Higher Education Studies; Vol. 15, No. 2; 2025
ISSN 1925-4741 E-ISSN 1925-475X
Published by Canadian Center of Science and Education

University Student Mentor Experiences of the Comfort Corner Well-being Program

Patrice Whitehorne-Smith[1], Phoebe Simpson[1], Maya Hayden-Evans[1], Gillian Liu[1], Sonya Girdler[1] & Ben Milbourn[1]

[1] Curtin School of Allied Health, Curtin University, Perth, Western Australia

Correspondence: Patrice Whitehorne-Smith, Curtin School of Allied Health, Curtin University, Perth, Western Australia. E-mail: patricewhitehornesmith@gmail.com

ORCID: 0000-0001-5102-0261

Received: December 19, 2024 Accepted: March 11, 2025 Online Published: March 28, 2025

doi:10.5539/hes.v15n2p211 URL: https://doi.org/10.5539/hes.v15n2p211

Abstract

University Students' psychological well-being can impact their health, academic performance, retention, and ability to complete university. Participation in peer mentoring well-being programs has been found to help improve student outcomes. This study aimed to explore student mentors' experiences of a co-designed university student peer-to-peer well-being program, the "Comfort Corner". The study utilised a sequential mixed methods design collecting survey and interview data from student mentors about their experiences, knowledge and attitudes about psychological well-being as well as their skills and confidence to support the psychological well-being of their peers. Thirteen student mentors completed pre-post program surveys which revealed higher post-program scores on assessments related to their perceived communication skills (pre-test M=84.3, SD=13.7, post-test M=86.7, SD=11.5) and their knowledge about psychological well-being (pre-test M=10.9, SD=5.4, post-test M=15.6, SD=2.7). All 8 student mentors who completed a post-program satisfaction survey indicated that the peer-mentoring program improved their skills and was very useful (100% respectively). Thematic analysis of interviews conducted with 10 student mentors revealed 2 themes, 1) understanding psychological well-being and, 2) knowing how to engage and help others as accounting for improvements in student mentors' skills and knowledge. Student mentors described their experience with Comfort Corner under a central theme, 'fostering a community of support for students on campus', they felt Comfort Corner provided welcoming, safe, and supportive space for students. These findings revealed the benefits of co-design using a student as partners framework for a peer mentoring well-being program in improving areas of student mentors' skills and knowledge as well as promoting a sense of belonging and connection for students enrolled in higher education.

Keywords: psychological well-being, higher education, peer mentoring, mentor experience

1. Introduction

The psychological well-being of university students is an area of growing interest and concern internationally (Auerbach et al., 2018; Hobbs et al., 2022). Students' psychological well-being can impact on their overall health, integration into university, academic performance, retention, and completion of university (Chaudhry et al., 2024; Nogueira et al., 2024). Psychological well-being is a multidimensional concept that includes: 1) hedonic well-being, relating to an individual's experience of positive feelings, sense of happiness, and satisfaction with life; and, 2) eudaemonic well-being, relating to viewing their life as meaningful and purpose driven, and experiencing positive relationships and access to social support (Tang et al., 2019; Thanoi et al., 2023). Psychological well-being is protective against depression (Malone & Wachholtz, 2018; Nogueira et al., 2024; Zadow et al., 2017). A considerable number of university students experience a reduction in their psychological well-being during their time in university (Backhaus et al., 2020; Baik, 2019). A recent study by Cuijpers et al. (2019) found almost one in three university students across eight countries meet the criteria for common mental disorders such as major depressive disorder, generalised anxiety disorder and substance use disorders. Sanci et al. (2022), in their study of Australian university students, found that one in three university students reported psychological distress, a rate significantly higher than their peers in the general population. The heightened rates of poor mental health and well-being among university students has been linked to the increased stress levels they experience in adjusting to university life, performing academically, building social networks and managing

their time and finances (Li & Carroll, 2017; Sanci et al., 2022; Thanoi et al., 2023). High levels of stress play a significant role in lowering levels of psychological well-being and increasing the risk of individuals developing mental disorders (Slimmen et al., 2022).

While most university settings offer counselling services, they services alone are unable to address the mental health concerns and psychological well-being needs of all students (Brown et al., 2018), particularly given the increase in demand for mental health support services following the COVID-19 pandemic (Donald & Jackson, 2022; Pottschmidt et al., 2023). Despite the increased demand, most students who need mental health services do not access them due to stigma associated with accessing counselling services, lack of awareness, and cultural barriers (Campbell et al., 2022; Marangell & Baik, 2022; Sanci et al., 2022). Consequently, there has been growing interest among university administrators and researchers to identify ways to improve the psychological well-being of students. This has resulted in calls for 'whole' university frameworks and strategies to address and improve the mental health and wellbeing of students (Larcombe et al., 2016; Sanci et al., 2022; Thompson et al., 2021).

Many universities have developed policies and strategies that increase student access to psychosocial supports which have been found to enhance psychological well-being (Campbell et al., 2022). Peer mentoring well-being programs represent one such initiative universities have employed to help students transitioning into university as well as students needing general psychosocial support (Crisp et al., 2020). Peer mentoring well-being programs represent a sustainable and cost-effective way to increase the psychosocial support available to university students (Crisp et al., 2020). These programs involve students (mentors) who are equipped with skills in communication and well-being coaching with other students (mentees) who want to access support (Pointon-Haas et al., 2024; Worsley et al., 2022). Well-being peer-mentoring programs generally aim to offer mentees empathetic peer support, encourage positive coping, and direct mentees to additional psychosocial support services as needed (Pointon-Haas et al., 2024).

Peer mentoring programs provide the medium and opportunity for students to meet and be supported by other students, helping mentees develop social networks and connections, fostering inclusion and social integration, and improving psychological well-being (Collings et al., 2014; Crisp et al., 2020; Yomtov et al., 2017). Student (mentee) participation in these programs have been also associated with improved academic performance and decreased drop-out rates (Gehreke et al., 2023; Collings et al., 2014). However, the impact of peer-mentoring on the mentors is largely unknown (Harrison et al., 2022). Some literature suggests that student mentors develop or enhance leadership, communication, and critical thinking skills, and report increased confidence and self-efficacy (Andersen & Watkins, 2018; Harrison et al., 2022; Smith et al., 2015). The current study aimed to explore student mentors' experiences of a university student peer to peer well-being program (Comfort Corner). The evaluation involved exploring student mentors': 1) knowledge and attitudes about psychological well-being, 2) skills and confidence to support the psychological well-being of their peers, and 3) experiences and satisfaction with the Comfort Corner peer mentoring program.

