UNIVERSITIES
AUSTRALIA

headspace
National Youth Mental Health Foundation

REAL
TALK

A CONVERSATIONAL APPROACH
TO SUPPORTING MENTAL HEALTH
AND WELLBEING IN
AUSTRALIAN UNIVERSITIES

Universities Australia in partnership with headspace acknowledge and celebrate the knowledge and culture of Aboriginal and Torres Strait Islander peoples. As the first inhabitants of this land, Aboriginal and Torres Strait Islander people have been learning and teaching about the world and country for millennia. We acknowledge the continuing role of stewardship of culture and country that rests with Indigenous peoples and pay our respects to Elders past and present.

This resource is about mental health difficulties and suicide prevention and may illicit an emotional response. It is important to recognise that we may be affected by the content of this resource, and to prioritise our mental health and wellbeing needs first and foremost.

Take opportunities to debrief and connect with colleagues and access the supports available within the university and externally within your personal networks. Modelling good self-care and help-seeking is an important part of being a good colleague and leader. Finally, it is also okay to acknowledge when we need to say no, to delegate or ask for additional support.

Refer to Appendix A for supports available nationally and within your university.

ACKNOWLEDGEMENTS

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INTRODUCTION

For universities to be places where people thrive both academically and personally, they need an authentic, supportive culture and a framework that fosters positive mental health and wellbeing for all staff and students. This framework needs to include the provision of appropriate support or timely and effective referral to support when mental health difficulties arise. A big part of that is having real and relevant conversations between peers, staff and students to notice any mental health difficulties and seek out appropriate support and services that may be necessary.

With an average of one in five Australians experiencing mental illness, and 46% of all Australians experiencing mental health difficulties at some stage during their life, the importance of good mental health and wellbeing cannot be overlooked.[1] Research also demonstrates that those aged between 16 and 24 are disproportionately represented in those statistics – around 26% of all people with mental health difficulties.[2] While this age group is certainly not the only cohort of people studying at university, it does represent a large proportion of the total student population, with 65.2% of students enrolled in Universities Australia member universities being under the age of 24 in 2019.[3]

Since 2008, universities have also seen a massive growth in undergraduate students coming from marginalised communities. Between 2008 and 2018, Indigenous students more than doubled; enrolments of students from low socio-economic backgrounds increased by 66%; there was a 139% growth in students with disability; and enrolments of students from regional and remote areas increased by 48%.[4] Statistically these groups are more likely to experience mental health difficulties and may also require different approaches in supporting their mental health.[5]

University staff are also not immune from challenges to their mental health. Universities employ both professional and academic staff who should also have access to appropriate supports to ensure they remain mentally well and are able to fulfil their roles in the best way possible.

This framework is not about 'fixing' people or making them 'better'. It is not about telling them all of the things they should be doing. It is about reaching out to someone when we notice something isn't right. And it is about actively engaging in conversation that brings hope, validation, connects people to support and reduces the potential for further deterioration of a person's mental health.

"You don't have to be an expert to start a conversation with someone you're worried about. You just have to care".

- Gavin Larkin, Founder RUOK? Day

ABOUT MENTAL HEALTH

THE MENTAL HEALTH CONTINUUM

The mental health continuum allows us to have a visual representation of where someone's mental health may be situated at any given time. This is not a static position, but rather one that moves up and down along the continuum depending on a variety of internal and external factors. The mental health continuum can be used as a guide to determine levels of concern and can help to inform further actions.

| Flourishing | Going OK | Struggling | Severely impacting everyday activities |

Be You, *Mental health continuum*, Be You, 2021, accessed 8 October 2021.

The mental health continuum in the university setting

Flourishing	Going ok	Struggling	Severely impacted
I have normal mood fluctuations and am taking things in stride.	I am experiencing normal stress of exam preparation or grant applications, but feeling supported by staff and/or peers to recognise the ability to overcome.	I am unmotivated to attend lectures, tutorials or work meetings.	I am unable to engage in university life at all.
I am motivated to participate in study or work.		I feel like everyone else is so much more together.	I am not logging in to lectures or tutorials.
I have balance between work and study, and time to participate in healthy activities.	I have some friendship or family dramas but am confident they can be resolved through conversation.	I am feeling alone socially.	I feel like there is no point continuing.
I have a good group of engaged friends and feel supported by family.		I am feeling pervasively sad or hopeless.	I am experiencing angry outbursts or aggression.
I have good relationships with other students or members of staff.	I am feeling more irritable or impatient than usual.	I am experiencing aches or pains.	I am sleeping too much or too little.
	I am more forgetful than usual.	I am concerned about finances and how to make payments.	I am feeling physically ill.
		I am feeling anxious due to pressure to perform academically or professionally.	I can't see light at the end of the tunnel.
			I avoid attempts to be contacted by fellow students or staff.
			I avoid my friends or family.

FACTORS INFLUENCING MENTAL HEALTH

There can be a range of biological, social and environmental factors that impact someone's mental health. The extent to which these factors play a role can vary greatly, and ultimately one's ability to cope with these factors determines whether they develop into more serious mental health difficulties. Age, gender, culture and background, religion, sexuality, socio-economic status and existing supports can also add to some of those influencing factors. Structural factors such as safe living environments, employment, education, access to economic resources and freedom from discrimination all play a role. At the community level, it is important to have a sense of connectedness and inclusion, social supports and participation in society which can be mirrored in a university setting. At the individual level, factors such as well-developed communication and social skills may also contribute to someone's mental health and wellbeing.

Other examples of factors that may influence the mental health of people are:

– personality and temperament
– the tendency toward positive or negative mindset
– family history of mental health difficulties
– brain development (which continues well into the mid 20's)
– use of social media and exposure to online harms
– relationships and sexuality
– social supports and networks
– financial stress
– pressures of study and career
– major life changes.

MENTAL HEALTH LANGUAGE

Use of language around mental health can have a significant impact on how messages are received. Words can create barriers to conversations, promote stigma, and lead to further isolation. This is especially the case when words cause feelings of shame or humiliation.

Respectful language, however, can reinforce the validity of the person's feelings, create a sense of empathy and can promote feelings of hope. The right language can help determine whether people feel secure and safe enough to have a conversation about their mental health.[6]

Mindframe is a resource to guide the way people in the mental health and suicide prevention sectors, government, business and community members talk about mental health and suicide prevention. Below is a guide that was developed to highlight the importance of avoiding stigmatising language that may prevent help-seeking. The guide provides preferred language examples to support workplaces, communities and individuals in the use of safe, inclusive and positive language around mental illness.

