Mental Health Services for International Students

A Service and System-oriented Design Project

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A Service Design and System Oriented Design Project

The Oslo School of Architecture and Design(AHO)
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SUMMARY

When international students move to a new country and a different educational environment, they can meet mental health challenges easily. Especially in the pandemic, they can be faced with negative information and serious social isolation, which is harmful to mental health.

This diploma project is a Service Design and System Oriented Design project on mental health services for international students in Oslo, to explore how design can contribute to international students' mental health from service and system aspects.

The main outcomes of this project are service concepts with touchpoints like the brochure, activities and tools, the app and website. Besides, the proposals which include findings and potential interventions at the system level are drafted to deliver to the main stakeholders. The goal of the concepts is to improve international students' awareness of mental health and help them know more about mental health and services, as well as to provide peer support, information and low-threshold services on mental health, by intervening the system from three levels: international students, peer students and the environments.

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INTRODUCTION

Context

Mental health is related to emotional, psychological and social well-being. It can affect our daily life, work and study, relationships and physical health. In the context of COVID-19 pandemic, when people are faced with the unknown and new realities, many people are experiencing negative feelings like fear, worry and stress, which affect people's mental health.

Challenge and motivation

When young adults move to a new country and start their study in a new environment as international students, they may meet different challenges in study and life. They can meet mental health challenges easily because of the cultural difference, language barrier, lack of awareness and knowledge of mental health, lack of social contact, unfamiliarity of mental health services, etcetera. Besides, the pandemic situation can cause negative feelings and serious social isolation for the international students.

As an international student who is studying Design, I would like to explore how Service Design and System Oriented Design can contribute to international students' mental health.

Methods and approach

This is a Service Design and System Oriented Design project, in which the Design Thinking and Design Process are applied. Service Design and System Oriented Design are combined to explore the current service experience and the challenges of different stakeholders in the system, in order to design service concepts and interventions in the systems to help international students with their mental health condition.

Process

The project process mainly consists of research, synthesis and analysis, ideation and co-creation, evaluation, prototype and test, as well as iteration.

In the research phase, I conducted desk research, interviews with international students, experts and stakeholders, student journey mapping tool of mental health conditions with international students, and self-ethnography of SiO mental health services. Then, through synthesis and analysis, the insights and problems were gathered. With these insights and problems, I did ideation individually and co-creation with SiO counsellors, psychologists and students. After ideation, I did evaluations based on threshold and impact of the ideas and feedback from SiO. To test the service concepts, I built a story of the service journey and prototyped the touchpoints to show the services and get feedback from students, SiO and school. Last but not least, the service concepts were iterated on this feedback. Because of the coronavirus pandemic, most of the process is done digitally.

Outcomes and Contributions

The main outcomes of this project are services concepts which includes
- Emails, websites and the brochure, to educate students and provide services information
- Improved application and website to provide information and low-threshold services
- Activities and programmes to help students learn more about mental health and build peer support and social contact
- Proposals of findings and potential interventions in the system, to be shared with main stakeholders. This report is also a part of outcomes, which is shared with stakeholders and contributors of this project.

My contributions are not only the final design concepts and proposals, but also the process of design. During the process, I shared my findings, insights, methods, concepts with experts and stakeholders, like SiO and school, which also helps bring forward the problems, international students' perspectives and promote Service Design and System Oriented Design.

Reflection

My main reflections are the value and methods of Service Design and System Oriented Design, as well as the role of service designer in the process. Service designers can not only design new concepts and service processes, but also can be a connector and promoter. SD and SOD can be combined together to research, analyze and design from different levels, from the details of the touchpoint to the whole system picture, which are all important to create the value and make the impact.

BACKGROUND

Mental health is related to emotional, psychological and social well-being. It can affect our daily life, work and study, relationships and physical health. In the context of COVID-19 pandemic, when people are faced with the unknown and new realities, many people are experiencing negative feelings like fear, worry and stress, which affect people's mental health.

Mental health and Well-being
**Target group**
Statistics
Recent events
Stakeholders
Reflection

Mental Health

Mental health is an essential component of health and life. According to the *World Health Organization(WHO)*, "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." It is related to emotional, psychological and social well-being. Mental health affects how we feel, think and behave, and then it determines stress management, physical health, study and work, relationships with others, etcetera.

Mental health is determined by multiple social, environmental, psychological and biological factors, which are interconnected in a complicated way, such as education, employment, social support and ability to manage feelings and thoughts. Everyone may meet some challenges in life. Especially in the pandemic, many people are experiencing mental health challenges for the uncertainty, social isolation and new realities.

Target group

Every year, many students from all over the world move to Norway to study. In this project, the term "international students" means the students with foreign citizenship who come to Norway for studying as the main purpose. I select international students in Oslo as the target group, with the special focus on those at AHO, because:

- As an international student, I have **strong empathy** on this group

- International students are mostly young adults, who usually have **limited experience** in dealing with life and mental health challenges, especially when they move to a new country and a new environment, which means that they may have a hard transition period

- When international students move to a new country, they usually **lose contact** to some extent with their family and friends. They often haven't built enough social contact in the early stage of move-in. Especially in the pandemic, the social isolation may be more serious for them.

- As foreigners, international students can be more **vulnerable in the healthcare system**, because of unfamiliarity with the system, language barrier, lack of information, etcetera.
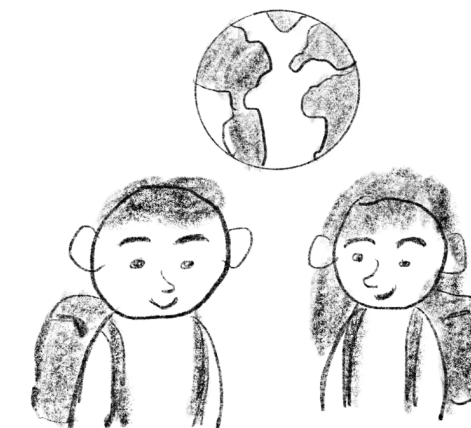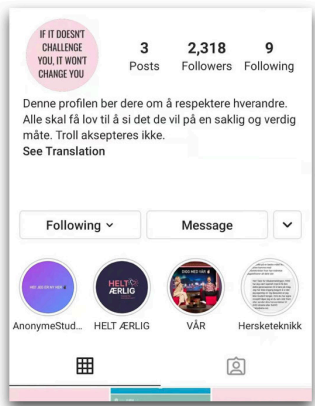

International students in Oslo

Statistics

There are many surveys on the mental health of students. Here are some key findings from my desk research:

- Many students are experiencing mental health challenges in Norway
  In Norway, around 40% of students report mental illness (SHoT, 2018)

- The pandemic makes the social isolation serious
  In the corona, 27% of students feel isolated and 32% state that they miss social life, their study environment and contact with other students (Grafill third corona survey, 2020)

- International students in Norway is a large group
  In 2020, the number of foreign students registered at Norwegian HEIs was 18 040 (DBH, 2021)

- Many international students in Norway meet mental health issues
  13 % of international students consider their health as bad, 48 % of them think it is due to mental issues (HoT-Int, 2018)

Recent events

In the process of my diploma project, there are also some recent events related to mental health emerging at AHO, which makes students and staff pay more attention to mental health and triggers discussion. Fortunately, AHO initiated discussion and a working group on the psychological environment and well-being of students at school. I bring forward my project and findings to the open discussion and working group and try to make the international students' voices and perspectives more visible.

Instagram   *khrono.no*   *nrk.no*

Stakeholders

To understand the picture of the whole system and what mental health services are offered, I mapped out the stakeholders of mental health services for young international students from different levels, nation, municipality, organization, private service, SiO and school.

To narrow down the scope of this project, among these stakeholders, I select SiO and school as main stakeholders to focus on because these two stakeholders hava closer relationship with international students and international students keep in touch with these stakeholders more frequently. For the school part, this project targets at AHO as an example.

Stakeholder map
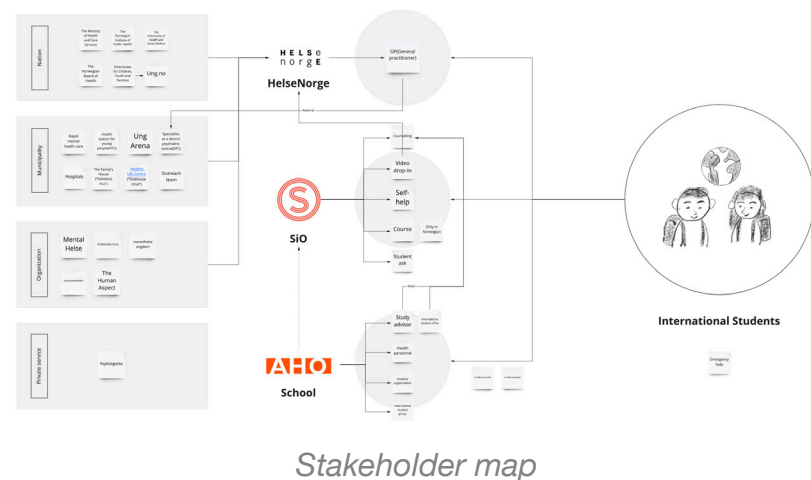
SiO is the welfare organization for students in Oslo and Akershus. For now, it provides different mental health service offerings for students in Oslo and Akershus, like counselling, video drop-in, online courses, student ask, self-help, etcetera.

There are also some staff and groups related to international students' mental health at *AHO*. For example, when international students need someone to talk to, they can turn to the international office or study advisor, who can also refer international students to the SiO specialists. *SAHO*(The student council at AHO) and *International Task Force* initiates social activities for international students at AHO.

SiO   *AHO*

Strength of SiO and AHO

As the two main stakeholders, SiO and AHO have their own responsibilities and roles in the mental health fiedl. They also have their own strengths.

For SiO:

- Can provide professional help by counselors and psychologists
- Have a large scale of student users

For AHO:

- Have close contact with the international students
- Provide information and education easily
- Build trustworthy realtionships among the students

Reflection

Broad topic

Mental health is a very broad topic and it covers various aspects of students' life, which requires systematic research, analysis and design.

Me as a part of the target group

As an international student, I am also a member of this project's target group. This helps me have strong empathy for the users and enables me to experience the service by myself. However, at the same time, I have my personal bias and perspectives on the experience, service, and stakeholders, which can affect the insights, analysis, evaluation and design concepts.

Follow up recent events

In the process, I tried to follow up on some recent events related to mental health at school, in order to bring forward international students' voices and perspectives, share findings and concepts of this project, and optimize the value of this project.

APPROACH

This is a Service Design and System Oriented Design project, in which the Design Thinking and Design Process are applied. Service Design and System Oriented Design are combined to explore the current service experience and the challenges of different stakeholders in the system, in order to design service concepts and interventions in the systems to help international students with their mental health condition.
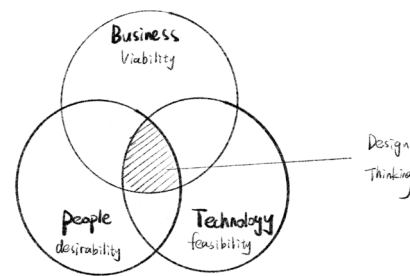
Design Thinking and Process
Service Design
System Oriented Design
Combination of Service Design and System Oriented Design
Reflection

Design Thinking and Process

In this project, Design thinking, a human-centered approach, and Design Process are applied, with the reference to "*Double Diamond*"*(British Design Council, 2005)*, which includes 4 phases:

- **Discover:** Understand the problem
- **Define:** Gather insight to define the challenge
- **Develop:** Design and co-design solutions to the defined challenge
- **Deliver:** Test out the solutions and improve the concepts

More details about the methods applied in this project, please see in the next chapter "Process".

Design Thinking
(Reference: IDEO)
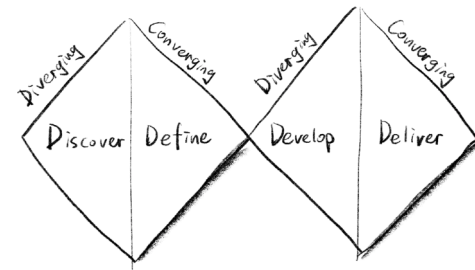
Double Diamond Process
(Reference: British Design Council)

Service Design

Service Design is to improve the experience of the service process for users, within the consideration of the service provider and stakeholders. There are some principles for Service Design*(Stickdorn, Marc, et al., 2018)*:

- **Human-centred:** Consider people's needs and experience.
- **Collaborative:** Engage different stakeholder in the service design process.
- **Iterative:** Iterate service concepts for improvement and implementation.
- **Sequential:** Orchestrate service as a sequence of interrelated interactions and actions.
- **Real:** Understand the real needs and prototype ideas in reality.
- **Holistic:** Address the needs of different stakeholders through the entire service.

In this project, Service Design approach is used to explore the users and stakeholders' challenges, needs and current service experience, as well as to design improved mental health service experience for the international students.

System Oriented Design

System Oriented Design(SOD) is to design interventions with systems thinking in a big picture to design interventions for systemic impact. System Oriented Design can help embrace and explore the complexity and the connection between different stakeholders and disciplines in the system.

In this project, the System Oriented Design approach is used to help understand the complicated context and rich picture of international students' mental health, as well as to help think and design interventions on the system level with systemic mapping and analysis methods.

Combination of Service Design and Sytem Oriented Design

The combination of Service Design and SOD helps understand the situation and challenges in a richer picture, from not only user journey and service process, but also from the different stakeholders' perspectives and aspects in the system, in order to design touchpoints, experience, service concepts, and also interventions from different levels in the system.

Reflection

This is a good practice for me to combine SD and SOD. In the process, I need to zoom in to the details of the service, like the website interface, and zoom out to the system level, like the relationships between stakeholders, which is beneficial for me to think from different perspectives and levels, but also sometimes feel lost and overwhelmed. May lose some details of the experience or a big picture.

PROCESS

The project process mainly consists of research, synthesis and analysis, ideation and co-creation, evaluation, prototype and test, as well as iteration.

In the research phase, I conducted desk research, interviews with international students, experts and stakeholders, student journey mapping tool of mental health conditions with international students, and self-ethnography of SiO mental health services. Then, through synthesis and analysis, the insights and problems were gathered. With these insights and problems, I did ideation individually and co-creation with SiO counsellors, psychologists and students. After ideation, I did evaluations based on threshold and impact of the ideas and feedback from SiO. To test the service concepts, I built a story of the service journey and prototyped the touchpoints to show the services and get feedback from students, SiO and school. Last but not least, the service concepts were iterated on this feedback. Because of the coronavirus pandemic, most of the process is done digitally.

Overview or the process
Research
Synthesis and Analysis
Ideation
Evaluation
Prototype and Test
Reflection

Overview of the process

1st
Midterm

1.5
Midterm

2nd
Midterm

*Final
Presentation*

Jan   Feb   Mar   Apr   May   Jun

Preparation   Research   Synthesis   Ideation   Prototype   Test Iteration   Report Presentation

Co-creation   Co-creation   Evaluation

Mapping, Analysis, Documentation for report
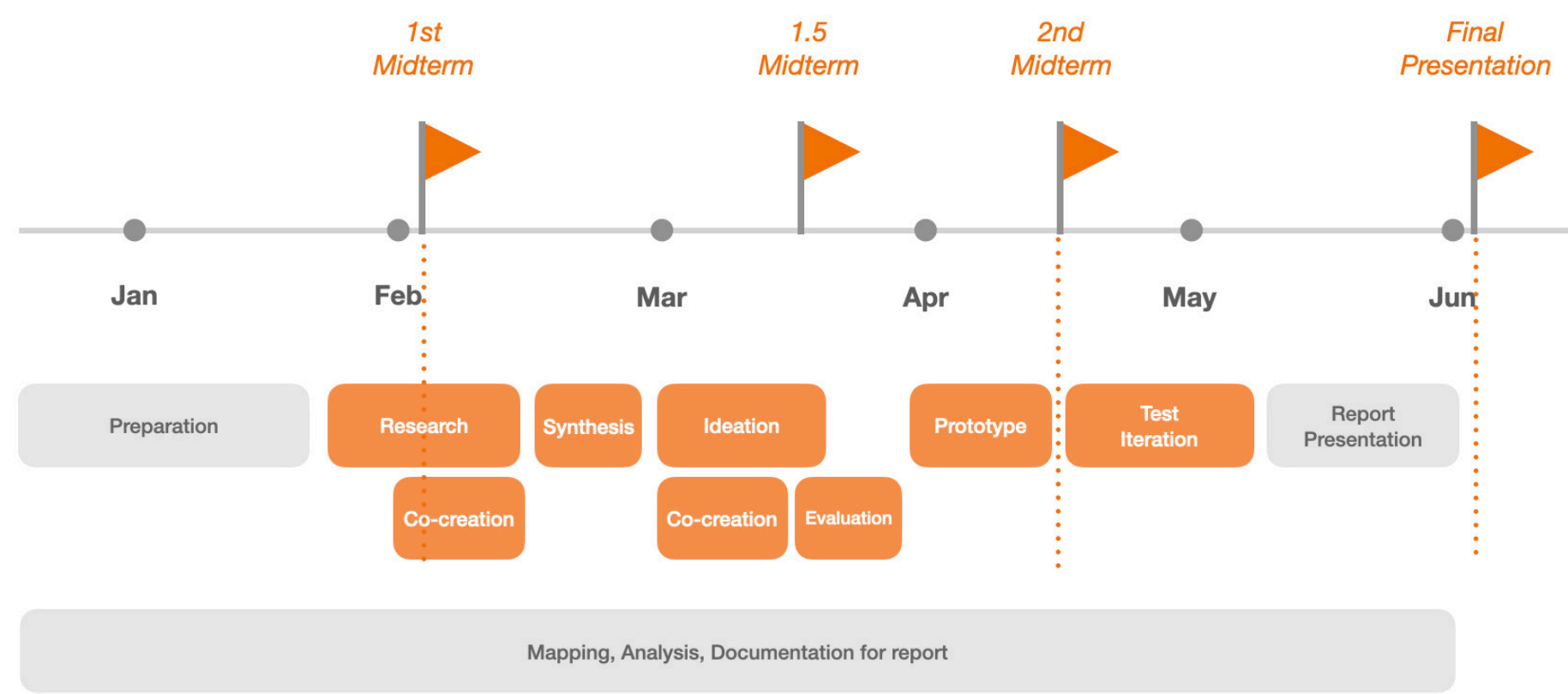
This picture show you the general design process of this project along the timeline.

Research

Research methods

In the research phase, I mainly used desk research, Interview, student journey mapping and auto-ethnography.
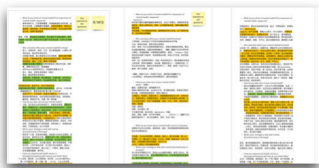
Interview
9 international students in Norway
2 counsellors and 1 psychologist
1 professor
1 staff at international office at school

Student journey map
4 international students in Oslo

Auto-ethnography
Online course
Phone call
Video drop-in
Online counselling

Research methods

How does research work in the system?

This picture shows you how these different research methods work in the system map, to gather information from different stakeholders and aspects.
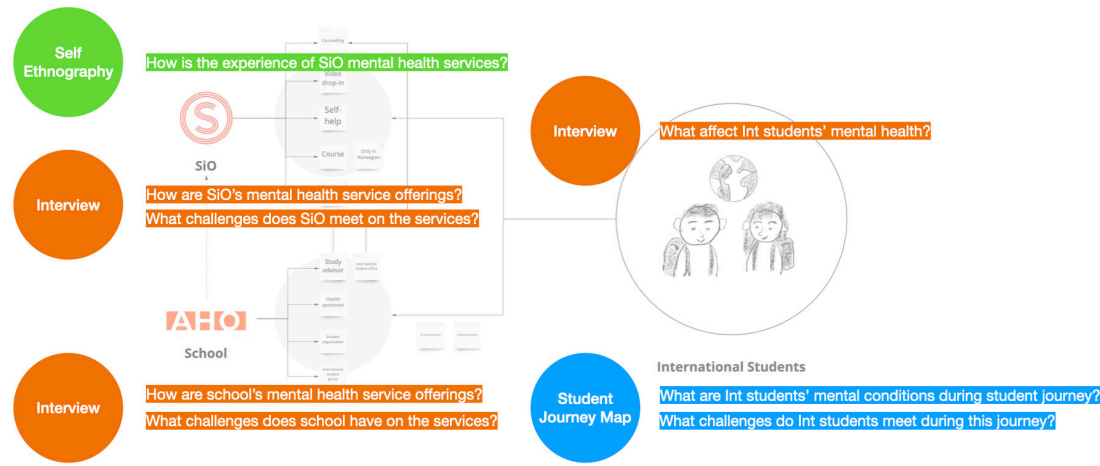
Research methods in the system frame

To investigate the healthcare system and mental health services for international students, I searched the reports, surveys, and service provider websites on the Internet. See the system map and statistics in the previous chapter.

To learn more about mental health and well-being, I participated in and completed a 10-week online course on Coursera, *The Science of Well-Being*.

Research on surveys

Notes and takeaways from the online course

Interview

Student journey map tool

To get a more detailed picture of the situation and challenges of the target group, I reached out to 9 international students in Oslo from 7 countries for the diversity of the users. From these interviews, I gathered information about what affects their mental health, what challenges and mental health challenges they meet in their student journey, the ways they deal with mental health challenges, their experiences and expectations on mental health services, etcetera.

Besides, I spoke with 2 counselors and 1 psychologist from SiO to learn more about SiO mental health services and challenges, as well as their experience on how to help students' mental health challenges. I also had a conversation with 1 psychologist at University of Bergen to learn more about students' mental health and advice on taking care of themselves.

To learn more about the school's mental health offering for international students, I conducted an interview with the staff who work in AHO International Office.

I designed a student journey map tool to map with 4 international students in Oslo on their student journey. I tried to use think-alouds during the mapping process, to capture their thoughts. This tool helps me uncover the challenges, triggers of challenges, mental health conditions, the way they deal with challenges, barriers and opportunities to help them in their student journey in Oslo.


Analyze interview transcripts

Student journey map tool

Self-ethnography

I tried to experience SiO's mental health services by myself, like the online course, phone call, video drop-in, and online counseling, to learn more details about the experience and service process and to find out pain points and opportunities. I recorded my experience, the touchpoints, pain points, and emotions along the timeline on the user journey map.
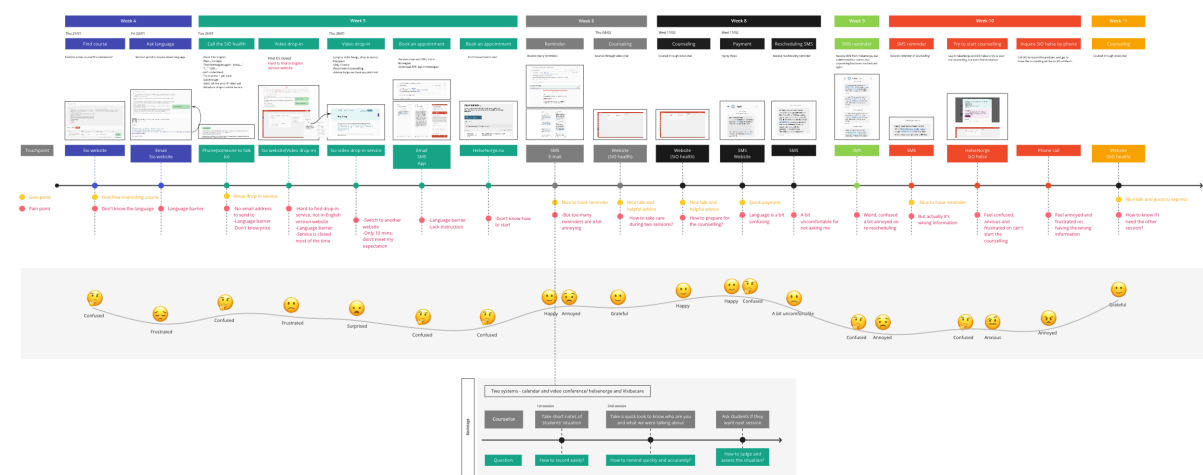
User journey map of my experience on SiO mental health services

Co-creation in the resesarch

In the research phase, there were some ideas and opportunities proposed by the interviewees. I recorded and mapped the ideas out.
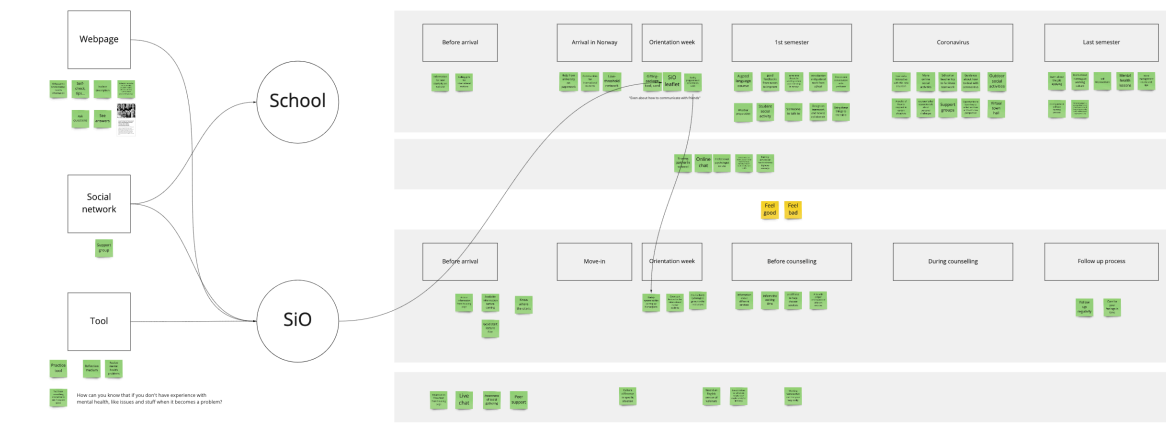
Ideas from the research

Reflection

Diversity of interviewees
International students are a huge group, I could reach out to more international students from different countries and cultural backgrounds and more experts if I have more time and resources.

