UNILINK SERVICE ANNUAL REPORT
2010/2011

University of Dublin, Trinity College Dublin.

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Introduction

What is Unilink?

Unilink is a practical occupational therapy support service for students who may be experiencing mental health difficulties such as Bipolar Disorder, Depression, Schizophrenia and Asperger’s Syndrome. It offers a safe environment where students can explore their mental health difficulties and begin to understand how mental health impacts upon their student lives and the activities that they engage in.

Mission Statement of the Unilink Service

To support students with mental health difficulties to complete their studies and provide them with the best opportunity to reach their full potential and become productive members of society.

Aim of Unilink Service

The aim of the service is to enable students to develop practical self-management strategies that assist them in the completion of their college tasks and their integration into college life.

The Unilink Service offers practical support on a one to one basis, by using a collaborative individual student centred approach which addresses the individual’s difficulties and is personalised to their needs.

This reflects the World Health Organisation’s (WHO) directive on enhancing participation and quality of life for those with enduring mental health issues (WHO, 2001).

Occupational therapy has its roots in assisting people overcome practical issues by developing strategies and maximising the use of available environmental supports. Occupational therapy puts the person, in this case the student, at the centre of its
planning and intervention and includes ‘doing tasks’ with the individual until confidence and skills have adequately grown. Enhancing occupational performance requires assisting the students in a holistic way to facilitate their performance of skills. This generally relates to their college work, leisure and social life, and their satisfaction with everyday living.

The Unilink Service continues to grow and develop and is now supporting over 190 students within Trinity College.

*Unilink* is the only service of its kind in Ireland.
Executive Summary

This annual report is divided into three sections and will describe the activities of the Unilink Service across the last academic year; 2010-11. Additionally, it will detail the performance objectives established for the service over the past academic year and will further detail the attainment of these objectives. It will further outline the performance objectives for the Unilink Service for the coming academic year; 2011-12.

SECTION 1: A Review of Activities in the Unilink Service 2010-11
SECTION 2: A Review of Service Objectives 2010-11
SECTION 3: Service Objectives for 2011-12

The number of students attending the Unilink Service has increased dramatically since it was established in 2004, with 21 students attending in 2004-2005 increasing to 194 students attending in 2010-2011. However, as numbers increase, service funding is more than likely due to decrease; due to the new per-capita allocation model proposed for the ESF Student with Disability Fund. The funding available for Unilink will decrease by approximately 40%. This will result in a redefined and potentially reduced service for students.

Students experiencing depression are the largest group within the students attending Unilink, accounting for 33% of the overall number. Notable increases have been seen in the numbers attending Unilink with Anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Asperger’s Syndrome (AS) and Eating Disorders. Also of note is the increased number of Junior Sophister and Senior Sophister students attending Unilink. The number of students in these years has increased considerably over the past year.
The Unilink Service model was also adopted by Dublin City University and the National College of Ireland this year. Two occupational therapists provided the service on campus one day a week.

**Highlights of the year included;**

- An article about the use of text messaging within the Unilink service, “*Use of Text Messaging in a Mental Health Service for University Students*” by Unilink Service Director; Ms. Clodagh Nolan and Ms. Sarah Quinn and Ms. Siobhan MacCobb was published in the Occupational Therapy in Mental Health Journal in May 2011.

- A conference presentation entitled “*Issues and Concerns of Students with Significant Mental Health Problems as measured by the Trinity Student Profile*” and a poster entitled “*Enhancing college participation: An evaluation of an occupational therapy support service for students with Asperger’s Syndrome*” were presented at the Nordic Network Research on Disability Conference in Iceland in May 2011.

- Ms. Clodagh Nolan; the Director of the Unilink Service completed Ph.D research on exploring the difficulties that university students with mental health difficulties experience as measured by the Trinity Student Profile (TSP). Ms. Nolan further conducted research on the TSP and found it to be a reliable and valid assessment tool in practice. The Trinity Student Profile has also been adapted by a University in Israel and will be translated into Hebrew.

- The launch of the Unilink Self-Management Tool in February 2011 by Dr. Tony Bates, Director and Founder of Head Strong and the Senior Tutor Dr. Claire Laudet. The Self-Management Tool aims to enable students with mental health difficulties to identify practical strategies related to the management of their mental health and health needs, and to find a balance between their academic and social activities.

