



Lincoln Bishop
University



Student Advice
& Wellbeing

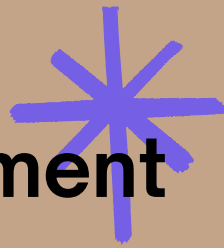
➤ For

and their
supervisor

Last updated on

Wellness Plan for work and study





Let's create a positive environment

What's this plan for?



Information for students:

This document can be used as a long-term plan for your mental health and wellbeing whilst you study at Lincoln Bishop as well as for any jobs or placements related to your course.

A wellness plan helps your wellbeing stay positive during your studies and work by noting down what helps you most in a academic or work environment, and is designed to be shared with a lecturer or employer so that your wellbeing can be monitored.

The plan also contains a section of questions your lecturer or employer can ask you at set periods to ensure you are on track with your work and maintaining your wellbeing.

This tool is not to replace other coping mechanisms, and you should refer to the 'Personal Safety Plan' document to aid you when experiencing intrusive thoughts.

Fill in the sections below on your own, with help of a friend, or

with a mental health adviser or lecturer (it can be any member of staff you feel comfortable with). Then talk through or send over a copy to your supervisor or lecturer (whoever is going to be looking after you or teaching you)! It's helpful to go through it together in person as it allows you both to clarify anything you don't understand.

Feeling in control of your working and academic life, building strategies for fulfilment both at university, work and beyond, make life better. By devising your own plan to survive university and work life and to thrive in your career, you can gain satisfaction from work and beat the negative side of stress.

You can also prevent – or manage – the difficulties that occur in all our working lives, whether that is about workload, tricky work relationships, or difficult situations! You can do this on your own, but you can also involve your line manager and lecturer in the process so that they know the best ways of assisting you to make the most out of your time on placement and at university.



Information for lecturers and managers:

As a lecturer or manager/supervisor, dealing with students who struggle with their mental wellbeing can be challenging - you want to push them to succeed, but you also want to look after their mental health!

By being involved with this plan, maintaining positive wellbeing for this student can improve overall motivation towards work, increase productivity and performance, and will also help with students attending class.

This tool will help you understand your student and what you can do to benefit them most. Everybody works in different ways, and what helps one student, doesn't always work for another.

This wellness plan provides a structured, straightforward way of enabling both students and supervisors to communicate and plan for wellbeing and success!

Lastly, any information shared here must remain confidential and only shared with others if the student allows.



Helpful definitions

Mental health	We all have mental health, just as we all have physical health, and how we feel can vary from good mental wellbeing to difficult feelings and emotions, to severe mental health problems.
Mental wellbeing	Mental wellbeing is the ability to cope with the day to day stresses of life, work productively, interact positively with others and realise our own potential.
Poor mental health	Poor mental health is a state of low mental wellbeing where you are unable to realise your own potential, cope with the day-to-day pressures of life, work productively or contribute to a community.
Mental health problems	We all have times when we struggle with our mental health, but when these difficult experiences or feelings go on for a long time and affect our ability to enjoy and live our lives in the way we want to, this is a mental health problem. You might receive a specific diagnosis from your doctor, or just feel more generally that you are experiencing poor mental health.
Common mental health problems	These include depression, anxiety, phobias and obsessive-compulsive disorder (OCD). These make up the majority of the problems that lead to one in four people experiencing a mental health problem in any given year. Symptoms can range from the comparatively mild to very severe.
Less common mental health problems	Less common conditions like schizophrenia or bipolar disorder can have a big impact on people's lives: it may be harder to find appropriate treatment and, as understanding tends to be lower, people may face more stigma. However, many people are able to live with and recover from these diagnoses and manage the impact on their life well.

Work-related stress

Work-related stress is defined by the Health and Safety Executive as the adverse reaction people have to excessive pressure or other types of demand placed on them at work. Stress, including work-related stress, can be a significant cause of illness and is known to be linked with high levels of sickness absence, staff turnover and other issues such as increased capacity for error.

Stress is not a medical diagnosis, but severe stress that continues for a long time may lead to a diagnosis of depression or anxiety, or more severe mental health problems

Add your mental health conditions:



This section is for anybody diagnosed with a mental health condition.

Here it gives you a chance to name any mental health conditions you have been formally diagnosed with and note down what the condition is and what are their common symptoms (if you're unsure - check on the NHS website!)

Don't feel like you have to disclose your condition here - for some people it helps make them feel understood, however, this will be seen with whoever you share this document with.

There are spaces for two mental health conditions - if you need more, just print an extra page!

Mental health condition: _____

Description and symptoms:

Mental health condition: _____

Description and symptoms:

What you need to know and how you can help



Students! In this section respond to the questions however you want outlining your challenges and support you need!

1. What helps you stay well in your lesson or at work?

E.g., taking an adequate lunch break away from your desk, getting some exercise before or after work, meeting your classmates beforehand, being able to sit on my own.

2. Are there elements of your individual working style or temperament that it is worth your manager/lecturer being aware of? For example, a preference for more face to face or more email contact, a need for quiet reflection time prior to meetings or creative tasks, negotiation on deadlines before they are set, having access to a mentor, having a written plan of work in place which can be reviewed regularly, clear deadlines.