Mapping tool in the research
The student journey map tool worked well in my research, which helped me capture the challenges and thoughts of international students along their study journey. This tool is also potential to help the users to identify their challenges and source of mental health challenges in their student journey.

Self-ethnography
This method helps me know the SiO's mental health services, but it is only from my own perspective and experience with my own bias.

Synthesis and Analysis

Visualization style

To present my findings and insights, I tried to define the visualization style of my project. After some research and sketch explorations, I decided to use this pencil sketch style with a big face, which shows the emotions and expressions easily for the mental health topic.
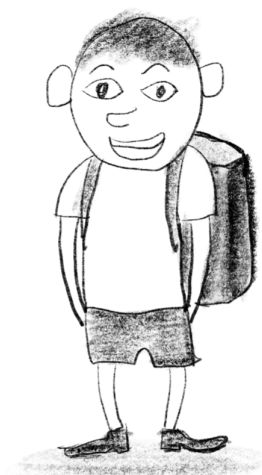
Insights

Interview with international students

Here are 5 main insights from my interviews with international students
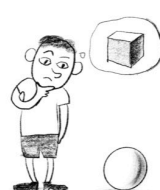
| Lack awareness and knowledge | Cultural barrier and difference | Lack social contact | Hard to explain and express | Don't know services and hard to step out |

Overview of insights

Insights

Interview with international students

Lack awareness and knowledge of mental health

- Don't think mental health relevent

"How could I be depressed?
*I used to think that mental health is **not related to me**."*

- More invisible and unconscious

*"You don't know them, because they **unconsciously bother** you.*
*So when others talk about it then you say, **Oh, I have this problem as well**."*

- Care and know less

*"I'm **not familiar** with mental health, feel it more **abstract**."*

Insights

Cultural barrier on mental health

- Not common to turn to the professionals

*"I have a very different cultural background like back home.
It's a thing that you would never go to like specialists to talk about your problems
or something."*

- Hard to accept mental health issues

*"Mental health issues are really stigmatised and evil like not very open minded, or
maybe think that you are feared."*

- Cultural difference can be a barrier

*"You have to be familiar with new culture. If you don't know a person who tells
you something about it. It will be a bit challenging."*
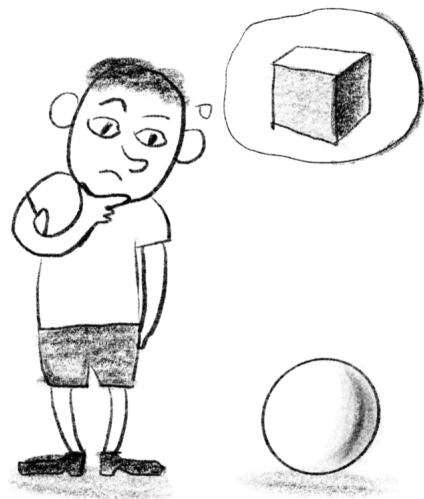
Insights

Social contact and peer support are important

- Close peers are important

"Close network is super, super critical for keeping maintaining mental health."

- Mostly contact international students

*"Being with an international community makes me feel a safe space.
Talk about them openly. We have kind of the same problems."*

- Hard to make Norwegian friends

*"I was really excited and really wanted to have Norwegian friends.
it's important because you learn about a lot of things and differences."*

"Maybe for Norwegian students, it's not easy to understand your situation."

- Social isolation caused by COVID-19

*"Hard to start a friendship. With this corona time, there isn't really kind of
gatherings and things."*

Insights

Interview with international students

Hard to express and explain mental health problems

- Don't want to talk about it

"I don't ever want to burden people with my problems."
"Like a lot of mental health issues like come with some sort of like shame or you want some privacy, or you're not comfortable opening up that much."

- Not good at expressing myself when I am down

"I'm not great at expressing myself. if I'm down I'm not good at like letting people know I'm down."

- Hard to explain mental health issues

"It's hard to explain, because if you have a headache, you can say that my head is spinning, you can show. What if it's like mental health."

- When you express, the other will be open

"When I spoke out my mental health problems, the others also opened up about their mental problems."

Insights

Interview with international students

Hard to seek help, especially the first step

- Don't know health services

"Know nothing about mental health service in Norway."
"I don't know how to get started. It's hard to find resources when you don't know where to look."

- Feel no support from school

"There is no support and guide in this field."
"I don't know about like, if you can talk to someone from mental."

- Worried about seeking help

"Worried about language and expenses. Feel embarrassed to talk to strangers."

- Big step to take action

"I feel like some hesitation in asking for help."
"Stepping out and seeking help is high-threshold to me."

Insights

Interview with stakeholders and experts

Besides, here are some key findings from the interviews with the SiO counselors, psychologist, the school international staff, and the psychology professor.

- Financial pressure of international students

"But I met some that have lost their jobs, and when you're an international student you have to take care of your economic situation." - a SiO counselor

"And some students who, when they come to Norway, will have financial challenges because everything is expensive." -a psychology professor

- Limited psychologists and a long waiting list of counseling

"It's always a little bit of a problem that more people want to talk to psychologists than we are able to provide like it's always a struggle with the waiting list." - a SiO psychologist

"We don't have more money to just hire more psychologists all the time." - a SiO psychologist

"Health services don't make any money at all. We just cost a lot of money. Okay, but the housing part of SiO makes a lot of money. And also they make money there and then they spend it there." -a SiO psychologist

- Good to know mental health problems are common

"Students say it was really good for them to realize that other students have similar similar problems that's like very common feedback. And that people feel more alone than they feel weirder than they are a very common thing with students they think they are." -a SiO psychologist

- Useful to learn about mental health

"I think it's actually useful to try to learn a little bit about mental health to be in mental health literate so that you recognize that this is just tiredness, or this is just normal stress." - a psychology professor

- The school has the responsibility

"Apart from that is that it seems that as schools universities, we should consider whether we could do more to say to be at the key points where you, as you say, but also to make it more available in English or in other languages, and also to find ways to promote social support, because I think we need to help people to get taught to get into that first step, because that big first step is difficult doesn't serve you." - a psychology professor

- The school doesn't have a specific person or service on mental health

"The school does not have a person or a position and specialty, specially designated to mental health issues. We do not have a mental health service." -an international office staff

Insights
Student journey map

I synthesized the mapping tools with 4 international students and then made one summary version of the key findings I gathered.

Phase of journey	Arrival in Norway				First semester				Coronavirus				Last semester			
Challenges What mental health challenges do students meet?	Can't meet expectation	how life and environment	Long registering process	Confusion about rules	Different education system	New environment	Language barrier	Language efficiency	Move again and again	Miss home, family and friends	quarantine time	sudden change in life while you are trying to deal with new life	Job hunting	worries about finding a job and staying in Norway and being stressed	take quarantine time and lots of job opportunities are canceled	hard to conduct a project in Norwegian system	Time management
	Doubts on study	Culture difference	Language barrier	Food	students with different age and culture hard to make friendship	as a foreign student hard to find many internship places	not familiar with working culture, differences and working system	Weather- Get dark so early	Teamwork	Social isolation	Plan are disrupted	Can't find a place to live in	being at home and work make my motivation less	language	conducting many things at the same time and lack of time	not enough networks to find a job	Feeling not good enough
	Lack of friendship		Not feeling part of the place due to language barriers		Lack social contact		having coordination by memos different from my bachelor school in a spread mail	Teamwork					Diploma	Social isolation	not having enough time to reflect	not enough work experience to get a job due to corona	
Feelings What are students' feelings?	Insecure	Fear	Confused	Happy	happy to meet nice people and make friends	stressed	seperated from others	lonliness	excited to learn	Scared	Uncertainty	Worried	Anxious	Disappointed	Scared	Worried	Uncertain	Excited
	Fresh	Scared	excited for new experience		depressed	disappointed	sad	nervous about the scool	Happy and grateful to be here	Stressed	feeling to be the only one have problems	lonliness	depression	confusion	disappointed	motivated	helpless	
Opportunities How might we help students?	help from university	knowing other students and people with mental health experience	communication for each tenant students or social	having a new tenant during in stay in hostel	A good language course	good feedbacks from tutors to improve	some tutors about the working culture and internship	introduction and guide of work from school	Weather preparation	learned a lot time to live with the new situation	More online social activities	School or teacher try to facilitate teamwork	Guidance about how to deal with coronavirus	learn about the job applying	learn about norwegian working culture	self improvement	Mental health lessons
				Student social activity	Someone to talk to		a buddle of free to respond to certain situations	learned safer spaces to talk about personal challenges	Support groups	opportunities or chances helped me in my loneliness period			more guidance about job hunting process	time management course and tips			
								More organized course	Outdoor social activities								

Summary of findings from the map tools

Insights
Student journey map

I built a story with an example person based on the key challenges along with the student journey I gathered from the mapping tool, to present the findings more lively.

- Arrival in Norway

Alex feels excited for receiving the offer and moving a new country. But new environment and language barrier also stress him to make him feel scared and stressed. The long registering process of bank card and residence permit makes him feel insecure and anxious. Alex moves away from his family and friends, so he feels lonely and depressed from time to time.

1. Receive the offer	2. Arrive in Oslo	3. New environment Language barrier	4. Long registering process	5. Lack of friendship
Expectant	Excited	Scared Stressed	Insecure Anxious	Lonely Depressed
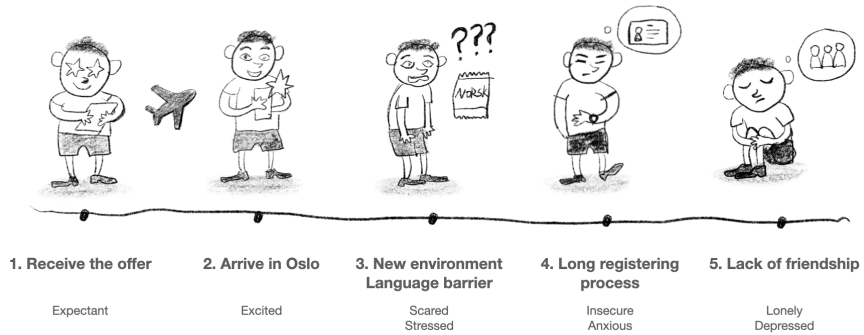
- The first semester

In the first semester, because of different education background and system, Alex feels confused and overwhelmed on the new course. In the team work, he feels confused and nervous because language efficiency and different work culture. In the winter, it gets dark early and he is not used to the weather. He feels lonely and depressed without many social contact.

1. Different education	2. Teamwork Language efficiency Work culture	3. Weather Get dark so early	4. Lack of social contact
Confused Overwhelmed	Confused Nervous	Depressed	Lonely
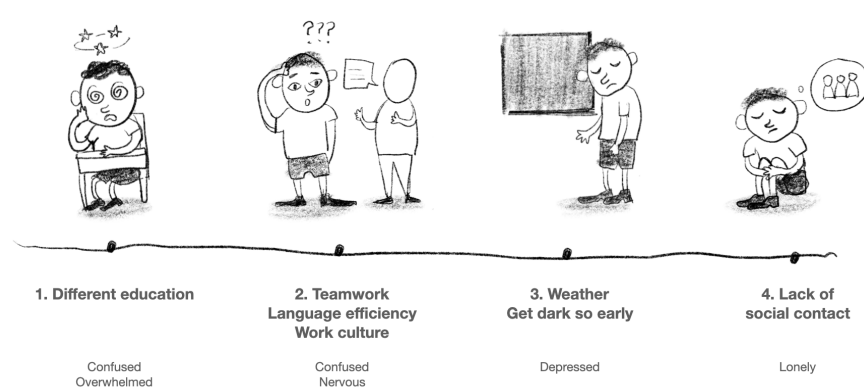
Insights

Student journey map

- Coronavirus

Then, the coronavirus hits his life. Alex receives much negative information and feels scared and overwhelmed. He has to work from home for a long time, which makes him tired and stressed. At the same time, he misses home, family and friends. He is also worried about his family and friends in his home country.

1. Coronavirus
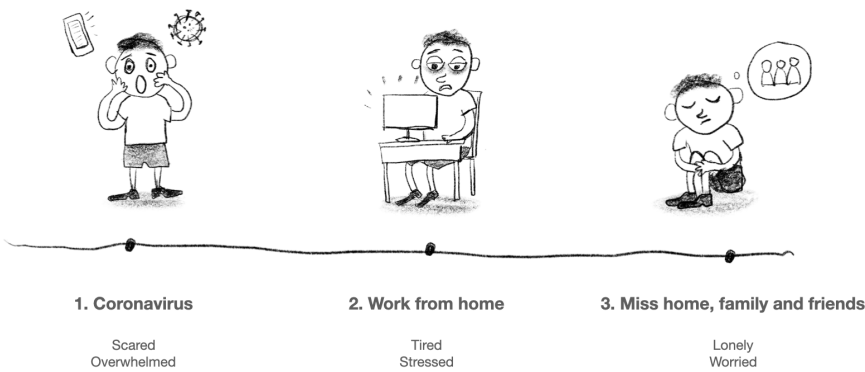
Scared
Overwhelmed

2. Work from home

Tired
Stressed

3. Miss home, family and friends

Lonely
Worried

- The last semester

In the last semester, Alex has to do his diploma project from home. He feels less motivated and scared on the overwhelming workload. He is also worried about and stressed on job hunting. Alex has to deal with different things at the same time. He find it hard to manage the time and feels stressed and messy.

1. Work from home Diploma project

Less motivated
Scared

2. Job hunting

Worried
Stressed

3. Time management

Stressed
Messy
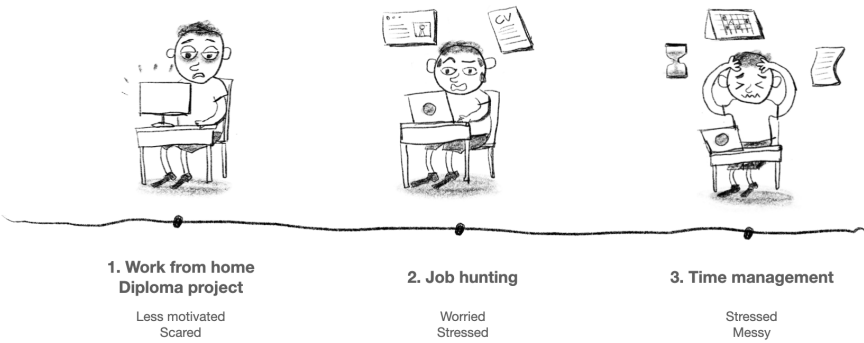
Insights

Self-ethnography

Here are some insights from my own experience of SiO mental health services.

Don't know mental health services

Choose inappropriate service

Not good communication

Long waiting time
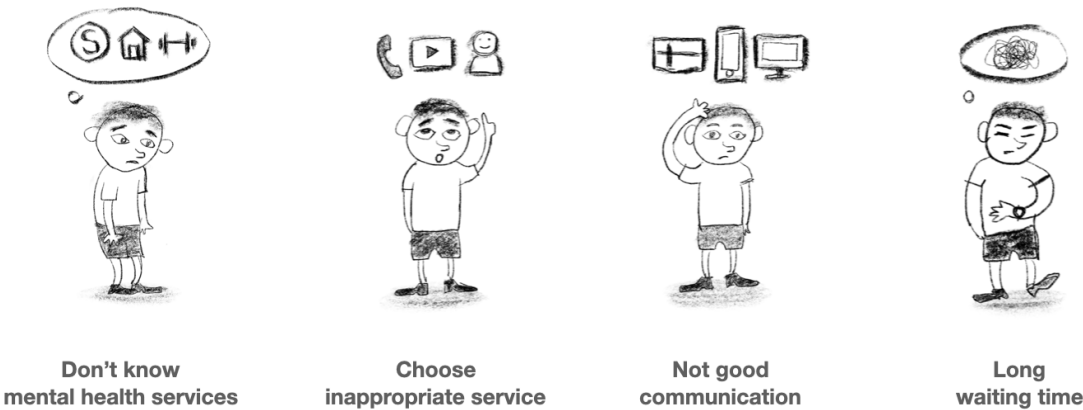
Insights

Self-ethnography

- Don't know mental health services

Before my experience, I didn't know SiO provides many mental health service offerings. When I checked the online course list, I found many topics are relevant to mental health which I didn't realize before.

- Don't know mental health services
- Don't know what is relevant to mental health services

- Choose inappropriate service

Even though there are various service offerings, I don't know which one to choose so I switched between different services, which is a waste of time and resources for me and SiO.

- Don't know choose which service
- Switch between services

Insights

Self-ethnography

- Not good communication

There is a lot of confusing information during the service process. For example, it's hard to find various offerings on the SiO English version website; When I tried to start the counseling, it switched to the other website and platform, which is confusing; The SiO Health app is only in Norwegian, so I didn't know how to start my counseling from this app; I was told that my counseling had been rescheduled, but I received messages from two different systems with two different time information.

Language barrier

Hard to find various offerings on English version

Switch to the other platform   Don't know how to start   Confusing reschedule message

Confusing information

- Long waiting time

It took me around 2 weeks before I started my counseling, and then it took another 2 weeks between the counseling sessions.

System map

Findings and connections in the system frame

To help me look at broader levels and get the whole picture of what's the problems and gaps in the system, I mapped out what I have gathered from my research in the system, from different perspectives and aspects.
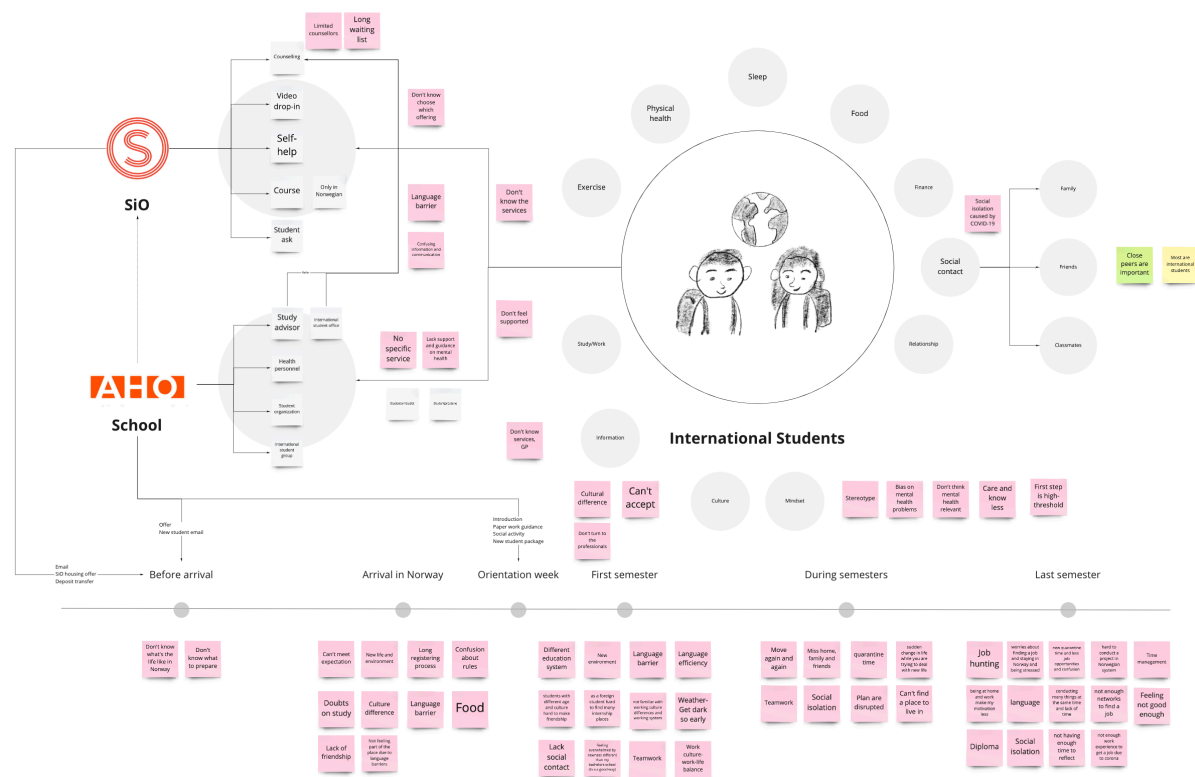
Iceberg model

Analyze what's behind the challenges in the system

To help me look at deeper levels, I tried to analyze what's behind these insights and problems with this iceberg model(M.Goodman, 2002). From which, the underlying reasons of the problems are complicated and interconnected. From this analysis, I find:

In the structure level, there is lack of supportive environment:

- Not enough information promotion on mental health and services
- Not enough education on mental health and not a part of the curriculum
- Not enough open discussion on mental health
- No regular check and feedback on mental health
- No specific person and service on mental health at school
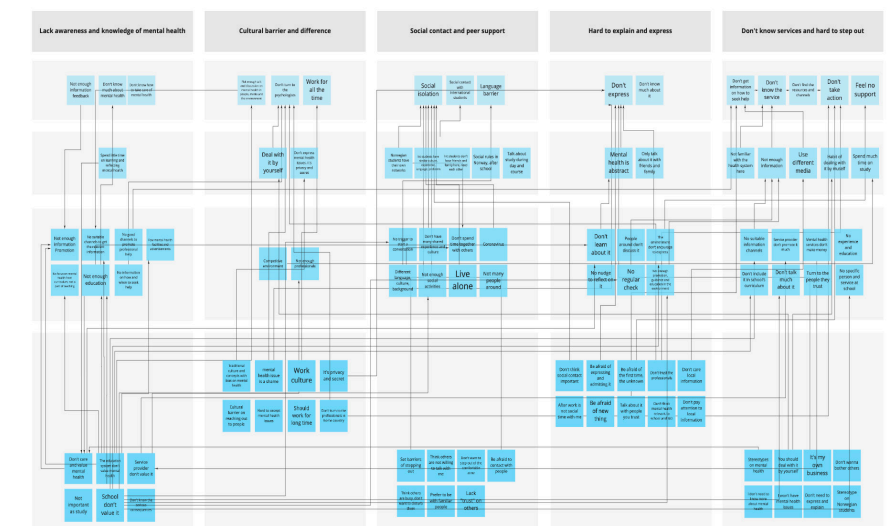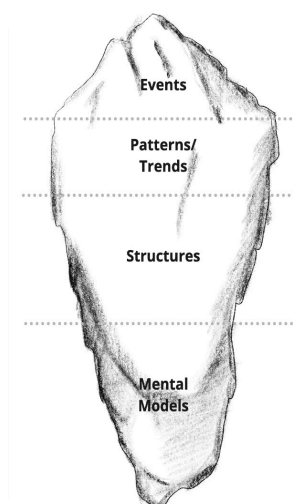
Iceberg model

Analyze what's behind the challenges in the system

In the mental models level, there are cultural barriers:

- Bias and shame on mental health
- Hard to accept mental health problems
- Should work for long time

Social contact barriers:

- Be afraid of stepping out of the comfortable zone
- Think others are busy or not willing to talk with me
- Lack trust on others
- Cultural difference

Mindset and thinking patterns:

- Don't pay attention to local information
- Be afraid of the first time experience and the unknown
- Don't think mental health relevant to school and SiO
- It's my own business and I should deal with it by myself
- I won't have mental health issues and I don't need to know more about it

Don't value mental health:

- Don't think mental health important from students and stakeholders' perspectives

Design goals

rom my research and analysis, I set a few goals for my design to make changes in the system.

I would like to help international students:

- Know mental health issue is normal and common
- Learn more about mental health
- Do reflection and take care of their mental health
- Know the channels and service resources
- Break through the barriers of seeking help
- Build a supportive structure and context for mental health

Besides, I would like to shift school and SiO's mindset, For school:

- value students' mental health
- Nudge students to pay attention to mental health

For SiO:

- Not only treatment, but also prevention
- Let students know the services

Design principles

From my research and analysis, I defined some design principles to help meet the target group's needs and make the services friendly.

Visibility
Know mental health and the services

Accessibility
Low-threshold to access and use, reach broad groups of students

Availability
Use the service quickly, service time, capacity of psychologists, financially justifiable

Early awareness and prevention
Value and pay attention to mental health

Manage yourself
Learn about mental, reflect on mental health, take care of yourself

Reflection

Example person's journey
To make the journey more real and alive, it could not only include challenges, but also some positive experiences.

System frame and shift
The research and analysis uncover the complexity of the system. In the process, I need to refer to the system frame and think about how my design and interventions could make the changes and positive impact on the system.

