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# Academic stress, anxiety symptoms, and help-seeking behaviours across one academic year: the unique experience of the first pandemic lockdown

Megan Olivia Sedden

A thesis submitted to the University of Huddersfield in partial fulfilment of the requirements for the Degree of Master of Science by Research in Psychology

The University of Huddersfield

April 2021

Word count – 19,936

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## Acknowledgements

I would like to thank my supervisors for always believing me, encouraging me to develop my academic skills, and supporting me throughout the completion of this dissertation. I would not have been able to complete this without their knowledge, wise words, and support.

I would also like to thank my family and friends, for their encouragement and support throughout this dissertation.

Finally, I would like to thank those who participated in my study, who without, this would not have been possible.

## Abstract

Research indicates a long-standing issue of high levels of stress and comorbid mental health difficulties amongst the student population. However, this fails to take into account the complexity of an academic year and the associated fluctuations of stress and mental health difficulties. Furthermore, it is unclear how intentions to seek help translates to actual help-seeking behaviour, highlighted by the prevalence of stress and mental health difficulties. With the unique experience of COVID-19 occurring part-way through the academic year, it is important to ascertain its effects on student well-being, and subsequent help-seeking. This longitudinal, mixed methods study investigated stress and anxiety levels in relation to help-seeking behaviours, through an online survey. Full responses were provided by 127 students across three time points in October 2019, January, and April 2020. The results indicated that students experienced a significant increase in both stress and anxiety from time point two to time point three, as well as clear preference to indicate intentions for informal sources of support. Online interviews with nine students highlighted the impact of COVID-19 on study behaviours, and how help-seeking from support services at the University of Huddersfield had been affected due to the closure of campus. There is a requirement for improved mental health literacy amongst students in order to recognise when to access appropriate support, and for what situations. The findings are discussed in regard to implications for the University of Huddersfield, with clear proposed future research suggestions. These include the need for additional research exploring the relationship between help-seeking intentions, and actual help-seeking behaviour, as well as research continuing to assess stress and anxiety levels as lockdown measures are eased.

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# 1 Introduction

## *1.1 Stress*

According to the transactional model, stress is the result of a person's appraisal that their environmental or internal demands exceed their coping resources (Lazarus & Folkman, 1984), therefore leaving them unable to adequately cope with their current demanding environmental situation. Being a university student and experiencing the varying pressures educational environments bring, will not be a new occurrence for students progressing to Higher Education. Amongst students, it has been claimed that there are four sources of academic stress which include pressures to perform from peers, parents, and teachers, perceptions of workload related to excessive amounts of work, academic self-perceptions in terms of self-confidence to succeed, and time restraints referring to difficulties with time management (Bedewy & Gabriel, 2015). Other factors not directly related to academia that can cause a student stress include financial situation, personal, family-related, and interpersonal stressors (Pitt et al., 2018).

There is an international acknowledgement that university can be a stressful experience (Larcombe et al., 2016), with a well-established research base that students experience significant levels of stress during their degree (e.g., Beiter et al., 2015). Student stress levels in the UK are higher than established norms of the general population of a similar age range. Higher mean perceived stress scores (M = 25.87, SD = 6.44; Denovan & Macaskill, 2017) have been reported amongst 202 UK undergraduate students compared to previously established norms amongst 18–29-year-olds (M = 14.2, SD = 6.2; Cohen, 1994). Similar findings were also reported amongst 524 UK university students, whose mean perceived stress score was 19.79 (SD = 6.37; Denovan et al., 2019), demonstrating higher stress than the norms (Cohen, 1994). Increases in stress levels have also been observed as students progress through an academic semester (Pitt et al., 2018), associated with academic events such as examinations (Garett et al., 2017). On the other hand, Denovan and Macaskill (2017) found that amongst a UK student sample, stress levels remained relatively stable over one academic year. However, Pitt et al. (2018) did not apply an established measure of stress,

and both Pitt et al. (2018) and Denovan and Macaskill (2017) utilised a repeated-measures design. Current research on student stress is dominated by cross-sectional designs. Due to this, it is unclear how to interpret such results and the best course of action in supporting students with their current stress levels across a full academic year, or even throughout the course of their degree. Whilst there is a plethora of research on the sources of academic stress and its relationship with a variety of other factors, the prevalence of stress levels, and its implications for students is concerning as it would appear that students are ill-equipped to manage the intensified academic pressures and environmental changes university brings.

### *1.2 Mental health*

The age of onset for 75% of mental health problems is before age 25 (Kessler et al., 2007), suggesting that students are a particularly high-risk group. Causes of poor mental health are multi-faceted, and students can therefore be said to be an 'at risk' group for experiencing poor mental health due to factors related to academic, financial, and social pressures (Thorley, 2017). Learning approaches and teaching in Higher Education are different than in high school and further education, as students are required to be more self-motivated (Stones & Glazzard, 2019) and engage in self-directed learning. This may be especially challenging for first year students. For some students who move away from home and into accommodation with new people, they suffer the loss of previously established social support networks and are trying to build new relationships whilst also living independently for the first time (Denovan & Macaskill, 2013), taking on additional responsibilities. This may lead to isolation, which has previously been found to be the strongest predictor of psychological distress (McIntyre et al., 2018). Finally, the financial burden some students experience is known to make a significant impact on depression (Andrews & Wilding, 2004).

The incidence of university students in the UK experiencing mental illness is increasing and is greater than other parts of the population (Thorley, 2017). Amongst the general population, it is expected that one in six adults will display symptoms associated with common mental health disorders at any one time (McManus et al., 2016). In the academic year 2019/20, the number of

students disclosing a mental health condition to their university had increased to 96,490 out of 2,697,000 compared to 84,350 out of 2,631,225 in the previous academic year (Higher Education Statistics Agency, 2021a; 2021b). It is therefore not surprising that the mental health of students has been recognised as an important public health issue (Brown, 2016). Furthermore, higher perceived levels of stress have been found to increase the risk of developing anxiety and depression (Pidgeon et al., 2014). This therefore places students in an even more vulnerable position.

In Australia, it has been found that there was a significantly higher prevalence of mental health problems amongst university students compared to the general population (Stallman, 2010). In England, 42.2% of 1,135 university students scored above the cut off for moderate anxiety, and 25% for moderate depression (McIntyre et al., 2018). Furthermore, 20.9% and 11.3% met the criteria for severe anxiety and severe depression, respectively. Experiencing higher stress levels regarding assessments was associated with higher levels of anxiety. More recently in a UK sample of 21,027 university students, 42.3% had experienced a serious personal, emotional, behavioural, or mental health problem which required professional help (The Insight Network & Dig-in, 2020).

Taking into account the prevalence and severity of mental health issues experienced by the student population, it is important to understand how these may vary dependent on the year of study, and period of the academic year. In a cross-sectional study, Macaskill (2012) found that anxiety levels were significantly higher in second years compared to first years. Longitudinally, similar findings have been reported; The Insight Network & Dig-In (2020) found an increase in anxiety levels from year one to year two of study, and a decline after the third year. Students in their second- and third year reported the highest rates of difficulties with anxiety. There is a clear trend that anxiety levels peak when students enter their second year of study, which may be explained by module marks starting to count towards the end of degree classification (Topham & Moller, 2011). Furthermore, when compared with non-university students, students experience a significant reduction in mental health when aged 19-20 (Cvetkovski et al., 2019). Students who are 20 years of

age will typically be beginning their third year of an undergraduate degree, where certain grades may be required for further study, or employment. Given the intense academic pressures within the third, and potentially final year of a degree, it is not surprising that some students may feel the impact of this on their mental health. This has been illustrated by Bewick et al. (2010), with third year students showing a 100% increase in psychological distress compared to scores prior to beginning university.

Earlier research, however, has indicated that greater stress is placed on students' psychological well-being at all times during their first year of university compared to the month prior to beginning studying (Cooke et al., 2007). Although these levels decreased towards the end of the academic year in semester two, they did not return to the pre-university levels, measured a month before starting University. It is evident that studying at university level is an anxious time for students. Bewick et al. (2010) provides supporting research; psychological well-being decreased over the course of the degree, with measurements of distress taken during semester one and semester two over the three years of the programme. Students' psychological distress did not return to the pre-registration levels, taken at the point at which prospective students were sent their registration pack before beginning university. As both studies utilised the same measure of psychological well-being amongst a UK sample, obtaining measurements both during semester one, and semester two of an academic year, the findings can be said to complement each other. That is, there is convincing evidence that students' psychological distress increases when starting university, and whilst it decreases throughout the degree, it does not return to pre-university. It could therefore be suggested that the experience of university negatively affects the well-being of students. It is not known how student's stress levels are impacted following the completion of their degree, or over the summer break. In addition, longitudinal research has reported that it is either second years, or those in their final year who experience the highest levels of worsened mental health (Cvetkovski et al., 2019; The Insight Network & Dig-In, 2020). It is therefore unclear what the actual mental health trajectory of students is throughout one academic year, and throughout their degree. Up-to-date

longitudinal research is required to provide additional evidence to the research base of the mental health trajectory of students across one academic year.

### *1.3 Help-seeking and support services*

Given the prevalence of mental health difficulties, and the levels of stress experienced by students, it is important to understand how students attempt to support their emotional well-being. Mental health help-seeking has been described as "an adaptive coping response to mental health problems that comprises a search for assistance from external sources." (Rickwood et al., 2012, p. 6). Help-seeking is said to consist of two types: formal, from a professional in a recognised role for providing support, and informal, from your informal social support network such as family, or friends (Rickwood et al., 2005). Previous research has well documented that young people prefer to seek help from informal sources (Rickwood et al., 2005; Levin et al., 2018), including friends (Wilson et al., 2005), family (Eisenberg et al., 2011) and partner (Lo, 2002) rather than formal support. In a sample of 10,842 from the general population, seeking help from friends or family was the most preferred source (Oliver et al., 2005). Young people were less likely to seek help from their GP, with 14.3% indicating that they would not seek help from their GP for stress, but instead refer to their friends. Reasons for not seeking support from a GP may include long waiting times, desire for more compassionate staff, and low availability of alternative treatments for mental health concerns (Batchelor et al., 2019). Further research again suggests that friends, parents, and partners are the most frequently reported support sources amongst the student population in the Republic of Ireland (Goodwin et al., 2016). Students who had sought help from either of these sources demonstrated higher well-being scores than those who sought help from formal sources, indicating that seeking help from an informal social support network has positive influences on students' state of well-being. It is possible that students who seek informal help do not perceive their experience of stress to be of such a level that it requires formal input. Wilson and Deane (2010) found that students with short-term, low levels of stress may only require informal support, in comparison to those with traumatic experiences which would call for formal help. This could therefore explain the better

improvements seen in those who access informal support, with stress displaying as a short-term response to academic pressures such as a heavier assignment workload, or examinations, as opposed to a chronic maladaptive clinical issue. However, despite the preference for support from informal sources, Pidgeon et al. (2014) demonstrated that perceived social support did not buffer the effects of stress, anxiety, or depression. With these contradictory results in mind, it questions whether the support received from friends or family is sufficient for the student, given the current state of mental health, especially considering that young people may be reluctant to access mental health support from professionals, including their GP.

When exploring the act of help-seeking, it is useful to be aware of factors that influence an individuals' intent to seek help. Zochil and Thorsteinsson (2018) found that among 117 Australian university students, help-seeking intentions were significantly associated with anxiety, in addition to high levels of stress and low levels of depression being the strongest predictor for help-seeking intentions. However, based on these results it is unclear whether help-seeking intentions translates to actual help-seeking behaviours. In the UK, Cage et al. (2018) found that help-seeking intentions for formal sources predicted actual help-seeking for mental health needs. Additional research is required to assess this relationship for informal sources to gain a better understanding of the help-seeking process amongst students. In addition, current research tends to focus on predictors of help-seeking intentions rather than the intention-behaviour gap. One study exploring the relationship between help-seeking intentions and actual behaviour is insufficient, and therefore the current study is required to further explore actual help-seeking behaviours.

Despite students displaying a greater preference to rely on informal sources of support for mental health problems, the increasing mental health needs of the current student population means that greater demands are being placed on support services within Higher Education (HE) (Hartrey et al., 2017). Within England, Scotland, and Wales, 94% of 58 HE providers have reported an increase in demand for students accessing counselling services (Thorley, 2017). However, it could be

claimed that support services have not kept the pace with this (Brown, 2018); Macaskill (2012) found that amongst 1,197 undergraduate students in England, 17.3% demonstrated psychiatric caseness. Of these, 5.1% were receiving treatment for their mental health difficulties. Eisenberg et al. (2011) also found that within a sample of 14,175 US college students, amongst those with at least one mental health problem, one in three received any mental health treatment in the past year. Furthermore, the ratio of counsellors to students at 1:1,906 (Gallagher, 2008) indicates that services are not well equipped to tackle the pervasiveness of student stress and mental health. This presents a clear challenge for support services being able to operative effectively and efficiently for students in need. There are low rates of engagement with university support services. For example, Goodwin et al. (2016) found that 29% of 220 students had below average well-being scores. Overall, only 4.7% had used university support services; these students displayed a significantly lower well-being score compared to those students who had not accessed the support systems. It is not surprising that those who sought help have worse well-being however the low engagement rates pose a concern, given the current state of students' mental health. There appears to be a general reluctance amongst students to engage with formal support services (Deasy et al., 2016), which may be explained by such a demand on support services that students are unable to receive support when required, which therefore may explain the greater preference to rely on family and friends. In addition, students are unwilling to disclose mental health problems, or open up to staff where no established trusting relationship has been formed (Rickwood et al., 2005). Students are able to recognise that the benefits of accessing mental health treatment at university can lead to an improvement in their mental health, a reduction in stress, and solving problems (Vidourek et al., 2014), however the current mental health of the student population would further suggest that the support is not readily available.

If students are not accessing professional support services at their institution, then they must either be seeking emotional support elsewhere, or not seeking help from anyone. Research has suggested that students may seek the help of their personal tutor, however there are issues with

role ambiguity as academic staff do not feel sufficiently prepared to support a student's mental health (Stones & Glazzard, 2019). Academic staff recognised that their role involves pastoral care however they face ambiguity in their role in terms of how responsible they are for a students' well-being, placing boundaries, and how far they should support a student (Hughes et al., 2018). In a sample of 429 university staff, 26% felt that they lacked the skills and experience when approached by a student with mental health problems (Stanley & Manthorpe, 2001). In an Australian teaching sample, 59.6% of 224 did not feel sufficiently informed to respond appropriately to student mental health problems (Gulliver et al., 2018). In addition to this, only 30% of 1,872 Scottish students felt comfortable disclosing their mental health problems to academic staff (National Union of Students Scotland, 2010). With the uncertainty of academic staff's role in student well-being, it is not surprising that students find inconsistent help from lecturers which may come across as dismissive (Woof et al., 2019). Students may therefore perceive the support as less readily available, and do not feel confident reaching out for support when ambiguity is an issue amongst non-clinical staff. Despite the research suggesting that academic staff feel ill-equipped to manage mental health problems amongst their students, it has been suggested that they should be more involved with the support of mental health (Jarrad et al., 2019).

Considering the above arguments, and the explanations for individuals not accessing appropriate support for the level of their needs, it would be appropriate to suggest that some individuals will not seek support at all. In fact, research has suggested that young people display no intentions to seek help, despite experiencing high levels of psychological distress (Oliver et al., 2005; Wilson & Deane, 2011; Zochil & Thorsteinsson, 2018). This may be explained by a range of barriers perceived by students including difficulty identifying their experience as mental health related (Quinn et al., 2009), perceiving their experience as minor (Czyz et al., 2014), self-reliance (Sheppard et al., 2018), stigma (Cage et al., 2018), and no awareness of support available (Dalky & Gharaibeh, 2019). Although it is evident that young people may have no intentions to seek support due to

barriers to help-seeking, further research is required to ascertain whether not intending to seek help influences future help-seeking behaviours.

It would seem that students are not receiving the most appropriate support for their needs, which may be due to services' inability to cope with in inflation of students requiring additional support. Considering the low engagement rates with professional support services within Higher Education Institutions (HEIs), and the clear preference for relying on informal sources of support, additional interventions are required to target students who perceive barriers at either an institutional or personal level, to increase the likelihood of seeking help by their own accord.

The provision of online mental health support has increased over the years (Bakker et al., 2016), as the internet and technology has developed, allowing individuals to seek help for sensitive topics such as mental health (Gray et al., 2005). Young people, and students are one of the largest users of digital devices (Malaney, 2004). Therefore, the concept of online mental health support is appealing to this demographic (Ryan et al., 2010). Having access to the internet whilst in Higher Education is essential, thus, online mental health support is considered an appropriate form of mental health care for students (Davies et al., 2014), as it is easily accessible (Ryan et al., 2010). Internet based programs have also been deemed an effective way to target anxiety and depression amongst university students (Day et al., 2013). In addition, they have allowed students to overcome barriers of in face support, such as the stigma associated with seeking mental health support (Levin et al., 2018). In 2016, 12.2% of 220 first year university students engaged with online help-seeking behaviour (Goodwin et al., 2016). Despite the growth in online mental health support, it would seem that some students are not as interested in online self-help for their mental health (Levin et al., 2018). However, the provision of online support is of particular interest, given the occurrence of COVID-19.

### *1.4 COVID-19*

On 23rd March 2020, the United Kingdom entered a strict national lockdown, with all university learning moved to an online capacity. This presented a novel challenge to university students, who were not accustomed to learning online, and only limited social contact with peers and academic staff. Previous research has suggested that loneliness contributes towards poor mental health (McIntyre et al., 2018); as COVID-19 restricted students' social movements, it is possible that the mandatory stay-at-home orders may have impacted their state of mental health due to a reduced social support network, and little to no contact with those not living in their household. Husky et al. (2020) found that among 291 French university students in mandatory confinement, 60.2% indicated that their levels of anxiety had increased since the beginning of the confinement period. Amongst the UK population, Daly et al. (2020) identified an increase in the prevalence of mental health problems from 24.7% in 2017-2019 to 37.4% in April 2020, with this increase more pronounced amongst those aged 18-34. In addition, participants in this age group experienced an 18.6% increase in risk of mental health problems. This higher prevalence rate amongst an age range typical of university students calls for sound evidence on the unique experience students faced due to COVID-19 restrictions. Using data from the UK Household Longitudinal Study, Pierce et al. (2020) observed a similar trend; among 15,376, 27.3% exceeded the clinical threshold of significant mental distress during April 2020. Although previous waves of data displayed steady increases in mental distress from 2014-2019, the increase observed during April 2020 was sharper than expected, and was attributed to the unique experience of the pandemic.

As it has been established that COVID-19 influenced the general population's mental health, it is important to address the impact amongst university students, who can be said to be a more vulnerable group at risk of developing mental health problems due to their age (Kessler et al., 2007). Savage et al. (2020) investigated longitudinal changes in mental well-being and stress within UK university students. Mental well-being appeared to have been significantly impacted by lockdown, as lower mental well-being scores were evident in April 2020 compared to October 2019, and

January and March 2020. Furthermore, perceived stress levels were higher in April 2020, compared to October 2019 and January 2020. As stress levels increased, the students' state of well-being decreased, suggesting an inability to cope with the additional stressors of COVID-19. However, as lockdown coincided with the period of exams and end of year assessments, it is difficult to draw a solid conclusion that COVID-19 was the unique predictor on an individual's mental health.

Despite this, there is clear evidence that COVID-19 significantly affected both the general, and student population's well-being and it is important that the challenges are addressed, and appropriate support is in place.

### *1.5 The Current Study*

The longstanding issue of stress and comorbid mental health difficulties within the student population requires up-to-date, relevant research to allow for the development of educational policies and support services within HE in line with students' needs. This research area is dominated by cross-sectional research, which fails to take into account the complexity of an academic year. Previous research would suggest that students are ill-equipped to deal with the additional stressors of university. However, little research has looked at actual help-seeking behaviours. In addition, the unique stressor of COVID-19 requires further longitudinal research amongst the student population to understand the true impacts it has had. Therefore, the current study aimed to re-establish stress and anxiety levels amongst University of Huddersfield students in the academic year 2019/20. It is not clear how students' mental health is affected by time, or year of study. More recent longitudinal research suggests that stress remains stable over an academic year (Denovan & Macaskill, 2017) whereas earlier studies have shown psychological well-being to decrease over the course of the whole degree (Bewick et al., 2010). Further research is therefore required, using established, unidimensional measures, to provide additional evidence to the research base of a students' true mental health trajectory across one academic year. Students' help-seeking intentions, and actual help-seeking behaviour were then also explored to further understand how students attempt to

support their emotional well-being during university, and how their stress, and anxiety was related help-seeking. Therefore, the hypotheses are as follows:

1. Perceived stress and anxiety symptoms will positively correlate over time.
2. Perceived stress and anxiety symptoms will be significantly different over time for year of study.
3. Perceived stress and anxiety symptoms will be significantly different between students who seek help and those who do not.
4. Age, stress, state- and trait-anxiety, awareness of services, help-seeking intentions and previous help-seeking will significantly predict actual help-seeking.

To further understand the experience of COVID-19 on students' well-being and behaviours, this mixed-method study incorporated interviews. This aimed to add context to the quantitative data and provide insight into student's first-hand perspective of the novel coronavirus. Therefore, the following research questions were also investigated:

1. What are students' most, and least likely source of formal support at university for mental health difficulties, and what are their reasons for this?
2. How has COVID-19 affected university students' perception of stress, and their mental health?
3. How has COVID-19 and lockdown affected help-seeking behaviours amongst university students?

# 2 Method

## *2.1 Design*

The current study used a mixed-methods longitudinal design, with three waves of quantitative data collection. The independent variable was time on three levels: time point one in October 2019, time point two in January 2020, and time point three in April 2020. The survey remained open for six weeks at each time point, with an eight-week interval from time point one to two, and a nine-week interval from time point two to three. A slightly longer interval occurred from time point two to three to take into account the Easter holiday. Help-seeking intentions was a predictor variable. The dependent variables were perceived stress, anxiety symptoms, and actual help-seeking. Qualitative responses surrounding current student support services at the University of Huddersfield were also collected. To record responses, a web-based survey builder was used to design an internet survey for all waves of data collection, including both quantitative and qualitative responses (Qualtrics, Version October 2019, January and April 2020).

A qualitative semi-structured interview study was employed after time point three, to further understand students' experiences of the first pandemic lockdown, and its effect on well-being, and help-seeking. These interviews took place either via Skype or Zoom; participants were recruited via the online survey. The interviews explored each students' stress and feelings over the current academic year to gain a deeper understanding of this experience, as well as exploring the impact the first pandemic lockdown had had on the perception of stress and subsequent help-seeking.

## *2.2 Participants*

Bujang et al. (2018) proposed that for logistic regressions with seven independent variables, 450 participants should be recruited ($n = 100 + 50i$). G*Power (Faul et al., 2007) was also used to ensure that all other statistical analyses would be satisfied in terms of power.

In order to be eligible to participate in the current study, participants had to be enrolled on an undergraduate degree programme and studying during the academic year 2019/2020.

### Online questionnaire

A volunteer sample framework was used to recruit current students at the University of Huddersfield; the study was advertised via the SONA website which allows Psychology students to gain credits for participating in another student's research. One credit was awarded to each participant after completing each time point of the study. The research was also advertised on relevant social media pages, such as the University of Huddersfield Welcome Freshers 2019 Facebook page. Posters were created and placed around the University to generate interest (Appendix A). At time point one, 331 responses were recorded; 90 were incomplete, five responses were duplicate, and two participants did not provide consent to continue with the study. The earlier response was retained for duplicate cases. Therefore, N = 234 at time one. Due to an error, age and gender were not recorded at time point one. At time point two, 215 responses were recorded. Of these, 17 responses were incomplete, one participant did not provide consent to continue, and 18 responses were duplicate. The same retention technique was applied for duplicate cases. At time point two, N = 179; 17 were male, 158 were female and two participants preferred to self-describe, one as non-binary, and the other did not leave a response. The mean age was 22.02 (SD = 5.85). At time point three, 161 responses were recorded. Of these, 13 were incomplete and 11 were duplicate. The same retention technique was applied for duplicate cases. At time point three, N = 136; 13 were male, 122 were female and one preferred to self-describe as non-binary. The mean age was 22.38 (SD = 6.05). The response rate was 76.92% at time point two, and 58.12% at time point three. The same students participated at all three time points.

### **Interviews**

Interview participants were recruited via the online survey at time point three of quantitative data collection. 36 participants expressed an initial interest in participating in the follow up interview; 16 of these returned a completed consent form. Saturation of the data was achieved after completing interviews with nine participants (seven females and two males), where recurring themes were evident with each interview. The average age of the female participants was 28, and 24

for male participants. All participants were undergraduate students apart from one MSc by Research student.

### *2.3 Materials*

The study consisted of four questionnaires in total, as well as questions on participants' demographic information (Appendix B), in addition to qualitative responses on the current student support services offered by the University of Huddersfield.

*2.3.1 Perceived stress* (Appendix C) The Perceived Stress Scale (PSS) (Cohen et al., 1983) consists of 10 questions which assess the extent to which participants appraise situations to be stressful; this was assessed at all three time points of the current research. Answers are given on a 4-point-Likert scale, where 0 = never, and 4 = very often. A high score indicates a higher level of perceived stress. Cronbach's alpha has been reported to range from .84 to .86 (Cohen et al., 1983). For this sample at time point one, Cronbach's alpha was α = .85, at time point two, α = .90, and at time point three, α = .90, indicating good reliability at time point one, and excellent reliability at time points two and three (Kline, 1993).

*2.3.2 Anxiety symptoms* (Appendix D) The State-Trait Anxiety Inventory (STAI) (Spielberger, 1983) consists of 20 statements concerning how an individual feels right now (state anxiety), and 20 statements concerning how an individual generally feels (trait anxiety). Answers are given on a 4-point-Likert scale, where 0 = not at all, and 4 = very much so. At time point one, both state- and trait-anxiety statements were presented to the participants; at time points two and three, participants were only required to answer the statements concerning state-anxiety. This is due to the assumption that trait-anxiety remains stable over time. Test-retest correlations for trait anxiety have been reported to range between .73 and .86 (Spielberger et al., 1983). For state-anxiety, it ranges from .16 to .62. However, as state-anxiety assesses changes resulting from situational stress, this suggests good construct validity. Cronbach's alpha for state-anxiety has been reported at .86, and .90 for trait-anxiety (Spielberger et al., 1983). For this sample, state-anxiety at time point one was α = .96, α

= .96 at time point two, and α = .95 at time point three, indicating excellent reliability (Kline, 1993). Trait anxiety at time point one was α =.93, indicating excellent reliability (Kline, 1993).

*2.3.3 Help-seeking* (Appendix E/F) The General Help-Seeking Questionnaire (GHSQ) (Wilson et al., 2005) assesses a participant's intentions to seek help from different sources by presenting them with 10 different sources of help. Answers are given on a 7-point-Likert scale, where 1 = extremely unlikely, and 7 = extremely likely. The GHSQ was only used at time point one of the current research. Cronbach's alpha for the GHSQ has been reported at .85, and test-retest reliability coefficient at .92 (Wilson et al., 2005). For this sample at time point one, Cronbach's α =.56, indicating poor reliability (Kline, 1993).

The Actual Help-Seeking Questionnaire (AHSQ) was developed from Rickwood and Braithwaite's (1994) measure and is designed to be used alongside the GHSQ. The AHSQ was used at time points two and three of the current research; participants were presented with the same 10 sources from the GHSQ and were asked to self-report their most recent help-seeking behaviours. Participants were also asked to briefly describe the problem for each source they sought help from; this was to ensure that participants reported their help-seeking behaviours in the appropriate way (Wilson et al., 2005). Therefore, if a participant's self-reported behaviour was not appropriate for the question, their response to that specific help source was removed. At time point three, 16 individual question responses were deleted; 15 of these participants self-reported a person instead of the problem they were experiencing, and one participant stated that they did not seek help from the source they had selected. It was therefore decided that, for the 15 participants, it was not possible to determine whether they had answered the question in the correct manner as they had not disclosed a problem.

*2.3.4 The use of support services at the University of Huddersfield* (Appendix G/H) At time points two and three, participants were asked to report their awareness of current services offering mental health support at the University.

At time points two and three, participants were also asked to report what service or person at the University they were most and least likely to go to if they were experiencing anxiety, and why.

### *2.4 Procedure*

Participants were required to complete the study online at all three time points.

**Time point one**

Prior to beginning the study, participants were presented with the information sheet (Appendix I), and a consent form (Appendix J); participants selected 'yes' to provide informed consent and to continue with the study. At time point one, participants were asked to provide their university email address to allow the researcher to send follow-up reminder emails for the subsequent two time points. Participants were then asked to report their year of study. Following this, participants were asked to proceed through the PSS (Cohen et al., 1983), the STAI (Spielberger, 1983), and the GHSQ (Wilson et al., 2005). Participants were then presented with their random ID, and the debrief sheet (Appendix K). A thank you email was sent to all participants, containing their random ID, and copies of the information sheet, consent form, and debrief sheet.

**Time point two**

After a period of eight weeks had passed (the interval), a reminder email was sent to all participants inviting them to complete time point two of the research. The format at this point remained relatively similar; the trait-anxiety statements were removed and the GHSQ was replaced with the AHSQ. In addition, qualitative responses were introduced; these included questions assessing participant's awareness of support services, what facilitated accessing support, and what barriers existed to accessing support. Participants were then presented with the debrief sheet.

**Time point three**

After the final interval of nine weeks, participants were invited to complete the final part of the research. The format remained the same as time point two. Participants were presented with

the opportunity to take part in an additional interview exploring their own experience of stress at university. An email address was required for interested participants, to which the researcher forwarded an information sheet and a consent form to be returned for those who were still interested. Participants were able to indicate if they were interested in winning one of five £10 Amazon gift cards. They were then presented with the debrief sheet for the final time.

Interviews with interested participants either took place via video or audio call on Skype or Zoom, and for one participant via text chat on Skype. Potential participants were emailed an information sheet (Appendix O). Prior to beginning the interview, the researcher spent some time getting to know each participant to ensure that they felt relaxed during the call. Participants were informed of their right to withdraw at any time, as well as having the freedom to refuse to answer any questions. Participants were then asked again to provide verbal consent to taking part in the interview, and that the call would now be recorded. The interviews were semi-structured with open-ended questions covering each participants' experience of stress and feelings, coping strategies, and help-seeking behaviours during the academic year as well as during lockdown (See Appendix L for the full interview schedule). Participants were able to have an additional entry into the prize draw if they wished. All participants were emailed a copy of the debrief sheet following the end of the interview (Appendix N). All interviews were transcribed verbatim using Otter.ai, which is an artificial intelligence-based transcription service. Interviews were manually checked for errors. Each interview lasted on average 58 minutes.

### *2.5 Ethics*

This study received ethical approval from the University of Huddersfield School Research Ethics and Integrity Committee (SREP/2019/117). Ethical consideration was made in line with The British Psychological Society guidelines (2018) of respect, competence, responsibility, and integrity. Participant's involvement in the research was voluntary and respected by maintaining anonymity and confidentiality of responses; access to responses was granted to the researcher and their supervisors only. Participant email addresses were recorded, but only for the purpose of inviting

participants to complete the subsequent time points of the study, rather than to identify individual participant responses. Participants were also assigned a randomised ID, to allow for responses to be matched over time. Personal email addresses were therefore deleted prior to data download, thus making it impossible for the researcher to identify individual responses. Participant's right to withdraw was also respected and was emphasised throughout the course of the research.

Due to the nature of the study, the researcher held responsibility for the well-being of the participants throughout the study. Participants were provided with useful and relevant contact details of current services operating at the University of Huddersfield within the debrief sheet, and at the end of each time point. Participants also received a copy of the debrief sheet upon completion of time point one via email. The researcher therefore acted within their competency to support their participants throughout by signposting to appropriate services. Participants were also provided with the researcher's email address if they felt the study had affected them in any way and they wanted to withdraw their data at a later time. During the interviews, participants were allowed to request breaks, and had the right to refuse to answer any question without giving a reason.

## *2.6 Analytic strategy*

### *Quantitative data*

To calculate a perceived stress score, questions four, five, seven and eight were reversed. The responses to each item were then totalled.

A state-anxiety score was computed by first reversing the scoring for items one, two, five, eight, 10, 11, 15, 16, 19, 20. The responses to each item were then totalled. A trait-anxiety score was computed by reversing the scoring for items 21, 23, 26, 27, 30, 33, 34, 36, and 39, then totalling the responses to each item.

To assess student's awareness of services available at the university, responses were coded as 0 for no awareness, if they did not self-report any services, 1 for some awareness, if they were

able to name between one and three services, and 2 for good awareness, if they were able to name between four and eight services.

A formal help-seeking variable, and an informal help-seeking variable was also created; if a participant had sought help from any of the listed (in)formal sources within the AHSQ then their response was coded as 1 for sought help, or 0 if they had not selected any of the (in)formal sources.

IBM SPSS Statistics 25/6 was used to analyse quantitative data. Normality tests were conducted for complete responses on continuous level data variables, to determine which statistical test would be appropriate to conduct. Therefore, the variables tested were perceived stress score total at all three time points, trait-anxiety score total at time point one, and state-anxiety score total at all three time points. Perceived stress at time point one ($p = .036$), trait-anxiety ($p = .011$), and state-anxiety at time point two ($p = .043$) did not satisfy Kolmogorov-Smirnov. However, as the mean and median of the variables were in range of each other, and all histograms and normal q-q plots appeared to be normal, parametric tests were conducted.

Only complete responses at each time point were considered for data analysis. The final sample consisted of those students who participated at all three time points and provided full responses to each measure. The significance level was set at $p < .05$. The relationship between perceived stress and anxiety symptoms were investigated using Pearson product moment correlation coefficients. A correlation of 0.1 was classified as small, 0.3 as medium, and 0.5 as large (Cohen, 1988). To assess differences and interactions between perceived stress and year of study, over three time points, a 3x3 mixed ANOVAs was conducted. Anxiety was also investigated in the same way. Levene's test indicated homogeneity of variance at all time points for both perceived stress, and anxiety. Box's M test indicated equality of covariance matrices and Mauchly's test indicated that the assumption of sphericity had not been violated for both perceived stress, and anxiety. Independent samples t-tests were conducted to identify differences in perceived stress and anxiety symptoms between students who sought help and those who did not at time points two,

and three for informal, and formal sources. Binary logistic regressions were also conducted to examine the impact of age, stress, anxiety, help-seeking intentions, previous help-seeking behaviour, and awareness of services on the likelihood that a student chose to seek help from formal, and informal sources at time points two, and three.

***Qualitative data***

Online qualitative responses regarding facilitators and barriers to accessing support services at the university were analysed using NVivo 12 pro. Self-reported responses of services were categorised into different groups for ease of analysis. For example, disability advisors, the student's union advice centre, well-being services and counselling services were grouped as 'student support services'. Content analysis was the method used to analyse responses; reasons for reporting the likely and unlikely services were coded into themes, and matrix coding queries were ran to explore how facilitators and barriers to accessing support services varied across the self-reported help sources. Responses which reported 'no-one/don't know' for both likely, and unlikely service were grouped together to produce a percentage of participants self-reporting that they would not go to any service, or they did not know any service to go to if they were experiencing mental health difficulties. Reasons why were also combined.

Interviews were then conducted to attempt to understand why students' perceived stress levels and anxiety symptoms increased from time points two and three, which occurred around the time of the national lockdown in the UK. The interview explored student's perceptions of stress and their feelings in relation to lockdown and how this affected help-seeking behaviours and the experience of support services. Interviews were analysed using the guidelines by Braun and Clarke (2006); thematic analysis was chosen as the analytic method due to its flexibility in analysis, and an inductive approach was taken so that themes were strongly related to the data. All interviews were analysed using NVivo 12 Pro. The first step involved reading each transcript several times to become familiar with the data. The second step involved creating initial codes of any interesting quotes.

Next, these initial codes were collated into potential themes by gathering similar initial codes to illustrate a main idea. These themes were then checked to ensure that they reflected the coded quotes and patterns within the data. Each theme was then named and defined to ensure that there was minimal overlap between the themes and that they were relevant to the research questions.

# 3 Online Survey Results

## *3.1 Descriptive statistics*

Due to an error, age and gender were not recorded at time point one.

Table 1. Frequencies of demographic variables at all time points.

| Demographics | Time 1(%) | Time 2(%) | Time 3(%) |
|---|---|---|---|
| Total | 234 | 179 | 136 |
| *Gender* | | | |
| Male | | 17 (9.50) | 13 (9.56) |
| Female | | 158 (88.27) | 122 (89.70) |
| Self-described | | 2 (1.12) | 1 (0.74) |
| *Year of study* | | | |
| First | 97 (41.45) | 81 (45.25) | 60 (44.12) |
| Second | 107 (45.73) | 75 (41.90) | 58 (42.65) |
| Third | 24 (10.26) | 16 (8.94) | 14 (10.29) |
| Fourth | 6 (2.56) | 5 (2.79) | 4 (2.94) |
| Mean age (SD) | | 22.02 (5.85) | 22.38 (6.05) |

Note: two participants did not provide their gender, or year of study at time point two and therefore the proportions do not total 100%.

Only the data provided by participants who fully responded at all three time points were included for statistical analyses.

Tables 2, 3, and 4 display descriptive statistics for stress, and state- and trait-anxiety across the three time points for gender and year of study. Low perceived stress is categorised by scores ranging from 0 to 13, moderate perceived stress 14 to 26, and high perceived stress 27 to 40. Perceived stress levels were therefore classified as moderate at time one for all genders and years of study, moderate at time two for all genders and year of study apart from participants who self-described with stress levels classified as high, and moderate at time three for all genders and years of study apart from participants in their third and fourth year, which were classified as high (Cohen et al., 1983).

Table 2. Means and standard deviations for stress and anxiety for gender and year of study at time point one.

| | Time point one N = 127 | | | | | |
|---|---|---|---|---|---|---|
| | **Stress** | | **State-anxiety** | | **Trait-anxiety** | |
| | **M** | **SD** | **M** | **SD** | **M** | **SD** |
| **Total (N)** | 21.46 | 6.96 | 46.37 | 14.17 | 51.73 | 12.35 |
| **Gender** | | | | | | |
| Male (11) | 17.91 | 8.01 | 39.27 | 13.89 | 45.27 | 13.34 |
| Female (114) | 21.86 | 6.82 | 47.06 | 14.18 | 52.34 | 12.11 |
| Self-describe (2) | 18.50 | 4.95 | 46.00 | 4.24 | 52.50 | 19.09 |
| **Year of study** | | | | | | |
| First (56) | 20.29 | 6.99 | 45.04 | 13.57 | 51.13 | 11.56 |
| Second (53) | 21.83 | 6.68 | 44.66 | 13.88 | 50.13 | 13.11 |
| Third (14) | 24.71 | 6.15 | 56.64 | 13.49 | 60.00 | 8.92 |
| Fourth (4) | 21.75 | 11.03 | 51.75 | 17.65 | 52.50 | 16.29 |

Table 3. Means and standard deviations for stress and anxiety for gender and year of study at time point two.

| | Time point two N = 127 | | | |
|---|---|---|---|---|
| | **Stress** | | **State-anxiety** | |
| | **M** | **SD** | **M** | **SD** |
| **Total (N)** | 20.61 | 7.27 | 45.57 | 13.93 |
| **Gender** | | | | |
| Male (11) | 16.73 | 7.73 | 40.73 | 13.54 |
| Female (114) | 20.89 | 7.12 | 45.91 | 13.96 |
| Self-describe (2) | 26.50 | 9.19 | 53.00 | 14.14 |
| **Year of study** | | | | |
| First (56) | 19.41 | 7.28 | 45.52 | 14.05 |
| Second (53) | 21.19 | 7.16 | 44.47 | 14.02 |
| Third (14) | 23.79 | 6.92 | 50.07 | 13.34 |
| Fourth (4) | 18.75 | 8.06 | 45.25 | 15.33 |

Table 4. Means and standard deviations for stress and anxiety for gender and year of study at time point three.

| | Time point three N = 127 | | | |
|---|---|---|---|---|
| | **Stress** | | **State-anxiety** | |
| | **M** | **SD** | **M** | **SD** |
| **Total (N)** | 24.17 | 7.44 | 50.36 | 13.82 |
| **Gender** | | | | |
| Male (11) | 18.82 | 8.81 | 45.45 | 17.28 |
| Female (114) | 24.66 | 7.06 | 50.93 | 13.35 |
| Self-describe (2) | 25.50 | 14.85 | 45.00 | 24.04 |
| **Year of study** | | | | |
| First (56) | 23.68 | 7.55 | 50.30 | 14.27 |
| Second (53) | 23.81 | 7.82 | 48.28 | 13.80 |
| Third (14) | 26.79 | 6.02 | 57.29 | 11.84 |
| Fourth (4) | 26.50 | 4.44 | 54.50 | 7.85 |

Table 5 displays the percentage of top pick for help-seeking intentions at time point one, and percentage of top use at time points two and three. The table indicates that participants intentions to seek help from informal sources of support was higher than help-seeking from formal sources, with intimate partner being the most intended help source, and teacher being the least intended help source. At time two and three, participants sought help most often from a friend, and least often from a phone helpline.

Table 5. Frequency of top pick for each help-source for intentions at time point one, and use at time point two and three.

| | Time point one Intentions | Time point two and three Use (top pick) | |
|---|---|---|---|
| Type of support | % Top pick | T2 (%) | T3 (%) |
| Intimate partner | 36.2 | 58.3 | 56.7 |
| Friend | 17.3 | 59.8 | 64.6 |
| Parent | 22.8 | 56.7 | 51.2 |
| Other relative | 9.4 | 18.9 | 22.8 |
| *Total for informal sources* | 85.7% total | 89% one or more | 91.3% one or more |
| MH professional | 2.4 | 16.5 | 14.2 |
| Phone helpline | 2.4* | .8 | .8 |
| Doctor | 6.3 | 18.9 | 12.6 |
| Teacher | 1.6 | 12.6 | 22 |
| *Total for formal sources* | 12.7% total | 37.8% one or more | 34.6% one or more |
| Someone else | 4.9 | 6.3 | 3.9 |
| No-one | 8.1 | 7.1 | 6.3 |

*For % top pick, the highest point on the Likert scale was selected, and the frequency of responses for the particular help source determined. At time point one, no participants indicated that they would be extremely likely (7) to seek help from a phone helpline in the next four weeks. Therefore, the next highest value on the scale (6) was reported

Table 6 and 7 shows that intentions to seek help at time point one and actual help-seeking at time point two and time point three displayed no correlations for individual sources over time.

Table 6. Correlations for help-seeking intentions at time point one and actual help-seeking at time point two.

| | **Time point two** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Intimate partner | Friend | Parent | Other relative | MH professional | Phone helpline | Doctor | Teacher | Someone else | No-one |
| **Time point one** | | | | | | | | | | |
| Intimate partner | -.06 | -.04 | -.08 | -.02 | -.01 | -.01 | -.04 | .12 | .07 | .10 |
| Friend | .11 | -.12 | -.03 | -.10 | -.04 | .13 | .10 | -.01 | .16 | .05 |
| Parent | .06 | -.02 | -.02 | .04 | .02 | .12 | .04 | .08 | .16 | -.08 |
| Other relative | -.07 | -.10 | -.14 | .10 | .00 | .14 | .03 | .02 | .11 | .09 |
| MH professional | -.13 | -.05 | .00 | .21 | .09 | .10 | .08 | .09 | -.04 | -.03 |
| Phone helpline | -.13 | .06 | -.08 | .24 | .06 | -.08 | -.03 | -.03 | -.00 | .05 |
| Doctor | -.29 | .11 | .02 | .16 | .20 | .03 | .03 | .11 | .12 | -.05 |
| Teacher | -.06 | -.02 | .05 | .04 | .00 | .12 | -.07 | .14. | .20 | -.16 |
| Someone else | -.05 | .15 | .10 | .00 | .08 | . | .02 | -.21 | .05 | .81 |
| No-one | -.12 | .01 | -.13 | -.07 | .15 | -.09 | -.15 | -.26 | -.14 | .16 |

Table 7. Correlations for help-seeking intentions at time point one and actual help-seeking at time point three.

| | **Time point three** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Intimate partner | Friend | Parent | Other relative | MH professional | Phone helpline | Doctor | Teacher | Someone else | No-one |
| **Time point one** | | | | | | | | | | |
| Intimate partner | -.06 | -.14 | -.07 | .12 | -.05 | -.01 | .02 | -.14 | .00 | .01 |
| Friend | -.02 | -.01 | .01 | .01 | -.05 | -.05 | -.08 | -.09 | -.02 | -.01 |
| Parent | -.01 | .03 | .01 | -.04 | -.04 | -.06 | -.07 | -.04 | .00 | -.10 |
| Other relative | -.02 | -.04 | -.09 | .04 | -.00 | .02 | .03 | .03 | .10 | .12 |
| MH professional | .10 | .02 | .04 | .10 | .02 | -.12 | .12 | -.01 | .01 | -.16 |
| Phone helpline | .03 | .09 | .20 | -.01 | .02 | -.08 | .13 | -.07 | .07 | -.03 |
| Doctor | -.09 | .01 | .05 | -.03 | .17 | -.02 | .14 | -.07 | .00 | -.10 |
| Teacher | .03 | .07 | .07 | .03 | .02 | -.12 | .14 | -.03 | -.01 | -.16 |
| Someone else | -.11 | .20 | -.05 | .08 | -.12 | -.09 | -.05 | .01 | -.12 | -.02 |
| No-one | .07 | .00 | .06 | -.14 | -.06 | .15 | .05 | -.01 | -.07 | .12 |

### *3.2 Hypothesis 1: Perceived stress and anxiety symptoms will significantly correlate over time.*

Table 8 displays the correlations between the variables over time; stress at time one had large, positive correlations with state-anxiety at time one, and medium positive correlations with stress and state-anxiety at time two and three. State-anxiety at time one had medium, positive correlations with stress and state-anxiety at time two and three.

Table 8. Correlations for age, stress and anxiety at all three time points.

| Variable | Age | Stress T1 | State-anxiety T1 | Trait-anxiety T1 | Stress T2 | State-anxiety T2 | Stress T3 | State-anxiety T3 |
|---|---|---|---|---|---|---|---|---|
| Age | 1 | | | | | | | |
| Stress T1 | .02 | 1 | | | | | | |
| State-anxiety T1 | -.02 | .75** | 1 | | | | | |
| Trait-anxiety T1 | -.04 | .75** | .76** | 1 | | | | |
| Stress T2 | -.08 | .46** | .41** | .47** | 1 | | | |
| State-anxiety T2 | -.09 | .42** | .44** | .48** | .83** | 1 | | |
| Stress T3 | -.01 | .37** | .30** | .39** | .51** | .40** | 1 | |
| State-anxiety T3 | .08 | .36** | .44** | .44** | .46** | .43** | .81** | 1 |

**. Correlation is significant at the .01 level (2-tailed)

### *3.3 Hypothesis 2: Perceived stress and anxiety symptoms will be significantly different over time for year of study.*

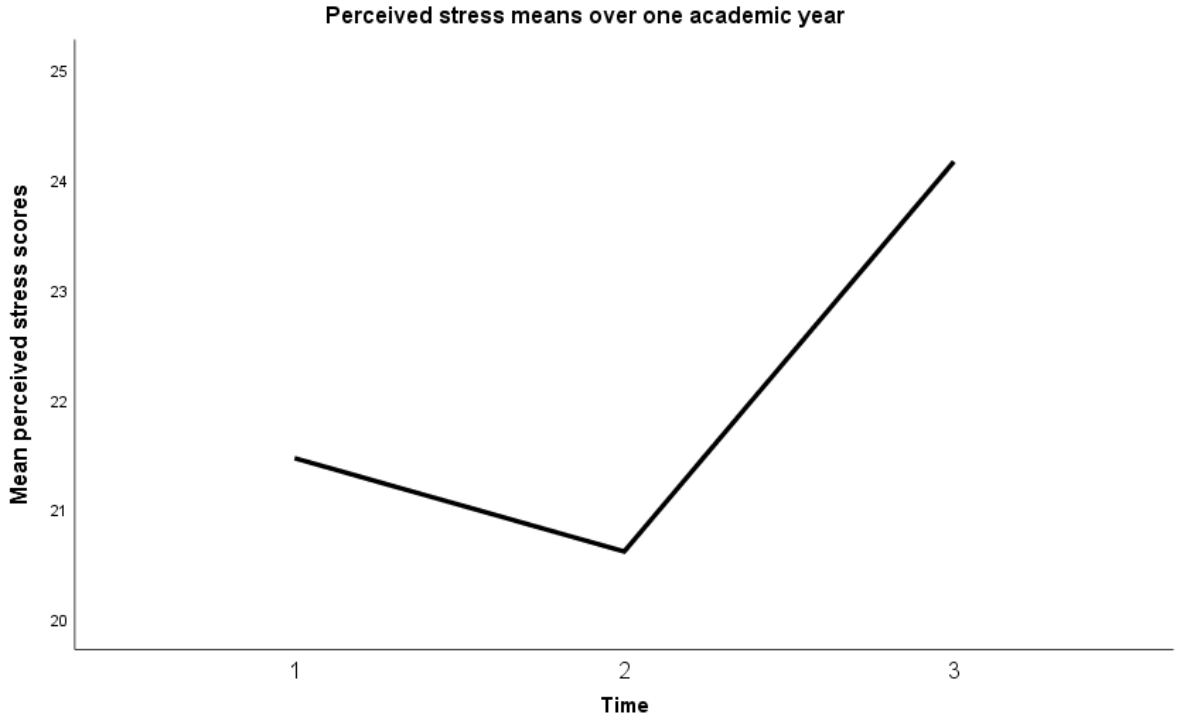
To assess whether stress differed over time for year of study, a 3x3 mixed ANOVA was conducted. The between-groups factor 'year of study' had four levels (first year, second year, third year, fourth year), and the within-subjects factor 'time' had three levels. The DV was total perceived stress score.

There was a significant main effect for time, $F$ (2, 246) = 7.88, p <.001. Bonferroni-corrected pairwise comparisons revealed significantly higher stress scores from T1 (M = 21.46) to T3 (M = 24.17), $p$ = 049, and from T2 (M = 20.61) to T3, $p$ <.001. This effect was medium (partial eta squared = .06).

The main effect comparing the years of study was not significant, $F$ (3, 123) = 1.42, p = .24, partial eta squared = .03, suggesting no difference in perceived stress scores between year of study.

There was no significant interaction between time and year of study, $F$ (6, 246) = .50, $p$ = .81.

Figure 1. Mean perceived stress scores over one academic year.



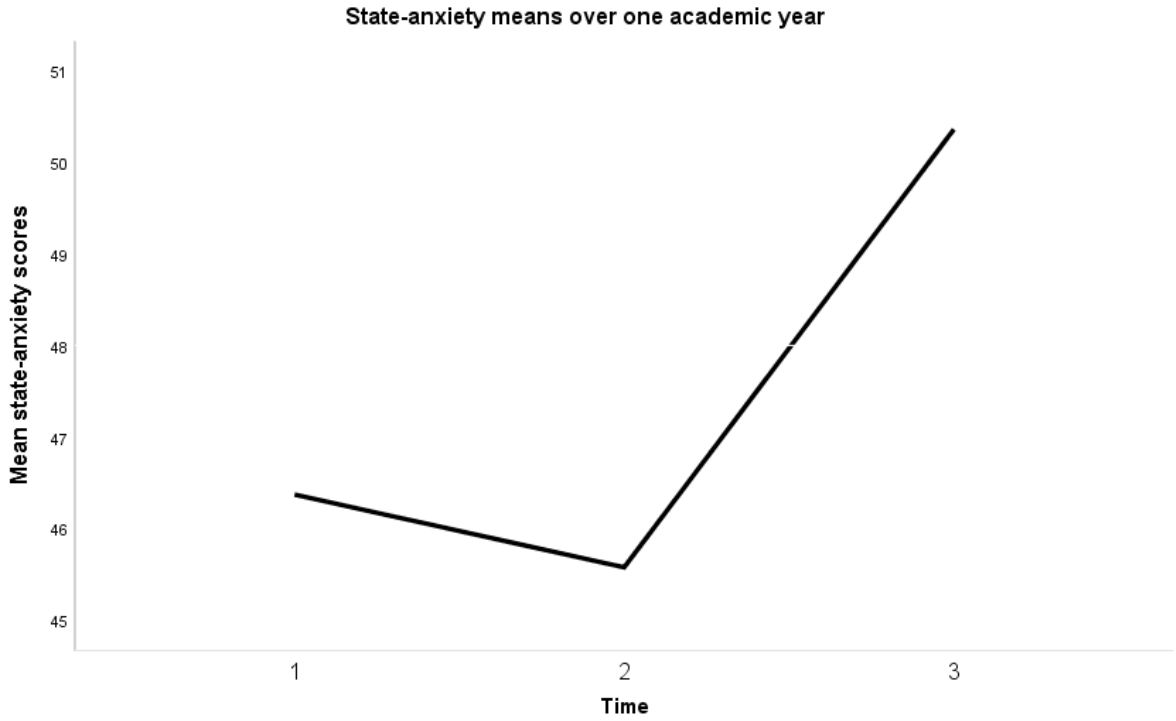

To assess whether anxiety differed over time for year of study, a 3x3 mixed ANOVA was conducted. The between-groups factor 'year of study' had four levels (first year, second year, third year, fourth year), and the within-subjects factor 'time' had three levels. The DV was total state-anxiety score.

There was a significant main effect for time, $F$ (2, 246) = 4.05, p =.02. Bonferroni-corrected pairwise comparisons revealed significantly higher state-anxiety scores at T3 (M = 52.48) than at T2 (M = 46.12), $p$ = .016. This effect was small (partial eta squared = .03).

The main effect comparing the years of study was not significant, $F$ (3, 123) = 2.00, p = .12, partial eta squared = .05, suggesting no difference in state-anxiety scores between year of study.

There was no significant interaction between time and year of study, $F$ (6, 246) = .79, $p$ = .58.

Figure 2. Mean state-anxiety scores over one academic year




### *3.4 Hypothesis 3: Perceived stress and anxiety symptoms will be significantly different between students who seek help and those who do not.*

**Time point two**

There was a significant difference in perceived stress score between those who sought help from informal sources and those who did not, *t* (125) = -2.28, *p* = .024), with those who sought help (M = 21.12, SD = 6.80) having higher perceived stress scores than those who did not seek help (M = 16.50, SD = 9.61). The magnitude of the differences in the means (mean difference = -4.62, 95% CI: -8.63 to -.62) was small (eta squared = 0.04)

There was a significant difference in perceived stress scores between those who sought help from formal sources and those who did not, *t (*125) = -2.56, *p* = .012, with those who sought help (M = 22.69, SD = 7.63) having higher perceived stress scores than those who did not seek help (M = 19.35, SD = 6.78). The magnitude of the differences in the means (mean difference = -3.34, 95% CI: -5.91 to -.76) was medium (eta squared = -.06).

There were no significant differences in state-anxiety scores between those who sought help from informal sources and those who did not, $t$ (125) = -1.41, $p$ = .161 or between those who sought help from formal sources and those who did not, $t$ (125) = -.95, $p$ = .34.

**Time point three**

There was a significant difference in perceived stress scores between those who sought help from informal sources and those who did not, $t$ (125) = -2.59, $p$ = .011, with those who sought help from informal sources having higher perceived stress scores (M = 24,68, SD = 7.12) than those who did not seek help (M=18.73, SD = 8.93). The magnitude of the differences in the means (mean difference = -5.95, 95% CI: -10.50 to -1.41) was small (eta squared = .05).

There was no significant difference in perceived stress scores between those who sought help from formal sources and those who did not, $t$ (125) = -.74, $p$ = .459.

There was a significant difference in state anxiety scores between those who sought help from informal sources and those who did not, $t$ (125) = -2.23, $p$ = .028, with those who sought help from informal sources having higher state anxiety scores (M = 51.19, SD = 13.76) than those who did not (M = 41.64, SD = 11.70). The magnitude of the differences in the means (mean difference = -9.55, 95% CI: -18.05 to -1.06) was small (eta squared = .03).

There were no significant differences in state anxiety scores between those who sought help from formal sources and those who did not, $t$ (125) = -.76, $p$ = .452.

### *3.5 Hypothesis 4: Age, stress, state- and trait-anxiety, awareness of services, help-seeking intentions and previous help-seeking will significantly predict actual help-seeking.*

Table 9. Frequency of students who sought and did not seek informal and formal help at time points two, and three.

| | Time point two (N = 127) | | Time point three (N = 127) | |
|---|---|---|---|---|
| | Sought help | Did not seek help | Sought help | Did not seek help |
| Informal help | 113 | 14 | 116 | 11 |
| Formal help | 48 | 79 | 44 | 83 |

Informal help-seeking at time point two.

The model contained seven independent variables (age, stress time one, state- and trait-anxiety time one, informal help-seeking intentions, stress time two, and awareness of services time two). The full model containing all predictors was not statistically significant, $\chi^2$ (8, N = 127) = 15.23, *p* = .06, indicating that the model was not able to distinguish between respondents who sought help from informal sources at time two and those who did not.

Formal help-seeking at time point two.

The model contained seven independent variables (age, stress time one, state- and trait-anxiety time one, formal help-seeking intentions, stress time two, and awareness of services time two). The full model containing all predictors was not statistically significant, $\chi^2$ (8, N = 127) = 15., *p* = .06, indicating that the model was not able to distinguish between respondents who sought help from formal sources at time two and those who did not.

Table 10. Binary logistic regression for informal help-seeking at time point two.

| | B (SE) | *95% CI for Odds Ratio* *Lower* | *Odds Ratio* | *Upper* |
|---|---|---|---|---|
| Included | | | | |
| Constant | 1.72 (2.03) | | | |
| Age | -.06 (.04) | .87 | .94 | 1.01 |
| Stress T1 | .11 (.08) | .95 | 1.11 | 1.31 |
| State-anxiety T1 | -.08 (.04) | .85 | .93 | 1.01 |
| Trait-anxiety T1 | .06 (.05) | .97 | 1.07 | 1.17 |
| Informal help-seeking intentions T1 | -.04 (.06) | .85 | .96 | 1.08 |
| Stress T2 | .06 (.05) | .95 | 1.06 | 1.18 |
| Some vs no awareness T2 | -1.04 (.75) | .08 | .35 | 1.53 |
| Some vs good awareness T2 | .46 (1.21) | .15 | 1.58 | 16.84 |

Note: $R^2$ = .74 (Hosmer & Lemeshow), .11 (Cox & Snell), .23 (Nagelkerke). Model χ2 (8) = 15.23, *p* = .06.

Table 11. Binary logistic regression for formal help-seeking at time point two.

| | B (SE) | *95% CI for Odds Ratio* *Lower* | *Odds Ratio* | *Upper* |
|---|---|---|---|---|
| Included | | | | |
| Constant | -3.09 | | | |
| Age | .02 (.03) | .96 | 1.02 | 1.09 |
| Stress T1 | .10 (.05) | 1.01 | 1.11 | 1.22 |
| State-anxiety T1 | -.03 (.02) | .92 | .97 | 1.01 |
| Trait-anxiety T1 | -.00 (.03) | .94 | 1.00 | 1.05 |
| Formal help-seeking intentions T1 | .04 (.04) | .96 | 1.04 | 1.13 |
| Stress T2 | .06 (.03) | 1.00 | 1.06 | 1.13 |
| Some vs no awareness T2 | -.68 (.53) | .18 | .51 | 1.42 |
| Some vs good awareness T2 | -.24 (.69) | .20 | .79 | 3.06 |

Note: $R^2$ = .32 (Hosmer & Lemeshow), .11 (Cox & Snell), .15 (Nagelkerke). Model $\chi^2$ (8) = 15.09, *p* = .06.

