

EVERYDAY MATTERS

NUIG Health Promotion Conference
Thursday 13th June 2019

Dr. Eithne Hunt, Dr. Jennifer Murphy, Kathy Bradley





Learn healthy
habits for
university life

Earn a
UCC
Digital
Badge

EVERYDAY MATTERS

WHERE: UCC Skills Centre, Boole Basement
WHEN: 8 WEDNESDAYS from 25.09.19 to 20.11.19
WHAT TIME: 1 - 2PM
HOW MUCH: Free
WITH: Dr. Eithne Hunt, Occupational Therapist

APPLY ONLINE NOW - LIMITED PLACES!

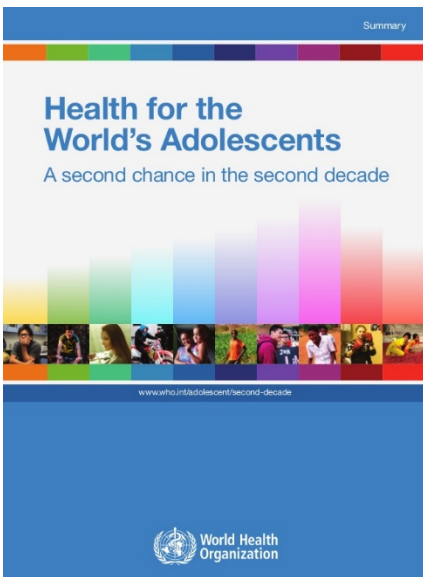
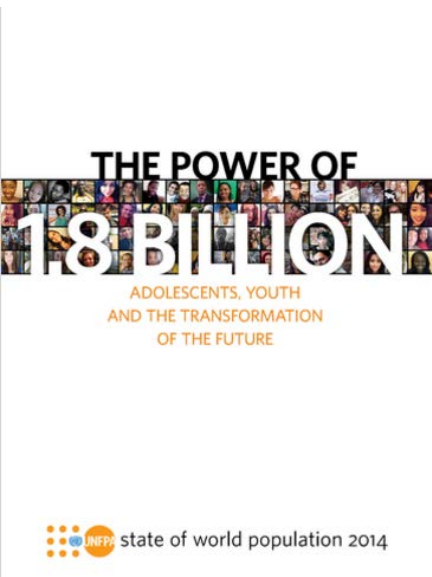
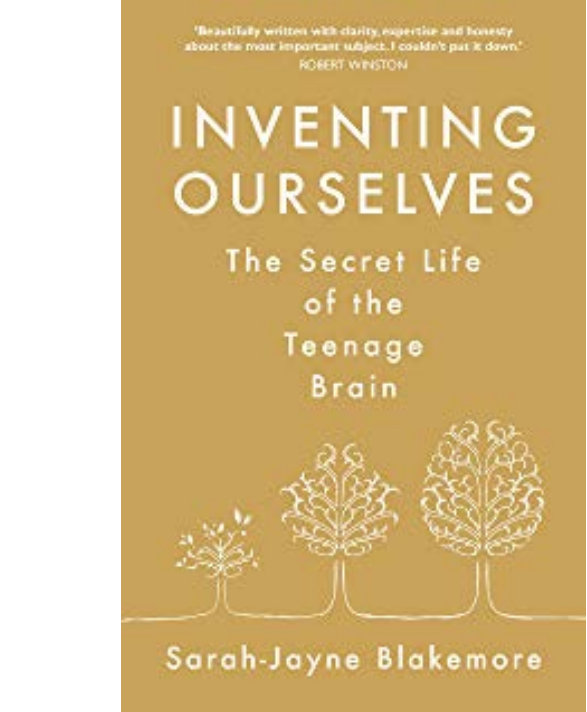
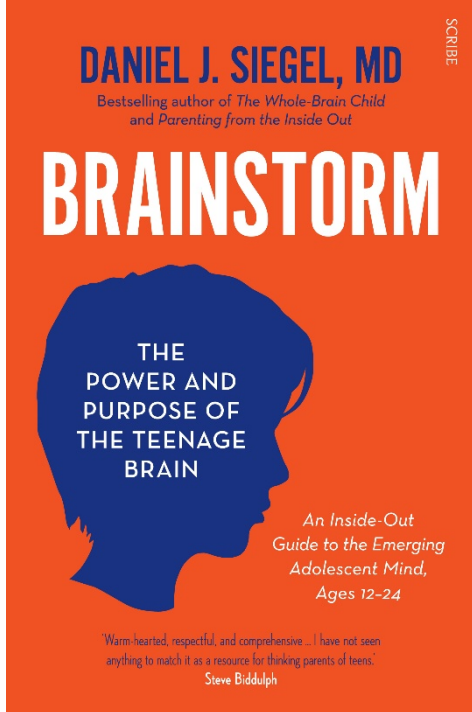
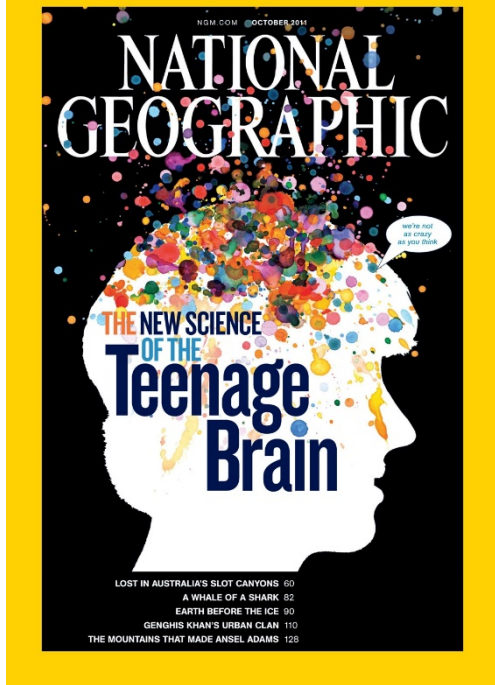


hello
my name is... Eithne



UCC
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland





Adolescence is a critical time of formative growth, second only to infancy.