Individual ideation challenge

To generate as many ideas as possible, I set an everyday ideation challenge in two weeks to think from different topics, like the iceberg model, leverage points, behavioral economics, and crazy ideas in a specific time slot. In the beginning, this challenge only helped me come up with ideas. Then, it evolved to not only ideation but also analysis, thinking, and reflection, which also triggered ideas in the process. I recorded my thinking flow in my mind from the different topics.
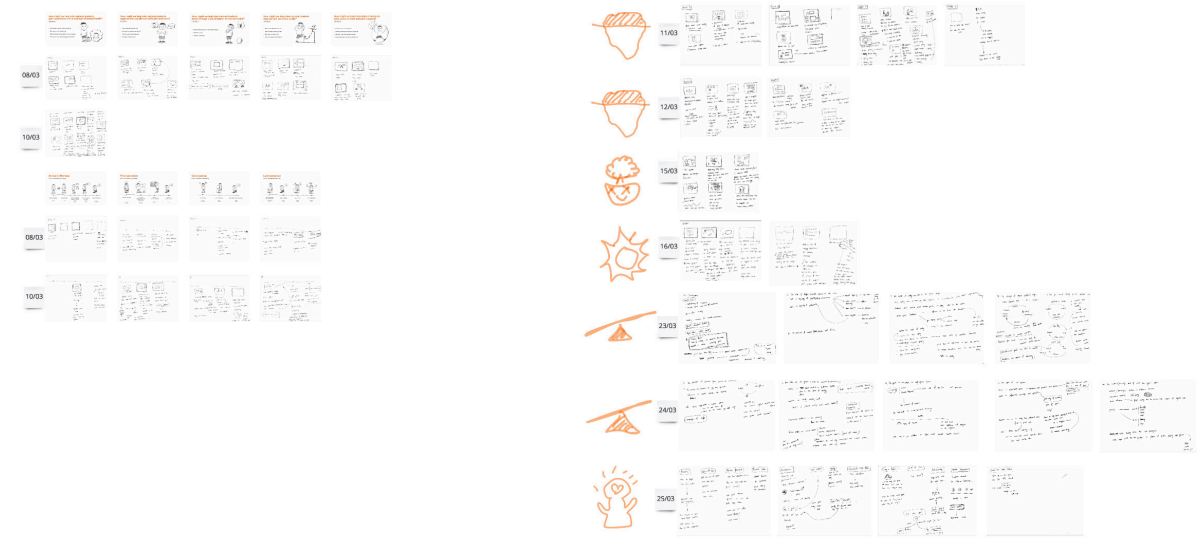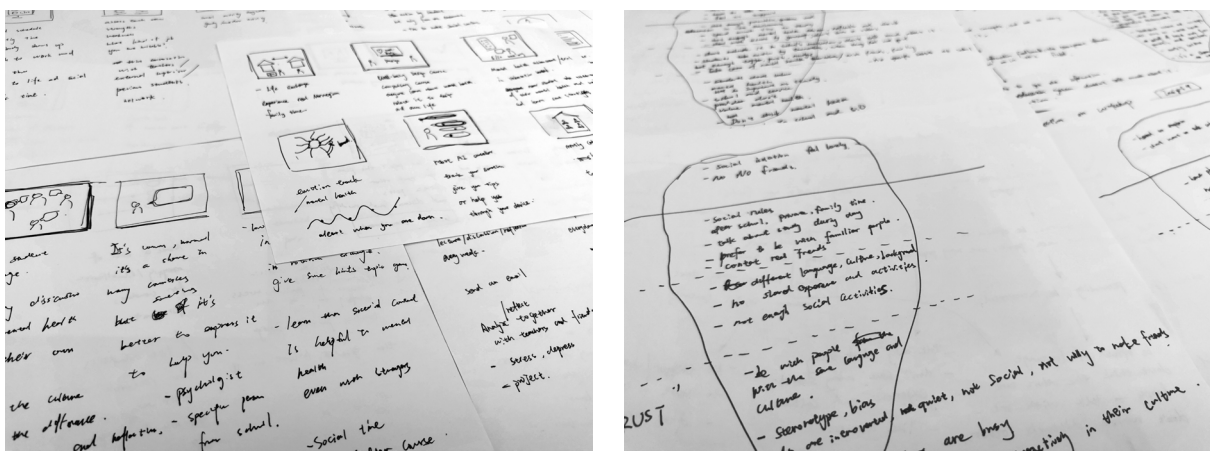
Co-creation

Co-creation workshop with international students

To ideate from different perspectives and gather more ideas, I did 2 co-creation ideas with 3 international students and 2 Norwegian students separately. In the workshop, I presented my insights and got feedback from the students. Then, the students ideated acccoringd to the insights I gathered.
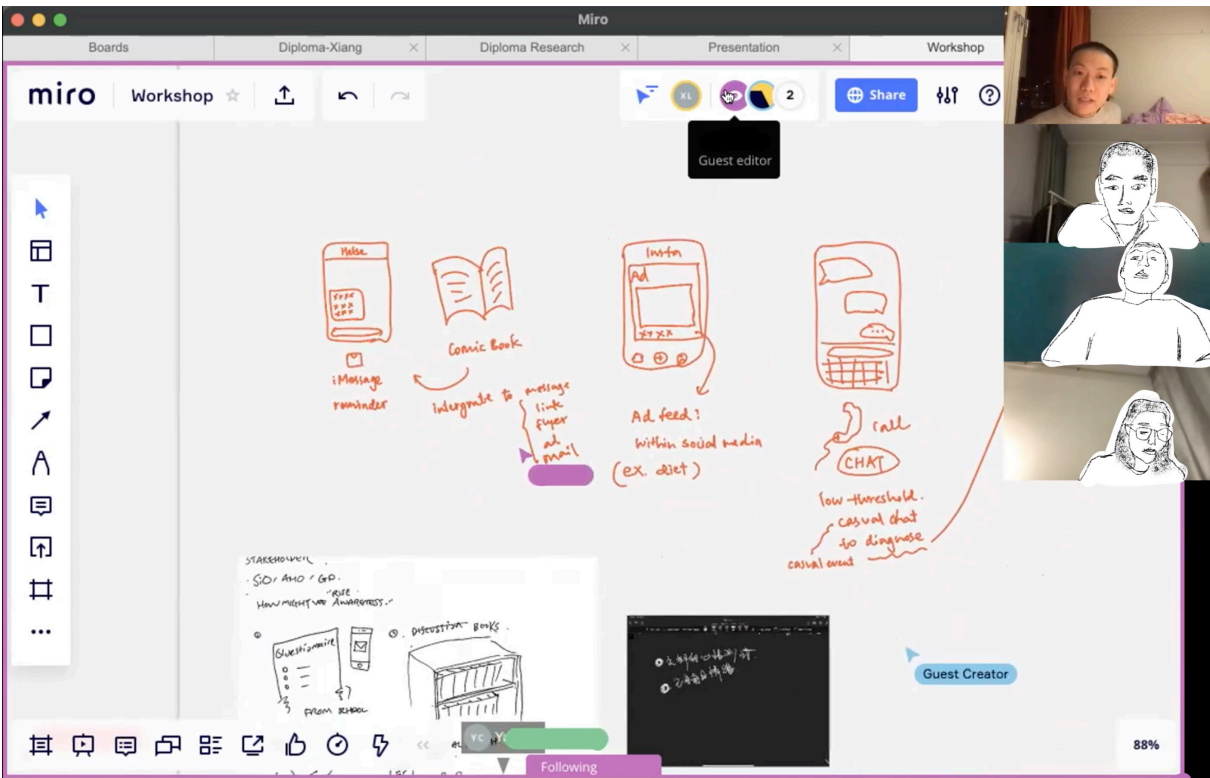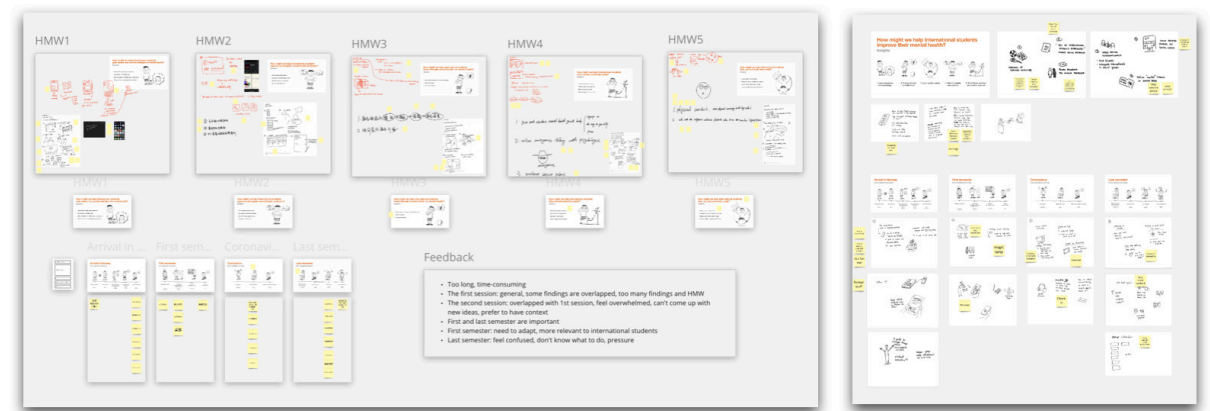
Co-creation

Co-creation workshop with stakeholders

In the ideation phase, I was invited to give a presentation to the SiO mental health prevention and innovation team. During the presentation, I set some ideation sessions with the SiO counselors and psychologists after presenting my project findings and insights, to gather ideas from the service provider and experts' perspectives.
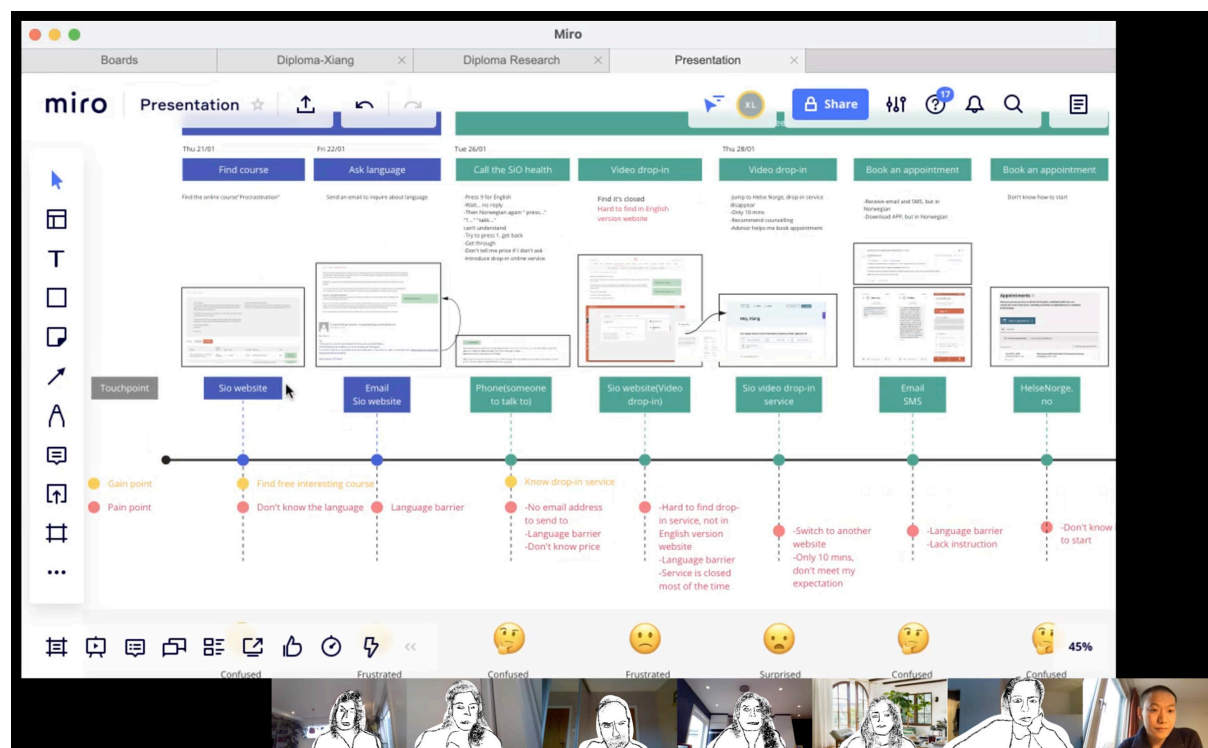
Reflection

I reached out to the school and SiO, the two main stakeholders in my project, to gather ideas from their perspectives, but the opportunities to collaborate with them were limited. I would like to co-create more with them if I have more resources and collaborations.

Evaluation

Group and map out ideas

In the ideation and co-creation phase, I gathered a lot of ideas. I selected the potential ideas and then group these ideas into 6 directions: Media and communication, orientation week introduction and share, guide book and reflection tool, peer support, school and curriculum intervention, as well as SiO support.
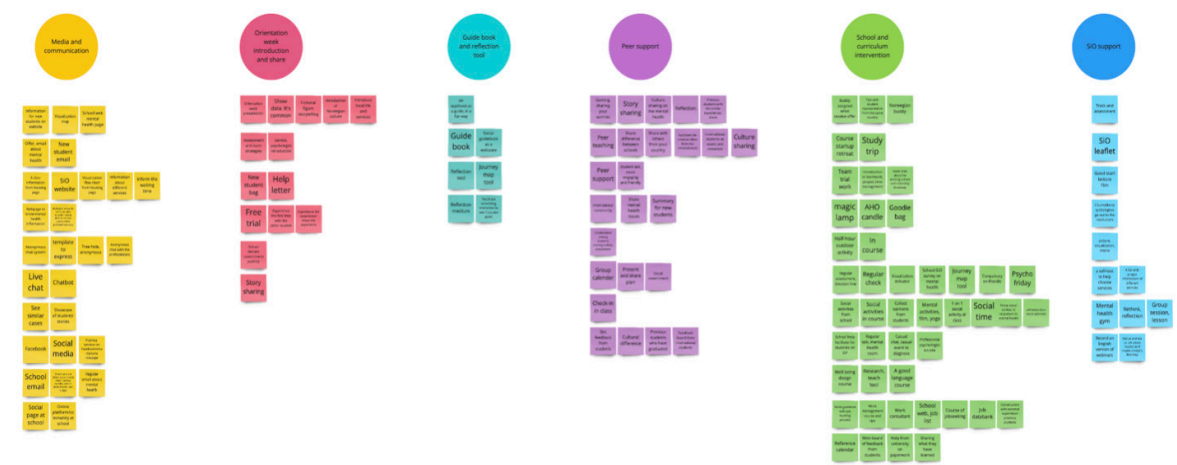
Then, I categorized and mapped out the generated ideas along the general student journey from the two key stakeholders, the school and SiO. Many ideas are interconnected and need to be facilitated by both school and SiO.
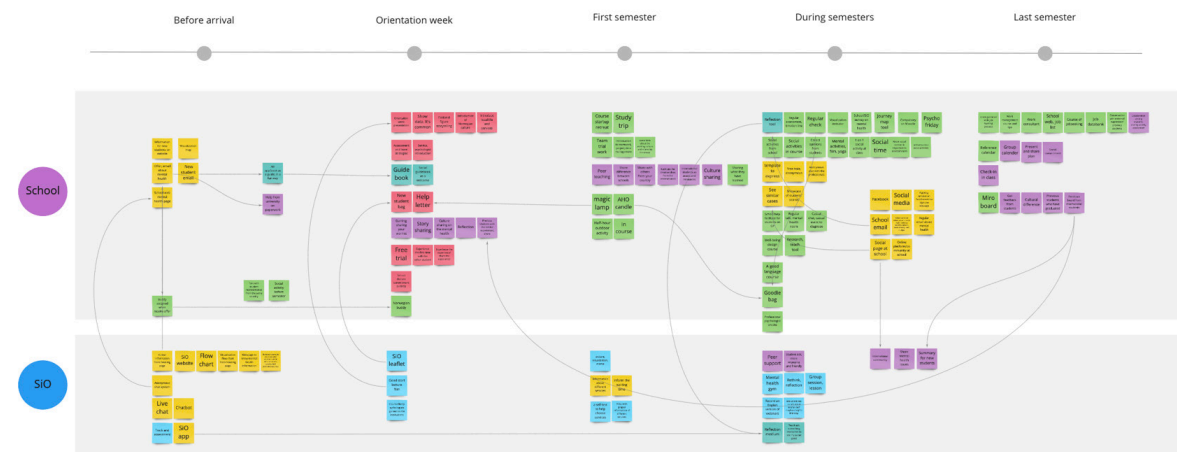
Evaluation

In this project, I would like to design some example interventions, which can be implemented easily with a big impact to support international students as soon as possible. Because of this, I positioned these collected ideas according to threshold and impact, to evaluate and select low-threshold and high-impact ideas.

From the evaluation, these high-impact and low-threshold ideas are mainly about mental health information and services promoted through the websites, emails, and activities; guide and reflection tools for international students and peer support activities.
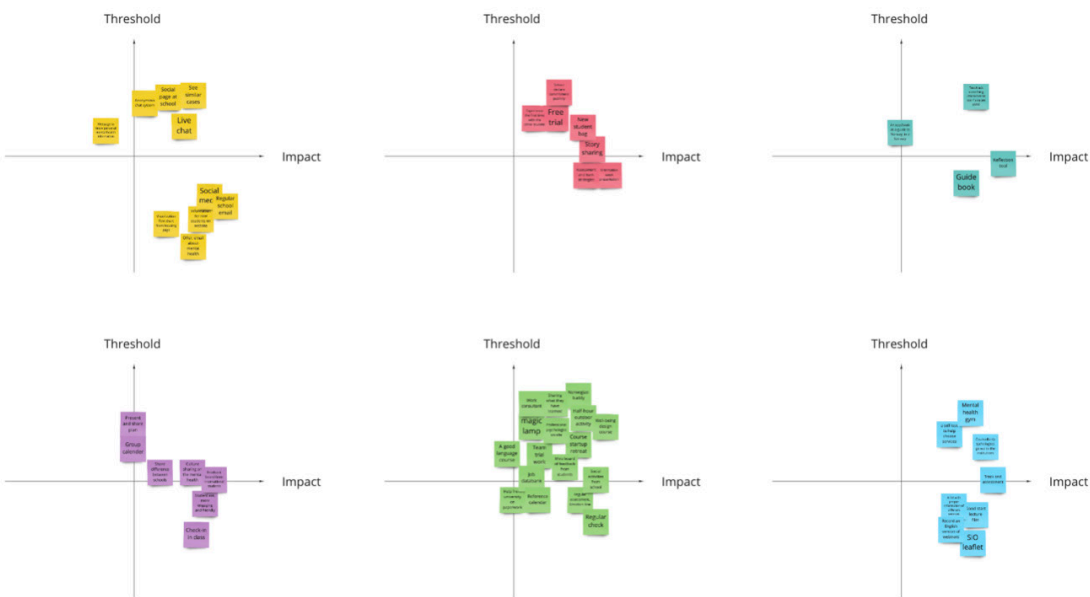
Reflection

Engage users and stakeholders in the evaluation

In the evaluation phase, I mainly did it from my perspective and bias because of time limitations. It would be better to engage users, experts and stakeholders in the evaluation phase to include their perspectives and make the evaluation more considerate and objective.

Direction

From the most potential ideas after evaluation, I find there are 3 levels to make interventions on international students' mental health based on the system frame. From international students themselves, they can learn and know more about mental health and mental health services; Support from peers - because the students know and understand students best, they can build social contact with and help each other, especially considering the capacity of SiO's counselors and psychologists is limited; The two main stakeholders, SiO and AHO, can provide a more supportive environment to promote mental health and services and better nudge students to pay more attention to mental health.
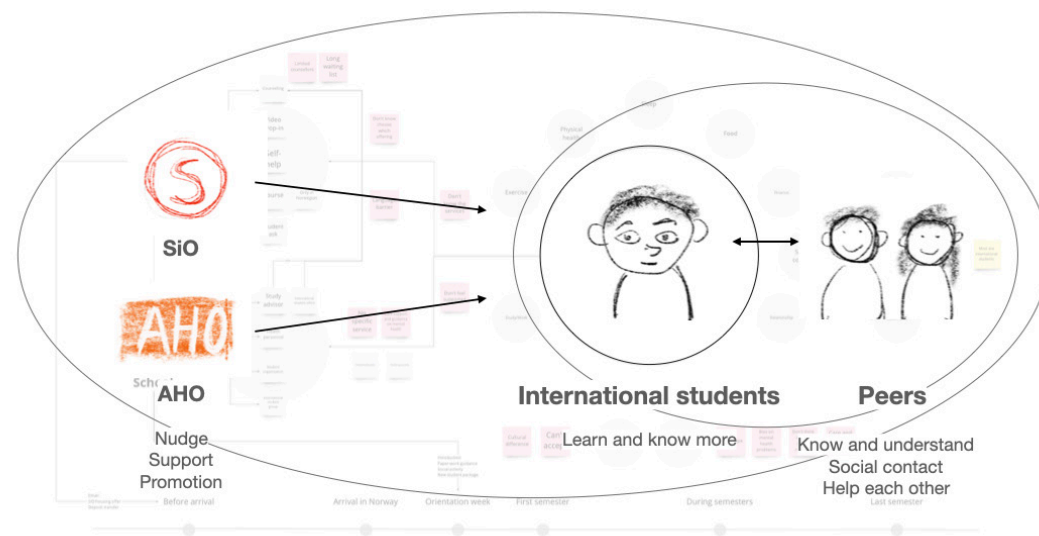
Integrate concepts with existing resources

As a service provider, SiO already has its website and mobile app to provide service information and services. AHO also has its website to provide information and every student at AHO has his/her email, which can receive information from the school easily. For new international students, they attend orientation week to learn more about school and student life, as well as join in some activities with other students before their first semester. These concepts can be combined with these existing information channels and activities for easy implementation.

3 levels in the system

Then, I integrated the selected ideas from the evaluation into the 3 levels in the system frame.

The 1st level is the **guide and tracking tool** for international students, which can help students to know and reflect more on mental health to take care of themselves. The 2nd level is **students help students** to provide peer support, which can help international students feel not alone, build social contact and learn from other students. The last level is **supportive intervention** from the environment to make students pay more attention to mental health and be aware of mental health services. The interventions include i**nformation promotion** and **low-threshold services**. Information flow can have high effectiveness to intervene in a system(Meadows, 1999) and accessible services can help international students seek help easily to prevent more serious problems.
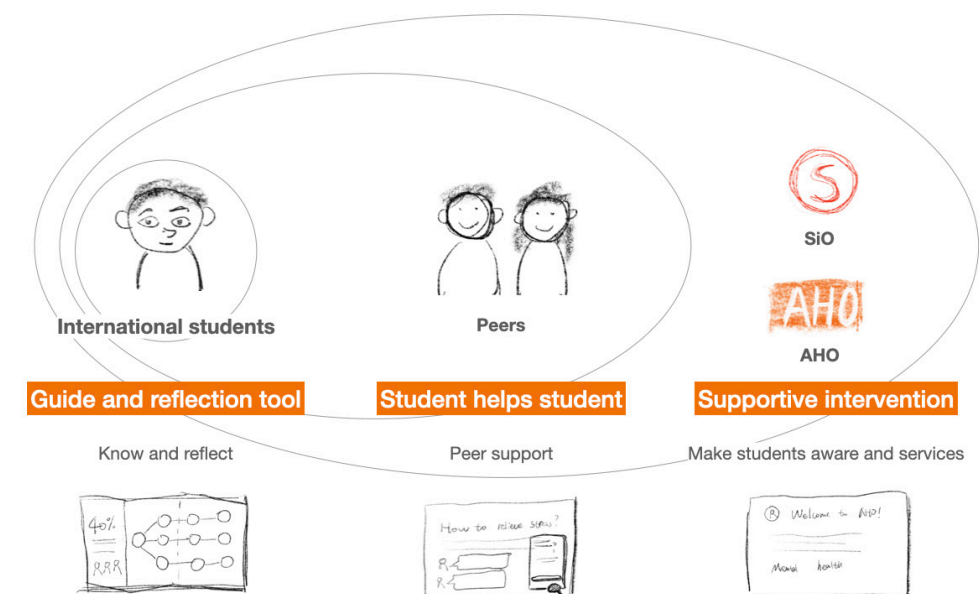
Prototype and test

From the concepts, there are many potential touchpoints in the new service process. Then, I mapped out the potential interventions and deliverables. For each deliverable, the details like content, format, visual identity, place to provide, provider, and purpose were considered and mapped out. After mapping, the different interventions were designed, prototyped and tested for iteration.
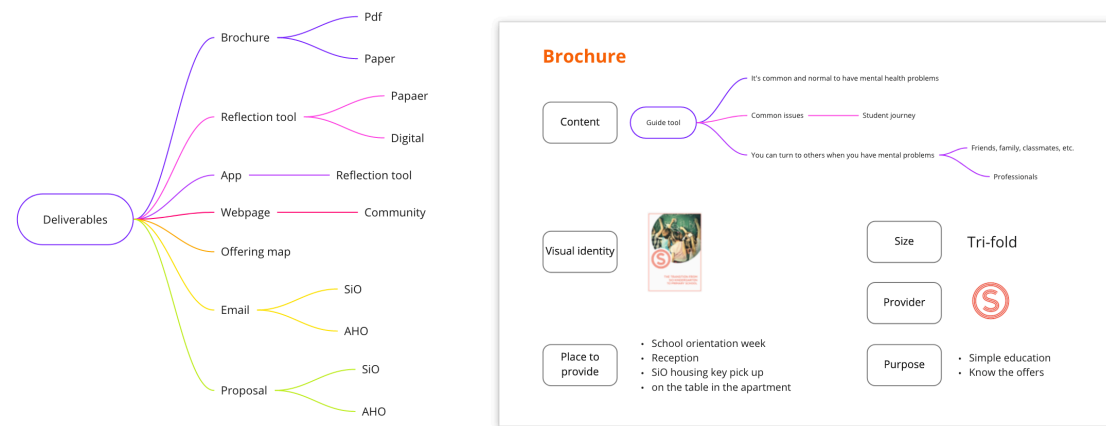
The tone of voice of the services

Because this service is related to mental health, which is a sensitive topic and users might feel hesitant to turn to, the tone of voice is then decided to be friendly, approachable and warm, as well as correspond to SiO and the school's tone of voice.

Story building and test

To put the concepts in context and present the touchpoints and service process to international students and stakeholders in a vivid way, I wrote and created a story of a fictional international student based on the service concepts and interventions. In each step of the story, the details of the touchpoint and activity are included to show how these interventions work and the potential benefits of the new concepts. See more details of this story in the next chapter "Outcome".

App and website

Why app and website?

SiO website and mobile app are existing information channel and service platform, where the information can reach out to international students easily, because most of the international students use SiO services, like housing and gym.

For now, SiO has two apps: one is the main application, Mitt SiO with services like gym and laundry booking; the other one is SiO health for video counseling. I would like to propose that the SiO health app be integrated with the main app Mitt SiO, to make the mental health services more **visible** and **accessible**.