### Informal help-seeking at time point three.

The model contained seven independent variables (age, stress time one, state- and trait-anxiety time one, informal help-seeking intentions, stress time two, state-anxiety time two, informal help-seeking time two, awareness time two, stress time three, and awareness time three). The full model containing all predictors was statistically significant, $\chi^2$ (13, N = 127) = 40.61, $p$ <.001, indicating that the model was able to distinguish between participants who sought help from informal sources at time three and those who did not. The model as a whole explained between 27.4% (Cox and Snell R square) and 61.5% (Nagelkerke R squared) of the variance in informal help-seeking, and correctly classified 92.9% of cases. Five of the independent variables made a unique statistically significant contribution to the model. The strongest predictor of informal help-seeking was informal help-seeking at time two, recording an odds ratio of 45.33. This indicated that participants who sought help from informal sources at time two were 45.33 times more likely to seek help from informal sources at time three than those who did not, controlling for all other factors in the model. Those with higher state-anxiety scores at time point two were .21 times more likely to seek help from informal sources at time point three. Furthermore, participants with some awareness of services at time three compared to those with no awareness are more likely (OR = .03) to seek help from informal sources of help, and those with some awareness compared to good awareness at time point three were .04 times more likely to seek help from informal sources at time point three. Participants with higher stress at time point two were .72 times less likely to seek help from informal sources at time point three.

### Formal help-seeking at time point three.

The model contained seven independent variables (age, stress time one, state- and trait-anxiety time one, formal help-seeking intentions, stress time two, state-anxiety time two, formal help-seeking time two, awareness time two, stress time three, and awareness time three). The full model containing all predictors was statistically significant, $\chi^2$ (13, N = 127) = 30.20, $p$ = .004,

indicating that the model was able to distinguish between participants who sought help from formal sources at time three and those who did not. The model as a whole explained between 21.2% (Cox and Snell R square) and 29.2% (Nagelkerke R squared) of the variance in formal help-seeking, and correctly classified 72.4% of cases. The strongest predictor of formal help-seeking at time three was age; older participants were 1.09 times more likely to seek help from formal sources at time point three. Participants who reported a good awareness compared to no awareness at time point two were more likely (OR = .24) to seek help from formal sources at time three.

Table 12. Binary logistic regression for informal help-seeking at time point three.

| | B (SE) | *95% CI for Odds Ratio* *Lower* | *Odds Ratio* | *Upper* |
|---|---|---|---|---|
| Included | | | | |
| Constant | -.18 (3.26) | | | |
| Age | -.00 (.06) | .90 | 1.00 | 1.11 |
| Stress T1 | .25 (.18) | .91 | 1.29 | 1.81 |
| State-anxiety T1 | .02 (.09) | .85 | 1.02 | 1.23 |
| Trait-anxiety T1 | -.14 (.09) | .74 | .87 | 1.03 |
| Informal help-seeking intentions T1 | -.07 (.11) | .76 | .93 | 1.14 |
| Stress T2 | -.33* (.15) | .54 | .72 | .96 |
| State-anxiety T2 | .19* (.08) | 1.03 | 1.21 | 1.43 |
| Actual informal help-seeking T2 | 3.81* (1.50) | 2.40 | 45.33 | 856.62 |
| Some vs no awareness T2 | .84 (1.38) | .15 | 2.32 | 34.90 |
| Some vs good awareness T2 | 19.26 (9983.34) | .00 | 231219315.1 | |
| Stress T3 | .07 (.07) | .95 | 1.08 | 1.23 |
| Some vs no awareness T3 | -3.51* (1.53) | .00 | .03 | .60 |
| Some vs good awareness T3 | -3.34* (1.67) | .00 | .04 | .94 |

Note: $R^2$ = .98 (Hosmer & Lemeshow), .27 (Cox & Snell), .62 (Nagelkerke). Model $\chi^2$ (13) = 40.61, $p$ <.001.
*$p$ < .05.

Table 13. Binary logistic regression for formal help-seeking at time point three.

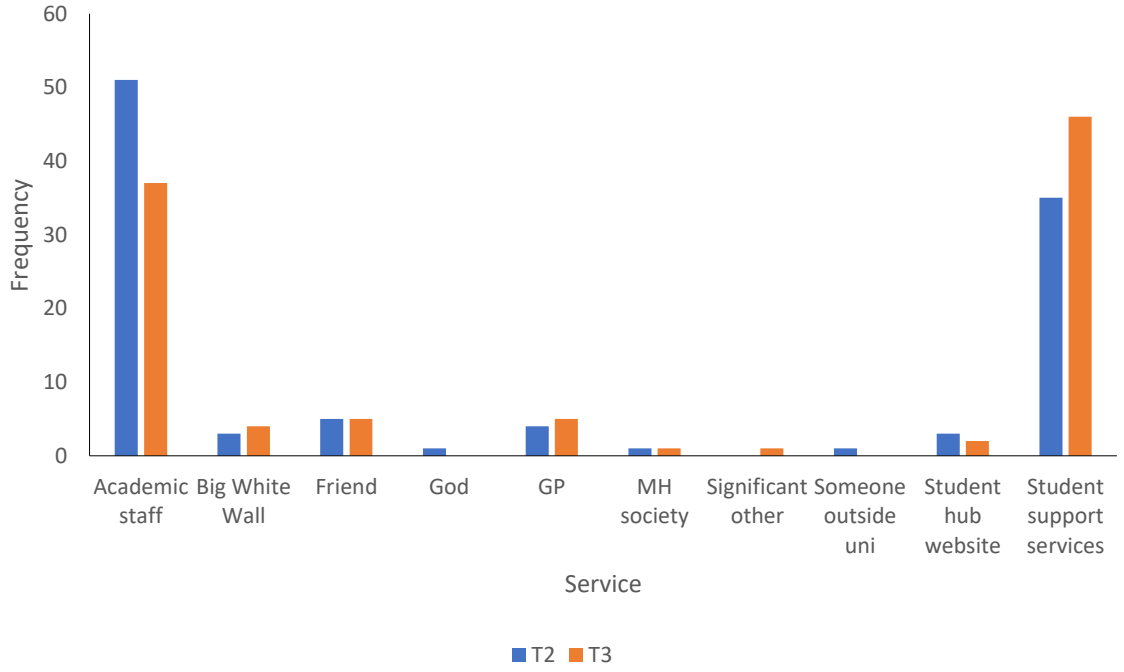
| | B (SE) | *95% CI for Odds Ratio* | | |
|---|---|---|---|---|
| | | *Lower* | *Odds Ratio* | *Upper* |
| Included | | | | |
| Constant | -4.07 (1.54) | | | |
| Age | .09* (.04) | 1.02 | 1.09 | 1.17 |
| Stress T1 | 1.00 (.05) | .99 | 1.10 | 1.23 |
| State-anxiety T1 | .02 (.03) | .97 | 1.02 | 1.07 |
| Trait-anxiety T1 | -.04 (.03) | .90 | .96 | 1.03 |
| Formal help-seeking intentions T1 | .03 (.05) | .94 | 1.03 | 1.13 |
| Stress T2 | .02 (.06) | .92 | 1.02 | 1.14 |
| State-anxiety T2 | -.01 (.03) | .93 | .99 | 1.05 |
| Actual formal help-seeking T2 | .61 (.07) | .74 | 1.84 | 4.60 |
| Some vs no awareness T2 | -1.43* (.74) | .06 | .24 | 1.02 |
| Some vs good awareness T2 | .59 (.77) | .40 | 1.80 | 8.05 |
| Stress T3 | .00 (.04) | .93 | 1.00 | 1.07 |
| Some vs no awareness T3 | -.63 (.69) | .14 | .53 | 2.05 |
| Some vs good awareness T3 | .70 (.73) | .49 | 2.02 | 8.39 |

Note: $R^2$ = .87 (Hosmer & Lemeshow), .21 (Cox & Snell), .29 (Nagelkerke). Model $\chi^2$ (13) = 30.20, $p$ = .004.
*$p$ < .05.

### *3.6 Content analysis*

During the online survey at time points two and three, participants were asked to provide their most and least likely help source for mental health difficulties, specifically anxiety, as well as a brief explanation for their reasoning.

Figure 3. Frequency of likely services for mental health difficulties at time points two and three.




As figure 3 shows, academic staff were the most likely service students indicated they would go to if they were experiencing mental health difficulties at time point two, and the second most likely service at time point three. The most common reason for this was having an established relationship with academic staff.

*'We already have established trust, and we are in regular contact so it makes sense to speak to her'*

Participants indicated that because they already knew their personal tutors, they felt more comfortable discussing personal issues with them (see Appendix O for additional supporting quotes). The second most common reason was using academic staff as a means to signpost to more appropriate services. It appears that students perceive personal tutors as 'gatekeepers', who hold

the knowledge on support available at university. Students perceive their problems as being rooted within their academic work, and therefore seek help from academic staff who they believe will be able to support them from a practical, academic stance. For example:

*'I feel as though my problems would stem mainly from workload or difficulties with the work and she would be able to help me get on track to resolve my worries'*

The second most likely source at time point two was student support services, which was the most likely source at time point three. The main reason for this was professional advice; students appear to value qualified staff with skills to support them during periods of anxiety.

*'Because they are experienced in helping students manage anxiety and have a good idea of the stresses students go through on a day to day basis'*

Signposting was a more common reason for accessing student support services at time point three, with students demonstrating an understanding that these services would have the knowledge to direct them to more appropriate sources of help. Having a relationship with student support services also served as a facilitator to accessing help at time point three, with students explaining that trusting and feeling comfortable with staff meant that this was their most preferred source of

support. Students also cite that student support services are more accessible due to the ease of getting an appointment, and therefore are more likely to access the support offered.

Table 14. Reasons for accessing services at time point two.

| Academic staff | Big White Wall | GP | Student hub website | Student support services |
|---|---|---|---|---|
| Established relationship (12) | Confidentiality (1) | Professional advice (3) | Comfortable (1) | Professional advice (7) |
| Signposting (10) | | | Suitability of support (1) | Easy to get an appointment (4) |
| Practical advice (8) | | | | Awareness (3) |
| Awareness (5) | | | | Shared understanding (3) |
| Professional advice (3) | | | | Signposting (3) |
| Instruction (3) | | | | Usefulness (3) |
| Emotional support (1) | | | | Comfortable (2) |
| Usefulness (1) | | | | In person contact (1) |

Figure 4. Frequency of unlikely services for mental health difficulties at time points two and three. Figure 4. Frequency of unlikely services for mental health difficulties at time points two

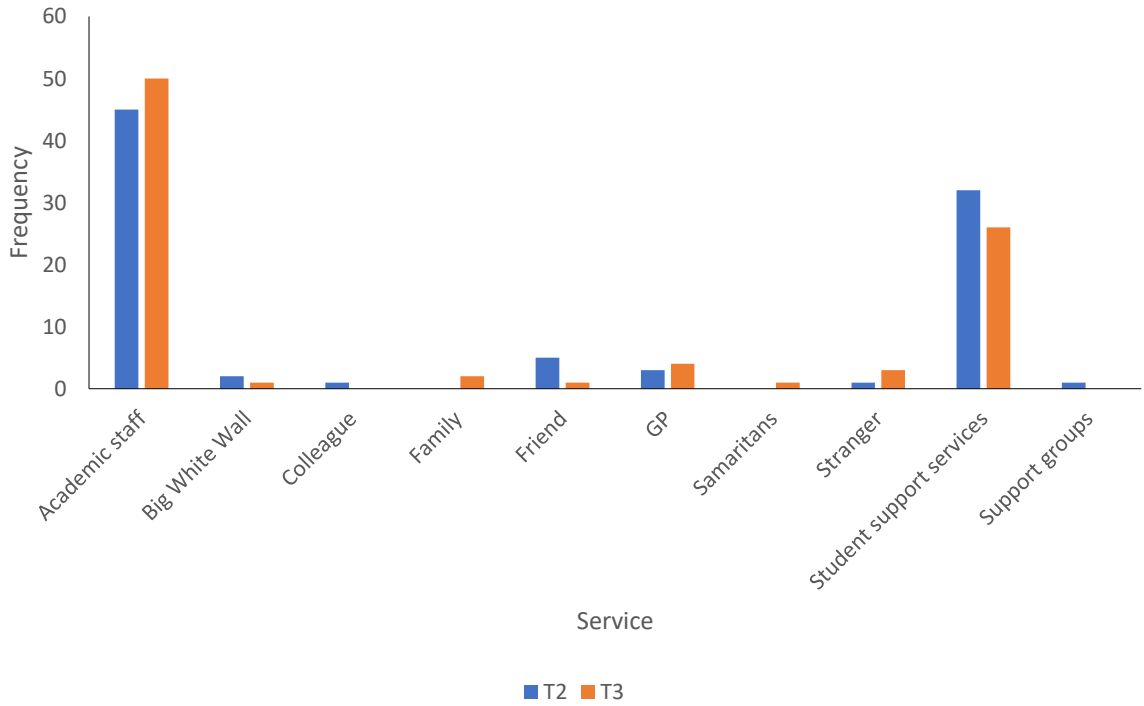


Table 15. Reasons for accessing services at time point three.

| Academic staff | Big White Wall | GP | Student hub website | Student support services |
|---|---|---|---|---|
| Established relationships (15) | Anonymity (1) | Accessibility (1) | Signposting (2) | Professional advice (14) |
| Practical advice (6) | | Good experience (1) | | Signposting (8) |
| Signposting (6) | | Professional advice (1) | | Established relationships (7) |
| Emotional support (2) | | | | Good experience (4) |
| Awareness (1) | | | | Accessibility (3) |
| | | | | Awareness (2) |
| | | | | Burden (1) |
| | | | | Shared understanding (1) |

As figure 4 shows, academic staff was the highest self-reported source for least likely to go to for mental health difficulties at both time points. At time point two, the main reasons for students not accessing support from academic staff were a perception of self, which included a fear of judgement, being a burden on staff time, feelings of embarrassment and awkwardness.

*'Because I wouldn't want them to think I didn't have what it takes to complete the degree'*

Students also indicated that a lack of relationship with academic staff resulted in them being their least likely source of support, as they do not feel comfortable discussing issues with staff when there is no trust or connection.

*'I don't feel as though I have a personal relationship with them therefore I'm less likely to open up about my anxiety'*

At time point three, the main reasons for this were a lack of an established relationship, and students' perception of themselves.

The second highest reported source for least likely was student support services at both time points. At time point two, students appear to perceive these as inaccessible due to factors including unsuitable appointment times, the stress of organising an appointment, and feeling that services only have limited time to support students. In addition, having a bad experience with a service, or knowing someone who had a bad experience acted as a barrier. At time point three, the main reason was a lack of established relationships; students have difficulty explaining personal issues to 'strangers' as this means they become vulnerable. In addition, students' perception of themselves as a time waster and comparing their situation to others served as a barrier for accessing student support services.

*'I wouldn't feel like I could access this service as it's for people that experience worse mental health issues than me'*

Table 16. Reasons for not accessing services at time point two.

| **Academic staff** | **Big White Wall** | **GP** | **Student support services** |
|---|---|---|---|
| Perception of self (12) | Confidentiality (1) | Doubts about seriousness of issue (1) | Inaccessibility (4) |
| (Lack of) Established relationship (10) | False advertising (1) | Inaccessibility (1) | Bad experience (3) |
| Misunderstanding about staff responsibility (4) | | Waiting times (1) | Lack of qualified staff (2) |
| Signposting (3) | | | (Lack of) Established relationship (2) |
| Waiting times (2) | | | Signposting (2) |
| Lack of qualified staff (1) | | | Universal treatment (2) |
| Time limitations (1) | | | Perception of self (2) |
| | | | Confidentiality (1) |
| | | | Waiting times (1) |
| | | | Intimidating (1) |
| | | | No awareness (1) |
| | | | Self-reliance (1) |

Table 17. Reasons for not accessing services at time point three.

| Academic staff | Big White Wall | GP | Student support services |
|---|---|---|---|
| (Lack of) Established relationships (11) | Impersonal (1) | Unsuitability of support (1) | (Lack of) Established relationships (4) |
| Perception of self (6) | | Waiting times (1) | Perception of self (3) |
| Signposting (5) | | | Bad experience (2) |
| Waiting times (4) | | | Confidentiality issues (1) |
| Lack of qualified staff (3) | | | How disclosure affects relationship (1) |
| Unwillingness to talk (2) | | | No awareness (1) |
| Impersonal (1) | | | Perception of worthiness (1) |
| Anxiety (1) | | | Unwilling to talk (1) |
| | | | Waiting times (1) |

At time point two, 23.41% of participants who completed the open-ended questions indicated that they would not seek help from anyone, or that they did not know a service to go to if they were experiencing mental health difficulties. Common reasons for this included a lack of awareness, lack of established relationships, and self-reliance.

At time point three, 25% of participants who completed the open-ended questions indicated that they would not seek help from anyone, or that they did not know a service to go to if they were experiencing mental health difficulties. Common reasons for this included self-reliance, lack of established relationships, and lack of awareness.

## 4 Interview analysis

Interviews were conducted to understand how the lockdown affected students' perception of stress, and mental health, as well as the impact this had on help-seeking behaviours. Table 18 shows the themes and subthemes identified following the interview analysis.

Theme one relates to the impacts of lockdown on students' study behaviours, and future study intentions. A lack of motivation for completing university work, and subsequent procrastination was prevalent in the participants' accounts of their experiences. Theme two focuses on the shift in support received from teaching staff. Theme three identified barriers students faced in terms of help-seeking behaviours. The barriers identified were on a personal level and tended to highlight negative feelings participants held about themselves.

**Table 18.** Themes and sub-themes for thematic analysis.

| Theme 1 – Effects of lockdown on university students | Theme 2 – Academic support has become emotional support | Theme 3 – Being a burden as a barrier to help-seeking. |
|---|---|---|
| Motivation and procrastination | | Being a burden |
| Uncertainty | | (Mis)perception of personal situation |

***Theme 1 - Effects of lockdown on university students***

*Motivation and procrastination*

The national lockdown meant that for the most part, students were working from home. This presented new challenges, such as adapting your home to be suitable for educational purposes, managing procrastination, and maintaining focus and motivation in a new learning environment. Working from home appeared to have posed a significant problem in relation to students' motivation, with students struggling to have the desire to complete and engage in university work from home.

> … there's a big difference between the motivation of… going to uni, and sitting in a lecture hall and…sitting at your computer and listening for an hour. The second one sounds so easy, but it's actually so difficult… (Participant 1)

The participant explained the differences in motivation levels when working from home compared to being in a lecture hall, and the unexpected difficulties it entailed. There was the perception that studying from home should be easier, and in principle sounds easier, however the reality was that it was the opposite for this participant. The difficulty of adjusting to attending lectures and completing assignments or exams from home was incredibly difficult for the participant. Although it is now the new 'norm' to be studying from home, for on-campus students, this would not have been something they were accustomed to.

Another participant explained their frustration towards their lack of motivation, and whilst the intent to commit to the university work was there, it was difficult for the student to follow through with their intentions. The student described an internal battle about getting started with the essay and had difficulty determining its importance when compared to what was happening all over the world. University work was depicted as trivial when compared to the pandemic, and it seemed that their priorities had changed in relation to completing university work. Whether this was inadvertent or intentional is unclear.

> …I do not have the head space, like there's so much going on and I really wanted to get you a full copy but every time I sit and open my laptop I just...can't do it… I, struggled with getting motivation to actually start and write them…I wanna write this essay, I'm gonna do a paragraph and then I'd open my laptop and just stare at the screen…where's my motivation literally gone…so it was really hard and I felt…like I went back and forth with myself…like well everything else is going on in the world, is an essay important? It's not so it kind of been a bit of a, battle to get work down on paper (Participant 4)

Students also highlighted issues with procrastination, and often lacked the drive to commence their university work. One participant noted the challenges of enforcing a routine which they struggled to adhere to, despite the 'extra time'.

> …I find it difficult to start studying. So, we've got all this time. …i get up at a certain time, everything's more regimented…I think I'll start studying at a certain time…And I think right, come midday, I'll start studying…I can be sat here at two o'clock, three o'clock, and the hours have just gone…which… it's not really like me… But it's getting into it… I have actually had to request a couple of extensions…because I just couldn't get my head into it at all, no matter how hard I tried…. but I'm having to really force myself. I'm really, really struggling to…, I just struggle to focus. (Participant 6)

It is evident that whilst students recognise that university work requires completion, and the intention is there to engage with their studies, the difficulty lies with actually starting studying, and finding the motivation to begin. This highlighted the difficulty with motivation and working from home, which was a clear pattern across the participants.

*Uncertainty*

Participants seemed to be apprehensive about continuing their studies given the pandemic and lockdown. With no insight as to how university would operate during the next academic year, and no clear timeline as to when lockdown would end, it was not surprising that students were wary about how the rest of their academic life would develop.

> am I even gonna be able to get into third year you know, like is uni gonna continue, and then the possibility of it all being online… personally, I just can't do that… I just can't enjoy that…it's like that stress of, do I need to postpone the year and come back… I think just the uncertainty caused so much stress in uni… I just think the uncertainty of everything has just kind of taken a big toll on a lot of people… (Participant 1)

It is clear that the unpredictability of the climate meant that students were becoming more anxious about how their university life would be affected. They appeared unable to 'see' the future and what it might entail if university teaching were to continue in an online capacity. Students are usually aware of what to expect in each new academic year, however COVID-19 changed the student experience completely. There appeared to be some worry and uncertainty about how the next academic year would develop, and this induced anxiety within students as they felt unprepared to deal with this 'new' academic year.

> …my only concern now though is if things aren't back to normal by second year… how am I gonna adjust to that in terms of like uni assignments and lectures and like if there's no accountability, and I have to hold myself accountable…I know it's only a detriment to myself but sometimes it's hard (Participant 8)

Although students are expected to self-motivate and hold themselves accountable for their education prior to COVID-19, the uncertainty of the next academic year led students to begin to question whether they could uphold their responsibility as a student to attend online learning. Given that students were clearly struggling with their motivation to complete and engage with university

work, it seemed that the lack of accountability, and introduction of more 'distant learning' reduced the level of motivation a student had.

***Theme 2 – Academic support has become emotional support.***

As students were no longer attending campus lectures, their contact time with staff at the university had become more limited. Lecturers now facilitated online learning via video calls, and for most students, this was the only time they saw other students, and academic staff. Because of this, it was not surprising that students approached their lecturers for emotional support, as opposed to academic support.

> …do I say that I'm struggling with head space, do I ask her this, should I be sending her this, it was almost then, I pressed send… and run away erm but she replied later that day and she said no I totally get it and gave feedback and if I want anymore we'll talk, so you know what it felt lighter to know that yes I've said I don't have the headspace and she agreed, no I get it, having that then made me feel better about it (Participant 4)

Participants' approach to lecturers changed, whether intentional or not. There appeared to be some reluctance at first as to whether students should be contacting academic staff regarding their emotional well-being however the act of doing so was clearly of benefit to this student. There was a shift in viewing teaching staff as providing only academic support to providing more emotional support given the pandemic. The understanding from this member of staff helped this student feel the positive effects of help-seeking and highlights the importance of established relationships between teaching staff and their students.

> I think the biggest thing was them letting me know that I wasn't alone… And they were very vocal that, you know, all you have to do is send an email, we'll do our best to help you with your work, with what you're struggling to learn. Even if like mentally you're not 100% drop us an email… … you are not alone...like, we can work together. We can get through this together and I think that really just, like, helped…And they they're kind of not just acting like lecturers, they're kind of acting like family in that sense…we're gonna get through this together and constantly checking up and… update you on everything that they can think that is the best thing academically because…, you don't feel so frightened by that person anymore... so I think just my love for lecturers has gone way higher than normal cos yeah they really are all working their arses off and you can't discredit them for it (Participant 1)

It is clear that the participant valued the additional support from academic staff, and the sense of 'togetherness' that it brought. It was further illustrated that there had been a change in the

relationship between staff and students, and the university community was conveyed as being a 'family'. Overcoming personal barriers of perceiving academic staff as daunting, and the associated fear of reaching out regarding emotional problems demonstrated the positive benefits of help-seeking during the first pandemic lockdown.

***Theme 3 – Being a burden as a barrier to help-seeking.***

The occurrence of COVID-19 and the subsequent national lockdown meant that university students were no longer able to access campus in person from March 2020. This therefore meant that the ways in which students received support for their emotional health had to be adjusted to the new circumstances. Despite support services still operating within an online capacity, there appeared to be a sense of guilt and time-wasting in relation to using staff, and services time, as participants deemed their situation as not debilitating.

> …but you do feel like a bit of like a burden. … lot of people have it worse you know… I'm kind of like, do I ask them Like, do I email them because I need a bit of help or do I just cry, let it pass and get on with it. And a lot of the time, it's just the second option because it's kind of Like the reasons I'm feeling stressed and upset is very common reasons, especially in regards to uni… (Participant 1)

The participant appeared to perceive support services as being more suited for students who were experiencing more stressful situations. It seemed that the issues the participant was experiencing was the 'norm' for a university student, and these reasons did not serve justification for accessing additional support. They therefore 'left' the time for others who they perceived to be in more difficult situations during lockdown. Despite additional stressors existing, i.e., being in a pandemic, this notion of being a burden on staff and services time remained consistent.

> …I am conscious again of being a bit well, I'm coping, I'm not in a horrendous situation (Participant 4)

> I can just imagine people who are much worse and that makes me [unclear] err and that's why I don't do it… (Participant 5)

There seemed to be the perception that the experience of stress had to be overwhelming in order for participants to access support. Participants often felt that their personal situation did not

warrant the level of help the university services provide and therefore, they did not access support despite explaining their struggles of continuing with their university work at home during a pandemic. Further to this, the participants appeared to 'screen' themselves and their situations as a means to deem whether they were 'worthy' of using staff and services time. Despite being in unprecedented times, participants were quick to compare their current situation to hypothetical situations other students may be in, and this appeared to serve as justification for not accessing support during lockdown.

> …so many other people must be needing that support right now and I don't think…I need as much. I'd rather they do it for people that really do. erm almost like I'd be a time waster I guess…if I need support I should just get it anyway because it's there so I should use it…but erm I think it's almost guilt, like I'd feel guilty for using it so I kind of don't… (Participant 5)

Although the participant demonstrated an understanding of support being available, the personal barriers and perception of oneself as a time waster and associated feelings of guilt remained prevalent and prevented students from engaging in help-seeking behaviours.

For one participant, their support continued throughout lockdown, via phone calls. Despite having sought help in the first place, there was still the notion of being an inconvenience, with the participant explaining how they found it difficult to be honest about how they were feeling when the support was no longer face-to-face.

> … so there's phone calls, which aren't ideal really…I felt like the first few times…I was just like saying yeah I'm alright…when I wasn't…so I just needed to then be, be more honest…because it's quite easy to say over the phone yeah, yeah, I'm fine…and I don't like to inconvenience people…. So I don't like to like take some…take time out of someone's day talking about my feelings when they've probably got other things to do. But I understand that obviously That's their job. But that's just my own, That's just my mindset like I can't change it. (Participant 3)

Whilst it is evident that support services were able to adapt to continue offering support for students during the pandemic, there remained the issue of students being able to use the sessions to their full potential due to additional barriers existing. Discussing personal problems via a phone call and not having face-to-face contact appeared to create additional personal barriers preventing students from being honest about their feelings.

# 5 Discussion

The present study aimed to establish stress and anxiety levels amongst university students studying in the academic year 2019/20, explore help-seeking behaviours in relation to their stress and anxiety, and the effect of the first pandemic lockdown on the state of well-being, and help-seeking. The main findings of the study can be summarised. First, that stress, and anxiety scores were higher than reported normative data. Second, that previous help-seeking from informal sources at time point two, some awareness of services at time point three, and higher state-anxiety predicted actual help-seeking from informal sources at time point three. Furthermore, higher stress at time point two was associated with lower informal help-seeking at time point three. In addition, having good awareness at time point two, and being older, predicted actual help-seeking from formal sources at time point three. Third, that academic staff, and support services were cited as both the most likely and least likely service students would go to for mental health problems at time points two and three. Finally, that the experience of the first pandemic lockdown has affected students' motivation, and feelings about the future. In addition, the type of support students seek from teaching staff had shifted and reinforced the perception that a student is a burden acts as a barrier to help-seeking from support services.

In the current sample, perceived stress and state-anxiety scores were higher than reported normative data for men and women 18 years of age and older, and for US university students respectively (Cohen & Janicki-Deverts, 2012; Spielberger, 1983). Stress levels were significantly higher from time point one to three, and from time point two to three, illustrating a gradual decrease from time point one to two, and a notable increase from time point two to three. A similar pattern emerged for state-anxiety with significantly higher levels at time point three compared to time point two. The lack of significant change from time point one to two was not expected. In January, a student's workload can be expected to increase as the academic year progresses and therefore, it would be appropriate to assume that this could cause an increase in stress. On the other hand, it should be considered whether the Winter break allowed students a chance to

rejuvenate from the first semester, which may have influenced the levels of stress and anxiety recorded. However, the current study did not explore reasons for the lack of change during these time points, and it would be unjustified to form conclusions. An increase in stress, and anxiety was expected at time point three, as this occurred in April, where students were submitting their final assignments for the year and preparing for examinations. The current study did not assess whether these increases were a direct result of this, or COVID-19, and it is not clear which had more influence. However, the present study is unique in that the academic year the students experienced was abnormal, given the occurrence of COVID-19. This does provide a possible explanation for the notable increase in stress and anxiety as time point three in April 2020, approximately one month after lockdown measures had been implemented. Savage et al. (2020) found that perceived stress levels were higher, and mental well-being scores were lower in April 2020 compared to October 2019 and January 2020. Furthermore, Daly et al. (2020) reported an increase in the incidence of mental health problems from 2017-2019 to April 2020; this increase was more prevalent amongst 18–34-year-olds. This age range is typical of HE students and therefore supports the current finding of an increase in anxiety symptoms from before lockdown in January 2020 to during lockdown in April 2020. It is apparent that lockdown measures had a significant negative impact on students' well-being state. However, less is known about the practical impacts of lockdown measures. It is unclear what the levels of stress and anxiety would have been if the lockdown did not occur. It is also worth noting that although students in this sample demonstrated a significant increase in anxiety at the beginning of the first pandemic lockdown, the occurrence of COVID-19 and subsequent lockdown caused anxiety to the whole population. Shevlin et al (2020) found higher levels of anxiety amongst the general population after the first lockdown, than previously reported levels.

The help-seeking process involves firstly, recognising that one has a problem, then making a decision to seek help, and finally, what selection of help is available (Cauce et al., 2002). The current study explored factors affecting actual help-seeking at time points two and three and aimed to

understand what makes a student more likely to complete the act of help-seeking. The strongest predictor of actual help-seeking from informal sources at time point three was actual help-seeking from informal sources at time point two. Other significant predictor variables for actual help-seeking from informal sources at time point three included having some awareness of support services at the university and reporting higher state-anxiety levels. Higher stress levels at time point two were associated with less informal help-seeking at time point three. This could potentially be explained by the 'normalisation' of stress in educational settings. It seems that potentially having a good previous experience from help-seeking from informal sources made it more likely for the participants to return. If students are to rely on their informal social network for emotional support, it would be prudent to encourage HEIs to promote the use of peer support structured groups, where students can discuss, and work in a structured manner through their difficulties, sharing self-care strategies, and focussing on behaviour change (Byrom, 2018). This would allow students to receive adequate support and potentially improve their mental health levels, as it is unclear how substantial the support an informal social network provides to students based on the current study. Indeed, the Peer Listening Service at the University of Huddersfield that launched in October 2020 allows students to talk to a trained listener about any issues they may be experiencing in relation to university. It is thought that the shared understanding will encourage students to discuss problems with a peer, as well as to lessen the burden on support services. Aloia and McTigue (2019) found that for students perceiving higher workloads, receiving supportive informational communication, which is similar to problem-solving, as well as supportive emotional communication, focusing on showing empathy, love, and having a connection with someone, from family and friends seemed to alleviate the extent to which a student felt psychological damage. Furthermore, this type of support was suggested to facilitate good study habits in the form of time-management, and punctual assignment submissions. It is clear the positive effects an informal source of support can have on a students' emotional well-being, and their ability to work effectively. However additional research exploring this effect is required.

Given that previous research suggests that there are some positive effects of informal social support, it is not surprising that students in the current sample indicated higher intentions to seek help from informal sources, as well as intimate partner being the most popular source. Furthermore, friend was selected the most for actual help-seeking. Students who sought informal help at time points two and three recorded higher stress scores, as well as higher state-anxiety scores at time point three. This finding contributes to the established observation that students have a stronger preference to rely on their social support network for personal-emotional problems (Lo, 2002; Wilson et al., 2005; Rickwood et al., 2005; Eisenberg et al., 2011; Levin et al., 2018). In addition, previous research has suggested that having higher levels of perceived support from friends, family, and significant other was associated with experiencing lower levels of stress (Poots & Cassidy, 2020), as well as better well-being scores amongst those who actually sought help from their informal support network (Goodwin et al., 2016). However, Pidgeon et al. (2014) reported that the perception of available social support does not buffer from the effects of stress, anxiety, or depression. Despite the higher preference for informal help, there was no correlation between intentions to seek help from each individual source, and actual help-seeking. According to the Theory of Planned Behaviour, help-seeking intentions should be the strongest predictor of actual help-seeking behaviour (Ajzen, 1991), however higher intentions to seek help from an intimate partner did not lead to actually seeking help from this source in the present study. This was the case for all help sources. In addition, it is not clear how substantial informal support is when provided to students for stress-, or anxiety-related problems. Stress and anxiety levels in the current sample did not decrease from time point two to three, which might suggest that the support received was inadequate. The current sample appeared to be able to identify when they required additional support, albeit not at a professional level. It is important to consider whether the support received would have made a difference on stress, and anxiety, in the absence of the pandemic. The occurrence of COVID-19 and the subsequent lockdown was unanticipated, and it would be appropriate to assume that some would not have been prepared to cope effectively. In the same

way, informal sources of support may not have been well equipped to deal with the intensified levels of stress and anxiety experienced by their peers around the same time as the first lockdown.

Little research has explicitly examined actual help-seeking behaviour and instead focuses on help-seeking intentions, and its predictors. Therefore, the current study offers a unique insight into not only actual help-seeking behaviours amongst current students, but as well as in the middle of a global pandemic. More focus should be placed on actual help-seeking behaviours within future research, as this has the potential to influence an individuals' well-being due to completing the act of seeking, and receiving help, whereas intentions does not necessarily result in any change. In addition to this, the intention-behaviour gap requires further investigation to understand the help-seeking process and provide an explanation for this disconnection.

The strongest predictor of actual help-seeking from formal sources at time point three was age, as well as having good awareness of services at time point two compared to no awareness. These findings can have potential important implications within current educational practice. Having some level of mental health literacy in the form of having good awareness of support readily available at university is a significant facilitator to accessing professional support when required. HEIs should use this information to promote support services and their use at regular intervals throughout the academic year. During induction week, students are informed of support options, however the amount of information relayed to them can lead to saturation. This may lead to students forgetting what is available and where, which in turn can lead to low engagement rates with appropriate services and suffering with mental health and/or stress-related problems. Hunt et al. (2019) implemented a previously tested resource aimed at improving mental health literacy by obtaining and maintaining good mental health, understanding mental health disorders and treatments, decreasing stigma, and enhancing help-seeking efficacy. Over 80% reported an increase in knowledge about mental health, and 76.1% felt more comfortable seeking help for a mental health concern. The results from the present study are in line with this, as good awareness of

available support strongly predicted actual help-seeking from formal sources. However, as nearly ¼, and ¼ at time points two and three respectively indicated that they would seek help from no-one with one reason including a lack of awareness, this may offer a solution to this problem. However, it is important to consider the complexity of this relationship. In line with Cauce et al's (2002) process of help-seeking, it is important to consider that for some students, it may be the case that they do not perceive themselves to require help or perceive their stress to be of such a level that it requires input. Therefore, the intention to not seek help, as well as not having a good awareness of formal support available would not be considered problematic. Help-seeking is a subjective process; if a student perceives themselves to be prone to bouts of stress, it would be appropriate to assume that they are more aware of support available, and therefore more likely to engage with this.

To complement the predictors of informal and formal help-seeking amongst the current sample, open-ended questions within the online survey were used in order to further understand the help-seeking process. The content analysis identified barriers and facilitators to accessing support at the University of Huddersfield. Although students were asked to report services at this specific university, some reported sources including friends, GP etc. For the purpose of this analysis, only professional support sources will be referred to. It is apparent that having an established relationship with staff, whether that be academic teaching staff, or from support services including well-being and counselling, the Student Advice Centre, disability services etc. is significantly important for students to have if they are to access support. As students find it easier to disclose their problems with someone they trust and have a connection with, it is important for HEIs to encourage the development of rapport between teaching staff and students and establishing a connection with support services who are not in as frequent contact with students on a day-to-day basis. In addition, students value the different types of advice they can receive from teaching, or support staff. Despite academic staff and support services being the highest source of help for anxiety at time points two and three, they were also the least likely source of help for the same problem. For academic staff, students' perception of themselves was a barrier for reaching out for

support; students expressed fear of being judged, feeling like a burden, embarrassed, and experiencing awkwardness if disclosing to a member of teaching staff. As ambiguity exists surrounding the pastoral role of teaching staff (Hughes et al., 2018), it seems justified that students lack of understanding about the support they offer is misconstrued. In addition, not having an established relationship with academic staff meant students felt too uncomfortable to disclose personal issues with someone they do not know. Established relationships, or a lack of, served as both a facilitator and a barrier for going to academic staff for anxiety-related problems. It is not clear why these differences exist, but it would suggest that academic staff approach their work, and provision of support for students differently, which could explain why established relationship is both a facilitator and a barrier. HEIs should look to provide clear guidelines on the provision of pastoral care for students, which should be applied across all departments so that students are entitled to and can receive equal support. At both time points, support services were the most frequently reported as least likely to go to. At time point two, barriers included logistics of arranging a suitable appointment, a previous bad experience, or knowing someone with a bad experience. At time point three, lack of established relationship meant students were not comfortable disclosing their problems to a stranger as they did not want to be in a vulnerable state, in addition to being a time waster. The content analysis also revealed that 23.41% and 25% at time points two and three respectively indicated that they would go to no-one, or they did not know who to go to. There appeared to be an issue with mental health literacy, in that students lacked awareness of what support was available, or where it was based in order to receive it, as well as citing a preference for being self-reliant. This is consistent with previous research that has found students to be self-reliant (Sheppard et al., 2018) and having no awareness of available support (Dalky & Gharaibeh, 2019). As similar findings have been reported, it would suggest that additional actions are required to encourage students to access support and improve awareness of support services. Having better mental health literacy means an individual is more likely to seek help for mental health problems (Gorczynski et al., 2017), and interventions should be implemented to improve students' mental

health literacy, so they are equipped to seek support when required. It is important to consider the possibility that those students who indicated that they would go to no one, may have indicated this preference as they were not experiencing high levels of stress, or the stress they were experiencing was not having a significant impact on their quality of life.

Qualitative interviews were also conducted in an attempt to further understand the true impact the first pandemic lockdown had on university students in the academic year 2019/20, their experience of well-being, and help-seeking behaviours. The interview responses were hoped to provide some explanation for the sharp increases in stress and anxiety amongst the current sample from time point two in January 2020, and time point three in April 2020, which was approximately one month into the national lockdown. The effect of lockdown and social restrictions had a clear effect on students' motivation, and ability to 'get going' with their academic work. In principle, working from home sounds easy and doable, however the reality is that it brought about a much bigger challenge for students. Not attending teaching sessions on campus removed students' sense of accountability that is enforced by the university, and instead have to hold themselves responsible to complete the work at home. Although studying from home is now the new 'normal', there have been clear impacts of students' adjustment to this and having the motivation to engage in the same way one would on campus. Students described an internal battle, weighing up the importance of completing university work versus what was happening globally. Education was questioned as important, and its value evaluated in students' lives given the circumstances. There was the perception that university work was trivial compared to the pandemic, and students appeared to have a difficult time justifying engaging in the same way, referring to issues with headspace, and focussing on academic work. Similar findings have been reported; Song et al. (2020) found that 89% of 195 students indicated difficulty concentrating on academic work during COVID-19. Furthermore, Kecojevic et al. (2020) found similar findings where 73.5% of 162 found it difficult to focus on work, and 58.6% having trouble with online learning. Students have attempted to put a structure in place for hope that they would stop procrastinating and have the motivation to get started with work but

have found it did not have the same effect as timetabled lectures on campus does. The issue clearly lies with adjusting to online, distance learning, and potentially minimised social contact in a face-to-face environment. It seems that students were struggling to adapt to the new way of working and required additional input from the university to allow them to be better equipped to manage their days more effectively and navigate the next academic year. This is especially important given that students expressed concerns regarding the uncertainty of the future both within and outside of education. There was anxiety about continuing education with no clear guidelines about how this will look, and no timeline for the ending of lockdown on part of the government. Students faced uncertainty about progressing, with worries about not achieving suitable grades during lockdown, which supports the finding that 89.57% of 2,031 expressed concerns about their academic progress (Wang et al., 2020). Additionally, students had difficulty seeing how they could begin to enjoy university if the next academic year were to continue as it is. Students previously discussed difficulty adjusting to working from home, and how they could adjust further in the next academic year, or whether this was even possible. Although students recognised the implications of not getting started with their university work in a timely manner, the situation remained very difficult. It is important to note however, that face-to-face teaching was almost completed at the time of the first pandemic lockdown. Face-to-face teaching was terminated on 18th March 2020, with lectures and learning moved to an online capacity. This meant that students had around six weeks of online learning. Despite student's trepidation regarding their studies, their timetables would not have provided any additional structure during this time, and they would have been expected to self-motivate regardless.

Due to COVID-19, and a change in the provision of delivering educational content, there was also a shift in the perception of academic staff and their relationship with students. Students discussed approaching teaching staff for emotional support, although there was some reluctance, or apprehensiveness about this, which supports current research on the reluctance to seek help or admit vulnerability (Deasy et al., 2016). It is possible that as students were not on campus, they were

less aware of other support available, or they may only see teaching staff so feel more inclined to seek their support in the first instance. The benefits of disclosing struggles with academic staff were recognised, and it is positive that students were able to experience the help-seeking process in a beneficial way. However, there was an issue with the general reluctance at first of students to access support, as this may have prevented some students from ever reaching out. Despite this, it was evident that students' general fear of approaching staff for emotional support appears to have reduced, which may be in part due to the openness of staff, and the sense of togetherness. This may have encouraged students to disclose problems and receive appropriate support earlier, which may help reduce the extent to which students face high stress and anxiety levels. In addition, further research needs to be conducted to explore how teaching staff are providing pastoral support generally, as well as during COVID-19, to ensure that boundaries are in place, and that staff have clear guidelines on where support stops, where to signpost, and how students can access support out of office hours.

Students who sought help from formal sources reported higher stress levels at time point two, which supports current research findings that increasing stress symptoms predicts a greater likelihood of accessing support (Cage et al., 2018; Zochil & Thorsteinsson, 2018). This may be explained in part by the closure of campus and losing face-to-face contact with support services. The interview data also provides further explanation for students' help-seeking behaviours, and the perception of being a burden as barrier to help-seeking was highlighted. Students' perceptions of themselves as being timewasters, accompanied by a sense of guilt seemed to prevent a lot of students from accessing support when, given the levels of stress and anxiety, they required it. The perception of the normality of student stress was also evident, with many of the participants stating their situation was not debilitating and therefore did not require additional support. Whilst it may be perceived as positive that mental health is becoming normalised, it may also be preventing students from receiving support when required. In addition, the occurrence of COVID-19 was unprecedented, and it is concerning that students are 'normalising' their reaction to this. The 'screening' of their

personal situation acts as a way to determine whether students are 'worthy' of professional staff time is worrying, as it would suggest students are unable to recognise when they should access support. Furthermore, the understanding that because their situation is 'normal', despite the unique stressor of COVID-19, means that students felt the support offered was too high of a level for their current needs. Deasy et al. (2016) found that students lacked awareness, and understanding of support services, with students perceiving them as only appropriate for those with serious mental health problems. The same could be said for the current sample, with students 'leaving' appointment times for others who may be worse off. It seems that students may lack mental health literacy regarding when is the appropriate time to receive support. Students need to recognise that they have a problem in order to receive help (Cheng et al., 2018), with those having greater mental health literacy being more likely to seek help for mental health problems (Gorczynski et al., 2017). It would seem that the perception that their current situation is normal may be due to the students having difficulty identifying the symptoms of mental health, and having no knowledge on where to find appropriate, available resources. The process of help-seeking involves first recognising that one has a problem (Cauce et al., 2002). However, the 'normalisation' of students' current situations, despite displaying higher stress and anxiety levels than established norms, may be interpreted as an inability to recognise symptoms of ill mental health. Song et al. (2020) found that 97% of 195 students presumed others were experiencing similar stress and anxiety due to COVID-19. This supports the notion that mental health is becoming normalised however 93% of the same sample had not used the counselling services available.

*Limitations of the current study*

Although a major strength of the current study is that it longitudinally assessed student stress, mental health, and help-seeking over one academic year, more insight could have been provided if the study followed the same students throughout the course of their degree. This would allow fairer comparisons to be drawn between years of study, and the attribution of results may have been clearer, as well as to understand the longer-term impacts of experiencing high stress and

anxiety levels. Furthermore, it would have been useful to include a baseline measurement in the period prior to enrolling at university to understand whether the stress levels experienced were in 'normal' range for the students. The study provides unique insight into the struggles students in the academic year 2019/20 faced by continuing their education in light of COVID-19, and how access to support services had been affected. Furthermore, the current study measured help-seeking intentions and actual help-seeking behaviours in an attempt to determine whether intentions could predict behaviour whereas current research tends to focus on help-seeking intentions alone. Few studies exist exploring the relationship between intentions and actual help-seeking. However, further insight could have been provided by also measuring student's coping styles, and whether this had any influence on subsequent help-seeking behaviours. The use of the PSS (Cohen et al., 1983) to measure stress may not have fully encapsulated the unique stressors university students face or provide a reliable measure of academic stress when its intention is for general stress. To counter this, the University Stress Scale has been developed (Stallman & Hurst, 2016) which may provide a truer understanding of university students' stress in future research. Whether the experience of stress and anxiety was due to lockdown or university was not assessed, thus it would be inappropriate to claim that COVID-19 impacted students in the way the results and discussion suggest. However, the inclusion of qualitative interviews to explore students' perceptions of stress during lockdown and accessing support services aimed to shed light on the quantitative data, to provide a potential explanation for the observed steep trends of increased stress, and anxiety, from time point two to three. This study was only completed by students at the University of Huddersfield, and therefore, the findings are only relevant to this HEI. However, it could be expected that the findings would be similar across other HEIs; although the experience of university will not be universal at each establishment, it will be comparable. The sample size should have been larger for this study, in order to have greater statistical power. The power calculation suggested that 450 participants were required, however, only 127 complete responses were analysed which may have underpowered the results. One of the difficulties with longitudinal studies is attrition; the current

study attempted to reduce this with the inclusion of a prize draw where five participants received a £10 Amazon gift card for participating at all three time points. Future research should aim to over-recruit participants in order to account for attrition, as well as working inter-institutionally to allow a greater sample size. Finally, gender differences in help-seeking intentions, and actual help-seeking were not explored.

*Future research suggestions*

Future research should aim to follow the same sample of students throughout the course of their degree, to understand how stress and anxiety may vary by time of year, as well as year of study to provide an accurate portrayal of any fluctuations. It would also be of interest to continue to assess stress and anxiety levels, and subsequent help-seeking behaviours as lockdown measures are eased, and return to campus-based learning is phased in. Research exploring the relationship between help-seeking intentions and subsequent actual help-seeking is required, as most current research focuses on help-seeking intentions and its relationship with other variables. Little research exists on actual help-seeking behaviours, which is a major strength of the current study. Future research should also consider the relationship between mental health literacy and how this influences actual help-seeking. Furthermore, exploring the effects of social isolation would be of interest. Students may be experiencing significantly lower levels of social contact due to online learning. Having no established support network influences feelings of isolation and loneliness (Denovan and Macaskill, 2013), which can predict poor mental health (McIntyre et al., 2018) and increase the level of stress a student experiences (Pitt et al., 2018). Social rhythm (engaging with basic social activities) can predict positive levels of mental health a year later (Cai et al., 2017) however it is possible that due to stay-at-home orders, the current sample have missed out on socialising opportunities such as Welcome Week, course induction, and being in a lecture hall with new peers. Finally, gender differences should be explored in relation to help-seeking for mental health support; previous research indicates that males are less likely to intend to seek help than females which may be due to perceived stigma associated with seeking help (Zochil & Thorsteinsson,

2018). Additional research could explore the reasons for this, and aim to provide resolutions to HEI, to encourage more males to seek help when required.

*Conclusion*

The current study offers some explanation for help-seeking behaviours in the context of stress and anxiety levels, during a global pandemic. Stress and anxiety levels appear to have been affected by the lockdown; it is important for HEIs to consider these negative experiences, and aim to provide workshops targeting stress management, and mental health literacy to allow students to access more appropriate support before it is too late. There is interest amongst students to engage in online support such as email counselling, eTherapy, and online communities (Broglia et al., 2018). Considering COVID-19, and the shift to online support during the first lockdown, the university may consider encouraging the use of the Expert Self Care app (Brown, 2016) which would allow students access to relevant information on health and well-being problems. In turn, this may lead to an improvement in mental health literacy.

Taking into consideration the unique experience, and impact of the first pandemic lockdown, barriers have been identified to accessing support whilst learning from home, as well as the negative effects on students' ability to fully engage with their work. Students show a clear preference for informal sources of help for both stress, and anxiety; this area requires further research to understand whether the support provided is substantial in managing, or improving the experience of stress, and anxiety. Buddying systems are recommended (Brown, 2016) and the implementation of the Peer Listening Service has potential in supporting students with mild problems. However, additional research is required to explore the use of this system, and the subsequent effects it has on students' wellbeing. Ensuring that students are fully aware of support services available at the University of Huddersfield, may allow higher engagement rates to occur, thus leading to potentially lower stress, and anxiety levels. Clearly HEIs are proactive in the support offered to students, through workshops, and counselling and disability services however it is true that not enough students are able to make use of the support available due to potential poor mental health literacy.

Work needs to be completed on improving these so students do not normalise their experience of stress and anxiety when it is possibly worse than 'normal' levels, and to allow more appropriate support to be put into place sooner.

Teaching staff should be aware of fostering positive, open relationships with their students to reduce the reluctance to approach staff for mental health difficulties, but also to understand and uphold the university's duty of care boundaries (Brown, 2016), and how far they should support a student, and where to signpost them.

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Appendices

Appendix A – Advertising poster

# STUDENT WELL-BEING

I am looking for 160 students to participate in an online, **three-part** survey regarding academic stress and anxiety symptoms, academic achievement, help-seeking, and access to support services.

If you want to give your opinion on support provided by the University then please take part!

Psychology students will receive one SONA credit for completing each part

Interested? Scan the QR code or look for
"**Student well-being survey (time point one)**"
on SONA

For more information, please contact Megan Sedden (Researcher) email: Megan.Sedden2@hud.ac.uk

Appendix B – Demographic questions

**How old are you?**

**What is your gender?**

- ○ **Male**
- ○ **Female**
- ○ **Prefer to self-describe**

**What is your current year of study?**

- ○ **First**
- ○ **Second**
- ○ **Third**
- ○ **Fourth**

## Appendix C – The Perceived Stress Scale

**The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.**

**For each question choose from the following alternatives:**

**0 = never**
**1 = almost never**
**2 = sometimes**
**3 = fairly often**
**4 = very often**

| | 0 = never | 1 = almost never | 2 = sometimes | 3 = fairly often | 4 = very often |
|---|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? | ○ | ○ | ○ | ○ | ○ |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? | ○ | ○ | ○ | ○ | ○ |
| 3. In the last month, how often have you felt nervous and "stressed"? | ○ | ○ | ○ | ○ | ○ |
| 4. In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life? | ○ | ○ | ○ | ○ | ○ |
| 5. In the last month, how often have you felt that things were going your way? | ○ | ○ | ○ | ○ | ○ |
| 6. In the last month, how often have you found that you could not cope with all the things you had to do? | ○ | ○ | ○ | ○ | ○ |
| 7. In the last month, how often have you been able to control irritations in your life? | ○ | ○ | ○ | ○ | ○ |
| 8. In the last month, how often have you felt that you were on top of things? | ○ | ○ | ○ | ○ | ○ |
| 9. In the last month, how often have you been angered because of things that happened that were outside of your control? | ○ | ○ | ○ | ○ | ○ |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | ○ | ○ | ○ | ○ | ○ |

## Appendix D – The State-Trait Anxiety Inventory

**Read each statement and select your answer to indicate how you feel *right now*.**

| | 1 = not at all | 2 = somewhat | 3 = moderately so | 4 = very much so |
|---|---|---|---|---|
| 1. I feel calm | ○ | ○ | ○ | ○ |
| 2. I feel secure | ○ | ○ | ○ | ○ |
| 3. I am tense | ○ | ○ | ○ | ○ |
| 4. I feel strained | ○ | ○ | ○ | ○ |
| 5. I feel at ease | ○ | ○ | ○ | ○ |
| 6. I feel upset | ○ | ○ | ○ | ○ |
| 7. I am presently worrying over possible misfortunes | ○ | ○ | ○ | ○ |
| 8. I feel satisfied | ○ | ○ | ○ | ○ |
| 9. I feel frightened | ○ | ○ | ○ | ○ |
| 10. I feel comfortable | ○ | ○ | ○ | ○ |
| 11. I feel self-confident | ○ | ○ | ○ | ○ |
| 12. I feel nervous | ○ | ○ | ○ | ○ |
| 13. I am jittery | ○ | ○ | ○ | ○ |
| 14. I feel indecisive | ○ | ○ | ○ | ○ |
| 15. I am relaxed | ○ | ○ | ○ | ○ |
| 16. I feel content | ○ | ○ | ○ | ○ |
| 17. I am worried | ○ | ○ | ○ | ○ |
| 18. I feel confused | ○ | ○ | ○ | ○ |
| 19. I feel steady | ○ | ○ | ○ | ○ |
| 20. I feel pleasant | ○ | ○ | ○ | ○ |

**Read the following statements and select your answer to indicate how you *generally feel*.**

| | 1 = almost never | 2 = sometimes | 3 = often | 4 = almost always |
|---|---|---|---|---|
| 1. I feel pleasant | ○ | ○ | ○ | ○ |
| 2 . I feel nervous and restless | ○ | ○ | ○ | ○ |
| 3. I feel satisfied with myself | ○ | ○ | ○ | ○ |
| 4. I wish I could be as happy as others seem to be | ○ | ○ | ○ | ○ |
| 5. I feel like a failure | ○ | ○ | ○ | ○ |
| 6. I feel rested | ○ | ○ | ○ | ○ |
| 7. I am "calm, cool, and collected" | ○ | ○ | ○ | ○ |
| 8. I feel that difficulties are piling up so that I cannot overcome them | ○ | ○ | ○ | ○ |
| 9. I worry too much over something that really doesn't matter | ○ | ○ | ○ | ○ |
| 10. I am happy | ○ | ○ | ○ | ○ |
| 11. I have disturbing thoughts | ○ | ○ | ○ | ○ |
| 12. I lack self-confidence | ○ | ○ | ○ | ○ |
| 13. I feel secure | ○ | ○ | ○ | ○ |
| 14. I make decisions easily | ○ | ○ | ○ | ○ |
| 15. I feel inadequate | ○ | ○ | ○ | ○ |
| 16. I am content | ○ | ○ | ○ | ○ |
| 17. Some unimportant thoughts run through my mind and it bothers me | ○ | ○ | ○ | ○ |
| 18. I take disappointments so keenly that I can't put them out of my mind | ○ | ○ | ○ | ○ |
| 19. I am a steady person | ○ | ○ | ○ | ○ |
| 20. I get in a state of tension or turmoil as I think over my recent concerns and interests | ○ | ○ | ○ | ○ |

## Appendix E – The General Help-Seeking Questionnaire

**Below is a list of people who you might seek help or advice from if you were experiencing a personal or emotional problem. Please indicate how likely it is that you would seek help from each of these people for a personal or emotional problem during the next 4 weeks?**
**1 = extremely unlikely**
**3 = unlikely**
**5 = likely**
**7 = extremely likely**

| | 1 = extremely unlikely | 2 | 3 = unlikely | 4 | 5 = likely | 6 | 7 = extremely likely |
|---|---|---|---|---|---|---|---|
| 1. Intimate partner (e.g. girlfriend, boyfriend, husband, wife) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. Friend (not related to you) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. Parent | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. Other relative/family member | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Mental health professional (e.g. psychologist, mental health/well-being advisor, counsellor) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Phone helpline (e.g. Samaritans) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Doctor/GP | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Teacher (personal tutor, lecturer) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Someone else not listed above. Please tell me who this would be: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. I would not seek help from anyone | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

## Appendix F – The Actual Help-Seeking Questionnaire

**Below is a list of people who you might seek help or advice from if you were experiencing a personal or emotional problem.**
**Tick any of these people who you have gone to for advice or help in the past 4 weeks for a personal or emotional problem and briefly describe the type of problem you went to them about. You can tick more than one person.**
**We are only interested in problems which are directly, or indirectly related to your current situation as a student, for example being stressed about deadlines.**

- ☐ **1. Intimate partner (e.g. girlfriend, boyfriend, husband, wife)**
- ☐ **2. Friend (not related to you)**
- ☐ **3. Parent**
- ☐ **4. Other relative/family member**
- ☐ **5. Mental health professional (e.g. psychologist, mental health/wellbeing adviser, counsellor)**
- ☐ **6. Phone helpline (e.g. Samaritans)**
- ☐ **7. Doctor/GP**
- ☐ **8. Teacher (personal tutor, lecturer)**
- ☐ **9. Someone else not listed above**
- ☐ **10. I have not sought help from anyone for my problem**

## Appendix G – Awareness question

**Please tell me what services you are aware of at the University of Huddersfield that offer support and guidance for students experiencing mental health difficulties.**

## Appendix H – Facilitators and barriers to support questions

**If you found yourself to be experiencing mental health difficulties, specifically *anxiety*, what service, or what person at the University of Huddersfield would you be most likely to go to?**

**Please can you explain your reasoning for this**

**If you found yourself to be experiencing mental health difficulties, specifically anxiety, what service, or what person at the University of Huddersfield would you be least likely to go to?**

**Please can you explain your reasoning for this**

Appendix I - Information sheet for quantitative survey

**TITLE**
Student well-being

You are being invited to take part in this study exploring perceived academic stress and anxiety amongst students at the University of Huddersfield, and their use of support services. Before you decide to take part, it is important that you understand why the research is being done, what it will involve, and what will happen to the data you provide.

Please take time to read the following information carefully and discuss it with the researcher if you wish. Please do not hesitate to contact the researcher if something is not clear or if you would like more information.

**WHAT IS THE STUDY ABOUT?**
This study aims to explore the relationship(s) between perceived academic stress and perceived anxiety experienced by students at the University of Huddersfield across three points over one academic year. The study also aims to determine whether there may be an association between stress levels and anxiety symptoms on academic achievement. Student's help-seeking intentions, and the use of the support services provided by the University of Huddersfield will also be explored. It is hoped that the answers provided will allow for current services to develop and be more tailored to current students.

**WHO IS THE TARGET AUDIENCE?**
You have been asked to participate as you are a student at the University of Huddersfield.