- The establishment of a group approach for students with Asperger’s Syndrome.
Section 1: Review of the Activities in the Unilink Service 2010 – 2011

1. Number of Students using the Unilink Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>120 (56.6%)</td>
<td>92 (43.4%)</td>
<td>212</td>
</tr>
<tr>
<td>2009-10</td>
<td>79 (54.1%)</td>
<td>67 (45.9%)</td>
<td>146</td>
</tr>
<tr>
<td>2008-09</td>
<td>56 (55%)</td>
<td>46 (45%)</td>
<td>102</td>
</tr>
<tr>
<td>2007-08</td>
<td>27 (54%)</td>
<td>23 (46%)</td>
<td>50</td>
</tr>
<tr>
<td>2006-07</td>
<td>21 (54%)</td>
<td>19 (46%)</td>
<td>39</td>
</tr>
<tr>
<td>2005-06</td>
<td>25 (52%)</td>
<td>23 (48%)</td>
<td>48</td>
</tr>
<tr>
<td>2004-05</td>
<td>14 (66%)</td>
<td>7 (34%)</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 1: Number of students using the Unilink Service per year for the period 2004-2011.

As can be seen from Table 1, the pattern of increased numbers of students using the Unilink Service has continued this year with the numbers increasing by 33% from the figures in 2009-10. Trinity College now has the highest number of students with a mental health difficulty funded by the Higher Education Authority, compared to other third level institutions. In 2009-10, students with mental health difficulties, ADHD and Asperger’s Syndrome accounted for 21.4% (n=146) of the total number of
HEA Student with Disability Fund applications in Trinity (n=685). This compares to figures nationally, where these student groups accounted for only 9.7% (n= 425) of the total number of funded students (n=4366). The high percentage of funded students may be attributed to the fact that Trinity College provides this unique mental health service for students and also due to the integration and establishment of the service within the college student services.

2. Standing per year and faculty of students accessing the Unilink Service

<table>
<thead>
<tr>
<th>Standing year of student</th>
<th>JF</th>
<th>SF</th>
<th>JS</th>
<th>SS</th>
<th>Yr 5</th>
<th>PG</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>47</td>
<td>41</td>
<td>39</td>
<td>34</td>
<td>2</td>
<td>22</td>
<td>9</td>
<td>194</td>
</tr>
<tr>
<td>2009-2010</td>
<td>36</td>
<td>35</td>
<td>24</td>
<td>21</td>
<td>1</td>
<td>15</td>
<td>14</td>
<td>146</td>
</tr>
<tr>
<td>2008-2009</td>
<td>32</td>
<td>26</td>
<td>21</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>102</td>
</tr>
<tr>
<td>2007-2008</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 2: Standing of Students per year accessing the Unilink Service from 2007-2011

The number of first, second and third year students using the Unilink Service continues to increase, with an even bigger increase in Junior Sophister and Senior Sophister year students using the service. Most of these referrals are received from either the Trinity College Disability Service or the Psychiatrist within the College Health Service. The policy within the Disability Service of referring all students who disclose a mental health difficulty on their entry to college to the Unilink Service, may in part account for the high number of first year students using the service.
Also of particular interest is that the number of post-graduate students attending Unilink has almost tripled in the past two years; the number now stands at 22 in comparison to only 8 students in 2008-2009.

![Number of students per faculty](image)

**Figure 2.** Number of students in each Faculty that accessed the Unilink Service in 2010-11

When broken down by faculty the above diagram indicates the numbers of students accessing the Service from the different Faculties in Trinity. Students from the Arts Faculty still make up the largest proportion (55%) of students utilising the Unilink Service. However, there has been an increase in the number of students in the Faculty of Engineering, Mathematics and Science; this may due to the fact that there are a high number of students with Asperger’s Syndrome studying in this faculty, given that computers, science and maths tend to be where their strengths lie.
3. Diagnosis of students using the Unilink Service

Figure 3. Breakdown of student diagnosis using the Unilink Service in 2010-2011.
Figure 4. Diagnosis of Students attending Unilink across a two year period; 2009–2011.

There continues to be a high proportion of students with Depression utilising the Unilink Service; currently 33% of students attending Unilink have a diagnosis of depression. The number of students using the service with Attention Deficit Hyperactivity Disorder (ADHD), Asperger’s Syndrome (AS), Eating Disorders and Anxiety continues to rise, year-on-year (Fig 4.). The needs of these students has been investigated during this academic year 2010-11, and supports such as environmental adaptations have been made for students with ADHD, focusing on exam venues and study spaces in college. Additionally, case conferences and journal club meetings have focused on supporting students with eating disorders. It is anticipated that further group approaches may develop in the next academic year to support students with anxiety and depression.

