news of death or illness of a loved one, or has experienced sexual or physical assault.

Crises call for calming, compassionate support, but not necessarily for psychotherapy. When the crisis has calmed, the student may or may not desire to seek professional help. It may be helpful for the student to schedule an appointment with the Counseling and Intercultural Services to discuss the antecedents and alternatives in crisis management, which may be helpful in future difficult situations. If a student has frequent crises or remains in crisis for a prolonged period, he/she will also be encouraged to make an appointment.

Emergencies differ from crises due to their life-threatening nature, which usually requires immediate action. Hospitalization might be advisable to ensure the student's safety. If after being discharged from the hospital the students remain enrolled, one of the counselors will be available for regular consultations in order to facilitate student's re-entry into academic and residential life.

- Student support network:

The Student Support Network (SSN) is a communication mechanism that has been implemented in the last years among the various groups on campus that deal with student welfare. The responsibility of coordinating the SSN has been allocated to the Resident Mentors, whose role involves assuring student's wellbeing in their residential environments. It involves coordination among Financial Aid, Registrar, and the Counseling Center as well as Faculty members on a case-by-case basis.

The objective of this mechanism is to share relevant information in a manner that would attempt to prevent students from experiencing massive academic and social failure. Hence, the main objectives are:

- Create conditions of favorable communication among different groups of staff and faculty on-campus that deal with different student's needs and access different types of information, so that early notification of warning signs detected in students is properly channeled in order to generate support for a particular student who might be at serious risk.

- Create support mechanisms for students who tend to withdraw from the existing support system (when students are able to seek help by themselves, there is no need for the Student Support Network to intervene).
- Collect data concerning the kind of supportive interventions that have been provided to a student, and being able to keep track and follow up on those interventions.

Based on that, staff, faculty and concerned students are encouraged to contact the Student Support Network coordinator in order to explore the possibility of a referral in cases when:

- Student's behavior, attitude, academic performance is deeply worrisome due to mental or physical health issues.
- Students have been referred to support services on Campus but did not seek the support and continue to present warning signs.
- Students have isolated themselves and are missing classes or are not seen in the Colleges.
- Students struggled in the past and recovered, but might be struggling again with any kind of psychological or social issues.
- Students have suffered from any form of violence or extortion and are not seeking support. Students who are particularly vulnerable to this kind of situation.

- Violence Prevention and Response:

This service presents strategies and mechanisms designed to identify students in distress and to reduce the risk factors, also, to predict and avoid potentially threatening or violent behavior in the colleges. The policy is based on three main objectives:

- Prevention: create a culture and climate of safety, respect, and emotional support designed to reduce the risk factors and promote protective factors.
- Intervention: intervene early in problem behavior.
- Response and treatment: assist the affected party and sanction the offenders.

In response and treatment of violence, Jacobs University encourages community members on the campus to break the ‘code of silence’. Sharing concerns about the problem behavior of other members of the community are not seen as ‘snitching’ but rather a form of caring about others. If problems are raised and addressed before they become serious, the potential for campus violence is diminished. In an environment that encourages communication between faculty, staff, and students, the information does not remain ‘secret’ until it is too late.

- Anti-sexual harassment code (ASH-Code):

Jacobs University Bremen seeks to maintain a learning and working environment free from sexual harassment. Sexual harassment is a barrier to the educational, scholarly, and research purposes of Jacobs University Bremen and is a matter of particular concern to a community in which students, faculty, and staff are expected to live and work in an atmosphere of intellectual interdependence and trust. At Jacobs University Bremen individual independence, as well as individual safety from sexual offence, are considered to be an important foundation of intellectual freedom in a tolerant and democratic environment of diversity and equal opportunities. Jacobs University Bremen leadership is aware of the importance of handling all allegations of sexual harassment with sensitivity: The protection of the privacy of all persons, to the extent compatible with the purpose of this policy, requires that strict confidentiality be maintained.

Jacobs University Bremen's response to reports of sexual harassment may include informal and formal mediation, education, counseling, or sanctions, depending on the circumstances. In all situations, it will be Jacobs University Bremen's aim to protect the rights of all individuals involved and to safeguard the welfare of the Jacobs University Bremen community.

All new students receive a copy of the “Anti-Discrimination, Harassment and Stalking Policy” (ASH policy) and have to provide a signed acknowledgment of the acceptance of this code. Sexual harassment does not arise from mutual attraction and consent, but is a wide range of behaviors of a sexual nature which are targeted, uninvited, unwelcome, or unreciprocated and clearly objected to. Both, women and men - as individuals or in groups - might be exposed to sexual harassment. Pertinent behaviors may be physical and/or communicative and may include: questions about another person’s sexual conduct and/or intimate relationships; persistent unwelcome

invitations; requests for sexual activity in exchange for favors/rewards, such as grades for students, or under threat intimidating or demeaning sexist comments; repeated derogatory sex-oriented comments or gestures; unnecessary and clearly objected close physical proximity; unnecessary physical contact, such as brushing against someone or touching, pinching, fondling, kissing or embracing someone against their will; actual molestation; sexual assault; openly displayed pornographic visuals.

This list is not exhaustive. Indecent assault and rape are criminal offenses and complainants would be advised to immediately report such instances to the police. In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record as a whole will be considered as well as the context in which the conduct occurred. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual unless that susceptibility is known to the alleged harasser. Sexual harassment is a serious allegation. Abuse of unfounded sexual harassment allegations for whatever reasons are not acceptable and will be considered both as unethical behavior and as a serious offense. Jacobs University provides a procedure for the resolution of complaints of alleged sexual harassment.

- Counseling & Intercultural Services:

Life at Jacobs University Bremen is likely to be a period of intellectual and cultural stimulation, self-exploration, and career development. Students tend to assume new roles, face new challenges, and even come to question some of their own values and beliefs. The goal of the counseling & intercultural services is to actively assist students in resolving existing problems, preventing potential problems and developing new skills that will enrich their lives and help to cope with challenges.

These services for students include psychological counseling, life coaching, mediation, support groups, workshops, awareness campaigns, and many more interesting offerings. Jacobs University also provides expert advice and consultations for faculty and staff.

2. Communication channels

We list in the following the communication channels related to each of the aforementioned services provided by Jacobs University:

- **Counseling and intercultural services:**

Link: <https://www.jacobs-university.de/life-work/campus-life/student-lifepolicies/health-welfare-policies/counseling-intercultural-services>

- **Student support network:**

Email: resident-mentors-list@jacobs-university.de or campuslife@jacobsuniversity.de

- **Anti-sexual harassment code (ASH-Code):**

Link: <https://www.jacobs-university.de/university-policies/anti-sexualharassment-code-ash-code>

- **Counseling & intercultural services:**

Link: <https://www.jacobs-university.de/counseling-intercultural-services>

3. Type of psychological support provided

All the aforementioned services are free and confidential, and the services are provided in German and English. Moreover, the university encourages the students to speak English on campus in order to not exclude anyone who cannot understand their native language.

4. Other relevant information and useful links

- The official website of Jacobs University: <https://www.jacobs-university.de>
- Link to residential policies: <https://www.jacobs-university.de/life-work/campus-life/student-lifepolicies/residential-policies>
- Link to academic policies: <https://www.jacobs-university.de/academic-policies>
- Link to university policies: <https://www.jacobs-university.de/university-policies>

iv. Technical University of Munich

The Technical University of Munich is a research university with campuses in Munich, Garching, and Freising-Weihenstephan. It is a member of TU9, an incorporated society of the largest and most notable German institutes of technology.

1. Existing procedures for assisting students in distress

Technical University of Munich (TUM) states “While a university education offers many chances and opportunities, for students it is also a very demanding stage of life that often brings with it major changes and stress. Sometimes the situation can simply become overwhelming as problems grow and appear impossible to handle. Confidential discussions led by professional counselors can help open up new perspectives and develop productive approaches to personal challenges”. Based on that, and in cooperation with Munich Student Union, essentially any student can contact the Union if they want to discuss their problems with experienced psychologists. The student union offers advice on a number of issues including:

- Problems with studying (decision making, exam anxiety, fear of authority).
- Relationship and partner conflicts, problems finding partners, coping with separations.
- Isolation and contact problems (e.g. social phobias).
- Problems with leaving home (e.g. separation from parents, new orientation).
- Depression, anxiety, self-harming behavior, suicidal tendencies, psychosomatic ailments, eating disorders, compulsive disorders, etc.
- Suffering caused by sexual abuse.
- Addictions (e.g. drugs, gambling, computer or internet addictions).
- Integration problems experienced by international students.

The institution faces up to the ever-increasing problem-pressure to which students are subjected. All matters are treated confidentially and where desired, anonymously.

Besides individual, couple and family counseling, an important aspect of Munich Student Union's approach is group work centered on a particular theme, or with a focus on self-discovery. The Union runs courses in which techniques for learning and working are communicated in this manner. It is worth mentioning that in addition to the Technical University of Munich, other universities based in Munich like the Ludwig Maximilian University of Munich also cooperate with the Munich Student Union to help students in psychological and emotional counseling.

In addition to the psychological counseling provided by Munich Student Union, there are two more communities that can help students of TUM to solve several psychological problems; Protestant University Community at TUM and Catholic University Community at TUM.

2. Communication channels

Link: <https://www.studentenwerk-muenchen.de/en/our-advisorynetwork/psychosocial-and-psychotherapeutic-advice-service/>

Address: The Psychosocial and Psychotherapeutic Advice Service is located in the Advice

Center in Oberwiesenfeld: Helene-Mayer-Ring 9, 80809 München, U3 Olympiazentrum

3. Type of psychological support provided

The psychotherapeutic and psychosocial counseling service offers free advice concerning problems caused by studying as well as in personal conflict situations. The website of the Munich Student Union provides information in four languages; German, English, French and Chinese. However, there is nothing mentioned about the language of psychosocial counseling.

4. Other relevant information and useful links

- The official website of the Technical University of Munich: <http://www.tum.de/>
- Munich Student Union website: <https://www.studentenwerk-muenchen.de>
- Protestant University Community at TUM: <https://www.ehg-tum.de/beratungundseelsorge>
- Catholic University Community at TUM: <https://www.khg-tum.de/>

v. Bielefeld University

Bielefeld University is a university in Bielefeld, Germany. Founded in 1969, it is one of the country's newer universities, and considers itself a "reform" university, following a different style of organization and teaching than the established universities.

1. Existing procedures for assisting students in distress

Bielefeld University provides a free emergency and crisis app to all members of the University in case of emergency situations occurring on campus. The crisis and emergency app EVALARM (evacuation alarm) sends you important warning alerts and instructions from Bielefeld University on how to proceed in various emergency situations on campus e.g. the spread of hazardous substances or a major fire. The crisis and emergency app is an additional means of reporting hazardous situations on campus to the existing fire alarm systems.

As well as the "warning function", the crisis and emergency app can also be used to make a personal emergency call/SOS in emergency situations (valid only on the campus of the University within a radius of 1 km). Also, general information, emergency tips and site plans for emergency facilities are stored in the app. The technical interface for the EVALARM crisis and emergency app is a communication platform that maps the emergency and crisis management systems of Bielefeld University. As a rule, alerts to a specific emergency situation on campus are issued by the crisis team of Bielefeld University and can be detected up to a radius of 1 km around the university.

Why are the crisis and emergency app necessary?

- The EVALARM app enables to quickly receive the latest warning alerts (push notification) and instructions on how to act in hazardous situations occurring on the campus of Bielefeld University.
- With the emergency call, students and/or staff are connected directly to the University's central control in the event of an emergency (0521-106-112).
- Emergency procedures, emergency tips as well as site plans for emergency facilities and equipment (e.g. locations of University emergency response officers, defibrillators) help to prepare you for possible emergency situations.

The crisis and emergency app EVALARM can help in:

- Finding the overview map for the locations of the defibrillators.
- Finding the overview map for the meeting points.
- Finding locations of medical suitcases.
- Finding doctor and security service.
- Finding the map of the whole campus.

The EVALARM app provides solutions in the following cases:

- **In-house emergency assistance:** The app helps in the following cases:
 - All emergency calls are answered by the University's central control. This is important so that the emergency services can be informed of the most direct route to the emergency situation and so that in-house support can be notified immediately. If it is not possible for the central control to answer the emergency call, the call will be connected directly to the Bielefeld fire brigade.
 - University Medical Service: A site plan of the University Medical Service is provided.
 - University emergency response officers: University emergency response officers are persons with extended knowledge in first aid. When an emergency call is made via the central control, the emergency response officers are automatically alerted. The University emergency response officers and the first-aiders take over the care of the ill/injured person until the emergency services arrive.
 - First-aid equipment: Automated external defibrillators (AED) and first-aid kits locations are provided.
- **Threatening situations:** The app also provides solutions in the following threatening situations:
 - Police, safety services and threat management: The call will be answered by the University's central control. The central control will alarm the police and take further steps as necessary. Moreover, students when they feel unsafe at any time, they can contact the University's security service. The security service can escort students within the

campus on the way to the car park, the bus stop or to student halls of residence.

- Further technical possibilities to receive or raise alarms: In addition to the emergency and crisis app, which allows all persons at the University to trigger an SOS alarm or to telephone for assistance when threatened or in threatening situations, the University provides a “silent alarm” specifically to its staff members.
- How to behave in crisis situations: For a number of years now, Bielefeld University has been dealing with the issue of possible crisis situations. It has been developing and implementing a comprehensive security concept as a preventative measure, but also in reaction to actual events. This concept focuses on three aspects: prevention before an event (threat management), intervention during the event (crisis management) and follow-up care about the event (psychosocial emergency care). Crises, as defined by crisis management, are acute and urgent emergencies. In the area of crisis management, possible crisis scenarios were identified in advance and their probability of occurrence and impact were evaluated (risk assessment according to Nohl). On the basis of this assessment, processes for managing the various scenarios were developed and detailed in a management manual supplied to the actors involved. In the area of crisis management, all scenarios are conceivable in the abstract, e.g.:
 - Amok or terror situations
 - Fire
 - CBRN situations (chemical, biological, radiological or nuclear hazards)
 - Explosive devices
 - Taking of hostages
 - Severe weather conditions
 - Feeling unsafe on campus: For students when the feeling of security is negatively affected through certain environmental

conditions at the University, they can contact the central control.

- **Information for women:** This information includes the following services especially for women:
 - Security service/ Safety escort service: If a student feels unsafe or fearful on campus, she may contact the security service and ask to be safely escorted on the way to the car park, bus stop or to halls of residence on campus.
 - Feeling unsafe on campus: If the feeling of security is negatively affected through certain environmental conditions at the University, students can contact the central control. This concerns the following issues:
 - Defective lighting
 - Missing lighting systems
 - Bushes too high
 - Paths that are difficult to see
 - Central Student Advising and Counseling Service: The Central Student Advising and Counseling Service (ZSB) offers free advice on all aspects of studies. The ZSB provides support for problems and difficulties in all phases of studies.
 - Counseling Service for Employees and Managers.
 - Advice on sexual discrimination and violence (anonymous, confidential).

2. Communication channels

Several communication channels are provided for students and staff depending on the situation faced. For example, the service that provides advice on sexual discrimination and violence can be contacted on the following:

Email: frauennotruf@uni-bielefeld.de

3. Type of psychological support provided

The counseling service and EVALARM app offer free advice on all aspects. Moreover, except for the site-plan (in German), all other information in EVALARM app is provided in German and English languages.

4. Other relevant information and useful links

The official website of Bielefeld University: <https://www.uni-bielefeld.de/>

University site plan: <https://www.ub.uni-bielefeld.de/english/biblio/kontakt/fachbibliotheken/map.htm>

In-house emergency medical assistance: <https://www.uni-bielefeld.de/themen/hilfe-notfall/notfallorganisation/>

Threatening situations: <https://www.uni-bielefeld.de/themen/hilfe-notfall/bedrohliche-situationen/>

Information for women: <https://www.uni-bielefeld.de/themen/hilfe-notfall/informationen-fuer-frauen/>

vi. University of Hamburg

The University of Hamburg is a comprehensive university in Hamburg, Germany. It was founded on 28 March 1919, having grown out of the previous General lecture system and the Colonial Institute of Hamburg as well as the Academic Gymnasium.

1. Existing procedures for assisting students in distress

The University of Hamburg has the Center for Academic Advising and Psychological Counseling which offers guides and advises and provides psychological support to current and prospective students. The services provided by the center range from appointment free office hours and information sessions to comprehensive group subject advising.

Moreover, the center cooperates with secondary schools, offering career counseling, giving talks, and more. The main services provided by the center are:

- Academic advising services, which include:
 - Group advising for prospective students
 - Academic advising by email
 - Academic advising in the Campus

- Psychological counseling services
- Seminars, which include several workshops and coaching about student and psychological counseling.

Concerning counseling services, psychological psychotherapists are active in the Central Study Counseling and Psychological Counseling with a variety of different psychotherapeutic orientations and methods. Through their many years of employment at the university, they are particularly familiar with the problems of the student life situation as well as with all matters of general student guidance. Psychological counseling, as the University of Hamburg understands it, is not primarily about understanding illness, but seeks to provide guidance and assistance in developing solutions to current or long-standing problems. Based on that, the aforementioned team tries to provide solutions using the following methods:

- **Individual and group advice:** Students can register for an individual consultation or participate in continuous group consultation. Reasons to register may be any study-related difficulties and personal concerns that affect student studies, such as:
 - Learning and working disorders
 - Stress management and exhaustion
 - Writing, speech and exam fears
 - Questions and crises on the choice of subject
 - Identity and orientation problems
 - Relationship, partner and family issues
 - Loneliness feelings and contact difficulties
 - Depression and fears
 - Questions about own addiction risk

It is worth mentioning that longer-term psychotherapies cannot be offered in the Central Study Counseling and Psychological Counseling. However, most advice seekers can be helped to resolve their difficulties in one to six one-to-one interviews. Moreover, the university, if desired, helps students to find a suitable psychotherapist through its relationship with the Psychotherapeutic Chamber Hamburg and the Psychotherapy Information Service of the Professional Association of German Psychologists.

- **Advice on sexual discrimination and violence:** Sexual harassment is still part of the everyday lives of many women and men including within the universities. This sexual harassment can be done by other students or teachers and other college staff. Sexual harassment is any form of sexually motivated rapprochement that is unwelcome, unwanted, and not reciprocated. Examples of sexual harassment of varying severity are:
 - Constant staring
 - Telling sexual, offensive jokes
 - Suggestions about the appearance, sexual orientation, body or figure
 - Seemingly "accidental" touches or the repeated search for great physical closeness
 - The open threat of disadvantages in refusing sexual acts or promises of benefits in the event of consent to sexual acts
 - Rape
 - etc.

The contact and counseling center against sexual discrimination and violence advises and supports students who have become victims of sexual harassment within the framework of the University of Hamburg. Psychologists work with additional therapeutic training. This service is confidential and can be used anonymously if desired.

Affected persons can talk to the Counseling Center for Sexual Discrimination and Violence about their experiences with a neutral person, for example, to obtain greater security in their own assessment and to experience the first relief. They also receive information about possible further procedures and, if desired, are supported in further steps (extended assistance from the university, contact the police, therapist search, etc.).

- **Psychological counseling for refugees:** The Center for Academic Advising and Psychological Counseling offers a walk-in psychological counseling service especially for refugees to give students the opportunity to have a short counseling session with a psychologist without an appointment. This allows to jointly assess the student situation, and develop ideas on how best to proceed.

- **Support for students with mental illness (HOPES):** This is a special service for students from all Hamburg universities who need practical advice on managing the challenges of studying after a serious psychological event, or after in-patient psychological treatment. "HOPES" is aimed at students who, after a severe mental illness, often even after inpatient or semi-inpatient treatment, want or need practical help in successfully mastering study requirements. The offer is intended as a supplement to student counseling and outpatient psychotherapeutic or psychiatric treatment. In this context, "HOPES" offers a semester-accompanying course; the course takes place with a maximum of 10-12 participants and deals with questions about the organization of studies as well as the planning and implementation of the semester. The course offers the opportunity to get in contact with other students who are also affected, to exchange experiences and to inform themselves about possibilities, ways, and solution strategies.
- **Crisis intervention:** Students suffering an acute psychological crisis can seek help from the university psychological counselors without an appointment between 9 am and 3 pm. However, this service is also available outside office hours via the student telephone and email counseling services; speaking to someone via telephone or email can help to clarify a situation or help a student through a difficult moment.
- **Services for teaching staff:** This service targets teaching staff. It advises them how to deal and to contact the Psychological Counseling service when difficult situations arise when dealing with students:
 - students acting in a way that suggests psychological disorder
 - students constantly disrupting classes and who do not respond to reprimand
 - students behaving aggressively towards other students
 - fellow students, or teachers, beginning to worry about a student's behavior
 - open conflicts arising, for example regarding exams or examination matters

- Additional services in cooperation with other organizations including:
 - Counseling Center for Social and International Affairs (BeSI) which assists all students from Hamburg universities in resolving social, personal, and financial problems.
 - AStA psychological counseling: AStA (student council) has a team of students trained to provide counseling for fellow students. Counseling is offered every Thursday, 1–5 pm during the lecture period and semester holidays in the AStA Freiraum.
 - The Department of International Affairs which offers psychological counseling (by appointment) for international students.

2. Communication channels

We list in the following communication channels related to each of the aforementioned psychological services provided by the University of Hamburg:

- **Individual and group advice:**

Address: Center for Academic Advising and Psychological Counseling (ZSPB), Head of Psychological Counseling, Alsterterrasse 1, 20354 Hamburg.

- **Advice on sexual discrimination and violence:**

Link: <https://www.unihamburg.de/campuscenter/beratung/beratungsangebote/beratung-sexuellediskriminierung-und-gewalt.html>

- **Psychological counseling for refugees:**

Tel: +49 40 42838-3646

- **Support for students with mental illness (HOPES):**

Link:

<https://www.unihamburg.de/campuscenter/beratung/beratungsangebote/psychologischeberatung/hopes.html>

- **Crisis intervention:**

Students seek help from psychological counselors can come without an appointment between 9 AM and 3 PM to the front office in the Alsterterrasse 1 (fourth floor).

- **Services for teaching staff:**

Email: ronald.hoffmann@verw.uni-hamburg.de

3. Type of psychological support provided

Regarding the individual and group psychological advice provided by the University of Hamburg, the open consultation hours of the Psychological Counseling offer the students the opportunity to hold a short consultation with a psychologist without prior notice. Students can work together with psychological psychotherapists to assess their situation and develop ideas for further action. The service is provided in both German and English languages. However, and regarding the psychological counseling for refugees, the sessions can be held in German, English, French or Arabic language.

4. Other relevant information and useful links

- The official website of the University of Hamburg: <https://www.uni-hamburg.de/en.html>
- Psychological Counseling at the University of Hamburg: <https://www.unihamburg.de/en/campuscenter/beratung/beratungsangebote/psychologischeberatung.html>

vii. University of Magdeburg

The Otto von Guericke University Magdeburg was founded in 1993 and is one of the youngest universities in Germany. The university in Magdeburg has about 14,000 students in nine faculties. There are 11,700 papers published in international journals from this institute.

1. Existing procedures for assisting students in distress

Students at the University of Magdeburg, or students that have an acceptance letter and want to pursue a study course in the University of Magdeburg can benefit from various services before and during their student life. These services provide:

- Assistance in Academic Issues
- Assistance in Organizational Issues

- Assistance in Personal Issues, which includes social issues and psychological counseling.

The social support provided by the university tries to deal with the fact that the study period – especially during the first few months – is for most students a time of upheaval, profound changes, and personal development, since there are many new impressions, experiences, and people. Based on that, the University of Magdeburg offers advice and information to students on the topics in the following areas:

- Studies and pregnancy
- Questions concerning studies and parenthood
- Concerns of students with disabilities and chronically ill students
- Problems of foreign students
- etc.

Moreover, the university consider all kind of psychological problems students could encounter and offers a Psychosocial Counseling for Students. Examples of the problems are:

- The feeling of being overwhelmed
- The fear of exams or anxiety about the future
- Difficulties in relationships with parents, friends or partners which cannot always be solved on one's own or with the help of friends or relatives
- stressful situations
- etc.

One or more individual talks with the counselor can often provide relief. A common dialogue often helps to gain new perspectives that can foster a student own understanding of the problem and provide a route to the strengths and expertise that are sometimes fully or partly hidden. Students are also most welcome if they do not even know where the problems lie, and perhaps they just look for someone who can listen to them and help to sort out their thoughts. In addition to individual counseling, group sessions are held during the semester, if correspondingly required.

An important contribution by the University of Magdeburg is having special counseling for the disabled. Moreover, the University of Magdeburg put disabled students in

contact with several other institutions and initiatives that can help them solve different type of problems.

- Handicap Info: <https://www.handicap-info.de/>
- Federal Disability and Study Association: <http://www.behinderung-undstudium.de/>
- Aktion Mensch (Action Humans): <https://www.aktion-mensch.de/>

2. Communication channels

We list below the communication channels related to the services discussed above:

- **Registration in courses about social issues and counseling:**

Link: <https://www.studentenwerk-magdeburg.de/en/socialaffairs/courses/registration/>

- **Social counseling:**

Link: <https://www.studentenwerk-magdeburg.de/en/social-affairs/socialcounseling/>

- **Psychosocial counseling for students:**

Link: <https://www.studentenwerk-magdeburg.de/en/social-affairs/psychosocialcounseling-for-students/>

3. Type of psychological support provided

Psychosocial Counseling of the Studentenwerk Magdeburg is open to all university students within the competence of the Studentenwerk. It offers free, non-binding and strictly confidential counseling in stressful situations that may occur during the course of studies. All information about Psychosocial Counseling is provided in German and English languages.

4. Other relevant information and useful links

- The official website of the University of Magdeburg: <http://www.ovgu.de/en/>

viii. Bauhaus University, Weimar

The Bauhaus-Universität Weimar is a university located in Weimar, Germany, and specializes in the artistic and technical fields. Established in 1860 as the Great Ducal Saxon Art School, it gained collegiate status on 3 June 1910.

1. Existing procedures for assisting students in distress

Students at Bauhaus University can take advantage of several free and confidential advising services. For example, the university offers assistance with academic planning (changing majors, applying learning techniques, preparing for exams, etc.), answer students' career-related questions and help them deal with conflicts, personal problems, and crises. The following is an overview of the advising services and counseling activities at the Bauhaus-Universität Weimar:

- General Academic Advising
- Subject-specific Advising
- Advising Service for International Applicants
- Advising for Postgraduate Master Programs
- International Counsellor
- Career Service
- Studying with Disabilities
- Psycho-social Counseling by the Studierendenwerk Thüringen
- More Counseling by the Studierendenwerk Thüringen

Psychosocial Counseling is provided for students if they:

- are suffering from problems with learning and/or working
- have problems coming into contact with others
- have conflicts with their parents, partner or (shared apartment) roommates
- often feel overwhelmed and/or insecure
- are being tortured by fears of exams and/or other fears

- are constricted by feelings of depression, depressive moods
- are addicted to something or becoming addicted to something (Internet, Drugs, Food)
- often have doubts about themselves / their studies
- have the feeling that their studies are turning into a never-ending story
- need information about psychological counseling

In an initial meeting, students can comfortably discuss their concerns with the counselor and give them a concrete form. Here, they will also discuss with them which goals they want to reach with the counseling and in which form support within the framework of psychological counseling is possible. After the initial contact, further consultations can follow.

The goal of counseling is to fully address students' special personal problems individually and properly and to support them to overcome their state of crisis on their own. Of course, the counselor will maintain confidentiality. Upon request, students may also remain anonymous. In order to ensure the necessary relationship of confidence, the university only offers psychological social counseling by appointment.

It is worth mentioning that the Bauhaus University have a special platform that offers special counseling services to students who are chronically ill or handicapped.

2. Communication channels

- Psychosocial Counseling:

Link: <https://www.stw-thueringen.de/english/counseling/psychosocialcounseling/psychosoziale-beratung.html>

- Special counseling services to students with disabilities:

Email: michaela.peisker@uni-weimar.de

3. Type of psychological support provided

The Psychosocial counseling (PSC) can be utilized by all students of the universities of Thuringia free of charge, for those who need to talk to a neutral person about themselves, their situation and /or problems as well as to learn about further supports. Hence, students can schedule a counseling appointment with the consultative partners by e-mail or telephone as

well as personally during registration times. The consultative partners will help in all study-related problems as well as personal conflicts and situations. Usually, this service is offered in German, and by request, in English.

4. Other relevant information and useful links

- The official website of the Bauhaus University: <https://www.uni-weimar.de/en/university/start/>

ix. University of Cologne

The University of Cologne is a university in Cologne, Germany. It was the sixth university to be established in Central Europe and, although it closed in 1798 before being reestablished in 1919, it is now one of the largest universities in Germany with more than 48,000 students.

1. Existing procedures for assisting students in distress

The University of Cologne provides different kind of support to its students by putting them in contact with other organizations specialized in different aspects and problems students can face. In the following, we provide some examples of organizations they can contact to help them know more about specific topics/problems.

- **Accessibility & Inclusion/Psychological Counseling:** Students, in this case, can contact the Autonomous Special Needs Unit of the University of Cologne.
- **Discrimination:** Students can contact the General Equal Treatment Act complaints office - Legal Department.
- **Diversity:** Students can contact the Autonomous Department for Foreigners of the University of Cologne - General Students' Committee, and (Autonomous Lesbian & Gay Division - General Students' Committee.
- **Refugee support:** Students can contact the Refugee Law Clinic Cologne which offers free legal advice and other assistance for migrants, refugees and asylum seekers.

The University of Cologne also offers advice for the support of students with mental illness/stress. Possible advice topics are:

- Advice on individual disadvantage compensation for study and examination achievements and assistance with the application
- Consultation in personal and/or study-related crisis or stress situations
- Issues arising from the particular illness and its effects on the study
- Support and assistance in re-entering studies after an illness-related absence
- Advice on the realistic semester planning and design of everyday academic life
- Advice Prospective students to take up and master a study in the presence of a mental illness

Moreover, the University of Cologne offers external counseling centers in the area of sexual discrimination and sexual harassment. First, the university indicates what can students or employees do if they observe discrimination or sexual harassment. In this case, the university teaches student and employees several ways to support victims:

- basic attention to harassing behavior
- offer help if there are signs of sexual harassment
- to address sexual harassment at the study or workplace
- direct intervention during an incident
- offer escort when the harassed person is seeking advice/help
- offer support when the person concerned defends himself/herself
- being available as witnesses.

Moreover, the university provides information about what can students or employees do if they experience discrimination or sexual harassment, examples:

- Take your feelings seriously and react decisively. Make it clear to the person that you feel sexually harassed.
- If the harasser doesn't see reason, complain to your superior - or the next superior and ask for help or action.

- If this is not possible, or if you wish to seek external advice or make a complaint, please contact the above-mentioned university advisory and complaint services.
- These institutions are trained and operate under absolute confidentiality.

Moreover, at the beginning of the year 2019, the Directive on Discrimination, Sexual Violence and Bullying at the University of Cologne came into effect.

- **What is the purpose of the Directive on Discrimination, Sexual Violence, and Bullying?** The Directive on Discrimination, Sexual Violence and Bullying represents an overarching, binding and transparent set of rules for the procedure concerning discrimination cases at the University of Cologne. It serves as a guideline for the numerous counseling and contact points, supports and encourages those affected and emphasizes the responsibility of the management level.
- **Contents of the Directive:** The directive contains a clarification of the duties of the university management and of persons with management responsibilities. Consultation and complaint procedures are specified and possible sanctions for employees and students are identified. Furthermore, the directive contains a list of possible contact points, measures for prevention and sensitization and regulation for the anonymous data collection of discrimination cases at the University of Cologne.
- **Development:** The directive was developed as part of a sub-project of the audit "Shaping Diversity", which was successfully completed by the UoC at the beginning of 2019. It is based on the earlier Guideline on Sexual Discrimination and anti-discrimination guidelines of other universities. A number of bodies were involved in the development process, including the Gender Equality Officer, students, the legal department and other consultants.
- **Procedural steps and possible sanctions:** The directive distinguishes between informal and formal procedures. The informal procedure includes steps which serve to advise and support those affected, but which may also result in mediation or the initiation of a formal procedure. The formal procedure is a complaint procedure which can result in a confidential examination of the allegations and, if necessary, the initiation of further measures.

The types of sanctions depend on the severity of the offense and are examined on a case-by-case basis. It is known from the experience of counseling centers that in most cases a regulatory discussion is sufficient. However, sanctions such as warnings, bans on the use of the premises or the initiation of disciplinary proceedings are also possible.

Finally, it is worth mentioning that the University of Cologne is developing a platform for students and employees who are being discriminated, to teach them how to deal in this kind of situations.