Market research

Because the interventions involve the digital platform, I researched mental health apps on the market to look at their functions and features. Then the position and strength of the SiO digital platform were defined to support the concepts and be competitive on the market.
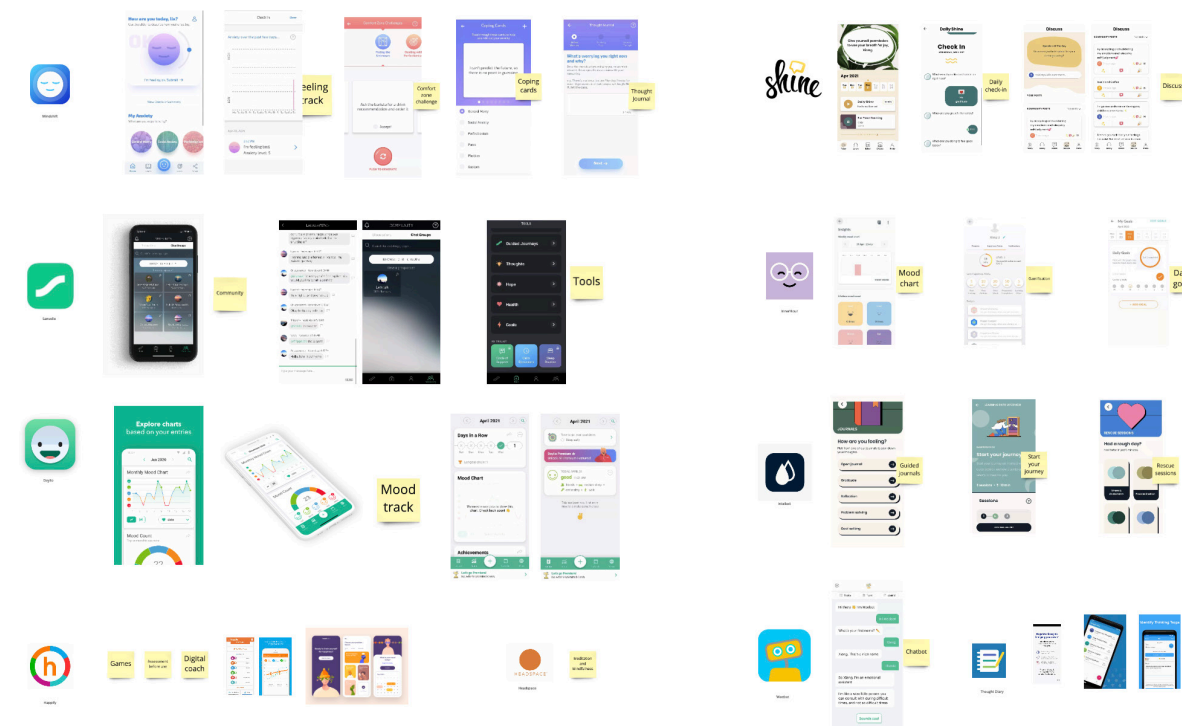
About the SiO mental health digital platform

Position:

- A platform to help students know more about themselves and mental health
- Get support from students and the professionals

Strength:

- SiO platform is trustworthy and known
- International students can get access to it easily through the SiO app
- Users are in a similar situation and close location with other students

Visual language:

The visual identity of the digital platform refers to the SiO's current websites and mobile app.
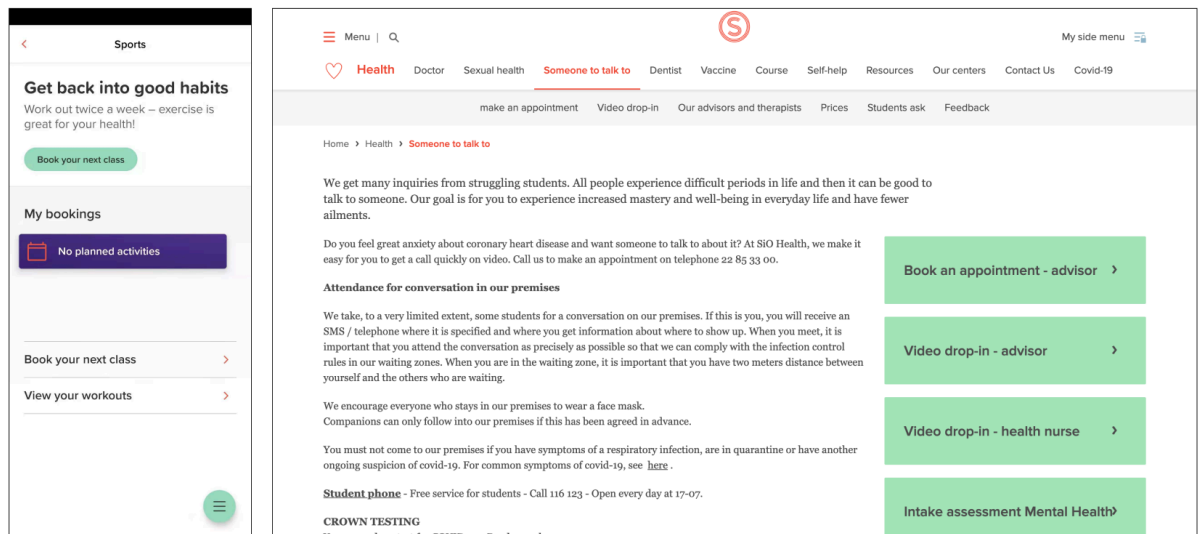
App and website

Main functions:

- **Mood track**
  Help international students record and reflect on their mental health conditions to understand more about themselves

- **Community**
  Help international students feel not alone and receive peer support

- **Learn**
  Help international students learn more about mental health topics and strategies

- **Professional help**
  Help international students turn to the counselors and psychologists easily
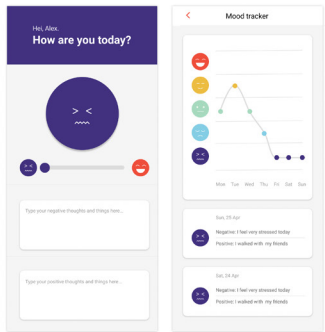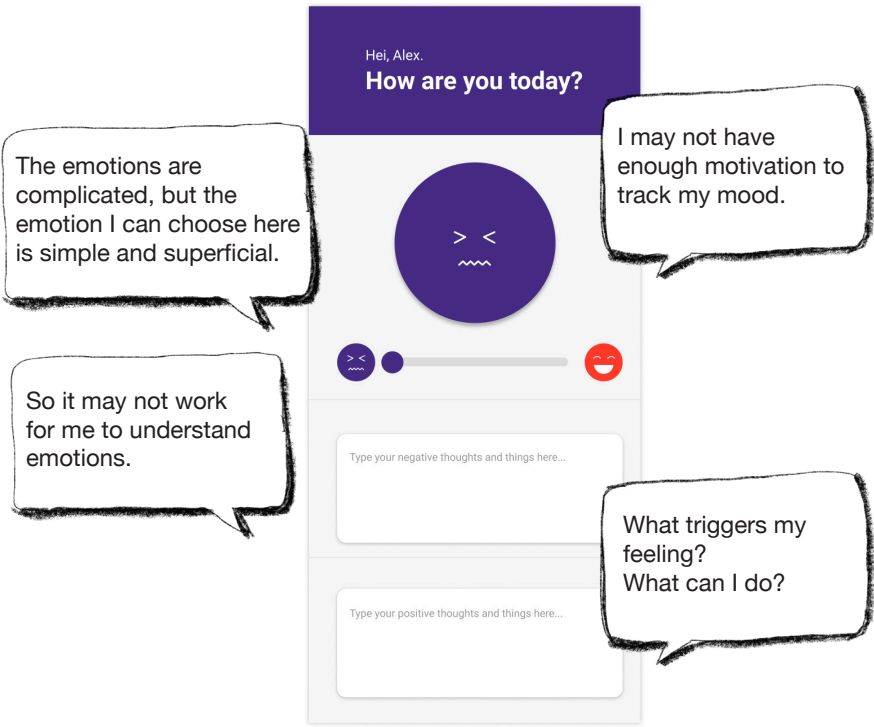
Mood track
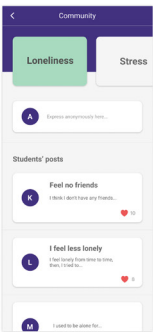
Community

Learn

Professional help

The emotions are complicated, but the emotion I can choose here is simple and superficial.

I may not have enough motivation to track my mood.

So it may not work for me to understand emotions.

What triggers my feeling? What can I do?

How to moderate the community to prevent echo chamber?
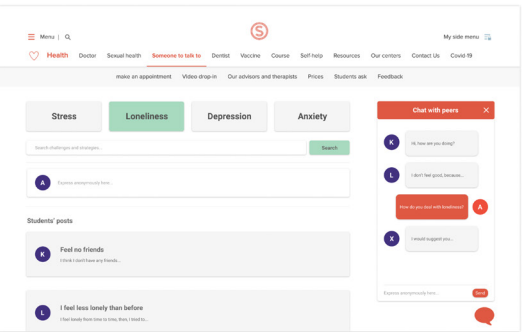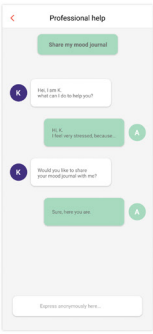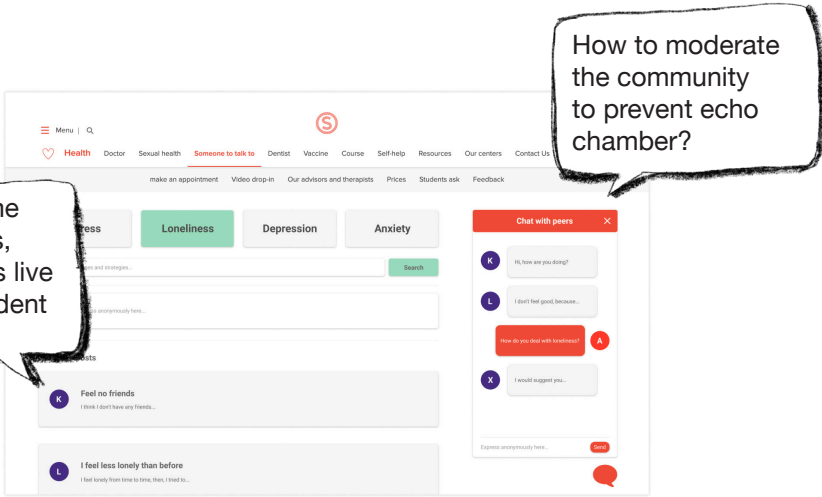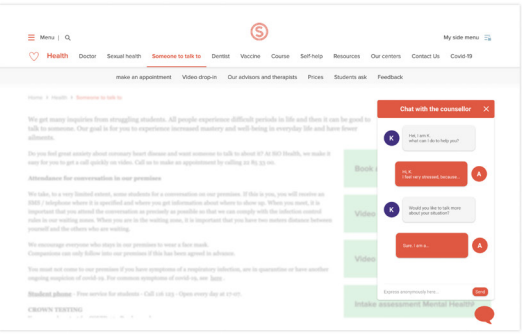
It can initiate some physical activities, because students live closely in the student village.

After testing, the app and website were redesigned with the tracking function to capture and help the users understand the complexity of the emotions. Some backstage activities were also considered. Check more details about this activity and in the next chapter "Outcomes".

Brochure

Why the brochure?

The brochure is a common and great way to present information and promote services. For now, SiO provides some brochures or leaflets about housing and gym services rather than mental health. There are also many potential scenarios for SiO to deliver the brochure, like in the customer service center, in the student village, or at the school.

Main contents:

- **Introduction and statistics of mental health challenges**
Help international students know it's common and normal to meet mental health challenges

- **Common challenges and tips**
Help international students be prepared for the potential challenges and strategies to deal with them

- **Available mental health services**
Help international students know where to seek help when they meet challenges

- **Contact information**
Help international students know how to seek help when they meet challenges

Cover   Unfold once   Unfold twice   Back cover

Feedback

It can target more at international students.

The details of contact information are alos needed.

I feel like I will meet so many challenges and it scares me...

It can include some positive experiences to make it more real.

Tips can be more specific and related to SiO services.
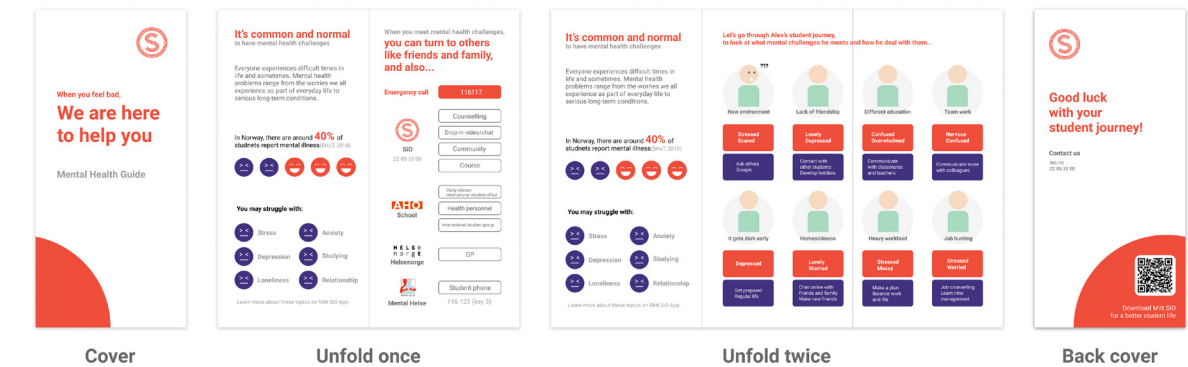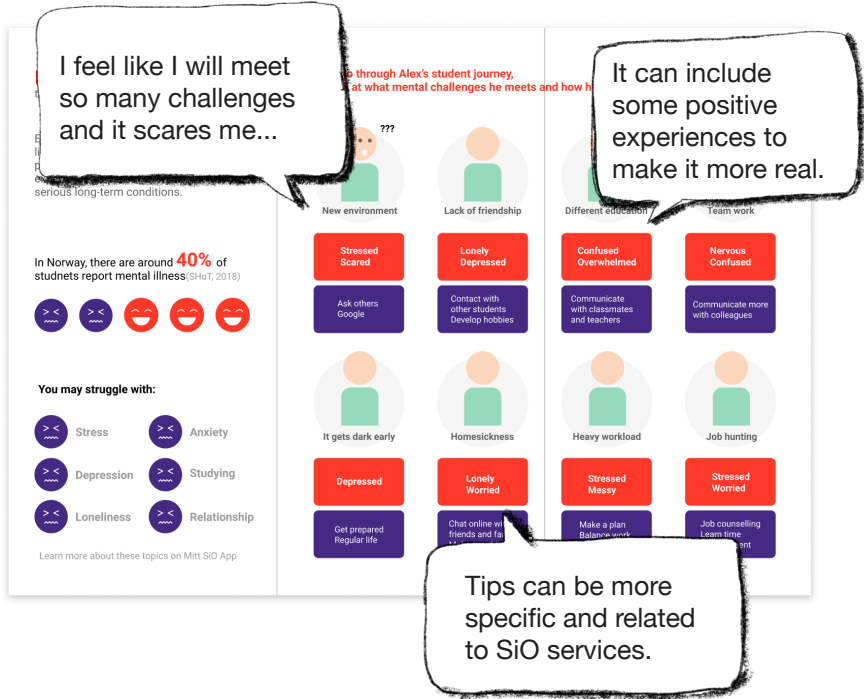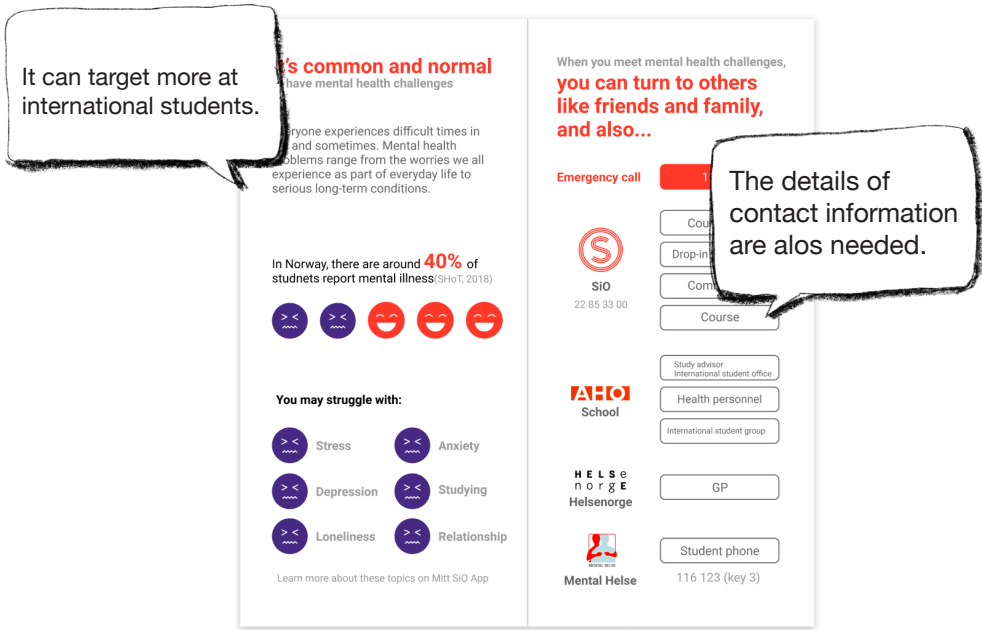
After testing, the layout and content were redesigned. The content is redesigned with information that targets more international students. In the fictional journey, the challenges and positive experiences are combined with available services and contact information, which can help readers understand easily in an empathetic way. Check more details about this activity and in the next chapter "Outcomes".

Paper tools and activity

Why the paper tools and activity?

Some paper tools or printable templates related to mental health can help international students learn more and reflect on mental health topics in a low-cost way. These tools can also be integrated into group activities for participants to open up about mental health and get peer support.

Feedback

The early prototypes of paper tools are reflection tools to record emotions with stickers. There are also some challenge cards to be used for each week with the paper reflection tool.

WEEK: __7__

CHALLENGE: ___Social connection___

I spoke to one stranger on the road...

Emotion stikcers

Reflection tool

It can be a group challenge to build soical connection.

MENTAL HEALTH CHALLENGE

SOCIAL CONNECTION

This week, You will try to focus on making new social connection...

This can be talking cards to open up dialogues and address stigma.

Challenge cards

After testing, the paper tools were iterated and integrated into a group workshop activity on mental health, which is organized by SiO and School in orientation week. Check more details about this activity and in the next chapter "Outcomes".

The process of testing

To iterate these service concepts and gather feedback from different perspectives, I present my concepts and interventions to 5 international students, SiO psychologists, and managers, as well as school staff, through online meetings or email.

In a digital way, I used the service concept story along with the touchpoint prototypes to get feedback.
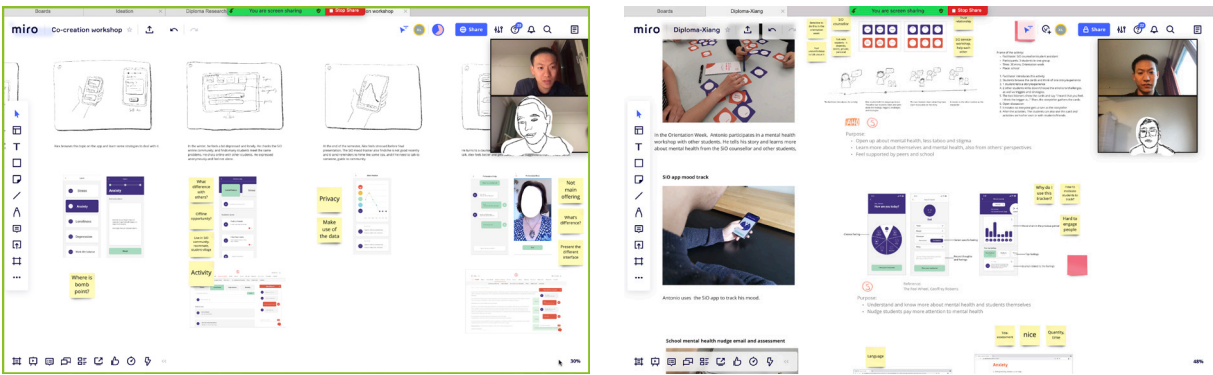
At school, I presented the touchpoints and artifacts to the international students to gather feedback and advice on the concepts.

There are many apps with the same function.

It's good to know other students perspectives.

I like it combine the context and service.

Maybe it can be 1 on 1 gaming with the other student.
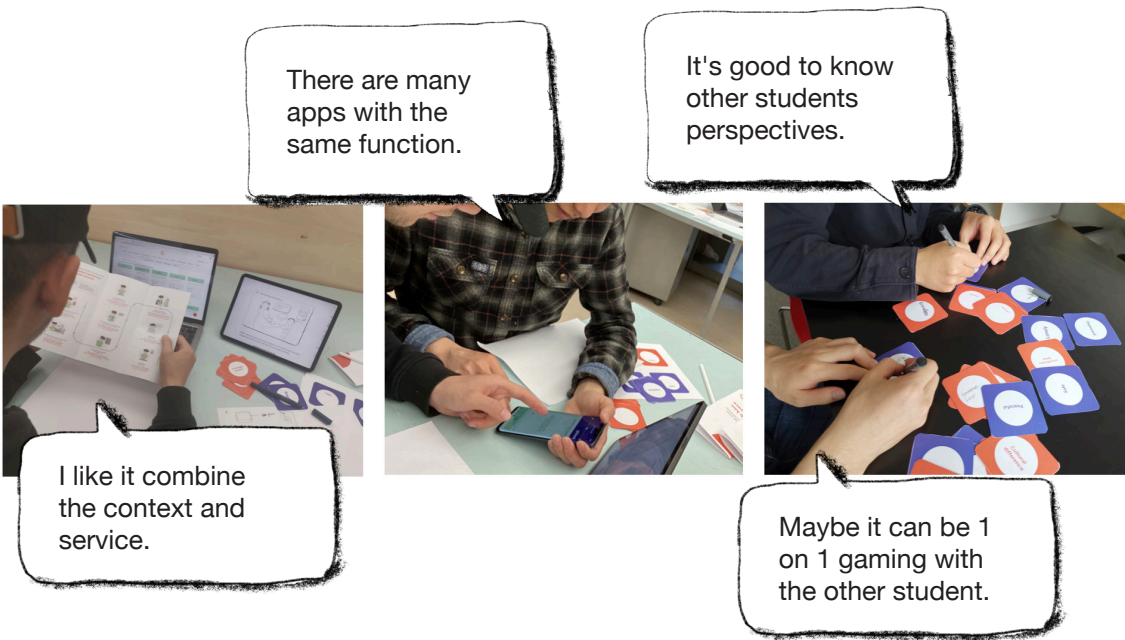
The process of testing

Besides, I was invited to give a presentation to the SiO health management team with SiO health manager, mental health innovation team manager, staff from the SiO marketing department, and etecetra. In this meeting, I presented the project insights and concepts and get feedback from them.
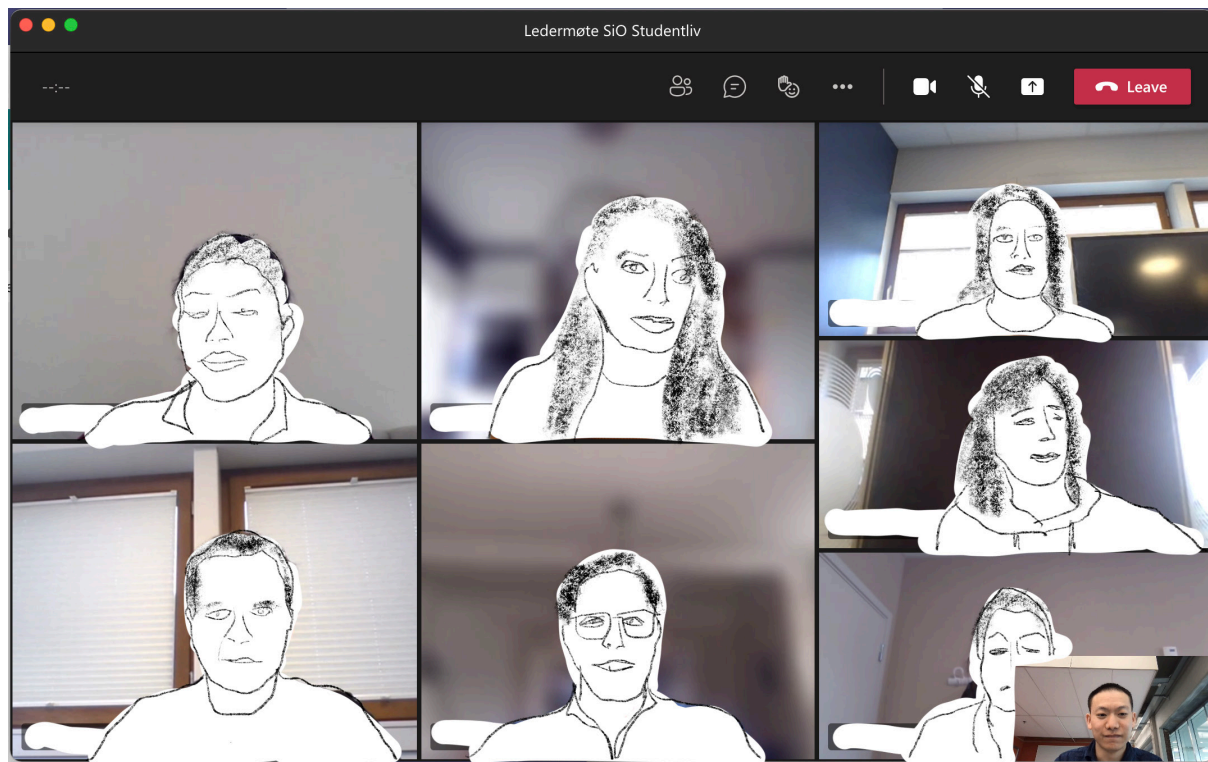
"This map of offerings that shows what the different services actually represent and can offer that I think that that could be a very helpful tool because we experienced that, there are a lot of students that are applying for psychologists that might be should maybe apply for the advisor, and this reversal."

- SiO health manager

"I think that one obvious barrier to them would be just getting the information out to the international students about the program."

-SiO mental health innovation team manager

"A lot of good ideas that it could be interesting for us to look into and see if we can pick up and develop. I think the insights you had are very helpful. Some of them a little surprising also, but I think that is a good reflection. I see that we have some challenges and some work to do."

