

Guiding Document

Terms for the Submission of Information: The Editorial Team was set up in response to a request from the IAUCC Executive, now PCHEI. The terms of reference are:

Membership: IHUCS Representative; PCHEI Nominated Representative; External Psychiatrist; Website Editor: ReachOut.com Representative

Point of Contact for PCHEI/ReachOut.com alliance for PCHEI members: PCHEI /ReachOut.com Representative.

Meeting of Editorial Team: Once a year following the launch of the dedicated third level resource area from the PCHEI/ReachOut.com collaboration. Otherwise, on line contact will be maintained during this pilot year of the PCHEI/ReachOut.com alliance, as is required.

Functions:

- Developing a process for the submission of high quality mental health materials (text, images or other) to the dedicated 'College' section of the ReachOut.com website
- Acting as the external product check for written and non-text based resources
- Acting to manage the number of submissions per theme/category
- Sourcing high quality materials independently as per guidelines
- Supporting 'user testing' via ReachOut.com as an independent product check
- Adhering to the ethical principles of the clinical professional body.
- Providing feedback in response to submissions of the ReachOut.com website
- Engaging in ongoing liaison with ReachOut.com and PCHEI.

As we are committed to the provision of high quality, peer reviewed, mental health material, we, as the Editorial Team, are advocating the following steps to standardise our information.

Principles of developing Information:

- We are recommending that we work within agreed standards in developing high quality mental health information from all submissions of materials in the form of text, images or other modes of communication in a transparent manner. This will attest to our current professional practice and we hope will support our future research and funding applications to further build on these resources aimed at our student population.

In the UK, organisations who are producing health information can submit their work to the Information Standard to obtain certification to attest to the quality of the material being produced that is available to members of the public. While we are not able to access this process in Ireland, we can, however, adopt the principles in our overall process. The process begins with (1) development of local materials (2) standardised evidence based research (3) Submission to the Editorial team (4) Acceptance of end products (5) Managing feedback (6) Periodic review and refreshing of materials submitted (adapted from Information Standard guidelines, NHS England, 2013).

Writing for a website:

- Please review the structure for a fact sheet;
 - ✓ What is... explain the issue clearly;
 - ✓ Why would someone__?
 - ✓ What someone might feel if they're___ feelings/experience;
 - ✓ What can the user do themselves to alleviate/manage the situation;
 - ✓ When should they seek extra help? Extra support? Relevant links and supplementary content –multimedia.

The guidelines for writing online content: Think online. Think of the audience; Use active language whenever you can; no jargon clinical or otherwise; no acronyms unless clearly identified; avoid talking down to an audience; aim at a reading age of 10-12 years old which is the normal reading style parameter for general adult publications (see Flesch tool at the end of the document); write in a plain, clear style – read it aloud for clarity; use short sentences; watch for superfluous words.

Formatting: use bullet points when you can; no full stops for bullet points except for the last point; paragraphs should be no longer than two sentences; the Web Editor will put sub-heads that are based on strong keywords for searching; numbers from one to nine must be in text, from 10 onwards use numerals.

Date format: Friday, 12 December 2013. Money format: \$80

No American spellings unless it's a name: headlines should follow the sentence format i.e. uppercase for the first letter, then lower case for the rest. Use dashes sparingly. Don't use too many qualifiers – the user is one click away from something more interesting. Be careful of repetition but do use Links (*****link*****) where you think there could be a link.

Images: Images need to be at least 520 pixels wide and 72 dpi. All images need to be uploaded with a title and alt tags to adhere to accessibility standards.

When choosing images for ReachOut.com think about the user and consider what would be harmful and could potentially trigger a reaction e.g. the use of sharp knives or blades ('Writing for a website guidelines' via www.ReachOut.com).

- **Referencing style and inclusion:** Please reference the original authors, organisation for inclusion. The American Psychological Association is the most commonly used style for citing references within the area of social sciences.

Please see the link below on how to reference in APA style.

<https://owl.english.purdue.edu/owl/resource/560/01/>

Once information is submitted to the Editorial team, we will review each individual submission and accept an agreed maximum number of entries for each subject area/theme.

- **User Testing:** ReachOut.com will conduct a series of individual user testing sessions on the dedicated section. Once users are recruited for this, the tasks they will be asked to do will involve independent rating of the new website area. The rating scale will include the elements of: layout, content, imagery and general usefulness of the materials within the new section.

The candidates chosen for usability testing will be third level students themselves and represent as many different “user types” as possible e.g. mature student, first year and moving away from home, overseas student.