2. Communication channels

Below, the contact details to reach psychological counseling:

Link: [https://inklusion.unikoeln.](https://inklusion.unikoeln.de/beratungsangebote/psychologische_beratung/index_ger.html)

[de/beratungsangebote/psychologische_beratung/index_ger.html](https://inklusion.unikoeln.de/beratungsangebote/psychologische_beratung/index_ger.html)

3. Type of psychological support provided

No information provided regarding the cost of psychological counseling at the University of Cologne. However, most services are offered in German and English languages.

4. Other relevant information and useful links

- The official website of the University of Cologne: <http://www.uni-koeln.de/>
- Information about the Directive of the University of Cologne for dealing with discrimination, sexual violence and mobbing (2019): <https://www.portal.uni-koeln.de/richtlinie-antidiskriminierung.html?&L=1>
- Link to the Directive of the University of Cologne for dealing with discrimination, sexual violence and mobbing (2019): https://am.uni-koeln.de/e25983/am_mitteilungen/@18/AM_2019-22_RiLi_Antidiskriminierung_ger.pdf

x. Free University of Berlin

The Free University of Berlin is a research university located in Berlin, Germany. One of Germany's most distinguished universities, it is known for its research in the humanities and social sciences, as well as in the field of natural and life sciences.

1. Existing procedures for assisting students in distress

The Student Services Center (SSC) at the Free University of Berlin has a psychological counseling service that offers students individual counselling, training courses, and workshops. This service can support students in personal development and in improving study skills. Students seek the Student Services Center to get help with a range of personal problems:

- Issues with motivation, orientation at the university, and making decisions
- Anxiety about tests and public speaking
- Writer's block
- Learning problems and procrastination
- Stress, overloading, depression
- Requests for therapy and finding therapy arrangements

The staff consists of licensed psychological psychotherapists and psychologists in training to become psychotherapists. As a matter of course, the psychologists of the counseling service are required to maintain confidentiality regarding the matters students discuss with them. Mainly the psychological counselling service offers the following services:

- **Personal individual counselling**
- **Workshops and training courses:** The Free University of Berlin offers workshops, group, and training courses in improving students' study skills as well as support them in personal development.
- **Psychological counselling via chat**
- **Psychological counselling via e-mail**

2. Communication channels

The following are the communication channels of each service provided:

Personal individual counselling:

Link: https://www.fuberlin.de/en/sites/studienberatung/psychologische_beratung/kontakt/index.html

Workshops and training courses:

Link: <https://www.fuberlin.de/en/sites/studienberatung/veranstaltungen/index.html>

Psychological counselling via e-mail

Email: psychologische-beratung@fu-berlin.de

3. Type of psychological support provided

No information provided about the cost or the languages of the provided psychological services. However, information in the website is provided in German and English.

4. Other relevant information and useful links

- The official website of the Free University of Berlin: <https://www.fu-berlin.de/en/>
- Information about Psychological Counselling at the Free University of Berlin: https://www.fuberlin.de/en/sites/studienberatung/psychologische_beratung/index.html#__target_object_not_reachable

d. CONCLUSION

The current report reviews best practices in German universities providing support to their students who are suffering from distress, crisis, violence, at-risk situations, or having other kind of psychological problems. Several points have been investigated, as well as, some gaps have been identified in the reviewed psychological support provided by these universities. To streamline the process, we provide Table 2 which is a matrix that demonstrates if the investigated universities deal with students' psychological problems in general, and with other more specific situations such as: stress, crisis, violence, sexual harassment, at-risk situations. Moreover, the matrix reveals if special counselling for disabled

students is available and if these psychological services are free of charge. Finally, the matrix indicates if the psychological services are provided in other languages (English, or some other languages) and if there are any mobile applications providing psychological support to students.

In the following we present the main conclusions derived:

- All of the reviewed universities have a unit that mainly provides psychological support that deals with students with psychological problems in general and specifically deals with stress and at-risk situations. Basically, this unit has psychologists who mainly provide the counselling services required to solve student problems and enhance their well-being.
- Six universities refer to sexual harassment as one of the main psychological problems faced by students and provide some tools, instructions, and solutions to deal with this kind of problems. However, sexual harassment needs to be given more attention as a top problem that students can face, and deeply influences their well-being.
- Only a few universities consider educating staff and employees to help students in distress. Providing expert advice to faculty and staff, awareness campaigns, educate them to determine and help students in distress or at-risk situations can be a great contribution to any psychological support service.
- Only two universities, namely the University of Magdeburg and Bauhaus University consider providing special instructions and treatment to students with special needs. Due to their disabilities, these students may have more complicated situations to deal with. Therefore, special attention, instructions, help, and tools should be designed to provide them with the needed support in stress or at-risk situations.
- Most of the German universities provide psychological support free of charge, and in English beside the German language. Moreover, some universities, like the University of Hamburg, consider other languages like Arabic and French which could be the most-spoken among the university students. Covering most of the languages spoken by the students in a specific university is a very important point that helps in decreasing undesired situations to minimum levels.
- Finally, there is a lack of utilization of digital and online applications as a tool to enhance the psychological support and help to deal with several situations. Only Bielefeld University provides this kind of free emergency and crisis online

application. However, the online application is limited to dealing with a few at-risk situations like fire and doing personal emergency calls.

Table 2. Availability vs. unavailability of some dimensions in the psychological support provided by German Universities

University	Deals with psychological problems in general	Deals with situations of stress, crisis, violence, unsafe and at-risk	Deals with sexual harassment	University staff are involved	Special counseling for disabled is available	Psychological services provided are free of charge	Services provided in English (and maybe some other languages)	Have supporting phone application
Humboldt University of Berlin	•	•	•	•		•	•	
Dresden University of Technology	•	•				•	•	
Jacobs University Bremen	•	•	•	•		•	•	
Technical University of Munich	•	•	•			•	•	
Bielefeld University	•	•	•			•	•	•
University of Hamburg	•	•	•	•			•	
University of Magdeburg	•	•			•	•	•	
Bauhaus University, Weimar	•	•			•	•	•	
University of Cologne	•	•	•	•			•	
Free University of Berlin	•	•					•	

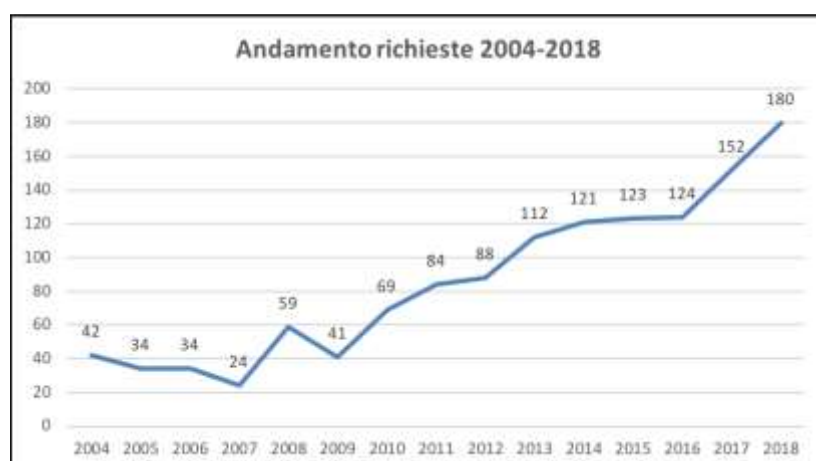
C. Italy

a. Existing procedures for assisting students in distress

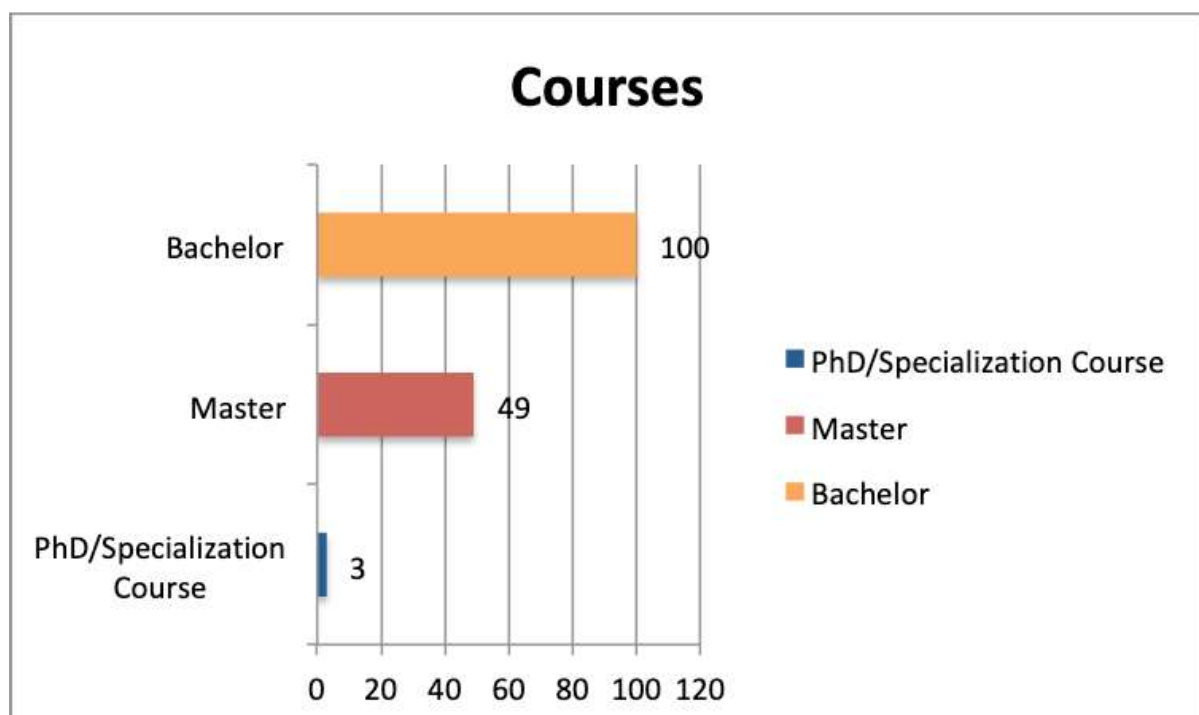
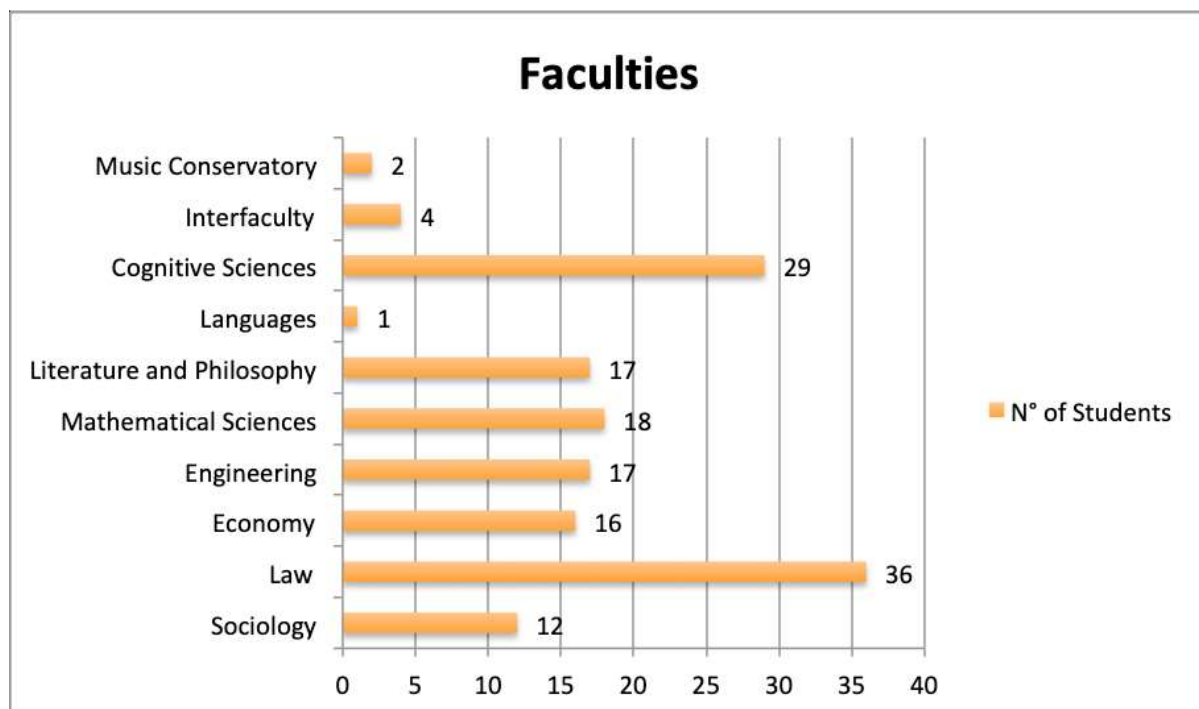
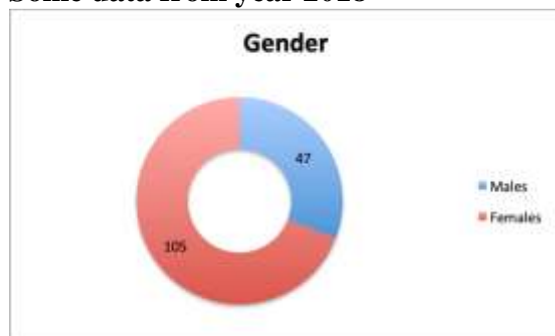
The Psychological counselling service of the University of Trento - The UNITN Counselling Service aims to provide help and support to its students during their studies. It is also the right place to submit ideas for student activities, to encourage human relations in the student community and enhance university life (through seminars and group work).

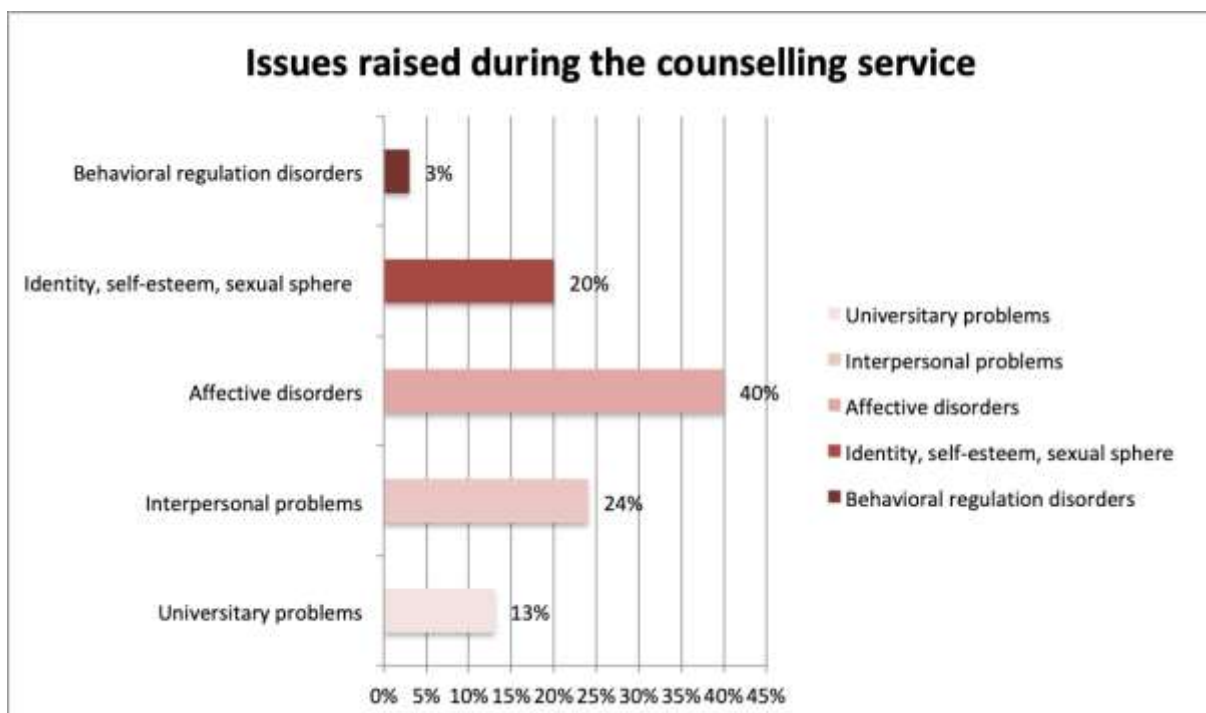
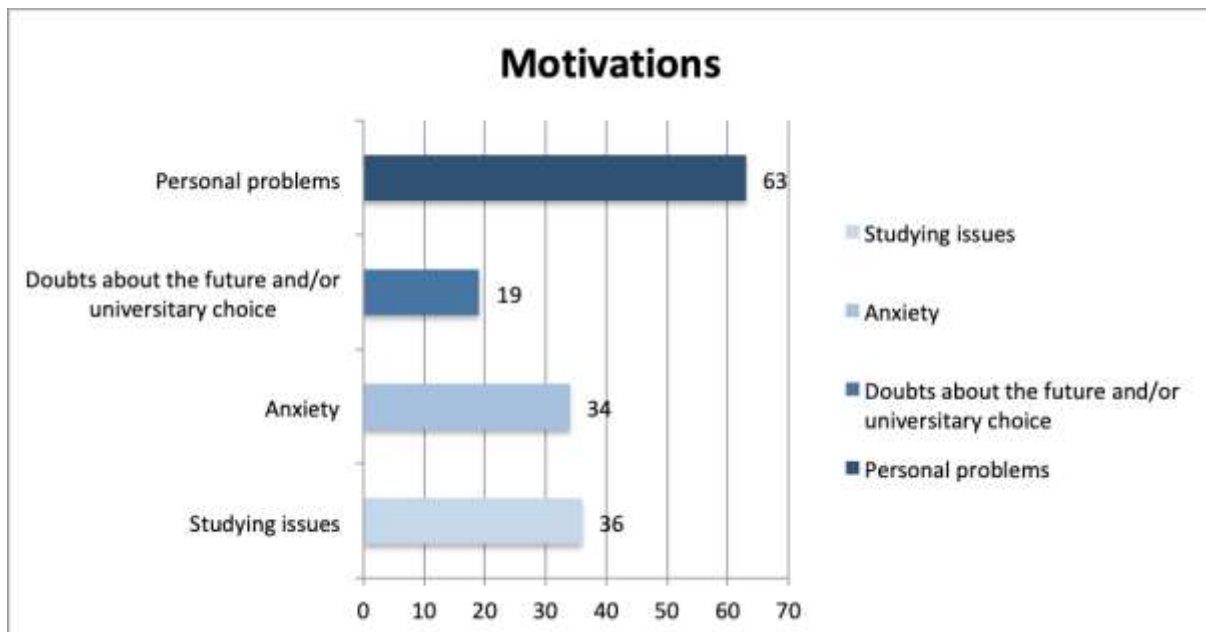
- 4/5 individual sessions every two weeks
- First session: initial colloquium and administration of personality (i.e. Big-Five), psychopathological symptoms (i.e. SCL-90) and attachment (i.e. ASQ) questionnaires.
- Following sessions:
 - Identification and exploration of the problems together with the student (e.g. expectations, objectives)
 - Development of a new comprehension of the self: identification of the point of strengths and weakness
 - Identification and analysis of the main objectives (e.g. higher awareness on the academic and personal choices)
 - Planning of the best strategies to reach them.

Number of Counsellings: 2004-2018



Some data from year 2018





The topics for which help is offered:

- Problems with studying (e.g. difficulty making decisions, fear of examinations, fear of authority)
- Relationship problems, problems finding a partner
- Isolation and contact problems (e.g. ASD; social phobias)
- Problems with leaving home (e.g. separation from parents, new orientation)

- Depression, states of anxiety, self harming, suicidal tendencies, psychosomatic ailments, eating disorders, compulsive disorders)
- Integration problems experienced by foreign students

a. Communication channels

- email consulenza.psicologica@operauni.tn.it
- call 0464-808116, from Monday to Friday, 9.30 to 17.30; you can leave a message out of office hours
- drop a note in the Psychological counselling service boxes at 13 via Santa Margherita in Trento

c. Type of psychological support provided

The service is open to all UniTrento students. It offers one to one counselling with a psychologist on problems that students are having during their studies, including if they are participating in exchange programs abroad; group meetings to discuss the students' difficulties, their motivations and university life (anxiety, interpersonal relations, problems with roommates etc.); seminars on psychological issues. The meetings take place in Trento, at 13 via Santa Margherita; in Rovereto, at 5/B via Matteo del Ben, home to the Dipartimento di Scienze della Cognizione e della Formazione. The service offers counselling via Skype to students who are studying abroad.

d. Other initiatives

- “Gestire l'ansia”: group meetings to raise knowledge on anxiety symptoms, learn relaxation and breathing techniques.
- “Neurodiversità@università”: for students with Autism Spectrum Disorder and, more broadly, for students who need a specialized help due to their neurodiversity.
- “Sportello DSA”: for students with Learning Disorders

- “Advisory service for Italian abroad (AS4ia)”: psychological counselling service (online) designed specifically for students who need psychological support while they are in a foreign country for academic reasons (e.g. Erasmus program).

C. Netherlands

In order to have an image that is representative for the whole higher education in Netherlands, we've researched universities according to the following criteria: (1) the two universities with the highest number of enrolled students;

Ranking (no. of students)	Name	Number of students	Website
1	Universiteit van Amsterdam	34,067	uva.nl
2	Universiteit Utrecht	31,801	uu.nl

(2) the biggest technical university - technical universities are interesting to take a look at because of their different student population. Technical universities usually do attract more male than female students.

Ranking (no. of students)	Name	Number of students	Website
7	Technische Universiteit Delft	24,508	tudelft.nl

(3) a university half way between the centre and periphery of the country

Ranking (no. of students)	Name	Number of students	Website
8	Radboud-universiteit Nijmegen	21,675	ru.nl

(4) university in a peripheral, rather rural region - the university psychologists at the university of Poznań have seen a relatively high number of crises among students from rural area's. One of the possible reasons could be that the difference between the environment they grew up (knowing everyone, not a lot of crime, not many changes) and the university environment is so big. Therefore, we've chosen to research these two universities as well.

Ranking (no. of students)	Name	Number of students	Website
12	Universiteit Twente	10,666	utwente.nl

(5) The biggest 'university college' (professional BA) - compared to many other European countries, the Netherlands have a different educational system that gives only the high school

students who attended the highest level of secondary education (VWO – Voortgezet Wetenschappelijk Onderwijs) access to the university. This means that only 17% of pupils with a secondary school degree are allowed to enroll in a university study (Centraal Bureau voor de Statistiek, 2017).

Besides universities there are also University Colleges (HBO - hogescholen), where students can study a professional bachelor. This prepares for a job on BA level, such as teacher, nurse, programmer, manager, accountant, translator etc. To enter a professional bachelor, you need to have finished the highest or second highest level (Havo – Hoger Algemeen Voorbereidend Onderwijs) of secondary education. 17% of the Dutch pupils follows Havo, which means that 34% of the students who graduate from secondary school can attend a professional bachelor. Currently, there are more students studying a professional BA than an academic BA at the university. That's why we want to research this type of higher education as well.

Ranking (no. of students)	Name	Number of students	Website
1	Fontys Hogeschool	43,869	fontys.nl

a. Universiteit van Amsterdam

Policy

The UvA only gives support for a very limited number of disorders. When it comes to Disorders of psychological development (ICD-10, F80-F89), the university only recognizes dyslexia and dyscalculia. Students suffering from dysgraphia, dyspraxia and other disorders that slow down the processing of information won't receive special treatment. For other disorders, such as ASD, the student needs to prove the diagnosis with a written declaration of an officially recognized psychiatrist.

Duty hour for new students

New students can contact the duty hours for new students for questions about studying with a handicap or disorder.

University psychologists and GP's

Students can use the university psychologists free of charge. On the website is written that it's aimed for students with a wide range of problems, from depression to problems in the

family, from stress related problems to difficulties organizing the work and time management. The psychological care is only short-term for students who have a mild problem. Severe cases are referred to the student's GP. The university works together with a GP clinic in Amsterdam, that is specialized in problems common to students.

Workshops and trainings

The university organizes several workshops, such as a training for students with AD(H)D, about fear for public speaking, study stress, negative self image, mourning, self-confidence during exams and self-confidence in social situations. There are also workshops in English.

b. Universiteit Utrecht

University psychologists

The psychologists at the UU can provide students with one-time advice and information, short-term individual counselling or referring to specialised care. This service is not free of charge: the university charges a one-time fee of €25 for the intake.

Online information

The self-help information on the website of the UU mainly targets students with stress related problems and those who are drinking too much alcohol. Furthermore, there are links to external websites.

Skills lab

Under the name Skills lab, the UU organizes workshops for students. There are some workshops that can be useful for students with psychological problems, such as mindfulness, studying with dyslexia, time management, changing a negative self-image and weekly meetings for students with ASD and AD(H)D. The rest of the workshops are about other skills, such as computer skills, languages, career planning, research and presenting. All workshops and support groups require a one-time fee of €25.

c. Technische Universiteit Delft

University psychologists

Students can go without appointment to the duty hours of the psychologists for short questions or to make an appointment for a longer session. However, the waiting time for an appointment is currently 6-8 weeks, so this is not at all for urgent cases.

Workshops

The Career & Counselling Service of the TU provides workshops for students about the following themes: constructive thinking in case of perfectionism and fear of failure, assertiveness, motivation, mindfulness, coping with fear and failure, self-esteem and autonomy, self-management and coping with procrastination, deal with too heavy study load and introspection and self-confidence.

Online information

There is quite a lot of information on the TU website in the form of video's and PDF files with lots of information about disorders and common psychological problems (<https://www.tudelft.nl/studenten/begeleiding/career-counselling-services/psychologen/herken-snel-psychische-problemen>) and about study skills (<https://www.tudelft.nl/studenten/begeleiding/essential-study-skills>).

d. Radboud-Universiteit Nijmegen

The support for students in psychological distress mainly comes down to workshops and to institutional support, such as prolonged examination time.

Workshops

The workshops that are organized by the university are about study strategies, strategic studying, thesis writing, personal development, burn-out prevention, mindfulness, self esteem, assertiveness, dealing with loss and sadness, stress management, perfectionism, 'Feeling good in your skin', fear of failure, planning, self management and workshops about choosing the right study and career path. Occasionally there are workshops organized for the academic staff about how to deal with students who suffer from depression, autism and dyslexia.

Undesirable behaviour

There is a confidant for undesirable behaviour: a person you can go or write to in case you feel threatened by the (sexual) behaviour of a classmate or teacher. This is for non-urgent matters and mainly works toward filing a complaint against the offender. The examples on the website are about suggestive e-mails and unwanted attention from classmates or university staff. There is neither psychological support, nor crisis support for students provided by the university.

e. Universiteit Twente

The Universiteit Twente is a technical university in the city of Enschede, close to the German border.

Autism duty hour

The Student Affairs Coaching & Counselling service organizes biweekly duty hours for students on the spectrum (<https://www.utwente.nl/nl/ces/sacc/begeleiding-advies/begeleiding/autismespreekuur/>) during which they can get help with planning; structuring assignments; creating an overview on deadlines, task and exams; help with daily activities; social contacts and also help in putting structure in the daily life when the student lives on his own.

University psychologists

The Universiteit Twente employs five psychologists and the support they provide is free of charge for students. This support is mainly for mild and short-term problems. Urgent and more severe cases are advised to contact their GP's.

Workshops

The UT organizes workshops for students, such as autonomy, mindfulness, self-management, 'study stimulating', stress, mindfulness, time management and training on the self-image.

f. Fontys Hogeschool

Students of Fontys Hogeschool with special needs, such as autism, dyslexia or depression can contact the study coach that is assigned to the group the student is in. Student coaches can give advice and can organize support to deal with fear of failure, a difficult home situation, planning, organization and preparing for classes.

Students who suffer from problems with concentration, procrastination, self-confidence, feelings of worthlessness, lack of social contacts, fear, stress, panic, insomnia, eating problems, relational problems or addictions can make an appointment with the college psychologist.

D. Norway

a. Medical assistance

Any resident of Norway who suspects of psychological problems or experiencing long-term symptoms of depression or anxiety should contact a General Practitioner (GP). Internist can propose conservative treatment both through conversation therapy and pharmacotherapy. If necessary, he can also refer the patient to other professionals for further help. Internist can also help the patient contact a psychologist or specialists from a regional psychiatric center, psychiatric clinic or psychiatric hospital. Everyone who goes to the doctor has the right to an interpreter. This means that if someone does not speak Norwegian fluently, when booking an appointment, it may be noted that there is a need for an interpreter during the visit. Such a translator is obliged to keep professional secrecy.

b. Children and youth

Regarding the mental health of children and adolescents, health staff are employed in schools, which include nurses, doctors and physiotherapists. If you are concerned about your child's mental health, you can consult the school nurse or the child's internist. An internist can refer children and young people up to the age of eighteen to BUP (Barne- og ungdomspsykiatrisk poliklinikk), i.e. to a mental health center for children and adolescents. There is also a PPT, i.e. an educational and psychological counseling center offering help in connection with learning problems.

c. Helpline and emergency line

There is also a helpline that you can call 24 hours a day, seven days a week, all year round: 810 30 030. The cost for a half hour conversation is 6 NOK. In the event of a severe breakdown and suicidal thoughts or serious injury with the intention of committing suicide, people should call 113, emergency line for this specific cases.

d. Online support

Looking for psychological help on the Internet, you can easily come across the *Nssinfo*¹ crisis website with a very simple interface, where you can choose one of the tabs: telephone and online help / for young people / for adults / for a person who knows someone with suicidal tendencies / for a person, who has hurt or knows a person who has hurt / for

¹ <http://nssfinfo.no/>

those whose loved one has committed suicide. The pages contain relevant information, and each of them refers to three consecutive pages of different organizations: Kirkens SOS, Kors pa halsen - Rode Kors, Sidetmedord and to the emergency call line - 113.

Kirkens SOS² is the largest twenty-four-hour telephone and online crisis center. Their website has information to contact them if they experience existential crises or suicidal thoughts. At the same time, they indicate that their volunteers are ready to interview any person who comes to them. The organization emphasizes that the conversation and messages are anonymous and are deleted at the end. You can contact them:

- by phone: 22 40 00 40 - the cost of the call depends on the operator's tariff; however, it is not higher than talking to the other numbers.

- by melding sauce: the form resembles writing an email, but it is sent from the anonymous profile set up on the SOS kirkens website. A reply to a message is received within 24 hours of being sent. Each message is automatically deleted from the box after 15 days.

- via chat operating every day between 18:30 and 22:30, and on Fridays until 01:30.

Kirkens SOS consists of 11 local SOS centers with headquarters in Oslo. The website states that the organization receives 300,000 messages a year and responds to around 200,000 of them. They employ 40 permanent employees and receive support from almost 1,000 volunteers. The organization receives subsidies from the state, but mainly relies on donations from the public.

Kors pa halsen – rode kors³ is subject to the International Red Cross Movement. The organization provides assistance to persons under 18 years of age. This is not a crisis center, but you can contact them by phone at 800 333 21, write to volunteers in the chat from Monday to Friday from 14-22 and also write e-mails to which the answer is received after about 2-3 days from sending a message. There is also a discussion forum with many topics on the kors pa halsen website. In addition to speaking under given topics, you can also create a new topic and respond to the statements of other users. Above the forum is a request to maintain a supportive attitude towards other users. Each post must be approved before being posted by the site administrators, but you do not need to create an account on the kors pa halsen website to post.

The organization consists mainly of volunteers to provide support to minors. They inform you that you can contact them anonymously and talk to a trustworthy adult who does

² <https://www.kirkens-sos.no/>

³ <https://korspaahalsen.rodekors.no/>

not see the interlocutor and does not know who he is, and the conversation can involve both good and bad things.

On the Kors pa halsen website, there are videos from campaigns promoting mental health, as well as downloadable posters that recommend printing and hanging, e.g. at the nurse's office, in the classroom or in the common room.

*Sitemedord*⁴ is another website offering help to people with mental problems. Here you can also contact employees by phone and e-mail or talk to other users on the forum. To be able to write emails or post on the forum you need to set up an account on the sitemedord website. A reply to the sent e-mail comes within 48 hours.

-116 111 - emergency phone number for children and teenagers: during the week from 10 to 15, and on weekends 24 hours a day.

-116 123 - helpline. For people abroad: 0047 91 116 123.

The organization points out that it receives state support while it mainly depends on the donations received.

⁴ <https://www.sidetmedord.no/>

E. Portugal

a. Introduction

Mental health is a main issue all over the world and also in Portugal, representing one of the main causes on the overall diseases panorama. The Portuguese Society of Psychiatry Mental Health (<https://www.sppsm.org/informemente/guide-essential-guide-journalists/perturbacao-mental-in-number/>) shows the following numbers regarding mental health, at international and national level.

