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| ‘’It’s helpful to discuss some of the shared content from a mental health perspective and reflect on our mental health placement experiences’’  ‘’I didn’t know who anyone was to start off with and the tutor group has made us more visible to one another’’  ‘’They have really helped bring us all closer together’’  Small cohort lacked the opportunity to interact for the first 18 months of the course | Provides a space for students to check-in emotionally | Encouraged social interaction outside of the sessions | Builds strong relationships | Sessions were tailored to meet or link-in with other teaching, from a mental health nursing perspective Mental Health Tutor GroupsExecutive Office W | **Goal:** To promote a better sense of identity and belonging amongst students on the Mental Health course.  **Submitted by:** Sam McDonald **Project:** To set up and deliver monthly in-person and virtual tutor groups, with a mental health nursing perspective. **Benefit to:** Undergraduate Mental Health Nursing students.   |  |  | | --- | --- | | ****Key message: Foster a sense of belonging and group identity**** | | | Improve engagement amongst a small cohort of students | | | Address feedback from students regarding the difficulties with group identity and peer interaction | | | Provides space for students to check-in and connect with one another | | | Links with the curriculum | | | Facilitates social connectedness, with students encouraged to meet socially and set up group chats, etc, outside of the sessions | | | **Project delivery** |  | | The Tutor Groups were set up to run 4-weekly for 90 minutes | | | Students reported the sessions allowed them to establish relationships with their peers very quickly | | | Groups were delivered in-person, and online | | | Specific mental health topics were discussed, and often linked with the curriculum | | | Students were able to vote on any specific areas of mental health they wished to discuss | |   **Impact:**  The previous years NSS feedback indicated students on the course lacked a sense of belonging and were impacted by the fact the cohort does not meet until Semester 2 of their second year. These groups gave them the opportunity to interact with their peers and connect with one another, while learning more about the course subject. |