# Article information:

How universities support student mental health and wellbeing | World Economic Forum  
<https://www.weforum.org/agenda/2022/03/education-institutions-and-fostering-a-true-culture-of-care/>

# Article summary:

1. Mental health and wellbeing issues are on the rise among university students, with anxiety increasing from 17% to 31% in just six years.

2. Universities should prioritize student mental health and wellbeing, as 70% of university presidents see it as their most pressing issue.

3. Innovative ways to support student mental health include raising awareness and addressing stigma, providing digital mental health services, conducting continuous surveys and assessments, and measuring success through data solutions.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "How universities support student mental health and wellbeing" by the World Economic Forum provides a comprehensive overview of the challenges faced by students in higher education institutions and the ways in which universities can support their mental health and wellbeing. However, there are some potential biases and missing points of consideration that need to be addressed.

One-sided reporting: The article mainly focuses on the challenges faced by students in higher education institutions, such as anxiety, depression, financial difficulties, social pressures, and studying stress. While these are undoubtedly important issues that need to be addressed, the article does not provide a balanced view of the situation. For example, it does not mention the positive aspects of university life, such as opportunities for personal growth, intellectual development, and social connections.

Unsupported claims: The article makes several claims without providing evidence to support them. For instance, it states that "university students who have a greater sense of wellbeing and belonging tend to have higher motivation, increased self-confidence, higher levels of engagement and achievement." While this may be true in some cases, there is no evidence cited to back up this claim.

Missing evidence for claims made: The article cites a study by the Healthy Minds Network and the American College Health Association that found an increase in student anxiety from 17% to 31% over six years. However, it does not provide any information about the sample size or methodology used in this study. Without this information, it is difficult to assess the validity of these findings.

Unexplored counterarguments: The article presents several strategies for supporting student mental health and wellbeing but does not explore any potential drawbacks or limitations of these approaches. For example, while digital mental health services may make advisors more accessible to students, they may also lead to a lack of personal connection or trust between students and mental health professionals.

Promotional content: The article promotes certain strategies for supporting student mental health without acknowledging any potential conflicts of interest. For example, it suggests that universities should conduct continuous surveys and assessments to measure the success of mental health programs on campuses. However, it does not mention that some companies may profit from providing these services to universities.

Partiality: The article focuses mainly on the perspectives of university leaders and mental health professionals, without giving much attention to the experiences and perspectives of students themselves. While it is important to consider the views of experts in this field, it is also crucial to listen to the voices of those who are directly affected by mental health challenges in higher education.

In conclusion, while "How universities support student mental health and wellbeing" provides a useful overview of the challenges faced by students in higher education institutions and potential strategies for addressing them, there are some potential biases and missing points of consideration that need to be addressed. To provide a more balanced view of this complex issue, future articles should consider a wider range of perspectives and evidence.

# Topics for further research:

* Positive aspects of university life for students
* Criticisms of digital mental health services for students
* Student perspectives on mental health challenges in higher education
* Limitations of continuous surveys and assessments for measuring mental health program success
* Long-term effects of mental health challenges on students' academic and personal lives
* Intersectionality and mental health challenges for marginalized student populations in higher education.

# Report location:

<https://www.fullpicture.app/item/02dbd1964ad4d34c4ee8b69a1da2adca>