2. Methods

2.1 Design

A sequential explanatory mixed method approach was used to explore the mentors' knowledge and attitudes about psychological well-being, skills and confidence to support the psychological well-being of their peers, as well as their experience and level of satisfaction with the student co-designed Comfort Corner well-being mentoring program (Creswell & Plano-Clark, 2018). In this study, quantitative data in the form of pre and post program surveys were conducted and followed by semi-structured interviews at the end of the program (Creswell & Plano-Clark, 2018). This approach allowed for more detailed exploration of key areas of survey findings and aided triangulation and interpretation of the study results (Bell et al., 2022).

2.2 The Comfort Corner

The Comfort Corner was a student-led, co-designed peer mentoring pilot program at Curtin University, Western Australia. Our team recruited and paid a steering committee of five students from a range of different academic areas and intersectionality with mental health lived experience to inform the development of the program. Through individual interviews with each of these students, the design for the Comfort Corner, timing of the sessions in the semester, roles of mentors and staff, food and activities, were all discussed. This process resulted in a psychological well-being program aiming to provide a place for students to come and meet student mentors, as well as socialise and unwind with other students. Comfort Corner consisted of two weekly drop-in sessions, each spanning a two-hour period where students could attend, enjoy snacks, games, talk to a student mentor, or interact with a therapy dog. These sessions ran for six weeks starting mid-semester each semester as this period

was identified by the steering committee as the most stressful timeframe for students. The Comfort Corner aimed to promote extracurricular activities and purposeful partnerships within the Students as Partners Framework to foster a sense of belonging, connectedness, and community (Cook-Sather & Felten, 2017). This Comfort Corner initiative aligned with Curtin University's Student Equity and Inclusion Framework (Curtin University, 2022). Each session was supervised by at least two academic members with a background in allied health, as well as a Lived Experience Educator who supported both student mentees and mentors during the program pilot. Lived Experience Educators are individuals with lived experience of mental health and trained to share their story (Ridley et al., 2024).

Sixteen paid student mentors (using a earn as you learn initiative) from trans-disciplinary courses and different backgrounds were recruited and trained as psychological well-being peer mentors. One student completed the training but was unable to participate as a mentor due to scheduling conflicts. Two rounds of training were provided to students. The first consisted of the "Talk to me" program, which is online evidence based mental health program delivering mental health training across six modules (Afsharnejad et al., 2023). This skills training program aimed to increase young adults' awareness of mental health-promoting activities, improve their resilience, develop their distress management skills and ability to identify the early signs of suicide ideation or behaviour in themselves and others, and apply suicide crisis intervention strategies (Afsharnejad et al., 2023). The second was a hybrid (in-person and online) skills training program facilitated by the Psychological and Counselling Service at Curtin University as well as co-authors PS and BM. This training covered a range of topics including values and goals, understanding mental health and psychological well-being in the university context, stress factors for university students, warning signs of suicide, the 'Talk to Me' approach, positive social influence and social contagion, respectful relationships, equity and diversity, professional boundaries, escalation in case of accident or injury, debriefing, self-care, supports available on campus, and role playing common scenarios. The overall aim of training was to prepare student mentors to facilitate weekly drop-in sessions to support other students at Curtin University on campus and online.

2.3 Participants and procedures

Curtin University Ethics approved the study (HRE2019-0402). All student mentors were invited to participate in the Comfort Corner pilot evaluation, with 13 of the 15 student mentors (females, 8; male, 5; mean age 25.85 years) providing informed consent to take part (Table 1). Student mentors were asked to complete pre- and post-program surveys and a post program satisfaction survey online using Qualtrics. After the initial surveys were reviewed, student mentors were then invited to participate in an online semi-structured interview, of which 10 mentors agreed to take part in. GL conducted all interviews, which lasted between 15 and 30 minutes. GL had previous experience in qualitative interviews and was a post-graduate Occupational Therapy student.

Table 1. Demographic characteristics of peer-mentors (N=13)

Demographic Characteristic	n	(%)
Gender Identity		
Male	5	38.5%
Female	8	61.5%
Age group		
18-24 years	8	61.5%
25-30 years	1	7.7%
over 30 years	4	30.8%
Ethnicity		
Australian	2	15.4%
Brazilian	1	7.7%
Caucasian	2	15.4%
Caucasian - Australian	1	7.7%
Chinese	4	30.8%
Indian	1	7.7%
Iraqi	1	7.7%
Kenyan	1	7.7%
Highest level of Education		
Bachelor's degree	3	23.1%
Bachelor's degree with Honours	3	23.1%
Diploma	2	15.4%
High school	4	30.8%
Post-graduate course	1	7.7%
Course of study		
Bachelor of Science in Computing (Computer Science)	1	7.7%
Bachelor of Arts Education (Secondary)	1	7.7%
Bachelor of Science in Psychology	2	15.4%
Bachelor of Secondary Education (English)	1	7.7%
Bachelor of Science in Physiotherapy (Honours)	2	15.4%
Bachelor of Science in Nutrition	1	7.7%
Bachelor of Science in Speech Pathology	1	7.7%
Master of Science in Design	1	7.7%
Master of Science in Professional Psychology	1	7.7%
Master of Science in Psychology	1	7.7%
Doctor of Philosophy in Chemistry	1	7.7%
Study mode		
Full time (face-face)	9	69.2%
Full time (blended)	2	15.4%
Full-time (online)	2	15.4%
Year in course		
1st year	4	33.3%
2nd year	5	41.7%
3rd year	2	16.7%
4th year	1	8.3%
Previous exposure: training/mentoring		
Previous exposure to well-being training (yes)	9	69.2%
Previous exposure to mental health education (yes)	11	84.6%
Previous experience mentoring (yes)	9	69.2%

2.4 Measures

Demographics: Student mentors' self-reported gender identity, age, ethnicity, highest level of education, course of study, mode of study, year in university and previous exposure to mentoring, mental health and well-being training were captured on the pre-program survey.

Self-Perceived Communication Competence Scale (SPCC): The SPCC was used to assess mentors' perception of

their level of communication competence in different communication contexts. The SPCC consists of 12 items scored between 0-100 with 7 sub-scale communication context domains (public, meeting, group, dyad, stranger, acquaintance and friend) and an overall score that have specific scoring guidelines (McCroskey & McCroskey, 1988). Total scores of 87 or above indicate a high level of self-perceived communication competence while scores of 59 or below indicates the inverse. The scale has good face and predictive validity and reliability for total score (∞= 0.92) and variable reliability for subscale scores (∞= 0.44 for dyads to ∞= 0.87 for strangers) (McCroskey & McCroskey, 1988).

