

GENERAL INFORMATION	
Title	Goodie operating model supporting student wellbeing
Key words	students, wellbeing, study ability, adviser, learning engagement, support
Objectives	Student overall wellbeing, learning engagement
Phase of studies <i>(Choose all phases it applies)</i>	Access - Retain x Graduation x Transition to work-life -
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's x Graduate x Master's x
Level <i>(Choose all levels it applies)</i>	International - National - Institutional x Faculty x Group x Individual x
Name of the institution	University of Jyväskylä
Location <i>(City and country)</i>	Jyväskylä, Finland
Target group/s	All university students meeting problems or challenges.
Stakeholders involved	Goodie operating model involves students, Goodie wellbeing advisors, Personal study Plan (HOPS) Counsellors and the Guidance network and other internal stakeholders at the university. Other stakeholders are the City of Jyväskylä health and social services, public employment services, Finnish student health services; NGOs; and Student union.
Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	The development of Wellbeing advisor concept and Goodie model was started in order to support the students in various daily challenges affecting their study ability. Organizational responsibility for study ability and the active participation of other stakeholders were found prerequisites to successful and sustainable change. The Goodie operating model aims to student wellbeing and study engagement. The model consists

of (1) goodie wellbeing adviser services for all students who meet challenges, (2) academic study ability course for first year students, and (3) Student Compass, internet based program to enhance the general mental health and overall functioning of students.

The Goodie wellbeing advisers are university staff members who have been selected and trained to support the wellbeing of students, but they are not therapists or psychologists. Student can come to Goodie with any issue or problem and discussions are always kept confidential. Goodie advisers help to find information on how to promote and enhance student's (social, physical, emotional, cognitive, educational, etc.) wellbeing, put him/her in touch with available peer support groups and share ideas how to build own support network. If needed, they will guide students further to find a solutions needed.

Academic study ability course (HYVY001) for first year students includes Academic reading and writing skills, Study planning, Time management, Self-exploration, Emotional self-regulation, Interaction skills and Everyday life management skills.

The Student Compass is an internet-based self-help program to enhance the general mental health and overall functioning of students. It aims at providing practical tools and coping strategies in students daily living based on the principles and processes of Acceptance and Commitment Therapy (ACT). The program includes 3 themes: Stress, anxiety and depression. The Student compass may be used independently online, without coach support (to work independently, anonymously and based on their own schedule. Or with coach support (to receive also some form of personal contact. Two face-to-face meetings with the coach + five weeks online).

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>https://www.jyu.fi/studentlife/studentlife/en/goodie (In English) https://www.jyu.fi/studentlife/hyvis/ (in Finnish) https://www.jyu.fi/studentlife/studentlifetutkimus/sldata (In Finnish) https://www.jyu.fi/studentlife/hyvis/Ohjausverkosto (In Finnish) https://www.jyu.fi/studentlife/hyvis/HYVY001_tietoa (In Finnish)</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>During years 2011-2013 the practice was pilot with Finnish students. From year 2013, it has worked as an established practice. Since year 2015, there has been a Pilot phase for international students. Goodie wellbeing activities for Finnish students are based on 72 trained staff members (from which 48 active) in 19 departments. Maturity level for Finnish students is intermediate and for international students, initial.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>Between 2013-2016 from the student body of 15 000, 1017 students have found their way to Goodie guidance.</p>

<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>Goodie guidance has already been scaled up to include not only Finnish students but also international students. Scalability may be successful as long as the network characteristics to Goodie model will be lively.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>Goodie operating model could be used in any HE institution in order to develop low threshold counselling at department level. It requires relatively little resources as agency is given to university teachers and students themselves instead of external stakeholders.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>According to the University Accessibility Coordinator, the Goodie model has produced smooth co-operation with Goodies when planning the Individual arrangements for the students with disabilities and learning difficulties. The developers have documented student feedback and Goodie adviser reports to be analysed for quality assurance.</p> <p>Goodie wellbeing advisors have reported to have</p> <ul style="list-style-type: none"> • better knowhow for responding to students’ challenges, • received support in advisors’ work so as not to work alone with these challenges, and • experienced that the limits of advising and guidance work has become clearer for all participants. <p>Students have reported that Goodie operational model enables</p> <ul style="list-style-type: none"> • enables searching for help in an early stage and • makes approaching Goodies easy as they are near the student community and conversations are kept as confidential. <p>In general, the operational model has</p> <ul style="list-style-type: none"> • led to more proactive ways to improve students’ wellbeing, • eased advisors work by means of shared working models, and <p>supported students’ readiness to maintain and improve their ability to learn.</p> <p>Information will be available in university webpages soon in both Finnish and English.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Guidance counsellor Hanna Laitinen (hanna.r.laitinen@jyu.fi) and Tapio Anttonen (tapio.anttonen@jyu.fi)</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

