

## Academic Libraries Support of Mental Health Literacy among Undergraduate Students in Zambia: A Review of Literature

Mrs. Kaoma L. Daka ([kayldaka@gmail.com](mailto:kayldaka@gmail.com)), Ms. Thabiso M. Mwiinga ([thabiso.mwiinga@unza.zm](mailto:thabiso.mwiinga@unza.zm)), Ms. Chitundu P. Chisunka ([chitunduchisunkamwila@gmail.com](mailto:chitunduchisunkamwila@gmail.com)) Mr. Sitali Wamundila ([sitaliw@unza.zm](mailto:sitaliw@unza.zm))  
Lecturers in the Department of Library and Information Science at the University of Zambia

### ABSTRACT

Student Mental Health Literacy has gained prominence following the effects of the Covid-19 Pandemic in the Higher Education sector. This paper was aimed at exploring how Zambian Academic Libraries can support undergraduate students' Mental Health Literacy (MHL). It specifically sought to find out what their roles, services and potential challenges might be. This was in response to current trends in mostly Western countries where academic libraries are actively promoting mental health literacy among students.

The study systematically reviewed 20 publications published in a five-year period, 2017 – 2022. The publications were traced using three (3) databases, namely Google Scholar, Library and Information Science Abstracts (LISA) and Sage Journals, two (2) scholarly social media platforms i.e. Academia.edu and Research gate and some conference proceedings. Thematic Analysis was used to identify major themes and the synthesized findings were presented in narrative form.

The study revealed that major roles of academic libraries in supporting undergraduate students' MHL included Leader, Participant and Host. The roles were influenced by how much of their expertise the librarians were able to commit to chosen initiatives or services. Services identified included information campaigns, student mental health literacy corners, Library research guides on mental health, Bibliotherapy, mental health literacy training for library staff, mental health literacy talks and seminars, activities to commemorate mental health, making library processes more effective, use of Reference services and SDI. Emerging themes were identified and a conclusion was drawn.

**Keywords:** *Mental Health, Students Literacy, Academic Library, Covid 19, Student Wellbeing, Zambia*

### 1. INTRODUCTION

Mental health is an important aspect of people's lives that enables individuals and communities to relate, cope with stress and thrive in their day-to-day activities. It is also one of the areas of human life hard-hit by the disruptions of the Corona Virus Disease (Covid-19) Pandemic. In higher education for instance, students reported having difficulties coping with Covid19 induced stress in their homes and learning environments; many were unable to remain focused or productive, to the detriment of their academic performance, (Anderson, 2020, Visor, and Wyk, 2021) without any coping mechanisms. This highlights the need for improved Mental Health Literacy (MHL) as a means of building of individual and community resilience in the face of challenging times. In the Zambian Higher Education sector, it highlights the need for conversations around how academic libraries can potentially support student mental health literacy.

### **1.1 Mental Health and Mental Health Literacy**

Mental Health is a subject not well understood by many communities, as many perceive it as merely being the presence or absence of mental disorders/illness. In reality however, mental health is best understood as existing on a complex spectrum, with experiences ranging from an optimal state of well-being, through episodes of mental distress, to debilitating states of great suffering and emotional pain (World Health Organization, 2022; Visser and Wyk, 2021). Various factors are seen to affect mental health and different individuals respond differently to different factors at different times in their lives.

This necessitates MHL among community members. Similarly, Furnham (2018) conceptualize MHL as and includes: a) the “ability to recognize specific disorders; b) knowledge of risk factors and causes, c) knowledge and beliefs about self-help interventions, d) knowledge and beliefs about professional help available, e) attitudes that promote recognition and appropriate help-seeking, f) knowledge about how to seek mental health information” (Woloshyn and Savage, 2020). When people are empowered with knowledge and beliefs framed by quality information, they are able to make decisions that can help maintain and improve their own mental health and that of others.

