



University of  
South Australia

UniSA

# **STUDENT MENTAL HEALTH FRAMEWORK**



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South Australia**

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*Mental health and wellbeing are valuable assets which can significantly affect health, social, education and employment outcomes on both an individual and community level.*

- Australian University Mental Health Framework Report

## Foreword

The University of South Australia (UniSA) strives to create supportive environments where its students feel valued and empowered to succeed.

Mental wellbeing is beneficial to student academic success. Studies show that wherever you find positive student mental wellbeing, you will also find academic achievement, positive relationships, better engagement, retention, overall health, completion of study, and so much more. In fact, there is growing recognition in the higher education sector that students truly thrive when the teaching, cultural and operational environments are proactively and strategically aligned to create communities that support and promote positive mental wellbeing.

In many ways, UniSA already demonstrates many aspects of good practice, knowledge, and expertise in mental health. Our institution boasts world-class experts and researchers who consistently and actively contribute to mental health research and initiatives nationwide. Furthermore, across our academic and central administrative units, we actively support over 110 diverse initiatives that promote positive student mental wellbeing.

Yet, while we are doing incredibly well at supporting student mental wellbeing, we commit to doing more. Staff and students share a collective responsibility to continue to shape environments and communities that destigmatise mental ill-health, promote self-care practices, and encourage help-seeking behaviours. Within our individual spheres of influence, we can do things such as speak openly and freely about our lived experience of mental health, share tips on how to

best maintain positive mental wellbeing, introduce flexibility into how we assess learning, connect students to services and resources that can help them, or be a listening ear when others are struggling while maintaining our boundaries. Our commitment to offer comprehensive and compassionate support can only exist within a culture that sees positive student mental wellbeing as a core value.

The UniSA Student Mental Health Framework (The Framework) prioritises student mental wellbeing across all facets of students' university experience, including in programs and curriculum, in physical spaces, in our online community, and more.

This Framework represents a bold step toward realising our vision of establishing a consistent and extensive culture of empathy, resilience, and inclusivity, where help-seeking is encouraged, and stigma is dismantled.

Each member of the UniSA community has a role to play in supporting a positive environment for student mental wellbeing. This Framework offers a blueprint for how each of us can contribute to making our University community a supportive one.

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## Our commitment to student mental health and wellbeing

UniSA is deeply committed to establishing a culture where student mental wellbeing is championed by all members of our university community and across our digital and physical environments. Furthermore, UniSA will work to eliminate mental ill-health stigma and promote an inclusive atmosphere where the mental wellbeing of students is prioritised and integrated into how we engage internally and externally, our programs, and our environment and community.

## About this document

This document is a guide for the UniSA community on how to support and champion student mental wellbeing. It outlines the aspirations of the University, describes four key principles by which student mental wellbeing can be fully integrated into university life, and outlines eight domains that collectively contribute toward positive mental wellbeing.

## About the Framework

The UniSA Student Mental Health Framework clearly demonstrates a commitment to enhancing and improving student mental wellbeing at the University; creating an inclusive community where students can flourish.

The Framework is predicated on the Australian University Mental Health Framework<sup>1</sup> and complements mental wellbeing support services, resources and activities that currently exist across the University.

The Framework is structured around four key principles that intersect with eight domains of wellbeing, which collectively demonstrate how to integrate wellbeing considerations into multiple aspects of the University experience.

Additionally, the Framework includes practical examples of activities and initiatives that exist within the University<sup>2</sup> to illustrate how the principles and domains can be applied.

All members of the UniSA community are encouraged to think about what they can do in their areas of influence to promote the best possible mental wellbeing for students. Staff, no matter their position, field of expertise, level of authority, or how much they interact with students, can use the Framework to aid their connection with students and other stakeholders in ways that promote student mental wellbeing. Likewise, students, no matter what year they are in, their level or program of study, can use this

Framework to better understand how they can contribute toward establishing a mentally resilient university environment for themselves and their peers.

It is important to acknowledge the immense contributions of our staff and students in the development of services, resources, activities, and initiatives over the years that collectively support the wellbeing of students. This Framework honours these contributions and recognises that the wider University community is already in a supportive position because of these joint efforts.

