

Mental Health Management of Students and Teachers

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Content

- Introduction
- The survey
- Key findings
- Conclusions
- Recommendations





Introduction

- **Mental Health Challenges in the Workplace**
 - Common issues: depression, anxiety, substance use disorders (WHO, 2016)
- **Determinants of Workplace Mental Health**
 - Physical environment, health & safety
 - Organizational and leadership dynamics
 - Employee involvement and collegial relationships
 - Recognition, work-life balance (*Day & Randell, 2014; Kelloway et al., 2023*)
- **Unique Stressors in Anatomy Departments**
 - Working with cadavers, hierarchical structures, heavy workload
 - High academic expectations
 - Stress from admin work, finances, professional jealousy, and family life (*Jain et al., 2021*)



Teachers wellbeing and its impact on students

- **Mental wellbeing** of professors influences **students' motivation and performance** (*Madigan & Kim, 2020*).
- Teacher **burnout** affects:
 - Ability to deliver effective **educational instructions**.
 - **Capacity** to manage classroom behaviors (*Jennings & Greenberg, 2009*).





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Teaching style

- How to motivate students?
- Controlling aspect
- Support students' autonomy
 - Greater classroom engagement
 - Achievement
 - Psychological wellbeing (Reeve et al, 2014)





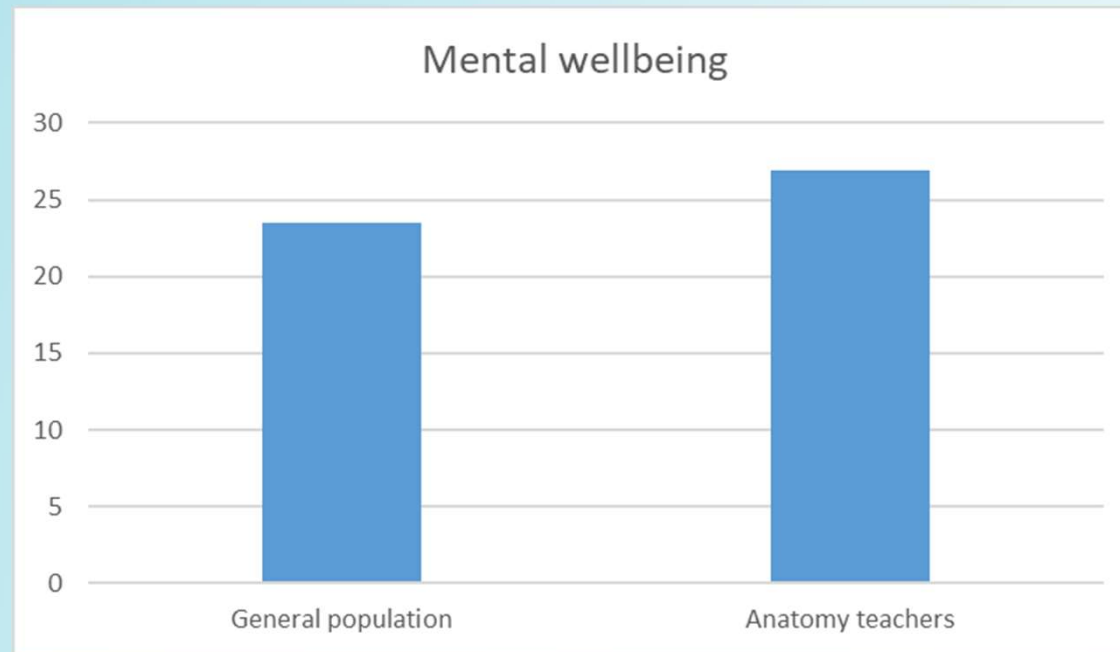
The survey

17 (main) questions

- Σ 13 respondents
- 3 general questions
- Warwick-Edinburgh **Mental Wellbeing Scale**
 - 7 statements about thoughts and feelings
- Mini-Oldenburg **Burnout Inventory (MOLBI)**
 - 10 items, exhaustion & disengagement
- Main task(s) in teaching anatomy
- **Main stressors**
- Interventions suggested
- Teaching style
- **Attitude / mindset** in teaching and exams
- Stress management skills during classes and exams
- Personal experience
- Knowledge about mental health promotion services and programmes in the university



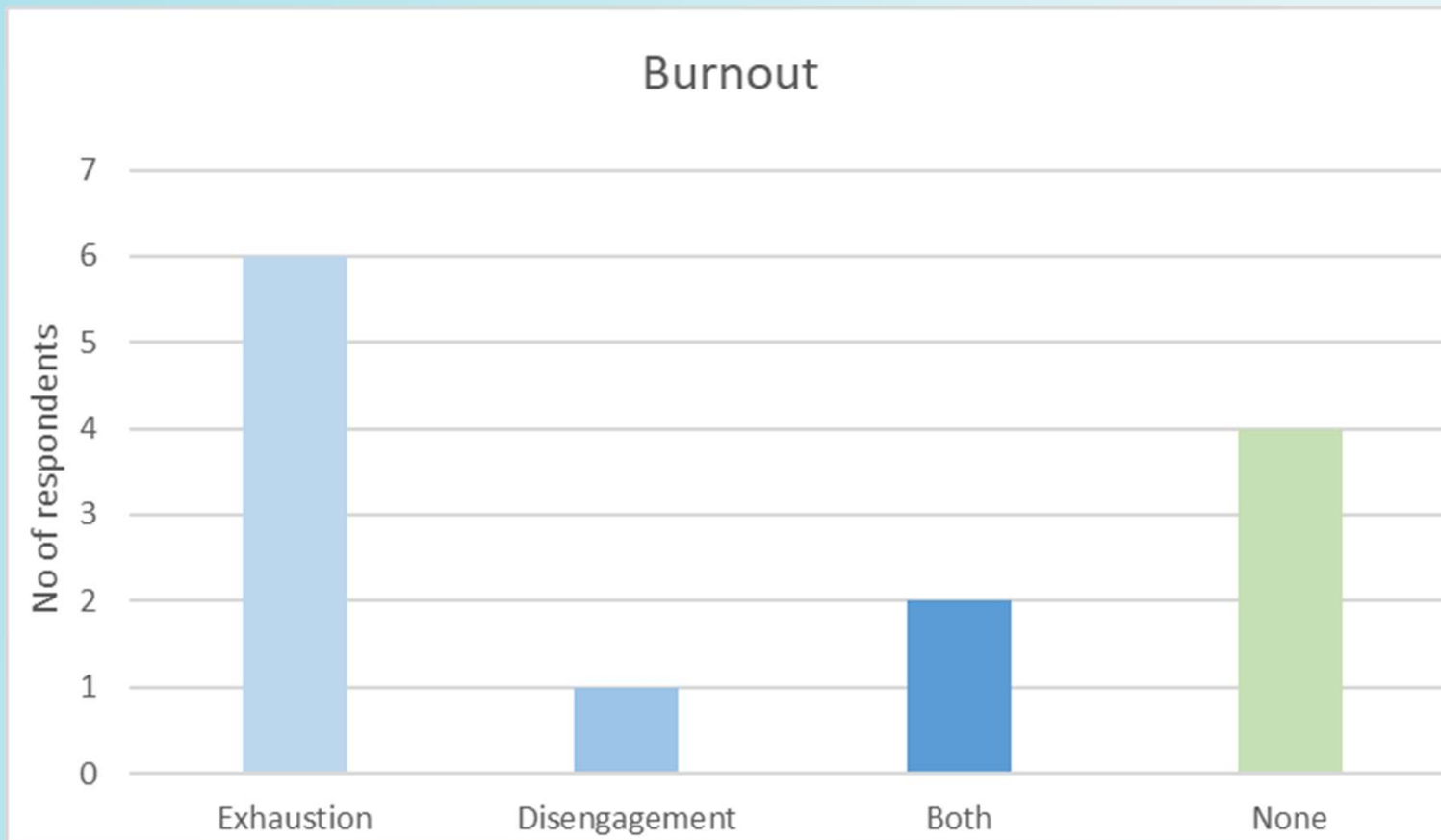
Mental wellbeing



Mean = 23.5 (SD=3.9)

Mean = 26.9 (SD=3.7)







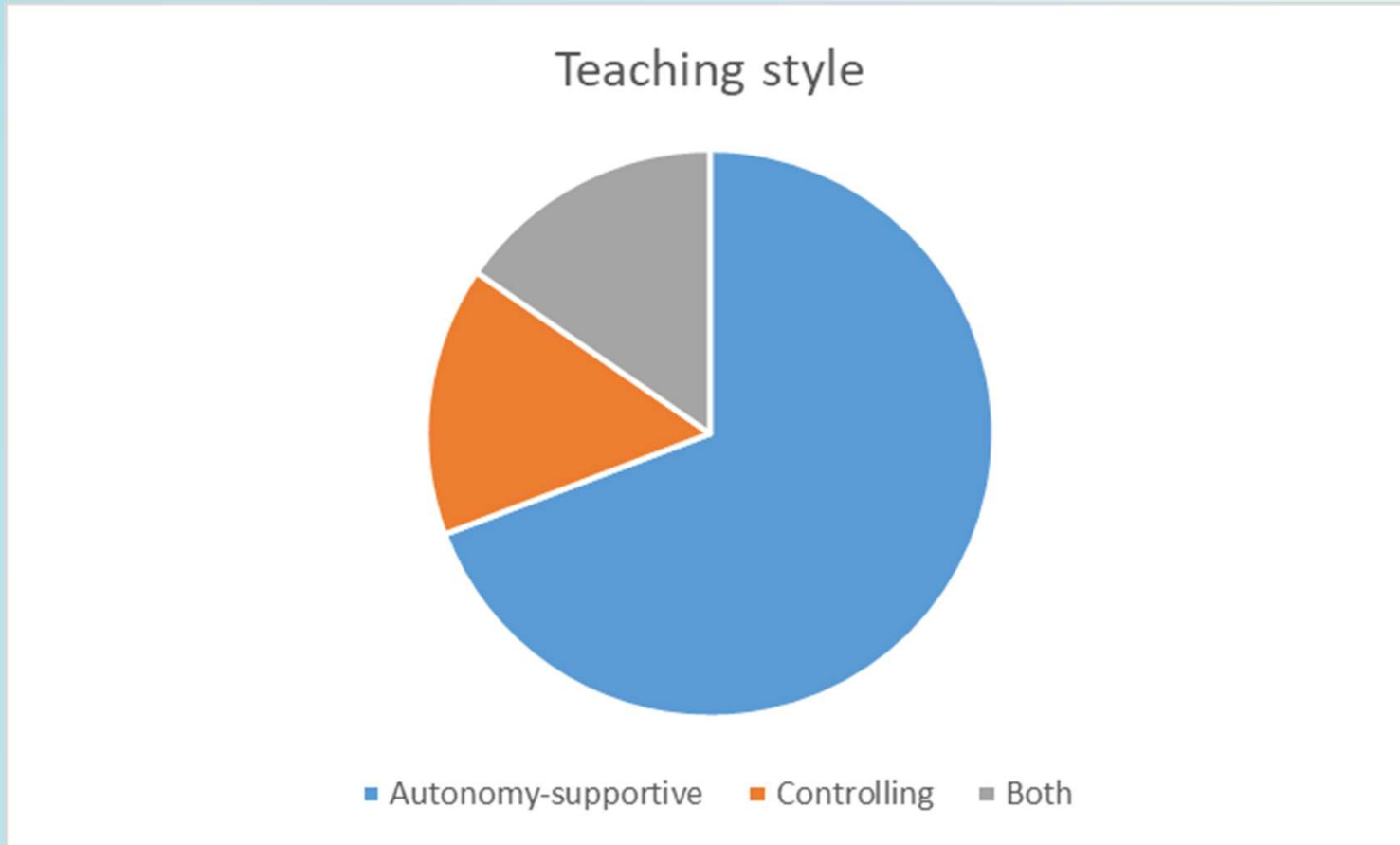
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Main stressors

- Communication with colleagues (3)
- Publication activity, research work (3)
- Meeting expectations (2)
- Less time(2)
- Frustration with administration (1)
- Working with the cadaver (1)







Students' stress management

- During classes
 - „Be kind, smiling, giving... attention...”
 - „Be clear about expectations”, „ example questions”
 - „actively engage students”
 - „... in a non-demeaning manner. By enriching a vulnerable relationship.”
- During exams
 - „first tell them how the exam will look like”
 - „encourage them”
 - „show compassion and emotion, smile”
 - „Not sure”





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Awareness of mental health programs

- 3 colleagues were not aware of any mental health programmes / services
- 10 could name some





Conclusions

- Relatively high level of well-being.
- Burnout is a real risk among anatomy teachers.
 - Burnout can show correlation with teaching style.
- Anatomy teachers are aware of several risk factors and are constructive about solving / decreasing them.
- Anatomy teachers are sensitive for students's stress.





Recommendations

- **Institutional Support:**
 - Offering mental health services (counseling, stress management workshops, etc.).
 - Provide training on pedagogical methods and recognizing student stress.
 - Supporting work-life balance (flexible hours, managing bureaucracy)
 - Feedback
- **Personal and Departmental Interventions:**
 - Regular self-assessment for burnout and other mental health issues
 - Promote autonomy-supportive teaching
 - Enhance communication and foster supportive collegial environments.



Thank You for Your attention!