- SiO health manager

Reflection

The digital way of testing

The pandemic challenges the way of testing. The digital way of testing service concepts with a storyboard works well. Besides, if I could meet in person with some other students in the prototyping process and show the papers with a sketch and get some quick feedback, it could help me make decisions and iterate the concepts quickly on solid ground.

Feedback from different perspectives

The users and stakeholders think from their perspective and benefits, so there can be some conflicts between their feedback and preferences. Designers need to balance and evaluate the different feedbacks and have systems thinking to make judgments on the impact in the system.
In the testing process, having a conversation with the stakeholders and share the project enabled me to bring forward the international students' perspectives and challenges in the system.

The tone of voice

The tone of voice of mental health services is important because mental health is related to privacy and feeling. Wrong terms and tones may cause a negative echo chamber and make the uses feel too serious.

OUTCOMES

The main outcomes of this project are services concepts which includes
- Emails, websites and the brochure, to educate students and provide services information
- Improved application and website to provide information and low-threshold services
- Activities and programmes to help students learn more about mental health and build peer support and social contact
- Proposals of findings and potential interventions in the system, to be shared with main stakeholders. This report is also a part of outcomes, which is shared with stakeholders and contributors of this project.

My contributions are not only the final design concepts and proposals, but also the process of design. During the process, I shared my findings, insights, methods, concepts with experts and stakeholders, like SiO and school, which also helps bring forward the problems, international students' perspectives and promote Service Design and System Oriented Design.

The overview map of the concepts
Services storyboard
Details of the concepts
Proposals to stakeholders
Reflection

The overview map of the concepts

Website   App   Email   Brochure

Provide information
Educate students
Low-threshold service

Facilitate activities   Peer support

Self-care

SiO   **AHO**   **Peers**   **International students**

Learn and know more about
mental health and services

Website   Email

Provide accessible information
Nudge students
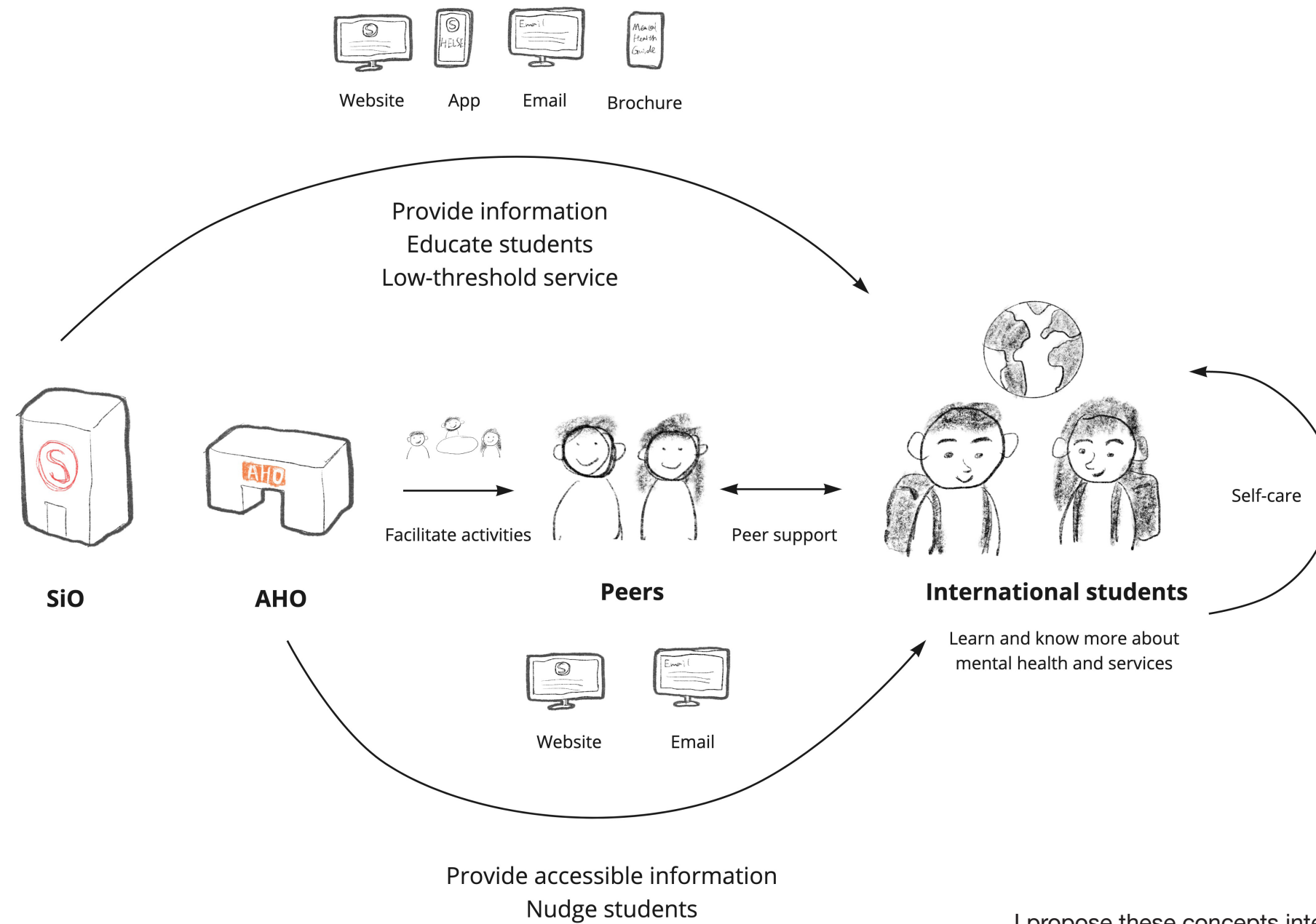
I propose these concepts intervene in the system from 3 levels:

- **International students**: Learn and know more about mental health; Do self-reflection and self-care

- **Peers**: Build social contact and peer support; Help and learn from each other

- **SiO and AHO**: Promote mental health and services, Provide tools and low-threshold services, Facilitate peer support

The overview map of the concepts

I would like to propose a portfolio of concepts in the system. This system is complicated and the challenges are hard to solve by a single intervention or concept. Besides, there are synergies, connections, and support among these concepts. For example, the school website and email can promote SiO mental services. The system shift needs collaboration from different levels and aspects in the system.

Brochure **1** **3**

Presentation **1** **3**

Workshop **1** **3** **5**

Mood track **1** **2**

Learn **1**

International students

Peers

Buddy programme **5**

SiO community **1** **4** **5**

SiO

AHO

SiO email **3**

SiO website **3** **4**

School email **2** **3**

School website **3**

Professional help **4**

1 Learn and know more about mental health

2 Do self reflection and self care

3 Know the services

4 Low-threshold way to seek help

5 Peer support and social contact

Services storyboard

This storyboard shows the service concepts with a fictional student and his student journy.
Check my details of the concepts in the later pages.

① Offer and new student email

Antonio is from Brazil. He receives AHO's offer and new student email, which shows welcome and service offerings of student life in Oslo like mental health services. Antonio feels warm and excited.

② Webpage on mental health services

Antonio checks the website link of school website and mental health services. He thinks AHO is considerate.

③ SiO housing offer and welcome email

Antonio applies for SiO housing and receives the offer email. This email also introduces other service offerings and includes the QR code of SiO app and link to mental health service website. Antonio have a rough picture of what SiO offers to students.

④ Pick up keys and brochure

When Antonio moves to Norway, he goes to SiO's service centre to pick up apartment keys and also gets the welcome package, including the mental health brochure.

⑤ Meet Buddy

Antonio applies for Buddy programme from SiO and Paulo who is from Brazil and lives in the same student village with Antonio is assigned as his buddy. Paulo shows Antonio around the student village and city centre as a guide.

⑥ Orientation week mental health presentation

During the Orientation Week, Antonio attends a presentation on Mental health. He gets to know it's common to have mental health issues and there are some offerings he can turn to.

⑦ School new student package

In the Orientation Week, Antonio goes to school and receives the New Student Bag. In the new student bag, he finds emotion and challenge cards.

⑧ Orientation week mental health workshop

In the Orientation Week, Antonio participates in a mental health workshop with other students. He tells his story and learns more about mental health from the SiO counsellor and other students,

⑨ SiO app mood track

Antonio uses the SiO app to track his mood.

⑩ School mental health nudge email and assessment

During semester, Antonio receives the nudge email from school and he does the mental health assessment. He find he has a bit high level of anxiety recently. This email also reminds him that he can turn to mental health services.

⑪ SiO app mental health learn

Antonio turns to SiO, browses this topic on the app and learn some strategies to deal with it.
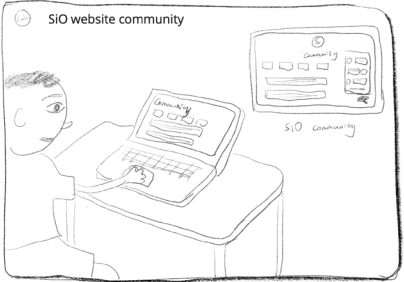
⑫ SiO website community

In the winter, Antonio feels a bit depressed and lonely. He checks the SiO online community, and finds many students meet the same problems. He chats online with other students. He expressed anonymously and feel not alone.

⑬ Students social activities organized by SiO and school

On weekends, Antonio joins in social activities organized by SiO and AHO international student group. He really enjoys these activities.

⑭ SiO app mood track reminder

At the end of the semester, Antonio feels stressed before final presentation. The SiO app mood tracker also finds he is not good recently and it send reminders to him to show the services he can turn to.

⑮ SiO drop-in chat with the counsellors and share the mood journal
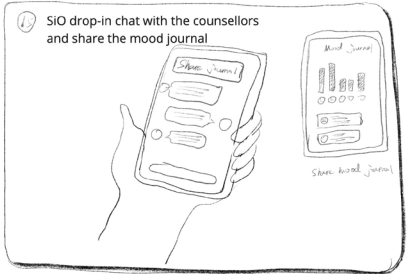
He turns to a counsellor and shares his journal with the counsellor. After the talk, Alex feels better and gets some practical suggestions from the counsellor.

Details of the concepts

1. Receive new student email
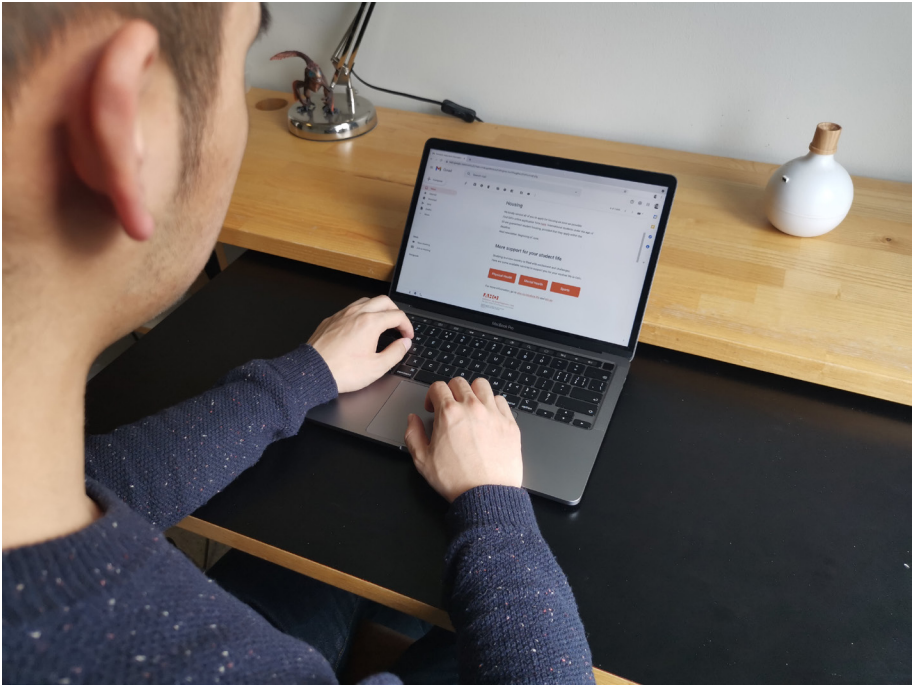
Antonio is from Brazil. He receives AHO's offer and new student email, which shows welcome and service offerings of student life in Oslo like mental health services. Antonio feels warm and excited.

Why?

Every new international student receives a welcome email from AHO, which includes important information about studies in Oslo, like housing and residence permit. This is a good channel to promote information and services. I would propose that this email include other service information like mental health services.

Purpose: show a warm welcome and let international students know services for international students

How?

AHO sends the welcome email to the new international students, which includes available services for international students and link buttons to the service introduction webpage.
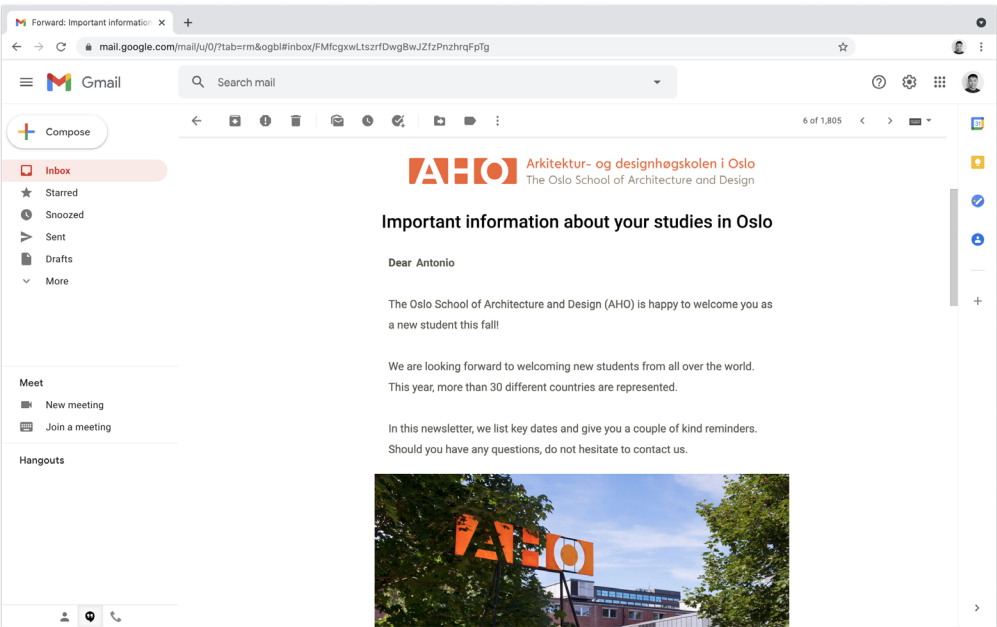
Current welcome email
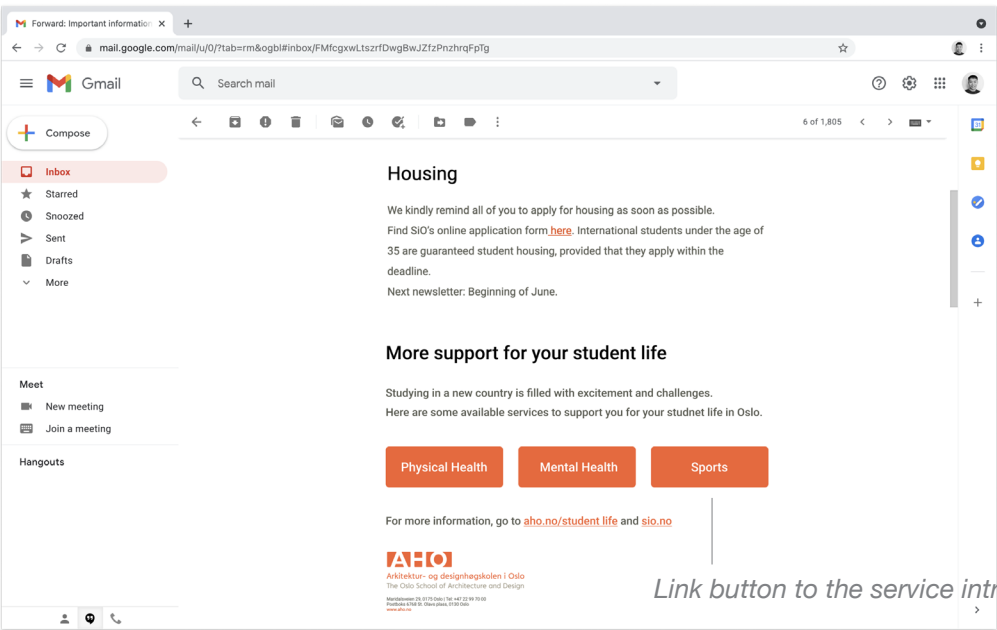
Link button to the service introduction

New add to the welcome email

Feedback

It's obvious and clear in the beginning.

Be careful about the tone of voice ot this email.

2. Mental health services web

Antonio clicks the mental health button, then he goes to the AHO mental health services webpage. He thinks AHO is very considerate.

AHO mental health webpaeg

Link button to the service introduction

Why?

The school webpage is an accessible channel for students to know the services information and can be directed to the service providers easily. When the students meet the mental health challenges and want to search for services, they can go to the school webpage and find the resources easily.

Purpose: provide mental health services information and let students know them.

How?

There are some new pages on the AHO website to introduce some practical information and services like mental health services. The mental health services webpage introduces some available offerings which the students can turn to and the contact information. The users can click the button and then be directed to the offering webpage.

Feedback

It's very visible and clear where to go.

I may ignore this link because I am not interested in it.

3. SiO welcome email and mental health webpage
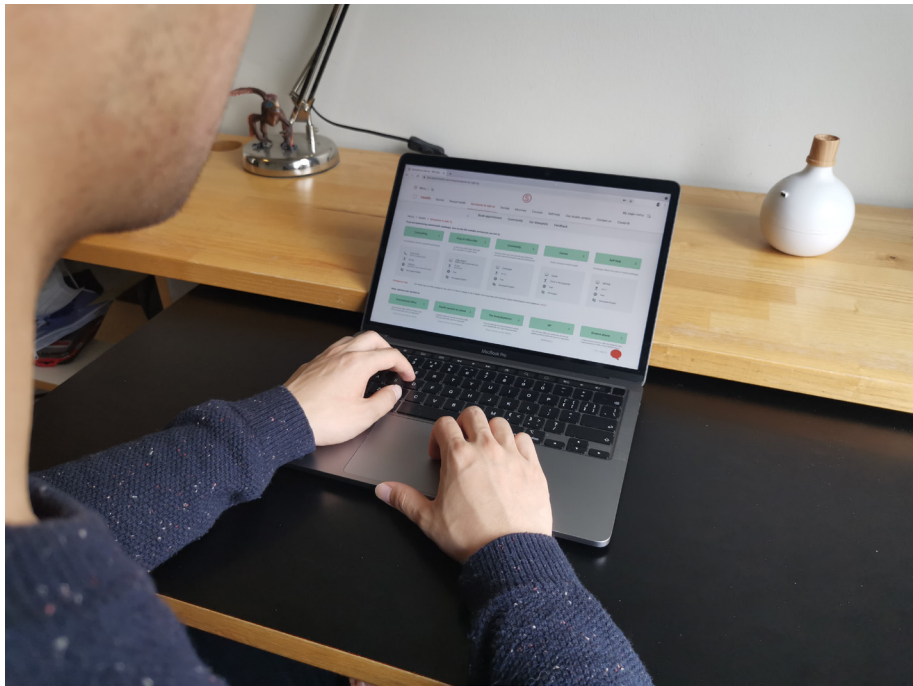
Antonio applies for SiO housing and receives the offer email. This email also introduces other service offerings and includes the QR code of the SiO app and a link to the mental health service website. Antonio has a rough picture of what SiO offers to students.

Why?

Most of the international students who study in Oslo live in the SiO student village, so the SiO housing email is a good channel to reach out to international students to introduce its other services like health and gym, because, from the research in this project, some international students who live in SiO housing are not familiar with or even don't know SiO mental health services. The new SiO mental health shows clear information of different service offerings because some international students don't know how to start the service or don't know which offering is suitable. Some other mental health services provided by other organizations are also shown on this page to let students know, make full use of the resources, and in case the SiO mental health services are too busy.

Purpose: Let students know about other SiO services like mental health services; Help students know the key information of different offerings and choose the suitable one.

How?

The SiO housing welcome email introduces other SiO services and the mental health webpage shows the buttons and key information of different offerings. The key information includes the contact information, time, cost, as well as language. Besides, at the bottom, students can see some other mental health services provided by other organizations.introduction webpage.

Informationa and link to other services

SiO housing welcome email

Link button to the service offering

Key information of this offering
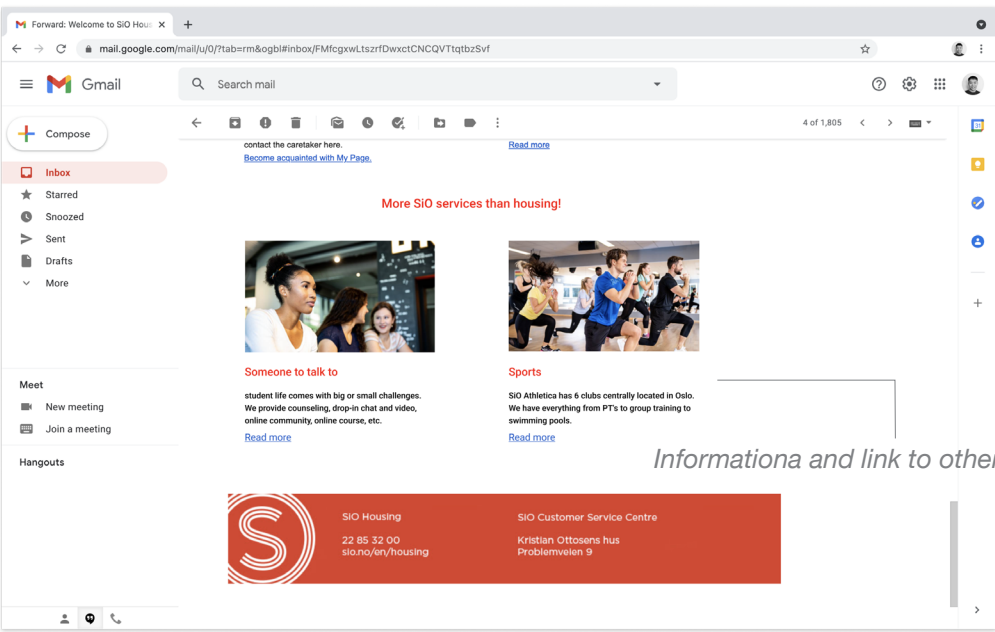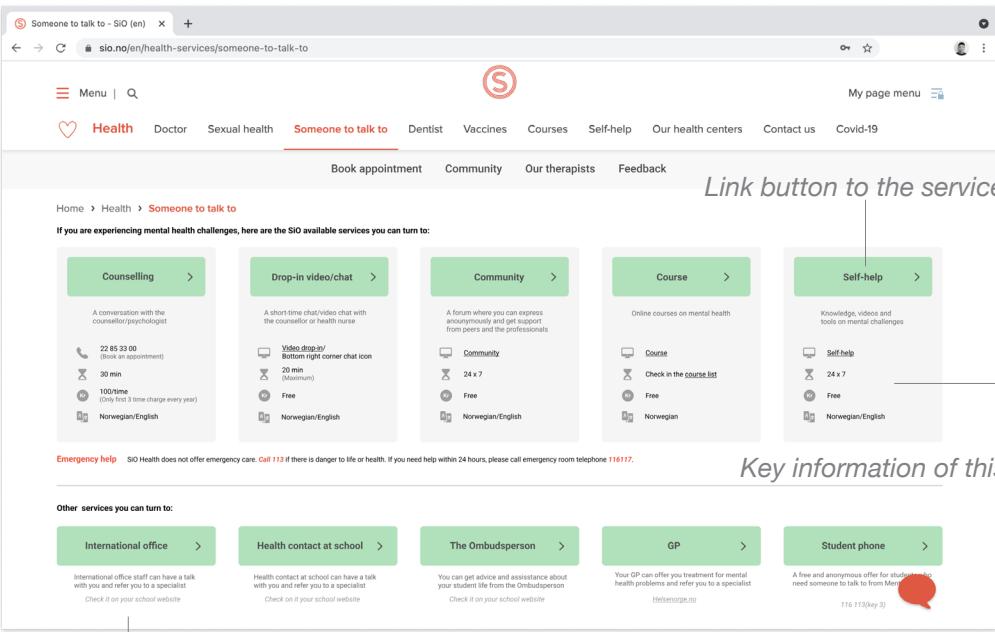
SiO mental health webpage

Services provider by other organizations

Feedback

This is much clearer, and, and yes it's super nice to know in advance if English is available or if it's free.

Need to see more differences between the offerings.
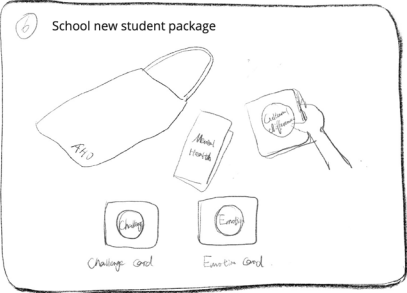
4. Pick up keys and brochure

When Antonio moves to Norway, he goes to SiO's service center to pick up apartment keys and also gets the welcome package, including the mental health brochure.

Why?

The brochure is an easy and low-cost way to present information and promote services. For now, SiO provides some brochures or leaflets about housing and gym services rather than mental health. The mental health guide brochure can be delivered in a welcome package in the SiO customer service with a short introduction by the SiO staff when the new students pick up keys. In this way, the new students can be aware of the mental health services easily and feel warm.

Purpose: Let students know the mental health services; Let students know it's common to meet mental health challenges; Make students feel warm on SiO services

How?