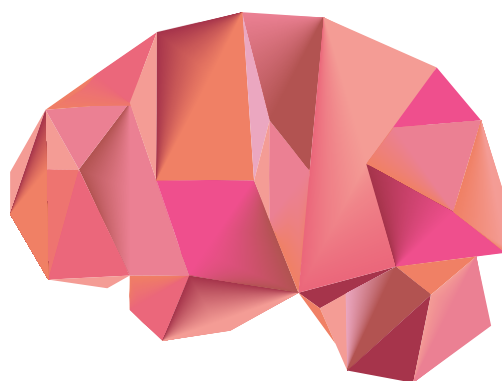
*Mental health is a state of mental wellbeing that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.*

- World Health Organization

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<sup>1</sup> The Australian University Mental Health Framework was funded by the Australian Government Department of Health and developed in consultation with students, universities, the mental health sector and government.

<sup>2</sup> Practical examples come from the UniSA Student Mental Health Framework Project Current State Analysis, which can be accessed from [www.unisa.edu.au/smhf](http://www.unisa.edu.au/smhf)





# A definition of positive mental wellbeing

Positive mental wellbeing is all about feeling mentally resilient and being able to manage life's challenges. Within the student context, it means students understand their own needs, wants and motivations.

Positive mental wellbeing is essential for academic success, making good life choices, forming connections with peers and staff, and finding purpose in life. A clear indicator of good mental wellbeing in students is when they recognise those things that can harm their mental wellbeing and take proactive measures to minimise their impact.<sup>3</sup>

## Related terms and definitions

- » **Mental health** is a state of wellbeing that allows people to handle life's stresses, recognise their abilities, learn effectively, work efficiently, and contribute to their community. It is a crucial part of overall health and wellbeing, and supports our ability to make decisions, build relationships, and influence the world around us.<sup>4</sup>
- » **Mental ill-health**, or mental illness, is a health problem that significantly affects how a person feels, thinks, behaves, and interacts with other people. It is diagnosed according to standardised criteria.<sup>5</sup>

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<sup>5</sup> Based on the definition by the Australian Government Department of Health and Aged Care, 2024

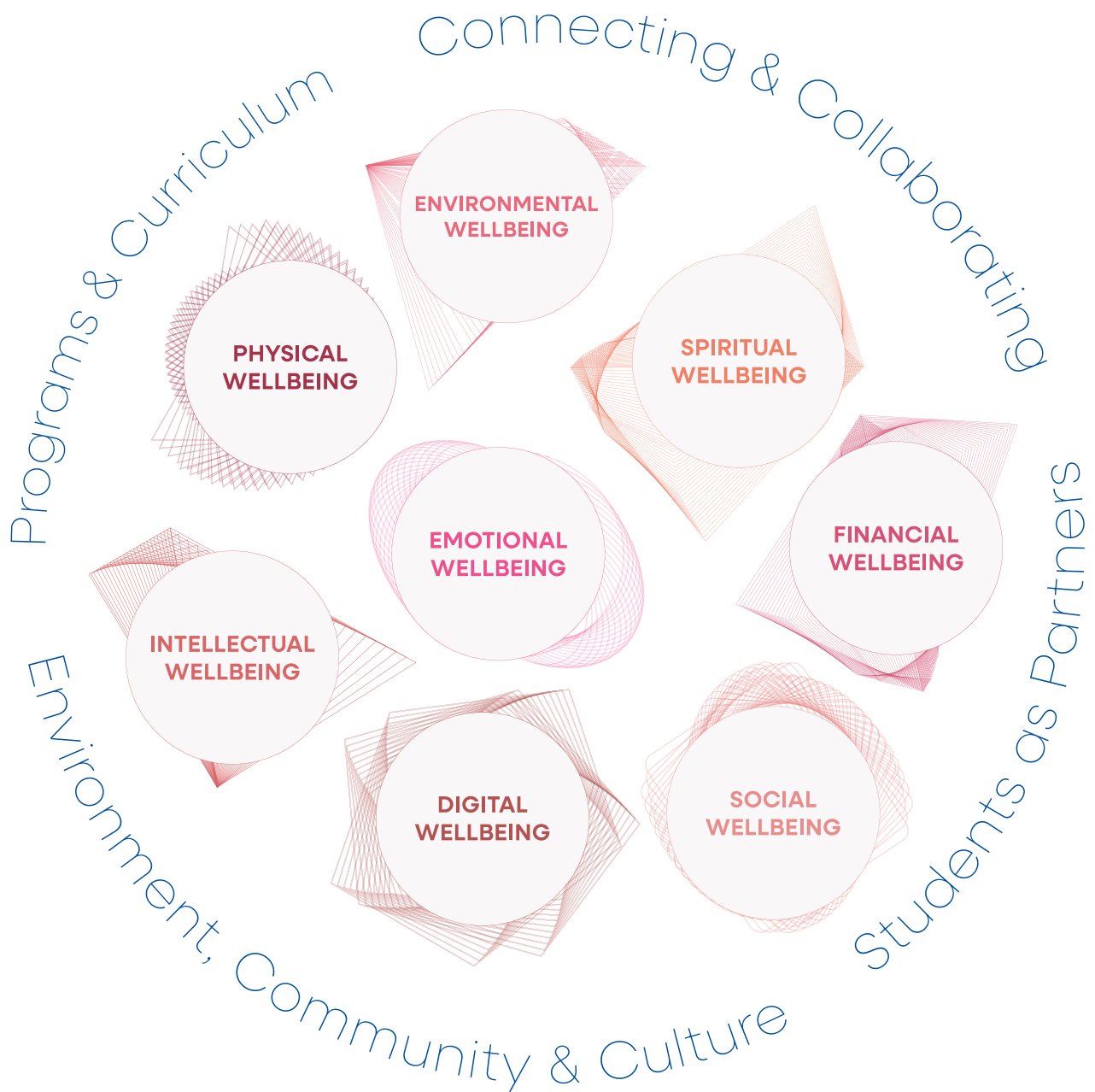
<sup>3</sup> Based on the definition by the World Health Organization, 2022.