**WHAT WILL I NEED TO DO?**
If you agree to take part in the research, you will be asked to complete several online questionnaires at three different times over one academic year. You will also be asked several questions on your reasoning for accessing certain types of support at the University of Huddersfield. The time taken to complete the study will vary at each time point but it is expected to last approximately 30-45 minutes.

**DO I HAVE TO TAKE PART?**
It is your decision whether you take part. You can still withdraw now, or in the future, without giving a reason by contacting the researcher. You will be able to withdraw your answers until 1st May 2020, at which point it would no longer be possible to do this as data analysis will have begun. You can withdraw your answers by contacting the researcher (Megan.Sedden2@hud.ac.uk) and providing your custom ID which you will have received after completing time point one of the research.

**WHO WILL HAVE ACCESS TO THE DATA?**
Personal data shared by participants in this study (Student well-being) will be held confidentially by the University of Huddersfield in accordance with the requirements of the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
The University is the Data Controller and is responsible for its secure management. The research team are the data processors.
No information provided will be shared in a way that would allow participants to be personally identified.
The data will be securely stored for 10 years. It will then be safely destroyed.
Quotes used in any resulting report will be anonymised.

The University of Huddersfield is the Data Controller. Complaints should be addressed to the University Solicitor (the Data Protection Officer - data.protection@hud.ac.uk).
Appeals can be made to the Information Commissioner's Office if a participant is not satisfied with the response from the University.
Information provided may be presented to stakeholders at the University of Huddersfield in the concluding dissertation, but your responses will remain anonymous.

**RISKS AND BENEFITS OF PARTICIPATING**
There are no direct benefits of participating in this study. However, the data provided may be presented to stakeholders at the University of Huddersfield to develop or change current support services offered to students. The potential risk of participating is that you may find yourself becoming distressed due to the topic of research. If you find yourself to be experiencing psychological distress or discomfort, it is advised that you discontinue the study, and contact the University Wellbeing and Disability Services (01484 471001) or the University Health Centre (01484 430386) for support and advice.

**ETHICS**
Ethical approval has been obtained from the School of Human and Health Sciences Research Ethics Committee at the University of Huddersfield.

You will be required to provide an email address in order to complete the subsequent questionnaires. It is important that you are aware that at first your answers will not be anonymous. However, this will be removed once your data has been matched across all time points, and anonymity will be restored. Your answers will be stored in a password protected folder and will therefore be confidential.

Megan Sedden Megan.Sedden2@hud.ac.uk

Dr Susanna Kola-Palmer (academic supervisor) s.kola-palmer@hud.ac.uk

Dr Timothy Gomersall (academic supervisor) T.Gomersall@hud.ac.uk

Appendix J – Consent form for quantitative survey

Thank you for your interest in this project. Before you begin, it is important that you read, understand and consent to the following statements. Your contribution to this research is entirely voluntary and you are not obliged in any way to participate. If you require any further details, or have any questions, please contact your researcher, Megan Sedden, at Megan.Sedden2@hud.ac.uk.

- I have read the information sheet and understand the purpose of the research.
- I have been given the opportunity to ask questions about the study.
- I understand that I can withdraw myself and my responses from the study at any time without reason. I should contact Megan Sedden (Megan.Sedden2@hud.ac.uk) if I wish to withdraw my contribution.
- I understand that my answers cannot be withdrawn after 1st May 2020, as data analysis will have commenced at this point.
- I understand that the information I share, including anonymised direct quotes, may be included in any resulting report.
- I understand that my identity will be protected, and that all data will be anonymous and confidential.
- I understand that no person other than the researcher and supervisors will have access to the information I provide.
- I understand that the information collected will be kept in secure conditions for a period of 10 years at the University of Huddersfield.
- I understand that the information I provide may be shared with stakeholders at the University of Huddersfield.
- I understand that the researcher will contact me in the future to remind me to complete time points two and three of the current research.
- I understand that the researcher will email me copies of the information sheet and debrief sheet for my own records.
- I consent to taking part in all three parts of this research.

Appendix K – Debrief for quantitative survey

**Participant Debrief and Advice Sheet**

Thank you for participating in this study concerning the relationship of perceived stress, anxiety symptoms, help-seeking, and the use of support services amongst students at the University of Huddersfield. The research hopes to understand whether certain periods of the academic year are associated with higher levels of perceived stress and anxiety symptoms, and how students attempt to help and support themselves by accessing services provided at the University of Huddersfield. Your answers will remain anonymous and confidential, and you still have the right to withdraw without giving a reason. If you would like to have your answers withdrawn from the study, please contact Megan.Sedden2@hud.ac.uk, stating your random ID presented to you when upon completing time point one.

The study was designed in a non-diagnostic nature. However, if you have experienced any psychological distress or discomfort as a result of the topics covered in the study, the following support services can provide advice and guidance:

| | |
|---|---|
| Big White Wall | bigwhitewall.com |
| University Health Centre | 01484 430386 |
| Wellbeing and Disability Services at the University | Contact iPoint:<br>• 01484 471001 or<br>• At ipoint@hud.ac.uk or<br>• In person on Level 4, Student Central<br><br>To book an on the day, or book in advance wellbeing, or mental health appointment with one of the Wellbeing or Mental Health Advisers at the University. |

Appendix L – Interview schedule

<u>What effect has the current pandemic had on the perception of academic stress?</u>

The interview will be semi-structured, with open-ended questions exploring the experience of student stress prior to the pandemic, and how the pandemic may have impacted the perception of academic stress.

Participants will be emailed an information sheet and consent form prior to the interview. To participate they must return the signed consent form to the researcher by email. As not all students will have access to a printer, students are able to type their name rather than physically sign it.

The interview will begin with the researcher ensuring the participant consents to the interview and it being recorded. Participants will then be asked their year of study, where they are currently at with their course (any assignments/exams left), and whether they are enjoying their course.

The following statements will then be used as probes:

- Discussion of participants' experience of stress during and throughout this academic year. Attempt to identify which periods were most stressful and why
    - Discuss beginning of academic year, middle and end (now)
        - Can you tell me about any stress you experienced at the beginning/middle/end of the academic year?
            - Which period/situation was the most stressful?
                - How did this make you feel?
            - Which period/situation caused the least stress/was easier to cope with?
                - Reasoning for this
    - Additional questions will be asked once the participant discloses to the researcher their personal sources of stress. Doing so will allow a deeper understanding of individual differences with stress reactions, and the perception of stress.
        - E.g. why did (stressor) cause you the most stress
    - How has the current pandemic (COVID-19) impacted your stress levels?
        - How has the combination of COVID-19 and university affected your perception of stress?
            - How has this affected your academic work/performance?
                - Does this make the situation more stressful?
            - How does the current situation make you feel in relation to your university work?
            - What is it about the current situation that is so stressful? Or not stressful?
                - Why do you feel like this?
- Discussion of help-seeking in relation to the experience of stress previously discussed
    - Where did the participant seek help from at each time?
        - Discussion of whether this help was beneficial or not. What could have been better
    - If help was not sought what prevented them from doing so
        - Additional questions will be asked depending on the answer given. E.g. why did this stop you from seeking help? What could the university have done to enable easier access to (help source)?
    - If help was not sought, how did the participant cope with the stress previously discussed?
        - Did the participant think they coped well?

- How has the current pandemic (COVID-19) impacted your ability to seek help? Refer to previous question about who they sought help from
    - Has your help-seeking behaviours changed as a result? I.e. has the closure of campus prevented you from accessing the support previously mentioned?
    - Have other alternatives been available to you?
        - What other sources of support from the university would have been beneficial during this period?

The interview will end with the researcher asking the participant the best thing that has happened to them this academic year to end the interview on a more positive note.

Appendix M – Interview information sheet

**TITLE**
Academic stress, anxiety symptoms, and academic achievement: to what extent do students at the University of Huddersfield access relevant services to support their emotional needs?

You are being invited to take part in this interview which will explore the student experience of stress during the COVID-19 outbreak. Before you decide to take part, it is important that you understand why the research is being done, what it will involve, and what will happen to the data you provide.

Please take time to read the following information carefully and discuss it with the researcher if you wish. Please do not hesitate to contact the researcher if something is not clear or if you would like more information.

**WHAT IS THE STUDY ABOUT?**
The interview aims to explore the experience of student stress, and will be used alongside the data collected via the online study which you have already participated in. It is hoped that the answers provided will allow for current services to develop and be more tailored to current students.

**WHO IS THE TARGET AUDIENCE?**
You have been asked to participate as you are a student at the University of Huddersfield, and have participated in the online student well-being survey.

**WHAT WILL I NEED TO DO?**
If you agree to take part in the research, you will be asked to take part in an interview with the researcher to explore your own experience of stress at university. The time taken to complete the interview will vary for each participant but is expected to last no longer than one hour.

**DO I HAVE TO TAKE PART?**
It is your decision whether you take part. You can still withdraw now, or in the future, without giving a reason by contacting the researcher.

**WHO WILL HAVE ACCESS TO THE DATA?**
Personal data shared by participants for this research will be held confidentially by the University of Huddersfield in accordance with the requirements of the General Data Protection Regulation (GDPR) and Data Protection Act 2018. Information provided may be presented to stakeholders at the University of Huddersfield in the concluding dissertation, but your responses will remain anonymous.

**RISKS AND BENEFITS OF PARTICIPATING**
There are no direct benefits of participating in this study. However, the data provided may be presented to stakeholders at the University of Huddersfield to develop or change current support services offered to students. The potential risk of participating is that you may find yourself becoming distressed due to the topic of research. If you find yourself to be experiencing psychological distress or discomfort, it is advised that you discontinue the study, and contact the University Wellbeing and Disability Services (01484 471001) or the University Health Centre (01484 430386) for support and advice.

**ETHICS**
Ethical approval has been obtained from the School of Human and Health Sciences Research Ethics Committee at the University of Huddersfield.

Megan Sedden Megan.Sedden2@hud.ac.uk

Dr Susanna Kola-Palmer (academic supervisor) s.kola-palmer@hud.ac.uk

Dr Timothy Gomersall (academic supervisor) T.Gomersall@hud.ac.uk

Appendix N – Interview debrief sheet

**Participant Debrief and Advice Sheet**

Thank you for participating in the interview regarding academic stress, academic achievement, and the effect of COVID-19. The interview hopes to further understand how academic stress and achievement may be related, as well as exploring how COVID-19 may have impacted the perception of stress.

Your answers will remain anonymous and confidential, and you still have the right to withdraw without giving a reason. If you would like to have your answers withdrawn from the study, please contact Megan.Sedden2@hud.ac.uk.

The recording of the call will be stored on a password protected computer to allow for transcription. Any information collected will be kept in secure conditions for a period of 10 years at the University of Huddersfield. Any quotes within the interview may be used within the written-up thesis under pseudonyms.

The study was designed in a non-diagnostic nature. However, if you have experienced any psychological distress or discomfort as a result of the topics covered in the interview, the following support services can provide advice and guidance:

| | |
|---|---|
| Big White Wall | bigwhitewall.com |
| University Health Centre | 01484 430386 |
| Wellbeing and Disability Services at the University | Contact iPoint:<br>• 01484 471001 or<br>• At ipoint@hud.ac.uk or<br>• In person on Level 4, Student Central |

To book an on the day, or book in advance wellbeing, or mental health appointment with one of the Wellbeing or Mental Health Advisers at the University.

Appendix O – Content analysis quotes

Quotes for self-reported likely service for mental health difficulties at time point two

| Likely source | Reason | Quote |
|---|---|---|
| Academic staff | Established relationship | *'We already have established trust, and we are in regular contact so it makes sense to speak to her'* |
| | | *'Because I already know and I am comfortable with speaking to my personal tutor'* |
| | Signposting | *'The only contact I would know who could point me in the right direction of who could help me.'* |
| | | *'They would be able to refer me to potential services that I may be unaware of'* |
| | Practical advice | *'I feel as though my problems would stem mainly from workload or difficulties with the work and she would be able to help me get on track to resolve my worries'* |
| | | *'If I was anxious about work, like my workload, my understanding, or my perceived ability to cope in general with my course, I'd speak to my personal tutor, as they could give me support and advice relative to helping me improve'* |
| Student support services | Professional advice | *'I maintain awareness of my mental health, and know that very little of my anxiety/depression/stress is due to coursework. As such, professional counselling to address outside influences which causes anxiety (which may impact coursework) is a more appropriate option than short-term well-being appointments.'* |
| | | *'It is the most convenient, they are located centrally and because they are already there I am not inconveniencing anyone.'* |

Quotes for self-reported unlikely service for mental health difficulties at time point two

| Unlikely source | Reason | Quote |
|---|---|---|
| Academic staff | Perception of self | *'They have enough on already without having to deal with my issues.'* |
| | | *'It seems embarrassing to discuss issues you have with their subject, might come across as slacking for not understanding'* |
| | Lack of established relationship | *'don't really form relationships with them like you do with high school or college teachers. they don't even know your bloody name, therefore have no desire to disclose personal subjects'* |
| Student support services | Bad experience | *'Didn't help last time and offered me no support following an incident last year even when they where aware I already suffer from GAD and depression.'* |
| | | *'I have heard from classmates that it is not very helpful.'* |

Quotes for self-reported likely service for mental health difficulties at time point three

| Likely source | Reason | Quote |
|---|---|---|
| Student support services | Professional advice | *'i believe these have the right skills to be able to help me, it is also in a professional environment which helps to reduce my anxiety'* |
| | | *'Because the are experienced in helping students manage anxiety and have a good idea of the stresses students go through on a day to day basis'* |
| | | *'She is very similar to me in some ways and I think she just 'gets' how to calm me down. Rachael was the first member of staff that I met in September, just before starting university. She really helped me to settle in and is there when I need her. Sometimes she's even made time for me as soon as I've emailed if I feel that I'm in crisis'* |
| Academic staff | Established relationship | *'Have built up a good relationship since starting, feel she is able to provide support and guidance and refer me to any other services or outline what I need to do (e.g. extenuating circumstances) where necessary'* |
| | Practical advice | *'My stress and anxieties are a direct result of university and I feel that talking to my tutors first might help me better understand my assignments and reduce the level of anxiety I'm experiencing'* |
| | | *'They may be able to give me some advice into how to complete my assignments or exams meaning my anxiety would be reduced'* |

Quotes for self-reported unlikely service for mental health difficulties at time point three

| Unlikely source | Reason | Quote |
|---|---|---|
| Academic staff | Lack of established relationship | *'I don't feel as though I have a personal relationship with them therefore I'm less likely to open up about my anxiety'* |
| | | *'I don't know them and they don't have time for this kind of stuff'* |
| | Perception of self | *'They know you personally and I would feel judged'* |
| | | *'Because I wouldn't want them to think I didn't have what it takes to complete the degree'* |
| Student support services | Lack of established relationship | *'You're just another person in the system that they need to deal with. They don't know you and they don't have time to build any real relationship to help you'* |
| | | *'Not met them before so it's an anxiety provoking service in itself'* |
| | Perception of self | *'I wouldn't feel like I could access this service as it's for people that experience worse mental health issues than me'* |
| | | *'I feel like I'd just be wasting time'* |

Quotes for no-one/don't know help source at time point two

| Reason | Quote |
|---|---|
| Lack of awareness | *'I wouldn't know how to find the well-being centre or the best person to talk to'* |
| | *'I don't really know what's on offer at the uni'* |
| Lack of established relationship | *'I don't feel close enough to any service or person here that I can talk to them'* |
| Self-reliance | *'it's take time, which I need for working on assignments, and is very hard to admitting yourself that we experience situations like that even our marks are down, I am strong person and I know I can do it myself without help, I am a fighter'* |

Quotes for no-one/don't know help source at time point three

| Reason | Quote |
|---|---|
| Self-reliance | *'It would make the issue more serious and so would make it worse. I have managed without help'* |
| | *'I wouldn't reach out for help. I'd "just get on with it"'* |
| | *'I feel like it's my own problem to deal with.'* |
| Lack of shared understanding | *'no offence to them but they are all white people who wont understand what we go through. all they will say is talk to your mum or a family member. all that will get me is my mum saying everyone goes to uni so why are you soo stressed, cant you even do that? aka she berates me. and i dont want to tell everything to someone random all my problems with uni and family life.'* |
| | *'I dont tend to find comfort talking to others about things which does not affect them.'* |
| Lack of established relationship | *'I don't really feel I have a connection with anyone at University that I would want to speak to about something like that'* |
| | *'No one would understand, and I don't feel comfortable telling anyone'* |

Appendix P – Transcribed interviews

Participant one

Interviewer:: So just to begin, I just need to ask some demographic questions. So how old are you?

Participant 1: I'm 20 years old.

Interviewer:: And what course are you studying?

Participant 1: I'm doing psychology

Interviewer:: What year are you in?

Participant 1: I've just finished second year, going into third

Interviewer:: How are you finding it? Do you enjoy it?

Participant 1: Erm I overall I really enjoy the course, but I think that especially like during times like this, like the stress can get to where you're just constantly like, I don't want to do this anymore.

Interviewer:: Yeah, I remember that all too well

Participant 1: Overall it is an alright course

Interviewer:: Yeah. So have you finished all your assignments and exams?

Participant 1: Yeah, I just finished them last Wednesday, last Tuesday

Interviewer: Do you feel relieved, like now you've kind of got them out the way

Participant 1: I am yeah. I'm just worried that they're gonna come back to me and be like, Oh, you've got to resubmit it because you didn't pass, I'm like no, I don't want to do that

Interviewer: I hope they'd be a little bit more lenient just with what's going on. But we'll see. Um, what were your most recent marks or as many as you can remember.

Participant 1: Usually I get between like 40 50 odd %, but my past ones, I got 75 and 68%. I don't know if that's because they've been way too lenient, or because I've just had a bit more time to just focus solely on on university work during these times.

Interviewer: Yeah. So as you know, I'm interested in academic stress and mental health among students, but more specifically how this might like affect your performance and your achievement in assignments or exams. So with the current pandemic I'm interested to see like how your stress has changed, throughout the year, so like pre lockdown to now. So when you're ready, if you think back to like, the beginning of this academic year, so when you enrolled in second year, had your first week of lectures, around that sort of time, how were you feeling?

Participant 1: I think it was kind of like, excited, because obviously in Second year you get to choose a couple of modules that you're interested in and it was just kind of like I was really excited to be able to like up my grades from first year erm a bit nerve racking because you know that like second year goes towards your finals, but yeah, overall I was quite excited. And I were able to see my friends again, which was really nice. Oh, yeah, I was just I was really motivated, I was really ready to like, crush the year

Interviewer: Yeah, that's really good to hear. So was anything stressful for you, like at that time.

Participant 1: I don't think the stress started until about November, December time. In December, I'd unexpectedly lost my grandma.

Interviewer: I'm sorry.

Participant 1: And from there it is kind it's kind of like a bit of a spiral, just trying to you know, like I had assignments instead of requesting extensions I were just Like I wanna get it of the way and I just tried to stay positive and motivated but it slowly went down and then the pandemic happened and I just lost all of my motivation completely

Interviewer: Yeah that's definitely understandable. so if we just go back to the beginning of the year was anything else happening at that time so you said that you were excited to like start second year like smash it and seeing all your friends again was anything else happening like maybe in your personal life or in university but not really you course that might have impacted the way you were feeling or if you perceived anything to be stressful.

Participant 1: Probably Maybe freshers fair. I ended up signing up to a few societies that I'd never really done. First year I kind of like avoided it at all, I just went to freshers erm but yeah in second year I just kind of I think I was just excited to become like a different person. I think first year yeah, try and figure out who you are and you get lost in so many different identities.

Interviewer: Yeah.

Participant 1: And then in second year, I was kind of like, I think I know who I am. And I was ready to try and like, grow as that person. But yeah, I didn't really, as far as I can remember, I didn't really have much stress just about making sure that I could you know I could succeed in second year.

Interviewer: Yes. So from what you've said like the start of the year was probably quite a positive time for you like with your feelings and your emotions. And was there anything that happened that, what I'm kind of interested in now is like, how you might have coped with your feelings, but obviously because you you're saying that nothing was really stressful at that time. I don't know if like you had an coping strategies that you still used regardless of how you were feeling if that makes any sense.

Participant 1: Yeah, I think I think the reason I was calm is because in first year I kind of had those coping strategies erm you know, like staying to myself, it might have just been like, you know like, if I felt like I wanted to stay in bed all day just to allow myself to do that. And you know, not not feel the guilt of having to call into uni and say I'm well or I can't come in today or, you know, it was just kind of like, giving myself that benefit of the doubt of, if my body's genuinely saying stay in bed. Because, you know, it's not because of laziness. It's just because it's, it's saying I need rest And I'm just allowing that so I think I just, I learned how to look after myself a lot better in the second year so when I you know, when I went to go in, I had a bit more of a plan of, you know, attend lessons, the best I can, allow myself to have evenings off at certain times to de stress and to not, you know, overwork myself and yeah, just things like that. It might have just even be like, you know, I have like a 30 minute shower instead of a 20 minute one But they would they were just little coping strategies that I could just, you know, just relax with

Interviewer: Yeah, definitely. so you'd already like built your coping mechanisms like you'd found out what worked for you in first year and then that's like kind of helped you. Yeah, to settle better in second year so you didn't even if something was stressful, you didn't see it as stressful because you'd already had those mechanisms like tried and tested sort of thing?

Participant 1: Yeah like in first year I had Like a lot worse going on so It kind of I realised what wasn't working for me. And I tried the opposite. And it seemed to work out a bit better. But yeah, compared to like the end of first year and second year, You know, someone could say something about me in second year and I just push it off because I'm like yeah, I've had a lot worse in first.

Interviewer: Yeah. I've got a question just to like, obviously like you said, You weren't really feeling any sort of stress at the beginning of the year. But I'm just gonna ask anyway like, did you seek any support or help from anyone like so friends family, or maybe, not professional, but just like the services at uni, like well being student advice centre, did you go to any of them sort of people at the beginning of the year?

Participant 1: I went to some of my tutors and I went to some of my friends erm because of although overall I wasn't like, I wasn't stressed or feeling quite down, there were certain days where I'd, you know, I just felt a bit overwhelmed. And so, you know, I'd go see them for maybe some advice or maybe just to talk like my friends have just talked to them. And my tutor, I kind of like made a bit of a plan of, you know, meeting up if I needed to before like, an assignment was due, I could meet up with them and we could have a chat and plan out how to do an assignment without leaving it last minute. But yeah, I def, I definitely felt like in first year, I didn't seek any help, because you kind of feel like, you feel at first, no one's there for you because you're meant to be independent and then in second year, I actually realised that everyone was there for you. You just have to, you know, message them and be like, can I have a meeting please because I don 't quite understand what you're talking about.

Interviewer: Yeah, so it seems like for you, speaking to your personal tutor, but like laying out like what What you want from them in terms of support is the best, like, works better for you rather than just going in, having them think on their feet in the spur of the moment like you like sort of, like the planning of it knowing like what you're going to get out of it. Yes, that's fine. So if I move to the middle of the year like around Christmas time, obviously you said about unfortunately, you lost your grandma. if we just, I'm not disregarding your feelings but if you're just like, not forget it, but just put this aside for a minute. How else were you feeling around this sort of time?

Participant 1: I think when it gets to like Christmas time anyways, it's kind of like you're halfway through the year and that can get quite intimidating. Because obviously, you've done like you've done the first half, you kind of in the borderline, like you're in the middle now and it's kind of like it's either gonna go up or it's gonna go down. And I think the stress there can really hit because you, Although you, like, your education doesn't stop until like May, the learning kind of stops in like March. Then you're like I've got two exams, I've got eight assignments, my lecturer is gonna be busy and you're trying to, trying to create a plan of how to sort out how you deal with uni and then your emotions get on top of you, and work gets on top and then you've got Christmas and things and you, it's a very, it's a very sticky situation so yeah, so I think the middle is it's just the middle of the year for me and It's one of those things where you're like, I'm either gonna go insane or I'm gonna slightly go insane but there's no level of saneness going on here.

Interviewer: So what like specifically was stressful for you at that time.

Participant 1: I think being able to contact tutors, and you find, especially if you move, you're moving back home for the holidays, Or just even if you if you live by yourself, it's kind of like trying to find the time to get work done. Because you can't you know, you always do that thing where you're like, I'll start it tomorrow or I'll start it alter, I'll do an hour work or whatever. And then, you know, you're on your phone for 45 minutes. You're like, well, that's my hour up. So yeah I think it's just about like

finding the time and motivation to do something. As well as being able to contact tutors and even your friends. Because resources seem to be quite limited at that time.

Interviewer: Yeah definitely,

Participant 1: you can't just like nip out to the coffee shop or nip out to the library and work with your friends. It's kind of find your space and get on with your work.

Interviewer: Yeah, definitely. was anything else happening at this time that might have impacted the way you were feeling?

Participant 1: Other than in my personal life about my gran, I don't think, I don't think much did.

Interviewer: So you've said that you're feeling, like what I've interpreted is that you'd like quite stressed about, like having access to the resources and support during the Christmas break. And obviously like all your assignments kind of building up around this point, could you tell me how you coped with those feelings and like that situation?

Participant 1: I think as strange as it sounds, I think when, you know, like when you feel like you want to cry, I just allowed myself to cry. Especially if I was overwhelmed and like, I'd try really hard and just be like, just cry, let it all out. And then after I've had like my little, my little break down, I'd just get a piece of paper and just start scribbling stuff down. Like, this is the deadline date. This is what you need to do. And even if it was just like, do a draft for the day, so it might be like, you know like, if I'm doing a lab report, it'd just be intro, and then bullet points of what I needed for that, you know, some like background research, what did they find? How's that benefit us? And just like bullet point to create a plan, so when I start to write it up, I have a draft of what I should be writing. But yeah, I think like, academically, it was about creating a plan and just staying calm. And then like, personally, it was kind of like, in order to stay academically sane you need to just cry. You need to get rest, you need to eat. You know, I think a lot of us put those like boundaries on ourselves of ... unhealthy(?), when really if you're doing an assignment. Sometimes you just need a big bowl of sugar and just start picking at it, and getting on with your work and getting that bit of energy up instead of trying to diet and eat a salad, you know it's sometimes better

Interviewer: Yeah it's not really a priority is it? Did you seek help from anyone?

Participant 1: I think again, just tutors, I think at that time I'd stopped asking friends because it can get a bit like, Oh, well, I put this, why've you put that and then it creates a bit more like, fear so I think like emailing tutors if I was still on campus I might go in and see them if they were in. But it was just about emailing them and just hoping that they'd respond in time.

Interviewer: So could you tell me a little bit more about the support you received from your tutors? Was it just like more academic side or was it like emotional support as well. Like, how did they support you at that time?

Participant 1: I think I went in academically, and I think they realised that actually I needed a bit more emotional support than I needed. I think for them, it appeared that I knew what I was doing, but I allowed my emotions to cloud what I was doing. So I felt I was doing it wrong, but actually, it was fine. so, you know, they were kind of just like, they were helping me with the strategies of, you know, letting me talk it out. And then kind of telling me, you know, like, set one day aside a week, where you just, you don't even look at uni you don't even think about it. You know, get a colouring book, get a normal book to read. you know, find a new TV show that you want to binge watch. It was just like little things that you could escape that reality of, even if it just was for like 10 or 15 minutes.

Interviewer: Yeah, definitely sounds like it was helpful for you especially as you say like you like having that structure to your day. So was the support, Was the way they supported you beneficial at the time? Or do you feel like you required something extra to help you cope?

Participant 1: I think at times, I think it's a bit like therapy, where I mean you kinda like obviously beneficial. And you know you just listen, and it's like blah, blah, blah. And then you kind of go home and you're like, right I'm not gonna I'm not gonna think about uni for the day. And you might unconsciously do what they've told you to do. And then actually like, now I can look back at it and go, They actually helped. It was very beneficial What they said, but at the time you kind of, you're a bit stubborn, You're like Yeah, whatever, it's not gonna better

Interviewer: Yeah, I get that completely. So if we move to now, whilst we're in lockdown, how are you feeling like right now?

Participant 1: I know I look happy but I have, Wow, I mean, it's what been like three, three months two or three months and Just everything you know the fact that uni I literally had like eight weeks and I was like I have to defer the year. I'd be up to like four in the morning crying, doing assignments, and not just like, like just cry like sobbing because of like, you want to work so hard for it, but you can't, You can't be with, I like to sit with my friends in the library sometimes. And you know, get on with our work and we can compare notes, compare like what we've done and just having someone That's kind of like in the same boat that they have [?] Whereas at home, you know, you've got like, noises in the background, you need to find a suitable place to work, your resources, you know, like there's books in the library I can't access because I can't get there. Friends again, you know, like, some of them have dropped out until next year. So it was it's just a very it's a very uncertain time and even things that you think you have a structure with so like, oh you can't do that though or, There's an issue with that. so it just it was very, it is overall just very overwhelming. And in regards to like emotion. That is, I don't even know if that is an emotion but I just feel constantly overwhelmed. Even if I'm happy like I'm overwhelmed with happiness or I'm overwhelmed with sadness, there's no like nice little half and half

Interviewer: yeah. So what about when lockdown started? Did you feel any, Do you still feel the same now that you did at the beginning? Or did you feel any different?

Participant 1: I think in the beginning, I wasn't that stressed about uni work. But I was stressed about health and the world itself. erm it I mean, it is quite scary. We've never you know, we've never had someone come on the TV and say you're in lockdown. And then as it went along, it was kind of like less concerned about like everything else and more concerned about uni which I know sounds really selfish and really like, not very, you know, like, I know people are dying, but for me, it was just kind of like, it didn't directly affect me. So it was very difficult to keep my mind focused on that when it was too busy stressing on uni work but you know, I can see a fly die and I'll cry erm I am really emotional. So I think I think unconsciously the lockdown, it is stressful for uni work but I think it plays a massive role in my emotions of feeling overwhelmed because it's, you know it's it's there in the back of my head and I can't quite shake it because I've never had to deal with it before and I don't know how to with what's going on

Interviewer: So how did it affect your studying like did, Did you have any of your lectures online?

Participant 1: erm I think about, there was like six or seven lectures online, erm I'll be completely honest, hold my hands up. I have not looked at them. I haven't. I didn't even know where they were uploading them. And to be honest, I probably still won't look at them. But I think that comes down to like, you know, the motivation of, you, there's a big difference between the motivation of getting

up and going to uni, and sitting in a lecture hall and getting up and sitting at your computer and listening for an hour. The second one sounds so easy, but it's actually so difficult. And yeah, if there's anything I could do right now, it will just be to go back to uni. I never thought I'd say that but

Interviewer: and then what about in terms of like your assignments and your exams, how did it affect doing them?

Participant 1: Er so assignments, Quite nice that we were allowed, how ever long extensions we wanted, that did kind of scare me because I knew I just like procrastinate until the end. But a few of them I did, I did manage to get extensions for for a week. And it wasn't too bad. But exams, I had two online exams. And they were just they were open book. And when you doing like, I don't know about you, or other people, But when I do an open book exam, I kind of feel like I'm cheating and it causes me quite a lot of stress, to the point on last Monday, I had a two hour exam. And we had a 24 hour like window for whenever we wanted to do it. And it took me about nine hours to do the exam. Because I was just sat there like trying to remember things instead of just using the book because obviously revision at this time wasn't wasn't really something people were thinking about. But yeah, it was just it was one of those things where I was kind of like yeah, exams hit harder than assignments. I think.

Interviewer: Yeah it's completely understandable. I think the key thing is like, I know it's easier said than done, but just try not to be too hard on yourself. Like it is a strange time. And I don't think anyone really knows how to cope with it. So I know your exams are over now but, like just keep in mind like just be kind to yourself. And I know it's easier said than done, but like little things like you don't need, if you've been told to do it online, like they'll know people will be looking at this stuff, So it's not the end of the world, If you do need to, like have a peek at something. It's all fine.

Participant 1: I think though it's the times as well, we all kind of, we're Trying to follow the same rules as we first would. And it's like, we're literally in a pandemic, like just ignore the rules, throw the rule book out

Interviewer: So you're saying that you felt like quite stressed about the exam, like you're trying to follow like the normal ritual of it not being an open book, how else has the pandemic affected your stress levels in relation to uni?

Participant 1: I think just trying to you know, like they asked for what third year modules you want to do and I think that Like sitting back and going, am I even gonna be able to get into third year you know, like is uni gonna continue, and then the possibility of it all being online. And just thinking, you know, personally, I just can't do that. I just know where I know everyone's like it's always so much easier, but I just can't I enjoy that, the difference between home and uni. and I'm definitely more motivated and focused when I'm at uni or work. So things like that, you know, it's like that stress of, do I need to postpone the year and come back And then that sets back kind of like, you know, we all have this plan of, you know, 25 we'll be married, we'll have a career, we'll have this and then like well if it sets me back a year I'll be 26 and I think it's obviously all unrealistic to most people. And we we need to give ourselves that, that leeway, that things Hopefully won't happen again like this, but things like this kind of happen. But yeah, I think just just the uncertainty caused so much stress in uni because, you know, you didn't know what was going on. They didn't know what was going on and we were all just like kind of running around, chasing and biting each other, because we're so angry and frustrated because no one knows what's going on. And we're trying to , you know, we're trying to get a specific deadline. We're trying to get specifics of what subject we're doing, erm how to plan

for the next year, how we're going to approach next year. So yeah, I just think the uncertainty of everything has just kind of taken a big toll on a lot of people.

Interviewer: Yeah. So how would you say you feel about going into third year? Like, obviously like there is, you've got to think about like, potentially it might all be online, like how does that make you feel?

Participant 1: I think if it was to move online, I'd have to postpone the year. But then it's kind of like do I just have to push through it? Because I know like my family would be quite upset if I'd, like made it a year longer than it should be, Which isn't very helpful.

Interviewer: No, definitely not. We all cope in different ways and like at the end of the day, like you might upset them, but you need to do what's best for you and your mental health. Like, it doesn't matter if it takes a year longer because you're still gonna get a degree at the end of it.

Participant 1: I think I think mental health is the biggest thing for it. erm you know like, I don't I don't necessarily go in thinking oh third year if it's all online I'll struggle academically. I think it is. I'm gonna struggle massively mental health wise because it's, you know, you're not with your friends, you're not speaking to tutors, you're just watching them through a screen, there's no socialisation, there's no kind of like, getting out. Kind of, you know, even if it is just like going from like one building to the other, it's kind of still a different environment for you. So I think yeah, I think looking at third year my biggest fear was the was the mental health aspect of it. And what academically, you know, like, how my academic life was gonna affect that?

Interviewer: Yeah, definitely. So is anything happening in your life at the moment that may affect your stress or your mental health?

Participant 1: Other than uni, no. Even though at times, It's still stressful.

Interviewer: No, definitely. So in terms of your coping, has being in lockdown changed your coping strategies like Do you still email your tutors or have you started new techniques or reached out to anybody new?

Participant 1: I think, I've probably stayed in contact with friends and I even like after doing assignments, I'd like ask my mum and dad to proofread it was kind of like seeking that support and it helps because you know they'd read it and then just be like that makes absolutely no sense. And it's a bit of an eye opener when you've been glued to the screen for like four hours, you're Like it does makes sense and then you read it and you're Like that makes absolutely no sense but yeah so even with tutors after I came over that like initial anxiety of having to do like video calls erm you know because you feel like you have to look a bit like decent, so yeah, I'd I'd asked a few teachers for like a zoom meeting erm just to have that bit of you know, like interaction like someone is there still to support you, rather than just like disappeared and emails as well like if I didn't feel like it was a worthy zoom call, I could just be Like, five minutes or something like that and say get back to us.

Interviewer: Yeah. So how was the support? Like when you had the zoom meetings, what was it that they supported you? And how was it beneficial for you at the time?

Participant 1: I think the biggest thing was them letting me know that I wasn't alone. Especially in like regards to uni like they were still there. And they were very vocal that, you know, all you have to do is send an email, we'll do our best to help you with your work, with what you're struggling to learn. Even if like mentally you're not 100% drop us an email. You know what, we'll work with it And we'll try and help. Just having like, it kind of feels like we've all just been like right get out of uni and

we've left everyone and everything behind and I think I think tutors are trying to, I think they, they didn't really realise how much it impacted us. I think you know, because they were rightly so they were probably worried about themselves and their families. And then suddenly, they were kind of like, trying to call everyone and be like, you are not alone. You know, like, we can work together. We can get through this together and I think that really just, like, helped. Because although I can't see them or you know, like book meetings in one to one or hang out with friends or use resources, it was kind of like, you know, they might have the book and I might just go do you have this chapter. And they'd be like yeah let me just send it over or Let me send you a link or You know, it's just like little things where normally they'd said, Don't email me and now it's like my emails are open.

Interviewer: No, no, it's nice to hear. So you said like, throughout this year, haven't gone to like well being or the student advice centre and places like that. have you reached out to them now while we're in lockdown.

Participant 1: I've used the online resources the big white wall but other than that no. but other than that not really. I kind of, it's such a, like, cliché kind thing to say, but you do feel like a bit of like a burden. And you can like a lot of people have it worse you know, like, they might be living by themselves, they might be stuck at their accommodation and not able to get home. Erm you know, they might have a family member that's just died. They might be really ill, you know, like, there's so many things going on, where I'm kind of like, do I ask them Like, do I email them because I need a bit of help or do I just cry, let it pass and get on with it. And a lot of the time, it's just the second option because it's kind of Like the reasons I'm feeling stressed and upset is very common reasons. especially in regards to uni, so it's kind of like, you know, is there any point in me listening to them say the same thing that was to everyone and having to reel the story you know like, I haven't listened to my story, that's probably the same as 300 odd students so yeah I think, I think I am just kind of like, if I desperately need it, I'll probably try and get in contact. But other than that, I'll just I'll fight my way through it.

Interviewer: So you said like, the reason that you've not gone to that support is because you feel like a burden and like people may be worse off than you. Is there any other reasons that have like prevented you from going to see them or is it just that fear of?

Participant 1: I think it's the fear Yeah, and possibly I'm not always, I know there's the well being Support email that you can get to them through but that's all I'd know like I just send them an email and say I'm struggling. But other than that I don't really know how I'd book in or book online for that. So yeah, probably just those two things.

Interviewer: Yeah, that's fine. Are you aware of any other alternatives that have been made available to you? so like now we're in lockdown, obviously, the way University supports you has probably changed a little bit. Are you aware of any of these changes or if anything new has been put in place for students?

Participant 1: I believe there's the like safety net kind of grade system. I'm still I think I've a rough idea of what that is and other than tutors help, they're the kind of like the only like noticeable changes I've seen. Maybe like the Students Union, supporting students who you know, like, we're not living in accommodation anymore. and the the big debate against student accommodation and rent and things but other than that I haven't really, you know, I can't blame them there is a lot going on but I haven't really seen any of the like, changes or support in that sense

Interviewer: Yeah that's fine. and like more specifically to you what sorts of support from university would have been beneficial to help you cope with finishing the academic year Whilst this is all going on?

Participant 1: I think the exams like assignments I understand because we still have like all the things that you know, like we could have, we had all the information, but I think in terms of you know, like if you if you look at how like schools erm you know, they dropped the SATs they dropped the GCSEs they dropped a levels and students were kind of , and not just Students but like lecturers and things, they just they were kinda like, do you even exist, you know, they kind of got left to the side. And I think the last thing that any of us were trying to even get our heads around was, you know, what should my assignment be about? What should I, you know, is this article the right article to read? Can I read this article? You know, it's kind of it's the last thing on your mind. You're trying to, you're trying to work your way through a pandemic That's never happened before, in your lifetime. And so, I think, I think if like exams, not necessarily cancelled, but if there were at least, like postponed, erm they did make it easier, The way exams were done this year, but it was still kind of, you know, nobody really had, I mean, we definitely had the time. But no one had that kind of like mindset and motivation to revise or focus solely on an exam or assignment and get it done in the best to their ability

Interviewer: so I've only got two more questions to ask, Is there anything else you would like to tell me about or discuss about your academic stress from this year?

Participant 1: I don't think so

Interviewer: That's fine. Absolutely fine just in case something had like slipped through. Um, so just to finish could you tell me the best thing that's happened to you this academic year.

Participant 1: that is quite a good one erm cos obviously

Interviewer: I don't want you to like leave the interview after talking about the stress and like, make you feel worse from like, just trying to end it on a positive note so that's what you remember

Participant 1: yeah I think, oh, I think the support from lecturers has been the best thing academically because Although you kind of know they're there, they've been there, you know, like certain lecturers at least, they've been there like more than ever.

And they they're kind of not just acting like lecturers, they're kind of acting like family in that sense you know, we're gonna get through this together and constantly checking up and, you know, update you on everything that they can erm and I think that just as weird as it is I think that is the best thing academically because it's you know, you don't feel so frightened by that person anymore. You kind of like I am independent, but that doesn't mean that I have to ignore everyone and kick everyone to the side. so yeah so I think just my love for lecturers has gone way higher than normal cos yeah they really are all working their arses off and you can't discredit them for it

Interviewer: Yeah, so That is end of the interview I just want to thank you so much for giving up your time and giving your answers I really appreciate it and obviously I know it can be quite personal and emotional so I hope it wasn't too stressful for you but your answers have definitely been insightful for my research so thank you

Participant 1: I hope they're beneficial

Interviewer: They definitely are erm so just before you go erm obviously there's the Amazon prize draw so for doing the interview I can put your name in for an additional entry if that's something you're interested in.

Participant 1: Yeah, that'd be fine

Interviewer: yeah. And then Am I alright to send you a debrief sheet  after the call just reiterates the research, signposts you to some services.

Participant 1: Yeah that's absolutely fine

Interviewer: yeah. So that's all from me. And obviously thank you again, like, I really, really appreciate it is really nice talking to you.

Participant 1: No worries at all. thank you very much for having me

Interviewer: it's alright. thank you so much

Participant 1: bye

Interviewer: bye

Participant two

Interviewer: Great, thank you. So just to start I'm going to ask some basic demographic questions

How old are you?

Participant two: 30

Interviewer: And what are you studying?

Participant two: Psychology with Counselling

Interviewer: How far along in the year are you? As in, do you have any assignments or exams left?

Participant two: I should be officially finished, but I applied for ECs so I still have 3 written assignments to do. I've finished exams though.

Interviewer: How did your exams go? And do you mind sharing a bit about your decision to apply for ECs?

Participant two: Yeah exams went really well actually. I think I work better under pressure to be honest. My mental health wasn't good from around March and given the pandemic etc, there was just no way I had the head space to sit down and do any reading, let alone writing. I've been doing little bits though this past week.

Interviewer: I'm glad to hear your exams went well! I'm really sorry to hear that you've been struggling with your mental health, if I'm being honest mine hasn't been great since the lockdown so I completely understand how you are feeling

How are you finding your course? Do you enjoy it?

Participant two: Yeah, I really do. The whole experience has been great.

Interviewer: I'm glad to hear that and it definitely helps when you enjoy what you are doing! Would you mind telling me your most recent mark(s)? Just as many as you can remember, you don't need to load brightspace up to check for them all

Participant two: I think 88% and 78%, without looking

One was for an exam and one was for written work

Interviewer: Those are some really excellent marks, well done!

Participant two: Thanks

Interviewer: So Participant two, as you know I'm interested in academic stress and mental health amongst students. More specifically, how this may impact academic achievement. With the current pandemic, I'm interested in how your stress may have changed.

So when you're ready, could you tell me how you were feeling at the beginning of this academic year? Think back to the time when you'd just enrolled, had your first week of lectures, around that time

Participant two: I was feeling really anxious actually right at the start. I didn't think induction week was particularly helpful. I had to go on I think 23rd Sept to collect my pack with my timetable in, as the online timetable wasn't working.. Then I had to go into the badminton courts I think it was, to mix with other students and I just stood there for a while and then left. I was worried about being a

mature student and about being forced to interact, it felt very forced. I did get to go to the disabled students enrollment though, which was a really good experience. I had a tour of campus and got to enroll without the crowds etc

Interviewer: What was it about induction that wasn't helpful?

Participant two: That they just dove straight into ice breakers etc. I'm not the kind of person that can walk into a big room full of people (somewhere I've never been either) and just start talking to people

Interviewer: Yeah that's understandable, and I'm sorry to hear that you found that quite difficult. How was the disabled students enrolment in comparison? As you said that was a good experience

Participant two: I went to a couple of the seminars I think, smaller groups. We did a little bit of learning and some activities, that was good.

Yeah that was really good! I met up with another girl on my course to go. I was still nervous but it wasn't too crowded and I had the option of who I wanted to speak to and when. There were different stalls for different things - the mental health service, student union, the gym etc. No queue for enrollment, it was just nice. It's a shame that students that went there didn't have the option of collecting the paper timetable there really.

Interviewer: I'm glad to hear that you felt more comfortable at that enrolment. It seems that the less intensive environment was more suitable for you!

Participant two: Yeah it was really good. I'm glad they offer that

Interviewer: I'm glad. And was everything stressful at this time?

Participant two: What do you mean?

Interviewer: sorry that was meant to say anything

Was anything stressful for you at this time? So at the beginning of the academic year, was anything causing you any stress?

Participant two: Oh other than university?

(Sorry my internet cut out briefly then)

Interviewer: It can be in university, or in your personal life. Anything you feel that may have made you stressed at the beginning of the academic year

We will discuss the middle and the end of the academic year in this interview also so this question is just for me to see how your stressors may or may not have changed throughout one academic year

Hope that helps

Participant two: Like I say, induction week was very stressful. I was caring for a terminally ill family member then too and was liaising with the police about a historical crime. So I did have a lot going on.

Interviewer: Yeah it definitely sounds like you were having a stressful time with both your personal life and university causing some difficult times. You've said that induction was stressful because you felt it was quite forced having to do ice breaker tasks with these new people. Was there anything else that made you feel this way?

Participant two: The lack of organisation I found stressful. Like the online timetable not working, so we didn't find out until Mon AM what we were supposed to be doing that week. Having MH issues I always like to be prepared for what I'm doing, so that was stressful, plus I had to organise childcare without really knowing what I'd be needing that week so it cost me more as I had to book every day that week. Apart from that I think it was okay.

Interviewer: That definitely doesn't sound very helpful at all, I'm really sorry to hear about that. So you've said you felt nervous about being forced into talking to new people, the lack of organisation and the stuff happening in your personal life. Could you tell me how you coped with all of this?

Participant two: I don't know to be honest. I tried to turn up for some things and then left, some I just didn't show up for. I did speak to my disability advisor, she helped me a lot back then.

Interviewer: That's fine, don't worry. Would you mind telling me a bit more about when you spoke to your disability advisor? Obviously you don't need to give me all the details as it is confidential, but I am interested to learn about how this helped you at this time

Participant two: I had an appointment with her, I think once a week to chat about things. But she really went above and beyond for me and was such a help. I'd disclosed my personal circumstances to her as well so she knew what I was going through..

For example a few times I would email her when I was really struggling and she would make time for me very quickly and meet me. I remember one day I tried to find a room and it took me a LONG time to park in the market hall carpark so I was cutting it fine for time, then I couldn't find the room and I couldn't bring myself to walk in to a room full of people late.. So I had a bit of a panic and I emailed her and she came and found me and took me to her office.

Interviewer: It's really nice to hear that your disability advisor made you feel this way. So was seeking this support beneficial at the time? And could anything have been any better?

Participant two: Yes it was beneficial. I never expected her to come and get me, I just emailed her in panic as she was my only contact back then.

The only thing I think that could have been better.. Is if I was made aware of mental health first aiders from the start. I only found out about them a few weeks before we finished in March

To me it'd make sense for people with disclosed MH conditions to be told about them

Interviewer: I'm glad to hear that. And did you seek support from anyone else at this time (beginning of the academic year)? So personal tutor, wellbeing team, student advice centre, family, friends etc

Oh no absolutely, I completely agree with you on that one!

Participant two: No I don't think I did. I don't find my tutor approachable for MH reasons, I'd absolutely go to him with work issues though. I was put on the waiting list for a mental health worker from the wellbeing team at the disabled students induction, so I was waiting for that. I'd have probably spoken to friends about things

Interviewer: What would you say makes you feel this way about your tutor?

Participant two: He's just not very serious and doesn't seem to connect in a personal way. Does that make sense? I really like him and could talk to him for a long time about academia, but not anything

personal. In fact I don't think he's ever been on time to a tutorial with his group and one time he didn't show up at all

Interviewer: That makes sense, thanks for explaining that for me. Will he be your personal tutor for the rest of your degree?

Participant two: I believe so

Interviewer: This is just me being curious now haha

Participant two: I assume we just stay with the same person? Lol

Interviewer: Ermm mine changed every year so who knows! Third year your dissertation supervisor is basically your personal tutor so that's always nice because you essentially choose who you want

Participant two: Ooooh we will see. I'm excited if we get to choose.

Interviewer: But if you feel you need both types of support from your tutor it wouldn't do any harm emailing to request a change to someone you might be more comfortable with

Participant two: I would have considered doing that but I feel better about things and know more people at uni now, so I didn't see the need

Interviewer: That's great. So if we now move to the middle of this academic year, around the Christmas break so before we broke up, during, and when we came back, how were you feeling around this time?

Participant two: I had a lot of personal stress at home, but I had made good friendship groups at uni then and was really enjoying being there so it was a bit of an escape for me really then.

Interviewer: That's understandable. You've said you were experiencing some personal stress at home around Christmas, was anything else causing you stress?

Participant two: It was the same things as before, but my family member was becoming more and more ill and my son was having difficulties as well around that time and I was trying to get him some support.

Interviewer: I'm really sorry to hear that. Could you tell me how you coped with all of this?

Participant two: I think with support from my best friends.

And throwing myself in to being busy. I remember working a lot and studying a lot

Interviewer: Could you tell me a bit more about the support you received from your best friends? Like how did they support you? And was it beneficial to you at the time?

Also how did it make you feel keeping yourself really quite occupied with work and university?

Participant two: I would just go to them and talk to them about things. Talking always helps me I think. I'd spend a lot of time with them and we always have fun, our kids love each other as well so it's just easy when I'm with them. I don't have to be overly polite, their homes are like my second homes so I can just go and relax with them, have fun, talk about things (problems or just other, more random things) and forget about everything else.

Being busy was a source of stress itself in a way, but it made me keep going. I enjoyed work and uni

so it was nice to keep my brain busy. I'm not sure how it made me feel, but I felt genuine happiness at uni.

Interviewer: It's really nice to hear that you have this support network in place, and that's understandable. So thinking about keeping yourself busy, how beneficial was that to you at the time?

Participant two: I think honestly if I'd have had more professional support - like I do now, I'd have maybe given myself more of a break and would have chosen to speak about things and process things, but I didn't have that option. So keeping busy was extremely beneficial I think.

Interviewer: Could you just explain what you mean by you didn't have that option for the professional support?

Participant two: I was trying back then I think to get counselling or other support workers etc and was on waiting lists and things, outside of uni and on two for inside, so I was just waiting for help really. I didn't have the option to access it when I needed it, which I understand because of how stretched services are

Interviewer: That's great, thanks for that Participant two. So what you're saying is you reached out to the support at uni but were put on a waiting list?

And what support was this? Or what service?

Participant two: Yeah I was waiting for a mental health support worker and also for an academic support worker

Interviewer: I see, how did it make you feel having to wait for that support?

Participant two: Frustrated a bit, because of how many waiting lists I was on.

Interviewer: Yeah definitely, I completely understand that feeling. Definitely not a nice time for you.

So if we move to now, whilst we're in lockdown, how are you feeling right now?

Participant two: It's been pretty bad honestly.

I've had some very dark moments and a lot of anxiety. I forgot how bad panic attacks were.

But I've started taking medication so hopefully that will help me in the weeks to come

Interviewer: I understand how you are feeling and I'm really sorry you've had to experience all of that. Did you feel like this at the very beginning too? Or has there been a shift in your emotions and feelings?

Participant two: Of the lockdown?

Interviewer: Yeah

Participant two: When he announced lockdown I began to feel better. I'd known about China since Jan/Feb and was just waiting for our gov to do something similar to S.Korea, Japan etc, but they just let it arrive and nobody I spoke to took it seriously, people thought we wouldn't get it bad for some reason.. So I withdrew from uni early as I was so anxious, took my kids out of school. That was the week before lockdown. I felt better for doing that, then when he announced lockdown I was still scared but I felt better that the gov were acting

Interviewer: And what specifically is/was causing you to feel anxious?

Participant two: It took me a good few weeks to adjust to what was happening, but I did start to

The threat to mine and my family's health and future

Interviewer: Yeah that's understandable, it's a really strange and difficult time, we just have to navigate it as best we can

Participant two: And not believing in our leaders scares me. I really wanted to and tried to. But not having faith in the people in power is scary. I've never been into politics or anything before.

Interviewer: When you say you withdrew from uni, do you mean you stopped going to lectures?

I completely understand

Participant two: Yeah I emailed them and explained that I'm high risk and work with vulnerable adults but was worried about my attendance. So uni emailed back and said that I could move myself to online learning and that my attendance wouldn't be monitored, which was a big relief

Interviewer: I'm really glad to hear that they accommodated to your situation. You mentioned earlier that you had applied for ECs for some work, just to clarify, your decision to apply for ECs was because of lockdown?

Participant two: Yeah lockdown and the pandemic in general

This time with ECs was easy because they didn't require evidence, but I applied once before and it was a stressful experience

Interviewer: So would you mind just explaining a bit about how lockdown has affected your studying and revision?

I'm glad to hear that this time around applying for ECs was easier. Would you mind telling me how the experience before was stressful?

Participant two: I've not really revised at all and I'm not planning my work, just writing it out. It's been hard to concentrate and honestly, I started to lose hope for my future and couldn't see the point in working towards one

Yeah it was awful honestly. I fired a lot of strongly worded emails off and meant to go to the Student Union to complain but didn't get around to it. I think it was either just before or after my family member passed away, the police investigation had begun to pick up pace and I had to do video interviews etc, so I was just all over the place... I naively felt confident that because I had a PLSP and had declared my mental illness, that if I experienced a period of being unwell I would just be able to get an EC

So I applied and in the reasons I stated about my family member, my PLSP and my PTSD, the police investigation, working two jobs whilst studying and also my son having scary mental health symptoms

And then they emailed me and asked me for proof and I just fell apart honestly.

One of the people I spoke to suggested I could use the death certificate as evidence!.. so it must have been after they passed

Interviewer: I'm really sorry to hear about your difficulties with concentration. Could you tell me what it was about the lockdown that made you feel this way?

That sounds like a really awful time and completely understandable why you felt like this, I'm sorry that you had such a rough time. Did you manage to get it sorted in the end/

Participant two: Just the constant anxiety and worry, I couldn't focus on many other things apart from the fear of being ill and kept thinking about my life so far. I couldn't retain information or anything to be able to work

Thanks, I did sort it because I CC'd my disability advisor into the emails I was firing off and she managed to have them accept an email for her vouching for me as my evidence. I feel the process should be different for people with disclosed conditions.

Interviewer: I'm glad to hear that and it's nice that your disability adviser was able to sort it out, it sounds like she's really got your back

Participant two: Yeah she's been great

Interviewer: And in terms of coping with what we have discussed, has being in lockdown changed your coping strategies at all? Like earlier you mentioned you rely on your best friends for that support, do you still use this as a coping strategy? Have you adopted any new techniques that you hadn't done before lockdown?

Participant two: I've got other support now, so I have counselling on the phone etc, I've not really leaned too much on my best friends. They're fearful themselves and have other things going on.

Interviewer: So your support has changed slightly as you don't rely on your best friends as much as before. You say that you believe they have other things going on which prevents you from seeking their support. Is that right?

Participant two: yeah

Interviewer: Is the counselling through university?

Participant two: No it's an outside organisation

Interviewer: Is there anything else that prevents you from seeking their support?

So are you still on the waiting lists for the support from uni?

Participant two: I just worry about them and don't want to add to their worries or be a burden

No I did get someone

Interviewer: I understand. When did the support from uni start?

Participant two: I've seen her once. I had to cancel once. Then I was waiting to hear back from her about an appointment.

I think maybe Jan

maybe Feb

Interviewer: Okay great. And have you spoken to this person whilst in lockdown at all?

Participant two: No I haven’t

Interviewer: Is that because you are still waiting to hear about an appointment?

Participant two: I don't know why honestly. We never made an appointment and we've not spoken

I didn't give it a thought until now

Interviewer: I see. So did you actually receive any support in that one session you had? And if so, would you mind telling me how it was? Again you don't need to go into details as it's confidential but just how it helped you cope with what was going on in your life

Participant two: It was an introductory session, so it was good to air off what I'd been going through and things and it helped in that it gave me hope, because I'd have support from then on.

Interviewer: I understand, but then that never really happened?

Participant two: No but it probably would have if it weren't for Covid

Interviewer: I see. What would you say has prevented you from reaching out again to this support right now?

Participant two: I think because we never really got started I just forgot it was there a bit.

That and I've other support now

Interviewer: Yeah that's understandable. Are you aware of any alternative support that has been made available to students right now whilst campus is closed?

Participant two: No I don't think so

Interviewer: That's fine. Have you reached out to any other support at university?

Still thinking about right now

Participant two: No, I've still spoken to my disability advisor a few times but that's it

Oh and one of my lecturers

Interviewer: And how has speaking to your disability adviser been? Was it for support or more of a general chat?

And the same for your lecturer, was that for support? If so, how was it?

Participant two: A bit of both I think, for her checking in (my advisor). It was good yeah.

My lecturer I had emailed her with a problem and asked her to call me and she did and was very helpful

Interviewer: Could you tell me how speaking to your disability adviser was beneficial to you?

That's really good to hear

Participant two: She just asked if I had any problems or worries or anything and she was really reassuring

Interviewer: Could you tell me more about the problem you spoke to your lecturer about? As in, how did the problem make you feel? What was good about the support your lecturer offered?

That's great, thanks Participant two

Participant two: I was anxious about a mix up over my grading and my lecturer was supervising the grader so she called me and I explained everything and she reassured me and sorted it out for me

Interviewer: Okay that's great, I'm glad to hear it was a positive outcome

Nearly finished now

Participant two: Thanks

Interviewer: What other sources of support from the university would be beneficial to you right now to help you cope with finishing the academic year whilst all of this is going on?

This can be specific to you and your situation, or more broad

Participant two: I really don't know honestly, it's such a weird situation. The only thing I could think of is someone else I could speak to in harder times, but I don't know how likely I'd be to even call

Interviewer: Could you explain a bit more about what you mean about not knowing how likely you would be to call if this other support was available?

Participant two: The way I've been feeling it's been hard to think about speaking to someone new over the phone, or if I know them I've been worrying about being a burden on the other person

Interviewer: That's great, thanks Participant two

Is there anything else you would like to tell me or discuss about your academic stress from this academic year?

Participant two: No I don't think so

Interviewer: That's fine. And just to end on a more positive note, could you tell me about the best thing that has happened to you this academic year?

Participant two: University or otherwise?

Interviewer: Either or both, whichever you would like to tell me about

Participant two: One of my best friends had a baby in January, I think that's been the highlight of my yea

Interviewer: Awww that's lovely to hear! Congratulations to your friend also

Participant two: Thank you

Interviewer: So that's the end of the interview. Thank you so so much Participant two for giving up your time to help me out, I really appreciate your answers and of course completing the online survey too. Your answers have definitely been insightful into how you've coped with the lockdown and how your stress and help-seeking has changed during this academic year.

Would you like an additional entry into the Amazon prize draw?

Participant two: Thank you. Haha, yes okay! Can I also see the product of your research when it's been completed?

Interviewer: Yes of course! I can send a brief summary of my findings when it all comes together however this will most likely be around January time! I have your email so I'll be sure to send it over once I can.

Participant two: That's fab thank you

Interviewer: Just before I go, am I able to send you a debrief sheet to your email? It just reiterates the research and signposts you to some services if you feel like you require some support. It just reiterates the research and signposts you to some services if you feel like you require some support.