Attitudes Toward Seeking Professional and Psychological Help-Short Form (ATSPPH-SF): The ATSPPH-SF is a 10-item measure adapted by Fischer and Faina (1995) from the original 29-item ATTPPH full scale (Fischer & Turner, 1970) that assesses attitudes related to psychological help seeking. Scores range between 10-40 with higher scores demonstrating more positive attitudes towards psychological help seeking. The ATSPPH-SF has strong internal validity and reliability (∞= 0.84) (Fischer & Faina,1995).

Generalised self-efficacy scale (GSE): The GSE is a self-reported 10-item measure that assesses perceived generalised self-efficacy (Scholz et al., 2002). The measure uses a 4-point Likert scale, ranging from 1 (not true at all) to 4 (exactly true). Total scores for GSE range from 10 to 40. Higher total scores indicate greater self-efficacy. GSE has been evaluated across many contexts, demonstrating good validity (r=.67) and reliability with Cronbach's α ranging from 0.75 to 0.91 (Scholz et al., 2002).

Objective Structured Video Examination (OSVE): This measure was designed for the "Talk to Me" course to assess how well learners understood and grasped the content of the program around understanding mental health, identifying risk factors for self-harm and suicide and safety planning (Afsharnejad et al., 2022). The OSVE consists of five 2-5-minute videos followed by five 5-response multiple choice questions. One point is awarded for each correct answer with a maximum score of 25. Higher scores indicate a better grasp of the course content. The OSVE demonstrated good reliability (Cronbach's α = 0.71) and concurrent validity (r = 0.60) (Afsharnejad et al., 2022; Humphrey, 2000).

Mentor satisfaction survey: This survey was developed for this study to capture student mentors' experience and satisfaction with the Comfort Corner peer mentoring program. The survey consisted of sixteen questions which enquired about student mentors' reason for enrolling in the program, experience with the program, favourite aspects of the program, areas for improvement in the program, and experience with the Talk to Me training.

Semi-structured interview guide: The interview guide consisted of 6 interview questions which asked about perception of reasons students may not talk about or look after their well-being, ways they (student mentors) would help fellow students with well-being issues, as well as the strengths and weaknesses of the Comfort Corner peer-mentoring program.

2.5 Trustworthiness

The trustworthiness of qualitative studies can be considered according to how credible, transferable, dependable and confirmable the findings are (Lincoln & Guba, 1985). Triangulation is acknowledged as a method for contributing to the credibility of qualitative studies (Stahl & King, 2020). In this study, both methodological and investigator triangulation were utilised; methodological triangulation being the use of multiple methods of data collection or analysis, and investigator triangulation referring to more than one researcher being independently involved in the data analysis process (Stahl & King, 2020). In this study, both surveys and interviews were used to explore the mentors' attitudes, knowledge and experiences relating to their participation in the Comfort Corner mentoring program, and all codes and themes were independently reviewed by a second member of the research team (PWS). The transferability of the study is supported by the detailed description of the study methodology, enabling readers to determine the applicability of these findings to other circumstances (Amin et al., 2022). Similarly, the methods of data collection and analysis have been comprehensively described to support the dependability of the study. Member-checking was also performed, whereby all participants were provided with the opportunity to review and confirm the contents of the transcript generated from their interview (Adler, 2022), contributing to the confirmability of the study (Ahmed, 2024).

2.6 Data Analysis

Data from the surveys were cleaned and descriptive analysis performed using the Statistical Package for the Social Sciences (SPSS) version 29. The qualitative data was transcribed verbatim from the audio files by PW-S. Data was then entered and coded in NVivo version 14. A pragmatist research approach was used to analyse the data, guided by three central principles: actionable knowledge, the recognition of the link between knowledge and experience, and viewing research as an experiential process (Kelly & Cordeiro, 2020). By integrating data

from multiple sources (survey and interview), we aimed to derive actionable insights and conclusions while acknowledging the experiences of the research participants. This approach was particularly useful for exploring mentors' knowledge and attitudes about psychological well-being, their skills and confidence in supporting their peers' psychological well-being, and their experience and satisfaction with the Comfort Corner mentoring program.

3. Results

From the sixteen student mentors trained, thirteen of them took part in completing the pre and post-tests surveys. Average means were computed for scales included in the pre- and post-tests with findings indicating higher average total scores on the SPCC and OSVE at post-test (Table 2). At pre-test, 43% of student mentors received a mark greater than 50% on the OSVE compared to 62% at post-test. Higher post-test scores were also found for all the SPCC sub-scales except the meeting sub-scale. However, slight reductions in average total mean scores were found for the ATSPPH and GSE post-tests (Table 2).

Table 2. Descriptive Statistics for mentors pre/post program scores on standardised scales

Scale	Pre-program		Post-program	
	M	SD	M	SD
SPCC subscale Meeting	81.1	17.3	79.7	17.6
SPCC subscale Group	87.0	13.5	93.3	6.9
SPCC subscale Dyad	86.2	14.9	97.3	7.2
SPCC subscale Stranger	78.0	17.1	82.4	13.5
SPCC subscale Acquaintance	83.7	15.2	84.4	16.3
SPCC subscale Friend	91.2	11.7	93.2	10.8
Total score SPCC	84.3	13.7	86.7	11.5
Total score for ATSPPH	32.3	4.7	30.9	5.4
Total score for OSVE	10.9	5.4	15.6	2.7
Total score GSE	34.5	3.4	34.0	4.0

Eight student mentors completed the post program satisfaction survey. All student mentors indicated that the peer-mentoring program had increased their skills, was extremely useful to them and was very engaging (100% respectively). These results were considered alongside findings from the qualitative data (n=10) which revealed 2 themes that provided explanation for the quantitative findings (Fig 1).

