Research Article

Fostering Mental Health Awareness in the Academic Workplace: Supporting Campus Internationalization Through Community Well-Being

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Abstract.

In the context of increasing campus internationalization, maintaining robust mental health support systems is crucial for creating an environment conducive to global academic excellence. This paper presents the implementation and outcomes of a World Mental Health Day 2024 initiative at YARSI University, designed to enhance students' and staff's awareness of their mental health and wellbeing. The program, themed "It Is Time to Prioritize Mental Health in The Workplace," incorporated five strategic programs: Stress Scribe Session, Mood Tracker, Affirmation Wall, Positive Affirmations and Reward Corner, and Professional Counseling Services, including peer counseling. The initiative engaged 151 participants (104 students and 47 staff members), achieving the target participation rate of 75%. The program responded to evolving needs in education by providing accessible mental health resources and creating safe spaces for emotional expression. The peer counseling component was particularly significant in building support systems that enhance community wellbeing. This initiative demonstrates how universities can strategically address mental health needs while building a resilient academic community. Such mental health awareness programs can also contribute to strengthening the psychological preparedness needed for future international academic engagement. The program's success suggests that integrated mental health initiatives are fundamental to supporting campus development efforts and ensuring the readiness of all academic community members for future global engagement.

Keywords: mental health awareness, wellbeing support, academic resilience, student support, academic community

1. INTRODUCTION

As campus internationalization continues to expand, the development of robust emotional infrastructure and mental health support systems has become increasingly vital for fostering environments that promote global academic excellence [1]. This growing recognition aligns with World Mental Health Day, observed annually on October 10th by the World Federation for Mental Health, providing a strategic platform to enhance mental health literacy and promote wellbeing initiatives within academic sectors (WHO, 2022). The convergence of international academic demands and psychological wellbeing has gained heightened importance as higher education institutions aim to create resilient academic communities capable of addressing global challenges.

Research indicates a concerning trend in the severity and prevalence of mental health issues within academic settings, particularly as institutions navigate the complexities of international education standards. Studies have documented a significant increase in mental health challenges among college students and staff, highlighting the need for comprehensive support systems that can address diverse cultural and academic needs [3]. The university environment presents unique challenges, particularly for teaching staff engaged in the tridharma process of higher education, where the intersection of teaching, research, and community service responsibilities creates distinct psychological pressures in an increasingly globalized academic landscape [1,4].

The significance of establishing strong emotional infrastructure in higher education institutions is further emphasized by evidence suggesting that organizational support for mental wellbeing yields measurable benefits for international academic excellence[5]. This is particularly crucial in university settings, where faculty and staff mental health directly influences educational quality, student outcomes, and institutional readiness for global engagement [6]. The development of comprehensive mental health support systems, including counseling services and peer support programs, has proven effective in addressing the complex mental health needs of diverse academic communities [3,7]. Such initiatives become especially vital as universities work to create inclusive environments that support both local and international academic community members.

The implementation of strategic mental health awareness programs, particularly through structured initiatives like World Mental Health Day activities, represents a fundamental step toward building psychologically resilient academic communities prepared for global engagement. These programs not only address immediate mental health needs but also contribute to developing the psychological preparedness necessary for

future international academic challenges and opportunities [1,4]. Through such comprehensive approaches to mental health support, universities can better ensure the readiness of their academic communities for sustained excellence in an increasingly interconnected global educational landscape.

This article aims to examine the implementation and outcomes of a World Mental Health Day 2024 initiative at Universitas Yarsi. Through analyzing participant engagement, knowledge gains, and program outcomes, this study seeks to demonstrate how structured mental health awareness programs can simultaneously address immediate wellbeing needs while preparing academic communities for the psychological demands of international academic engagement.

2. MATERIALS AND METHODS

2.1. Participants

The World Mental Health Day 2024 program, jointly organized by Pusat SDGS and P3TPK of Universitas Yarsi, successfully engaged 151 participants through its strategic location in the university lobby. The program's accessibility and visibility in this central campus location proved effective, with SDGS and P3TPK interns and peer groups actively engaging passing members of the academic community throughout the day. The participation comprised 47 university staff and educators (31.1%) and 104 active students (68.9%), demonstrating broad engagement across different segments of the academic community.