Participant two: Yeah of course

Interviewer: Dunno why that's sent twice sorry haha

Thank you again, it was really nice talking to you and I hope this wasn't too stressful

Enjoy the rest of your day

Participant two: No it's been good! Thanks so much Take care x

Interviewer: And you Participant two

Participant three

Interviewer: Cool. So just let you know you can stop whenever you want to you don't need to give a reason, you can refuse to answer any question as well. And if you need a break, then just let me know and we can come back to it later. so just to start, I'm just gonna ask some demographic questions. So if you don't mind telling me. How old are you?

Participant three: I'm 28. Okay,

Interviewer: you're in the first year right? Child nursing

Participant three: Yeah.

Interviewer: Do you have assignments left or exams or have you kind of finished?

Participant three: So I've got a drug calculation exam in August. That's on the third of August. And that's it for first year, but we've just handed, like we have an exam on Monday. And then we've handed a 2000 word assignment in a Monday. So waiting for that to be graded but I'm bricking it to be honest

Interviewer: So did your year work different because like, when I was doing my undergrad, I did mine in psychology and our year would end in May, but if you've got an exam in August does it, do you still like get a summer break and stuff?

Participant three: No. I think it runs 40 45 ye- 45 weeks a year.

Interviewer: Wow. I didn't know that

Participant three: Yeah. So my placement would have finished I think the first week of august so Then I would have had from August to, like do resits and things like that, if I needed them and then go back on the 23rd, the 21st of September, whatever it is

Interviewer: Yeah, that sounds really intense. What were your most recent marks? Like as many as you can remember, if possible.

Participant three: So I got 68% on the first assignment, and then I got 70% on the other. And then I passed the placement because that's not, that's pass or fail so

Interviewer: Sounds good. Erm so just going to start with the interview now if that's alright. I'm interested in academic stress and mental health among students. But more specifically, how stress might affect your academic achievement. Obviously, with the current pandemic, I've like kind of changed my research a little bit so I'm looking at how your stress, your academic stress might have changed Because of the Coronavirus and lockdown. so when you're ready, could you just tell me how you were feeling at the beginning of this academic year so if you think back to like when you just enrolled, had your first week of lectures, around that time How are you feeling about all that?

Participant three: I was really I was really anxious and I can remember feeling that I was scared of like people not liking me and whether like I would fit in because I'm old like because I'm 28, people might not be my age and I might I might not be kind of down with the kids. Yeah, but then it was all right like I was alright but every like every time I go to uni because I suffer with, I've got IBS so every time I go to uni I'm always really bad like on a morning so I must like subconsciously be anxious every time I got to uni even like months after Yeah, in the first week I was that's how I felt like, excited but anxious. Scared.

Interviewer: Yeah, definitely sounds stressful. So what was it like specifically that, like, made you feel like that way?

Participant three: Erm because it was all new, like, I did an access course, so I didn't actually go to college to get my grades for uni. I did it all online at home while I was working full time, so never had that interaction with other students. And when I was at college, like, I was very secluded, like, I didn't have any friends and I kind of did that myself because of like, some life events I went through but, um, yeah, so I were really just really scared because of that so I thought I hope that I could make friends

Interviewer: Yeah that's understandable. So when when did you make your friends like, was it, did it take you kind of quite a while to make these friends just because you were saying you were quite anxious and like sort of a fear of not fitting in. But now you do have like a friendship group was, that like quite a long process or

Participant three: It was, there was one girl that I'd already been talking to previously before I started uni because we did the access course together. So we were in the same like online Facebook group. So we kind of met and then because I was like trying to find people like before I started uni to try and talk to them and make friends before I started to settle my anxiety. I'd already met her when we sat together obviously. And then we kind of like we made friends with someone else. Then there were three of us and there were another three came, like over the months you know, and then we ended up making friends and we've got like six people, seven people in our friendship group now.

Interviewer: Yeah, it is definitely reassuring to just like know, at least one face because it is quite daunting on your first day like walking into this massive lecture hall and everyone's just kind of staring at you, yeah, I know all too well how that feels. Was there anything else happening at this time? Like when you started uni in September like anything, doesn't have to be University related, just anything else that might have added to the way you were feeling?

Participant three: Not really, not really no. I would say that because my son would have already been settled in into his year one class group and things like that, so I suppose maybe the travelling was an added anxiety as well because I was dri- like it takes me about an hour when it's really bad traffic so that was a worry and the parking was a worry, you know, making sure I got parked up and where do I park and things like that so that was also like something that was a worry

Interviewer: Yeah, so like, you know, when you do have lectures and stuff is it like a nine to five sort of thing?

Participant three: No so there might be something like a lecture from 10:15-12:15 and then 1:15 to 3:15 like they are two hour lectures, or an hour and a half lectures or some of them are an hour and then I might just have lectures on I think I had lectures on Monday, Tuesday. We were only in for 3 days but we're in 4 days next year

Interviewer: So you said that you were quite anxious when you were starting just because you didn't really know anyone. how, can you tell me how you coped with these feelings like what coping strategies Did you have or use at that time to, like, try and alleviate some of that anxiety.

Participant three: I feel like I just talk to people like that, We're all kind of feeling the same as well. So, so I talked to someone about it, like, who's in my friendship group And then they were like, yeah, I feel the same. And I think seeing that everybody else felt the same, Helped me. And I just, I just kept saying, like, if you just be yourself, like, that's all you need to do. And that's all I did. I just kept

being myself. And I didn't try and like overemphasise the fact that I wanted to make friends with people. I just stayed, like, true to me

Interviewer: did you access any of the support services when you first started? So like, wellbeing and disability counselling, anything like that?

Participant three: I have now but I didn't before

Interviewer: Okay, um, so well, I'll bring that back up later, just when it's more relevant to like each time period. And when you say like, you're, like kind of talking to your friendship group about how you were feeling and the way they supported you like, was that beneficial to you at that time? or do you think you required like additional support? Or was like the support they were offering, was that enough to kind of help you at that time?

Participant three: I feel like it was probably enough but Yeah, I mean, I always have a constant battle with myself anyway which I always have through life but that's like nothing to do with uni but I feel like it probably could slip over into uni but yeah no, I probably could have done with the more support but I also had, like, the tutors were really good. So, so they, you know we have to have like, PAT meetings and I'd talk to them about Like, if I had any worries, they were really supportive, so, yeah.

Interviewer: So did you go to them a lot? Like when you first started, the personal tutor and stuff? Or was it more like they would organise the meeting

Participant three: No it was just in the normal meetings.

Interviewer: Alright. So, um, you say that you didn't like kind of seek support from, I'm not going to say it professional but like people that worked at the uni, was there any like reason why you didn't go to anyone at uni for support? Like was there anything that stopped you?

Participant three: I just wanted to keep it separate. So, like, I wanted to try and find some support outside uni, but I can't. So that's why I've ended up coming to uni for the support because it's more sensible. But yes, like in the early days, I were like don't want to go. I don't want to go to the well being services at uni because I want to keep it separate. Like I don't want it to end up impacting my uni life. So yeah, that's why I didn't do that.

Interviewer: How did it make you feel like trying to keep these like you're personal life and uni separate? Cuz it's like you were saying you were feeling anxious, but you didn't access support because you wanted to keep it separate, like did that make you feel any other way? like trying, have this like sort of balance in your life? In terms of-

Participant three: I don't think so no. Because I think because I'm quite good at talking to people about things, so I feel like that always helps anyway. And it, like I say, it's been something that's been constant like through my life anyway. So I've kind of can self like, not self help but I can like, yeah, basically can just help myself without any intervention.

Interviewer: Yeah. So if we move to the middle of the year, maybe like around Christmas time, how were you feeling then about university so like Before the Christmas break, during and after.

Participant three: Yeah, so erm I was still pretty anxious because you were going out on placement and we had, we had an assignment due in the middle of placement. So that was hard. So I was trying to make sure that I got like, all the literature that I needed from the library before we broke up erm made sure that I had all my ducks in a row so that I could you know, get the get the assignment

done. erm but, yeah,it were alright. Well, we're going we went out on a night out like with the girls like from my friendship group, and that was good. but still I was still pretty like, I still felt anxious. I also felt erm like weird that I wasn't going to see anyone for like 10 week or whatever it was

Interviewer: yeah, it is weird going from having like a solid support network and then obviously you like broke up for Christmas, you go on placement, you're not having that face to face contact. It's like trying to find the new support network on your placement and then obviously that's going to end, definitely sounds like quite frustrating, frustrating situation to be in.

Participant three: Yeah, so that's what that's when I actually accessed The well being services. I think it was around, erm think it was around that time because I kept saying to my friends, I'm just gonna go and see well being like, I'm just gonna go make an appointment. But I didn't realise that you had to make an appointment on that day. So you have to go like oh ring up in the morning and make an appointment for that day. So that was something new I learnt but I did And then I saw someone that day. And then they said that they were gonna get me in touch with I think was it the mental health nurse? Not not the counselling service because it's only six sessions, isn't it? And like my, my issues need like more than six sessions it needs to be like ongoing. Probably throughout the whole of uni

Interviewer: Obviously I'm not going to ask you to like Tell me about what you spoke about But how was that support like when you went to well being and spoke to the mental health nurse like was was it effective in like help, like supporting you at that time? Do you think anything could have been better?

Participant three: Yeah So the erm the lady that I saw she was really nice erm she was really like honest. erm and then the obviously there's a waiting list for the erm well being support. So I've been receiving that while I've been on lock, while I've been on lockdown so there's phone calls, which aren't ideal really but It's been something like at least someone's been ringing me and saying hello, how are you like And then I've just been chatting but erm I felt like the first few times that were that she rung that I was just like saying yeah I'm alright when I when I wasn't you know what I mean So I just needed to then be, be more honest So then the next, the last time that she rung me I was more honest and I was like coming please like talk about why I want the support instead of just saying I'm alright and that's like ticking the box All right. So we like delved into more like in depth of why I need support and then even she said like that I need more support that she probably can't offer so Yeah, so it's more well I don't mind talking about it it's more like victims support because I was sexually abused as a child. So the guy that it was my stepdad and he gets out of prison when I'm in third year so obviously I was like something. So I need to put something in place so that I can like deal with it when it happens, but like the lady on the phone was saying she were really helpful. She was like, you, look how far you've come, like, you've been able to deal with a lot and I said, it's not that, it's because I've got my son now. So like, protecting him is like the main thing. But yeah, it's a bit atrocious but hopefully I'll be able to deal with it. it's Because when I was at college, like, he was on the run, so he was on the run for four years and it was all over the papers. And she, what were I gonna say, Yeah, I dropped out of college because I thought, it like, I just couldn't walk down the street without him, without thinking he was behind me so it was like full on.

Interviewer: Yeah, sounds really stressful.

Participant three: So it wasn't until I had my son that I started, like, I dunno, like rebuilding my own mental health. I've never, I've never had counselling because I've never been able to find anywhere that supports victims like me. And she's also, there's something in Huddersfield, but there's nothing

in like the Pontefract area where I live so that's why I wanted to keep them separate but then that's why I ended up going to uni.

Interviewer: Yeah. So do you think you would have benefited from like, because you were saying like the, It's like just a phone call. Do you think if it was still the face to face meeting, you might have been a bit more open about not being alright. Because you were saying like you're just saying all right, just to kind of get on with it sort of thing. If it was like the face to face meeting like it used to be Do you think it would have been different?

Participant three: Yeah, probably because it's quite easy to say over the phone. Yeah, yeah, I'm fine. I think it's quite easy for anyone to say like yeah I'm fine and I don't like to inconvenience people. That's what I'm like. So I don't like to like Take some, I don't know, take time out of someone's day talking about my feelings when they've probably got other things to do. But I understand that obviously That's their job. But that’s just my own, That's just my mindset like I can't change it.

Interviewer: So then thinking about to like around the Christmas time when you say like you're anxious about being on placement and having assignments due in, was there anything else that was like stressful at this time? Or was it just like the, speaking to the mental health nurse and your placement? Was there anything else kind of impacting your stress levels?

Participant three: Erm I would probably say that er I received the letter from the victim support people like probation people saying that he was getting out and things so that like, heightened me a bit. I feel like I probably  even though I pretend that things don't worry me, they probably do and I like funnel them into something else. So Yeah, probably that And then my mum, my mum's like, my mum's suicidal so she's keeps me on edge all the time. Like, if I don't hear from her I think Oh God, what has she done? and she's she drinks and I mean I don't really have much to do with her but. And I say that it doesn't bother me because I'm used to it. But actually it probably does. And it probably does like channel into other things then so I might worry more about something at uni and actually it's just something deflecting onto that

Interviewer: Yeah that sounds really difficult to manage, I'm really sorry to hear-

Participant three: I'm a really strong person because of the life events I've had but  also I do sometimes need a little bit of help

Interviewer: Yeah and that's fine, we all need help sometimes don't we? so like with all this going on, do you think it like affected your studying, like doing assignments. So say like, it sounds Like you were having like quite a stressful time. How did that like impact your ability to like come to uni and go to your lectures and do your assignments and stuff?

Participant three: I don't feel like it impacted that. I feel like it probably impacted my concentration levels because you know, you, you're looking at your phone or you're like, trying to fit on everything that's going off but, but you're like you've got these things going round in your head. So you might not be taking the information in as much. Erm so I feel like I switch off quite a lot. So yeah, I would say it probably does impact it, but indirectly, without me knowing. Like I still did alright on the assignments So I'm happy with that. But could I have done better?

Interviewer: Yeah, like that internal conflict sort of thing?

Participant three: Yeah.

Interviewer: So you said that you were feeling quite anxious about your placement and assignments and obviously like the victims support and you like spoke to the mental health nurse. Did you have

any other coping strategies at that time? Like, could you tell me about how else you coped with all these like difficulties that were happening around Christmas?

Participant three: So I go swimming, well I went swimming before the gyms were closed, I used to go swimming with my friend twice a week, so, like, I feel like going swimming with my friend who's really good at listening is like a bit of a counselling session. So she'll talk about her worries I'll talk about mine while we're swimming. And we might stop but yeah, the swimming is obviously great because it releases endorphins when you're exercising so I always feel better when I go swimming. I do try and go to the gym as well. So that helps. Although I don't like, because I'm because I'm bigger than I used to be, I don't like going, because I just feel really anxious when I'm there. But yeah, I still try and encourage myself to go.

Interviewer: Yeah, definitely. So then the friend you're swimming with is up someone from uni?

Participant three: No, no, it's a friend I used to work with. At my previous job when I used to work in customer service, she used to be one of the managers there, so we're still really close.

Interviewer: That's good. So you've still got like the support network outside uni as well as the friends at uni. Did you ever talk to any of your friends on your course about, like, how you're feeling anxious about placement and assignments? or?

Participant three: Yeah, because, to be honest, we were all worried, like we're all anxious about it, so it was nice like I say to see that everybody else was feeling the same and it's not just me being irrational or whatever

Interviewer: Yeah. And what could have been better to help you cope during all of this? Like do you think like, going swimming with your friend and having like that mini counselling session was enough to support you at the time or do you feel like you needed something a bit more intensive to help you cope

Participant three: Yeah probably need more Cuz I felt myself like, before I went swimming, that day would always be a really bad day because I knew that I would get in this, like going swimming that night. So I just know that it was all like building up and building up and building up. If I had a really bad day on that Tuesday, and then I'd just be like, oh I've had a bad day again like so yeah probably needed something else

Interviewer: Yeah. So what what stops you from kind of like seeking, like additional support? Was there any like barriers in place that stopped you from? Like thinking actually, maybe I should speak to this person at uni. Or someone else?

Participant three: I don't  know, I just feel like I can't really, oh you mean at uni? I can't access anything out of uni, there's just massive blocks in place so I just don't get anything. Like I tried to go to the doctors and they're just offered me pills and I don't want pills so yeah so I don't know. I feel like I could if I was worried about something specific to uni, that my because my PAT is Nicola so I feel like I could email her she and would give me, or I could call her and I did when I was on placement I did kind of ring her a lot if I had any worries so no yeah I would I would say that I did if I needed to but I dunno, it's that thing again with not wanting to inconvenience people. People would think I'm stupid for doing it

Interviewer: You're not stupid. So like when you did ring Nicola How was that support? Was it, like at the time, if you think about a time when you ring her on placement, what was it that was good

about the support that kind of like reassured you and gave you the Confidence to carry on with your placement.

Participant three: So say, for example I once rung her because, what was it now? something to do with like the portfolio online, and I was worried about it and I rung her and I think it was like I was picking Alfie up from school. And I was like, I'm really sorry. Like, I'm, I'm just picking Alfie up from school so like sorry If I have to cut it short. But she was like, no, no. And she was really understanding like, we've all got to live us lives and things like that. Oh that was it, So every day I was reflecting on that day, and it was starting to become like, really hard to do that because obviously, it's hard to write up everything you've done in that day. And also having a family and, and make sure that your child's like looked after and things like that. So she was like, I don't want to discourage like you working hard but make sure you've got time for yourself. You know she was really good with with that sort of side of it so that's good. Yeah, she was really reassuring and tried to make sure that my mental health was was okay and like trying to write out loads of stuff but I just wanted to make sure that what I was doing was right but she said basically that I can just write up when I come across anything new you know instead of writing every single detail of every single meeting that might be the same so yeah

Interviewer: Yeah. how do you find it like balancing family life and university

Participant three: it's hard because I feel a bit I feel really bad when I when I'm doing my work if Alfie's up So I try and do my what he's in bed. But then sometimes I'm so knackered, like or you know, like if I'm going swimming  or whatever when I get home I don't want to do it. So I find that working in the library really helps. So if say I'm in Uni til Two or something I'll stay at uni And I'll get like my gran to pick Alfie up from school and then I'll I won't feel as bad then, because I'm just coming home a little bit later. That helps

Interviewer: Yeah, definitely. So are your family like understanding about like your studying and like you saying that your gran would pick Alfie up like, do you have like a solid sort of family support network in place? Like So would you go to them when you feeling stressed about uni as well?

Participant three: My nan and grandad are very old school so they're very like, oh, you'll be reyt so yeah not helpful. So I'll be talking to her about something, and she'll change the subject or she'll just dismiss s it, so that why I can't, they're lovely, they're absolutely great, they are very supportive, but in different ways.

Interviewer: Yeah I get what you mean. Um, So if we move to now whilst we're in lockdown, how are you feeling now in relation to uni? Well, like just in general, like, what are your emotions?

Participant three: Well, my anxiety is absolutely through the roof. Like everything is like totally like, like every little thing I'm just like, oh, like worrying about. So for example, we've booked a holiday for next year, me and some of the girls from uni,  it falls on like a reading week, but that we've just received like, a timetable for a module and It's the week commencing that week, like for some sort of OSCEs, so that was like the fri, I think we're going on the Friday. I was like, Oh my god, we'd have to change the day. Like I was really worried about it. And then I just emailed Nicola. And she was like, Well, I'm, I'm going to be marking it. So I'm gonna put there that I don't work Friday. So hopefully that answers your question. It was like so totally sorted after that but I was worrying so much about it before and then I was thinking oh my god, she's gonna think I'm an idiot for like booking a booking a holiday  when we're supposed to be in uni and it's not just one of those It's six of us. Yeah, I just don't, like I say I don't like to, I dunno, have any sort of conflict with anyone

Interviewer: I get that. And what about when lockdown started? Obviously like we've been in lockdown for like, two months now. Would you say that like you still, the way you feeling now, is that how you felt at the beginning. Like do you feel, Did you feel worse at the beginning, has it got better?

Participant three: No, I felt I felt worse at the beginning I think. although I feel like my anxiety is getting worse but before I was like more, I dunno how to explain it, not worry as such but, how did I feel? I'm tryna think back it's really hard like

Interviewer: Yeah all the days blur into one

Participant three: I have like, massive holes in my life from when You know, like, if I'm really down like. so I remember, I used to watch the news every day. So I stopped doing that because it was making me really bad so I stopped watching the news, I only look, in fact, I think it went from something like 1000 deaths to, to like 5000 deaths and that's how long I didn't watch the news or look at the death toll or anything. And then my nan, she's she's got COPD, so she's in the category that's got to stay home and shield. So that's been hard because she her mental health is like suffering because she can't, does does everything for everybody like she goes to town, she sorts all my grandad's banking out like she, she does everything and She's not able to do anything. so obviously making sure she's alright erm Alfie's obviously, the schools got closed after the first few weeks, didn't it? So I've had to home-school him. So I've been trying to do that. But yeah, I've just been finding it's been hard to get out of bed so I have like been trying to drag myself out of bed in the morning to make sure I get up with Alfie and get him ready But then again, I've not been putting too much pressure on myself with that. And the assignment I had due, I had an assignment due on the 7th May so that's just been crazy like when we got the assignment brief for that a month before So I've just like been trying to do that. And then obviously with the library being closed, I wished that I'd got all the books out that I needed. So then it's been hard because I've not been able to get the eBooks that we need to get the references that we need So yeah I'm just not feeling very confident about that assignment

Interviewer: So how has it affected your studying like obviously you said you can't you haven't been able to go the library to get like books and access articles and stuff like, has it prevented you from doing any assignments or impacted your motivation, extensions things like that?

Participant three: yes It's definitely impacted my motivation because it's like I dunno it's just hard isn't it when you can't just go and see like the person that you, that's doing the module, you can't just go and see them when you feel like- In fact, I think the, Angela ended up putting a like a zoom call on for everybody because everybody was struggling with it. I've done my best like, I've gone back through it after I've submitted and I've made loads of mistakes, but I've done my best and hopefully it will be alright. But yeah so it's just been it's been a bit crazy.

Interviewer: So could you tell me a bit more like how the current pandemics affected your stress levels in relation to uni? Like you spoke about with like feeling, like quite intense anxiety. But what about your stress like how has that changed since being in the lockdown and let how has that, What is it, Like, if you think back to when you first started this year, and now, like obviously, as the academic year goes on, you know, assignments build up, your workload builds up so naturally like you would expect to be more stressed, but obviously, because we're in lockdown as well, that might be an additional stressor. so I'm just interested to see like how being in lockdown now has affected your stress in relation to university. Really?

Participant three: Yeah, I feel I've been more stressed than I would normally definitely But I feel like that's because because I'm not able to go and like, go swimming, and not able to go and See my friends I'm not able to actually be in uni So I feel like that's probably why. is that what you mean?

Interviewer: yeah. what is is about the lockdown that makes you feel this way do you think?

Participant three: Well it's just not being able to like go to uni and do what I usually do like I a lot of time I go to like Starbucks and do my work. can't do that

Interviewer: yeah it's just a little things like you don't realise you miss until you can't do it. Yeah, I totally get what you mean And is there anything else happening in your life at the moment that may impact your stress levels and in turn affect you studying?

Participant three: Er yeah probably my mom at the minute, it's just, although like I say I try not to let her affect my mental health like I'm a caring person you know I can't help how I feel. like when she goes off the grid for a week so yeah, she's got a partner down in London so she she's still like going down to his and stuff which is annoying but erm she'll do what she wants to do. She's an adult. but like she leaves like a dog in the house and stuff and gets other people to look after it so yeah, she's just she's just crazy but that's her Problem and I'm not gonna let it affect me. but Obviously when she goes off the grid, I can't help but think oh my god is she alright. ever other time I'm alright but it's when she doesn't like keep in contact with me

Interviewer: Yeah. So How's your studying going at the minute like you said you've got an exam.

Participant three: I've already had it. Oh you mean the one in August

Interviewer: Yeah, so like if like throughout the year like were you like very kind of on top of your work like submitting to the deadlines or, so do you still feel like you can do that now or

Participant three: Yeah just one second let me just because my partner's coming back I just wanna make sure he goes into the other room

Interviewer: yeah that's fine fine

Participant three: sorry What was the question again?

Interviewer: Oh yeah so like in terms like you studying at the minute, Do you still feel able to work to your deadlines and meet them or has like being in the lockdown affected the way you approach your work?

Participant three: Yes so the second year theory that's starting next week I feel really positive about it because I've got more time. So there is some positives to lockdowns such as being able to be at home and not like have to travel to uni, have more time with family, that's great, erm and also I think the zoom calls will work quite well because everyone's got their mic muted so you can literally hear the lecturer and then that's it and people have to raise their hand to talk so that's good erm but again it's whether I switch off or switch on when I'm watching it but I don't know erm but then again if they're recorded then that's good so yeah and erm the exam we've got in august that's like a drug calculation exam and I think we just have to get 40% and it's only 20 questions so I'm not worried about that at all erm I'm gonna do some revision obviously which I can do in my own time erm yeah so I'm taking a positive approach to year two like I say because I know it's meant to be the hardest year

Interviewer: like when you were saying that erm when you're doing like the zoom sort of call with your lecturer and stuff and sometimes you find it hard to focus, is that just because of like being at home and like kind of being stuck in the house  or would that be the case if you were at uni as well

Participant three: erm yeah I think its probably that case at uni as well because its hard to just, when someone's just talking at you, its hard to engage but I feel like that's probably the same for every- for a lot of people

Interviewer: yeah that's fair enough.

Participant three: and obviously there's distractions like if my son's in the house, making sure like, because he comes to the sofa and he like pops his head up and stuff

Interviewer: aww bless. so in terms of your coping, has being in lockdown cha, obviously like you're not, you cant go swimming anymore or go to the gym, erm but did, you said you like were still like going out the house and stuff once a day right?

Participant three: yeah

Interviewer: have you started like any new coping strategies to kind of replace the ones that you can't do at the minute? do you still talk to your friendship group from uni, things like that

Participant three: yeah we still talk and because now you can go for a, go for a walk with your friend, one friend, so from this week, yeah Wednesday, so on Wednesday I started going down to my old work and me and my friend, on her dinner, going for a walk, the friend that I go swimming with erm so that's been good so we can just have a natter. I mean obviously we've been talking anyway erm but I think face to face is loads better than just texting each other

Interviewer: yeah definitely. do you think this is kind of like helps kind of alleviate the stress you're feeling about uni at the minute, having some, a bit more regular contact with someone outside your household

Participant three: yeah yeah definitely like yesterday for example, this, I had like a bad day yesterday so erm I did a really stupid thing and I erm got in touch with the academic skills team but it were just because I wanted to erm see about if they had any courses you know for like punctuation and grammar and where to put like commas and where not to put them like because somebody read my assignment and proof read it and said that I use loads of commas so I always use a comma when I breathe like when I'm taking a breath because that's what I've been taught but anyway so I got in touch with them and they erm said you can do this or this, so you can either send your assignment in and somebody will look through it and give you feedback on it, or you can have  a phone call or something like that. anyway so I sent my work in and I didn't realise that I'd already submitted and that I wanted to look at my grammar and not my, the whole thing so they basically tore it a new one and erm I'd already submitted it on Monday so yesterday oh my god I've failed it, that's it and that s the one I've had to do in lockdown as well so I thought there's no way I've passed that and I were just worrying so much erm so then there was that and then I when I was freaking out I emailed Nicola and said please can you give me a call at your earliest convenience so you can just talk to me so she rung me at half 4 and then she settled my mind she was like how we look at it is different to how we mark it, so don't like don't worry at all about that so yeah that's what happened yesterday but that was, I feel like that was, its easier now to email a tutor and say can you give me a call, than it was before, I don't know why but because that's the only way of getting in touch with them I feel like its easier, maybe it's just me, like I've adapted to it so

Interviewer: yeah and what about, do you do anything different now like in terms of your coping? obviously because you can't go to the gym and stuff?

Participant three: yeah I'm walking more

Interviewer: do you think that just helps calm your mind and stuff as well?

Participant three: yeah definitely

Interviewer: and then you said you're still having the phone calls with the mental health nurse

Participant three: yeah so I think she rings every few weeks

Interviewer: do you think if were in lockdown, would you still go to the wellbeing services or not? like what I mean is, right now do you feel the need to go to wellbeing and obviously because campus is closed does that, do you, does that stop you from reaching out to them

Participant three: erm no not really because I was happy for her to give me a call erm and I think it's quite a good way to do it anyway because a lot of the time it's quite hard to get into uni, you know like if I'm not in uni that day and I've got a well being appointment it's a bit awkward isn't it to go all the way to uni just for that

Interviewer: yeah definitely. have any other alternatives been made available to you at uni like have you been made aware of anything that's changed in terms of support erm whilst we're in lockdown? like are you aware of anything that the university has kind of changed to support students right now

Participant three: no nothing

Interviewer: is there anything that you think would be beneficial to you like being that the university could do to support you right now to finish the year?

Participant three: erm I don't know I feel like they've been alright I feel like they've you know the support, do you mean mental support or do you mean?

Interviewer: yeah mental health support or stress really, just like what would help you, like what do you think specific to you like the university could do to support you to finish this academic year

Participant three: I feel like probably checked in a bit more like erm like for example my son's school teacher's are ringing everybody and asking if he's alright because like a lot of time somebody might be really struggling but they won't reach out so I think if they just give someone a call and ask some sort of generic questions erm then that would help

Interviewer: yeah

Participant three: you know what I mean? like the GAD7 (think participant is referring to depression/anxiety questionnaires used by GP), something like that then, I know they're a bit like intrusive but I feel like it would help

Interviewer: yeah especially when we don't really know how it's affecting everyone. so I've basically asked all my questions, I've got tow questions left so is there anything else you want to tell me

about this year  that's been stressful at university or just anything you want to discuss about your academic stress this year that you've not already mentioned?

Participant three: erm no I don't think so

Interviewer: that's fine and just to finish, could you tell me the best thing that's happened to you this academic year

Participant three: I've passed my assignments

Interviewer: yeah that's a good thing. so with the child nursing course, you do a placement when you like graduate are, do you, will you just go like straight into the NHS and work?

Participant three: yeah

Interviewer: yeah? ah that's cool

Participant three: so you get your bachelors degree and you get your registration, your pin for the NMC so

Interviewer: that's really good. so that's all I've got to ask really. I'm really grateful for you to like give up your time to help me with my research like thank you so much

Participant three: it's fine yeah

Interviewer: it's been really insightful actually. with the amazon prize draw obviously because you've taken part in the interview, you can, I can like enter you again. is that something you'd been interested in?

Participant three: yeah that's fine

Interviewer: cool erm and then erm, so just a debrief sheet, I'll email it to you after the call if that's alright? it basically just like tells you again what the research was, erm signposts you to some services if you feel like you need any extra support erm but that's it. I hope this wasn't too stressful

Participant three: no no

Interviewer: I don't mean to pry too much, I was just like trying to get a better understanding of how you were feeling

Participant three: yeah I wanted to give you like the best like insight as I possibly could so yeah

Interviewer: yeah, no it's definitely been helpful like honestly thank you so much yeah it's nice to have a different face to talk to 100%

Participant three: yeah

Interviewer: it was nice chatting. I hope you enjoy the rest of your day and good luck with everything

Participant three: thank you, god luck with everything too bye

Interviewer: see you, bye

Participant four

Interviewer: So just to start, I just need some demographic questions. So how old are you?

Participant four: I am 26

Interviewer: And what course are you studying?

Participant four: I'm currently studying business management.

Interviewer: what year are you in

Participant four: I'm in, well, I've just finished my first year.

Interviewer: You're a baby compared to me. how are you finding it? do you like it?

Participant four: See this is where I think im quite a different, because I've never wanted to study and I don't know what it was obviously it was after a redundancy I thought right I know its good for my career, its another step getting a degree so I thought right lets go for it and the first term was really hard, just changing into an academic way of life is quite hard but then second term was just so much, I'd sorted my timetable to how it would benefit me so I ended the year high compared to the start

Interviewer: Yeah, you've definitely got a lot reflection going on then. Like you can look back and say wasn't so good then but I'm alright now. So that's always positive. Did you say it's like, have you basically finished first year now you've got like no assignments or exams left

Participant four: erm no so my last assignment was in on Friday

Interviewer: you can't even like be like, well not freedom but freedom for a couple months. Like it's kind of a bit anticlimactic really isn't it

Participant four: I did, Yeah I was saying that to my friend because I guess well when everyone else finished their first year they could be like woo let's go out, I think I might have got a takeaway

Interviewer: sounds like my kinda night to be honest. Can you remember any of your like most recent marks If you don't mind telling me them

Participant four: I actually got one today. I got 66% then for, this is where it gets even stranger, it was a group presentation, that was ended up not being done because of coronavirus so I handed in a PowerPoint with all my notes

Interviewer: that's really strange. so I don't get that, so you basically like handed in your presentation but didn't do the speaking part.

Participant four: Pretty much yeah

Interviewer: that's so weird.

Participant four: I assumed because we started this one in, it must've been February and it we knew it was a business presentation, 15 minutes presentation with a 5 minute Q and A and then the pandemic happened, I didn't really know what was happening and in my head I thought they were

just gonna sort of either scrap it by doing an essay or whatever erm but they turned around and said do a basic PowerPoint that you would use and then in the notes write what you'd say, erm which, It's probably better than it could have been but it's not a presentation.

Interviewer: Yeah, it's like not assessing what it said it would be assessing. Like for me I would love that because I hate when I, I only did one presentation which was my dissertation presentation last year, and like oh my god it was I hated it. It was awful so like for me I would have been quite relieved about that. But like I can understand why like if you've spent all this time like practising like, like rehearsing and stuff and then it's just like, Oh yeah, you can't do that anymore. It's just a bit of a kick in the face isn't it

Participant four: like you say I mean I hate presentations so I was fine with it erm but when you are, like you say, you are getting ready for that moment stood in front of them and I think as well its quite [unclear] but in a presentation they've got to contrast and make sure you don't miss anything whereas obviously the notes, that's it, there's no [unclear] yourself so I mean I'm quite happy with 60% because, given the world it is, its definitely not a bad mark

Interviewer: yeah its a really good mark you should be pleased with yourself like especially with what's going on, like to still get a 2:1 like just crazy good

Participant four: I was quite shocked this morning ill give you that I was like are you sure this is right

Interviewer: so as you know I'm interested in academic stress and mental amongst students erm but more specifically how these two factors might affect erm academic achievement. erm with the current pandemic I'm interested in how your stress might have changed so like pre lockdown, post lockdown and like now sort of thing. erm so when you're ready if you think back to like when you just enrolled for the year, had your first week of lectures, around that time, how were you feeling like at the beginning of the academic year?

Participant four: erm so I was quite, I literally enrolled the first day of lectures, just all a bit very last minute erm and I remember going in and enrolling which I found so much information, I just thought oh well I'll enrol and then I'll go home like I don't need to stay erm and I enrolled and got it all sorted and I actually went and met my friend and walked around the supermarket with her and I checked the paper I had and it said I had a lecture that afternoon and I felt sick. I was like what, I don't have a lecture erm so it was very nerve wracking, it was, I think more than anything it was the stress of going into a new environment and I would also flustered that I'd miss a week of freshers going out so obviously a lot of people kind of knew each other and I was conscious that a lot of students would be younger than me or they'd be at uni accommodation and I felt a bit, intimidated's the wrong word but I feel like that was a similar feeling like didn't know what to expect erm and I remember going into the first lecture and I think I just found a seat and I was like if I just sit here and hope that if someone sits next to me or I don't know I'll just sit and wait erm and it was quite it was interesting to see the different point and I think in a way as well the world as it went then you would talk to the same people, it was a bit of excitement as to what's gonna happen next, how is it gonna go erm and then I think I got hit with like the first, the first assignment we got given was an essay and I just thought I cant write that down, and I just thought yeah no an essay isn't gonna happen and I think I went through a bit of a am I making the right decision? am I not? what's going on? so it was a bit of a rollercoaster

Interviewer: what was it that made you feel this way? like so you know when you were talking about like not intimidation but maybe a bit like apprehensive about meeting new people and not fitting in, like what, what was it that made you feel this way? if you know what I mean?

Participant four: I think it was, from, I was quite conscious I was a 'mature' student even though I'm not that old erm I was quite conscious that should I have done that when I was 19, should I have been there and be done, is there gonna be any that's my age, is it gonna be, am I gonna be surrounded by 18 year olds erm it was probably more a fear of not fitting in and not erm kind of not being good enough which is really harsh but not being at that same level but albeit id done everything everyone else had, I went to college, I've got obviously got the marks to get in but from coming in industry to then going to university rather than straight from college to university, I was like I'm gonna get this wrong

Interviewer: definitely sounds stressful like I took year out before I went to uni so I like even like I was only a year old and I felt exactly the same like am I gonna fit in, am I gonna make any friends. its definitely a weird experience because like you've kinda gone through school knowing like the same sort of group of people and then you choose a uni that might be like the other side of the country and its like starting all over again. yeah scary, I remember it so well.

Participant four: well I'm glad I'm not the only one then

Interviewer: yeah. erm was anything else happening around this time that might've affected your stress? so it doesn't have to be like university, it could be like in your personal life, erm you don't have to go into it too much detail if you don't want to, its just so I can erm see whether it was just purely like starting university that made you feel this way or whether there was other factors affecting this?

Participant four: erm I think well I was made redundant in august and I made, I mean within I think it was within a month of me being made redundant that I applied to university, I do think that having a lot of life changes going on does affect it and I think I only realised that at Christmas time maybe erm it was kind of right I'm going from career to getting complete lockdown then right ill make a decision to go to university. the change, there was so many different aspects to consider when you don't think about that and starting university was the really positive thing to kind of going and develop a career but at the same time it was within such a short stint yknow its a bit like what am I doing?

Interviewer: yeah so you said that you felt a bit like, stressed about starting university, not knowing anyone, not fitting in and being made redundant so you've got like all these factors playing into your emotions. erm could you tell me a bit about how you coped with all these feelings?

Participant four: erm there's part of me where I'm like I don't know

Interviewer: that's fine like I don't know how I cope you just get on with it

Participant four: erm but yeah I think, I was, I know that my family, we're a close knit family erm and my brother, at the time he was he works in the student union so he's the reason why id, he suggested a degree erm sort of letting me know about enrolment was still going on and that's sort of why I [unclear] erm and I did talk to him about it all and I did kind of understood but my idea didn't at the time [?], that's just how I am erm but I think through the first few weeks of [unclear] I had to really consider university, really think about what works for me and how kind of how to keep myself positive because there was a lot going on so if I let myself register that until I think it was I think it was probably after my last assessment which was October and I almost didn't let myself get under water because I wanted to keep this face of I'm older than everyone I shouldn't have to push to get it like, so I compensated a lot for when it did almost hit me that actually I am stressed. I was at a point where I was like I'll talk to and actually see what we can do erm and talk to my family like

actually having the support systems of being able to I think my brother was sick of me, id just go up to the student union and be like hi, what do I do like I don't know anyone or talk to anyone because I'm new

Interviewer: aww

Participant four: so it was up and down but I think its a, I mean I always think its really cliché to say just talk to people because I am a firm big believer in that and I wont talk to people but I've seen in myself well, especially the start of university , it was a good time to just sort of chat through even if it was just oh I've done this, what did you do today, I didn't expect that. that was more of a conversation than I usually would have had

Interviewer: yeah did you seek help from anyone else or was it just your family that you'd spoke toa bout it?

Participant four: towards the end of the first term I did speak to student support at the business school, so I did eventually reach out, I've sort of been like right this is it, I need to change something and make my experience at uni more enjoyable, because that is what I'm missing

Interviewer: could you tell me a little bit more about like when you went to student support, what, what did, how did they support you? like what did they do to kind of give you that better, like you said like make your uni experience that bit better

Participant four: so I went erm I went a couple of times before Christmas to one lady in particular erm and she was lovely, she was really erm friendly, approachable, talked through everything erm and id realised at that point a big thing for me is my routine so obviously university, its full time so you're meant to work around that erm which i totally understood but for me, I think I was in on some days for like an hour, two hours but one in the morning, one in the afternoon and it just doesn't work for me because it was so hit and miss that during the 3 4 hours between lectures, I couldn't do something productive enough to keep my mind going erm so I kind of explained that to the lady down there and I said look, I'm not, don't want to have a chat but id like to change my timetable and look at something, can just be a bit more structured erm so we did go back and forth about that erm to be honest I think it actually started with me saying I don't want to do business anymore, can we change course? erm so we toyed at that, she put me in touch with the course leader erm and one thing that frustrated me was, I think this was only a stupid thing and I, at the uni the changeover week is 3 weeks so if they changed mine you can in 3 weeks but not anything further which is quite, I mean in my head in the first few weeks you don't learn anything

Interviewer: yeah you're still adjusting aren't you

Participant four: and how do you know from the first 3 weeks if you haven't learned anything that that course isn't for you and so that frustrated me obviously erm and then once I got over the barrier of being right I cant change course so now I just have to take it for me where we looked at the timetable erm and we went back and forth with like printed out every different class, printed timetables all over the room erm and we made sure that it worked and it was, I appreciated it to the point because I was getting probably more stressed because I couldn't do anything in the gaps erm so changing the timetable was a factor for me and so I left Christmas and for Christmas break, in the middle of the change and then when we went back in January I had a whole new timetable which worked so much better

Interviewer: yeah so it was definitely a beneficial for you going to speak to student support like you got a solution yeah. so did that like change your outlook on like staying at university then?

Participant four: yeah. I think erm because not only had before Christmas when we got, when we sat and went through the timetable, id got my first results and I did better than I though I would erm so that helped but I don't, there was something about I think its, part of me, at the end of the day students are paying you for this, its not free, its not something that isn't gonna come out your pocket later in life erm and sort of during the first term, id let university, I was so concerned of not asking to change anything, university is how it is if you know what I mean? erm whereas id had a few conversations with I think, well it was actually with my boyfriend, it was, at the end of the day I am paying for a service and I should be able to get the most out of it, if I'm paying for it and I'm not happy, its like going to a restaurant, if you weren't happy you'd say something. yknow I had to change my mentality of right, lets make this better so that I can and knowing that if I've done that and pushed past trying to find a solution, if it still wasn't working after that point, maybe it just wasn't for me but it, it comes down to you've got to do everything you can to make it worth it, sort of exhaust all options first.

Interviewer: yeah totally understandable erm but you were really proactive about it like you know you actually like went to someone as like this is my problem, it needs solving and you worked through it so

Participant four: it took a lot to get to that point

Interviewer: but you did it

Participant four: yeah I did it but I let myself get to a point where I was like I'm gonna quit, I cant do it and then, its hilarious, I went to a local rugby match on a Saturday afternoon with my dad and three of his friends . so no one I knew, no one that I was mates with other than that sort of day out and I was speaking to one of the friends and he has a daughter, I thinks she's now in her third year or the last erm but he was saying she did something similar in her second year, it just wasn't working and she actually approached obviously the lecturers, that it wasn't, all various things and I just thought right well if she did that when she's 19 20, why the hell am I not? I'm old enough to know better so I think it was, I think its having understanding of that I'm paying for it, its my money

Interviewer: yeah was that like your, was that, because you said it took you a long time to come to the point like seek help for support. what was it that like stopped you in the Past? like was it just like you didn't realise you needed to kind of sort it or?

Participant four: erm it think it was more stubbornness erm it was more, I don't know how to word it, it was more thinking that if I ask for help I'll be perceived as a failure. rather than being proactive which obviously like you've said, you've acted on it, you've done something but, id seen it as well if I ask for help then I'm not doing it right. like what's, whys no one else asking? I haven't seen that, why do I have to ask? which, it does take a lot to move past that and it can just be I mean its like a flick of a switch someone said but I can totally see why I mean could've stayed and not done anything

Interviewer: yeah

Participant four: quite easily

Interviewer: but you didn't, you were proactive

Participant four: no I'm glad I did it

Interviewer: yeah like when you reflect back now like probably at the time it was probably bit daunting and scary to be like yeah maybe I should take control because like when I first started uni I was very much in the mindset that like the lectures tell me what to do, and ill do it and I don't question it and like I got more into my degree and I was like like no because I'm here for me like not, they don't, its not that they don't care but like they teach like 100s of students so if I'm like I need, if I need something changing then its on me to change it because they like they cant know everyone really can they

Participant four: yeah. I think that's a big part of it because they must see hundreds of students a day, let alone a week and, I mean I've always, I tried to compare it in a work scenario where, when I was at work, well I worked in events, so I was in charge of finding all the props and I had to be proactive about it, that was where I think, I built better relationships with people that I were honest with, look I don't get this, can you explain it? or this isn't gonna work for us, what do you think? and I think that was then where when id had that bit of light bulb moment for like I need to sort this out I went into more of a right, this isn't working, what can we do and lets gets the best out of it for everyone erm remembering that, people don't know unless you say something, its quite a big thing to remember

Interviewer: yeah 100% but like I'm glad that you worked through it. erm so if we move to the middle of the year, like a round Christmas time so before we broke up and then like during the break and after like you said it was around this time that you were still talking to student support erm how were you feeling like at this time? like around the Christmas sort of period?

Participant four: erm id said to myself, it was almost like through the first term giving myself moments to, like goals almost so the biggest goal was getting to the Christmas break and then you had what, a month to reassess and see what happens erm id got to Christmas and I was like right well I'm in talks with them, seeing what they can change so, I was a bit nervous at first to like ask, obviously for Christmas break people don't, not shutdown but, its obvious that everyone gets a break erm so I think just before we came back, I hadn't heard anything about my timetable or my changes and that was really stressful for me because I just wanna know what's going on and it was part of me where, I needed to know what the changes were and what was gonna work and, it, to me it was more id just be like well if I had, well if I had to go into the same routine and then change, it would've been hard as well and, we had, because my timetable changed, I almost had that same feeling from the fist week because I changed, I think it was the majority of the lectures so but not the lectures just the tutorials and seminars so I was going to start again and I think I remember id seen a few people that I knew weren't in my tutorial, oh which one are you in and are you in mine and working through that whole process again of being like I'm the new kid like where am I going, why have I done this erm so it was another bizarre start to a term erm I don't think I've been giving myself a good time but it was kind of, a double edge sword in the sense that, part of me I was so happy that id got into what looked like a far better one for me, I was ready to take and make sure there that, around it everything was gonna work erm but then also I was really nervous I was gonna start again

Interviewer: yeah 100% that is completely understandable. erm so you said like having a structure is really important for you erm like having that routine erm obviously like it would've been stressful like the anticipation of finding out whether your timetables gonna change and then obviously when it did change like you're back at square one in terms of meeting new people and fitting in erm was there anything else that was stressful at this time?

Participant four: erm I'm trying to think back. I don't think there was in January, so I don't, yeah, I started the term, I think, everything had kind of settled down like because prior to Christmas, id addressed my concerns with the redundancy and taking a bit more of a control erm I think I probably started second term in a bit of a , better place personally so I could concentrate on right, make university worth

Interviewer: yeah erm was anything else happening at this time that you've not told me about?

Participant four: I don't think, I did, so January and it was over Christmas when id decided to erm do the social media mental health charity, so that's when, over Christmas, id had a few conversations and then we started that so the change of schedule fit fine, it just worked so I had something to focus my mind a bit as well

Interviewer: that's good. erm so, lets ignore that, erm so you're saying like you were feeling a bit stressed about changing your timetable and apprehension of like meeting new people again. erm how did you cope with this situation? did you still rely on your family network? or did you seek help from someone else? any coping strategies that you used at this time?

Participant four: erm I think this time in, because id met people from the first term and like I, I mean I must, over, when I knew about all this change, id been messaging a few of the people on the course just to find out which, what their schedule was erm so I did try, almost create a familiar face whether it was one person or whatever, I think that helped erm knowing that I was going into a room and there was one or two faces that id recognise erm and a big part of me because I was having, id taken control of what my schedule was, I erm, I've slowly realised that erm physical fitness really helped me erm so when I started the second term and I had my timetable to how I wanted it, I actually got going to the gym and I fit into classes to show that I was following a really rigid routine to keep me going

Interviewer: that's really positive. I do that as well, like I never used to understand people who would say like oh I cant wait to go to the gym and like I got into a routine and I was like oh no, I've become one of them people.

Participant four: I feel like that exactly like so my brothers a big, I mean he's a, he was a professional sportsman so he's always been into physical fitness and I've been no, ill just sit and have a coffee like I'm not bothered whereas, to be fair the last, its been over the last week, like I didn't travel to university but, I think id almost taken, the few years I was working and having the gym, I almost hadn't bothered because I wasn't in it whereas almost when I started again in January erm and as well recently, id realised that actually the days where I haven't done anything, or if I missed a few days of not doing anything active, I actually noticed a drop which I never ever ever thought would happen

InterviewerR: it is strange like the first time it happened to me, I was like what, what is this like this is not normal but no like, its not until you do something that you actually realise hmm maybe people were right about this. erm so did you seek help from like any of the support, so obviously like I know you were talking to student support, did you go to like wellbeing, or counselling or anything like that during this time?

Participant four: so in, in January I had actually started erm counselling myself erm and that, I mean its still ongoing erm which is the most bizarre thing, just on phone call, erm but I, so I was doing that on my own in a sense I cant get past that point form university whereas it is offered a lot more than I expected. and then I think it were, I I think it must've been the first couple of weeks back I did go and

make an appointment at the wellbeing team erm more so because I think id, because id spoken to student support and they had been great, she did suggest going to wellbeing erm I, I did it more to see what the facilities were, see what, what's on offer and kind of just have the place to go because I think, I realised that yes student support works so why have I not been to wellbeing erm so and that was, I found very weird, I was like oh I'm going to speak to someone about it but that again was better than I expected and it was more, just talking to someone and saying look I've done what I've said but I'm still not feeling great, I'm feeling quite stressed, what do you guys offer? and finding out, being more knowledgeable about what they do offer, I think that then reassured me to be like well actually is is really weird for me to say or if I'm having certain things that are gonna cause higher stress, you can actually go and get a bit more support and point me in the right direction

Interviewer: yeah definitely. so how was this support? like was it beneficial at the time? or it could it have been better? what did it make you feel like going like before and after?

Participant four: I think before it was, strange to have to go to ipoint and to book talk about your appointment, which I get you've got to have this sort of facility in place to organise that but when you're going into the main focal point of university, knowing that you're going for your wellbeing appointment, it can be quite daunting. erm especially if it, my first time going, and I felt really conflicted with that, going to an ipoint which asks you a bit more technical support, student services, to ask to a question that's a bit more logical and I had to go to them and say I, not that I felt embarrassed but I think because mental health and wellbeing has such a stigma, having to go to quite a focal point of the university to say I've got a wellbeing appointment, it goes back to that feeling like what am I doing wrong? rather than being just a, I, its almost you know you're going with a problem, not going to chat

Interviewer: yeah. so when you got, had the support, what was good about it? like how did it help you at the time?

Participant four: erm at then time it helped me have a good understanding of what support the university offered erm which I think was invaluable because you've got such a big campus and so many people erm and its hard to get a message across that you want to support people erm I do find, this isn't just the university, its everywhere erm a lot of the time you've got to be proactive towards that help, find how to get the help whereas if you are in a situation and you know, whereas id got told that because id already had student support, and done all my practical side of helping, they pointed me in the direction and my conversation with wellbeing was more of a what can you help with? so if I'm, if I experience it do I come to you or do I go to someone else erm but I think its, its so hard to get the message across and know that people are there to help and I think, that's almost why it helped me more because it made me realise what facilities there are to hep me whenever

Interviewer: yeah that's good. so if we move to now erm whilst we're in lockdown, how are you feeling like right now?

Participant four: erm right now I'm feeling alright erm I think, god I'm trying to think how long we've been in lockdown erm, it was a surreal feeling knowing that, when was it it must've been the middle of march I think it was erm I think I mean I remember that day the university said to close erm which is the most surreal feeling knowing that [unclear[ and I got my university email saying oh on Wednesday we're not gonna be open from this point and then next minute there's another email saying actually we're not open anymore so erm and that, I think, my biggest thing is my schedule so initially I was, I didn't know what to do erm I kind of wasn't sure how it was gonna look, how it was gonna work erm what id do to fill the time, how id keep sane erm and the first week were, in fact

the first couple of weeks were okay because actually my parents had coronavirus so they were completely isolated erm so I was doing a lot of running around, I was going to supermarkets for them and the same for my grandparents, I was being quite busy during the first couple of weeks which really helped me almost not panic erm because I was being so busy with it and I still had a bit of uni and everything else to fit in, I was still doing alright but then it was almost when, when my mum and dad were symptom free and hey could do things, my grandparents could do things themselves that was when for me it became a what the hell do you do now? I've been helping everyone else with no way around it, I cant just sit in the same four walls erm so it took a lot to find my feet and get, I mean like, get a routine erm and to not spiral into oh ill just lay in bed sleep in until half 9 I think my big thing was I'm not gonna stay in bed, I'm gonna get up, I'm gonna have [unclear], I'm gonna make sure that I'm still doing bits a day erm I tried to talk, a big, a big factor for me I think was obviously everyone's on social media like oh well use this time to learn a language, do this, do that and initially I felt a lot of pressure from that to be something, to do a lot and that was probably the most negative point that there was because I felt this pressure and having that build up was kind of, make me self destruct be like why should I have to? I don't, I established that well, if I don't want to I don't have to, everyone's dealing with this in different ways and everyone, its, its not a productivity contest, its not a time to say oh yeah use your time to do x y because you might not have that mental head space and its made into something so, unknown can take up so much head space erm and I think, I had an essay due in in the, towards the end of April, and it was with one of my favourite lecturers erm and id met with her the day before university shut which was the first time that id, I was kinda taking my own advice from student support and going and asking a question that I was [unclear] so I met her and I said to her I just need help starting the essay, getting a structure erm and wed spoke about that day and wed said, id sort of said right ill get a full draft, ill get a full draft to you in a couple of weeks and then we'll go from, hopefully feed back and ill keep changing it. and I emailed her about, I think it was the first week of April and I emailed her and I just said I've attached what I've done which was about 300 words and I just said I do not have the head space, like there's so much going on and I really wanted to get you a full copy but every time I sit and open my laptop I just cant, cant do it erm and it was almost, I think I wrote that email about 6 times, like do I say that I'm struggling with head space, do I ask her this, should I be sending her this, it was almost then, I pressed send, press send and run away erm but she replied later that day and she said no I totally get it and gave feedback and if I want anymore we'll talk, do you know what it felt lighter to know that yes I've said I don't have the headspace and she agreed, no I get it, having that then made me feel better about it erm and then it kind of took me to think right, I need to get my full focus back and actually exercise, do half an hour exercise everyday and do half an hour of an essay or of uni work a day and even if I'm just doing half an hour to an hour a) I'm still doing something erm b) I'm not pressuring myself to save the world in a day like its not in danger?

Interviewer: yeah 100%. so could you tell me how the pandemic has affected your stress levels in relation to uni work? like obviously you've finished now so if you think back to like when you were talking about that assignment like how did like being in lockdown and coronavirus affect like how stressed you were about it?

Participant four: erm the essay that I had to do I felt alright knowing that they were essays and wed already got the groundwork erm like I said I mean, I, struggled with getting motivation to actually start and write them erm if anything so I, I didn't wanna pressure myself to sit and box it off in a day or whatever whereas, it was hilarious because I could go and be like I wanna write this essay, I'm gonna do a paragraph and then id open my laptop and just stare at the screen like id just be like, where's my motivation literally gone from literally opening my laptop lid erm so it was really hard and I felt a, like I went back and forth with myself, especially with the essay about being like well everything else is going on in the world, is an essay important? its not so it kind of been a bit of a, battle to get work down on paper erm and then I think a big part of it was I was meant to have three

exams erm and obviously with the university being like we don't know what we're doing so we were just gonna cancel them but we don't know, were just gonna wait and that was big, it was kind of tight so I've got three exams, are they gonna be commencing? am I gonna write a million words that I cant do anyway, there was, I think teres always something about not knowing makes everything worse erm but then when they announced that out of the three exams two of stayed exams online so open book so I was like this is great, its an open book exam, I've got a notepad, I'm good but one of them became a 3000 word essay and wed only got given it a month out of 3 weeks out from the deadline and I thought I'm not gonna be able to do that, I cant even do one word let alone a thousand so what I found with that was when id researched the question, I, as much as he said it was a 3000 word essay, I had to treat as if it was the exam erm because to me especially in the first term, I'm very proud of myself for doing the essay and hitting the word count erm but with this time, in an essay, in an exam I wouldn't know how many words you've written, it wouldn't be based on word count so I had to kind of switch it of being like I'm just gonna treat it like an exam because I, if I put the pressure on and I cant hit 3000 words then, erm and then the open book exams were, they were alright, I've been in better exams I've been in worse exams erm but I think, as much as I dread having an exam from your own sofa erm in a way the open book aspect worked for me mainly because the last time I did an exam was erm 10 years ago

Interviewer: yeah so quite an adjustment not just like coming to education but also lets just change the format of the exam as well. INTERVIEWER: so obviously you've finished your first year. how does like the lockdown and the pandemic make you feel about starting second year?

Participant four: erm I think because everyone's told me for so long erm I think it will probably amplified by the feeling of I'm going back, who is everyone erm a big readjustment again erm I think for me I'm trying, especially especially in lockdown, I've been quite, I've tried to make sure that I don't look at anything quite long term, if I start thinking about September and it didn't pan out how I want it to be erm I mean that'll change a lot of feeling so I'm quite, I mean in my head I know we're meant to be getting results on 26th June so I'm like get to that date, see what happens, take it everyday erm just because the one thing that I've, its all the fear of what if, its if it doesn't work out how I think it will or if I, if people are speculating and saying x y z and then it doesn't happen then that's not ideal in the long run but I think I have a quite realistic outlook on stuff more so now because I thinks its made me aware that everything can change so quickly and I mean my mums a teacher, she's preparing to maybe go back in June erm and I think its little things, there's so many factors to think about to say that university's in September, anything could happen

Interviewer: yeah that's true. so in terms of your coping, how has being in lockdown changed the way you cope with erm like the stress of university?

Participant four: I think the big part is, I've realised how valuable physical health is with it erm so I, I mean don't get me wrong I've had a couple of weeks where I've actually done nothing and that is totally okay but I noticed the difference in myself so if I get up and I go for a walk and I'm out everyday for an hour, not even that maybe even half an hour erm or even I try I'm trying not to coax myself the joe wicks videos but every so often if I get up, I'm up well I'm awake, if I can be bothered putting my gym stuff on to do it, ill do that and then so I might do p.e with joe at 10, cool down, go on my walk and then by the time I get back its half 10 and I can sort of start the day knowing that my, I've got a bit of headspace if I've got rid of, by getting rid of something by doing something erm and I actually think like the other part is I've probably drunk as much as I thought I would which you see everyone like oh I'm drinking again, I'm like I'm proud of myself for not drinking everyday erm a little wine erm

Interviewer: yeah totally. erm so you've like obviously said that physical health is important to you like give you that headspace erm before lockdown did you say that you'd like go to the gym?

Participant four: yeah

Interviewer: so obviously you cant do that anymore so before lockdown did you do like any joe wicks exercises before that or like your walk or is that just something you've taken up now?

Participant four: erm id I had a personal trainer at the gym so I went and I do I think I went 3 times a week so I was keeping definitely active erm id, I did walk before lockdown so I might I might've met my brother and his dog so I did walk a little bit maybe once a week erm whereas lockdown mainly because I cant go to the gym erm if I'm completely honest actively trying to find another option. I think I underestimated how much walking helps erm and part of me thinks before lockdown, I only wanted to walk the dog whereas now I'm like actually ill walk through the park with a podcast on and almost zone out for a bit, not think about anything else erm. I'm not fully bought into home workouts yet erm I think I'm quite, my space is my space and having to, I don't know it sounds really stupid but doing a workout and getting really sweaty in my own house just doesn't sit right with me like my living rooms where I have a bottle of wine not doing star jumps and burpees

Interviewer: yeah that's fair enough. erm and then in terms of the support so you said like you're still having the counselling over the phone erm how do you feel about having it over the phone? does it, like are you a bit apprehensive about it, has it changed the way you kind of use your sessions?