<sup>4</sup> Based on the definition by the World Health Organization, 2022



# Principles and domains of mental wellbeing

This Framework is built on four key principles of mental wellbeing, which help guide how the University community supports student mental wellbeing across all aspects of university life. Additionally, it encompasses eight interconnected domains that equally contribute to mental wellbeing and provide a holistic perspective of the various factors that can impact students' mental wellbeing.



## PRINCIPLE ONE

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### STUDENTS AS PARTNERS

**We will work together with students on activities and initiatives that impact student mental wellbeing.**

Students want to participate in the co-creation of activities and initiatives that affect their mental wellbeing. Engaging students as partners in meaningful ways considers their unique viewpoints and perspectives, and creates a sense of shared investment, value and sense of belonging. Initiatives co-developed with students are more likely to be relevant and used by students.

Activities or initiatives that impact student mental wellbeing can be found in every unit across the University. In each instance (and where appropriate), students can be involved in the design, development, implementation and/or evaluation phases. Students bring their unique views and skills to project teams, governance groups, planning committees and advisory boards, and can support efforts to communicate and engage with wider student cohorts. Students with lived experience of mental ill-health also offer valuable insights into the development of activities and initiatives that impact student wellbeing, and their involvement should be encouraged. It is crucial to also acknowledge that while some students prefer active involvement, others may simply wish to participate.

Working with students to ensure that activities and initiatives remain relevant also requires good data. Ideally, this data should come directly from students, through formalised student feedback, where they can share their perspectives through mechanisms such as survey tools and focus groups. Student data from central units such as Student Academic Services, Student Engagement Unit, or Business Intelligence and Planning, can also provide excellent insight into student experiences and their engagement with University initiatives or support services.

#### Principle in Action

When developing initiatives that bolster student mental wellbeing, we can increase positive and effective outcomes by:

- » Keeping students informed using social media, email, newsletters, posters, and digital media.
- » Co-designing and consulting students on activities and initiatives that impact them, such as content development, student events, and policy reviews.
- » Include student representation on governance groups and recruitment panels.
- » Hiring students as casual staff.
- » Co-designing curriculum and assessments.
- » Inviting a variety of student perspectives, including from students with lived experience of mental ill-health.

*The Student Advisory Group at UniSA Online allows student representatives to discuss issues affecting the academic performance and mental wellbeing of peers.*



## PRINCIPLE TWO

### PROGRAMS AND CURRICULUM

**We will integrate mental wellbeing into teaching and learning to drive academic success.**

Academic success and positive student mental wellbeing are deeply interlinked. In fact, our ability to create communities and environments conducive to academic success also requires that mental wellbeing considerations be included in the design of curricula and teaching methods.

Across the University, we can more effectively address those factors that contribute to academic stress—such as course structure, assessment design, and academic misconduct—by recognising student wellbeing as an integral aspect of teaching and learning.

UniSA prides itself as an adaptive and dynamic tertiary institution that employs the latest research to inform our teaching and assessment practices. We regularly embrace opportunities to craft authentic assessments, aligned to best practices and allow students to demonstrate their learning in various ways that do not create unnecessary distress.