4. Student Contact Time
Each student on referral is offered an appointment with one of the therapists within the Unilink Service within a week of receiving the referral. Students are contacted via mobile phone, text messaging or email from the outset. Following on from the first meeting students then arrange further appointments to suit their schedules.
The Unilink Service has found that those with enduring mental illness value the continuity of care it provides as well as the on-going contact between therapist and students. Students can keep in contact with therapist through email or through the use of text messaging and phone calls. In a thematic analysis of the text messaging engaged in by the service five over-arching themes found that students used text messaging for – managing the practicalities around appointments, managing their condition/illness, relating their academic and personal progress, engaging in non-therapeutic interaction which often drew on humour and where students’ could show their appreciation of therapists’ support and in the last theme the students thanked the therapist but felt they were doing ok and not in need of the service at that point in time. (Nolan & Quinn, 2009)

Table 3: Number of Unilink Appointments and Re-scheduled Appointments / Cancellations 2010-11

<table>
<thead>
<tr>
<th>Number of Appointments</th>
<th>Number of Rescheduled Appointments / Cancellations</th>
<th>Reasons for Rescheduling / Cancellations</th>
</tr>
</thead>
</table>
| 1,682 (July 2010– Start of May 2011) | 205 (12%) | 1. Students became unwell  
2. Timing of appointments  
3. Student’s availability |
Figure 7. The number of appointments, re-scheduled appointments and face-to-face contact (in hours) with students in 2010-2011.

The above table and chart represent student appointments and time dedicated to one-on-one sessions with students. In 2009-10, each student (n=146) had on average 8 scheduled appointments, this has increased slightly this year with each student on average having nearly 9 appointments, despite the increased number of students utilising the Unilink service (n=194). This increase in student appointments can be attributed to the fact that one of the occupational therapists in the service is now working four days a week in comparison to 2.5 days a week last year; 2009-10. Table 3 above indicates the number of appointments and the reasons for non-attendance by students. It should be noted that in the majority of these incidents of non-attendance (n=205), another appointment was made for the following days or the following week and hence cannot be classed as a cancellation.
5. Staff Time Use within the Unilink Service over the year of 2010-11

![Figure 9](image)

**Figure 9.** Time Use (in hours) within the Unilink Service 2010-11

The majority of time as evidenced by figure 9 above is spent on student cases, in particular sessions with students and work focused on the student.

![Figure 8](image)

**Figure 8.** Breakdown of time spent on student cases.
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The above chart shows that of the time spent on student cases, that the majority of time (76%) is spent on face-to-face contact with the student and case management, which involves advocating on behalf of the student and session preparation. While 15% of the student time is spent on texting, emailing and phone contact; this allows for on-going support in achieving goals and implementing strategies worked on in the one-to-one sessions with the students. Further time was spent on consultation with consented parties, such as the psychiatrist in the College Health Centre, disability officers in the Disability Service, tutors, lecturers and course departments.

The second largest amount is over 350 hours, this was spent on projects for the Unilink and Disability Service, and included such projects; as the launch of the Self-Management Tool, promotion and representation of the Unilink Service at both a national and international level.

The following are the projects engaged in by Unilink staff in 2010/11;

Projects which fall within the agreed objectives:

- Development and Launch of the Unilink Self-Management Tool (Objective 4)
- Development of the Unilink website (Objective 4)
- DARE Advice Clinic for students with ADHD, AS and mental health difficulties (Objective 4)
- Presentation to St. Patricks Hospital MDT team and to the mental health occupational therapist Fieldwork Educators (Objective 4)
- Writing of Unilink information for Disability Booklets and college leaflets (Objective 4)
- Attendance at Better Options and College Open days (Objective 4)
- Continuous Professional Development (Objective 1)
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- Unlink staff have attended the following courses / talks over the course of the year;
  - Two Training Days organised by Association of Occupational Therapy of Ireland (AOTI), Mental Health Advisory Group.
  - Attendance at AOTI Conference
  - Level 2 Sensory Integration Course.
  - Autism Diagnostic Observation Scale (ADOS) Training
  - Module 1 in Advanced Certificate in Education
  - Case conferences.
  - A journal club with Unilink Staff to research and discuss articles relevant to OT practice in Unilink.
  - A Journal club with the Disability Service Staff.