Participant four: erm I think the pandemic as a whole has changed the way I use the sessions erm but there's something to me that, as much as [unclear] the pandemics made everyone use video calls a hell of a lot more erm which I do think is great erm and it works for what we're in erm pre lockdown someone I know has had counselling and he's always had it on web call and he said he preferred it, I think that's because he travels up and down so he cant have it anyway whereas I don't know, to me, there's something about sitting and talking to someone, seeing their body language, seeing, and you can kind of see it through a video call but not the same erm its been way better than I thought it would and its been beneficial which I think as well if id have just stopped that would've been worse as much as the first couple were always uncomfortable id much rather have that awkwardness and try and work past it than not at all when especially in the given the circumstances, a lot of different [unclear]

Interviewer: yeah so erm with the other sources of support, has being in lockdown kind of stopped you from being like seeking support that you otherwise would have? so like if campus was still open erm like you could've just walked to ipoint and got an appointment on the day but obviously with it being closed has that like stopped you like full stop from accessing certain support or has it not affected you like that?

Participant four: erm id probably say its stopped me erm probably, I wouldn't say its through any fault of the uni or anything that could've been, I don't know, I just don't think, I mean id approached my lecturer that particular assignment but I don't think id choose to contact student services right now, well a couple of weeks ago when I was stills struggling erm I think that's probably because like you say you cant go and talk to hem erm and I think just something about, even though I had certain conversations with student support and I would've said id go and talk to them about anything, with it being university and being so many students, I am conscious again of being a bit well, I'm coping, I'm not in a horrendous situation but having to actually email then call someone its almost adding them barriers in because its not straight forward as it could be

Interviewer: yeah. how does it make you feel like knowing them barriers are in place?

Participant four: erm sometimes I mean it depends what I'm feeling on the day erm I mean there's sometimes well they need to improve this system x y z blah blah blah and I think through it logically about more what other students [unclear] then part of me I think well there is so many students that need help. how can you do that when you cant just knock on someone's door? it does take, it takes both sides in aspects to be proactive, both sides have to be actively engaging and I think that's quite a hard thing to do because obviously of the current unknown

Interviewer: yeah erm and then with your counselling, do you think that's helped you kind of cope with your academic stress at all?

Participant four: erm I think she probably got the brunt of it before say student services and the wellbeing team erm but I do think that, I mean its almost checked myself if I've needed it erm to kind of remember why I'm at university in the firs place erm and I don't think I ever, I almost actively remind myself that I choose to go down university, I chose that, regardless of what the situation was and and it kind of just reminding yes okay a big part of me is [unclear, its taken everything day by day but if I went day by day id never remember that I started university to get a degree, to do better in life erm and I think she just, she acted a bit more level erm because I am conscious that when you come and talk to university, they're gonna be biased to the university, that's just natural, they work there erm but in my session its very much where what are your other options, what are you gonna do and we'll be a bit more challenging as to well if you're gonna quit lets look at that rather than just saying stick it out
INTERVIEWER: yeah erm so have any other alternatives been available to you?
obviously you cant just go and knock on your lecturers door or like go up to ipoint erm do you know if there's, has anything else been offered to you to kind of replace the face to face contact?

Participant four: erm two lecturers have done, so one of them did zoom lectures which was the funniest thing ever because out of a lecture of 215 people,13 turned up so that sums it up erm but then the lecturer that id approached about the essay she just put PowerPoint slides on Brightspace but then recorded what shed have said erm which I think both of those were valuable erm and I actually those lecturers were one of the, almost engaged in emails and albeit its been Brightspace now so its everyone but they've tried to keep it as it is erm whereas to be honest quite a lot of them haven't said anything erm which from a student point I think it makes you feel a bit deflated if if they're not gonna do a bit of, or something, why would you choose to go to them? erm which is hard but erm like I said I then sometimes had looked at it as I'm in first year, there's people doing their dissertations that need more attention, that need the help rather than a first years problem but we're all paying the same

Interviewer: yeah and then what about in terms of like erm emotional support or mental health support, have, are you aware of like any other alternatives that have been made available whilst we're in, like whilst we can't go to campus? like you've been having your counselling over the phone, has anything else been offered to you to replace like wellbeing appointments or something that you might have accessed but cant now?

Participant four: erm I haven't particularly seen anything erm I think the first I saw was erm an email about the passing away of a lecturer and it pointed to big white wall and erm a couple of other like mental health lines and don't get me wrong that is great but then part of me is a bit like its on the back of a death not [unclear]

INTERVIEWER: erm what about, what do you think would have been beneficial to like specifically to you? so like if the university was to offer additional support like right now, what do you think they could do to support you better right now?

Participant four: erm I mean, the only thing I can think of is, because everything's quite hoo hay and [unclear] that's what communication is but its almost like right you've got on record who's previously come in with wellbeing or student services, its almost that proactiveness from the university that might just be I know you visited this on this date, we just wanna check in erm which I think a) can be easily managed and b) could be vital to people if you've got people that you know because you've got records that they've visited that person, if you reach out to is there a point and even if it is just a blanket email, its something that might spark that person to get in touch, id be more inclined to reply to someone if they sent me an email oh we see that you've attended student support on this date to discuss this, do you need a chat, is there anything we can do, you're actually gonna get a response

Interviewer: yeah definitely

Participant four: I think that's the only thing that id change

Interviewer: that's great. is there anything else you would like to tell me or discuss about your academic stress this year

Participant four: erm apart from picking the maddest year to go to uni erm I think we've covered it, I mean I guess the be all, I've ended the year in a really good place to what I've started in every aspect but I think, I think I'm more aware as well to make university better for me rather than it being you're going to university you're going to do this

Interviewer: yeah that's a nice take away message despite the circumstances. erm so just to finish just to end on a positive note, could you tell me about the best thing that's happened to you this academic year

Participant four: erm bizarrely I actually think it was my first result erm and getting that result a) it was better than what I expected and it gave me that boost to be like I can do this and it also gave me that feeling of achievement to keep going

Interviewer: yeah definitely, its always nice to like see like the outcome of like all your hard work, its definitely a nice feeling. so that is the end of the interview erm I just wanna say thank you so much for like giving up your time, I know its like an hour and 20 minutes is a big chunk of your day erm but its definitely been really helpful for my research

Participant four: good I'm glad

Interviewer: I hope it wasn't too stressful for you

Participant four: not its been useful to chat

Interviewer: that's good. with the amazon prize draw, because you've done the interview you can be entered again. is that something you'd be interested in?

Participant four: yeah why not

Interviewer: cool erm then last thing is, I've got a debrief sheet that I can send you after the call, it basically just reiterates the research, signposts you to some services if you feel like you require any

support, that sort of thing. but yeah that's it, thank you again, like honestly cant thank you enough. it was nice to have a different face to talk to as well

Participant four: I know that feeling

Interviewer: so yeah it was nice talking to you, I hope you enjoy your day, have some structure

Participant four: have a nice day

Interviewer: see ya

Participant four: bye

Participant five

Interviewer: Yeah, like it gets to the end and like my throat's just like seizing up. So just some demographic questions to start. I mean, I know most of them but I may as well ask them. How old are you?

Participant five:I am 22.

Interviewer: What are you studying?

Participant five: I am studying a master's in psychology

Interviewer: We're basically on the same course aren't we so we don't have an assignments it's just like, the end

Participant five: Just one big one.

Interviewer: Yeah, that's fine. How are you finding the course?

Participant five: Ah it's beautiful, I love it, it's a dream. Am I allowed to be sarcastic on this?

Interviewer: Erm yeah but then I'll just be like, Can you tell me some more about that and then you might retract your statement. So

Participant five: Okay so let's give you a bit more.

Interviewer: Yeah, if you don't mind.

Participant five: I'm actually really, really enjoying it. It's somewhat, it's somewhat different to Obviously what we've done previously, because it's very dependent There's a big sort of self motivation factor to it, which is kind of what I'm struggling with at the moment with everything that's going on. But yeah, I've really loved it. And but I think that's mainly down to my supervisors. And they've been, I mean, there's a lot of stories coming out, like supervisors that really aren't being supportive. Mine are incredible, and I couldn't have asked for better ones to be honest. But I think that's the main reason why I'm enjoying it. But I'd say, I've actually forgot what the original question was. I've just kind of gone off

Interviewer: It was how are you finding the course? So you are, your answer's fine. It's all good.

Participant five: But yeah, I am. Yeah, I really enjoyed it. Yeah.

Interviewer: Yeah. It does make a difference when Like, you actually get on with your supervisors. Like I've noticed this year, because Susie supervised me last year, and like, the relationships not changed loads, but she's more like responsive to my emails and a bit more like, talks to me more like a mate rather than a student now as well, which is nice.

Participant five: Talking almost like a colleague don't you.

Interviewer: Yeah definitely. It's a bit weird because like, I'm still sat here like, yeah, I'm 16, being taught. When I'm not I'm 23. Don't like it

Participant five: it's really weird and it's funny like, you go in and like normally I'd be expected to be told what to do. So you just sit down and just kind of listen and take it in and go, well, then Supervisor 1 will be like, right, So what what how do you want to proceed? And I’m like err

Interviewer: Yeah like Every single time I have supervision Susie's like right, so what what are you going to do this month? And I'm like, huh are you not meant to tell me what to do? I hate it. Yeah, but then like I'll say like 10 different things I'm going to do and then it'll get like, a week before my next supervision And I email, like yeah, I've not actually done any of those things I said I was going to do. Yeah, going well, anyway, as you know I'm interested in academic stress and mental health amongst students, more specifically how this might impact academic achievement. With the current pandemic, I'm interested in how like, stress, academic stress might have changed throughout the year. So obviously, like I was looking at that anyway, but now I'm looking at like pre lockdown and now if that makes any sense,

Participant five: So like pre lockdown and post lockdown

Interviewer: Yeah, basically. So when you're ready, if you think about to like when you enrolled in your masters, had your first week of lectures, around that sort of time, how were you feeling at the beginning of the academic year?

Participant five: I was feeling pretty, well to start with I was feeling pretty, pretty confident pretty late, really, really kind of Riled up and still had the, I don't know if you were there, the first sort of lecture that we had, we had like an introductory One

Interviewer: Was it the one that was like all day?

Participant five: yeah yeah yeah yeah it was a long one and they showed this graph I couldn't get it on my head and it was just like happiness indicator of like masters and it just such, a sort of graph plummet and PHD plummet, then after it was all over people actually became happier again. And I was just like Well, that's just absolutely just pissed all over everything, on my enthusiasm. so the bit yeah, I was a bit kind of taken aback about that. and I went to speak to Supervisor 1 about he just said just ignore it. And then, Supervisor 1 is Yeah, like, like I said they've been really like they were my driving force and they basically built me up. But yeah, I was really Yeah, I say I say during from like the period from like, September to November. I was really kind of Gunning, like really really happy. in November, I found out that the research I was going to do someone in America published. so I was gutted because I thought it was it was looking like it's gonna be like a really good publication in a really good journal that's why if it eventually got to that. So I was really gutted so then it was a big panic, because I was going to like I did that teaching thing and they were all like what you're doing and I was like I don't fucking know, it's been taken and like, obviously, a lot of lecturers were asking what I was doing as well, because I was going to journal clubs because Supervisor 1 invited me to these journal clubs and all these lecturers were like So what you are studying because that's just what they ask and I was like I don't really know. and I was like well I did have an idea, it just got nicked and then they'd go like edit to that, but yeah, so I think the first period of it, I was really kind of really happier that I was really gonna go somewhere and Then shit hit the fan but And then we kind of had to really scramble an idea out of nowhere. So as, the pressure at that point to be able to come up with a good idea was pretty and it, problem is, it's not necessarily Supervisor 2 but Supervisor 1 wanted an idea that was publishable. So I've Not only had the pressure to come up with an idea because I had ideas, but it was one of one that would eventually get into a journal.

Interviewer: Yeah it's a lot of pressure for the start of the year

Participant five: yeah so eventually I did come up with an idea with Supervisor 1' help, a lot of Supervisor 1' help. And yeah, then it kind of peaked a little after that because we were constantly researching but then Supervisor 1 wanted to pre register it, Before we even started on anything, so I was kind of learning so How to code the data in between and doing stuff like that. But it was so hard,

and the hardest thing I've ever done is to write that pre registration because it was going back and forth. But I'd sort of consider it as an assignment. But it was so, kind of, I wrote what I consider to be quite, it were decent I thought it were, well it was and then it was coming back with all these comments like they were just, because Supervisor 1 just kind of rips things apart, it's just what he's like but it's a good thing because it helps you improve but you just so gutted when you get it back because it's like yeah I've done this

Interviewer: Yeah. Just [unclear] all over your work

Participant five: Exactly. So as obviously his comments really disheartened me This happened like quite a bit. I was constantly trying to because he wanted really good justification for it. And the only just- because it was such a rush to get it in such a rush to basically think of something The justification was shit, basically we had a high sample size. We were doing something there's a bit of an extension on another study. It was really, you could tell it would just be something that's been taken from thin air, something that was just made up in in a week. So that kind of, I dunno, it made me a bit more gutted that because it was, if I'd of, the idea I had originally hadn't of been stolen, stolen, It's not like they stole it, but I'm gonna say they sole it because it makes me feel better Yeah, if that hadn't, you already got through it, it would've been Hopefully really good at, I had really good justification for this one because it wasn't, you know because It wasn't just my idea, Supervisor 1 had a lot of input in it as well. You know, it didn't feel like it was mine anymore. And that's what really kind of erm And as there's a lot of, there's lots fMRI stuff as well in it which I, Because I'd been learning how to do look at structural deficits in the brain, functions were a completely different story. And it was so, had to wrap my head around that within like a three week period, because he said about the pre-reg had said, you know, you need to include fMRI. How? What the hell's that? So I had to learn all that, and then send that in again, and obviously there's a load of errors on it, because I'd only just learn it, kinda like in 3 weeks. It kept Yeah, coming back. So I'd say at that point erm I was pretty I wouldn't say down about it, but I wasn't. I wasn't as excited about it as I should have been at that point. I don't think.

Interviewer: Yeah, it's understandable. So like, what specifically was stressful at this Time?

Participant five: It was just the, I wanted to get going on it so badly, I wanted to get going on the, because I'd built up to learn about the analysis, because I'd done it all summer, learning how to code, learning how to basically, Do, yeah, do the analysis And that's what I was looking forward to the most. And then the more this pre reg kept going, the more that that analysis was being put back because, Supervisor 1, wanted this pre reg, because if you pre register it, you more likely to publish afterwards. It's understandable why he'd want it. But at that point, I thought all he was bothered about was the publication, not about the masters and Yeah, I did. Yeah. I don't think he was I think I understand now why he did it. Because it was to make sure I knew what I was doing before I started. But yeah, I'd say it was just the fact that the fun bit or what I've considered The fun bit was being pushed further and further into the future. And it was a bit I wanted to get done because if I if I knew, I knew if I went through it, I'd understand more and be able to write something better at the end of it. I understand what he was doing but.

Interviewer: Yeah it sounds frustrating

Participant five: Yeah, so we got the pre reg in by the end of January. And I was so happy when that went in erm And then, what was really stressful at that point was, erm, rather than me going and doing the analysis, and then telling him what I'd done after it, which is what I would normally do, because you kinda need to go through it to be able to explain it to somebody, you want a list of all

the settings that I'd use beforehand. Put to do that is really, erm I don't know, I can't think of the word, like jumping the gun almost because you can't know what settings you're gonna use beforehand and He's asking me questions like how long is this gonna take? can you get this done in two weeks? and I was like I don't know, I've never done it before

Interviewer: Sounds like a lot of pressure, especially for the start of the year as well

Participant five: Yeah, from, I say from like November to January, I didn't have a good time with it. As, it was still amazing The thing is, it was so amazingly interesting, like, looking at all the research and stuff like that but it was just the, Supervisor 1 was like, what's next? What's next? What's next? you got to be one step ahead of yourself. And then that was really difficult. But then eventually we caught on to the analysis and Supervisor 2 helped a lot at that point. Because Supervisor 2 was like, I don't know how long it'll take either. I don't know what he's talking about

Interviewer: That's nice, still some support then.

Participant five: But Yeah, Supervisor 1 is a very like charged forward type of person, always wanted the next thing. It was quite, I mean I love the I love the analysis because We were just coding data for like weeks, which I think most people find really boring but I find really fun. I'd like that. And yeah, because we were actually, we were seeing the differences in the brain, we found really, really good results in the end and that was so exciting. And then, just as we were getting into the sort of really, really fun part of the analysis COVID-19 hit. And it was, we were just doing the first pro- first step of it, which is a really long step and you basically, I had my computer on like all night and I regretted putting all the lights on my computer now because it were just like a strobe light in my room, I couldn't sleep. Bad thing, but it was, we would it took it took about a week to process it all and at the end of that week the uni shut erm and that was just the first step so we had to, Supervisor 2 ended up doing half of it remotely, I ended up doing half of it remotely and we had to put it all together. it was really, it made a complicated process even more complicated so that wasn't, it wasn't a good start to lockdown but at least they got there in the end

Interviewer: So at the beginning of the year like when like your research was basically stolen. Obviously that would have been like quite a stressful time. was anything else happening like in your personal life that like might have affected your stress levels?

Participant five: I'd just had a operation actually. I had funny veins in my leg

Interviewer: O yeah I remember

Participant five: They lasered it erm but it, there's something really weird happened after it I ended up staying hospital a few nights afterwards Because I'd had a really weird reaction to the anaesthetic which caused tachycardia, increased heart rate erm so I was having sort of ecgs for quite a while after that to check that my heart wasn't gonna explode

Interviewer: Oh my god,

Participant five: it didn't though and err so that didn't help. yeah that wasn't, that wasn't brilliant. it's quite funny yeah only me could do that but it turned out to just be, they didn't really find out what it was but I think it was just sort of anxiety I think, yeah really weird, Yeah certainly didn't help but I'd say that, That didn't help.

Interviewer: So then When you said like you're like you were quite stressed about like your research being stolen then like Supervisor 1 was kind of pushing for that, something else and it was like taking

the fun out of what you actually wanted to do. How did you like cope with that situation? Like what were your coping strategies?

Participant five: I'd say my main coping strategy is just to charge forward and just keep going. But, erm I wouldn't really say I had any, kind of just kept going with it.

Interviewer: Yeah, that's fair enough.

Participant five: If I could label it, I'd just say just charge forward and then worry about it later, which I often do

Interviewer: Standard. Did you seek help from anyone? Like did you talk to anyone from university or friends or family?

Participant five: I talk to my girlfriend like she knew what was going on and She's been at the uni as well so she knows what Supervisor 1 is like. Erm so talk to yeah, I talk to her quite a lot and she kind of erm yeah, help me sort my head out sometimes. Definitely a lot of time but erm Yeah, actually started mind- I did, you know the uni does like mindfulness courses? I did a four week version of that. Actually just before lockdown, because it was just it was after the pre reg and I just I need something to be able to help me along. And that really, really did help. Yeah, because it just, it lets you be in the moment, doesn't, you know, not worrying about the next thing, which is what Supervisor 1 was doing. he's constantly on the next thing and it was sort of clouding my mind as well, because I was constantly going right that's done, What's next? And although that's good in a sort of academic sense, it's not good in a...

Interviewer: Yeah, definitely. So it was that mindfulness training like beneficial to like, your mental well being at the time?

Participant five: Yeah, and now, like I think one of the things, just tryna think what the, it was more just being in the moment and like, learning to do that without worrying about everything, because there's only there's only so much your head can take. I think it Yeah, really helped me, just calm down, And also, I was, erm again after that teaching course that we did, I was really struggling with public speaking. But I'd never been like that before. But it was just yeah, it's really weird. I'd never felt like that in front of people before. And I thought I need to sort this out, so, Supervisor 1, actually, that's when Supervisor 1 really did help me and he did, He was sent me to journal clubs, where I had to present in front of the lecturers, which was incredibly scary.

Interviewer: Yeah, that sounds really stressful.

Participant five: Yeah. But it, but like that coupled with the mindfulness kind of helped me realise that you know it's just yeah, get on with it but don't worry kind of thing.

Interviewer: So then if you didn't go to like, like support services you know like wellbeing and disability, to like to to a well being advisor or counsellor or anything like um you know like a bit more like professional support? was there like a reason that you didn't seek the support like their support at that time like do you feel like the coping strategies you hard were like sufficient or was there another reason for not kind of going to them?

Participant five: I guess it's because I always have like this thought that like things are worse for other people so what am I moaning about? and I'd rather, I think it's a bit of I'd rather leave those services with people who really need it. And I don't think I did, so I think, so, the mindfulness, I realised after I really did need that, I didn't before I went, I didn't know at the time, think that I did, I just thought, well, it might be useful, I'll give it a try, see what happens. But actually coming out of it,

I was like, Yeah, that really helped. So, in the future, if I, and I hope I don't but if I did get in a distressed state where I thought, I was reluctant, but thought it might be a wise choice to do it, I'd probably more likely to do it now. But everyone's different aren't they but

Interviewer: Um, so if we move to the middle of the year, around Supervisor 1tmas, obviously, like, this is probably like when you were doing the pre reg sort of stuff, right? I know you've already said but like just so I've like, it's like, explicit, How were you feeling at this time? Like around the Supervisor 1tmas period.

Participant five: Yeah, I felt like I couldn't really concentrate on Supervisor 1tmas because my Mind was constantly on this, Yeah, this, just this pre reg, just getting it in. But by the by Supervisor 1tmas time we were kind of nearing the end of it. And He, it was coming back with less comments and stuff like that. So it was it was better, but it was, it was kind of like having, you know, an unfinished assignment. But, it was even worse with somebody marking or somebody marking and telling you you've done, yeah, I think when assigned, Well, I don't know about yourself but when I did assignments, I kind of leave it for a bit and come back to it and have a look at it. And then be really critical of myself. So I had that self criticism as well, along with all the comments that they're giving, really Yeah, it was, It wasn't easy to relax at that point at Supervisor 1tmas. But yeah, we were kind of nearing the end of the pre reg at that point so It was it was okay.

Interviewer: Was there anything else that was like stressful like around this time? so obviously you were doing your pre reg but like like anything else happening in university or like your personal life that might have added to that stress

Participant five: things were pretty okay at that time

Interviewer: was it around Supervisor 1tmas like around this time when you did the mindfulness training

Participant five: It was a bit after, it was more like it was a four week thing so I imagine it'd be like January February I can't quite remember, around that time

Interviewer: Um, so how did you cope with like, doing all the pre reg stuff like did did you seek any support then? Or was it, Did you just rely on your girlfriend for that emotional support?

Participant five: Pretty much just my girlfriend I think, I think it's probably mainly because she did psychology so I could explain sort of research a bit more. But yeah, yeah, she were definitely my rock at that point I'd say

Interviewer: That's good. so would you say it was like beneficial having that support from her? Like, what was good about it? Like, after she kinda like supported you through it? Like how did it make you feel afterwards?

Participant five: I guess it just reminded me that I'm human, and I can't do everything. I think that's the, I think I was pushing myself to be you know, I don't know about you, is this, There's a lot more pressure now to be really up with what you, the, really knowledgeable about your area. I don't know what Susie is like with you But Supervisor 1 constantly asked these questions constantly, He's testing you. And I think there's, I think she just turned to me once and just said like Participant five:, you can't know everything. You know, don't worry about it. So much. and I think it was just reminding me that I was human really yeah

Interviewer: That's good. so again, like with the support services, was there any reason that you didn't go to them around like the Supervisor 1tmas time Sort of period?

Participant five: I'd say, Yeah, so similar reasons as to why I didn't, why I'd never use them because I thought people needed them more, but I'd say also because I didn't want, if I was to seek support in that sense, I wouldn't seek it within University. Just because I wouldn't want, I mean, I know it's very confidential and stuff like that. But you know, at the end of the day if like Supervisor 1 saw me walking out well being he'd be like are you Alright. I don't necessarily wanna, I didn't want him to think that I wasn't capable or mentally capable of doing what I'm doing.

Interviewer: that's fair enough. Um, so if you wouldn't Go to uni like would you know where to go to get that support somewhere else?

Participant five: erm, probably not actually, the only place I'd probably go to, I guess the only place I'm aware of is like, I guess the NHS if it was like really really bad and I needed help but That's about it. I mean there's I think there's a lot of stuff out there for like immediate help. But not as much for just general help.

Interviewer: so if we move to Now whilst we're in lockdown. How are you feeling like right now?

Participant five: erm I've been better but I've also been worse as well I think. Yeah. I've been very unmotivated, I think, that's been a big issue. And obviously my girlfriend's at home with her parents and I'm at home with mine so It's really, that's Not easy. Not easy. But But yeah, I'd say I've just been motivated and sometimes like waking up and not wanting to get up is just Shit.

Interviewer: Yeah, like what's the point. Yeah, I completely understand what you mean.

Participant five: Yeah. Especially with, I mean, I was alright, until he did his speech on Sunday. And then after he released everybody which I personally don't think is the best thing yet at least. I mean, yeah, yeah.

Interviewer: And so like what about when lockdown started? How did you feel like right at the beginning? Because like we've been in lockdown for like two months now haven't we so

Participant five: I felt somewhat comforted, I guess because it was I knew it was, it was gonna get worse before it got better. And somebody I knew at that point, had come down with it, an older person. And they were struggling with that at that time. So yeah, I guess I felt happy that people would be safe. Because I think there's a bit of people not taking it seriously to start with.

Interviewer: Yeah, definitely.

Participant five: And now, particularly the government was starting to take it seriously. I think that was that was good. Yeah, so I guess it wasn't, I was happy at the start, In the sense that Yeah, but I guess it takes a toll after a while don't it

Interviewer: Yeah, definitely. Um, so could you tell me like how being in lockdown has affected Your studying like, working towards your submission date?

Participant five: It's Like I said ,motivation has been difficult, err supervisor again have been fantastic, every Friday we have we have a zoom call so we're constantly erm constantly kind of on me but I've not I've not told them I'm not motivated because I didn't because I think Supervisor 1 would hit the roof yeah but yeah Supervisor 1 not, Supervisor 1 isn't really, Supervisor 2's the one that says if you need anything please let us know but it's okay I'm getting through it I mean I've got most of my introduction written, most of my discussion written, have results and everything are all written up now. But it, normally I'd, I kind of go places so I go and do it in like Costa or Starbucks, move around and just sat in like here, the place where you sleep and you just wake up get your

laptop out and it's really yeah, it's really weird because you normally go to uni, go and talk to people about it as well

Interviewer: yeah What is it about Supervisor 1 that like, makes you feel like you can't tell him that you're struggling? Like, Is it him? Or is it? Is it him thing, is it a you thing? Is it? Do you get what I mean?

Participant five: Yeah. It's possibly a bit of both, I guess. I'm more likely to go to Supervisor 2 If I've got an issue than Supervisor 1. But I think Supervisor 1 gives off the impression with me that he's a very like charge hard, doesn't have time for messing around. And he is, you know, he'll ask about what you've done, like during the weekend and stuff like that, but he's not really interested in kind of how you are. It'd be Supervisor 2 that asks that kind of stuff like that And, and at the moment, Supervisor 1, was, he was, he'd been going on and on about like PhD to me and Yeah, I forgot what happened. He said to me, we'd like to be your supervisors for PhD, if you want to go on, which is like really nice, I was like really happy about that. But then he went and told all the lecturers that I was, I don't, like he'd offered this to me. And it was sort of like a almost, not a stereotype, But I can't think of the word, sort of unsaid that I had to accept just because he'd offered. And at the time, I thought that was a bit well what if I don't want to do it? it's still my choice. Just because you've offered it and I should be so internally grateful and kiss your feet, There's a bit of that there. And so, going off on a tangent there, I guess Yeah, he seems that oh, what I was trying to get at with that he seems more bothered about the academic side of it, and What we're going to publish and all that rather than the, I guess the wellbeing, I think he does bother about the well being but he doesn't ask about it. he's like he didn't he seems to be just constantly charging forward again with the next thing when I've not even finished the last

Interviewer: it sounds quite difficult but it's good that like you've kind of got, well like the Supervisor 2's also your supervisor? So it's kind of like they take on the different roles

Participant five: yeah definitely

Interviewer: So could you tell me how the current pandemic has affected your stress levels?

Participant five: I'd say they've definitely gone up. I think that's the case for everybody though, there's no getting away from that erm I've tried to sort of, I guess, mitigate the impact of it by sort of staying away from news where possible, but it's just it's everywhere isn't it? I mean, you just wanna watch TV, and an advert comes off, comes on about, I mean, I love them government messages that come on every two seconds, stay alert, to what exactly? Definitely gone up but they're not, I'm not horrendously stressed.

Interviewer: Um, so like you were saying you feel like quite unmotivated to do your work because you just kind of stuck in one room where you sleep and do your work, So you can't like really separate your areas. could could you just like go into that in like a little bit more detail? How does the pandemic make you feel about completing your work? Obviously you're feeling motivated, do you feel anything else?

Participant five: Like to start with, there's a bit of like, what's the point I guess, because if there's no world to go back, It was very kind of negative at that point, but there's kind of no sort of normal. You don't how long this is gonna last and nobody knows how long it's gonna last and, I almost I almost feel like separated from the outside world if that makes sense. It's like it doesn't exist anymore. I guess that's like probably a coping mechanism for like being inside because if, I guess if I thought it existed I'd want to go out and that wouldn't be good so I guess it's sort of pretending like it doesn't

for a little bit yeah I guess that's affected it's all sort of down to motivation and its kind of, what's the point if we're gonna end up in a pandemic, we're gonna end up inside anyway you know it's just a downward spiral so

Interviewer: it's understandable. erm is anything happening in your life at the minute?

Participant five: literally nothing

Interviewer: yeah sounds about right. erm and then in terms of your coping, has being in lockdown changed your coping strategies like, so like when you said you'd speak to your girlfriend like when you firs started and at Christmas time, was that like face to face or was it over the phone? and then like how, how is that support now? do you still kind of like receive it in the same way?

Participant five: erm well obviously it, before it was kind of it was face to face, I'd go see her she'd come see me, sort of stuff like that erm we still do it face to face just do it on like skype, zoom, whatever erm but it's, that's a lot harder because I think there's a bit of, you're both tryna be upbeat in a bad situation and then erm like if, from my point of view like she's been trying to be upbeat for like a bit and then she's had a really down day so she's rung me erm like and I think I've I've definitely done the same with her as well and I think its just you're tryna stay strong but then you struggle

Interviewer: yeah I get that
Participant five: erm but id say that's not, its not really changed like I skype her every night, we kind of yeah its its just more of like the actual contact that's gone but yeah its a bit so easy to contact people now isn't it so its not that bad

Interviewer: yeah definitely. erm so then have you started like any new coping techniques now that we're in lockdown? has it like made you consider new strategies and what do you do now? if you have started anything

Participant five: well beers, na I'm joking. erm I've started kind of exercising which is something I thought id never say I've kind of tried I mean I don't know if you've done it joe wicks? I've tried to start doing that erm kind of got injured pretty much on the first week of doing it so, horrific. and then erm yeah I guess routine, id never, I'm not generally a person who really thrives off it erm I kind of thrive more off, I just don't do routine I just kind of chaos but its just like simple stuff like putting on your shoes to walk downstairs and just pretending you're going out or going for a walk and even that I don't I'm not a big fan of doing because people just don't understand social distancing erm oh god don't get me started but erm id say exercise is a big one erm like wat, kind of just, id say limiting TV is a big one, or limiting new particularly. I've deleted all news app off my phone, normally I get updates on my phone but yeah its just so negative and so yeah erm just really tryna stay away from that as much as possible. I mean obviously I still wanna know what's going on but I have like, what'd you call it?#

Interviewer: like you decide what you kind of like take in

Participant five: yeah exactly

Interviewer: so like doing these new techniques, like how do you feel like now you've kind of started structuring your day a bit more and like doing exercising and limiting thew news? like how has that affected your mood? and your stress levels?

Participant five: its made me feel a, I guess id say a tiny bit better. erm I wouldn't say its like made me feel yay but its just kind of just a little bit more normal I guess is the best way to put it, yeah

Interviewer: erm have you accessed any support from uni? like even though its closed, like have you reached out to student services r student support?

Participant five: no no

Interviewer: what, if you don't mind, like what what's like stopped you form doing that?

Participant five: erm hmm I don't, again I think its sort of a, if I had to pin point a reason it'd be like so many other people must be needing that support right now and I don't think I'm as much, I need as much. id rather they do it for people that really really do. erm almost like id be a time waster I guess but yeah id say that's why erm yeah

Interviewer: how does that make you feel? like you're saying that you think other people like kind of deserve the support more because they might be worse off. how does that make you feel? because then you're not getting the support that you might need?

Participant five: erm I guess I feel that if, I'm managing it, I'm okay I can just, its more of my imagination, I can just imagine people who are much worse and that makes me [unclear]err and that's why I don't do it but I think that I'd I guess I shouldn't do that I guess I should, I know I shouldn't, like if I need support I should just get it anyway because its there so I should use it kind of thing but erm I think its almost guilt, like id feel guilty for using it so I kind of don't, if that makes sense

Interviewer: yeah no that makes sense. erm are you aware of like any alternatives that have been made available to you? so obviously you cant go to campus, erm do you know of any ways the university have like changed the way they like let students access support?

Participant five: no I've got, not a clue

Interviewer: okay

Participant five: I don't, have they sent out an email? I don't really read emails so

Interviewer: don't think so to be honest. so this is more like specific to you, what could the university do for you right now to support you erm to like cope with finishing the year while this is all going on?

Participant five: id say the big one is just provide more information on everything really. there's a, I mean just when you've been talking I've realised that there's, I don't really know what's available like I know there's wellbeing support but I don't know what that consists of, I know there's erm there's a I think there's a I think its called something wall

Interviewer: big white wall

Participant five: yeah erm I think as far as I understand it that's some sort of chat room or something

Interviewer: yeah I think its like an online forum so like you kind of start like a thread and people reply to you

Participant five: right I think, it feels like they push that quite a bit but I don't I personally don't like I'm not really a big poster or a big like social media person so I think that for me I don't really see the how that would help me but they seem to really push that so may be but I dunno but yeah I don't I'm not aware of the support, particularly now erm even before I wasn't, I tend to kind of walk through uni with my eyes shut a lot of the time

Interviewer: so was there anything like, was it just providing more information? was there anything else you think they could do?

Participant five: I just completely went off on a tangent erm id say provide more information about the course, that's a big one for me I think that there's so much there's a lack of clear guidance especially when it comes to writing our thesis there's a module handbook says 25000 words now we've been told 15, I know it says max 25000 but that's somewhat yeah I mean and is, there's not a lot, again I don't know if I've been walking through blind but I don't there's not a lot of sort of ways on how to structure it, they kind of tell you, its basically like you should know, you should know what you're doing, you should know how to structure it which I know how to structure a dissertation but until I started writing it, thesis is completely different and I've kind of again I'm looking at PhD guidance on how they've written theses to be fair, figure out what to do but even then I'm not convinced that right, ill only know if its right when I send it in to Supervisor 2 erm and I'm sure he'll have many comments but yeah

Interviewer: erm is there anything else you'd like to tell me or discuss about your academic stress from this past year?

Participant five: erm no I think I've covered it all I think if I was to sort of sum it up in one sentence the big erm erm I gu, I don't risk fac, the big risk factors for stress within this year just been the lack of information of what to do and I think if, particularly, if you're a PhD I can understand why they're leaving you alone a lot more erm cos I guess the idea is that you've been through a masters so you kind of erm you've had all that guidance before but yeah I think just lack f information causes a horrendous amount of stress because you're con, you're looking everywhere for inspiration on just what to do, you know you're gonna end up looking in the wrong places at some point and I have done and like when it comes to the pre registration and Supervisor 2 just said like right pre registration, I was like okay what's that, how the hell do I do that? and I sent it in first and of course it was wrong and erm and he almost looking at me like why have you done this? have you not got any guidance from like your masters and how to do this'? there's a big lack of communication between supervisors and the people who presumably write the masters course and created it and that again I think its a sort of stress for supervisors and students in general as well

Interviewer: yeah interesting. erm just to finish could you tell me what the best thing that's happened to you this academic year?

Participant five: id say the best thing that's happened is erm learning to do the analysis and kind of getting over that fear of speaking public speaking its the best I think because that's helped me grow more than anything just for that id I kind of almost love what I've done just for that and learning how to do what I've done and how I mean although Supervisor 2 is difficult sometimes, having Supervisor 2 and Supervisor 1 as support I couldn't ask for better supervisors so yeah erm id take that

Interviewer: yeah good stuff. erm so that's basically the interview obviously I'm really grateful for like you giving up your time cos its like an hour out of your day but then again it is nice having like a different face to talk to so yeah there's that but yeah your answers have been definitely insightful, really useful for my research so thank you. erm just before I go, erm for the amazon prize draw because you've done the interview I can like enter your name again if like you're interested in that?

Participant five: yeah whatever I'm not bothered

Interviewer: yeah that's fine erm ill send you the debrief sheet. I wont insult you and tell you what it is cos you already know but erm that's basically it so good luck with your write up

Participant five: you too

Participant six

Interviewer: so to start, I just need some demographic questions. So if you don't mind me asking how old are you?

Participant six: 54

Interviewer: and you're studying psychology, aren't you?

Participant six: Yeah. Doing psychology with counselling, but I am going to change it to just psychology.

Interviewer: Oh right, how come?

Participant six: Erm the counselling isn't what I think thought it was going to be, and there's a more in depth- I'm not really into person centred counselling. I thought we'd be doing different types.

Interviewer: Yeah.

Participant six: And there's a course, the CBT course, I can choose to do that next year, And I'd rather do that. So I'm going to change.

Interviewer: Fair enough. Are you in your first year?

Participant six: Yep.

Interviewer: Cool. Erm Have you just got the one exam left?

Participant six: Yes.

Interviewer:  And have you finished all your assignments?

Participant six: Yes I've got a nice bottle of rum that I'm going to have on Friday night, I'm gonna get absolutely paraletic .

Interviewer: You deserve it, especially with what's going on. Erm how are you finding the course so far?

Participant six: Erm yeah, mixed. It's, it's some of its really, really interesting, some of it's absolutely fascinating. And obviously I'm finding bits of it erm that I'm not as interested in as I thought it would be. But I mean, that's all part for the course, isn't it? So yeah, I'm loving it. And I'm glad I finally got there. So yeah. I've wanted to do it for many years.

Interviewer: it's good to hear that you're enjoying. it always makes it a little bit easier when you enjoy what you do as well.

Participant six: Yeah

Interviewer: So what were your most recent marks, if you can remember.

Participant six: Erm the last three I got was stats 91%. Erm I think you marked one of them actually- no-

Interviewer: I think-

Participant six: Did you, have you done some marking?

Interviewer: Yeah, I did. Yeah.

Participant six: Yeah you did. There was a qualitative assignment, which I got 78% on. I think that's the one that you- no it's not. Anyway, erm and another one that I got 88%

Interviewer: Very good

Participant six: That was counselling, counselling theory. Yeah. So those last three.

Interviewer: Yeah, that's great. Thank you. So as you know, I'm interested in academic stress and mental health among students but more specifically how this might erm affect academic achievement. with The current pandemic I'm interested in how erm academic s- your academic stress has changed throughout the year. So when you're ready if you don't mind Could you just tell me how you were feeling at the beginning of this academic year? so if you think back to like, when you're enrolling, had your first week of lectures, how were you feeling around this time?

Participant six: Erm when you say how was I feeling

Interviewer: Yeah,

Participant six: Yeah, I suppose when i first, it was all pure excitement When I first went in there, and for me being a mature student, it was, in some ways possibly more exciting because I've actually chosen to be there and fought to do so because I had to go to the summer school as well. erm it was also a little bit of trepidation because I'm so old and everybody else is so young, although actually there are quite a few mature students this year. So yeah. erm- the first lot of lectures, it was just again, I suppose, it was awesome. It was I just didn't know what to expect. Erm so yeah, I suppose it's, it was all very new and exciting to start off with. Er wasn't sure how I was going to cope with it all. Because your brain starts to diminish as you get a bit older. But erm as it turned out I mean as the lectures went on Of course then you get things like that all the talking and that and it really got to me really destroyed me but, and you know so- some tutors are better than others Some are clearer than others er so Some are easier to follow

Interviewer: Yeah.

Participant six: And and yeah eventually you get to the point where you're really enjoying some things and you know having to kind of push yourself a bit more for others because they're not quite what you thought they were going to be.

Interviewer: Yeah

Participant six: Erm but overall it all fitted in erm I was busy with work as well. erm but everything fitted in and you know I was doing okay with it.

Interviewer: Yeah so was anything erm stressful at that time?

Participant six: Erm when the exams came up, I was, the first lot of exams around the Christmas New Year time, I was very stressed out. Because I just didn't know what was expected of me, how things we're going to go. erm assignments as well I find I struggle with getting hold of erm references, you know, reference material. And so, yeah, they were they were the first lot were more stressful, I think, than the second lot because the second time around I kind of knew what I was looking at. and grade wise, Most of my grades have been firsts so, you know, I knew that I deserved to be there by that time. But yeah, I was very stressed out the first time around.

Interviewer: What was it like specifically that made you stressed about the exams and the assignments?

Participant six: Erm exams, So because I didn't, I just didn't know how much information I was going to going to hold. And I've never, I've never really been one for exams anyway. Although Having said that, I do, I have, even in like in my history, I do pass what i what i take, but I get very stressed about it. Because I need to pass that's just me, I need to do the best possible job that I can. And sometimes I think I stress myself more than I should, and I worry, I worry about the grades until I get them. I think I'm going to fail everything, kick myself so badly, you know, and then the results come out. And I think oh what was I worried about? But I'll do it and I'll continue to do it.

Interviewer: Yep that sounds exactly like me like i was like that all through my undergrad and I'm still like it now. was anything else happening in your life around this time so like in your personal life that may have made you more stressed. Anything else happening at university?

Participant six: Erm at the first lot of exams you mean?

Interviewer: Yeah, so just like the start of the year

Participant six: Er Christmas and yeah, not really the only the only other stressor then was things going on at work but nothing major, I'd kind of distanced myself as much as I could from there anyway. But I did have, how would you, how can i put it? I used to work full time doing the accounts for the catering company at the stadium, well, I still do work. But I'd gone from being full time to part time because they didn't want me to leave. So At that time, I'd only been at uni for three months. And during that three months, it was a transitional period for everybody at work to get used to me not being there as much. So yeah, there were some problems with that. My boss was constantly ringing me asking me questions. or asking me if I could go in, you know, I'm like, I'm at uni. I've got exams coming up. Just go away. Leave me alone. But I'm not normally selfish enough. But I am now.

Interviewer: Yeah it's good though so like youre uni for a reason aren't ya so

Participant six: Yeah and I think because it's taken me so long to get there as well You know, I'm not gonna mess this up so work had to take a back foot but it was quite a difficult transition. more for them getting used to, like I say my not being around and having to train somebody else up to do some of the day to day stuff as well erm yeah but I think otherwise there wasn't really, there was a couple of bedding in issues at university erm as you're getting to know people yknow, yeah, nothing, nothing of any real concern not like [unclear]

Interviewer: so you said that when you very first started you knew there might, there was like a little bit of worried just because you were a mature student erm how did you like cope with these sort of feelings? Like what were your coping strategies at that time?

Participant six: Erm very single minded, very focused on what I was doing. erm but as it happened during the more like the small, not the lectures, you know, the workshops and things that you go in, I actually I was making a lot of friends who were younger yknow, some of them who were more un-so unsure of themselves when they first started that I found that if anything they needed they were the ones that needed bolstering and not me. So It actually made me realise that I was much better off than I thought was and in actual fact i dont think my age has, has actually made any you know, not it's not been an issue. There's been one or two at the beginning who, I'd walk, walk in for a lecture and they think that I was the lecturer it would go Quiet and they'd all be looking at me expectantly. And I'd be walking in and sitting down. I thought i was really funny but erm Na I made a few friends as well. So that kind of, you know, of the mature students who, one in particular erm But yeah, I mean there must be probably two dozen mature students doing my course so, but I really

wasn't bothered whether I made proper friendships. I did worry about how people were gonna react to me from the younger sector. But it's all been fine. so my coping mechanism was really just to stay focused. I was there for and not be bothered, I'm not. I'm too old now to be bothered about whether people like me or not. it was just So many people around there that it could have got difficult but it wasn't.

Interviewer: That's good to hear. So thinking about like, at a similar time, did you seek help from anyone at uni? So like wellbeing or personal tutor? Did you go to anyone like that when, at the very start of the academic year?

Participant six: No I didn't. I did think about it but no

Interviewer: What was your reason for not going if you don't mind me asking, like what was your decision to-

Participant six: Erm just decided that I really didn't need it, And if I got to a point where my mental health, I have had mental health issues in the past, so I, I know how I feel when that's happening. And so I thought if I did that if there were any issues and I got to that point, then I would go and see them. I found out what I needed to do, but I do that with everything. I find out what I need, what steps I need to take, so that I can do something to go and see people or go go and do something if I need to. But I didn't

Interviewer: That's fair enough. And then if you think so around Christmas time when you had your exams and the assignments, how did you cope with that stress?

Participant six: Erm probably by having a few drinks whenever I could but yeah erm otherwise, it was just, it was just a case of trying not to think about it. I'm very good at compartmentalising. it was just a case of you can't stress now you can't think about this or You know, put that to one side, and just focus on what you're doing so that’s what I was doing then

Interviewer: Did you seek help from anyone around this time? Like the similar sort of services. Did you go to well being or personal tutor when you had like the stress of exams and assignments?

Participant six: No, no.

Interviewer: Was it the same reason as before or a different reason

Participant six: I mean, i've seen my personal tutor when she when she's reached out and you know, we've had our 1:1s and things, but I've not, I've not sought it out. So no

Interviewer: how does it make you feel like not reaching out to like the support, Do you feel like your coping mechanisms are strong enough to so that you don't need that, like additional support?

Participant six: Yeah, yeah. Generally I mean if I need to talk to somebody, I can phone like my daughter or my mum, spill, you know. And I do still, like my ex husband still lives in the area and we go to gigs, we both like music, rock music and stuff. So I can go and let my hair down when I need to, you know, and I do tend to find that that's a fantastic coping mechanism mechanism. If I do I can just line up a gig, Go out and get absolutely wrecked go to the gig and just dance the night away. And the following day, well, maybe not the following day, but the day after that. Everything's just kind of right with the world again yknow

Interviewer: Yeah. So wouldyou say, your like your social support, mostly comes from your family rather than your friends at university.

Participant six: Yeah, yeah. and I do have some friends that I've known since high school. So we're quite a good support network for each other as well.

Interviewer: Yeah. And would you say like the support you get from your family is beneficial at the time, like, does it kind of help you and like, kind of motivate you to carry on or is it-

Participant six: Yeah.

Interviewer: That's good. So if we move to now, whilst we're in lockdown, how are you feeling right now?

Participant six: It's very different right Now, it's it's, there's there's really there's good points and there's bad points. It's kind of there's things that are really worrying. And other aspects of it, I mean, you know, I've got so used to not having to go to work, not having to get up and go to uni so The good side of it is that I do have time to, or i should have time to revise. And I've been going out and doing running doing start started up again. So I'm doing plenty of exercise, you know, and that's basically all I do exercise or study. That's all I've been doing the whole time, it's kept my sanity Because I've been busy for the whole, eight, nine weeks, whatever it is now. But I have found that there's times still Where my mind's wandering and i can't focus the same Because I'm thinking about things because I, technically at the moment, I haven't got a job. I haven't had an income for two months. So I've been usingmy my savings, which are now almost depleted. and My daughter has got an illness that makes her immunosuppressant. So all these things, and I can't do anything about them. had a major impact on my, not, well, it is my mental health but more on what im doing yknow trying to focus on revising for exams, has not been easy at all.

Interviewer: Yeah, absolutely. It sounds really stressful. I'm really sorry to hear about all that

Participant six: I think most of us are in a similar position in one way, shape or form arent we

Interviewer: Yeah. So if you think back to like the very Beginning of lockdown, How were you feeling, then? So obviously we've been in lockdown for two months. Did you feel any different? Like right at the beginning?

Participant six: I did. I wasn't as positive then it kind of all hit me at the same time uni shut down. And I kind of lost my job, all at the same time. so all of a sudden, I've gone from having quite a busy life to having nothing. And I'm living in student digs, which I'm still here, fortunately, which actually, I don't mind but I don't have a garden, Nothing like that, you know, and it's, it's, there's just certain things about it. plus, I'm asthmatic and diabetic and all of a sudden all this all this stuff suddenly hit me. And I suppose for the first few days, probably for the first couple of weeks, I was spiralling into depression, however, I Do I do know the signs and I do know kind of how to pull myself out of things. So you know, which is exactly what I did. So, I'm more positive now and I think after the first two weeks, I became more positive. But then when you watch things on the news, it's so depressing. Or it was, you know, I sit here crying at night, sometimes just the thought of going outside. In fact I don't think I went out at all for the first three weeks apart from to get food. but now it's, you know, you kind of reverse it round and you just have to learn to live with what's going on dont you And i still only go out for exercise or go to the shop. So that's it.

Interviewer: So you were saying that sometimes you struggle because we're in lockdown, like it's affecting your focus and you stru- like struggling to focus on your assignments, how else has it affected your studying?

Participant six: I'm finding it I find it difficult to start studying. So, we've got all this time. But I think to myself, right, you know, i get up at a certain time, everything's more regimented I suppose, I make myself not go to bed too late and make myself get up at a reasonable time. and I think I'll start studying at a certain time. The days when I'm going for a run I factor that in in the mornings and then if I've got cleaning to do or anything, I get it done in the morning, And I think right, come midday, I'll start studying. Well, I can be sat here at two o'clock, three o'clock, and the hours have just gone. You know, which is it's not really Like me, but then when I get into it, I get I've become really focused on and I'm really enjoying what I'm doing. But it's getting into it. So I suppose that's been the biggest thing with the studies is just being able to, to start it off being able to to think about it. the sun's really getting in my eyes here now i'll move round here

Interviewer: That's fine. So, considering, like how this has affected your studying how is that in turn affected your stress levels, about University.

Participant six: stress levels have been quite high, but it's only when it's been coming up to the actual day of an exam or submission date. And I have actually had to request a couple of extensions, two I think because I just couldn't get my head into it at all, no matter how hard I tried. However, results were. Were very good. So I obviously do do it in the end. but I'm having to really force myself. I'm really, really struggling to, i keep saying it dont it, I just struggle to focus.

Interviewer: Yeah, it's understandable.

Participant six: On everything, on all different things.

Interviewer: And is anything else happening in your life at the moment that might affect how stressed you are?

Participant six: erm my daughter is definitely affecting me and she lives in london. So it's not like i can go and see her. But hopefully that's, they're starting to, she needs an urgent operation. but She has actually been spoken to the surgeon yesterday no Monday so that is on the cards now within the next kind of 10 weeks, he said, but of course, I've been scared the whole way through because if she go, if she caught it, she wouldn't have survived it because of an immunosuppressant thing but she's only 30 you know, and she's kind of the light of my life. So if anything had happened to her, and it really worried me every time she had to go somewhere or do anything And I can't say Anything to her, you know, don't do it. Don't go, still need to try and live her life as best as possible. But yeah, that has really really I suppose that's been on my mind more than anything else. And then the situation of my finances, which is now starting to, panic me slightly. So yeah, those are the things that have bothered me apart from anything to do with the virus that whilst I've been studying, so yeah.

Interviewer: And then in terms of your coping, you've said you've started running like in the morning and you've like started like structuring your day so that you do all like housework and stuff in the morning, like setting aside your time for studying how else has being in lockdown changed your coping strategies like have you started new coping strategies? Have you stopped old ones?

Participant six: I don't know. I never thought about that, actually. I suppose before lockdown coping strategies were more about blocking out the outside world, telling everybody that [inaudible] Whereas during lockdown, it's been more about focusing and making myself do stuff. In some ways coping strategies are the, they're just very different arent they I didn't really think so much about it before. Because my life was was too busy to think about it. Whereas now when you think that we're not busy, and I don't have a lot, that's extra, you would think that it would all come a lot easier,

because essentially, you haven't got the same stresses and strains. But in actual fact, it's not it's harder.

Interviewer: Yeah 100% definitely. Um, so you said that you're aware of like the well being and student support services, but you've n- you didn't go to them, like at the start of the year around Christmas time. So what about Now have you reached out to the support?

Participant six: I haven't. im going to see how I am when I finish the exams, and then what happens job wise is quite complicated. But there is a chance that I could be going back to work over the next week or two, in which case everything should be fine. That will then give me that to think about. However, once the exams are done, which i can't wait for them to be finished, which they will be on Friday, I don't know whether that's going to be a good thing or a bad thing. However, I have put other plans in place because there's certain aspects of the course That I'd like to do delve into more, but in my own time. So that's a possible coping strategy. Hopefully work will be another. But if I find that I'm struggling still then yes, I will reach out to them. erm because it can all be done online now cant it. And if work doesn't come on, then that is more than likely plus, I'm probably gonna have to apply to that fund as well. so what I'll think about all that when I finished my exams,These things keeps coming into my head and i keep Trying to push them out again, until exams are done so everything's on hold now

Interviewer: So would you say that, um, campus being closed has prevented you from accessing support, or is it just that you want to wait until After Friday when things have -

Participant six: just see how, I will do it if I need to do it but I'm not gonna do it if I don't need it. yknow Not gonna take up time that somebody else could be using.

Interviewer: Are you aware of any alternatives that have been made available to students? obviously you can't go to campus but are you aware of how the services might have changed to accommodate to the closure of campus.

Participant six: only from what I've read, I think the is it the big white wall and the well being the fact that you can do it all online. I do have several emails that are stacked up there, which is something else that I'm gonna look at after the exams so yeah Yeah. But I actually do go The campus is my training ground. So I actually do go running around there obviously i dont go in anywhere, but i go running around it cos i only live like two minutes away. So yeah

Interviewer: And then more specific to you what sort of like what other sources of support would have been beneficial to help you finish the academic year while so that this is all going on? What could the University have done to specifically help you to finish this academic year?

Participant six: I found some of the, some of the modules when ive come to to do it I can't find or things aren't very clear, which obviously would have been clearer if we'd have been in there and can ask the tutors, you know, but part of that is probably my own fault because I've done a module at a time. So whereas they did put a couple of, what are they called the lecture capture, you know, there's a few of them because I'm doing them now for this. And some of them are very well thought out and done, and others aren't so Yeah. And there could have maybe been a little bit more support there. But on the whole I think all the tutors have made it quite apparent that they're there for you that you can contact them. and some of those lectures were done online towards before Easter, and I didn't bother doing them because i couldnt get my head into it then. And I thought, well, it don't matter. I'll just do each one as I do each each assignment or each topic, you know, I'll do them then, which is what I've done. But yeah, maybe if I'd done them at the time, it might have might have been

a bit more straightforward or possibly could have sent emails or, you know, got in touch with them. Otherwise, I don't think it's been too bad to be honest. I actually do quite like working, you know, doing it from home. online. I'm one of the one of the few. I know there's a few people that really don't want to do it online. And talking about deferring next year if it's all online, whereas I won't, I'll just continue because I quite like doing it this way. I find The fact that I can look at a lecture thing and stop it, and write things down as I go. I actually really enjoy doing it like that.

Interviewer: Yeah, that's good. So how did it make you feel when like you weren't able to find the stuff on Brightspace and did it affect your stress in anyway?

Participant six: at the time it does, but only a little bit. I'm very good at finding alternative sources. So you know, most of the bits that have been lacking I've found in my books anyway. And if anything, the books have been more elaborate than the slides. So it's filled in, you know, most of the blanks. So it's just really just about doing it for yourself, isn't it?

Interviewer: Yeah. So is there anything else you would like to tell me or discuss about your academic stress from the past year?

Participant six: Um, no, I don't think there is.

Interviewer: That's fine. So just to finish, just to end on a bit of a positive note, could you tell me about the best thing that's happened to you this academic year?

Participant six: yeah, it's what's, i cant, i need to put this in the right way. It's given me, I'm learning again, and I'm loving, loving, being re educated. And, you know, even the way that I talk now, I can criticise things and have more in depth conversations about topics. And you know, it's that's been the main thing for me. It's the re education, the amount of words that I've learned this year, It's just unbelievable. Yeah, that's definitely the main thing for me

Interviewer: That's lovely to hear. So that's the end of the interview. I just want to thank you like so much for giving up your time. Obviously, i know, you've got your exam on Friday. So I really appreciate you like giving up your time to help me out with my research. Definitley been insightful. Thank you So much. I've just got two things to ask before I let you go. Because you've taken part in the interview, I can enter you into the Amazon prize draw again, if that's something you're interested in.

Participant six: Why not

Interviewer: Yeah, cool. And then Am I alright to send you a debrief sheet by email, it just reiterates the research signposts you to some services if you feel like you need any extra support.

Participant six: Yeah please do

Interviewer: So that's all from me, obviously. Thank you again. So so much like, I can't express like how much this means to me. i hope it wasnt too stressful for you

Participant six: no it was alright. thank you.  Nice to meet you.

Interviewer: Yeah and you too Nice to have a different face to talk to.

Participant six: Yeah it is. okay well good luck with it all

Interviewer: Yeah, good luck with your exam

Participant six:Thank you. Bye Megan

Interviewer: Bye

Participant seven

Interviewer: No, it's fine. It's been, it's been good so far. So also, just to let you know that you can stop the interview whenever you want to, without giving a reason, and you can also refuse to answer any questions. And if you need a break, then just let me know. so just to start with some demographic questions, if you don't mind, how old are you?

Participant seven: 25

Interviewer: what what was the subject that you were studying at Huddersfield?

Participant seven: physio therapy

Interviewer: And you've just finished?

Participant seven: Yeah, um, I am waiting on the course board which should be released in the beginning of June, I believe.

Interviewer: Cool. Um, did you enjoy the course.

Participant seven: I did enjoy the course. I noticed I enjoyed It significantly more in years one and two, rather than year three. And that wasn't even to do with COVID. That had nothing to do with it.

Interviewer: Oh really? What was it about first and second year that was like make you enjoy it more?

Participant seven: the instructors who were on the course actually. the head of the course left as well as two other professors, who all three, were not only my favourites, but they were the leaders of the modules I was most interested in for third year. So third year we had a new course leader who I'd never met before because she was on maternity leave for the first two years. We all got reassigned new personal tutors, mine whom I really didn't click with and the modules were extremely disorganised. I would say that More often than not, for almost every lecture, we had lectures showing up late, and we had lectures cancelled. We had missing guest speakers we had poorly constructed lesson, Like Brightspace alone was just so disorganised. They had last years handbook loaded up, They had the wrong assignment prompts loaded up, and it's not just once or twice it was across a few different modules. It really struck the entire course how disorganised third year was,

Interviewer: hmm, that sounds really frustrating.

Participant seven: Especially since it's the last year and you'd think that they would pay the most attention to us, like we're the ones trying to graduate, we've been there the longest we deserve that attention. And yet they were more concerned with Oh, we have to take care of the first years and the second years, like well hire more people then because we need more attention. we're barely struggling to get by

Interviewer: that sounds awful.

Participant seven: So the first two years were definitely more enjoyable. And then COVID hit.

Interviewer: So what were your most recent marks if you can remember any of them.

Participant seven: Let me actually pull that up. I know that I had two assignments, what was my logon, two assignments for the same module. Each one carried 50% of the weight. And for one I

think I got a 68, And to my complete shock for the first time ever, I got a 38 on the other. I was not very happy with that.