This brochure includes a short introduction and statistics of mental health challenges, to let students know it's common and normal to meet these challenges. It also tells the students that they can turn to others when they meet challenges along with some services contact information. To show some positive and negative experiences related to mental health, this brochure presents a fictional student journey to introduce the experience and services in an empathetic way, to make students feel prepared and supported. On the back cover, there are some more contact information of the services and a QR code of the SiO mobile app.
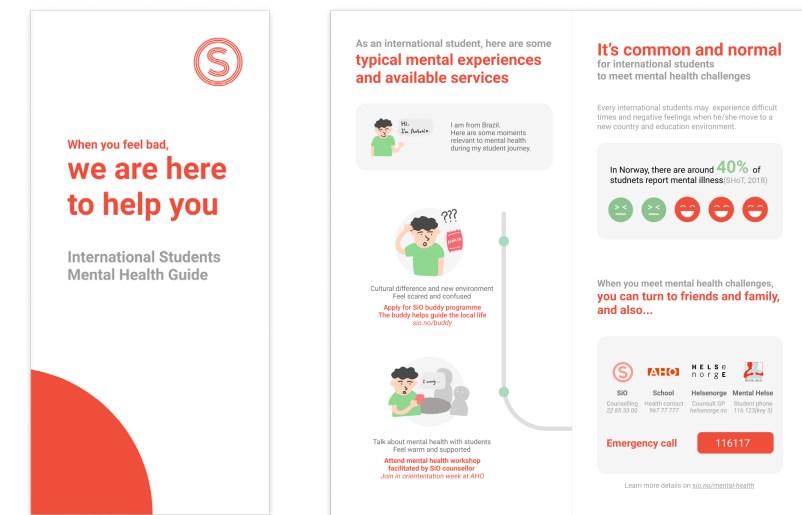
Cover *Unfold once*
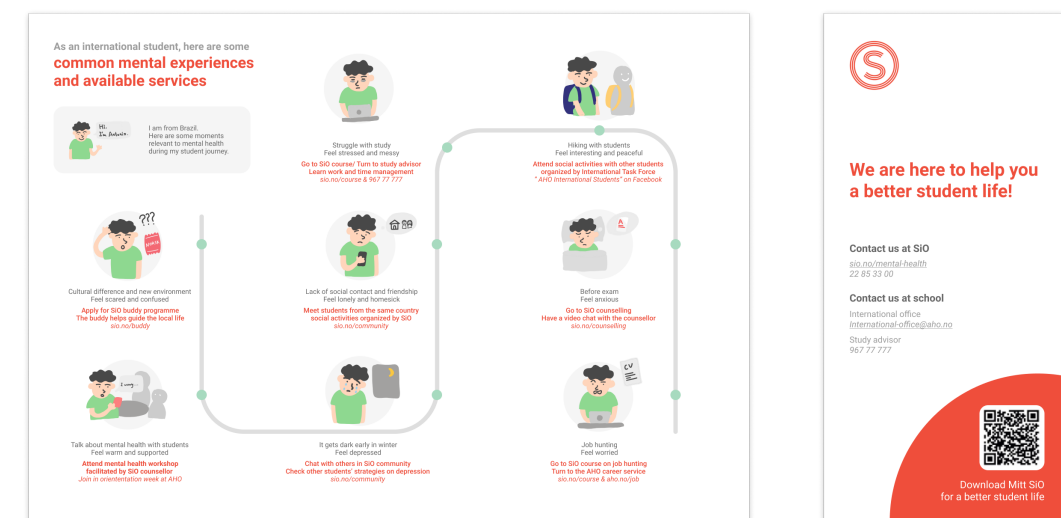
Unfold twice - ficitional student journey
experiences related to mental heath
and services students can turn to

Back cover

Feedback

That's really nice to go ahead.

If you have a very big focus on mental problems and expect they're coming and waiting for it might get.
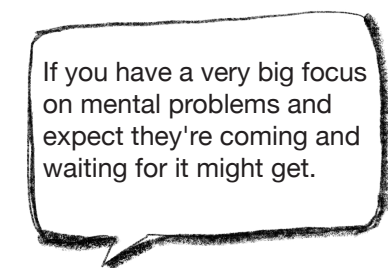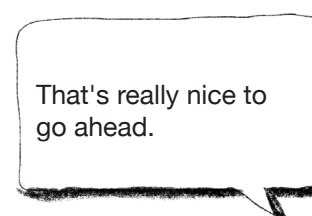
5. Meet buddy
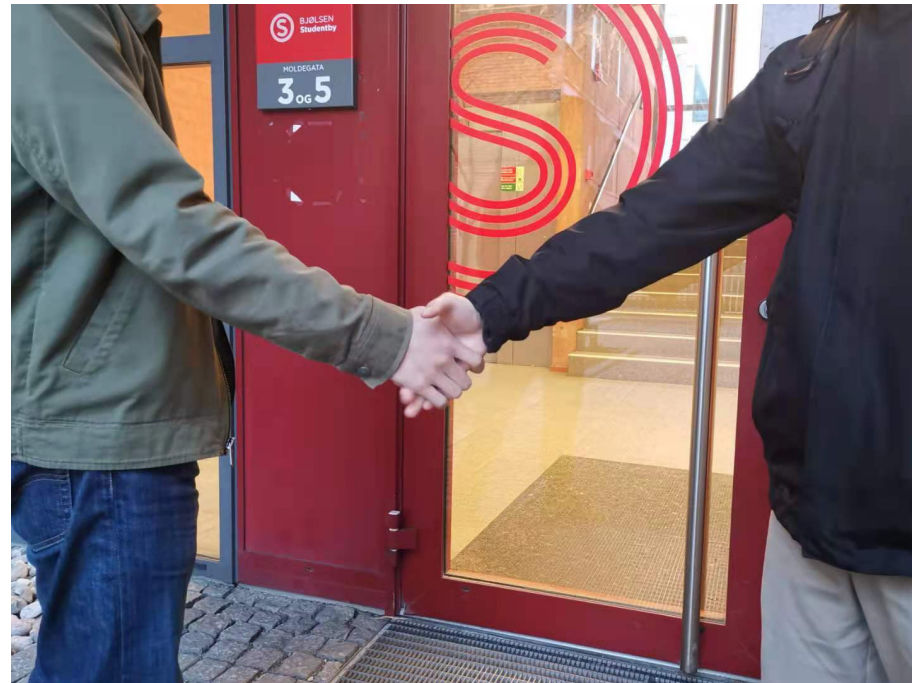
Antonio applies for the Buddy program from SiO and Paulo who is from Brazil and lives in the same student village with Antonio is assigned as his buddy. Paulo shows Antonio around the student village and city center as a guide.

Why?

When international students moved to a new country, they may meet many challenges because of the big changes in the environment. The buddy can help new students introduce and adapt to life here with the buddy's previous experience. The buddy from a similar cultural background can communicate easily with the new students and may meet similar challenges. For now, many schools have buddy programs. If SiO provides this buddy program, there can be a large student base to ensure enough students can be volunteers as buddies. Students can be motivated to be buddies for making new friends and helping others. SiO can also reward the buddies with some coupons or gift cards to encourage the students.

Purpose: Let new students feel not alone; Help new students know and adapt to the new environment

How?

After the new students receive the housing offer from SiO, they can apply for a buddy on the SiO website. The students who are from the same country, school and live in the same student village get the priority of pairing up. The new students can also choose the preference of his or her buddy, for example, from the same country or from other countries. After being paired up, the new student will get the buddy's contact information. The new student can ask the buddy questions before moving and when the new student moves to Oslo, the buddy can help him or her set up.

Reward
Make new friends
Gift card/coupon

Students who are studying in Oslo   New students

Apply for being a buddy   Apply for receiving a buddy

SiO Buddy Programme

The students who are from the same country, school and live in the same student village get the priority of pairing up
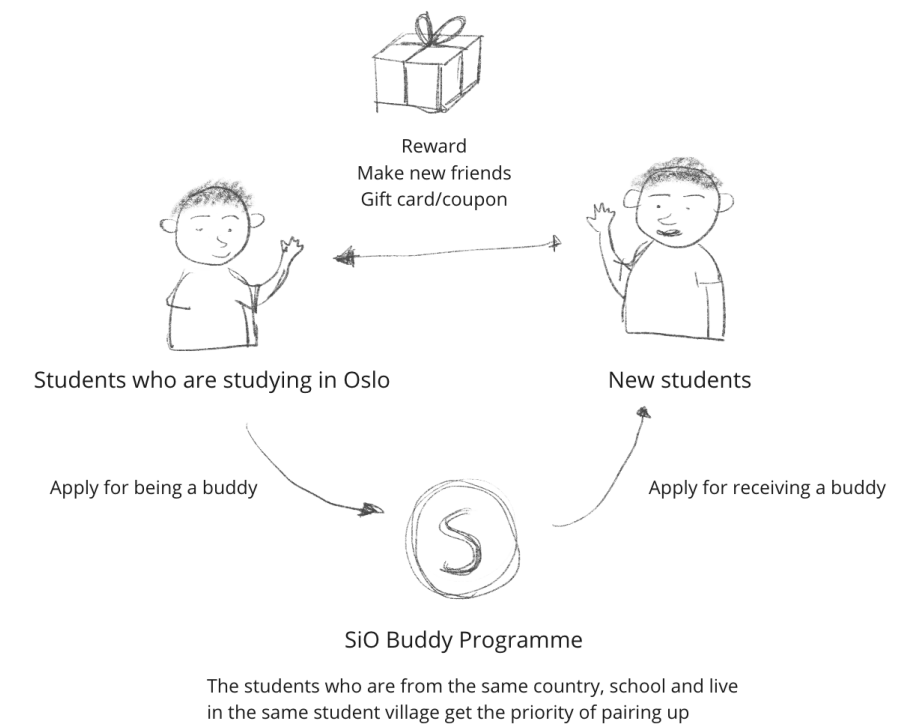
SiO buddy programme

Feedback

That's something I would sign up for.

May lack motivation of being a buddy.

6. Orientation week mental health presentation

During the Orientation Week, Antonio attends a presentation on Mental health. He gets to know it's common to have mental health issues and there are some offerings he can turn to.

Presenter: The SiO counsellor

Potential contents of presentation:

Data of mental health issues
What are common problems?
How to take care?
How to seek help?
Mental health workshop
Q&A

Feedback

Good to know the services from the presentation.

There is so much information to give. Would it be too much at the same time for you to take in?

Why?

In the orientation week, new students attend some presentations which introduce the student life here. For now, there is not enough introduction on the services outside the school like mental health services. Giving a presentation to new students in orientation week can be an accessible way to provide information and simple education on mental health. It can help students learn about mental health and know the services they can turn to.

Purpose: Let students know it's normal and common to meet mental health challenges; Help students learn more about mental health; Let students know the mental health services they can turn to

How?

In the orientation week, the students can participate the health service presentation which is organized by AHO. The presenter can be the SiO counselor. Some example contents of this presentation can be data of mental health issues, what are common challenges? How to take care? How to seek help? Q&A, and etcetera.

7. School new student bag

In orientation Week, Antonio goes to school and receives the New Student Bag. In the new student bag, he finds emotion and challenge cards.

Why?

In orientation week, new students receive new students' bags with some materials. There can be some props or pintable materials on mental health to nudge students to pay more attention to and learn more about mental health.

Purpose: Nudge students to pay attention to mental health; Help students learn more about mental health

How?

New international students receive new students' bags, in which there are, for example, some emotion cards and challenge cards. There are some common emotions on the emotion card, and students can write down the triggers of the emotion on the backside. There are some common challenges for international students on the challenge card, and students can write down strategies for these challenges on the backside of the card. Some blank cards are provided in the deck for students to write.

Emotion card

Lonely / Depressed / Scared

Exam stress / Social contact / Procrastination

Challenge card

Card face
Show emotions and challenges
Can also write on blank cards

Emotion card

Trigger: / Trigger: / Trigger:

Strategy: / Strategy: / Strategy:

Challenge card

Card back
Write down triggers of emotions and strategies of challenges

Feedback

The cards I found them pretty interesting, as a conversation starter with other students.

Only use once?

8. Mental health workshop

In orientation week, Antonio participates in a mental health workshop with other students. He tells his story and learns more about mental health from the SiO counselor and other students.

Why?

In the Orientation week, new students attend some activities organized by the school. Some activities or workshops on mental health are also potential to be organized in this time to help students learn more about mental health and receive peer support from the other students.

Purpose: Open up about mental health, less taboo and stigma; Learn more about themselves and mental health, also from others' perspectives; Feel supported by peers and school

How?

The new students attend the mental health workshop after the mental health presentation in orientation week.

The frame of the activity:

Facilitator: SiO counsellor/student assistant
Participants: 3 students in one group
Time: 30 mins, Orientation week
Place: school

1. The facilitator introduces this activity
2. Students browse the cards and think of one story/experience
3. 1 student tells a story/experience
4. 2 other students write down/choose the emotions/challenges, as well as triggers and strategies.
5. The two listeners show the cards and say "I heard that you feel.. I think the trigger is..." Then, the storyteller gathers the cards.
6. Open discussion
7. It rotates so everyone gets a turn as the storyteller
8. After the activities. The students can also use this card and activities on his/her own or with students/friends.

The facilitator introduces the activity

One student tells his story/experience
The other two students listen and write down the feelings, triggers, challenges and strategies

The two listeners share what they have
Open discussion on the story

It rotates to the other student as the storyteller
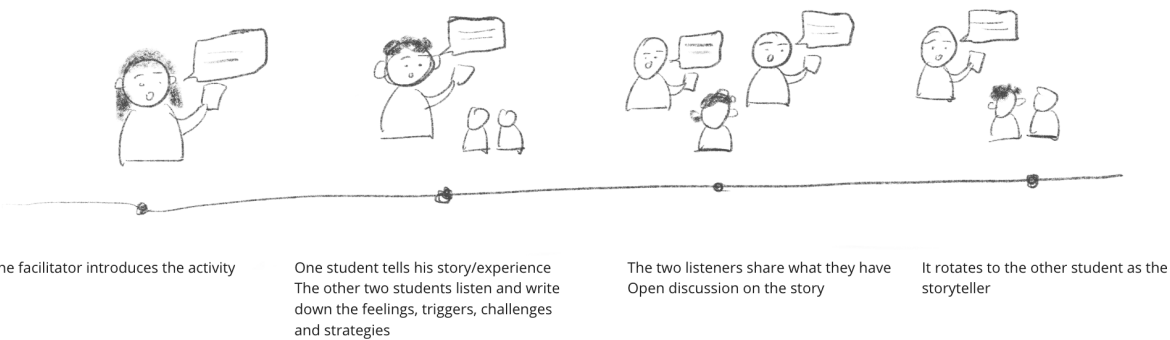
Feedback

it's nice to break the the taboo topic and be open to talk about this.

It may be challenging to talk with the students you don't know.

9. SiO app mood track
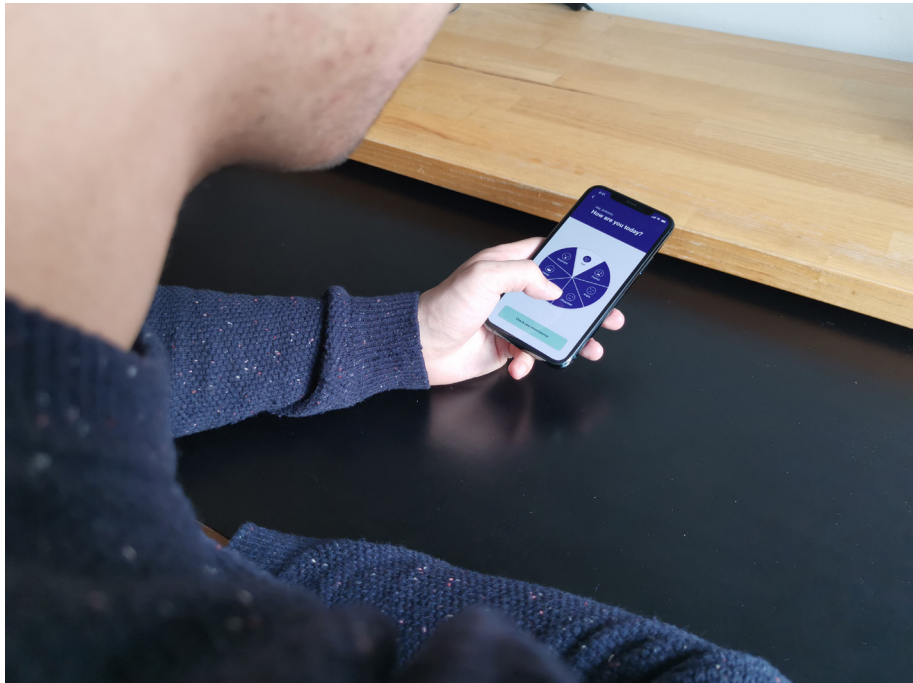
During semesters, Antonio uses the SiO app to track his mood.

Why?

Tacking mood and taking a journal on mental health can help new students know more about mental health and themselves, as well as reflect on mental health. SiO app can make this tool available and accessible to international students and the digital tool is an easy way for students to record and check the mood journal history.

Purpose: Understand and know more about mental health and students themselves; Nudge students to pay more attention to mental health

How?

The international students can use the mood track tool in the SiO app. The student can choose a general emotion first, and then he can choose more specific feelings in the different categories, as well as write down some thoughts about today's feelings. The user can also go to the mood journal interface to check the mood chart and recent frequent feelings along with the notes he or she wrote before.

Choose feeling

Select specific feeling

Record thoughts and feelings

Mood track   Reference:*The Feel Wheel, Geoffrey Roberts*

Mood chart in the previous period

Top feelings

Journal related to the feelings
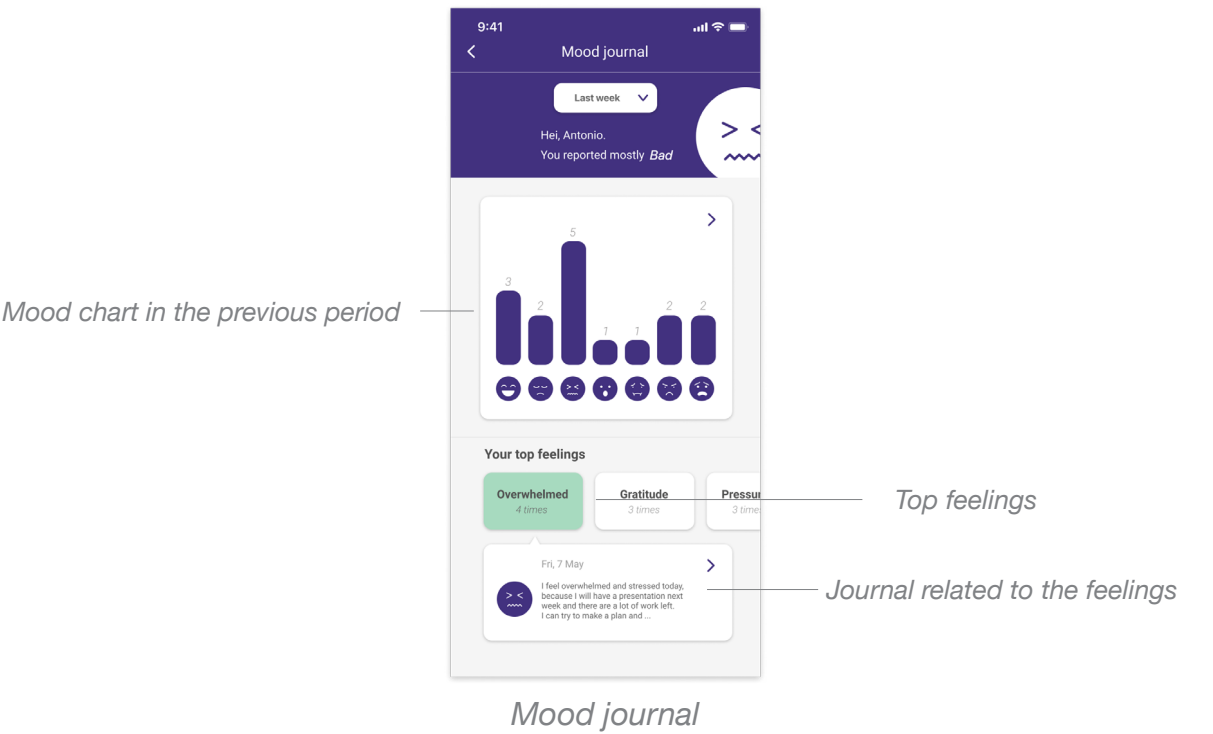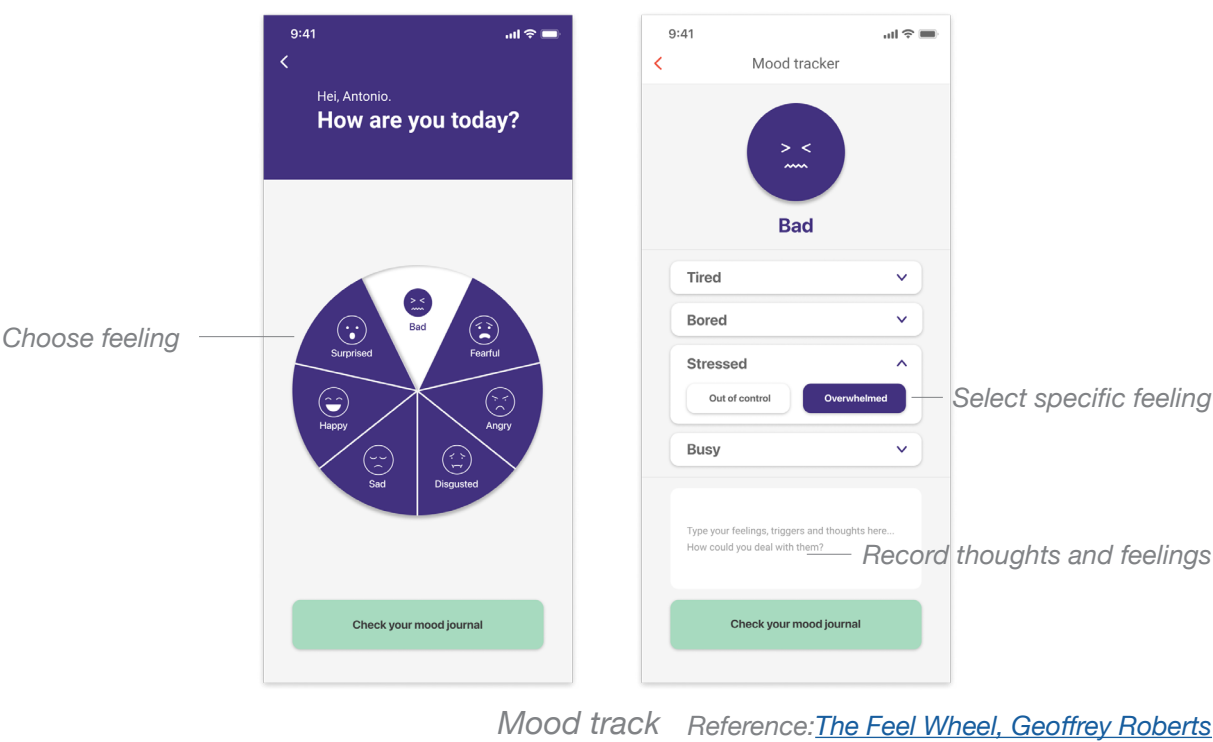
Mood journal

Feedback

tracking the mood with the journal is helpful even just for your own awareness.

How to motivate students to use it?

10. School nudge email and assessment

During the semester, Antonio receives the nudge email from the school and he does the mental health assessment. He finds he has a bit high level of anxiety recently. This email also reminds him that he can turn to mental health services.

Why?

School email is a good channel to provide information and nudge students to pay attention to their mental health. School can send nudging emails on mental health to students regularly to invite them to do an assessment and reflection on their mental health condition and show the mental health services.

Purpose: Nudge students to pay more attention to and reflect on mental health; Prevent serious issues; Make students feel warm.

How?

The students receive check-in emails regularly during the semester. This email includes the mental health assessment link and mental health services information. They can go to the assessment website from the email. After completing the survey, they can find the results as well as the services they can turn to.
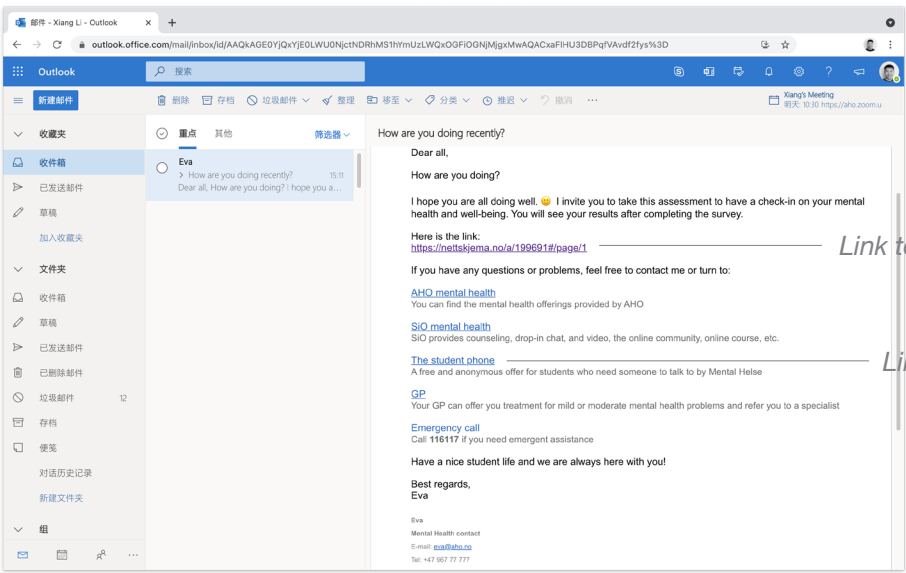
Link to assessment

Link to services

School check-in email
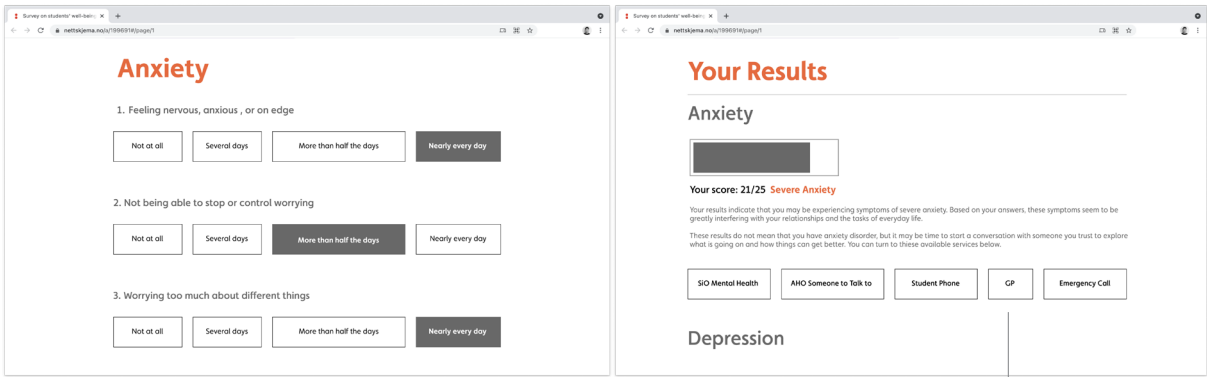
Mental health assessment   Link to services

Reference:Anxiety test, Mental Health America

Feedback

I value the school email and need the results.