This accomplishment was significantly facilitated by the proactive approach of the committee members from both centers along with peer groups, who effectively invited and engaged community members as they passed through the lobby, creating an inclusive and welcoming atmosphere for participation in the mental health awareness activities. The strategic choice of the lobby as the program venue proved instrumental in maximizing visibility and accessibility, enabling spontaneous participation from the university community and contributing to the program's overall success in promoting mental health awareness.

2.2. World Mental Health Day Programs Designs and Materials

The World Mental Health Day Programs feature activities designed to release negative emotions and boost positive mood, supporting participants in maintaining their mental well-being.

2.2.1. Mood Tracker

This session aims to enhance participants' awareness of their emotions through a simple yet effective activity. Using jars and stickers representing four basic emotions—joy, sadness, anxiety, and anger—participants reflect on their emotional experiences over the past week. They select stickers corresponding to their emotions and place them in the jar (see Fig.1 for an example of jars and stickers for the mood tracker activity).

Figure 1: Jars and stickers for the mood tracker activity.

The Mood Tracker activity offered several benefits, including enhanced self-awareness: by monitoring their moods, participants could become more conscious of their emotional fluctuations. This enabled them to identify patterns or triggers affecting their moods, both in the workplace and daily life. Additionally, it promoted emotional well-being: through a deeper understanding of their own feelings, participants could develop strategies to manage negative emotions and strengthen positive ones. This contributed to improved emotional and mental well-being. Furthermore, it facilitated reflection and evaluation: the Mood Tracker results could serve as a medium for personal evaluation regarding the work environment and overall emotional well-being. The hope was that participants engaging in this activity would gain new benefits and a deeper understanding about the importance of emotional self-evaluation.

2.2.2. Stress Scribe Session

This session is designed to help participants release negative emotions through writing. Participants will be provided with a pen, paper, and a "feeling box" for the activity. They will reflect on unpleasant experiences, events, or incidents, articulate these emotions in writing, and place their written reflections into the box. The session offers several benefits, including: (1) Emotional Release: Facilitating the expression and alleviation of emotional burdens, (2) Self-Understanding: Helping individuals identify sources and patterns of stress, (3) Solution Development: Encouraging creative strategies for managing and overcoming anxiety (see Fig.2 for an example of paper and feeling box for the stress scribe session).


Figure 2: Paper and feeling box for the stress scribe session.

2.2.3. Affirmation Wall

Participants are instructed to reflect on their personal or professional goals and write affirmations or words of encouragement. These affirmations are then displayed on a bulletin board. The materials required for this activity include a bulletin board, colorful sticky notes, pens, and pins for posting the notes. The affirmation wall offers several benefits: (1) it fosters a positive mindset and strengthens self-belief, enhancing self-confidence; (2) it boosts motivation and efficiency in completing tasks; and (3) it serves

as a practical tool to mitigate burnout, particularly in high-pressure work environments, by helping to prevent mental exhaustion (see Fig.3 for the affirmation wall).
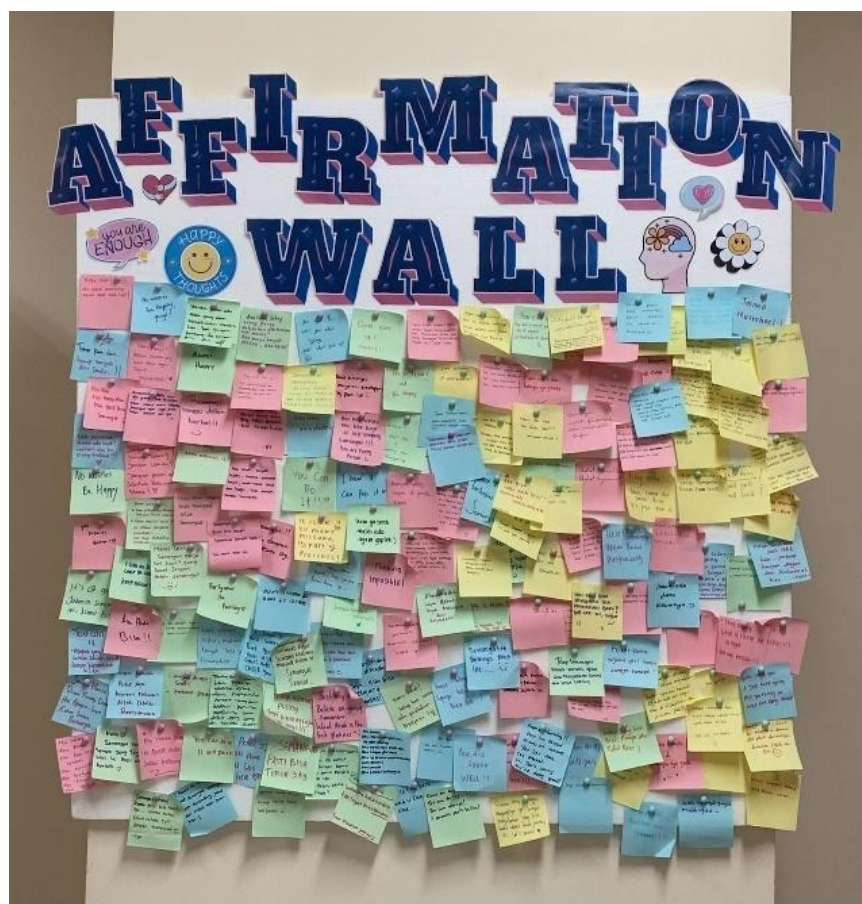
Figure 3: Affirmation wall.

