Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Student Counselling
Student Learning Development &
Student 2 Student Services

Annual Report
2022-23

1st July 2022 –
30th June 2023

Contents

Director's Foreword

Student Counselling Services (SLD, S2S, Counselling and Admin team) work as a unit to provide a holistic model of care for students. We are very conscious of the wide range of issues facing students, from mental health needs to financial difficulties and lack of accommodation - all impacting students in the context of climate change and war in Europe and the Middle East. Students are presenting with complex, sometimes chronic psychological difficulties. Our aim is to provide early and appropriate interventions so that we can help students improve and maintain their mental health and succeed in their academic life.

This year saw a small dip in utilization from 14.6% to 12.3% of the student body. However, as enrolment continues to grow, overall client numbers remained historically high, second only to last year. Trinity continues to be an outlier in terms of the percentage of the student body seeking counselling support with other Irish universities ranging from 1.6% to 12.4%, with the average attendance in 2022-23 being 5.7%.

This year we have been able to include House 47 the old College Health Service as one of the spaces where we provide student support. S2S moved to this student friendly space and it also houses four counselling rooms! Estates and Facilities supported this move enthusiastically and skillfully, then turned their focus to helping us modernise our facilities in St. Leinster Street. Our reception area has been renovated as a bright, open space, enabling us to make better use of our space. 2 new rooms were created and outfitted to a high standard. Student Counselling is now provided in 4 locations: adjacent to campus on South Leinster Street; in Trinity Hall; on campus in House 47; and in The Lir Academy. This, with the continued use of a hybrid model of operating allows students more access to support, wherever they might be.

SLD continued to provide excellent academic support through the Academic Writing Centre, of PG and UG workshops and 1-to-1 sessions. This tiny service (1.9 FTE) contributed to the Postgraduate Renewal Project, Academic Integrity Steering Group, and supports a sizable proportion of our international student cohort. Total service attendance for the year topped 5,000.

S2S, with the support of The Trinity Trust, has brought its excellent Peer Support Programme back, making a huge contribution to the students in need. In addition, the red hoodies worn at the start of each year by 600+ S2S mentors around campus highlight the importance of social support and belonging for students, and this has never been more pertinent than in the post-Covid era.

This year also saw innovation in the form of a Thematic Quality Review of Student Mental health in Trinity. Student Counselling, College Health, and Trinity disAbility Service all collaborated in Trinity's first-ever thematic quality review. We welcome the external reviewers' recognition of the commitment and competence of our staff, the quality of our services, and our collaboration across the college community. The review will be published early in 2023-24.

Trish Murphy
Director

Mission

Vision

Support through collaboration, connection and compassion.

To be an internationally accredited service, delivering accessible social, academic, mental health and emotional wellbeing services across the Trinity community, keeping students at the centre of everything we do.

2,657 students presented to **counselling**

3,950 first-year and visiting students received **S2S** mentoring

5,393 attendances were recorded at **SLD** services

Student 2 Student (S2S)

S2S mentoring provides social and transitional support for all incoming first year and visiting students.

In 2022-23 S2S returned to in-person orientation for nearly 4,000 incoming students - the first in-person orientation since September 2019. Due to the staggered start, Mentor Orientation sessions were held in the evenings across 2 weeks (as mentors were already in classes during the day). Due to increasing numbers in visiting students and a decreasing number of volunteers, S2S piloted an opt-in model of orientation for international exchange students in January 2023.

S2S returned to in-person training, delivering 40 training sessions from February - May. Twelve student training facilitators who were also mentors / head mentors helped deliver these trainings, sharing their experiences to the new cohort of mentors.

Thanks to the generous support of Trinity Trust, S2S were able to reboot the Peer Support programme, training 12 new volunteers alongside the SU and JCR sabbatical officers in June.

The S2S service relocated to House 47 in April, allowing the service to host an inclusive social space for students, a 1:1 room for peer support meetings, and a Zoom Room for any student in need of a private space to attend online meetings / appointments. There will be an official launch of this space in 2023-24.

Finally, at the annual S2S awards ceremony, S2S were conferred with the *Investing in Volunteers Accreditation,* awarded by Volunteer Ireland in 2021. S2S are one of only 13 organisations to have achieved this award in the Republic of Ireland.