Numbers in the world:

- 12% of diseases worldwide are of mental origin, rising to 23% in developed countries.
- Depression disorders are the third leading cause of diseases (first in developed countries) and are expected to become the world's leading cause by 2030, followed by an expected increase of related suicide and parasuicide rates.
- Five of the top ten causes of disability and psychosocial dependence are neuropsychiatric disorders: depression (11.8%), alcohol-related problems (3.3%), schizophrenia (2.8%), bipolar disorder (2.4%) and dementia (1.6%).
- 165 million people in Europe are affected by illness or mental disorder annually.
- Only a quarter of patients with mental disorders receive treatment and only 10% have treatment deemed appropriate.
- Illness and mental disorders have in recent years become the leading cause of disability and a major cause of morbidity in societies.

Numbers in Portugal:

- More than one fifth of Portuguese suffer from a psychiatric disorder (22.9%).
- Portugal is the second country with the highest prevalence of psychiatric illness in Europe, only surpassed by Northern Ireland (23.1%).
- Among psychiatric disorders, anxiety disorders are those with the highest prevalence (16.5%), followed by mood disorders with a prevalence of 7.9%.

- Impulse control disorders and substance abuse disorders have lower prevalence rates, respectively, with 3.5% and 1.6% prevalence.
- About 4% of the adult population has a severe mental disorder, 11.6% a moderate severity disorder and 7.3% a mild severity disorder.
- Mental and behavioral disorders represent 11.8% of the diseases in Portugal, more than cancer (10.4%) and only surpassed by brain-cardiovascular disease (13.7%).

This increasing interest in mental health issues is becoming a reality among Higher Education Institutions (HEI). In October 2018, it was published a Mental Health Stigma Survey

(https://www.newsfarma.pt/images/Inquerito_sobre_Estigma_em_Saude_Mental_c3c65.pdf), conducted by Angelini Farmacêutica. This survey was addressed to university students attending a total of 154 higher education institutions (organic units), considering universities and polytechnic institutes, public and private institutions. Main Findings of the Survey shows that:

- 51.5% of university students say they know colleagues or friends who have been diagnosed with a mental illness.
- 16.8% of students assumed that they had been diagnosed with a mental illness during university, with a higher prevalence among women (17.6% versus 11.3% of men).
- Only about 22.9% of respondents indicated being followed by a psychologist or psychiatrist.
- 95.2% of participants agreed that anyone can be mentally ill.
- 97.9% of students agree that there is an obligation to provide the best possible care for the mentally ill.
- 75% consider that support services are lacking.

There are several data confirming the relevance of this subject among university students. The article “Saúde Mental em Estudantes do Ensino Superior Experiência da Consulta de Psiquiatria do Centro Hospitalar São João” (Mental Health in Higher Education Students - Experience of Psychiatry Consultation at São João Hospital Center -

(file:///sri5dc1/roaming/natalia/Downloads/1504-2154-1-PB%20(1).pdf), identifies the following stress factors among university students:

- Leave home and live in a new environment
- Share house with new people
- Meet your own and your parents' expectations
- Keep distance relationships with meaningful people
- Financial problems
- Peer competition
- Relational problems and need for peer group integration
- Difficulties in organizing time
- Ethnic or sub-cultural prejudice
- Increased awareness of one's identity and sexual orientation
- Sleep deprivation
- Manage work / study / household and family responsibilities
- Concern about finishing the course and getting a job

The same article indicates that the most frequent diagnoses were Anxiety Disorders (including Generalized Anxiety Disorder and Panic Disorder) and Mood Disorders (Depressive Episodes). Another highlight is Personality Disorders. Many of the mental health problems have been found to be related to occasional stress and adaptation factors, in which crisis intervention is essential. There are also cases of more severe psychiatric disorders, such as Schizophrenia, Bipolar Affective Disorder, Obsessive Compulsive Disorder and Eating Behavior Disorder. Another important finding is that 19% of the referred students did not attend the first appointment, in addition to the 22% who dropped out after the first appointment and the 10% who missed a second appointment. The difficult adherence of university students, in this case, may be due to several factors such as lack of time, concern for privacy and stigma, fear of discrimination, lack of perception of the need for treatment, among others. In addition, it has been reported that taking into account of the students who could benefit from psychiatric treatment, only 25% seek help.

The article also underlines that Psychological Support Offices at HEIs play an important role in students' mental health. Communication between university institutions in particular with the Psychological Support Services and consultation of the University Student's Psychiatry and Mental Health should be fostered in order to promote the most appropriate responses and facilitate referral. On the other hand, services should be easily accessible, provide timely responses, have multiple ways of communication, and have trained professionals to recognize and treat psychiatric disorders.

The RESAPES website (Psychological Support Services Network in Higher Education -<http://resapes.pt/rede-nacional/>) shows that there is a considerable number of Portuguese HEIs that have psychological support services. The existing services have very different designations (Service / Office / Unit / Support) and the institutional framework is very diverse, some of which are associated with the faculties / institutes / schools, or departments of psychology, or the central structure of institutions such as the Rectorate, Social Services, among others. Next, we present an overview of the existing services in six of the main Portuguese universities, including the University of Minho.

b. Best Practices in Portuguese Universities

i. University of Porto

The University of Porto is a Portuguese public university located in Porto, and founded on 22 March 1911.

1. Existing procedures for assisting students in distress

The University of Porto (U.Porto) students can have a wide range of medical and psychological support services, provided by the Office for Medical and Psychological Support of the University of Porto Social Services (SASUP). Through SASUP, students can have free medical appointments including General Practice, Ob/Gyn, Psychiatry, Psychology, and other specialties. The Social Services of the University of Porto provide clinical and psychological consultation services to U.Porto students. SASUP provides integrated health care services through its Health Unit and other entities with which U.Porto has celebrated clinical protocols.

In general, Psychology Appointments (which are available in several U.Porto schools) include vocational and professional guidance and support with learning and study strategies when facing academic challenges. However, SASUP's health services cover also the following specialties:

- General Medicine (GM)
- Gynecology/Obstetrics
- Psychiatry
- Dental Medicine (at the Faculty of Dental Medicine)
- Psychology
- Nutrition
- Other specialties (subject to referral following a General Medicine consultation)

2. Communication channels

Consultations are booked with the administrative services of SASUP's Health Unit. Consultations can be requested at:

- SASUP's website: "I need to book an appointment"
- On site: SASUP's office
- Email: apoimedico@sas.up.pt
- By phone: +351 222 074 160 | Schedule: 09:00 to 12:30 and 13:30 to 16:30

3. Type of psychological support provided

Although there is no specific mention to helping students at risk or in distress situations, U.Porto offers two options of medical counselling services: medical specialties and psychology consultations, the second service take care of cases like students at risk, distress, and similar. While students pay an 11€ contribution for dental care consultations, the remainder of all other medical support (including the psychological support) is *free of charge*.

4. Other relevant information and useful links

- The official website of the University of Porto:
https://sigarra.up.pt/up/pt/web_base.gera_pagina?p_pagina=home
- Link to the Medical Support in the University of Porto:
https://sigarra.up.pt/up/en/web_base.gera_pagina?p_pagina=APOIO-MEDICO
- Link to book a medical visit:
https://sigarra.up.pt/sasup/en/SAS_MARCACAO_CONSULTA_GERAL.FORMULARIO_EDIT

ii. University of Lisbon

The University of Lisbon is a public research university in Lisbon, and the largest university in Portugal. It was founded in 2013, from the merger of two previous public universities located in Lisbon, the former University of Lisbon and the Technical University of Lisbon.

1. Existing procedures for assisting students in distress

In the context of primary health care, the University of Lisboa (ULisboa) provides general medical consultations and other medical specialties with special access to members of ULisboa. More specific medical and psychological support can be found at the level of each faculty in ULisboa. We review the case of the Faculty of Sciences. The Faculty of Sciences at ULisboa (FCUL) provides two main related groups of support. The first group is related to safety, health and sustainability. In this context, it is stated that “the role and relevance of the Faculty of Sciences, University of Lisbon is based on the pursuit of its strategic goals and mission for which the well-being of its staff, collaborators, students and visitors is imperative. It also aims to promote better working conditions through safety at work, especially in the science labs”. The second group of support is the Psychological and Educational Support. For this kind of support, the GAPS_i - the Psychological and Educational Support Office – has been established. GAPS_i was officially created in October 1997, by the Board, and its main function is to offer psychological and learning and/or therapeutical support to all of those who feel the need for specialized support. Its overall goals are the promotion of psychological well-being and academic fulfillment. The office provides a set of services:

- Clinical Psychology
- Vocational Orientation
- Training Courses (i.g., lectures, workshops, support program to PhD students)
- Support to the students with Special Educational Needs
- Organization of programs of reception and adaptation to Science Faculty
- Course units related to soft skills development
- Self-help texts

Treatment is the main activity of GAPSi. This office has been operating for several years, and the importance of its work is cherished by the FCUL population. A team of three psychologists currently provides consultation sessions every day of the week, and tries to satisfy the numerous requests for appointments it receives, in a timely manner. GAPSi team can help with the following:

- Anxiety (regarding student evaluation or other contexts)
- Low academic results
- Difficulties in adapting to university
- Emotional issues
- Relationship issues
- Sleep disorders
- Sexuality issues
- Social isolation
- Phobias and panic attacks
- Depression
- Low self-esteem
- Career guidance
- Other problems

How GAPSi works? GAPSi usually follows the following procedure:

- After an initial talk, the team conducts an interview to assess the students' problems, goals, and the kind of help they require. Students will also be asked to complete one or more psychodiagnostic tests.
- Since the team cannot satisfy all the requests it gets at once, students may have to be placed on a waiting list for some time after this initial session.
- Once consultation sessions have begun, the type of intervention depends on the particular problem and the kind of help sought out. It may take on different forms:
 - Brief and specialized counselling on a relatively delimited and identified personal problem or issue (such as having to make a decision);
 - Longer-term psychotherapy, for other problems of a clinical nature. In this case, there will be weekly individual consultations (lasting approximately 50 minutes);
 - Work focused on academic issues within the field of psychology of learning (such as time management and activity planning).

Emergency Procedures

Psychological/psychiatric crises (e.g. suicide attempts, self-mutilation behaviour, panic attacks, psychotic episodes) can lead to complex situations of unforeseeable consequences. Although these types of problems are not very common, the number of people who study or work at FCUL is very high, which means that there is a need to consider such an eventuality happening on Faculty grounds. Because there have been past instances, FCUL has taken some steps to try to improve the response to these situations.

Given that some of these episodes require specific procedures, certain type of approach and help - albeit well-intended - may be inadequate and counterproductive in a particular situation. GAPSi psychologists are available to provide the necessary professional help in justifiable circumstances. Moreover, GAPSi already provided some of the emergency procedures steps to be followed by the students or any person trying to help:

- 1st - During GAPsi opening hours, go to the GAPsi office (Room 4.1.25) and contact a GAPsi psychologist in person, or call extension 24125.

- 2nd - You may only interrupt ongoing appointments in the case of an emergency.
- 3rd - If you try to phone the office because of an emergency and the answering machine picks up, then phone security. A security officer will then go in person to GAPsi to notify a psychologist an emergency is going on.
- 4th - Give the security officer your name and phone extension, and a brief summary of the situation, so that the psychologist may appraise the situation before taking any further action.
- 5th - If for any reason you are not able to contact a psychologist or University security officer, and the situation is serious and beyond your control, then phone 112 - European Emergency number -, and after that contact a family member. Hospitalization may be necessary.
- 6th - While help is on its way, the best thing you can do is to remain calm and patient, be willing to help, and show acceptance and empathy. More aggressive postures, such as assuming a confrontational stance, are not usually adequate. It is more beneficial to say something like: "I'm here by your side. I'm listening and I'll try to help," or "I want to stay here with you because I'm concerned and I want to give you my support," than to say something like "Never mind, it'll soon pass" or "I know how you feel and what you need is to be strong." If there are many people near the person who is suffering the episode, or have a history of conflict with this person, then they should leave the scene.

Students with Special Educational Needs

FCUL has created the Advisory Board to tackle issues related with students with Special Educational Needs. The Advisory Board is comprised of a representative of the Faculty Board, the President of the Education Board, a representative of each of the Faculty Departments, a representative of the Students' Association, and GAPSi. The Advisory Board collaborates with department representatives in this area, thus forming a large work group. The Advisory Board has advisory, not decision-making, powers established to monitor and follow up on the different issues that concern students with this status.

The Advisory Board for Students with Special Educational Needs aims to:

- Centralize information pertaining to students with Special Educational Needs;
- Assess what the specific needs of these students are;
- Negotiate solutions for problems that may emerge;
- Set up faster and more efficient communication channels between these students, academic staff, the Departments, the Faculty Board, and other Faculty services.
- Develop initiatives that may contribute towards improving these students' conditions at FCUL;
- Disseminate information useful to students and other FCUL bodies or agents;
- Provide support for disabled students;
- Support academic staff in the difficulties they face in framing and executing the goals envisaged in the Students with Special Educational Needs Statute;
- Help academic staff with other issues related to students with Special Educational Needs.

Psychological and Educational Support of Students with Special Educational Needs

GAPSi's main responsibility is psychological and learning support which is also provided to students with disabilities in an attempt to give a more targeted response to certain questions with some specificity, as a result of the students' experience in an academic context. Integration issues are also sometimes associated to entering higher education, with the change to a new place of study, the alteration of the networks of support created during secondary education, the increasing requirements at the level of study associated to less personalized learning, etc. In this case, GAPSi aims to intervene in order to promote student integration so that it is effective and satisfying.

Self-help Texts

FCUL also developed several themes and texts which have been chosen to inform and help the student population resolve some typical problems, like:

- 1- Academic success.

2- Starting College.

3- Me and Others:

- a. Social Anxiety
- b. Assertiveness: what it is, why it's useful and how to build it
- c. Confronting a friend
- d. Conflict Resolution
- e. Shall I stay or shall I go? You'd better go - Avoidance Strategies

4- Why you're feeling bad:

- a. Why you're feeling bad
- b. Dealing with anxiety
- c. Wanting to die
- d. Mourning
- e. When life is a valley of tears: causes, symptoms and ways of dealing with depression
- f. How to deal with rage
- g. The anxious or depressed student's cheat sheet.

5- Psychotherapy: Demystifying Psychotherapy

6- Intimate/love relationships:

- a. Sexuality
- b. Love me, love me not!

7- Healthy life styles:

- a. Learning to relax
- b. Alcohol consumption and abuse
- c. Smoke prison
- d. 5 strategies for a good night's sleep

8- Professional World:

- a. Job interview
- b. Finding your first job

2. Communication channels

Below, the contact details of the Psychological and Educational Support Office (GAPSi):

- GAPSi (The Psychological and Educational Support Office):

Email: gapsi@ciencias.ulisboa.pt

Email: psychologische.beratung@mailbox.tu-dresden.de

Link: <https://ciencias.ulisboa.pt/en/psychological-and-educational-support-office>

Students or staff who are interested they can contact GAPSi using one of the following ways:

- By email (gapsi@ciencias.ulisboa.pt)
- In person, during the opening hours (Monday to Friday / 9.30 am - 1 pm / 2 pm - 4 pm);
- By calling 217 500 435 directly, or the Faculty number (217 500 000, ext. 24 125);
- By leaving a written note in the GAPSi mailbox (only GAPSi psychologists have access to it).

3. Type of psychological support provided

The services operate according to the ethical and professional rules of psychology, namely in what regards confidentiality. GAPSi is open to students, academic staff and non-academic staff. The following is the cost per appointment with GAPSi:

- Scholarship holders: 2 €
- Non-scholarship holders: 4 €
- Postgraduate students: 6.5 €
- Staff: 12.5 €

4. Other relevant information and useful links

- The official website of ULisboa: <https://www.ulisboa.pt/>

- The website of the Faculty of Sciences of the University of Lisbon (FCUL): <https://ciencias.ulisboa.pt/en>

- Link to GAPSi (Psychological and Educational Support Office):

<https://ciencias.ulisboa.pt/en/psychological-and-educational-support-office>

iii. University of Coimbra

University of Coimbra is a Portuguese public university in Coimbra, Portugal. Established in 1290 in Lisbon, it went through a number of relocations until it was moved permanently to its current city in 1537, being one of the oldest universities in continuous operation in the world, the oldest university of Portugal, and one of the country's largest museums of higher education and research institutions.

1. Existing procedures for assisting students in distress

The University of Coimbra has three channels for student support, the Medical Support, the Student Support Office (GAE: Gabinete de Apoio ao Estudante), and the Special Support provided to students with disabilities or special educational needs.

The Medical Support

The services provided under the medical support are:

- General Practice
- Gynecology and Family Planning
- Ophthalmology
- Dentistry
- Travel Medicine
- Psychiatry
- Psychology
- Nutrition
- Nursing
- Clinical Analysis

The Student Support Office (GAE)

GAE has a team of education and psychology professional who provide the following:

- Psychological Support
- Psycho-pedagogical support

- Career Counselling
- Socio-Educational Guidance and Involvement
- Sexuality Counselling Service

The role of this Office (Gabinete de Apoio ao Estudante – GAE) is:

- To help the university students to meet the various challenges posed by higher education so that they can cope successfully with starting at the Faculty and playing their part in it throughout their stay, as well as with the transition into working life.
- To provide psycho-pedagogical support and monitoring in order to foster academic success, by optimizing learning, communication and problem-solving strategies.
- To provide socio-educational guidance and support, particularly with students' social integration and well-being, the development of their personal and social skills, the promotion of health and prevention of high-risk behaviour.
- To provide psychological support related with personal problems.
- To provide career counselling and guidance in each study cycle.
- To support cultural and leisure activities according to students' interests.

GAE has also supported several projects and activities related to psychological counselling.

Examples:

- ADOC: Project for Career Counselling and Guidance and personal and social education.
- C&A: Academic Coaching - Recognition, analysis and implementation of changes in the management of academic life in order to foster academic success.
- EXPRESSÕES100RISCOS - FPCEUC Peer Education Group: a project to promote the wellbeing and health education of university students.
- XPTO: Sexuality Counselling Service - Partnership with the Family Planning Association.

- UOUTRO: Socio-educational intervention project in the areas of intercultural education and mediation.
- HÁ NOITES ASSIM!: A project to inform and raise awareness about high-risk behaviours and protection in night-time recreational settings - Partnership with RIAC / Coimbra Social Network.

The Special Support Provided to Students with Disabilities or Special Educational Needs

The University of Coimbra seeks to provide equal opportunities to all students – those with disabilities or special educational needs included. Moreover, the University of Coimbra is a member of the European Action on Disability within Higher Education.

2. Communication channels

We list in the communication channels related to each of the aforementioned services provided by the University of Coimbra:

- The Medical Support:

Link: <http://www.uc.pt/en/sasuc/MedicalSupport/MedicalAppointments>

Location Contacts and Reception Hours: <http://www.uc.pt/en/sasuc/Location-Contacts-and-Reception-Hours>

- Student Support Office (GAE):

Link: <https://www.uc.pt/en/fpce/students/support/gae>

- The Special Support:

Link: <https://www.uc.pt/en/fpce/students/support/specialneeds>

3. Type of psychological support provided

The University of Coimbra community has access to appointments in various clinical specialties, nursing and clinical analysis. These services are provided at *very reasonable prices*, and *in some cases, free of charge*.

4. Other relevant information and useful links

- The official website of the University of Coimbra: <https://www.uc.pt/en>

iv. NOVA University Lisbon

NOVA University Lisbon, NOVA, is a Portuguese university founded in 1973, it is the youngest of the public universities in the Portuguese capital city, earning its name as the "New" University of Lisbon.

1. Existing procedures for assisting students in distress

The Students and Graduates Support Office is responsible for giving psychological support to students, as well as for the promotion, organization and management of the extracurricular offer of training and internships and for the employability support of faculty graduates, namely through the:

- a- Office of Vocational and Psychology Counselling;
- b- Training, Internships and Professional Insertion Unit.

The Office of Vocational and Psychological Counselling aims to provide vocational and psychological counselling, including:

- Accept and support students in their psychological environmental integration at the Faculty;
- Make the vocational and psychological counselling of students;
- Give opinions and advice to the Faculty's competent bodies on matters relating to the students 'integration;
- Provide support to students in time management and learning methods and other psycho-pedagogical support and/ or treatment;
- Organize actions that promote the health of students;
- Develop initiatives aimed at improving educational conditions and experience of students with physical and sensory disabilities;
- Organize and support research projects that contribute to raise awareness of the psychosocial processes associated with living and student adjustment.

2. Communication channels

Link: <https://www.fct.unl.pt/en/faculty/service-section/office-vocational-andpsychological-counselling>

3. Type of psychological support provided

The Office of Vocational and Psychological Counselling offers the Psychological Support needed for students. There is no reference to fees or price list of the services provided.

4. Other relevant information and useful links

- The official website of the NOVA University Lisbon: <https://www.unl.pt/en>

- Link to the Students and Graduates Support Office:

<https://www.fct.unl.pt/en/faculty/services/students-and-graduates-supportoffice>

v. University of Minho

The University of Minho is a public university in Portugal, divided into two main campi: Campus of Gualtar, in Braga and Campus of Azurém in Guimarães. The University of Minho, founded in 1973, is one of the then named "New Universities" that, at that time, deeply changed the landscape of higher education in Portugal.

1. Existing procedures for assisting students in distress

Social Services (SASUM) are the main agent in Educational Social Action, providing students with support for accommodation, food services, scholarships, medical and psychological support, and cultural and sports activities. This support is also available for other activities, aimed at integration and academic success. SASUM is a Unit of Services with administrative and financial autonomy, having an Administrator, a Management Council and a Social Action Council. SASUM have their head office in Campus of Gualtar, Braga. Still, they have facilities placed in Guimarães, able to provide a support structure to around 5000 students who attend classes in the university Campus of Azurém.

Healthcare

A Student Health Service, acting essentially as a preventive ambulatory observation service, is available in both campi.

Psychological Attendance Consultations

The SASUM provide psychological follow-up consultations in Gualtar Medical Center and Azurém Medical Office. The schedule of consultations, to practice during the school year, is published for the students, through the usual means, and may be subject to alteration according to the availability of the service providers.

Nursing

This valence provides nursing care to the entire academic community, particularly those arising from accidents, performing routine medical exams and general measures of health promotion such as vaccination, health education, nutrition and rehabilitation.

2. Communication channels

Psychological Attendance Consultations

The appointment of medical consultation or psychological support may be made in the following ways:

- By phone:

o in Braga, through the number: +351 253 601 490

o in Guimarães, through the number: +351 253 510 626

- By e-mail:

o Consultations psychological support: psicologia@sas.uminho.pt

o Consultations of medical support (Braga and Guimarães): enfermaria@sas.uminho.pt

Nursing

Medical Center Infirmaries, at the "Centro Médico" in the Gualtar Campus is open from Monday to Friday, from 9h00 to 19h00. In Guimarães, the Nursing Office at the "Gabinete Médico", in the Sports Facilities of Azurém, is open from Monday to Friday, from 10h00 to 13h00 and from 14h00 to 18h00.

3. Type of psychological support provided

Healthcare

A Student Health Service, acting essentially as a preventive ambulatory observation service, is available, free of charge (within the school social action system) to displaced students, of 1st and 2nd cycle, in both campi of the University. Appointments should be made in advance in the respective campi (Gualtar or Azurém) at the "Centro Médico" (Health Care

Centre) in Gualtar, Braga - Tel.253601490, or at the "Gabinete Médico" (Health Care Office) in Azurém, Guimarães - Tel.253510626. Students failing to attend the medical consultation without previous notice will be charged a fee of 2,50 €.

The Medical Support also includes consultations of gynecology specialty, currently available only in Gualtar Medical Center in Braga. Exceptional and limited to availability, students enrolled in courses of study leading to PhD can have query access to medical support at the price of 20.00€.

Birth control advice is also available both in Braga, at the "Instituto Português da Juventude" (Portuguese Institute for Youth), and in Guimarães, at the Health Centre in Amorosa. The schedule of consultations, to practice during the school year is published for the students, through the usual means, and may be subject to change according to the availability of the service providers.

Psychological Attendance Consultations

It is possible for scholarship students to take advantage and be reimbursed of the psychological care, the percentage discount on payment of consultations is directly proportional to the value of the scholarship granted. The consultation price with reimburse oscillates between “free” and 14€. Non-scholarship students have to make the payment of 20€. Finally, students who miss without notice to the psychological support will be charged a fee of 2.50€.

Nursing

Acts of nursing practiced have no cost to the user, when carried out under accident arising in UMinho.

University of Minho Psychological Association (APsi-UMinho)

APsi is a partnership between University of Minho through the School of Psychology and Social Action Services, and the Municipal Councils of Braga and Guimarães. This association provides psychological services to the academic community, from the campus of Braga and Guimarães. The Psychological Intervention unit offers different types of services and consultations specialized in different domains and responding to specific needs and problems of students.

The Adult Psychotherapy Consultation offers specialized intervention in emotional disorders (depression and anxiety) and eating disorders. This consultation offers both individual and group interventions. In the context of this consultation, students may have access to crisis intervention or psychotherapy.

The Consultation for Victims of Crime provides individual and group psychological intervention services to adult victims of crime (e.g., dating violence, violence in intimate relationships).

The vocational psychology consultation provides students with psychological support in school and professional decision-making, career planning, and the construction of life projects, with special attention to learning and work issues.

4. Other relevant information and useful links

- The official website of the University of Minho: <https://www.uminho.pt/EN>
- Link to the University of Minho Social Services (SASUM): <https://www.sas.uminho.pt/>
- Link to the University of Minho Psychological Association (APsi): <https://www.psi.uminho.pt/en/Society/>

vi. University of Aveiro

The University of Aveiro is a public university located in the Portuguese city of Aveiro. Founded in 1973, it has a student population of approximately 12,500, distributed among 58 graduate, 40 Masters of Science and 25 PhD programs, distributed by departments and autonomous sections, with specialized faculties.

1. Existing procedures for assisting students in distress

Medical consultations are provided at the university health centre (CSU), which is located on the 1st floor of the Aveiro Social Services building (SASUA), and at the Escola Superior de Saúde (Health School). The nurses' office is located on the Santiago Campus. There is no need to book an appointment (though booking is advisable to reduce waiting times). The main specialty consultations provided by the University of Aveiro are:

- General and Family Medicine
- Psychiatry and Mental Health
- Psychology

- Gynecology
- Nutrition and health
- Support to give up smoking

And the main diagnostic consultations are:

- Optometry
- Physiotherapy
- Dental medicine

These specialist medical areas available on the university campus, but there are also protocols with doctors and/or clinics specializing in all medical areas, that are accessible to students and employees of the UA, and which offer substantially lower prices for consultations or hospital admissions.

In the UA, blood donations and screening sessions for some illnesses take place regularly, in collaboration with associations such as the Portuguese Blood Institute and the Abraço Association, among others. Moreover, if students are having a bad day or you just need to talk to someone, there is at the University of Aveiro a helpline service (800 208 448) is available from 21h00 to 01h00 and is runned by voluntary students, who are there to answer the calls of fellow students who need help and advice.

2. Communication channels

Appointments can be made at the reception of the University Health Centre or by phone.

Email: csu@ua.pt

3. Type of psychological support provided

If there is any case that requires any type of medical services, students will have all the support they need at the University of Aveiro. They will also have free access to various sources of medical expertise to keep them fit and healthy.

4. Other relevant information and useful links

- The official website of the University of Aveiro: <https://www.ua.pt/#/>

c. Conclusion

The current report reviews best practice from the top Portuguese universities providing some kind of psychological support to their students who are suffering distress, crisis, violence, at-risk situations, or having other kind of psychological problems.

To streamline the process, we provide Table 1 which is a matrix that demonstrates if the investigated universities deal with students' psychological problems in general, and with other more specific situations like stress, crisis, violence, sexual harassment, unsafe, and at-risk situations. Moreover, the matrix reveals if special counselling for disabled people is available and if these psychological services are free of charge. Finally, the matrix indicates if the psychological services are provided in other languages (English, or some other languages) and if there are any mobile applications to enhance providing psychological support to students.

In the following we present the main conclusions derived:

- All of the reviewed Portuguese universities have a unit that mainly provides psychological support to students dealing with psychological problems in general. However, there is no specific mention to dealing with students in distress or at-risk situations in most of the universities reviewed.
- There is a gap in giving enough attention to sexual harassment as one psychological problem faced by students. Only University of Lisbon and University of Coimbra have mentioned some procedure to be followed when dealing with such situations.
- There is a clear lack of education of staff and employees in dealing and helping students with psychological crisis. Moreover, there is a lack of special counselling for disabled people as well. Only the NOVA University Lisbon considers this.

Table 1. Availability vs. unavailability of some dimensions in the psychological support provided by Portuguese Universities

University	Deals with psychological problems in general	Deals with situations of stress, crisis, violence, unsafe and at-risk	Deals with sexual harassment	University staff are involved	Special counseling for disabled is available	Psychological services provided are free of charge	Services provided in English (and maybe some other languages)	Have supporting phone application
University of Porto	•			No attention has been given to educating staff in dealing with students' psychological problem.		•	No specific information available, however, online information in all universities is available in Portuguese and English.	
University of Lisbon	•	•						
University of Coimbra	•	•	•			Sometimes		
NOVA University Lisbon	•		•		•	No information		
University of Minho	•					•		
University of Aveiro	•					•		

Spain

a. Education System in Spain

The majority of Spanish public universities are recognized as relevant at the international level as it is evidenced in QS World University Rankings 2019, where twenty Spanish public universities feature among the best 700 universities in the world (five of them being among the 250 best positions). For this reason, graduates and PhD students in Spanish universities are very well considered abroad.

Overall, the Spanish university system is public, although in recent years private universities have had remarkable growth. The price of tuition has been reduced, in comparison with private universities, and it varies depending on the region of Spain. Also, students have access to a scholarship system funded by the state which is mainly based on the economic level of the families.

Psychological problems among students and staff generally concern Spanish public universities. There is diversity in terms of the of psychological support services offered; in the present document we highlight relevant cases from two Spanish public universities.

Being aware of the set of circumstances previously elucidated in the introduction, nearly all the college campuses of the Spanish university system provide some mental health resources for students. Nevertheless, most of them are limited to units highly specialized in certain psychological topics/problems, in a way that the psychological assistance offered is directly linked to specific research purposes. As good practice examples, we will highlight the case of two universities that provide support for students in distress and with psychological or mental health problems.

b. Best Practices in Spanish Universities

The international study called *WHO World Mental Health Surveys International College Student Project (WMH-ICS)*, led by World Mental Health, held in eight countries was carried out in order to know more about mental disorders prevalence or treatment among college students (see Auerbach et al., 2016⁵).

⁵ Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., ... Bruffaerts, R. (2016). Mental disorders among college students in the World Health Organization World Mental Health Surveys. *Psychological Medicine*, 46, 2955–2970. Doi: 10.1017/S0033291716001665

Researchers involved in the WMH-ICS project hypothesized that college is a period of especially susceptibility for mental disorders, a premise confirmed by their findings, showing that college students are particularly vulnerable to mood, anxiety, and substance use disorders (see Auerbach et al., 2018⁶).

Spain is one of the European countries within the WMH-ICS Project. Spanish data was gathered from 2,118 first-year students in five public universities during the 2014-15 academic year. Students responded a self-report questionnaire including screening scales for lifetime and 12-month prevalence of substance abuse disorders, and lifetime and 12-month prevalence of six prevailing mood and anxiety disorders according to DSM-IV (i.e., major depressive disorder, mania/hypomania, generalized anxiety disorder, panic disorder). Results indicated that Spanish first year students reported 39.8% of any mental disorder prevalence in the lifetime parameter (33.2% of 12-month incidence), with a median onset age of 14.6 years old and a proportional persistence of mental disorder of 58.9% of the lifetime years with mental disorder symptoms form age-of-onset. Compared to the other European countries in the study, Spanish students in their first year of the university have a lifetime prevalence of mental disorders similar to Ireland (39.1%), slightly lower than Germany (41.1%) and considerably higher than Belgium (22.4%). However, the average onset of the disorder (14.6 years old) is higher than the average of the rest of European countries (average age 14.1) and the medium proportional annual persistence since its onset (58.9%) is considerably lower than the average of the other European countries (63.1%).

In sum, major depressive disorder was the most common of the disorders examined across all eight countries combined (21.2% lifetime prevalence; 18.5% 12-month prevalence) followed by generalized anxiety disorder (18.6–16.7%).

A general conclusion derived from WMH-ICS survey data is that most lifelong mental disorders among college students started before college. Also, the persistence of these disorders from their onset is elevated, highlighting the relevance of developing early preventive interventions with the purpose of giving vulnerable students the necessary psychological assistance to deal with and overcome the various stress situations inherent to the college career. This approach is supported by one of the reflections of Auerbach et al.