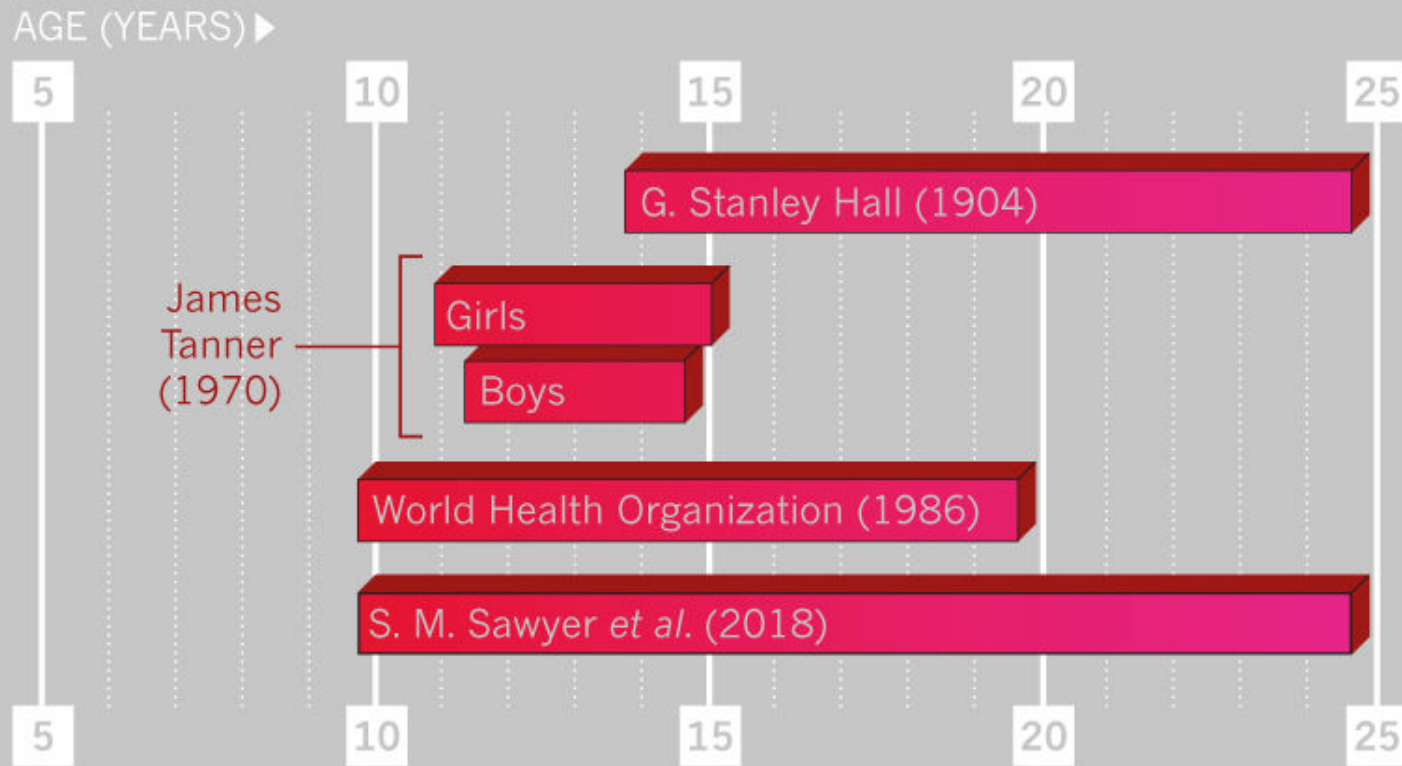
We must adopt a broader view of adolescent health, one that includes chronic diseases and mental health.



#LancetYouth

SLIDING SCALES

Over the past century, researchers have made various attempts to place limits on adolescence, according to puberty, social responsibility or chronological age.



◀ Rising obesity and better nutrition are thought to be shifting adolescence earlier.

▶ Brain development continues into the early 20s, and 'adult' roles such as marriage are deferred.

2017 Children's Mental Health Report



The adolescent brain develops until at least age 25.



Most mental health disorders have onset before 24.