Interviewer: Yeah. I can tell

Participant seven: it was a very Yeah, I've never scored Below 60 on an assignment before and the one time that I did, I, my personal tutor, who I didn't click with was the one who marked it during my second year. And I brought that to the attention of the course leader and was like, actually, she marked me wrong for a variety of reasons including number of references, referencing style, I corrected her critique of my references and everything else. I went overboard and they had it regraded because of how poorly of a job she did on it. so, yeah, I wasn't pleased. So getting this from the new new course leader who I've never met before, who asked an extremely broad vague question, so I gave them a less specific answer than they wanted. Well, that was the funny thing is that they're like, debate the evidence around this. and All of the evidence is outdated. So I pulled recent evidence, you know, dated 2018 2019 2020 research, but they were systematic reviews. So I went through a different approach and I appraised those and all of the articles within them, noting the dates and noting all of the compounding factors throughout all the controlled trials. And because I included systematic reviews, I wasn't specific enough with any one type, and it's like fuck off. You didn't ask for a specific appraisal. So, pardon the language that was

Interviewer: it's fine. It doesn't matter. Honestly, I don't mind.

Participant seven: So I'm pulling up these, Yeah. 63 on one and 38 on the other, which are pretty much the lowest grades I've gotten on this course.

Interviewer: how do you feel about like your marks? like are you pleased with them? apart from the 38

Participant seven: By and large, yes, I will say that the practical exams during first year, and the assignments and practical’s during second, were marked fairly. And I'm not just saying that because I'm our tie, you know, I have reached 65 or 68 before. But for the most part, I've been getting 70s. Because I moved to another country, I paid out of pocket, and I put everything into it. Like, I wanted to do well on this degree. And so I typically do well on things that I focus on. And it was paying off. So by and large, yeah, I'd say I've been fairly happy with the grades I've gotten

Interviewer: That's good. Good stuff. So we'll start with the actual interview Now. As you know, I'm interested in academic stress and mental health amongst students. But more specifically, how this might affect academic achievement. with the current pandemic going on, I'm interested in How stress may have changed from like pre Coronavirus to Now. So we're basically gonna discuss your academic stress and at the start of the year, the middle of the year and end of the year, and how you've coped and your thoughts and feelings each time. So when you're ready, if you could think back to the beginning of the academic year, so like when you just enrolled, had your first week of lectures around that time, could you tell me how you were feeling?

Participant seven: really overwhelmed. I remember that pretty distinctly. Because I was trying to, I got here a couple, I got to the UK a couple weeks early. So I was pretty orientated in regards to Storthes Hall. And you know how buses worked because I hadn't been on one before. So I was getting my head around all of that. And then courses started and now it was like eight hours in a lecture hall day in and day out. And then there's just so much information. So many names the entire class of like, 50 people. I'd never been in a public school before. Ever. I been home-schooled my whole life. So being suddenly dropped into a social setting And having never been there, having

social anxiety and trying to meet all these people, remember names, and just keep everything straight. I felt so overwhelmed and anxious all the time.

Interviewer: Yeah. And was anything else happening in your life at this time that might have impacted your stress levels or your anxiety?

Participant seven: I started the relationship with a girl that I'd known for two months and then moved to another country.

Interviewer: Yeah. Pretty big factor.

Participant seven: so that was kinda stressful But it was also beneficial. You know, there were pluses and minuses to that. Otherwise I didn't really have Have any major concerns at that time? Like, I'd saved up more than enough, so I didn't have to worry about tuition or rent or anything like that because everything was paid in full. I just paid that off. Um Oh, I was waiting on an FBI background check. So the university screwed up. And the international office said I just needed a local police check. so, I got that done. And the physiotherapy course got back to me saying Oh, that's not good enough. We need a federal check. And I'd just had one done six months ago to get one of the licence, I had a handgun licence. And so I was like, Can I offer this as proof because clearly, I don't have a background. but no, we need one from the FBI. So the FBI gave me an estimate of 14 weeks, and I was 2 weeks away from moving so So, yeah, that's how late they got back to me. So the course accepted that I needed to sign a waiver and they gave me that and I signed it on the first day. And the FBI wound up taking 17 weeks, so I was technically past the deadline at the waiver. And they were contacting me almost daily. And so I was providing them with daily updates. Like please don't kick me off this course. Like I swear I'm just waiting on the FBI. So that was pretty stressful during the first semester because they got it to me, just before our first set of exams. It's like fuck, just let me stay on this course. I've been here this long,

Interviewer: Yeah, that sounds really stressful. so obviously, like you were feeling stressed with that and quite overwhelmed at the beginning of the year, could you tell me how you coped with the situation like, social support or any coping strategies you used?

Participant seven: So in spite of having a fairly large social net, I will say, no pun intended there, through online gaming, But also, I am, in spite of the social anxiety I have quite the ability to socialise funnily enough and I can click with people very easily. So I had already made lots of friends and known lots of people on the course and outside of the course and so there was always people surrounding me who were more than happy to help but I don't really ever reach out for help. My coping strategy as it has been for the last eight years now is I work out every day, usually an hour to an hour and a half a day. And it's always worked for me, okay, completely clears out any anxiety or aggression. And it's my daily morning reset is, as soon as the gyms open go in there, Go until you really can't go anymore, shower, eat and your days good like anything that has happened during the day, bottle it up, Don't let it interrupt your studying or anything else, and release it The following morning. That's how it's always been. It's just hold, go, hold, go.

Interviewer: and what about like the support services at uni? So, like student support, well being? Did you ever get to them at the start of the year?

Participant seven: I was barely aware they ever existed. I had no clue about the Student Union, even though we had a rep. I wasn't aware of what it was. I wasn't aware that I could go to personal tutors. I wasn't, and it's not any of their fault. Like I'm sure they were saying it through induction and everything else. It's just if you're trying to absorb all the course material, then I don't really care

what the university offers like great, you have a Starbucks, I can swing by if I need it. But right now I have studying to do. so my first year was arguably splint inside of Ramsden building and my room at storthes hall. I didn't really go out. I never went out drinking. I found a job just pretty much going door to door and handing out my CV. Like, I had no idea there was a Wellness Centre, big white wall, any of that. That didn't exist to me.

Interviewer: Yeah. So if you think like more recently to your third year that you've just finished, erm how were you feeling at the beginning of your final year?

Participant seven: at the beginning of the final year, so I had just spent the summer at home, which was great being back in Texas, being back in the heat. I love that. I was. I was pretty relaxed right off the bat like the majority of my grades were good. I had an upcoming placement here in Texas. I was the first intern. I am the first instructional student that they've sent off for an international placement. everything was going really well. And then just before the first week started, it's like, oh yeah, we're losing Sarah Chipperfield, Sarah Prenton, and Jonathan, like all of them are leaving. So we were like, wait, wait, hold on.

Interviewer: Yeah, so would you say like, that was a stressful time for you like finding out all the all these people were leaving?

Participant seven: yeah, it was, um, because Sarah Prenton and Sarah Chipperfield were the Neuro and Ms k leads. And those are the two modules I was really interested in. And they kind of just left before we even got to say anything. They were just gone. Jonathan stuck around for the first few months thankfully, and made sure my placement would go through because he's the one who helped me set it up here in Texas. And he was my personal tutor and the head of the course and Just got on so well with that guy. So I would say, during the first year, there was a lot of stress, or I'm sorry, during the third year, there was a lot of stress that built up really quickly and kind of got out of control by the let's say by the time that I got back in December, so after I'd finished my placement here

Interviewer: so when you were finding out that all these people were leaving your course obviously, it was quite a stressful time for you. how did you cope with that like that stress? Like, did you, were you aware of the support services then and Did you access them or was it very much that you stuck to your like exercise routine and that was your coping mechanism at that time?

Participant seven: Well, that's actually when I so I'm not officially diagnosed with it, but I definitely know I've got depression And it was exacerbated by SAD, seasonal affective disorder. There's been a lot of research that and this is stuff I've looked up independently, there's a lot of research into the exposure to sunlight as a child in relation to dopamine release as an adult, depending on the weather. So I grew up in Southern California primarily, where, you know, we have five days of slight cloud coverage, that's it, like, it's sunny and hot all the time. So going to Huddersfield was a literal System Shock and my depression was getting really bad. And then with everyone leaving And Miranda, my girlfriend, we were on pretty rocky ground at that time. My depression had spiked into suicidal thoughts a lot of the time. It was just getting bad. And normally when it comes to the depression, the suicidal thoughts, the anxiety, I'm not a stranger to it like I've dealt with it before and for me it's more of an annoyance than anything like, Okay brain can you stop saying kill yourself, please. it's like really hard to, All of my other organs are kind of interested in keeping me alive. So I brought it up with Jonathan like, that's how comfortable I was with him and said, I reached out to him and he's like, go to counselling. They've got great support services here. I could vouch for them. Like, he went off and it actually fell in place really quickly because I went to the ipoint or whatever

the Help Desk was and they're like, Well, normally we don't have anything open. It's gonna be several weeks. We have a wellness counsellor, you can see Oh, it looks like there's one this afternoon. That's weird, they're normally booked up by now. So literally that afternoon I got in

Interviewer: that's really good

Participant seven: Yeah, this was just before I left for placement. So, September, October, I'd say sometime in October, I think, I'm not, I'm fuzzy on those dates. and she was probably like What we'll probably try and do is set you up with a counsellor sometime in December when you get back from your placement because you're busy with your course, blah, blah, blah. So, so I was under the understanding it was gonna be, you know, eight weeks, and then I'd see someone because we can't get me in just last minute. And then I had that wellness chat. And I think it was like three days from then, that I woke up to an email like, hey, we've booked you in for next week. Does that work? We can get you in five sessions because someone just had an opening and you'd fit right in. And so literally, everything was just pushed into place super quickly out of nowhere. Um, and so I went to see a counsellor and, all that fun jazz. so I accessed a lot of the support extremely quickly and the counsellor and in addition to the five sessions offered me pretty much five more just on her.

Interviewer: That's really good.

Participant seven: Yeah so before placement in November, and then it followed through January, pretty much to February because she had to make a few cancellations but you know, February 2020, I was still seeing her I think,

Interviewer: so when you first started the counselling, would you say it was beneficial to you at the time to have them sessions and like help you cope with the stress in university and your personal life?

Participant seven: funnily enough, I would say yes and no, I would say yes, it helped in regards to my personal life stress. I would say it was more detrimental to my university stress. I have my own stigma against mental health care. I know this is so weird coming from a physio and coming from someone who's seeking it, but I have a huge stigma against it. I didn't want anyone to see me going there. I've kept it hidden from everyone. I'm comfortable talking about it with you because Who are you going to tell?

Interviewer: it's true.

Participant seven: Yeah, it's something I've kept hidden from absolutely everyone and you know something I still don't readily talk about it. it caused a lot of stress to walk through university, make sure no one saw me because I see a lot of people so personal life stress probably went down, University stress went up because I noticed anxiety spikes just before the sessions which would last a couple days. So that made studying harder and then it usually take me another day to kind of regulate myself at the gym so I would lose about three days every Two weeks or so, or every week in some cases, and it was not conducted to studying to lose three days out of the week like it wasn't doing me any good. And I understood it was a mixed bag. I understood a lot of it was my own head. But I would say it was more detrimental than helpful when it comes to university stress

Interviewer: that Sounds really frustrating and difficult situation to be in actually. What could What do you think could have been better to maybe help you find that balance a little bit more.

Participant seven: Separating the Wellness Centre from the religion centre. we'd have reduced the impact of me walking by people. it supposed to be a confidential service and it was like everything in

there is confidential. But the fact that I was going there wasn't necessarily, so it was tucked off in a corner of the university, which is great. I liked that but The fact that it had a connected, always busy building wasn't ideal in my eyes. So I think additional to that, I don't know, just a cleaner course, would have been better. The support services themselves were straightforward. And for me, I was exceptionally lucky with how quickly everyone got me in because that wasn't supposed to be possible. Like everyone was saying, Oh, it's gonna take weeks and weeks. And then it's like, oh, we have it this afternoon. Oh, we have it next week. Just for me it was like out of nowhere. Everything works.

Interviewer: Yeah. So if we're, still thinking about your final year, if we move to like the Christmas period, so just before Christmas, Christmas break, and then just afterwards, how we feeling at that time.

Participant seven: equally, Let's see. So just before Christmas break, the way that we had it planned out was that I would spend five weeks here on placement in the States. And then three weeks for Christmas, and then I fly back so it lined up so nicely. I'm really lucky to be able to do that. The first three weeks of that placement in November, were really awful. I was second guessing the course, to myself. I'd never done poorly on the placement, like the lowest grade I've ever gotten on a placement was 90%. And I've always done exceptional on placements. That's been my highest mark, like I've gotten a few hundreds, mostly 90s. So I was going on this placement and my educator and I, we didn't disagree, but we didn't click as Well as I normally do, but it's understandable like, he's got a doctorate with a decade of experience in advanced sports medicine. Like all of the clients he sees are the most advanced cases. We get bodybuilder cops coming along. We get the children with complex injuries. he got only the most complicated cases. And he was very much you know, if you're going to practice here in the States, I'm just going to drop you in like it's sink or swim here. Trial by Fire. And on the one hand, I loved the challenge. I love being challenged and the fact that he pushed me that hard turned out great. I'd still gotten 80 being pushed at a doctorate level during my third year. I'm pretty fucking proud of that.

Interviewer: you should be. Sounds amazing. Amazing but intense

Participant seven: Yeah, it was so intense. It was me pushing myself as hard as I could. with no support network like I used to contact my tutor, I couldn't contact anyone because I'm here in the States, you know, I'm away for all of that. That's why they chose me is because I'm so self sufficient. So the first three weeks were extraordinarily stressful. And then week four, just clicked. And I was seeing people independently. He wasn't double checking anything I was doing. We got more and more complicated cases, and I just handled them like, week four and five were great. And they're what got me my 80%. And it was just, Oh, it was a huge transition period. it's different because we have to consider billing, we have to consider time they're in and everything else that's different from the NHS. So it's systems I've never encountered. And after three weeks, I mastered them, and I got it done. So the stress just dropped right off and Christmas was great. We went up to Montana with my parents and we were fine, like, great to see my dogs again and got back to the UK And it was cold. But you know, I dealt with it. And we were good. Just academic stress was nothing. And that was near the beginning of January, middle of January was, oh, everyone's leaving. That's kind of stressful. But hey, I just have four assignments to do and one more placement and I'm done with this degree so it was really a yknow that trepidation feeling when you see a thunderstorm way off in the distance and you're like oh that's not gonna hit me and then the breeze kind of starts blowing on your face and its like shit it might not hit me, I just have to finish cleaning outside and I'm good. it was that trepidation, that anxiety of I just have to do a few more things and I'm good. its four assignments, one placement and yknow, three dozen lectures scattered across a few weeks and it

was it was a mess in regards to the schedule but I knocked out one of the assignments really quickly and then I knocked out two more which were the 38 and 63 and they took me about 4 days each erm which is average for my assignments, I just sit down and I do it erm I don't like second guessing myself so I'll read for a couple days and then after I have everything I'll sit down and write it all in a day, double check it the next day, make any edits I need and then submit it. I don't like second guessing myself so much erm and it's worked so well like I've gotten 80s on assignments, its worked really well for me and, this assignment didn't erm I got a 68 on the one of the assessments, id gotten 80 something on the other, and then the 38 and the 63 happened when I was back over here so that was frustrating as hell, everything else I've passed, everything else I've done well and it's just those and I was supposed to have another placement and that just didn't happen

Interviewer: yeah that's frustrating isn't it. were you, do you enjoy the placement year?

Participant seven: I'm significantly, we don't have a placement year, we just have six blocks of five weeks so we have 3 in second year and 3 in third year erm and so my grades for that were 90, 100, 90, 100 and then 80 so I was looking forward to getting another 90 or 100 because it was right in Huddersfield, it was the outpatient department, it was my speciality, its where I score my highest, I knew the team who work there because my previous placement was on erm traumatic orthopaedics so literally the next office down the hall, I knew all of them, I got on really well with all of them, it's super close, it's everything I asked for in a a placement, I was stoked for it because I could've brought my grade of 80 up and yknow finish that module so strong, I probably could've gotten another 100, I was banking on it erm it would've been my first placement, joint placement, with another physio because one of my friends on the course was also getting the same placement like we were really happy so when that got cancelled it was like first of you should've let us know way sooner than you did like dammit I wanted that

Interviewer: yeah I would've been really annoyed and quite upset actually especially when its something you really, obviously quite good at.

Participant seven: that's life though like

Interviewer: yeah that's true

Participant seven: sometimes it sucks

Interviewer: yeah so when was all this was going on, was there anything else happening like in your personal life or at university that might've impacted your stress levels?

Participant seven: erm

Interviewer: or was it just not clicking with the guy you were working with

Participant seven: so before Christmas it was really just not clicking with the guy I was working with erm my educator here in the states erm and it wasn't even that we ever argued or anything like that, its just his teaching style was different than my learning style. I still liked him, he liked me like we would joke around at work and everything, it was just there was a noticeable disparity between what I'm used to and what I was working with erm other than that I was making good work on the research for my assignments, I didn't have anything else due erm so I would go to work, id get home and play with the dogs, spend time with the girlfriend like that was it, it was all really low key, it wasn't until the second semester of third year that shit hit the fan

Interviewer: mm. so when you were saying that you've, were maybe, quite stressed because you weren't clicking with your educator, how did you cope with that situation?

Participant seven: erm

Interviewer: like how did you cope with the feeling of stress and not clicking with him?

Participant seven: so I would do, in addition to my workouts, I started reflecting more erm part of my placement that I've always done are daily reflections, are you familiar with the Gibb cycle?

Interviewer: no

Participant seven: erm its a few questions you ask yourself, the first one is what's happened? and the second is what are your thoughts and feelings about it? and then what's good and bad about it? What's your sense of the situation? erm what else could i have done? and what will I do next time? so I found myself, in addition to reflecting for placement, I was doing personal reflection, so using that format erm almost daily and it helped, there was some tension erm in my personal life at that time that kind of flutter off and on and then placement stress as well so I was just reflecting more and more and I would drive up there, its a 45 minute drive so its really close by Texas standards, erm yeah 45 there, 45 back erm usually 9 hour days but hey ho erm so id drive up there usually half an hour early and sort of just sit in the parking lot in the car and write everything down just reflect and it kind of helped me analyse situations more closely, I wouldn't say that it helped me uh what's the phrase they've been saying it right now with COVID, let go of what you cant control, I'm not really good at that, I like to have things under control. so at that point I was very much just writing and then going to the gym and otherwise throwing myself at work because that's what I do, I don't care about if I'm depressed, it doesn't change the fact that I need to get this degree and I've set a task for myself so I do it, that's, its not really a question for me, you do it

Interviewer: so did you seek help from anyone at, during this time? like you said that erm with your counselling that stopped whilst you were back in the states. is that right?

Participant seven: yeah

Interviewer: yeah so did you seek help from anyone whilst this was all kinda like paused and like whilst you were experiencing this stress on your placement or was it very much like kept it to yourself?

Participant seven: I completely kept it to myself erm my counsellor reached out just to check up with me erm I had the opportunity to reach out to friends and classmates erm I could have at any time brought up with my educator how stress I was feeling, I could've spoken with Miranda, I'm aware of all the options I have of all the avenues, I was not at all isolated, I isolated myself erm because that's how I cope is, and its how I've always been in a way, is you have to rely on yourself, you cant rely on anyone else, if you do then you have to admit somethings fucked up so if you don't do that then you're good erm I knew it was temporary, I knew that the placement wasn't gonna last for the rest of my life , it was a 5 week placement so I went ahead and just pushed through it, there was no other option, shut down, spoke with Miranda less, wrote more, spoke with everyone less, just focus, go to bed, wake up, go to work, go home, go to bed, repeat

Interviewer: how did that make you feel? like kinda shutting yourself down and shutting yourself off from everyone whilst you're experiencing the stress?

Participant seven: erm in a way calming for me which is kind of weird but I put myself more in the mentality that they're fine without me and that I'm fine without them erm which isn't necessarily true but its very easy for my to believe it while I'm doing it erm and that's taken a lot of work for me and I've I'm not saying its beneficial trait but I use it to my benefit erm it has some residual effect on my personal life after I came out of it but during the time I didn't really care so I was able to just kind of keep a level head, acknowledge the anxiety and the stress and the depression and sort of just go, I don't care, and still do my work

Interviewer: so if we move to now, erm in the UK we're in lockdown, I'm not 100% sure about where you are? Erm

Participant seven: I'm in Texas right now

Interviewer: yeah so are you in lockdown? is there any like restrictions on going out?/

Participant seven: so to my, I'm not gonna say this, this is a good thing, erm we don't federal lockdowns in the sense that the UK does because states rights are a thing so when I came over here the CDC, centre for disease control, requested that I self quarantined for two weeks, which I did um no one was going out anyways because some counties, uh so think yknow if you take the population of a trust so look at Huddersfield and Calderdale, you take that area, consider that the size of a county. some counties had a yknow mandatory facemasks and everything like that um other counties were just they didn't care. most grocery stores were limiting one person per household erm so we did have quarantine effects and lockdown in effect when I first got here but as of the 1st of the month, 90% of them have been lifted, the restaurants are opening back up, they're practicing social distancing, gyms opened back up today erm like its, lockdowns pretty much over because Americans are bored with COVID so it doesn't exist anymore

Interviewer: standard. erm so with all that in mind, how do you feel right now?

Participant seven: erm I'm not overly concerned. more for the sense that erm academically my degrees over like for my accreditation I'm pursuing the physics and chemistry and that's stressful. Miranda and I are doing fine, the dogs are great, the households like well, we go out to eat every now and then which kinda sounds silly but at the same time, why not at this point? like the worlds gone to siht, I wanna have a nice meal and a good time. so overall fine really

Interviewer: yeah that's fair enough. and if you think back to the when this all started, how did you feel at the beginning? so like when COVID-19 was just becoming a thing?

Participant seven: erm I couldn't tell you if it was annoyance or aggravation or anxiety or all of them erm because yknow I was still going to the university gym everyday and I had finished most of my assignments and yknow I was really just killing time before placement, that's what I was looking forward to and after placement I would have like 2 months until graduation so I was gonna visit some of my friends erm one of them who lives in Croatia, a few others just scattered throughout Europe and I was looking forward to that, oh travel around a bit erm relax, I finished a degree, I'm gonna enjoy myself and explore a bit and have fun erm so COVID hit and its like everything's locked down, you cant go to the gym anymore so there's not stress relief erm graduation is cancelled, we're gonna keep you here because placement may or may not be cancelled and then 2 weeks before they're like oh placements cancelled too, we forgot to tell you erm that literally, that's how bad this course has gotten. so at that point, Miranda and I were just like, the only reason I was staying in the UK was for placement and graduation. both of those were cancelled, I'm going home. so I would say it was a lot of, it was a lot of anger, definitely

Interviewer: yeah that's understandable. erm and when COVID-19 started, did you still like have assignments left to submit?

Participant seven: erm I think so but it was just on a cusp like lockdown hadn't started, it was more of a oh rumours are going everywhere that its so bad in Italy erm but yknow its not gonna affect us, don't even worry about it erm so I think before no, no I know that before lockdown hit I had finished my assignments because it wasn't, that wasn't until mid February, end of February was it

Interviewer: yeah so COVID-19 didn't really affect like you finishing your degree

Participant seven: erm in regards to assignments no, in regards to placement yes, that was fully cancelled and graduation which I'm gonna consider part of a degree erm that was fully cancelled

Interviewer: yeah erm and is anything else happening in your life right now that might affect your stress levels?

Participant seven: erm physics and chemistry so the course is essentially getting my degree accredited, is causing stress because I don't know when I'm gonna get my degree like the university has been so tight lipped and giving us so little information and I know they have to have information. I mean just let me know, is the course board cancelled or is it still on? because its a grey, its not a grey question, its a black or white question. is it happening or is it cancelled? Erm

Interviewer: and are they being, are they quiet about it because of COVID-19 or because of something else?

Participant seven: I don't know, that's how poorly they are communicating erm it wasn't until I think 2 weeks ago that they finally said oh yeah course board is still on time and we expect to release results in June and everyone was happy to hear that but its like trying to pull teeth to get them to say it

Interviewer: yeah, frustrating

Participant seven: so the accreditations just one more thing to worry about but I wouldn't say its causing a lot of stress, its just, it is what it is

Interviewer: if its not causing you any stress then how does it make you feel?

Participant seven: erm frustrated. I was done with studying, I was done with this degree and now its like actually there's some more

Interviewer: and then in terms of your coping, has being, well my question is has being in lockdown changed your coping? but like you, our lockdown and your lockdown are a really bit different aren't they so erm

Participant seven: erm well it actually has pretty heavily affected coping because part of the lockdown in the UK was shutting down all the gyms and so that was a huge stress, huge spike in my stress levels erm but getting back here, gyms just reopened today and even then they're under restricted measures erm so id say my coping mechanism of working out was largely taken away like we've been doing at home workouts as best we can in the living room but that's nothing when you're compared to an hour, an hour and a half of strength training everyday to oh 30 minutes of

cardio in the living room, its its totally different erm so err my coping has switched more to spending more time with the dogs, going out for longer walks or jogs erm so outdoor activities which is great that I can do them again but definitely different

Interviewer: erm and doing these new coping strategies, would you say they're beneficial to your mental well being? or do you feel like you need like an additional support to kind of support your mental health right now?

Participant seven: erm I definitely say they've been beneficial. its better than nothing, its not the ideal of oh yeah you've got the gym, just go there erm but its way better than nothing and it has helped a lot, its really good to have a dog

Interviewer: I wish I had a dog

Participant seven: they're so great

Interviewer: I know. erm so with the counselling you had at university, did that like end before you went back to the states? or has that carried on whilst you're over there?

Participant seven: it ended erm probably I think it was actually like two weeks before COVID hit. my dates could be a little fuzzy there but it was definitely before I went back to the states and it was definitely before COVID became a thing

Interviewer: okay

Participant seven: oh I totally forgot I'm so sorry back, if we back up to third year first semester, I was trying to remember what it was, so it was the end of my, I cant believe I forgot this, at the end of my first placement erm so September, august September October, so erm middle of October, yeah because I had two weeks, one week of reading week and one week of lectures and I flew back to the states erm my last day of my first placement so the middle of October I broke my own rib erm I didn't mean to, yes, I didn't mean to but id had a cough erm no flu like symptoms but a persistent cough for four weeks prior so four out of my five weeks of my firs placement were non stop coughing erm and week four, so technically week 5 so week four I broke my own rib, hitting myself in the chest to clear a cough and I hit it way too hard and I actually cracked a rib so the cough lasted all in all, in addition to the four weeks that started it lasted another 5-6 weeks afterwards so I had a cough for like 11 or 12 weeks erm sorry 10 or 11 weeks erm 9 or 10 Jesus I cant do math erm yeah like a 2 month cough, last 6 weeks of it with a broken rib. I went to the ER and they're like oh you work out a lot, its just swinging and hanging and you've pulled a muscle and I'm like you're an obese Indian man who has never worked out a day in your life. I'm entirely sure that I have not pulled a muscle like I'm a physio I know what it feels like I did a vibration test I've broken my rib erm and so they sent me down to x ray and x ray refused to take it so I went to the uni GP and erm they he was a nurse practitioner and he's like I worked in the ER for 28 years, x-rays almost never pick it up but I'll schedule you in for one, it sounds like a broken rib to me erm they're pretty incompetent here but I'll give you prescription for codeine and antibiotics to try and clear up what I think is a plural infection so that's an extremely painful infection of the space between the inside of the rib and the outside of your lung and that's why everything hurt so fucking bad erm so they did that a couple days before I flew back to the states which was lovely but the fact is it took 2 weeks where I was getting less than 4 hours of sleep a night, easily less than because I was crying because I couldn't sleep because of how much it hurt to breath so the codeine was oh my god I could not believe I actually slept and id never had it before but that was the single most painful experience of my life and it lasted longer than it ever should have and then I started, I started my placement with blood

red eyes erm so what actually happened was because I was coughing so much and it was so painful, the pain would make me throw up so I was coughing and throwing up which was exacerbating the pain erm so in addition to losing the weight err that much pressure from coughing that much burst blood vessels in both of my eyes erm and so my eyes filled up with blood and the sockets surrounding them filled up with blood so it looked like I had two black eyes like I was beaten bloody erm they didn't hurt at all, my eyes, but they looked awful, like genuine erm let me see, I can actually pull up a picture, if you're interested, if that helps at all just to help

Interviewer: yeah why not

Participant seven: my, they were, this wasn't at its peak but yeah okay so I've got save that and then save that erm perfect I'm attaching them to the email if it loads. so threes one and there's the other erm so you can see how badly they'd progressed from my eyelid to me just, everyone could see how awful they looked erm so it should be sending or just sent, its in the outbox right now. so I started placement with that which my educator didn't bat an eye at

INTERVIEWER: so how did feeling, obviously physically you were feeling like crap and then you had like the stress of university, do you think like your physical health impacted like your university life?

Participant seven: definitely erm I had to stop going to the gym because the pain of a broken rib and its just one of those things where I was coughing in every lecture erm like I choked in one lecture and they did the whole pat you on the back because it'll help you clear erm so it was really, it was kind of an all round shitty situation of how badly I was in pain, struggling to focus erm I knew something was going on that I couldn't remember oh yeah you broke your ribs stupid

Interviewer: that sounds awful, I really feel for you, oh my god. I've just seen the pictures as well, oh you must've been in so much pain

Participant seven: yeah and so the eyes nearly completely filled up with blood erm and they it probably by Christmas which is what annoyed me the most because I wanted red and green eyes for Christmas

Interviewer: dear me

Participant seven: erm but yeah that's that was a other thing that I was struggling to remember that but that was a huge one during first semester was just pain

Interviewer: yeah I can imagine. erm so if we just move back to now erm you said that your counselling has finished erm but have you still accessed support from university erm even though you're back in the states? like have you-

Participant seven: not really erm I think three weeks ago I had a personal tutor meeting which was really just a check up of like hey I'm still alive, thanks for not telling me about anything about the course but I guess that's what you're good for erm which is a little bit bitter, I know, but I feel its also kind of justifiable

Interviewer: its an understandable way to feel though so I wouldn't, don't worry too much, I'm not gonna be like emailing everyone like yeah this is what this guy said about you. I wont do that, don't worry. erm so did you say that like the closure of campus has prevented you from accessing any support or would you not have reached out to it anyway?

Participant seven: hmm I think the support I would've reached out for would've been along the lines of the gym but its also along the lines of if I was still in the UK, lets say waiting for graduation erm the fact that they've shut uni, id made friends with a lot of the first year physios and the first year of the course is so intense in regards to physical activities, in regards to you have to feel like all the bony landmarks, you have to feel the muscles, you have to touch people, like its a modelling course and you're helping each other none stop, touching every part of the body so you know every part of the body erm and before the lockdown I was making friends with the first years to helping them out with that it didn't really feel like they had a lot of direction so I was free from assignments and its good practice for me and so it was, I wouldn't stress relief but it was relaxing and a nice feeling to help out the first years to make, doing that, so it helped them out. I would say that was a partial coping mechanism for me but it was very quickly just shut down when the university got closed

Interviewer: so are you aware of any other alternatives to, so the face to face support that you could get from uni but cant now because campus is closed, are you aware of anything that's replaced that whilst uni is closed? so like online sessions or anything like that?

Participant seven: erm I'm getting weekly emails from someone for international chat erm so its essentially just calls where you can drop in and chat and socialise erm which I think that's nice like you know I've got a full time job, I've got dogs, I've got studying, university kind of the last thing on my mind, I'm not really interested in what they have to offer

Interviewer: yeah. so have you used that or not?

Participant seven: no I have not and I'm aware that the big white wall still exists and they, I think they're doing wellness checks as well but I'm kind of I'm bitter towards the university now just because of how poorly they've responded to everything

Interviewer: yeah and that's understandable.

Participant seven: I think that happened for me when they cancelled graduation, that's literally all they said oh graduation is cancelled

Interviewer: did they not say they're gonna try and reschedule it

Participant seven: no it was the student union who's twitter account I don't follow, it was the student union posted a video that oh graduation isn't cancelled its being postponed erm we'll update you more soon blah blah blah student union did that but they didn't post it on Facebook, they didn't notify anyone, they didn't email anyone and they still send out emails so that was what really made me hate the university was yeah fuck you guys you cancel my graduation but you didn't bother telling me

Interviewer: it's just not a nice situation to be in

Participant seven: not really

Interviewer: erm so more specifically to you, what other sources of support from university would have been beneficial to cope with finishing the academic year whilst err COVID-19 was going on? or do you not think it affected your studies to need any support?

Participant seven: erm I'm not sure that support systems such as the white wall would've helped. I don't think there's anything additional they could've offered. I'm aware that they've offered plenty

but I think it was their poor response that really burned it off of it but with anything I would say more organised and erm appropriate lecturers so just the actual course itself we used to be able to rely on our personal tutors and that was plenty of support and they really took that away and did not replace that with quality

Interviewer: definitely. so I've got two more questions and then you're free. is there anything else you would like to tell me or discuss about your academic stress this year?

Participant seven: erm the assignment that I failed and had to resubmit, they did not offer any sort of clarity in regards to, I like had to pester them, I've an email chain that's like 7 emails long in regards to me contacting the course leader who graded my assignment of saying what am I supposed to address? am I allowed to do this? am I allowed to do that? and I've not received any straight answers erm probably until the 5th email, I think and that's the first time id ever sworn in an email because I believe in being polite and respectful. I swear when I talk all the time but that's just me erm but it was the first time id ever done and I think it actually caught her attention and she apologised and realised how shit she'd been responding like that's fine or whatever else she was saying to me just really disorganised and I didn't like it, jut going from everything being prompt and hey yknow we're on top of every single to oh we don't know anything and we cant respond to any emails so having that in addition to the failed assignment and not saying what I need to do to fix it was bullshit

Interviewer: and how did that make you feel?

Participant seven: erm not valued as a student. I felt vey just, oh yknow we don't really care and I think that if I pay them £10500 for a full year of studying, they should fucking care

Interviewer: yeah absolutely. I'm really sorry to hear about that situation, it sounds awful

Participant seven: its totally fine. don't get me wrong like I'm fine, its not something I'm ever gonna let affect me or carry around because I don't care enough, it was just I'm aware of in that experience those are my feelings and that's shit but at the same time, life's shit sometimes, you've just gotta deal with it

Interviewer: yeah tahts true. erm just to finish on a more positive erm could you tell me about the best thing that's happened to you this academic year?

Participant seven: erm I had a wonderful experience on my first placement in the third year on traumatic orthopaedics erm I got on so well with the entire team. I had the best educator I could've possibly asked for erm I got 100% because she actually said I didn't wanna give you 100 but I couldn't find anything wrong with anything you did and everyone loved you so I'm going to

Interviewer: aww that is so nice

Participant seven: and just the amount of people on that placement who said I'm gonna make a great physio and they loved working with me, I made actual friends just being there, it was a great experience and I loved it and I love that team there

Interviewer: that's amazing. that so lovely. I bet you're well proud of yourself aren't you?

Participant seven: I am

Interviewer: you should be that's amazing. I would be

Participant seven: academically, I haven't done the best, I would've wanted more. on placement I've been doing spectacular and I'm proud of that because that's what being a physio, its the actual face to face interaction with people so if I don't meet marks on an assignment because of some arbitrary bullshit then oh well but I make a damn good physio and I'm proud of that

Interviewer: good, you should be. so erm that is the end of the interview. I just wanna say like honestly thank you so so much for giving up your time to do this interview and help me out. its really been insightful and really helpful to my research and I cant thank you enough

Participant seven: you just did. that's it. I mean that, I get how frustrating it is to do research, I know how it is, I've done it too. and when I saw your email of like hey I want 3 follow ups oh you poor person like

Interviewer: like I started the year and when you start the year you're full of ambition and like yeah you're gonna get this done and you get half way through and like yeah didn't really think this out very well did I but I'm nearly there

Participant seven: university student that follows through with something. so I saw that and I'm like your drop out rate is gonna be stupid and I have to make sure you get someone to respond and even if its just me

Interviewer: aww thank you so much

Participant seven: of course. I wish you the best of luck and thanks for the call. its been nice to chat with someone

Interviewer: yeah definitely. erm just before you go, erm I need, well I'm gonna send you a debrief sheet after the call so it just reiterates the research, signposts you to some services if you feel like you require any extra support. erm and then the final question erm do you want to be entered into the amazon prize draw again for doing the interview?

Participant seven: sure why not

Interviewer: cool alright I'll put that down. so that's it from me, against hank you so so much, it was nice talking to you and I hope you enjoy the rest of your day

Participant seven: you as well Megan its been a pleasure erm good luck with the rest of your degree. I hope at some point someone asks you how you're doing

Interviewer: yeah its all good

Participant seven: alright then have  a lovely rest of your evening take it easy

Interviewer: see ya

Participant seven: bye

Interviewer: bye

Participant eight

Interviewer: so how old are you?

Participant eight: I'm 21

Interviewer: and what subject are you studying?

Participant eight: I'm doing psychology

Interviewer: ohh like me. What year are you in?

Participant eight: first year

Interviewer: how are you finding it?

Participant eight: I've actually quite enjoyed it and everyone thinks I'm really weird for saying that but I feel like it's – for the most part it's been a breeze I don't know if that's cos I've gone from working full time to now being a student so it's like I'm getting socialised, my time feels like my own erm but it's been alright and the work hasn't been – as – gruelling as I thought it would be. I'm sure that's to come

Interviewer: yeah it's definitely good that you enjoy it though because it then like it doesn't make it easier but it makes you more willing to actually put the effort in and stuff yeah

Participant eight: yeah

Interviewer: So do you have any assignments left or exams before the end of this year?

Participant eight: I've got erm one that opens Monday but it's err multiple choice one and its only worth 10% so

Interviewer: that's not too bad

Participant eight: yeah I had my pro- two proper exams at the beginning of the week erm and they seemed to go alright I think I hope

Interviewer: it must've been w- did you do it like over the internet or something then? obviously cos you can't go into uni

Participant eight: yeah so one of them was erm multiple choice online and it was open for like 24 hours. then the other one was a written one, so you picked two questions out of nine and you just had to type it in word and then submit it so that was weird, proper weird but it's the times we're living in

Interviewer: at least they weren't like cancelled I would've been like really annoyed if I'd like spent all this time revising and then just like yeah you don't need to do . like in some aspects that would be good but at the same time like, I'd been annoyed I've just wasted all my time like working towards something

Participant eight: exactly yeah most definitely. Nothing to show for it

Interviewer: yeah exactly. erm what was your most recent mark or as many as you can remember if you don't mind me asking?

Participant eight: so I got- my thematic analysis back, that was 85%

Interviewer: wow that's really good

Participant eight: in the multiple choice I got 86%- erm I got- I think my child development portfolio I think I got 79% erm- my lab report I got 85% erm – what else did I get back oh I got my criminology one I got 72% erm and I think the one before that I got 75%

Interviewer: wow you're smashing out them firsts. that's really good

Participant eight: Thank you

Interviewer: you should be really proud of yourself, that's honestly amazing

Participant eight: Thank – dya think s- I don't know-

Interviewer: yeah!

Participant eight: because I've got nobody else to really measure it by but thank you

Interviewer: it's alright. So as you know erm I'm interested in academic stress and mental health amongst students. More specifically how this like might impact your like achievement and your performance in assignments and exams. Erm with the current pandemic I've kind of changed my research a little bit so now I'm interested in how your stress might have changed because of COVID-19, the lockdown. Erm so when you're ready erm if you don't mind just telling me how you were feeling at the begin the beginning of this academic year so if you think back to like when you enrolled erm your first week of lectures, sort of around that time, how were you feeling?

Participant eight: I think I was quite nervous erm- new people, just I think I was more nervous about the social side of things than anything and like being a bit older than the majority of my course I realised like on the first day were all like 18 or they were all like 40 and had kids so it was a bit like [unclear] but I was quite excited like I just wanted to know everything all at once so that I could get organised and it felt like it was gonna be a fresh start erm so I would say I was quite nervous but I was quite excited at the same time

Interviewer: yeah so like a balance of emotions then really it wasn't like the nerves were sort of overwhelming you to the point where it took that excitement away

Participant eight: yeah

Interviewer: yeah. erm so like you said I suppose the stressful part of that for you was not knowing anyone and having like quite different group dynamics

Participant eight: 100%

Interviewer: erm what, what was it that made you feel this way? Was it just that you didn't feel like you'd fit in or?

Participant eight: I just had kind of thought like with so many people how because it's not like you're in a classroom every week with the same people like it's a lecture with over 200 people and I'm like can be quite a particular person anyway when it comes to making friends so I was just kind of like how, how am I gonna navigate this like am I gonna make friends in lectures or is it more likely that I'm gonna make friends through like societies that I join but I kind of I did want friends this might sound really bad I did want friends on my course because it's like they're doing the same thing as you so when you're struggling with things or like going to the library together to work on assignments I kind of wanted that as well. someone that understands my course and that is in first

year and things like that. so I think that's what kind of made me feel that way about it if that answers your question

Interviewer: no it does, it definitely does, thank you. Erm did you join any societies?

Participant eight: yeah so I joined the basketball club erm tha-even that was like really weird because they said that they had trials and things like that and I was nervous about it because I used to play basketball when I was younger and then I stopped erm but I started playing again, in September, outside of uni so my brother was like well then join the uni team and I wanted to but I was just, it just seemed really intimidating. so I sat, when we had trials I was sat there like, you know, in above how you can see down, into I was sat there, and this girl came over to me and she was like why aren't you downstairs at trials? and id bumped into her beforehand and I was like oh I'm not na I don't think I'm gonna I don't think I'm gonna do it and she was like no like you're coming with me, she kind of forced me to like go down there but honestly it was the best thing that could have happened. so basketball was the main thing really erm -I attended a Christian group but I only did it a couple of time because I started to like do a bit more music type stuff and so that clashed. but I'd say they were like my main societies. i tried belly dancing but, the dancing was fine, it just felt like there was already like cliques in there if that makes sense so

Interviewer: yeah I know what you mean like I was just saying so I joined pole erm but so like when I- like all through my undergrad I didn't join any societies I don't really know why, I think I was just like so close to the people Id met in freshers I didn't feel that need to make any more friends and then now I've started the masters I just like it's like being back in my first year again so I joined pole and like even after my first session like you said erm in bas- in that society, there was like already these like cliques, and it's just even if it's like a subconscious thing it's just kind of a bit intimidating really isn't it to know that you can't like really fit in anywhere you're just floating

Participant eight: you're just kind of there and it's like not necessarily like really open and welcoming and it- you just kind of feel a bit out of place

Interviewer: yeah I know exacgtly how you're feeling. Erm so You said that you were feeling quite nervous just because you didn't know anyone erm at the start of the academic year, new degree. erm how do you think you coped with this situation?

Participant eight: I think I coped pretty well erm but I think a lot of that is to do with the fact that I have like really good support mechanisms around me. like I have my best friend like she had like a similar kind of journey to me and she like swapped and changed university so she was like really supportive, my mum was really supportive as well and cos I was still living at home I had that like that go to in a sense and like it made me feel this way so I think for the most part I adapted pretty well but I think that in general I am quite an adaptable person and if I have to ill fake it til I make it so even if I have to pretend that I'm really confident and that I'm comfortable even if I'm not. that's kind of my coping mechanism

Interviewer: yeah, it's a good like mindset to have really. like you clearly believe in yourself and it reflects in your work like you've got like a really good attitude about you yeah erm so you say that you erm kind of rely on your family foundation for your support. Did you seek help from anyone else, like maybe at university or within the societies you joined, erm any of the services at uni?

Participant eight: I'd say not- are we just referring to the beginning of the year?

Interviewer: yeah we'll move onto other parts like soon

Participant eight: at the beginning of the year- oh I went to the academic skills tutor for my first assignment \. because I think even though looking back it was the easiest assignment that they could've created, for me it was the most stressful because it was like, I've never done academic writing, I didn't do psychology at a level, so it was like a completely new, everything just felt really new to me erm so I wen- I used the academic skills tutors to kind of help in a sense, which I guess they did a little b it but not, not amazingly

Interviewer: yeah I know yeah I think I went to them like once or twice then I was like, maybe I'm just better off by myself

Participant eight: exactly exactly erm but other than that I'd say like my support was mainly based outside of the university. in terms of like the societies and stuff that id joined, I didn't really know anybody too well yet in them to kind of like- feel that kind of like supportive relationship. so I would say it was mainly family and friends

Interviewer: do you feel like- you needed that support from any of the services at the beginning of the year like wellbeing erm ipoint, your personal tutor maybe? do you think like, like did you need that support or did you just not access it because you had such a good support network already in place?

Participant eight: I think probably didn't access it because I had such a good support network in place and I probably thought well if there's nothing- that I particularly need help with, or dya know anything specific? there's no point in me like going to these services for, for that support unless there's something that they're actually going to be able to help mew with. if it's just to offload my feelings and things like that, again I'm really blessed because I have my family

Interviewer: yeah so d- like were you made aware of like the services and stuff when you first enrolled?

Participant eight: yeah I think it was, was it the first or second day ?they made us sit through a two-and-a-half-hour lecture, where all the services just came in and out and like explained everything. so I think as boring and as mind numbing as it was it was probably pretty useful erm to know that they were there and because I was so excited to come to uni beforehand I was like scrolling through the website looking through at everything anyway so I was kind of like aware of certain things that they'd have

Interviewer: yeah that's great. so if we move to the middle of year, maybe like around Christmas time, like before we broke up, and then we came back, can you remember how you were feeling at that time, in relation to university?

Participant eight: erm I think I was feeling quite overwhelmed and stressed, and I think, I think a lot of that was stuff that had been happening in my personal life, had like ran into my uni life and then had made tht difficult to deal with. so if I like to lay it out in the most simple of terms, basically I managed to find myself into- in a relationship and he was form America but he was working here. He eventually lost his job, moved in with me and, was a bit of a monster. so that stress then started impacting like me attending lectures, me going to the library to do work. so then all that felt overwhelming because it felt like I'm behind, I don't know what I'm doing, I need an extension for this assignment, I go to the library, I'm being complained at because it's like 'oh I don't know what you're doing at the library' what do you think I'm doing at the library? so then I'd say that that really did have a big impact like I still managed to get a first in that assignment, thank god, but it was like-,

it was like all this stress really did impact on uni and then made me feel stressed with uni if that made sense?

Interviewer: yeah so did you actually fall behind with any of your assignments or was it just this sort of fear that you might do?

Participant eight: I had to get an extension on a fe-, one of them I handed in late and he didn't cap it thank god, it was a [unclear], erm and then another one I had to get an extension for. so I think, in practical terms I did feel like I was falling behind. SPSS, I didn't go to any of those labs or lectures and you already know how hard SPSS is to- so I don't, even to this point like that's really had a knock on effect because I barley know what I'm doing with it. erm so it definitely, it definitely felt like not only did I, was scared of falling behind even further but I definitely was falling behind and somebody that I had made friends with on the course, she hadn't done like any assignments for the year, and the last thing I wanted to do was kind of be in that position where it's just like, I have to get ECS for everything and push everything back and then it just becomes like you never get, you feel like you never gonna get back

Interviewer: just snowballing. Well if it's any reassurance, in second year, Susie, I think, well when I did my second year she does like erm SSP lectures and they are really helpful erm and she like revises all the stuff that you did in first year and you get like a massive booklet of like step-by-step stuff so if that just like calms you a little bit. She's really good actually, she's really helpful and shell like keep an eye out on you and stuff so definitely take advantage of that.

Participant eight: that's reassuring

Interviewer: erm so obviously you were feeling quite stressed at this time. were you feeling any other sort- any other other emotions or was it just this overwhelming stress of balancing your personal life and university?

Participant eight: I'd say it was mainly stress but I also started to question like being at university as well. I started to think maybe I'm not cut out for this, maybe this, maybe I should've just stayed at work, maybe I should just try and get a job, like maybe this isn't for me, maybe I don't have the mechanisms to actually deal with it and get the work done and dedicate and the self-motivate- I just felt really demotivated. I was kind of yeah like questioning like do I wanna be there, felt like pretty anxious about things, especially going to lectures because it was like, am I gonna walk in and not have a clue what's going on in some of the lectures? especially the ones that kind of followed on from each other erm so yeah it was probably like very negative emotions that I was feeling at that time

Interviewer: yeah definitely sounds like a really stressful time for you.

Participant eight: yeah

Interviewer: erm Could you tell me a bit more about how you coped with it? like did you, did you rely on your family network or did you reach out to other people or did you erm like start new coping strategies?

Participant eight: so for the most part it was like a lot of my family and friend s that I was relying on so mainly my mum and erm a few of my friends. but I actually went to wellbeing and spoke to them and like explained my situation and requested counselling and they were like pretty on the ball with that so by February I had appointments with a counsellor and stuff so that was really really good because it was like a space to kind of just offload and speak and explore things and it's like then I

could concentrate on my uni work because then rather than being this ball together, it kind of like separated my emotions form like the things that I need to do, what I feel and what I need to do

Interviewer: yeah I'm really glad that to hear that you got the help it seems like it's helped. erm obviously I'm not gonna ask you to delve into that too much cos it is confidential but erm if you wouldn't mind just like telling me a little bit more about it? like how was it, how was it helpful, how was it beneficial like how did you feel after your been to these counselling sessions and how did that erm maybe change your stress levels and how you approached your assignments and stuff?

Participant eight: I'd say I always felt lighter after id left them it always felt like huts a bit of a burden lifted if that makes sense. so I think that the way it impacted me academically the most was like if something had happened or I was thinking about certain things I knew that there was gonna be a time in the week to deal with that so it was almost like put that on pause and be present in the moment, be present in the lecture, be present while you're doing whatever work you're doing, like this is the task at hand now and there will be a time do deal with that in a couple of days. so it kind of, it gave me that separation of like, this is a time where you can go and offload in a safe space and explore things and talk about things. and like now what we need to focus on is the university work because that's what you're paying for, that's what your here for, that's what you're investing your time on, rather than letting whatever's happened and my emotions take hold, I almost have to take like that desire to achieve and do what I want and not allow somebody else to knock me off track that needs to take place and I'd just say that like the counselling really supported with that by making that safe space for me to just like share my emotions and thoughts and feelings, so that I could focus on other things during the week.

Interviewer: yeah it sounds like it was really useful. so would you say that that was like the most effective way for you to cope at the time? Do you feel like you could've – did you need any extra support or was it ju- was the counselling erm enough for you to like kinda like move on from it sort of thing?

Participant eight: I'd say that  my family and friends and just, I'm quite a reflective person anyway so I think that that helped in itself like just thinking about things in a  sense. a lot of people when they say they think about things they feel worse but sometimes it actually makes me feel better cos I feel like I can start to rationalise then reflect on them and think about them and think about what I can do better in the future. so that also helped me kind of prioritise university and assignments and things like that. so I'd say between like the counselling, myself, my family and friends  erm it really just gave me a sturdy foundation that I didn't really need to go any further up for help

Interviewer: I'm really glad to hear that. Erm Just like a side note like are you thinking about like being like a psy- do you want to be like a clinical psychologist or anything in the future just cos like you're talking about being like a reflective person and like that's a really good quality to have if you want to become a psychologist

Participant eight: well I was thinking about doing something to do with like counselling or potentially like athlete wellbeing and things like that and helping them cope with like their stresses and something along that side, like I want to support people but I don't know necessarily like as a clinical psychologist but I do want to go into it

Interviewer: yeah you've got time yet to decide. I just thought like it was nice to see now even though you're in first year like you've already got these like skills that a psychologist has so I definitely like, don't just like stop doing it cos yeah, it definitely helps your wellbeing as well. Erm so now were just gonna m ove to like the end of the year erm but this part is mostly going to be talking

about the lockdown and how its affected your stress. Erm so like if we just start talking aboiut how you're feeling now like whilst yknow whilst were like 2 months into lockdown, how, how are your emotions how are you feeling like right now?

Participant eight: erm I'm feeling okay for the most part so I've had a few tragedies personally but I wouldn't say that the lockdown has made them any more difficult to deal with but for the most part within myself other than like those external factors influencing I actually feel really good like – I hate to say it but I've actually really enjoyed the lockdown I know it's under tragic circumstances

Interviewer: no its fine, like everyone copes differently don't they and for some people having all this time off will be quite beneficial so, I wouldn't compare yourself to what other people are thinking

Participant eight: that's been me like I've, I'd say my stress levels are probably even lower because it's like I'm not having to physically go into uni, I'm not having to like just do the back and forth, and public transport and dealing with people and all this, that and the third and basketball games here there and everywhere like I can just, I like being at home anyway, its comfortable I can just be here, I can go out the house if I want to when I want to play basketball or run around or whatever, I can structure my day in the way that I want to. its just been really nice to just like take a minute and read and reflect and get back into little things that I used to love doing that I didn't find myself having the time to do like I read a book in two days, I don't remember the last time I did that

Interviewer: I'm glad to like hear that you're enjoying it. Like its nice that you're like trying take the positive out of it, it's really good. erm I just like picked up on you saying like erm you're not having to think about the stress of like the basketball games and going to society meet ups and stuff like how has has that always been the case cos erm you said like when you first joined yknow you were anxious to kind of actually go into trials and you did and it was the best thing you've ever done, but now you're saying that erm like because were in lockdown it's taken the stress away of actually going to the games and stuff like how- what's changed for you to move from yknow quite enjoying it to now feeling like oh its one less stress to think about?

Participant eight: I think it is, was the commitment aspect and the, basically we didn't actually have a coach it was somebody from the boy's team that was coaching us. and as a person I really like him and we really get along, but me and him used to butt heads all the time because his 'style' of coaching was erm very, he was literally like a little dictator and he was very like I don't wanna swear, let me think how I'd put it. He'd tell us that we were really shit and we were all out of shape and d d d d d and it was like after a long day I'm not coming here to be like demotivated and just put down and told how shit I am by a peer let alone anybody else so me and him used to butt heads all the time because I used to say like nobody's gonna want to come and commit when all they're doing is for two hours having you tell them that they're shit, having us run up and down because you can, like you're not teaching us any skills ,you're not coaching us in the game, you're just taking out your bad day on us. so I think like there was a point where I literally didn't show up for like 3 4 weeks because I just thought I'm not and that was during the time when everything was going on with my ex and uni and I just thought I don't need that added stress on top of that. that's where that transition went from being really excited about it to kind of like oh this is like hell on earth for 2 hours so it kind of yeah (Interviewee motioned hand movements downwards like a downward trend)

Interviewer: yeah it just went down. It sounds like a really horrible situation to be in and its definitely not on like I love to complain about things cos like if you like yknow if you like get something bad in your shopping or from a restaurant like I'll complain and get a free voucher so I mean I dunno if you'll get that from the uni but maybe just a little email like yeah sort this guy out

Participant eight: well I'm actually the president for this year so I'll be sorting that out

Interviewer: oh yeah? Yeah I like that, taking the- taking the stand. I love that

Participant eight: girl power in there

Interviewer: yeah definitely. so hopefully next year it might you might start to enjoy it a bit more and and might build up to another support network for you because obviously a society's meant to well it's not meant but for some people it can be a nice way to destress but if you're in a situation like that it's the complete opposite and it's just pointless then really isn't it?

Participant eight: exactly and I think that's the thing cos I did start to build some like really good relationships but they didn't really have the culture of like I think for me I would've done stuff especially at the beginning of the year like let's just go round and say our names and what we're studying. yknow the kind of like, ice breaker and I realised like especially for people that like were just coming to try a training session in the middle of the year, like nobody east really like, I'd always try go over to them and introduce myself but it's like the culture wasn't one of like, oh like come and join even if you can't play the game whatsoever and you're not interested in, in it that much if it's, you're just here for fitness purposes that's fine too like you're more than welcome. the culture wasn't really that and I think that's what I'm gonna try and focus on shifting so that like really really good relationships can be built in a sense

Interviewer: its really nice to hear that you're like actually taking a proactive sort of stance on it like it's really, it's really nice to hear cos like I wanted to join societies like netball and stuff but I don't, I didn't want to play competitively but that's all they did so then I missed out so it's nice to hear that you're kind of catering for everyone. I think people will like really be really thankful for that

Participant eight: aww I hope so

Interviewer: so still thinking about lockdown, erm but if you think back to when it very first started, did- so obviously you're kind of grateful for it, did you feel like that at the beginning or has it been like sort of a learning process erm like an adjustment period?

Participant eight: erm I didn't feel like that at the beginning because I was supposed to be going to Barbados. we got the airport and we were told that our travel, our flight was still flying but our travel agent had cancelled our booking erm so I was pretty peeved at that, but at the same time I hadn't finished- id set myself certain deadlines to get assignments done, so that by the time I was on holiday, I didn't have to think about them. but I didn't manage to do that so I would've just ended up being in Barbados and having to do the assignments. so I'd say it was a bit of an adjustment in the sense of like, I was peed off about that and it's been a bit of an adjustment in the sense of remembering I'm still technically at uni like this isn't this, it wasn't the start of summer, that's what I had to remind myself. like it wasn't a 6-month free for all, I still had assignments and I was still gonna have two exams and this little test. So, I think remembering that was probably the biggest learning curve and I, yeah, I just at some points I completely forgot that uni was still a thing

Interviewer: how did it make you feel having to constantly remind yourself that yknow we are still in term time and you've still got your assignments to do like at the start cos you're saying you're like reminding yourself, did that like play into your emotions at all?

Participant eight: I think it made me a bit irritated in a sense because it was kind of like I think I took that stance that a ,lot of people initially took which was like well I'm paying for 'this', and I'm not getting educated and d d d d d, and everything's online and they're just putting up lectures from last

year so what's the point? erm I think I felt like that at first but then as I started to think more about like the wider picture and things like that, it became a lot easier if that makes sense? but I'd just say it was a bit like irritating more than anything, having to remind myself on a frequent t basis that there's till things to be done and I can be a bit of a last min- I am a last minute Larry at the best of times and this just made it like even worse

Interviewer: yeah so it did, would you say it affected your studying then and doing your assignments?

Participant eight: yeah 100% erm yeah. it made me leave them to the last minute a lot more .because when you have when you know you've got lectures the next day, I don't function very well on not a lot of sleep, so I'll try and like make sure that whatever I'm doing I manage to like get my 8 hours rather than not knowing that you literally can't leave the house the next day it's like well I can just stay up til 4 in the morning sometimes, so I'll just leave it til like the very last minute. erm so there was definitely that. and then in relation to the exams, I tried to revise but it just wasn't really happening. so I just thought that like rather than, cos I was getting a little bit worked up at some points, so I just thought rather than getting myself worked up, I might as well, they're open book now, so I might as well wait until closer to the day and do some really quick revision, erm, and then just see how it goes

Interviewer: yeah, so would you say that like all these emotions have kind of played into your stress as well? So like you were saying that you were feeling irritated at the beginning, having to like remind yourself that you are still at uni, and then getting worked up cos like, yknow you have, you've got like a good sleep hygiene routine and stuff, but then like co you're not going out, you van kind of like, you can take a step back and chill a little bit. do you think like, reflecting now, has like being in this lockdown and having like this massive change in like your education routine do you think that affected how stressed you feel about university?

Participant eight: I think so but I think- overall it has maybe like affected it positively because I think like the amount, it feels like it's been a very long time since iv east an exam so, thinking specifically about like the amount of anxiety and dread that I probably would have felt going into them exams, that's been completely eliminated by it happening this way, and although like in some respects I would have rather been sat in that exam hall for the one where I did like the writing the essays, because it would've been 2 hours sot hats a set amount of time but when they're telling you you've got 24 hours to do it it's like well when do I stop writing? Because you can't just go forever, you could end up writing five pages and I'm sure that she wouldn't have appreciated that when he was marking but at the same time like just being in the freedom and the comfort and safety of my own space and own time, wake up, start it when I'm ready, finish it, do what I can, it just really takes away like that stress, that anxiety, those e nerves, the, the kind of paranoia sometimes as well when you're sat and somebody's sat next to ya doing the exam and theyre just like scribbling through it and you're sat there on the first question. so it's-I'd say it's- it's been a positive in that sense

Interviewer: yeah. Yeah I can definitely see that. Erm, So with your studying at the minute, did you say you've got one exam left? Or two?