S2S Service Levels

	2018-19	2019-20	2020-21	2021-22	2022-23
No. First Years Mentored	4,318	4,322	4,126	4,750	3,950
No. Volunteer Mentors	763	682	619	546	567
No. of Peer Supporters	32	25	12	0	12

Total S2S Volunteers	764	707	631	546	579
No. of Peer Supporter – Peer mtgs attended	104	89	N/A	N/A	N/A

S2S Highlights

- Returned to in-person orientation for all undergraduate and visiting students,

- Recruited and trained the first post-Covid Peer Support team,

- Relocated to a central campus location with an inclusive student social space,

- Returned to in-person training for Mentors, Head Mentors and Peer Supporters,

- Conferred with the *Investing in Volunteers Accreditation*,

- Strengthened external collaborations through the National Consortium with NStEP and Jigsaw

The Provost, Prof. Linda Doyle presenting at the
annual S2S Awards Ceremony.

S2S Student Feedback

1st Year Undergraduates

"*My mentor was a great support to me over the year. She guided me whenever I needed her and was a family away from home.*"

"*Amazing, informative emails that always brightened my day and put a smile onto my face.*"

"*He really helped to ease my anxiety for managing first year and I'm very grateful.*"

"Their encouragement within emails, resources they provided and overall support have had significant impact on my performance and enthusiasm."

"Upon meeting my S2S mentors a lot of my initial worries were put to rest, as they reassured me they felt the same in first year."

"The S2S meeting I had in September not only was extremely helpful through the advice of the mentors but also because I was introduced to some of my best friends."

"I struggled making friends in the first week of college, but that all changed when I went to the first S2S meeting, where I met friends I still have to this day."

Mentor Volunteers

"Volunteering quickly became a safe space for me. It was a place for my creativity to unfold and a way to connect with other students. For lack of a better term, if you have ever heard of the spoon theory, S2S consistently gave me spoons."

"…there are some mentors who are passionate and excited and if you get the chance to work with them it really creates the best atmosphere of peer support."

"This experience has been so valuable to me and fulfilling. It means the world when even just one of my mentees says that I helped them in any way. We should always find ways to give back to people and support each other in whatever ways possible. S2S has provided me with this opportunity, and I hope to continue helping other students in the coming years."

"Volunteering with the S2S has meant meeting new people, overcoming boundaries, and learning lifelong skills. I have had amazing experiences with the entire programme and have tremendously enjoyed my time. It is something I hope to continue with in my final year."

"It gives me a bigger sense of purpose in Trinity and makes me feel like I am giving back to the college community."

S2S Plans for 2023-24

- Officially launch the S2S student-facing space in the centre of campus @ House 47

- Re-open the S2S Peer Support programme to all Trinity students

- Extend the S2S Mentor programme to include TCPID volunteers and incoming students

- Redesign Mentor training to be led by paid student facilitators

- Reboot the SCS Student Advisory Board

- Develop an S2S Strategic Plan 2024-2029 in consultation with S2S volunteers and the SCS Student Advisory Board

Student Learning Development (SLD)

SLD helps Trinity undergraduate and postgraduate students reach their academic potential. Services include workshops, drop-in clinics and one-to-one academic support in areas such as academic writing, presentation skills, exam & assessment skills, viva & oral defense, motivation & procrastination, time management and using stress positively.

SLD Highlights & Challenges

Staffing remains SLD's largest challenge. Total SLD staff comprises 1.9FTE. 84% of appointments were facilitated by volunteers or casual staff, 71% of these appointments were served by staff who have already retired or need to be replaced before September 2023. The SLD drop-in clinic was cancelled in January due to the retirement of former Senior Tutor, Dr. Alan Tuffery, who volunteered for 15 years with SLD. This service served approximately 100 students per year.

Total SLD service attendance by students was 5,393. This figure includes all workshops, appointments, facilitated groups, the Academic Writing Centre, and 10 PhD Research Support Groups. Individual appointments reached **892**.

SLD delivered **148** academic and learning skills workshops online, with 4,501 student attendances recorded. Workshops requested by departments accounted for 64% of all student workshop attendances. Events include the PMRC 5 ECTS Module, PG Summer School, Library HITS, and PG Transition, all delivered in collaboration with colleagues and students across campus.

The Trinity 'Academic Writing Centre' (AWC) offered appointments to both the PG and UG communities. **473** AWC appointments were attended. These were facilitated by a trained team of PhD

tutors. A further **326** students attended 'Tips Talks' writing workshops, run by AWC tutors, which focused on a range of topics specifically related to academic writing.

PGT & PGR-specific supports continued:
- Peer support groups for PGR students, 5 ECTS module and PG Summer School and a PG Clinic during the summer months.
- 'Planning & Managing your Research Process' – 5 ECTS module is coordinated by SLD. This module was delivered collaboratively by the SCS, Library and PAS in January. 44 students (22% increase from 2021-22) successfully received credits at the end of the 12 workshops. Feedback was delivered to all students on their two mandatory assessments.
- PG Summer School had 186 attendees over 11 workshops in June.
- PG students availed of 434 (49%) of individual appointments. 277 (64%) of these appointments supported International (Non-EU) PG Students.
- Due to staffing shortfall, the PG Writing Café was reduced from 3 weekly sessions to 1 session per week.