When we consider the impact of mental wellbeing in our teaching and learning practices, we must investigate different avenues that encourage positive mental wellbeing while maintaining meaningful engagement. Doing so leads to more flexible and supportive learning environments where students can thrive. Flexibility positively influences the wellbeing of students by validating their unique student experiences and allowing them to work to their strengths. Ultimately it leads to increased retention, better engagement and academic success.

#### Principle in Action

When designing curriculum and teaching activities that support student mental wellbeing, we can improve student academic outcomes by:

- » Considering trauma-informed pedagogy and mental health literacy in curriculum design.
- » Embedding information on mental wellbeing services and resources into course information and content.
- » Where possible, exploring alternative options to traditional WIL placements to accommodate neurodiverse students.
- » Openly discussing and normalising the impact of mental wellbeing on study and academic success.
- » Offering student-facing staff mental health and wellbeing literacy training with a focus on recognising distress, facilitating conversations about mental wellbeing, and referring students to support services and resources.
- » Considering the student's individual context when responding to and accommodating extension requests.
- » Selecting course resources or textbooks that are low cost or free of charge.
- » Considering timing and student mental wellbeing when undertaking academic misconduct or preclusion procedures.
- » Connecting students to wellbeing content.

*Students in the Social Work program receive additional resources focused on self-care to effectively address the potential impact of vicarious trauma.*



## PRINCIPLE THREE

### ENVIRONMENT, COMMUNITY AND CULTURE

**We will align our online and on-campus learning, social and operational environments to establish a University culture and community that supports student mental wellbeing.**

All members of the UniSA community play a role in normalising student mental wellbeing. When we communicate consistently and openly advocate for mental wellbeing, we reduce stigma, and we encourage students to prioritise their mental wellbeing and seek help when needed.

Our culture is positively shaped to a significant degree by our prioritisation of student mental wellbeing, because inclusive and supportive communities are vital for student success. Students should feel cared for by the wider University community, and this is best achieved by students' awareness and access to tailored support services and resources, as well as the unwavering allyship of all members of UniSA's community.

Recognising that mental health exists on a spectrum and can impact anyone at any time, we reject the stigma of poor mental health from our metro, regional and online communities. We remain committed to positive student mental wellbeing by encouraging students to engage in help-seeking behaviours and seek to be well-informed about mental wellbeing. Moreover, our culture protects students who wish to discuss their mental wellbeing challenges with peers and staff without judgment or negative repercussions to their academic or professional futures.

UniSA's staff are strong student advocates and continue to be committed to student wellbeing. By supporting staff to engage in student-focussed mental wellbeing training, our academic and professional student-facing staff will be empowered to support students' mental wellbeing. Staff will also have a thorough

understanding of the services and resources available to students at UniSA, allowing them to effectively connect students to the help they may require. This team-based approach between staff and students helps to facilitate more authentic and holistic engagement with students.

#### Principle in Action

When shaping the environments, communities, and cultures of our physical and virtual campuses, we can increase student engagement and connection by:

- » Incorporating student mental wellbeing in strategic planning and the business functions of units and teams.
- » Having leaders and champions at all levels of our units visibly commit to improving student mental wellbeing.
- » Organising online-based events for external students.
- » Incorporating Aboriginal and Torres Strait Islander languages in the names of our buildings, facilities and spaces.
- » Linking students with disability, chronic conditions, or caregiving responsibilities to UniSA Access and Inclusion service.
- » Facilitating students with access plans to on-campus sensory or multi-access rooms for respite periods.
- » Featuring more green and quiet spaces in infrastructure projects.

*When designing multi-access suites across metropolitan campuses, FMU engaged students in the design and development process to ensure the suites met their needs.*

## PRINCIPLE FOUR

### CONNECTING AND COLLABORATING

#### Connecting students to services and supports, and collaborating effectively with internal experts, external partners, and the higher education sector.

UniSA offers a wide range of high-quality mental wellbeing support services, resources, information, and activities through its academic and central units. When students are looking to bolster their mental wellbeing—and more so when in crisis—it is crucial to ensure that they can easily access this support by providing clear information and links to available services and resources.

Supporting student mental wellbeing also requires all members of our broad community to engage collaboratively. Indeed, collaboration advances a culture of shared learning, minimises replication of effort, encourages innovation, and enhances efficiencies. When we seek to develop activities and initiatives that support student mental wellbeing, we cannot afford to be myopic but must look to engage not just our students but also our mental wellbeing experts, partner organisations, and other tertiary institutions, to find and develop effective solutions. It starts from the top, with our leaders consistently expressing their commitment to collaboration and emphasising the benefits of working together to achieve common goals and outcomes.