Participant eight: yeah, its like a mini exam

Interviewer: yeah. So have you- how's your revision going for that? have you like stuck to some sort of routine or are you doing, doing your last-minute Larry?

Participant eight: I'm probably gonna do my last minute Larry with that one erm I definitely am gonna revise in the sense of like go through the slides because that one's timed like there's 60 minutes anyway and I think there's like 60 questions so, I'm gonna have to already know some of the answers and have some of that knowledge and I didn't really go to any of those lectures throughout the year. I went to like two and a half, because, we'd just had a certain lecturer who just used to just waffle a lot and it was too much for me erm yeah. but I'm definitely gonna revise for it but I probably won't do that til Sunday because the test is open for 4 days, you've got a 4 day window, so if I feel like oh I'm still not ready I probably won't do it on Monday I'll probably just wait a little bit erm yeah like and I think that another thing is like that knowing that its low stakes so it's only 5 or 10% of the module so it's, not it's not anything that I think is worth like stressing about if I do it I do it if I don't, then more fool me I just know that my behaviour has to be better for second year

Interviewer: yeah just a little bit yeah but we're in a weird time like you're allowed to do things a bit different, doesn't really matter as long as you get it done its all good. So- sorry

Participant eight: I was just gonna say my only concern now though is if things aren't back to normal by second year, this is the only thing that's worrying me now, how am I gonna adjust to that in terms of like uni assignments and lectures and like if there's no accountability, and I have to hold myself accountable, but you know when you get like, you have to swipe your card in you know that you physically have to go when they just say there's a lecture on Brightspace watch it, there's no accountability for actually going and doing that. I know it's only a detriment to myself but sometimes it's hard

Interviewer: yeah and it is like, like you're right to be concerned about it because I don't think, I don't think anyone really knows what's going on to be honest. Erm, I wish I could give you some answers but unfortunately I don't know. so it's just one of them you just gotta wait until it happens and if it's not, if it doesn't work out the way you want it to then I dunno, like raise- , like who is the head of department now is it still peter?

Participant eight: Peter Moxon

Interviewer: yeah

Participant eight: yeah it sstill him

Interviewer: but i think the lecturers are quite obvious-, quite worried about it as well just because I don't, like you didn't sign up to like the open university and want to do things online, like you signed up for that like face-to-face experience. so yeah. but it'll be interesting to see how it pans out, yeah. Erm, so, how does like, being in- like experiencing the pandemic and university, how does it make you feel about completing your work? like you've said like you kind of procrastinate, does it make you feel like anything like towards your university work do you have like any sort of negative feelings towards it or positive or is it just- that procrastination?

Participant eight: I'd say there was like a point where- I think I was half joking with myself but I was also being a bit of a [???] I kind of just thought what if nothing goes back to normal anyway? like if yknow, the world was to end and I'm sat here doing uni work rather than trying to live my best life by binging on Netflix like what is the point type of thing like I'm just wasting my time here. that kind of went through my mind a lot like am I a bit of a mug for just getting these assignments done? but then I also had to tell myself but what if everything does go back to normal. you want to pass, at least, but you want to do it to the best of your ability like I don't want to be disappointed with myself by knowing that I could've done better. so that was like a real internal conflict in a sense so

I'd say it was a negative in terms of why am I actually doing this, and friends that were saying that they've literally, we have very different work ethics anyway but, and theyre doing a different course, but they were literally saying that they just haven't done their work because what's the point? I was kinda like maybe oh I'm not like so bad to think that but the difference is like I just need to I'm gonna be really disappointed with myself if I don't get stuff done so I think that was also part of the reason that I was leaving things til the last minute

Interviewer: yeah

Participant eight: but yeah I can't really think of any positive feelings that I had towards the work

Interviewer: erm what is it about the lockdown that makes you feel this way?

Participant eight: I think it's just no- it- to me there feels like there's zero sense of reality anymore, there's zero it feels like time is a manmade thing, days are a manmade thing, like I don't even know what day it is most of the time. it feels like we're just living in some kind of weird dystopian book, and I love like dystopian books and films and things like that, but to actually be living in one is just- I think I spend a lot of my time trying to get to grips with- this is actually real life, and I think if I spend like prolonged periods of time in the house, not go on social media, and not watch the news, then I kind of get back into balance. but like we went to Tesco's yesterday and it was just weird, like just so weird that it throws me all the way off balance again. so I think that's like a big thing is, just coming to terms with this is actually real and not some weird-

Interviewer: erm and in terms of your coping like, are you still relying on erm your family network and your friends? do you still- are you still having like the counselling sessions or did they end before the lockdown or have they stopped because of lockdown?

Participant eight: so the counselling sessions actually went online so that was like another weird, we we're doing it via zoom video call. so that was, it was weird because before it was like this physical space, and I liked that idea of like going somewhere putting my feelings down there and then leaving them. and then it went to like- being on video call, and just it still worked exactly the same and I think it worked better because we'd moved past talking about the past and moving towards talking about the present and where I wanted to go in the future. so I think because it wasn't like the really heavy weighted negative stuff that we were talking about, it worked but had it have been that kind of stuff that we were talking about, I don't know if it still would've been as beneficial. but I was glad that they did continue. and then- it's been weird like not, like I didn't see my friends all the time anyway, erm cos I don't necessarily have a friendship group I have like my little individual friends here and there, but it's just been weird not being able to message one of them and say like lets like go for lunch and chat about this that and the next thing. that was weird, and my me and mum used to go out for like lunch and dinners and stuff like that and just walk around town and browse around shops, you can't do that anymore, its- it's weird .but I still feel like I've been using to cope- to help me cope with certain things, but I think as well I've been a lot more mindful roof like, this is taxing on everybody's wellbeing and mental health so- it's like there's a- you want to be- well I wanted to be there for people just as much as they are, and even more so like one of my friends like moved out of her house and ended up going to stay with another friend so I know that that's been really taxing on her especially during this time. so it's been about trying to find that balance of like relying on my network to cope with things but also not burdening them when things are extremely difficult anyway

Interviewer: yeah erm and have- have you like erm started doing any different coping strategies now we're in lockdown or have you very much stayed set in your ways of erm what was already in place? have you started anything new to cope?

Participant eight: like just general kind of like?

Interviewer: yeah just like coping with the lockdown like have you started- just any- any new coping strategies really?

Participant eight: so I tried to make myself a bit more of a routine so I've been working out a little bit more, which has helped. erm I've been- I am Christian so I've been trying to like in the morning when I wake up just read like a chapter of my bible and make that like into a little habit I haven't been great with that exercise and all that this week erm I've tried like journaling, not every day but just like when I feel like there's something that I need to offload. I've tried that erm- and they've probably been it- I've got back in to reading I joined like this online book club thing, which has been nice actually, so there's that, and I think- I know it's a bit like off topic or a bit random but wave had like really good weather for the most part, so just being able to sit out in the garden has been like probably **the** best coping strategy because it's like for a few hours a day, you just close your eyes and you can be anywhere that you want to be in that heat. so that, and also just focusing and having conversations with people about like what were gonna do after the lockdown and things like that and just trying to like tie up little loose ends like songs that I've only half written trying to finish them off .erm they've probably been my coping mechanisms more than anything trying to visualise what I want my life to be like once this is all over

Interviewer: yeah. so how has it made you feel like trying out all these new coping techniques? like do you think it's something you would do- carry on doing long term after the lockdown has lifted or is it just for the here and now? erm and also do you think like doing this little routines have maybe helped focusing on your uni work or has it had the opposite effect?

Participant eight: I think erm- for the first part of the question. I definitely think that I want to carry these routines on to after because I'm feeling the benefit of them, I'm seeing the benefit of them. and in terms of like have they helped with uni work. I'd say yeah because when I had my assignments to do even though I did them last minute. just saying that rather than, i have like windows of productivity during the day so if I don't do something in those, if I don't do something in the morning or- i can either work in the morning or the evening, the afternoon is a very questionable time period. So, it was kind of like right because I'm getting up to exercise, i was waking up at like half 6 7ish going out, doing that, coming home, getting a shower or whatever, having my breakfast and I tell myself right by 9, be ready to just start your uni work, even if it's just 2 hours that you do erm until the afternoon so that it did help because it kind of like got me prepared to do uni work like I know the lot of the advice they were giving to people working from home was like still have your routine, get dressed for work, and then sit down and do your work. so that was like my version of that was like get your day started, and then sit down and do your work. the only time I'd say that they weren't beneficial was when say if I'd like wake up a bit later and exercise later and then it felt like it threw off my whole day or if I get distracted by doing something else- then that's when it became like not beneficial but for the most part I'd say that it helped

Interviewer: that's good to hear. erm is there anything else you would like to tell me or discuss about your academic stress this year that you think would be of value?

Participant eight: erm that I think would be of value- I don't know really I think- I think it hasn't been as stressful as I thought it would be. in the moment it felt stressful, but, in hindsight like it wasn't as stressful as I thought it would be. I think the only thing, I know its psychology but that I wasn't prepared for and this is probably with all degrees is like the sheer amount of like research and journals that you'd have to read and books that you'd have to read and ,I think that that was

probably the most stressful thing of like I've got all this information how do I really pick of what I need and apply it to what I'm doing. Erm, and I'd say this isn't come from like the lecturers, but more people, people that I know in uni or that have been to uni there was like almost this constant pressure of and I think that made the pressure of this year harder of like 'oh enjoy first year because when you're in second year it all goes down the drain', and at the times when I did feel like oh my gosh I don't know if I can do this, this is stressful, this is I don't know what to put for this assignment, in the back of my head was like, this is supposed to be the easy part, which then kind of spurred on that well am I cut out for this? because if I'm struggling with this and this is the easy part and everyone's telling me that next year shits gonna hit the fan, how am I supposed to cope with that? so then effectively sometimes these external support mechanisms all s- like didn't help they weren't being supportive they were actually putting more pressure on, whether they meant it or not. erm so yeah I think that's my only comment is sometimes telling people their second and third year is gonna be so much harder is not helpful

Interviewer: yeah definitely. erm I just thought of another question actually so do you think- like what other sources of support from uni would have been beneficial like right now to help you cope with like just actu- finishing this aacadmic year? like whilst this is all going on? do you think they could have done anything better? or added something just to ease the stress or provide coping techniques or workshops or anything like that? is there anything that you can think of that would've helped you?

Participant eight: that would've helped me specifically i think erm- its gonna so- it light sound a bit really weird but- that was terrible English- I think if they'd have sent across like I know I try to plan my day anyway but if they'd have sent like some example like weekly calendars or like templates to use to like organise yourself, to organise your assignments, do you know what I mean? like for me if they'd have sent me templates like word templates whatever just something to make me think like right this is what I need to do, these are all my assignments, these are the deadlines, this is how far I am, this is how I should plan my week, i think practical tangible things like that, not just like ;oh take some time out here there;, the advice you're hearing everywhere, just give me something that I ca actually use, rather than the wishy washy stuff which does help, but it's not gonna help me right now. when someone's stressed the last thing theyre usually thinking if let me go take a 5-minute walk during the middle of this assignment that needs to be done by tomorrow. so if they'd erm given like more tangible things like I said schedules, planners, like resources like that, I think that would've been pretty helpful

Interviewer: yeah definitely erm and just to finish, end on a bit of a positive note erm could you tell me the best thing that's happened to you this academic year?

Participant eight: I'd say getting all my firsts i think there was one assignment, the very first assignment that I did, I didn't get a first I got 60% erm- I think that's probably been the best thing because I see my progress from like that first assignment to right now and a lot of them like, that I got a lot of firsts in, I really didn't expect it like I wouldn't say I'm a very scientific person so getting like 75% and 85% in the lab reports were like what?! so I think that has been the best thing that's happened because it's just boosted my confidence so much and showed me like if I'm willing to try and use the resources around me like I can, I can do it, and do it successfully

Interviewer: it's definitely like really like a great achievement you should be really proud of yourself like I can tell you're happy about it so yeah

Participant eight: I just think about the point like where i was really doubting myself and just like if id left then or just thought I'm not doing this then I wouldn't, I wouldn't have managed to achieve and show myself that I could do it

Interviewer: yeah definitely. so that is basically the end of the interview so I just want to say like you so so much for like giving up your time to give me answers like I really appreciate it. especially with what's going on. Erm, so with the amazon prize draw I haven't like checked your online answers but erm you can get like basically I'll put your name in again if you want to be entered to win the £10 thing if that's something you'd want to do?

Participant eight: yeah

Interviewer: yeah that's fine and erm then I've got a debrief sheet that I will email you after the call if that's alright or maybe later on today erm it just reiterates the research, signposts you to some services if you feel like you need some support after doing the study erm I hope it wasn't too stressful for you. I tried to make it like as informal as possible because I didn't I feel like people feel like theyre going to a job interview and really I'm just like, just wanna have like a general conversation

Participant eight: it's just a chat. no its honestly been a pleasure talking to you Megan

Interviewer: thank you so much I really appreciate you like giving your time like honestly I can't thank you enough

Participant eight: I really appreciate you listening to me ramble

Interviewer: no its definitely fine so it's been insightful and nice to have a new face to talk to as well

Participant eight: most definitely erm but if you could let me know how you get on with your research and your dissertation id like really love to read it

Interviewer: yeah definitely ill make a note of it and I'll definitely send you an email about it

Participant eight: definitely do

Interviewer: yeah so it was nice talking good luck with your exam and the rest of the year, I'm sure you'll be fine

Participant eight: thank you I hope so but all the best

Interviewer: and you thank you alright take care bye

Participant nine

Interviewer: so just to start, I just need to ask some demographic questions. So how old are you?

Participant nine: I'm 20

Interviewer: I saw you thinking then

Participant nine: I thought okay, I turned 20 about a month ago. So it took me a minute to, I was like I'm totally 18 I just asked somebody who said that they're 18

Interviewer: I know exactly what you mean like, nobody ever really asks you how old you are, unless you like, meet them for the first time. so then I started a new job in like November and everyone's like, how old are ya and I was like, sat there for a couple of minutes. Like, how old am I? I don't know. Yeah. What are you studying?

Participant nine: I'm studying psychology with counselling as an undergrad.

Interviewer: What year are you in?

Participant nine: I am a second year student. Well, yeah, almost third year.

Interviewer: Yeah. how far along in the year are ya? so do you have any assignments or exams left?

Participant nine: Um, no, I just finished my last exam on Tuesday so i am free, unless I have to redo something I am free

Interviewer: How are you finding the course? Do you enjoy it?

Participant nine: I absolutely love the counselling portion of it. sometimes the general psychology stuff is a little bit not as interesting. But I absolutely love the counselling modules that we have. they're lots of fun.

Interviewer: What is it about like psychology that you don't like?

Participant nine: Um, I think sometimes it just gets in like really deep and particular about stuff that I'm not as interested in. I know other people are very interested in it. So it's great for them. But sometimes it's just like I it's good to know, but I don't really see me using it much further than in an assignment or two and then I'll Probably never returned to the subject again. Yeah, but yeah, otherwise if for the most part, it's good as far as like teaching stuff. sometimes the lectures can be a little bit, Curt, if I can be completely honest. Especially since lockdown. A lot of answers have just been short and to the point and like, I don't really want to spend a lot of time answering your questions. And not particularly for me, it's more of like what I've been seeing on the discussion board, when like people are asking questions, And they say I've tried looking for this and they go Well, you didn't look hard enough, Look here. Like Like they literally just said, I looked there. And you're telling us to look there?

Interviewer: Yeah, so what are your, what were your most recent marks? As many as you can remember?

Participant nine: I had a, as far as like the stuff just rolling in. Um, I had a 78, 72, 68, 65. And in that order.

Interviewer: Impressive

Participant nine: Thank you. I try I honestly thought the 65 one I thought I was going to fail that genuinely, I was so worried about it. But I passed it So we're all good.

Interviewer: Exactly. And You did really well, you should be proud of yourself.

Participant nine: Yeah, thank you

Interviewer: so As you know, I'm interested in academic stress and mental health amongst students, but more specifically how this might impact your academic achievement. With the current pandemic, I'm interested to see like how your stress has changed from like the start of the academic year when everything was like, normal and like now whilst we're in lockdown. So when you're ready, if you think back to the beginning of this academic year, so like when you enrolled for second year, when you had your first week of lectures, how were you feeling around that time?

Participant nine: I think I was feeling pretty excited. it, Yeah, there's quite a bit of stuff that was going on at that point. Just, I was living with my best friend now at this point. So I made friends last year. And we'd decided that we'd move in together. And yeah, so I was really excited to be living with her. And another person that I had met through one of the societies I was in, that and my boyfriend had returned from placement. So and then he was living right up the road. So that was pretty exciting. I think I was just really excited to just start second year and kind of get to that halfway point of the year and just halfway of my degree, yeah, I was really looking forward to it thinking like, Oh, yeah, this year I'm definitely gonna, I'm gonna go for it. Some things have changed. Yeah, I think overall I was excited maybe a little bit stressed about the fact that I knew it was going to be getting harder. In I think our introductory lecture like in that very first week, the one where it's like freshers only except for like maybe one lecture that you would come in for, which is just Welcome back, they told us that It was going to be increasingly difficult this year and that the marks that we got this year were a little bit more worth their weight towards our final degree, like they actually started to count. and then I was like, a little bit stressful just because it was like, oh, reality. I actually, like what I did last year, in the long run doesn't matter. It's this year, that matters. And yeah, I think that was just a little bit like Oh, okay. So I was still really excited to just kind of like get going and try to be better than I was last year.

Interviewer: Yeah. So you were saying that it was stressful, like the lecturers telling you that, like your marks this year are gonna start counting the worth more. Was there anything else that was stressful at that time?

Participant nine: Um, not that I can really think of, um, I mean, the only thing that I can think of that would have been kind of stressful is just kind of like my family situation. My parents are recently divorced, I think, not entirely sure how it all works out. I don't know if they're still in the process of getting it finalised or if it's actually finalised now But it was a little bit stressful because over the summer my mom had come to visit me and had to fill out some paperwork that was basically like, you know, stuff that was mine was actually now being called mine and just kind of figuring out other stuff as well as I had to be asked like my mom kept sending me stuff about some like property I guess So me and my sisters are supposed to inherit. And I was like, basically supposed to be reading through it and telling her what I thought and any changes that need to be made. So I think that was like a little bit stressful, but that just kind of came and went like when it had to come up, and it was stressful when it didn't have to come up then I try not to think about it. And and just kind of keep moving forward on on studying and trying to really focus my time on my studies and my commitment to the Christian Union, and My boyfriend, and my best friend, so just like, focusing my time on that,

Interviewer: yeah. So you said like finding out that you marks this year were going to count for more that made you feel stressed but like what was it in particular that made you feel so stressed about it?

Participant nine: Um I think I was just really realising that like this was this is where it started to count, this is kind of like the make it or break, it in a way like I know that this year I think they're only a third of my degree overall and that next year is like two thirds with which most that I'm fairly certain is my dissertation or whatever, my project but it was just the idea that like I kind of still had to do really well this year. In case I didn't do so well next year in something which I'm hoping that's not the case. But yeah, I think it was just that realisation that this was kind of, like, I need to make sure I was focusing, I come in, goof off and watch friends on end for an entire day and not study like I had to, I had to actually do stuff to kind of improve my grades and make sure I was getting better marks or at least keeping the same, At least like the same baseline

Interviewer: And so obviously you felt stressed cuz, like you've said about finding out that the marks gonna be worth more. Could you tell me how you coped with these feelings? like how you coped with that situation?

Participant nine: Um, I think it just was one of those just kind of accepting reality things. so I just kind of was like, okay, yep, that means I just have to work a little bit harder this year. Which I'm not opposed to doing. I'm never opposed to doing a little bit extra work, If in the end it'll pay off, I think I might have talked to my boyfriend about it and then my friend maybe about it to say like, yeah, so this year at all counts, like I actually have to do well this year. Um, but I think overall, I probably ended up, i mean i was sitting next to one of my friends in the course I think. And, and we, I think it was one of those, like, I leaned over to her and she was like, well, gotta be praying for my grades this year. And I probably ended up just praying about it and just be like, Lord, can you just help me get better marks this year? Because I really want to do well, like, I want to, I want to graduate with maybe a first I don't know if that's actually going to happen or not. But I just remembered, I think I probably ended up praying. It would surprise me if I didn't pray about it. I'm fairly certain I was right after that lecture headed back to the Christian Union stand in the freshers fair. So, yeah, it would surprise me if I hadn't prayed about it. But

Interviewer: That's fine. And did you seek help from like any of the services at uni at this time? So like, wellbeing, personal tutor, student support, the advice centre, places like that, did you go to any of them for any support at this time?

Participant nine: No, I hadn't.

Interviewer: so, if you, You said that like you spoke to your boyfriend and your friends about feeling stressed. would you mind, just telling me a little bit more about that? So like, how, how they supported you at that time and whether that support was beneficial, like what did they do well to support you at that time?

Participant nine: I'm not entirely sure exactly what was said or not said. But I can probably guess it would have been along the lines of like, yes, this year it really counts. And just saying, like, I really do need to study so I'll need to like set out specific times. I think my boyfriend and I had made a plan that we'd go in together to uni every day at I think we would plan to be in by like 9:15 whether we had lectures or not. And we just like work at uni, instead of at home. Just to make sure that you know, we had home life where home life wasn't work life or work life was. But yeah, just kind of like, trying to set up the schedule. And then having him like, trying to keep me accountable to it and everything. And yeah, I think I think my friend, love her dearly, I don't think she was nearly as

helpful. I think she would've been like, Oh, yeah, okay. You want to like, probably watch TV with me and it was like, No, I need to do work. But she was one of those where, like, luckily, when I was too stressed about something or just kind of freaking out or getting like over anxious about something, she'd just be like, calm down, let's sit down. Let's talk about it. And then she'd probably show me a picture or a video of a cat or a dog doing something.

Interviewer: Aww love that

Participant nine: She would kind of be like the one where it's like, yeah, let's not go back to your work. Let's just like take a break. And my boyfriend is definitely one where he's, he's more about for like a let's hug it out type thing. Like let's talk and hug it out. Which is really nice because it just, yeah.

Interviewer: Yeah, definitely. so, as you said, You didn't go to more of like, not professional but just like the people at uni for support. What, like influenced your decision to not go to them for the support.

Participant nine: Um, I think particularly it wasn't, it wasn't so overwhelming of any stress that I would have thought I needed to go talk to somebody about it other than, like, my friends, or I think at some point, I probably also talked to my mother about it. and she would have done the same that like my friend would have done, or really anybody would have done and just like have me talk it through. And she probably would have said, well, then you really got focus this year, don't you? Oh, it's a great reality from my mom. But, um, yeah, I think it was just one of those where I wouldn't have seen it as being so overwhelming where I needed to talk to somebody about it. Or really worth their time. Just because it's so minor and I knew that I could talk to my friends about it. I really didn't need to go see anybody about it

Interviewer: That's fine. did you say that you joined the Christian society?

Participant nine: Ah, yes, I've been a part of the Christian Union since December of 2018. And I was working or helping them at like the freshers fair with their stand. Just kind of hanging out and being like, hey, join the Christian Union if you want but yeah, that's really all we're doing at that point.

Interviewer: So because you've been, you've been like, part of that society, that Union for like a year and a half, maybe, two years? have you built like friendships in like in that group and do they support you when you're feeling stressed? Or is it Do you like keep that separate to your university work?

Participant nine: I think it does overlap a bit. my friend who is like in the psychology in the psychology course with me is also a part of the Christian Union. And we do we do like check in on each other at, like particularly around deadlines, say like, so how are you doing? Or just be like, Yeah, right So how have you gotten on with that one thing from the lecture? Like, how are you doing with it? Um, but I think most of the time I do try to like keep my studies a little bit out. And just try to focus in on like meeting together with other Christians. And just like doing worship and prayer, and listening to the Bible, and that sort of thing. Just trying to like really focus in there on what's going on. But we do have some time where like, we talk and we check in with each other. And it's quite helpful. I do have quite a few friends through that. I did some small group leadership so like Bible study leadership this year with another person and she and I have been like, best friends now. yeah, it's very nice. I ended up going and watching My Big Fat Greek Wedding with her at one point. So, you know. And then I also became the secretary of the CU since February, March, something like

that. And that's really been helping me build up some friendships with the other committee members. Spend time with them and get to know them.

Interviewer: So if we move to the middle of the year, like around Christmas time, so just before we broke up for Christmas, during the Christmas break, and then after, so when we came back in like, January, how are you feeling around that time?

Participant nine: Um, I think a little bit. Yeah, a little bit stressed. That was about the time where like, all my deadlines were. So I had one deadline right before Christmas I was trying to get done. And as far as like for Christmas, I was doing stuff with my boyfriend's family. so I had to like do some presents and that sort of thing. early in November, I helped out do like Operation Christmas Child, which is like packing shoe boxes. And so that added a little bit stress, just kind of like coordinating that all on my own. And like, trying to get it on its feet. But then, yeah, just around Christmas time just getting my assignments done and trying to start some and that sort of thing. As well as my boyfriend found out that his grandmother had just passed away. So we were trying to figure out when we could go down to his place and like, what time the funeral was and how we were going to get down here. but Yeah, I think a lot of the stress is more of just me trying to like think of What good Christmas presents to buy prior to prior to Christmas, yeah, and then just like during Christmas, I felt kind of relaxed, although I probably shouldn't have been nearly as relaxed as I was because i wasn't thinking about I wasn't thinking at all about my deadlines even though I had like, four right after Christmas. Um, but yeah, it was quite, quite nice to just like relax over Christmas break and just kind of not really think about everything going on. And then after Christmas, it was a little bit more stressful again, just because of all the deadlines. And it was one of those where I remember thinking like so they said at the beginning of the year, they spaced out our assignments. What they really meant to say is they just pushed them all until after Christmas which I thought was a little bit funny. But also a little bit not because a lot of it was trying to just get all my stuff done before we returned back to uni which was yeah a little bit more stressful because we didn't have really as much assignment help as we could have although the lectures were very kind and like trying to set up like drop in sessions that like week or two right before we came back just so that if we needed any assignment help we could come in and get it

Interviewer: So for you like the thing that was stressing that was making you stressed was having like quite a lot of things going on, because obviously it's Christmas like you've got the Presents, you've got all your like organising your deadlines, sorting out Christmas like where you're going to be. was anything else making you feel stressed at that time?

Participant nine: Um not that I could think of, I don't think there's really anything particularly extremely stressful although I think leading up to December I think I had to pay the rest of my tuition and I think at some point I got an email from uni saying I hadn't come through and it was kind of like a uh Oh and I remember kind of freaking out about that I can't remember when in the year that was but actually might have been September and the time I'm thinking of in December was actually going fine. But i Do remember being a little bit worried about maybe my tuition fees not getting paid off when they should be Even though we tried to get them paid off But that's like international

Interviewer: So like when you were saying that you were stressed about like, because you had like a lot of things going on, like in all aspects of your life. What What was it that actually made you feel that stress

Participant nine: I think sometimes the expectations I put on myself. I think, especially with like Christmas presents, I really want people to like the presents that I give them. I don't want it to be

like, Oh, yeah. Here's a present, I like to know I've put thought into what I'm giving people and make sure that's something that they actually would like to like have as a present. but then we also had a limit of like, you can only spend two pounds on it for one of them. And, yeah, that was a little bit like, Oh, okay. Great. Um, but, yeah, I think it's just sometimes the expectations I put on myself, like, especially with my assignments. I want them to be perfect. They're not going to be perfect, but I want them to be really, really good. And yeah, I think it is just coming like this is where my best friend has kind of helped in just helping me to just kind of relax a little bit like I used to be really punctual and arrive everywhere 15 minutes before I actually had to be there. since living with my best friend I arrive to the location I'm supposed to be at the time I'm actually supposed to be there, if not five minutes late so although I think I've been rubbing off because she's used to you know, arrive 15 minutes late and now she's either on time or like five minutes or maybe five minutes earlier or something so fair enough

Interviewer: So, would you, how do you think you coped with that stress around the Christmas time? like What were your coping strategies? Is it still very much that you relied on your support networks like your boyfriend and your friend or did you like start new coping strategies? Did you seek the support from university? How did you cope at that time?

Participant nine: Um, I think it really yeah, it just came down to like my friend and my boyfriend just kind of talking with them and talking it out. I think at one point at Christmas time my friend just kind of sat me down and had a conversation with me about how I just need to relax. Good on her, she does that quite quite frequently. Well, I say quite frequently but we do have quite a few like heart to hearts where, you know, we just talk things through But yeah, I think she probably like told me something or just kind of like relax, you know, I'm sure they'll love whatever you get them although I think at that time, she was also stressing about buying presents. So anyhow I think I probably also I have a very close relationship with my mom. So yeah I'll talk to her quite a bit about stuff. And she probably just kind of also told me about they'll love whatever I get them or something along those lines. And when it comes to like my assignments and stuff, my mom is quite, quite great at being willing to always proofread my work. She's doing a PhD in educational psychology over in the states, so she'll read my work and be like, no, that's not good. I think it'd be like recommendations as to what to do. Or on the flip side, she'll just tell me like, Oh, yeah, that's doing, you know, you're doing better. So yeah. Sorry about that.

Interviewer: It's alright. Um, so you said you didn't go to the support at uni? Do you feel like you needed any extra support at that time to like, help you cope with the stress of your assignments? Or was the support you got from your family and your boyfriend and your friend enough? Like, what, Was there anything that prevented you from going to the support at uni?

Participant nine: I think that's just One of those where it wasn't too stressful where I would need to go and talk to any support systems at uni, although just thinking about it, as part of my course we do like a counselling skills session. So oftentimes in those skill sessions, we will talk about because we have to use something that has depth to it as a situation. So we often use, like real life situations. So I usually tried to avoid anything like too personal because like you asked us to just try to keep it light, or since we're not trained. But I think during those times, we would have ended up talking about like, the stress of the uni work and that sort of thing. So I think that also kind of helps, just having like talking to somebody. I know that It's not necessarily professional or anything like that, but it's also one of those where I was with people who also we all related on some level of, yeah, these assignments are really difficult like I, I don't know how I'm going to cope with it after break and that sort of thing. plus, I think I'm a little bit more like structured and in some, in some ways where when it came down to it. If I wasn't supposed to be fretting about uni work, I just would try to put it out of

my mind and worry about it to a different date. But I also had created like a plan after I'd gotten back of how I was going to talk on my work and submit my assignments on time and make sure I had enough time to like proofread them and everything. Where I didn't really feel like I had to go and talk to any professional service or uni  Provided service about deadlines or stress of exams and such.

Interviewer: That's fine. So if we move to now whilst we're in lockdown, how are you feeling like right now?

Participant nine: Interesting. Um, I think overall I'm quite, this is gonna sound very strange, I'm quite content overall. Um, although like a lot of people are really struggling with being in lockdown and that sort of thing. When I think being at my boyfriend's parents house has been kind of helpful and that it's just kind of like a new environment. So it's not it doesn't feel like I'm doing the same old, same old but I'm also just very happy to just be in like, my own space and not like I don't need to go out and like socialise with other people. I'm quite content to just be where I'm at. But as far as like uni work, that's a whole other story. When we went into lockdown, I had one assignment that was due like the Wednesday before, what was supposed to be spring break. and I remember it being kind of a little bit a little bit stressful but a little bit disheartening in the fact that I had just started my role on committee. So it was our first Monday running a CU meeting as a new committee, and we had to tell everybody like, Oh, yeah, by the way, we're not doing this anymore in case you hadn't Noticed, um, and that was a little bit difficult because like, we're all really excited about this new position on committee and like the things that we wanted to do as a committee and then we're being told by the SU, the government, the organisation that like kind of oversees the Christian union And then like the people in that organisation who are directly linked to us and directly help us out, they're all telling us like you need to stop. You can't do anything really all that further as like committee like you can't meet up in a large group. You can't even meet up in like our small own groups that we had on Thursdays. And that was a little bit difficult. it was it was definitely challenging to have to say to some of committee like no, we can't plan anything like that. Like if you want to do that on your own then that's your choice, but we can't talk about it here. We can't, we can't support as an organisation, as a society We can't condone that sort of thing because that would be going against what the SU has told us to do. And we can, you know, not be a society anymore if we did that. so that was A little bit sad, and a little stressful to have to like just kind of put my foot down or like me and another person who just kinda say no For stopping Because it's difficult to tell people no. But yeah, and then it was a little bit stressful as far as just kind of assignments and what we were gonna do for exams. Yeah, it was  one of those where you know, it just all happened happened So suddenly, it was like, Whoa, okay, new life  coming up like new lifestyle like, didn't know that was coming. And luckily, I did get like the one assignment done and we had like the help sessions for that. Although the lecture for that assignment, like the person who's actually going through it had to cancel the last two lectures pre lockdown Because he was in the vulnerable category, and so he had to kind of, like say, Yeah, by the way, I'm not doing any lectures.erm but i did get that one in and i got a good mark on it erm but then like over the break it was very, not entirely sure what we were doing erm as far as like exams erm and not really much support from, strangely, not much support that i found from the psychology department erm i think the only communications that i actually had from the department have been this is your exam, by the way your assignment is due, oh yeah here are your marks back. erm so hasn’t been so not even been even for my person tutor that hasn’t been any checking in and asking us how we're doing erm which i find extremely strange since the psychology department, we should be the one to be on top of that erm meanwhile other departments I’ve been hearing have gotten extensions for their work erm automatically erm and have had lectures just asking them like how are you guys doing? are you coping well? erm but none of that from the psychology department which i found weird erm but i understand its a stressful

time for them too, they probably were sitting there going well i don't know what I'm going to do now erm

Interviewer: but like how did that make you feel? like them not reaching out and like supporting the students?

Participant nine: erm i think its a little bit erm i guess a little bit poor reflection erm as far as like where, especially as like course and a degree with psychology, i mean i know that not all of it is mental health related but under the stereotype, you'd think that there would be people who would be actively seeking to understand like how're the students doing or at least send out a message saying like i understand this is difficult you know we are here for you, let us know what you need erm if anything there's these resources available to you erm that are doing stuff online but there really wasn't much of that at all and i know some of the people i go to lectures with really struggle with assignments and erm some like even potentially some of them with really mental health stuff that this would've been a huge adjustment for them erm and then to not really have that support from your lecturers unless you actively seek it out erm i think would've been really difficult erm either i know that some people, I'm probably one of them, where I'm very stubborn and i probably wouldn't ask for help even if i needed it erm and I'm sure there's also some people like that who wouldn't want to be asking the lecturers for help because they wouldn't want to be a bother but would really need it but are just too scared to ask erm and to not have the lecturers reaching out first is a little bit okay well that's weird erm except for just to remind us that we've got stuff we need to do erm but yeah but i mean that's where i like totally understand that erm you know they're they're really occupied too and just trying to get their feet under them as far as like this whole new change as well as being a research degree they probably are like trying to figure out as far as like third years and post graduate students trying to figure out how to just kind of cope and help them finish their degrees and finish them well while also being in this weird situation

Interviewer: yeah so would you say like the lockdown and coronavirus, did it, has it affected your studying at all? like did it affect your ability to do assignments or revise for any of your exams?

Participant nine: erm i don't think it affected it too terribly erm luckily with the psychology course it's quite a lot of it is online erm so finding the research articles i need that's all online erm so i mean it didn't really affect me too much erm although being moved from my studying location up in Huddersfield erm which the library situation and going in everyday didn't work out much past October erm but not being able to like sit in my comfy chair erm and do my work erm it was a little bit of difficult trying to readjust to a new working situation, a new environment erm but i mean it is what it is, i just kind of took it as it came and tried to yknow still work as hard as i could to get my grades and stuff so

Interviewer: would you say that it affected your stress levels at all? like being in lockdown

Participant nine: erm a little bit erm yeah a little bit i think its just more erm erm not being able to like with the CU trying to do everything online and trying to plan that sort of thing erm that was a little bit stressful and it still is a little bit stressful like we're still trying as a erm society to do stuff online and erm at least be there for the society members erm but also just erm for a little bit there it was a little bit stressful trying to figure out whether i was going home or not erm after all my family had been constantly asking me like oh what does this as far as you coming home? like your guess is as good as mine like you guys are struggling with it too erm but erm when the one thing that i was kind of banking on erm as kind of my predictor which was erm a event called live then that got cancelled it was like then having to tell my family oh yeah by the way I'm definitely not coming home like i dreaded that conversation already erm because for my mom its been almost a year since seeing me erm for one of my sisters its as well almost a year, my dad its been over a year and a half

erm and my eldest sister hasn't seen me since i moved away erm and since then she's had another kid so so having to tell them like by the way I'm not coming home erm at all was a little bit like i dreaded the conversation erm and erm yeah it was that was a little bit stressful just because i was also planning on going home and watching my best friend graduate from high school erm and yeah she hasn't seen me in about a year, she came over with my mom erm last summer and having to tell her that i wasn't coming home was very difficult, luckily she's very easy going and she like understood it but erm it was really difficult cos yknow she only gets one graduation in like high school unless she goes off to university erm and at this point she doesn't have a potential going off and erm continue her education and telling her like ya I'm not coming home to watch you graduate was really difficult. to be fair she also followed up with well i doubt I'm even gonna have a graduation so no worries erm which it is true she's not actually having one anymore erm but yeah that was a little bit stressful at that point erm and i think for assignments mostly not stressful erm except for me worrying if i had actually passed something because of course with erm the virus and everything erm there are people asking for extensions when on one of them it was the day after the assignment was submitted if you didn't ask for an extension erm and somebody posted in the group chat yeah so i interpreted this instructions this way and id just submitted it like the day before and i was sitting there thinking i don't think i did it according to the way you might have interpret it so that's really if that's how its actually i don't think I'm going to pass which could've happened in or out of lockdown it really doesn't matter erm but then even for exams on Monday was my written one i treated like it was a 2 hour exam so when the questions were released i was one of the first to look t the questions because i looked at it when they were released erm and i set myself about 4 hours to do the exam because i figured you know what they don't really want to read an entire yknow dissertation or 4000 word assignment or even a 2000 word assignment like they just want here an exam paper erm so that's how i treated my my exam but after i had submitted it just around lunch time erm i was kind of sitting there like oh my goodness what if i didn't put in enough time [audio lost] had to do the right thing erm and that sort of thing erm and yeah it was a little bit kind of weird erm because i had other things i needed to do I'm taking another course kind of alongside just a little bit extra erm on biblical counselling and stuff erm and so like i had to do stuff for that and then i was seeing in the group chat people going like oh yeah i wrote like 1300 words for the first question and that's exactly how much i wrote overall like that was my total of how much i wrote erm and so that was a little bit nerve wracking just kind of seeing people kind of taking the exam to open interpretation of I've got 24 hours to write so I'm gonna use it all erm so yeah that was a little bit that's definitely been stressful I'm still a little bit worried about my grades erm whether ill pass or not but it is what it is, cant really do much about it erm but yeah i think in that respect the communication wasn't very clear about the exam erm i had gone to one of the seminars erm and was told that they're not expecting it to be like an assignment, if they wanted an assignment they would've given us a time frame to write an assignment erm but that they'd be wanting it more like an essay exam question erm but with may be like a little bit of insight referencing because we would probably have access to the internet erm but then like seeing people basically saying they're writing an entire dissertation erm that got me a little bit freaked out because i was thinking well what if i didn't include enough information and yknow but I've just been praying that it'll be enough erm and ill at least pass erm but the instructions weren't very clear about that so. don't know what I'm gonna do

Interviewer: definitely frustrating. so have you had, did you have any lectures or anything online?

Participant nine: erm not really erm the only lectures that we would've had were i think research lectures in which case i think they just uploaded erm copies of last years lectures from lecture capture erm and i think i would've had one other lecture maybe two erm afterwards but i think there again they just uploaded erm the lecture capture but they were also like they weren't actually going to be erm in the end they didn't even ask us to take the exam on them sorts of things it was

the written exam got changed to a multiple choice erm and they told us what lectures it was going to be on, all of which had lecture capture and were erm better audio erm so we could listen to them and that sort of thing erm but we really didn't have any lectures, we had some drop in sessions for what would've been erm our erm exam sessions where we would've gone into like talk about the exam and what to expect erm we had a few of like those sessions but i don't think we had any after March that i was aware of so which again is a little bit interesting considering we had at that point decided what the exam was going to be like but yet we didn't have anything to actually like have ask questions besides Brightspace erm or emails so

Interviewer: frustrating so in terms of your coping erm has being in lockdown changed your coping strategies? like you've said like at the beginning and in the middle of the academic year erm you very much relied on like your family network, your boyfriend and your friend. is that still like your main coping strategy or have you started anything new whilst, because of lockdown? has your coping changed at all?

Participant nine: erm no i think its pretty much stayed the same except for i don't i don't really have much contact with my friend as like we're not living together and she'd gone back to her home erm and that sort of thing erm yeah i think its really just yknow talking things through with my boyfriend erm maybe more so now than before but i have been like praying a lot and just kind of yknow seeking Gods advice on stuff when my boyfriend for example off doing uni work and my mom 6 hours behind me in time so she's probably still asleep by the time noon rolls around here erm so i mean i think i think all along I've tried to be like praying and asking gods wisdom on stuff but definitely since lockdown erm I've been having a lot more bible studies and a lot more like erm just like contact with Christians in different ways like the CU and erm church as well as my boyfriend and his parents are both Christians as well so erm yknow we talk about those sorts of things but really just like spending time with God and being challenged like do i actually spend time with God which has always been like oh i don't know if i actually do like I'm willing to do stuff for god I'm willing to do stuff for others but am i actually willing to sit down and talk to him through prayer and read the bible and listen to what he has for me to hear erm which is a great challenge but erm it is just one of those things where oh probably not i probably need to work on that too erm luckily gods grace is enough that he understands and he'll expend his grace for me erm but yeah erm i definitely been trying to rely on god a little bit more erm

Interviewer: so how's it made you feel? like you've said that erm been praying and stuff a lot more? how's that made you feel?

Participant nine: erm oh that's a good question erm i think in a way erm i think good overall erm i know that sometimes god is funny he has a funny sense of humour erm sometimes i ask for absolutely ridiculous things like I'm fairly certain the times where I've after submitting an assignment lord please make my assignment look really really good, fairly certain that prayer might not get answered the way i want it to because its very open to interpretation erm but that in, kind of a small thing in the long run erm but it is one of those where erm when i do spend time with him for example at night time i dos struggle to fall asleep at night erm ill send up falling asleep while praying, wake up the next morning like oh yeah that's right i didn't finish that last night, ill finish that now erm but yeah overall erm its been yeah i think overall like its been good and its helped me feel a little bit better erm as well as just kind of knowing that erm like through the bible studies I've done erm knowing that er god understands the stuff that we go through so like with the virus and everything and not being able to go and see my family this this summer erm it i actually just thought of this the other day but like god like Jesus who came down was separated from his heavenly father for 33 years and then was completely separated from him, separated from his father for not entirely sure how long, but when he was on the cross dying and the father turned his face away erm he was

completely separated from god and like Jesus understands that sort of feeling that i have where yknow it its really difficult to only talk to my family over erm audio call so like Jesus talking to his heavenly father through prayer erm but like it it is comforting to know that like God does that for me and like he knows what i go through erm yeah that's been really comforting for me

Interviewer: yeah that's good. so y erm you said that you haven't actually accessed any of the support at uni so like the wellbeing, the advice centre, your personal tutor. has that changed since being in lockdown? like have you reached out to that support or have you not?

Participant nine: erm i haven't i think i the only support that I've reached out for was to one of my lecturers erm but it was asking about guidance for my research project next year erm just kind of asking her erm about like thoughts into researching counselling erm and if she'd be willing to be erm my project person, supervisor that's the word I'm looking for erm my project supervisor erm which i know that ultimately i have to erm yeah  i have to just kind of submit and i get what i get but erm it was just kind of like double checking what we had talked about in December, briefly, very briefly, erm would still be like a possibility and if yknow she got me as her person whether that would be an interest overseen for her. and i think along that line i had reached out to my tutor erm about submitting my modules for next year erm i kind of got a curt reply back which i totally understand, i was a little bit well i didn't read the email that came with how to submit it so i understand her being just kind of like mmm it was in the email, you should look at that. erm but i think that was only the real other time was asking her how do i submit that again erm i think just because the international page can be sometimes a little different as a student from just a regular student erm so yeah it was just one of those where like i don't know if I'm doing that right but yeah in the end its all good

Interviewer: so do you feel like you needed any extra support whilst in lockdown? or have you been alright with what coping mechanisms you've got in place?

Participant nine: erm i think I've been alright erm i mean sometimes like when i was a little bit younger erm which i know is strange for me to say at the age of 20 but erm when i was like going through school i did have a counsellor at one point erm and she really helped me for a number of reasons erm also using the bible, part of the reason really want to research biblical counselling and do stuff like erm but she kind of helped me with that sort of stuff and yeah i i think like the stuff that i learned from them from at point has really has helped as well as last year i kind of went through the whole move and being on my own and not really having many friends until erm just before Christmas. erm i really struggled with other mental health issues which i didn't see anybody about, i probably should have but i didn't erm but i kind of like learned at that point coping strategies both the good and the bad erm at first i had the bad ones and then found the good ones erm but that's all in gods grace. he taught me, he didn't teach me bad stuff, he let me go through the bad stuff so i could see the good stuff which i totally understand i don't think i would've appreciated the good as much as i do now had i not experienced the rough erm but yeah i think like just like the coping strategies i learned yknow just talking things through with my mom, my boyfriend has told me that he likes it when we have serious conversations and discussions erm to like recognising that and also giving him those sort of things where I'm really struggling yknow talking with him about it erm yeah its been those have been helpful and i don't think i would need to go see a counsellor. of course like i say that but who knows, at some point i may need to or even talk to the advice centre like i might erm but at the moment i think everything is pretty yeah pretty chill pretty good not really worried at all about things I'm yeah

Interviewer: that's good to hear. are you aware of any alternatives that have been made available to students to kind of replace the face to face support? obviously because campus is closed you cant go

into the advice centre now. do you know if there's any, if anything's been made available to replace that or any new support that's been put in place whilst we're in lockdown?

Participant nine: erm I'm fairly certain I've read a few emails about it, just kind of skimming through them as like a click and then its read but i think i did see something about erm i mean i know there's the white wall or something like that or big white wall erm i thought there were some stuff that the advice centre had tried to do some stuff online where you could do like a drop in or maybe it was the mental health service by ipoint, i thought i saw that one of them has said that you could schedule a drop in appointment erm and i know that for international students erm the international ambassador or something, i forget erm but she's been really like i think every week on a Tuesday and a Thursday for 2 hours she'll have a drop in session for international students to just come and talk about stuff and get like support and that sort of thing erm i haven't been to any of those erm but I'm guessing its quite helpful for some people because she keeps doing them every week so erm yeah i can imagine its quite helpful for quite a few people

Interviewer: and more specifically to you, what others sources of support from uni would've been beneficial to you to help you cope with finishing this academic year? like if you could like create this new support service or whatever or what do you feel like you might have needed to help you get through the last bit of this year whilst everything's going on

Participant nine: mm i think i mean overall erm I'm not entirely sure like i think maybe if they had tried to do an online something earlier because i know right at the beginning there were a few people who ere like yknow the university has got some of like the worst like there's some people complaining about it and that sort of thing erm not sure how true all of that is, i was hearing it through the grape vine so i don't entirely know erm but maybe like just going online a little bit sooner but then again its quite a strange situation so I'm cutting them just a little bit of slack because nobody saw this coming erm it all happened very very fast and without warning erm but i do think like maybe a little bit of help would've been like from the course being a little bit like the psychology course the people reaching out erm clarifying things a little bit better cos i know for example the exam not knowing like was there a word count on it? what are they expecting? how long were they expecting us to work on it? erm and just some of those like little things that would've been a little bit helpful erm or just comforting that they were still looking after us students erm that and maybe like a little bit of i mean i know that there were some emails going out for international students about like financial support and that sort of thing erm I'm not necessarily like wanting compensation erm although i am paying a decent amount per year to study erm i guess like just for international students a little bit more cos i haven't heard anything about what this means for international students next year erm and even like as far as tuition and that sort of thing erm i know that there is UK citizens and UK who are like we want some of our money back or at least a little bit of compensation but international really don't have much pull erm and at the moment I'm paying for all my university on my own apart from maybe like a small amount my parents might be helping out with erm to finish off like my last semester they have to like chip in a little bit but otherwise all of my education will be on my own erm

Interviewer: how does it make you feel like having to pay all that by yourself

Participant nine: yeah its a little bit stressful but my parents had set up like a fund that a little bit of money and interest as well erm each year that helped pay it off. it was dedicated specifically for me but it was based off of what my parents earned and that's been helpful but it is a little bit stressful when you're trying to organise like why your bank payment hasn't quite gone through, my mom has to do like the bank transfer to the university but i have to say mom can you do this and she'll go yeah ill do that and send it to my bank and then my bank has to, its all a big complicated mess erm but for

the most part it works but erm yeah that can be a little bit stressful but overall it is one of those where i mean id hope that there'd be something about international students. maybe just like a little bit more about telling us what it might mean for us erm i know that my family all like they're Christians, all of them so they're just trusting that gods got me under his wing and he's watching out for me which he is erm however sometimes its a little bit nerve wracking when we don't know what's coming up next erm but yeah maybe the university could be a little more open about stuff but again we're at the beginning stages of this maybe erm and its all new territory, nobody's ever gone through it so its understandable in some ways the university is lacking and in other areas they're doing well, strangely erm but yeah like i totally understand yeah there might not be as much support right now but maybe in a few weeks there will be a little bit more for internationals students just kind of telling us what's up erm but i am privileged among the international students in the fact that i do have a very well structured support group here who is UK national and that sort of thing erm where i do have those connections to people who will, are yknow British citizens and are willing to look after me erm but i know that there's some international students who are still in student accommodation and don't know when they can go home, don't know when they can see family erm and i think more for them i think it would be nice if they could have some more support for them to just

Interviewer: so I've only got two more questions and then you're free to go. so is there anything else you'd like to tell me or discuss about your academic stress from this year?

Participant nine: erm not really i think i think somehow I've covered it all

Interviewer: that's absolutely fine. and just to finish on a bit more of a positive note, could you tell me the best thing that's happened to you this year

Participant nine: erm this year. oh goodness erm oh goodness how can i say the best thing that's happened erm i think oh there is so much i think really just everything has been for the most part quite well like just being being honoured in being asked to become the secretary of the CU has been really erm yeah that's been a real positive erm living with my best friend erm has been such a positive considering last year it was a little bit rough living on my own for starters erm then having my boyfriend living right down the road has been quite nice that and gods been good he's helped me get my grades at least somewhat decent there was one grade that wasn't so decent but i still passed so that's all that counts really erm yeah he gods just been really good and just kind of shown me the blessing every single day so

Interviewer: yeah that's really nice to hear. so that is the end of the interview so i just want to thank you so much for giving up your time. i really appreciate it, helping me out, so insightful honestly thank you so so much. erm just before you go are you interested in being entered into the amazon prize draw? just cos you've done the interview you can be entered in it again. is that something you'd be interested in?

Participant nine: yeah yeah

Interviewer: Cool that's great and then erm am i alright to send you a debrief sheet after we end the call? it just reiterates the research and signposts you to any services if you feel like you need any support after what we've spoke about. that alright?

Participant nine: yeah

Interviewer: yeah, great so it was nice talking to you and again thank you so much for giving up your time and i hope you enjoy the rest of your day and good luck

Participant nine: yeah and thank you for baring with me and being willing to reschedule

Interviewer: absolutely fine don't worry about it. alright take care

Participant nine: thank you, you too

Interviewer: bye

Participant nine: bye

Appendix Q – SPSS outputs

Hypothesis 1

## Correlations

### Descriptive Statistics

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Age | 22.20 | 6.262 | 127 |
| PSS Total T1 | 21.46 | 6.955 | 127 |
| State Anxiety Total T1 | 46.37 | 14.166 | 127 |
| Trait Anxiety Total T1 | 51.73 | 12.353 | 127 |
| PSS Total score T2 | 20.61 | 7.265 | 127 |
| State Anxiety Total T2 | 45.57 | 13.926 | 127 |
| PSS total T3 | 24.17 | 7.442 | 127 |
| State anxiety total T3 | 50.36 | 13.820 | 127 |

### Correlations

| | | Age | PSS Total T1 | State Anxiety Total T1 | Trait Anxiety Total T1 | PSS Total score T2 | State Anxiety Total T2 | PSS total T3 | State anxiety total T3 |
|---|---|---|---|---|---|---|---|---|---|
| Age | Pearson Correlation | 1 | .016 | -.023 | -.040 | -.078 | -.085 | -.009 | .084 |
| | Sig. (2-tailed) | | .855 | .798 | .658 | .385 | .342 | .916 | .350 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| PSS Total T1 | Pearson Correlation | .016 | 1 | .754** | .746** | .464** | .417** | .365** | .363** |
| | Sig. (2-tailed) | .855 | | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| State Anxiety Total T1 | Pearson Correlation | -.023 | .754** | 1 | .764** | .406** | .435** | .302** | .444** |
| | Sig. (2-tailed) | .798 | .000 | | .000 | .000 | .000 | .001 | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| Trait Anxiety Total T1 | Pearson Correlation | -.040 | .746** | .764** | 1 | .466** | .480** | .387** | .435** |
| | Sig. (2-tailed) | .658 | .000 | .000 | | .000 | .000 | .000 | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| PSS Total score T2 | Pearson Correlation | -.078 | .464** | .406** | .466** | 1 | .826** | .512** | .464** |
| | Sig. (2-tailed) | .385 | .000 | .000 | .000 | | .000 | .000 | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| State Anxiety Total T2 | Pearson Correlation | -.085 | .417** | .435** | .480** | .826** | 1 | .403** | .428** |
| | Sig. (2-tailed) | .342 | .000 | .000 | .000 | .000 | | .000 | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| PSS total T3 | Pearson Correlation | -.009 | .365** | .302** | .387** | .512** | .403** | 1 | .810** |
| | Sig. (2-tailed) | .916 | .000 | .001 | .000 | .000 | .000 | | .000 |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |
| State anxiety total T3 | Pearson Correlation | .084 | .363** | .444** | .435** | .464** | .428** | .810** | 1 |
| | Sig. (2-tailed) | .350 | .000 | .000 | .000 | .000 | .000 | .000 | |
| | N | 127 | 127 | 127 | 127 | 127 | 127 | 127 | 127 |

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2

## General Linear Model

### Within-Subjects Factors

Measure: MEASURE_1

| Time | Dependent Variable |
|---|---|
| 1 | PSSTotalT1 |
| 2 | PSSTotalT2 |
| 3 | PSSTotalT3 |

### Between-Subjects Factors

| | | Value Label | N |
|---|---|---|---|
| Year | 1 | First year | 56 |
| | 2 | Second year | 54 |
| | 3 | Third year | 13 |
| | 4 | Fourth year | 4 |

### Descriptive Statistics

| | Year | Mean | Std. Deviation | N |
|---|---|---|---|---|
| PSS Total T1 | First year | 20.29 | 6.988 | 56 |
| | Second year | 21.94 | 6.671 | 54 |
| | Third year | 24.46 | 6.319 | 13 |
| | Fourth year | 21.75 | 11.026 | 4 |
| | Total | 21.46 | 6.955 | 127 |
| PSS Total score T2 | First year | 19.41 | 7.278 | 56 |
| | Second year | 21.44 | 7.337 | 54 |
| | Third year | 22.92 | 6.370 | 13 |
| | Fourth year | 18.75 | 8.057 | 4 |
| | Total | 20.61 | 7.265 | 127 |
| PSS total T3 | First year | 23.68 | 7.549 | 56 |
| | Second year | 23.98 | 7.842 | 54 |
| | Third year | 26.31 | 5.978 | 13 |
| | Fourth year | 26.50 | 4.435 | 4 |
| | Total | 24.17 | 7.442 | 127 |

### Box's Test of Equality of Covariance Matrices[a]

| | |
|---|---|
| Box's M | 20.836 |
| F | .930 |
| df1 | 18 |
| df2 | 499.496 |
| Sig. | .542 |

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Year
Within Subjects Design: Time

**Multivariate Tests[a]**

| Effect | | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Pillai's Trace | .120 | 8.347[b] | 2.000 | 122.000 | .000 | .120 |
| | Wilks' Lambda | .880 | 8.347[b] | 2.000 | 122.000 | .000 | .120 |
| | Hotelling's Trace | .137 | 8.347[b] | 2.000 | 122.000 | .000 | .120 |
| | Roy's Largest Root | .137 | 8.347[b] | 2.000 | 122.000 | .000 | .120 |
| Time * Year | Pillai's Trace | .025 | .527 | 6.000 | 246.000 | .787 | .013 |
| | Wilks' Lambda | .975 | .526[b] | 6.000 | 244.000 | .789 | .013 |
| | Hotelling's Trace | .026 | .524 | 6.000 | 242.000 | .790 | .013 |
| | Roy's Largest Root | .024 | .980[c] | 3.000 | 123.000 | .404 | .023 |

a. Design: Intercept + Year
Within Subjects Design: Time

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

**Mauchly's Test of Sphericity[a]**

Measure: MEASURE_1

| Within Subjects Effect | Mauchly's W | Approx. Chi-Square | df | Sig. | Epsilon[b] Greenhouse-Geisser | Huynh-Feldt | Lower-bound |
|---|---|---|---|---|---|---|---|
| Time | .978 | 2.736 | 2 | .255 | .978 | 1.000 | .500 |

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept + Year
Within Subjects Design: Time

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

**Tests of Within-Subjects Effects**

Measure: MEASURE_1

| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Sphericity Assumed | 460.063 | 2 | 230.031 | 7.882 | .000 | .060 |
| | Greenhouse-Geisser | 460.063 | 1.957 | 235.134 | 7.882 | .001 | .060 |
| | Huynh-Feldt | 460.063 | 2.000 | 230.031 | 7.882 | .000 | .060 |
| | Lower-bound | 460.063 | 1.000 | 460.063 | 7.882 | .006 | .060 |
| Time * Year | Sphericity Assumed | 87.796 | 6 | 14.633 | .501 | .807 | .012 |
| | Greenhouse-Geisser | 87.796 | 5.870 | 14.957 | .501 | .803 | .012 |
| | Huynh-Feldt | 87.796 | 6.000 | 14.633 | .501 | .807 | .012 |
| | Lower-bound | 87.796 | 3.000 | 29.265 | .501 | .682 | .012 |
| Error(Time) | Sphericity Assumed | 7178.939 | 246 | 29.183 | | | |
| | Greenhouse-Geisser | 7178.939 | 240.662 | 29.830 | | | |
| | Huynh-Feldt | 7178.939 | 246.000 | 29.183 | | | |
| | Lower-bound | 7178.939 | 123.000 | 58.365 | | | |

**Tests of Within-Subjects Contrasts**

Measure: MEASURE_1

| Source | Time | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Linear | 199.045 | 1 | 199.045 | 5.947 | .016 | .046 |
| | Quadratic | 261.018 | 1 | 261.018 | 10.485 | .002 | .079 |
| Time * Year | Linear | 38.452 | 3 | 12.817 | .383 | .765 | .009 |
| | Quadratic | 49.344 | 3 | 16.448 | .661 | .578 | .016 |
| Error(Time) | Linear | 4116.863 | 123 | 33.470 | | | |
| | Quadratic | 3062.076 | 123 | 24.895 | | | |

**Levene's Test of Equality of Error Variances[a]**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| PSS Total T1 | Based on Mean | 1.519 | 3 | 123 | .213 |
| | Based on Median | 1.526 | 3 | 123 | .211 |
| | Based on Median and with adjusted df | 1.526 | 3 | 122.169 | .211 |
| | Based on trimmed mean | 1.521 | 3 | 123 | .213 |
| PSS Total score T2 | Based on Mean | .145 | 3 | 123 | .933 |
| | Based on Median | .178 | 3 | 123 | .911 |
| | Based on Median and with adjusted df | .178 | 3 | 121.600 | .911 |
| | Based on trimmed mean | .151 | 3 | 123 | .929 |
| PSS total T3 | Based on Mean | .902 | 3 | 123 | .442 |
| | Based on Median | 1.193 | 3 | 123 | .315 |
| | Based on Median and with adjusted df | 1.193 | 3 | 119.342 | .315 |
| | Based on trimmed mean | .936 | 3 | 123 | .426 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Year
Within Subjects Design: Time

**Tests of Between-Subjects Effects**

Measure: MEASURE_1

Transformed Variable: Average

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Intercept | 67601.311 | 1 | 67601.311 | 690.679 | .000 | .849 |
| Year | 417.649 | 3 | 139.216 | 1.422 | .239 | .034 |
| Error | 12038.829 | 123 | 97.877 | | | |

## Estimated Marginal Means

### 1. Year

**Estimates**

Measure: MEASURE_1

| Year | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|
| | | | Lower Bound | Upper Bound |
| First year | 21.125 | .763 | 19.614 | 22.636 |
| Second year | 22.457 | .777 | 20.918 | 23.995 |
| Third year | 24.564 | 1.584 | 21.428 | 27.700 |
| Fourth year | 22.333 | 2.856 | 16.680 | 27.986 |

**Pairwise Comparisons**

Measure: MEASURE_1

| (I) Year | (J) Year | Mean Difference (I-J) | Std. Error | Sig.[a] | 95% Confidence Interval for Difference[a] Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| First year | Second year | -1.332 | 1.089 | 1.000 | -4.253 | 1.590 |
| | Third year | -3.439 | 1.758 | .317 | -8.155 | 1.276 |
| | Fourth year | -1.208 | 2.956 | 1.000 | -9.136 | 6.719 |
| Second year | First year | 1.332 | 1.089 | 1.000 | -1.590 | 4.253 |
| | Third year | -2.107 | 1.765 | 1.000 | -6.839 | 2.625 |
| | Fourth year | .123 | 2.960 | 1.000 | -7.814 | 8.061 |
| Third year | First year | 3.439 | 1.758 | .317 | -1.276 | 8.155 |
| | Second year | 2.107 | 1.765 | 1.000 | -2.625 | 6.839 |
| | Fourth year | 2.231 | 3.266 | 1.000 | -6.527 | 10.989 |
| Fourth year | First year | 1.208 | 2.956 | 1.000 | -6.719 | 9.136 |
| | Second year | -.123 | 2.960 | 1.000 | -8.061 | 7.814 |
| | Third year | -2.231 | 3.266 | 1.000 | -10.989 | 6.527 |

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

**Univariate Tests**

Measure: MEASURE_1

| | Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Contrast | 139.216 | 3 | 46.405 | 1.422 | .239 | .034 |
| Error | 4012.943 | 123 | 32.626 | | | |

The F tests the effect of Year. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

## 2. Time

**Estimates**

Measure: MEASURE_1

| Time | Mean | Std. Error | 95% Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|
| 1 | 22.110 | 1.043 | 20.047 | 24.174 |
| 2 | 20.632 | 1.091 | 18.472 | 22.792 |
| 3 | 25.117 | 1.127 | 22.886 | 27.348 |

**Pairwise Comparisons**

Measure: MEASURE_1

| (I) Time | (J) Time | Mean Difference (I-J) | Std. Error | Sig.[b] | 95% Confidence Interval for Difference[b] Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| 1 | 2 | 1.478 | 1.121 | .569 | -1.242 | 4.198 |
| | 3 | -3.007* | 1.233 | .049 | -5.999 | -.014 |
| 2 | 1 | -1.478 | 1.121 | .569 | -4.198 | 1.242 |
| | 3 | -4.485* | 1.095 | .000 | -7.144 | -1.826 |
| 3 | 1 | 3.007* | 1.233 | .049 | .014 | 5.999 |
| | 2 | 4.485* | 1.095 | .000 | 1.826 | 7.144 |

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

**Multivariate Tests**

| | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Pillai's trace | .120 | 8.347[a] | 2.000 | 122.000 | .000 | .120 |
| Wilks' lambda | .880 | 8.347[a] | 2.000 | 122.000 | .000 | .120 |
| Hotelling's trace | .137 | 8.347[a] | 2.000 | 122.000 | .000 | .120 |
| Roy's largest root | .137 | 8.347[a] | 2.000 | 122.000 | .000 | .120 |

Each F tests the multivariate effect of Time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

**3. Year * Time**

Measure: MEASURE_1

| Year | Time | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| First year | 1 | 20.286 | .925 | 18.456 | 22.116 |
| | 2 | 19.411 | .968 | 17.495 | 21.326 |
| | 3 | 23.679 | .999 | 21.700 | 25.657 |
| Second year | 1 | 21.944 | .942 | 20.081 | 23.808 |
| | 2 | 21.444 | .985 | 19.494 | 23.395 |
| | 3 | 23.981 | 1.018 | 21.967 | 25.996 |
| Third year | 1 | 24.462 | 1.919 | 20.663 | 28.260 |
| | 2 | 22.923 | 2.008 | 18.948 | 26.898 |
| | 3 | 26.308 | 2.074 | 22.201 | 30.414 |
| Fourth year | 1 | 21.750 | 3.459 | 14.902 | 28.598 |
| | 2 | 18.750 | 3.620 | 11.584 | 25.916 |
| | 3 | 26.500 | 3.740 | 19.097 | 33.903 |

## Post Hoc Tests

### Year

**Multiple Comparisons**

Measure: MEASURE_1

| | (I) Year | (J) Year | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound |
| Tukey HSD | First year | Second year | -1.33 | 1.089 | .614 | -4.17 | 1.51 |
| | | Third year | -3.44 | 1.758 | .211 | -8.02 | 1.14 |
| | | Fourth year | -1.21 | 2.956 | .977 | -8.91 | 6.49 |
| | Second year | First year | 1.33 | 1.089 | .614 | -1.51 | 4.17 |
| | | Third year | -2.11 | 1.765 | .632 | -6.70 | 2.49 |
| | | Fourth year | .12 | 2.960 | 1.000 | -7.59 | 7.83 |
| | Third year | First year | 3.44 | 1.758 | .211 | -1.14 | 8.02 |
| | | Second year | 2.11 | 1.765 | .632 | -2.49 | 6.70 |
| | | Fourth year | 2.23 | 3.266 | .903 | -6.28 | 10.74 |
| | Fourth year | First year | 1.21 | 2.956 | .977 | -6.49 | 8.91 |
| | | Second year | -.12 | 2.960 | 1.000 | -7.83 | 7.59 |
| | | Third year | -2.23 | 3.266 | .903 | -10.74 | 6.28 |
| Games-Howell | First year | Second year | -1.33 | 1.109 | .628 | -4.23 | 1.56 |
| | | Third year | -3.44 | 1.533 | .143 | -7.70 | .82 |
| | | Fourth year | -1.21 | 2.799 | .969 | -13.36 | 10.94 |
| | Second year | First year | 1.33 | 1.109 | .628 | -1.56 | 4.23 |
| | | Third year | -2.11 | 1.522 | .522 | -6.35 | 2.13 |
| | | Fourth year | .12 | 2.793 | 1.000 | -12.06 | 12.31 |
| | Third year | First year | 3.44 | 1.533 | .143 | -.82 | 7.70 |
| | | Second year | 2.11 | 1.522 | .522 | -2.13 | 6.35 |
| | | Fourth year | 2.23 | 2.987 | .874 | -9.24 | 13.70 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Fourth year | First year | 1.21 | 2.799 | .969 | -10.94 | 13.36 |
| | | Second year | -.12 | 2.793 | 1.000 | -12.31 | 12.06 |
| | | Third year | -2.23 | 2.987 | .874 | -13.70 | 9.24 |

Based on observed means.
The error term is Mean Square(Error) = 32.626.