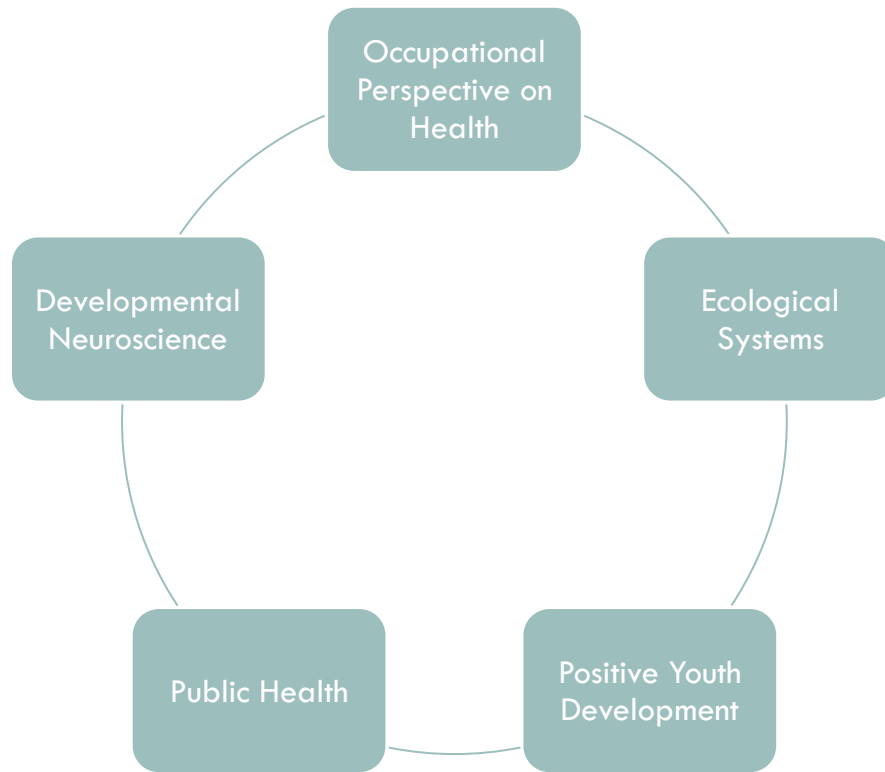
Encouraging understanding of adolescent mental health through education and anti-stigma programs will change lives.



CHILD MIND[®]
INSTITUTE

**EVERYDAY
MATTERS**

Because what
you say & do every
day matters

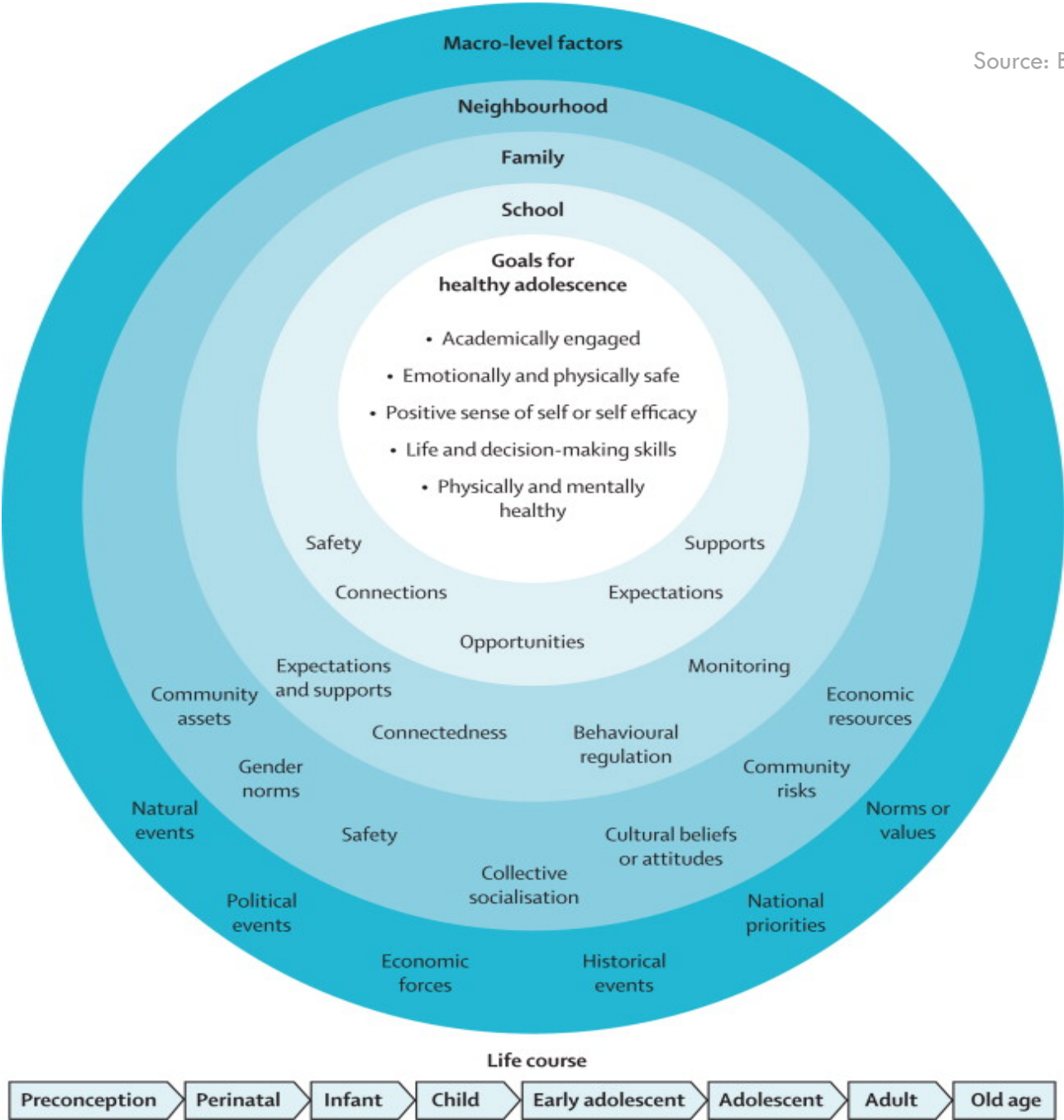


CONCEPTUAL UNDERPINNINGS



OCCUPATIONAL PERSPECTIVE OF HEALTH

“The whole of human organization has its shape in a kind of rhythm. It is not enough that our hearts should beat in a useful rhythm, always kept up to a standard at which it can meet rest as well as wholesome strain without upset. There are many other rhythms which we must be attuned to: the larger rhythms of night and day, of sleep and waking hours, of hunger and its gratification, and finally the big four – work and play and rest and sleep, which our organism must be able to balance even under difficulty.”