### **1.2 Importance of Mental Health Literacy among Undergraduate Students**

It is worth noting that MHL is critical for undergraduate students as they fall in the 14-25 years' age-bracket that is reported to have a higher prevalence of mental health-related problems than the general population (Wao et al., 2022). Additionally, students are surrounded by numerous stress-inducing factors in their social and learning environments. Evidence suggest that during Covid-19 pandemic, these factors were exacerbated by health concerns, disruptions in routines, limited social support, challenges in accessing and adapting to firstly the use of various emergency remote teaching approaches; followed by blended approaches, (Lee et. al, 2021).

Further, mental imbalances arising from poorly managed stress among students lead to challenges in concentration and retention of information, absenteeism, unhealthy and risky behaviors, challenges in maintaining social connections, declining academic performance, dropping out, and increased risk of suicide, (Bladek, 2021). According to Atkinson, (2016) “the recognition of the role that the success of their present students can play in actualizing the goals of Higher Education Institutions has invariably led to HEIs interested in monitoring and evaluating student experience with the aim of finding innovative ways to improve it,” (Artkinson, 2016, In Awala-Ale, 2021:371). Consequently, many colleges and universities in developed countries such as the United States and the United Kingdom (UK) have in the last decade been championing the improvement student wellbeing.

With this growing trend, student mental health in these institutions is no longer left to health services units such as clinics and psychosocial counsellors, but preceded by policy, are aligned or incorporated in the work of various unit's campus-wide,

(Universities UK, 2017; Thorley, 2017). Academic libraries for example are also actively promoting student mental health using various programs and initiatives to spread positive knowledge, beliefs and attitudes supportive of mental wellness among students (Holder and Lannon, 2021).

In Zambia however, as with many African communities, this has not been the case. Here the subject of mental health has until recently, been shrouded in mystery, superstition and highly stigmatized. Ignorance and misunderstanding has characterized many communities' understanding of what mental health is really about, as a result of limited access to accurate information about the risks, causes, treatment and management of mental illness, (Mwambwa-Johnson, 2021). This, according to Ganasen et al (2008), is called 'Mental Health illiteracy', so named because the quality of the information framing people's knowledge and beliefs is clouded by culture, superstition or personal beliefs. The resulting misinformation and stigmatization affects people's uptake of quality information and the already limited mental health services. It also limits the support that people can render to each other in ensuring resilience during difficult times. Thus while some conversation around the subject has begun in some sectors in society, the quality and the effectiveness of the information in enhancing mental health and wellness, especially in higher education, is not known.

### **1.3 Academic Libraries and Mental Health Literacy**

Academic libraries lend their relevance in that they have long been viewed as trusted information providers who facilitate access to quality information resources to its university or college communities, (Kankam and Baffour, 2021; Brewster and Cox, 2020a; Brewster and Cox, 2020b). Academic librarians have specialized knowledge and skills in collecting, organizing, repackaging and disseminating information, their range of services and available space. Further, their strategic position in terms of location and influence makes them all-inclusive and impartial “catchment areas” for the entire student population, as opposed to just selected disciplines or those with particular interests (Bladeck, 2021). These characteristics give academic libraries a great amount of leverage in the promotion of Mental Health Literacy among students in colleges and universities.

It can be argued however, that the actualization of these trends in the context of a developing country like Zambia requires a number of changes. This includes changes in terms of financing, formulation and implementation of relevant policy and supporting social and institutional culture. These are factors that have been constant thorns in the flesh when it comes to Academic Libraries' bid to grow, as espoused by Professor Ranganathan's Fifth Law of Library Science: “Libraries are growing organisms.” These are certainly areas of concern that need to be thoroughly considered as scholarly conversations around the subject of how Zambian academic libraries can support student mental health literacy.

