



# TUU Vent Tent

Mental Health COVID-19 Edition



Final Report

**Generated: 07/2020**

Compiled by Tim Lippis

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## Section 1.0

### Summary, Respondents & Demographics

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The operation and compilation of this report is dependent on the students who access and responded to this program. Students from all over Tasmania from all Schools and Faculties reached out to the TUU through this program to express their concerns and advise the TUU on the direction its advocacy should take.

## 1.1 - Summary

The TUU Vent Tent Online program was launched on the 3<sup>rd</sup> of April 2020 as a way for students to reach out to the TUU regarding issues arising from the Universities transition to online delivery following the worldwide outbreak of COVID-19. This program has produced three editions so far and has spurred and informed change in the University and TUU in response to the COVID-19 crisis. Students took the opportunity to express their concerns regarding the Universities transition into an online environment and give their preferences to solutions proposed by the TUU.

The form gave students the ability to submit a specific concern/complaint, followed by asking for their preferences on specific issues raised by the University. This edition was specifically focused on student's Mental Health during the COVID-19 response and attempted to determine why University offered mental health services have seen a decrease in student access.

At the time of closing, this edition of the Vent Tent had gathered **186 responses**. While this does fall below the numbers in the first two editions, it still represents a valuable sample group to inform the TUU and Universities future directions for the coming months. The purpose of this edition of the Vent Tent was to answer two particular questions regarding the mental health of students:

1. How has the COVID-19 situation effected the mental health of students and which particular factors has had the greatest negative effect?
2. The University has noted substantial decreases in the number of students accessing mental health support services since the beginning of the COVID-19 situation. What factors are driving this decline?

Assistance in compiling this report was given by Bethany Becker, Madeline Webster, Rohan Puri and Sophie Crothers.

### Section 2.0 – University Response Evaluation

This edition also aimed to evaluate the changes which the University have already implemented as a result of the COVID-19 situation. The form gave the respondents the opportunity to evaluate the University's response regarding both Academic performance and Course Fees, first asking to rate from Strongly Disagree to Strongly Agree, and then asking if the respondent believes further action is required. While the evaluation of actions taken so far to address Academic Performance were fairly evenly split across the board, the majority of students believed that further action was still required to adequately address the issue. Regarding the issue of Course Fees, a majority of respondents indicated they either disagreed or strongly disagreed that the University had taken adequate steps to address the issue and the vast majority agreed that further action was required.

### Section 3.0 – Student Mental Health Responses

This section was dedicated to answering the questions set out by this edition of the Vent Tent. Section 3.1 focused on the effects of the COVID-19 situation on the mental health of students. 68% of respondents indicated that their mental health had declined as a result of the pandemic, with the effect more pronounced in domestic students and with no significant differences observed across North and South campuses. When asked to rate various predetermined factors effect on their mental health, Academic & Workload, Course Fees and Employment were the standout issues, however almost all factors were highly rated as having a negative impact on respondent's mental health. When asked to select the single factor which had caused the most significant effect, Course

Fees were the outstanding factor, with Academic & Workload following. International students were significantly more likely to indicate Course Fees as having a negative impact on their mental health, and domestic students indicated Academic & Workload and Online Delivery to have a strong negative effect.

Section 3.2 was designed to evaluate the second question posed by this edition; the reason for declining access of University offered mental health services. Approximately one quarter of respondents of the Vent Tent indicated that they had accessed University offered mental health services prior to the COVID-19 crisis, with the number slightly higher in International students compared to Domestic students. Of those students who responded Yes to accessing mental health support services, 75% of them indicated that they were continuing to access these services. The proportions of students accessing University offered, TUU offered or Outside offered mental health services were approximately even. Of the students who have recently stopped accessing these services, several trends were identified indicating common reasons students ceased accessing these services. These trends were:

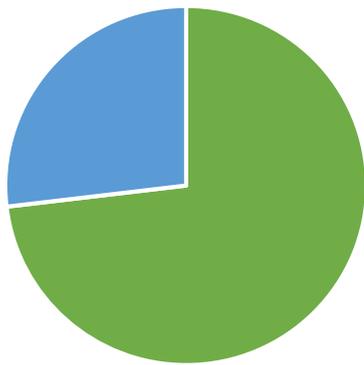
- The service was no longer needed/positive change in mental state
- Accessibility issues
- Disconnection in online counselling services
- Financial issues

These trends do not encapsulate the full range of reasons respondents indicated however these were particularly evident. Examples of these trends and others are included in 3.2.4.

#### **Section 4.0 – Individual Responses**

As with every Vent Tent edition, the opportunity is given to the respondents to raise a specific concern/complaint which may fall outside of the particular edition's aim. The responses are read and evaluated, then categorised based on their content. In this case, respondents overwhelmingly raised concerns/complaints regarding Course Fees, followed by Academic & Workload. Examples which particularly well articulated the concerns of students in each category were included in this report.

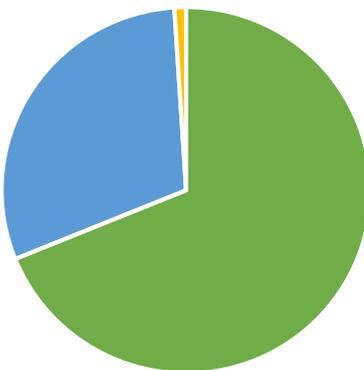
### 1.2 - International/Domestic Responses



■ International ■ Domestic

| Respondent    | Percentage | Total |
|---------------|------------|-------|
| International | 73.1%      | 136   |
| Domestic      | 26.9%      | 50    |

### 1.3 - Responses by Campus



■ South ■ North ■ Sydney

| Respondent | Percentage | Total |
|------------|------------|-------|
| South      | 72.6%      | 135   |
| North      | 26.3%      | 49    |
| Cradle     | 0%         | 0     |
| Sydney     | 1.1%       | 2     |

