

Volume 18, No. 2  
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# **ALISS** Quarterly

*Association of Librarians and Information professionals in the Social Sciences*

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Disability history Month resources

From medical to disability history

Disabled People's Archive, Manchester.

Birmingham City University, Accessible LibGuides

Disability Bibliography

## **Environmental Sustainability**

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Aliss – Women's history sites of 2022

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## Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

The issue begins with an update from a recent Aliss show case on **Disability History which took place in November 2022**.

**Philip Milnes-Smith and Nicola Lane** presented on “The surgeon’s box, or the patient’s wound”: from medical to disability history. They covered how the ‘Searching for the Grey Lady’ project at the Royal National Orthopaedic Hospital offers an alternative perspective from many institutional histories which focus on the perspective of the institution. They shared how through their work some of the stories allowed for the possibility that disabled people matter. The importance of the experiences of the disabled is explored further in this issue in their article and you can also look at the project website here

<https://peglegproductions.org/>

### **The work of the Disabled Peoples Archive - Luke Beesley and Ella Clarke**

‘The Disabled People’s Archive, based at Archives+ in Manchester Central Library, is both the largest collection of and about disability politics in Britain, as well as the only collection of its kind managed by an activist group of disabled people – the Greater Manchester Coalition of Disabled People (GMCDP). The multimedia collection includes journals, posters, banners, audio recordings and artworks which, together, tell the story one of Britain’s most important and most forgotten social movements. The GMCDP archive team – comprising staff and activists working in a voluntary capacity – are committed to making this history accessible to disabled people and our allies. Their article provides insight into the aims and work of the organisation.

You can also view their website: <https://disabledpeoplesarchive.com/>

And the slides from the presentation

<https://www.slideshare.net/heatherdawson/accessing-archives-in-a-disablist-world-a-right-to-our-history-means-adapting-our-present>

The third presentation was **Wooring librarians to embrace WCAG 2.1 - Laura Percival and Kip Darling, Birmingham City University** which explored how Birmingham City University’s Library Web Team refreshed their LibGuides and ensured WCAG 2.1 compliance.

View the slides: <https://www.slideshare.net/heatherdawson/wooring-librarans-to-embrace-wcagpptx>.

And read the article in this issue for further insight.

Finally, **Madeline White, Curator of Oral History, British Library** gave a presentation on **Disability Voices: stories of lived experience in the British Library**. During the month she produced a blog posting with links to a personal selection of oral histories relating to disability during the pandemic <https://blogs.bl.uk/sound-and-vision/2022/11/exploring-disability-during-the-covid-19-pandemic-through-oral-history.html>.

These make for an insightful read into lived experiences.

**The issue also includes a write up of the presentation on environmental sustainability by Steve Parton and Elizabeth Lafferty which was delivered at our summer 2022 showcase event and discusses how Keele University Libraries are supporting the University's sustainability mission through collaboration.**

The slides can be viewed on our website: <https://alissnet.com/libraries-and-information-services-promoting-environmental-sustainability-a-showcase-of-good-practice-and-ideas/>

Finally the issue concludes with our round up of the best new and interesting sites for women's history which we discovered in 2022!

Keep up to date twitter channel [http://twitter.com/aliss\\_info](http://twitter.com/aliss_info) and by subscribing to our free electronic mailing list LIS\_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>

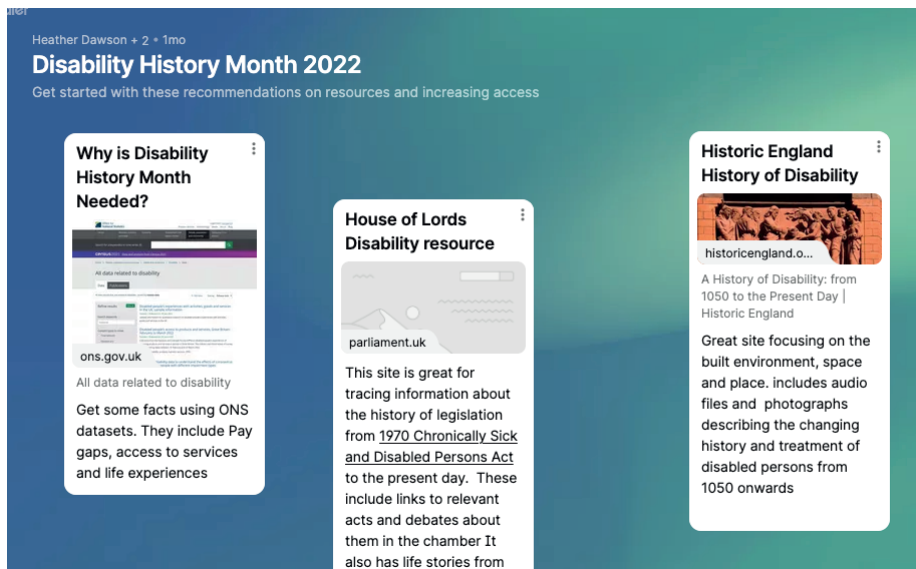
We hope you enjoy the issue.

Heather Dawson.  
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## Disability Month Resources from ALISS

During disability history month we created a Padlet to collect useful resources to support disability research. You can view it at:

[https://padlet.com/h\\_dawson/6yvyc2h3fasmdgkm](https://padlet.com/h_dawson/6yvyc2h3fasmdgkm)



### Why is Disability History Month Needed?

Look at the latest statistics from the UK Office for National Statistics

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/datalist>

and get some facts using ONS datasets. They include pay gaps and inequalities of access to services and life experiences experienced by disabled people.

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/datalist>

### **House of Lords Disability resource**

This site is great for tracing information about the history of legislation from 1970 Chronically Sick and Disabled Persons Act to the present day. These include links to relevant acts and debates about them in parliament. It also has life stories from disabled members.

Free leaflets and guides can be downloaded.

<https://www.parliament.uk/business/news/2022/november-2022/disability-history-month-at-the-house-of-lords/>

### **Historic England History of Disability**

Great site focusing on the built environment, space and place. It includes audio files and photographs describing the changing history and treatment of disabled persons from 1050 onwards:

<https://www.parliament.uk/business/news/2022/november-2022/disability-history-month-at-the-house-of-lords/>

You can find out more about legislative history by looking at the Alf Morris and the Chronically Sick and Disabled Persons Act 1970 website. This great online exhibition from LSE Archives marks the passing of a pioneering piece of social legislation called the Chronically Sick and Disabled Persons Act and includes insight into the process behind the passing of the law:

<https://www.lse.ac.uk/library/whats-on/a-modern-magna-carta>

### **Disability history - The National Archives research guide**

Includes guides to tracing records in official and government records.

Also The National Archives podcasts on disability and war in the 20th century, the Paralympics and mental health in the 19th century.

<https://historicengland.org.uk/research/inclusive-heritage/disability-history/about-the-project/>

### **Modern Records Centre sources for Disability History**

The Modern Records Centre holds nationally important archives relating to welfare, health-care and employment. These include material relating to advocacy, treatment and attitudes towards disabilities during the 20th Century. This guide links to key archives from trade unions, campaign groups, government institutions and individuals

[https://warwick.ac.uk/services/library/mrc/research\\_guides/disability/](https://warwick.ac.uk/services/library/mrc/research_guides/disability/)

### **British Library Oral History**

Access materials which include Disability Voices which explores cerebral palsy, disability athletics, education, hearing loss and polio. The interviews come from a number of important collections, including Speaking for Ourselves: an Oral History of People with Cerebral Palsy, Unheard Voices: interviews with deafened people and Oral Histories of Disabled People's Experience of Education.



How Was School? is a resource for schools produced by the Alliance for Inclusive Education (ALLFIE) and is based on interviews from the project Oral Histories of Disabled People's Experience of Education.

<https://www.bl.uk/collection-guides/oral-histories-of-personal-and-mental-health-and-disability>

### **Rewind Leonard Cheshire.**

includes oral history interviews with current Leonard Cheshire service users, staff and volunteers, recorded by Rewind volunteers. Also included are interviews recorded in the 1990s with people who worked or volunteered in the early days of the Cheshire Foundation, giving an insight into how the charity began.

<https://rewind.leonardcheshire.org/>

### **National Disability Arts Collection and Archive**

The Disability Arts Movement began in the late 1970s and continues today. It involved a group of disabled people and their allies who broke down barriers, It is based at Buckinghamshire New University. Its website has information on the history of the movement and artists involved. It includes some online digital resources such as films and images.

<https://the-ndaca.org/about/>

### **The Disabled People's Archive**

Disabled People's Archive is run by Greater Manchester Coalition of Disabled People with the support of Archives+ which is part of Manchester Central Library.

Great online posters images here:

<https://disabledpeoplesarchive.com/in-the-archive/ephemera/>

### **Bethlem Museum of the Mind**

Looks at the provision for mental healthcare in different periods of history.

<https://museumofthemind.org.uk/>

it includes an online museum visit plus digitised Minute Books (some require subscription) which date from 1557

<https://archives.museumofthemind.org.uk/BCB.htm>

Bethlem museum was recently involved in Change Minds, an interactive archive research project where participants researched and responded to the life of patients in Victorian Bethlem.

<https://changeminds.org.uk/>

### **Inclusive Terminology Project**

Great site managed by Carissa Chew which has resources and guidance on non-discriminatory language for cultural heritage professionals. It includes a section under development for disability and mental health.

<https://collectionstrust.org.uk/resource/inclusive-terminology-project/>

**Disability Archive University of Leeds**

Established by Professor Colin Barnes to provide disabled people, students and scholars with an interest in this and related fields, access to the writings of those disability activists, writers and allies. includes full text documents. Most published before 2016.

<https://disability-studies.leeds.ac.uk/library/>

**Disability Studies Quarterly (DSQ)**

The journal of the Society for Disability Studies (SDS). It is a multidisciplinary and international journal of interest to social scientists, scholars in the humanities, disability rights advocates, creative writers, and others concerned with the issues of people with disabilities.

<https://dsq-sds.org/>

## **“The surgeon’s box, or the patient’s wound”: from medical to disability history**

*Nicola Lane and Philip Milnes-Smith RMARA*

Very often when the story of a hospital is told, the focus is on the institution and its medical staff (particularly surgeons), and not on other hospital staff (e.g. porters, cleaners, catering staff, nurses, pathologists, etc), and very much not the patients. Of course, patient confidentiality is of absolute importance. However, as the patients’ experiences have often not been valued, it can make it difficult to tell their story. In an orthopaedic hospital setting, those patients have very often been those with disabilities, and that means the diminishment and erasure of disability voices, which we know to have been under-represented in heritage more generally. For many non-disabled people, in an ableist society, a spell in hospital is something they are all too willing to forget as a period of no longer having the privilege of their normative bodyminds.

At the ALISS online showcase for Disability History Month in November 2022, we were grateful for the opportunity to speak about our project at the Royal National Orthopaedic Hospital<sup>1</sup>. Unusually, this is a patient-led project, with Nicola’s experience of amputation meaning she has long been a patient at the RNOH’s Prosthetic Rehabilitation Unit at Stanmore.

### **Why ‘patient-led’ matters**

As prosthetics and orthotics need to be changed, repaired, and adjusted over a lifetime, the relationship with the institution might be quite different from what a non-disabled hospital user might expect:

“staff and clinicians become as important as work, family and friends”

“I remember every detail, every nurse, physiotherapist, prosthetist, and every doctor from my 20 years at Roehampton Limb Fitting Centre, and my 33 plus years at the Prosthetic Rehabilitation Unit (PRU) at the RNOH.”

Even the buildings where Nicola has received care and treatment may be cherished as “the site of so much meaning in my experience of limb loss”. Rational institutional decisions made about the future of a working hospital’s building stock can result in demolitions experienced as a painful bereavement. This has already happened once to Nicola, with the rebuilding of Queen Mary’s, Roehampton:

“I could not possibly imagine that these workshops, fitting rooms, walking school and reception areas, the entire site and culture of Queen Mary’s... would totally disappear. The old hospital site was developed as luxury flats and houses, the workshops demolished, and a new hospital built nearby.”