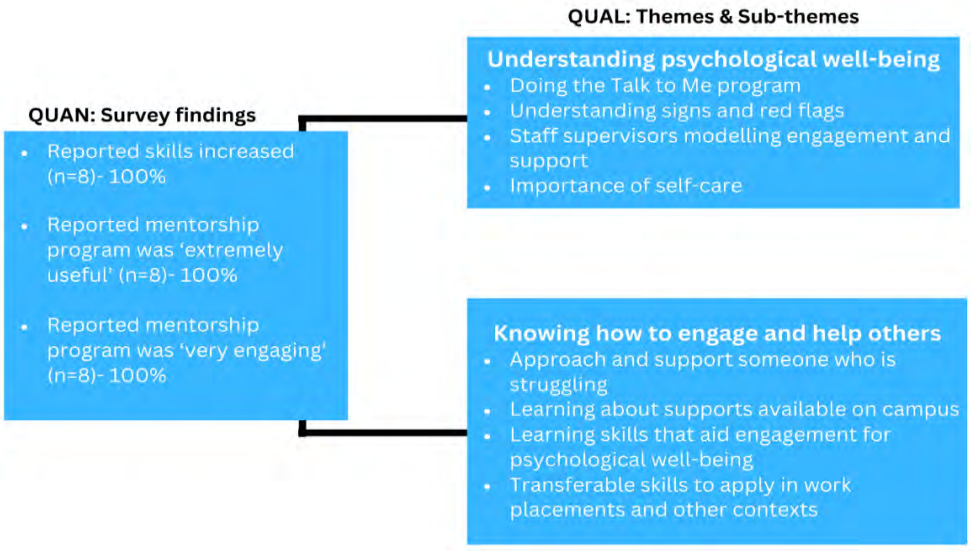

Figure 1. Joint display of survey findings and qualitative themes related to improvements in knowledge, understanding and skills to support psychological wellbeing

The two themes relating to the improvement in skill and the usefulness of the program were: 1) understanding psychological well-being and, 2) knowing how to engage and help others.

3.1 Understanding Psychological Well-being

Student mentors indicated that participating in the peer mentoring program helped them to gain a better understanding of mental health and psychological well-being. This was reflected under sub-themes: 1) doing the Talk to Me program, 2) understanding signs and red flags, 3) modelling of staff supervisors, and 4) understanding the importance of self-care (Table 3).

Table 3. Themes and sub-themes illustrative quotes for joint display

Themes and sub-themes	Illustrative quotes
Understanding psychological well-being	
Doing the Talk to Me program	"[Through Talk to me program] I became more knowledgeable in mental health. For example, I learned more about ... pressure like from the study, from the relationship, and I learn about suicide, the risk factor of suicide, our social life, how social life affects us, like not only the academic part, not only the physical part, but also the social life can also affect us a lot and also how to relax under the pressure we have to be. So that we can have a better well-being and not a not burnout. Yeah, even with the pressure".
Understanding signs and red flags	" It taught me about the signs of someone who may be struggling"
Modelling of staff supervisors	"I feel like I understand now what the mental health program is and a bit more of a controlled space with professionals in the room... supporting us as mentors. Having them stand by, having them deeper. At the end of the sessions, it gives a more safe space to learn this kind of skills."
Understanding the importance of self-care	"It helped me to... prioritise self-care, like try to engage in some, constantly engaged conversation with others to seek help if you face any problem and it's important to have some personal time to focus on anything other than study. Like tried to learn new thing. Maybe a hobby or socialise with others. Yeah, in self-care".
Knowing how to engage and help others	
Approach and support someone who is struggling	"Getting to know how to talk to somebody, approach them in a respectful way and a really compassionate way without having to overstep any boundaries. It really does prepare you for that"
Learning skills that aid engagement for psychological well-being	"I learned like how to be with them (student mentees) in the moment to active listening, to the difficulties, not over sharing my own opinion, but instead like I need to ask about how they are feeling, to validate that feeling".
Learning about supports available on campus	"Gives you a lot of knowledge circulating around mental health and services that are provided in Australia and on campuses pretty much everywhere, it gives you a whole lot of knowledge"
Transferable skills to apply in work placements and other contexts	"[Based on what I'm studying] … this might help with my studies and practical experience after completing the mental health program, peer mentor program".

Completing the Talk to Me program was highlighted by most student mentors as one of the main benefits of taking part in the peer mentoring program. Student mentors expressed that the program provided knowledge about mental health, suicide and psychological well-being practices that they did not have before. Some student mentors felt that learning about signs of mental health problems and engaging in a red flag system set up by the staff supervisors was very useful in helping them to understand what to look out for in student mentees as well as to have a clear process of what to do when student mentees did show signs of a mental health problem.

For a few student mentors, the level of engagement they experienced with the staff supervisors in Comfort Corner was considered very helpful in deepening their understanding of psychological well-being. These staff supervisors were seen to model helping behaviours and supported student mentors to fulfil their role which was very meaningful to them. For other student mentors, the peer mentoring program helped them gain a better understanding of self-care as a vital aspect of psychological well-being.

3.2 Knowing How to Engage and Help Others

All student mentors expressed that they were able to learn valuable skills from participating in the peer mentoring program. Learning how to engage and support someone who is struggling was noted by most student mentors as an important skill they developed through the program. This, coupled with improved communication and counselling skills such as active listening, asking questions, showing empathy and helping student mentees identify solutions, built their confidence to support student mentees. Several student mentors shared that through participating in the program they learnt about many available resources on the university campus that they weren't aware of before. Some student mentors pointed out that while they understood they could not solve others' problems, knowing how to respond as well as knowing where to direct students for further assistance, was very helpful. A few student mentors also highlighted that the skills they learnt in the peer mentoring program were transferable to work placements for their degree programs and applicable to their future employment. They also saw how these skills could help them personally, as well as their family and friends, when they may need mental health support.

3.3 Overall Experience

The central theme of 'fostering a community of support for students on campus' encompassed student mentors' overall experience with the Comfort Corner peer mentoring program. Student mentors believed that the Comfort Corner represented a place that students could come to feel connected included, supported and belonged on campus:

> "We (students) can build a rapport to build connection so that we can have a better university life, to have a greater sense of sense of belongings to the Curtin University."

Four sub-themes were identified as factors that facilitated the central theme. These were: 1) providing a safe and welcoming environment, 2) making connections with fellow students, 3) helping fellow students, and, 4) linking students to professional support (Fig 2).