2.2.4. Positive Affirmations and Rewards Corner

We have prepared 10 variations of positive messages, which will be distributed randomly to participants. Each participant will receive a warmly written message of affirmation and chocolate. Benefits of positive affirmations: (1) Moral support and recognition foster a sense of appreciation and enhance an individual's ability to face workplace challenges; (2) provide additional encouragement that can increase enthusiasm and commitment to work; and (3) encourage self-development as positive affirmations often include messages that inspire growth and personal development (see Fig. 4 for an example of positive affirmation card and chocolate for the rewards corner.
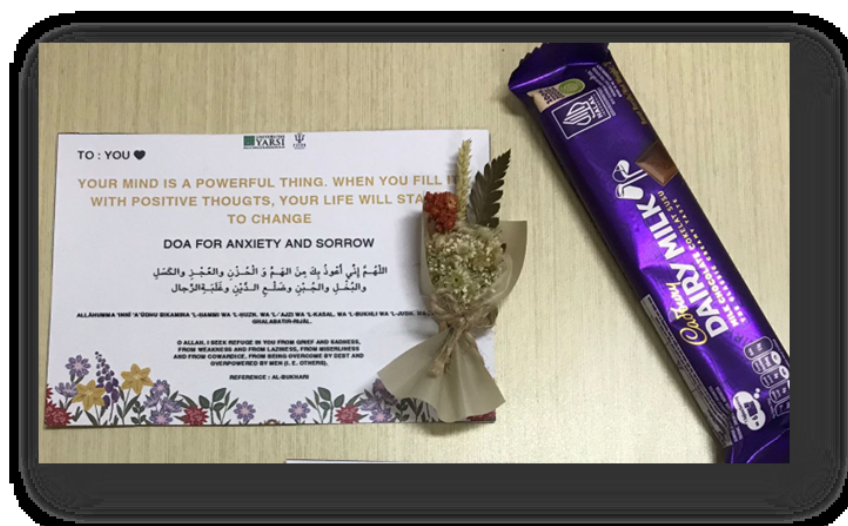
Figure 4: Positive affirmation card and chocolate for the rewards corner.

2.2.5. Professional Counselling Services

As additional to the program, we provided a counseling corner to accommodate those who need more than fun activities above to release their emotions. Besides the psychologists from the Department of Psychology, peer counselors from Pusat Pelayanan Keluarga Sejahtera (PPKS) also provided counseling sessions during the session (see Fig. 5 for the counseling corner).

Professional counseling and peer counseling services are activities designed to support the mental health of the entire academic community, by providing access to professional counseling and peer counseling services offered by students for peer students. All lecturers, staff, and students can take advantage of professional counseling sessions to discuss personal problems or emotional stress that they experience in the academic and workplace environment. Professional counseling sessions, led by qualified psychologists, offer structured support for complex personal challenges, academic stress, and workplace-related issues. These sessions provide a confidential environment where faculty, staff, and students can explore their concerns with trained professionals who understand the unique pressures of academic life.