### 1.4 - Faculty/School Demographics

| School/Facility                       | Percentage of Total | Total |
|---------------------------------------|---------------------|-------|
| Sch. of Business and Economics        | 29.6%               | 55    |
| College of Science and Engineering    | 11.3%               | 21    |
| Faculty of Law                        | 9.1%                | 17    |
| Sch. of Tech, Environments and Design | 8.1%                | 15    |
| Sch. of Medicine                      | 7%                  | 13    |
| AMC                                   | 5.9%                | 11    |
| Other                                 | 5.9%                | 11    |
| Sch. of Natural Sciences              | 3.8%                | 7     |
| IMAS                                  | 3.2%                | 6     |
| Sch. of Education                     | 3.2%                | 6     |
| Sch. of Social Sciences               | 2.7%                | 5     |
| Tas Institute of Agriculture          | 2.2%                | 4     |
| Sch. of Creative Arts and Media       | 1.6%                | 3     |
| Sch. of Environment                   | 1.1%                | 2     |
| Sch. of Humanities                    | 1.1%                | 2     |
| Conservatorium of Music               | 0.5%                | 1     |

## Section 2.0

### University COVID-19 Response Evaluation

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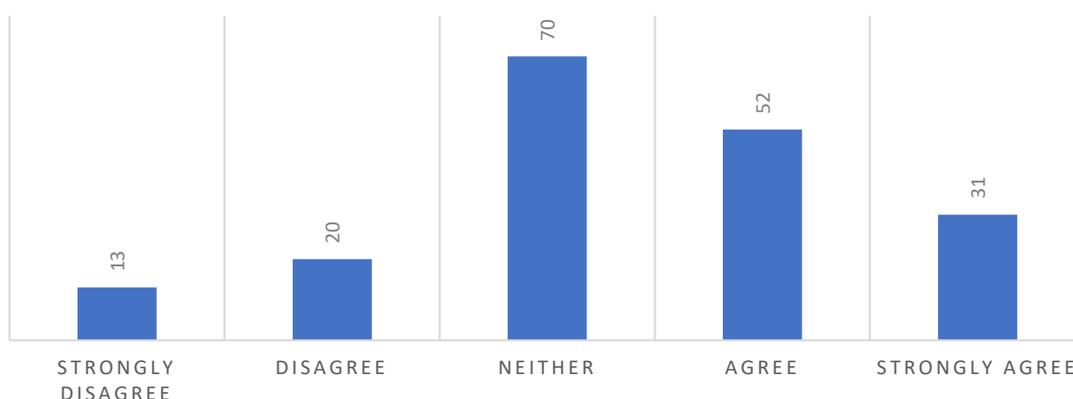
Respondents to the Vent Tent were asked for their opinion and satisfaction with the University's responses to the COVID-19 pandemic. The previous two editions of this initiative asked for student opinions on academic and course fees, and what changes the University should implement. This edition of the Vent Tent asked respondents for their evaluation on these changes.

## 2.1 - Academic Response Evaluation

Respondents were first asked to rate the University’s response to Academic Performance on a scale from Strongly Disagree to Strongly Agree. 44.6% of students either agreed or strongly agreed that the University’s response up to that point had adequately addressed the Academic Performance issue. 37.6% of students had no opinion on the issue while 17.7% of students either disagreed or strongly disagreed that that the University’s response was not adequate.

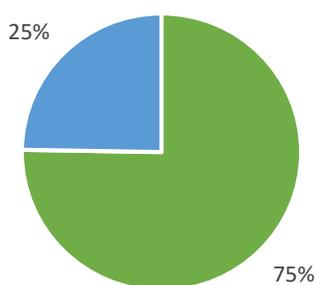
When asked if respondents believed the measures taken so far were enough, 75.3% of students believed that further action was still required on the matter of Academic Performance.

### 2.1.1 – Do you believe the University has adequately addressed the issue of academic performance?



**Figure 2.1.1.A** – Students were asked to rate if they believed the University had adequately addressed the issue of Academic Performance on a scale of Strongly Disagree to Strongly Agree.

### 2.1.2 – Is it enough?



■ Needs Further Action  
 ■ Needs No Further Action

| Respondent              | Percentage | Total |
|-------------------------|------------|-------|
| Needs Further Action    | 75.3%      | 140   |
| Needs No Further Action | 24.7%      | 46    |

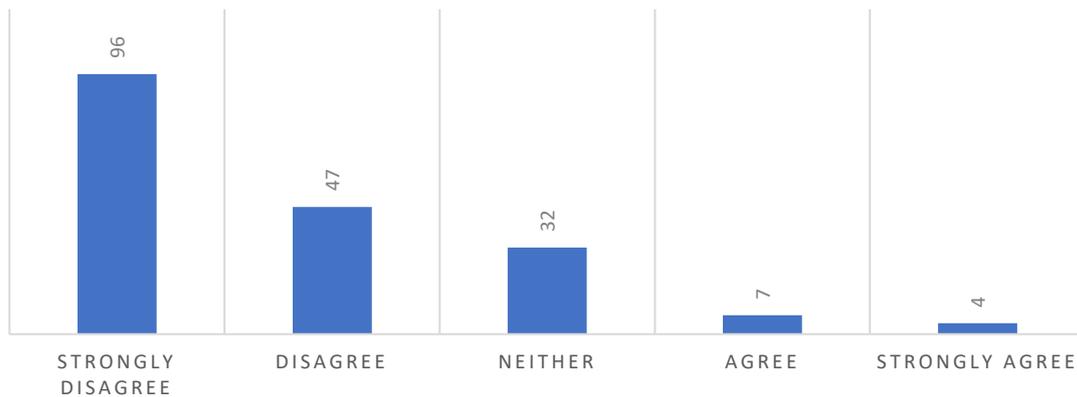
**Figure 2.1.2.A** – Students were asked if they believed further action was required to adequately address the issue of Academic Performance

## 2.2 - Course Fees Response Evaluation

Respondents were first asked to rate the Universities response to Course Fees on a scale from one to five. 76.8% of students either Disagreed or Strongly Disagreed when asked if the University had adequately addressed the issue. 17.2% of respondents voted for neither and 6.9% of students either agreed or strongly agreed that the issue had been addressed.

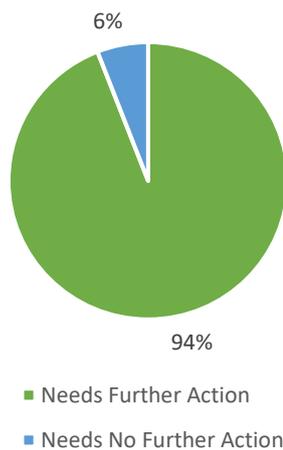
When asked if respondents believed further action on Course Fees was required, the vast majority, 94% believed further action was needed.

### 2.2.1 – Do you believe the University has adequately addressed the issue of course fees?



**Figure 2.2.1.A** – Students were asked to rate if they believed the University had adequately addressed the issue of Course Fees on a scale of Strongly Disagree to Strongly Agree.

### 2.2.2 – Is it enough?



| Respondent              | Percentage | Total |
|-------------------------|------------|-------|
| Needs Further Action    | 94.0%      | 175   |
| Needs No Further Action | 6.0%       | 11    |

**Figure 2.1.2.A** – Students were asked if they believed further action was required to adequately address the issue of Course Fees

## Section 3.0

### Student Mental Health Responses

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The goal of this edition of the TUU Vent Tent was to answer to questions. Firstly, what effect has the COVID-19 situation had on the mental health of students and secondly, why has access to University offered mental health support decreased significantly since the beginning of the pandemic. This section of the Vent Tent sets out to answer these questions.

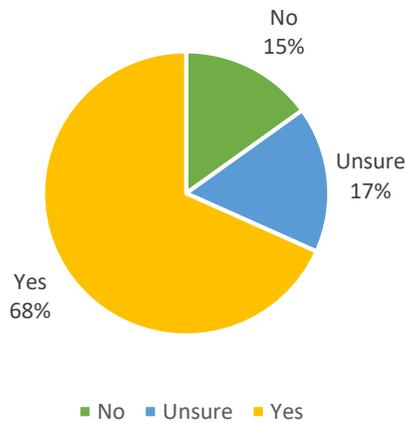
### 3.1 - COVID-19 Effects on Student Mental Health

In line with the first question this edition of the Vent Tent was aiming to answer, section 3.1 was designed to evaluate the effect that COVID-19 has had on students. This section begins by broadly evaluating the effect of the pandemic on mental health, then seeks to determine individual factors which had the greatest impact on student’s mental health.

#### 3.1.1 – Has Your Mental Health Declined as a Result of COVID-19?

This question was designed to evaluate the broad effect of the COVID-19 situation on the mental health of students. Respondents were asked to evaluate if they believed the COVID-19 situation had negatively contributed to their mental health. The responses were further broken down by whether the student were an international or domestic student. Results were also separated by campus however there was no significant differences. Results of the question identified respondents overwhelming indicating their mental health had declined since the beginning of the COVID-19 situation.

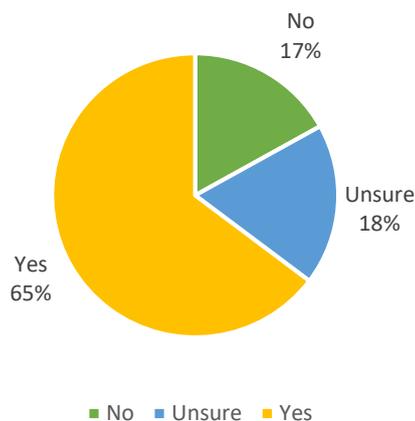
#### Combined Results



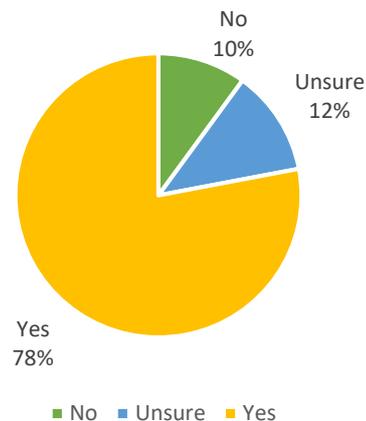
| Combined |     |     |
|----------|-----|-----|
| Yes      | 127 | 68% |
| Unsure   | 31  | 17% |
| No       | 28  | 15% |

**Figure 3.1.1.A** – Mental Health decline as a result of COVID-19 in students

#### International Students



#### Domestic Students



**Figure 3.1.1.B** – Mental Health decline as a result of COVID-19 in International students

**Figure 3.1.1.C** – Mental Health decline as a result of COVID-19 in Domestic students

### 3.1.2 – How has each one of these situations affected your mental health recently?

Respondents were asked to evaluate how each factor had affected their mental health since the start of the COVID-19 pandemic. The results were broken down by International Student vs. Domestic Student, and North Campus respondents vs. South Campus respondents.

International students indicated matters of financial security were negatively contributing to their mental health at a higher rate as compared to domestic students. Domestic students responded more strongly to matters of academic performance, with Exams, Academic & Workload and Online Delivery areas of higher negative mental effect. Results of campus comparison indicated no significant differences in most factors, with the exception of Academic Performance and Exams.

#### Combined Results

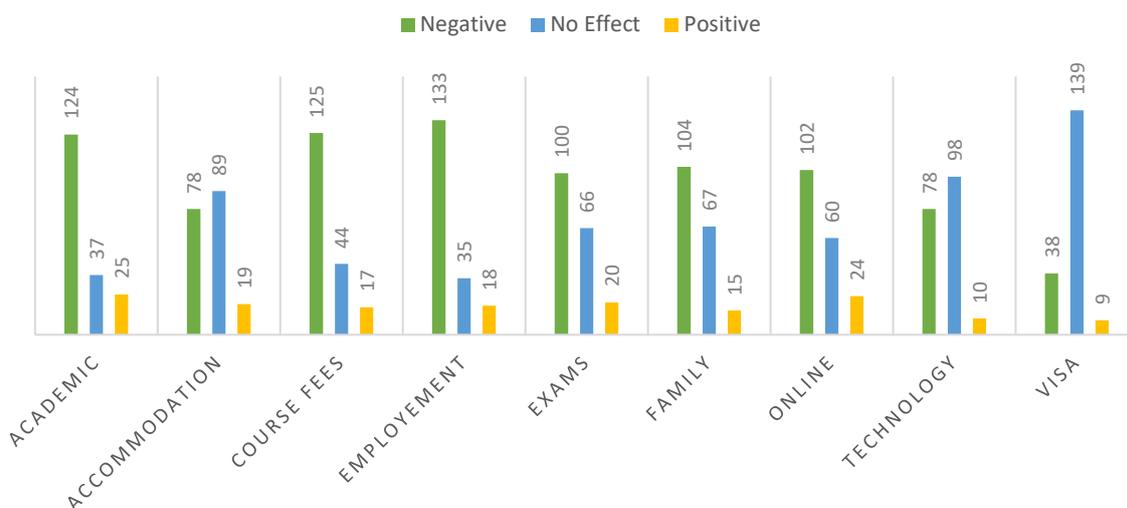


Figure 3.1.2.A – Comparison of various factors on the mental health of students.

#### International & Domestic Student Comparison

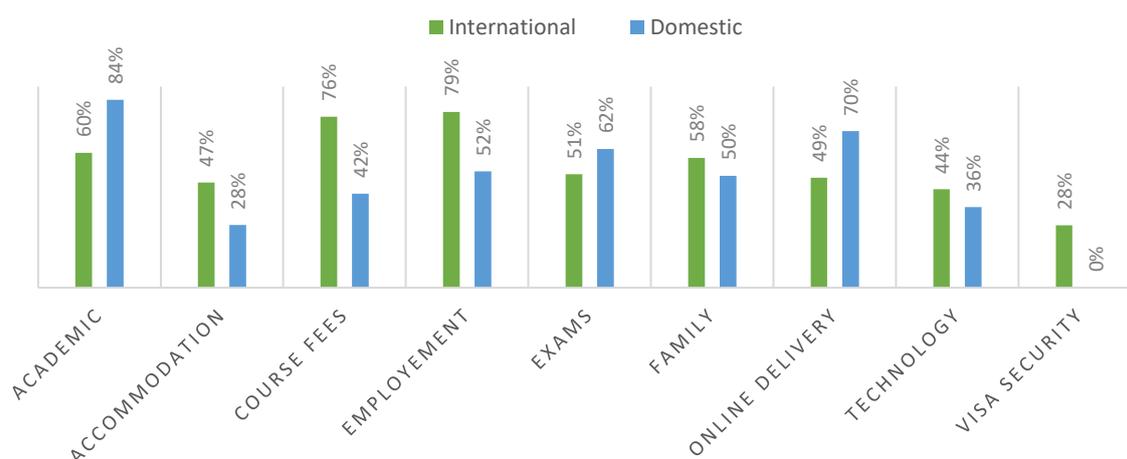
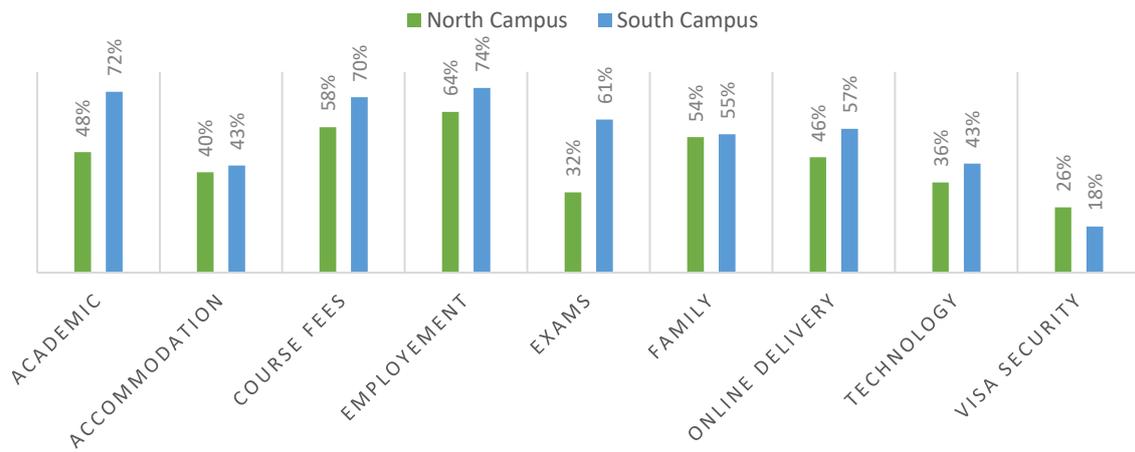


Figure 3.1.2.B – International and domestic breakdown of factors effecting students. This graph only shows a comparison of *Negative Effects*.

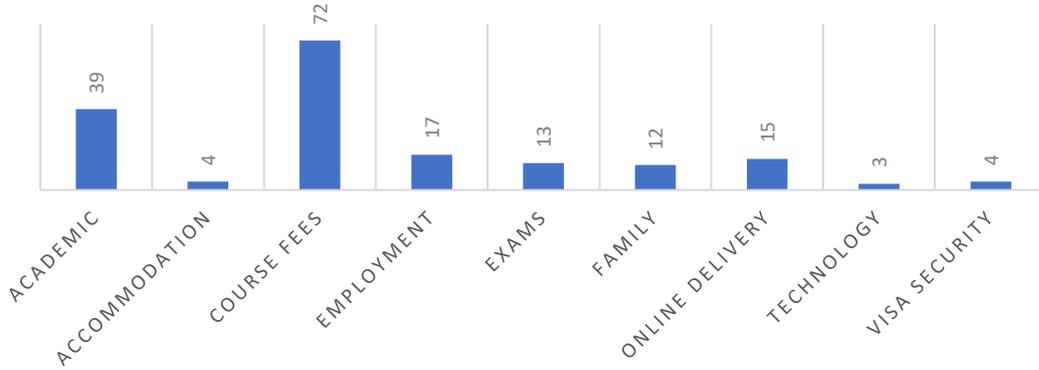
**North & South Campus Comparison**



**Figure 3.2.1.C** – North campus and South campus breakdown of factors effecting students. This graph only shows a comparison of *Negative Effects*. Cradle Coast and Sydney campuses were not included due to low number of responses.

3.1.3 – What do you believe has been the single biggest contribution to your mental health decline?

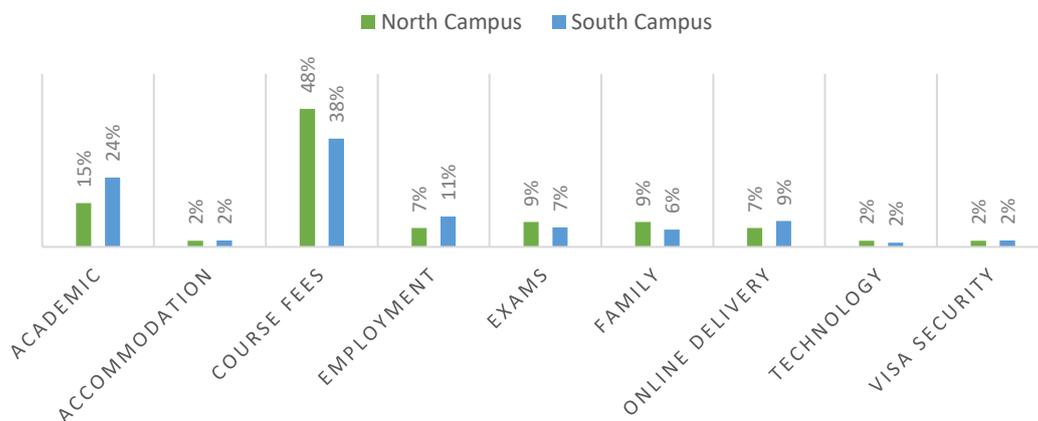
Respondents were asked to evaluate which single factor had caused the greatest decrease in the student’s mental health since the start of the COVID-19 situation. Responses were further evaluated by comparing international and domestic students, and between North and South campus students.



**Figure 3.1.3.A – Respondent evaluations of which single factor caused the greatest negative mental health effects**



**Figure 3.1.3.B – Greatest negative effect compared between International and Domestic Students**



**Figure 3.1.3.C – Greatest negative effect compared between North Campus and South Campus students**

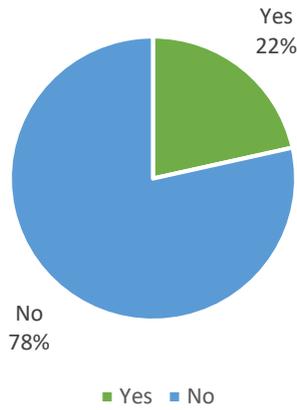
### 3.2 – Mental Health Support Services

This section of the Vent Tent was designed to address the recent decrease in students accessing University offered mental health support services.

3.2.1 – Prior to the COVID-19 situation, had you previously accessed University offered mental health services?

Students who responded *No* in 3.2.1 were excluded from the dataset for questions 3.2.2 through to 3.2.4.

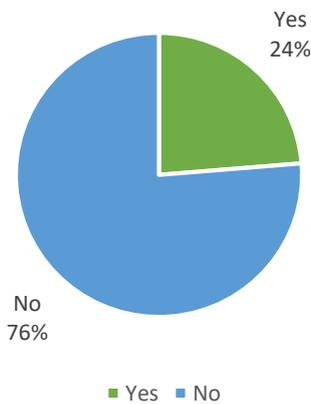
#### Combined Student Results



| Respondent | Percentage | Total |
|------------|------------|-------|
| Yes        | 22.0%      | 40    |
| No         | 78.0%      | 146   |

**Figure 3.2.1.A** – Percentages of students who have accessed University mental health support services prior to the COVID-19 situation.

#### International Students



**Figure 3.2.1.A** – Percentages of international students who have accessed University mental health support services prior to the COVID-19 situation.

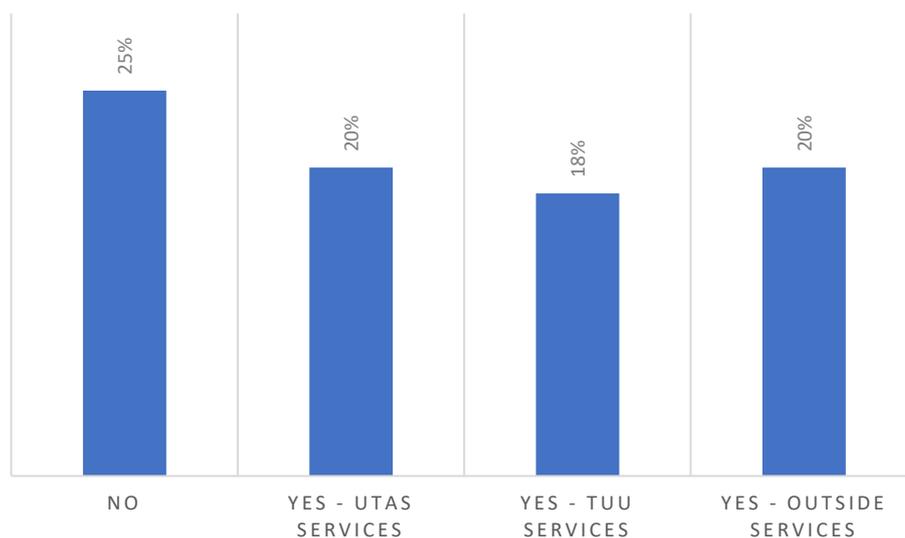
#### Domestic Students



**Figure 3.2.1.A** – Percentages of domestic students who have accessed University mental health support services prior to the COVID-19 situation.

3.2.2 – Have you been accessing mental health support services recently?

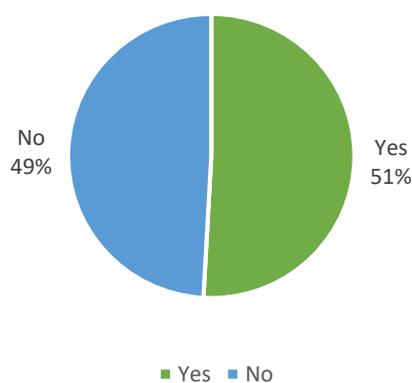
Of those students who were accessing mental health support services prior to the COVID-19 situation, 25% of respondents reported they were no longer accessing these services. Of the remaining 75% of respondents, they reported to be continuing to access mental health support services through either service offered by the University, TUU or outside sources.



**Figure 3.2.2.A** – Responses to 3.2.2 indicating state of continued access to mental health support services from various sources. Respondents who answered No to both 3.2.1 and 3.2.2 have been excluded from these results.

3.2.3 – If you were accessing mental health support services prior to the COVID-19 crisis, have you recently stopped accessing them?

Of the students who responded Yes to 3.2.2, the respondents were asked if they discontinued access of these services since the COVID-19 crisis began.



**Figure 3.2.3.A** – Responses of students who responded Yes in 3.2.2 showing if they have stopped accessing mental health support services since the COVID-19 crisis began.

### 3.2.4 - If yes, why?

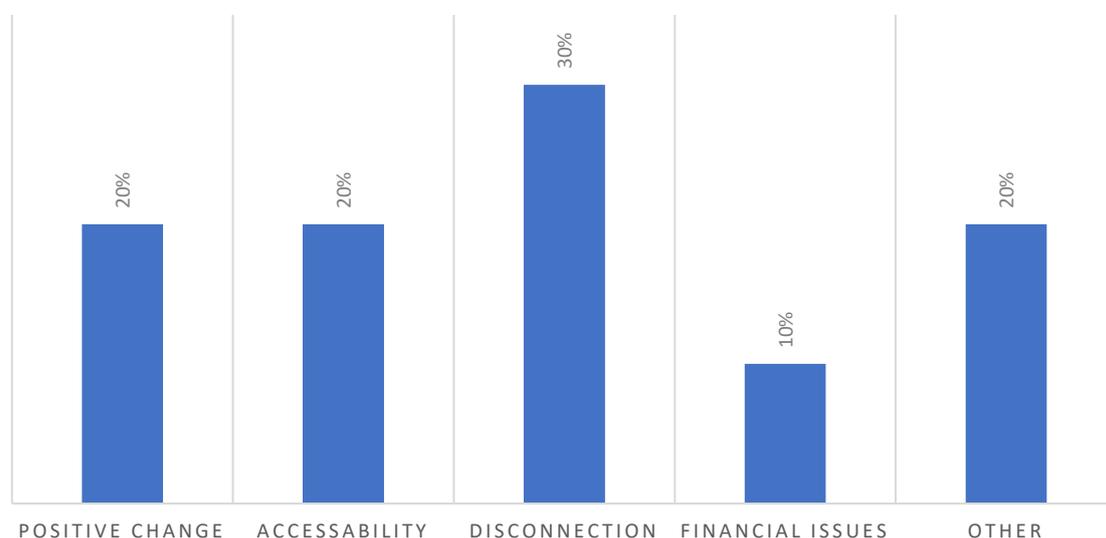
It was decided for this question to allow qualitative responses. This decision was made as we were attempting to gain the most accurate and diverse accounts of reasons for discontinuing accessing support, rather than confining respondents' choices to predesigned options. These responses have been read and analysed, then categorised. As respondents who answered *No* in 3.2.1 have been excluded from this question, the sample size is smaller compared to the total Vent Tent respondents and therefore may not be a completely comprehensive analysis of the issues raised.

The trends appearing in responses have been documented below and several examples of responses that well characterised respondent sentiment were highlighted.

The main trends which became evident from student responses were:

- The service was no longer needed/positive change in mental state
- Accessibility issues
- Disconnection in online counselling services
- Financial issues

The greatest trend that appeared was students feeling disconnected to counsellors in an online environment and did not feel that continuing online access to this service would not be effective. Positively, 20% of students responded that they no longer felt a need to access these services as their mental health had improved. 20% of respondents felt there were barriers to their accessing the services, and a further 10% claimed financial issues were the reason they stopped accessing these services. 20% of respondents fell outside these categories.



**Figure 3.2.4.A** – Analysis of student responses indicating reason for discontinued access to mental health support services since the beginning of the COVID-19 crisis

## No Longer Needed

| Respondent ID | International or Domestic | Response   |
|---------------|---------------------------|--|
| V3-185        | International             | At the starting I was living alone that is why I was more stressful but now I am improving myself because I am living with family. |
| V3-123        | International             | Now I am living with my friends, I am little bit stronger mentally   |

## Accessibility Issues

| Respondent ID | International or Domestic | Response  |
|---------------|---------------------------|---|
| V3-182        | International             | I am not able to access it due to lockdown  |
| V3-024        | International             | I was visiting a psychologist at the PSYclinic but my sessions finished, and they closed. |
| V3-048        | Domestic                  | I never got an email back from the counsellor I was emailing with                         |

## Disconnection in Online Counselling Services

| Respondent ID | International or Domestic | Response   |
|---------------|---------------------------|--|
| V3-019        | Domestic                  | Can't see anyone in person and don't feel connected over the phone |
| V3-063        | International             | I don't feel comfortable accessing to support online               |
| V3-060        | Domestic                  | My shitty internet made it too frustrating                         |

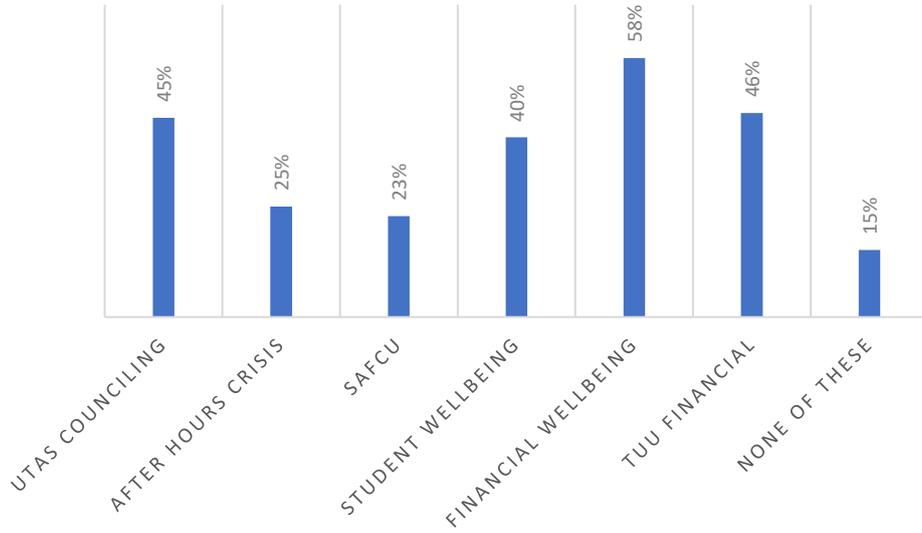
## Financial Issues

| Respondent ID | International or Domestic | Response  |
|---------------|---------------------------|---|
| V3-118        | Domestic                  | They don't offer online or over the phone appointments, or I can't afford them anymore due to the covid-19 crisis |
| V3-176        | Domestic                  | The service was too expensive, and I was unable to continue accessing it  |

## Other

| Respondent ID | International or Domestic | Response   |
|---------------|---------------------------|--|
| V3-094        | Domestic                  | Because psychologists have been under a lot of stress and some have gone downhill in their services.         |
| V3-124        | International             | They are friendly, but they cannot do anything and the people who can do something at uni they do not listen |

3.2.5 - Are you aware of these services available to you by the University?



| Service  | Percentage | Total |
|--|------------|-------|
| Utas Free Confidential Counselling Services    | 45.0%      | 83    |
| After Hours Crisis Support                     | 25.0%      | 46    |
| SaFCU  | 23.0%      | 42    |
| Student Wellbeing Resources                    | 40.0%      | 75    |
| Financial Wellbeing Resources (including SNGS) | 58.0%      | 108   |
| TUU Financial Counselling Services             | 46.0%      | 85    |
| None of These                                  | 15.0%      | 28    |

## Section 4.0

### Individual Responses

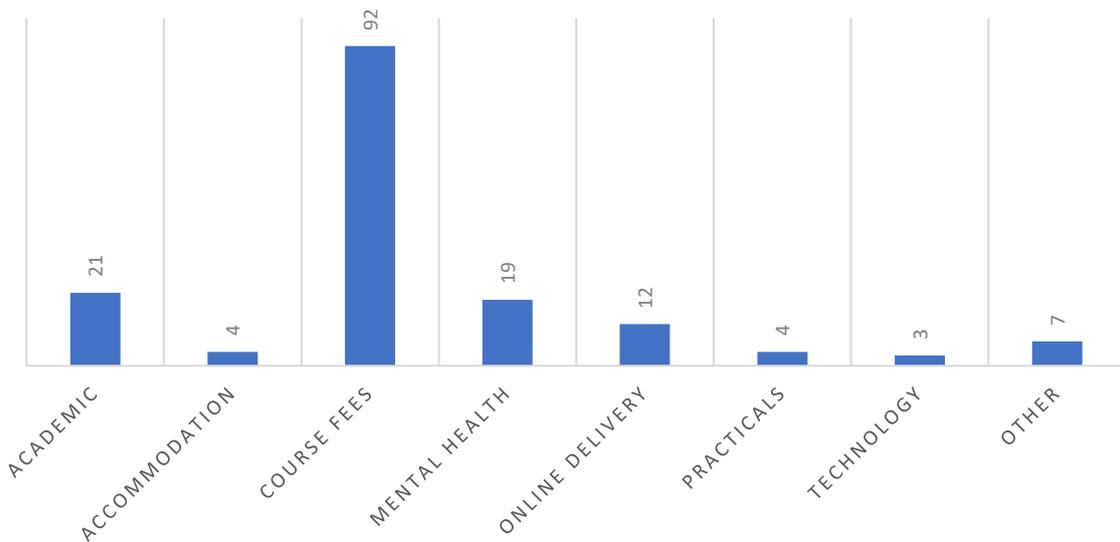
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In each edition of the Vent Tent, respondents are given the opportunity to submit an individual concern or complaint. These responses are categorised into areas of most significance, and key submissions that best exemplified respondent sentiment were extracted as examples.

Although the Vent Tent Program is designed to assess student sentiment on particular issues the TUU or the University are raising, it is also essential that respondents are given the opportunity to raise particular concerns. As with any edition of the Vent Tent, respondents submitted a wide range and variety of responses, which have been categorised and exemplars presented below. The categories are selected based on trends and patterns evident in the responses and for this Vent Tent were:

1. Academic & Workload
2. Accommodation
3. Course Fees
4. Mental Health
5. Online Delivery
6. Practical/Placement
7. Technological Disadvantages
8. Other

These categories were a broad analysis of trends seen in the data, and do not represent the entire range and variety of responses students submitted. However these do represent patterns of student sentiment observed in responses.



**Figure 4.0.A** – Number of individual concern/complaint’s attributed to each category in Section 4.0

## 4.1 – Academic &amp; Workload

| Reference ID | International or Domestic | Response   |
|--------------|---------------------------|--|
| V3-007       | International             | We are not getting the standard of education. Due to pandemic condition it is difficult to run class but paying maximum fees and reading like online is feeling like a distance education. Our mind is just thinking about assignment and exam not more than that not improving our skills regarding course.   |
| V3-027       | Domestic                  | <ol style="list-style-type: none"> <li>1. There is a great deal of uncertainty surrounding the specifics of end of semester exam proceedings, despite the fact that we are currently in the final teaching week of the semester.</li> <li>2. There is uncertainty about the next semester, I don't know whether I should be staying in Canberra (home) after mid-year break is over or whether I will be needing to come back, if I may not coming back that raises concerns about whether I need to break my lease with UTAS student living and clear out my room before I leave at the end of the exam period.</li> <li>3. We are still paying full fees, despite the fact that we are not receiving the same exposure, a lot of my units are quite expensive (mainly due to the practical component), however due to the circumstances those costs are no longer valid. Yet we are still paying the same amount without receiving the experience that cost accounts for.</li> <li>4. I am yet to hear back from MBBS applications (who I emailed) as to whether the ungraded passes being awarded for units after results are released are applicable to those undertaking the guaranteed program for MBBS via BMedRes.</li> </ol> <p>Thanks for listening to my rant! Felt good to get it out.</p>   |
| V3-071       | International             | <p>Two of my units have multiple minor errors consistently appearing all over the synopsis. Property Law and Criminal Law A. In property law, at least one of the principles and cases have been subsequently overturned in 2019, but because we are using materials from 2018 we don't have any reference to it at all in the synopsis. This is absolute bullshit and my confidence in what I am learning is rock bottom. Quite frankly I just need headers and topic words and I would learn the most current things from the internet. Shameful waste of money unit. Only teacher worth anything was Adrian.</p> <p>In Criminal Law, the synopsis is just copied from year to year as can be seen by very basic citation errors that are found in senior student notes from all the way back in 2016, 2014? Apparently we won't need to cite properly in an exam, and somehow this justifies the idea that the materials given to us doesn't need to be accurate? Lecturers don't reply to emails unless it's sent within their consultation time, so if a question is asked at another time, good luck with that black hole. And what even was the tutorials for? The lecturers and tutors disagree on what is the "right answer" (yeah I know there is no "right answer") and are not helpful with concrete critique even after the paper has been submitted so it should not be a problem to explain</p> |

the flaws/strengths in a particular way of answering the tutorial paper.

This entire semester has degraded my opinion of the law faculty greatly. If it were not for the very professional and caring lecturers in the other two units im doing, i would have dropped out by now, and not because of Covid-19.

Worth of this sem out of \$13,000? \$5,000 max. I want my money back. Top in Tasmania, bottom in Teaching Ability.

## 4.2 – Course Fees

| Reference ID | International or Domestic | Response   |
|--------------|---------------------------|--|
| V3-115       | International             | <p>All of us are aware about the ongoing pandemic and how we all are being affected by it emotionally and economically. We are aware that college is running online classes yet the fee structure has not been considered.</p> <p>With the study mode shift to online it would have been better if they had considered on revising the fee structure. The students are not using the physical Facilities in university and are coping up with the new online module. In this situation i think it would be better if they consider the fee structure a bit.</p> <p>Addition to that i have some friends who are from different university and they told me that they have got some additional discount on their fee. Some also told me that they actually got 25% refund for the semester 1 2020 as the university shifted to online module.</p> <p>I hope the fee would be considered for semester 2 2020</p> |
| V3-159       | International             | <p>Intuition fee for international students should be reduced. It is obvious that we decided to study aboard to take advantage of physical assets, face-to-face teaching and human interaction. As a second year student, I am also looking for internship program but it might be a challenge for organisation to provide uni with placement. In a nutshell, the decisions to study abroad and pay a huge amount of tuition was due to the hope of personal development and opportunities. However, during this tough time, we could not be able to receive them. It is unfair for us! Many thanks.</p>   |
| V3-009       | Domestic                  | <p>UTAS's core values include honesty, integrity, responsibility, trust and trustworthiness, respect and self-respect, and fairness and justice that act as the basis for collective principled action. International students are struggling financially (evidenced in TUU vent tent surveys) and I would like to see fee discounts of 10% for those that have studied in Sem 1 of 2020. This would demonstrate the Universities commitment to action and not just a list of values that stay on paper.</p>   |

## 4.3 – Mental Health

| Reference ID | International or Domestic | Response  |
|--------------|---------------------------|---|
| V3-024       | International             | As an international student, far away from home, I found this crisis time really challenging. Everyone is having a hard time but I do not think university and the community is understanding how socially, mentally and economically challenging this situation can be. We have no family in the country who you can call if needed. If anything happens (cannot pay rent, get sick and need food and groceries, there is any extra bill or problem) there is nobody who you can just call and come to help. The majority of friends (who is our family here) are in the same situation or worse than us. Government try to help but it is not sufficient, real estate agent are not the most helpful group and the feeling of loneliness in problems and lack of social awareness of the real situation of internationals makes the mental game really challenging. In my personal case, I found hard to keep working on normal routine when there is so much uncertainty, issues happening constantly. It feels like you solve a problem just to face another one. I personally struggle with this, it is a constant mental battle of 'keep going, things will get better'. I do not think there is an easy solution for it, and neither that this 'complain' has any power to motivate any change. If so, psychologist support could be a solution to ease these times, but the mental health system is pretty full nowadays. In any case, thanks for considering mental health an issue to be addressed and thanks for your help during this time. |
| V3-075       | Domestic                  | I personally have struggled a lot with my mental health during the covid period and it has greatly impacted my performance on assignments. My main concern is if I may have failed an assignment due to my inability to focus   |
| V3-144       | International             | The exam with monitor on is putting much extra stress on me. I am hard to sleep at night while preparing the final exam while this did not happen last year.  |
| V3-171       | International             | Due to the situation, I'm more prone to having anxiety attacks mainly because my studies and my job has been affected   |

## 4.4 – Online Delivery

| Reference ID | International or Domestic | Response  |
|--------------|---------------------------|---|
| V3-139       | International             | <p>The university must consider the situation with students, it must be taken into account that the quality has been deplorable, the use of media by each professor is different, connection problems, a lot of lack of communication with other students. Replacing a physical space with a virtual space is not working.</p> <p>Each case of each program should be studied individually. We may carry out our virtual professions someday, but the sharing of ideas and the growth of collective knowledge is not the same.</p> <p>The university has reduced access times in our field, when there really was no need.</p> <p>The university is not listening to the students at all. Does anyone really care?</p> <p>try to find a solution where decisions are made without listening? Very poor communication from the university, and very little work from TUU.</p>  |
| V3-162       | Domestic                  | <p>While some lecturers have made decent attempts to run units in an online mode to the best of their ability, others have dropped the ball and made this semester feel useless. From re-issuing last years lectures and not even bothering to record new ones, to changing exam formats hours before the exams, and offering pracs that can't be completed by portions of the class due to software constraints, there has been a serious lack of effort in many cases. Again, I understand everyone is under a lot of stress and have their own things to deal with, but we are paying to be here, and would expect a certain level of effort to be spent in educating us students. This has not been the case across the board for all units I've been in, and some have been inexcusably lazy. If I wanted to teach myself a whole unit alone, I sure as hell wouldn't be paying \$1000+ to sit in a useless Zoom call for a few hours each day. The least they could do was mark our work before exams, but that was apparently too much to ask. So now I'm going in blind, trying to compete a unit that, if I fail, I won't be able to complete next year as it won't exist due to UTAS cutting half the units in the geology department. Sure, we have low enrolment in our classes, but cutting half of them won't magically double the amount of people in each class. There's low enrolment across the faculty, and crippling the courses sure isn't going to attract many new students to do a now unless degree that can much better be attained elsewhere at a university with a proper geology department. UTAS have done it again, good job guys. Might as well kick us while we're down hey?</p> |

|               |               |   |
|---------------|---------------|---|
| <b>V3-151</b> | International | I think the interaction between student and teacher is so weak when studying online. Teacher need to ask question and interact more frequently during tutorial. Also some students are too quiet unless someone ask them so it would be a great idea if teacher motivate them to speak up their concerns. |
|---------------|---------------|---|