Involving staff with expertise in mental wellbeing in the development of evidence-based and effective student wellbeing initiatives is crucial for the overall success of those initiatives. After all, UniSA is a global leader in mental wellbeing research, and our research can be found in practical applications across various industries nationwide and overseas. Likewise, our external partner organisations play a pivotal role in designing and delivering broad-reaching initiatives, as well as offering supplementary services and resources to our students. Such partnerships recognise the collective

responsibility for supporting student success and highlight the expertise our partners have to offer. Similarly, both universities and vocational education and training (VET) institutions play a crucial role as collaborators and can share insights into their strategies and research-backed programs. By thinking broadly and collaborating widely, we increase the relevance of student initiatives and the likelihood that students will engage with them.

#### Principle in Action

When collaborating with internal and external partners to support student mental wellbeing, we can increase the likelihood of success by:

- » Promoting internal and external support services widely and continuously to students.
- » Working with partner organisations to develop mental wellbeing-related initiatives, research, training, and course content.
- » Engaging with SEU and USASA student support services to strategically target student cohorts with mental wellbeing information, tools, and resources.
- » Collaborating with other higher education institutions to identify innovative practices.

*Universities Australia Suicide Prevention e-learning modules offer all staff free training to enhance their confidence in supporting student mental health and wellbeing.*



## Domains of mental wellbeing

Different aspects of our everyday lives can have a direct impact on the quality of our mental wellbeing. By having a better understanding of how these personal aspects—or domains—of life impact mental health, we are better placed to recognise and address students' needs. The Ottawa Charter for Health Promotion indicates that “health is created and lived by people within the settings of their everyday life: where they learn, work, play and love.”<sup>6</sup>

When students can reflect on the different areas of their lives, they are better equipped to take purposeful action to realign any areas that may be out of balance, which ultimately supports positive mental wellbeing and their ability to succeed academically and personally.

Likewise, staff can affect positive outcomes for students by devising engagement strategies that not only integrate the Framework's four Principles but also support one or more domains, thereby improving student mental wellbeing and cultivating an environment where students thrive academically and personally.

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<sup>6</sup> Ottawa Charter for Health Promotion, p. 7, 1986



## DOMAIN ONE

### EMOTIONAL WELLBEING

#### **The ability to understand and manage emotions.**

Students with good emotional wellbeing understand and can manage their emotions, which has a direct and positive impact on their overall wellbeing and academic success. Emotional wellbeing hinges on how aware and well one navigates both good and bad feelings, having effective strategies or tools to cope with negative emotions or when feeling overwhelmed, and recognising when professional support is needed.

#### Domain in Action

- » Organising mindfulness exercises, such as meditation, deep breathing, or yoga.
- » Discussing how to identify and practice healthy coping mechanisms, such as journaling, drawing, or engaging in hobbies.
- » Positively re-framing a student's negative self-talk and supporting self-encouragement.

*The Counselling Service supports students facing barriers to their studies as well as personal crises. The Service also works with third-party providers to support regional students.*

## DOMAIN TWO

### SOCIAL WELLBEING

#### **The ability to have positive and meaningful relationships.**

Social wellbeing is about students enjoying positive relationships in their lives and feeling a sense of belonging. It is about feeling connected to family and friends, being part of a group, and feeling valued and appreciated. Establishing good, caring relationships, and truly connecting with people is an important aspect of university life. When students carefully balance their social lives with their academic and work commitments, they can increase their confidence, feel more at ease in social settings, boost their self-esteem, improve their communication skills, and develop a greater sense of social trust.

#### Domain in Action

- » Encouraging students to balance study with regular engagement with family, friends, and support networks.
- » Providing a selection of clubs, groups, or communities that align with students' interests.
- » Organising on-campus or online events and social gatherings so students can meet new people.

*USASA supports over 80 cultural, special interest, academic and social justice clubs and societies.*

## DOMAIN THREE

### PHYSICAL WELLBEING

**The ability for our bodies to function at their best.**

Good physical wellbeing is about being able to complete daily activities without feeling overly tired or stressed. For many students, good physical health includes developing healthy habits around sleep, diet, exercise, sexual health, substance use, and personal hygiene. For some students, it also requires taking care of physical illness. When students understand how their physical wellbeing is closely connected to their mental wellbeing and sense of happiness, they can begin to carefully consider and make changes to their daily habits.