It may challenge the role of school. It's a bit more than school could handle.

11. SiO app mental health laern
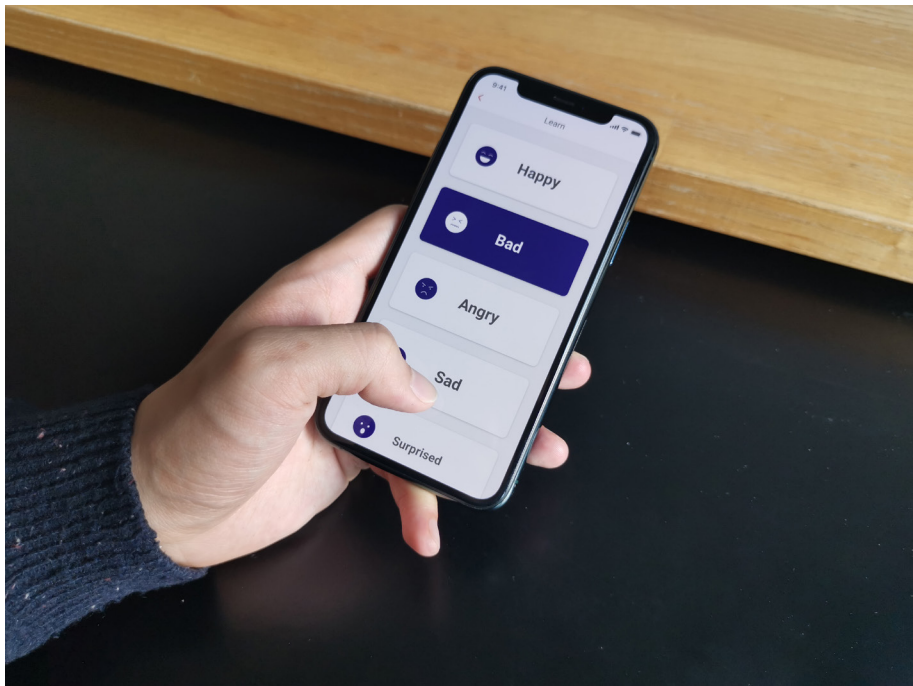
Antonio turns to SiO learn, browses this topic on the app, and learns some strategies to deal with it.

Why?

The SiO digital platform can help students learn more about mental health by providing some knowledge and strategies on mental health challenges. The content of this part can be developed by SiO counselors and psychologists, based on some current SiO resources, like self-hep, online course and the student ask. This digital tool can be an accessible way for students to turn to at any time.

Purpose: Help students learn more about mental health and the strategies

How?

The user can choose the topic he or she would like to learn more about. It shows some introduction and knowledge about the feeling or challenge. Then, there are some tips and strategies from other students and professionals.
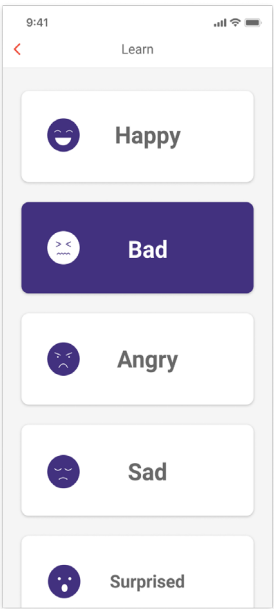
Different topics to learn
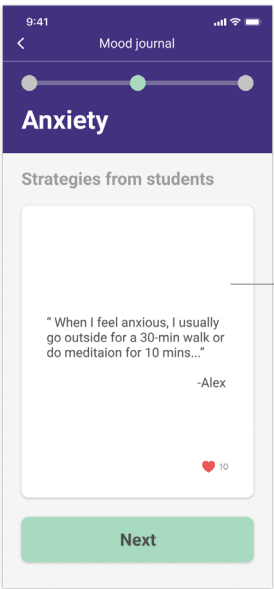
Strategies from other students or professionals

Learn strategies from others

Feedback
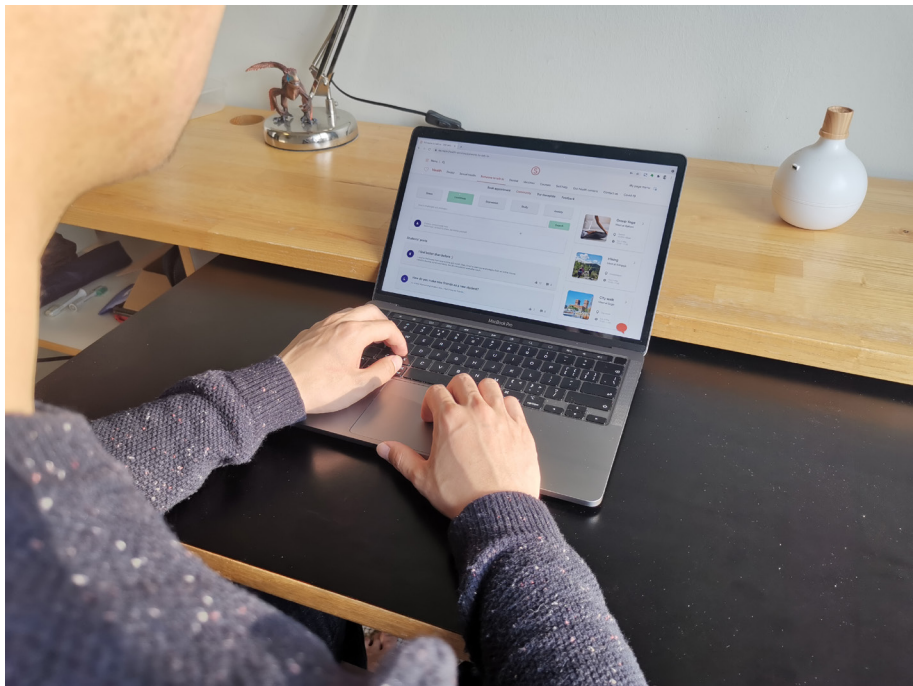
I like that redirecting the whole situation.

There are many similar apps on the market.

12. SiO website community

In the winter, Antonio feels a bit depressed and lonely. He checks the SiO online community and finds many students meet the same problems. He chats online with other students. He expressed anonymously and feel not alone.

Why?

Peer support is important for international students to maintain their mental health. Besides, the capacity of counselors and psychologists is limited, so peer support and an online community can be a good complement. In this community, international students can find it is normal and common to meet mental health challenges. Students can also express themselves anonymously or check other students' posts to learn strategies. Besides, there is an online chat with other students to let them communicate with and turn to other students easily.

Purpose: Help students feel not alone when they meet problems; Provide a low-threshold platform for student to express anonymously and receive peer support; Communicate with and learn from other students

How?

The user can go to the SiO online platform and check other students' posts on different mental health topics. He can also ask questions and share thoughts anonymously. There is a chat button in the right bottom corner as a low-threshold way for students to communicate with other students. Some SiO counselors will help moderate this community and answer some questions asked by students.

Topics

Posts

SiO community website

Online chat with students

SiO chat with peers
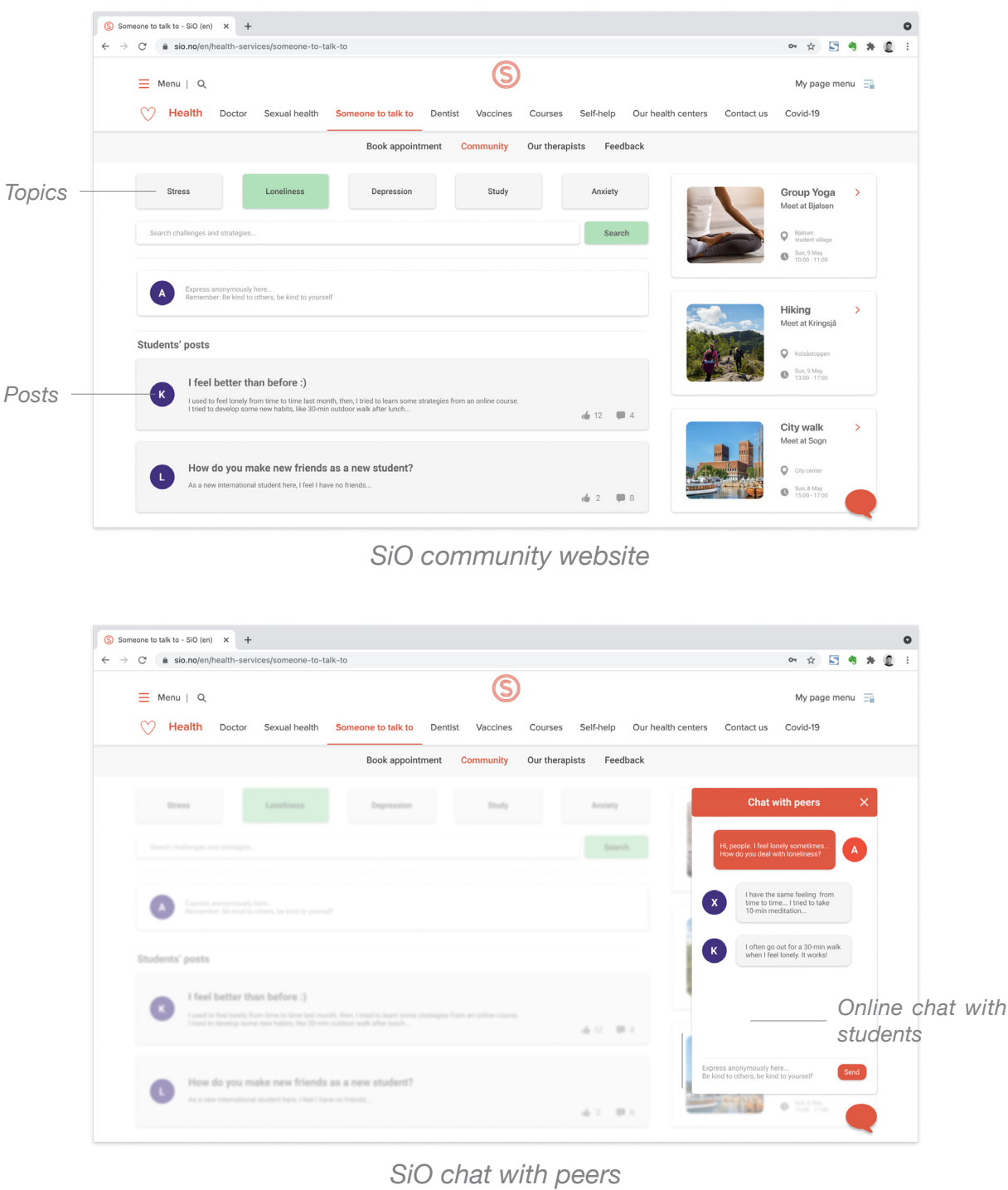
Feedback

I like the fact that it's anonymous because it makes you feel much more free to just pick up.

The icon makes me feel like chatting with the robot.

13. student social activities

On weekends, Antonio joins in social activities organized by SiO and AHO international student group. He really enjoys these activities.

Why?

Attending social activities and building social contact are beneficial to mental health. SiO and AHO can help facilitate social activities for international students.

Purpose: Help students build social contact and feel not alone

How?

Students can find social activity posts that are organized by SiO or other students on the SiO community website or on the AHO international student group on Facebook. Students can know the posts and join in these activities easily.
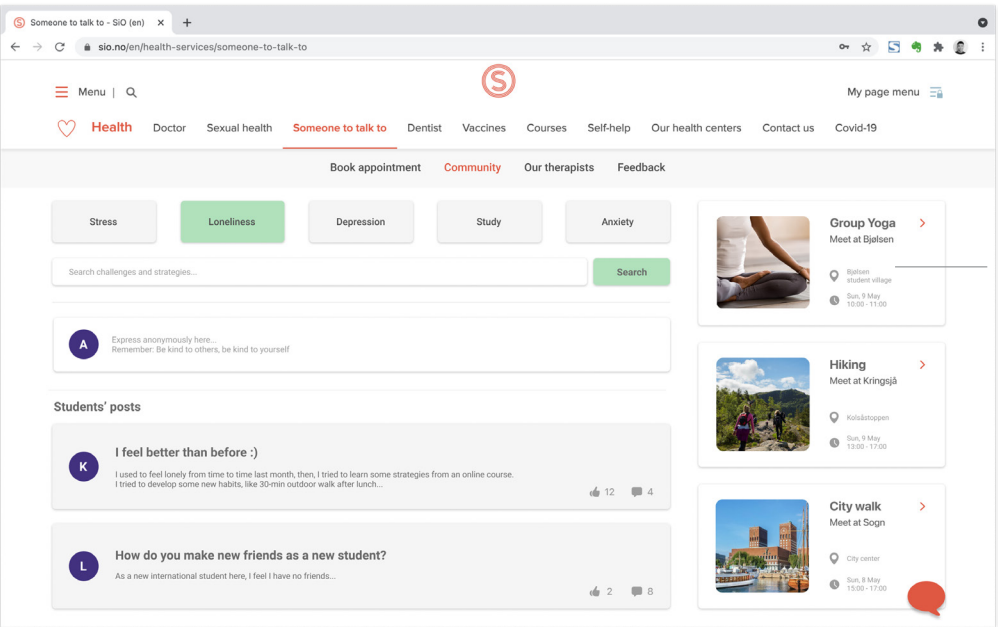
Social activities organized by SiO or students

SiO community website

Feedback

"I really like activities, I keep coming back to that like having people nudge to meet other people outside of school."

That's building a community outside of like this competitive school environment.

14. SiO app mood tracker reminder
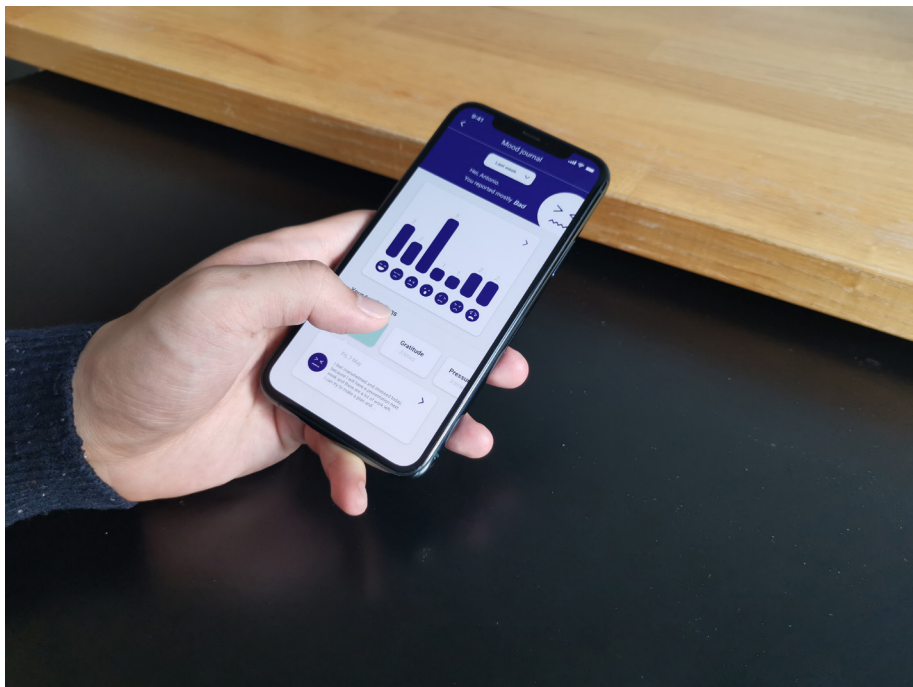
At the end of the semester, Antonio feels stressed before the final presentation. The SiO app mood tracker also finds he is not good recently and it sends reminders to him to show the services he can turn to.

Why?

The mood track tools can help record the users' mental health conditions and send reminders when the users don't feel good in case they are not conscious of it. It can also show the available service offerings, which can help the users step out to seek help.

Purpose: Help students aware of the problems; Help students step out to seek help and prevent serious problems

How?

The user can receive a reminder if he or she records bad emotions frequently in the tool. The user can turn to the services quickly by clicking the button on the page.

Frequent feelings

Services the students can turn to
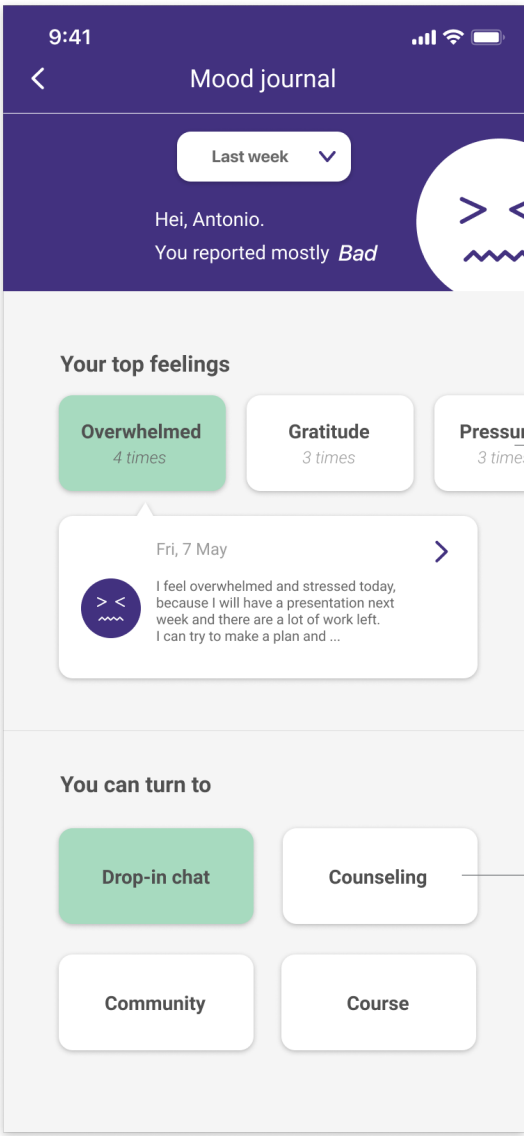
SiO App mood tracker reminder

Feedback

it's super useful because sometimes that you don't know if I would need to go to a counsellor.
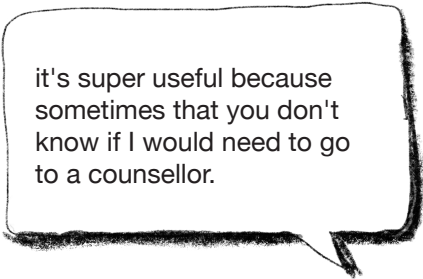
15. SiO drop-in chat and share the mood journal
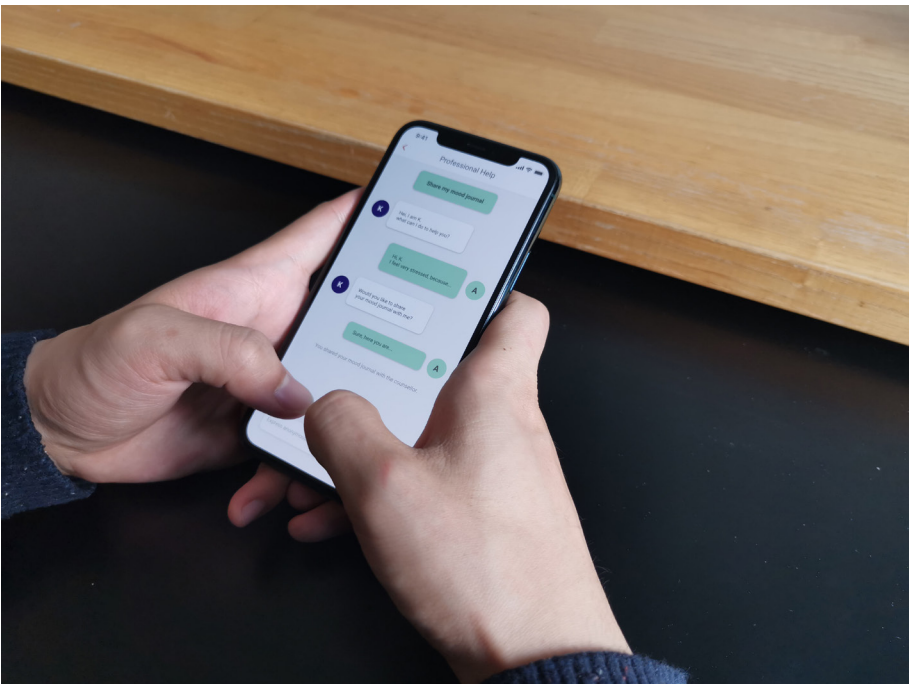
He turns to a counselor and shares his journal with the counselor. After the talk, Alex feels better and gets some practical suggestions from the counselor.

Why?

For now, SiO has a drop-in video service with the counselor. I would propose an additional drop-in chat service with the counselor, which can be a more low-threshold way for students to seek help. The students can also share the mood journal with the counselors to help them explain and the counselors can understand the student's situation easily.

Purpose: Low-threshold seeking help way; Help the counselor understand the student easily and give specific advice

How?

The user can turn to the drop-in chat with the counselor service on the SiO app or website during working time. In the app, the user can also share his or her mood journal with the counselor.

Share the mood journal with the counselor
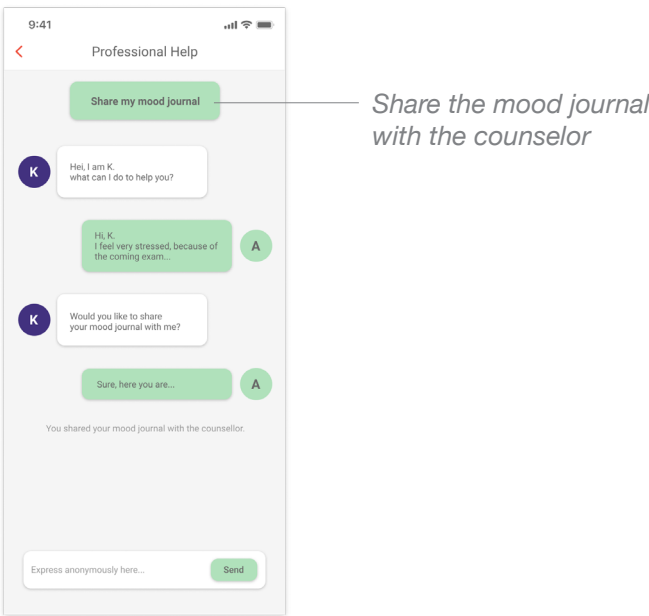
SiO App drop-in chat with the counselor
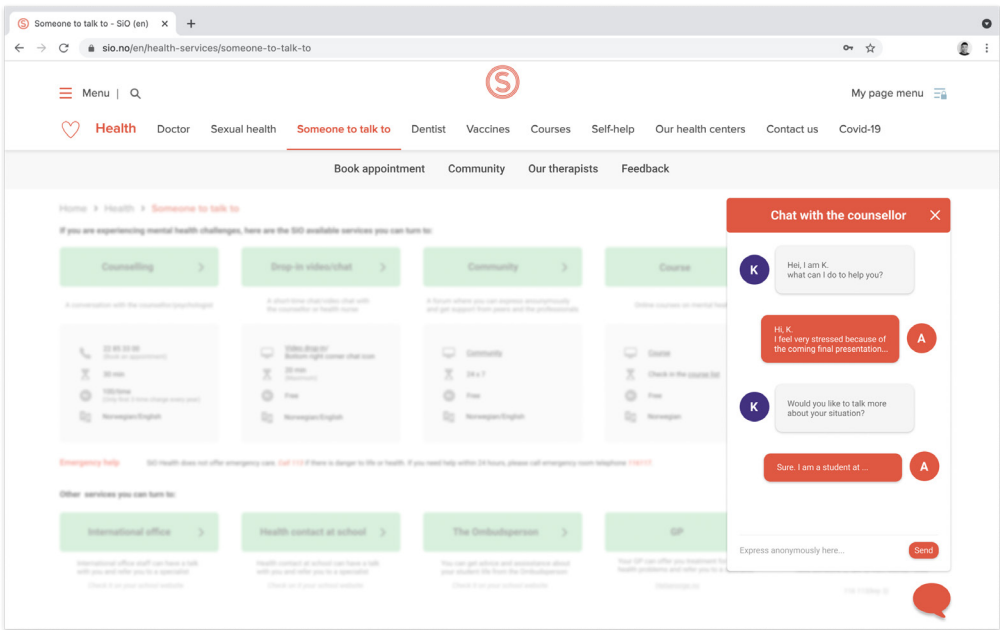
SiO website drop-in chat with the counselor

Feedback

that makes it feel much easier.

The chat icon is the same as chat with peers, which makes me feel confused.

Proposals to stakeholders

I would like to look at the bigger picture and deliver proposals to the two key stakeholders: SiO and AHO. The proposal is mainly to gather my findings and potential interventions from different aspects of the organization.