“The total disappearance of Roehampton’s Limb Fitting Centre was not only an erasure of my personal history, but also the erasure of the technicians’ history, culture and knowledge. I was told that most of the tools and objects from the workshops were thrown into skips...

[E]rasure of the history contributes to the widespread lack of understanding about the fabrication and complexities of prosthetics -which continue to require traditional materials

<sup>1</sup> The project website is <https://peglegproductions.org/>

like plaster and a variety of craft skills, as well as computer technology, to accommodate the infinite variables of the human body.”

The fear of a repeat at Stanmore has prompted this project.

Although Nicola notes that the 'Roehampton Collection' of prosthetics was acquired by the Science Museum she is disturbed by what they become when they are taken out of their context:

“in museum collections these prosthetic limbs are experienced as objects of curiosity, as relics from a more barbarous age.

The public perception is that modern technology has ‘solved’ the painful subject of limb loss. ‘Bionic’, high-tech, shiny prosthetic limbs are now the acceptable face of limb loss.”

Curators might be in a position to credit the manufacturer, but not the ultimate user or the fitter’s skill and craft. They might also see (and attempt to convey to visitors through display) a continuum of progress, at odds with what Nicola herself describes:

“My ‘fitters’ Mr. Bradford and Mr. Garnish, together with workshop technicians, worked with me over many months in the fitting room to craft a comfortable ‘Patellar Tendon Bearing’ prosthetic limb –the very latest innovation in 1968 (and a system that I continue to wear). Their skills and interaction with my needs determined my mobility and comfort, enabled by a relationship developed over time, and through the process of trial and error.

Mr Bradford suggested I participate in research undertaken by the ‘Boffins’ as they were called. I remember standing with my leg in a machine designed to take a cast without the involvement of the human hand. The prosthetists stood against the wall with their arms folded and said nothing. The casts that resulted were unusable. Even then I wondered why there was no research into the prosthetists’ artisan skills, when the results of the machine were so inferior to theirs.”

Moreover, the patient’s experience might challenge an official institutional perspective on whose stories matter.

“There was a strict hierarchy. The technicians wore brown overalls, doctors wore white coats, consultants wore pinstripe suits. The ‘fitters’ in their brown coats were on the lower rungs of the status ladder.

I never understood their low status, as it contradicted my personal experience.”

## **The Searching for the Grey Lady project**

In the run-up to the hospital’s centenary at Stanmore in 2022, the project has also explored what came before on the site – Mary Wardell’s isolation convalescent home for those with Scarlet Fever and its wartime instantiation as an auxiliary hospital treating wounded servicemen. Mary Wardell has no such surviving archive (e.g. correspondence, albums, diaries).

To date, no image of her has been identified. Her institution did not outlive her and has no known surviving archive (no minute books, no ledgers, no annual reports), so telling the story means careful archaeology of public records and published works – and the patient experience was not often included. One patient who did describe his experience at the Convalescent home deemed Mary Wardell “a sort of Father Damien”, a priest who had served the residents of what was then called a ‘leper colony’ on Hawai’i, where he eventually contracted Hansen’s disease (as leprosy is now called). Although scarlet fever was not fully analogous, inasmuch as those who recovered could leave, this patient described himself as a “scarlatinal exile”.

At the other end of the hospital site it has so far proved impossible to recover the disabled patient experience of a pioneering example of accessible (step-free) architecture from the 1930s, initially created as a technical school for what were then termed “Crippled Boys”. Its opening was celebrated as “a significant extension of the hospital idea that the care for the disabled include not only their physical compensation... but the provision of training for a craft”. The complex was open for this purpose only briefly before World War 2 and struggled to reopen afterwards in an era of austerity, so the number of boys who benefited was small and we have not yet been lucky enough to meet any of them. The British Medical Journal article about the opening noted that the boys were producing their own stencilled magazine – “The Trainee”, described as a “remarkable production”. As you might expect by now, we don’t have a copy. Other leisure pursuits included sports, a debating society, amateur dramatics, and the Scouts<sup>2</sup>, which had already enjoyed a decade-long history at the Stanmore site before a medical superintendent was quoted in 1938 as saying that “no orthopaedic hospital is complete without a Scout Group.”

it is not too late to imagine that disabled people and their heritage matter. To update and broaden a passage by the RNOH’s long-standing scoutmaster:

“[A disabled person] is as much a citizen of our country as any [other]... We must... get on with the job to the best of our ability, increasing the scope of our work by every means in our power.”

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<sup>2</sup> Thanks to Sally Webb (Heritage Research and Engagement Co-ordinator for the Scouts) who has shared with us a number of 1930s articles supplementing what was publicly available online.

## **Stewarding Our Past, Adapting Our Present: The Disabled People's Archive, Manchester.**

*Luke Beesley & Ella Clarke*

### **Background and Aims**

The Disabled People's Archive began in 2006 as a collection of journals, minutes and organisational papers, banners, cultural artefacts, and oral history resources related to the disabled people's movement. Initially collected and housed by the Greater Manchester Coalition of Disabled People (GMCDP) – a democratic, grassroots, and disabled-person led activist organisation – the project's ethos is that those with a stake in preserving the movement's history should make the decisions about its organisation, presentation, access, and promotion. A steering team made up of disabled activists, movement historians, and depositors was set up to manage the project and encourage other disabled people's organisations (DPOs) (or surviving members of activist groups that have folded) to deposit historically important items with us.

This outreach element of the work was successful, and the archive is now easily the largest collection relating to disability politics in Britain. In 2019, GMCDP and Manchester Archives+ (formerly the County Record Office) made a successful funding bid to the Wellcome Foundation. This funding allowed the collection to be housed at Archives+'s facilities at Manchester Central Library, and for a small team to be employed by GMCDP to catalogue, promote, and perform access adaptations to items in the collection: all, still, under guidance and direction from the steering team and GMCDP's elected officers.

### **Access Strategy**

Making our material and services as workers in the archive accessible to disabled people whatever their impairment is not only an aspiration, but a basic demand of our organisation's membership. GMCDP's constitution states that disabled people share a social situation, and therefore a stake in each other's struggles for equality and liberation. This includes a right to access the history of their shared movement wherever it is made available. Our access and adaptation policy is based on the principle of Universal Design, a term we borrow from architecture. Under Universal Design, each element of our work is designed to be accessible to people with as large a variety of impairment types as possible, and to be adaptable to address other access needs with (hopefully) minimal fuss. By building a heritage resources which is accessible to all disabled people, we believe we will be able to facilitate a collective reflection on social and political history in Britain which also contributes to understandings of other histories of oppression and inequality – including the legacies of racism, imperialism, sexism, and hetero-sexism.

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<sup>1</sup> Both authors are employed by Greater Manchester Coalition of Disabled People as project workers on the Disabled People's Archive

We are, of course, limited to some degree by factors outside of our control - including the extra barriers erected to disabled people's social participation by the current economic crisis and the reverberations of government responses to the Covid pandemic, and by our comparatively sparse resources. These obstacles require, first and foremost, a coherent and multi-dimensional access strategy which makes the best use of our resources, and addresses emerging access issues at the earliest opportunity.

The first, and most important, plank in our access strategy is a rigorous co-design and co-production process, involving a variety of actual and potential users of the collection. The archive's strategies, including its access strategy, are produced jointly by the staff team, steering group, and GMCDP officers – who, between them, have extensive experience of access adaptations and direct experience of barriers which frustrate disabled people's social participation. Feeding into this co-design process are a variety of consultation streams with other users. We work closely with GMCDP's young people's project to understand what young disabled people require from a movement archive – including the ways they would wish objects to be made available and relevant to the social movements and contemporary issues which affect them most. We are also in regular correspondence with disabled researchers who access items from our collections, identifying access challenges for them early and ways for our practice to support their projects. One of the things that has become apparent through these conversations is that the way access should be organised has as much to do with why someone wants to view an item and their previous archive use, as with any impairment-related barrier. For someone with some historical knowledge of the movement and experience of using library systems; items can be adapted within standard cataloguing systems. For researchers without this experience, and particularly those who've been subjected to segregated schooling, finding aids must be adapted for them to access the material they are looking for. As time goes on, more of our material becomes available, and we reach out to other communities of disabled people; we hope to formalise these correspondence into regular co-production and consultation fora. All adaptations made by the staff team are reported to, and scrutinised by, GMCDP officers to ensure they meet the organisation's standards.

The second element of our adaptation strategy is collaborative work with our partners at Archive+ to make the archive search space as accessible as possible. Viewing and search rooms, in general, are designed for the easy retrieval and presentation of items, rather than for the many needs of humans who may wish to use those items. Our host library thankfully already has several important accessibility features – including level access to the building, lifts, accessible toilets, and a level-access tram station nearby. Through our work with Archives+ management, we have been able to identify and adapt to a number of further challenges for disabled people using the archive search room (such as aids to adjust lighting and document height, seating more appropriate for wheelchair users to transfer to, and allowances for aids and equipment to be brought into the search room). Adaptations relating to the structure of the building itself, however, understandably take a longer time, and our partners are investigating how archive services in other countries adapt to further access challenges. We are incredibly grateful to them for this work, and for their openness to working collaboratively on these issues.

The third strand of our access strategy is a multi-format digitisation process, designed to address multiple access needs by altering the forms and locations in which items can be presented. The benefits of digitisation to the heritage sector are well known; a well-organised digital collection reduces the costs associated with research, promotes a greater level of public engagement, and allows a user-friendly way for people who would not usually visit archives to access materials which interest them. These benefits are especially relevant to disabled people; who tend to have lower incomes, less access to bricks-and-mortar cultural resources, and who may face barriers to using traditional archives. Standard forms of digitisation (photographs and scans hosted on a website), however, are often unusable for people with sight impairments or learning difficulties, and can pose difficulties for older people and those who do not have regular internet access (amongst whom disabled people are overrepresented). To get around some of these difficulties, each item we digitise is made available in a variety of formats. These include screen-reader accessible PDFs (with amended character recognition, alt-text for pictures, and adjusted reading order), plain text and large print Word documents, and translations into easier-to-read formats designed to be usable to people with learning difficulties or certain forms of neurodiversity. Audio-visual items, such as recordings of protest songs, poetry, or speeches, are digitised with captions, transcriptions, and descriptions of background music – as well as Sign Language translation where resources allow. A toolkit for developing accessible digital items has been designed by the project, and is being shared with colleagues who manage other collections relevant to disabled people's history. Our digitisation strategy is, to the best of our knowledge, the first of its kind in the heritage sector, and guarantees users reliable access to the items in our collection regardless of their impairment type or location. We consider this an important step in making social history more democratic, as well as a contribution to making the heritage sector more accessible to disabled people.

## Conclusion

Despite being relatively new on the archive 'scene', and having a very different management structure to many other services, we see the Disabled People's Archive as rooted in a rich historical tradition of oppressed people recording and preserving their liberation struggles. From the local libraries of trade unions and socialist parties in 19th century Europe, through the black community archives and feminist talking newspaper and book collectives of 20th century Britain, those involved in social movements have always understood that the way their history is preserved must mirror the needs of their movements and the communities they live in. Neither self-organised archives, nor adapting material to be more inclusive, are anything new. Unlike those earlier projects, however, the technology available today allows us to adapt materials and processes much more easily and cheaply (for us and our users) than ever before, and supports different activist-archivists to share skills and knowledge across the world instantaneously. We hope that the impact of these developments for disabled people are clear: important parts of our history are now available for any disabled person, in a format that is likely to be comfortable for them to read. For us, it's important that the skills and insights which allow people to take ownership over their history in this way are not restricted to disability collections and services.