SLD Service Levels

	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
SLD Workshops No. of student attendances (on-site/in schools/online)	4,058	5,231	5,966	4,184	**4,501**
Academic Writing Centre (individual services only)	n/a	98	375	525	**473**
SLD 1:1 Appointments (includes drop-in learning support & PG clinic)	589	346	494	527	**411**
Facilitated Writing/Study Groups	107	280	425	498	**141**

Student Feedback on SLD

In the Student Learning Development Team's 2022-23 Survey (n=261), most students either 'Strongly Agreed' or 'Agreed' that their 1:1 appointment improved their: concerns, confidence/skills, academic performance, experience at university, and helped them to make positive changes. Individual

feedback was very compliementary towards the service. Students offered positive feedback on support they received in the areas of planning, time management, essay/thesis writing, critical thinking, study skills, and exam/viva preparation.

Q3 - Indicate your level of agreement with the following statements:
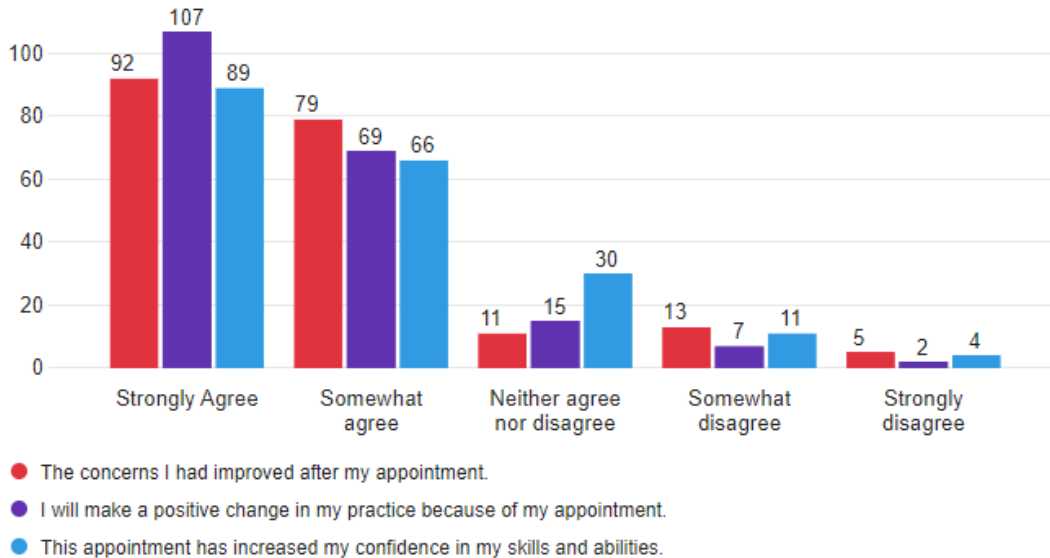
When asked for suggestions to improve the service, students described the service as 'excellent,' a 'fantastic resource,' and 'provides the students with core principles of what it means to be a motivated student.' Several students asked for more slots and tutors to be available, whilst recognising the service was 'overrun.' Several students also asked for appointments to be longer.

SLD Plans for 2023-24

- SLD is seeking support in the University to recruit an additional 1 FTE to support PG students, to replace the 0.5 FTE unrecruited in 2013, and to consolidate the existing service.
- The demand for the Trinity Academic Writing Centre (AWC) is growing annually. SLD will endeavor to fully embed the AWC service via secure staff contracts and through effective communication & promotion within the University.
- Manage service delivery effectively through 1st Semester and coordinate the return to 4 part-time staff members.
- Continue to improve student reach as part of a consolidated approach to marketing and branding, alongside using existing communication channels within the University, S2S & SCS.
- Improve standard operational procedures e.g., appointment booking system.

Counselling

The Counselling Service provides expertise on student mental health to the whole Trinity community and delivers free, confidential, and professional therapeutic services, available to all Trinity students.

While the percentage of the student body seeking counselling support has dropped back to pre-Covid levels, the overall number of students seeking support remains high.