Positive youth development models can greatly increase the effectiveness and impact of work with adolescents. A suggested formula' is:

Positive experiences

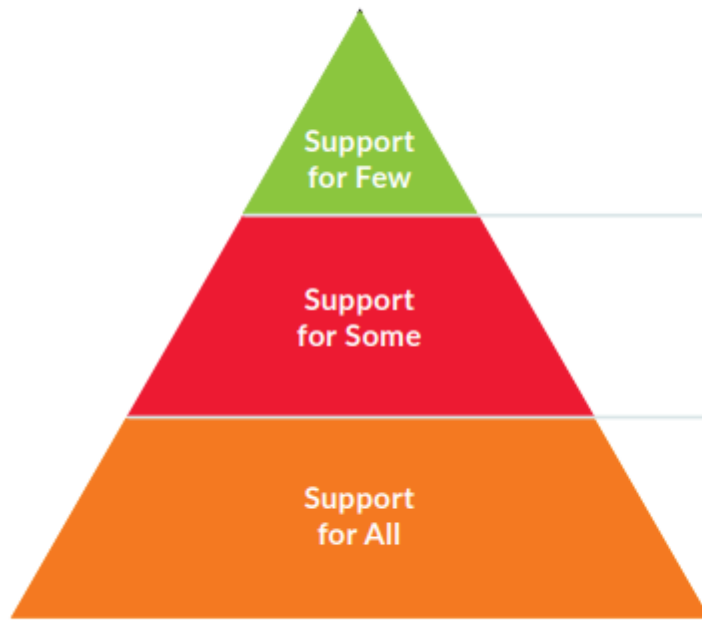
+

Positive relationships

+

Positive environments =

Positive youth development.



School Support Plus for Few:

Individualised, targeted intervention for children and young people with more complex and enduring needs.

School Support for Some:

Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:

Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.



PUBLIC HEALTH MODEL OF OCCUPATIONAL THERAPY SERVICES TO PROMOTE MENTAL HEALTH IN CHILDREN AND YOUTH

SCHOOL

- Provide individual or group intervention to students with identified mental health concerns.
- Collaborate with the school-based mental health providers to ensure a coordinated system of care for students needing intensive interventions.

- Develop and run group programs to foster social participation for students struggling with peer interaction.
- Consult with teachers to modify learning demands and academic routines for at-risk students.

- Assist in schoolwide prevention efforts, including SEL, PBIS, bully prevention programs.
- Collaborate with school personnel to create positive environments to support mental health (caring relationships, programs that foster skill building, sensory friendly).
- Informally observe all children for behaviors that might suggest mental health concerns and bring concerns to team.
- Articulate the scope of occupational therapy to include mental health promotion, prevention, and intervention (all levels).

COMMUNITY

- Individual interventions to support occupational performance and mental health in community settings focusing on leisure, work, and transition-related activities.

- Provide leisure coaching for youth at risk of limited leisure participation.
- Consult with community recreation, youth clubs, sports, and arts programming to promote and support inclusion of youth with disabilities and/or mental health concerns.
- Look for opportunities to provide group interventions for at-risk youth—those dealing with poverty, bullying, loss, obesity.

- Foster participation in meaningful structured leisure activities.
- Promote satisfying friendships.
- Educate youth, family, and teachers about the benefits of leisure participation.
- Assist in community efforts to promote children's mental health.
- Articulate the scope of occupational therapy to include mental health promotion, prevention, and intervention (all levels).

Tier 3

Tier 2

Tier 1

(Bazyk, 2011, p. 13)

Bazyk, S. (Ed.). (2011). *Mental health promotion, prevention, and intervention for children and youth: A guiding framework for occupational therapy*. Bethesda, MD: AOTA Press.