In the recruitment of the user group members, ReachOut.com staff would take ethics into consideration by ensuring users have provided consent for participation and have access to a network of support, in the event of anything distressing arising from working through the site’s content.

- **Comment Box:** ReachOut.com staff aim to respond to any feedback from users to the website material within 24 hours.

Copyright:

- **Internal role for consultation:** Please consult with your local Library Services to determine the relevant personnel for any copyright/local policy questions. The library is the service that maintains the copyright subscription for your individual organisation and will keep abreast of any changes in the legislation and guide you in relation to any local requirement.

In order to protect the integrity of any work submitted, by authors from different disciplines, the option that offers a holding space within the parameters of ‘best practice’ is the **Creative Commons License**. We will provide a link/page of information within the dedicated third level student area to the **Creative**

Commons Attribution- Attribution-NonCommercial-ShareAlike 2.5 Generic (CC BY-NC-SA 2.5). <http://creativecommons.org/licenses/by-nc-sa/2.5/>

The **Terms of Use** will highlight that all submissions of text, images and works to this dedicated area within the ReachOut website are working with the understanding that the peer reviewed materials are intended in good faith for free access by our students for educational/personal use only.

With this in mind, a further **Disclaimer** section will be included that will explain that work will be refreshed only by the original authors to facilitate updates in line with research/new information. This will enable the maintenance of the boundaries of the individual disciplines as well as protect, as far as is reasonably possible, the integrity of the original work/ownership by the individual organisations and serve to prevent any future derogatory use.

There is an important principle within the use of this Creative Commons license that guides us all that when work is submitted it is 'in perpetuity' which means that, once granted, the work cannot be retracted in the future. This gives other people in education and research the confidence to use and build on Creative Commons licensed work.

In terms of downloading and referencing of materials included in the dedicated area of the ReachOut website, and which is realistically available to everyone on the internet, we are required to inform website users of the **Rules for Saving and Referencing** of our materials. These rules accord with those of the Creative Commons License.

Downloaded materials are for personal use only and must be saved with the name of the copyright holder. The accreditation of original work must be by the **author and organisation as well as the website resource/URL**. This is a reasonable standard of practice. The commercial use of materials on the website is

prohibited unless by direct permission only. See sample use of a creative commons license in: <http://www.jisc.ac.uk/website/copyright>

Please note that all original work is automatically copyrighted.

Creative Commons License

‘The Creative Commons copyright licenses and tools forge a balance inside the traditional “all rights reserved” setting that copyright law creates. Our tools give everyone from individual creators to large companies and institutions a simple, standardized way to grant copyright permissions to their creative work. The combination of our tools and our users is a vast and growing digital commons, a pool of content that can be copied, distributed, edited, remixed, and built upon, all within the boundaries of copyright law’ (Creative Commons 2013).

Additional Tools: Help in achieving readability is available with the Flesch Scale within Microsoft word.

How to turn on Flesch in Microsoft word:

1. Click the **File** tab and then click **options**
2. Click **proofing**
3. Under **when correcting spelling and grammar in word**, make sure **Check grammar with spelling** is selected
4. Show readability statistics
When word finishes checking the spelling and grammar, it displays information about the reading level of the document (www.plain-english.ie)

0-29 very difficult/confusing

30-49 difficult

50-59 fairly difficult

60-69 standard (easily understood by 13-15 years old)

70-79 fairly easy

80-89 easy

90-100 very easy (easily understood by the average 11 year old)

Useful Website Resources:

- For a robust process for the production of high quality mental health information, please read the Information Standard Guidelines:
www.theinformationstandard.org/
- For aids to enhance an ease of readability, please access:
Flesch Tool: www.microsoftword.com &
www.plainenglish.ie
- For further copyright guidelines, please refer to:
<http://authorservices.wiley.com/permissions%20guidelines%20for%20authors%20pdf.pdf>
- Further information on ReachOut is available from:
www.reachout.com;
<http://inspire.org.au/>
- For a range of professional bodies & ethical resources, please refer to the relevant links below:
www.pchei.ie; www.psihq.ie; www.iacp.ie/; www.bacp.co.uk
www.irishpsychiatry.ie
www.rcpsych.co.uk

References:

Creative Commons Licences (December 2013) Attribution 4.0 International. Retrieved from: <https://creativecommons.org/licenses/>

NHS England (December 2013) The Principles and Requirements: The Information Standard version 2.0. Retrieved from: www.theinformationstandard.org

Acknowledgements: Ms Georgina Bentliff and Ms Samantha Holman from Irish Copyright Licensing Association; Deborah Hart, Royal College of Psychiatry, UK; ReachOut.com representatives; Ms Deirdre Judge, Head of Library Services, and Ms Helen Wybrants, Systems Librarian, IADT and IAUCC members.