ISSUE	PROBLEMATIC	PREFERRED
Certain language sensationalises mental ill-health and reinforces stigma	Terms such as 'mental patient', 'nutter', 'lunatic', 'psycho', 'schizo', 'deranged', 'mad'	A person is 'living with' or 'has a diagnosis of' a mental illness
Terminology that suggests a lack of quality of life for people with mental ill-health	Referring to someone with a mental illness as a 'victim', 'suffering from' or 'afflicted with' a mental illness	A person is 'being treated for' or 'someone with' a mental illness
Labelling a person by their mental illness	A person is a 'schizophrenic', 'an anorexic'	A person 'has a diagnosis of' or 'is being treated for' schizophrenia
Descriptions of behaviour that imply existence of mental ill-health or are inaccurate	Using words such as 'crazed', 'deranged', 'mad', 'psychotic'	The person's behaviour was unusual or erratic
Colloquialisms about treatment can undermine people's willingness to seek help	Using words such as 'happy pills', 'shrinks', 'mental institution'	Accurate terminology for treatments e.g. antidepressants, psychiatrists or psychologists, mental health hospital
Terminology used out of context adds to misunderstanding and trivialises mental ill-health	Terms like 'psychotic dog', using 'schizophrenic' to denote duality such as 'schizophrenic economy'	Reword any sentence that uses psychiatric or medical terminology incorrectly or out of context

Everymind, _Communicating about mental ill-health_, Mindframe language guide, 2021, accessed 15 October 2021.

FACTORS AFFECTING HELP-SEEKING BEHAVIOURS

There are many reasons people do not seek help for their mental health difficulties. The stigma of mental health and the negative connotations of 'not coping' are still significant contributors that prevent many from reaching out. Cultural or religious beliefs can also play a role in determining how mental health difficulties are talked about – or not talked about – in many communities. Fear and misunderstanding that confidential conversations may be shared with others may also prevent many from seeking help. The added feelings of shame, self-loathing and disappointment that accompany mental health difficulties can add another barrier. For many, there may also be a perception there is no-one willing or able or help them, or no support that is relevant to their individual needs. It is for this reason that reaching out to those who may not otherwise seek help is of utmost importance.

MENTAL HEALTH AND THE UNIVERSITY SETTING

Universities are unique educational settings. There is generally a greater onus on the student to take responsibility to remain engaged in their studies than in secondary schooling. There are cohorts of international and domestic students with limited local family support. University studies can occur at a time of great transition and change for individuals, be that leaving secondary school, leaving countries or familiar settings, or returning to study after years in the workforce or raising families.

EXPERIENCE OF COVID-19 IN UNIVERSITIES

COVID-19 has led to significant changes in universities, from the transition to wholly-online learning to a changed workplace for staff.

Reduced face-to-face classes has affected the engagement between students and their teachers, with research showing the required shift to online learning has had a significant – mainly negative – impact on both the overall learning experience of our university students and their psychological wellbeing.[7] Some students are facing financial difficulties due to the impact of COVID-19 on their employment, especially international students.[8] With many students away from home, continued isolation from family and other students presents ongoing challenges to good mental health and wellbeing.

Universities have suffered from major staff losses, with morale among those remaining staff negatively affected by the loss of their colleagues. Both students and staff with caring responsibilities are likely to be feeling the financial, social and emotional stress from COVID-19. It is important, now more than ever, to check in on each other.

THE REAL TALK FRAMEWORK

The Real Talk framework offers an approach to engaging in a conversation with someone we are concerned about. It aims to reduce the barriers to help seeking and harness the collegial support of working together to identify appropriate support, and has been developed based on the evidence-informed '*NIP* it in the bud!' framework by headspace.

There are three steps to '*NIP* it in the bud!':

– **N**otice someone is experiencing a mental health difficulty
– **I**nquire about whether someone is ok
– **P**rovide timely and appropriate support within our role as a staff member, a colleague, a peer, or in our personal lives, and know how to compassionately refer people to local support services.

NOTICE CHANGES TO SOMEONE'S MOOD AND BEHAVIOUR

While it is normal for everyone to experience a range of emotions, thoughts and feelings, and many of these are normal responses to everyday stressors, there may be times when someone's behaviour or mood is not usual for them. It is this change from what is 'usual' for them that may be an indicator of more serious mental health concerns.

We may notice changes to someone's:

– emotions, such as fear, worry, stress or feeling miserable, annoyed or frustrated
– thoughts, such as feeling overwhelmed, hopelessness, feeling inadequate, lacking concentration and worrying about the future
– physical changes may include changes to hygiene habits, sleep patterns, tiredness, feeling sick or repeated headaches
– actions, such as when they start behaving in ways that indicate their thoughts and emotions are having an impact on their everyday functioning and activities. These behaviours may include a refusal to engage with peers or staff, avoiding or rejecting invitations, neglecting work, isolating themselves from friends, or neglecting physical activity.

WARNING SIGNS OF MENTAL HEALTH DIFFICULTIES

There can be several warning signs that things are not going well for someone, or it may be that we simply notice 'something isn't right'.

There may also be times when warning signs indicate more serious mental health concerns that may require more immediate attention. Warning signs that a person is facing more serious mental health difficulties or possibly having suicidal thoughts can be behaviours such as:

– changes in how they participate during class or meetings, for example not switching on their camera when they usually would

– an email or comment in a special consideration application that mentions or alludes to a mental health difficulty

– a comment or online status update

– withdrawal from university life and the people around them

– engaging in risky behaviour without concern for their safety

– talking or writing about being a burden to others

– giving away possessions

– increased use of drugs or alcohol or other unhelpful coping strategies.

Noticing someone is having mental health difficulties can be reliant on many factors. But any time we feel there is a chance that someone is facing challenges to their wellbeing is a good time to make that inquiry and start that conversation.

A mental health difficulty describes a period of time when a person's mental health is challenged by internal or external factors that may be affecting their overall mental health and wellbeing. Mental difficulties are usually able to be addressed with strategies that target those factors affecting wellbeing. Experiencing a mental health difficulty does not mean someone will be diagnosed with a mental health condition. However, if left untreated mental health difficulties can lead to a mental health condition.

Being diagnosed with a mental health condition usually affects a person's ability to function over a longer period of time, and usually has much greater impact on the way a person thinks, behaves and interacts with others.

INQUIRE BY ASKING IF THEY ARE OKAY

If we feel something isn't right with someone, it always pays to ask the question. If they are not doing ok, the hope is that they will open up to us and allow us to support them to seek help. If they say they are fine, simply starting the conversation lets that person know that we are someone who cares enough to ask. These conversations can be a positive reminder that they can reach out to us should they need to do so in the future.

Asking someone about their mental health does not mean we have to use the term 'mental health' in conversation. It is about asking how things are going for them using language that is respectful and feels right for us.

GETTING READY AND CHECKING IN WITH OURSELVES

It can be natural to find it confronting and difficult to start a conversation about mental health. We may be concerned that we will make the situation worse, but it is better to say something than nothing. Remember that we may be the only person to have noticed changes in their behaviour or have the confidence to start a conversation. Our actions may be pivotal to them getting the help and support they need to get and stay well.

A supportive conversation may provide the relief someone needs to manage their distress or lead to an opportunity to find out more about the mental health difficulty they are experiencing and what support options might be needed.