ADOLESCENT BRAINS

ARE SENSITIVE TO STRESSORS

BIOLOGICAL

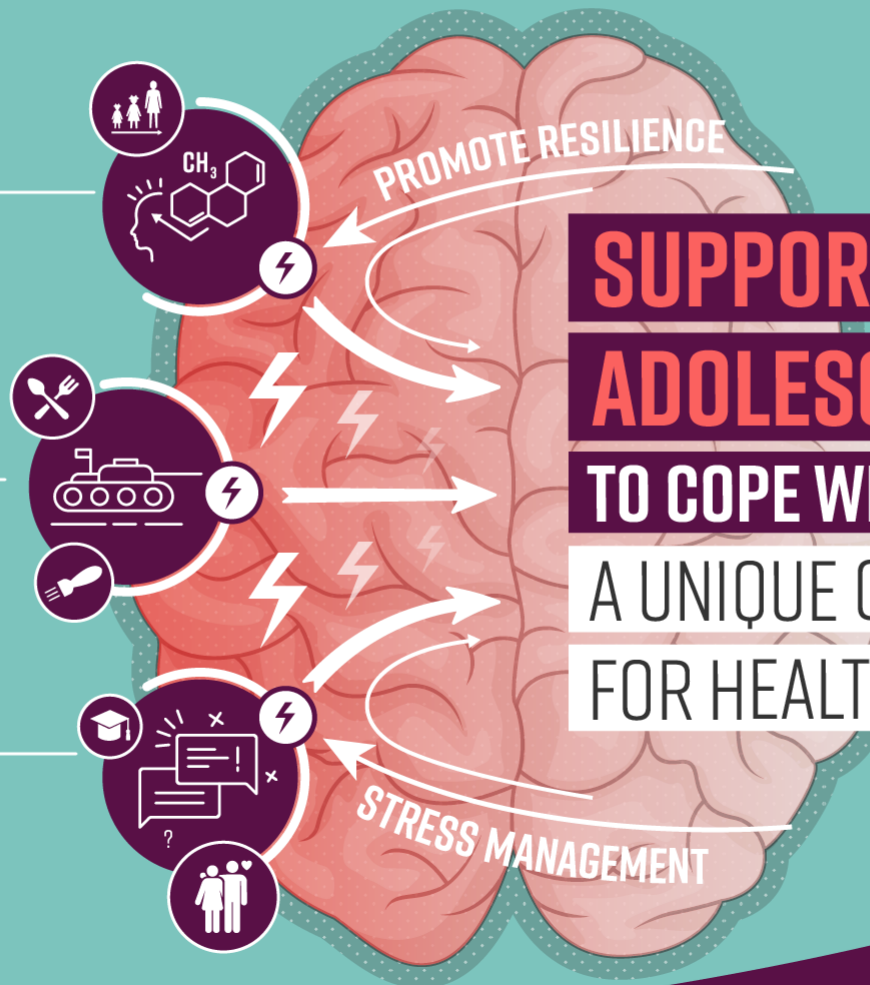
CHANGES IN HORMONE LEVELS AFFECT DEVELOPMENT OF NEUROBIOLOGICAL CIRCUITS.

POPULATION

MASS EVENTS - WAR AND DISASTER - CAN HAVE LONGER LASTING NEGATIVE IMPACTS.

SOCIAL

ADOLESCENTS NEED A SUPPORTIVE ENVIRONMENT TO DEVELOP THEIR SOCIAL IDENTITY AND CONNECT TO PEERS.



SUPPORTING ADOLESCENTS TO COPE WITH STRESS

A UNIQUE OPPORTUNITY
FOR HEALTH AND WELL-BEING

DOWNLOAD

“THE ADOLESCENT BRAIN:
A SECOND WINDOW OF OPPORTUNITY”

WWW.UNICEF-IRC.ORG/ADOLESCENT-BRAIN

POLICY UNDERPINNINGS



Exploring wellbeing and mental health and associated support services for postgraduate researchers

May 2018

Institute for Public Policy Research



NOT BY DEGREES
IMPROVING STUDENT MENTAL HEALTH IN THE UK'S UNIVERSITIES

Craig Thorley
September 2017

Student Mental Health: The Role and Experiences of Academics

Gareth Hughes, Mehr Panjwani, Priya Tulcidas and Dr Nicola Byrom

Higher Education Academy
TRANSFORMING TEACHING
INSPIRING LEARNING



Embedding mental wellbeing in the curriculum: maximising success in higher education

Ann Marie Houghton and Jill Anderson

The Positive and Mindful University

Anthony Seldon and Alan Martin



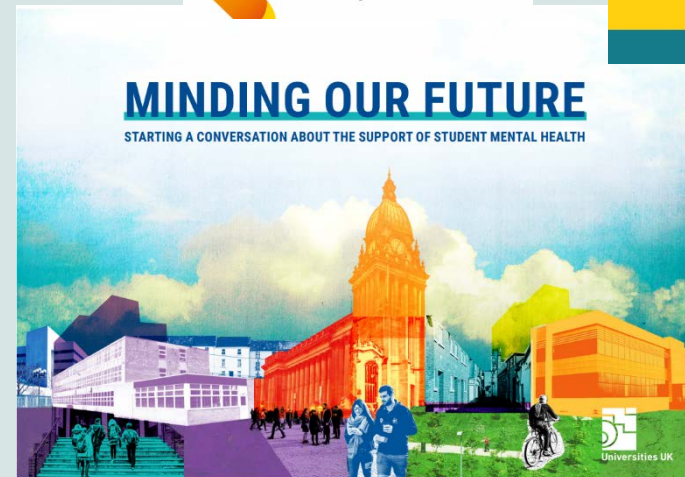
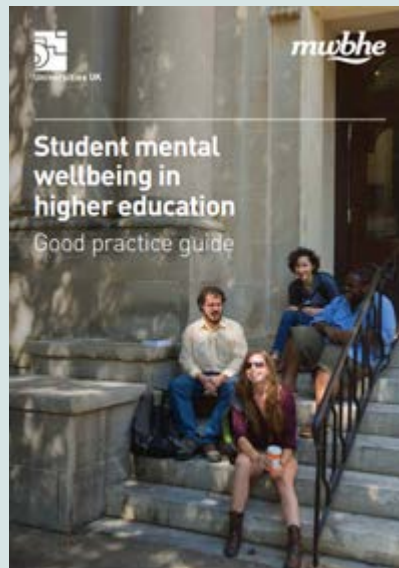
Occasional Paper 18