#### **1.4 Statement of the Problem**

Good mental health plays an important role in the life of undergraduate students as it supports their cognitive, communication, and social functions. It is also linked to enhancing learning and academic performance. Sadly, many undergraduate students are 'mental health illiterate', struggle cope with stress and to remain resilient in perilous times, as seen during the Covid-19 Pandemic. This necessitates promotion of student Mental health literacy programs and initiatives for ensured student wellness and improved learning outcomes. Further, studies from developed countries (Kankam and Baffour,2021; Brewster and Cox, 2020a; Brewster and Cox, 2020b) point to a number of factors place Academic Libraries in a strategic position to support students' mental health literacy.

However, differences in economic, social and cultural contexts pose challenges for the adoption of such initiatives by academic libraries in developing countries. These are compounded by the dearth of literature specific to the African context to support debates on the subject in Zambia. This makes it difficult to appreciate the potential role that Zambian academic libraries can play in supporting Mental Health Literacy in a bid to correct the situation among undergraduate students. This literature review therefore aims at providing some insight and generate discussion around the subject. Specifically, the review would explore how Zambian Academic Libraries can support students' mental health Literacy. Additionally, it will seek to understand academic libraries' potential roles and services in connection with promoting student Mental Health Literacy.

### **2. RESEARCH METHODOLOGY**

A structured literature review approach focused on student mental health initiatives in academic libraries was used. A combination of keywords namely mental health, mental health literacy, academic libraries, library services, university students, college students, undergraduate students, well-being, developing countries and mental health were used to interrogate literature on the subject matter. Further, doing this allowed for exploring relevant citations included in three (3) databases namely Google Scholar, Library and Information Science Abstracts (LISA) and Sage Journals, as well as some conference proceedings in order to capture newly emerging practice. Two (2) scholarly social media platforms namely Academia.edu and Research gate were also used to trace and access publications shared by the growing number of researchers who interact on the platforms.

The search was undertaken in July 2022 and 20 published research, articles, newsletters, books and case studies published between 2017 and 2022 were identified and filtered using pre-determined criteria. Thematic analysis was used and the findings were synthesized into a narrative presentation.

### **3. FINDINGS**

The following were the key findings from the literature review, presented in narrative form under headings that are derived from the themes identified from the literature.

### **3.1 Mental Health Literacy and Libraries**

Brewster and Cox (2022) reference the Stepchange Framework, that underscores and emphasizes legitimizing strategic avenues for universities' support for student mental health. Studies argue that student mental health is influenced by an interplay between where students live, their learning, access to support and sense of community, (Kirsh et al., 2016). Thus, it must be observed that student's mental health should be engrained in all aspects of university life. Conversely, Bladeck (2021) adds that in order for the Stepchange Framework approach to be feasible, related policies and activities need to be incorporated into all aspects of campus culture, including administration, operations, and academics.

It is also worth pointing out that the idea of libraries being learning commons is raised by Ramsey and Aargard (2021) in relation to how academic libraries can support student mental health. The call for academic librarians to rethink how they can prioritize information programming, collection and space use is seen as an appropriate response to efforts aimed at addressing student growth and development. Similarly, doing so is argued to create a holistic and integrative way of improving student wellness as suggested by the Hettler's Wellness Wheel, (Hinchliffe and Wong, 2010).

Additionally, academic Libraries' involvement in supporting student mental health and wellness paints to a shift from just being 'collection-centered' to 'community-centered', (Brewster and Cox, 2020). Their reputation and influence as trusted facilitators of access to quality information, their expertise in human information seeking behavior, information literacy skills as well as knowledge of collecting, organizing and disseminating information resources, make academic libraries 'a good fit' for mental health and wellness initiatives. Kankam and Baffour (2021) and Brewster and Cox (2020a; 2020b) note that when harnessed, these qualities of academic libraries would prove quite valuable in mental health initiatives in universities. Moreover, academic librarians' wide networks can be leveraged to form partnerships and liaisons useful in student mental health literacy initiatives.

Further, students are attracted to libraries by the space, collections, services and the fact that the doors are open to all of them for extended hours, regardless of discipline. This, their accessibility and space are key factors that provide a 'ready market and venue' for student mental health literacy initiatives (Kankam and Darkwa Baffour, 2021).