After all, disabled people are also black or LGBTQ+ people, Bristolians or Glaswegians, football fans or Dickens enthusiasts. There is no good reason, therefore, that their access to libraries or the heritage sector should only be addressed when it's their history as disabled people that is under discussion, rather than the interests they share with everyone or anyone else.

## **Wooring Librarians to Embrace WCAG (Wuh-cag)**

*Laura Percival, Systems, Discovery & Access Librarian and member of the library Web Team, Birmingham City University.*

23 September 2018 saw the introduction of Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018, which builds on the Equality Act 2010 (Gov.uk, 2022). This makes it regulation that websites and mobile apps comply with the Web Content Accessibility Guidelines 2.1. (WCAG 2.1.).

This means that your website and any associated mobile apps must be perceivable, operable, understandable, and robust (W3C, 2018). Your content should be easily understood, visually, audibly, or by touch, and content should be flexible enough to transform into different mediums (WebAIM, 2022a). Users should be able to navigate your website using different input methods, for example using a keyboard instead of a mouse (Talamantes, 2021). Pages should state what language they are written in (at minimum) and ideally contain an explanation of jargon or technical terms, as well as being consistent with terminology, navigation and control (MDN, 2022). Your website should not contain errors in the code, so that it can be read by assistive technologies and work across a range of browsers and devices (Blue Atlas, 2022).

### **Accessibility review**

Within Library and Learning Resources at Birmingham City University (BCU), we publish a lot of content to the web. Our main website is designed to meet accessibility requirements by the university's corporate marketing team, including the testing for WCAG 2.1. compliance. This website is our central information hub, aimed at the wider library user population. The library Web Team is a small working group whose responsibility is to update this content and obtain user feedback to inform new developments. We keep up to date with accessibility guidelines and testing tools.

In addition, library staff from across the service publish their own content to the web using Springshare's LibGuides platform. This is generally subject-specific content designed to promote resources and supplement teaching. For many years, these guides have been built from the ground-up by individuals, with limited technical/design support or template content. With over 100 LibGuides and more than 30 content contributors, the Web Team became conscious that this content was highly likely to not be meeting WCAG 2.1. standards. A sample audit of guides using the WAVE web accessibility evaluation tool (WebAIM, 2022b) showed that our fears were founded, with widespread contrast errors, missing alt text, misuse of headers, and more. Although we published an accessibility statement online covering all our Springshare interfaces, we felt it was time to make improvements.

## Accessibility training

Our primary goal was to make LibGuides content accessible. With too many pages for the Web Team to review and fix, and with the future in mind, the second goal became to educate our content creators. We wanted all content contributors to be aware of their responsibilities and improve their digital skills by learning how use web accessibility tools to test for problems, and developing the skills and confidence to fix errors.

Rather than reinventing the wheel, we designed a training package using Springshare's brilliant Accessibility for Libguides training video (Springshare, 2022). We created a Sway presentation that mirrored the video chapters and included examples of good/bad practice from within BCU LibGuides, as well as embedded quizzes to test learning. Owing to the legal requirement for compliance, senior management agreed to take a heavy-handed approach; the training was mandatory, and a tricky multiple-choice quiz at the end required 100% pass rate. Without completing this in the four-week allotted timeframe, content contributors would lose their LibGuides editing privileges. We offered online drop-in sessions to support using WAVE and the other web accessibility tools introduced in the Springshare training, as well as both online and in-person workshops to address specific accessibility problems. Despite it being the beginning of the busy Autumn Term, the majority of colleagues engaged with the training and we had a near-perfect pass rate.

## Embracing WCAG

Colleagues were given a couple of months after training to get their LibGuides ready for an audit. The Web Team supported any questions; common themes around scrolling gallery content and how to avoid use of layout tables prompted us to create some template content and written guidance. The review helped staff think critically about their content, particularly when publishing long walls of text, or using pictures or diagrams containing written words which are unreadable to many users.

During the audit process, the Web Team and a small team of trained Library Advisors tested each page using WAVE and input the results on a Microsoft Form. Every accessibility error and "alert" which we considered to be problematic was logged. We also noted where guides make heavy use of tabbed boxes, which are not the easiest for screen reader software or keyboard users to navigate. As the guides were generally passing the WAVE test for errors, we fixed the few remaining errors ourselves. This has meant that our LibGuides get a passing grade for the key WCAG 2.1. guidelines, with only a small amount of work remaining to optimise content. Most issues can be fixed by staff from within the LibGuides editor, however there are some elements (such as empty links) which require exploring the HTML. We don't expect everyone to be familiar with this, therefore it is important to continue supporting our colleagues as they embrace WCAG.

## The future

We learned so much during this process, not least about how we approach the creation of content across our interfaces and the consistency of design and user experience. We learned that our whole library team will face challenges head-on, and be willing to do whatever it takes to ensure our users get a great experience. This is not a one-and-done process, however. Regular training, reviewing content, and creating new guidelines will be key to ensure compliance and improvement. With that in mind, the Web Team has divided into two groups, one focusing on the main website, and another focusing on LibGuides development. They will work together under an umbrella approach to content development, but have dedicated time to concentrate on their own areas.

Another thing we learned is that we can make things easier for ourselves by developing templates and CSS for LibGuides that allow staff to create inherently accessible content. Not only will this help staff with their page structure and design, but it will also make the content more perceivable on any device and give the user a consistent experience as they navigate their way through the myriad of different library platforms.

Finally, as we collectively embrace WCAG 2.1., it is important to remember that accessibility is a rapidly evolving field. WCAG 2.2. is on the way, and we are more ready than ever.

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## **Disability, Higher Education, Teaching and Learning Bibliography October – December 2022**

### **Teaching and Learning.**

Corcoran, T; Whitburn, B.; Knight, E. (2022)

*Inherent requirements in higher education: locating You in Us.*

*Perspectives: Policy & practice in higher education. 26 (2), 69-75.*

**Abstract:** Enrolments of students with disabilities in higher education have increased steadily over recent decades. Yet, conjecture about the application of inherent requirements, which can prevent students in some circumstances from entering professions of their choosing, endure. This paper offers those connected to higher education three points to enhance their thinking about inherent requirements. These involve (i) foregrounding ethics in matters of integrity; (ii) orienting differently to disability, and (iii) questioning qualification to employment guarantees.

Recommendations for practice are then made. The paper concludes that inclusive education can no longer be measured on enrolment quantifiers alone – how higher education providers create opportunity for all learners to study and transition to employment must surely follow. Rather than perpetuating homogeneity upon the world of education and work, higher education can utilise inherent requirements to increase social justice and equity.

Darnell, W (2022)

An exploration of instructors' accommodation discourse on the first day of class.

*Teaching in higher education. 27 (5) 648-662. DOI:*

*10.1080/13562517.2020.1729723.*

**Abstract:** Globally, invisible disabilities are among the most commonly reported types of disabilities among college students. International data suggest that students with disabilities in higher education are often reluctant to disclose their disability status in order to access accommodations and academic support from their institutions. Few studies have examined institutional disclosure processes that contribute to student's non-disclosure decisions. The first day of class is an opportune time for instructors to invite students to disclose their accommodation eligibility. Guided by the multiple goals theoretical framework, 30 first-day-of-class videos from a large, public university in the United States, were collected and analysed. The findings suggest that when instructors talk about accommodations for students with disabilities on the first day of class, they largely prioritize the students' task goals (e.g. completing documentation and assignments) and often avoid discussing the unique relational and identity needs of students with invisible disabilities. The implications of these findings are discussed.

Provide a level of support that attracts students with disabilities to campus.

*Disability compliance for higher education. 27 (10), 2-12.*

Wright State University officials worked to create an inclusive culture even before Section 504 and the Americans with Disabilities Act became law. Tom Webb, ADA/504 Coordinator and Director of the Office of Disability Services, shared how his office provides extensive support to students.

Darroch, M. and Dickinson, J (2022,12,16)

*How to take strategic action to deliver equality of opportunity for Disabled students*

<https://wonkhe.com/blogs/how-to-take-strategic-action-to-deliver-equality-of-opportunity-for-disabled-students/>

**Abstract:** Endless reports have promised progress on access failures for Disabled students – but how much difference has been made? Meg Darroch and Jim Dickinson take some regulatory ideas for a spin

Eblen-Zayas, M; Burson, K.; McDermott, D (2022)

**Course modifications to promote student mental health and move toward universal design for learning.**

*Physics teacher, 60 (8), 628-631, DOI: 10.1119/5.0051626*

**Abstract:** In response to widespread concerns about student mental health, a growing movement in higher education is focused on fostering student well-being as an important element of student success. Thriving college students experience a level of psychological well-being that contributes to their persistence toward graduation and allows them to gain maximum benefit from their time in college. Student well-being is also important for its own sake. In the fall of 2019, 41.1% of undergraduates reported experiencing moderate or severe psychological distress and 76.5% reported experiencing moderate or severe stress in the past 12 months. Some students experiencing psychological distress receive a formal diagnosis of anxiety, depression, or other mental health conditions that may require accommodations to ensure equitable access to courses. Although disability resource centres work with instructors to develop accommodations, instructors can also proactively take steps to design their courses in a manner that promotes student well-being and is inclusive of students with mental health conditions. The universal design for learning (UDL) framework, an approach based on educational research in the learning sciences, can guide the development of flexible learning environments that are supportive of and accessible to all learners. Here we outline three course modifications that can promote student mental health and provide initial steps toward UDL in physics courses. [ABSTRACT FROM AUTHOR]

**Identity and disclosure.**

*Disability compliance for higher education.*

*27 (11), 6-7. DOI: 10.1002/dhe.31297.*

It is always good to build rapport with students. We want to help them, and to do that we want to get to know them. We may think that a student has arrived at the Disability Services Office because they have a disability, but is that how they see it? We should find out how a student views their disability identity rather than assume.

de Bie, Alise. (2022)

Respectfully distrusting 'Students as Partners' practice in higher education: applying a Mad politics of partnership.

*Teaching in higher education*. 27 ( 6) 717-737.

DOI: 10.1080/13562517.2020.1736023.

**Abstract:** As a Mad person affiliated with Mad/psychiatric survivor/disability movements, participating in pedagogical partnerships over the past four years has been confusing and ethically fraught. Through engagement with the scholarship on Students as Partners (SaP) practice in higher education, the emerging discipline of Mad(ness) Studies, and my own experiences as a 'partner' on various projects, this paper seeks to synthesize a Mad politics of student-staff partnership in the academy. These politics are explored through four themes: (1) Equity? Attention to power dynamics and resulting trauma; (2) Interpersonal concord and consensus? Anger, conflict and collective action; (3) Mutual collaboration? Independence and survivor-led/controlled initiatives; (4) Inclusion? Partnership barriers and possibilities for Mad/disabled students. I end by proposing a politics of respectful distrust as Mad Studies and Mad/disabled people further explore opportunities for coalition-building and alliance with SaP colleagues.

Murphy, M; Dowell, J; Smith, D (2022).

Factors associated with declaration of disability in medical students and junior doctors, and the association of declared disability with academic performance: observational study using data from the UK Medical Education Database, 2002–2018 (UKMED54)

*BMJ Open* 12, (4)

**Abstract:** Objectives To examine factors associated with declaration of disability by medical students and doctors, and the association of declared disability with academic performance.

**Design:** Observational study using record-linked data collected between 2002 and 2018.

**Setting:** UK Medical Education Database is a repository of data relating to training of medical students and doctors. Disability and other data are record-linked.

**Participants:** All students starting at a UK medical school between 2002 and 2018 (n=135 930).

**Conclusions:** Substantial increases in declaration of SLD may reflect changes in the social and legal environment during the period of the study. Those who declare SLD are just as likely to gain a primary medical qualification as those who do not. For some individuals, disability declaration appears to depend on context, based on differences in numbers declaring SLD before, during and after medical school.

Shpigelman, C; Mor, S; Sachs,D; Schreuer, N. (2022)

Supporting the development of students with disabilities in higher education: access, stigma, identity, and power.

