**HEA Healthy Campus**  **Case Study**

**NOTES FOR COMPLETION**

* Case studies should relate to your institution's healthy campus initiative.
* Where possible send a photograph or illustration, links, or resources to accompany your case study.
* It is recognised that not all sections will be relevant to all case studies – the proforma is designed to offer consistency across a range of case studies.
* Case studies will be used as part of HEA communications including email, website, and social media.
* Case studies should be written in the third person and anonymous when it comes to participants’ names.
* Please be as **concise and clear** as possible and consider the use of bullet points to summarise information.
* Please submit your case study to [healthycampus@hea.ie](mailto:healthycampus@hea.ie).

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| **HEALTHY CAMPUS CASE STUDY** | |
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| **Name of Institution/ Organisation** | Trinity College Dublin |
| **Who lead the initiative?** | Prof. Cecily Roche, Prof. Sarah-Jane Cullinane, Prof. Norah Campbell, Martina Mullin, Eleanor Colreavey, Patricia Murphy, Prof. Brendan Kelly |
| **Date and timeframe of the initiative** | Academic year 2023 – 2024 and ongoing. |
| **What was the reach of the initiative?** | 600 students in the first year of delivery. |
| **Initiative Title** | Embedding Healthy Campus in a compulsory Education for Sustainable Development curriculum |
| **Aims/ Objectives** | Aim:   * Embed Healthy Campus course materials in a compulsory Education for Sustainable Development Module   Objectives:   * Develop an activism handbook aimed at teaching students how to use the theory of behaviour change to act on upstream change * Work with Education for Sustainable Development fellows to explore if the Handbook could be incorporated into a compulsory module being designed by Trinity Sustainability |
| **The rationale for the action, including any identified health needs** | The Healthy Trinity: Mental Health group identified upstream issues like housing, climate anxiety and exams as stressors that often feel beyond the control of students because they are caused by systemic issues. Building on learnings from the HEA funded 3Set report, it was agreed that for students who are mentally well, training in advocacy for systems change was needed. |
| **Identify all frameworks, policies, or strategies this initiative aligns to**  **(internal, local or national)** | HEA Healthy Campus Charter  National Student Mental Health and Suicide Prevention Framework  HEA Funded [3 Set report](https://mentalhealth.usi.ie/2022/06/23/launch-of-the-3set-final-report-on-student-mental-health-and-wellbeing/)  [Trinity Shape Study](https://www.tcd.ie/studentcounselling/about/research--reports/shape-study-suicide-help-seeking-and-prevention-at-trinity/)  [Trinity Sustainability Strategy 2023-2030](https://www.tcd.ie/media/tcd/sustainability/pdfs/Trinity-Sustainability-Strategy-2023-2030.pdf) |
| **Summary** | The Healthy Trinity: Mental Health group created a resource called “Anxiety and Action – A handbook on political organising for systems change” and approached the newly appointed Education for Sustainable Development Fellows in Trinity Sustainability, requesting that the handbook be included in the new compulsory module that was under development.  The ESD Fellows invited Healthy Trinity partners to attend a Town Hall meeting on ESD as well as to attend multiple workshops to develop module content.  Healthy Trinity attended, bringing activism content that had been included in different curricula throughout College on an ad hoc basis. Using HEA funding from the NSMHSPF, the Healthy Trinity: Mental Health group employed a recent graduate to formalise that content into a handbook inline with the learning objectives of the ESD module.  The handbook was informed by four psychological theories - goal-setting, the Health Belief Model, Motivational Interviewingand the stages of change model. It described an Irish case-study on contraception and a Trinity case-study on Tobacco-Free-Trinity aimed at inspiring students to:   * Set an upstream goal related to a topic that’s important to them; * Build alliances to achieve that goal; * Resolve grey area to move forward with that goal; * Engage with government structures and if necessary, work with government officials to achieve political change.   The ESD Fellows incorporated the Handbook into block five of a module that was taught to almost 600 students in Oct/Nov 2024. |
| **Did you collaborate with internal and/or external stakeholders to deliver?** | Education for Sustainable Development Fellows, Trinity Sustainability  Trinity Business School |
| **How was the initiative organised?** | The module content had been developed and tested over three years in the School of Psychology and Politics and had been approved by academics and professional staff throughout the university. It had been evaluated positively by students and had resulted in small living lab actions on campus. |
| **What resources did you need?** | Funding from NSMHSPF, staff time |
| **Has it been evaluated? How successful has it been?** | 600 students completed MCQ assessment of the module with the Handbook being part of the assessment. |
| **Any future plans, including the sustainability of the initiative?** | The content will be taught each year to 600 students in Trinity Business School. The content will also be taught to student ambassadors next year working in the area of Commercial Determinants of Health. |
| **Key Learning Points** | Embedding in the curriculum is a powerful way to engage students in Healthy Campus but required a good relationship between academic and professional partners as well as the development of content that was relevant, novel and useful to the module being designed. |

**Healthy Campus Framework Categories (please tick all that apply)**

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| **Healthy Campus Process** | **Whole Campus Approach** | **Topic** | **Population Group** |
| Commit | Leadership, Strategy & Governance | Alcohol | Students |
| Coordinate | Campus Environment (Facilities & Services) | Substance Misuse | Staff |
| Consult | Campus Culture & Communications | Healthy Eating / Food | Wider community |
| Create | Personal & Professional Development | Mental Health & Wellbeing | Other |
| Celebrate & Continue |  | Sexual Health & Wellbeing |  |
|  |  | Tobacco Free Campus |  |
|  |  | Physical Activity / Active Transport |  |
|  |  | Wellbeing on the Curriculum (can also fall under ‘Personal & Professional Development) |  |
|  |  | Health & Sustainability |  |
|  |  | Other |  |

**Contact Details**

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| **Contact Name/s** |  |
| **Date** |  |
| **Email Address** |  |
| **Links** | Please add links to any relevant pages/ documents. Please attach any items not in a link format with your submission. |