Figure 2. Theme and sub-themes reflecting student mentors overall experience with the Comfort Corner peer-mentoring program

3.3.1 Providing a Safe and Welcoming Environment

Comfort Corner was recognised by student mentors as providing a safe and welcoming environment for student mentees to attend and participate in activities. Student mentors expressed the opinion that students often don't access help for psychological well-being issues due to stigma, cultural background, the fear of being judged and not having someone to talk to. However, Comfort Corner provided a space that was friendly, safe for students to talk, comfortable, non-judgmental and supportive:

> "I also think a strength [of Comfort Corner] is that it's a lot less intimidating for them [students] to walk in and chat to us as other students compared to like going to student services or the Student Counselling service or something and having like a really formal setting. It was really informal, just students. There

> was food. There was the dog like it felt informal and casual, which was a strength I feel because it was more inviting for people to come in."

3.3.2 Making Connections with Fellow Students

Making connections with fellow students was a major benefit of participating in the peer mentoring program for student mentors. They expressed that their participation allowed them to speak to people they would not normally engage with, learn about students from different backgrounds and cultures and their experiences and challenges. This helped student mentors gain new perspectives, better understand diversity, develop an appreciation for their fellow students and build friendships:

> "I think it gave me an opportunity to meet other peers and students that I wouldn't usually run into or meet… So, I think a strength of this type of program is that you can have any kind of person or student walk into Comfort Corner. And so, I feel like I spoke to and engaged with and learned about like, people that I wouldn't normally cross paths with, and it gave me a lot of insight and kind of like perspective on what other people might be going through because I kind of have been in my own like comfy bubble."

3.3.3 Helping Fellow Students

The ability to help fellow students was stated as a motivator for most of the student mentors who participated in the program. A few stated that helping students improve their psychological well-being aligned well with their passion and interests and others were engaged in mentoring in other ways. Most student mentors found that helping fellow students was a fulfilling and rewarding experience:

> "[My favourite part of the program] was being able to talk with others who need assistance…it had a rewarding feeling to it when we could assist people who needed help."

3.3.4 Linking Students to Professional Support

Student mentors shared their view that sometimes students do not utilise university services because they are unfamiliar with them, or they may be a long wait time to access them. Comfort Corner allowed student mentors to be a frontline for students to receive some immediate support from student mentors as well as staff supervisors and where necessary be directed to other appropriate services:

> "…it's referring them to like the counselling on campus or the student advisory team… telling them where to find the information and just giving them a person to listen to them."

4. Discussion

This study explored student mentors' experiences of the Comfort Corner peer-to-peer well-being program. Student mentors found the peer mentoring program to be very engaging and extremely helpful and stated that it had increased their skills. Improvements were found in students' overall perception of their communication skills as well as improvements in their knowledge about psychological well-being and responding to well-being issues in their peers. Students felt the program afforded them an enhanced understanding of psychological well-being and equipped them with skills to know how to engage and help fellow students and others with their well-being needs. Improvements in communication and professional skills have been a consistent finding of peer mentoring well-being programs (Crisp et al., 2020; Williamson et al., 2017). When students become actively involved in peer mentoring, it helps them to improve their interpersonal communication skills by encouraging reflectivity, decision-making, problem-solving and active listening, which promotes increased compassion and empathy for others (Koutsoukos & Sipitanou, 2020; Schmit & Faber, 2016). Leadership skills are often also enhanced as student mentors' model positive behaviours, teach and support their peers (Gafni et al., 2018). These skills improve student mentors' competence in soft skills which can aid them as they engage in work placements as well as in their future careers (Gafni et al., 2018; McConnell et al., 2019)

Notably, there were no improvements or slight reductions in student mentor scores on measures related to attitudes towards seeking professional psychological help or self-efficacy based on participation in the program. This is inconsistent with findings suggesting that participating in well-being peer-mentoring programs can enhance the self-efficacy of student mentors and further improve attitudes towards help-seeking (Polczmann et al., 2024; Snowden & Tracey, 2012). However, these findings may be attributable to reports from most student mentors that they had previous mentor, mental health and/or well-being training. Previous training in this area could have meant that student mentors entered the program already having high self-efficacy and positive attitude towards well-being, mental health and seeking professional help (Crisp et al., 2020). Additionally, students who possess high self-efficacy and who are internally motivated to help and support others tend to sign up for peer mentoring programs and are likely to be selected above other candidates for this same reason (Crisp

et al., 2020; Egege & Kuitieleh, 2015).

Overall, student mentors saw the Comfort Corner well-being program as fostering a community of support for students on campus. This central theme was seen as a result or outcome of four sub-themes that created the context for the 'community of support'. Firstly, having a designated location that provided a safe, welcoming and open environment allowed student mentees and student mentors to feel comfortable 'unwinding' and sharing their experiences. When university students are provided with opportunities to engage with one another in this way, it fosters trust and facilitates deeper social connections (Harrison et al., 2022; Crisp et al., 2020). The program provides opportunities to disarm students and alleviate their fears of being judged which encourages ease of conversation.

Additionally, student mentors saw their role in Comfort Corner as vital to the 'community of support'. They felt they were a part of something meaningful. They experienced fulfilment in being able to meet new people and support their fellow students. This promoted sense of connection and belonging with their peers as their understanding of how similar their difficulties in university life were to theirs. Being involved in this university led psychological well-being initiative also resulted in student mentors reporting feeling more connected to the university. Participation in peer-mentoring programs serves to improve student mentors' mental health and sense of belonging and connection to university (Harrison et al., 2022; O'Keeffe, 2013; Williamson et al., 2017). A strong sense of belonging in university has been linked to improved student well-being and retention in university (Marksteiner et al., 2018). Students' perception of social support, integration, involvement and connectedness at university are key factors influencing retention and drop-out rates as well as levels of academic achievement (Yomtov et at 2021). In recognising this, it is important that universities consider the important role that peer mentoring well-being programs can play in providing social support to students and in improving student outcomes related to well-being, university integration, satisfaction with university life, and course completion (Foy & Keane, 2018; Hayman et al., 2022; Ravagan, 2014).

Another important component of the 'community of support' was the value of linking students to professional supports available on campus. This finding is consistent with other studies that have found that student mentors find mental well-being peer-support programs useful in connecting students to university supports (John et al., 2018; Loane et al., 2015). Students often find it easier to disclose their well-being concerns to peers than to directly access support services. In this way, student mentors act as intermediaries that can provide frontline support, and guide student mentees to the most appropriate services for their needs (Equality Challenge Unit, 2014; Rickwood et al., 2005; Suresh et al., 2021).