It is also important to check in with ourselves and our own wellbeing to ensure we are not putting ourselves at risk of experiencing our own mental health difficulty as a result of supporting others. We need to be feeling ok to be able to genuinely listen.

If you are not feeling able to have the conversation due to your own mental health needs, then that is ok. We need to prioritise seeking help and talking to our own supervisors or other supports about how we are going. It may well be that you can call on someone else who knows the person well or could assist them to get the appropriate support. By prioritising your own wellbeing and being honest with your capacity to help, you are also modelling the importance of looking after yourself. Saying something like "I am concerned that you may not be going ok right now. But if I am honest, I do not feel like I am able to be of help to you at this moment. I would encourage you to seek out some supports available at the university."

THINGS TO CONSIDER WHEN STARTING A CONVERSATION

There are several factors that may determine how, when and in what circumstances we initiate a conversation with someone you are concerned about.

It is important that we set aside the time we might need for the conversation, instead of trying to do it quickly before a class or a meeting with the person. If the other person doesn't have time when we first approach, arrange another time for the conversation. Choose a place relatively private where everyone will be comfortable to chat; this may be in person or in an online format.

It may be helpful to think about the following questions prior to engaging in a conversation with someone we are concerned about. These questions are just a prompt to help us reflect on the situation, and give us ideas for how we might initiate a conversation. We may not have the answers to any of these questions and that is also ok. Not knowing the answers does not mean we can't start the conversation.

– When and how might be the best time to start a conversation? Online, in person, over the phone?
– Are there any cultural or religious considerations that may impact the way we approach the individual?
– What are their living arrangements? Are they financially secure? Are there other pressures in their lives, such as concern about their academic or professional performance?
– What supports may they have in place already? Consider their friends, family, cultural and community groups, and health professionals.
– What may prevent them from engaging in a conversation or seeking help? Think about language, concerns over confidentiality, stigma, or knowledge of what supports are available.

INVITING SOMEONE TO ENGAGE IN A CONVERSATION

It can be difficult and confronting for people to open up about their mental health, particularly if people are feeling defensive or experiencing shame. There are ways we can approach the conversation to promote feelings of trust, care, validation, and hope, and make it easier for someone to engage with us. Some examples of questions that lead to greater engagement include:

– "Hey, I've noticed you don't seem to be yourself lately? Just checking that everything is ok?"
– "You seem a little more distracted than normal. Is there anything that is taking your focus that I can help you with?"
– "I haven't seen you hanging out with your friends lately? Is everything ok there?"
– "I've noticed you haven't had a lot to say in tutorials lately. That's not like you. Is everything ok?"
– "It seems like you are pretty overwhelmed right now. Is there anything else going on that is adding to your stress?"

It is helpful to ask open-ended questions for better understanding of their situation. For example, ask "How long has this been going on for?" rather than "Has this just happened?"

Remember that we don't need to use the term 'mental health'. It is more important that we use respectful language that feels right for us.

Non-verbal communication can also be really important to set the person at ease. If the conversation is happening online or over the phone, it's important to respond to them at natural pauses in the conversation to let them know we are hearing them.

RESPONDING TO CONCERNS ABOUT SOMEONE'S SAFETY

During your conversations with someone, or as a result of what you may have noticed about someone, you may find that you are feeling concerned for their safety.

It is ok to ask directly about suicide or self-harm. For example, we could ask "Are you having thoughts of suicide?" or "Are you thinking about killing yourself?" or "Have you thought about how or when you'd do it?" Be sensitive, but direct, calm and non-judgemental. Asking about suicidal thoughts or feelings won't push someone into acting on suicidal feelings. It can be a relief for a person struggling with thoughts of suicide or self-harm and offering an opportunity to talk openly about their feelings may reduce the risk of harm. For more information and advice on what to do in this situation, please read the Responding To Suicide: A Toolkit for Australian Universities.

LISTENING WITHOUT JUDGEMENT

When someone trusts us enough to talk about their mental health, it is essential to reciprocate that care and respect by being mindful of how we respond. Regardless of what information is shared, it is important that everything they say is taken seriously and is received without judgement. Remember it doesn't matter whether we think something is serious or not – it is how they feel about something that is most important.

Not judging people and what they are experiencing also means we don't minimise their statements by responding with comments such as "Try not to worry about it" or "It doesn't sound that bad". Instead, we acknowledge we have heard them, and we acknowledge the effect it is having on them. Examples of more helpful responses may be:

– "I can see this is really hard for you."
– "I can see this is really worrying and causing you added stress".
– "It sounds like you are going through a challenging time."

Stating the situation back to them will also reinforce to them that you have heard what they have said and have taken the time to understand what is happening for them. It is important for people to their experiences validated.

It's important to also be aware of our body language. To show we're listening carefully, try to maintain eye contact and sit in a relaxed position.

Remember we don't need to have all the answers. We are not there to "fix" them. We are there to engage in a conversation that gives them the confidence to seek out further help and support.

WHAT TO AVOID

While we like to assume that any conversation is good conversation, we need to be mindful of ensuring people feel safe to disclose something to us, and that they can feel confident they have been heard. To show we're listening, avoid the following:

– multi-tasking
– giving advice or making decisions on their behalf
– trying to anticipate what they will say or how it plays out
– making promises you can't keep, particularly in the event you are concerned about their, or someone else's safety
– inquiring about past traumas
– using judgmental language
– taking on the mental health difficulties of someone, without seeking your own support should you need it.

MAINTAINING BOUNDARIES

It is important to keep in mind the boundaries of our role and our relationship to the person at all times. It is important to be clear about what our role is, know how to refer to appropriate supports and model respectful interactions that maintain our professional boundaries. We are happy to listen, but we are not a professional counsellor, and they may be better able to assist if that's what is needed. The ways we move forward in helping get someone support may be different for our different roles. For example, the support we offer to our work colleague who we sit next to or have socialised with in the past is going to be different to the supports we may be offering a student.

WHEN CONVERSATIONS GET SHUT DOWN

There may be times when conversations are difficult or are shut down before they start. If this happens, try not to take these messages personally or force them to talk. You may need to have a few tries to open a conversation.

Unless we think they are in immediate danger, it is ok to try again at another time, or just let them know that we are there for them should they change their mind. Just offering to talk makes a difference. The person may choose to return to the conversation at a later stage, or continue the conversation with others.

Some suggestions for how we might respond to these instances are:

– "I sense you are not ready to talk right now. But please know that I am here to listen if you change your mind."
– "If you are not comfortable talking to me, please have a think about someone else who may be better suited. I am more than happy to help you arrange that."

– "If you don't feel comfortable talking to me, there are qualified counsellors at the university who can provide confidential and professional support."

PROVIDE SUPPORT TO THOSE YOU ARE CONCERNED ABOUT

Once a conversation has taken place and we identify that some support is required, we need to consider how and where the person can access this support. The level of support required will be dependent on the individual's particular needs and the existing and available supports within their informal and formal networks. The list of support services at Appendix A is a good starting point for knowing what support is available.