Counselling Service Levels

	2018-19	2019-20	2020-21	2021-22	2022-23
Total unique Clients	2,236	2,257	2,160	2,998	**2,657**
Total Sessions (incl. 1:1, Group & online)	13,021	12,425	11,068	15,313	**14,114**
Total TCD Enrolment	18,545	18,982	18,871	20,566	**21,488**
% of TCD Students served	12.5%	11.8%	11.4%	14.6%	**12.3%**

One-to-One Clients

	2018-19	2019-20	2020-21	2021-22	2022-23
1:1 Counselling Clients	2,141	2,074	2,038	2,879	**2,572**
% of TCD students served	11.5%	10.9%	10.8%	14%	**12%**
1:1 appts attended	9,193	9,679	8,528	11,419	**11,201**
Avg. 1:1 Appts per Client	4.3	4.6	4.2	4	**4.4**

Group Clients

	2018-19	2019-20	2020-21	2021-22	2022-23
Group Counselling Clients	354	297	225	255	**279**
Group appts attended	1,526	1,257	1,248	1,354	**1,502**
Group Sessions	288	252	282	323	**337**
Avg. Group Appts per Client	4.3	4.2	5.5	5.3	**5.4**

Online Programme Clients (SilverCloud)

The SCS offers user-friendly Cognitive-Behavioural programmes online through the SilverCloud platform. Programmes exist for Depression, Anxiety, Stress Management, Sleep issues, Body Image issues, and Resilience-building. Counselling team members support and guide students through SilverCloud via weekly online reviews. The number of students engaging in these programmes fell this year. Capacity to support more students on this platform will be prioritised in 2023-24.

	2018-19	2019-20	2020-21	2021-22	2022-23
SilverCloud users	607	955	685	506	259
SilverCloud Reviews with Supporter Input	2,283	1,952	2,099	2,540	1,411

Emergency Appointment Clinic

The SCS rosters a counsellor every weekday to provide an open emergency clinic from 09:00 – 17:00. While overall emergencies fell slightly from 2021-22, demand for these appointments remained high - over 27% more than 2019 levels.

	2018-19	2019-20	2020-21	2021-22	2022-23
No. Emergency Appts Attended (incl. Telephone, Video & In-person)	721	553	595	1,109	**919**
No. Clients Attending Emergency Appts	540	406	413	698	**605**

Note: Emergency appointments are included annually in the "One-to-One Clients" table totals above.

In addition to emergency appointments, over 80 hours of crisis consultations were provided to 107 people in the Trinity community (staff, students, and families). One third of these crises were regarding international students from outside the European Union). 21% of the student body were from countries outside the EU in 2022-23 (4,318 out of 21,488 students).

Average Wait Times & Wait List

On average students who reach out to the service are assessed and have a plan agreed within 10 working days. For those assessed as requiring one-to-one counselling, the wait time for their first counselling session was on average a further 24 days. This compares favourably with the National Counselling Service where wait times are reported as being more than 3 months.

Despite wait times for one-to-one counselling, groups, online therapy programmes and daily emergency appointments were immediately available to all clients.

	2018-19	2019-20	2020-21	2021-22	2022-23
Average wait time for an assessment appointment (working days)	8.4	10.8	9.6	10.3	9.6
Average wait time for counselling after assessment (working days)	15	23.5	41.8	27.9	24

The clinical and admin teams continue to work to meet student needs and shorten wait times by using (1) a Stepped-Care approach, (2) check-in phone calls for clients while they wait, (3) marking high-risk clients for priority access to counselling regardless of when they presented for assessment, (4) providing urgent access to counsellors for crisis situations regardless of wait list status.

To further reduce wait times and to help manage periods of peak demand (such as generally occurs before exams) **"Surge Capacity"** counselling was added from the middle of 1st semester until May 2023. Suitable students on the wait list were offered rapid access to up to 3 online counselling appointments with a qualified counsellor working for a private therapy agency. **230 students** from the SCS wait list were offered this option.

International Comparison of the SCS's Clinical Load Index (CLI)

The CLI is a measure of "standardised caseload" – or the number of clients a typical full-time counsellor serves within an academic year. This carefully audited distribution of counselling centre staffing levels is used to compare the SCS to other HEI services worldwide. 654 other HEIs contribute CLI data. CLI scores are calculated with the assistance of the Center for Collegiate Mental Health (USA) using 3 figures:

- **Institutional Enrolment:** No. of enrolled students eligible for services (Trinity = 21,488)
- **Counselling Centre Utilisation:** No. of students with at least 1 attended counselling appt., 1 July 2022 – 30 June 2023 (Trinity = 2,657)
- **Counselling Centre Clinical Capacity:** No. of contracted clinical hours for a typical/busy week when the SCS is fully staffed (Trinity = 340)

