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1. Executive Committee, 2018/19

Prof M Fowler  
VC's Deputy; Master of Darwin
Dr M Gross  
Bursar, Emmanuel College
Dr J Bunbury  
Senior Tutor, St Edmund's College
Mr Tim Ellis (until Dec 18)  
Counsellor, UCS
Prof L R Gelsthorpe  
Council Representative, Pembroke College
Mr R Partington  
Senior Tutor, Churchill College
Ms G Dufour  
Head of Service
Dr M Sewell  
Senior Tutor, Selwyn College
Dr C Lea-Cox  
General Practitioner, Trumpington St Medical Practice
Dr A Devine  
General Practitioner, Bridge Street Medical Centre
Mr A Powell  
Bursar, Fitzwilliam College
Ms H Foord  
Bursar, Magdalene College
Mx E Travis  
CUSU Disability Officer
Ms C Pungong  
CUSU Welfare and Rights Officer
Mrs Clara Badu Amoah  
Acting Secretary
Ms E Moss  
Finance Division (in attendance)
Mr M Millard  
Fianance Division (in attendance)

2. Staff in the University Counselling Service

Head of Service

Géraldine Dufour  
Registered member BACP Senior Accredited

Senior Counsellors

Hanya Czepkowski  
Registered member BACP Accredited
Sally Swain  
Registered member BACP Accredited
Polly Brown  
Registered member BACP Accredited

Counsellors & CBT Therapists

Jackie Alden (part-time)  
Registered member BACP Accredited
Margaret Bailey  
Registered member BACP Senior Accredited
Fliss Cadbury (part-time)(until Jul 19)  
UKCP Reg Psychotherapist
Tim Ellis (part-time) (until Dec 18)  
UKCP Reg Psychotherapeutic Counsellor
Gudrun Haraldsdottir (part-time)  
Registered member BACP Accredited
Fran Patrick (part-time)  
Registered member BACP Accredited
Deborah Powter  
Registered member BACP Accredited
Diana Ong (part-time)  
HCPC registered Clinical and Counselling Psychologist

Vanessa Skinner (part-time)  
BABCP Accred. CBT Psychotherapist
Anna Zaboronski (part-time)  
Registered member BACP Accredited
Panayota Manias (part-time)  
C.Psychol British Psychological Society, HCPC registered Counselling Psychologist
Katie Holland (part-time)  
BABCP Accred. CBT Psychotherapist
Michele Fitzsimmons (from Sept 18)  
BABCP Accred. CBT Psychotherapist
Emma Lockhart (from Sept 18)  
UKCP Reg Psychotherapist, Registered member BACP Accredited
Farasat Sadia (from Sept 18)  
UKCP Reg Psychotherapist
Angela Ike (from Feb 19)  
Registered member BACP Accredited

Sexual Assault and Harassment Advisor

Amy O’Leary  
Qualified independent sexual violence advocate
**Mental Health Advisors**

Matthew Harding (from Dec 18)  
RMN Nurse registered with the NMC

Ashleigh St Louis  
RMN Nurse registered with the NMC

Katie Gillam (from Aug 18)  
HCPC Registered Occupational Therapist

**Mindfulness practitioners**

Elizabeth English (part-time)  
Member of the British Focusing Association  
The Focusing Institute Centre for Non-violent Communication (CNVC)

Simon McKibben (locum)  
Member of the British Focusing Association  
The Focusing Institute Centre for Non-violent Communication (CNVC)

**Locums**

Claire Addison  
Registered member BACP

Robert Evans (from Oct 18)  
Registered member BACP Accredited

Ian Molyneux (from Jan 19)  
Registered member BACP Accredited

Debbie Beckett (from Jan 19)  
Registered member BACP Accredited

Kirsty Clarken (from Feb 19)  
Registered member BACP Accredited

Esther McNeill (from Jan 19)  
Registered member BACP

**Associate Counsellors** (training placements: half- to one day per week)

First year:  
Rachel Morgan (from Oct 18)  
Dana Chortiros (from Oct 18)  
Gili Sterzer (from Oct 18)

**Psychiatric consultations**

Dr Damaris Koch  
Consultant Psychiatrist

**Support Staff**

Sue Geeson (from Dec 2018)  
Office Manager

Zoe Wells (from Jun 19) (part-time)  
Executive Assistant

Hazel Sanderson (part-time)  
Administrator/Receptionist

Becky Wright (part-time)  
Administrator/Receptionist

**Temporary Staff**

Ellie Bird (until Nov 2018)  
Temporary Administrator/Receptionist

Stef Ferrucci (until Dec 2018)  
Temporary Office Manager

Alberto Garcia Jr (from Nov 2018)  
Temporary Administrator/Receptionist
Counselling can change lives, as reflected in this feedback, which the student has encouraged the UCS to share:

“Thought-provoking and gave me the space to analyse my behaviours and thought patterns. Extremely rewarding and fulfilling experience. Allowed me to discuss personal things and make links between behaviours which I couldn’t make alone. Overall, it has made me self-reflective and that has caused me to be far more resilient and happier recently. I feel like it has given me a good base which I can rely on for the rest of my life.” (Reproduced with permission)
3. Executive Summary

Key numbers

The UCS sees 1 in 10 students

50% of the students we see have suicidal thoughts – we have a rigorous intake system to prioritise the most urgent cases.