Mental Health Matters

Mapping Best Practices in Higher Education



Numbers of Students with Disabilities Studying in Higher Education in Ireland 2017/18



student minds

FIND SUPPORT ABOUT GET INVOLVED INFORMATION HUB SUPPORT US VOLUNTEER HUB

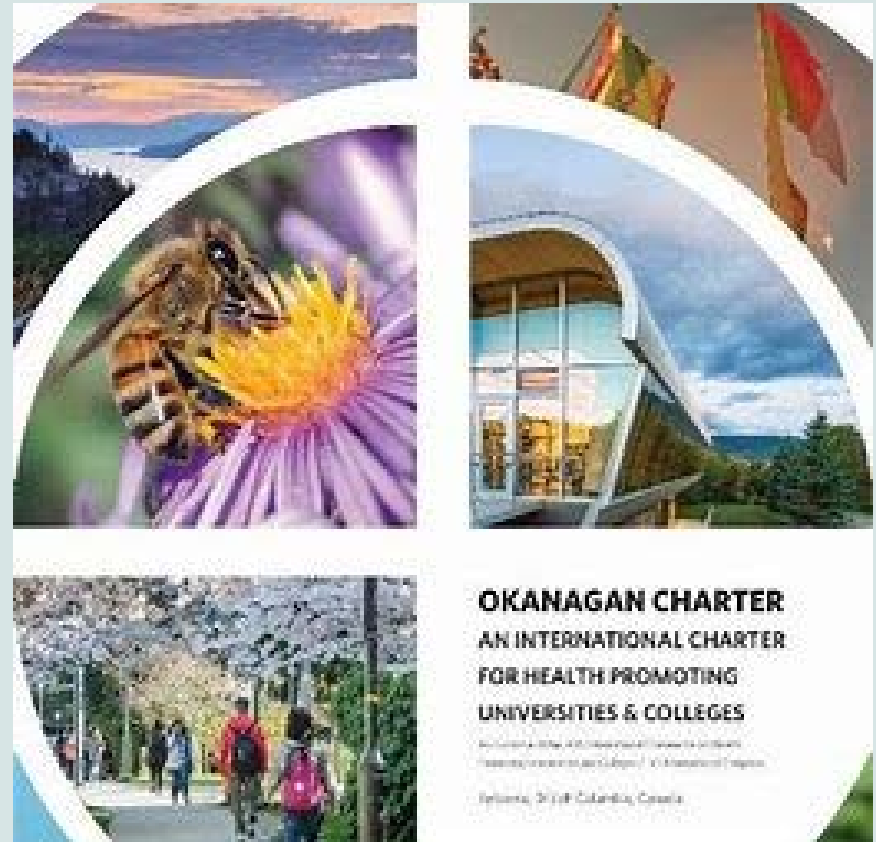
Get involved

The University Mental Health Charter

2019 HSE AND HEALTHY IRELAND HEALTHY CAMPUS FRAMEWORK AND CHARTER

In 2015, an international conference on health promoting universities and colleges in Okanagan, Canada wrote the **Okanagan Charter** which has become the guiding document for universities and colleges who wish to become health promoting campuses. The aim is to embed health enhancing principles into all aspects of campus culture and to lead health promoting activities for staff, students and the wider community.

In 2015, University College Cork was designated as a Health Promoting University by HSE South, following a UK model for health promoting universities.