Trinity's SCS CLI score for 2022-23 improved from 240 in 2021-22 to **188**. Comparison with other CCMH services is show in the scatterplot below with the blue diamond:

TCD CLI, 2022-23 (N = 654)
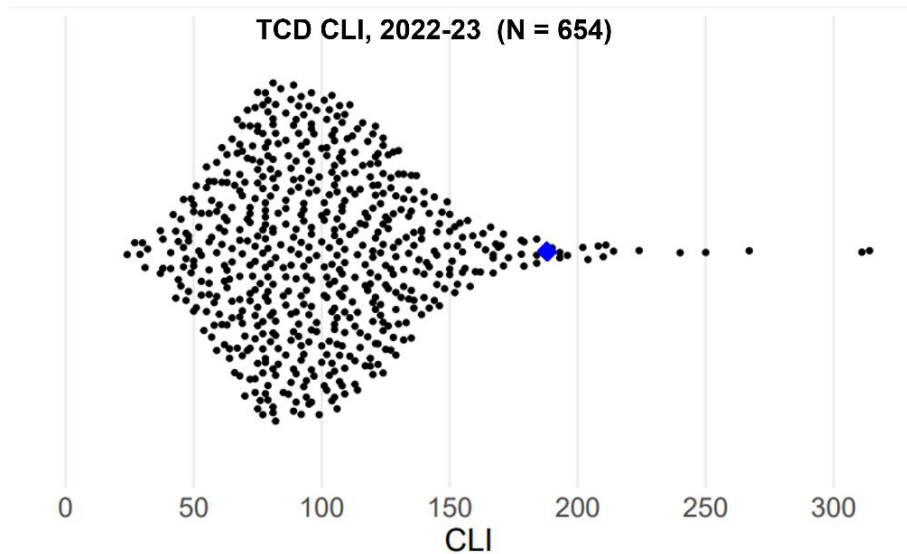
Improvements in the sessional counselling budget helped to lower the CLI, but it remains at the high end of the distribution. On average, **Trinity counsellors see more clients per year than counsellors in 97% of the 654 student counselling services contributing to this dataset**. The risk is that services with such high CLI's get stuck doing "triage and crisis" work instead of delivering therapy commensurate with the needs in the student body.

Student Feedback on Counselling

All counselling clients are invited by email at the end of the academic year to complete an anonymous online feedback survey. **386** unique service users responded (14.5% of all clients).

227 clients gave qualitative feedback, including 431 unique statements. These statements were grouped based on their central meaning (called "Meaning Units"or MUs). The table below shows that praise for the service remained the largest feedback category and made a substantial gain from the previous year, having fallen by 14% of total feedback in 2021-22. This is supported by small reductions in both criticism and comments on the desire for more service resources.

Meaning Unit Type	Description	No. Of MU's	Percent of All MU's	% Change from 2021-22 Feedback MU's
Praise	Positive experiences of the SCS, including impact on retention, mental health, and student experience	240	55.7	**+ 13.6**

Criticism	Negative experiences of the service, incl. wait times	128	29.7	- 6.4
Service Resources	Comments on session limits/spacing, and staff size	26	6.0	- 9.5
Suggestion	Ideas for improvement of service processes and interventions	37	8.6	+ 2.2
Total		*431*	*100.0*	

Select Feedback Comments (anonymised):

Praise

"The student counselling service and [counsellor name] in particular I do believe helped save my life, and after that immediate crisis was past, was the biggest contributor to me getting to a point where I think I can be happy, something I never really was before… It's hard to communicate the extent to which I'm grateful, and how lifelong an impact I feel it will have had on me."

"Student counselling has been a key part of my college experience, and its constant support has helped me to succeed and heal key parts of myself that are beyond my academic career. … I am eternally grateful for student counselling and the therapists I have worked with who are absolutely under-recognised heroes. They really do save students' lives."

"I would be lost without this service, I am so grateful that it is available to students."

"I've been with the service throughout my college years… and the SCS was a constant source of support and understanding for me...The staff were always so friendly and welcoming, and I don't know where I'd be without my counselor. The service is stretched thin with the growing student body, but everyone at SCS put every effort they can into seeing students that need them … [and] without the support from SCS I wouldn't have the skills I have now to have completed college and gotten through the very tough parts of my life ... I can't thank everyone at SCS enough. It would be amazing to see the service get the support it needs to provide to all students that want to avail of the service. Thank you!"

"The initial response was quick and very supportive and While I had to wait for an appointment, I was offered several options in the meantime."

"I was struggling with the idea of staying on in college and completely conflicted. My feelings were very negative … but counselling helped me understand and unravel these feelings as well as learn how to cope with the situation around me."