The fact that the Comfort Corner also engaged staff who provided supervision and support to student mentors and mentees at each session was seen as meaningful to student mentors. Student mentors expressed that professional staff were approachable, supportive, encouraging and helpful. Professional staff and student mentors worked as a team and created a system for how to respond to different levels of student mentee needs which in some cases involved taking the student mentee over to speak with the staff supervisor. This approach modelled the students as partners framework with staff working alongside student mentors throughout the program. The student as partners framework emphasises an attitude and approach of collaboration, inclusion and participation between university staff and students (Cook-Sather & Felten, 2017). This process is intended to facilitate reciprocal benefits for both staff and students including providing opportunities for student growth and professional development (Cook-Sather et al., 2014; Cook-Sather & Felten, 2017). When staff partner with students in this way, it facilitates deeper experiential learning as they can model staff professional skills (e.g. communication and problem solving) and receive immediate and direct support while engaging with student mentees (Curran, 2017; Slates et al., 2023).

4.1 Implications for Practice and Future Research

There are several key implications that emerged from the findings of this study. Firstly, the benefits of utilising the student as partners framework and co-design in the development and delivery of Comfort Corner ensured that the program would be tailored to student needs (student mentors/mentees). This supported the relevance and meaningfulness of the program to them. Future programs of this nature should seek to adopt this approach to improve uptake of the program. Secondly, the two rounds of training that student mentors received was seen as very valuable in equipping them with foundational skills needed when addressing psychological well-being. Thus, in preparing well-being programs it is important that student mentors receive adequate training to support student mentees. Thirdly, student mentors saw the opportunity to collaborate with staff in weekly sessions as extremely helpful. Staff support was highly valued and promoted leadership and empowerment of student mentors. Thus, embedding ongoing staff support into well-being programs of this nature can greatly enhance the

outcomes for student mentors and should be built into future programs. Finally, as this study reflects findings from student mentors, further research needs to be conducted exploring student mentees' experiences with psychological well-being peer mentoring programs utilising students as partners approaches.

4.2 Limitations

This study had several limitations. Firstly, pre- and post-program surveys were anonymised which prevented paired comparison of scores for each student mentor. Although this safeguarded the confidentiality of student mentor scores, it restricted the use of relevant inferential statistical analysis. Additionally, as this was a pilot study with a small sample size the findings may not be generalisable across contexts and populations. The study findings may have also been subject to social desirability bias where student mentors may have overstated their positive experiences with the program (van de Mortel et al., 2008). Despite these potential limitations the findings provide valuable insights in program design and implementation factors that may enhance student mentors' experiences with participation in well-being peer mentoring programs.

4.3 Conclusion

Student mentors in the Comfort Corner well-being peer mentoring program experienced improvement in their communication skills as well as their knowledge and understanding of mental health and psychological well-being. They also gained skills in engaging and responding to students with well-being problems. Overall, they described their experience with the Comfort Corner as 'fostering a community of support on campus' that provided a safe and welcoming environment for students. The findings of this pilot study illustrate the benefits of co-design using a student as partner framework for a peer mentoring well-being program in enhancing student mentors' sense of belonging and connection to their university. However, further large-scale research is needed using the student as partner framework for peer mentoring well-being programs in universities to assess the generalisability of these findings across contexts.

Acknowledgement

We acknowledge Curtin University for providing seed funding for this pilot study. We also wish to thank Rachel Oliver for her contribution to the training of student mentors who participated in Comfort Corner. We sincerely thank the following staff supervisors who collaborated with mentors in Comfort Corner for this time and commitment, Saul Karnovsky, Rachel Sheffield, Nigel Gribble, Dave Parsons, Rebecca Waters, Sherry Bawa, Michael Calese, Robyn Fray and Juliana Gomes Zabatiero. We would also like to thank all the student mentors who participated in the study for their sharing their experiences with us.

Authors contributions

PWS was responsible for the drafting, analysis and revision of the manuscript. PS and MHE were involved in data analysis and drafting the manuscript. GL was involved in data collection and revising the manuscript. SG and BM were involved in drafting and revising the manuscript. All authors read and approved of the final manuscript.

Funding

We wish to acknowledge the support of Advanced HE in supporting and assisting with the funding of this project.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The study received ethical approval from the Curtin University Human Research Ethics Committee. The Publication Ethics Committee of the Canadian Center of Science and Education. The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data

are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

References

Adler R. H. (2022). Trustworthiness in Qualitative Research. *Journal of human lactation: official journal of International Lactation Consultant Association, 38*(4), 598-602. https://doi.org/10.1177/08903344221116620

Afsharnejad, B., Milbourn, B., Hayden-Evans, M., Baker-Young, E., Black, M. H., … Girdler, S. (2023). The efficacy of the "Talk-to-Me" suicide prevention and mental health education program for tertiary students: a crossover randomised control trial. *European Child & Adolescent Psychiatry, 32*(12), 2477-2489. https://doi.org/10.1007/s00787-022-02094-4

Amin, M. E. K., Nørgaard, L. S., Cavaco, A. M., Witry, M. J., Hillman, L., Cernasev, A., & Desselle, S. P. (2020). Establishing trustworthiness and authenticity in qualitative pharmacy research. *Research in Social and Administrative Pharmacy, 16*(10). https://doi.org/10.1016/j.sapharm.2020.02.005

Ahmed, S. K. (2024). The Pillars of Trustworthiness in Qualitative Research. *Journal of Medicine, Surgery, and Public Health, 2*(1), 1-4. https://doi.org/10.1016/j.glmedi.2024.100051

Andersen, T., & Watkins, K. (2018). The value of peer mentoring as an educational strategy in nursing. *Journal of Nursing Education, 57*(4), 217-224. https://doi.org/10.3928/01484834-20180322-05

Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., … WHO WMH-ICS Collaborators. (2018). WHO World Mental Health Surveys International College Student Project: Prevalence and distribution of mental disorders. *Journal of Abnormal Psychology, 127*(7), 623-638. https://doi.org/10.1037/abn0000362

Backhaus, I., Varela, A. R., Khoo, S., Siefken, K., Crozier, A., … Kawachi, I. (2020). Associations between social capital and depressive symptoms among college students in 12 countries: Results of a cross-national study. *Frontiers in Psychology, 11*, 644. https://doi.org/10.3389/fpsyg.2020.00644

Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental wellbeing: The student perspective. *Higher Education Research & Development, 38*(4), 674-687. https://doi.org/10.1080/07294360.2019.1576596

Bell, R., Warren, V., & Schmidt, R., (2022). The application of concurrent or sequential mixed-methods research designs and their methodological implications: investigating tacit knowledge, its use, and application in automotive development. In *Sage Research Methods Cases Part 1*. SAGE. https://doi.org/10.4135/9781529604474