97% of students said that counselling had helped them

64% of students said that counselling has helped them to stay at university

82% of students said counselling has helped them to do better in their academic work

97% of students said that counselling has improved their overall experience of university

89% of students said that counselling has helped them develop skills that might be useful in obtaining future employment

46% of our service users are post-graduate students but they use 51% of our sessions

26% of the students we see are from minority ethnic groups.

39% students we see are non-British

20% of the students we see have been referred by medical staff & 12% by academic staff

We offer 14 days of College-Based Counselling across 11 colleges

SAHA: 56% students seen are case of sexual misconducts – only 6% are assaulted by strangers 51% have not report to the university

Mindfulness: 92% of the students rate courses as having importance to them

237 Students were seen by the MHAs last year
3.1 Service Evaluation

We conduct a follow-up survey of all users of the Service following the end of their counselling. This year our participation rate was 14%. The comments are mostly very encouraging, and reveal high levels of satisfaction with students’ experience of the Service. The main results are shown below:

1. Overall, 97% of respondents said that counselling had helped them to deal with their difficulties, with 87% saying counselling helped ‘some’ or ‘a great deal’.
2. To what extent would you say that counselling has helped you to stay at university?
   - 64% indicated that this was an issue for them, and 32% said counselling was ‘an important factor’ or ‘the most significant factor’.
3. To what extent would you say that counselling has helped you to do better in your academic work?
   - 82% indicated that this was a factor for them, and 41% said counselling was ‘an important factor’ or ‘the most significant factor’.
4. To what extent would you say that counselling has improved your overall experience of university?
   - 97% said that counselling had helped with this to some extent; with 48% saying counselling was ‘an important factor’ or ‘the most significant factor’.
5. To what extent would you say counselling has helped you develop skills that might be useful in obtaining future employment (e.g. self-understanding, understanding of others, managing difficult feelings, increased self-confidence, assertiveness)?
   - 89% said that counselling had helped with this to some extent, with 40% saying counselling was ‘an important factor’ or ‘the most significant factor’.

When asked to describe, in more detail the ways in which counselling helped them, recurring themes mentioned by students include:

**Being listened to:** “It was a good opportunity to talk through my feelings without negative consequences or judgement ”

**A valued space:** “I was going through a very traumatic life circumstance change, and counselling helped me process the situation”.

**Skills and techniques:** “Helped me understand my own feelings and equipped me with a way to manage and analyse them, also helped me overcome personal family situations in a healthy way.”

**Developing understanding:** “It made me understand what I was feeling and gave me skills to deal with it”

**Feeling supported:** “The therapist was very kind and attentive, which made me feel good while meeting her.”

Most of the complaints received about the counselling service relate to students having to wait for their appointments (11), or having a limit to the number of sessions available (25), or the spacing between sessions (11):

“It’s a difficult thing to run a university counselling service in an era where such services are so oversubscribed (compared to just a decade ago). There is a clear goal of getting you out of the door again, which I understand because resources are limited. This is a tricky landscape to navigate when you are trying to get better.”

Information about the nature of counselling and current waiting times for counselling can be found on our website: [https://www.counselling.cam.ac.uk/studentcouns/waitingt](https://www.counselling.cam.ac.uk/studentcouns/waitingt)

All the responses we receive, including any negative comments, are reviewed by one of our senior counsellors and, unless the response is anonymous, also given to the counsellor concerned. In this way these comments help to inform and modify our practice.

Our administrative team is dedicated to the students we support, and goes the extra mile to help them and be welcoming, as is reflected in our survey where all but one student who answered were happy about the way in which they were dealt with by our receptionists. As this student states:
“I can’t compliment the reception staff enough - they were all so friendly and welcoming, and really made me feel at ease the first time I walked through the door and was terrified!”

UCS in NUMBERS
For the clinical service as a whole (counselling at the UCS and College-Based Counselling, SAHA & MHAs)

- 2314 students accessed the service.
- 12% of the student population accessed the UCS, a high proportion of the student body.

Registrations for the service as a whole:
In the past six years, the service has experienced a 90% increase in the number of students applying to access the service from 1565 in 2013/2014 to 2978 in 2018/2019.

For counselling:
- 1951 students accessed individual counselling (15 more than last year), for an average of 4 sessions.
- 10.5% of the student population accessed individual counselling at the UCS, a high proportion of the student body.
- 50 - 90 new referrals were received per week during term time.
- 5 - 10 counselling workshops and groups were offered per week during term time.
- 170 - 350 individual counselling sessions were offered each week, and there were a further 30 - 60 group attendances per week during term.

For Mental Health Advisors (MHAs):
- 237 students accessed individual sessions with the MHAs (58 more than last year).
- 201 mental health assessments and a further 454 ongoing sessions were offered throughout the year.
Mindfulness
- 7 eight-week courses were delivered during the Michaelmas and Lent terms, offering 210 places to students each term.
- A series of 4 differently-themed workshops targeting examination issues were taught during the whole of the academic year, for the first time.

KEY FACTS:
- We also responded to numerous requests for support and guidance from tutors, nurses and welfare staff in colleges and departments, as well as from GPs and specialist staff in mental health services.
- Students requiring urgent help were fast-tracked for counselling and/or seen quickly by the MHAs.

WHO USES THE SERVICE?