*Studies in higher education*. 47 (9), 1776-1791.

DOI: 10.1080/03075079.2021.1960303.

**Abstract:** Over the years, the evolution of student development theories has paved the way to include diverse students, including students with disabilities (SWD). Still, student development theories are yet to employ a view of disability as a social category and an identity.

To fill this gap, the current study applies the three waves of student development theories and critical disability theory to analyse and understand how SWD perceive and experience disability support centres (DSCs), and the contribution they attribute to DSCs for their development and success in higher education and afterward. Twenty-one SWD were interviewed. The findings demonstrate the tension between policies of embracing and denying disability as a 'difference' and an identity in higher education. The findings also link SWD's challenges in the campus to lack of access, stigma, and the impact of power dynamics. Furthermore, the findings highlight the role of DSCs in supporting the processes of disability identification among SWD as individuals and as a group. The study emphasizes the need to strive for holistic and inclusive change in higher education policy and practice. The study may contribute to deepening understanding of the significant role of academic DSCs for the entire stakeholders in higher education and policymakers worldwide. [ABSTRACT FROM AUTHOR]

**Study shows most students with disabilities did not inform college.**

*Disability compliance for higher education. 28 (1), 9-9. DOI: 10.1002/dhe.31335.*

**Abstract:** The High School Longitudinal Study of 2009, conducted by the United States Department of Education's National Center for Education Statistics, surveyed 23,000 students who were 9th graders in 2009, collecting data from them from 2009 to 2016. Among those who reported having a disability at some point in the study, many did not report having a disability on surveys they completed while in college. But among those who had a disability while in college, the majority did not disclose their disability to the college (see graph below). [ABSTRACT FROM AUTHOR]

## **Assistive technology/ online learning**

Lomellini, A.; Lowenthal, P.; Snelson, C.; Trespalacios, J. (2022)

*Higher education leaders' perspectives of accessible and inclusive online learning.*

*Distance Education 43(4), 574-595.*

**Abstract:** Online learning can potentially meet increasingly diverse students' needs in higher education, including disabled students. However, institutions have historically struggled in providing accessible and inclusive online learning. Higher education online learning leaders, those who manage instructional designers, are in a unique position to help institutions strategize and create accessible and inclusive online courses. In this qualitative study, we interviewed nine higher education online learning leaders to understand leaders' perceptions about how institutions provide accessible and inclusive online learning. Results demonstrated that despite varying conceptualizations of accessibility and inclusivity, online learning leaders perceive an insufficient but growing emphasis in higher education. Overall, participants described instructional designers as the most knowledgeable and skilled in this area. Participants described a lack of agency for instructional design teams and a need to advocate for buy-in from senior leadership. They also described strategies (e.g., faculty development, quality standards, and accessibility checkers) to support faculty. [ABSTRACT FROM AUTHOR]



Melian, E, Meneses, J (2022)

Getting ahead in the online university: Disclosure experiences of students with apparent and hidden disabilities,

*International journal of educational research*, 114(101991)

<https://doi.org/10.1016/j.ijer.2022.101991>.

**Abstract:** Disabled students must communicate their condition to the university to access accommodations, but many do not disclose or do so late. We explored identity management and disclosure decisions in a sample of 34 students from a Spanish open university through email interviews. Results show that these students carefully assess disclosing their disability due to the emotional risks involved and that the administrative process poses an obstacle. Students with apparent disabilities (i.e., physical and sensory) emphasize self-sufficiency and normalization of their presence, while students with hidden disabilities (i.e., mental disorders and learning challenges) focus on avoiding stigma and increasing credibility. Online universities should acknowledge the distinct needs derived from the different types of disabilities, provide personalized support, and facilitate disclosure procedures.

## Mental Health

Anderson, A.; Phillips, A.; Brenner, M. (2022)

Meeting them where they are: online LIS students and mental health supports.

*Library quarterly*, 92 (4), 379-387, DOI: 10.1086/721396

**Abstract:** Within a number of fields, research on mental health support available for graduate students is scant. Research on mental health support among online students is even more limited. Mental health within library and information science (LIS) has been discussed largely outside of the scholarly realm via webinars, mental health zines, and Twitter chats. As the majority of students pursuing a master's degree in LIS (MLIS) go through online programs, student awareness of and access to mental health support through their university is unknown. Through content analysis, this original study explores the online resources for mental health counselling and support readily available for MLIS students in American Library Association-accredited programs. [ABSTRACT FROM AUTHOR]

Angstmann, J; Frischmeyer, S, Kazeck, T (2022)

Reductions in student self-reported perceived stress after a one-hour campus farm tour.

*College student journal*, 56 (3), 205-220

**Abstract:** Students report using negative or non-effective behaviours to cope with personal, social, and academic stress that differ from mental health professional recommendations to meditate, exercise, and journal. Although the benefits of active and passive interactions with nature to reduce stress have been extensively documented, green spaces are underutilized. This study explores the role of campus farms as greenspaces that can be leveraged for both learning and stress reduction through passive, short-term course activities. Researchers quantified the impact of a one-hour campus farm tour on six metrics of self-reported perceived stress in 85 undergraduate and graduate students through pre and post-tour surveys.

There was a significant reduction in all metrics from pre-to-post farm tour in the fall semester ( $p < 0.0001$ ), but not the spring semester ( $p > 0.05$ ). Students reported significantly greater panic and nervous energy prior to the fall tour than the spring ( $P < 0.05$ ) and spring tours showed less decrease in agitation, impatience, and irritability ( $p > 0.05$ ). Mediating effects of pre-tour and post-tour stress are hypothesized to be academic level and weather, respectively. Even required, passive engagement with campus green spaces, such as campus farms, can mitigate student stress however, bodily comfort and weather may mitigate the impact of greenspace interactions on stress. [ABSTRACT FROM AUTHOR]

Cheema, S; et al (2022)

Factors associated with perceived stress in Middle Eastern university students.

*Journal of American college health*, 7 (8), 2462-2469, DOI: 10.1080/07448481.2020.1865979

**Abstract:** Objective: University students face high levels of stress-related factors, such as an unfamiliar environment, challenging workload, and uncertainty about their ability to succeed. Participants: A total of 370 students in Qatar who consented to participate between February 2017 and February 2018. Methods: This cross-sectional study assessed perceived stress [using a validated 4-point perceived stress scale (PSS-4)], as well as diet, exercise, body mass index, sleep, and life satisfaction. Results: Among students aged 18–39 (mean =  $20.1 \pm 3.0$  years), PSS-4 scores varied between 0 and 16 (mean =  $7.4 \pm 3.4$ ). Elevated stress was significantly associated with female sex, country of origin, residing off-campus, eating when bored, lack of self-discipline, disturbed sleep, and low levels of life satisfaction. Furthermore, students with PSS-4 scores above the median level were 2.3 times likelier to report difficulty concentrating on academic work. Conclusion: Elevated stress levels are present in university students in Qatar. Strengthening coping skills may improve health and academic performance. [ABSTRACT FROM AUTHOR]

Haiven, M (2022)

An "anxiety epidemic" in the financialized university: Critical questions and unexpected resistance.

*Cultural politics* 18 (2), 1-22. DOI: 10.1215/17432197-9716239.

**Abstract:** Financialization is transforming social subjects and institutions, including the university. This article explores overlooked links between the financialization of public postsecondary education on both sides of the North Atlantic and the ongoing "anxiety epidemic" among students (and, indeed, staff). The article argues that the "anxious university" represents a unique space to study the economic, political, social, and cultural impact of the rise in power and influence of the financial sector. By unravelling the complex sociological dimensions of the anxiety epidemic, we offer a vantage on the emergence of new forms and platforms of struggle within, against, and beyond financialization.

Biber, D.; Melton, B; Czech, D (2022)

The impact of COVID-19 on college anxiety, optimism, gratitude, and course satisfaction. *Journal of American college health*. 70 (7), 1947-1952. epub DOI: 10.1080/07448481.2020.1842424.

**Abstract:** Objective to examine the relationship between college student anxiety, optimism, gratitude, and perception of the Physical Activity and Lifestyle program (PAL) instructional response/effectiveness following COVID-19. **Participants:** Data were collected from a south-eastern, midsize university (n = 1640) during April 2020. **Methods:** Participants responded to a Web-based survey that included mental health factors (optimism, gratitude, anxiety) and perceptions of COVID-19 academic response. **Results:** The results of this study revealed a significant, negative relationship between anxiety and optimism ( $r = .36$ ), gratitude ( $r = -.12$ ), and perceived instruction following COVID-19 ( $r = -.11$ ). There were statistically significant differences in perceived PAL instructional response/effectiveness following COVID-19 between anxiety classification, with severely anxious students expressing lower instructional response to COVID-19 when compared to moderately or mildly anxious students, [ $F(2,1516) = 10.60, p < .001$ ]. **Conclusions:** The results inform educators on the importance of effective education and coping strategies following online transition during a pandemic.

Billings, K (2022)

How cultural capital shapes mental health care seeking in college.

Sociological perspectives.

65 (4), 637-660. DOI: 10.1177/07311214211042856.

**Abstract:** First-generation and working-class undergraduates not only experience mental health problems at higher rates than their more affluent peers but are also less likely to seek treatment. We administered a mixed-methods survey to undergraduates at two institutions to investigate the relationship between cultural capital and mental health decision-making. Using two measures of cultural capital, we find that students with high cultural capital are more likely to seek mental health treatment than those with limited cultural capital. Additionally, analysis of our qualitative results reveals that while students with limited cultural capital make treatment decisions through a collectivistic lens (considering other people's needs and opinions), those with high cultural capital tend to view treatment decisions through an individualistic lens (considering their own needs and opinions). These lenses capture both the barriers and facilitators to mental health care that students cite to explain their decision-making. Understanding how cultural capital shapes orientations to mental health care is necessary to facilitate help-seeking for students from all social class backgrounds.

Broton, K.; Mohebbi, M.; Lingo, M. (2022)

Basic needs insecurity and mental health: community college students' dual challenges and use of social support.

*Community college review*. 50(4), 456-482. 27. DOI: 10.1177/00915521221111460.

**Abstract:** The objective of this study is to examine the potential co-occurrence of basic needs insecurity and mental health problems among community college students. These barriers to student success are gaining significant attention from college leaders and scholars, but they are often addressed in isolation, ignoring the potential reinforcing nature of these challenges.

**Method:** We use data from a national survey of community college students to examine the relationship between experiences of basic needs insecurity and mental health problems, and investigate the support systems that students rely on for help. **Results:** Findings indicate that students who experience basic needs insecurity are substantively and significantly more likely than their materially secure peers to report depression, anxiety, and suicidal ideation, planning, or attempt, even after accounting for background characteristics. Those with both food and housing insecurities are even more likely to report mental health problems and the likelihood is positively associated with severity of material hardship. Given limited institutional supports, students often rely on friends or family for emotional and mental support. Receipt of social support is higher among those with mental health challenges, but it also varies by students' basic needs security status. This suggests that students facing the dual challenges of basic needs insecurity and mental health problems may have exhausted this important social resource.

Caporale-Berkowitz, N. (2022)

Let's teach peer support skills to all college students: here's how and why.

*Journal of American college health*. 70(7) 1921-1925. DOI:

10.1080/07448481.2020.1841775.

**Abstract:** The mental health of students at U.S. colleges and universities is rapidly deteriorating, and our counselling infrastructure struggles to meet rising demand. Given this reality, colleges must supplement reactive counselling services with preventive, campus-wide initiatives targeting root causes of distress, including loneliness and lack of social support. One promising innovation would be to provide basic training on listening and helping skills to all students so they can take turns reciprocally supporting each other. Self-disclosure and providing support both have strong mental health benefits. This would also increase social connection, which is likely to improve academics and retention. This paper reviews the benefits and limitations of teaching peer support skills to a large volume of students, which may enable colleges to deliver the social and emotional aspects of education that are critical to health and academics, yet often sorely missing.