### **3.2 Academic Libraries and Student Mental Health Initiatives**

Many academic librarians have creatively leveraged their potential to promote or support student wellness in their institutions. Some libraries have taken on the leader role, where they proactively developed/adopted and implemented initiatives (Cox and Brewster, 2020). These libraries took the initiative to creatively address an identified problem or integrate student mental health in their operations and processes. In such cases, planning for the design, implementation and evaluation of the initiatives are often handled by the concerned library. Some examples include Knoxville Libraries at

the University of Tennessee, U.S.A, which offers regular 'game-nights' as de-stressing mechanisms for students during examination periods; Morris Rodney A. Briggs Library at the University of Minnesota provides space for student mindfulness activities among others.

Other academic libraries have taken on a more participatory role, where they have collaborated with stakeholders within or outside campus to implement mental health initiatives they otherwise might not have been able to successfully undertake on their own. (Bladeck, 2021). These libraries shared responsibilities with partners to successfully implement the initiatives. Examples include among others, the Weldon Library at Western University, Canada which partnered with specialized units within the university to provide mental health literacy workshops of staff members and a Wellness Station for students; Montana State University Library collaborated with an Animal therapy organization to animal therapy sessions to students.

Further, some libraries have taken on the host role, to provide the access to their space for activities at the request of stakeholders within or outside campus. This was in cases where the library took part in programmes or activities in alignment with the institution's agenda or and external agenda; often due to its centrality in location, its influence and accessibility. Examples include Teesside University in the UK, hosted campus-wide yoga and related mindfulness activities during the university's Festival of Wellness; Middlesex University Library in the UK hosts Student Learning Assistant (SLA) activities that provide students with peer-learning support and navigating their study time.

Within any of these major roles, the academic libraries chose to leverage their expertise to create, organize or facilitate access to the required mental health information or provide assistance to students within their reach, (Kankam and Baffour, 2021). It is therefore important to note that choice of the major role is influenced by the level or commitment the library is able to provide towards initiatives.

### **3.3 Academic Library and Student Mental Health and Wellness**

#### **3.3.1 Globally Perspective**

Holder and Lannon (2021) present multiple views on student wellness initiatives in many North American academic libraries. They contend that other academic libraries either acting alone or through partnerships, can actively support student mental health. These are similar to findings by Cox and Brewster (2020) of wellness initiatives provided by UK university libraries before and after the Covid-19 pandemic.

Cox and Brewster (2021) highlights distinctions between initiatives undertaken prior and during the Pandemic, explaining that whereas before the Pandemic, many academic libraries provided a number of wellness initiative, these were born from the desire to creatively address specific mental health concerns such as examination stress or merely to keep up with trends. However, during the pandemic, wellness initiatives were born out of the need to ease students' access to information resources which had to be accessed virtually arising from lockdowns. Bladeck (2021) describes the implementation of these initiatives as through engagement in partnerships, using their

collections, provision of novel services and innovative use of spaces.

Student mental health and wellbeing initiatives implemented in Academic libraries in the reviewed literature include the use of library space for special study break activities such as arts & crafts, board games, animal therapy, etc., aimed at encouraging students to de-stress during intense study periods such as towards examinations. Wellness Stations, of all sorts were noted as well and ranged from spaces created for exercise or relaxation to those that provided information leaflets, health liaison officers and healthy snacks and beverages, (Eldemire and Shinwari, 2022).

Ramsey and Aargard (2021) points to the need for academic libraries to rethink how the design and use of their spaces reflects current and future needs of students, referencing the trend of students preferring workplaces and social spaces for study than quite cubicles. Some noted initiatives around this include the designation of certain areas for mindfulness activities e.g. meditation or yoga rooms; redesigning study spaces that include active workstations such as cycling desks and treadmills to counterbalance physical inactivity; some areas for sleeping or having technology-free zones to enable students be totally rested. Lenstra (2020) presents a compelling argument for the need for academic libraries to have conversations around physical activities in the library. He highlighted a number novel initiatives being implemented in academic libraries in the UK and in Singapore. They include those just mentioned above and interestingly, the loaning out of bikes and hand weights to students during study breaks.

The idea of collaboration is a common thread in all the review literature, including examples of partnerships with medical experts, academic staff, students, etc., to undertake certain wellness activities. Such collaborative efforts noted include mental health campaigns in the form of workshops, seminars and talks, putting of positive peer messages on murals, etc. Some were undertaken within or around the library, with others using online spaces such as SMS, emails, library websites and social media. These reportedly helped to generate a sense of community and support, reminding students that they were not alone; informing them about the available support resources (Walton, 2018; Bremer, 2019; Thomas and Lovelace, 2019; Bladeck, 2021; Cox and Brewster, 2020; Holder and Lannon, 2021; Brewster and Cox, 2022).

Further, some initiatives leveraged library collections, emphasizing existing mental health resources or creating new ones. Initiatives such as mental health corners, book displays. The creation of mental health Library corners for instance provided students with access to credible information. Some libraries also use selected useful information resources in Bibliotherapy initiatives, a practice commonly used and hailed as an effective tool in the treatment of physical and mental illnesses. (Banker and Patil, 2021).

Additionally, providing information literacy training through short courses was another mental health initiative used at some academic libraries. This was useful as it empowered the students with skills that would help them locate, access, evaluate and apply mental health information, within or outside the library independently. This was

critical as it helped students learn how to manage the challenges of information explosion and misinformation on the subject, (Jameson & Duhon, 2022). Furthermore, collaboration between some libraries and medical experts led to training students in the basics of mental health literacy to in order to equip them for Peer-educator roles in various student mental health and wellness initiatives. Cox and Brewster (2020b) noted with concern that only a few libraries reported initiatives that provided training for Library staff, with those that did focusing mainly on helping staff be more “empathetic” in their interactions with students. This arose from the need to address the general concern of library staffs' feeling of inadequacy when handling students' mental health concerns (Stringer, 2020).

Ramsey and Aagard (2018) notes that libraries have a reputation of being safe places and have been known to provide equal access to information on various subjects, even the seemingly controversial or taboo ones. Thus academic librarians can harness their services and collections to provide quick and easy access to the needed mental health information without the fear of stigmatization. Services such as reference, Selective Dissemination of Information (SDI), Current Awareness Services (CAS), referral services and signposting, were used by some academic libraries to ensure that students had easy access to information they required. The use of both physical and electronic approaches, for instance, use of bulk messaging facilities via SMS and emails to send notifications can helped minimize potential 'library anxiety' they may have experienced otherwise, (Gardijan, 2021).

Despite reporting success, most of these initiatives were evaluated using the number of students who utilized the initiatives or the number of likes or following that social media posts about the initiative would receive, as measurement etc. This has raised concern the actual effectiveness and sustainability of certain initiatives particularly the novelty ones. Cox and Brewster (2020b) maintain that questions arise due to some libraries' failure to define wellbeing and evaluate appropriately the impact of such initiatives, the need to clearly define the nature of the mental health and wellness problem being targeted and the need to locate the solution with the librarians' professional knowledge base. In so doing, libraries will ensure that their initiatives are not only aligned to the whole university approach, but more sustainably integrated as well.

### **3.4 Academic Libraries and Student Mental Health and Wellness**

#### **3.4.1 African Countries Perspective**

Awala-ale (2021) study was the only one that provided an African perspective on the matter. The study explored how academic libraries in Nigeria could support student mental health and wellness during the pandemic. It emphasized the need for intentionality and innovation in relation to student mental health literacy activities by libraries.

It also further agreed with Ramsey and Aagard (2018) on the use of the libraries' reputation as safe places that can provide students access to confidential information such as on mental health without fear of stigmatization. Suggested adoption of some of

the initiatives highlighted above, including the consideration of ergonomics when making furniture choices to reduce physical strain on users; restructuring study space to make room for designated sleeping areas (while conceding that the suggestion might not be well received), as well as providing space where students can be allowed to enjoy a healthy snack, giving them a quick break from their studies and an opportunity to socialize.

Among potential challenges noted by Awala-ale (2021) included the absence of enabling policies at institution and national level, stating that Nigerian libraries had not adopted policies that would enable them be actively engaged in promoting student mental health literacy. While the suggested initiatives were not exactly original, the perspectives that informed their choice as highlighted by the author provide some useful talking points that can ignite conversation on the subject in an African academic library setting going.

The literature reviewed presents an interesting look into how some academic libraries are supporting student mental health. While showing a snapshot of libraries engagement in student mental health, it also highlighted some gaps. One very obvious one is the vastly insufficient coverage of the subject in the African context, with only one African study addressed student mental health initiatives. Another is lack of inclusion of academic libraries whose institutions had not embraced the whole-university approach. Further, in reporting successes, the literature neglected to highlight any negative reception of the initiatives and how they were handled.

#### **4. EMERGING NARRATIVE**

The conversation around student mental health and the role it plays in academic performance has gained ground in developed countries. The Literature review highlighted three key roles that academic libraries can play in support of student mental health literacy, those being Leader, Participant and Host. The choice of role is largely dependent relevant guiding policies, the type of initiatives being considered and the resources (finances, staffing) available.

The list of ideas for potential initiatives is long, as seen from reviewed literature. However, it is important to note that replication of ideas without considering the differences in contexts might be unwise. It is important to consider questions raised by Cox and Brewster (2020b) in order to implement relevant and sustainable student mental health initiatives.

As for services, information campaigns offer a good starting point as they are useful in beginning the conversation on the subject among the campus population, laying a foundation for future initiatives. These can be undertaken in collaboration with local experts who can provide MHL information tailored to the Zambian context. Information resources can also be produced in collaboration with local authors and made accessible to students through academic libraries. Other services include the creation and provision of Library Research Guides on mental health to guide students to credible information. Connected to this is the provision of mental health workshops and seminars to provide basic training in mental health literacy for staff and students; hosting or participation in activities to commemorate of mental health awareness week; creation of physical and

online mental health literacy corners, etc.; re-designing of libraries' physical and online spaces; making library processes more effective to reduce stressors; use of reference services (within established limits) to identify or address students' mental health concerns; use of SDI and CAS to draw students' attention to mental health resources.

As can be seen, despite the obvious differences in contexts, there is much that developing countries like Zambia learn from student mental health literacy initiatives in developed countries. Conversations around this topic will help academic libraries in the country to design and implement effective initiatives to support students' mental health literacy.

## **5. CONCLUSION**

From the literature, academic librarians' roles in supporting student information literacy were identified as being Leader, Participant and Host. Within each role, librarians could harness their skills in information creation, organization and facilitation of access to promote student mental health literacy. A number of services were also highlighted including the provision of information campaigns, introduction of Mental Health Literacy corners, provision of library research guides on mental health, mental health literacy training for library staff, talks and seminars, commemoration of mental health week with activities in the library, and many more.

- Atkinson, J (2016) *Academic Libraries and Student Support: An Overview*. Quality and the Academic Library, Chandos Publishing, Pages 93-100, ISBN 9780128021057, <https://doi.org/10.1016/B978-0-12-802105-7.00009-9>.
- Awala-Ale, Isabella Idoefemu (2021) Reinventing the Role of Academic Libraries in Nigeria to be Active Contributors to Student wellness in the COVID – 19 Pandemic. *International Journal of Research and Innovation in Social Science (IJRISS)* 5(4), April 2021|ISSN 2454-6186. DOI:<https://dx.doi.org/10.47772/IJRISS.2021.5418>
- Banker and Patil, (2021) *Bibliotherapy: A prototype model for Academic Libraries*. *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/5484/>
- Bremer, Peter (2019) Reflecting on student mental health: Creating a meditation room in a small college library. *College & Research Libraries News*. Jun2019, Vol. 80 Issue 6, p339-342. 4p ISSN 0099-0086 <https://dx.doi.org/10.5860/crln.80.6.339>
- Brewster L & Andrew M. Cox (2022) Taking a 'whole-university' approach to student mental health: the contribution of academic libraries, *Higher Education Research & Development*, <https://dx.doi.org/10.1080/07294360.2022.2043249>
- Brits, Elsabe (2021) High mental health burden for Africa's Youth. *Nature Africa* <https://www.nature.com/articles/d44148-021-00097-y>
- Cox, Andrew and Brewster, Liz (2020a) Library support for student mental health and well-being in the UK: Before and during the COVID-19 pandemic. *The Journal of Academic Librarianship* Volume 46, Issue 6, November 2020. <https://doi.org/10.1016/j.acalib.2020.102256>
- Cox, A. and Brewster, L. (2020b) Services for student wellbeing in academic libraries: three challenges. *New Review of Academic Librarianship*, 27 (2). pp. 149-164. ISSN 1361-4533 <https://doi.org/10.1080/13614533.2019.1678493>
- Cox, Andrew and Brewster, Liz (2021) Aligned but not integrated: UK academic library support to mental health and well-being during COVID-19. *Library Management* Vol. 43 No. 1/2, 2022 pp. 108-127. <https://dx.doi.org/10.1108/LM-09-2021-0075>
- Cox A and Brewster L (2022) Aligned but not integrated: UK academic library support to mental health and well-being during COVID-19. *Library Management*, vol. 43 no. 1/2 ISSN: 0143-5124. <https://doi.org/10.1108/LM-09-2021-0075>
- Eldermire, Erin R., Shinwari, Wasima (2022) Brewing tranquili-tea: Supporting student wellness at an academic library. *College & Research Libraries News*. Jan2022, Vol. 83 Issue 1, p8-12. 5p <https://crln.acrl.org/index.php/crlnews/article/view/25279/33149>
- Furnham, A. and Swami, V., (2018) Mental health literacy: A review of what it is and why it matters. *International Perspectives in Psychology: Research, Practice, Consultation*, 7(4), p.240.
- Gardijan, Nikica, (2021) *Library Anxiety: An Overview of Re-Emerging Phenomena (2021)*. *Library Philosophy and Practice (e-journal)*. 5021. <https://digitalcommons.unl.edu/libphilprac/5021>
- Harward, (2016) in Bladeck, M (2021). Student well-being matters: Academic library support for the whole student. *The Journal of Academic Librarianship*. Volume 47, Issue 3, 2021, 102349, ISSN 0099-1333, <https://doi.org/10.1016/j.acalib.2021.102349>.
- IFLA (2018) *Spaces, Skills and Resources: How Libraries Support Mental Health* <https://blogs.ifla.org/lpa/2018/10/10/spaces-skills-and-resources-how-libraries-support-mental-health/>

- Jameson J., and Duhon L., (2022) A 10-year follow-up survey of US academic libraries highlights the COVID-19 experience and greater interest in health information outreach <https://doi.org/10.1111/hir.12446>
- Janicke Hinchliffe, Lisa, and Melissa Autumn Wong. (2010) “From Services-Centered to Student-Centered: A “Wellness Wheel” Approach to Developing the Library as an Integrative Learning Commons.” In Ramsey E and Mary C. Aagard (2018) *Academic Libraries as Active Contributors to Student Wellness*.  
[https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1142&context=lib\\_facpubs](https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1142&context=lib_facpubs)
- Kankam P. K, and Baffour, FD, (2021) Why Librarians Matter in the Promotion of Mental Health Literacy in Higher Education. *International Journal of Innovation, Creativity and Change*. 15(1) – Special Edition [https://www.ijicc.net/images/Vol\\_15/Iss\\_1/15101\\_Kankam\\_2021\\_R.pdf](https://www.ijicc.net/images/Vol_15/Iss_1/15101_Kankam_2021_R.pdf)
- Kirsh, B., Friedland, J., Cho, S., Gopalsuntharanathan, N., Orfus, S., Salkovitch, M., Snider, K. and Webber, C., (2016) Experiences of university students living with mental health problems: Interrelations between the self, the social, and the school. *Work*, 53(2), pp.325-335.
- Lee, J., Jeong, H. J.,  
Kim, S. Stress (2021) Anxiety, and Depression Among Undergraduate Students during the COVID-19 Pandemic and their Use of Mental Health Services. *Innovative Higher Education* 46, 519–538 (2021).  
<https://doi.org/10.1007/s10755-021-09552-y>
- Lenstra, N. (2020). Student wellness through physical activity promotion in the academic library. In S. Holder & A. Lannon (Eds.), *Student wellness and academic libraries: Case studies and activities for promoting health and success* (pp. 223-240). ACRL.
- Maddock, Atkins, and Robinson (2020) *Wellness Overdue? Check In at the Weldon Library Wellness Station: Partnering for Student Wellness*. In S. Holder & A. Lannon (Eds.), *Student wellness and academic libraries: Case studies and activities for promoting health and success* (pp. 223-240). ACRL.
- Mwambwa-Johnson, E Y (2021) *Mental Health Literacy Among Rural and Urban Young Adults in Zambia*, Walden University.  
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11324&context=dissertations>
- Nsereko ND and Basa V. Promoting Campus Mental Health Literacy. *Mental Health & Human Resilience International Journal Int J 2017, 1(1): 000105*.  
[https://www.academia.edu/38137800/Promoting\\_Campus\\_Mental\\_Health\\_Literacy](https://www.academia.edu/38137800/Promoting_Campus_Mental_Health_Literacy)
- Ramsey E and Aagard Mary C. (2018) *Academic Libraries as Active Contributors to Student Wellness. College & Undergraduate Libraries*,  
[https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1142&context=lib\\_facpubs](https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1142&context=lib_facpubs)
- Thomas, S., & Lovelace, K. (2019). Ending the Silence: Utilizing Personal Experiences to Enhance a Library Mental Health Initiative. *Journal of Intellectual Freedom & Privacy*, 4(2), 3–4.  
<https://doi.org/10.5860/jifp.v4i2.7079>
- Thorley, Craig (2017) Not by degrees: improving student mental health in the UKs universities. The Progressive Policy Think Tank. <https://www.ippr.org/publications/not-by-degrees>
- UN, (2022) COVID-19: Depression, anxiety soared 25 per cent in a year.  
<https://www.un.org/sustainabledevelopment/blog/2022/03/covid-19-depression-anxiety-soared-25-per-cent-in-a-year/covid-19-depression-anxiety-soared-25-per-cent-in-a-year-2/>
- Visser, Maretha & Wyk, Eloise Law-van (2021) University students' mental health and emotional wellbeing during the COVID-19 pandemic and ensuing lockdown. *South African Journal of Psychology*. <https://journals.sagepub.com/doi/full/10.1177/00812463211012219>

Walton G,(2018) Supporting Student Wellbeing in the University Library: A Core Service or a Distraction?, *New Review of Academic Librarianship*, 24:2, 121-123,  
<https://www.tandfonline.com/doi/full/10.1080/13614533.2017.1418240>

Wao H, Wao M. A and Muriithi I, et al. (2022) Availability, accessibility and activation of mental health services among university students in Africa: a protocol of a mixed-methods systematic review with meta-analysis and meta-synthesis.

WHO (2022) Mental health: strengthening our response <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>.

Woloshyn, V. and Savage, M., 2020. Increasing teacher candidates' mental health literacy and stress coping skills through an elective mental health and wellness course. *International Journal of Inclusive Education*, 24(9), pp. 921-935.