It is important that the person also feels they are included in the conversations about where to go next, and that any decisions are made with that person, and with their permission. In the event we believe there is an immediate threat to their safety or the safety of anyone else, the capacity to involve the person in a conversation about next steps will vary. It is important to recognise that individual state and territory laws may differ, as can universities' policies, so it is important to check these as they relate to your university and location. Your university can help you navigate these processes.

There are likely going to be other people that will play a role in supporting this person and it is important to work together with both the person and their networks to provide the best pathway forward.

Some questions we might like to use to help us steer the conversation toward help seeking may be:

– "I can hear that this is really tough for you right now. Is it ok if we think about finding a service that might be best suited to providing you some support right now?"
– "I really want to help you but I don't think I know the best course of action from here. Do you mind if we ring someone to see what they think?"
– "It sounds like you are juggling plenty of balls in the air right now. Is there a plan we can come up with to help you feel less overwhelmed?"
– "While we look at getting you some professional supports, are there things that have helped you in the past that may help you until that time?"

SAFETY IS PARAMOUNT

There will be circumstances when you think the person may be a threat to themselves or to others. In these cases, immediately call 000 and follow your university's emergency response or critical incident protocols. You may need to act or seek advice even if the person does not want you to. Concerns about safety outweigh the need to seek permission to act.

CAPACITY TO PROVIDE SUPPORT

It is important to keep in mind our role, our level of expertise, and our capacity to provide help when we reach out. It may be that the conversation you have with them is enough and all they needed was to feel heard and know that someone cares. It may be that there are supports within their peer group we can access, or more professional supports at a local, state or national level that are better suited to help. Recognising the part that we can play, without having to take on the burden alone or leaving us feeling out of our depth, is an important component of understanding the helping role.

...AS AN INDIVIDUAL

As an individual, our role may simply be to listen. It may be to offer to check in with a phone call or text message, or go for a walk or other actions within the boundaries of our professional role. These actions are important and meaningful.

Many mental health difficulties do not require professional attention from a GP, wellbeing staff or counsellors. There are a range of strategies and options that may address their needs and prove to be enough, such as encouraging them to meet up with friends, helping someone develop a study plan, start daily exercise or meditation. Think of ways to follow up and check in with this person within the scope of your role, and in ways and means that are suitable for everyone.

If we find ourselves checking in with someone on an ongoing basis, it may be a sign that the person requires a higher level of support than we can offer within the boundaries of our professional role. We may need to reach out to our supervisors, other supports in the university or supports in the community.

...AS PART OF A UNIVERSITY

Sometimes the measures we can take as individuals are not appropriate or the person requires a higher level of support than we can provide. The university community has a role in offering support to students and staff members. Being part of the university community means we can reach out to existing services to explore what other options are available.

Within Australian universities there is a wealth of expertise in mental health, and university counselling teams will usually have qualified clinicians and counsellors who can provide advice and support. Many universities operate an after-hours crisis helpline for students.

If we are talking to a university staff member about their mental health, with their permission it may be appropriate to reach out to the university's employee assistance program, or human resources unit.

Contact details for each university are listed at the end of this document. Keeping this on hand, or knowing where to find this information, will help us refer appropriately and effectively when needed.

To help identify what other supports the university can offer, consider the following questions:

– If the person is an Aboriginal or Torres Strait Islander person, is it appropriate to involve a relevant Indigenous centre or group at your university?
– If the person is a member of the LGBTIQ+ community, is there an ally in the university that may be able to help?
– If the person is an international student, do they trust or have an existing relationship with your university's international student support team? Would it be appropriate to reach out to the team to facilitate access to professional mental health or other support?
– Is the person from a culturally or linguistically diverse background? If so, is there a relevant university or community cultural group that can offer support?
– Does the person live with disability? If so, is there an equity and/or diversity team in the university that may be able to help?
– Does the person have an existing connection or relationship with a social club or sporting team? And if so, is it appropriate to involve them?
– Does the person have a supportive peer group that can offer support?

It is always important to consider if you are the most appropriate person to facilitate connections, to ask the person what kind of support may be helpful, and to get their permission to connect with others.

...AS PART OF THE WIDER COMMUNITY

Recognising the many supports that are available at a broader level is another way we can help encourage further help-seeking. While there are crisis centres and phone help lines that may be useful for people to save in their phone, there are also many other organisations and groups that cater to more specific needs of the individual.

Beyond Blue	headspace	Kids Helpline	1800RESPECT
24/7 mental health support service 1300 22 4636 beyondblue.org.au	Early intervention mental health services face to face and online for people aged 12 to 25 headspace.org.au	24/7 crisis support and suicide prevention services for children and young people aged 5 to 25 1800 55 1800 kidshelpline.com.au	24/7 support for people impacted by sexual assault, domestic violence and abuse 1800 737 732 1800respect.org.au
Lifeline	Suicide Call Back	Mensline	QLife
24/7 crisis support and suicide prevention services 13 11 14 lifeline.org.au	24/7 crisis support and counselling service for people affected by suicide 1300 659 467	24/7 counselling service for men 1300 78 99 78 mensline.org.au	LGBTI peer support and referral 1800 184 527 (6pm - 10pm daily) qlife.org.au (online chat 3pm -12am daily)

MOVING FORWARD

SELF-CARE

Ensuring that we look after ourselves and our own wellbeing is crucial at any time, but particularly when we are seeking to help others. We cannot be the help we need to be to other people if our own wellbeing is compromised.

We may feel uncomfortable or concerned during or after the conversation. It is ok to feel this way. It can be helpful to think ahead about who we would talk if we needed to debrief or ask for advice after a difficult conversation. Many university counselling teams will speak with staff about their concerns for a student, including anonymously and hypothetically. The university's employee assistance program can also be a useful way to debrief or seek advice.

Self-help can look very different for each individual and is very much based around doing the things (or not doing the things) that allow us to function at our optimal level of wellbeing.

Different types of self-care

Physical	Taking lunch breaks, regular stretching at a desk, getting outside for fresh air, taking sick leave days when needed
Emotional	Developing friendships that are supportive, writing down things you are grateful for each day, journaling
Social	Prioritise close relationships in your life, catch up with friends regularly, go to dinner or movies
Workplace/ professional	Talk to your supervisor to debrief, set up a peer support group, be strict with boundaries around work times, avoid answering emails on the go, check in with management if feeling overwhelmed, turn off email and work notifications outside work hours, set up a workable 'to do' list
Psychological	Engage with a non-work hobby, listen to music, dance, run, hang out with a pet
Spiritual	Engage in reflective practices such as mediation, go to church or to a mosque or temple, connect with community groups

FOLLOWING UP

The severity of mental health difficulties and the supports put in place for someone will determine the level of follow up that is required and how that will happen.