Carrard, V; Bourquin, C.; Berney, S.; Schlegel, K.; Gaume, J.; Bart,

P.; Preisig, M.; Schmid Mast, M.; Berney, A. (2022)

The relationship between medical students' empathy, mental health, and burnout: A cross-sectional study.

*Medical teacher*. 44 (12), 1392-1399.

DOI: 10.1080/0142159X.2022.2098708.

**Abstract:** To investigate how medical students' empathy is related to their mental health and burnout. This cross-sectional study included 886 medical students from curriculum years 1–6. The cognitive, affective, and behavioural dimensions of empathy were measured with self-report questionnaires and an emotion recognition test. Regressions were used to test the relationship between the empathy dimensions, depressive symptoms, anxiety, and burnout as well as the influence of curriculum year and gender. Cognitive and behavioural empathy were significantly related to less mental health issues and burnout, whereas affective empathy was related to more mental health issues and burnout.

Students in later curriculum years reported less mental health issues and burnout than students in earlier years, whereas no systematic difference could be observed for empathy. Female students reported more mental health issues and burnout as well as higher empathy, except for behavioural empathy for which male students scored higher. The cognitive, affective, and behavioural dimensions of empathy were differently related to the mental health and burnout of medical students. Students presenting mental health issues or burnout might have more difficulty to adapt their behaviour in social situations and keep a certain distance when taking others' perspective. [ABSTRACT FROM AUTHOR]

Danowitz, A; Beddoes, K (2022)

Mental health in engineering education: Identifying population and intersectional variation. *IEEE transactions on education*. 65 (3)257-266.

DOI: 10.1109/TE.2022.3182626.

**Abstract:** **Contribution:** Screening rates for engineering students for several major and moderate mental health issues are reported, including unspecified psychological distress as captured by the Kessler 6 screening instrument; screening rates for depressive, anxiety, and eating disorders as measured by the patient health questionnaire (PHQ); and screening rates for post-traumatic stress disorder (PTSD) as measured by the primary care post-traumatic stress disorder (PC-PTSD) instrument. This work also explores how mental health issues affect different student demographic groups within engineering. **Background:** Anecdotal evidence has long suggested that stress and certain mental health issues are particularly acute in the field of Engineering, and some recent research has shown elevated rates of mental health issues at different institutions around the country. This article presents the results of a previously validated mental health survey conducted with first- and second-year students at eight universities. **Intended Outcomes:** A better understanding of which mental health issues affect engineering students as a population, and an understanding of what mental health disparities exist among different demographics in engineering. This information is intended to allow engineering programs, student groups, and other stakeholders to better target mental health resources for all engineering students. **Application Design:** This work combines several widely used population-scale mental health diagnostic tools into a single comprehensive survey instrument that was deployed to first- and second-year engineering students at eight universities nationwide. **Findings:** This study finds that 50% of respondents screening positive for a major mental health condition—including depression, anxiety, PTSD, an eating disorder, or major psychological distress—while only 16% of respondents report having ever received a diagnosis for a mental health condition.

Daniel, K.; Szkody, E; Aggarwal, P; Peterman, A.; Washburn, J; Selby, E. (2022)

Characterizing changes in mental health-related outcomes for health service psychology graduate students during the first year of the COVID-19 pandemic.

*Journal of clinical psychology*, 78(11) 2281-2298,

DOI: 10.1002/jclp.23392

**Abstract:** **Objectives:** Health service psychology (HSP) graduate students experienced adverse mental health outcomes during COVID-19. However, little is known about how mental health outcomes changed in this population after the onset of COVID-19.

**Methods:** N = 496 HSP graduate students reported onset or worsening of mental health outcomes, inability to access mental health care, worry about COVID-19, and stress at two different timepoints during the first year of the COVID-19 outbreak (timepoint 1: May 1 to June 25, 2020; timepoint 2: September 2 to October 17, 2020). This study tested whether mental health outcomes improved, worsened, or stayed stable during this timeframe. The study also examined whether rising COVID-19 case rates in the state where a participant lived moderated changes in mental health outcomes. **Results:** Overall, HSP graduate students endorsed adverse mental health outcomes at a higher rate during the first survey relative to the second survey. Even still, 62.68% of students reported worsened mental health symptoms, 49.84% reported worsened sleep, and 23.92% reported increased alcohol and substance use in the 2 months leading up to the second survey. **Conclusion:** HSP programs should monitor graduate students' evolving mental health, provide wellness resources, and adopt flexible approaches to support graduate students navigating training during periods of immense disruption. [ABSTRACT FROM AUTHOR]

Dark-Freudeman, A; Jones, C; Terry, C (2022)

Mindfulness, anxiety, and perceived stress in university students:

Comparing a mindfulness-based intervention (MBI) against active and traditional control conditions.

*Journal of American college health.* 70 (7), 2116-2125. DOI:

10.1080/07448481.2020.1845180.

**Abstract:** **Objectives:** University students experience heightened levels of stress and are seeking mental health services with increasing frequency. Mindfulness-based interventions (MBIs) may be an effective resource for managing stress. The present study examined the effectiveness of an MBI in reducing stress, anxiety, and rumination compared to active and traditional control conditions. **Methods:** Undergraduate students at a southeastern university participated in either a 4-week MBI, active control, or traditional control condition. Measures were collected pre- and post-intervention. **Results:** Overall the MBI had a significant impact on perceived stress over and above both traditional and active control conditions. The MBI also had a significant impact on trait mindfulness and anxiety compared to the traditional control condition. No significant differences were observed for rumination.

**Conclusions:** The MBI significantly impacted trait mindfulness, perceived stress, and state anxiety. MBIs may be a useful approach to successfully alleviating stress in a highly stressed population.

Efficacy of contact intervention videos on college students' intentions toward mental health help-seeking.

*Journal of American college health.* 70 (7), 2033-2041. DOI:

10.1080/07448481.2020.1842417.

**Abstract:** **Objective:** Untreated mental health (MH) concerns have significant implications for college students. This study examined the efficacy of a video contact intervention targeting students' intentions to seek counseling. **Participants:** One-hundred and sixty-three college students (Mage = 21.05, SD = 2.20) from a Mid-Atlantic university participated. The sample was predominantly female (74%).

**Method:** Students were randomly assigned to view a student-targeted contact video (ie, clips from college students who share their mental health experiences), a MH comparison contact video, or a non-MH comparison video. Intentions to seek counseling and psychological distress were measured pretest and post-test. **Results:** Intentions to seek counseling significantly increased from pretest to post-test in the student-targeted contact video condition ( $F[1, 156] = 22.75, p < .001, \text{partial } \eta^2 = .13$ ), but not in the comparison conditions. Further, this effect was only observed among participants who reported preexisting psychological distress ( $F[1, 153] = 28.00, p < .001, \text{partial } \eta^2 = .16$ ). **Conclusions:** This study provides initial support for the utility of a student-targeted contact intervention video for increasing help-seeking intentions among those reporting current psychological distress.

Eschmann, R; Gryder, R; Connaught, G; Zhao, X; Jeon, S; Gonzales, E (2022)

**Context matters: Differential effects of discrimination by environmental context on depressive symptoms among college students of color.**

*Clinical social work journal.* 50 (3), 242-255. DOI: 10.1007/s10615-021-00792-1.

**Abstract:** Experiences with more subtle racism – which have been called microaggressions – have a host of negative effects on health, mental health, educational performance, and general well-being on people of colour. In this study we draw on a longitudinal dataset of Black, Latinx, and Asian students in higher education and use the micro-aggression framework to distinguish between the types of reported subtle experiences with discrimination, including (1) classroom-based, or perceived discrimination or discomfort in the classroom; (2) micro-assaults, or verbal assaults; (3) discomfort, or perceived discomfort on campus because of race, (4) criminality, which refers to both being stopped by University police and (5) refusal to acknowledge intra-racial differences, which here describes experiences with interracial microaggressions. Our findings explore (1) the differential effects of different types of microaggressions on symptoms of depression (2) intergroup differences in effects of microaggressions on depression and (3) the differential effects of different types of microaggressions over time.

Holyoke, L.; Schiffelbein, K; Bryant, E; Derrick, J. (2022)

**Exploring the transforming nature of a mindfulness course.**

*Journal of further & higher education,* 46 (7), 884-897, DOI: 10.1080/0309877X.2021.2020221

**Abstract:** Increasing pressure and demands on students in higher education to perform and succeed has contributed to unprecedented levels of student stress, leading to poor academic performance and mental health. Universities are positioned to take proactive measures by creating environments that support student learning and minimise anxiety, such as incorporating mindfulness concepts. Previous research on mindfulness practice shows potential to benefit healthy people in the general population, yet few studies consider the environment in structured student experiences of learning mindfulness in higher education. In this qualitative research study, we explored the learning experiences of 58 students enrolled in a university mindfulness and well-being course, as to what factors they felt contributed most to their learning experience. Using thematic data analysis (Clarke & Braun, 2016) from weekly student responses to 3–5 qualitative questions, we generated themes from students' course experiences that determined the establishment of a conducive learning environment.

These experiential themes fit together as an archetype, a model we titled 'Mindful University-Student Learning Community' containing three sequential categories: 1) creating a safe learning environment; 2) transitional state; and 3) a community of mindful individuals. Our findings indicate that universities can implement mindful teaching practices that help to foster a conducive learning environment, supporting students' psychological well-being and successful engagement with academic materials.

**The impact of adverse childhood experiences and recent life events on anxiety and quality of life in university students.**

*Higher education (00181560) 84 (1), 211-224, DOI: 10.1007/s10734-021-00774-9*

**Abstract:** Adverse childhood experiences (ACEs) have been repeatedly associated with a wide range of physical and mental health issues. Research has indicated high levels of anxiety and depression among university students, and a few studies have documented the relationship between ACEs and anxiety in the university student population. This study surveyed first year students at a university located in the most ethnically diverse district in England, with the second highest poverty rate. Eight hundred and fifty-eight responded; a response rate of 12%. The survey included questions about adverse childhood events, recent life stressors, current deprivation, quality of life, positive physical health and positive mental health, and used the Generalized Anxiety Disorder Scale, a standardised measure. Thirty-seven percent of the responding students met the diagnosis for generalised anxiety disorder. In a multivariate multiple regression model, life stressors and childhood adversities were significantly associated with higher levels of anxiety and lower levels of physical and mental health. Only childhood adversities significantly predicted lower levels of quality of life. The findings highlight the importance of considering adverse childhood experiences in enhancing the wellbeing of the student population. Given the demographics of the student population at the University of East London, the high rates of ACEs and anxiety are likely to partially reflect poverty and racism. The implications of the findings for trauma-informed policies and practices in universities are discussed.

Jackson, A; Colson-Fearon, B; Versey, H. S (2022)  
**Managing intersectional invisibility and hypervisibility during the transition to college among first-generation women of colour.**

*Psychology of women quarterly, 46(3) 354-371,*  
*DOI: 10.1177/03616843221106087*

**Abstract:** In the current study, we examined the transition to college for first-generation women of colour. Previous studies of first-year college experiences among groups with minoritized statuses have primarily focused on first-generation students or students of colour separately, with little consideration of women within these groups generally, and first-generation women of colour specifically. Drawing from work in Black feminist scholarship, we explored the transition to college from the perspective of first-generation women of colour college students, examining the resources, strengths, and challenges experienced during this transition. Fourteen self-identified first-generation women of colour students participated in semi-structured interviews. Respondents were asked a series of open-ended questions about their first-year college experiences, including family dynamics, social support, and mental health. Using thematic analysis, we identified five major themes—Identity, Imposter Phenomenon, Mixed Formal Support, Complicated Family Support, and Friendship, Social, and Emotional Support.



Our findings suggest that first-generation women of colour college students encounter unique challenges that warrant further investigation. Furthermore, we recommend structural programming (e.g., diversity initiatives), university policies (e.g., need-blind admissions), and increased faculty and staff diversity as strategies that will benefit all students and provide support for first-generation women of colour college students.

