

Coaching and mentoring students with mental health needs

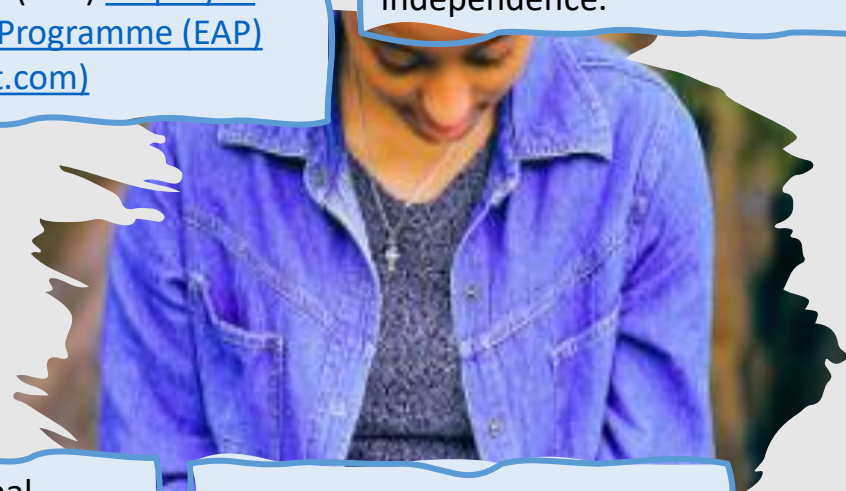
Rowlands, K., Williams, H., Wilton, M-J.

What do we do that is unique at the OU? Students identified through data, significantly longer than other support team relationships, proactive support to maintain momentum with DSA/seeking further support. Appropriate challenge of behaviours and mindsets that the student identifies are hindering progress.

Practitioner support – Peer & Group supervision, line management support, De-Brief support for OU staff - lss-ldt@open.ac.uk, Employee Assistance Programme (EAP) [Employee Assistance Programme \(EAP\) \(sharepoint.com\)](#)

Prevention - Support to ensure study pressure/life circumstances are managed so do not become long term mental health conditions. Scaffolding towards independence.

Professional references – ICF, [ICF - Core Competencies \(coachingfederation.org.uk\)](#) EMCC, [Competence Framework \(emccuk.org\)](#) BACP, [Ethics and standards for counselling and psychotherapy \(bacp.co.uk\)](#)



Liaising with Disability Team, DSA colleagues, EA's, SA's, Careers, AL's, OUSA, MH Team, Safeguarding etc. including referrals.

Internal and external signposting.
Internal – e.g. [Mental health and wellbeing | Help Centre | The Open University](#)
External – e.g. [Home | Mind, the mental health charity - help for mental health problems](#)

Coaching skills utilised with students include; active listening, reflecting back, summarising, paraphrasing. Using empathy, recognising strengths, providing perspective, positive challenge. Using visual and creative tools and resources. Agreeing next steps.

Build rapport and trust quickly with additional confidentiality to encourage disclosure.

Evidence based/Academic References – L. Bishop (2017) & Fried. R.R. & Irwin, J.D. (2016).