For the service as a whole:
We have information about 2214 students who accessed the service, including groups and workshops last year. University figures are included for information, in brackets. Of those who replied to these questions:
- 53% were undergraduates (UoC 59%) and 46% were post-graduates (UoC 41%). 1% Other/not applicable.
- 37% were final year students and 40% were first year students (UoC 36%).
- 71% had not used the service before and 28% had returned to see us. This percentage of returning users demonstrates a confidence in the service delivered, and a good previous experience. 1% chose not to answer.
- Though graduates make up 46% of the service users, they used 51% of the sessions offered.

For Equality and Diversity monitoring questions:
We have information about 2180 students. Of those who replied to these questions:
- 63% describe themselves as women (UoC 47%), 32% as male (UoC 53%), 1.5% as non-binary, and 0.5% Other, 1% prefer not to answer, 2% chose not to answer.
- 1.8% of students describe their gender identity as different than the gender they were assigned at birth. 10.1% did not answer.
- 13.5% describe themselves as bisexual, 3.5% as gay man, 2% gay woman/lesbian, 61% heterosexual/straight, 3% Other, 17% did not to answer.
Disability
- **397** students told us that they had a disability, **7%** of students attending the Service stated they had mental health difficulties (UoC 2.8%), **5%** a specific learning difficulty (3.3% UoC), **1%** a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder (0.5% UoC), **1%** a long standing illness or health condition (0.9% UoC), **0.2%** a physical impairment or mobility issues (0.3% UoC), **0.1%** deaf or a serious hearing impairment (0.1%), **0.1%** blind/serious visual impairment (UoC 0.1%), **0.7%** other disability, (1% UoC) **2%** two or more impairments and/or disability.
- Adding up to a total of **17%** disabled students (UoC 10%) **83%** did not to answer.

Ethnicity
- **71%** described themselves as White (UoC 67%), **2%** as Black (UoC 2%), **8%** as Asian (UoC 10%), **7%** as Chinese – this increased by **2%** from last year (UoC 12%), **9%** were from other ethnic backgrounds (UoC 6.7%) **3%** chose not to answer.
- In total, **26%** of the students attending the service are from minority ethnic groups.
- **61%** came from the UK (UoC 58%), **16%** from other EU countries (UoC 17%) and **23%** were international students (UoC 24%).

*These figures include information on counselling at the UCS as well as College-Based Counselling, SAHA & MHAs and attendance at groups and workshops.*

**WHO COMES TO MINDFULNESS CLASSES?**

We have information about **321** students who accessed the ‘Mindfulness Skills for Students’ classes. University figures are included for information, in brackets. Of those who replied to these questions:
- **51%** were undergraduates (UoC 59%), **47%** were post-graduates (UoC 41%) **2%** Other.

Of those who replied to these questions:
- **60%** described themselves as women (UoC 46%), **39%** as male (UoC 54%), **1%** prefer not to say.
- **63%** described themselves as White (UoC 68%), **3%** as Black (UoC 2%), **10%** as Asian (UoC 9%), **11%** as Chinese (UoC 11%), **8%** were from other ethnic backgrounds (UoC 6%) **5%** prefer not to say.
- **47%** came from the UK (UoC 55%), **24%** from other EU countries (UoC 16%) and **29%** were international students (UoC 29%).
WHO SIGNPOSTS STUDENTS TOWARDS COUNSELLING AT THE UCS?

Although all students self-refer to counselling, we ask students if anyone suggested that they attend the counselling service. In 2018/19, 35% self-referred, 20% were advised to come by a medical practitioner and 12% via their personal tutor, director of studies, or other academic, and 23% by their family, partner or friends, 5% by others and 5% did not respond to the question. Students have the option to select more than one referral type when answering.

NB: Students are not able to refer themselves to the Mental Health Advisors. Referrals may be made by College tutors and nurses, University staff, GPs or mental health services.

Alerts – last year we received just over 89 (previous year 118) alerts from staff concerned about students and we arranged for quicker appointments for those students whose situation was urgent.

3.2 Key achievements for the UCS team in 2018/2019

In March 2019, the UCS team moved to new purpose built accommodation in the new Student Services Centre. Thanks to the hard work of the administrative and clinical team, there was a smooth transition without any disruptions to students or referrers.

During the academic year, members of staff at the UCS contributed not only to the good work of the service, but also to that of the collegiate university as a whole, as well as developments in the field of counselling, mental health and mindfulness.

We were delighted when Deborah Powter, one of our counsellors, gained a Diploma in Practitioner Skills for Eating Disorders.

We hosted visits for representatives from four Chinese universities: Shanghai Jiao Tong, Huazhong University of Science and Technology, Beijing Normal and Fudan Universities.
Presentations
Counselling team members delivered many presentations across the university, at departmental and college inductions and meetings.

Presentations delivered by the team included a talk to the maths faculty on “Staying healthy during term time” by Fran Patrick and Angela Ike, a talk to postgraduate computer science and technology students on “Managing life at Cambridge” by Gudrun Haroldsdottir, a talk to freshers in the engineering department on “Balancing priorities in Cambridge” by Diana Ong and Jacquie Alden, a talk to the geography department on “Getting the best out of Cambridge” by Vanessa Skinner, a talk by Panyota Manias to student services explaining the work of the UCS. Inductions were delivered by Jacquie Alden and Diana Ong to the geography and engineering departments and a transition day for the Disability Resource Centre was organised by Deb Powter and Gudrun Haroldsdottir.