Our own role may be limited in the follow up. It is important to establish clear expectations about your role with the person. This can help preserve their trust, and empower them to play a part in their pathway forward. Be mindful that providing ongoing safety and welfare checks can be a sign that the person requires a higher level of support than we can offer while maintaining our professional boundaries, and it may be time to refer the person to more appropriate supports.

REFERENCES

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[2] ABS, *National Survey of Mental Health and Wellbeing*.

[3] Unpublished HEIMS UA dataset.

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[5] Orygen, The National Centre of Excellence in Youth Mental Health, *Under the Radar: The mental health of Australian university students*, Orygen, 2017, accessed 28 September 2021.

[6] Everymind, *National Communications Charter: A unified approach to mental health and suicide prevention*, Everymind, 2021, accessed 6 September 2021.

[7] RH Dodd, K Dadaczynski, O Okan, KJ McCaffery and K Pickles, 'Psychological wellbeing and academic experience of university students in Australia during COVID-19', *International Journal of Environmental Research and Public Health*, 2021, 18(3):866, doi:10.3390/ijerph18030866.

[8] Dodd et al, 'Psychological Wellbeing'.

APPENDIX A: SUPPORT SERVICES

UNIVERSITY SUPPORT SERVICES

AUSTRALIAN CATHOLIC UNIVERSITY

Student counselling
https://www.acu.edu.au/student-life/student-services/counselling-services

Out-of-hours mental health crisis line
Call 1300 638 485 or text 0488 884 191

Medical centres
https://www.acu.edu.au/student-life/student-services/medical-centres

Security
1300 729 452 or 8888 from an internal ACU phone

Employee Assistance Program (for staff)
https://www.accesseap.com.au/

BOND UNIVERSITY

Medical, Psychological and Disability Services (staff and students)
07 5595 4002
studentcounselling@bond.edu.au

Medical Centre
07 5595 4043
ssmc@bond.edu.au

Nyombil Centre – Indigenous Student Support (for wellbeing support)
07 5595 5652

Campus security
07 5595 1234

Student Support and Wellbeing
ssw@bond.edu.au

CHARLES DARWIN UNIVERSITY

University Security
1800 646 501 (Australia-wide 24/7)
security@cdu.edu.au

Out-of-hours Telephone Support Line
1300 933 393

Student Support and Counselling
Monday to Friday 9am to 4pm
08 8946 6288
counselling@cdu.edu.au

Employee Assistance Program (for staff)
1800 808 374

CHARLES STURT UNIVERSITY

Student Counselling Services
Monday to Friday 9am to 5pm
Request support: https://student.csu.edu.au/forms/contact-the-student-counselling-service
Service Information: https://www.csu.edu.au/current-students/safety-wellbeing/your-wellbeing/student-counselling/about-our-service

Prevention and Support Specialist Counselling – sexual assault or harassment support
Monday to Friday 9am to 5pm
Request support: https://student.csu.edu.au/forms/contact-the-student-counselling-service
Service Information: https://about.csu.edu.au/our-university/subject-zero

Coordinator, First Nations Social Emotional and Wellbeing (Counselling Services)
Monday to Friday 9am to 5pm
https://www.csu.edu.au/current-students/support-services/specialist-services/first-nations-students

Charles Sturt University Crisis Line, Out-of-Hours Support
24/7 hours support service
1300 572 516 or text 0480 087 002

Employee Assistance Program (for staff)
1300 361 008
https://www.csu.edu.au/division/people-culture/current-staff/my-wellbeing/eap

Campus Security
1800 931 633

CQUNIVERSITY

Student Counselling and Wellbeing
Monday to Friday 8.30am to 4.30pm
www.cqu.edu.au/counselling
counselling@cqu.edu.au
07 4930 9456

CQUni Out of Hours Student Support Line
Outside business hours
Phone 1300 226 987or text 0480 097 747

Employee Assistance Program (for staff and research higher degrees students)
Appointments can be made from Monday to Friday 7am to 9pm (excluding public holidays)
1800 816 152

CQU Security
0418 792 982 or 07 4936 1331

CURTIN UNIVERSITY

Counselling
https://students.curtin.edu.au/personal-support/counselling-guidance/counselling/
08 9266 7850
counselling@curtin.edu.au

Student Wellbeing
https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/
1300 222 888 (free call)
studentwellbeing@curtin.edu.au

Safer Community Team
08 9266 4444

Curtin Health Service
https://students.curtin.edu.au/personal-support/health/medical-centre/
08 9266 7345
healthservices@curtin.edu.au

DEAKIN UNIVERSITY

Security (for staff and students)
24/7, on campus only
1800 062 579

Safer Community (for staff and students for referral of behaviors of concern)
Monday to Friday 9am to 4pm
https://www.deakin.edu.au/students/safety-and-security/safer-community
03 9244 3734

Deakin Student Wellbeing Liaison (for staff to refer distressed students for triage)
03 9244 5970

Deakin Counselling & Psychological Services (for students)
https://www.deakin.edu.au/students/health-and-wellbeing/counselling
Burwood: 03 9244 6300   Waurn Ponds: 03 5227 1221
Waterfront: 03 5247 9312   Warrnambool: 03 5563 3256

Employee Wellbeing Service (for staff)
24/7
Call 1300 687 327 to make an appointment or book online via
https://www.convergeinternational.com.au/
For immediate support, call 1300 687 327 and quote "I need immediate support"

EDITH COWAN UNIVERSITY

Counselling Service
https://intranet.ecu.edu.au/student/support/counselling-and-equity-services/counselling
08 9370 6706
counselling@ecu.edu.au

Safer Communities Team
https://www.ecu.edu.au/centres/student-life/contact
134 328

Employee Assistance Program (for staff)
www.peoplesense.com.au
1300 307 912 or 08 9388 9000
reception@peoplesense.com.au

FEDERATION UNIVERSITY AUSTRALIA

Counselling
Monday to Friday 9am to 4pm
http://www.federation.edu.au/counselling
Ballarat, Wimmera and online: 03 5327 9470
Gippsland and Berwick: 03 5122 6425
counselling@federation.edu.au

Employee Assistance Program (for staff)
1300 687 327 or 03 8681 2444

Equity and Diversity
03 5327 9357 or 03 5327 8104
equity@federation.edu.au

Federation University Crisis Line
Monday to Friday 4.30pm to 9am and 24 hours on weekends and public holidays
Phone 1300 758 109 or text 0480 089 177

Security
1800 333 732

FLINDERS UNIVERSITY

Health, Counselling and Disability Services
Monday to Friday 8.45am to 5pm
https://students.flinders.edu.au/student-services/hcd
08 8201 2118
counselling@flinders.edu.au

After hours crisis support line
Monday to Friday 5pm to 9am, 24 hours on weekends and public holidays
1300 512 409 or text 0488 884 103

University Security
08 8201 2880

Employee Assistance Program (for staff)
https://staff.flinders.edu.au/workplace-support/whs/health-and-wellbeing/eap

GRIFFITH UNIVERSITY

Counselling and Wellbeing
https://www.griffith.edu.au/counselling
Gold Coast: 07 5552 8734
Nathan: 07 3735 7299