Proposal to SiO:

This proposal mainly includes:
- My user journey map from self-ethnography
- Findings from this project in the system map
- Potential interventions in the system
- Example concepts can be provided by SiO

Findings in the SiO system
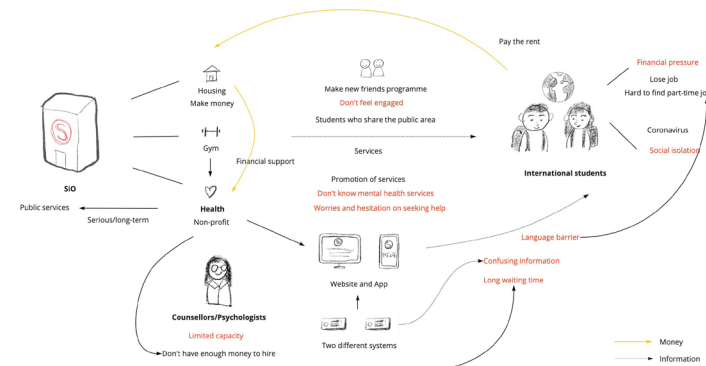
Interventions in the SiO system

System shift:
Not only treatment, but also prevention
Low-threshold and inclusive services
Help facilitate peer support
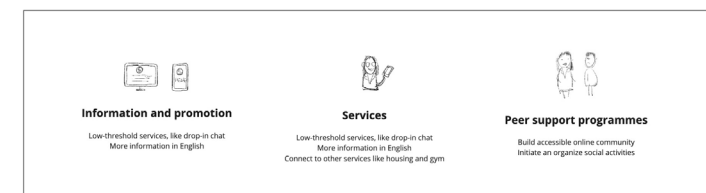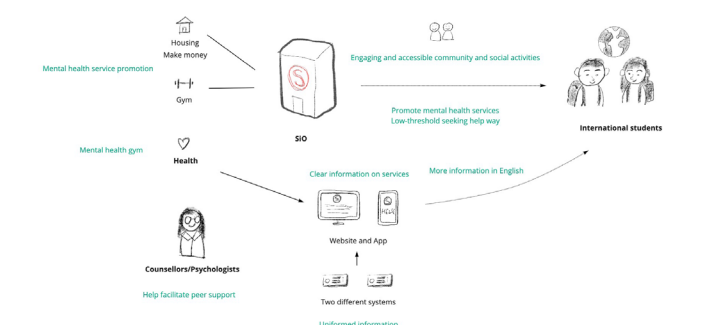
Proposal to AHO:

This proposal mainly includes:
- Findings from this project in the system map
- Potential interventions in the system
- Example concepts can be provided by AHO

See more details in the "Appendix".

Findings in the AHO system
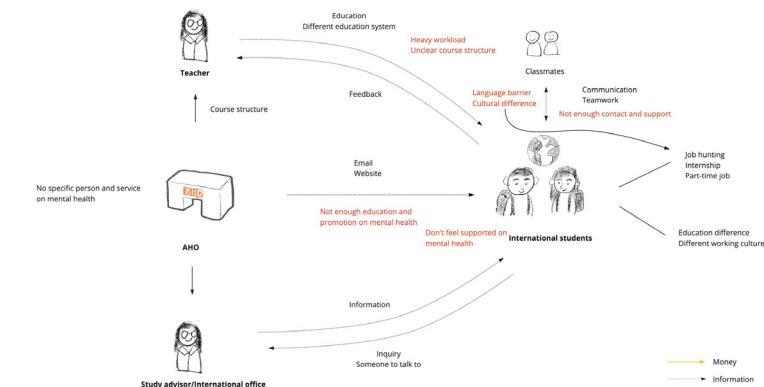
Interventions in the AHO system

System shift:
Provide accessible information
Nudge students to pay attention to mental health
Help facilitate peer support
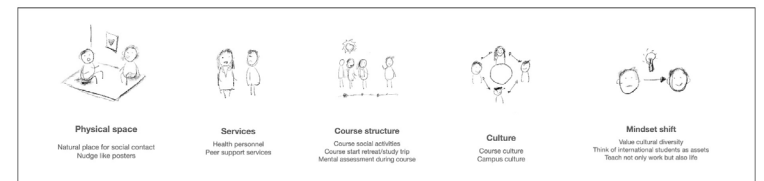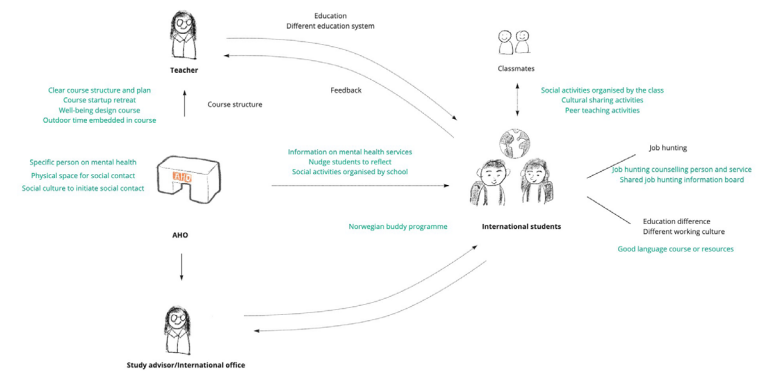
REFLECTION

My reflections are mainly about the value of service design and service designer in the process. Service designers can not only design new concepts and service process but also can be a connector and promoter. SD and SOD can be combined together to research, analyze and design from different levels, from the details of the touchpoint to the whole system picture, which is important to make the change and create value.

Value of the design process

In the design process, I kept in touch with the target group, international students and the main stakeholders, SiO and school. I was invited twice to give a presentation to the SiO mental health innovation and prevention team and the SiO health leader team. I participated in two open discussions on mental health with the student council, SAHO, and the international student group at AHO. I also presented my project to the working group on the psychological environment at AHO.

During the process, I tried to build a mutually beneficial relationship with the users and stakeholders. I believe I made the problems more visible, brought forward the international students' voices and perspectives, shared design methods and processes, let students know the resources, etcetera.

Value of this project

In this project, I would like to propose new or improved touchpoints, programs and activities, and service concepts, the proposals, as well as this report to the stakeholders, SiO and AHO. The goal of this project is to make some real changes and help international students as soon as possible. This project is shared with these two main stakeholders, which helps them discover the international students' challenges and see the concepts as inspirations. The report and proposals also share the service design and system-oriented design methods and process with the stakeholders to help them think from different perspectives and improve their services.

The concepts target international students at AHO as an example in this project, at the smae time, some concepts in this project are inclusive and general. These concepts and interventions can be adapted slightly to be useful for international and Norwegian students in other schools in Norway to expand the value of the design. Till now, I have received some positive feedback from the stakeholders, who have interests in these concepts and maybe there will some opportunities of implementing these concepts in a near future.

My roles in this project

I think I played different roles in the process.

- Service Designer
  Use design thinking and methods to design new touchpoints and service process

- Systems Thinker
  Think from the system frame and propose interventions to make the systemic impact

- Connector
  Connect to the users and different stakeholders; exchange their perspectives and feedbacks

- Spokesman of users
  Bring forwards the voice and experience of users to the service providers

About mental health

Mental health is an important part of our life. In the process, learning about mental health does benefit my life, which helps me understand more about mental health and myself and helps me develop new habits. It would be great for more international students to learn more about mental health and increase their awareness of self-care. Peer support can be a potential to help each other, build social contact and make students not feel alone. A supportive environment is also important to open up mental health, educate and nudge students to pay more attention to this topic. We should value the mental health of international students more. The school and SiO should better prioritize this to help these students have a better student life.

Limitation and further work

As an individual project, I also realize the importance of collaboration with users and stakeholders for users' needs, professional knowledge and various perspectives.

I tried to understand the complexity of the system, and I believe some small interventions can be done for a small step of the shift of the system. In the process, to narrow down the scope and simplify my project, I lost a little bit of the bigger picture of the complicated system, like intervening in the more invisible part, culture.

Because I am a member of this project's target group, I have my own bias on the experiences and services. To avoid bias, more communication and engagement with stakeholders, diverse students from different backgrounds are needed. Besides, I didn't engage users and stakeholders in the process of evaluation to help make wiser choices on concepts because of time limits and lack of response from the stakeholders.

I would like to gather more feedback from international students, SiO and the school to iterate the concepts, as well as have more conversations with the users and stakeholders to share my project, findings and concepts. If I had more time, I could think and design more from the big picture, system perspective, as well as the implementation of the concepts.

ACKNOWLEDGMENT

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APPENDIX

Findings in the SiO system

Pay the rent

Financial pressure
Lose job
Hard to find part-time job

Make new friends programme
Don't feel engaged

Students who share the public area

Coronavirus

Housing
Make money

Services

Social isolation

SiO

Gym

Financial support

International students

Promotion of services
Don't know mental health services
Worries and hesitation on seeking help

Public services

Health
Non-profit

Serious/long-term

Language barrier

Confusing information

Long waiting time

Website and App

Counsellors/Psychologists

Limited capacity

Don't have enough money to hire

Two different systems

Long waiting list

Money

Information

Interventions in the SiO system

System shift:
Not only treatment, but also prevention
Low-threshold and inclusive services
Help facilitate peer support

Housing
Make money

Mental health service promotion

Gym

SiO

Engaging and accessible community and social activities

International students

Promote mental health services
Low-threshold seeking help way

Mental health gym

Health

Clear information on services

More information in English

Counsellors/Psychologists

Website and App

Help facilitate peer support

Two different systems

Uniformed information

Information and promotion

Low-threshold services, like drop-in chat
More information in English

Services

Low-threshold services, like drop-in chat
More information in English
Connect to other services like housing and gym

Peer support programmes

Build accessible online community
Initiate an organize social activities

Findings in the AHO system

Education
Different education system

Heavy workload
Unclear course structure

Classmates

Teacher

Feedback

Language barrier
Cultural difference

Communication
Teamwork

Not enough contact and support

Course structure

Email
Website

Job hunting
Internship
Part-time job

No specific person and service
on mental health

AHO

Not enough education and
promotion on mental health

Don't feel supported on
mental health

International students

Education difference
Different working culture

Information

Inquiry
Someone to talk to

Money

Information

Study advisor/International office

Interventions in the AHO system

System shift:
Provide accessible information
Nudge students to pay attention to mental health
Help facilitate peer support

Education
Different education system

Teacher

Classmates

Clear course structure and plan
Course startup retreat
Well-being design course
Outdoor time embedded in course

Social activities organised by the class
Cultural sharing activities
Peer teaching activities

Course structure

Feedback

Specific person on mental health
Physical space for social contact
Social culture to initiate social contact

Information on mental health services
Nudge students to reflect
Social activities organised by school

Job hunting

Job hunting counselling person and service
Shared job hunting information board

AHO

Norwegian buddy programme

International students

Education difference
Different working culture

Good language course or resources

Study advisor/International office

Physical space	Services	Course structure	Culture	Mindset shift
Natural place for social contact Nudge like posters	Health personnel Peer support services	Course social activities Course start retreat/study trip Mental assessment during course	Course culture Campus culture	Value cultural diversity Think of international students as assets Teach not only work but also life

| Week 4 | | Week 5 | | | | | Week 6 | | Week 8 | | | Week 9 | Week 10 | | | Week 11 |

Week 4

Thu 21/01 — Find course
Fri 22/01 — Ask language

Find the online course "Procrastination"
Send an email to inquire about language

Week 5

Tue 26/01 — Call the SiO health
Video drop-in
Thu 28/01 — Video drop-in
Book an appointment
Book an appointment

Call the SiO health:
-Press 9 for English
-Wait... no reply
-Then Norwegian again " press..."
-"1..." "talk..."
-can't understand
-Try to press 1, get back
-Get through
-Don't tell me price if I don't ask
-Introduce drop-in online service

Video drop-in: Find it's closed
Hard to find in English version website

Video drop-in: Jump to Helse Norge, drop-in service disappear
-Only 15 mins
-Recommend counselling
-Advisor helps me book appointment

Book an appointment:
-Receive email and SMS, but in Norwegian
-Download APP, but in Norwegian

Book an appointment: Don't know how to start

Week 6

Reminder — Receive many reminders
Thu 04/02 — Counseling — Counsel through video chat

Week 8

Counseling — Counsel through video chat
Wed 17/02 — Payment — Pay by Vipps
Wed 17/02 — Rescheduling SMS — Receive rescheduling reminder

Week 9

SMS reminder — Receive SMS from helsenorge, but a different time. Seems this counselling has been rescheduled again

Week 10

SMS reminder — Receive reminder of counselling
Try to start counselling — Log in helseNorge and SiO helse to try to start the counselling, but can't find the button
Inquire SiO helse by phone — Call SiO to report this problem, and get to know the counselling will be on 9th of March

Week 11

Counseling — Counsel through video chat

Touchpoint

| Sio website | Email Sio website | Phone (someone to talk to) | Sio website (Video drop-in) | Sio video drop-in service | Email SMS App | HelseNorge.no | SMS E-mail | Website (SiO health) | Website (SiO health) | SMS Website | SMS | SMS | SMS | HelseNorge SiO helse | Phone call | Website (SiO health) |

Gain point / Pain point

- Find free interesting course
- Don't know the language
- Language barrier
- Know drop-in service
- No email address to send to / Language barrier / Don't know price
- Hard to find drop-in service, not in English version website / Language barrier / Service is closed most of the time
- Switch to another website / Only 15 mins, don't meet my expectation
- Language barrier / Lack instruction
- Don't know how to start
- Nice to have reminder / But too many reminders are a bit annoying
- Nice talk and helpful advice / How to take care during two sessions?
- Nice talk and helpful advice / How to prepare for the counselling?
- Quick payment / Language is a bit confusing
- A bit uncomfortable for not asking me
- Weird, confused a bit annoyed on re-rescheduling
- But actually it's wrong information
- Nice to have reminder
- Feel confused, anxious and frustrated on can't start the counselling
- Feel annoyed and frustrated on having the wrong information
- Nice talk and good to express / How to know if I need the other session?

Emotions (timeline)

Confused — Frustrated — Confused — Frustrated — Surprised — Confused — Confused — Happy — Annoyed — Grateful — Happy — Happy — Confused — A bit uncomfortable — Confused — Annoyed — Confused — Anxious — Annoyed — Grateful

Backstage

Two systems - calendar and video conference / helsenorge and Visibacare

Counsellor:
- 1st session — Take short notes of students' situation
- 2nd session — Take a quick look to know who are you and what we were talking about
- Ask students if they want next session

Question:
- How to record easily?
- How to remind quickly and accurately?
- How to judge and assess the situation?

Customer jouney map on self-ethnography

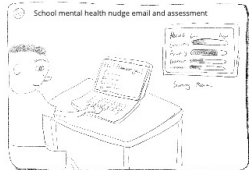|	Offer and new student email	Webpage on mental health services	SIO housing offer and welcome email	Pick up keys and brochure	Meet Buddy	School new student package	Orientation week mental health presentation
Scenario	Antonio is from Brazil. He receives AHD's offer and new student email, which shows welcome and service offerings like mental health services. Antonio feels warm and excited.	Antonio checks the website link of school website and mental health services. He thinks AHD is considerate.	Antonio applies for SIO housing and receives the offer email. This email also introduces other service offerings and includes the QR code of SIO app and link to mental health service website. Antonio have a rough picture of what SIO offers to students.	When Antonio moves to Norway, he goes to SIO's service centre to pick up apartment keys and also gets the mental health brochure.	Antonio applies for Buddy programme from SIO and Paulo who is from Brazil and lives in the same student village with Antonio is assigned as his buddy. Paulo shows Antonio around the student village and city centre as a guide.	In the Orientation Week, Antonio goes to school and receives the New Student Bag. In the new student bag, he finds emotion and challenge cards.	During the Orientation Week, Antonio attends a presentation on Mental health. He gets to know it's common to have mental health issues and there are some offerings he can turn to.
Touchpoint				Introduction Back cover Cover Fictional student journey - common mental health challenges and service offerings students can turn to			
Stakeholders	AHD	Paulo				AHD	AHD
Purposes	• Show a warm welcome and makes the offer more attractive	• Let students know the mental health services	• Let students know the mental health services	• Let students know the mental health services • Let students know it's common to meet mental health challenges • Make students feel warm on SIO services	• Let new students feel not alone • Help new students know and adapt to the new environment	• Nudge students to pay attention to mental health • Help students learn more about mental health	• Let students know it's normal and common to meet mental health challenges • Help students learn more about mental health • Let students know the mental health services they can turn to
Positive feedback	• "Something obvious or clear in the beginning."	• "It's very visible and clear where to turn, what, where to go." • "So it's not like it's like a smooth transition. So you don't have to worry about how am I going to find these people."	• "this one is much clearer, and, and yes it's super nice to know in advance if English is available or if it's free, too." • "It's very direct. I do know that like a lot of international students, that's something that they worry about is like the health care."	• "I like combing the context and service." • "Very structured and clear." • "It's better to be, maybe, to be sure that you have, you know where to turn, it's very easy to find help if you need it." • "As I watched them, in general, I didn't see a clear separation and maybe just read some of them maybe the negative ones. So I don't see the brighter side" • "that's really nice to go ahead, because a lot of people, they don't know that they're having like mental health issues, understanding and expecting those struggles early, I think is really nice." • "And having it seem like it's like you're not by yourself."	• "I think that's very nice. That's something I would sign up for. Like, I would sign up to help someone get settled." • "It's nice to have people outside of class to talk to you."		• "There is so much information to give. Would it be too much at the same time for you to take in?" • "I don't know how many people will go to the lecture. Unless you feel it's really useful for you, people are like, I don't want to go there."
Challenges	• Tone of voice about mental health in this email • "Maybe forget it later."	• Not interested and ignore this link • "It'd be nice if there was a, there were some examples, I don't know if there's actually any difference between the study advisor and international office." • "Title is not clear."	• "Differentiate the offerings."	• Throw away and forget the brochure • "I feel I will must experience these challenges soon" • "If you have a very big focus on mental problems and you kind of expect they're coming and waiting for it might get." • "Make the experience and services more different." • "Can it be digital to update the information?"	• Motivation of being a buddy • Not enough students want to be a buddy	• Only use the tools once	
Backstage					Presenter: The SIO counsellor Frame of presentation: Data of mental health issues What are common problems? How to take care? How to seek help? Reflection and guide tool Q&A		
Potentials				• Welcome package • "I prefer to have it at my apartment." • Can be delivered at school	• School buddy programme, build close contact	• Other printable mental health tools	
More feedback				• "Would there be some that will give some guidelines for what kind of what the body should do. they had some tasks that the body is kind of caught encouraged to do or cover." • "Maybe the student could choose the buddy from the same nationality or from a different cultural background." • "Would you be like, how would you sign up for the buddy program? Like is it automatically you're signed up? Or? Like, what? And then the people that you're paired with? Are they like volunteering their time?"			• "Same as the brochure content?" • "Yeah maybe could be just is something that is written down somewhere, to more detail than the brochure."

Table of feedback
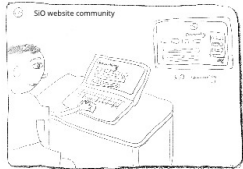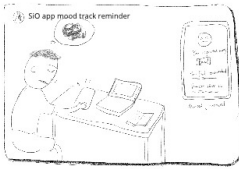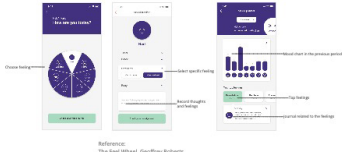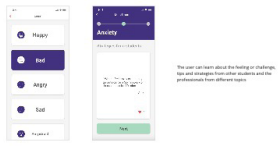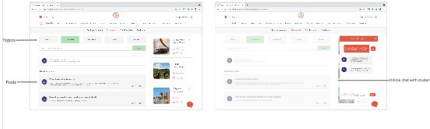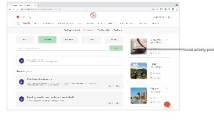
Orientation week mental health workshop

In the Orientation Week, Antonio participates in a mental health workshop with other students. He tells his story and learns more about mental health from the SiO counsellor and other students.

SiO app mood track

Antonio uses uses the SiO app to track his mood.

School mental health nudge email and assessment

During semester, Antonio receives the nudge email from school and he does the mental health assessment. He find he has a bit high level of anxiety recently. This email also reminds him that he can turn to SiO health services.

SiO app mental health learn

Antonio browses this topic on the app and learn some strategies to deal with it.

SiO website community

In the winter, Antonio feels a bit depressed and lonely. He checks the SiO online community, and finds many students meet the same problems. He chats online with other students. He expressed anonymously and feel not alone.

Students social activities organized by SiO and school

On weekends, Antonio joins in social activities organized by SiO and AmO international student group. He really enjoys these activities.

SiO app mood track reminder

At the end of the semester, Antonio feels stressed before final presentation. The SiO app mood tracker also finds he is not good recently and it send reminders to him like some tips, and if he need to talk to someone.

Feedback rows:

- Open up about mental health, less taboo and stigma
- Learn more about themselves and mental health, also from others' perspectives
- Feel supported by peers and school

- Understand and know more about mental health and students themselves
- Nudge students pay more attention to mental health

- Nudge students pay more attention to mental health
- Prevent serious issues
- Make students feel warm

- Help students learn more about mental health

- Help students feel not alone when they meet problems
- Provide a platform for student to express anonymously and receive peer support
- Communicate with and learn from other students

- Help students build social contact and feel not alone

- Help students aware of the problems
- Help students step out to seek help and prevent serious problems

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- "Yes, it's super nice that you have this session when you're sharing your experience with a peer because at times I think that either you think that you're the only one having a certain problem, and it's not true. Or, if you still know that it's a common problem for other people to. It's nice to break the the taboo topic and be open to talk about this."
- "the cards I found them pretty interesting, as a conversation starter with other students"
- "It's good to know others' perspectives."
- "you can also it will help you find people that like, have the same struggles as you. Because like that, that builds a connection and a community pretty quickly."
- "I may not feel this way right now. But if I start to feel this way, I know people I can go talk to that have already been through this."

- "I guess it can be a good tool, if we want to help you reflect, I guess, and it's good."
- "It's nice to keep track of your mood, over a period. And be aware of how you have been feeling like, if you have been feeling overwhelmed, I think it's super helpful to notice that."
- "tracking the mood with the journal is helpful even just for your own awareness."
- "would be interesting to see if my mood is changing based off of like, the season, or if like, there are other triggers that I could bring up with, like a mental health practitioner. And then I would have like that platform to discuss that with someone who I knew could help me walk through that."

- "I need the direct results. Call to action is good."
- "I value school email and may ignore SiO email. I would trust it if the assessment is reliable."

- "That's really nice. I like that redirecting the whole situation to like, here are some strategies to help you."

- "I like the fact that it's anonymous because it makes you feel much more free to just pick up, but your problem because nobody's going to know who you are. So no stigma."
- "It's like you don't know each other so you didn't need to deal with side effects"
- "that's, that's really nice. Like getting people involved in the community, like, nudging them to get involved in a community."

- "I really, really liked, like activities, I keep coming back to that like having people nudge to meet other people outside of school, having people nudge to meet people outside of like, their comfort zone within, like a similar interest thing."
- "That's building a community outside of like this competitive school environment.I think that's really beautiful."

- "Yeah, I think it's super useful because sometimes that you don't think it w reasonable sometimes to know if I would need to go to a counsellor, or if just talk to somebody through a chat. So, having this kind of screen in from is like being being held by the hands. So, being supported and preing a con to the whole journey. I think this helps you feel safer."

- "Talk about emotions with these people you don't know. In the beginning it's kind of touchy. Is it the right time?"
- "It may be challenging to talk with the students you don't know. Hard to open up."
- "I may be sensitive to do this in the orientation week. Feel uncomfortable to talk about it. I prefer to talk about it with people who I can trust."

- Lack motivation to use mood track app
- "Do you really need the app to track your mood?"
- "I think it will be wrong if they, or it will become a more stressed exam to feel that they have to use it."
- Is it user-friendly and easy to choose the emotion for users?
- "I personally probably wouldn't use that part, just because I would be curious as to what so would be doing with that, like, what are they doing with? what are they going to be doing with that information?"
- "I wouldn't want SEO to intervene without my permission."
- "How to motivate students to use it? Hard to engage people."

- Lack motivation to do the assessment
- "If this is really realistic to implement?"
- "Change the role a bit further as a school. I think it will be a bit more than school could handle actually, it would be above school's capacity. The role of the school is to provide accessible information."
- "I would be weary about like a computer like algorithm telling me that I have depression."
- "It's not like saying you have depression, it's like, you may be experiencing symptoms of depression."
- "I think that could get really tricky and that might like, worsen like that may make people think that okay, I'm sick. that might be more alienating than like the rest of like your work because the services that you provided are not alenating at all that like once you slap someone with a label, like, they're forced to own that label, and you may want to like avoid that."
- "With the title - assessment can be clear. Be careful about the number of questions and time."

- "The icon makes me feel like chatting with the robot."

Frame of the activity:
- Facilitator: SiO counsellor/student assistant
- Participants: 5-students/in one group
- Time: 30 mins, Orientation week
- Place: school

1. Facilitator introduces the activity.
2. Students browse the cards and think of one story/experience.
3. 1 student tells a story/experience.
4. 2 other students write down/draws the emotions/challenges, as well as triggers and strategies.
5. The 2 students share the cards and say 'I heard that you feel, I think the trigger is...' Then, the storyteller gathers the cards.
6. Open discussion.
7. 3 rotate so that everyone gets a turn as the storyteller.
8. After the activities, the students can also use this card and activities on his/her own or with students/friends.

- "Play in pairs without facilitator. 1 on 1 conversation."
- "Use it during counselling with the psychologist as a tool to help explain."

SiO counsellor moderate the community to avoid echo chamber
Also answer questions and give suggestions

- "Students can post activities which are organized by students."

- "you could even have like, some suggested activities for people."

Table of feedback