**Other projects which evolved over the year:**

- Lectures to H.Dip. Students in Education.
- Evaluation of the Unilink service in conjunction with final year occupational therapists.
- Disability Access Route to Education expert group in Developmental Co-ordination Disorder.
- Consultation with the Exams Office re: exam venues for students with mental health difficulties and evaluation of the venues; re: environmental adaptations.
- Supervised an occupational therapy student who received funding to complete research on the AS strand of Unilink from the Heath Research Board, Ireland.
- Involvement in Trinity College Mental Health Week.
- Commencement of a journal article on the Evaluation of the AS Strand of Unilink.
6. Focus of the Sessions within the Unilink Service 2010-11

The Unilink Service follows an Occupational Therapy process of intervention based upon the Person-Environment-Occupation Model (Christiansen & Baum, 2005).

Assessments completed in Unilink

Assessments were used on a needs basis in order to highlight occupational concerns that the student was experiencing. Below are some examples of the assessments used in the Unilink Service.

An initial interview is carried out in the first meeting with the student in order to gather background information on their role and habits as a student and to establish goals for intervention. This initial interview also allows the therapist and the student to begin to develop the key therapeutic relationship that is vital for the Unilink process of engagement.

The Trinity Student Profile (TSP) is also used with students. This measure gleans information on the student’s university course demands and on the personal, environmental and occupational issues that are of most concern to the student, and on the practical issues they are experiencing most difficulty. This measure asks students to prioritise these difficulties and to then set realistic goals in relation to dealing with them.

The Adult Sensory Profile is used primarily with students with ADHD and Asperger’s Syndrome. It is a self-evaluation questionnaire to identify behavioural responses to
everyday sensory experiences. It provides a standard method for occupational therapists to measure and profile the effect of sensory processing on everyday functional performance and tasks. The assessment was developed by Winnie Dunn (Dunn, 1999).

The **Time Wheel** explores the student’s use of their time over a day period, and enables the therapist and student to understand how the student is managing their time.

Other assessments are also used on a needs basis.

**Areas of Focus within Unilink Sessions included:**

- Assessment
- Executive Functioning
- Performance components of the student role
- Occupational engagement of the student role
- Social Modelling/Environmental Cuing
- Holding/Grounding/Guidance/Reality Check
- Activity Analysis
- Timetabling
- Environmental Management
- Sensory Integration Approaches
- Anxiety Management
- Self-Management
- Goal Setting
Section 2: Review of Service Objectives 2010-2011

These objectives below were set in May 2010 following a review of the academic year of 2009-2010.

Objective 1: Service delivery

- Continue to provide Unilink Occupational Therapy (OT) support to students registered with the Disability Service. A second full time post commenced on 1/9/10.
- Commence a group structure for students with Asperger’s Syndrome (AS).
- Implement strategies identified in 2009-2010 review papers with the AS and ADHD student groups.
- Evaluation of the Unilink Service to be completed by final year Occupational Therapy students as part of their undergraduate course requirements.
- Research and develop approaches to better support students with anxiety and eating disorders.
• Update and sort files.
• Keep clinical notes as per best practice guidelines.
• Keep up to date statistics on student contact.

Outcomes:

- Unilink has supported 194 students to date this year. Contact with the students was via one-to-one sessions, text, email and phone contact. Ongoing contact with students will continue to take place over the summer months, to support those under-graduate students who are sitting supplemental examinations and post-graduate students researching over this period.

- Strategies identified in review papers in June 2010 for student groups with AS and ADHD have developed, firstly the group approach outlined above and secondly; low-distraction study spaces and exam environments have been tested and evaluated from a sensory processing perspective; for students with ADHD. Further sensory strategies and adaptations will be implemented in the coming academic year.

- The final year occupational therapy students completed an evaluation of the service and the findings have been identified and will be published in the foreseeable future.

- Case conferences and journal club meetings have focused on supporting students with anxiety and eating disorders. It is hoped that further approaches will be identified in the coming academic year, with the possibility of an occupational engagement group to cater for the needs of students with anxiety. The OT’s in Unilink also attended a talk on Eating Disorders in May 2011, to further enhance their knowledge.

- All student files are being kept up to date and all relevant information is being inputted into the Disability Service Database. Statistics are being kept by all therapists on a weekly basis.
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Objective 2: Communication

- Continue to liaise with internal and external support services such as the College Health Service (CHS) and the Student Counseling Service (SCS).
- Increase the service visibility within college through meetings with key stakeholders, and dissemination of information about the service in paper and online formats.