A number of one-off workshops were held, including one on assertiveness to the engineering department by Fran Patrick, one on time management and another on “Everyday skills for college staff” to the archaeology department by Polly Brown, one on building resilience at Girton College by Anna Zaboronski, one on managing relationships to the education department and another for new mature students at Wolfson College by Margaret Bailey. The team also contributed to the facilitation of the Mental, Health and Wellbeing Strategy focus group. Contact with international colleagues included a talk to a Shanghai delegation by Diana Ong and a visit by Anna Zaboronski to MIT and Harvard University.

Géraldine Dufour chaired the BACP University and College counselling national conference on “Working with Research”, which she hosted in Cambridge. She was the keynote speaker at Student Mental Wellbeing: Challenges and Guidance 1st China-UK University Student Support and Counselling Service Conference at Oxford University, China-UK International Symposium on Universities Counselling Service”, China University of Geosciences (Beijing). She presented at the BACP Research Conference on behalf of the Score Consortium: Student Counselling outcome Research and Evaluation, and at the national conference for Directors of University Counselling Services in the USA (AUCCCD). In Cambridge, she delivered a presentation called Movement Matters with Prof McCaskie & Nick Brooking at the Alumni Festival.

Representing the University Counselling Service and the University:
Géraldine Dufour was in her second year as chair of the BACP Universities and Colleges division. She represented the service on different committees and working groups. Géraldine was also involved in wellbeing initiatives at the wider collegiate University level, advising and contributing to the development of the mental health strategy and contributing to the development of interventions and policies to address sexual harassment and assault.

Environmental impact
The Counselling Service has earned a Green Impact ‘Excellence Award’ for the third year running for its successful initiative to create a recycling scheme within the University for used pens. In the past academic year the service has looked to involve as many Colleges and departments as possible, as well as engaging local primary schools and inviting Eco-Churches and the Cambridge Eco-Mosque to join the project. There are currently over 43 departments and 9 Colleges involved across the University as well as 2 local primary schools. In the last year a total of 67kg of pens has been sent to Terracycle for recycling, and as a result £51.30 raised for our chosen charity ‘Centre 33’. More recently, since moving in to the Student Services building the project has been extended to include the recycling of crisp packets (within the building only).

In the next academic year the service aims to continue expanding the pen recycling scheme throughout the University and wider community and to consolidate the recycling of crisp packets within the Student Services building.
4. Staffing during the year

There were a number of staffing changes last academic year. We were delighted to appoint Angela Ike, Emma Lockhart, Farasat Sada, (counsellors), Michele Fitzsimmons (CBT practitioner), Katie Gillam and Matthew Harding (MHAs) to replace staff who had left and to fill new posts.

4.1 Placements for Associate Counsellors

Each year we offer placements to a number of Associate Counsellors, who are in the late stages of their professional training. Their work is carefully supervised and undertaken within the guidelines recommended for professional counselling placements. Clients allocated to Associates are carefully selected and they can request not to be seen by an Associate if they prefer.

First year: Rachel Morgan, Dana Chortiros and Gili Sterzer
All Associates worked between a half and a full day per week.

We recognise that this programme benefits both the Service and its clients by bringing in fresh ideas and energy, and gives the trainees experience of working in a highly professional service. Quite a number of trainees have returned to work for the service after gaining accreditation.

4.2 UCS referral process

This chart outlines the referral process at the UCS and the collaboration between the different teams.
**University Counselling Service Referral Process**

1. **Student completes Pre-Counselling form on the website**
2. **Pre-Counselling forms downloaded and added to the appropriate waiting list on a daily basis using Titanium database**

**University Counselling Service**
- Student has requested
- Tutors, college nurses, chaplains, Disability Resource Centre refer student to Mental Health Advisor
  (No student self-referrals to Mental Health Advisor accepted)
- Mental Health Advisors offer student assessment and either ongoing appointments or referral to counselling or CBT

**College Based Counselling**
- Student has requested counselling at their college (specific colleges who are signed up to CBC scheme)
- College Based Counselling Senior Counselor undertakes initial triage, intake team supports and offers appointments

**Both**
- Student is willing to accept the 1st appointment available at either University Counselling Service or college

**Sexual Assault and Harassment Advisor**
- Student has specifically requested an appointment with Sexual Assault and Harassment Advisor
  - Sexual Assault and Harassment Advisor prioritises and offers appointments on a daily basis

**UCS Psychiatrist**
- Manage alerts from college staff concerned about students who have contacted the University Counselling Service
- CBT/Counselling/Dual (i.e. suitable for either)
- Prioritise: Priority, High, Medium

**Signpost: NHS, Disability Resource Centre**
- Offer group if appropriate

**Offer appointments via**
- Admin Team
5. Counselling Work

5.1 Individual counselling at the University Counselling Service

Although the Service offers a wide range of ways to support students, individual counselling remains the core of its work. Issues that students present to counselling are fairly static. Last year, the main problems that were brought to counselling related to anxiety/panic, depression, relationships, self-esteem and academic related issues.

While much of the work is fairly brief, the Service continues to offer some ongoing support to students. Care is taken to work efficiently and keep waiting times for counselling as low as possible, and judgements are made in the case of each client about how long to continue counselling. A total of 7944 individual counselling sessions were offered last year.

All counselling forms receive a preliminary assessment and students are prioritised according to their need and sign-posted to self-help resources and workshops whenever appropriate. All pre-counselling self-referrals are read within 1 working day of receipt and students get an email confirmation with a letter attached. In urgent cases we may direct students to the mental health advisors.