Brown J. S. L. (2018). Student mental health: some answers and more questions. *Journal of Mental Health, 27*(3), 193-196. https://doi.org/10.1080/09638237.2018.1470319

Campbell, F., Blank, L., Cantrell, A., Baxter, S., Blackmore, C., Dixon, J., & Goyder, E. (2022). Factors that influence mental health of university and college students in the UK: a systematic review. *BMC Public Health, 22*(1), 1778. https://doi.org/10.1186/s12889-022-13943-x

Chaudhry, S., Tandon, A., Shinde, S., & Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. *PloS One, 19*(1), e0297508. https://doi.org/10.1371/journal.pone.0297508

Collings, R., Swanson, V., & Watkins, R. (2014). The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education. *Higher Education, 68*(6), 927-942. https://doi.org/10.1007/s10734-014-9752-y

Cook-Sather, A. (2014). Student-faculty partnership in explorations of pedagogical practice: A threshold concept in academic development. *International Journal for Academic Development, 19*(3), 186-198.

http://dx.doi.org/10.1080/1360144X.2013.805694

Cook-Sather, A. & Felten, P. (2017). Ethics of academic leadership: Guiding learning and teaching. In F. Su & M. Wood (Eds.), *Cosmopolitan Perspectives on Academic Leadership in Higher Education*. Bloomsbury.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE.

Crisp, D. A., Rickwood, D., Martin, B., & Byrom, N. (2020). Implementing a peer support program for improving university student wellbeing: The experience of program facilitators. *Australian Journal of Education, 64*(2), 113-126. https://doi.org/10.1177/0004944120910498

Curran, R. (2017). Students as Partners—Good for Students, Good for Staff: A Study on the Impact of Partnership Working and How This Translates to Improved Student-Staff Engagement. *International Journal for Students as Partners, 1*(2), 1-16. https://doi.org/10.15173/ijsap.v1i2.3089

Curtin University (2022). *Student equity and inclusion framework*. Retrieved from https://www.curtin.edu.au/students/students/wp-content/uploads/2023/01/Student-equity-inclusion-framework-Nov2022.pdf

Donald, W. E., & Jackson, D. (2022). Subjective Wellbeing among University Students and Recent Graduates: Evidence from the United Kingdom. *International Journal of Environmental Research and Public Health, 19*(11), 6911. https://doi.org/10.3390/ijerph19116911

Egege, S., & Kutieleh, S. (2015). Peer mentors as a transition strategy at University: Why mentoring needs to have boundaries. *Australian Journal of Education, 59*(3), 265-277. https://doi.org/10.1177/0004944115604697

Equality Challenge Unit (2014). *Equality in higher education: statistical report 2014*. ~~Retrieved from~~ https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2014

Fischer, E. H., Turner, J. L. (1970). Orientation to seeking professional psychological help: Development and research utility of an attitude scale. *Journal of Consulting and Clinical Psychology, 35*(1), 79-90. https://doi.org/10.1037/h0029636

Fischer, E. H., Farina, A. (1995). Attitudes toward seeking professional psychological help: A shortened form and considerations for research. *Journal of College Student Development, 36*(4), 368-373. https://doi.org/10.1037/t05375-000

Foy, C., & Keane, A. (2018). Introduction of a peer mentoring scheme within biomedical sciences education: Easing the transition to university life. *Journal of Further and Higher Education, 42*(6), 733-741. https://doi.org/10.1080/0309877X.2017.1311994

Gafni Lachter, L. R., & Ruland, J. P. (2018). Enhancing leadership and relationships by implementing a peer mentoring program. *Australian Occupational Therapy Journal, 65*(4), 276-284. https://doi.org/10.1111/1440-1630.12471

Gehreke, L., Schilling, H., & Kauffeld, S. (2024). Effectiveness of peer mentoring in the study entry phase: A systematic review. *Review of Education, 12*(1), e3462. https://doi.org/10.1002/rev3.3462

Harrison, H. F., Kinsella, E. A., DeLuca, S., & Loftus, S. (2022). "We know what they're struggling with": student peer mentors' embodied perceptions of teaching in a health professional education mentoring program. *Advances In Health Sciences Education: Theory and Practice, 27*(1), 63-86. https://doi.org/10.1007/s10459-021-10072-9

Hayman, R., Wharton, K., Bruce-Martin, C., & Allin, L. (2022). Benefits and motives for peer mentoring in higher education: an exploration through the lens of cultural capital. *Mentoring & Tutoring: Partnership in Learning, 30*(2), 256-273. https://doi.org/10.1080/13611267.2022.2057098

Hobbs, C., Armitage, J., Hood, B., & Jelbert, S. (2022). A systematic review of the effect of university positive psychology courses on student psychological wellbeing. *Frontiers in Psychology, 13*, 1023140. https://doi.org/10.3389/fpsyg.2022.1023140

John, N. M., Page, O., Martin, S. C., & Whittaker, P. (2018). Impact of peer support on student mental wellbeing: a systematic review. *MedEdPublish, 7*(3). https://doi.org/10.15694/mep.2018.0000170.1

Kelly, L. M., & Cordeiro, M. (2020). Three principles of pragmatism for research on organizational processes. *Methodological Innovations, 13*(2). https://doi.org/10.1177/2059799120937242

Koutsoukos, M., & Sipitanou, A. (2020). Applying mentoring in adult education: benefits for mentees, mentors and educational organizations. *ICERI Proceedings*. https://doi.org/10.21125/iceri.2020.1718

Larcombe, W., Finch, S., Sore, R., Murray, C., Kentish, S., Mulder, R., Baik, C., Toklatilidis, O., & Williams, D. (2016). Prevalence and socio-demographic correlates of psychological distress among students at an Australian university. *Studies in Higher Education, 41*(6), 1074-1091. https://doi.org/10.1080/03075079.2014.966072

Li, W., & Carroll, D. (2017). *Factors Influencing University Student Satisfaction, Dropout and Academic Performance*. National Centre for Student Equity in Higher Education (NCSEHE). Retrieved from https://www.ncsehe.edu.au/publications/factors-influencing-university-student-satisfaction-dropout-and-academic-performance-an-australian-higher-education-equity-perspective/

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE. https://doi.org/10.1016/0147-1767(85)90062-8

Loane, C. (2015). Building Peer Mentors' Capacity to Support New Students' Transitions to University: A Training Collaboration Between MATES@UWS and the University Counselling Service. *JANZSSA - Journal of the Australian and New Zealand Student Services Association*, *23*(2), 36-40.