In addition, peer counseling services provide a space for students to support each other and share experiences in a more relaxed and equal atmosphere. The peer counseling component, facilitated by PPKS-trained student counselors, creates an informal and relatable support system. This approach recognizes that some individuals may feel more comfortable discussing their experiences with peers who share similar

backgrounds and experiences. The peer-to-peer format fosters a supportive community atmosphere where students can openly share their challenges, strategies, and success stories without feeling intimidated by formal therapeutic settings.

To maximize accessibility during the session, both services operated in a flexible format while still maintaining strict confidentiality protocols. Participants could initially engage in casual conversations with psychologists and peer counselors, but sessions moved to a more private setting whenever needed.

The integration of professional and peer counseling services ensures that community members can choose the type of support that best suits their comfort level, specific needs, and personal preferences. This holistic approach reflects our commitment to nurturing not just academic excellence, but also the emotional well-being of our entire academic community.

Figure 5: Counseling Corner.

2.3. Programs Evaluation

We designed eight questions to assess participants' knowledge of four specific methods for improving mental health. These questions were administered both before and after the intervention. An increase in participants' knowledge following the program demonstrated its effectiveness in enhancing cognitive understanding of strategies for maintaining mental health in workplace and academic settings.

3. RESULTS AND DISCUSSION

3.1. The World Mental Health Day Programs

This event was held on Thursday, October 10, 2024. The event was strategically located in the ground floor corridor of Universitas Yarsi, commencing at 8:00 AM to coincide with the arrival of faculty members, educational staff, and students. Demonstrating remarkable enthusiasm, participants began gathering at 7:30 AM, ahead of the scheduled start time. We actively engaged with members of the academic community, guiding them to the prepared booths. Throughout the program, participants displayed notable engagement with the various activities.

The event began with attendance registration and a pretest designed to establish participants' baseline knowledge. Prior to each core activity, we provided comprehensive briefings about the four planned activities and their respective benefits. To measure the event's educational impact, participants completed a post-test after doing the four activities, which contained the same eight questions as the pretest. Additionally, participants were informed about the available counseling corner facilities, where they could discuss specific concerns or seek in-depth consultation with professional psychologists and peer counselors from PPKS. This service attracted eight students and two academic staff members. For those requiring more private or intensive counseling sessions, dedicated spaces were available in the PPKS room, conveniently located directly below the WMHD event space, along with other designated private areas nearby.

The event featured an engaging SDGs peer booth offering various interactive games with attractive incentives, including stationery items (pens and notebooks), decorative accessories (keychains), and treats (chocolates and candies). Successful completion of the provided games earned these rewards. While initially designed to target student participation, the vibrant atmosphere of these activities naturally drew in academic staff members as well.

Feedback gathered through interactive discussions revealed that this inaugural event at YARSI was highly valued by participants. They expressed how it provided a welcome respite from regular academic activities while offering valuable insights into mental health management. Participants particularly valued learning simple yet effective techniques for managing negative emotions and cultivating positive ones. The overwhelming positive response led to requests for similar mental health awareness events and enjoyable activities to be incorporated as regular features of university life at YARSI.

3.1.1. Mood Tracker

The mood tracker activity involved participants selecting an emotion sticker representing their dominant emotion from the past week and placing it in the corresponding jar. The results revealed that 57 (37%) stickers represented anxious emotions, 51 (33%) represented happy emotions, 29 (19%) represented sad emotions, and 18 (12%) represented angry emotions. These findings indicate that the majority of participants—comprising active students, interns, lecturers, and educational staff—reported both feeling anxious and happy during the past week.

Before starting the activity, the author administered a pretest consisting of two questions to measure participants' basic knowledge about mood tracking activities. For the first pretest question, "What is meant by mood tracker?" 61 participants provided correct answers. For the second question, "Which of the following is a benefit of mood tracking activities?" 43 participants answered correctly. From these two questions, it could be concluded that the majority of participants did not yet have a good understanding of mood tracking before participating in those activities. After participants completed the pretest, they were given a detailed explanation about mood tracking activities and their benefits. Following the completion of the activities, participants were given a post-test containing the same two questions. The post-test results showed that 141 participants chose the correct answer for the first question, and 115 participants selected the correct answer for the second question. Based on the comparison between pretest and post-test results, there was a significant increase in knowledge, with an additional 84 participants answering the first question correctly and 79 more participants answering the second question right. Therefore, it can be concluded that the explanation provided about mood tracking activities was quite effective, as it successfully improved participants' understanding of mood tracking.