5.2 Counselling Groups and Workshops

We were again able to offer an extensive group and workshop programme in all three terms. As there are various common issues that are experienced by students e.g. low mood, anxiety, self-esteem issues, etc. – we aim to provide most of our groups and workshops every term, arranging them on different days and times to maximise the possibility of student attendance.

In addition to the workshops that we usually offer, a new addition to the programme was ‘Understanding and Managing Stress’. The workshop was available twice each term. We found that they were reasonably well attended with the exception of Easter Term, which may be explained by students choosing to focus on studying for exams.

We have been able to extend the number of sessions for the undergraduate group (from 10-15), enabling support over a longer term with issues that may not be resolved quickly. The supportive and nurturing environment of a group provides an opportunity for students to develop trust in one another, to see themselves through the eyes of others and to bring their understanding into the group to help others.

In the past year we have been able to involve more staff in developing and delivering the groupwork programme. While this makes use of the skills and expertise within the staff body it also enables less experienced staff to develop their experience. We were pleased to be able to support two of our counsellors in undertaking specialist group analytic training, at foundation and diploma level, respectively.

Though students can initially feel unsure about attending group events we know that they benefit a great deal from them as illustrated by the comments from these students:

“I have attended a number of workshops that was very useful for me. I have developed skills that helps me manage difficulties of studying in Cambridge such as high pressure, perfectionism and imposter syndrome”.

“Provided a very comfortable environment, in which I could see I was not alone in struggles I was facing. Group discussion was well facilitated”.

“It was helpful to meet others in my position”
“Very helpful, explored a lot and gave me some ideas for how to help myself in the future!”

“It was amazing! My facilitator was incredibly good at teaching this! The mix of getting the information, practising and getting helped to get in contact with own feelings and emotions, was a powerful combination. I feel I have gotten the tools needed to with time become a very assertive person!

### 5.3 College-based counselling

This year saw the successful completion of the CBC three year pilot scheme, which will now continue.

<table>
<thead>
<tr>
<th>Participating Colleges</th>
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<tbody>
<tr>
<td><strong>Yr 1  2016-17</strong></td>
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<tr>
<td>4 Colleges: 4 days</td>
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<tr>
<td>Girton</td>
</tr>
<tr>
<td>Lucy Cavendish</td>
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<tr>
<td>Peterhouse</td>
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<td>Wolfson</td>
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<td>Magdalene</td>
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<td>Darwin</td>
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<tr>
<td>St Edmund’s</td>
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</table>

From 59 returned student evaluations (245 students accessed CBC, this was a 25% return rate)

- 98% of respondents said that counselling had helped them deal with their difficulties, with 92% saying counselling helped ‘some’ or ‘a great deal’.
- 79% found the referral process for booking a CBC session ‘Easy’.
- 70% said that the presence of a CBC Counsellor was ‘an important factor’ or the ‘most significant factor’ in accessing counselling.
- 79% cited ‘proximity to college’ as a factor in accessing counselling, 69% cited ‘the speed of appointment’, 62% ‘familiar environment’ and 48% ‘ease of referral’ (when given the option to select more than one factor).
- 93% said that counselling had improved their overall experience of university with 58% saying counselling was ‘an important factor’ or ‘the most significant factor’.
- 81% said that counselling had helped them to do better in their academic work.
- 94% said that counselling had helped them to develop skills that might benefit them in obtaining future employment, with 55% saying that this was ‘an important factor’ or the most significant factor’.

The College-Based Counselling scheme increased from the inaugural four colleges to eight in the final year of the pilot and three colleges increased their provision from one day to two days per week. Eleven UCS counsellors are now deployed in the Colleges on a weekly basis.

The scheme continues to expand with Clare Hall, Robinson and Sidney Sussex joining in Michaelmas 2019. In the Easter term we piloted half-hour ‘Drop-In’ sessions at two Colleges and will be offering these more widely across the Colleges in the coming academic year.

The CBC Colleges benefit from close liaison with their counsellors who are able to attend tutor’s meetings, to advise and support staff and students in both specific and more general terms and to offer psycho-educative talks. CBC counsellors are regularly involved in College welfare events throughout the academic year.
As the scheme has developed, we have noted that in comparison to the main service, there are a higher number of male students and BAME students accessing College-Based Counselling and a significantly higher number of the students are being referred via their Tutor.

Feedback from students seen in Colleges (shared with permission)

“For me, being able to visit a counsellor in college offered the ease and speed that I need to take that first step which I have been ‘meaning’ to take for a long time.”

“The provision of college based counselling was critical as I was returning from intermission and was facing a crisis as I prepared to restart academic life. Without access to rapid support, my return could have been significantly impacted. The counsellor provided an intuitive and astute assessment which helped me to see a way through my immediate difficulties.”

“Having counselling in college was nice rather than the uni centre as it is a familiar place and less daunting.”

“I may seek counselling in a different context in the future as I found the service very forthcoming.”

“I appreciated having counselling in college. I am very grateful to my counsellor - she was excellent.”

“My counsellor was excellent in helping me to recognise the core of the issues I was experiencing at the time.”

“It has been really helpful in overcoming academic and personal difficulties to make Cambridge a less stressful environment that I can take advantage of more fully.”

“I have found it has made a huge difference for me. While having the counselling I was noticing some things getting better, but it’s since finishing counselling that I’ve noticed the change in my life the most. My mood has been so much better and more stable.”
5.4 Mental Health and Psychiatric Support

Mental Health Advisor (MHA) work
Last year was busy again for the MHAs, with a high number of students (237) to whom they were able to offer appointments (179 the previous year), and the number of sessions that they were able to offer - 655 (560 the previous year).