Project Team for 2014-15: Derek Chambers: Director of Programmes and Policy, Inspire Foundation; Naoise Kavanagh, Online Communications Manager, Inspire Foundation; Bea Gavin, Head of Student Counselling Service, NUIG; John Broderick, IAUCC Chairperson/DIT; Gertie Raftery, Reg. Psychol., Ps.S.I., Student Counselling Service, DKIT; Yvonne Tone/Rosalind Agnew, Student Counselling Service, TCD; Richard Boyle, IT Consultant; Katie Hendrick Reg. Psychol., Ps.S.I. Student Counselling Service, IADT (IAUCC representative). Further representatives to include: Orla Mcloughlin and Chuck Rashleigh from the Student Counselling Service TCD. This team has now disbanded, in 2015, on the completion of all working goals related to research.

Editorial Team: Katie Hendrick Chartered Counselling Psychologist C.Couns. Psychol., Ps.S.I; Naoise Kavanagh, On Line Communications Manager with ReachOut (previously Inspire Foundation); Dr Leonard Douglas, Helena Ahern, Accredited with IACP, Head of Student Counselling Service, DCU.

Katie Hendrick is a Chartered Counselling Psychologist with the Psychological Society of Ireland, a member of the Division of Counselling Psychology and a member of the British Association of Counselling and Psychotherapy (BACP). She works within the Student Counselling Service of IADT and has 17 years' experience working with students in the third level sector and in the areas of psychiatry and consultancy. She originally trained in the UK and in Trinity College Dublin and has extended experience within the fields of complex trauma, critical incidents, and mindfulness. Currently she is a nominated liaison representative for the IAUCC/ReachOut.com alliance.

Naoise Kavanagh is the online Communications Manager for ReachOut.com. She has been working in the area of digital media in the not-for-profit and education sectors for fourteen years and recently completed a Masters in digital marketing.

Helena Ahern is Head of the Counselling and Personal Development Service in Dublin City University and has 20 yrs. experience working with university students as a psychologist and as an accredited psychotherapist. She is a certified process worker with a special interest in process oriented psychology and in mindfulness based stress reduction. Currently she is Chair of the Irish Association of University College Counsellors, Heads of Student Counselling Services in Ireland Group (IHUCS).

Dr Leonard Douglas is a Liaison Psychiatry Consultant in St Vincent's Hospital, Dublin and a member of the Irish College of Psychiatry. He works with adults of all ages and is interested in making it easy for people who are in psychological distress to find the help they need. He is particularly interested in how life experiences and physical health affects our mental wellbeing. He is keen to improve the links between all those working

in mental health services / agencies so as people who are in psychological distress can get the help they need when they need it.

Special thanks: To all the contributors of the SIF funded development of My Mind Matters: www.mymindmatters.ie. This current project would not be in existence without the background of sterling work from this team.

- [Andrew Clarke](#) - Technician (DKIT)
- [Bea Gavin](#) - Head of Counselling (NUIG)
- [Con O'Brien](#) - Vice-President for the Student Experience (UCC)
- [Deirdre Flynn](#) - Director of Student Counselling (TCD)
- [Eamonn Ó Dochartaigh](#) - Counsellor (NUIG)
- [Gerry Whyte](#) - Dean of Students (TCD)
- [George Nagle](#) - Counsellor (UCC)
- [Gertie Rafferty](#) - Counsellor (DKIT)
- [Jane Sixsmith](#) - Health Promotion Lecturer (NUIG)
- [Kieran Loftus](#) - Executive Director of Operations (NUIG)
- [Linda Murphy](#) - Academic Admin & Student Services Manager (DKIT)
- [Mary O'Riordan](#) - Vice-President for the Student Experience (NUIG)
- [Orla McLoughlin](#) - Counsellor (TCD)
- [Pat Dempsey](#) - Head of Strategic Services (NUIG)
- [Paul Moriarty](#) - Head of Counselling (UCC)
- [Priscilla Doyle](#) - Health Promotion Researcher (NUIG)
- [Rosalind Agnew](#) - Administration Officer for Counselling (TCD)
- [Sean O'Farrell](#) - Director of MIS (NUIG)
- [Richard Boyle](#) – Web Development and Online Counselling Consultant