### Domain in Action

- » Providing students with information on prioritising adequate sleep and rest.
- » Sharing information about a healthy diet that incorporates minimally processed foods.
- » Encouraging physical activity, such as walking, jogging, sports, resistance training, yoga, etc.

*UniSA Sport supports 27 intervarsity sports clubs and endorses two community sport clubs.*

## DOMAIN FOUR

### INTELLECTUAL WELLBEING

**The ability to learn and grow as lifelong learners.**

Intellectual wellbeing is when students comfortably challenge themselves personally and academically and view setbacks as opportunities for growth. It's about students understanding their preferred ways of learning and methods of study, which can ultimately lead to establishing a commitment to continual positive cognitive challenge, being able to interact with people from diverse backgrounds and with varied perspectives and nurturing a positive mindset.

### Domain in Action

- » Championing the use of planners to organise tasks and prioritise important activities.
- » Welcoming free speech through respectful discourse between students with different perspectives and opinions.
- » Offering students time management and procrastination minimisation training.

*The Peer Assisted Study Sessions (PASS) Program is a peer-led initiative that helps students grasp key concepts in challenging courses.*



## DOMAIN FIVE

### SPIRITUAL WELLBEING

#### The ability to find meaning and purpose in life.

Spiritual wellbeing involves actively seeking purpose and meaning in life. For students, it includes discovering the values and principles that steer their actions, whether it is within a religious belief system or in everyday life. It is about establishing a framework of beliefs that infuse their lives with significance and direction and may even include feeling connected to something larger than themselves. When students explore their purpose, meaning, values, morals, and ethics, it enhances their overall wellbeing and greatly enriches their lives.

#### Domain in Action

- » Incorporating community service or volunteering work within the curriculum.
- » Supporting students' engagement in religious ceremonies, events, and prayer.
- » Connecting students to University Chaplains.
- » Recommending books, e-books and podcasts on spirituality, philosophy and/or personal growth to inspire personal reflection.

*All campuses feature prayer rooms, and metropolitan campuses have Chaplains who offer information on campus religious events and groups and provide pastoral care.*

## DOMAIN SIX

### ENVIRONMENTAL WELLBEING

#### The ability to thrive in our surroundings.

Environmental wellbeing invites students to consider the interconnection between their surroundings, environments, communities, and themselves. On campus, it means students spend time in spaces brightly lit by natural light, relaxing in green spaces in between classes, and seeking out quiet spaces for study and reflection. Off campus and online, students with good environmental wellbeing seek to create spaces where they feel safe, calm, and comfortable, take breaks from devices, have clean air to breathe, and can ideally engage with nature to unwind.

#### Domain in Action

- » Providing tips on keeping clutter-free study spaces and sleep-supporting bedrooms.
- » Inviting students to contribute to the design and planning of student spaces.
- » Hosting lectures outdoors, ideally in green spaces.

*BEHL 1028 explores nature's impact on psychological wellbeing and provides students with practical tools for sustaining mental health in life.*

## DOMAIN SEVEN

### FINANCIAL WELLBEING

#### The ability to budget money and expenses.

Financial wellbeing is the ability to budget money and resources sensibly and for students to live within their means. It means students creating and sticking to a budget, tracking expenses, and where possible, avoiding debt and saving for the future. When income is tight, students are empowered to explore and apply for scholarships, grants and prizes that they may qualify for, and to seek help and advice on government support they may be eligible to receive.

#### Domain in Action

- » Providing training on how to budget and track income and expenses.
- » Encouraging money-saving advice, such as cooking at home rather than eating out.
- » Establishing external partnerships that offer students discounts on goods and services.

*USASA provide a financial wellbeing service for students that is confidential and designed to enhance students' financial literacy.*

## DOMAIN EIGHT

### DIGITAL WELLBEING

#### The ability to have a healthy relationship with technology.

Digital wellbeing requires taking a mindful approach when using technology to study and interact with others. While digital devices have become indispensable tools in our everyday lives, students with good digital health establish healthy habits, such as the ability to seek credible information, protect their personal information and privacy, interact safely online, take technology breaks, and limit social media usage.

#### Domain in Action

- » Modelling constructive online habits and consumption of news and social media.
- » Offering tips and tricks on how to curate a social media feed that promotes positivity.
- » Prioritising in-person over online engagement if and where possible.
- » Scheduling daily time away from devices.