Griffith Mental Wellbeing Support Line
1300 785 442 or text 0488 884 146

Online Health and Wellness Centre
https://www.griffith.edu.au/student-mental-health-wellbeing/wellness-centre

Workplace Wellbeing and Counselling Program
https://www.griffith.edu.au/health-safety-wellbeing/staff-counselling
1300 360 364

Campus Support Team (including security)
1800 800 707

JAMES COOK UNIVERSITY

Campus Security
1800 675 559
security@jscu.edu.au

Counselling
07 4781 4711
studentwellbeing@jcu.edu.au

Manager Student Equity and Wellbeing
https://www.jcu.edu.au/student-equity-and-wellbeing
07 4781 4538
studentwellbeing@jcu.edu.au

Chief of Staff
07 4781 4078
chiefofstaff@jcu.edu.au

Employee Assistance Program (for staff)
https://www.jcu.edu.au/human-resources/staff-equity/employee-assistance-program

LA TROBE UNIVERSITY

Employee Assistance Program (for staff
24 hours
https://intranet.latrobe.edu.au/human-resources/safety-wellbeing/wellbeing/support-services/employee-assistance
1300 OUR EAP (1300 687 327)

Counselling and Mental Health Services
03 9479 2956
counselling@latrobe.edu.au

Health and Wellbeing Resource Centre and Wellbeing Advisory Service
https://www.latrobe.edu.au/students/support/wellbeing
03 9479 1085
wellbeingsupport@latrobe.edu.au

Safer Community
03 9479 8988
safercommunity@latrobe.edu.au

La Trobe University Crisis Line, Out-of-Hours Support
Monday to Friday 5pm to 9am, 24 hours on weekends and public holidays
1300 146 307 or text 0488 884 100

Security and Safety Operations
03 9479 8888
security@latrobe.edu.au

MACQUARIE UNIVERSITY

Student Care and Reporting Network (to contact wellbeing support or report a concern about safety)
https://students.mq.edu.au/support/care-reporting

Student Wellbeing
02 9850 7497 or 1800 2273 67 (outside business hours)
wellbeing@mq.edu.au

After hours support and assistance
1800 CARE MQ (1800 2273 67)

Employee Assistance Program (for staff)
1300 360 364

Emergency Campus Security
02 9850 9999

MONASH UNIVERSITY

Counselling for students currently in Australia
03 9905 3020

Counselling for students currently outside Australia (offshore)
counselling-clayton@monash.edu

24-hour phone counselling (for students)
1300 788 336

Employee Assistance Program (for staff)
1300 360 364

Information about Monash counselling services
https://www.monash.edu/students/support/health/counselling

Safer Community Unit
Monday to Friday 9am to 5pm
03 9905 1599
safercommunity@monash.edu

Campus security
03 9905 3333

MURDOCH UNIVERSITY

Counselling Service
Monday to Friday 8.30am to 4.30pm
https://www.murdoch.edu.au/counselling/appointments
08 9360 1227

Security
Perth: 08 9360 7333   Mandurah: 08 9582 5555
Rockingham: 08 9553 7333

Medical Service
Monday to Friday 8.30am to 4.30pm
https://www.murdoch.edu.au/medical/appointments
08 9360 2293

Employee Assistance Program (for staff)
https://assureprograms.com.au/book-an-appointment/
1800 808 374

QUEENSLAND UNIVERSITY OF TECHNOLOGY

Student Counselling
Monday to Thursday 9am to 5pm, Friday 8am to 4pm
Phone: 07 3138 2019
student.counselling@qut.edu.au

Equity Services
07 3138 2019
equityenq@qut.edu.au

QUT Security
24 hours
07 3138 8888 or 1800 065 585

Employee Assistance Program (for staff)
http://www.assureprograms.com.au/
1800 808 374

Health, Safety and Environment
07 3138 9271
hse@ut.edu.au

RMIT UNIVERSITY

Employee Assistance Program (for staff)
24 hours
Australia: 1300 360 364   Spain: +44 20 7938 0963
Vietnam: 1800 1798   International: +61 2 8295 2292

Staff Line for Urgent Student Support
03 9925 1111
urgent.studentsupport@rmit.edu.au

Urgent Mental Health Support (for students)
Business hours: 13 11 14
After hours: 1300 305 737

RMIT Student Counselling Service (for students)
http://www.rmit.edu.au/students/wellbeing
03 9925 5000

RMIT Connect (gateway to student support services)
https://www.rmit.edu.au/students/connect
03 9925 5000

RMIT Campus Security (for emergencies on campus)
03 9925 3333

Safer Community
http://www.rmit.edu.au/safercommunity
03 9925 2396
safercommunity@rmit.edu.au

SOUTHERN CROSS UNIVERSITY

Counselling Services

Main reception: 02 6626 9300   Coffs Harbour: 02 6659 3263

counselling@scu.edu.au

After-hours Crisis Counselling Support

1300 782 676 or text 0488 884 143

Student Safety and Wellbeing Support Line

02 6620 3030

Employee Assistance Program (for staff)

https://assureprograms.com.au/

1800 808 374 or text 0439 449 876

SCU Security

02 6620 3333

SWINBURNE UNIVERSITY OF TECHNOLOGY

Wellbeing at Swinburne (medical and counselling services)

https://www.swinburne.edu.au/current-students/student-services-support/health-wellbeing

03 9214 8483

After Hours Crisis Line: 1300 854 144 or text 0488 884 145

Safer Community

https://www.swinburne.edu.au/about/campuses-facilities/safety-security/

safercommunity@swin.edu.au

Employee Assistance Program (for staff)

24 hours

https://www.swinburne.edu.au/intranet/your-employment/health-safety-wellbeing/your-health--wellbeing/mental-health--wellbeing/support-for-staff/

THE AUSTRALIAN NATIONAL UNIVERSITY

ANU Student Incidents and Support

student.critical.incident@anu.edu.au

02 6125 2249

ANU Wellbeing and Support Line (24/7)

24 hours

1300 050 327 or text 0488 884 170

ANU Counselling Centre

Monday to Friday 9am to 5pm

02 6125 2442

counselling.centre@anu.edu.au

THE UNIVERSITY OF ADELAIDE

Student Life Counselling Support
Monday to Friday 9am to 5pm
08 8313 5663
counselling.centre@adelaide.edu.au

University Crisis Line
Monday to Friday 5pm to 9am, weekends and public holidays 24 hours
1300 167 654 or text 0488 884 197

Employee Assistance Program (for staff)
https://www.adelaide.edu.au/hr/hsw/wellbeing/employee-assistance-program

Security
24 hours
08 8313 5444

Wellbeing Hub (for students)
https://www.adelaide.edu.au/student/wellbeing/

Wellbeing Hub (for staff)
https://www.adelaide.edu.au/hr/hsw/wellbeing

THE UNIVERSITY OF MELBOURNE

Counselling and Psychological Services (CAPS)
Monday to Friday 9am to 5pm
https://services.unimelb.edu.au/counsel/home
03 8344 6927