## Homogeneous Subsets

**MEASURE_1**

| | Year | N | Subset 1 |
|---|---|---|---|
| Tukey HSD[a,b,c] | First year | 56 | 21.13 |
| | Fourth year | 4 | 22.33 |
| | Second year | 54 | 22.46 |
| | Third year | 13 | 24.56 |
| | Sig. | | .494 |

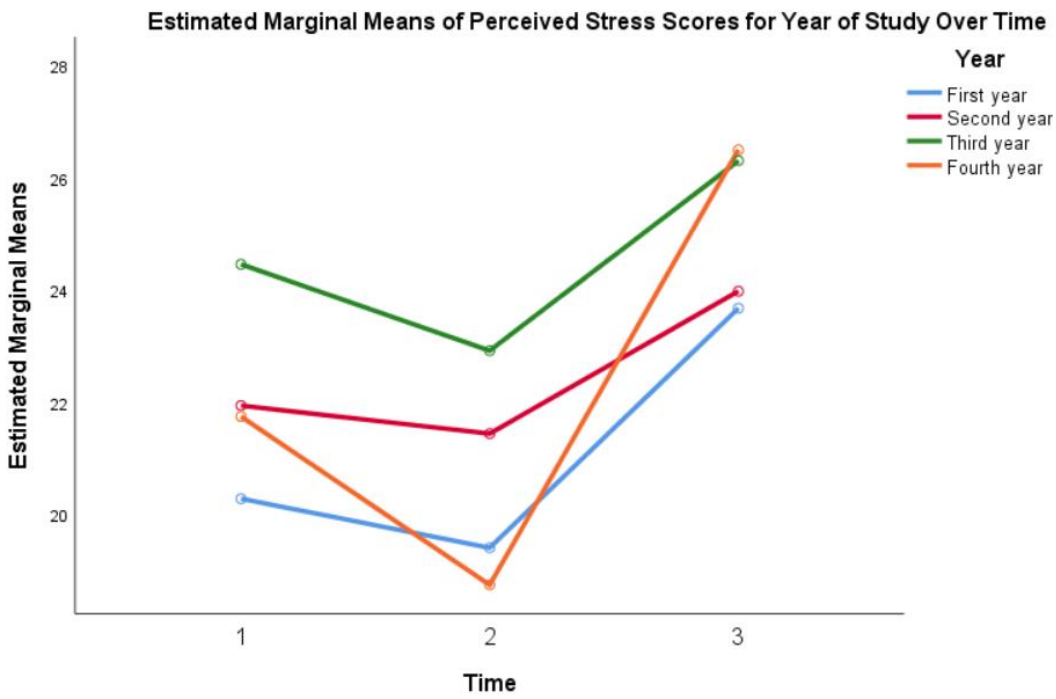
Means for groups in homogeneous subsets are displayed.
Based on observed means.
The error term is Mean Square(Error) = 32.626.

a. Uses Harmonic Mean Sample Size = 11.010.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c. Alpha = .05.

## Profile Plots



## General Linear Model

### Within-Subjects Factors

Measure: MEASURE_1

| Time | Dependent Variable |
|---|---|
| 1 | SATotalT1 |
| 2 | SATotalT2 |
| 3 | SATotalT3 |

### Between-Subjects Factors

| | | Value Label | N |
|---|---|---|---|
| Year | 1 | First year | 56 |
| | 2 | Second year | 54 |
| | 3 | Third year | 13 |
| | 4 | Fourth year | 4 |

### Descriptive Statistics

| | Year | Mean | Std. Deviation | N |
|---|---|---|---|---|
| State Anxiety Total T1 | First year | 45.04 | 13.565 | 56 |
| | Second year | 44.81 | 13.792 | 54 |
| | Third year | 56.92 | 14.003 | 13 |
| | Fourth year | 51.75 | 17.652 | 4 |
| | Total | 46.37 | 14.166 | 127 |
| State Anxiety Total T2 | First year | 45.52 | 14.051 | 56 |
| | Second year | 44.89 | 14.216 | 54 |
| | Third year | 48.77 | 12.924 | 13 |
| | Fourth year | 45.25 | 15.327 | 4 |
| | Total | 45.57 | 13.926 | 127 |
| State anxiety total T3 | First year | 50.30 | 14.265 | 56 |
| | Second year | 48.65 | 13.927 | 54 |
| | Third year | 56.46 | 11.893 | 13 |
| | Fourth year | 54.50 | 7.853 | 4 |
| | Total | 50.36 | 13.820 | 127 |

### Box's Test of Equality of Covariance Matrices[a]

| | |
|---|---|
| Box's M | 14.225 |
| F | .635 |
| df1 | 18 |
| df2 | 499.496 |
| Sig. | .873 |

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Year
Within Subjects Design: Time

**Multivariate Tests[a]**

| Effect | | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Pillai's Trace | .061 | 3.982[b] | 2.000 | 122.000 | .021 | .061 |
| | Wilks' Lambda | .939 | 3.982[b] | 2.000 | 122.000 | .021 | .061 |
| | Hotelling's Trace | .065 | 3.982[b] | 2.000 | 122.000 | .021 | .061 |
| | Roy's Largest Root | .065 | 3.982[b] | 2.000 | 122.000 | .021 | .061 |
| Time * Year | Pillai's Trace | .037 | .780 | 6.000 | 246.000 | .586 | .019 |
| | Wilks' Lambda | .963 | .779[b] | 6.000 | 244.000 | .587 | .019 |
| | Hotelling's Trace | .039 | .778 | 6.000 | 242.000 | .588 | .019 |
| | Roy's Largest Root | .036 | 1.469[c] | 3.000 | 123.000 | .226 | .035 |

a. Design: Intercept + Year
Within Subjects Design: Time

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

**Mauchly's Test of Sphericity[a]**

Measure: MEASURE_1

| Within Subjects Effect | Mauchly's W | Approx. Chi-Square | df | Sig. | Epsilon[b] Greenhouse-Geisser | Huynh-Feldt | Lower-bound |
|---|---|---|---|---|---|---|---|
| Time | 1.000 | .011 | 2 | .994 | 1.000 | 1.000 | .500 |

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept + Year
Within Subjects Design: Time

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

**Tests of Within-Subjects Effects**

Measure: MEASURE_1

| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Sphericity Assumed | 897.396 | 2 | 448.698 | 4.053 | .019 | .032 |
| | Greenhouse-Geisser | 897.396 | 2.000 | 448.740 | 4.053 | .019 | .032 |
| | Huynh-Feldt | 897.396 | 2.000 | 448.698 | 4.053 | .019 | .032 |
| | Lower-bound | 897.396 | 1.000 | 897.396 | 4.053 | .046 | .032 |
| Time * Year | Sphericity Assumed | 523.090 | 6 | 87.182 | .788 | .580 | .019 |
| | Greenhouse-Geisser | 523.090 | 5.999 | 87.190 | .788 | .580 | .019 |
| | Huynh-Feldt | 523.090 | 6.000 | 87.182 | .788 | .580 | .019 |
| | Lower-bound | 523.090 | 3.000 | 174.363 | .788 | .503 | .019 |
| Error(Time) | Sphericity Assumed | 27231.886 | 246 | 110.699 | | | |
| | Greenhouse-Geisser | 27231.886 | 245.977 | 110.709 | | | |
| | Huynh-Feldt | 27231.886 | 246.000 | 110.699 | | | |
| | Lower-bound | 27231.886 | 123.000 | 221.397 | | | |

**Tests of Within-Subjects Contrasts**

Measure: MEASURE_1

| Source | Time | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Time | Linear | 178.537 | 1 | 178.537 | 1.623 | .205 | .013 |
| | Quadratic | 718.860 | 1 | 718.860 | 6.455 | .012 | .050 |
| Time * Year | Linear | 178.265 | 3 | 59.422 | .540 | .656 | .013 |
| | Quadratic | 344.825 | 3 | 114.942 | 1.032 | .381 | .025 |
| Error(Time) | Linear | 13534.231 | 123 | 110.034 | | | |
| | Quadratic | 13697.655 | 123 | 111.363 | | | |

**Levene's Test of Equality of Error Variances[a]**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| State Anxiety Total T1 | Based on Mean | .225 | 3 | 123 | .879 |
| | Based on Median | .220 | 3 | 123 | .882 |
| | Based on Median and with adjusted df | .220 | 3 | 121.282 | .882 |
| | Based on trimmed mean | .227 | 3 | 123 | .877 |
| State Anxiety Total T2 | Based on Mean | .483 | 3 | 123 | .695 |
| | Based on Median | .382 | 3 | 123 | .766 |
| | Based on Median and with adjusted df | .382 | 3 | 119.917 | .766 |
| | Based on trimmed mean | .462 | 3 | 123 | .709 |
| State anxiety total T3 | Based on Mean | 1.472 | 3 | 123 | .225 |
| | Based on Median | 1.263 | 3 | 123 | .290 |
| | Based on Median and with adjusted df | 1.263 | 3 | 117.216 | .290 |
| | Based on trimmed mean | 1.454 | 3 | 123 | .230 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Year
Within Subjects Design: Time

**Tests of Between-Subjects Effects**

Measure: MEASURE_1
Transformed Variable: Average

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Intercept | 322495.246 | 1 | 322495.246 | 903.767 | .000 | .880 |
| Year | 2140.386 | 3 | 713.462 | 1.999 | .118 | .046 |
| Error | 43890.621 | 123 | 356.834 | | | |

## Estimated Marginal Means

### 1. Year

**Estimates**

Measure: MEASURE_1

| Year | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|
| | | | Lower Bound | Upper Bound |
| First year | 46.952 | 1.457 | 44.068 | 49.837 |
| Second year | 46.117 | 1.484 | 43.180 | 49.055 |
| Third year | 54.051 | 3.025 | 48.064 | 60.039 |
| Fourth year | 50.500 | 5.453 | 39.706 | 61.294 |

**Pairwise Comparisons**

Measure: MEASURE_1

| (I) Year | (J) Year | Mean Difference (I-J) | Std. Error | Sig.[a] | 95% Confidence Interval for Difference[a] Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| First year | Second year | .835 | 2.080 | 1.000 | -4.743 | 6.413 |
| | Third year | -7.099 | 3.358 | .219 | -16.103 | 1.905 |
| | Fourth year | -3.548 | 5.644 | 1.000 | -18.684 | 11.589 |
| Second year | First year | -.835 | 2.080 | 1.000 | -6.413 | 4.743 |
| | Third year | -7.934 | 3.369 | .121 | -16.969 | 1.101 |
| | Fourth year | -4.383 | 5.651 | 1.000 | -19.538 | 10.772 |
| Third year | First year | 7.099 | 3.358 | .219 | -1.905 | 16.103 |
| | Second year | 7.934 | 3.369 | .121 | -1.101 | 16.969 |
| | Fourth year | 3.551 | 6.236 | 1.000 | -13.171 | 20.273 |
| Fourth year | First year | 3.548 | 5.644 | 1.000 | -11.589 | 18.684 |
| | Second year | 4.383 | 5.651 | 1.000 | -10.772 | 19.538 |
| | Third year | -3.551 | 6.236 | 1.000 | -20.273 | 13.171 |

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

**Univariate Tests**

Measure: MEASURE_1

| | Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Contrast | 713.462 | 3 | 237.821 | 1.999 | .118 | .046 |
| Error | 14630.207 | 123 | 118.945 | | | |

The F tests the effect of Year. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

## 2. Time

**Estimates**

Measure: MEASURE_1

| Time | Mean | Std. Error | 95% Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|
| 1 | 49.631 | 2.082 | 45.509 | 53.753 |
| 2 | 46.106 | 2.117 | 41.916 | 50.297 |
| 3 | 52.478 | 2.076 | 48.368 | 56.588 |

**Pairwise Comparisons**

Measure: MEASURE_1

| (I) Time | (J) Time | Mean Difference (I-J) | Std. Error | Sig.[b] | 95% Confidence Interval for Difference[b] Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| 1 | 2 | 3.524 | 2.238 | .354 | -1.908 | 8.957 |
| | 3 | -2.847 | 2.235 | .615 | -8.273 | 2.578 |
| 2 | 1 | -3.524 | 2.238 | .354 | -8.957 | 1.908 |
| | 3 | -6.372* | 2.253 | .016 | -11.840 | -.904 |
| 3 | 1 | 2.847 | 2.235 | .615 | -2.578 | 8.273 |
| | 2 | 6.372* | 2.253 | .016 | .904 | 11.840 |

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

**Multivariate Tests**

| | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Pillai's trace | .061 | 3.982[a] | 2.000 | 122.000 | .021 | .061 |
| Wilks' lambda | .939 | 3.982[a] | 2.000 | 122.000 | .021 | .061 |
| Hotelling's trace | .065 | 3.982[a] | 2.000 | 122.000 | .021 | .061 |
| Roy's largest root | .065 | 3.982[a] | 2.000 | 122.000 | .021 | .061 |

Each F tests the multivariate effect of Time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

**3. Year * Time**

Measure: MEASURE_1

| Year | Time | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| First year | 1 | 45.036 | 1.847 | 41.380 | 48.691 |
| | 2 | 45.518 | 1.877 | 41.802 | 49.234 |
| | 3 | 50.304 | 1.841 | 46.659 | 53.948 |
| Second year | 1 | 44.815 | 1.881 | 41.092 | 48.537 |
| | 2 | 44.889 | 1.912 | 41.104 | 48.673 |
| | 3 | 48.648 | 1.875 | 44.936 | 52.360 |
| Third year | 1 | 56.923 | 3.833 | 49.336 | 64.510 |
| | 2 | 48.769 | 3.897 | 41.056 | 56.482 |
| | 3 | 56.462 | 3.822 | 48.897 | 64.026 |
| Fourth year | 1 | 51.750 | 6.910 | 38.073 | 65.427 |
| | 2 | 45.250 | 7.025 | 31.345 | 59.155 |
| | 3 | 54.500 | 6.890 | 40.862 | 68.138 |

## Post Hoc Tests

### Year

**Multiple Comparisons**

Measure: MEASURE_1

| | (I) Year | (J) Year | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound |
| Tukey HSD | First year | Second year | .84 | 2.080 | .978 | -4.58 | 6.25 |
| | | Third year | -7.10 | 3.358 | .154 | -15.84 | 1.65 |
| | | Fourth year | -3.55 | 5.644 | .923 | -18.25 | 11.15 |
| | Second year | First year | -.84 | 2.080 | .978 | -6.25 | 4.58 |
| | | Third year | -7.93 | 3.369 | .092 | -16.71 | .84 |
| | | Fourth year | -4.38 | 5.651 | .865 | -19.10 | 10.34 |
| | Third year | First year | 7.10 | 3.358 | .154 | -1.65 | 15.84 |
| | | Second year | 7.93 | 3.369 | .092 | -.84 | 16.71 |
| | | Fourth year | 3.55 | 6.236 | .941 | -12.69 | 19.79 |
| | Fourth year | First year | 3.55 | 5.644 | .923 | -11.15 | 18.25 |
| | | Second year | 4.38 | 5.651 | .865 | -10.34 | 19.10 |
| | | Third year | -3.55 | 6.236 | .941 | -19.79 | 12.69 |
| Games-Howell | First year | Second year | .84 | 2.121 | .979 | -4.70 | 6.37 |
| | | Third year | -7.10 | 2.856 | .090 | -15.03 | .84 |
| | | Fourth year | -3.55 | 5.530 | .913 | -27.81 | 20.72 |
| | Second year | First year | -.84 | 2.121 | .979 | -6.37 | 4.70 |
| | | Third year | -7.93 | 2.875 | .051 | -15.91 | .04 |
| | | Fourth year | -4.38 | 5.539 | .855 | -28.59 | 19.83 |
| | Third year | First year | 7.10 | 2.856 | .090 | -.84 | 15.03 |
| | | Second year | 7.93 | 2.875 | .051 | -.04 | 15.91 |
| | | Fourth year | 3.55 | 5.860 | .925 | -19.38 | 26.49 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Fourth year | First year | 3.55 | 5.530 | .913 | -20.72 | 27.81 |
| | | Second year | 4.38 | 5.539 | .855 | -19.83 | 28.59 |
| | | Third year | -3.55 | 5.860 | .925 | -26.49 | 19.38 |

Based on observed means.
The error term is Mean Square(Error) = 118.945.

## Homogeneous Subsets

**MEASURE_1**

| | Year | N | Subset 1 |
|---|---|---|---|
| Tukey HSD[a,b,c] | Second year | 54 | 46.12 |
| | First year | 56 | 46.95 |
| | Fourth year | 4 | 50.50 |
| | Third year | 13 | 54.05 |
| | Sig. | | .325 |

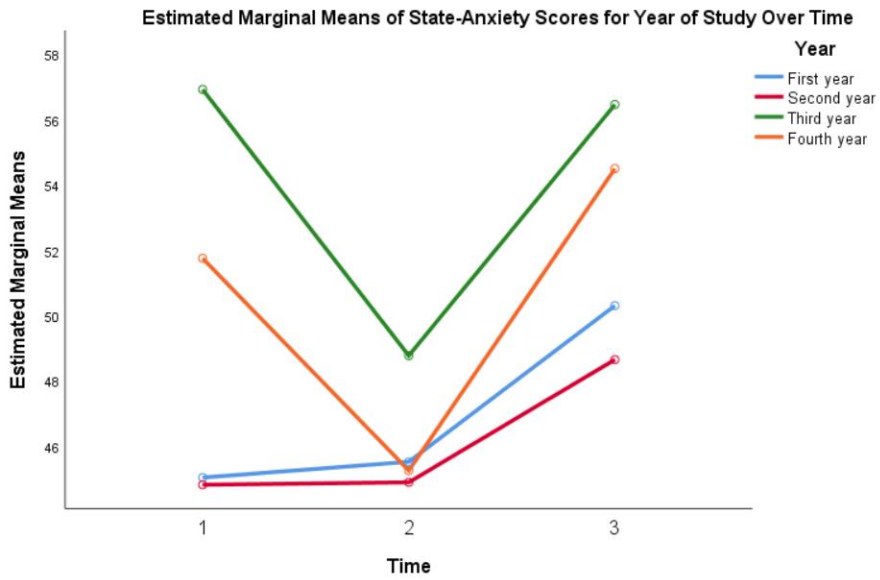
Means for groups in homogeneous subsets are displayed.
Based on observed means.
The error term is Mean Square(Error) = 118.945.

a. Uses Harmonic Mean Sample Size = 11.010.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c. Alpha = .05.

## Profile Plots



Hypothesis 3

**T-Test**

**Group Statistics**

| | AHSQInformalCT2 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| PSS Total score T2 | No help | 14 | 16.50 | 9.614 | 2.569 |
| | Sought help | 113 | 21.12 | 6.802 | .640 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PSS Total score T2 | Equal variances assumed | 3.818 | .053 | -2.284 | 125 | .024 | -4.624 | 2.025 | -8.631 | -.617 |
| | Equal variances not assumed | | | -1.746 | 14.656 | .102 | -4.624 | 2.648 | -10.279 | 1.031 |

```
T-TEST GROUPS=AHSQFormalCT2(0 1)
  /MISSING=ANALYSIS
  /VARIABLES=PSSTotalT2
  /CRITERIA=CI(.95).
```

**T-Test**

**Group Statistics**

| | AHSQFormalCT2 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| PSS Total score T2 | No help | 79 | 19.35 | 6.777 | .762 |
| | Sought help | 48 | 22.69 | 7.630 | 1.101 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PSS Total score T2 | Equal variances assumed | 2.462 | .119 | -2.562 | 125 | .012 | -3.333 | 1.301 | -5.908 | -.758 |
| | Equal variances not assumed | | | -2.488 | 90.344 | .015 | -3.333 | 1.339 | -5.994 | -.672 |

**T-Test**

**Group Statistics**

| | AHSQInformalCT2 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| State Anxiety Total T2 | No help | 14 | 40.64 | 16.964 | 4.534 |
| | Sought help | 113 | 46.19 | 13.467 | 1.267 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| State Anxiety Total T2 | Equal variances assumed | .760 | .385 | -1.410 | 125 | .161 | -5.543 | 3.930 | -13.322 | 2.236 |
| | Equal variances not assumed | | | -1.177 | 15.099 | .257 | -5.543 | 4.708 | -15.571 | 4.485 |

```
T-TEST GROUPS=AHSQFormalCT2(0 1)
  /MISSING=ANALYSIS
  /VARIABLES=SATotalT2
  /CRITERIA=CI(.95).
```

## T-Test

**Group Statistics**

| | AHSQFormalCT2 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| State Anxiety Total T2 | No help | 79 | 44.66 | 13.461 | 1.514 |
| | Sought help | 48 | 47.08 | 14.679 | 2.119 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| State Anxiety Total T2 | Equal variances assumed | .573 | .451 | -.951 | 125 | .343 | -2.425 | 2.550 | -7.471 | 2.621 |
| | Equal variances not assumed | | | -.931 | 92.713 | .354 | -2.425 | 2.604 | -7.597 | 2.747 |

## T-Test

**Group Statistics**

| | AHSQInformalCT3 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| PSS total T3 | No help | 11 | 18.73 | 8.934 | 2.694 |
| | Sought help | 116 | 24.68 | 7.116 | .661 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PSS total T3 | Equal variances assumed | .310 | .579 | -2.593 | 125 | .011 | -5.954 | 2.296 | -10.498 | -1.409 |
| | Equal variances not assumed | | | -2.147 | 11.236 | .054 | -5.954 | 2.774 | -12.043 | .135 |

```
T-TEST GROUPS=AHSQFormalCT3(0 1)
  /MISSING=ANALYSIS
  /VARIABLES=PSSTotalT3
  /CRITERIA=CI(.95).
```

## T-Test

**Group Statistics**

| | AHSQFormalCT3 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| PSS total T3 | No help | 83 | 23.81 | 7.348 | .807 |
| | Sought help | 44 | 24.84 | 7.655 | 1.154 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PSS total T3 | Equal variances assumed | .015 | .904 | -.744 | 125 | .459 | -1.034 | 1.390 | -3.785 | 1.718 |
| | Equal variances not assumed | | | -.734 | 84.666 | .465 | -1.034 | 1.408 | -3.833 | 1.766 |

**T-Test**

**Group Statistics**

| | AHSQInformalCT3 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| State anxiety total T3 | No help | 11 | 41.64 | 11.698 | 3.527 |
| | Sought help | 116 | 51.19 | 13.762 | 1.278 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| State anxiety total T3 | Equal variances assumed | 1.940 | .166 | -2.225 | 125 | .028 | -9.553 | 4.293 | -18.050 | -1.057 |
| | Equal variances not assumed | | | -2.547 | 12.778 | .025 | -9.553 | 3.752 | -17.672 | -1.434 |

```
T-TEST GROUPS=AHSQFormalCT3(0 1)
  /MISSING=ANALYSIS
  /VARIABLES=SATotalT3
  /CRITERIA=CI(.95).
```

**T-Test**

**Group Statistics**

| | AHSQFormalCT3 | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| State anxiety total T3 | No help | 83 | 49.69 | 13.271 | 1.457 |
| | Sought help | 44 | 51.64 | 14.875 | 2.242 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| State anxiety total T3 | Equal variances assumed | 1.440 | .232 | -.755 | 125 | .452 | -1.950 | 2.582 | -7.059 | 3.160 |
| | Equal variances not assumed | | | -.729 | 79.521 | .468 | -1.950 | 2.674 | -7.272 | 3.372 |

Hypothesis 4

## Logistic Regression

[DataSet1] C:\Users\megan\Documents\year 4\Results\FULL DATA SET\Final data set.sav

**Case Processing Summary**

| Unweighted Cases[a] | | N | Percent |
|---|---|---|---|
| Selected Cases | Included in Analysis | 127 | 100.0 |
| | Missing Cases | 0 | .0 |
| | Total | 127 | 100.0 |
| Unselected Cases | | 0 | .0 |
| Total | | 127 | 100.0 |

a. If weight is in effect, see classification table for the total number of cases.

**Dependent Variable Encoding**

| Original Value | Internal Value |
|---|---|
| No help | 0 |
| Sought help | 1 |

**Categorical Variables Codings**

| | | Frequency | Parameter coding (1) |
|---|---|---|---|
| Dummy2T2 | .00 | 114 | .000 |
| | 1.00 | 13 | 1.000 |
| Dummy1T2 | .00 | 102 | .000 |
| | 1.00 | 25 | 1.000 |

## Block 0: Beginning Block

**Classification Table[a,b]**

| Observed | | | Predicted AHSQInformalCT2 No help | Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 0 | AHSQInformalCT2 | No help | 0 | 14 | .0 |
| | | Sought help | 0 | 113 | 100.0 |
| | Overall Percentage | | | | 89.0 |

a. Constant is included in the model.

b. The cut value is .500

**Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) |
|---|---|---|---|---|---|---|---|
| Step 0 | Constant | 2.088 | .283 | 54.325 | 1 | .000 | 8.071 |

**Variables not in the Equation**

| | | | Score | df | Sig. |
|---|---|---|---|---|---|
| Step 0 | Variables | Age T3 | 3.874 | 1 | .049 |
| | | PSS Total T1 | 5.153 | 1 | .023 |
| | | State Anxiety Total T1 | 1.273 | 1 | .259 |
| | | Trait Anxiety Total T1 | 5.653 | 1 | .017 |
| | | GHSQInformalT1 | .273 | 1 | .601 |
| | | PSS Total score T2 | 5.086 | 1 | .024 |
| | | Dummy1T2(1) | .786 | 1 | .375 |
| | | Dummy2T2(1) | .164 | 1 | .686 |
| | Overall Statistics | | 16.169 | 8 | .040 |

## Block 1: Method = Enter

### Omnibus Tests of Model Coefficients

| | | Chi-square | df | Sig. |
|---|---|---|---|---|
| Step 1 | Step | 15.225 | 8 | .055 |
| | Block | 15.225 | 8 | .055 |
| | Model | 15.225 | 8 | .055 |

### Model Summary

| Step | -2 Log likelihood | Cox & Snell R Square | Nagelkerke R Square |
|---|---|---|---|
| 1 | 72.916[a] | .113 | .226 |

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

### Hosmer and Lemeshow Test

| Step | Chi-square | df | Sig. |
|---|---|---|---|
| 1 | 5.166 | 8 | .740 |

### Contingency Table for Hosmer and Lemeshow Test

| | | AHSQInformalCT2 = No help | | AHSQInformalCT2 = Sought help | | |
|---|---|---|---|---|---|---|
| | | Observed | Expected | Observed | Expected | Total |
| Step 1 | 1 | 4 | 5.028 | 9 | 7.972 | 13 |
| | 2 | 2 | 2.846 | 11 | 10.154 | 13 |
| | 3 | 2 | 1.793 | 11 | 11.207 | 13 |
| | 4 | 3 | 1.285 | 10 | 11.715 | 13 |
| | 5 | 1 | .968 | 12 | 12.032 | 13 |
| | 6 | 1 | .719 | 12 | 12.281 | 13 |
| | 7 | 0 | .552 | 13 | 12.448 | 13 |
| | 8 | 1 | .417 | 12 | 12.583 | 13 |
| | 9 | 0 | .282 | 13 | 12.718 | 13 |
| | 10 | 0 | .110 | 10 | 9.890 | 10 |

### Classification Table[a]

| | | | Predicted | | |
|---|---|---|---|---|---|
| | | | AHSQInformalCT2 | | Percentage Correct |
| | Observed | | No help | Sought help | |
| Step 1 | AHSQInformalCT2 | No help | 3 | 11 | 21.4 |
| | | Sought help | 0 | 113 | 100.0 |
| | Overall Percentage | | | | 91.3 |

a. The cut value is .500

**Classification Table[a]**

| Observed | | | Predicted: AHSQInformalCT2 No help | Predicted: AHSQInformalCT2 Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 1 | AHSQInformalCT2 | No help | 3 | 11 | 21.4 |
| | | Sought help | 0 | 113 | 100.0 |
| | Overall Percentage | | | | 91.3 |

a. The cut value is .500

```
Step number: 1

Observed Groups and Predicted Probabilities

     16 +                                                                                                  +
        I                                                                                                S  I
        I                                                                                              S S  I
F       I                                                                                              S S  I
R    12 +                                                                                              S S  +
E       I                                                                                              SSS  I
Q       I                                                                                              SSS  I
U       I                                                                                            S SSSS I
E     8 +                                                                                          S  S SSSS +
N       I                                                                                          S  S SSSS I
C       I                                                                                          S  S SSSS I
Y       I                                                                                 S         S  SSSSSSSSS I
      4 +                                                                                 S         S  SSSSSSSSS+
        I                                                                               S S         SS SSSSSSSSSI
        I                                                                               S S  S   SSSSS SSSSSSSSSSI
        I                      N        N              N               N   SSSSSSSS SNSSNSSN SSNSNNNSSNNSSNSSI
Predicted ---------+---------+---------+---------+---------+---------+---------+---------+---------+---------
  Prob:   0       .1        .2        .3        .4        .5        .6        .7        .8        .9         1
  Group:  NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNSSSSSSSSS
```

## Logistic Regression

### Case Processing Summary

| Unweighted Cases[a] | | N | Percent |
|---|---|---|---|
| Selected Cases | Included in Analysis | 127 | 100.0 |
| | Missing Cases | 0 | .0 |
| | Total | 127 | 100.0 |
| Unselected Cases | | 0 | .0 |
| Total | | 127 | 100.0 |

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

| Original Value | Internal Value |
|---|---|
| No help | 0 |
| Sought help | 1 |

### Categorical Variables Codings

| | | Frequency | Parameter coding (1) |
|---|---|---|---|
| Dummy2T2 | .00 | 114 | .000 |
| | 1.00 | 13 | 1.000 |
| Dummy1T2 | .00 | 102 | .000 |
| | 1.00 | 25 | 1.000 |

### Block 0: Beginning Block

#### Classification Table[a,b]

| | Observed | | Predicted AHSQFormalCT2 No help | Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 0 | AHSQFormalCT2 | No help | 79 | 0 | 100.0 |
| | | Sought help | 48 | 0 | .0 |
| | Overall Percentage | | | | 62.2 |

a. Constant is included in the model.

b. The cut value is .500

#### Variables in the Equation

| | | B | S.E. | Wald | df | Sig. | Exp(B) |
|---|---|---|---|---|---|---|---|
| Step 0 | Constant | -.498 | .183 | 7.412 | 1 | .006 | .608 |

#### Variables not in the Equation

| | | | Score | df | Sig. |
|---|---|---|---|---|---|
| Step 0 | Variables | Age T3 | .367 | 1 | .545 |
| | | PSS Total T1 | 6.126 | 1 | .013 |
| | | State Anxiety Total T1 | .761 | 1 | .383 |
| | | Trait Anxiety Total T1 | 1.907 | 1 | .167 |
| | | GHSQFormalT1 | 1.382 | 1 | .240 |
| | | PSS Total score T2 | 6.335 | 1 | .012 |
| | | Dummy1T2(1) | .445 | 1 | .505 |
| | | Dummy2T2(1) | .304 | 1 | .581 |
| | Overall Statistics | | 14.188 | 8 | .077 |

## Block 1: Method = Enter

### Omnibus Tests of Model Coefficients

| | | Chi-square | df | Sig. |
|---|---|---|---|---|
| Step 1 | Step | 15.093 | 8 | .057 |
| | Block | 15.093 | 8 | .057 |
| | Model | 15.093 | 8 | .057 |

### Model Summary

| Step | -2 Log likelihood | Cox & Snell R Square | Nagelkerke R Square |
|---|---|---|---|
| 1 | 153.322[a] | .112 | .153 |

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

### Hosmer and Lemeshow Test

| Step | Chi-square | df | Sig. |
|---|---|---|---|
| 1 | 9.228 | 8 | .323 |

### Contingency Table for Hosmer and Lemeshow Test

| | | AHSQFormalCT2 = No help | | AHSQFormalCT2 = Sought help | | |
|---|---|---|---|---|---|---|
| | | Observed | Expected | Observed | Expected | Total |
| Step 1 | 1 | 12 | 11.349 | 1 | 1.651 | 13 |
| | 2 | 9 | 10.500 | 4 | 2.500 | 13 |
| | 3 | 11 | 9.641 | 2 | 3.359 | 13 |
| | 4 | 7 | 9.035 | 6 | 3.965 | 13 |
| | 5 | 8 | 8.487 | 5 | 4.513 | 13 |
| | 6 | 7 | 7.873 | 6 | 5.127 | 13 |
| | 7 | 11 | 7.196 | 2 | 5.804 | 13 |
| | 8 | 7 | 6.422 | 6 | 6.578 | 13 |
| | 9 | 5 | 5.361 | 8 | 7.639 | 13 |
| | 10 | 2 | 3.137 | 8 | 6.863 | 10 |

### Classification Table[a]

| | Observed | | Predicted AHSQFormalCT2 | | Percentage Correct |
|---|---|---|---|---|---|
| | | | No help | Sought help | |
| Step 1 | AHSQFormalCT2 | No help | 68 | 11 | 86.1 |
| | | Sought help | 30 | 18 | 37.5 |
| | Overall Percentage | | | | 67.7 |

a. The cut value is .500

### Variables in the Equation

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|
| Step 1[a] | Age T3 | .024 | .031 | .607 | 1 | .436 | 1.024 | .964 | 1.088 |
| | PSS Total T1 | .103 | .049 | 4.431 | 1 | .035 | 1.108 | 1.007 | 1.220 |
| | State Anxiety Total T1 | -.034 | .024 | 2.076 | 1 | .150 | .966 | .923 | 1.012 |
| | Trait Anxiety Total T1 | -.003 | .028 | .011 | 1 | .917 | .997 | .944 | 1.053 |
| | GHSQFormalT1 | .038 | .041 | .866 | 1 | .352 | 1.039 | .959 | 1.125 |
| | PSS Total score T2 | .061 | .031 | 3.773 | 1 | .052 | 1.063 | .999 | 1.130 |
| | Dummy1T2(1) | -.677 | .525 | 1.665 | 1 | .197 | .508 | .182 | 1.421 |
| | Dummy2T2(1) | -.238 | .693 | .118 | 1 | .731 | .788 | .203 | 3.063 |
| | Constant | -3.094 | 1.321 | 5.484 | 1 | .019 | .045 | | |

a. Variable(s) entered on step 1: Age T3, PSS Total T1, State Anxiety Total T1, Trait Anxiety Total T1, GHSQFormalT1, PSS Total score T2, Dummy1T2, Dummy2T2.

```
Step number: 1

Observed Groups and Predicted Probabilities

       8 +                                                                                                  +
         I                                                                                                  I
         I                                                                                                  I
F        I                                                                                                  I
R      6 +                                 S                                                                +
E        I                                 S                                                                I
Q        I                              S  S                                                                I
U        I                              S  S                                                                I
E      4 +                           S S  SN      S    N  S        S                                       +
N        I                           S S  SN      S    N  S        S                                       I
C        I              N NN    S  NN S N  SN SS  NN    N  S     S  S                                       I
Y        I              N NN    S  NN S N  SN SS  NN    N  S     S  S                                       I
       2 +        N    NNNNNS S NN NN SSNNSNN SS SNNSNNSN SNN  S S SN  S  SS   S  S                          +
         I        N    NNNNNS S NN NN SSNNSNN SS SNNSNNSN SNN  S S SN  S  SS   S  S                          I
         I       NN  NSNNNNNNNSNNNNNNNNNSNNNNSNNNNNNNNSNNN NS NSNN SN NSN N S  S   S                          I
         I       NN  NSNNNNNNNSNNNNNNNNNSNNNNSNNNNNNNNSNNN NS NSNN SN NSN N S  S   S                          I
Predicted ---------+---------+---------+---------+---------+---------+---------+---------+---------+----------
  Prob:   0       .1        .2        .3        .4        .5        .6        .7        .8        .9         1
  Group:  NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNSSS
```

## Logistic Regression

### Case Processing Summary

| Unweighted Cases[a] | | N | Percent |
|---|---|---|---|
| Selected Cases | Included in Analysis | 127 | 100.0 |
| | Missing Cases | 0 | .0 |
| | Total | 127 | 100.0 |
| Unselected Cases | | 0 | .0 |
| Total | | 127 | 100.0 |

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

| Original Value | Internal Value |
|---|---|
| No help | 0 |
| Sought help | 1 |

### Categorical Variables Codings

| | | Frequency | Parameter coding (1) |
|---|---|---|---|
| Dummy4T3 | .00 | 112 | .000 |
| | 1.00 | 15 | 1.000 |
| Dummy2T2 | .00 | 114 | .000 |
| | 1.00 | 13 | 1.000 |
| Dummy3T3 | .00 | 103 | .000 |
| | 1.00 | 24 | 1.000 |
| Dummy1T2 | .00 | 102 | .000 |
| | 1.00 | 25 | 1.000 |

## Block 0: Beginning Block

### Classification Table[a,b]

| | Observed | | Predicted AHSQInformalCT3 No help | Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 0 | AHSQInformalCT3 | No help | 0 | 11 | .0 |
| | | Sought help | 0 | 116 | 100.0 |
| | Overall Percentage | | | | 91.3 |

a. Constant is included in the model.

b. The cut value is .500

### Variables in the Equation

| | | B | S.E. | Wald | df | Sig. | Exp(B) |
|---|---|---|---|---|---|---|---|
| Step 0 | Constant | 2.356 | .315 | 55.755 | 1 | .000 | 10.545 |

**Variables not in the Equation**

| | | | Score | df | Sig. |
|---|---|---|---|---|---|
| Step 0 | Variables | Age T3 | .993 | 1 | .319 |
| | | PSS Total T1 | 5.001 | 1 | .025 |
| | | State Anxiety Total T1 | .971 | 1 | .324 |
| | | Trait Anxiety Total T1 | .264 | 1 | .607 |
| | | GHSQInformalT1 | .065 | 1 | .798 |
| | | PSS Total score T2 | .819 | 1 | .366 |
| | | State Anxiety Total T2 | 2.275 | 1 | .131 |
| | | AHSQInformalCT2 | 23.257 | 1 | .000 |
| | | Dummy1T2(1) | .439 | 1 | .508 |
| | | Dummy2T2(1) | 1.373 | 1 | .241 |
| | | PSS total T3 | 6.482 | 1 | .011 |
| | | Dummy3T3(1) | 9.985 | 1 | .002 |
| | | Dummy4T3(1) | .469 | 1 | .493 |
| | Overall Statistics | | 46.221 | 13 | .000 |

## Block 1: Method = Enter

**Omnibus Tests of Model Coefficients**

| | | Chi-square | df | Sig. |
|---|---|---|---|---|
| Step 1 | Step | 40.608 | 13 | .000 |
| | Block | 40.608 | 13 | .000 |
| | Model | 40.608 | 13 | .000 |

**Model Summary**

| Step | -2 Log likelihood | Cox & Snell R Square | Nagelkerke R Square |
|---|---|---|---|
| 1 | 34.228[a] | .274 | .615 |

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

**Hosmer and Lemeshow Test**

| Step | Chi-square | df | Sig. |
|---|---|---|---|
| 1 | 1.983 | 8 | .982 |

**Contingency Table for Hosmer and Lemeshow Test**

| | | AHSQInformalCT3 = No help | | AHSQInformalCT3 = Sought help | | |
|---|---|---|---|---|---|---|
| | | Observed | Expected | Observed | Expected | Total |
| Step 1 | 1 | 9 | 7.923 | 4 | 5.077 | 13 |
| | 2 | 1 | 2.113 | 12 | 10.887 | 13 |
| | 3 | 1 | .520 | 12 | 12.480 | 13 |
| | 4 | 0 | .218 | 13 | 12.782 | 13 |
| | 5 | 0 | .115 | 13 | 12.885 | 13 |
| | 6 | 0 | .067 | 13 | 12.933 | 13 |
| | 7 | 0 | .033 | 13 | 12.967 | 13 |
| | 8 | 0 | .010 | 13 | 12.990 | 13 |
| | 9 | 0 | .001 | 13 | 12.999 | 13 |
| | 10 | 0 | .000 | 10 | 10.000 | 10 |

**Classification Table[a]**

| Observed | | | Predicted AHSQInformalCT3 No help | Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 1 | AHSQInformalCT3 | No help | 5 | 6 | 45.5 |
| | | Sought help | 3 | 113 | 97.4 |
| | Overall Percentage | | | | 92.9 |

a. The cut value is .500

**Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|
| Step 1[a] | Age T3 | -.001 | .055 | .001 | 1 | .979 | .999 | .896 | 1.112 |
| | PSS Total T1 | .251 | .175 | 2.056 | 1 | .152 | 1.285 | .912 | 1.810 |
| | State Anxiety Total T1 | .024 | .094 | .065 | 1 | .798 | 1.024 | .853 | 1.231 |
| | Trait Anxiety Total T1 | -.135 | .085 | 2.553 | 1 | .110 | .873 | .740 | 1.031 |
| | GHSQInformalT1 | -.071 | .105 | .467 | 1 | .494 | .931 | .758 | 1.143 |
| | PSS Total score T2 | -.331 | .148 | 5.023 | 1 | .025 | .718 | .538 | .959 |
| | State Anxiety Total T2 | .191 | .083 | 5.239 | 1 | .022 | 1.210 | 1.028 | 1.425 |
| | AHSQInformalCT2 | 3.814 | 1.500 | 6.468 | 1 | .011 | 45.325 | 2.398 | 856.616 |
| | Dummy1T2(1) | .839 | 1.384 | .368 | 1 | .544 | 2.315 | .154 | 34.896 |
| | Dummy2T2(1) | 19.259 | 9983.344 | .000 | 1 | .998 | 231219315.1 | .000 | . |
| | PSS total T3 | .074 | .066 | 1.243 | 1 | .265 | 1.077 | .946 | 1.225 |
| | Dummy3T3(1) | -3.507 | 1.527 | 5.275 | 1 | .022 | .030 | .002 | .598 |
| | Dummy4T3(1) | -3.335 | 1.669 | 3.990 | 1 | .046 | .036 | .001 | .939 |
| | Constant | -.182 | 3.255 | .003 | 1 | .955 | .834 | | |

a. Variable(s) entered on step 1: Age T3, PSS Total T1, State Anxiety Total T1, Trait Anxiety Total T1, GHSQInformalT1, PSS Total score T2, State Anxiety Total T2, AHSQInformalCT2, Dummy1T2, Dummy2T2, PSS total T3, Dummy3T3, Dummy4T3.

```
Step number: 1

Observed Groups and Predicted Probabilities

      80 +                                                                                                                  +
         I                                                                                                                  I
         I                                                                                                                 SI
F        I                                                                                                                 SI
R     60 +                                                                                                                 S+
E        I                                                                                                                 SI
Q        I                                                                                                                 SI
U        I                                                                                                                 SI
E     40 +                                                                                                                 S+
N        I                                                                                                                 SI
C        I                                                                                                                 SI
Y        I                                                                                                                 SI
      20 +                                                                                                                 S+
         I                                                                                                                SSI
         I                                                                                                                SSI
         I                                                                                                               SSSSI
Predicted ---------+---------+---------+---------+---------+---------+---------+---------+---------+----------
  Prob:   0        .1        .2        .3        .4        .5        .6        .7        .8        .9         1
  Group:  NNNN
```

## Logistic Regression

### Case Processing Summary

| Unweighted Cases[a] | | N | Percent |
|---|---|---|---|
| Selected Cases | Included in Analysis | 127 | 100.0 |
| | Missing Cases | 0 | .0 |
| | Total | 127 | 100.0 |
| Unselected Cases | | 0 | .0 |
| Total | | 127 | 100.0 |

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

| Original Value | Internal Value |
|---|---|
| No help | 0 |
| Sought help | 1 |

### Categorical Variables Codings

| | | Frequency | Parameter coding (1) |
|---|---|---|---|
| Dummy4T3 | .00 | 112 | .000 |
| | 1.00 | 15 | 1.000 |
| Dummy2T2 | .00 | 114 | .000 |
| | 1.00 | 13 | 1.000 |
| Dummy3T3 | .00 | 103 | .000 |
| | 1.00 | 24 | 1.000 |
| Dummy1T2 | .00 | 102 | .000 |
| | 1.00 | 25 | 1.000 |

### Block 0: Beginning Block

#### Classification Table[a,b]

| | Observed | | Predicted AHSQFormalCT3 No help | Predicted AHSQFormalCT3 Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 0 | AHSQFormalCT3 | No help | 83 | 0 | 100.0 |
| | | Sought help | 44 | 0 | .0 |
| | Overall Percentage | | | | 65.4 |

a. Constant is included in the model.

b. The cut value is .500

#### Variables in the Equation

| | | B | S.E. | Wald | df | Sig. | Exp(B) |
|---|---|---|---|---|---|---|---|
| Step 0 | Constant | -.635 | .186 | 11.582 | 1 | .001 | .530 |

**Variables not in the Equation**

| | | | Score | df | Sig. |
|---|---|---|---|---|---|
| Step 0 | Variables | Age T3 | 6.282 | 1 | .012 |
| | | PSS Total T1 | 4.702 | 1 | .030 |
| | | State Anxiety Total T1 | 2.339 | 1 | .126 |
| | | Trait Anxiety Total T1 | .345 | 1 | .557 |
| | | GHSQFormalT1 | .103 | 1 | .748 |
| | | PSS Total score T2 | .149 | 1 | .700 |
| | | State Anxiety Total T2 | .032 | 1 | .858 |
| | | AHSQFormalCT2 | 6.002 | 1 | .014 |
| | | Dummy1T2(1) | 7.050 | 1 | .008 |
| | | Dummy2T2(1) | 2.358 | 1 | .125 |
| | | PSS total T3 | .559 | 1 | .455 |
| | | Dummy3T3(1) | 4.225 | 1 | .040 |
| | | Dummy4T3(1) | 2.623 | 1 | .105 |
| | Overall Statistics | | 26.447 | 13 | .015 |

## Block 1: Method = Enter

**Omnibus Tests of Model Coefficients**

| | | Chi-square | df | Sig. |
|---|---|---|---|---|
| Step 1 | Step | 30.198 | 13 | .004 |
| | Block | 30.198 | 13 | .004 |
| | Model | 30.198 | 13 | .004 |

**Model Summary**

| Step | -2 Log likelihood | Cox & Snell R Square | Nagelkerke R Square |
|---|---|---|---|
| 1 | 133.689[a] | .212 | .292 |

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

**Hosmer and Lemeshow Test**

| Step | Chi-square | df | Sig. |
|---|---|---|---|
| 1 | 3.899 | 8 | .866 |

**Contingency Table for Hosmer and Lemeshow Test**

| | | AHSQFormalCT3 = No help | | AHSQFormalCT3 = Sought help | | |
|---|---|---|---|---|---|---|
| | | Observed | Expected | Observed | Expected | Total |
| Step 1 | 1 | 13 | 12.401 | 0 | .599 | 13 |
| | 2 | 12 | 11.565 | 1 | 1.435 | 13 |
| | 3 | 9 | 10.792 | 4 | 2.208 | 13 |
| | 4 | 11 | 10.027 | 2 | 2.973 | 13 |
| | 5 | 10 | 9.397 | 3 | 3.603 | 13 |
| | 6 | 8 | 8.500 | 5 | 4.500 | 13 |
| | 7 | 7 | 7.502 | 6 | 5.498 | 13 |
| | 8 | 6 | 6.227 | 7 | 6.773 | 13 |
| | 9 | 4 | 4.531 | 9 | 8.469 | 13 |
| | 10 | 3 | 2.059 | 7 | 7.941 | 10 |

**Classification Table[a]**

| Observed | | | Predicted AHSQFormalCT3 No help | Sought help | Percentage Correct |
|---|---|---|---|---|---|
| Step 1 | AHSQFormalCT3 | No help | 72 | 11 | 86.7 |
| | | Sought help | 24 | 20 | 45.5 |
| | Overall Percentage | | | | 72.4 |

a. The cut value is .500

**Variables in the Equation**

| | | B | S.E. | Wald | df | Sig. | Exp(B) | 95% C.I.for EXP(B) Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|
| Step 1[a] | Age T3 | .088 | .036 | 5.869 | 1 | .015 | 1.092 | 1.017 | 1.172 |
| | PSS Total T1 | .098 | .054 | 3.240 | 1 | .072 | 1.103 | .991 | 1.226 |
| | State Anxiety Total T1 | .020 | .026 | .593 | 1 | .441 | 1.020 | .969 | 1.074 |
| | Trait Anxiety Total T1 | -.038 | .032 | 1.438 | 1 | .230 | .962 | .904 | 1.025 |
| | GHSQFormalT1 | .030 | .047 | .389 | 1 | .533 | 1.030 | .939 | 1.131 |
| | PSS Total score T2 | .023 | .057 | .159 | 1 | .690 | 1.023 | .915 | 1.143 |
| | State Anxiety Total T2 | -.012 | .029 | .169 | 1 | .681 | .988 | .933 | 1.047 |
| | AHSQFormalCT2 | .610 | .468 | 1.702 | 1 | .192 | 1.841 | .736 | 4.604 |
| | Dummy1T2(1) | -1.427 | .737 | 3.747 | 1 | .053 | .240 | .057 | 1.018 |
| | Dummy2T2(1) | .588 | .765 | .591 | 1 | .442 | 1.800 | .402 | 8.054 |
| | PSS total T3 | .000 | .035 | .000 | 1 | .999 | 1.000 | .934 | 1.071 |
| | Dummy3T3(1) | -.631 | .689 | .840 | 1 | .360 | .532 | .138 | 2.052 |
| | Dummy4T3(1) | .704 | .726 | .940 | 1 | .332 | 2.021 | .487 | 8.385 |
| | Constant | -4.067 | 1.538 | 6.993 | 1 | .008 | .017 | | |

a. Variable(s) entered on step 1: Age T3, PSS Total T1, State Anxiety Total T1, Trait Anxiety Total T1, GHSQFormalT1, PSS Total score T2, State Anxiety Total T2, AHSQFormalCT2, Dummy1T2, Dummy2T2, PSS total T3, Dummy3T3, Dummy4T3.

```
Step number: 1

Observed Groups and Predicted Probabilities

       4 +  N       N    S     NN  S     S        S  S                     S                              +
         I  N       N    S     NN  S     S        S  S                     S                              I
         I  N       N    S     NN  S     S        S  S                     S                              I
F        I  N       N    S     NN  S     S        S  S                     S                              I
R      3 +  NN    NN N  SSN S  SNNNNN   S N  N S   N  S              S     SS                              +
E        I  NN    NN N  SSN S  SNNNNN   S N  N S   N  S              S     SS                              I
Q        I  NN    NN N  SSN S  SNNNNN   S N  N S   N  S              S     SS                              I
U        I  NN    NN N  SSN S  SNNNNN   S N  N S   N  S              S     SS                              I
E      2 +  NN   NNN N  NNN N  SNNNNN   N N SN S S N SS S            N     NS S            S                +
N        I  NN   NNN N  NNN N  SNNNNN   N N SN S S N SS S            N     NS S            S                I
C        I  NN   NNN N  NNN N  SNNNNN   N N SN S S N SS S            N     NS S            S                I
Y        I  NN   NNN N  NNN N  SNNNNN   N N SN S S N SS S            N     NS S            S                I
       1 +N NNNN NNNNNN NNN NSNNNNNNN  SNNNNNNSN N N NNNS NSN SNSN S NSS SSNNSSS    N   S   N  NS  S         +
         IN NNNN NNNNNN NNN NSNNNNNNN  SNNNNNNSN N N NNNS NSN SNSN S NSS SSNNSSS    N   S   N  NS  S         I
         IN NNNN NNNNNN NNN NSNNNNNNN  SNNNNNNSN N N NNNS NSN SNSN S NSS SSNNSSS    N   S   N  NS  S         I
         IN NNNN NNNNNN NNN NSNNNNNNN  SNNNNNNSN N N NNNS NSN SNSN S NSS SSNNSSS    N   S   N  NS  S         I
Predicted ---------+---------+---------+---------+---------+---------+---------+---------+---------+----------
  Prob:   0        .1        .2        .3        .4        .5        .6        .7        .8        .9        1
  Group:  NNNNNNN
```