

Overview

[The Global Health Education and Learning Incubator at Harvard University](#) (GHELI) supports interdisciplinary education about world health through the production, curation, and dissemination of educational public goods. This exemplar work was a final project for “World Health: Challenges and Opportunities,” a General Education course at Harvard College taught by GHELI Faculty Director Sue J. Goldie. For this creative assessment designed with support from GHELI, students systematically analyze a societal health challenge they care about and create a “real world” product intended to influence policy or motivate change.

Abstract

A dramatic video underscoring the need for a robust, accessible suicide prevention strategy to support students in the United Kingdom.

Artist

Miranda Sadler (2019)

Caption

My video addresses the problem of lack of support and inaccessible health services for students suffering from mental illness at universities in the United Kingdom. Only 28% of students reported being aware of mental health support available to them at their higher education institution in 2017. The purpose of the video is to garner support for a legislative change that requires all higher education institutions to have a strategic and explicit mental health support system in place, since it was reported that only 29% of universities in the United Kingdom had an explicit mental health and wellbeing strategy. The video is designed to raise awareness of the importance of proactively reaching out, either in an institutional capacity as a university, or in a personal capacity as a friend or family member, to an individual who might have a mental health problem, rather than waiting for the individual to seek help.

Artist Lens

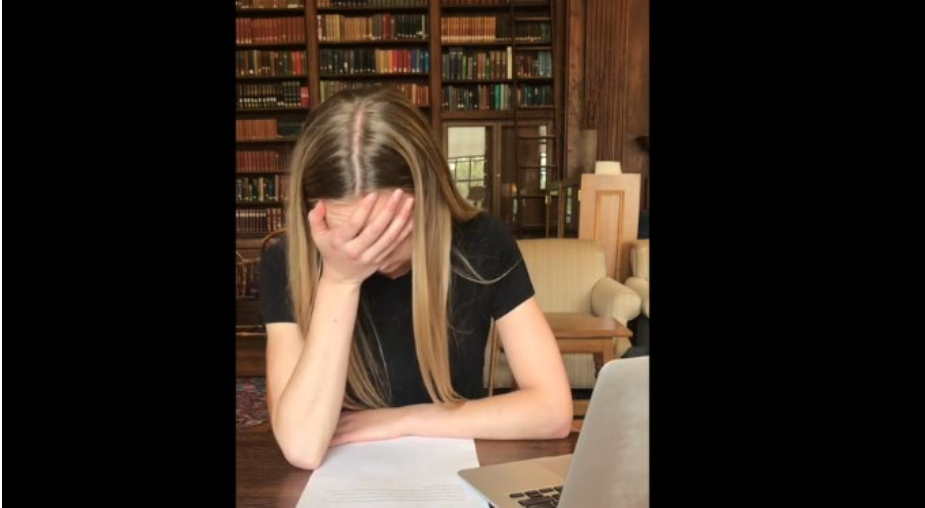
I selected the medium of video because this allowed me to use narrative and the development of a character in order to create a more engaging story for viewers. The first part of the video shows a girl who has a seemingly normal albeit slightly lonely existence at university and is leaving a voice message for her mother. Increasingly, there are clues of the girls’ depressive symptoms.

I chose to use shock as a strategy at the end when the visuals transition to show the girl’s mother calling her back while, lying next to the phone, the girl has clearly attempted to commit suicide. I chose to include this element because I think it makes the video more provocative by drawing attention to the potentially serious consequences of mental illness. The girl has clearly been insufficiently supported by the university and the inadequacy of relying upon family members who are far away for support is elicited. The video therefore draws attention to how individual students can slip through the cracks if there is not a robust, accessible, and outreaching mental health strategy in place at universities.

[Watch Miranda Sadler Reflection](#)

Media

Video



[Watch Mental Health among UK Undergraduates](#)