*Lifeline have developed a webpage called 'How to do a digital detox' which provides a guide on how to effectively manage technology and media in our lives.*

# Applying the UniSA Student Mental Health Framework

The table below showcases examples of initiatives that can be implemented and intersect with the principles and domains outlined in this framework.

DOMAINS	PRINCIPLES				
		<b>Principle 1: Students as Partners</b> <i>We will work together with students on activities and initiatives that impact student mental wellbeing.</i>	<b>Principle 2: Programs and Curriculum</b> <i>We will integrate mental wellbeing into teaching and learning to drive academic success.</i>	<b>Principle 3: Environment, Community and Culture</b> <i>We will align our online and on-campus learning, social and operational environments to establish a University culture and community that supports student mental wellbeing.</i>	<b>Principle 4: Connecting and Collaborating</b> <i>Connecting students to services and supports, and collaborating effectively with internal experts, external partners, and the higher education sector.</i>
	<b>Domain 1: Emotional wellbeing</b> <i>The ability to understand and manage emotions.</i>	<ul style="list-style-type: none"> <li>» Obtaining student feedback about activities and initiatives that impact them.</li> <li>» Providing student leaders and student-facing staff with mental health training.</li> </ul>	<ul style="list-style-type: none"> <li>» Checking in with students weekly to gauge mental wellbeing.</li> <li>» Exploring the inclusion of trauma-informed practices in the delivery of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>» Normalising discussions about mental wellbeing in class.</li> <li>» Training staff to adopt inclusive teaching practices, offer mentorship and effectively respond to students' emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>» Connecting students with caregiving responsibilities to the Access and Inclusion service.</li> <li>» Including contact information about the Counselling Service in course materials.</li> </ul>

DOMAINS	PRINCIPLES				
	<b>Domain 2: Social wellbeing</b> <i>The ability to have positive and meaningful relationships.</i>	<ul style="list-style-type: none"> <li>» Involving students in planning social networking activities.</li> <li>» Scaffolding group work activities for meaningful engagement of neurodivergent students.</li> <li>» Host 'speed friending' and icebreaker events within the first few weeks of a course.</li> </ul>	<ul style="list-style-type: none"> <li>» Creating social clubs within each program allowing students in all years of study opportunities to socialise.</li> <li>» Using social media and online platforms to create interactive spaces for students to discuss and contribute to curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>» Contributing to USASA and Student Life events that celebrate the diversity of student cultures and identities.</li> <li>» Establish safe virtual spaces where open and respectful dialogue is encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>» Engaging external partners in hosting student functions.</li> <li>» Providing opportunities for students to engage in volunteer work with local community groups.</li> </ul>
	<b>Domain 3: Physical wellbeing</b> <i>The ability for our bodies to function at their best.</i>	<ul style="list-style-type: none"> <li>» Encouraging regular student feedback to help evaluate the effectiveness of health and wellbeing programs.</li> <li>» Engaging students to promote healthy habits such as walking, cycling, and other recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>» Hosting classes outdoors in nature and allowing rest breaks during long lectures and workshops.</li> <li>» Exploring alternative options to traditional WIL placements to accommodate neurodiverse students.</li> </ul>	<ul style="list-style-type: none"> <li>» Providing students with nutrition, sleep, and stress management support and training.</li> <li>» Offering free or discounted gym and group fitness memberships to encourage student participation.</li> </ul>	<ul style="list-style-type: none"> <li>» Promoting UniSA Health Clinic and student-led clinics to students.</li> <li>» Collaborating with national gym franchises, recreational centres, and health organisations.</li> </ul>
	<b>Domain 4: Intellectual wellbeing</b> <i>The ability to learn and grow as lifelong learners.</i>	<ul style="list-style-type: none"> <li>» Including student representation in unit governance groups.</li> <li>» Encouraging students to listen to the Study Room Podcast hosted by UniSA students.</li> </ul>	<ul style="list-style-type: none"> <li>» Allowing students a choice of assessments that cater to their strengths and learning differences.</li> <li>» Include assessment rubrics in course outlines.</li> </ul>	<ul style="list-style-type: none"> <li>» Openly celebrating all forms of achievement, not just academic.</li> <li>» Promoting information on mental wellbeing services and resources.</li> </ul>	<ul style="list-style-type: none"> <li>» Linking students with learning difficulties to Access and Inclusion service.</li> <li>» Engaging with religious, philosophical, and Aboriginal Elders to host or deliver seminars.</li> </ul>
	<b>Domain 5: Spiritual wellbeing</b> <i>The ability to find meaning and purpose in life.</i>	<ul style="list-style-type: none"> <li>» Inviting student perspectives on spirituality and personal wellbeing into lectures and discussions.</li> <li>» Organising interfaith seminars and cultural events.</li> </ul>	<ul style="list-style-type: none"> <li>» Inviting Aboriginal Elders and spiritual leaders to share new perspectives.</li> <li>» Encouraging reflective discussion in class about topics such as ethics, mindfulness, spirituality, meditation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>» Promoting values such as tolerance, mindfulness, meaning, purpose, ethics, forgiveness, and service to others.</li> <li>» Including information and content on spiritual wellness in student media.</li> </ul>	<ul style="list-style-type: none"> <li>» Connecting HDR students to mentors and advisers in their field of study.</li> <li>» Establishing peer-to-peer service that complements the Counselling Service and allows students to provide a listening ear to peers.</li> </ul>