Knettel, B.; Cherenack, E.; Friis, E (2022)

Examining causal attributions for depression, alcohol use disorder, and schizophrenia in a diverse sample of international students at U.S. universities.

*Journal of American college health*. 70 (7), 2176-2183. DOI: 10.1080/07448481.2020.1846046.

**Abstract Objectives:** International students face increased vulnerability for mental health challenges, but underutilize counseling compared to their domestic peers. We examined beliefs regarding the causes of mental illness, known as attributions, which may impact treatment-seeking and stigma. **Participants:** Surveys were collected from 680 international students at U.S. universities. **Methods:** We sent invitations to a computer-based survey disseminated via international student email lists. The survey explored mental health attributions for depression, alcohol use disorder, and schizophrenia. **Results:** Attributions differed significantly by disorder. Depression and alcohol use were attributed to social stress and perceived as controllable and influenced by personal weakness and lifestyle choices. Schizophrenia was often attributed to hereditary/biological causes. Differences also emerged based on the participants' acculturation, region of origin, and religiosity. **Conclusions:** Attributions influence perceptions of mental illness and may lead to stigma. Providers should incorporate discussions of attribution in student outreach and counselling to address potential impacts on care-seeking.

Jones-White, D, Soria, K.; Tower, E.; Horner, O. (2022).

Factors associated with anxiety and depression among U.S. doctoral students: Evidence from the gradSERU survey.

*Journal of American college health*, 70(8) 2433-2444, DOI: 10.1080/07448481.2020.1865975

**Abstract: Objective:** This study examined whether program climate factors, stressors, demographic, and institutional variables were associated with doctoral students' clinically significant generalized anxiety disorder and major depressive disorder symptoms. **Participants:** This study examined doctoral students' responses from the gradSERU survey, which was administered at five U.S. public research universities in 2017–2018 (n = 2,582). **Methods:** This study utilized confirmatory factor analysis and binary logistic regression. **Results:** Sense of belonging reduced doctoral students' odds of clinically significant anxiety and depression symptoms, while academic stressors, relationships stressors, and financial stressors increased such odds. There were no differences in the odds of clinically significant symptoms based on students' academic program. Students identifying as heterosexual or straight had significantly reduced odds of clinically significant symptoms for both disorders than lesbian, gay, bisexual, or questioning students. **Conclusions:** The results can aid institutional stakeholders in developing interventions that may be associated with the wellness of their students. [ABSTRACT FROM AUTHOR]

Lakeman, R; Coutts, R; Hutchinson, M;  
 Massey, D; Nasrawi, D; Fielden, J; Lee, M (2022)  
 Stress, distress, disorder and coping: the impact of anonymous  
 student evaluation of teaching on the health of higher education teachers.  
*Assessment & evaluation in higher education*. 47 (8), 1489-1500.  
 DOI: 10.1080/02602938.2022.2060936.

**Abstract:** Anonymous student evaluation of teaching (SET) is a universal practice in higher education. We conducted a mixed-methods approach to investigate the nature and impact of anonymous SET commentary in the Australian higher education sector. Respondents shared a range of detailed SET exemplars, which revealed the extent of hurtful, defamatory and abusive commentary made by students. This paper reports the self-perceived impact of these on the health and wellbeing of academics. The majority of respondents reported that anonymous narrative comments contributed to workplace stress. There were no significant differences for gender. Younger academics were more likely to report the process of SET as stressful. Four themes were identified from the narrative responses: stress, distress, disorder and coping. These themes highlight the mental distress and impacts on well-being from repeated exposure to uncivil commentary made in SET by students. This distress was exacerbated by the failure of many employing universities to take substantial action to remedy or limit exposure to uncivil behaviour. The current system of anonymous SET has little validity and instead may operate as a vehicle for unfettered incivility directed towards teaching staff. The mental health impacts are significant for some and may impact the recruitment, retention and renewal of academic teaching staff into the future. [ABSTRACT FROM AUTHOR]

Lancaster, E. L. (2022)  
 Mental Health: And University Music Students Part 2.  
*American music teacher*. 71 (6), 14-17.

**Abstract:** The article presents the studies about the mental health of university students and the effects of the COVID-19 pandemic on the mental health of college students, particularly music students. One study analyses the published articles on mental health and well-being of college students from 1975 to 2020. Also cited are the study showing that 71% of students showed increased stress and anxiety due to the pandemic, and a research on the mental health of music major students.

Lischer, S; Safi, N; Dickson, C. (2022)  
 Remote learning and students' mental health during the Covid-19 pandemic:  
 A mixed-method enquiry.  
*Prospects* 51(4) 589-599, DOI: 10.1007/s11125-020-09530-w

**Abstract:** The disruption caused by Covid-19 in the educational sector may last longer than originally predicted. To better understand the current situation, this article analyses the mental health status of university students during the pandemic and investigates the learning conditions needed to support students. The sample included 557 undergraduate students who took part in an online survey. Overall, the students reported coping well during lockdown but indicated that lecturers were challenged by distance teaching, which created some stress for the students. [ABSTRACT FROM AUTHOR]

Long, C.(2022). Education support professionals often first to see student mental health struggles

*NEA Today. Aug 2022,1-1*

**Abstract:** The article analyses how educational support professionals (ESP) have unique role in student's lives. Topics discussed include an excerpt from Dr. Lori Desautels' upcoming book "Intentional Neuroplasticity, Our Educational Journey Towards Post Traumatic Growth," discussed who could be a ESP which could include a bus drivers, food service professionals, and custodian who can see behaviour of students outside classroom and how ESP's can help students overcome behavioural concerns.

Masuyama, A;

Sugawara, D; Karawekpanyawong, N; Juntasopeepun, P;

Likhitsathian, S; Reznik, A; Isralowitz, R. Japan and Thailand: a Cross national comparison of COVID 19 impact on university student health and well-being.

*Journal of loss & trauma. 2022, 27( 8), 779-782.DOI:*

*10.1080/15325024.2021.1999063.*

Morris, B. L.; Short, M; Bridges, D;

Crichton, M; Velandar, F; Rush, E; Iffland, B; Duncombe, R. (2022)

Responding to student mental health challenges during and post-COVID-19.

*Social work education. 41 (8), 1821-1838.*

*DOI: 10.1080/02615479.2021.1962271.*

**Abstract:** During the COVID-19 pandemic, educators around the globe seek to understand how to support students whose academic performance is impacted by mental health challenges. This article presents a co-operative inquiry undertaken by colleagues in Canada and Australia, responding to the question; what insights can the existing Carleton University framework of reflective questions offer to educators responding to student mental health challenges in social work education during the COVID-19 pandemic? The risks and complexities of attending to student mental health needs are illustrated by a pandemic-informed case study that extends the framework into this unique context and illustrates the importance of respecting learning requirements, combating discrimination, protecting students' rights, and honouring the professional and legislative mandates of social work within all responses aimed at supporting student mental health resilience during COVID-19. This article acknowledges the limitations of previous practices guiding work with students with mental health needs during any period of crisis or disaster and demonstrates that the Carleton University framework assists in developing improved processes and policy grounded in social work's commitment to social justice and critical reflection. [ABSTRACT FROM AUTHOR]

Rith-Najarian, L.; Chorpita, B.; Gong-Guy, E; Hammons, H.; Chavira, D. (2022)

Feasibility of a web-based program for universal prevention of

anxiety and depression in university students: An open trial.

*Journal of American college 70 (8), 2519-2526,, DOI: 10.1080/07448481.2020.1869749*

**Abstract:** **Objective:** To examine the feasibility of a self-guided, Web-based program for universal prevention of anxiety and depression in university students. **Participants:** University students (n = 651) enrolled in the tested program (March, 2016). **Methods:** The program delivered eight weeks of mental health skills (e.g., behavioural activation, mindfulness).

Data was collected online through an entry survey, weekly check-in surveys, and a post-program feedback survey. **Results:** Campus-wide recruitment emails were the most encountered recruitment strategy (82%). In terms of adherence, the program was initiated by 73% of students and fully completed by 11% of students. There was some evidence of program acceptability (e.g., 71% of students endorsed the program as "useful"). Common qualitative themes further suggested acceptability for some aspects of the program while also highlighting others for revision. **Conclusion:** Findings support further development of the online program and recommendations are made for improving the platform before future testing. [ABSTRACT FROM AUTHOR]

Pilato, K.; Law, M.; Narushima, M; Moore, S.; Hay, J. (2022)

The creation of a mental health policy in higher education.

*Educational policy*, Nov2022, 36( 7),1821-1849,

DOI: 10.1177/08959048211015613

**Abstract:** The mental wellness of university students can be critical for their success. In an attempt to minimize stress for students, many universities have implemented a policy for a fall break with limited evidence to support its intended outcomes. This case study offers a critical appraisal of the formation of the fall break policy at one medium sized comprehensive university using qualitative and quantitative forms of evidence triangulated from (1) University Student Union survey, (2) document analysis and; (3) informant interview. The lack of uniformity on how the fall break is labelled, the timing of the break and its evaluation emerged as design flaws in the creation stage that perhaps, could have been mitigated if faculty and student voices were included in policy creation decisions. [ABSTRACT FROM AUTHOR]

Priestley, M, Hall, A et al (2022)

Student perceptions and proposals for promoting wellbeing through social relationships at university.

*Journal of Further & Higher Education* 46 (9)

1243-1256, DOI: 10.1080/0309877X.2022.2061844

**Abstract:** Whilst existing evidence has demonstrated the imperative of social integration, inclusion, and belonging for student mental health, students often report relational challenges, barriers, and stressors at university. Drawing on thematic analysis of six student co-creation panels conducted during the Student Minds University Mental Health Charter consultations, this paper aims to elucidate student perspectives and proposals for promoting mental health at university by enhancing interpersonal interactions and social relationships. In particular, student panels identified existing challenges and opportunities to address social isolation, conflict, and exclusion in interactions with peers, academic staff, and the local community. The findings of this paper both echo and develop the principles of good practice propounded by the University Mental Health Charter; whilst the implications for university policy in the context of the Covid-19 pandemic are also discussed

Research on the governance of campus bullying and prevention mechanism of students' mental health problem.

*Journal of community Psychology*. 50) 3542-3559. DOI: 10.1002/jcop.22854.

**Abstract:** At present, juvenile campus bullying is seriously threatening their own physical and mental health, campus security and even social security, making social instability factors increase. It is to explore how to reduce and avoid the frequent occurrence of campus bullying and provide effective countermeasures for the governance of campus bullying. The relevant research on the governance of campus bullying and the prevention mechanism of students' mental health problems is conducted from the judicial perspective. The methods of literature survey and questionnaire are employed to investigate and analyze the campus bullying problem governance and the influencing factors of students' mental health. The results show that the causes of campus bullying are not only due to external factors, but also due to internal factors from students themselves. The principle of timely prevention and comprehensive management must be followed in the construction of the multigovernance system of campus bullying. It suggests that there are many factors for the occurrence of campus bullying. Only by finding out the root cause of the problem and taking measures to deal with it can the occurrence of campus bullying be effectively avoided. [ABSTRACT FROM AUTHOR]

Reyes-Portillo, J.; Rette, D.; Weeks, C.; Singh, T.; Mahmud, F.; Tineo (2022)

Online mental health treatment use among college students at-risk for suicide.

*Journal of technology in human services*. 40 (4), 339-356. DOI: 10.1080/15228835.2022.2130503.

**Abstract:** Mental health apps (MHAs) and online interventions have considerable potential for addressing the unmet mental health needs of college students at-risk for suicide. We examined attitudes about MHAs and reported use of online treatment (online interventions and MHAs) among at-risk college students using a diverse sample of 827 students. About 65% of students were inclined to use MHAs, with over a third preferring MHAs to in-person treatment. Despite positive attitudes, actual use of online treatment was low. The full potential of online treatment on college campuses has not been fully realized due to low student awareness and uptake.

