

Interview schedule

Re: Staff

- Thank you for giving up your time today to be a participant in the study.
- I want to reassure you that confidentiality for your data and personal information will be protected, and no identifying features will be included in any documentation arising from the analysis of the interviews.
- The focus of this interview is your experience of supporting students with poor mental health when in your role as a teaching member of staff.
- We are interested in your stories and, whether you have had the mental health awareness training or not, we are keen to find out your experiences.
- Please feel free to stop me at any point if you need to and I will switch off the recorder.
- Are you ok to begin?
- Ok, I will switch on the recorder now.

1. **What common MH concerns are you aware of which students might face at university?** e.g. Depression; Home sickness; Anxiety; Self-harm; Disordered eating; Exam stress; Suicidal thoughts and behaviours; Relationship concerns; Social isolation; Financial concerns; Drug and alcohol misuse; Sexual vulnerability; Radicalisation risk; Other

How frequently might you come across these concerns in students?

At any particular time of the year?

2. **How might you identify a student with poor mental health or a concern?**

3. **As an academic staff member have you had any experiences of supporting students with poor mental health?**

If so, can you give me some examples?

Tell me more about that please.....

4. **Where do you think you might direct students to gain information and specialist support?**

If no experience, then what do you imagine?

5. **How might you record your interaction with the student, if you think you should?**

Do you think you should record it?

If so, where, how?

Who might have access to the record?

Would you communicate this procedure to the student?

If so, why and how?

And if not, why not?

6. **Do you know what is meant by 'low MH concern', if so, could you explain?**

Example - A student tells you they are very homesick and struggling to deal with the

transition of coming to university, yet they're still managing to socialise and function academically.

What might you do/say?

Do you know whether we record 'low concern' contact?

Do you think you should record it?

If so, what might you record?

Where would you record the interaction?

What might you say?

Who might have access to the record?

Should you inform the student?

If so why and how?

If not, why not?

7. How might you be affected when supporting students with MH concerns?

Can you give examples?

What could be helpful for you?

8. Are there limits to confidentiality do you think?

If not, why not?

What are they?

Why have limits?

Would you tell the student these limits?

Why?

Why not?

9. What are the time boundaries with reference to amount of time you give to your interaction with a student?

Do you have any examples?

10. What could be the implications of dismissing a student's need for help, due to your/their immediate time availability or location?

Do you have any examples of this?

11. What could be the implications of over-promising time and then having to bring a conversation to an abrupt end due to the setting or time constraints?

Do you have any examples?

12. What are the key points to consider when supporting students with a mental health concern from your perspective as an academic member of staff?

Can you give examples to illustrate these?

13. Is there anything else you would like to share on this topic?

Thank you for your time

Interview schedule

Re: Students

- Thank you for giving up your time today to be a participant in the study.
- I want to reassure you that confidentiality for your data and personal information will be protected and no identifying features will be included in any documentation arising from the analysis of the interviews.
- This interview is to gather examples from your experience of MH and support by teaching staff or anyone in your friendship group with MH concerns who has received support from staff
- Please feel free to stop me at any point if you need to and I will switch off the recorder.
- Are you ok to begin?
- Ok, I will switch on the recorder now.

Where hear of study?

What is your age?

What do you hope to gain from participating in this study?

- 9. From your perspective as a student what types of common concerns for emotional/ mental health/wellbeing do you think students might face at university?** e.g. Depression; Home sickness; Anxiety; Self-harm; Disordered eating; Exam stress; Suicidal thoughts and behaviours; Relationship concerns; Social isolation; Financial concerns; Drug and alcohol misuse; Sexual vulnerability; Radicalisation risk; Other
- Frequency?
- When do you think is the most common time for such issues to emerge?

10. How might you recognise a student suffering a mental health concern?

- 11. As a student here have you had any experiences of being supported for a mental health/emotional wellbeing concern by academic teaching staff?** (If not go on to next question)

Can you give some examples?

What was the concern?

What was the context?

What did the support consist of?

What did you/they say or do?

Was it effective?

Why was it effective, or why was it not?

Or, if not, do you know anyone e.g. in your friendship group, who has had support from an academic staff member for their mental health/emotional wellbeing?

Can you give some examples?

What was the issue?

What was the context?

What did the support consist of?

What did you/they say or do?

Was it effective?

Why was it effective, or why was it not?

12. Do you know where students may gain information and specialist support from the university?

Please tell me?

Why might specialist support be important to access?

Why would you/your peer not access this?

Do you think academic staff should be able to direct student to such specialist support?

Why/why not?

If so, how might they do this?

13. Do you think academic staff should be able to support students with MH concerns?

Why?

How?

Why not?

What instead?

Do you think they can?

Why/how?

If not, what instead?

14. What might you expect academic staff to know about mental health in order to support students?

How should they gain this knowledge?

What sort of understanding of MH do you think they need to have to support students with MH concerns?

Should they be trained in any skills? If so, which?

15. Do you expect staff to record any support they might offer a student with MH concerns?

If not, why not?

If so, what should be recorded, for whom, and where?

Would the student be informed of the recording?

Why/why not?

If so, how?

By whom?

What is your understanding of any recording protocol?

16. Do you know what is meant by 'low concern MH issue'?

Please explain what you believe it to be

Could we have an example please?

What do you think should be done with such information if communicated by a student to an academic staff member?

Should staff record the 'low concern' contact?

Why?

Should the student be informed of this recording?

How?

By Whom?

If the student does not know about 'low concern':

What might you imagine a low concern might be?

And/or give this example of 'low concern' -

A student says they are very homesick and struggling to deal with the transition of coming to university, yet they're still managing to socialise and function academically.

What might you ideally expect staff do?

Should the staff member record it?

Why?

Where and how might it be recorded?

What might be said?

Should the student be informed of this recording?

How?

By whom?

8. How might staff be affected, if at all, by supporting students with MH concerns do you think?

How might they be supported to offer students support do you think?

Why might they need support?

9. What do you think might be the limits of academic staff promising confidentiality to students communicating a MH concern?

What kind of limits?

Why might there be limits?

Why should there not be limits?

How might these limits be communicated to the student by the staff member do you think?

10. What are the time boundaries staff might best incorporate for supporting students with MH concerns?

Why does there need to be a time boundary at all?

How might staff best communicate the time boundary for their conversation to the student?

What if the need appears greater than will fit the time boundary, what should staff do then?

11. What could be the implications of dismissing a student's need for help e.g. due to immediate time or location issues?

Ideally how do you think staff might communicate to the student in need the problem of time or location limitations?

12. What are the key points for staff to consider when supporting students with mental health issues?

Can you give your reasons for these key aspects?

Any examples to illustrate them?

13. Is there anything else you would like to share on this topic?

Thank you time