"The addiction group is excellent and necessary, and I sincerely hope it continues to get funding! It has been a vital resource to me."

"Amazing Service I have been with TCD counselling for 4 years and honestly has been one of the most important parts of my college experience."

"It has had a positive impact on my everyday life and academic work. I strongly recommend it for others."

"I loved all the support I received. I was experiencing a very difficult depression and difficult time in my life and … I overcame all these emotions and became more resilient. Every session meant a lot for me and my mental health. Thanks a lot to all."

"I liked how it felt to be listened to. It helped me stay in college this year."

"All SCS personnel with whom I interacted were kind, respectful, gentle, and helpful. The ease of access was brilliant, as was the clarity of the services available. Overall, the service gave the impression of competence and commitment to serving the students' mental health needs."

Criticisms & Suggestions

"I waited five weeks for the appointment, an appointment that was untimely and felt completely useless. I would definitely say that this experience has made me feel way more reluctant to reaching out for help and my mental health has taken a turn for the worse since."

"I only got an appointment in April after I had decided to drop out already. I believe if [SCS] had not been so under-staffed I could potentially have stayed at Trinity. If this is not being shown to someone with control over finances, please forward it to them. It is shameful how underfunded and difficult to access TCD's counselling services are. I do not know a single person who benefitted from it, and I do know it was not for a lack of effort on the professionals' end."

"I would suggest increasing the number of counsellors to reduce waiting lists for students who really need help."

"While I understand the limitations in terms of the number of counselors and the number of students who need assistance, 8 sessions per year is not enough. I would have even paid for additional sessions as seeking private counselling for myself now means I have to begin the process again with a new counselor."

"After attending SNAP appointment, the only thing suggested was a mindfulness course which I could not attend due to a mandatory lab on at the same time… I really felt that my problems weren't deemed 'severe' enough to warrant further help, which was tough as I was really struggling at the time with mental health issues (particularly regarding college)."

"The long wait times contributed to the worsening of my mental health as well as spending money on outside counselling sessions I could barely afford."

"I eventually attended my SNAP appointment and it went well. The counsellor that worked with me was lovely. I was referred to additional sessions and told that it would take about 3 weeks to get an appointment. 9 weeks later there was no word, [only] an email referring to my long wait time. I eventually asked to take my name off the list."

Counselling Impact on Student Retention and Net Benefit to Trinity

Quantitative feedback shows that some students indicate the key role SCS plays in helping them persist in their courses. All clients are asked to answer the question:

"To what extent would you say that counselling has helped you to stay at college?"

> **N/A (not an issue for me)**
> **1 = Not at all**
> **2 = To a limited extent**
> **3 = One of many factors**
> **4 = An important factor**
> **5 = The most significant factor**

After removing feedback responses for clients who indicated withdrawing from their course and those who were in final year, 119 students rated this question a 4 or 5 and a further 81 chose a 3 rating. Conservatively estimating the per-student income to Trinity in a subsequent year at €8,000 (student contribution & HEA funding – NB: some students bring much higher income to the university), counselling services delivered a potential net benefit to Trinity of €952,000:

> **119** (students rating 4 or 5) **x €8,000** = **€952,000** net benefit to Trinity in 2023-24.

Outreach activities, 2018-23

The SCS provides outreach and preventative supports under the banner "TCD Headspace." These initiatives are targeted at students and aim to improve mental health literacy, reduce stigma, teach skills for supporting mental health & healthy relationships, and educate on available support pathways. In addition to trainings for students and staff, TCD Headspace social media channels reached audiences on Facebook (2,100 followers), Instagram (reach = 7,934) and Twitter (26.4K impressions).

	2018-19	2019-20	2020-21	2021-22	2022-23
No. student attendances @ preventative trainings (incl. Together Consent)	1,094	1,981	1,205	1,197	1,501
No. student attendances @ embedded departmental mental health trainings	180	1,113	625	841	701
Student Advisory Group Members	48	16	20	21	5

Total Outreach Programme student contacts (excl. social media)	1,322	3,094	1,850	2,059	2,207
No. Trinity Staff Trained	333	250	275	300	324

Other Highlights

The SCS received the "Service of the Year" award at the inaugural SilverCloud Customer & Partner Conference in November. The SCS was one of the early adopters of SilverCloud.

Ms. Trish Murphy, Director, at the SilverCloud Partner Conference.

Counselling Plans for 2023-24

1. Apply for accreditation from the International Accreditation of Counseling Services.

2. Continue to expand and diversify the group counselling programme.

3. Partner with S2S on outreach & prevention activities from the shared campus base House 47.

4. Support staff in meeting student mental health needs by hosting a Mental Health Week event and launching the Blackboard training "Identifying & Responding to Distressed and At-risk Students" (2 module course created by PCHEI & HEA).