MHAs carry a caseload of students who are seen for ongoing appointments. Students spread evenly between the different sessions categories: 49% were seen for 1-3 sessions, 30% for 4-8 sessions, and 20% were seen for over 9 sessions.

The MHAs offered consultations to welfare and academic staff working across the collegiate university and were in frequent contact with staff in the colleges, offering support and guidance over the phone and by email. The move to using online notes, has meant that the recording of sessions is more effective and we have a more accurate record of the support provided via emails.

Students were also seen for individual mental health assessments and fitness to study assessments.

Demand for this form of support remained high and the MHAs were in frequent contact with pastoral staff in Colleges and the University. They worked particularly closely with tutorial staff and college nurses.

The non-attendance rate was also low for the mental health advisors’ sessions, just 5% of the total appointments offered, which is excellent when working with people who have mental health issues.

Psychiatric Support
Dr Damaris Koch, an adult psychiatrist and consultant psychotherapist, continues to work for the service. She was available to the service for half a day per week during term-time, to offer consultations to students whose mental health was a concern.

The Service once again expresses its appreciation to the Distributors of Cranes’ Benefaction and to the Colleges, for supporting the mental health and psychiatric support work of the Service.
6. Preventive & Outreach Work

We work closely with colleagues across the University, individual Colleges, local GP practices and the Student Union. We recognise that welfare staff in Colleges, as well as specialist student support staff are in the front line of supporting students. Consequently we work closely with these groups to ensure that co-ordinated support is available. In addition, counsellors attend individual colleges for college liaison work and attend tutorial meetings and trainings.

Counsellors and the head of service delivered and contributed to many training and wellbeing events across the University: new tutors training, start of the year briefings about the service, and talks to students and colleagues working in the Collegiate University. Counsellors working in collaboration with the colleges delivered well-received outreach sessions in colleges to both students and staff as outlined in section 3.2.

Sessions were also delivered centrally through PPD: ‘Boundaries and Boomerangs’ and ‘Supporting Postgraduate Students with Mental Health Difficulties’, which were co-facilitated with Kirsty Wayland from the Disability Resource Centre.

To offer co-ordinated support to students with mental health issues, we work closely with colleagues at the DRC and attend a joint case conference group twice a term.

As usual we reviewed our group programme to make sure that all the groups we run for students are well-attended, relevant, and available to as many students as possible. The first stress-management workshop was piloted in Michaelmas term of 2018 successfully.

Counsellors delivered some well-received reflective practice sessions for staff such as the Disability Resource Advisors, the College Nurses and other welfare staff.
7. University Sexual Harassment and Assault Advisor

The Sexual Assault and Harassment Advisor (SAHA) has continued investing time across the Collegiate University, to ensure awareness of the role is raised, visiting 4 new colleges this year. The SAHA completed training at 6 different colleges through the year, along with training sessions for the Disability Resource Centre, Judge Business School and Porters and Welfare Officers from across the Collegiate University. The service continued to be well used with 90 referrals last academic year.

The SAHA has continued to work closely with the Office of Student Conduct, Complaints and Appeals (OSCCA) and, in partnership with Sarah d’Ambrumenil (OSCCA), the SAHA has offered training for any staff across the University to attend. During Michaelmas the SAHA worked with Sarah d’Ambrumenil (OSCCA) and Joanna Jasiewicz (Equality & Diversity), to create the role of College Discrimination and Harassment Contact (CDHC). Each college has been asked to nominate at least one CDHC, who can be a first point of contact in College for anyone who has experienced any form of harassment or discrimination. CDHC training will be offered termly. In addition to this training, the SAHA has started a Reflective Practice Group for the CDHCs which they can attend to reflect on challenges and successes, share best practice, and learn from each other and the SAHA herself.

In February, the SAHA took part in an event with Sarah d’Ambrumenil from OSCCA called ‘A Conversation with the Master’ at Fitzwilliam College. The Master, Professor Nicky Padfield, invited them to speak at the event in front of an audience of students and staff, to discuss ‘Sexual Harassment – Is the University (and the College) doing enough?’. The event was a great success with over 40 in attendance.

Over the Easter break, we were delighted to find out that the SAHA was shortlisted for the Student Led Teaching Awards (SLTAs) in the Student Support (Non-Academic) category, and though she did not win, we feel this is a testament to the success of the role so far.

In Easter term the SAHA became involved with the Bystander Initiative and will be assisting in redeveloping the resources and with delivering the programme for next academic year.

The SAHA has continued to maintain connections with external agencies such as the Sexual Assault Referral Centre, Cambridge Rape Crisis Centre, the Independent Domestic Violence Advisor team and Cambridgeshire Constabulary. The SAHA has also attended meetings and conferences on dealing with sexual misconduct across the University and Higher Education sector more generally, building a network with other university support services across the UK.