Rogojanski J, Zeifman RJ, Antony MM, Walker JR, Monson CM; Mobilizing Minds Research Group. (2022) Evaluation of a decision aid for the treatment of depression among college students

Evaluation of a decision aid for the treatment of depression among college students.

*Journal of American college health*. 70 (6), 1634-1643. DOI: 10.1080/07448481.2020.1817034.

**Abstract:** Objective: Depression, and its treatment, is a concern among college students. Research indicates decision aids (DA) improve patients' treatment knowledge, decision making, and decisional conflict; however, it is unknown whether they are helpful for disseminating depression treatment information to college students. This study evaluated a DA for depression and its impact on college students' knowledge and treatment decision making. **Methods:** College students (N = 144) completed

Rogowska, A.; Zmaczyńska-Witek, B., Olejniczak, P (2022)  
 Depression and workaholism in undergraduates: Examining gender as a  
 moderator.

*Journal of American college health*,  
 70 (8), 2445-2453, DOI: 10.1080/07448481.2020.1865976

**Abstract:** **Introduction:** This study aims to examine the association between depression and workaholism among university students. **Methods:** Participants were 182 undergraduates at a large university in the South of Poland, aged between 20–28 years old (M = 22.17, SD = 1.39), including 102 women (56%). The cross-sectional study used the Beck Depression Inventory (BDI) and the Work Addiction Risk Test (WART). **Results:** This study shows that depression and workaholism levels are significantly lower in Physical Education students than other faculties' students. Gender moderates the relationship between workaholism and depression. Women demonstrate a stronger association between depression and workaholism than men. **Conclusions:** Both physical activity and gender appear to play an essential role in mental health prevention. The result of this study should be considered in therapy and prevention programs at university campuses. [ABSTRACT FROM AUTHOR]

Singh, R; MacDonald, J. E. (2022)  
 Students with mental health (dis)Abilities' storied experiences within distance education.  
*Distance education*, 43 (4), 508-525, DOI:  
 10.1080/01587919.2022.2141609

**Abstract:** Distance education gives a diverse group of social work students access to further education. Research addressing the overall experiences of Canadian distance education social work students is limited, and even more so for distance education social work students with mental health (dis)Abilities. By means of a qualitative research project using narrative inquiry, I listened to the stories of social work students with mental health (dis)Abilities studying online as they each shared points of access and barriers within their distance education. Six study participants from two Canadian universities narrated multifaceted storied experiences of adapting, coping, and navigating through their distance courses and programs, highlighting attitudinal and institutional changes that would be supportive of their learning. Using narrative auto-ethnography, I also integrated my own experiences into the research. Through participants' storied experiences, I conceptualized recommendations for social work distance education programs

Watson, D; Turnpenny, J (2022).  
 Interventions, practices and institutional arrangements for supporting PGR mental health and wellbeing: reviewing effectiveness and addressing barriers.  
*Studies in higher education*. 47 (9), 1957-1979. DOI: 10.1080/03075079.2021.2020744.  
**Abstract:** A significant, if relatively small, body of literature provides a picture of PGR mental health and wellbeing, and key factors influencing this. However, little has been written on interventions, practices and changes to institutional support for PGRs, how these impact on wellbeing, and what factors influence their success. This paper summarises and synthesises research that has evaluated interventions or institutional changes aimed at supporting PGR mental health and wellbeing. A rapid systematic review methodology identified 21 papers, which evaluated interventions or practices to support PGR wellbeing, gathering data from 1066 students, 33 staff members (mainly supervisors) and 11 recent graduates.

The papers included were diverse but limited and therefore did not offer strong evidence for the effectiveness of specific approaches. However, they provided valuable insight, which we conceptualise in a model of approaches to enhancing PGR wellbeing before exploring barriers to implementation of interventions, and recommendations for research, policy and practice. [ABSTRACT FROM AUTHOR]

Young, D.; Carlbring, P; Ng, P.; Chen, Q. (2022)  
**Feasibility of self-guided online cognitive behavioral therapy for university students during COVID-19.**

*Research on social work practice*. 32 (8) 898-911. DOI: 10.1177/10497315221087904.

**Abstract:** **Objective:** This study aimed to test the feasibility and efficacy of a self-guided online cognitive behaviour therapy (iCBT) for university students in Hong Kong during COVID-19. **Method:** One group pre-post-test design with convenient sampling was adopted in this study, involving 84 university students who received a newly developed iCBT within an 8-week intervention period. The iCBT offered eight online modules for students to learn the skills of CBT at home through an online platform which was accessible any time anywhere anonymously with technical support only. Standardized assessment tools were used for outcomes assessment at the pre- and post-intervention periods. **Results:** Three quarters of participants completed all iCBT modules. The results of paired t-tests showed that, after completing the iCBT, participants showed reduction in anxiety, depression, and perceived stress. **Conclusion:** This study provides preliminary evidences to support the feasibility and efficacy of the self-guided iCBT for university students during COVID-19.

## Autism

Shepherd, J (2022)

**Beyond tick-box transitions? Experiences of autistic students moving from special to further education**

*International journal of inclusive education* 26 (9), 878-892

**Abstract:** This paper reports on a qualitative, longitudinal case study conducted in England that explored the transition experiences of autistic students with intellectual disabilities (ID) as they left special school to go to colleges of further education (FE). Sequential interviews with six young people, their parents/carers and educators were developed to address an important knowledge gap in relation to progression to post-16 education for differently abled learners. Transition is theorised through both the lens of the social model of disability and the three typologies of induction, development and becoming. Combining these enables a focus on flexible systems and adaptive environments as well as an openness to the variability of autistic students. While the research found evidence of transition planning, it also identified gaps in critical processes, limited understanding of autistic students' capacity to manage change and normative expectations around independence. Parents reported a largely 'tick-box' approach to transition that was further reflected in a lack of preparation for social transition. The paper highlights responsibilities of institutions to make adaptations to transition processes in order to enable autistic students to better navigate change.

## Dyslexia

Al-Dokhny, A; Bukhamseen, A; Drwish, A (2022)

Influence of assistive technology applications on dyslexic students:

*The case of Saudi Arabia during the COVID-19 pandemic.*

*Education & information technologies. 27 (9,) 12213-12249.*

**Abstract:** In Saudi Arabia, the COVID-19 pandemic forced students with dyslexia to complete their learning through online applications, like their peers without dyslexia. This study explores the influence of assistive technology (AT) on improving the visual perception (VP) and phonological processing (PhP) abilities of students with dyslexia. Three learning applications were used (Google Classroom, Zoom, and Quizlet) as AT platforms. A quantitative approach was adopted based on a quasi-experimental design. Single-subject experimental methods were used to examine the influence of AT on improving students' VP, PhP, and frequency of access (FA). Fourteen students with dyslexia who were selected as participants through purposeful sampling were divided into two experimental groups based on gender. The results showed that AT influenced the VP, PhP, and FA in both experimental groups. Girls scored higher than boys in VP, PhP, and FA, and a positive correlation was found between VP and PhP with AT applications among girls and boys. A simple linear regression analysis showed that a significant and positive relationship exists between FA and the VP and PhP abilities of students with dyslexia through AT applications. [ABSTRACT FROM AUTHOR]



## How Keele University Libraries are supporting the University's sustainability mission through collaboration.

Steve Parton (*Liaison Librarian - Medicine and Health Sciences*)  
Elizabeth Lafferty (*Library Support Services Administrator*)

"Sustainability represents a condition whereby human and natural systems can continue indefinitely in a state of mutual well-being, security and survival." (Jones et al., 2010, p.19)

We often associate the term sustainability with purely environmental aspects; however, it is a broader term as evidenced in the United Nation's Sustainable Development goals below (UN, 2022).



(Source: UN, 2022)

Many Universities, including Keele, are taking sustainability very seriously and are building this into their strategic aims. But how can libraries contribute to wider University aims and embed facets of sustainability into their service?

## **Keele's Sustainability Mission**

Keele University is a leader in the sector on sustainability, named Institution of the Year at the Green Gown Awards, 2021 (EAUC, 2021). The verdant campus acts as a living lab for experiments in renewable energy and green technology and sustainability principles are embedded in the curriculum. Keele is committed to delivering net zero carbon emissions by 2030 (Keele University, 2022a) and last year opened a Low Carbon Energy Generation Park, including two wind turbines and 12,500 solar panels aiming to generate energy on site, through renewable sources (Keele University, 2022b).



(Source: Keele University, 2022b)

## **Keele University Libraries and Sustainability**

The library service operates two libraries and both have extensive opening hours, high energy and water consumption. Library users generate substantial amounts of rubbish and temperature regulation in the buildings can be difficult. Initially, there was also a lack of staff/student awareness about concepts of sustainability.

In 2013, a Library Green Team was established to monitor library practices to make them more sustainable. The team represents the Library within the wider Keele Sustainability Network.

Using sustainability audits, such as the NUS Green Impact Scheme (National Union of Students, 2022) and Keele's Root and Branch Sustainability Benchmark Audit has provided a framework for the team to make improvements across our leadership, procurement, energy use, waste, and recycling (Keele University, 2021).

## Examples of Projects

### Energy Efficient Lighting

In 2014, with the support of Estates, energy efficient lighting was installed in the Campus Library. Lighting was upgraded with efficient luminaires and presence detection controls ensured that lights were only on when needed. As a result, building electricity consumption decreased by 15%.

### Recycling

The Green Team quickly introduced extensive recycling points. Recycling rates massively improved and by 2015 the library was joint top department for recycling on Campus. The library now recycles paper, cardboard, pens, batteries, and plastic products. We recycle snack packets using the Terracycle/KP Crisps Free Recycling Programme (Terracycle, 2022).

In 2016, we introduced a food waste collection in staff areas. Food Waste from the library is collected and sent to an anaerobic digester where it is converted into energy and bio-fertiliser. Approximately 1/3 of a tonne of food waste is recycled per annum.

Since 2017, we have contributed to the Warp It (2022) network to pass on unwanted furniture and equipment. The Campus Library offers "Textbook Rescue," for books that students have donated. Where possible, withdrawn stock is sent to Better World Books (2022) to be reused or recycled.

### Campus Wide Projects

In Spring 2019, Library Staff took part in a Fitness Tracker Challenge competing against other departments to promote health and fitness. We learnt that competition and collaboration can go very well together!

In that same year, Green Team members contributed to a Himalayan Balsam eradication event in the University Grounds, organised by Keele Estates.

Every spring we participate in Keele's Green Festival, promoting events and encouraging the use of our buildings to host activities such as vegetable pickling and mindfulness workshops.

### Charity work

We support a range of charities, addressing the reduction of inequality and deprivation in the UN Sustainability goals (UN, 2022). Every year we run an "In lieu of Christmas cards" appeal where individuals can donate to charity and fill out a single online card for all staff. In 2021, we raised £185 for Endometriosis-UK. In early 2022, the team organised a Winter Clothing Bank Collection, which we took to a local homeless shelter.

## **Building Bridges**

Collaboration with other colleagues and departments across the University is crucial to our success as a group and we work closely with members of the Environment and Sustainable Steering Group, chaired by the Deputy Vice Chancellor.

Senior Management 'buy in' is fundamental. Our head of Department is supportive of the Green Team's mission and has been instrumental in developing a strategy for Sustainability for Information and Digital Services (IDS) which ties into the University's wider aims. Green Team activities are reported to the Senior Executive Group with sustainability often an agenda item at meetings within IDS.

Each year we work with students who are trained as auditors for the Root and Branch Benchmark. We actively promote relevant student events and activities such as hosting a hygiene bank (launched by a Nursing student) at our Library sites.

## **Communication – Getting the Message Across**

We are always trying to find new ways to reach out and spread the word about sustainability and what we do.