Reflections from participants on the mood tracker activity revealed a newfound awareness of the importance of recognizing and identifying emotions. Many participants initially struggled to name and distinguish their emotions, particularly differentiating between anxiety and fear. However, after engaging in the activity and receiving further explanation, participants demonstrated an improved ability to label their emotions, recognize their emotional reactions, and identify the triggers that elicited these feelings. This process represents a critical first step in fostering emotional awareness, which is essential for improving mental health.

3.1.2. Stress Scribe Session

We began the activity by administering a pretest to participants before explaining the series of activities to be conducted. The pre-test consisted of two questions measuring basic knowledge about the stress scribe session, a method for managing stress. The pre-test results showed that the majority of participants had limited knowledge of stress scribe sessions. This was evident from the number of participants who answered correctly: only 51 participants answered question number 1 and 43 participants answered question number 2. After the pretest, the facilitator provided a detailed explanation of what a stress scribe session is, including its benefits when practiced consistently. This explanation covered techniques that participants could use to alleviate stress in their daily lives and work environments. Then, participants were asked to reflect on their emotions experienced during the week and write them down on the provided paper.

After explaining the stress scribe session and conducting the activity, participants were asked to complete a post-test to measure knowledge improvement. The post-test results showed significant improvement in both the first and second questions, marked by an increase in correct answers: 89 participants answered the first question correctly and 111 participants answered the second question correctly. This demonstrates an increase in knowledge, with 61 more participants showing improved understanding on the first question and 83 more participants showing improvement on the second question. The comparison between pre-test and post-test results indicates that this health promotion activity successfully made a positive impact on participants' understanding of stress scribe sessions.

After participating in the stress scribe session, we conducted interviews with some of the participants to gather their reflections. Many reported feeling a sense of relief after articulating the problems they were experiencing. Additionally, they became more aware of the underlying sources of their stress. Several participants noted that the process helped them untangle their thoughts, enabling them to begin considering potential solutions to their challenges. Overall, the participants expressed that the stress scribe session had a positive and meaningful impact on their well-being.

3.1.3. Affirmation Wall

The results of pre-test and post-test showed significant improvement in knowledge among the participants. For the first question, "What is the main benefit of giving yourself

positive affirmations?" The number of correct answers increased from 120 in the pre-test to 144 in the post-test, with 30 participants demonstrating improved understanding. Similarly, for the second question, which was identical to the first, the number of correct answers rose from 132 to 145, with 19 participants showing progress. These findings indicate that the majority of participants enhanced their comprehension of the value of positive affirmations, aligning with the program's objective to raise awareness about mental health through practical and personal strategies.

As part of the activity, participants were also encouraged to write their own positive affirmations on sticky notes and place them on the Affirmation Wall. This interactive component served as a creative and empowering exercise, with participants contributing uplifting messages such as "You can do it!," "You are amazing! Every day brings positive change," and "You did so well." The large number of notes displayed on the wall highlighted the participants' enthusiasm and engagement with the activity. The Affirmation Wall not only provided individuals with a space to practice positive thinking but also fostered a supportive and motivating environment, emphasizing the collective commitment to mental well-being. This dual approach of individual reflection and collective encouragement underscored the effectiveness of the program in promoting mental health awareness.

3.1.4. Positive Affirmations and Rewards Corner

The pre-test and post-test for this activity also consisted of two questions, which addressed topics related to positive affirmation. On the first question, "What is one of the benefits of giving positive affirmation in the workplace?" 120 participants answered correctly. On the second question, "How can positive affirmation help in employee personal development?" 115 participants answered correctly. From these two questions, it can be concluded that approximately one-fifth of the participants did not yet have a good understanding of the Positive Affirmation and Reward Corner activities.

After participants completed the pre-test, they were given a detailed explanation about the Positive Affirmation and Reward Corner activities and their benefits. Then, after the activities were completed, participants were given a post-test consisting of the same two questions. The post-test results showed that 147 participants answered correctly for the first question, and 145 participants answered correctly for the second question.