Over half of the cases detailed to the SAHA (56%) have been of serious sexual misconduct. 51% of cases had not been reported to the University or College upon referral to the SAHA service. 92% of referrals identified as female, 7% as male, and 1% as non-binary.
<table>
<thead>
<tr>
<th>Relationship to Perpetrator</th>
<th>No. of clients</th>
</tr>
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<tbody>
<tr>
<td>Acquaintance¹</td>
<td>22</td>
</tr>
<tr>
<td>Family member</td>
<td>3</td>
</tr>
<tr>
<td>Partner/ex-partner</td>
<td>10</td>
</tr>
<tr>
<td>Peer²</td>
<td>5</td>
</tr>
<tr>
<td>Professional in a position of responsibility³</td>
<td>6</td>
</tr>
<tr>
<td>Stranger</td>
<td>6</td>
</tr>
<tr>
<td>Undisclosed</td>
<td>38</td>
</tr>
</tbody>
</table>

1. Acquaintance: Known to the client
2. Peer: In their year/subject, someone they study alongside.
3. Professional in a position of responsibility: This could be a staff member of the University/College or any other person in a position of responsibility.

The SAHA has supported students with a range of issues, including supporting them to engage with reporting processes both within the University and externally to the police. The feedback also highlighted that the SAHA has been an important factor in improving student’s experience of University and in helping students develop skills that they can use throughout University and in the future.

**Service evaluation**

We conduct a follow-up survey of all users of the SAHA Service following the end of their use of the service. We have information from 9 students who accessed the service and their feedback is very positive.

When asked to describe the ways in which the SAHA service helped them, recurring themes mentioned by students include:

**Being listened to:** “It really helped me to speak about what happened for the first time and helped me manage how it felt to properly face and acknowledge what happened.”

**A valued space:** “The SAHA provided me with a safe space in which I could discuss and process experiences that felt traumatising and shameful. She helped me decide what steps I wanted to take.”

**Skills and techniques:** “Amy really helped me to come to grips with what happened and make sure I looked after myself.”

**Developing understanding:** “It also helped me to understand myself better and address my emotions more positively.”

**Feeling supported:** “Really helped me come to terms with what happened, and that it was not my fault”

**Mention in Graduate Mental Health report 2019:**

“That SAHA role at the Counselling Centre is so incredibly important and the current advisor is a credit to the University and humanity. I wish all college counsellors could be trained in professional rape response so no one else ever suffers as I did”; “The Sexual Assault & Harassment counsellor is wonderful.”
8. Mindfulness

In Michaelmas and Lent, seven eight-week 'Mindfulness Skills for Students' (MSS) courses were once again run concurrently across the University, with 30 places on each open to undergraduates and post-graduates.

Based on the previous success of the "hopping" system, we continued to offer the opportunity for students to informally swap to a different session if they could not make their registered course; and the system was well-used.

**Overall average attendance for the MSS courses based on final participation at the end of the course:**

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<tbody>
<tr>
<td></td>
<td>61%</td>
<td>62%</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td>59%</td>
<td>73%</td>
<td>41%</td>
</tr>
</tbody>
</table>

A follow-up survey of all users of the mindfulness courses is conducted following the end of their experience, as we introduced a new online survey to capture more information and statistics on our students. We have information about 164 students who accessed the courses. Overall 92% rated the mindfulness course as having importance to them with 87% rating it higher than a 5 when assigning it to a number out of 10. 46% of students had no previous experience of mindfulness practice before this course with 8% saying they had a fair amount or a lot of experience.

**Mindfulness for Exams and deadlines:**
We continued to offer this series of workshops throughout the academic year. Each workshop can be taken as a one-off session, or as a series in any sequence, as follows:
- **Keeping Calm**: Mindfulness to help with exam nerves.
- **Improving attention**: Mindfulness for maintaining a healthy focus when you work.
- **Productive Decisions**: Making mindful choices that support your goals and wellbeing.
- **Improving sleep**: Mindfulness approaches to improving sleep and rest.

- **526** places booked for Mindfulness for Exam workshops during the academic year 2018/2019

<table>
<thead>
<tr>
<th></th>
<th>Keeping Calm</th>
<th>Productive Decisions</th>
<th>Improving Attention</th>
<th>Improving Sleep</th>
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</thead>
<tbody>
<tr>
<td>Michaelmas</td>
<td>33</td>
<td>32</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Lent 2015</td>
<td>60</td>
<td>71</td>
<td>69</td>
<td>52</td>
</tr>
<tr>
<td>Easter 2016</td>
<td>18</td>
<td>38</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td>Total year</td>
<td>111</td>
<td>141</td>
<td>158</td>
<td>116</td>
</tr>
</tbody>
</table>

Colleges have continued to request that mindfulness courses take place at their college, or to offer premises for the delivery of courses. Courses were kindly hosted by Christ, Churchill, St. Catharine’s, Jesus, Clare Hall, Magdalene, Lucy Cavendish, Homerton, Fitzwilliam, St Edmund’s and St John’s Colleges.
Interactive Moodle Platform
Moodle provides resources for students during the course, including audio meditations from the weeks’ classes, as well as other supportive materials. It also allows students who stop attending the course to continue mindfulness learning in their own environment by using the course-book supported by Moodle resources. Moodle also allows the Mindfulness Practitioner to contact the students with the weekly pre and post-class emails as well as cohort wide communications.

Mindfulness Support and student safety
Mindfulness teachers continued to give one-to-one Mindfulness Support to students who request special attention with their meditation; affirming our commitment to teaching meditation safely, within the large student population wishing to learn it.

Feedback from students (shared with permission):

“Mindfulness is a small but powerful tool for everyone to have. Being able to take simple breaths, listen to your body and take a moment out of the fuss of life to focus on the miracle that is our body is incredibly invaluable.”

“This course complements any academic studies into ensuring that students are aware of their mental wellbeing and looks to culture and cultivate the practice of mindfulness which is so important!!”

