GENERAL INFORMATION	
Title	**The Student Compass –guided online interventions promoting students' psychological wellbeing**
Key words	Student wellbeing, anxiety, stress, depression, internet-based interventions, guided self-help interventions
Objectives	Student wellbeing, prevention of problems, development of wellbeing skills to be utilized during studying, in work and future life
Phase of studies *(Choose all phases it applies)*	Access Retain X Graduation X Transition to work-life X
Type of degree *(Choose all degrees it applies)*	Bachelor's X Graduate X Master's X
Level *(Choose all levels it applies)*	International National Institutional X Faculty X Group Individual X
Name of the institution	University of Jyväskylä
Location *(City and country)*	Jyväskylä Finland
Target group/s	All students of the University of Jyväskylä
Stakeholders involved	Department of Psychology, Goodie network (Goodie wellbeing advisors; Personal study plan counselors; Finnish Student health Service; City of Jyväskylä health and social services; Student union; public employment services; NGOs, etc.)
Description of the organisational process	The development of the Student Compass –guided online interventions promoting students' psychological wellbeing was based on good results of online-based interventions and research evidence. The goal was to create new type easy access guidance practice that would help the students to

increase their wellbeing and also to support the work of Goodie wellbeing advisors, who are trained university staff members supporting students' wellbeing. The Student Compass includes online-based coach-guided Acceptance and Commitment Therapy (ACT) program with blended face-to-face and online sessions. The Department of Psychology developed the online program and trained the 4th year students to work as coach in face-to-face meetings and in online exercises.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	Opiskelijan kompassi https://www.jyu.fi/opiskelu/ajankoht/opiskelijan-kompassi-auttaa-jaksamaan-opinnoissa-ja-arjessa (in Finnish) Goodie - support for student welfare https://www.jyu.fi/edu/en/studying/goodie-support-for-student-welfare (in Finnish) Räsänen, P.*, Lappalainen, P., Muotka, J., Tolvanen, A., Lappalainen, R. (2016). An online guided ACT intervention for enhancing the psychological wellbeing of university students: A randomized controlled clinical trial. Behaviour Research and Therapy 78 (2016) 30e42. http://www.sciencedirect.com/science/article/pii/S0005796716300080
A2. TIMEFRAME *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)*	Piloting the Student Compass started in Spring and the research in Autumn 2012. In 2013 the Student Compass was available for all students at JYU (Maturity level: intermediate).
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	Between 2013-2016 there have been 2600 loggings and 231 students have met a coach in face-to-face sessions. A whole student population is around 15 000.
A4. SCALABILITY ("volume") *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)*	Self-guided independently used online program could be easily scaled. Regarding guided online ACT intervention, it is recommendable to organize the coach support in work community or locally.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b)*	Student Compass guided online ACT intervention may be transferred to other universities and be utilized by young adults in general in various communities and societies.

institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)	
A6. ASSESSMENT *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)*	The feedback from the students who participate coach sessions is gathered by online questionnaire (6.1). Participants' satisfaction with the program has been 7.8 (on a scale 1-10). Further, (6.2) Self-evaluation (8 forms) shows that Student Compass increases wellbeing and satisfaction with life. The results were maintained at the 12-month follow-up.The Coaches have found their work meaningful and useful for their professional development. See: Räsänen & al. 2016
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Raimo Lappalainen, professor raimo.i.lappalainen@jyu.fi Panajiota Räsänen, doctoral student panajiota.rasanen@jyu.fi

B. CONTENT EVALUATION CRITERIA

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

B1.1 Self-determination *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☒	*Very well* ☐
(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	The psychology students have actively participated in designing, enactment and evaluation of the Student Compass			

B1.2 Rights *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☒	*Very well* ☐
(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been	There are instructions and training for the Psychology students who work as coaches including Code of Ethics. The clients (students) can send the feedback of the session via email. The experiences are gathered by assessment as well.			

recognised and valued?)	Piloting the English version of Student Compass was executed by a group of international students from various backgrounds in order to gather their views.			
B1.3 Access *Rate and Justify (max. 70 words)* *(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))*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* ☒
	Student Compass is available online anytime for all students at JYU. The Coach guidance sessions are available for students in the beginning of each term. The information of Compass online program and Coach sessions has been spread as effectively as possible.			
B1.4 Equity *Rate and Justify (max. 70 words)* *(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☒	*Very well* ☐
	Student Compass intervention empowers the student to face the challenges, helps to increase their motivation and clarify their goals. Compass is based on fundamental components of being and increases psychological flexibility by emphasizing acceptance, mindfulness, and values-based processes.			
B1.5 Participation *Rate and Justify (max. 70 words)* *(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☒	*Very well* ☐
	Student Compass intervention helps the student to find his/her own motivation and goals, which may increase the engagement in studies and belongingness in community.			
B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	Goodie wellbeing advisors utilize and recommend Student Compass and the online exercises. Student Health Service as well as University Language Center inform students of Compass. The online program is developed together with University IT-services.			

B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	Based on online questionnaires on students who participate Coach sessions, participants have been satisfied with them. Student Compass has found to increase students' wellbeing and life satisfaction with life also some time after the interventions. See A6 and Räsänen & al. 2016
B4. STUDENT WELLBEING *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)*	Student Compass intervention helps students to reduce stress and symptoms of depression, increase wellbeing and satisfaction with life. The results were maintained at the 12-month follow-up. See: Räsänen & al. 2016

<table>
<tr><td colspan="2" align="center">C. FINAL REFLECTIONS
(based on the previous description of you good practice)</td></tr>
<tr><td>Success factors
What are the factors required for the successful implementation? (max. 200 words)</td><td>Student Compass intervention is based on locally and internationally researched Acceptance and Commitment Therapy (ACT) techniques that enhance wellbeing. The online intervention requires IT infrastructure, development and maintenance. In a blended application (online Student Compass supported by the coaches) the training and instructions of coaches are essential components.</td></tr>
<tr><td>Sustainability
What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</td><td>In addition to evidently effective therapy techniques Student Compass is cost-effective, easily accessible for any student anytime and anyplace, it saves time and reduces need to travel.</td></tr>
<tr><td>Challenges
What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</td><td>Challenges faced have been related with the availability of IT services and how to get the students widely informed of Compass.</td></tr>
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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. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)