Green Team activities are featured in university wide newsletters and departmental bulletins. We raise awareness of sustainability issues by organising Library events such as a "Halloween Meat Free Buffet" and a Fairtrade pancake sale.

## **Recognition**

We have worked hard and we are pleased to see that it has been recognised:

- NUS Green Impact - Gold Accreditation for 2014/2015.
- 2016 - NUS Green Impact Excellence Project Award for our Food Waste Project
- 2021/22 - Keele Root and Branch Sustainability Benchmark Award - Gold award
- Finalist in Green Gown Awards for the 2030 Climate Action category (EAUC, 2022).

## **What have we learned?**

Keele's approach of devolved responsibility, embedding sustainability across the University, gives everyone a shared purpose and motivation to cooperate. (Keele University, 2018)

Senior Management "buy in" is important for resourcing, support and participation and it helps us to gain recognition across the University.

There are numerous examples where we have offered support to others in the University, such as advising another Sustainability representative on how to set up a food waste collection. This has helped increase good will and means that we can rely on colleagues for their support and guidance in return.

Effective communication is also important and technology, when used well, can encourage collaboration and sharing of ideas. The Green Team use Microsoft Teams to collaborate, utilising the Whiteboard and action planner features to manage projects. Social Media is a powerful way to communicate initiatives and encourage participation.

## **Challenges we have faced**

It can be hard to engage staff and students in activities even within our department.

One of our sites is a dual NHS/Keele Library service which can be problematic. For example, the NHS Trust own the building and do not have a contractor to support a Food Waste Collection.

There are lots of pockets of good practice across Keele, but colleagues don't always share what they do. Additionally, if key collaborators leave their post, it can leave a void which takes time to fill. Not everyone in Keele's Sustainability Network has the numbers that our Green Team have. Often it is a lone "champion" in a department, making it hard for them to collaborate with us.

## **Plans for the Future**

We are excited about the future of the Green Team and since 2020, we have broadened our membership to include colleagues from IT. This has widened our approach and is now leading us into new areas including how we can make our IT services more environmentally sustainable (EAUC, 2022).

We aim to support the University's zero carbon 2030 target. We are developing a zero-carbon roadmap as part of IDS' Sustainability Strategy and have already made progress in decarbonising IT services.

We plan to revisit recycling initiatives within all IDS buildings, and we are excited to explore further collaboration with Keele's Sustainability Network and our student body.

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## Our Favourite women's history sites of 2022

To mark the end of 2022 ALISS committee members created an advent calendar of favourite women's history websites and resources created or enhanced in 2022.

Here are our choices!

### Sisters doing it for themselves

The Women's Voluntary and Community Sector (WVCS) grew out of the Women's Liberation Movement (WLM) which celebrated its 50th anniversary in 2020. This site includes oral history recordings of current and past leaders. Covering their organisations lives and tips.

Participants include: Ranjit Kaur - Activist & Campaigner

Professor Liz Kelly - Child and Woman Abuse Studies, LMU

Pragna Patel - Southall Black Sisters

Mary-Ann Stephenson - Women's Budget Group

Dr Akima Thomas OBE - Women and Girls Network

LSE Digital library recordings

[https://lse-atom.arkivum.net/uklse-as1sd01001Women's Resource Centre \(wrc.org.uk\)](https://lse-atom.arkivum.net/uklse-as1sd01001Women's Resource Centre (wrc.org.uk))

<https://www.wrc.org.uk/past-projects-sisters-doing-it-for-themselves>

### Transnational Journeys: An archival exploration of feminist posters that transcend borders at the Feminist Library

A great online exhibition which provides digital images of a number of international feminist posters. Some entries also consider how the posters entered the archive

<http://feministlibrary.co.uk/transnational-journeys-an-archival-exploration-of-feminist-posters-that-transcend-borders-at-the-feminist-library/>

<http://feministlibrary.co.uk/transnational-journeys-an-archival-exploration-of-feminist-posters-that-transcend-borders-at-the-feminist-library/>

Millicent Garrett Fawcett: Selected writings Edited by Melissa Terras and Elizabeth Crawford.

Great free open access book from UCL Press with major works from famous suffragist.

<https://www.uclpress.co.uk/products/161046>

View the Book launch video and discussion on researching the book via the University of Edinburgh website

[https://media.ed.ac.uk/media/Book+launchA+Millicent+Garrett+FawcettA+Selected+Writings/1\\_oe48cwbv/117665912](https://media.ed.ac.uk/media/Book+launchA+Millicent+Garrett+FawcettA+Selected+Writings/1_oe48cwbv/117665912)

[https://media.ed.ac.uk/media/Book+launchA+Millicent+Garrett+FawcettA+Selected+Writings/1\\_oe48cwbv/117665912](https://media.ed.ac.uk/media/Book+launchA+Millicent+Garrett+FawcettA+Selected+Writings/1_oe48cwbv/117665912)

### Woman with a Movie Camera

BFI player provides free access to a growing collection of films by women documentary and film makers. Explore them at

<https://player.bfi.org.uk/free/collection/woman-with-a-movie-camera>



## **Women Listening to Women- an oral history of the Bristol Crisis Centre for Women**

Interviews with 22 former volunteers and staff members from Bristol Crisis Service for Women and Self Injury Support. Listen to a short clip from each interview, hear the full interview or read the transcript

<https://www.womenlisteningtowomen.org.uk/voices.html>

## **Eleanor Rathbone: Leading the Charge for Change**

Great new website which celebrates the 150th anniversary of the birth of the great women's rights and social reformer Eleanor Rathbone. It provides a showcase for information and digitized resources from the Rathbone Papers held at the University of Liverpool Special Collections and Archives. It covers her biography and family life; her struggle for women's suffrage in Liverpool, her work as an MP and the fight to obtain family allowances.

<https://eleanorrathbone.omeka.net/>

## **Liberating histories. Women's Movement Magazines, Media Activism & Periodical Pedagogies**

Great new project site based at Northumbria University and partnered with the Women's Library at the LSE which explores feminist magazines from the beginning of the Women's Liberation Movement in 1968 to the present day. It will be developing class resources for teachers, linking to digital archives. It is also aiming to develop digital oral histories from consumers of women's magazines such as Spare Rib and Shocking pink. Just added great oral histories from readers

<https://liberatinghistories.org/>

## **Greenham Common Everywhere digitised archive**

View photos digitised papers , a pamphlets, and listen to oral history accounts from the history of the Greenham Common peace camp women who protested against nuclear bases in the 1980s. Made available by LSE Library where the archival materials are stored.

<https://greenhamwomeneverywhere.co.uk/portfolio-items/womens-library-london-school-of-economics-archive/>

## **UK Vote 100**

Revisit this website (which was originally set up to celebrate the centenary of women's enfranchisement) to see recent biographies of historic women MPs written by the House of Commons Hansard Writing Team. Recent examples include Conservative MPs Sheila Faith (1928-2014) and Angela Rumbold (1932-2010). Entries have links to maiden speeches and obituaries.

<https://ukvote100.org/>

## **The Pill**

A online history of the contraceptive from Europeana. Includes coverage from earliest times with images of products taken from Europe's leading national libraries and museums.

<https://www.europeana.eu/en/exhibitions/the-pill/>

## **Black Lives Matter Memorial Fence Artifact Collection**

An open access digital collection created by T DC Public Library, Enoch Pratt Free Library, The Library of Congress, and Howard University. It is preserving images, posters, banners, clothing, photographs, and ephemeral objects which were hung on a Black Lives Matter Memorial Fence (BLM Fence) surrounding Lafayette Square in Washington, D.C, from June 2020 to January 2021. According to the website 'The artifacts were attached to the fence to protest the treatment of Black and Brown communities by police and address various social issues, including LGBTQIA+ rights, women's rights

<https://digdc.dclibrary.org/islandora/object/dcplislandora%3A337948>

## **Social Bodies in British Letters, 1680-1820**

A Leverhulme Trust-funded project based at the University of Birmingham. It uses Eighteenth-century letters to explore the relationships between the physical body, self and social identity, and experiences of 'embodiment'. Its website is putting up fascinating transcriptions of letters and original images which you can view. You can browse by themes such as childbirth, eating, exercise and ageing. Offering real insight into the personal experiences of men and women

<https://socialbodies.bham.ac.uk/>

## **Digitised Manuscripts of Medieval Women**

A great project from the British Library which is putting online manuscripts from medieval Europe. they include the Book of Margery Kempe, manuscripts from Julian of Norwich

<https://blogs.bl.uk/digitisedmanuscripts/2022/02/medieval-and-renaissance-women.html>

## **Indian Women and War (1939-1945) project**

created by Believe in Me CIC with funding from National Lottery Heritage Fund, is working with young people to explore the impact of the Second World War on Indian women. It aims to make visible their contribution to the war effort. The website includes videos, booklets and other educational resources.

<https://www.bimcic.com/indian-women-and-war-resources>

### **Women in Lockdown –Sheffield Feminist archive**

Fabulous oral history archive curated by Sheffield Feminist Archive volunteers. It includes photographs writings and sharing of experiences from ordinary women in the area about their experiences of living during the pandemic 2020-2021

<https://sheffieldfeministarchive.co.uk/women-in-lockdown/>

### **A Woman's Place: A story about the campaign for women's ordination in the Church of England.**

Great new source taken from the archives of the LSE covering the history of the Movement for the Ordination of Women. Rich in photographs and biographies of key figures and organisations. It documents the anniversary of the General Synod of the Church of England deciding on 11 November 1992 to ordain women as priests.

<https://artsandculture.google.com/story/a-woman-s-place/TgUBFcKMJ4V1SQ>

### **Queer politics database LGBT Plus public officials**

A resource from Princeton University which includes all out LGBTQI+ elected officials (at state and national level) since 1976. These comprise lesbian, gay, bisexual, pansexual, transgender, non-binary, gender-non-conforming, queer, or intersex. persons. Download data on trends over time region and by political affiliation

<https://queerpolitics.princeton.edu/>

### **Endell Street Military Hospital Digital Collection**

Now available via the LSE Digital Library. It was the first hospital staffed entirely by women and ran from 1915-1919. This collection contains part of the archives of Louisa Garrett Anderson (7LGA) and of Nina Last (7NLA) relating to Endell Street Military Hospital.

<https://access.lse.arkivum.net/uklse-dl1es01>

### **Life Support: Forms of Care in Art and Activism Glasgow Women's Library online exhibition.**

How have individuals and collectives imagined alternative ways of living and organising? Life Support considers how artists and activists have addressed and challenged experiences of care, health, education, housing and home life.

<https://womenslibrary.org.uk/exhibition/life-support-forms-of-care-in-art-and-activism/>

### **Toksave Pacific Gender Resource**

hosts a wide range of research that aims to advance gender equality in the Pacific. It includes Pacific centred methods, data and authors. Contains materials (articles research outputs) published since 1977.

<https://www.toksavepacificgender.net/>

### **Women's Social and Political Union scrapbook, 1908-1917**

From Duke University. A scrapbook (96 pages) featuring primarily newspaper and magazine clippings that document the leaders, activists, actions and activities of the Women's Social and Political Union between 1908 and 1917. The unidentified compiler was likely a member of the organization

<https://archives.lib.duke.edu/catalog/wspuscrapbook>

### **Slavery, Abolition, Emancipation and Freedom Primary Sources from Houghton Library**

Harvard University's largest rare books and manuscripts repository, is home to hundreds of thousands of materials relating to African American history in North America. This wonderful website is being developed to provide free access to a range of digitised primary source items – manuscripts, photos, letters and organisational documents. Themes include women's voices, conventions, slave narratives and emancipation. There are also teaching resources

<https://curiosity.lib.harvard.edu/slavery-abolition-emancipation-and-freedom/feature/women-s-voices>

### **Mapping Women's Suffrage**

Great site where new content is frequently added. It aims to identify and map information about the lives of individuals and organisations involved in campaigning for the vote in England in 1911

<https://www.mappingwomensuffrage.org.uk/>









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