⁶ Auerbach, R.O., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., ... Kessler, R.C. (2018). WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders. *Journal of Abnormal Psychology*, 127(7), 623-638. doi: 10.1037/abn0000362

(2018) about the relevance of not neglecting the significance of the mental disorders suffered by first-year student. According to previous research (e.g., Mortier et al., 2018; Sussman & Arnett, 2014⁷) serious mental illness, particularly externalizing disorders (e.g., substance use disorder) and bipolar disorder or thought disorders, increment their prevalence at later college years. The authors emphasize this, affirming that “substance use disorders, bipolar disorder and thought disorders typically emerge in the early-to-mid 20s, and the typical college lifestyle (irregular sleep, increased interpersonal stress, experimental substance use) may confer increased risk of disorder onset” (Auerbach et al., 2018, p. 635).

On the other hand, early identification and intervention with high-risk college students could also prevent other negative issues affecting the mental and physical health of the campuses community, including academic performance (e.g., academic failure and dropout), sexual assault/harassment or suicidal thoughts and behaviors, for example. Moreover, the entire college student community should benefit from the psychological support services, because the risk of suffering sub-clinic forms of mood or anxiety disorders, for these or other reasons, is also most likely to be high during college years.

i. Complutense University of Madrid (Universidad Complutense de Madrid, UCM)

The Complutense University of Madrid (UCM) is the most important university in the capital of Spain. Cardinal Cisneros founded UCM as a result of the "Inter Cetera" Papal Bull granted by Pope Alexander VI on April 13, 1499. The Complutense University has two campuses in Madrid: Moncloa (that includes seven faculties) and Somosaguas (that includes 20 faculties). Some other university premises (including two more faculties) are located in the centre of Madrid.

Nowadays, in compliance with the European university system, study programs at the Complutense consist of three cycles: Undergraduate, Master's and PhD programs, which have been accredited by the Spanish National Agency for Quality Assessment and Accreditation and are regularly validated and updated to maintain a high level of quality and academic

⁷ Mortier, P., Cuijpers, P., Kiekens, G., Auerbach, R. P., Demyttenaere, K., Green, J. G., ... Bruffaerts, R. (2018). The prevalence of suicidal thoughts and behaviors among college students: A meta-analysis. *Psychological Medicine*, 48, 554–565. Doi: 10.1017/S0033291717002215; Sussman, S., & Arnett, J. J. (2014). Emerging adulthood: Developmental period facilitative of the addictions. *Education & Health Professions*, 37, 147–155. doi: 10.1177/0163278714521812

efficiency. Consequently, new educational institutions have been created, and several former ones have been reformed accordingly (e.g., transforming Schools into Faculties).

The current official programs offered by UCM comprise several Bachelor's Degrees (16 of Arts and Humanities, 8 of Sciences, 12 of Health Sciences, 24 of Social Sciences and Law, and 9 of Engineering), 20 Double Bachelor's Degrees, close to 200 Master's Degrees, 60 Doctoral Programmes and 16 International Degree Programmes. The number of students registered in UCM in official studies has been steady in recent years, with over 75,000.

1. Existing procedures for assisting students in distress

One of the resources available to UCM students is the University Guidance Service, located in the Faculty of Psychology, in the campus of Somosaguas. The main purpose of this service is to provide information, advice and academic-professional guidance to students, and to refer students to other services in case they need a more specific help (e.g., University Psychology Clinic, University Speech Therapy Clinic, or the Unit of Preventive Psychology).

In 2017, UCM launched and implemented a pioneering service for helping students in acute crisis or distress, the UCM PsiCall, a telematic assistance service providing immediate free psychological attention to students at risk.

Students can get in contact with this service by phone, e-mail or chat. This service is inspired by other similar services available in different universities around the world. However, it differs from them because PsiCall is an immediate service, offering an uninterrupted service every day from 7:30 a.m. and 11:30 p.m. via the three contact channels (telephone, chat or e-mail). In other universities, such services are only available either by telephone (with limited working hours) or by chat platform (with unlimited working hours). The UCM PsiCall team generally guides the students on how to use the resources available to solve their problems. For more severe cases, UCM PsiCall team also monitor the patient via telephone or e-mail and even organize group therapies at the university clinic. They also provide students with a program of short consultations sessions free of cost for those who cannot afford the regular treatment.

The UCM PsiCall service complements the University Clinic of Psychology, which was established in 1999. It is specialized in the prevention and psychological treatment of various issues such as depression, anxiety disorders or learning problems and academic performance, among many others.

2. Communication channels

The UCM provides the following internal addresses for emergency cases:

The University Guidance Service at the UCM:

<https://psicologia.ucm.es/servicio-de-orientacion>

The PsiCall UCM service:

<http://www.psicallucm.es/>

<https://www.facebook.com/PsiCall-UCM-711323522374690/>

https://twitter.com/PsiCall_UCM

The University Clinic of Psychology at the UCM:

<https://www.ucm.es/clinicadepsicologia/>

The Unit of Preventive Psychology at the UCM:

<http://unidaddepsicologiapreventiva.blogspot.com/>

3. Type of psychological support provided

The University Clinic of Psychology (UCP) provides psychological support to UCM Madrid students. The UCP offers two options of psychological assistance:

- a. Individualized clinical care for a wide variety of psychological problems, from anxiety and mood disorders (the most frequent ones) to sexual/couple problems, anorexia or bulimia and addictions. UCP offers the most effective treatments and the best specialists in each subject.
- b. Group training: UCP also offers specific assistance programs in a group format. Some of them are related to UCM health and social policies, such as the stop smoking support program or the stress management programs (for example, the test anxiety management program). Other programs are connected to more specific research fields, such as the treatment program for victims of domestic violence.

These two psychological support options are complemented with some workshops offering students strategies to cope more effectively with the usual stress situations of the university career, such as the workshop on emotional understanding and management.

Who does the counselling?

The UCP team is made up of ten psychologists (clinical specialists or general sanitary psychologists), one teaching director and one research director. An experienced general assistance coordinator leads all the members of the clinic.

The UCP team follows a demanding training programme, which includes clinical supervision group sessions, workshops, seminars, conferences, congress attendance, paper preparation and so on.

Remarks:

- The University Clinic of Psychology (UCP) helps not only students but also university staff (teaching and administrative staff) and their relatives, as well as any other community applicant.
- The UCP psychological assistance services are provided in Spanish.
- Students can schedule appointments on campus, by phone or online. UCP assistance is available from Monday to Thursday from 9 a.m. to 9 p.m. and on Fridays from 9 a.m. to 3 p.m.
- UCP offer their services for a fee, but students are entitled to a 40% discount of the regular fee. In any case, the clinic subsidises some of the requests.
- All the consultations are confidential. The UCP considers and abides by the General Data Protection Regulation.

4. Other relevant information and useful links

Office of General Information and University Community Assistance:

<https://www.ucm.es/informacion>

The mentoring program at the UCM: <https://www.ucm.es/mentorias/>

ii. University of the Basque Country (Universidad del País Vasco, UPV / EHU)

The University of the Basque Country (UPV/EHU) is a 30-year-old institution with 45,000 students, 5,000 world-class academic staff and state-of-the-art facilities. The University of the Basque Country is located in the Basque Country, a region in northern

Spain. Their courses catalogue consists of 67 Bachelor's Degrees in all fields of knowledge. At postgraduate level, they offer 103 official master programmes, 44 professional & expert diplomas and 71 PhD programmes.

1. Existing procedures for assisting students in distress

The University of the Basque Country provides the University community with a Psychological Attention Service (SAP / APZ). This service counts on a Director and two clinical psychologists to attend the three campuses. It is available for UPV / EHU students, Teaching, Research and Administrative Staff members.

2. Communication channels (Where people look for help when they are in a crisis?)

To get in contact with the Psychological Care Service, applicants are requested to send an e-mail to sap@ehu.eus, specifying their name and surname, the Center and Degree they are enrolled at, the academic course and a brief reason for consultation. The Director is in charge of managing the demand and organizing the consultation.

3. Type of psychological support provided

According to the General Regulation approved by the UPV/EHU Governing Council on June 7, 2018, the Psychological Services:

1. Carry out Primary Prevention Programmes in the field of Psychology focusing on university students. This primary prevention programme aims at avoiding, in the academic field, the appearance of psychological problems, and seeks the improvement of general health. More specifically, it aims at enhancing personal resources and at promoting healthy behaviours for a better quality of life.
2. Perform secondary prevention programs focusing on university students. This type of prevention aims at reducing complications in the early stages of a disorder and at reducing the duration of the disturbances associated with it. The attention targets the early detection of cases or risk behaviours related to the problems or disorders.
3. Provide psychological attention to university students who request it. Psychological assistance consists of a maximum of 8-10 sessions. It includes an evaluation and first diagnostic impression, information, orientation, support, advice and referral, if required.

The psychological support and prevention programs are free of charge. There is no information on whether the support is provided in English.

4. Other relevant information and useful links

<https://www.ehu.eus/es/web/servicio-atencion-psicologica/nor-gara>

G. Switzerland

a. Mental Health knowledge base

*SantéPsych*⁸ is an online platform constituting a database of information on mental health created in cooperation with representatives of the Latin cantons. There is information on how to care for mental health as well as phone numbers and addresses where you can find help. The platform contains many tabs with articles on mental health, prevention and stories of people who have struggled with problems in the past. More than an emergency page, it is an information center.

The central tab on the page is entitled "What to do?". Here you can choose the situation that suits you the best: I'm worried about my mental health / mental health of a loved one / conversation / request for help / emergency situation / legal issues. The subpages contain tips on how to recognize psychological problems and advice on the next steps.

At the same time, redirections to professional help units are provided. On each subpage there is a frame with emergency numbers on the right side of the screen: 144 for ambulance, 117 for the police, and a drop-down list of emergency telephones that vary depending on the canton.

SantéPsych also refer to other websites and institutions where help can be found, to the list of doctors in all cantons and to information sources on legal issues related to mental health.

*La Main Tendue*⁹ is a site that brings together 12 organizations that serves people in need of mental assistance. In 2018, the organization was made up of 638 volunteers and 46 permanent employees. For help, you can call the 24-hour Call Center anonymously, seven days a week: 143. Consultants consist of properly trained volunteers. The information on the site emphasizes that you can call in any situation and no situation is too trivial. The cost of a call from a landline is 20 cents, from a cell phone between 20 and 70 cents, and from a telephone booth 70 cents - all regardless of the length of the connection.

On the La Main Tendue website you can also get help by writing an anonymous email, but you must first create an account on the site. A response is obtained within 48 hours. The information on the site emphasizes, however, that an email conversation alone is not a substitute for professional help or therapy.

⁸ <http://www.santepsy.ch/fr/>

⁹ <https://www.143.ch/fr/>

In addition, you can chat:

- French-language version: on Thursdays from 19:00 to 23:00.
- German version: daily from 10:00 to 22:00.
- the Italian-language version has a given schedule with dates and times.

You do not need to create an account on the site to use the chat. After the conversation, the entire conversation is deleted. The site also informs that currently chat can only be used from a computer, but soon there will be the possibility of chatting on the phone.

b. For Youth

*Pro Juvente*¹⁰ is a website for young people, available in three language versions. The site offers assistance 24 hours a day, 7 days a week. There are several options for getting help: you can call or send an SMS to number 147, write a chat and send an email to which the answer will come in 2-24 hours. Phone calls and SMS are free and do not appear on the phone bill. The site also offers articles on a wide range of problems that may affect young people, as well as videos from a suicide prevention campaign.

*Ciao.Ch*¹¹ is an association dedicated to young people between 11 and 20 years old. An account can be created on their website, thanks to which the user can anonymously speak on the forum or write a private message to a specialist from whom he will receive a reply within two business days. In addition, the website contains articles edited by specialists on various spheres of young people's lives.

c. Interactive website "Wie geht's dir?" - "How are you?"

Looking for information about psychological help in German-speaking cantons, you can easily find the site *Wie geht's dir?*¹², with a very simple, user-friendly interface. The first thing you see after the page loads is the question "Wie geht's dir?" - "How are you?" On the right side of the screen three tiles are displayed, in which we can click:

1. I don't feel well
2. I'm fine but I'm worried about someone
3. I'm fine.

After choosing one of the variants, the site does not redirect us to another address, but shows us another question and possible answers. So after clicking on "I don't feel well", the

¹⁰ <https://www.147.ch/fr/>

¹¹ <https://www.ciao.ch/>

¹² <https://www.wie-gehts-dir.ch/de/>

following suggestions are displayed: ... at work / ... in private life / ... at school / university / ... retired. After selecting the appropriate option, we are redirected to the appropriate tab, which contains information on symptoms that may alarm us and how and where we can find help.

All information in the "I do not feel well" category is arranged according to a permanent key:

- Why should you tell about the problem?
- How to start a conversation?
- Conversation tips
- What is important in the conversation
- After conversation / except conversation

If at the beginning we choose the option "I'm fine, but I'm worried about someone" the page also suggests what to avoid in a conversation and how to end the conversation with the person we are worried about.

At the very bottom of each page (regardless of the tab open) in the "after conversation" section is the "find professional help" button, which redirects to the subpage entitled "I'm looking for support". There are addresses and telephones of Swiss institutions where help can be found (in selected cantons or throughout the country).

In the category "after a conversation" there are also tips on how you can help yourself strengthen your mental health in a selected aspect, as well as go to the subpage containing short descriptions of all good preventive practices.

<https://www.wie-gehts-dir.ch/de/impulse-fuer-die-psyche>

d. Other websites

*Pro Mente Sana*¹³ - a foundation available in three language versions that offers help for people struggling with mental illness and their loved ones. Free (and anonymous on request) phone and email contact. You can call on specified days and hours. To send an email to an organization, you must first create an account on their website. Waiting for a response is a maximum of three business days. Pro Mente Sana gets subsidies from the state but largely makes a living by donations.

¹³ <https://www.promentesana.ch/de/startseite.html>

Feel-ok.ch¹⁴ is a site directed to youth, teachers and partly to parents. We find here a wide spectrum of topics related to young people such as alcohol, smoking, marijuana, but also sports, nutrition, self-confidence or work. There is also a tab with many emergency numbers, however Feel-ok.ch itself does not have a telephone / help email - it is only an information page.

¹⁴ https://www.feel-ok.ch/de_CH/jugendliche/jugendliche.cfm

H. The United Kingdom

a. The Education System in the United Kingdom

British higher education has a strong international reputation for its renowned standards and quality. All UK universities are formally independent bodies. They have been increasingly dependent on student fees and have been seeking to raise private capital. Tuition fees may vary across universities and administration countries (England, Scotland, and Wales).

In the United Kingdom education system, most syllabi are set by the universities themselves. They are not controlled by the government or by any specific British educational institution. The only exception are the teacher education programmes that are run by the government. The British government has established the Office for Standards in Education, Children's Services and Skills (Ofsted) to maintain certain standards. Because of their strict regulations and high standards for teacher education programmes, UK is considered to have some of the best teacher education programs in the world. Even though the syllabi are set by universities, the Office for Fair Access (OfFA) in the British school system controls the admission procedures of each university.

In the UK education system, there is a difference between college and university: a college is a Further Education institution which prepares its students to obtain degrees, while a university is a licensed Higher Education institution so, at the end of it, students will get a degree. Undergraduate courses which include a wide range of first degrees (Bachelor's) usually take three years to finish. However, higher education in the UK education system counts on an extended number of universities offering 4-year undergraduate courses. These programmes include a one-year practice in the workplace, usually in the third year.

In the UK, most universities have a free confidential in-house counseling service or a mental health adviser. Students can typically find out in the counseling service section of their university's website what they offer and how to make an appointment. This university free service is available to both undergraduates and postgraduates.

University entrance implies a wide-variety of changes that may require a significant adaptation for young persons (i.e., academic demands, worries related to the career choice, social experience, living away from home and financial pressures, among others). In addition, this transition occurs at a vital stage (16-25 years) that is 'per se' changing. This makes the

adaptation more complex and consequently affects young people's mental health and wellbeing.

A UK Mental Health Center report analyzing the impact that university entrance has on students' mental health evidences that the main problems are related to stress (65% of students), anxiety, loneliness and feelings of inability to cope with demands (43% of students), depression and nostalgia (33% of students) and suicidal thoughts (8% of students). This report also offers some ideas on how to improve this transition in order to prevent possible mental health problems and/or to intervene early. Some of the suggested recommendations are presented below:

- The university should offer free services for the psychological well-being of students, strengthening the role of the counselor, and participation and work with students.
- Students should be proactively asked about their well-being and encouraged to seek for help if necessary. Students with mental health problems or special needs should be offered all the required assistance during their stay at the university, with additional support if needed.
- A website should be created with useful resources to help alleviate the problems young people face during their university studies.

b. Oxford University

Oxford University is located in Oxfordshire County (United Kingdom), about 80 kilometers northwest of London. It is the oldest English-speaking University in the world and it is among the most prestigious ones, according to the most important international rankings on higher education institutions. Although the exact date of its foundation is unknown, there seems to be evidence of teaching activities since 1096.

The university is made up of 39 university colleges and various academic departments. All colleges are self-governing institutions with their own structure and internal activities. Undergraduate teaching in Oxford is organized around weekly tutorials at the colleges and halls, complemented by classes, conferences, seminars and laboratory work provided by university faculties and departments.

1. Existing procedures for assisting students in distress

Oxford University provides a range of support services to help students with problems during their studies. The university has an official website with useful information and instructions on the different services that are available. In this regard, the Student Welfare and Support Services offer include Counseling Service, Disability Counseling Service, Sexual Harassment and Violence Support Service, and Student Problem Solving Service. All of these services work in collaboration with other teams inside and outside the university.

<https://academic.admin.ox.ac.uk/student-welfare>

Complete medical emergency information is also provided, as well as information and contact points about different mental health problems.

<https://www.ox.ac.uk/students/welfare?wssl=1>

<https://www.ox.ac.uk/students/welfare/counselling/self-help/mental-health?wssl=1>

2. Communication channels

The university offers several addresses and links, such as the ones below:

Student Welfare and Support Services:

E-mail: swss@admin.ox.ac.uk

Counselling Service:

E-mail: counselling@admin.ox.ac.uk

Disability Advisory Service:

E-mail: disability@admin.ox.ac.uk

OxfordSU Student Advice Service:

E-mail: advice@ousu.org or visit [OxfordSU](https://www.ox.ac.uk/ousu).

Popular links

Welfare bulletin: <https://www.gov.uk/government/publications/la-welfare-direct-bulletins-2019>

Oxford Students: <https://www.ox.ac.uk/students?wssl=1>

College Counsellors: <https://www.ox.ac.uk/students/welfare/counselling?wssl=1>

3. Type of psychological support provided

Counselling Services: Free and specialized assistance by means of a professional and confidential service to students who experience personal or emotional problems. It is not an emergency service.

Individual Counselling: In this case, a counselor works directly and briefly with the student to help him or her to understand his or her experiences, interpret the problems in new ways, and think about how he or she could move forward to overcome the obstacles. When issues are complex and require additional sessions, the counselor may refer to other relevant support services. <https://www.ox.ac.uk/students/welfare/counselling/individual>

Group Counselling: This type of counselling offers students the opportunity to explore what their interpersonal relationships are like and how they can benefit from the support of others. Generally, these are open agenda sessions, with an express commitment to confidentiality by all members. <https://www.ox.ac.uk/students/welfare/counselling/group>

Online Counselling: This service offers online advice via Skype to students who cannot access it in person. Also, a link to full information on online counselling is provided.

Workshops for students: This service offers a series of workshops that instruct students in the skills necessary to respond to the demands of academic activity. These are short structured sessions with four to twenty participants. Workshops are not therapeutic groups. Topics change by trimester, according to an agenda that students can consult which provides information on content, number of sessions, and duration. Some of the topics covered are as follows: Overcoming panic, Perfectionism, Relaxation, Low mood, Sleep difficulties and insomnia, Exam anxiety, etc.

<https://www.ox.ac.uk/students/welfare/counselling/workshops>

Counsellor Program: In addition to working directly with students, the Advisory Service guides university staff.

Peer Support Program: The Advisory Service also trains and supervises students who are accepted as volunteers in the Peer Support Program. This seeks to maximize the effectiveness of encompassing broad networks of peers to discuss difficulties in the first instance.

Student Resolution Service: Is a free mediation service for students who find themselves in conflict with another student. This service will mediate a wide range of cases

that are causing friction between students. Examples of suitable cases might include Accommodation issues, Noise complaints, Access to resources, Inter-personal conflict, Research group conflict, etc.

Disability Counselling Service: General information is provided on how a disability may affect the study, what support students may need, what the legislation covers, and how the university identifies and publicizes recommended rational accommodation abiding by Equality Act.

Advice on Sexual Harassment and Violence: It is a service that provides professional support to students who have experienced sexual harassment and/or violence. The professionals of this service help students to consider their alternatives, think about how to care for themselves, re-establish a sense of safety and personal agency, put in place practical support and manage any impact on their academic work, and find appropriate therapeutic support if sought. Information and contact details are also provided in the case students require confidential counselling or need support because allegations have been made against him/her.

4. Other relevant information and useful links

Sexual Harassment and Violence Support Service

<https://www.ox.ac.uk/students/welfare/supportservice?wssl=1>

Surviving traumatic events

<https://www.ox.ac.uk/students/welfare/counselling/self-help/trauma?wssl=1>

Counselling Service resources/ Supportive resources

<https://www.ox.ac.uk/students/welfare/counselling/self-help?wssl=1>

Oxfordshire Sexual Abuse and Rape Crisis Centre

<https://oxfordshire.org/project/osarcc/>

Mental health: this page provides useful information and resources for students with various mental health problems. In general, they include referrals to private professionals, and care is not always free. The following areas of responsibility are included: addictive behaviors, anger management, anxiety and panic attacks, stress management, bipolar disorder, depression, eating distress, obsessive-compulsive disorder, self-harm, and suicidal feelings.

<https://www.ox.ac.uk/students/welfare/counselling/self-help/mental-health?wssl=1>

c. University of Manchester

The University of Manchester has a Disability Advisory and Support Service and University of Manchester Assessment Centre.

As many universities in the UK, the University of Manchester works with a system of stickers that students can put on their written assignments and exams. There are stickers for students in the autism spectrum, stickers that say "Pre-Lingually Deaf Student - Please make allowances: Errors in written expression may be a direct result of this student's disability" and stickers for learning disorders that say "This student has a specific learning difficulty (dyslexia, dyspraxia etc). Please make allowances for spelling, handwriting and written expression when marking this piece of work." The Centre can also organize that written exams will take place in smaller rooms or individually or that the students can have breaks during the exams in which the clock will be paused.

Students who suffer from problems in organizing their work and agenda can get help from study coaches. They work on an individual basis with the student and can also help with academic skills, such as academic writing, research strategies and revision skills. Some coaches are specialized in ASD or dyslexia. For students with ASD, the university organizes once a week social meetings where students with Asperger's can meet each other. Much support is taken care off by the Disability Advisory and Support Service: they can arrange solutions for students with many absences caused by their condition or students who ran into trouble because they missed or are about to miss deadlines.

Interestingly, a lot of support is provided by the University Library. They organize a lot of workshops for students in the fields of study strategies and wellbeing, such as: assignments, being critical, exam extra, my future, organizing, planning, presentations, referencing, research skills, revising, searching, self-awareness, study strategies, wellbeing and writing. They also have quite a lot of online resources that are worth taking a look at: <https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>. Students can book these workshops online and they are free of charge for university students and staff.

For psychological support, the university refers to the Manchester based charity Moodswings (<http://www.moodswings.org.uk>). They offer free one-to-one counselling and

workshops, such as anxiety management, self-esteem and assertiveness, sleep, anger management, management of psychosis and mood management.

d. University College London

The UCL has several tutoring programs, among which a special one: the Transition Mentor, who can help first year students to get used to the university. These mentors are the standard for new undergraduates.

The Student Support and Wellbeing service of the university refers to two telephone numbers that are available for students in psychological distress: Samaritans (<https://www.samaritans.org>), a national help and suicide prevention line and an Nightline, an initiative of the University College London ran by students and for students. They are available by phone, live chat, sms and e-mail every night during the terms from 6pm to 8am. This is a good way to lower the barriers for students who are afraid of calling.

The university also works together with Care First, a private organization that can be hired by companies and universities as mental support for employees and in this case – for students. They run a help line and live chat service during the moments the regular university care is unavailable, such as nights, weekends, holidays and the weeks between the terms. According to the website, students can contact this organization for problems related to homesickness, exam stress, relationship problems, family issues, traumatic incidents, bereavement and bullying and harassment. The university website refers students in crisis to the UCLH, the university hospital or the student's GP.

The Student Support and Wellbeing organizes so-called daily drop-in sessions where students can go to without appointment to address all kinds of problems, such as problems related to the study, psychological problems, financial problems, problems with accommodation or when they are victim of crime, such as sexual harassment. The aim of the sessions is to refer students to the right instance. When it comes to sexual misconduct, harassment and bullying, the university has set up a platform called "Report and support" (<https://report-support.ucl.ac.uk/>). This website gives clear instructions what to do in case you are a victim or when you know someone who is a victim. It even gives the possibility to report a case of bullying, sexual misconduct or harassment, for example when the offender is a university employee or student. Reporting can be done anonymously, if the reporter wishes that.

The following types of counselling are provided by the university: short-term individual counselling, cognitive behavioural therapy, psychiatric consultation and workshops. The university does not provide psychological help with specialised diagnoses or long-term treatments.

The UCL has many online resources where students can get the advice they need, such as a brochure (https://www.ucl.ac.uk/students/sites/students/files/ucl_here_to_support_you_050819_online.pdf) and extended advice on exams (<https://www.ucl.ac.uk/students/exams-and-assessments/exams/exam-success-guidance#healthy%20mind>). They also have support pages and networks for LGBT-students and in particular they have worked out policies for students who are planning or are in a gender transition. Another thing that they provide online is a Sexual consent online training.

e. Manchester Metropolitan University

On the Student Wellbeing section of the MMU website, there is a prominent button that says: “Get the help you need – answer three questions and be directed to the support that’s right for you”. After clicking on it, there are the following questions:

1. Psychological help: Are you currently receiving psychological help or have been referred for psychological help elsewhere, e.g. counselling, cognitive behavioural therapy, psychiatrist, psychologist?
2. The option ‘yes’ gives information about an intake, ‘no’ leads to the 2nd question: What would you most like help with now?
 1. Academic problem – my work has been affected by my difficulties.
 2. Academic pressure/stress, exam pressure.
 3. Relationship difficulties, conflict, feeling isolated e.g. on your course, with friends, family.
 4. Feeling low, anxious, worried, stressed or panicked.
 5. Other mental health issues e.g. eating disorder, bipolar.
 6. Alcohol or drug use.
 7. Any other concerns e.g. life changes, loss, sleep, sexual issues, confidence, esteem.

8. Concern for immediate safety.
3. Any option other than 8 (which gives the advice to call 999 or the GP) leads to a third question:

Severity

How severely have you been affected on a scale of 1-9, with 9 being the most severe?

1 = I am still generally able to do the things I need to do

9 = It is severely impacting on every area of my life

This leads to an information page with contact information of the psychological support of the university and links to several self help methods and workshops that are connected to the problem stated in the second question.

Students can enroll for a 45-minute meeting with the university psychologist by phone or e-mail or go without an appointment to a 20 minutes drop-in session. After that, the student can get regular individual or group therapy or will be referred to specialized care or self help material.

There are several workshops and courses organized for MMU students: mindfulness weekly sessions, coping with eating distress, overcoming social anxiety, overcoming low mood, building self-worth and bringing mindfulness into everyday life.

Each faculty has a Wellbeing advisor, who students can contact and talk individually. This advisor can refer students to counselling or other services within the university. This advisor is not for urgent matters.

f. Sheffield Hallam University

Most prominent tool on their support website is an online platform that introduces itself as: “Big White Wall is a safe online community of people who are anxious, down or not coping, who support and help each other by sharing what’s troubling them, guided by trained professionals.” Apart from a social function, there is also “online guided support courses using recognized therapies”.

On the university website, there is a section called Wellbeing with a alphabetic list of several problems, from depression to sexual abuse, from pregnancy to autism spectrum disorder. Clicking on each problem, you get a description of the problem, links to self-help

material and links to the NHS, the National Health Service. There is no information suggesting that the university can provide students with psychological support.

The university does group sessions about self-esteem, anxiety, grief, low mood, assertiveness, stress, mindfulness and yoga. Each session is 90 minutes and the maximum group size is 12.

g. Swansea University

Students of the Swansea University have access to Silvercloud (<https://www.silvercloudhealth.com/>), a commercial mental health platform from the United States. Companies and higher education institutions can purchase subscriptions for their employees and students. The platform contains many online help resources, online courses and self-help programs for anxiety, stress related problems, panic, OCD, phobia's, depression etc.

The University's Wellbeing Service organizes 6-week courses about stress control. It teaches participants with CBT (Cognitive Behavioural Therapy) how to deal with stress.

The university has a service for students in the spectrum that can help with the following four things: Make the transition from home to university; Learn to navigate the University environment; Become involved in the social side of University life; Deal with exams and assessments.

If students are in need of someone to talk to, the university website advises to turn to a family member, neighbour, the student union, pastoral services, the academic mentor, the college disabilities coordinator or the Samaritans helpline. There aren't university psychologists to go to.

h. Nottingham College

Wellbeing Hub is an online network to which students of Nottingham College have access. On this platform they can access self-help materials and information about where to go to in case of psychological distress.

The Nottingham College provides learning support workshops, one-to-one and in-class support, personal assistance and exam and study support. There is also support for

students in the autism spectrum, such as help with transition plans from school to college and regular tutorials with the Support Tutor, who can help with dealing with change, meeting deadlines for assignments, understanding the meaning of key concepts, relating with others in social situations, coping with unstructured time and timekeeping and organizational skills.

The Nottingham College website says that “Students aged 16-24 who live in the city, who are registered with a Nottingham City GP can access free counselling from Kooth, which provides online support with 24hr messaging and chat rooms and face-to-face sessions.” (<https://www.kooth.com/>) However, if you choose the option “in crisis” on the Kooth website, you are referred to the helpline of the Samaritans.

The Nottingham College does not have psychological support of their own, but refers students to the Insight Healthcare’s Talking Therapies, a NHS funded centre that is open to everyone in the Nottingham region and has no formal connection with the College.

8. The United States of America - Comparison of mental health support offers at Harvard and Princeton Universities in the USA

a. Harvard University

As a Harvard student who has been among the top universities in the United States for years, you can easily find information on psychological help on the Internet. After opening the main page of *Harvard University*¹⁵, just go to the students tab and the services offered by the university will be displayed. In one of the first positions appears a link to a page offering medical services. Clicking the link redirects us to the *Harvard University Health Services*¹⁶ server, where the most necessary telephone numbers used in the event of an emergency are clearly visible in the header. To go to the page containing information about mental health, just move the mouse to the first tab Services, in which, after expanding, the second position appears *Counseling and Mental Health*¹⁷. After clicking the link, we are taken to the page: <https://camhs.huhs.harvard.edu/>

1. Existing procedures for assisting students in distress

On the Counseling and Mental Health website, at the top of the page, there are six main tabs, of which the last two are *I want to help someone* and *Find help*. After choosing **Find help**, a short introduction page appears informing you that if we or someone we know has mental health problems, there is always a way to get help.

Then below are the instructions on how to take urgent care. Students can count on help 24 hours a day, 7 days a week. To make an appointment, you can call Counseling and Mental Health Services or come to the main medical building on campus in person and ask the receptionist to make an appointment on the same day. After business hours and on weekends, students can call a special phone number and ask to speak to a specialist. You can also register for an appointment through a special patient portal, which can be set up for any Harvard student or employee.

In addition, Counseling and Mental Health Services units are located on individual Harvard campuses such as the Smith Campus Center, Harvard Law School, and Longwood Medical Campus. At the bottom of the page there are telephone numbers for help units, divided into urgent and routine.

¹⁵ <https://www.harvard.edu/>

¹⁶ <https://huhs.harvard.edu/>

¹⁷ <https://camhs.huhs.harvard.edu/>

2. Communication channels

As described above, appointments can be made by phone, through the student portal or by appearing in person (not applicable to the current COVID-19 pandemic situation). The <https://huhs.harvard.edu/locations-hours> tab provides detailed location data (links to locations marked on Google maps) and contact details for Counseling and Mental Health Services units on individual campuses.

3. Type of psychological support provided

After opening the *Help Someone*¹⁸ tab, a page directed to students and lecturers who are concerned about another person's mental health appears. You can check what behaviors you should look out for and how to talk to and help others. At the bottom of the page are given the same phone numbers to units offering support as in the Find Help tab, as well as help groups dealing with various issues related to mental problems. At the bottom of the page you can also download an information brochure in PDF¹⁹ format.