After hours Mental Health Crisis Support
1300 219 459 or text 0480 079 188

Employee Assistance Program (for staff)
https://staff.unimelb.edu.au/health-safety-wellbeing/employee-assistance-program
1300 360 364

University Security
https://www.unimelb.edu.au/security
03 8344 6666

Safer Community Program
https://safercommunity.unimelb.edu.au/
03 9035 8675

THE UNIVERSITY OF NEW ENGLAND

UNE Counselling and Psychological Services (for students)
Monday to Friday 9am to 4pm
02 6773 2897
studentcounselling@une.edu.au

UNE After-hours Crisis Support (for students)
Monday to Friday 4pm to 9am, 24 hours on weekends and public holidays
1300 661 927
0488 884 169

Employee Assistance Program (for staff)
Monday to Friday 7am to 9pm
https://www.benestar.com/
1300 360 364

UNE Safety and Security
24 hours
02 6773 2099

THE UNIVERSITY OF NEWCASTLE

Counselling
https://www.newcastle.edu.au/current-students/support/personal/counselling
Newcastle and Sydney: 02 4921 6622
Central Coast: 02 4348 4060
counselling@newcastle.edu.au

UON After-hours Support Line
Weekdays 5pm to 9am, 24 hours on weekends and public holidays
1300 653 007 or text: 0488 884 165

Employee Assistance Program (for staff)
02 4926 5005
reception@newpsych.com.au

Campus Care
02 4921 8600
campuscare@newcastle.edu.au

Security
Callaghan, Newcastle City, Central Coast: 02 4921 5888
Sydney: 02 8262 6488

THE UNIVERSITY OF NOTRE DAME AUSTRALIA

Student Counselling Service (Fremantle and Broome)
https://www.notredame.edu.au/studentcounselling
Monday to Friday 9am to 4.30pm WST (except for public and university holidays)
08 9433 0580
fremantle.counselling@nd.edu.au

Student Counselling Service (Sydney)
https://www.notredame.edu.au/studentcounselling
Monday to Friday 9am to 5pm AEST (except for public and university holidays)
02 8204 4220
sydney.counselling@nd.edu.au

Employee Assistance Program (for staff)
24/7
https://www.notredame.edu.au/staff/support/counselling
1300 66 77 00

Campus Security
https://www.notredame.edu.au/community/student-wellbeing-and-support/safety-and-security
Fremantle: 0438 923 955   Broadway: 0403 458 011
Darlinghurst: 0406 318 213   Broome: 0475 985 197

THE UNIVERSITY OF QUEENSLAND

UQ Counselling and Crisis Line
Counselling - my.UQ - University of Queensland
1300 851 998

Student Health and Wellbeing
Health and wellbeing - my.UQ - University of Queensland
07 3365 1704

Student Welfare Check Requests
https://studenthub.uq.edu.au/Form.aspx?id=2486321

Employee Assistance Program (for staff)
24 hours
https://staff.uq.edu.au/information-and-services/health-safety-wellbeing/mental-health/eap
1300 360 364

Workplace Psychologist (for staff)
https://staff.uq.edu.au/information-and-services/health-safety-wellbeing/mental-health/workplace-psychologist
07 3365 1146

Counselling and Psychological Services (CAPS) (for students)
Monday to Friday 9am to 5pm
02 8627 8433 or 02 8627 8437
caps.clinic@sydney.edu.au

After hours Mental Wellbeing Support Line
Available Mon-Fri 5pm-9am and 24 hours on weekends, public holidays and University close down periods
1300 474 065 (accessible within Australia) or text 0488 884 429 (for SMS chat option)

Employee Assistance Program (for staff)
24 hours
1300 360 364

Campus Security
24 hours
02 9351 3333 or 1800 793 457

Safer Communities Office
Monday to Friday 8.30am to 5.30pm
02 8627 6808
safer-communities.officer@sydney.edu.au

THE UNIVERSITY OF WESTERN AUSTRALIA

UWA Counselling Service (for students)
Monday to Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm
https://www.uwa.edu.au/students/support-services/counselling-and-psychological-services
08 6488 2423

UWA Medical Centre
Monday to Thursday 8.30am to 4.30pm, Friday 8.30am to 3.30pm
https://www.uwa.edu.au/students/support-services/medical-centre
08 6488 2118

UWA Security
http://www.security.uwa.edu.au/
08 6488 2222

Employee Assistance Program (for staff)
24/7
https://www.safety.uwa.edu.au/health-wellbeing/health/eap
1300 307 912

UWA Integrity and Standards Unit
https://www.web.uwa.edu.au/university/complaints
08 6488 8547

UNIVERSITY OF CANBERRA

Medical & Counselling (medical for students and staff, counselling for students)
https://www.canberra.edu.au/on-campus/health-and-support/medical-counselling
Monday to Friday 9am to 5pm
02 6201 2351

Student Wellbeing (for students)
Monday to Friday 9am to 5pm
02 6206 8841
wellbeing@canberra.edu.au

UC Crisis Line (for students)
Afterhours, weekends and public holidays
1300 271 790 or text 0488 884 227

UC Security (for staff and students)
24 hours
02 6201 2222

UNSW, SYDNEY

Mental Health Connect
Monday to Friday, 9am to 5pm
https://student.unsw.edu.au/mhc
02 9348 0084

After hours Mental Health Support Line
1300 787 026

University Health Service
https://student.unsw.edu.au/hsu
02 9385 5425

Staff Employee Assistance Program – Benestar
https://www.benestar.com/
1300 360 364

Staff Wellbeing
www.wellbeing.unsw.edu.au

Campus Security
24 hours
Emergencies: 02 9385 6666 or 1800 626 003
General enquiries: 02 9385 6000

UNIVERSITY OF SOUTH AUSTRALIA

Counselling
https://i.unisa.edu.au/students/student-support-services/counselling/
Metropolitan and UnisSA Online: 1300 301 703
Mount Gambier: 08 8723 1999   Whyalla: 08 8645 8233

UniSA Out-of-Hours Crisis Line
Monday to Friday 5pm to 9am, 24 hours on weekends and public holidays
1300 107 441 or text 0488 884 163

Campus Security
24 hours
1800 500 911

Employee Assistance Program
https://i.unisa.edu.au/staff/ptc/safety-and-wellbeing/eap/

UNIVERSITY OF SOUTHERN QUEENSLAND

24 hours USQ Student Advice Line
1300 932 483

Health and Wellness Team
Monday to Friday 9am to 5pm
07 4631 2372
student.success@usq.edu.au

Security (for emergencies)
07 4631 2222

UNIVERSITY OF TASMANIA

Student counselling
https://www.utas.edu.au/uni-life/support-and-wellbeing

Employee Assistance Program (for staff)
24 hours
1800 650 204

After Hours Crisis Support Service
Monday to Friday 5pm to 9am, 24 hours on weekends and public holidays
1300 511 709 or text 0488 884 168