Outcomes:

- Links have been maintained with the College Health and Student Counselling Services within college and links have also developed with the senior tutor, college tutors, exams office and other college departments.
- The Unilink Service continues to increase service visibility; Unilink has been present at numerous college meetings during this academic year, such as consultation with Senior Tutor, Exams Office, and the Health Committee. Unilink is consistently trying to promote and communicate the ethos and aim of the service, through awareness weeks in college; Mental Health Week and Fresher’s Week. Unilink has been liaising with the Welfare Officer in the College Student Union Office and information on Unilink is now available online; in the student diary and on posters around college. Unilink is further being communicated both nationally and internationally through attendance and presentations at conferences.
- Unilink has also presented the work of the service this year to other occupational therapists working in the field of mental health and to the multi-disciplinary journal club team in St. Patrick’s Hospital Dublin.
Objective 3: Outreach Service

- Development of the Unilink Service model within Dublin City University and NCI. Develop links within this setting with academic and non-academic staff.
- Develop links to other Universities / Colleges in order to establish outreach services in other third level institutes nationally and internationally.

Outcomes:

- The Unilink Service Model has developed in Dublin City University. One of the occupational therapists is working one-day a week in DCU supporting 13 students with mental health difficulties. Links have been established with the Disability Service, the Counseling Service, the Access Service and the Student Support Service.
- The Unilink Service Model was also implemented in the National College of Ireland. Another occupational therapist provided the service one day a week to over 10 students.
- Links have established with a University in Israel and they have now adapted an assessment developed for use in Unilink; The Trinity Student Profile and have translated it into Hebrew.

Objective 4: Promotion

- Launch the Self-Management Tool in College in Michaelmas Term.
- Update the Unilink website.
- To present information on Unilink and mental health at the College Mental Health Week in November/December.
- Place Unilink Information in the Student Diary and other pertinent college publications.

Outcomes:
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- The Unilink Self-Management Tool was launched in the Long Room Hub in February 2011 by Dr. Tony Bates; Director and Founder of Head Strong and by Trinity College Senior Tutor; Dr. Claire Laudet For more Information on the Self-Management Tool, please follow the link below; 

- The Unilink website continues to be updated on an on-going basis and further developments and improvements will take place during the summer of 2011, with new podcasts and films on student experiences of college and the student feedback on the benefits of the service.

- Information on the Unilink Service is now available in the Student Diary 2010-11 and will continue to be published each academic year.

- Information on the Unilink Service is also available in the Student Prospectus for 2012-13 and is also available on the Pathways to Trinity website; 

- Posters on Unilink were developed for Mental Health Week and were distributed around the college campus. Furthermore, a presentation on Unilink was also given to students who volunteered for Mental Health Week.

Objective 5: Funding

- To identify and actively campaign for alternative sources of funding for the Unilink Service.
- To continue with application to the European Social Fund.

Outcomes:

- Currently Unilink are making an application for funding through the Genio Trust seeking a grant from stream A: Grants to support the development of community alternatives to congregate or institutional care. This application
may not be successful, and therefore other alternative sources of funding will have to be sought after.

- Unilink continues to receive funding from the European Social Fund, and has liaised with the Disability Service over the past academic year in applying for the students utilizing the Unilink Service.

**Objective 6: Supervision**

- Supervision to be provided by the Discipline of Occupational Therapy

**Outcome:**

- Supervision for the occupational therapists in the service takes place once a month for approximately one to two hours and is provided by the Discipline of Occupational Therapy.

**Objective 7: Continuous Professional Development**

- Attend Conferences, courses etc.
- Engage in biweekly journal club meetings
- Attend Practice Educators Course
- Continue with supervision sessions provided by the Discipline of Occupational Therapy

**Outcomes:**

Over the past academic year, the occupational therapists in the Unilink Service have engaged in numerous Continuous Professional Development (CPD) activities in order to maintain and develop professional competency as an OT and also to benefit and support the quality of service delivery within Unilink. A list of these CPD activities is listed below:

- A presentation on the Unilink Service was given to St. Patricks Hospital MDT team and to the mental health occupational therapy Fieldwork Educators
- Unlink staff have attended the following courses / talks over the course of the year;
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- Attendance at AOTI Conference
- Level 2 Sensory Integration Course.
- Autism Diagnostic Observation Scale (ADOS) Training
- Module 1 in Advanced Certificate in Education
- Attended lectures on Addiction provided by Toranfield House
- Attended the OT Practice Educators Course in September 2010
  - The occupational therapists gave two lectures on ‘Supporting Students with ADHD, AS and Mental Health Difficulties in second-level education’ to H.Dip. Students in Education
  - The occupational therapists were involved in an evaluation of the Unilink service in conjunction with final year occupational therapists
  - An occupational therapist supervised a third year occupational therapy student who received funding to complete research on the AS strand of Unilink from the Heath Research Board, Ireland
  - Commencement of a journal article on the evaluation of the AS strand of Unilink
  - Presentation and poster at the Nordic Network on Disability Research in Iceland in May 2011
  - The occupational therapists were also involved in case conference meetings
  - The OT’s took part in a monthly journal club to research and discuss articles relevant to OT practice in Unilink. The OT’s were also involved in monthly Journal clubs with the Disability Service Staff
  - The occupational therapists also attended supervision sessions provided by the Discipline of Occupational Therapy

Objective 8: Research

- Review paper on supporting college students with anxiety.
- Publications of papers relevant to work of the Unilink service.
Outcome:

- The Director of the Unilink Service; Ms. Clodagh Nolan, completed a research paper into the validity of the Trinity Student Profile, an assessment established for use in the Unilink Service.

- An article about the use of text messaging within the Unilink service, “Use of Text Messaging in a Mental Health Service for University Students” by Unilink Service Director Ms. Clodagh Nolan, Ms. Sarah Quinn and Ms. Siobhan MacCobb was published in the Occupational Therapy in Mental Health Journal in May 2011.

- Papers relating to anxiety have been reviewed over the course of the academic year however further research relating to this cohort of students will be looked at in the coming months, with development and implementation of new intervention strategies.

- The Unilink Self-Management Tool was further developed into a wallet sized document for use by all students who use Unilink. The tool was launched in February 2011 by the Director and Founder of Head Strong and Trinity College Senior Tutor; Dr. Claire Laudet. This Self-Management tool will be further used in the service through a number of different approaches with students, i.e. group approach and one-on-one and these approaches implemented will be researched in terms of the tool’s use.

- Research conducted in the service over the past year has also been presented and are:

  o Presentation and poster at the Nordic Network on Disability Research in Iceland in May 2011.
Section 3: Service Objectives 2011 – 2012

Below is a list of service objectives for coming academic year:

Objective 1: Service delivery

- To integrate the Unilink Service model into all three stages of the Student Journey; to be outlined by the Disability Service in summer 2011.
  - 1. Pathway to College
  - 2. Pathway through College
  - 3. Pathway to Employment
- Continue to provide Unilink Occupational Therapy (OT) support to students registered with the DS.
- To develop and incorporate recommendations from the findings outlined in the service evaluation completed in April 2011.
- To present the Unilink Service at outreach days in particular the DARE Advice Clinic in January 2012.
- To further develop appropriate environmental accommodations within college for students experiencing AS, ADHD and mental health difficulties
  - Supervised Study
  - Study spaces
  - Exam venues
- To continue to keep statistics on the student contact within the service.
- To liaise with the examinations office re: recommendations for exam venues for students registered with the Disability Service.

Objective 2: Communication

- Continue to liaise with internal and external support services such as the College Health Service (CHS), the Student Counseling Service (SCS), tutors etc.
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- Increase the service visibility within college through meetings with key stakeholders, and dissemination of information about the service in paper and online formats.

**Objective 3: Outreach Service**
- Continue to provide the Unilink Outreach Service within Dublin City University. Continue to develop links within this setting with academic and non-academic staff.
- Develop links to other Universities / Colleges in order to establish outreach services in other third level institutes nationally and internationally.

**Objective 4: Promotion**
- Launch the Films on the Student’s Experience of College Life with AS in Michaelmas Term.
- Update the Unilink website.
- To present information on Unilink and mental health promotion at the College Mental Health Week in November/December.
- Place Unilink Information in the Student Diary and other pertinent college publications.

**Objective 5: Funding**
- To continue with the application to the European Social Fund.
- To source alternative sources of finding to ensure future viability of the service.
Unilink Annual Report 2010-11

Objective 6: Supervision

- Attend supervision sessions provided by the Discipline of Occupational Therapy
- Provide a placement for Occupational Therapy student October 2011.

Objective 7: Continuous Professional Development

- Attend Conferences, courses etc.
- Complete PMDS in October 2011
- Engage in biweekly journal club meetings
- Continue with supervision sessions provided by the Discipline of Occupational Therapy
- Provide a placement for Occupational Therapy student October 2011

Objective 8: Research

- Research into the development and effectiveness of a mental health self-management program within the Unilink service to commence summer 2011.