5. Lead on the collaborative efforts to revise the University's Mental Health Policy.

The TCD Together Consent Education Programme

Founded in 2016, Together Consent is Trinity College Dublin's *Primary Prevention* Multi-Modal Sexual Consent Education Programme, currently based in Student Counselling Services. Together Consent is at the forefront of Consent Education in Third Level Education in Ireland.

Three main sexual violence prevention education programmes are provided:

- **Consent Workshops**
- **Consent Plus Workshops**
- **First Responder Training**

The programme is currently staffed by two team members, the Student Counsellor for Sexual Consent and Disclosure, and the Consent Graduate Intern

Graduate Consent Intern Reagan DeGeare and
Ruth McMahon, Student Counsellor Sexual Consent and Disclosure
at the Dublin Pride Parade 2023

The TCD Together Consent Team runs bespoke trainings for distinct Trinity groups and does outreach to minority groups and groups who may not attend trainings through ongoing education, resources, and assistance. The team are engaged in national liaison regarding Sexual and Gender-based Violence and all forms of Discrimination across the HEI Sector in Ireland and internationally.

Together Consent Trainings - 1st July 2022 to 31st December 2022

Training Type	Participant Group	Attendees
Consent and Dating Bespoke Trainings	UG and PG Students	150
Bespoke Consent Plus Trainings	Trinity Halls Staff and JCR -Team	15
Bespoke Consent Plus Trainings	Central Societies Committee	26
Bespoke Consent Plus Trainings	Student Union Officers	10
Bespoke Consent Plus Training	Assistant Junior Dean Team	12
Bespoke Consent Plus Training	SU ENTS Team	13
	Sub-Total	226

Together Consent Trainings -1st January to 30th June 2023

Training Type	Participant Group	Attendees
Consent Facilitation (Trainers)	Counselling Staff	10
Consent	Trinity Hall Residents	971
Consent Plus	TCDSU	6
Consent Plus	Senior Tutor Team	6
Consent Plus	S2S Staff and Student Mentors	17
	Sub-Total	1010
	Total	1,236

2022-23 Publications created by The TCD Together Consent Education Team

All publications are available for download on the TCD Consent website (www.tcd.ie/Student_Counselling/consent)

Publication	Description
"What do we do now?" Updated	Provides advice for staff such as security guards who may be responding to victims in the immediate aftermath of sexual violence. Also provides information on Sexual Assault Treatment Units (SATUs) and Rape Crisis Centres.
"Trauma Informed approach"	Provides advice for staff and students who are interested in what a trauma-informed approach is, and how they can ensure the work they undertake, whatever the context, has the care of sexual violence survivors in mind. This is inclusive of all those who experience any form of abuse or discrimination.
"What do I do now?" Updated	Helps to advise a student what steps they can take after they have experienced sexual violence, and what to do if they are a victim of IBSA and Stalking.
"Disclosure Support" Updated	Contains information from our First Responder Training to inform staff and students on what happens after someone is a victim of sexual/gender - based violence, and all forms of Harassment and Discrimination. What their response might look like, and how to take further steps to supporting them within a Trauma Informed Approach.

Further Consent Outreach

Outreach Area	Description

20

Website	The website (launched September 2021) is a hub for resources on sexual violence prevention and support following sexual violence. It also provides our community with information around our workshops, what activities we are undertaking, and how to get involved. This is currently being updated to reflect new curriculum.
Videos	Funded by the Trinity Trust, 3 videos were launched in September 2021 and are utilised widely in trainings and within the university community. They are also being translated into Irish Sign Language (part of the Justisigns 2 project).
Online Module for Staff and Students	Porn and Unconscious Bias Module for Staff and Students. This session, uses a curriculum devised by The TCD Together Consent Education Team, supported by Trinity Online Services, with the support of the Trinity Trust. The session covers how unconscious biases and pornography can affect sexual experiences for Students and Staff. Release date September 2023
Action Plan for Sexual Violence and Harassment	The Graduate Consent Intern represents The TCD Together Consent Education Team on the TCD Oversight Group for implementation of the Framework for Consent in Higher Education. This maintains the ongoing information feedback loop between The TCD Consent Education Team, The TCD Consent Education Steering Group, so that the Student Counsellor for Sexual Consent and Disclosure continues the clinical development of the Education Action Plan, which forms part of Trinity's Action Plan for Sexual Violence and Harassment.
SpeakOut Tool	Led by the TCD Together Consent Education Team, TCD are part of the first cohort of 3rd Level Institutions who have launched SpeakOut The Anonymous Reporting Tool. This online tool allows students, staff, and visitors to the University to anonymously report instances of harassment, violence, sexual assault, racism, discrimination, and other forms of abuse.