What's more, the Counseling and Mental Health Services website, after entering the Our Services tab - from the main menu, offers students articles and videos expanding knowledge on dealing with mental problems as well as various student organizations.

It is worth highlighting two of the Harvard sites listed here:

- *The Harvard College Office of BGLTQ Student Life*²⁰ - an organization supporting people from sexual minorities.
- *Center for Wellness and Health Promotion*²¹ – cultivates individual and collective well-being through a holistic approach to health using alternative medicine (massages, acupuncture, yoga, meditation). Offers a wide range of workshops, services and activities available to all members of the Harvard community

The Mental Health Counseling and Services page also provides information on mutual support groups. Support for student organizations in the field of education and consultation is also expanded.

¹⁸ <https://camhs.huhs.harvard.edu/help-someone>

¹⁹ https://camhs.huhs.harvard.edu/files/camhs/files/assisting_students_in_distress.pdf

²⁰ <https://bgl tq.fas.harvard.edu/support-groups>

²¹ <https://wellness.huhs.harvard.edu/>

Sexual Health Awareness and Relationship Communication (SHARC)²² – is a group of students who advise on issues related to sexual health, contraception, sexually transmitted diseases, relationships, dates and other topics related to sexual health.

Room 13²³ – located on the oldest part of Harvard campus. You can come to the room every day between 7 pm and 7 am. Every night two volunteers are waiting there for students who would like to come and talk about their problems with peers who will not judge them

4. Other relevant information and useful links

- ***Help at Harvard*** - redirect to university homepage, where there are phone numbers and links to help all and intervention units of Harvard: <https://www.harvard.edu/help>
- ***Harvard University Police Department*** - university police department: <https://www.hupd.harvard.edu/>
- ***Office of Sexual Assault Prevention & Response*** - unit dealing with sexual abuse: <https://osapr.harvard.edu/>
- ***Need care?*** - redirects to the main information address *Harvard University Health Services*: <https://huhs.harvard.edu/need-care>

b. Princeton University

Princeton University²⁴, which ranks higher than Harvard in some rankings, also provides students with an easily accessible offer of psychological help. On the main university page, select the Links for tab from the list at the top, and then press students. This takes us to the subpage, where we can choose what information we are looking for from the menu on the left. By choosing one of the tabs we are not moved to another page, but only sent to the appropriate place on the open page. The Getting Help paragraph includes phone numbers to call in an emergency and links to relevant university departments dealing with security issues. There is also a separate *Health and Well-Being* link, where again the most useful telephone numbers and links are given.

²² <http://www.harvardsharc.com/>

²³ <http://www.hcs.harvard.edu/~room13/>

²⁴ <https://www.princeton.edu/>

1. Existing procedures for assisting students in distress

From the tabs, you can choose *Counseling and Psychological Services*²⁵, which is a subpage of *University Health Services*²⁶ listed at the end of this list. Information is provided here on how to get help. You can make an appointment for a 20-minute initial visit, after which you are not obliged to continue treatment. There is also the possibility of advisory meetings in groups or individually and emergency consultations. At the bottom of the page there are telephone numbers to call in emergency situations. In addition, there is a separate tab *Urgent Mental Health Concerns*, after opening you receive a brief information about what an emergency visit is. After working hours, you cannot meet the university doctor, but you can talk to a specialist over the phone. Princeton's extensive range of mental health support is listed here.

The Getting Help menu includes emergency telephone numbers and links to relevant university safety departments. In case of an emergency, consultants at the McCosh Health Center can be contacted during business hours. Then the visit will be arranged on the same day. However, if the difficult situation occurs outside of standard on-call hours, a telephone advisor number is available. If the matter is related to a security risk, please contact the University Security Department by phone.

2. Communication channels

During the COVID-19 pandemic, all consultations are conducted online via teleconference. You can make an appointment by phone (24/7) and via the form to which you must register using your student account login details.

3. Type of psychological support provided

To help students get through the difficult experiences of the COVID-19 pandemic, the website includes two guides: <https://uhs.princeton.edu/sites/uhs/files/Taking-Care-of-Your-Mental-Health-during-CoVID19-Pandemic-Grad.pdf> and <https://uhs.princeton.edu/sites/uhs/files/Taking-Care-of-Your-Mental-Health-during-CoVID19-Pandemic-UG.pdf>

²⁵ <https://uhs.princeton.edu/counseling-psychological-ervices>

²⁶ <https://uhs.princeton.edu/>

The standard offer of Counseling and Mental Health Service includes:

- a) counseling and consultation: individual counseling, counseling for couples, long-term counseling (according to the information on the website there are no limits to visits to a psychotherapist / consultant at the university), online meetings on mental health and well-being
- b) In addition, the university provides psychiatric consultations. However, if a person requires longer psychiatric treatment, they are referred to a local specialist. A college psychiatrist does not prescribe stimulant medications. There is an information booklet on how to use a referral to a specialist outside the university: <https://uhs.princeton.edu/sites/uhs/files/CPS-Referral-Guide-for-Off-Campus-Psychological-Services.pdf>
- c) You can also find a number of self-help programs on the website, such as Mind-Body Programs: audio guide with stress reduction techniques: <https://uhs.princeton.edu/health-resources/stress#audioguides>; meditation groups available to both students and university staff. Light lunches are served during meetings; Yoga for students and their partners; Buddhist meditation group, recreational activities (yoga, tai chi) as part of the Campus Recreation Group and Instructional Programs.
- d) as part of self-development, students can also use the database of additional materials in the Mindfulness area: exercises and video materials (on the Tedex platform) on Self-compassion: <https://self-compassion.org/category/exercises/>; Positive Psychology course available for free on the edx platform: <https://www.edx.org/course/the-science-of-happiness-3>; list of smartphone mobile applications to support mental health and well-being.
- e) specialized treatment available to students, coaches, employees, parents, friends, or others who are concerned about the student's health: Alcohol and Other Drugs Treatment Team; Eating Concerns Team; Emotion Management Team; Mind-Body Team; TIGERSPAW (Student-Athlete Concerns).
- f) Mental health workshops and events: (1) Princeton Distress Awareness and Response Training - For students, faculty and staff, we offer Princeton Distress Awareness and Response (PDAR) trainings. PDAR is an interactive session that teaches you how to recognize signs of distress in students and gives you the tools to effectively respond in these situations. Faculty and staff may request a workshop for their Department or their office to assist them in their work with

students; (2) Mindfulness sessions, guest lectures, counselors' open doors, (3) Kognito-At-Risk Students: <https://www.kognitocampus.com/> - a platform with a 30-minute course on how to identify signals that should arouse our anxiety about the student's condition and how to inspire a person in crisis to seek help. You can request a workshop via the form: <https://uhs.princeton.edu/counseling-psychological-services/campus-outreach-training/request-cps-workshop-or-training>

4. Other relevant information and useful links

- ***The Sexual Harassment/Assault Advising, Resources and Education (SHARE)***²⁷ office is a survivor-centered, trauma-informed confidential resource on campus for the Princeton University community. SHARE provides crisis response, support, short-term counseling, advocacy, education, and referral services to those who are dealing with incidents of interpersonal violence and abuse including sexual harassment, sexual assault, dating/domestic violence, and stalking <https://share.princeton.edu/>
- ***Title IX Coordinator***²⁸ comprehensive program designed to protect members of the University community from discrimination on the basis of sex or gender, which includes sexual misconduct such as sexual harassment and sexual assault, stalking and intimate partner violence <https://sexualmisconduct.princeton.edu/>
- ***UMatter***²⁹ – created by students, staff and faculty working in partnership. Through educational programs, social media presence and a website that functions as a hub of information helps the Princeton community prevent and address three health and safety issues common to college campuses:
 - Interpersonal violence and abuse (Respect Matters)
 - High-risk drinking (Limits Matter)
 - Mental health distress (Connecting Matters)

²⁷ <https://share.princeton.edu/>

²⁸ <https://sexualmisconduct.princeton.edu/>

²⁹ <https://umatter.princeton.edu/about>

- *University Health Services*³⁰ is a site with medical services offered by the university. At the top of the page there are two phone numbers: emergency and routine <https://uhs.princeton.edu/>

c. Harvard University / Princeton University

Because Harvard has a separate mental health page, navigating their server is easier than on Princeton University websites. The site itself is transparent, the information is not provided in the form of continuous text, but has been divided into different sections. The background, which changes depending on the section that is currently displayed, makes the split clearer and the user can use the page more efficiently.

³⁰ <https://uhs.princeton.edu/>

[illegible]

Princeton



UNIVERSITY OF PRINCETON
University Health Services
Healthy. Safe. Learning.

[Home](#)
[About Us](#)
[News & Events](#)
[Student Resources](#)
[Health Services](#)
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[Using Our Services](#)
[Medical Services](#)
[Counseling & Psychological Services](#)
[Health Promotion & Preventive Services](#)
[Employee Health](#)
[Sports](#)

Counseling

[Urgent Mental Health Concerns](#)

[Psychiatric Consultation](#)

[About Group Programs](#)

[Specialized Treatment](#)

[Campus Outreach & Training](#)

[Peer Educator Training Program](#)

Counseling and Psychological Services

Our services support the psychological well-being of the Princeton University community and are available at no cost to currently-enrolled Princeton students and their eligible dependents.

If you are not sure whether counseling can help, make an appointment for an initial consultation to talk about it. There's no obligation to continue after the first appointment. Learn about [confidentiality at CPS](#).

Our offerings include:

- Counseling** - *individual, couples, and group counseling, and crisis counseling and support*
- Urgent Consultations** - *care in urgent situations, for you or someone else*
- Psychiatric Consultation** - *for those considering or continuing psychiatric medication*
- Mind-Body Programs** - *meditation, relaxation, mindfulness, and more*
- Campus Outreach & Training** - *campus-wide training, workshops and outreach events*
- Specialized Treatment** - *for interdisciplinary treatment needs that may involve physical and psychological concerns*
- Referrals to local mental health providers**

While we do not offer treatment services for faculty or staff, many of our [outreach programs](#) are available to anyone in our campus community. We are also available to consult with faculty, staff, parents or others, regarding concerns about Princeton students.

[Meet Our Staff](#)


Hours & Contact

McCosh Health Center, Third Floor

Phone
609-258-3141

Hours
Monday, Wednesday, 8:45 a.m. - 6:45 p.m.
Tuesday, Thursday, Friday, 8:45 a.m. - 4:45 p.m.

Forms

[Student Self-Referral for Outpatient \(CPS\)](#)  [CPS Intake Form](#) 
[CPS Campus Psychological Services Referral Form](#) 

Appointments

Call 609-258-3141 or walk-in during business hours to make an appointment for an initial 30-minute consultation. You can also schedule your initial consultation appointment [online](#).

Urgent Concerns

During regular business hours, walk-in to the McCosh Health Center if you need help with an urgent mental health matter, and you will be seen by a CPS counselor soon after your arrival. You may also call CPS to consult with a counselor when you have an urgent mental health concern that involves someone else on campus. After hours, just call our main number 609-258-3141 to be connected to a counselor on-call.

If safety is at immediate concern, call the Department of Public Safety at 609-258-3333.

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III REPORT OF THE STUDIES

A. Introduction

Our studies were conducted in Italy, Poland, Portugal and Spain within two groups: relevant faculty members of our Universities and national experts. We expected experts and faculty members to share their point of view, their specific problems and challenges at their work and their recommendations concerning working with young people experiencing mental crisis.

B. Counseling Service

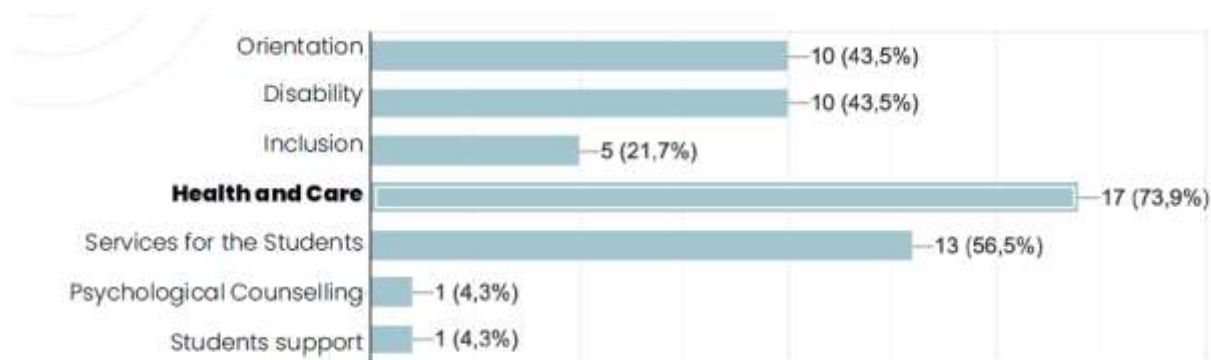
a. Italy

Participants

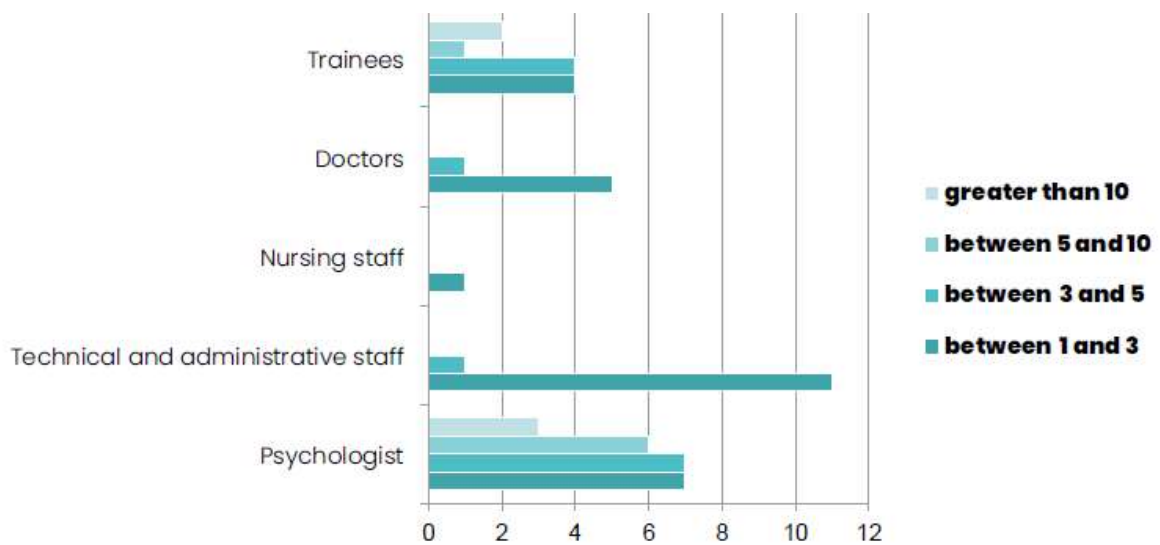
We sent 41 emails. 5 counselling services were closed due to lack of funding. We received 24 replies. The majority of the counseling services are public, most of the services are free of charge.

Results

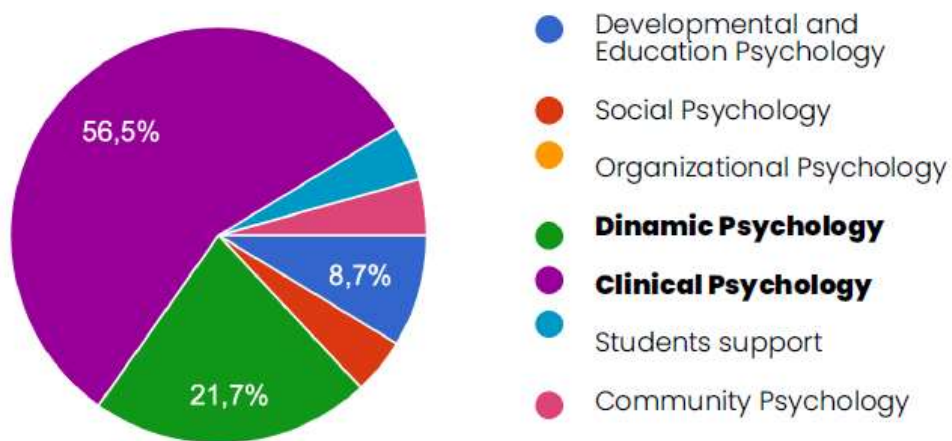
Focus of the services



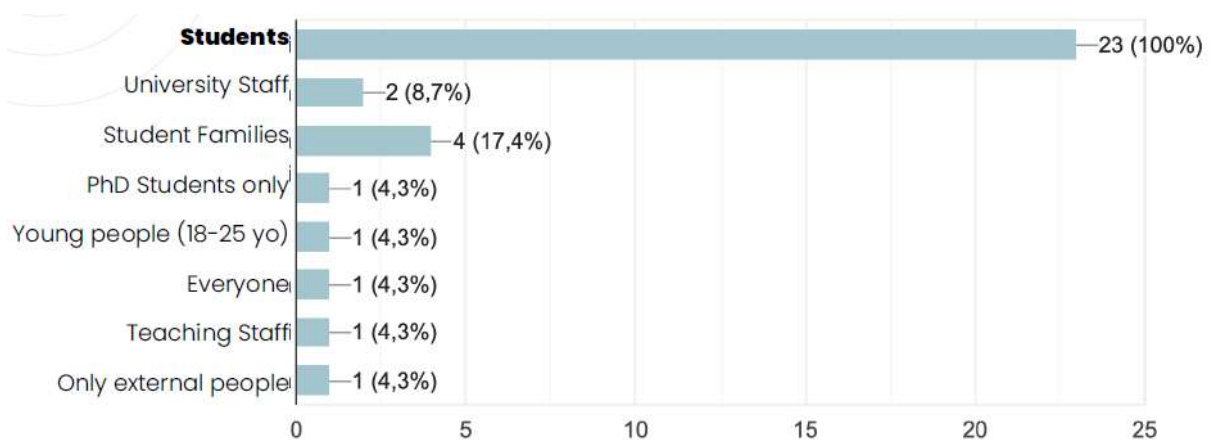
Composition of the staff



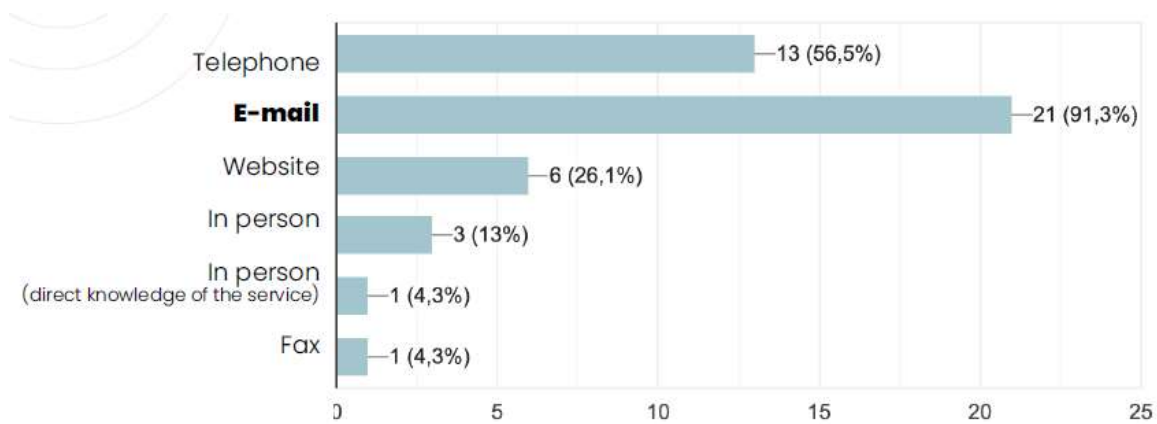
Prevalent psychological approach



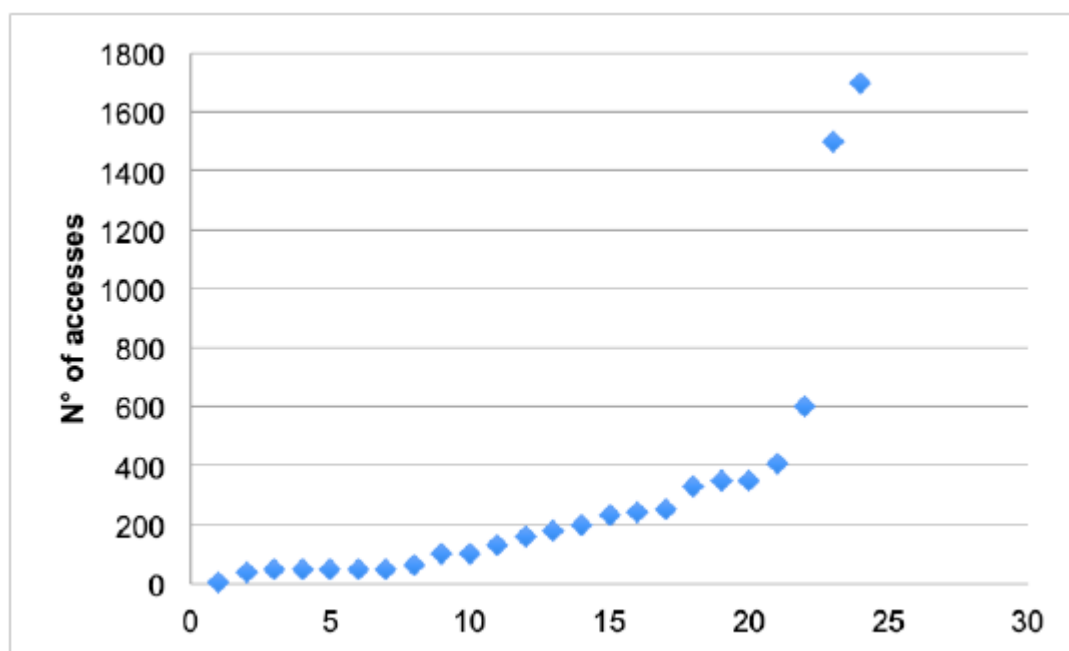
The service is addressed to



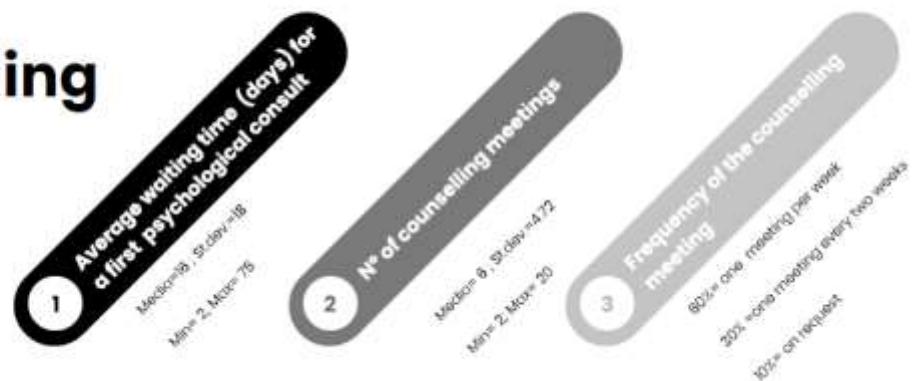
The first contact is via



Number of accesses



Characteristics of the Counselling



Type of Intervention	Modality	English
Student distress (80%)	Only In presence (75%)	Yes (69,6%)
Orientation and support to the study (40%)	In presence and online (25%)	No (30,4%)
Well-being promotion (21%)		

Crisis procedure?	Manual of the procedures?	Three most frequent problematics
Yes (52,2%)	Yes (34,8%)	1 Relationship problems, (i.e., (familiar, partner, friends)
No (47,8%)	No (65,2%)	2 (Exam) Anxiety
		3 Depression

b. Poland

Participants

The study involved 4 participants representing four universities: the University of Physical Education and Sport in Gdańsk, the University of Economics in Kraków, the Silesian University of Technology in Gliwice and the Adam Mickiewicz University in Poznań. In two cases (50%) the names of aid institutions within the universities were given - Office for Disabled People of the EU in Kraków and The Office of Support for People with Disabilities of the Adam Mickiewicz University in Poznań.

Measure and procedure

All information was collected by using online questionnaire. The questionnaire was prepared by partners from Uni Trento in Italy in cooperation with all of the partners in English and then translated into the national languages of the partners. An English version of the tool was prepared and then translated into Polish by the team. The Office for Students with Disabilities of the Adam Mickiewicz University (currently the Office for Supporting People with Disabilities) sent a request to participate in the research to aid institutions outside the Adam Mickiewicz University by e-mail. Participation in the study was voluntary. The study was conducted from May to September 2019.

Results

None of the four institutions that took part in the study is part of the national health system. All institutions are financed from public funds. One of the representatives provided among the sources of financing for the represented institution also private financing (by foundations, companies, etc.).

Three of the institutions surveyed provide assistance to students, also three institutions operate in the area of supporting people with disabilities, two institutions operate in the area of inclusion - counteracting exclusion, and two institutions operate in other areas.

In one case, the first contact person with the aid institution or unit providing assistance at the university has the academic title of Professor. When asked about the number of staff in institutions providing assistance, two participants provided the number of people included in the aid units: BON at the University of Economics in Krakow employs 6 people and there are 7 employees at BWON at the Adam Mickiewicz University in Poznań. The other two

participants reported data probably related to the number of employees of the entire university or university faculty - 3278 and 350.

When asked about the psychological approach, which area of psychology is used in institutions most often, in order to help students, two out of four representatives indicated psychology of human development, educational psychology, one clinical psychology, one chose the answer *other*.

From the answer to the question to whom the institutions address their assistance, it appears that all four institutions direct their assistance to students, and two also to employees. A representative of one institution pointed to other groups. Assistance is provided by all institutions free of charge.

The first contact with a person applying for help can be through:

- e-mail exchange - all four institutions;
- telephone conversation - two institutions;
- other methods - one institution.

The average waiting time from reporting to making a preliminary diagnosis (first psychological consultation) for the institutions surveyed is 2, 3, 7 and 8 days. The number of pre-planned consultations provided by the representatives of the institutions is: 3, 4, 4 and 7. From the answer to the question how often consultations take place, it follows that consultations take place every day, and consultations for one student at intervals of 2-4 weeks.

When asked if there are specific procedures in the institution for dealing with a student in crisis, representatives of the three institutions replied that there are no such procedures. In turn, for one institution, the procedure given is: "providing information as soon as possible to the University authorities, telephone for an ambulance or to the Emergency Intervention Center".

All representatives pointed to help students in coping with stress; three representatives of the institution identified the person's situation and diagnosis; three representatives indicated career consultations, three representatives also indicated to others. Among them may be such as: acquisition of effective learning skills, time management or catching up in studies, etc.

Three forms of consultation were indicated: face-to-face (in four institutions), video conferencing (in one institution), telephone consultation (in one institution). All institutions offer advice in English. Among the diagnostic tools used in the institutions, the respondents

mentioned: interview, conversation, psychological questionnaires, WAIS-R test, language competence test, Beck test, Adult Dyslexia Symptoms Questionnaire. In only one institution do employees have formal instructions regarding procedures for providing psychological assistance.

Over the past twelve months, institutions have used the assistance around 250 times (in two institutions), 180 times (in one institution) and 400 times (in one institution). According to specialists, diagnosed problems are most often associated with:

- exam stress;
- specific learning disorder;
- depression;
- social problems;
- insomnia;
- difficult family situation;
- anxiety and panic attacks;
- separation problems;
- coping with loss and bereavement;

Less common but also diagnosed problems relate to:

- alcohol and drugs;
- eating disorders;
- schizophrenia;
- suicidal behaviour;
- non-suicidal self-injurious behaviour or self-harm;
- being a victim of a sexual assault or rape;
- managing aggression – threats, verbal/physical abuse and violence.

When asked about the three most common problems, the following answers were given:

- anorexia, bulimia, adaptation difficulties (moving out), crisis at the end of studies;

- anxiety (panic attacks), depression, suicidal thoughts;
- depression, anxiety, stress;
- exam stress, depression, specific learning disorder.

The most common answers - common to more than one institution are:

- depression (indicated by three institutions);
- stress (indicated by two institutions);
- anxiety disorder (indicated by two institutions)

C. Some Interviews

a. Italy

i. SuXr Project – Students for refugees project. Project for the inclusion of asylum seekers assigned to Trentino in higher education

The project is a part of the actions that the University of Trento is implementing, in collaboration with Cinformi and the Autonomous Province of Trento, with the objective of encouraging the social integration of migrants through the interaction with the University and its students. The project stems from a proposal by the Pro-rector for Equality and Diversity Policies, prof. Barbara Poggio, backed by the rector, prof. Paolo Collini, with the objective to facilitate the access to higher education to a number of selected migrants who are already in our region as asylum seekers and/or under international humanitarian protection, and have the necessary qualifications to attend university. The selected students are currently included either in the SPRAR ordinary reception project or in the extraordinary reception project launched after the signing of the memorandum of understanding between the Province and the *Commissariato del Governo*.

The project intends to:

- provide guidance on academic choice;
- assess the students' foreign qualifications so that they can attend single courses and later enroll in degree courses from the next academic year;
- exempt students from tuition fees due for single courses and Italian language courses for foreign speakers;
- reserve a number of spots for asylum seekers, if all departments agree on the proposal, to facilitate their access to education given that all courses have admission test and places are limited;
- provide support and guidance through the tutoring service;
- provide support in the enrolment process from the next academic year and help students to apply for scholarships and accommodation at Opera Universitaria.

The primary aim of the project is to raise awareness among students on the issues of refugees and asylum seekers. In parallel, it also aims to engage students in volunteerism through a participatory approach. Finally, the project also serves as a meeting point for supply

and demand of volunteering services. The organizers hope that the participating students, after the training sessions and the time volunteered, will continue to be personally interested in the issue and engaged in volunteering associations and their activities.



ii. Interview with PAOLA BODIO, Diversity Manager and Head of the “Project SuXr”

Do you have any evidence of the existence of demand for psychological attention by students?

Yes. Even if I am not working directly on this specific issue I know for sure that in our University, as well as in other universities in Italy, we are facing a growing demand of psychological support in Italy. I usually have to deal with students who are refugee and, thus, they are struggling with everyday life for several reasons. Most of the student, after an initial phase in which they are full of enthusiasm and gratefulness due to the fact that they had the possibility to escape from very difficult situations in their countries, they usually start to show depression and anxiety symptoms. In general, they are in distress because they are not able to integrate very well in the university context (i.e., their level of Italian is still low and insufficient).

If so, what are the problems for which they demand attention?

In some cases, they are facing more clinical problems (i.e., bipolarism, eating disorders, depression).

Do you know if the UNITN is currently responding to this type of problems?

Our university provides a very efficient and well-organized psychological support system, however there are still two main problems that – from my point of view – need to be considered:

- Often as administrative staff, we have to deal with student in psychological distress and we feel we do not have the instruments, the knowledge to support them efficiently. Especially, because when they usually arrive at our office with a precise request it is often too late and, at that point, we are facing a situation of emergency.

- These students, but I have the feeling that this consideration can apply to the general population of university students, struggle to talk with adults. It is easier for them to talk with peers, but often refugee students they do not have many friend among they colleagues.

If yes, in which way? Do you think that it would be possible to improve this attention? How?

As I anticipated before, I strongly feel the need of a training course not only for teaching staff, but also for administrative staff who are dealing with students in their everyday work activities. Moreover, I think it will be extremely useful to start a service of “peer tutoring” in which master students of the Department of Psychology and Cognitive Science can meet students in need and help them to get through very basic problems or to help them access to the proper Counselling Service of UNITN if they recognize the necessity of a professional intervention.

If you consider the UNITN must respond to these type of problems, what resources should be made available?

In addition to what I said before, I can add that in UNITN we will need more resources to sensibilize university people to the theme of psychological issues among students and staff. Moreover, we need to work more on the integration of people that are coming from abroad and especially refugee students.

Do you think that the university system contributes the development of this type of problems among its students?

I can say no. I do not think there is any evidence on the fact that university students have more psychological issues than the general population (with the exception of PhD students that they seem to struggle a lot). However, I have the impression that a lot of first year students have difficulties in dealing with the organization of the university system (exams only during three sessions, thus they need to organize the study autonomously).

If so, what do you think the university community could do to prevent its development?

In order to avoid that students (especially first year students) abandon their studies it would be useful to stress the fact that in UNITN a lot of services are activated in order to help them (i.e., Counselling services, peer tutoring, etc.) and they do not have to be ashamed of using them. From what I know, only few Departments of our University talk about these possibilities explicitly at the beginning of the academic year and, in my opinion, we need to advertise more these useful services.



iii. Interview with PROFESSOR PAOLO MACCHI, FULL PROFESSOR – CIBIO – Computational and integrated cell biology department, delegate for disability and inclusion service.

Do you have any evidence of the existence of demand for psychological attention by students?

Yes, I know that, for this reason, the Psychological Counselling Service started since 2003. The student's requests are growing and now the requests are about 200. Students have social problems (i.e., problems with peer in the university context) anxiety, exam pressure, performance anxiety, adaptive problems to university life. There is also a difference between male and female people. Girls ask more for help than boys, they talk about their problems and they are more aware.

When did you see students in crisis?

As a professor, I see them not during lessons, but during exams (see, exam anxiety). Thus, I have often advised students to contact the Psychological Counselling Service. They have a psychological block, they cry and there is often a strong emotional response. I usually try to

create a peaceful and calm environment (i.e., giving them time to reflect) but it is clear that when I encounter them they are already at the second year of the University and – with a high probability - their problems had begun during the first year.

Do you think that it would be possible to improve this attention? How?

The first approach is via the Inclusion Service, then students can go to the counselling service, or in the case of learning disorder or autism spectrum disorder students can ask for help from DSA service or neuro-diversity service. It would be very important to have a welcome office that can recognize the student's distress and can send them to the appropriate services.

Do you think that it is possible to improve this service? How?

I think that this service works well, but there is always room for improvement. When requests increase they require the implementation of services, technologies and staff. When requests increases there must be an answer.

In your opinion, does the academic staff know this service for students in distress?

Some professors, not all of them, are aware of problems such as learning disorders, because we are sensibilising inside the university. Even though, there is still little knowledge of these problems and how to intervene. It is important to have a reference that can help the professors to manage the problems: how to help the student during exam session and how to create a calm and pacific situation? We must work to help the academic staff to understand these issues. In this regard, there is still some resistance from some colleagues because this involves changing their way of teaching, their way of approaching even the students themselves: it is difficult changing their way to work after so many years.

If you consider the UNITN must respond to these types of problems, what resources should be made available?

The resources are a problem. The ministry gives funding to support students with special needs, now also for Learning Disorders, these funds can also be used for students with psychological disorders. If the university is willing to co-finance the service, we would create a sort of virtuous circle, in the sense that the more the university places as co-funded, the more resources will come from the ministry. Obviously having serene students who participate and go ahead in a serene way is a good index of merit. Students who face their educational path in a serene way are also important for the services that are connected to the university systems, from the university departments to canteens. Therefore, in short, providing

an efficient service helps in the management of problematic situations and in the prevention of difficult situations.

Do you think that the university system contributes the development of this type of problems among its students?

I honestly don't know. If the university takes into account, the well-being of the student and has an inclusive policy many of the problematic and difficult situations do not occur. In other cases, there can be situations that arise independently of the university system. Probably the student finds himself in a condition of psychological fragility such that a minimum problem, even a small obstacle, perhaps linked to his/her preparation, can trigger a crisis. The competitive aspect gives rise to anxiety and frustration. If there are colleagues who face the exam with higher grades, it is clear that it can generate psychological distress. In these cases, the university cannot prevent this from happening but it can try to give support when these situations occur, so that the student can overcome these kinds of problems. Attention to the wellbeing of the student is primary.

If so, what do you think the university community could do to prevent its development?

It is important to give attention to the inclusive aspect, and to make the student in distress understand that he/she is living a particular phase of his/her life, but he/she can receive support from the university; where there is someone to talk to and ask for help to overcome this moment. It is important to train teachers and technical administrative staff, because the student has to deal with technical or administrative staff, and having the technical administrative staff prepared on these issues is important. The welcome aspect is the first step. It is essential to have a welcoming office that knows the problems that a student may have, that puts the student at ease and send him/her where it is important for him to go. The training of teachers and technical administrative staff is essential to avoid unpleasant misunderstandings between students and teachers. If the teacher does not know the problem, he thinks that the student wants help to cheat him to take advantage of the others and so.

b. Spain

i. Interview with PROFESSOR ELISARDO BECOÑA IGLESIAS, clinical psychologist, Director of the unit of tobacco and addictive disorders of the USC

Do you have any evidence of the existence of demand for psychological attention by students?

Yes. It is a constant and growing demand. For a double reason. On one hand, mental health problems are increasing year by year, and the university population is not an exception. On the other hand, psychological attention has become customary in our society. The university must respond to this demand by offering assistance to the affected students.

If so, what are the problems for which they demand attention?

In our case, we have a specific unit for addictions. However, we have been able to confirm a growing demand in different groups (students, professors, researchers, administration and services staff), mainly due to depression, stress and anxiety, adaptive problems, eating disorders, relationship and addictive problems.

Do you know if the USC is currently responding to this type of problems?

Not at all. For many years, a psychological care service to assist different groups in the USC has been demanded, but it has not been achieved despite repeated requests, particularly by students. It is necessary to consider that the most prominent universities in the world have psychological attention unit since many years ago (for example, Harvard University) to avoid the aforementioned problems and their consequences that, inevitably, affect the academic performance and damage their image.

If yes, in which way? Do you think that it would be possible to improve this attention?

How? If not, do you think that the USC should address these types of problems?

The solution to this situation is to create a Psychological Care Service at the university. By doing so, not only the mental state of the students in need would improve, but also their academic performance and, as a consequence, the valuation and the public image of the university. By doing this, an additional quality criterion will be addressed by taking care of the psychological well-being of the students. This is also applicable to the professors and researchers, and administration and services staff.

Justify your answer (for example, the benefits this will create)

The benefits of a Psychology Service are evident: The improvement of the mental health of the different university groups, the academic performance of students, the assessment of the university and it would be an example for the society and so on.

If you consider the USC must respond to this type of problems, what resources should be made available?

The most imperative one is the creation of a Psychology Service with a sufficient number of professionals able to respond to the demands of the different groups. A high demand in the beginning is foreseeable, but it could be directed, in the most severe cases, to the public health services. By doing this, the opinion of the other medical public services about the university's collaborative and efficient role in this area would improve, too. Given the relevance of the evaluation of services and devices, it would be good if the university could evaluate the services, after two years of operation, for example, to have a rigorous assessment of its appropriate dimension, as a way to verify the need of maintaining or expanding its staff.

Do you think that the university system contributes the development of this type of problems among its students?

In general terms, no. Mental health problems are randomly distributed among all the people groups, in all sectors and age categories, with slight exceptions. In Spain, there is no evidence that the university students have more mental health problems than the general population. However, in highly demanding careers, the accumulated stress, the unfulfilled expectations, and a high level of competitiveness, among other factors, can ease a more significant appearance of psychological disorders in the vulnerable students.

If so, what do you think the university community could do to prevent its development?

The key to reduce and prevent mental disorders is to increase the coping skills of students, to teach them management strategies and to reduce stress, to train them in time management skills, to make them see the practical advantages of a healthier life and to generate appropriate expectations about their academic and professional possibilities. In this regard, a Psychological Care Service could also carry out prevention campaigns on the university campus. This would effectively improve students' mental health.

ii. Interview with MARÍA CARMEN RÍOS LÓPEZ Head of the Department for Student Support and Services

Do you have any evidence of the existence of demand for psychological attention by students?

Yes, I do.

If so, what are the problems for which they demand attention?

In some cases, they ask for help to control their anxiety, the stress caused by the pressure of their situation, either related with their studies or for personal reasons. In other cases, there may be “more clinical” reasons.

Do you know if the USC is currently responding to this type of problems?

No. To my knowledge, there is no psychological support for students.

If yes, in which way? Do you think that it would be possible to improve this attention? How? If not, do you think that the USC should address this type of problems?

Of course! It is crucial to help and guide our students. Probably, with psychological support, many students could overcome their problems and barriers that are making them fail in their studies.

If you consider that the USC must respond to this type of problems, what resources should be made available?

I think that this question should be answered by a professional, but I suppose that having a group of psychologists specialized in different areas of Psychology would be ideal, or at least it could help to know the type of problems and what is necessary to solve them.

Do you think that the university system contributes to the development of this type of problems among its students?

In some cases, probably yes.

If so, what do you think the university community could do to prevent its development?

I do not think that there is only one direction to follow. Perhaps, the first thing would be to find out what are the problems because of which the students would demand psychological support. Afterward, preventive measures could be taken for the causes that appear to be in the university itself. In the case of external reasons or agents, the university also has tools to act because of its social position.

iii. Interview with MARÍA CARMEN PARDIÑAS AÑÓN Director of the Health Surveillance Service, specialist doctor in internal medicine and occupational medicine

Do you have any evidence of the existence of demand for psychological attention by students?

Yes, I do

If so, what are the problems for which they demand attention?

Anxiety/depression cases, eating disorders, grief states, problems caused by the consumption of alcohol, tobacco, or other substances, relational conflicts, harassment cases, etc.

Do you know if the USC is currently responding to this type of problems?

No, I do not.

If not, do you think that the USC should address this type of problems?

Yes, I do.

Justify your answer (for example, the benefits this will create)

It would allow providing solutions to the problems mentioned in question number 1 with psychological/medical treatment, informative talks and so on.

If you consider that the USC must respond to this type of problems, what resources should be made available?

Psychological/psychiatric consultation office: from which it could be possible to address the demands and focus on the treatments. In addition, it would be convenient to have a good relationship with the Galician Healthcare Service (endocrinology, infectious diseases specialists, and so on) to pay specialized attention to the students in need.

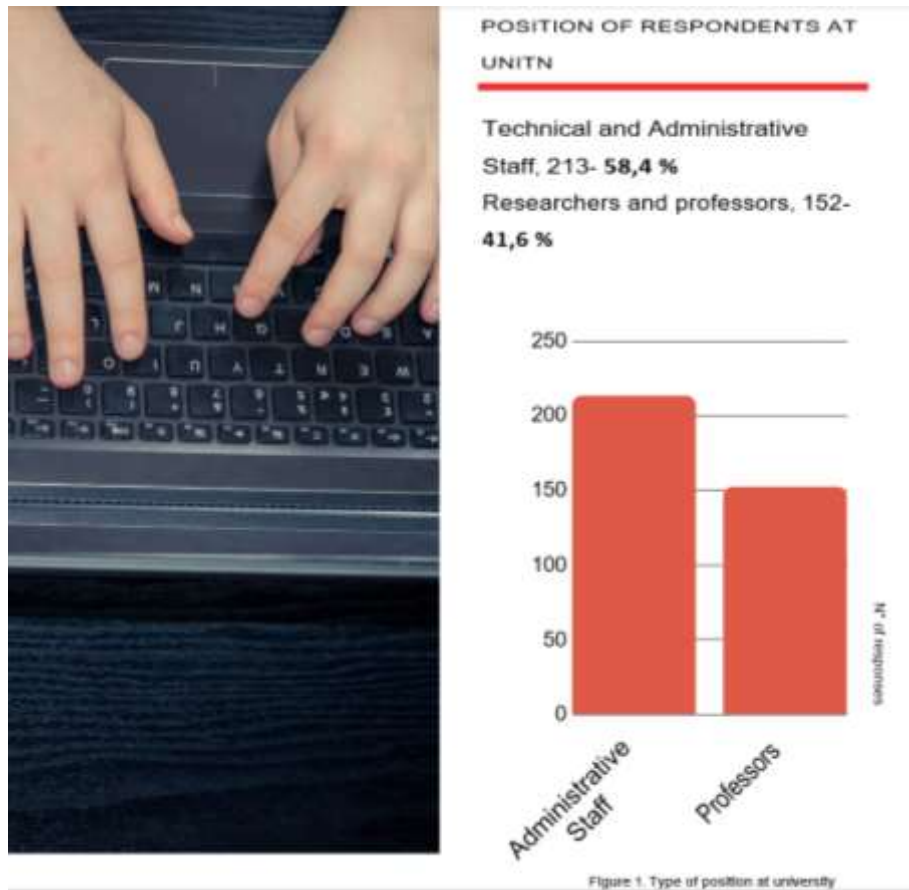
Do you think that the university system contributes to the development of this type of problems among its students?

Not necessarily. However, student preparation must improve so that they can better tackle the problems that can appear and/or have knowledge of how to proceed if they are not self-sufficient.

D. Staff Report

a. Italy

The survey distributed among university of Trento staff. A total of 479 responses were gathered.



From the answers, it seems that the administrative staff and the teaching staff considered their knowledge of mental distress insufficient or discrete, since the majority of the answers (63%) were between the 2 and 3 of the scale ($M=2.94$; $SD= 1.12$). In addition, it has to be noted that there is a small percentage of the professors and technical staff (6%) who declared to be expert in the psychological domain.

On a scale from 1-5 (where 1 is definitely insufficient, 5 - definitely enough) I assess my knowledge of mental/emotional health problems:

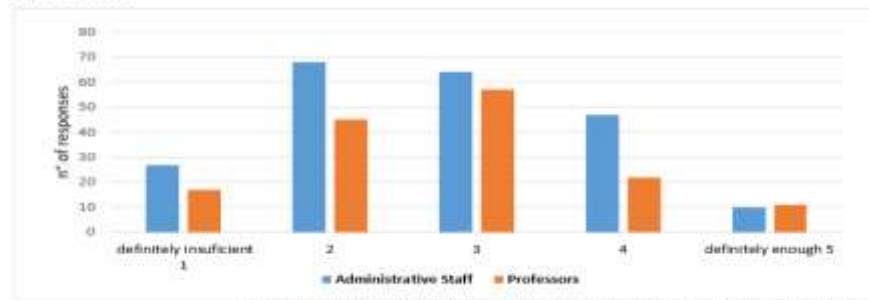
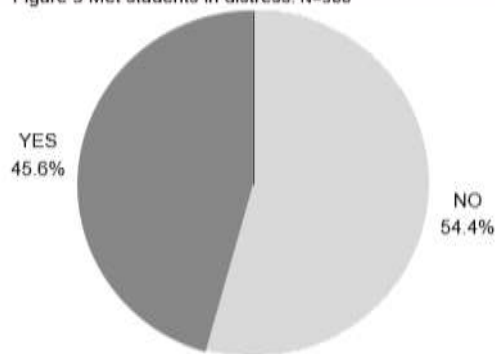


Figure 2. Evaluation of participants' own knowledge about mental disorders N=368

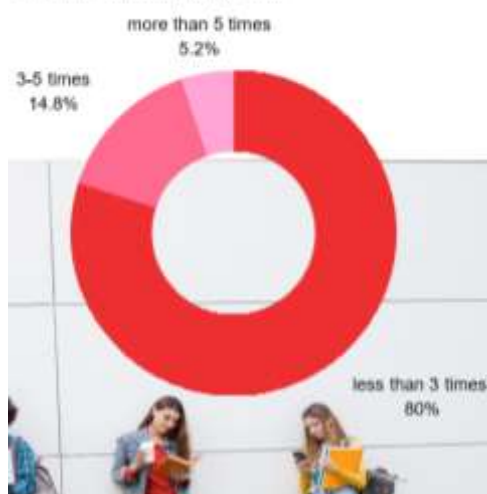
Figure 3 Met students in distress. N=366



In this question, we referred to experiences made incidentally and exclusively in the university environment, we do not refer to experiences made by members (lecturer or administrative staff) who have or have had activities in the health sector (e.g., psychologists, psychotherapists, etc.) for which the above situations are typically professional.

Less than 50% of the participants declared that they encountered a problematic situation concerning a student in psychological distress.

Figure 4 Number of problematic situations concerning students with mental disorders encountered by employees in the past and current academic year.



In some replies, the staff members specified that they did encounter a student in distress (80% of respondents) but this happened less than three times in the past year.

Results highlighted that for most of the respondents, problematic behaviors emerged by observing the students during the lecture time or directly interacting with them. Indeed, both professors and administrative staff declared that the students reported their psychological problems to the staff members in order to obtain help and support in the different academic activities (i.e., preparation of the exams, administrative procedures, etc.).

The problematic behaviors concerned the following categories: difficulty in contacting, bizarre behavior, not controlling one's own behavior and emotional reaction, aggressive behavior, difficulty in coping with stress, inability to cope with duties, apathy, emotional lability and other. More than 50 % of the academic staff reported that they must deal with students in a state of such a strong anxiety and stress, that – in some situation – resembled the characteristics of a psychopathological disorder.

In addition, many respondents met students who showed clear sign of depression. During class hours, many students in the recent years have shown an inability to relate with both the teachers and colleagues, demonstrating problematic behaviors such as eccentric behavior, tics, words or repeated behavior, hyperactivity, verbal interventions that are noisy and off topic, confabulation, inability to respect roles and gender, marked isolation, lack of awareness of social limits.

Furthermore, some professors reported that they have been contact directly by the students in distress after the teaching hours or through the use of personal emails in order to express their distress that – in most of the cases - was related to family or academic issues. Furthermore, the professors received e-mails where students tried to explain with various justifications their cancellation from the exam session, highlighting very little interest for/in committing methodically to a specific project, or showing apathy/emotional problems in writing the thesis. Moreover, some respondents declared that they felt stresses by repetitive requests, such as the possibility of being questioned first at the oral exam in order to contain exam anxiety.

During oral evaluations, many professors witnessed violent reactions such as dangerous behaviors of harming physically and verbally people, denoting lack of control and resistance to frustration. Cases of severe distress (i.e., eating problems, substance abuse and addiction, bipolarism and schizophrenia) were also reported.

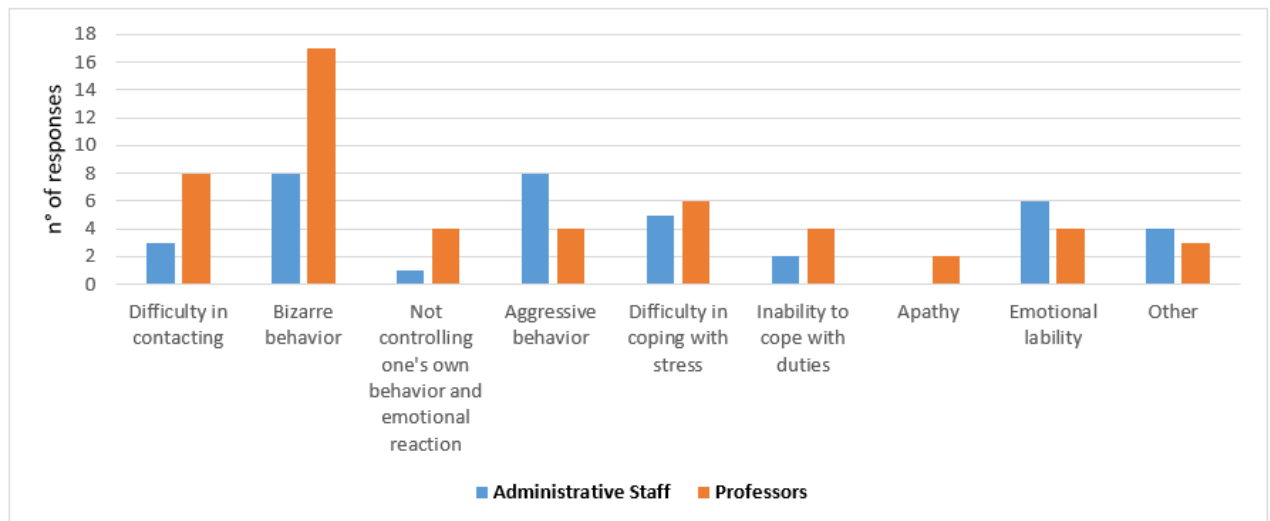


Figure 5. Problematic students' behavior reported by employees.

The main difficulties encountered by professors and administrative staff concerned the following categories: lack of previous knowledge about the student's problem, taking control over the behavior of the whole group, difficulty in choosing an adequate reaction, sense of lack of competence and experience with such situation, not being able to give advice, feeling of responsibility, feeling powerless, fear for one's and others' safety.

Academic staff declared that they had difficulties in dealing with students in distress, especially if they were showing a problematic behavior. Firstly, the staff of the University of Trento complained that they were often unable to maintain the proper attitude of calm and tolerance towards students. To teachers it was particularly difficult to not being able to notice the symptoms, understanding the magnitude of the problem, and therefore, to discover only later the negative outcomes of the student's problems. Another difficulty was related to the lack of expertise in dealing with these kinds of situations: they felt stressed by not knowing how to provide the necessary support and how to send them to the proper help service respecting their privacy.

Most of the difficulties encountered by the academic staff concern the incapacity of giving the student an immediate answer/solution, finding the right words to calm them down, and adopting a non-verbal communication.

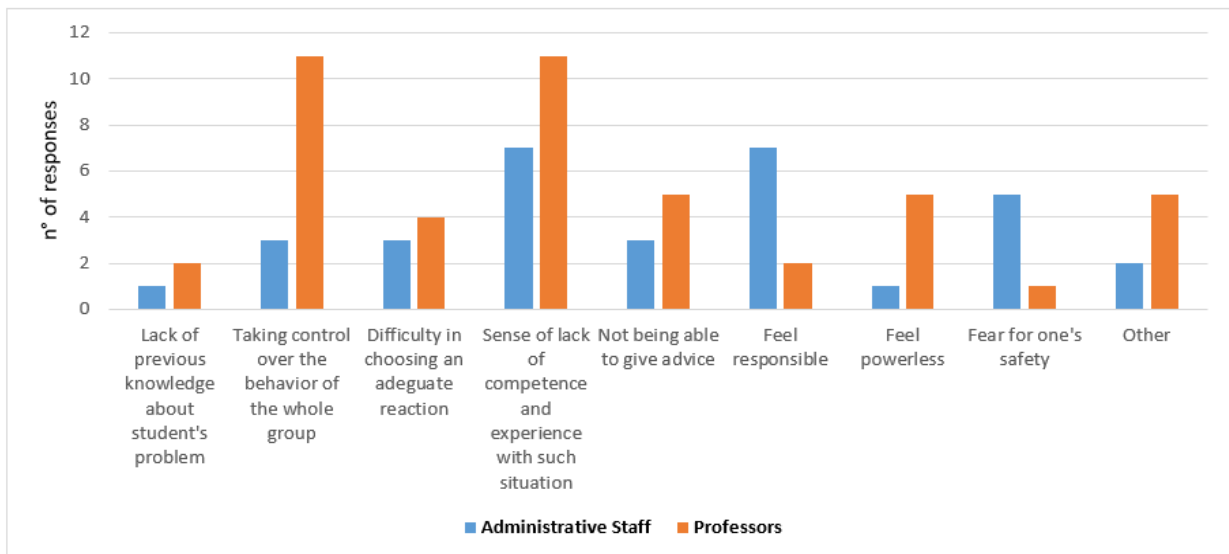


Figure 6. Academic staff's' greatest difficulties in facing students in distress.

In addition, the professors reported a strong difficulty in dealing with the students' problematic behaviors during oral examinations, since they often felt responsible for some of the students' reactions (i.e., crying or signs of anger). In some cases, they felt humanly impotent and even a little abandoned because they found themselves in having to deal alone with serious situations - sometimes even fearing for their own safety.

Figure 7. Reactions of academic staff in difficult situations

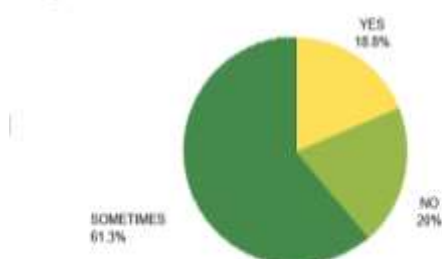
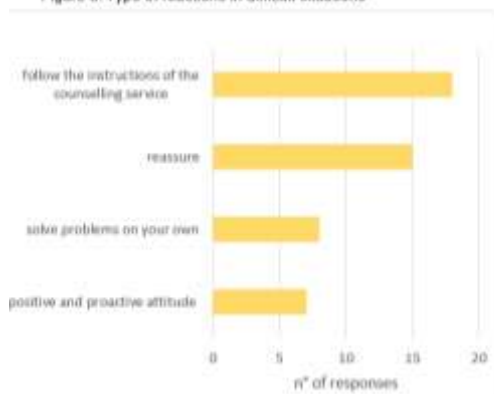


Figure 8. Type of reactions in difficult situations



Many of the respondents were not always able to react properly when they had to face some problematic behavior of the students. In particular, 81,3 % of the staff and professors were not able to react at all, while only 61.3% were able to do so only in some occasions.

Many answers revealed that some situations have been resolved by the staff immediately (38.8% of respondents), trying to keep calm and control the situation. Unfortunately, some professors declared that they did not see the same student in another occasion (10 % of respondents). When they felt in difficulty, the professors and administrative staff tried to maintain a positive and proactive attitude (13 % of respondents), solve the problem on their own (15 % of respondents), talk to and reassuring the students (32 % of respondents). Some professors contacted the Psychological Counseling Service and followed the instructions given to them (40% of respondent). Staff members declared that they had to find time to help the person directly, trying to show empathy and directing them to some services within the university and/or the health system.

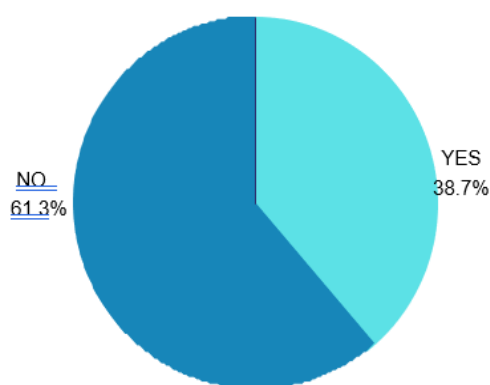


Figure 9. Did your reaction solve the problem?

Those who were able to react in difficult or unusual situations did not believe that they were always able to solve the student's problem (61.3% of respondents). Respondents did not believe that they helped the student with his or her emotional problems (over 50%). Some of the interventions made by the professors (18,5%) solved the situation in the specific context of danger and aggressiveness, but not the long-term problems.

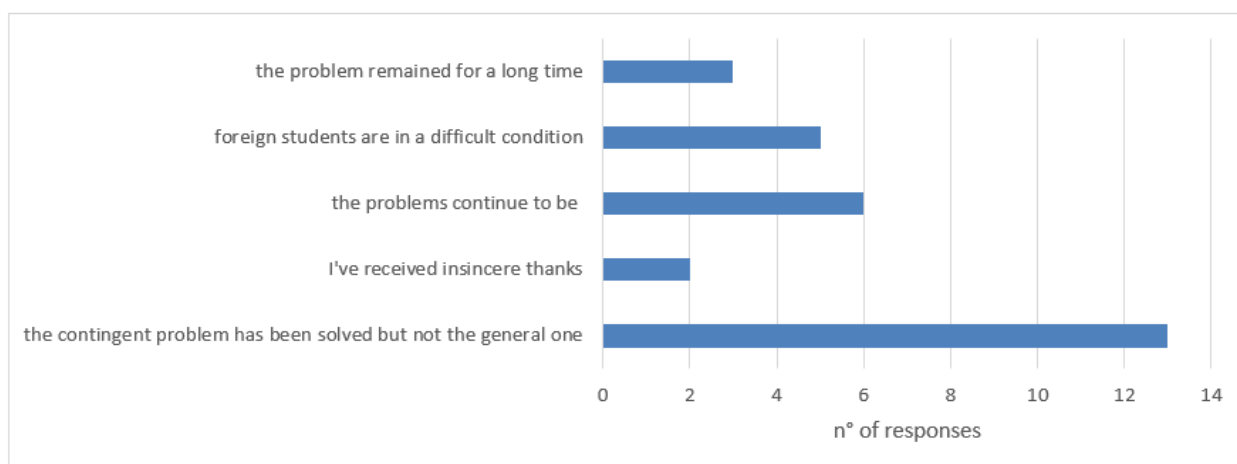


Figure 10. Reasons why the problem has not been solved according to employees

The staff responded by describing some specific situations and how they dealt with them. These difficulties were encountered during the examination sessions and during verbal interaction with some foreign students. The professors have expressed their difficulties to the University's Inclusion Service. The employees of the service helped the professors to approach the students and make them talk (5% of cases). These situations were not always resolved: in one case the student finished his studies, in another case he did not return to the professor, in another case he moved to another university. Staff believed that these problems have been resolved temporarily but not definitively.

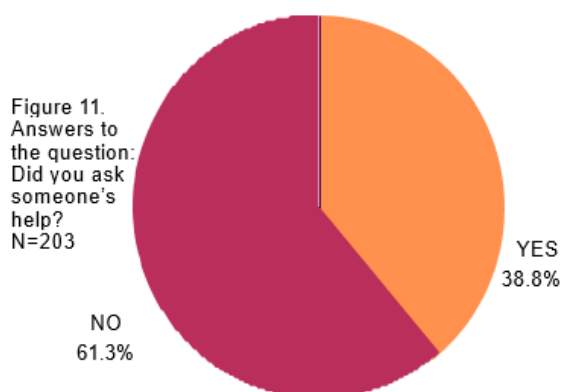




Figure 12. Position of the helping person at Unlri

Both professors and administrative staff highlighted in their answers that asking for help - when you must deal with sudden reactions and behavior that can cause problems in the workplace - is difficult. Most respondents did not ask for help (61.3%), trying to solve the situation on their own, especially in the case of professors who found themselves in difficulty during a university oral exam or in the case of technical staff with the task of receiving students' requests at the reception.

More than 30% of respondents declare that in a difficult situation they contacted someone for help and support on how react in previously described situations. It was their immediate superior, university psychologist, the office of student service and other persons. As can be seen from the graph in picture 10, respondents did not always ask for help from the Psychological Counseling Service but also approached other people, such as colleagues, employees of other departmental offices or tutors who knew the students better.

The respondents to the questionnaire believed that it might help to have a clear reference guide to help the staff in dealing with students' problematic behavior (14% of respondents). In addition, they reported that it could help to have psychological training or practical guidelines (23% of respondents). The most impellent need that has emerged from this survey is to need have a proper reaction to the person in distress. Identifying the specific type of psychic discomfort is complex and some respondents believed that it would be useful to create a more direct contact with the Counselling service of the University (8% of respondents) and to increase the possibility of access it (8% of respondents).

In the future, what could be done to improve the reaction to support people in crisis/at-risk situations?

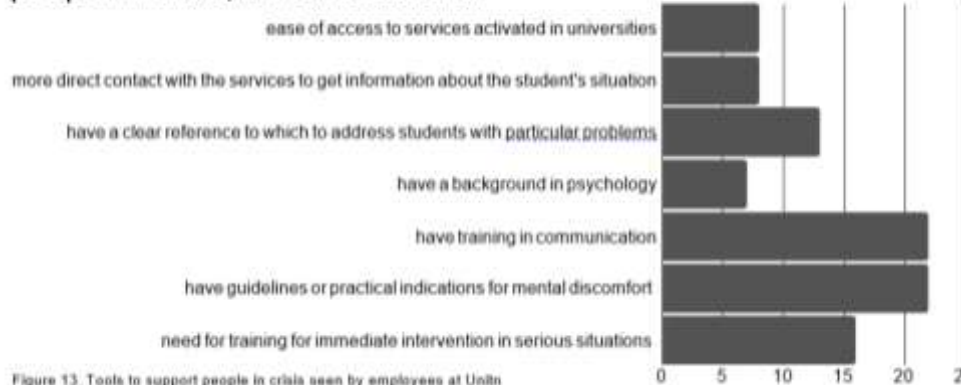


Figure 13. Tools to support people in crisis seen by employees at Unitn

More than half of the respondents (64%) declare that they do not know the exact procedure for asking for help or information in difficult situations involving students. The staff declared that they are not always in the best position to detect such cases or that they do not have enough expertise, and only some of them believed that the university's resources are already sufficient to deal with these situations (33.7% of respondents).

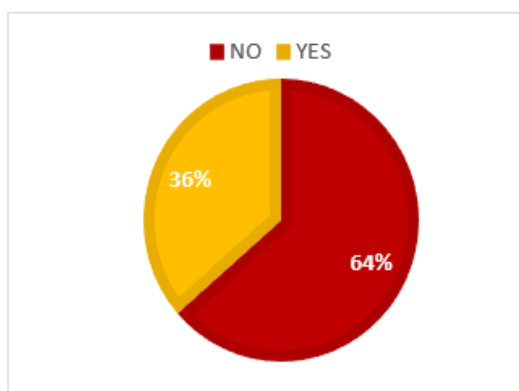
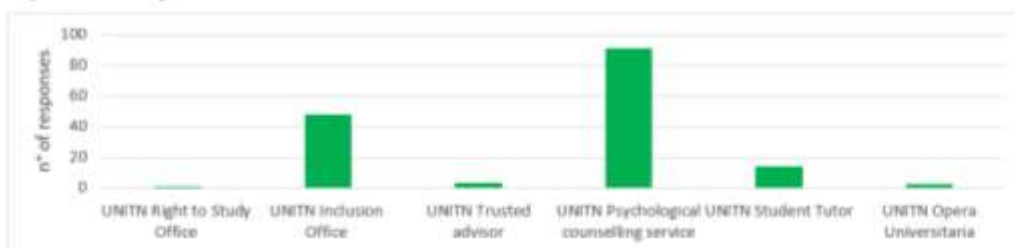


Figure 14. Knowledge of procedures to ask help

Which tools are available at your department for assisting students in crisis or at-risk situations?

Figure 15. Knowledge of available tools



The data in the graph showed the university resources known by the academic staff. A small percentage (12%) do not know the active services, dedicated to psychological problems, for university students. The main advice of respondents was to enhance the visibility of these

services or create a network strategy, identify procedures and contact points. The Psychological Counseling Service at the University of Trento is the most well-known service (more than 50% of respondents). The Psychological Counseling Service, born from the collaboration between Ateneo - Opera Universitaria, is a space of listening and support for the prevention and management of psychological problems that may be encountered during the university carrier. Moreover, the University's Inclusion Service deals with problems related to disabilities (temporary or permanent), specific learning disorders (DSA) and in general special educational needs (BES).

Figure 15. Knowledge of available external services



To deal with problematic student behavior, 40% of respondents would turn to an external psychologist. A small percentage of respondents (27%) would consult clinical psychology teachers for advice.

Figure 15. Specific tools to create a friendly learning environment for student with disabilities. in crisis.



In many responses, staff members highlighted that it would be important to assist the person in need with a properly trained volunteer or student, possibly from the same course of study (14% of respondents). Professors and academic staff members propose the creation of a newsletter regarding possible psychological problems of students (13% of respondents). Some respondents declared that it would be useful to advertise more the services offered by the university (7% of respondents). The student environment and relationships between peers may have a strong impact on the most vulnerable students. Encouraging the creation of a collaborative rather than competitive environment can certainly prevent or alleviate situations of discomfort. Some professors have already activated, if possible, group projects within the courses to foster this collaborative environment (6% of respondents).

In the case of previous pathologies, the academic staff declared that it would be important to know them in advance in order to be prepared and to be able to differentiate the support that needs to be provided. For respondents, teacher training would be equally important as having a short guide with best practices. In addition, it would be useful to have a description of positively resolved cases (6% of respondents). The administrative staff would like to have the possibility of helping who are at risk of abandoning the studies since they are doing only few exams per year. Indeed, there are many students who repeatedly register for an exam and then they do not show up.

In order to create a more inclusive environment within the university, respondents consider the creation of meeting spaces (such as relaxation areas) to be useful (14% of respondents). The advice that some compilers gave was to create a portal where the student can anonymously report any behavior or situation that creates discomfort (22% of respondents). In conclusion, it would be important to train people to detect students' discomfort and are able to encourage them to seek support (6% of respondents).

b. Poland

Participants

355 employees of Adam Mickiewicz University in Poznań, Poland (AMU) took part in the study. *Figures 1 and 2* present the sample characteristics.

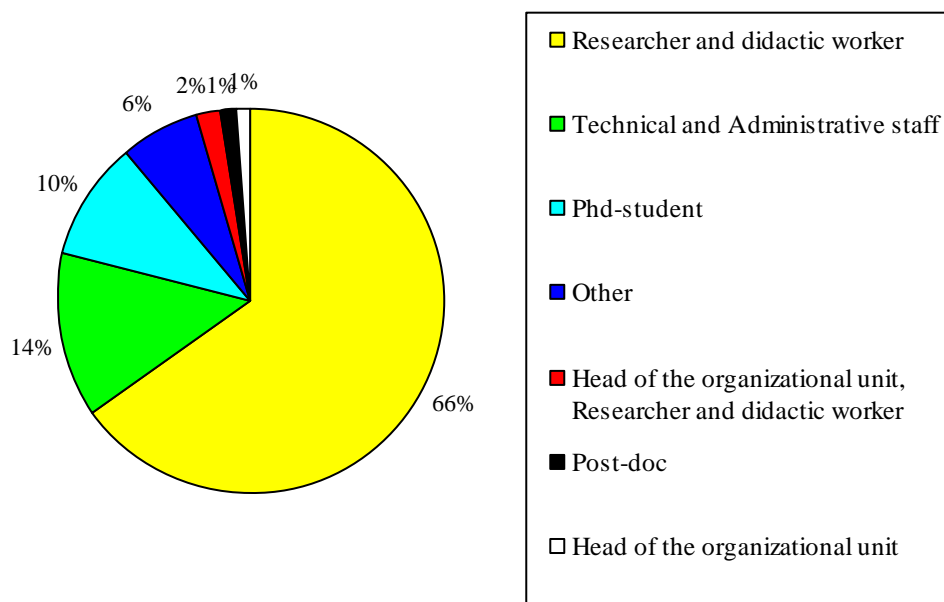


Figure 1. Type of position at university

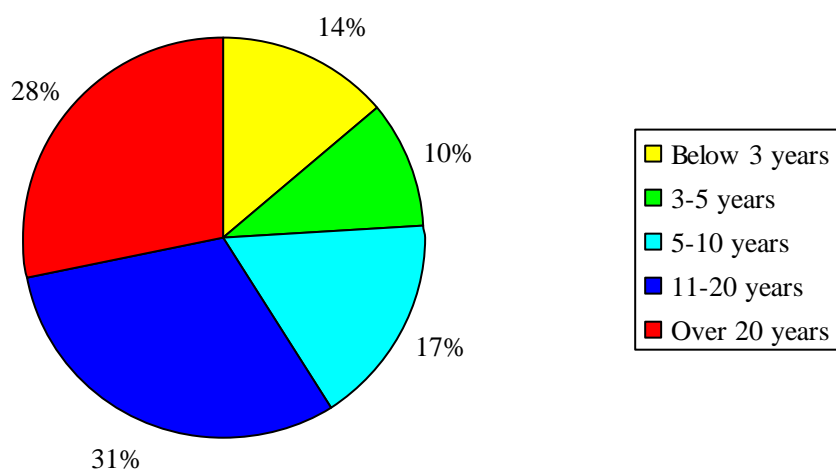


Figure 2. Time of working at Adam Mickiewicz University

Measure and procedure

The information was collected using an online questionnaire. The questionnaire was prepared by members of the Polish team in cooperation with external partners who conducted the same study at their universities. An English version of the tool was prepared and then translated into Polish by the team. The Office for Students with Disabilities of the Adam Mickiewicz University (currently the Office for Supporting People with Disabilities) sent a request to participate in the study to AMU employees via employee email. Participation in the study was voluntary and anonymous. The study was conducted from May to September 2019.

Results

Participants were asked to assess their general knowledge about mental disorders. Participants assessed on a five-point scale, where answer 1 was *definitely insufficient* and 5 *definitely enough*. 127 participants responded. The most popular grade was the middle grade and the average was 3.17 (*Figure 3.*).

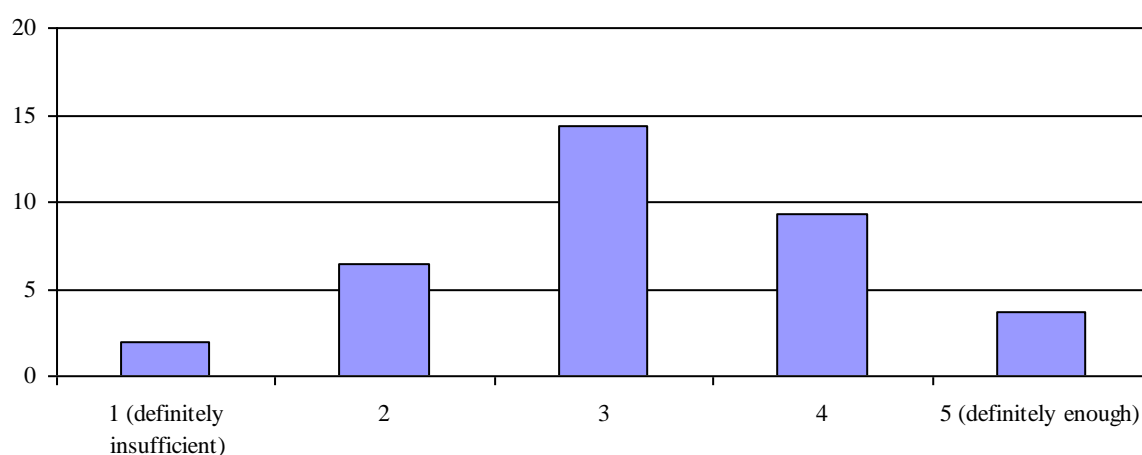


Figure 3. Evaluation of participants' own knowledge about mental disorders. $N = 127$

Majority of participants - 271 (76,3% of respondents) declared that they encountered in their work a problematic situation concerning a student with a mental disorder. Most have experienced this situation less than three times in the last two academic years (2017/2018 and 2018/2019) – *Figure 4.*

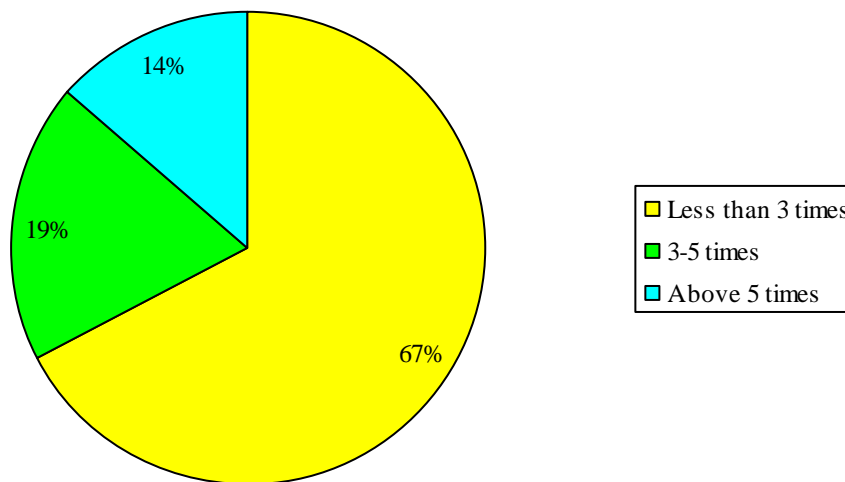


Figure 4. Number of problematic situations concerning students with mental disorders encountered by employees in the past and current academic year. $N = 271$

Among students' difficult behaviours reported by employees, the most frequent were difficulties with contact - maintaining visual and verbal contact, breaking through the student's words, getting his attention. Participants also reported less frequent problems such as: bizarre behaviour (violent bursts of laughter, shouting), not controlling one's own behaviour and emotional reactions, verbal and physical aggression, long-term absence from classes, difficulties in coping with stress, duties and failures, emotional lability, difficulties in adapting to university rules, apathy and others (*Figure 5.*).

Participants reported that the greatest difficulty for them in such situations was choosing an adequate reaction - so as to respond to the student's needs, but not to offend him, and at the same time be able to carry out their teaching duties. In addition, communication with the student was a difficulty. Less frequently reported were: controlling the behavior of the whole group (it was both about silencing students' laughter, indicating the necessity of tolerance, and the difficulty in maintaining discipline in order to conduct classes until the end), difficulties in assessing the student and choosing an individual approach to teaching, facing their own difficult emotions in this situation and a sense of lack of competence and experience in dealing with it, gaining control over the situation, understanding the student's situation, lack of prior knowledge about the student's problem (*Figure 6.*).

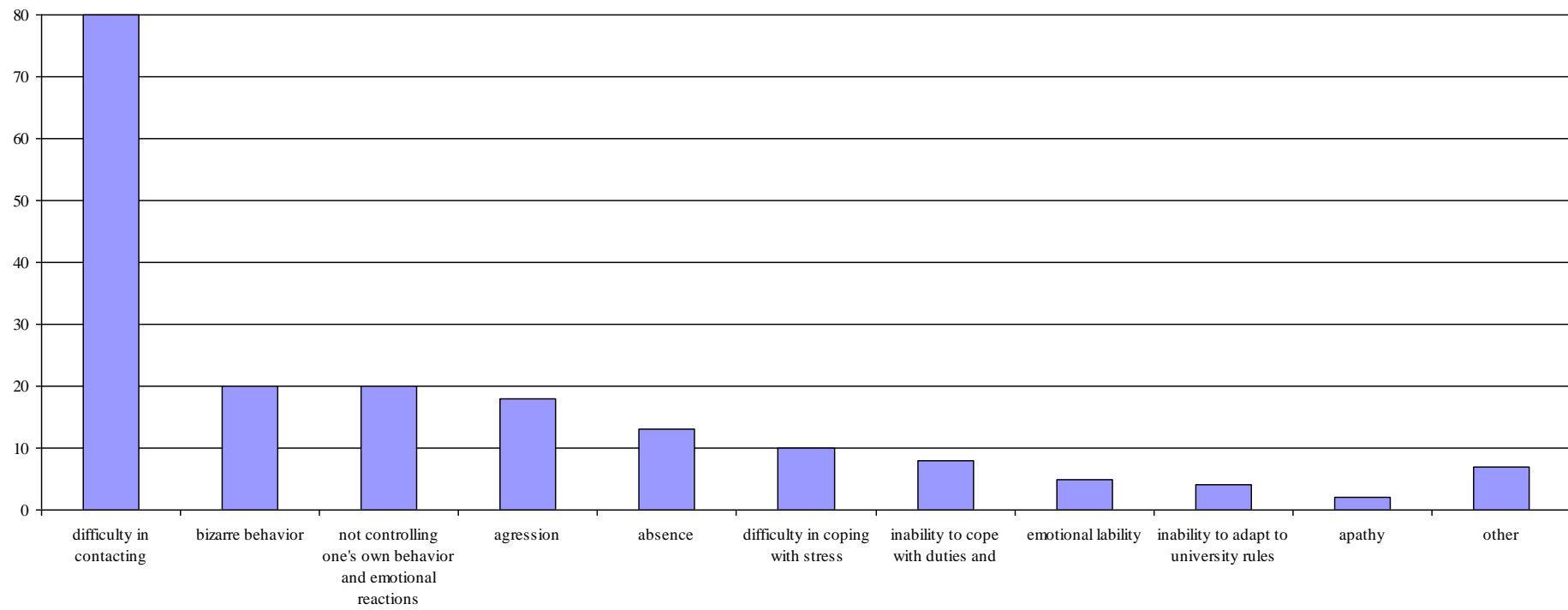


Figure 5. Problematic students' behaviour reported by employees. $N = 187$

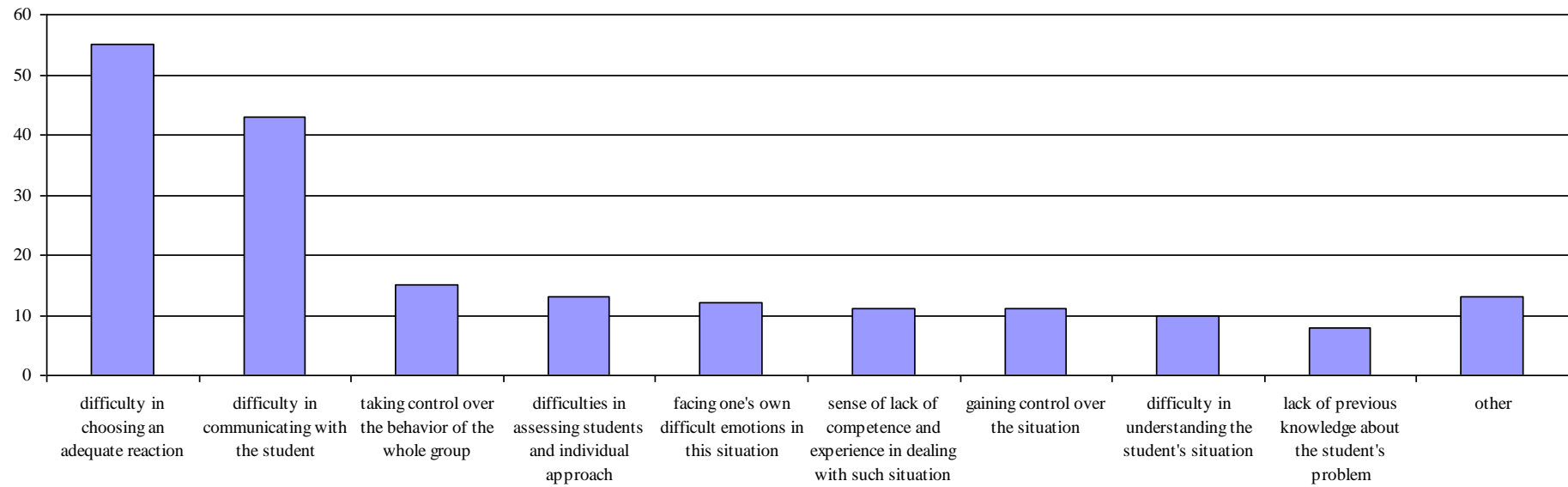


Figure 6. Employees' greatest difficulties appearing in the face of problematic situations involving a student who exhibits difficult behavior. $N = 191$

Despite the difficulties experienced, in most of these situations employees responded (*Figure 7*). Most often they offered a conversation or other help in person. In addition, they directed students to specialists in the field of mental health protection, applied an individual approach during classes and / or different exam rules, reported the case to their supervisor, tried to cooperate with the whole group of students, and called an ambulance (in 4 cases) – *Figure 8*.

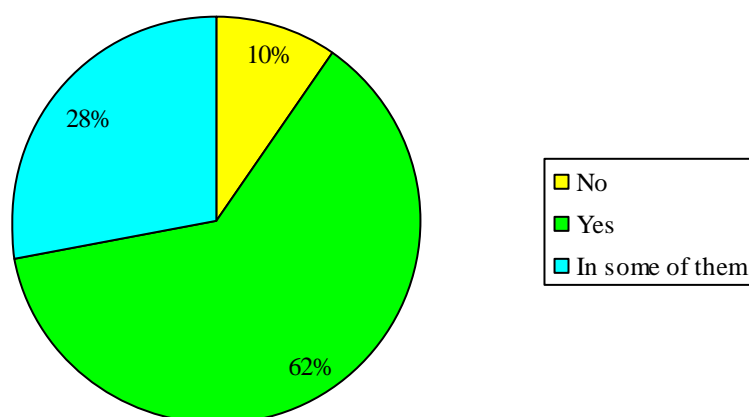


Figure 7. Answer to the question: Have you reacted in these situations? $N = 355$

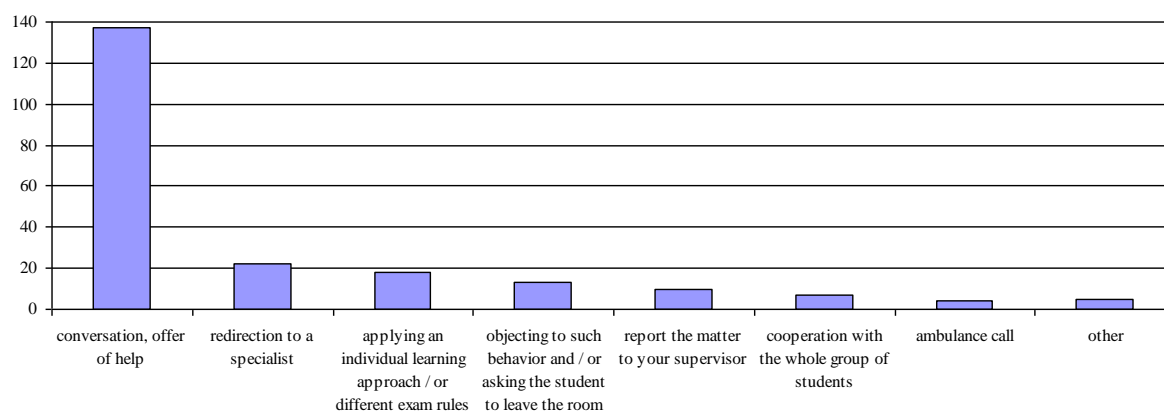


Figure 8. Type of employees' reaction. $N = 216$

Most participants were convinced that their reaction in whole or in part led to the solution of the student's problem (*Figure 9*). Respondents who were convinced that their help did not help, or only partially helped, were asked on what basis they think so (*Figure 10*). The respondents pointed primarily to the lack of changes in student behaviour. They also

mentioned students avoiding classes, dropping out or failing a year, aggressive behaviour and refusal to take further action to improve the situation, psychiatric treatment, persistent learning problems and others.

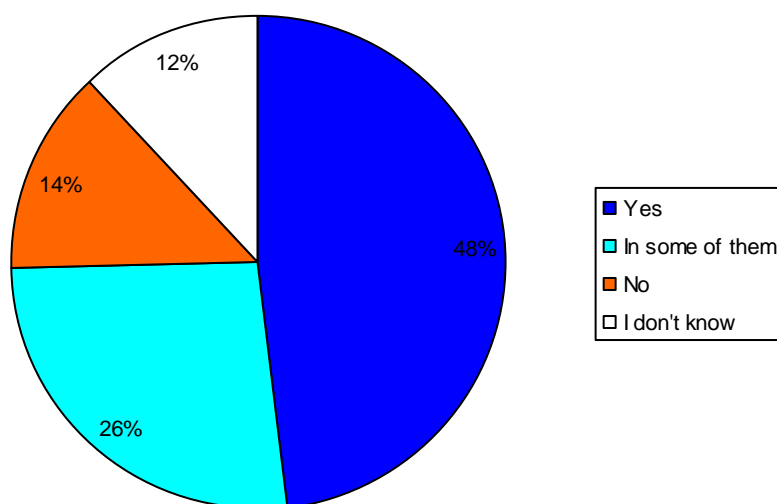


Figure 9. Answer to the question: Did your reaction solve the problem? $N = 219$

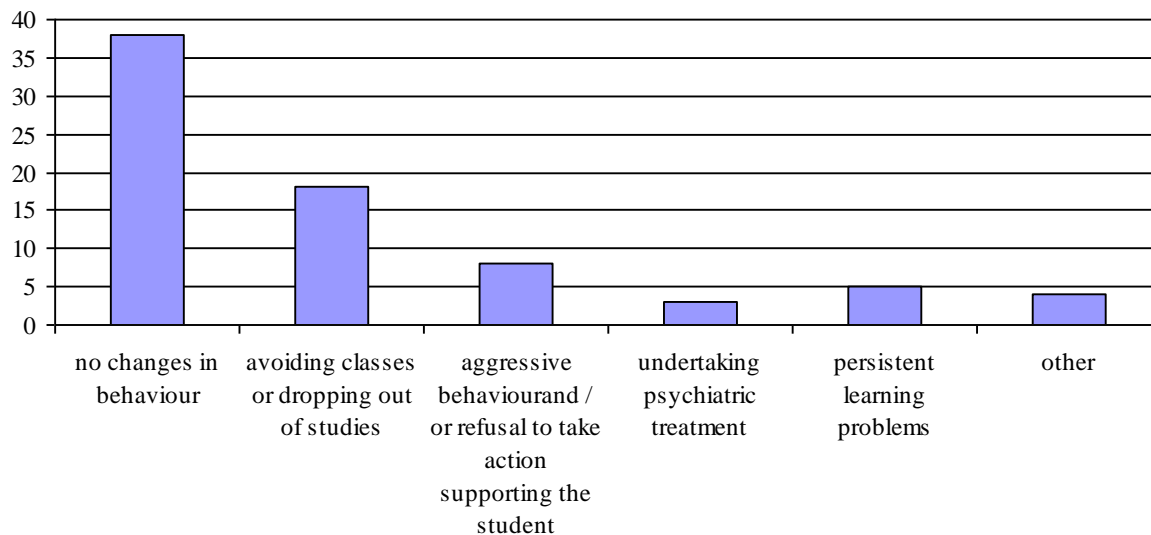


Figure 10. Behaviour after which employees concluded that students' problems weren't solved. $N = 76$

Participants, when asked about what could help them to apply an appropriate response to a student in crisis in the future, pointed primarily to further training aimed at broadening their knowledge, as well as the need to provide them with procedures to deal with such a

situation (*Figure 11*). In addition, employees would expect greater availability of psychological support for students (shorter waiting times for visits to university psychologists or an increase in the number of psychologists). There were also two controversial ideas - one about making available to the lecturers, information about having in a group students with mental problems. However, it is unclear who and on what terms would provide this information. The second idea relates to returning to conducting entrance exams to studies, during which a potential student would have to show a doctor's certificate of no contraindications to practice, including no psychological contraindications.

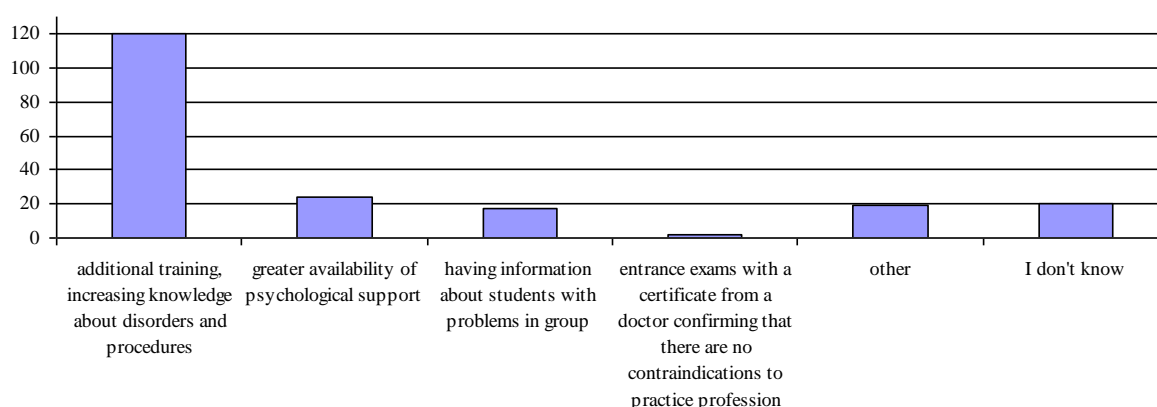


Figure 11. Answers to the question: What could be easier in the future and help you get the right reactions in the situation of people in crisis? $N = 202$

Over half of the respondents (52%) declare that in a difficult situation they contacted someone for help and support on how to react in previously described situations. It was their immediate supervisor, university psychologist, Rector's Plenipotentiary for students with disabilities and other persons (*Figure 12*).

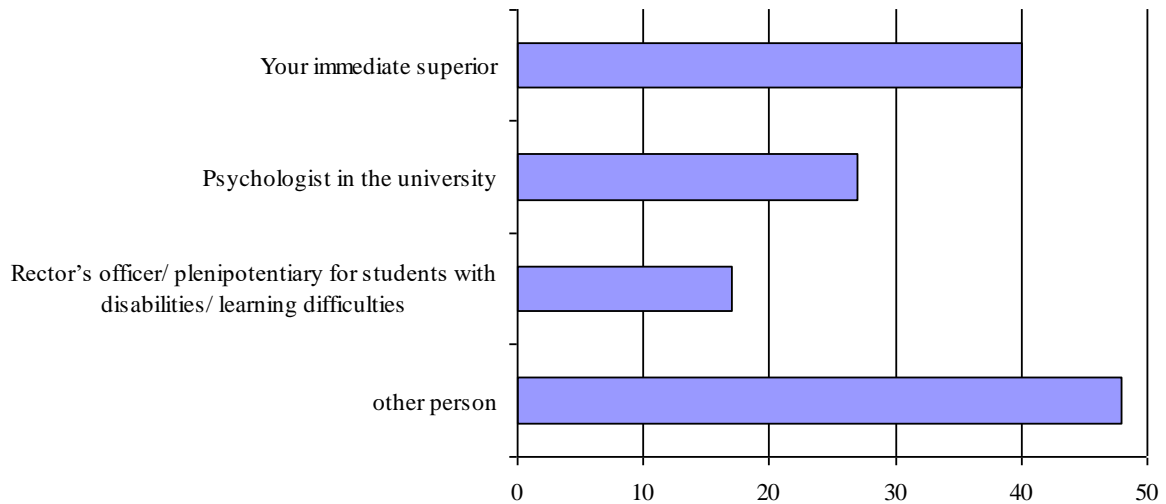


Figure 12. Function / position of the helping person at AMU. $N = 132$

53% of respondents declared that they know who in their faculty they can ask for help and advice on how to deal with students with difficulties. 52% of respondents said that they know who to report to on this matter at University level. On the other hand, if the answers were given to whom they could go for help (this information was not required by researchers), participants often confused units, offices or faculty counseling centers with general university departments. The question "What tools to support people in crisis do you see at your University?" was often answered with "I don't notice any" (Figure 13.). Among the perceived tools, respondents indicated university psychologists, workshops for employees, Office for Students with Disabilities, support network between employees, leaflets with information about psychologists support at AMU, individual organization of studies, student advisor, facilities in the physical environment (accessibility for people with physical disabilities) and others.

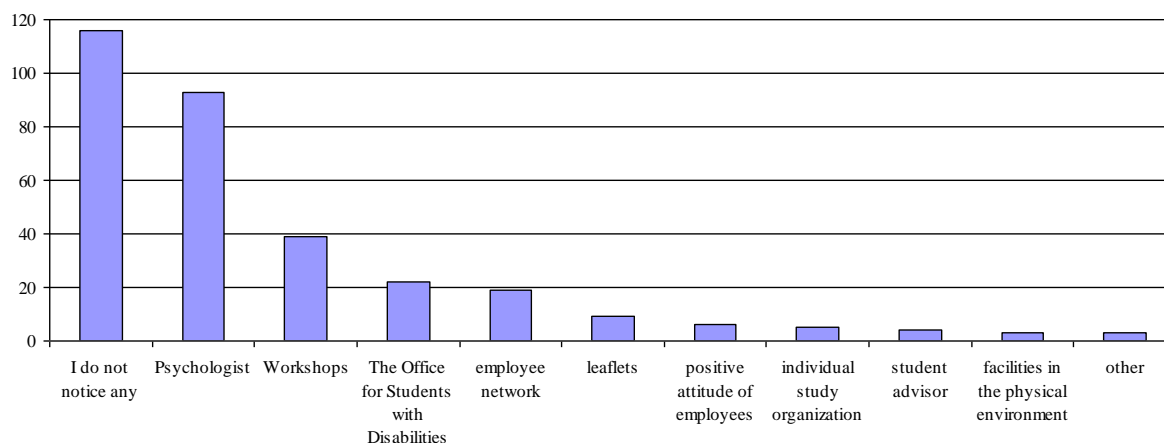


Figure 13. Tools to support people in crisis seen by employees at AMU. $N = 319$

Finally, participants were asked to identify tools they would find useful, but they do not see them at the university. They indicated many ideas that the authors of the report grouped into the following categories (*Figure 13.*):

- **Easier access to psychological consultations for students** - employees generally had knowledge about psychologists at the university and evaluated their work positively. However, they had reservations about the availability of psychologists. Participants thought that there were far too few of them relative to students' needs, and they proposed creating a faculty psychologist position at each faculty, which would be available to both students and employees.
- **Employee training** - trainings taking place at the University were assessed by participants in the comments as necessary. Moreover, participants assessed the completed trainings very positively. They reported that these trainings, however, are too rare, it is difficult to get to them (due to high interest, the places on the registration for training are filling up quickly). They proposed the implementation of mental health training and student crisis management procedures as part of health and safety courses.
- **Training, workshops, student support groups** - ideas for obligatory classes in the basics of psychology, stress management workshops and effective learning trainings for students.
- **Technical facilities** - increasing accessibility for students with reduced mobility (supplementing equipment adapted for the visually and hearing impaired

students in classrooms, replacement of exit doors, more frequent snow removal in winter).

- **Changes in studying organization** - e.g. possibility of studying longer, availability of individual assistants, possibility of using individual teaching methods, tutoring, less loaded study program, a better organized timetable.
- **Informing students about the possibility of obtaining psychological help** - participants were convinced that many students do not have knowledge about free psychological help within the University.
- **Providing lecturers with information about students with problems** - a controversial idea whose implementation in the opinion of employees would help them prepare better for working with the student.
- **Website, helpline, internet forum** - respondents pointed out the possibility of using such forms of assistance in a situation where there is a need for anonymity. The website would also be available at any time of the day. According to the respondents, such website could contain helpful tips for both students and employees.
- **Help in integration** - creating silence zones, cafes or places where students can talk at ease.
- **Clear procedures** - in the form of a brochure for employees.
- **Opinion of a doctor whether a person is able to study** - such an opinion would be issued before starting studies and presented at the University as part of recruitment process.
- **Other**, including supporting mentor of the year, or reducing the number of students at University.

