



Preparedness

WHAT WE FOUND

The start of term and the first year at University, were identified as pivotal moments for participants. Students prepared for University in the best way they knew how but were not prepared for the demanding course load, large class sizes and realities of University life. Some participants entered University without a clear direction or career goal, which influenced their ability to focus on their studies.

MOVING FORWARD

Programs and supports to assist students prepare for post-secondary education are important. Development of a workshop, targeting potential students prior to enrolment, that includes information on career counseling, course load demands, and campus supports, would be beneficial to prepare students for post-secondary education.



Funded by Faculty of Health Studies Centre
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Individualized Support

WHAT WE FOUND

Participants shared that having faculty members who were approachable, collaborative, and were clear in their expectations, supported their learning. Participants noted that it was beneficial to their learning when instructors took the time to get to know them and were aware and willing to direct them toward resources that were available on campus. By contrast, instructors who were not invested in getting to know students acted as a barrier as students were less likely to approach the instructor for assistance.

MOVING FORWARD

Instructors play a key role in providing individualized support to students. It is important for instructors to be aware of and willing to direct students towards supports and resources that are available on campus.



**BRANDON
UNIVERSITY**

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Support Along the Way

WHAT WE FOUND

Participants identified that a lack of awareness of available supports on campus, long waitlists and limited access to counseling and other mental health services, were barriers to their learning. Meaningful connections with peers and friends on campus was identified as an important form of support that contributed to their academic success.

MOVING FORWARD

Increased services on campus and in the community are needed to adequately support students living with anxiety and mood disorders. Peer support groups and dedicated spaces for students to gather are important strategies to build connections with others on campus.



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Multiple Paths to Success

WHAT WE FOUND

Participants, living with anxiety and mood disorders, identified many different paths to academic success. Some participants needed to take a break from school, others shared about their re-entry back into the post-secondary setting, while others switched from one program to another. Participants recognized the investment and hard work required on their part and acknowledged the role of instructors and University supports in contributing to their academic success.

MOVING FORWARD

Flexible programming with full-time and part-time options, easier transfer of credit processes between post-secondary institutions and leave of absence policies that allow students to take a “break” from their studies provide students options to progress through their academic journey following their own path to success.



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