

Psychological Practitioners provide upto 4 ongoing sessions where they use key Counselling skills to provide a safe, confidential and non-judgemental space to explore emotional issues the student may be facing. A focus for the work is agreed on using the information provided in the registration form and discussion in the initial session although this is open to change as the sessions evolve based on the student's priorities.

The overall aim will be to collaborate and work together to foster understanding and build self-awareness of the presenting struggles and to help the student feel more in control of responses and able to achieve what is important to them and Psychological Practitioners may draw from a range of different therapeutic approaches (including CBT, CFT, SFT, Gestalt, person centred, ACT) to facilitate this.

This is a very different experience to talking through problems with a friend or family member as Psychological Practitioners will ask open questions, invite deeper exploration and offer supportive challenges where necessary whilst actively encouraging students to self reflect and experiment with different ideas or techniques to activate change if this is in line with the student's goals.

Students may be encouraged to engage with reading resources, listening to podcasts or trying out ideas between sessions and are invited to complete a CORE measurement tool before each session which gauges levels of clinical distress. At the end of their set of sessions they are invited to complete and anonymous feedback form about their experience of using the MHWB Service.

Previously the majority of sessions have been face to face however over the last 12 months online sessions have been the sole offer and have been well used by students. Eligibility for working with Psychological Practitioners is generally a CORE (clinical measure of distress) score of 25 or below (Moderate Severe) and Psychological Practitioners work with a wide variety of presenting issues including anxiety, depression, self esteem, perfectionism, procrastination, identity, OCD, relationship issues, eating issues, physical health, loss and grief. Where the primary issue is Trauma, complex grief or disordered eating the student will be referred to a more appropriate Service.