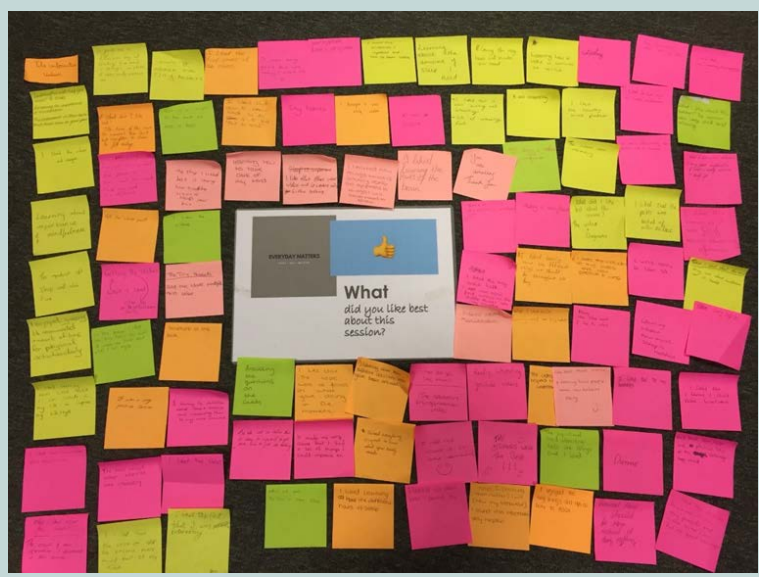
What we say

- || kindness
- || gratitude
- || mindset

What we do

- || sleep
- || rest
- || play
- || work

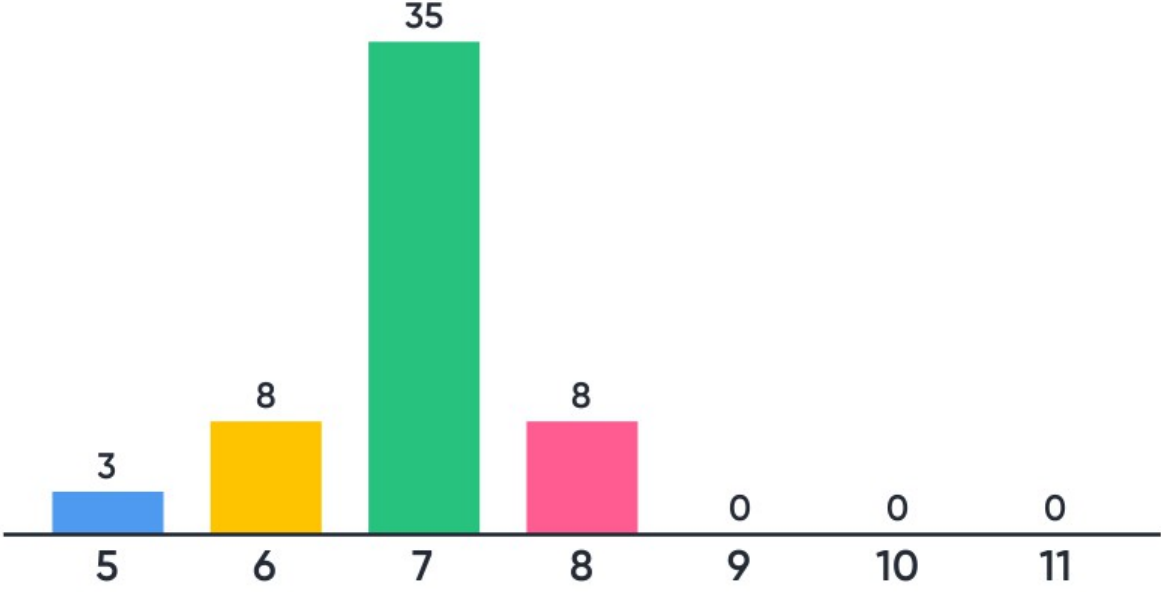
providing links to
under-represented school leavers

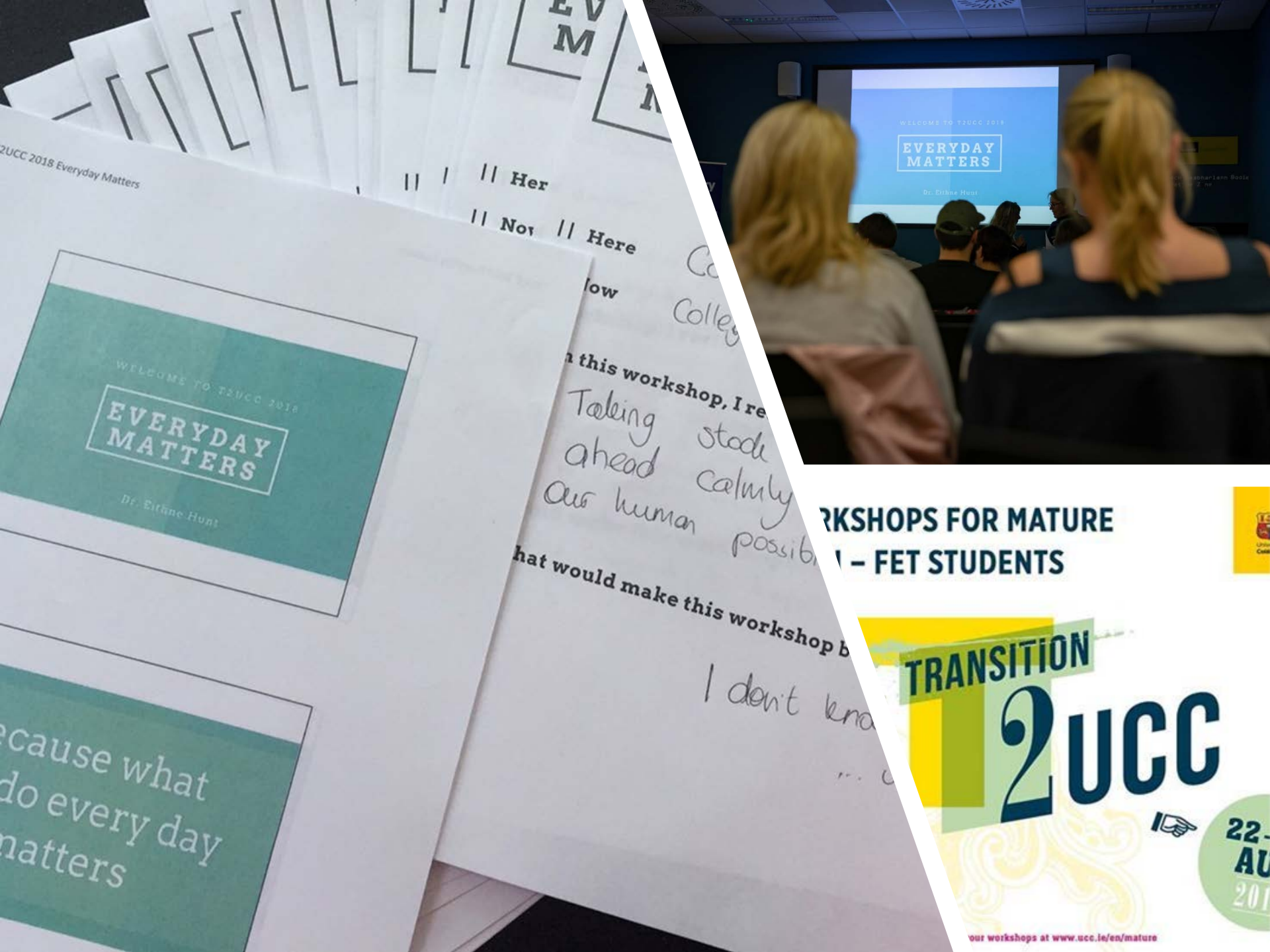


What's the most important thing you learnt in this session?



How many hours sleep do you get on average each night?





2UCC 2018 Everyday Matters

WELCOME TO 2UCC 2018
EVERYDAY MATTERS
Dr. Eilíne Hunt

|| Her
|| Not || Here

In this workshop, I re...
Taking stude...
ahead calm...
Our human possib...