“I went to mindfulness to manage stress and work, but came out of it knowing more about myself, creativity and how to enjoy life!”

“The mindfulness workshop was useful in helping me step-back from the daily hectic nature of my programme. It provided me with a different perspective on my mental and physical state. It provided me with an awareness of my mental and physical needs and allowed me to practice some techniques to calm my mind during times of anxiety and stress.”.

The Mindful Student Study
A further report on MSS service usage, at the end of its first year, and other MSS results is being finalised, as is the economic evaluation of the mindfulness provision. A systematic review and meta-analysis of mindfulness training effects on university students including MSS results is in the last stages of peer-review for publication in a scientific journal. Two more papers, one assessing immunological parameters and another one assessing perceptions of the impact of mindfulness training on academic performance, have been sent for publication and are under peer-review.

We were invited to present the MSS at the following events:

- Mindfulness All-Party Parliamentary Group session on student wellbeing, Parliament of the United Kingdom, 11 June 2019
• Dundee University School of Nursing and Health Sciences Research Showcase 2019, 4 June 2019
• Congreso de mindfulness en la educación, Zaragoza, Spain, 26-27 April 2019.
• MRC Cognition and Brain Sciences Unit seminars, 30 January 2019
• Mental Health Symposium: Bringing our minds together to improve student mental wellbeing. Organised by Campus Living Villages, Bristol, 18 July 2018

The study has also been presented at the 11th Early Intervention in Mental Health (IEPA) conference and the Mind & Life International Symposium for Contemplative Research, both taking place in the US in the Autumn of 2018. Finally, the MSS was also featured in interviews for Podcasts Lagommind and Action for Happiness.
9. Accountability

9.1 Clinical Responsibility

The service works within the British Association for Counselling and Psychotherapy’s ‘Ethical Framework’. This covers issues such as codes of ethics and confidentiality, and the levels of clinical supervision necessary for the counselling work undertaken.

All permanent counselling staff are qualified and professionally accredited counsellors or therapists, working to the highest professional standards, registered with their professional bodies, and undertaking professional development and engaging in regular supervision of their practice.

Mental Health Advisors are RMN Nurses registered with the Nursing and Midwifery Council and an HCPC Registered Occupational Therapist.

9.2 Executive Committee

The service is accountable to an Executive Committee, chaired by Professor Mary Fowler, Master of Darwin and the Vice Chancellor’s representative. This committee contains representatives of the University Council, Senior Tutors’ Committee, Bursars’ Committee, Students Unions and two GPs, as well as a counsellor from the Student Counselling Service, Fran Fitzpatrick, and the Head of Service. In turn, the Executive reports through the University Health and Wellbeing Committee to the General Board. The full membership of the Committee is shown at the start of this report.

9.3 How the work is financed

Because responsibility for student welfare is vested in the Colleges, funding arrangements exist whereby they finance the direct costs of counselling, with the balance paid by the University Chest for service administration and facilities. The sum quoted also includes amounts from Crane’s Benefaction for a Mental Health Advisor and psychiatrist consultations.

Under these arrangements each College paid a per capita sum of £30.04 to the Service for each registered student in residence. This amount was proposed by the University Counselling Service Executive Committee and approved by the Bursars’ Committee.

Those Colleges whose student bodies have been higher users of the Service over a five-year period paid an additional ‘user-related charge’ in accordance with a formula agreed by the University Counselling Service Executive Committee and the Bursars’ Committee and at a level proposed by the former and approved by the latter.

Crane’s Benefaction

The Benefaction of John Crane has supported the Counselling Service for many years in its work with students who have mental health problems. We are grateful to the Distributors of the Benefaction for their continued funding of psychiatric consultations within the Service conducted by Dr Damaris Koch, and also for continuing to fund a Mental Health Advisor position in the Service.

The Madeleine Davis Fund

The Madeleine Davis Fund is a bequest enabling the Service to see students, already engaged with the service, who have intermitted their course, and who would otherwise have been ineligible to use the Service when they are not in residence. Such students are thereby enabled to have access to counselling at the very time that problems cause them to degrade or intermit. We are very appreciative of this continuing support.
9.4 Development for 2019/2020

The Service started work on BACP service accreditation during the Summer 2019, as well as work on a suicide strategy for the Collegiate University, and developing its links with other Higher Education Institutions, local providers and health services.

The service continues its involvement as a founding member of the Score Consortium contributing to the collection of outcome measures for University Counselling Services. SCoRE, which means Student Counselling Research Outcomes and Evaluation (SCoRE), aims to establish a shared routine outcomes database for University and College Counselling Services. Cambridge is part of six founding universities: Birkbeck University of London, University of Cambridge, Keele University, King’s College London, University of Sheffield and University of Oxford. The project partnership also involves consultancy expertise from Professor Michael Barkham & Dr Emma Broglia (University of Sheffield). SCoRE receives support from the BACP research team and is a collaborative project between BACP and UKCP, two of the main professional bodies for counsellors and psychotherapists. The service continues its involvement as a founding member of the Score Consortium, contributing to the collection of outcome measures for the University Counselling Services. An article by Barkham, Broglia Dufour et al. was published in Counselling and Psychotherapy Research: “Towards an evidence-base for student wellbeing and mental health: Definitions, developmental transitions and data sets” https://doi.org/10.1002/capr.12227

Géraldine Dufour
Head of Service
October 2019

With thanks to the members of staff who contributed to this report.