3. How can your manager/lecturer proactively support you to stay well? For example, regular feedback and catch-ups, flexible working lesson start times, opportunities to get involved in other projects.

4. Is there anything that you can be doing outside work and university to ensure you are mentally and physically well to participate? For example, getting enough sleep, eating well, fully switching off, getting enough holiday, self-care.

5. (a) Are there any situations at that can impact negatively on your wellbeing? For example, conflict with colleagues or other students, organisational change, tight deadlines, something not going to plan.

(b) How might this impact on your work? For example, you may find it difficult to make decisions, struggle to prioritise work tasks, difficulty with concentration, drowsiness, confusion, headaches.

6. What support could be put in place to help you manage triggers for stress or poor wellbeing and help you to minimize their impact? For example, extra catch-up time with your manager/lecturer, guidance on prioritising workload, flexible starts, contacting your mental health adviser?

7. What steps can you take if you start to experience poor mental health or excessive stress? Is there anything we need to do to facilitate this? For example, you might like to take a break from your desk and go for a short walk or ask your lecturer/colleagues for support.

8. Are there any early warning signs that we might notice if you are starting to experience poor mental health or wellbeing or excessive stress? For example, changes in times you turn up, withdrawing from people around you, changes in mood.

9. Is there anything else that you would like to share or discuss in relation to your mental and physical health or wellbeing?

Ongoing Support Questions

You may feel that you need extra support over a long period of time. These questions can be revisited at set intervals with your manager or lecturer (e.g. every 2 months, every term, every module etc.) This will aid you and them by understanding which areas you may need extra support with at a given time.



Demands

1. How are you finding the demands of your work generally?
2. How do you find the quantity of work you have to do?
3. How do you manage fitting your work into your normal working hours/study time?
4. How do you find the deadlines you are given?
5. Do you manage to take proper breaks during the day?

Control

1. How do you feel about the control you have over your job/study and the way you do it?
2. Are there ways in which you feel you could take more control of what to do - to help you to do your job/study in a better way?
3. How do you feel about the extent to which flexibility is available to you in your day-to-day work and study life (in relation to timetabled hours, days, organisation of tasks, etc)?

Support - Manager/Lecturer

1. How do you feel about the support you get from your manager or lecturer?
2. How do you feel your manager communicates the value of your job/lesson?
3. How could your manager/lecturer help you to feel more valued in your job/lesson?
4. What do you feel your manager/lecturer could do to help you?

Support - Work Colleagues

1. How do you feel about the support you get from your colleagues/classmates?
2. Do you feel that there are ways in which they could help you/help each other?

3. Are there ways in which the whole team/class could work more effectively to make the work seem less pressured and help everyone do their best?

Role

1. How do you feel about your job role/course as it is at the moment?
2. How clear do you feel about the expectations made of you in your job/course?
3. What needs to be done to help you to feel positive about the role/course?

Relationships

1. How do you feel about the way you sometimes have to work as a team with others?
2. Do you feel that you can get along OK with everyone in the team/class?
3. Are there any difficult relationships for you within the team/class?

Change

1. Do you find change difficult? If so, in what ways?



**Tasks for the
student/employee
to complete**

These tasks will help you as an individual alter your ways of thinking about stressful events at work or in the classroom.

SWOT:

Strengths: • What do you do well? • What qualities/experience do you have/can you draw on? • What advantages do you have that others don't have (such as skills, certifications, education, or connections)? • What do you do better than other people? • What achievements are you most proud of? • What do others see as your strengths?	Weaknesses • What could you improve? • What are others likely to see as weaknesses? • What tasks do you feel you are not confident doing? • What are your negative work habits (for example, are you sometimes late, disorganised struggle to prioritise)? • Do you have a personality trait that could hold you back? (such as lack of confidence working in a team environment? Or difficulty speaking to an audience)?
Opportunities • What opportunities are open to you? • How can you turn your strengths into opportunities? • Do you have contacts to help you, or offer good advice • Are there any courses available to you? • Would voluntary experience help you? • Are your skills transferrable?	Threats • What threats could stop you getting the career you want? • What threats do your weaknesses expose you to? • Personal circumstances (such as difficulty travelling to work)? • Health Conditions?

Timeline of Challenging Events:

This space is to record any challenging events which can be used for personal reflection, or reflection with your manager/lecturer. You can also use the ‘Weekly Situation Reflection’ Tool which is another one of Lincoln Bishop University’s resources that can be accessed through your mental health adviser or the Lincoln Bishop website.

DATE	EVENT

Quick Tips for Managers and Lecturers!



- Set goals together with your student/employee and talk about how you can work together as a team, both you and them, to achieve it!
- Provide timely feedback and think about how you phrase your comments - if something didn't go well, try and understand their perspective first! Link feedback as well to positive actions (e.g. what we can do from here!)
- Keep interested in what your students are doing away from study/work - ask about their weekend, their hobbies, and their plans to gain a good working relationship and making you more approachable.
- Make work engaging and ensure they understand the purpose and its importance!
- Encourage rests and self-care between study/work