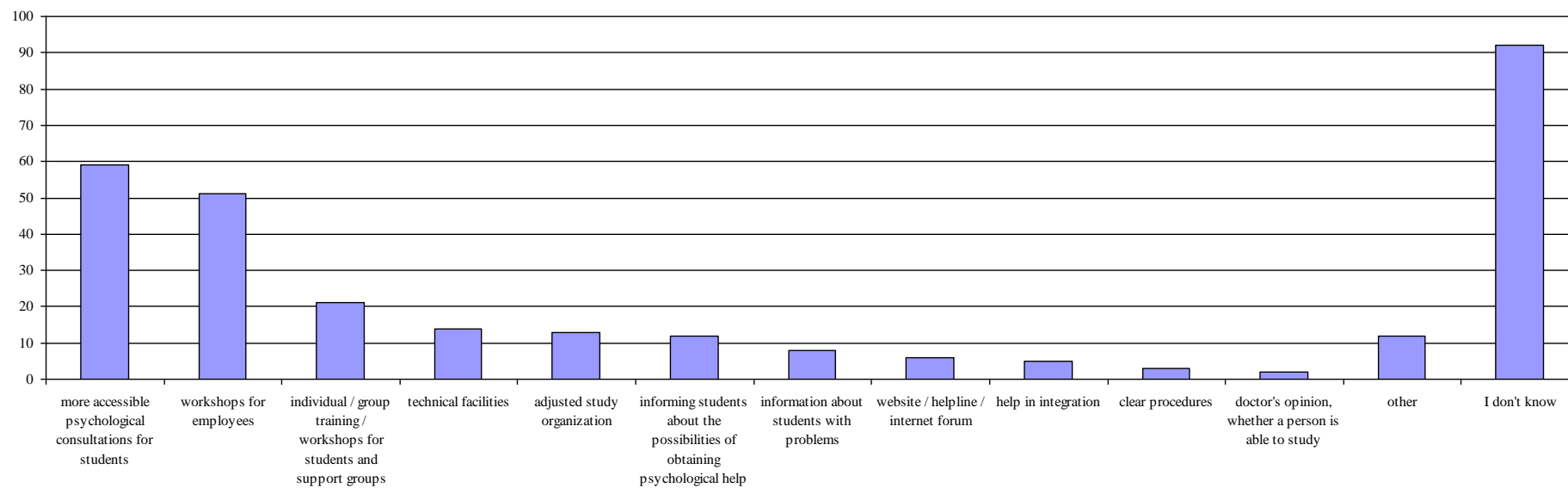
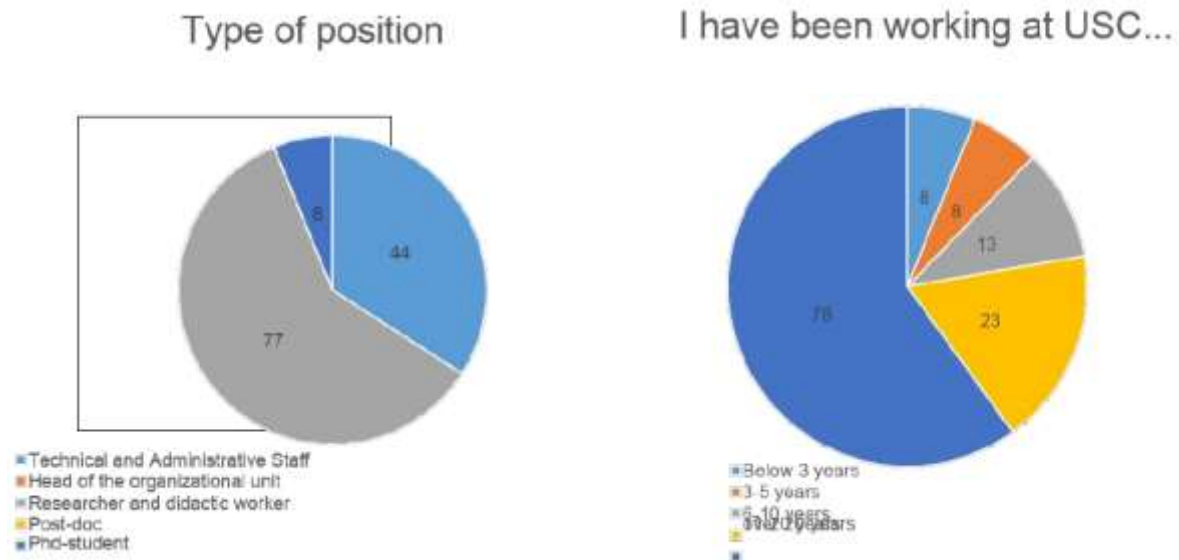


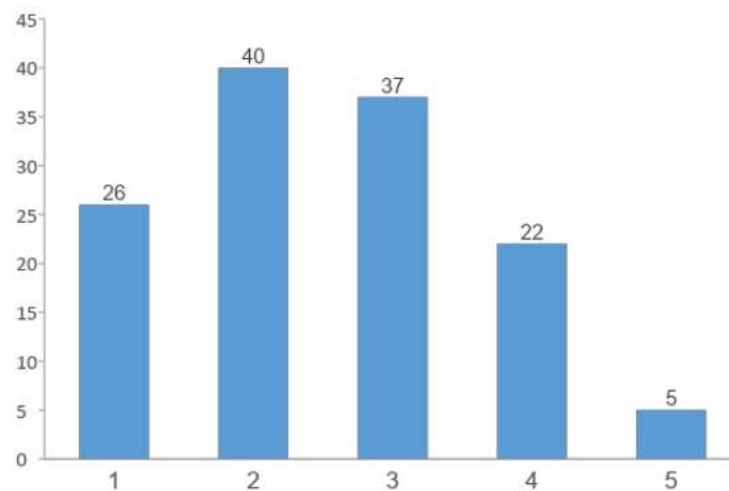
Figure 15. Specific tools to create a friendly learning environment for students with disabilities, in crisis, etc. needed in employees' opinion (and now absent from AMU). $N = 298$

c. Spain

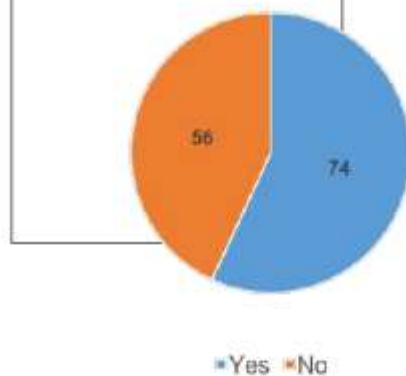
The survey distributed among Universidade de Santiago de Compostela staff. A total of **130** responses were gathered.



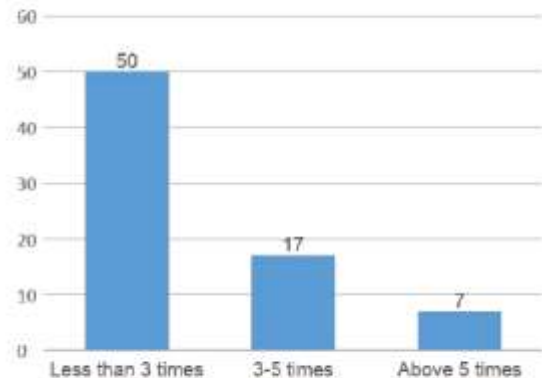
I assess my knowledge of mental illness and cognitive disabilities on a scale from 1-5 (where 1 is definitely insufficient, 5 - definitely enough)



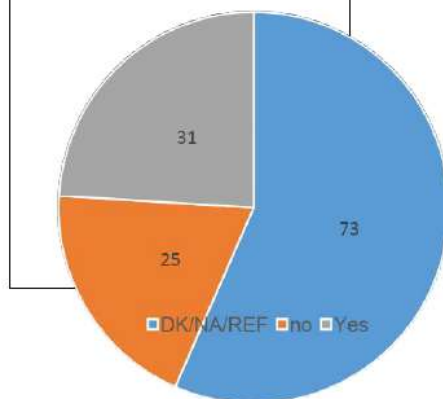
Have you encountered in your professional work a situation that concerned a person with a cognitive or mental disorder?



How many times has it happened in the last and current academic year



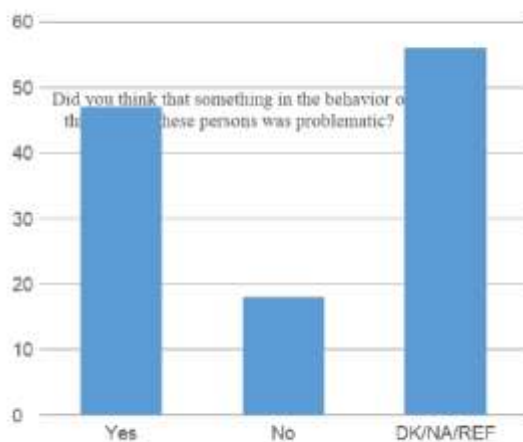
Did you think that something in the behavior of this person/ these persons was problematic?



What was the biggest difficulty for you in that situation?

- Lack of resources
- Lack of information
- Lack of training

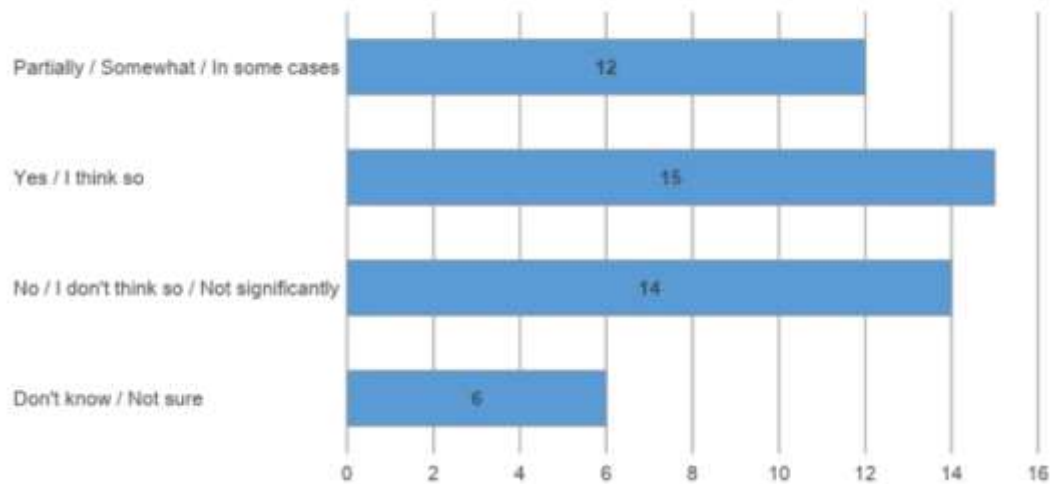
Did you react in any way to that situation?



If yes, what was your reaction?

adapt asked attention attitude calm
calmly case charge class concerned contents
dialogue knowledge evaluation family give health help
informing integrate interest keep legal listen medical
needs offer office people person positive
problems read service situation solve special student
subject talk tried tutorials understand
university writing

Do you think your intervention helped solve the problem? Please describe for each situation:



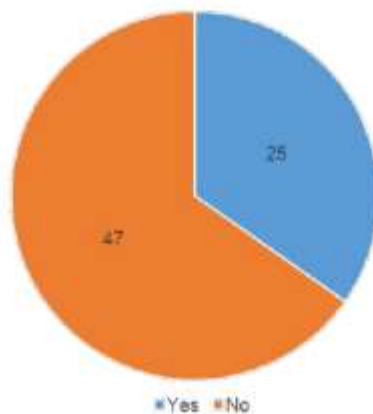
If you think that your intervention did not help to solve the situation, explain why:

abandoned achieve apathy apparent attending attention available avoiding balance
 case denigration discovered emerges encouragement explain far gave happened help hierarchical
 including intervene involved lack limited medication mental mind overcome
 people person power prevented problem
 professional qualification receptivity seek serious situation solve
 sometimes student studies superior things think training trouble
 understand

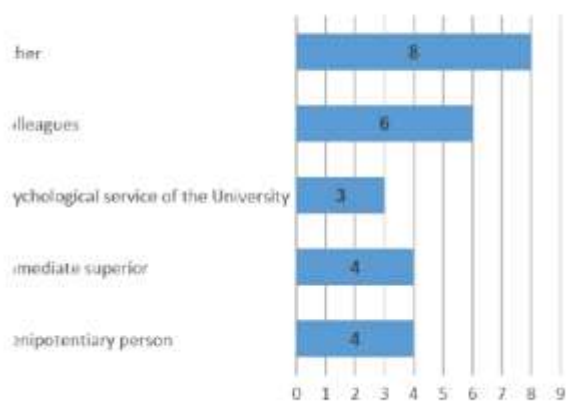
What could be done in the future to improve the reaction of university staff to such situations?



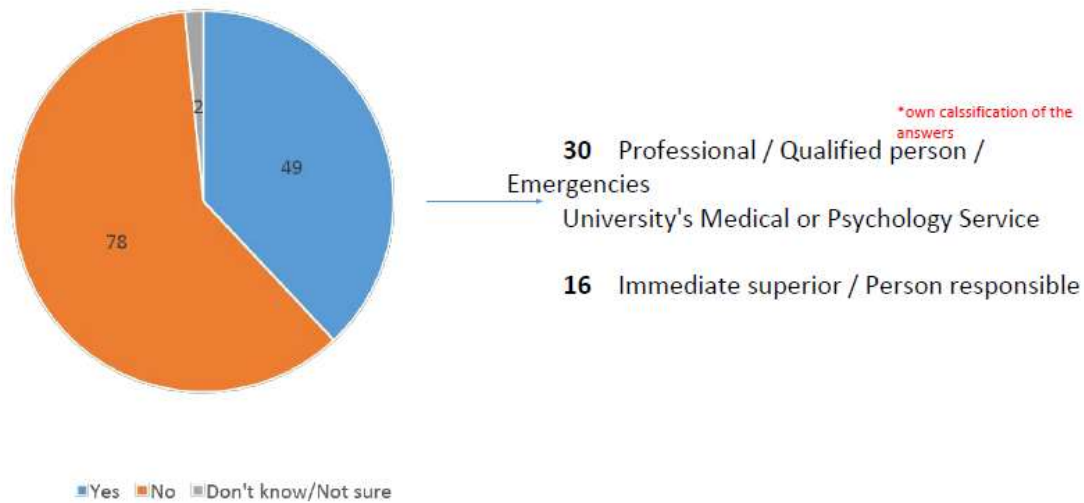
Did you ask someone to help you handle this situation?



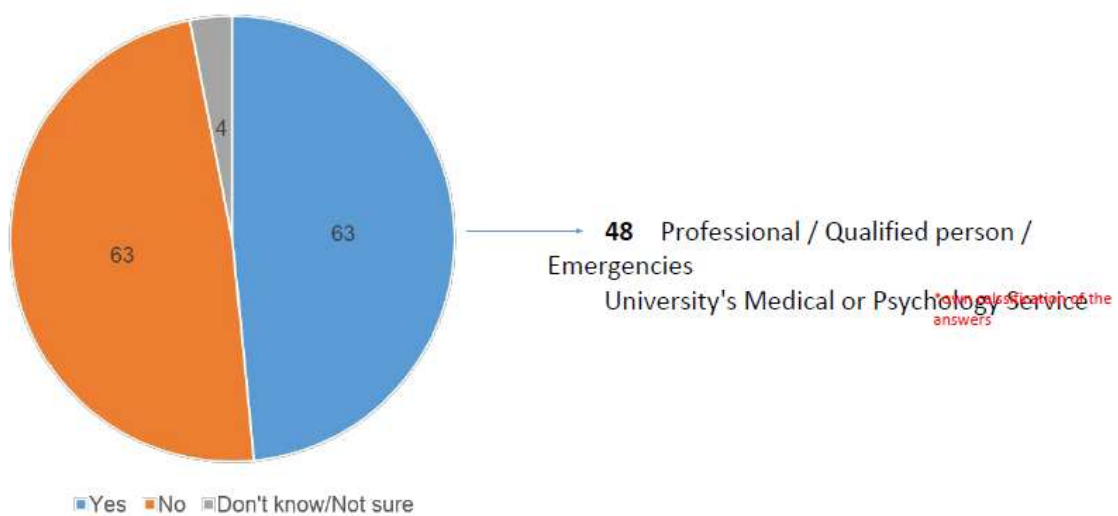
If yes, please indicate from whom you requested assistance:



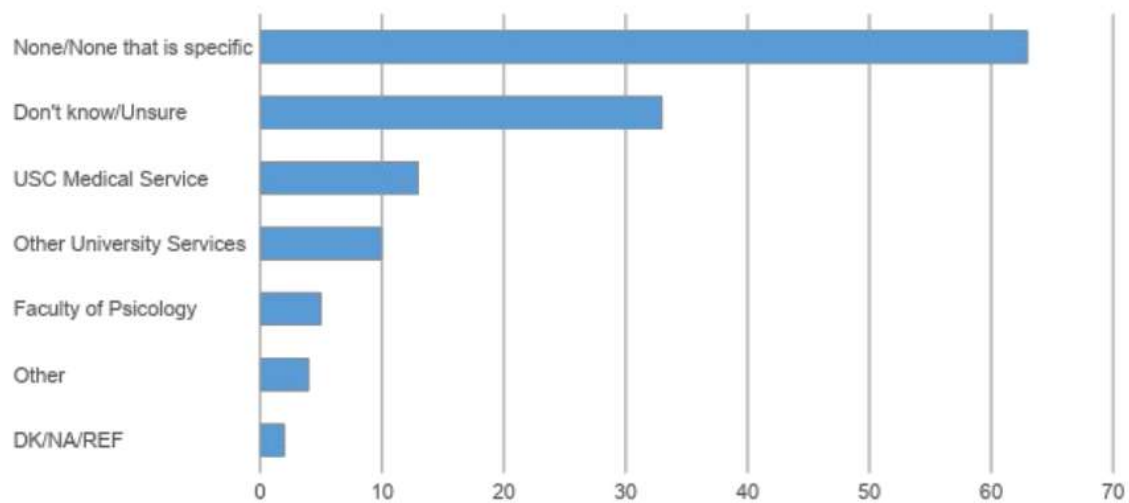
Would you know who to ask for help or information when dealing with students in crisis or with psychological problems in your center?



Would you know who to ask for help or information when dealing with students in crisis or with psychological problems in college (outside your center)??



What tools for assisting people in crisis or with psychological problems do you know at the university?

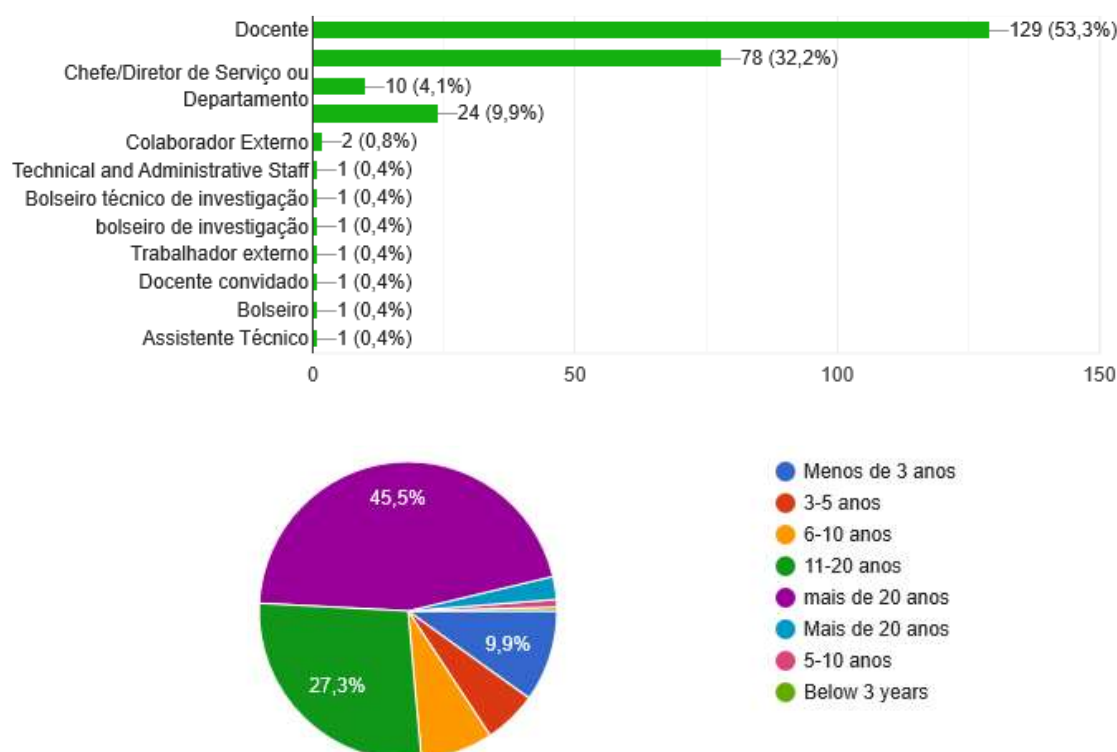


In your opinion, what specific tools (that currently exist in the university) would be necessary to better accommodate people in crisis situations or with psychological problems?

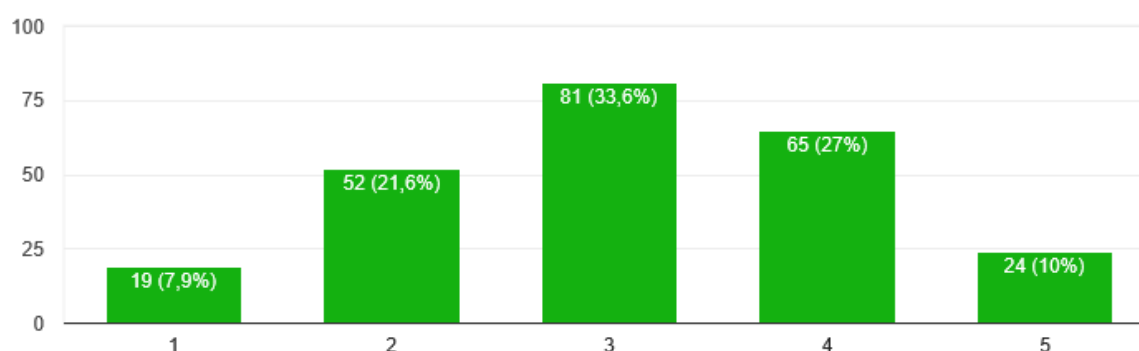
answer assistance attention **care** cases centers community consultation contact
 educative **exist** faculty groups health help idea information medical mental
 necessary **office** ones open opinion orientation people **person** possibility
 problems professionals **professors**
psychological psychologist real researchers
service situations social specialized **specific** staff
students support think tools training unit **university** usc work

d. Portugal

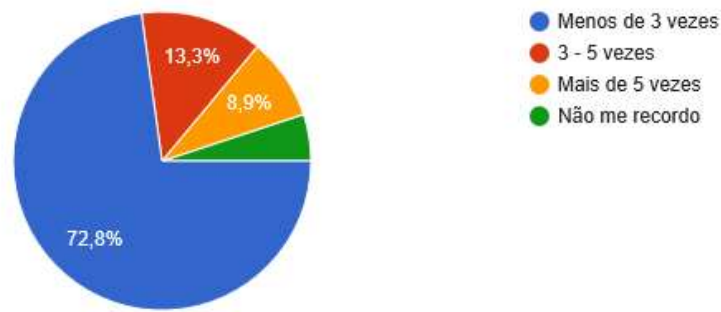
UMinho received 243 responses from academic staff. The participants' position at UMinho, and their time of working are the following:



On a scale from 1-5 (where 1 is definitely insufficient, 5 - definitely enough) participants assess their knowledge of mental/emotional health problems as follows:



66,7% of participants came across a person in crisis or at-risk situation in professional context. As they declared, it happened in the last or current academic year:



To the question “Did you think that something in the behavior of this person/these persons was problematic?” 130 people answered “yes”. They pointed out as examples: Agressivity; Anxiety/Stress; Absence from classes; Demotivation; Sadness; Integration difficulties; Lack of self-esteem; Depression; Burnout; Isolation; Incoherent speech; Emotional instability; Alienation, Apathy; Stalking; Obsession; Suicidal behaviour; Eating disorders; Schizophrenia; Hypochondria; Obsessive-compulsive behaviours; Personality disorders; Bipolarity; Self-injurance; Alcohol and drug abuse; Epilepsy, Asperger’s syndrome. The biggest difficulties the participants faced in this situation were:

- Keeping calm
- Lack of knowledge on how to act or who to contact
- Lack of knowledge of available support services and procedures
- Lack of knowledge on how to communicate, how to create empathy, how to interact with the person
- Lack of awareness
- To reach the student – help the person realize that is not well and needs help.

However, 84,2% of participants were able to react in any way to that situation. The main reactions were following:

- Articulation with third parties, request for help
- Calm the person down and take them to a more reserved space
- Keep calm
- Follow up until arrival of help
- Listen and refer to the relevant services
- Listen, follow and direct to the right people/service

- Calm the person, give clear safety instructions

54,1% participants think their intervention did not help to solve the problem mainly because of complexity and delicacy of the situation, lack of support, the need for specialized help and lack of knowledge, skills to handle with the situation. Main suggestions of what would be helpful in such situations in the future participants pointed: creation of a student support office by school/institute, University-wide standardized procedure guide, identification of interlocutors with whom to articulate ways of intervention, emergency number, refer to services that can properly support the people. 59,2% of participants did not ask anyone for help.

To the question “Do you know the procedures within your institution/department/service to ask for help or information when dealing with students in crisis or at-risk situations?” 97 participants answered “yes”. They mentioned psychological support services, hierarchical superior, student ombudsman social action services, office for inclusion, health center. Suggested tools that should be developed in order to help to provide support to students in crisis or at-risk situations were:

- Training / Awareness
- Dissemination on available support tools
- Specialized Support Office / Support Kiosk
- Identify contact person, know to whom to report
- Emergency number
- Flyers/ Hands-On Lectures/ Help Groups
- Knowledge about typology and symptoms
- Existence of clear procedures, Help platforms
- Emotional Management Tools
- Helpline/ Email / Website / Platform
- Document with specific orientations
- Student Support Office -SOS Student

CONCLUSIONS

The examples from various European countries collected in this document regarding the implementation of good practices that respond to the needs of students in crisis and the entire academic community can be a valuable source of inspiration during planning and implementation of the *SOS Digital* project. They indicate different types of threat situations for students and the academic community as well as possible system solutions to respond to the threats. The examples include a wide range of activities aimed at providing support to students, academic and non-academic staff in response to crises that occur at universities.

The examples provide information on systemic solutions to provide effectively adequate assistance to students and university staff through (1) effective use of university resources, the involvement of professional staff from various disciplines such as psychologists, psychiatrists, nurses, educators, *etc.* and (2) the involvement of counselling services functioning in the local environment, (3) methods of raising awareness of the threats affecting students and developing the competence of adequate response to threatening situations among students and employees, (4) ways of disseminating information on emergency procedures, about the available help offer and how to get it.

Among the examples presented there are also solutions containing an important element of the system, which are online platforms for assistance in situations of mental crisis or situations of exposure to danger. Solutions in this area very important from the perspective of the *SOS Digital* project. They allow to think about the implementation of the project idea in the environment of partner universities from Portugal, Spain, Italy and Poland to optimally use resources, strengths and opportunities in a wider environment in order to create the most efficiently functioning system, which adequately responds to the needs of the project's addressees - students in crisis.

Our study results from Universities in Italy, Poland, Portugal and Spain, and counselling services in these countries indicate importance as well as a large scale of mental problems among university students. This phenomenon seems to be intensifying. Employee responses indicate the need of easier access to the information about students' crisis procedures and the need of gaining knowledge and skills on how to deal with students in crisis.

The *SOS Digital* Project seems to create a promising opportunity to respond to these needs effectively. The *SOS Digital* platform can perform several basic functions, such as:

- **Contact with the appropriate specialist.** SOS Digital can redirect easily to specialists, which is also a response to the problem of confusion in the excess of information reported by students. In addition, SOS Digital may offer a constantly updated information bank regarding specialists and institutions providing specific assistance in situations of experiencing a mental crisis and in the field of broadly understood mental health. Information along with telephone numbers, email addresses, stationary addresses and registration procedures for the visit;
- **On-line psychological support** - via messengers in urgent situations;
- **Access to and popularization of knowledge** - basic information in the field of mental health, prevention of disorders, procedures in a situation of experiencing a mental crisis;
- **Education and exchange of experience by academic teachers** in the area of dealing with students with mental difficulties.

Specific conclusions:

- Employees evaluated their knowledge of mental disorders as average, while pointing out the need to expand it, because of meeting students with this type of health problems. Problems in the behavior of these students that arise during the educational process place the employees in a situation where they feel the need to react but also lack of competence.
- Employees declare the need for specific guidance in what situations they should (and how) react. In order to do this, they expect greater support from psychologists - in the form of training, individual consultations or a website.
- Employees clearly indicate that they need general but specific information. They want to learn about emergency procedures and know contacts to specialists.
- The fact that employees, despite a sense of lack of competence, reacted in difficult situations, providing assistance to students in an intuitive way, seems to be a good indicator of their future willingness to explore knowledge of procedures and apply them. This will pursue broad goals - not only to help the student in crisis, but also to ensure the safety of other students and employees, as well as to improve the teaching

process. In addition, which is an additional educational value, employees will have the opportunity to become a role model of empathy, tolerance and cooperation.

- Positive conclusion, which emerge from the results of all our research, is students' and employees' awareness of own and other people's problems, students' attempts to seek help, as well as the employees' willingness to learn to help.

Recommendations:

1. **Inter-institutional cooperation agreements between universities and other institutions** are needed, which can potentially provide assistance to university students in a mental crisis (mental health counseling centers, crisis intervention centers, psychiatric admission room, police, etc.).
2. It is necessary to develop **procedures for inter-institutional cooperation and responsible persons** (among others, for the exchange of information between institutions) on how they operate and on the principles of availability of the offer provided by aid institutions.
3. There is need to prepare **precise instructions and procedures for all groups of university employees** in situations where the student's mental crisis is related to the exposure of other people or the student himself to a situation of loss of health or life.
4. At universities there is a need to develop **precise instructions and procedures for providing psychological assistance** in the field of mental health support and in the area of overcoming difficulties in the study process. These instructions should take into account organizational conditions and staffing possibilities within the university, as well as legal provisions.
5. It seems useful to create and publish a **list of good practices** containing a description of how to adapt the recommended forms of support at university faculties, which, despite difficulties, have proved successful and had effect in the form of students' educational success. This kind of "catalog of solutions" could be used by both vice deans for students, lecturers at work with students and the students themselves. This list of good practices would make it easier to determine effective (taking into account the specificity of the didactic process at faculties and the specific educational needs of students) methods of adapting the recommendations contained in the document of Rational Adaptations in the education process at Universities. Thanks to this, the system within the university has a chance to operate in a more efficient and consistent

manner (including in the aspect of cooperation between psychological consultant and deans for students).

6. Taking into account the results of surveys regarding assistance staff, the staff of assistance institutions should be particularly sensitive in the case of students who, due to the nature of the difficulties (depression, anxiety disorders, adaptation disorders), without assistance will not be able to participate in the study process. It's about for **quick availability and possible high frequency of using psychological and psychiatric help**, which may be decisive for students with the above disorders. Perhaps this issue should be covered by formal regulation within the university.
7. The difficulties pointed out by specialists which the students are dealing with, including the problem of high intensity of students' failure to cope with exam stress can be effectively reduced through **workshops for students on methods of coping with stress, assertiveness, time management, effective learning and other key competences for studying**. It seems that conducting this type of training at the faculty level is a good solution.
8. An appropriately prepared **Faculty Proxy for students with disabilities** who can be in daily contact with students at faculties may play an important role.
9. **Academic tutoring programs**, which already play an important role in some faculties, require continuing and development.
10. There is a need of an **effective system of reaching students with information** on psychological and psychiatric assistance, which they can use within Universities. The SOS Digital platform can play an invaluable role here.
11. We recommend to **continue training for universities' employees** on dealing with students with mental and cognitive difficulties - training for research and teaching staff as well as training for dean's office staff, libraries and other administrative staff.
12. We recommend to conduct **educational campaigns** for students and university staff, engaging the students themselves, in accordance with the "students to students" principle. In addition to **raising awareness and sensitizing** to the problem of mental health, the skilful implementation of such campaigns can also be used to **integrate the academic community**. For example, older students could become tutors for the younger, etc. The campaigns are also an opportunity to provide information on the free psychological assistance available at Universities.

13. Considering the epidemiological data of youth, it can be expected that the number of students experiencing mental difficulties and mental crises will increase in the coming years. The **creation of the SOS Digital Platform** may prove to be a very helpful and effective tool in this situation. Especially that SOS Digital is an **internet** platform - for the generation of today's students, the Internet is a very well-known medium, they feel comfortable using it and it is natural for them to look for information in the Internet. The SOS Digital platform can perform several basic functions:

- **Contact with the appropriate specialist.** SOS Digital is to redirect easily to specialists, which is also a response to the problem of confusion in the excess of information reported by students. In addition, SOS Digital may offer a constantly updated information bank regarding specialists and institutions providing specific assistance in situations of experiencing a mental crisis and in the field of broadly understood mental health. We mean both an institution at the University and those outside. Information along with telephone numbers, email addresses, stationary addresses and registration procedures for the visit;
- **On-line psychological support** - via messengers in urgent situations;
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