Malone, C., & Wachholtz, A. (2018). The Relationship of Anxiety and Depression to Subjective Well-Being in a Mainland Chinese Sample. *Journal of religion and health, 57*(1), 266-278. https://doi.org/10.1007/s10943-017-0447-4

Marangell, S., & Baik, C. (2022). International students' suggestions for what universities can do to better support their mental wellbeing. *Journal of International Students, 12*(4), 921-942. https://doi.org/10.32674/jis.v12i4.3877

Marksteiner, T., Janke, S., & Dickhäuser, O. (2019). Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background. *Journal of School Psychology, 75*, 41-57. https://doi.org/10.1016/j.jsp.2019.06.002

Ridley, S., Hodgson, D., Netto, J., Martin, R., & Mahboub, L. (2024). Learning About Mental Health Lived Experience in Social Work Education. *Australian Social Work*, 1-13. https://doi.org/10.1080/0312407x.2024.2389944

McConnell, K., Geesa, R.L., & Lowery, K. (2019) Self-reflective mentoring: Perspectives of peer mentors in an education doctoral program. *International Journal of Mentoring and Coaching in Education*, *8*(2), 86-101. https://doi.org/10.1108/IJMCE-07-2018-0043

Nogueira, M. J. C., & Sequeira, C. A. (2024). Positive and Negative Correlates of Psychological Well-Being and Distress in College Students' Mental Health: A Correlational Study. *Healthcare (Basel, Switzerland), 12*(11), 1085. https://doi.org/10.3390/healthcare12111085

O'Keeffe, P. (2013). A sense of belonging: Improving student retention. *College Student Journal, 47*(4), 605-613.

Pölczman, L., Márk Jámbor, Zsuzsa Győrffy, György Purebl, András Végh, & Girasek, E. (2024). A qualitative study of mentors' perceptions and experiences of a near-peer mentoring program for medical students. *Frontiers in Education, 9*. https://doi.org/10.3389/feduc.2024.1372697

Pottschmidt, N. R., Janis, R. A., Scofield, B. E., Cummins, A. L., Carney, D. M., … Locke, B. D. (2023). Impacts of the COVID-19 pandemic on treatment-seeking college students. *Cogent Mental Health, 2*(1). https://doi.org/10.1080/28324765.2023.2211633

Rickwood, D., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health, 4*(3). https://doi.org/10.5172/jamh.4.3.218

Slates, S., Cook-Sather, A., Aghakhani, S., Al-Humuzi, A., Blanco, D., … Hughes, J. P. (2023). How can students-as-partners work address challenges to student, faculty, and staff mental health and well-being? *International Journal for Students as Partners, 7*(2), 221-240. https://doi.org/10.15173/ijsap.v7i2.5597

Scholz, U., Doña, B. G., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European Journal of Psychological Assessment, 18*(3), 242-251. https://doi.org/10.1027/1015-5759.18.3.242

Schmidt, E.K., & Faber, S.T. (2016). Benefits of peer mentoring to mentors, female mentees and higher education institutions. *Mentoring & Tutoring: Partnership in Learning, 24*(2), 137-157.

https://doi.org/10.1080/13611267.2016.1170560

Slimmen, S., Timmermans, O., Mikolajczak-Degrauwe, K., & Oenema, A. (2022). How stress-related factors affect mental wellbeing of university students: A cross-sectional study to explore the associations between stressors, perceived stress, and mental wellbeing. *PLoS One, 17*(11), e0275925. https://doi.org/10.1371/journal.pone.0275925

Smith, A., Beattie, M., & Kyle, R. (2015). Stepping up, stepping back, stepping forward: Student nurses' experiences as peer mentors in a pre-nursing scholarship. *Nurse Education in Practice, 15*(6), 492-497. https://doi.org/10.1016/j.nepr.2015.03.005

Snowden, M., & Hardy, T. (2012) Peer mentoring and positive effects on student mentor and mentee retention and academic success. *Widening participation and lifelong learning, 14*, 76-92. https://doi.org/10.5456/WPLL.14.S.76

Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: understanding and Using trustworthiness in qualitative research. *Journal of Developmental Education, 44*(1), 26-28. http://www.jstor.org/stable/45381095

Suresh, R., Karkossa, Z., Richard, J., & Karia, M. (2021). Program evaluation of a student-led peer support service at a Canadian university. *International Journal of Mental Health Systems, 15*(1), 54. https://doi.org/10.1186/s13033-021-00479-7

Thanoi, W., Vongsirimas, N., Sitthimongkol, Y., & Klainin-Yobas, P. (2023). Examining Predictors of Psychological Well-Being among University Students: A Descriptive Comparative Study across Thailand and Singapore. *International Journal of Environmental Research and Public Health, 20*(3), 1875. https://doi.org/10.3390/ijerph20031875

Thompson, M., Pawson, C., & Evans, B. (2021). Navigating entry into higher education: the transition to independent learning and living. *Journal of Further and Higher Education, 45*(10), 1398-1410. https://doi.org/10.1080/0309877X.2021.1933400

van de Mortel, T. F. (2008). Faking it: social desirability response bias in self-report research. *The Australian Journal of Advanced Nursing, 25*(4), 40-48. https://search.informit.org/doi/10.3316/informit.210155003844269

Williamson, I., Wildbur, D., Bell, K., Tanner, J., & Matthews, H. (2017). Benefits to university students through volunteering in a health context: A new model. *British Journal of Educational Studies*, 1-20. https://doi.org/10.1080/00071005.2017.1339865

Worsley, J. D., Pennington, A., & Corcoran, R. (2022). Supporting mental health and wellbeing of university and college students: A systematic review of review-level evidence of interventions. *PloS One, 17*(7), e0266725. https://doi.org/10.1371/journal.pone.0266725

Yomtov, D., Plunkett, S. W., Efrat, R., & Marin, A. G. (2017). Can peer mentors improve first-year experiences of university students? *Journal of College Student Retention: Research, Theory & Practice, 19*(1), 25-44. https://doi.org/10.1177/1521025115611398

Zadow, C., Houghton, S., Hunter, S. C., Rosenberg, M., & Wood, L. (2017). Associations Between positive mental wellbeing and depressive symptoms in Australian adolescents. *The Educational and Developmental Psychologist, 34*(2), 95-105. https://doi.org/10.1017/edp.2017.6