Administration

The Administration Team is vital to ensuring the efficiency and broad reach of all services, providing central admin support and expertise in the management of human resources, finances, compliance, systems, and facilities for the Services. The team is also responsible for counselling appointment and waitlist management, including cover of the Services' email, phone lines and reception.

Key Admin Metrics

While there have been increases in clinical staff FTE and in numbers of students attending the Service, the Administration Team FTE remained the same as previous years. The team has nonetheless achieved the following:

- Scheduled over 919 same-day emergency appointments.

- Filled approx. 1,680 cancelled/rescheduled counselling appointments with other clients to ensure efficient use of counsellor time.

- Sent over 21,743 appointment reminders via the Titanium scheduling system (an increase of over 3,508 from the previous year).

- Supported in the scheduling of approx. 15338 in person, zoom and telephone appointments and scheduled approx. 2500 SNAP appointments.

We continue to explore ways to automate more of these activities.

Key Achievements

- Coordination of and participation in the first Thematic Review in the University of Mental Health Services across Student Counselling, College Health, and the DisAbility Service.

- Refurbishment of House 47 and relocation of several staff members to provide counselling, S2S services and a dedicated student space on campus.

- Reconfiguration and refurb of office and reception space in South Leinster Street to create a more welcoming environment and two new rooms.

- Management of 15 separate recruitment competitions and subsequent on-boarding. Remote/on-site recruitment and induction of sessional workers, volunteers, and trainees, including a focus on Health and Safety assessment and training for blended working.

- Management of limited space resources to ensure maximum efficiency in service delivery.

- Development of SLAs with external service providers to increase surge capacity at peak demand times. Development and management of all related referral and reporting processes.

- Ongoing coordination of the HEI Counselling Services Administrators Network with the introduction of regular zoom meetings and attendance at tailored Admin training at annual PCHEI conference in June 2023.

- Preparation, testing for implementation of online appointment scheduling within Titanium.

- Worked in partnership with the Data Protection Office and ITS to improve IT security and GDPR compliance.

The Administration Team would like to gratefully acknowledge our close work with our colleagues in Human Resources, IT Services and Estates & Facilities, who help us to maintain our high level of service to students.

Staffing & Budget

Staffing Full-time Equivalency

Area	FTE
Admin Team	4.30
Assistant Psychologists [1]	1.92
Counsellors [2]	12.55
Director	1.00
S2S	2.60
Sessional Counsellors [3]	2.87
SLD	1.72
Together Consent [4]	0.59
Total	*27.55*

Numbers reported are actual worked FTEs (rather than approved contract FTEs), to take account of vacancies etc.

1. Additional (third) AP post funded by the Mental Health and Wellbeing Initiative (MHI) ceased September 2023.

2. Includes 3 x MHI-funded posts totaling 2.2 FTE in the reporting period.

3. Includes sessional counsellors with 2.04 FTE in the reporting period and funded by the MHI in March 2023 only.

4. Relates to 1 x Consent Intern post.

Budget 2022-23

Type	Amount
Income	€570,473
Pay Costs	€2,276,169
Non-Pay Costs	€361,899

Income:

- Includes €110,937 HEA Innovation and Transformation funding which was used by TCD to reimburse partner universities for expenses incurred as part of the 3SET work package from 1/1/22 - 31/12/22. In February 2023 a payment of €36,240 was made to UCD and €70, 940 was paid to Athlone Institute of Technology (AIT).

- Includes €422,287 from the Mental Health and Wellbeing Initiative for the 2022-23 academic year.

Pay costs:

- Includes €1,784 to staff on the 3Set Project.

- Includes €227,560 in MHI-funded posts as follows: 1 x AP post, 3 x Counselling posts totaling 2.2 FTE in the reporting period and 8 x Sessional Counsellors for the period March 2023 only.

Non-Pay costs

- Includes €115,380 as part of the 3SET Project, €107,180 of which was used to reimburse partner universities for expenses incurred on the 3SET work package (as outlined above under 'Income').

The financial year runs 1st Oct to 30th Sept

Contact Information

Student Counselling Services
3rd Floor, 7-9 S. Leinster St.
Trinity College Dublin
D02 K104

Phone: +353 (01) 896 1407
Email: student-counselling@tcd.ie
Web: tcd.ie/student_counselling

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin