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Student Mental Health Support

The University has established formal institutional structures to actively promote student mental health and provide free professional care through three major initiatives—a Digital platform for promoting mental wellness, the Student Services Centre, and a 24×7 emergency crisis support helpline.

Digital Platform for Promoting Mental Wellness: The University has established formal collaboration with SoulUp, an entity that provides therapist-led and peer-driven emotional support ecosystem. This collaboration provides an ecosystem for driving proactive campus-wide well-being through peer-led conversations, therapist-guided support groups, 1-on-1 peer calls, and preventive stress-management workshops. This initiative has reached 3,300 students. The program report is attached in **Annexure 1**.

Access to Free Mental Health Support: The University has established the Student Services Centre for 100% free, confidential professional counselling, psychotherapy, and clinical intervention. This initiative has benefitted 148 students in 2025. The annual report of the center is attached in **Annexure 2**.

24×7 Free Emergency Psychiatry Helpline: Round-the-clock crisis intervention and urgent psychiatric care operated by the Department of Psychiatry, YMCH, ensuring continuous, immediate access to emergency support. The photographs of helpline signage displayed across campus attached in **Annexure 3**.

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Annexure 1

Annexure 1

SoulUp × Yenepoya University

Consolidated Student Mental Health & Well-being Program Report

Academic Year 2025–26

Reporting Period: 1 July 2025 – 30 June 2026

1. Program Overview

During Academic Year 2025–26, SoulUp and Yenepoya University continued a comprehensive student mental health and well-being program designed to make mental health support accessible, preventive and easy to engage with.

The program provided students with multiple entry points across therapist-led workshops, structured skill-building groups, Mental Health First Aid training, habit groups, 1:1 peer support conversations and self-assessments.

The objective was to build a campus-wide mental health ecosystem spanning **preventive well-being, emotional skill-building, peer capacity, early identification of distress, help-seeking and referral awareness**.

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2. Academic Year Highlights

Key Indicator	Academic Year 2025–26
Unique Students Reached	**3,300+**
Average Monthly Student Engagement	**~1,600+**
Mental Health First Aid Trainees	**2,000+**
Therapist-led Workshops & Sharing Circles	**80+**
Structured Skill-building Sessions	**30+**

Annexure 1

Recurring Habit Groups	**4 groups/month**
1:1 Peer Support Conversations	**500+**
Self-Assessments Completed	**3,000+**
Average Student Satisfaction	**4.7–4.8 / 5**

Students frequently participated across more than one format. Program-level participation figures therefore represent utilization across different services and should not be added together to calculate unique student reach.

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3. Mental Health First Aid Training

Mental Health First Aid remained one of the core components of the program, with **2,000+ students trained** during the reporting period.

The training focused on equipping students with foundational skills to recognise and appropriately respond when a peer may be experiencing emotional distress.

Key Skills Covered

- Understanding mental health as a spectrum
- Recognising emotional, physical and behavioural signs of distress
- Active listening
- Empathic responding
- Empathy versus sympathy
- Grounding techniques for anxiety and panic
- Recognising personal limits while supporting others
- Setting healthy boundaries
- Knowing when and how to encourage professional support

The training combined psychoeducation with scenarios and practical application, helping students become more confident in having supportive conversations with peers.

Student Feedback

> "I now know how to respond without judging."
>
> "The grounding techniques were very helpful for panic and stress."
>
> "I realised where I mishandled situations earlier and how I can do better."

The training contributed towards creating a wider layer of students across the university with basic mental health awareness and peer-support skills.

Annexure 1

4. Therapist-led Workshops & Sharing Circles

More than **80 therapist-led workshops and sharing circles** were conducted during the academic year.

Sessions were designed around concerns relevant to university students and focused on providing practical tools that students could apply to everyday situations.

Key Themes Covered

Stress & Anxiety

- Academic stress and exam pressure
- Anti-anxiety tools
- Grounding and stress reduction
- Overthinking
- Building tolerance for intense emotions

Emotional Well-being

- Emotional regulation
- Negative thinking traps
- Self-compassion
- Understanding and managing emotions

Relationships & Boundaries

- Setting healthy boundaries
- Assertive communication
- Friendship red flags
- Relationships with self and others

Self-development

- Self-esteem
- Body image and self-acceptance
- Procrastination and productivity
- Values
- Vision boarding
- Journaling and self-reflection

Student Feedback

"The session was practical and easy to follow."

"Hearing others share made me feel less alone."

"I now have tools to manage stress before exams."

Annexure 1

The workshops provided a low-barrier way for students to engage with mental health topics without necessarily entering formal counselling.

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5. Structured Skill-building Groups

Alongside standalone workshops, students participated in multi-session structured programs including **EQ Bootcamp, UpSkill Studio and Skills Lab.**

These programs enabled students to explore specific emotional and interpersonal skills in greater depth and practice them across multiple sessions.

Topics Included

- Self-esteem
- Emotional awareness
- Negative thinking traps
- Emotional regulation
- Values and boundaries
- Assertive communication
- Conflict management
- Procrastination
- Inner critic and self-compassion
- Relationships with self and others

Student Feedback

> "The skills are practical and I've already started applying them."
>
> "I feel more grounded and aware of my emotional responses now."
>
> "The facilitator made the sessions interactive and engaging."

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6. Habit Groups

Four recurring habit groups provided students with preventive, everyday well-being support throughout the program:

Habit Group	Focus
Sleep Better	Developing healthier sleep habits and routines
Journaling	Reflection and emotional awareness

Annexure 1

Social Media Detox	Building healthier digital habits
Low Sugar	Supporting healthier everyday behaviour

Habit groups consistently represented one of the highest-reach components of the program, with approximately **1,000–1,190 students engaging per month** during much of the reporting period.

Students participated through regular prompts, reflection activities and accountability check-ins.

Sleep Better and Journaling consistently demonstrated particularly strong participation and retention.

The habit-group format provided an important low-barrier entry point for students who may not initially have been comfortable participating in an explicitly mental-health-focused intervention.

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7. 1:1 Peer Support

Students also had access to confidential 1:1 conversations with trained peers.

More than **500 peer-support conversations** were conducted during the academic year.

Common Themes Discussed

- Academic pressure
- Anxiety and overwhelm
- Friendships and relationships
- Self-confidence
- Career uncertainty
- Emotional stress

Peer support complemented therapist-led services by giving students an informal and approachable space to talk.

Student Feedback

> "It felt easier to talk to someone who understood."
>
> "It was a safe space to share without being judged."

Annexure 1

8. Self-Assessments

Students could independently access mental health and well-being self-assessments as another low-barrier entry point into the program.

More than **3,000 self-assessments** were completed during the academic year.

Frequently Accessed Areas

- Stress management
- Anxiety
- Emotional regulation
- Procrastination
- Self-awareness
- Career challenges

Self-assessments enabled students to privately reflect on their experiences and identify areas in which they might benefit from additional support.

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9. Participation Across Yenepoya Colleges

College-level information was systematically captured for structured-session registrations, allowing participation across the constituent colleges to be analysed.

A total of **1,543 unique students** were represented in this structured-session college dataset.

College	Unique Students	Share
Yenepoya Institute of Arts, Science & Commerce Management	360	23%
Yenepoya School of Allied Health Science	338	22%
Yenepoya Medical College	167	11%
Yenepoya Nursing College	166	11%
Yenepoya Ayurveda Medical College & Hospital	137	9%
Yenepoya Physiotherapy College	122	8%
Yenepoya Pharmacy College & Research Centre	82	5%
Yenepoya Naturopathy & Yogic Science	67	4%

Annexure 1

Yenepoya Homeopathy Medical College & Hospital	52	3%
Yenepoya Dental College	40	3%
Yenepoya School of Engineering & Technology	20	1%
Total	**1,543**	**100%**

Participation was observed across all colleges represented in the dataset.

Arts, Science & Commerce and Allied Health Science together accounted for approximately **45% of structured-session participation**, while Engineering and Dental demonstrated comparatively lower utilization.

Importantly, this analysis covers structured sessions such as workshops, groups and training. It does **not** include additional engagement through habit groups, peer-support conversations and self-assessments.

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10. Student Engagement & Repeat Participation

Analysis of structured-session registrations demonstrated a combination of **new students discovering the program and returning students engaging repeatedly**.

During the initial phase, participation was predominantly driven by new students. As the program matured, repeat participation increased, indicating that students were returning to engage with additional sessions and formats.

By the later months of the program, new and repeat registrations were approaching a more balanced mix.

This suggests that the program was serving two complementary functions:

- **Reach:** continuously bringing new students into the mental health ecosystem.
- **Depth:** enabling students who found the program useful to return for further engagement.

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11. Student Experience & Satisfaction

Student satisfaction remained consistently strong throughout the program, averaging approximately **4.7–4.8 out of 5**.

Across different formats, students commonly described their experience as:

- Practical

Annexure 1

- Relatable
- Safe
- Non-judgmental
- Interactive
- Helpful in developing coping skills
- Useful in increasing self-awareness

Qualitative feedback also indicated that students valued having multiple ways to engage depending on their comfort level—from anonymous/self-guided assessments and habit groups to sharing circles, structured groups, training and individual peer conversations.

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12. Contribution to Student Mental Health & Suicide Prevention

The program was designed around a preventive and early-intervention approach to student mental health.

Key elements included:

Early identification of distress

Students were equipped to recognise emotional, physical and behavioural indicators that they or their peers may be struggling.

Building peer capacity

Mental Health First Aid helped students develop listening, empathy, grounding and referral skills.

Increasing help-seeking pathways

Students could enter the ecosystem through several low-barrier formats rather than relying exclusively on formal counselling.

Preventive skill-building

Workshops, structured groups and habit groups helped students build emotional regulation, stress-management, communication and self-awareness skills before concerns escalated.

Referral awareness

Students were taught to recognise situations in which peer support was insufficient and professional support should be encouraged.

Annexure 1

13. Overall Impact

Across Academic Year 2025–26, the SoulUp × Yenepoya University partnership established a broad student mental health ecosystem extending beyond one-time awareness activities.

The program:

1. **Created multiple pathways to mental health support** through workshops, groups, habits, assessments, peer conversations and training.
2. **Normalised conversations around mental health** by embedding mental well-being into accessible student-focused activities.
3. **Built mental health capacity within the student community** through large-scale Mental Health First Aid training.
4. **Enabled sustained engagement** through recurring groups and activities rather than relying only on one-time interventions.
5. **Reached students across the university**, with structured-session participation represented across all constituent colleges captured.
6. **Maintained strong student satisfaction**, with ratings consistently around 4.7–4.8/5.
7. **Combined prevention with pathways to support**, enabling students to engage before concerns necessarily reached the point of requiring formal intervention.

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14. Priorities for the Next Academic Year

Building on the foundation established during 2025–26, the next phase will focus on:

1. Activating incoming student batches

Introduce the program systematically to new students so that awareness of available mental health resources begins early in their university journey.

2. Increasing reach within lower-participation colleges

Undertake more targeted awareness and activation in colleges where structured-session participation has comparatively been lower.

3. Strengthening faculty awareness and capacity

Expand faculty awareness of the student mental health program and explore Mental Health First Aid training for faculty so that they are better equipped to recognise distress and guide students towards appropriate support.

4. Strengthening campus visibility

Continue awareness through campus posters, Student Wellness Centre website integration and coordinated university social-media communication.

Annexure 1

5. Continue multiple low-barrier pathways

Maintain the combination of preventive, peer-led, therapist-led and self-guided formats so that students can access support in ways that feel comfortable and relevant to them.

Conclusion

The SoulUp × Yenepoya University Student Mental Health & Well-being Program has developed into a multi-layered campus mental health initiative combining **prevention, psychoeducation, practical skill-building, peer capacity, early identification and pathways to professional support.**

With **3,300+ unique students reached, 2,000+ students trained in Mental Health First Aid, 80+ therapist-led sessions, 500+ peer-support conversations, 5,000+ self-assessments and consistently high student satisfaction**, the program has established a strong foundation for accessible mental health support across the university.

The next academic year provides an opportunity to build on this foundation by increasing awareness among incoming students, strengthening participation in lower-reach colleges and involving faculty more actively in the university's mental health ecosystem.

16/10/2026

Dr. MANOJ JOSE
Dean Student Affairs
Yenepoya (Deemed to be University)
University Road, Deralakatte
Mangaluru - 575 002

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Annexure 2

Annexure 2

Annual Report 2025 of Student Service Center
https://www.ssc.yenepoya.edu.in/

Prepared by: Dean Student Affairs
Submitted to: Internal Quality Assurance Cell

1. Introduction

The university established the Student Service Center in 2025 to provide a dedicated, confidential safeguard for students experiencing mental health challenges. The center provides key services such as Counselling & Psychotherapy, Mental Health & Emotional Well-Being Support, Stress & Anger Management, Coping Skills & Resilience Training, and a 24*7 Crisis Helpline.

2. User Statistics

- **Number of students served:** 148 (Female : 96 sessions; Male : 52 sessions)
- **Coverage:** Undergraduate programs, postgraduate studies, clinical interns, and residents

Table 1: Referral Route

Route	Female	Male	Total Volume
Self-Referred	49	23	**72**
Student Welfare Officer	20	12	**32**
Campus Wardens	14	9	**23**
Psychiatry / Hospital OPD	7	4	**11**
Teachers / Mentors	6	4	**10**
Total	**96**	**52**	**148**

Annexure 2

Table 2: Clinical Trends

Clinical Category	Female	Male	Total
Depression & Low Mood	25	13	38
Anxiety & Panic Symptoms	22	11	33
Academic & Exam Stress	17	9	26
Adjustment & Social Issues	14	7	21
Substance & Behavioral Management	5	7	12
Follow-up / Supportive Therapy	13	5	18
Total	96	52	148

Prepared & Signed by:
Dr. Maji Jose
Dean of Student Affairs
Yenepoya (Deemed to be University)

Maji Jose

Dr. MAJI JOSE
Dean Student Affairs
Yenepoya (Deemed to be University)
University Road, Deralakatte
Mangaluru - 575 002

Date: 14/10/2025

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Annexure 3

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