What would make this workshop b...

I don't know...

WELCOME TO 2UCC 2018
EVERYDAY MATTERS
Dr. Eilíne Hunt

**WORKSHOPS FOR MATURE
- FET STUDENTS**

**TRANSITION
2UCC**

22-AUG-2018

our workshops at www.ucc.ie/en/mature

Connecting for Health – Wellbeing Promotion in Post Primary Schools
 Learning & Sharing Workshop
 Tuesday 9th October, 2018
 Millennium Hall, Cork
 9.30-3.30

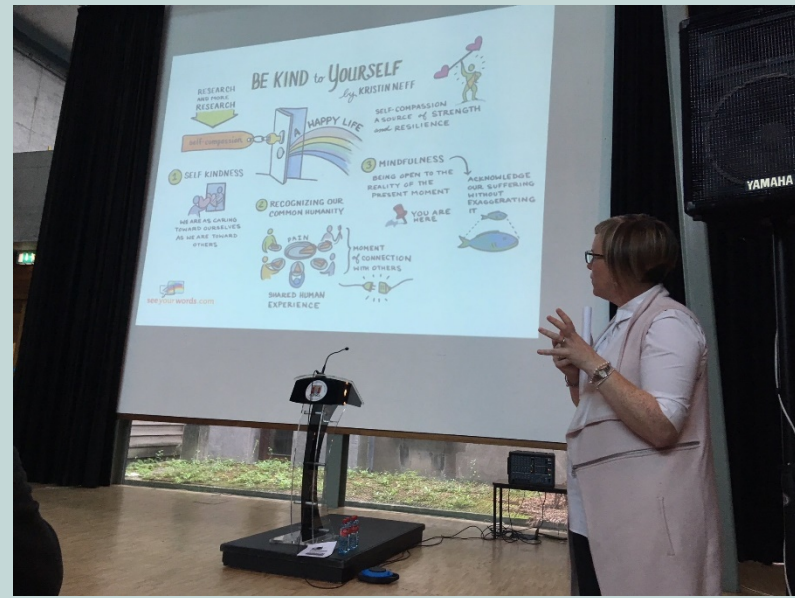
	Registration
	Welcome - Teresa McElhinney, Senior Health Promotion Officer, HSE
	Jigsaw "Young people's mental health in a changing world" Catherine Morley, Project Manager
	A whole school approach to health and wellbeing in post-primary school Dr Maria Harrington, Senior Health Promotion Officer, HSE
10.00	Q & A
10.15	NEPS – Student Support Teams Mary Atkins, Psychologist, NEPS
10.45	Everyday Matters Dr Eithne Hunt, Lecturer, Department of Occupational Science and Occupational Therapy, UCC
11.30	Q & A
11.40	Coffee Break
12.00	Staff wellbeing /PSYCHED project Daniel Flynn, Area Principal Psychology Manager, HSE/YHS Service, HSE
12.45	Youth Health Service Sharon Parkinson, Senior Health Promotion officer, HSE/YHS
1.00	Group Activity Learning and Sharing Invited Schools to share Wellbeing best practice (5 x 5 minute presentations) followed by open space methodology (participants network for 30 minutes) Facilitators Eileen Haran/Dr Caroline Fegan, Health Promotion Officers, HSE
2.00	Q & A
	Mindfulness Activity Teresa McElhinney, Senior Health Promotion Officer, HSE
	Closing
2.15	Lunch/Networking
2.30	Finish
3.30	

EVERYDAY MATTERS

th – Wellbeing Promotion in Post Primary Schools
 018



allth -
 context across 24 hrs
 , 130 & behaviour -
 brain itself
 - older + wiser
 part of brain
 - school, family,
 ↓
 whole school app
 health + educa
 yful a
 te way



New year, new you: thinking big and starting small

Updated / Wednesday, 2 Jan 2019 09:53



"We need to think big about the 1,440 minutes across the day and the world we inhabit"



By Eithne Hunt
UCC

More from UCC
University College Cork, Ireland
Coláiste na Tríonóide, Corcaigh

Are you an adolescent until your mid-twenties?

Updated / Monday, 12 Nov 2018 12:42



"It's said that adolescence begins in biology and ends in culture"



By Eithne Hunt
UCC

More from UCC
University College Cork, Ireland
Coláiste na Tríonóide, Corcaigh

Blog.

The SMaRteN blog is used to share information of interest for your work. If you would like to share

EVERYDAY MATTERS

5/28/2019

0 Comments



GRADUATE ATTRIBUTES

Creators, evaluators and communicators of knowledge

Independent and creative thinkers

Digitally fluent

Socially responsible

Effective, global citizens who recognise and challenge inequality

VALUES

Respect: For self, other and the environment

Ambition: Aims high, displays exemplary work ethic and strives to succeed

Compassion: Empathic, demonstrates care for self and others

Resilience: Perseveres, shows grit with a capacity for problem-solving and personal well-being

Integrity: Trustworthy, ethical and dependable

4.4: Digital Badges and the Skills Centre will be optimised to facilitate student engagement with a breadth of learning experiences



@UCCskills

#unlockYOURpotential

Find out more & Register Here
<http://skillscentre.ucc.ie>



UCC Skills Centre





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OCTOBER 4

What you do
every day
matters more
than what you
do every once
in a while.

—Unknown

Thank You!

Please do get in touch if you would like any further information or if you are doing similar work...I'd love to hear from you 😊

e.hunt@ucc.ie

@MindMeMindYouE