

Supporting Students with Mental Health Conditions



Mental health challenges are common and can affect anyone. They may influence a student's learning, participation, and well-being. With appropriate support and an inclusive learning environment, many students are able to manage their symptoms and succeed.

Below are strategies to support students who may be experiencing **Depression** or **Anxiety**.

Supporting Students with Depression

1 Communicate with empathy and respect



- Build a supportive relationship by speaking with the student privately.
- Listen without judgement, express genuine care, and respect their privacy.

2 Be patient and supportive

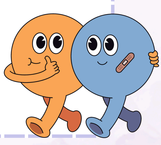


- Recovery and symptom management take time.
- Be understanding, acknowledge the student's efforts, and provide consistent support without making assumptions.

3 Recognise the impact of depression



- Depression is a mental health condition, not a choice or a lack of motivation.
- Students may want to succeed but find it difficult to concentrate, stay motivated, or manage their workload.
- Respond with understanding while encouraging appropriate support.



4 Provide appropriate adjustments



- Where appropriate, consider reasonable adjustments that support learning while maintaining academic standards. This may include breaking tasks into manageable steps, clarifying expectations, or allowing flexibility within university policies.

5 Foster opportunities for success





- Support students to build on their strengths by creating opportunities for achievable progress and recognising meaningful milestones. This can help build confidence and self-efficacy.

6 Know when to seek support





- If you are concerned about a student's well-being or are unsure how to support them, consult Student Accessibility Support (SAS) or relevant student support staff. Working collaboratively helps ensure the student receives appropriate support.

Supporting Students with Anxiety Disorders

1 Communicate with empathy and respect

- Listen without judgement and acknowledge the student's concern.
- Speak privately where appropriate and encourage the student to share how they can best be supported.



2 Provide flexibility where appropriate

- Where possible, offer flexibility that supports participation, such as allowing students to choose a seat where they feel most comfortable or providing opportunities for brief breaks when needed.



3 Give advance notice of changes

- Where feasible, inform students of significant changes to schedules, assessment arrangements, or class activities in advance. Predictability can help reduce anxiety.



4 Set clear expectations

- Communicate assessment requirements, instructions, and timelines clearly.
- Breaking complex tasks into manageable steps and providing written guidance can reduce uncertainty.



5 Support participation in different ways

- Recognise that anxiety can affect class participation differently for each student. Where appropriate, consider alternative ways for students to demonstrate their learning while maintaining the intended learning outcomes.

6 Consider reasonable adjustments

- Where appropriate, implement approved reasonable adjustments to support equitable access while maintaining academic standards.

7 Know when to seek support

If a student appears significantly distressed or you are unsure how to support them, consult Student Accessibility Support (SAS) or relevant student support staff. Encourage the student to access support services where appropriate.





For more info on supporting students with accessibility needs, visit suss.edu.sg/sas or email Student Accessibility Support (SAS) at sas@suss.edu.sg