DOMAINS	PRINCIPLES				
	<b>Domain 6: Environmental wellbeing</b> <i>The ability to thrive in our surroundings.</i>	<ul style="list-style-type: none"> <li>» Obtaining student feedback when designing new university buildings and outdoor spaces.</li> <li>» Establishing a student advisory committee that offers advice on matters that pertain to students.</li> </ul>	<ul style="list-style-type: none"> <li>» Maintaining neat, clean, and ordered teaching physical and online spaces.</li> <li>» Hosting teaching activities outdoors and in nature.</li> <li>» Utilising on-campus yarning circles for group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>» Having leaders and champions publicly commit to improving student mental wellbeing.</li> <li>» Incorporating more green and quiet spaces in infrastructure projects.</li> </ul>	<ul style="list-style-type: none"> <li>» Partnering with organisations, clubs, agencies, and affinity groups that promote environmental caretaking values.</li> <li>» Collaborating with other higher education institutions to identify innovative practices.</li> </ul>
	<b>Domain 7: Financial wellbeing</b> <i>The ability to budget money and expenses.</i>	<ul style="list-style-type: none"> <li>» Conducting regular student surveys to gather feedback on financial concerns and needs.</li> <li>» Developing a peer-to-peer service where students mentor peers on money management.</li> </ul>	<ul style="list-style-type: none"> <li>» Developing financial literacy training, services, or resources, to help students budget or gain financial assistance.</li> <li>» Selecting course resources or textbooks that are low cost or free of charge.</li> </ul>	<ul style="list-style-type: none"> <li>» Linking students to financial aid and government welfare programs.</li> <li>» Providing financial support to students from marginalised backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>» Collaborating with large organisations, not-for-profits, and SMEs to provide enrolled students with casual employment.</li> <li>» Partnering with external organisations to fund scholarships, grants, and prizes.</li> </ul>
	<b>Domain 8: Digital wellbeing</b> <i>The ability to have a healthy relationship with technology.</i>	<ul style="list-style-type: none"> <li>» Obtaining student feedback in the development of student-facing IT systems.</li> <li>» Co-designing digital resources and tools to ensure they are user-friendly and resonate with students.</li> </ul>	<ul style="list-style-type: none"> <li>» Providing information on University support services on webpages and learnonline sites.</li> <li>» Developing resources on managing screen time, online privacy, and critical thinking about digital media.</li> </ul>	<ul style="list-style-type: none"> <li>» Supporting technology-free engagement in class.</li> <li>» Providing resources on how students can pursue intentional and healthy relationships with technology.</li> </ul>	<ul style="list-style-type: none"> <li>» Providing students with free or discounted access to mental and physical wellbeing pay-per-use apps.</li> <li>» Connecting students with digital anxiety to a counsellor or peer support.</li> </ul>





**University of  
South Australia**

The development of the UniSA Student Mental Health Framework was made possible through the critical feedback and input provided by a Student Consultative Group.

The Student Consultative Group was comprised of the following students:

- » Alexander Michael Reynolds
- » Amanda Louise Balmer
- » Anisha Mahamad Rafik Sama
- » Avneet Kaur Hunjan
- » Bailey Hart
- » Chloe Bree Cameron
- » Elise Cox
- » Gabriele Raine Baljak
- » Georgia Marie June Deane (Student Chair)
- » Jessyka Shannyn Welch Kidner
- » Megan Peartree
- » Rhys Peden
- » Riya Mahajan
- » Tamanna Bakhtyari