The results indicate that this health promotion activity was effective in increasing participants' knowledge. The improvement seen between the pre-test and post-test reflects the success of material delivery and interaction that occurred during the activity. This activity not only provided information but also created space for participants to express emotions and receive support through positive affirmation cards distributed during the session.

3.1.5. Professional Counselling Services

Despite being positioned as an additional service during the program, the counseling corner generated significant interest among participants. This was evidenced by their proactive engagement with counselors to inquire about the service's accessibility and procedures. The counseling corner also became a point of social interaction, with many participants documenting their presence through photographs and utilizing the space to gather preliminary information about the services. Throughout the eight-hour program duration, fifteen participants ultimately sought counseling assistance, which two of them continuing the session to PPKS.

3.2. The Effectiveness of the Programs

We evaluated the effectiveness of the WMHD programs, namely Mood Tracker, Stress Scribe Session, Affirmation Wall, and Positive Affirmations and Rewards Corner, in enhancing participants' knowledge about prioritizing mental health in workplace and educational settings. This was assessed by comparing knowledge levels before (pre-test) and after (post-test) participation in the programs. A paired-samples t-test revealed a significant increase in participants' knowledge ($t_{(150)}$ = 16.10, p < .001, d = 1.31), with pre-test scores (M = 4.50, SD = 1.52) significantly lower than post-test scores (M = 6.80, SD = 0.99). These findings indicate that the program was effective in improving participants' understanding and awareness of strategies to reduce stress and burnout, thereby supporting mental health prioritization in workplace and educational contexts.

In general, The World Mental Health Day 2024 initiative at Universitas Yarsi demonstrated significant success in promoting mental health awareness and providing practical tools for emotional wellbeing. The program's effectiveness was evidenced by substantial improvements in participants' knowledge across all activities, with particularly notable
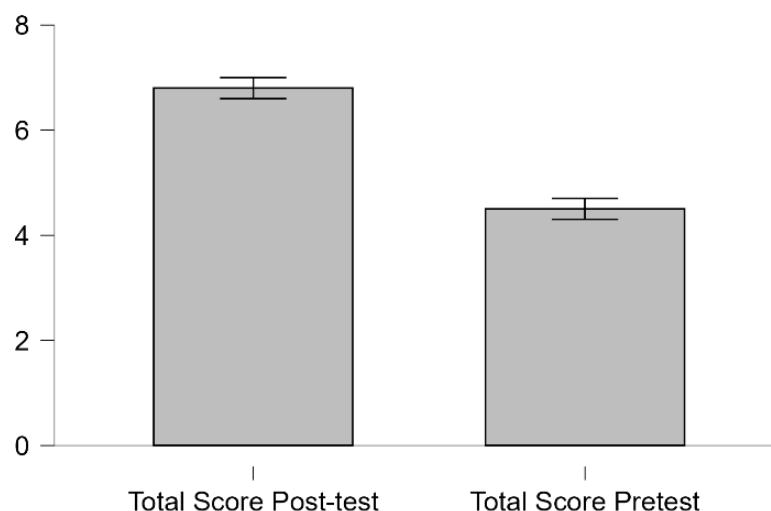
Figure 6: Bar Plots Comparing Mean Post-test and Pretest.

gains in understanding stress management techniques and the value of positive affirmations.

The high engagement rate (151 participants) and significant knowledge improvements align with previous research on university mental health initiatives. The effectiveness of combining multiple approaches (emotional awareness, stress management, positive psychology, and professional support) is supported by studies showing that comprehensive mental health programs yield better outcomes than single-intervention approaches [8]. The observed knowledge gains (pre-test M = 4.50 to post-test M = 6.80) demonstrate the program's success in enhancing mental health literacy, which is crucial for academic community resilience.

The Mood Tracker results, showing high levels of both anxiety (37%) and happiness (33%), reflect typical emotional patterns in academic settings. These findings align with research by Stallman (2010), who found that university students often experience concurrent positive and negative emotions, particularly during academic peak periods. The prevalence of anxiety among participants underscores the importance of providing accessible mental health support in academic settings.