Safe and Fair Community Unit
https://www.utas.edu.au/about/safety-security-and-wellbeing/safe-and-fair-community-unit

Security (for emergencies)
03 6226 7600

UNIVERSITY OF TECHNOLOGY SYDNEY

UTS Security

24 hours

Emergencies: 1800 249 559 or 6 from an internal UTS phone

General enquiries: 02 9514 1192

Managing loss and grief

https://www.uts.edu.au/current-students/support/health-and-wellbeing/counselling-service-and-self-help/self-help-resources/managing-loss-and-grief

TalkCampus app

https://www.uts.edu.au/current-students/support/health-and-wellbeing/counselling-service-and-self-help/self-help-resources/talkcampus-app

Counselling and medical appointments

Monday to Wednesday 8.30am to 8.30pm, Thursday 8.30am to 8pm, Friday 9am to 5pm

https://www.uts.edu.au/current-students/support/health-and-wellbeing/counselling-service-and-self-help

02 9514 1177

student.services@uts.edu.au

UNIVERSITY OF THE SUNSHINE COAST

Student Wellbeing

Monday to Friday 8.30am to 4.30pm

https://www.usc.edu.au/current-students/student-support/health-and-wellbeing/healthy-mind/student-wellbeing

07 5430 1226

studentwellbeing@usc.edu.au

SafeUSC

07 5430 1168

security@usc.edu.au

Staff wellbeing and counselling program

https://www.usc.edu.au/community/work-at-usc/health-safety-and-wellbeing/staff-wellbeing-and-counselling-program

1300 687 327

UNIVERSITY OF WOLLONGONG AUSTRALIA

24/7 UOW Student Wellbeing Support Line

https://www.uow.edu.au/student/support-services/counselling/crisis-support-line/

Call 1300 036 149 or text 0488 884 164

Register to access counselling

24/7 Mental health support for Onshore enrolled International Students studying offshore

https://www.uow.edu.au/student/support-services/counselling/counselling-services-for-international-students-offshore/

UOW Security

02 4221 4900 or 0407 287 750

Counselling services (for staff)

https://www.uow.edu.au/about/services/safe-at-work/well-at-work/healthy-mind/employee-assistance-program/

Employee Assistance Program (for staff)

24 hours
1300 361 008

VICTORIA UNIVERSITY

Student counselling

Monday to Friday 9am to 5pm
03 9919 5400

Safer Community

03 9919 5707
safer.community@vu.edu.au

Employee Assistance Program (for staff)

24 hours
1800 818 728

Security

24 hours
03 9919 6666

Mental Health and Wellbeing Team
1300 668 370 (option 4 then option 1)
mhwbsupport@westernsydney.edu.au

Counselling Service
Monday to Friday 9am to 5pm
1300 668 370 (option 4 then option 1)
counselling@westernsydney.edu.au

eCounselling
ecounselling@westernsydney.edu.au

Employee Assistance Program (for staff)
24 hours
1800 81 87 28

Campus Safety and Security
24 hours
1300 737 003

TalkCampus App
https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/talkcampus

After Hours Student Assistance Line for international students only
1800 735 807

COMMUNITY AND GOVERNMENT MENTAL HEALTH SERVICES

NATIONAL

Call **Triple Zero (000)** or go to a hospital if you are in immediate danger.

LIFELINE
www.lifeline.org.au
Counselling services for anyone at anytime
13 11 14

BEYONDBLUE
www.beyondblue.org.au/get-support/get-immediate-support
Information and referral for depression and anxiety.
1300 224 636

HEADSPACE
www.headspace.org.au
Provides early intervention mental health services face to face and online to 12–25 year olds, helping young people with mental health, physical and sexual health, alcohol and other drug services, and work and study support.

KIDS HELPLINE
www.kidshelp.com.au
Telephone and online counselling for young people aged 12–25.
1800 551 800

SANE HELPLINE
www.sane.org/helpline
Information, advice and referral for mental illness.
1800 187 263

SUICIDE CALL BACK SERVICE
www.suicidecallbackservice.org.au/suicide
Provides free phone, video and online counselling for anyone affected by suicide.
1300 659 467

1800RESPECT
www.1800respect.org.au
Confidential information, counselling and support service for people impacted by sexual assault, domestic or family violence and abuse.
1800 737 732

MENSLINE
www.mensline.org.au
Telephone and online support, information and referral service to help men with relationship and other problems.
1300 789 978

QLIFE

www.qlife.org.au

Anonymous and free LGBTI peer support and referral for people in Australia wanting to talk about sexuality, identity, gender, bodies, feelings or relationships.
1800 184 527

PARENTLINE (QLD and NT only)

www.parentline.com.au

Support, counselling and education for parents.
1300 301 300

DIVERSE VOICES

www.diversevoices.org.au/services

Peer counselling service for gay, lesbian, bisexual, transgender and intersex people and their families and friends.
1800 184 527 (3 pm to midnight)

ARAFMI

www.arafmiqld.org

Support for family, friends and carers of people with mental illness.
1800 351 881

SEEING YOUR DOCTOR (GENERAL PRACTITIONER – GP)

Talk to your doctor about mental health concerns and ask for a mental health care plan and referral. Some general practitioners (GPs) have additional training and expertise in mental health. If you don't have a regular doctor you can search for a GP online or phone beyondblue on 1300 224 636.

Medicare rebates are available for a range of mental health treatments (via a mental health care plan), including up to 10 individual sessions with a mental health professional.

APPENDIX B: FURTHER READING

S Aronin and M Smith, *One in four students suffer from mental health problems*, YouGov, 10 August 2016, accessed 17 August 2021.

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Department of Health, *Suicidal thoughts*, Australian Government, 2019, accessed 17 August 2021.

Department of Health, *Transcultural Mental Health Centre* [website], n.d., NSW Government, accessed 12 August 2021.

Everymind, *Language and Stigma*, Everymind, 2021, accessed 18 August 2021.

Everymind, *Prevention First: A Prevention and Promotion Framework for Mental Health*, Version 2, Everymind, 2017, accessed 18 August 2021.

Everymind, *Conversations Matter: Professional resources*, Everymind, 2013, accessed 10 August 2021.

Orygen, *Australian University Mental Health Framework*, Orygen, 2020, accessed 10 August 2021.

Orygen Youth Health Research Centre, *Tell them they're dreaming: Work, Education and Young People with Mental Illness in Australia*, Orygen Youth Health Research Centre, 2014, accessed 11 August 2021.

ReachOut Australia, *Cultural identity*, ReachOut Australia, 2021, accessed 11 August 2021.

R U OK?, *R U OK?* [website], n.d., accessed 15 August 2021.

Tertiary Education Quality and Standards Agency, *Foundations for good practice: The student experience of online learning in Australian higher education during the COVID-19 pandemic*, Australian Government, 2020, accessed 18 August 2021.