<p>B1.1 Self-determination Rate and Justify (max. 70 words)</p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input checked="" type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>Students have not actively participated in program design but research results and students' feedback has been taken into account in design, enactment and evaluation.</p>				
<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>Actions plans for students are tailored to meet their individual circumstances by listening to their responses and issues.</p>				
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>The Program focuses on making connections to support engagement, hearing the students' needs, giving guidance (including curriculum, learning, academic, social, cultural, support, and financial resources) and directing to appropriate specialists.</p>				
<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>The Goodies and various stakeholders in network know the University and daily life environments and cultures and help to get involved with them</p>				
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p>Goodie activities have helped individual students but also affected the social environment by raising the awareness of responsibilities and possibilities to enhance student wellbeing.</p>				
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>Active network cooperation is essential in Goodie guidance model ensuring that the needs of each student are met. The network includes City of Jyväskylä health and social services; public employment services, Finnish student health services; NGOs; internal stakeholders in university; Student union.</p>			

<p>B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>Based on evaluations (see A6.1) students appear satisfied with the operational model. According to feedback from the students (n=59) - 95% of respondents found Goodie guidance useful (got the help needed) - 44% of respondents found Goodies very good in giving new viewpoints to clear up their situation, 35 % found them good Only 2% of respondents did not receive new viewpoints - 98% of respondents experienced that they were heard in their situation -90% found it easy to meet Goodies and found the service easily accessible</p>
<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>Depending the student's situation Goodie guidance enhances their psychological, physical, and social wellbeing and Study ability: 1) The Student will be heard (47% from students have found this most useful) -encourages to participate/act -helps the students to feel good about themselves -helps to analyse the situation and find the solutions 2) directs to specialist (active network cooperation, 18% of students have found this most useful) -the student gets help from the appropriate specialist 3) gives alternatives (35% of students have found this most useful) -the student gets information/means to enhance his/her wellbeing</p>

C. FINAL REFLECTIONS
 (based on the previous description of you good practice)

<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>The success factors identified for Goodie operational model are:</p> <ul style="list-style-type: none"> ● Higher education research ● Active network cooperation (City of Jyväskylä health and social services; public employment services, Finnish student health services; NGOs; internal stakeholders in university; Student union) ● Stakeholder engagement ● Availability of Goodie advisers ● Support provided for Goodies <ul style="list-style-type: none"> ○ training (individual and group guidance) ○ comprehensive package of background material ○ peer support ● Work-counselling ● Consultation: Psychologist of Finnish Student Health Service, Department of Psychology and Department of Special Education ● Co-operation with broad student wellbeing network ● Commitment of Academic study ability course's
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	<p>(HYVY001) experts in fostering all students ability to learn</p> <ul style="list-style-type: none"> • Web-based Student Compass web-based (accessible) • Final year psychology students' support in the model (also serving as a work experience for them).
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Goodie training includes information on learning difficulties and university accessibility policy and promotes the realization of social sustainability. Resources need to be put to annual training. It also requires teachers' commitment and time resources. Developing (e.g., training the advisors), maintaining (e.g., support for advisors, consulting, providing courses) and evaluating the model requires resources and personnel. It also requires persistent work and collaboration with different stakeholders.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>Maintaining relationships with all stakeholders is challenging. Further, evaluating the effectiveness (whether model improves students' wellbeing and success in studies) requires longitudinal studies.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)