

Fostering Ukrainian Students' Satisfaction with University: Suggestions for Improving Ukrainian Students' Satisfaction with the University Experience Through Support and Engagement

LESSON 9

GUIDING STUDENTS IN ACCESSING PSYCHOLOGICAL AND HEALTH SERVICES EFFECTIVELY

Perceptions of Inclusion, well-being and Identification with the European Union in Ukrainian university students



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CONTENT

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Why Psychological and Health Support Matters



- Student well-being affects learning and performance
- Mental and physical health influence academic engagement
- Early support prevents escalation
- Well-being is part of academic success





Common Challenges Students Face



- Stress, anxiety, and emotional fatigue
- Health issues affecting attendance or concentration
- Difficulty asking for help
- Lack of awareness of available services



The Role of the Academic



- Often a trusted and accessible figure
- Notices changes in behaviour or performance
- Provides first guidance, not clinical support
- Helps students navigate support systems



Knowing the Available Services

- Psychological counselling services
- Health and medical services
- Well-being and support units
- Emergency and crisis support pathways



Recognising When a Student May Need Support



- Persistent stress or emotional distress
- Sudden changes in academic behaviour
- Withdrawal or disengagement
- Student directly asking for help



How to Approach the Conversation

- Choose a private and safe setting
- Use calm and respectful language
- Focus on observed behaviour, not assumptions
- Express concern, not judgement



Encouraging Help-Seeking Behaviour



- Normalise the use of support services
- Reassure students that help-seeking is positive
- Reduce stigma around mental health
- Emphasise confidentiality and professionalism



Clear and Practical Guidance

- Explain how to access services
- Provide contact details or links
- Clarify what students can expect
- Offer to help with the first step if appropriate



Maintaining Professional Boundaries



- Academics are not therapists
- Avoid giving medical or psychological advice
- Refer rather than resolve
- Protect both student and academic well-being



Follow-Up and Ongoing Support

- Check in after referral when appropriate
- Respect student privacy
- Continue academic support
- Encourage continued engagement



Responding in Urgent Situations

- Know emergency procedures
- Act promptly and responsibly
- Use institutional crisis pathways
- Do not handle emergencies alone



Creating a Supportive Academic Environment



- Open and supportive communication
- Clear expectations and structure
- Flexibility within academic rules
- Culture of care and respect



Benefits for Students



- Earlier access to appropriate support
- Reduced stress and anxiety
- Improved focus and engagement
- Stronger sense of safety and trust



Benefits for Academics and Institutions

- Clear roles and responsibilities
- Reduced risk of crisis escalation
- Healthier learning environments
- Stronger student–institution relationships



Thank you

Any Question?

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