The Stress Scribe Session's effectiveness in improving understanding of stress management techniques (from 51 to 89 correct responses) supports previous findings about the therapeutic value of expressive writing in academic contexts. This aligns with research by Pennebaker & Smyth (2016), who demonstrated that structured writing exercises can significantly reduce academic-related stress and improve emotional processing.

The Affirmation Wall and Positive Affirmations components showed particular success in fostering a supportive community atmosphere. The high engagement with these activities supports research by Cohen & Sherman (2014) on the effectiveness of self-affirmation interventions in educational settings, particularly in reducing stress and improving performance under pressure. The concept of positive affirmation as a psychological technique proved relevant in the context of mental health, in line with previous research showing that affirmation can reduce stress and improve psychological well-being [12].

The inclusion of both professional counseling and peer counseling services proved valuable, with 15 participants seeking counseling support during the event. This dual-approach aligns with best practices identified by Eisenberg et al. (2013), who found that offering multiple levels of mental health support increases accessibility and utilization of services in university settings.

Regarding the participants' involvement, the substantial student participation in this initiative (104 students, 68.9%) reflects the growing awareness of mental health challenges among university students. Recent research by Auerbach et al. (2018), analyzing data from WHO World Mental Health Surveys across eight countries, found that approximately one-third of first-year university students report symptoms meeting criteria for at least one mental health disorder. This high prevalence of mental health concerns is particularly noteworthy in the context of academic pressure and transition challenges. Duffy et al. (2019) found that academic stress, career uncertainty, and social adjustment significantly impact student mental wellbeing, with international students facing additional challenges related to cultural adaptation and language barriers. Our program's multi-modal approach, combining peer support with professional services, aligns with recommendations from Storrie et al. (2010) for comprehensive student mental health support in higher education settings.

The significant participation of staff members (47 individuals, 31.1%) in this mental health initiative highlights the growing recognition of staff mental health as a crucial component of institutional wellbeing. Academic staff face unique psychological challenges that can significantly impact both their personal wellbeing and institutional effectiveness. Recent research by Kinman and Johnson (2019) found that university staff consistently report higher levels of work-related stress compared to general workforce benchmarks, with particularly high rates among teaching and research staff.

The program's findings regarding staff participation align with research by Watts and Robertson (2011), who documented increasing emotional exhaustion among academic staff globally, particularly as institutions pursue international recognition and research excellence. The prevalence of anxiety symptoms among our participants (37% in the Mood Tracker activity) mirrors findings from Gorczynski et al. (2017), who reported that academic staff frequently experience anxiety related to workload, research demands, and teaching responsibilities.

Supporting Internationalization Through Mental Health Initiatives

The program's success has significant implications for Universitas Yarsi's internationalization goals. Research indicates that strong mental health support systems are crucial for successful campus internationalization [19]. The multi-component approach implemented here addresses several key aspects that support international academic engagement:

1. Cultural Competence: The program's inclusive design and peer counseling component create pathways for cross-cultural understanding and support, essential for international academic environments [20].

2. Academic Resilience: The stress management and emotional awareness tools provided help build the psychological resilience needed for engaging with international academic challenges [21].

3. Community Building: The collaborative nature of activities like the Affirmation Wall helps foster an inclusive community atmosphere, crucial for supporting international academic exchange [22].

4. Professional Development: The program's focus on workplace mental health supports faculty and staff in developing the emotional competencies needed for international academic collaboration [4].

5. The significant improvements in participants' mental health awareness and management strategies suggest that such programs can effectively prepare the academic community for the psychological demands of internationalization. This aligns with research showing that universities with robust mental health support systems are better positioned for successful international engagement [23].

The positive response to this program supports findings by Pignata et al. (2016) that organizational-level mental health initiatives can significantly improve staff wellbeing

and job satisfaction. Furthermore, the program's emphasis on creating a supportive community environment aligns with research by Whitchurch & Gordon (2017) demonstrating that strong collegial support networks are crucial for maintaining academic staff wellbeing during institutional transformation processes. This is further supported by Knight (2003), who found that developing supportive academic communities is essential for successful internationalization efforts in higher education institutions.

For students, participation in this comprehensive mental health program yielded several evidence-based benefits. Research by Conley et al. (2015) demonstrates that early exposure to mental health resources significantly improves students' academic resilience and coping strategies. Our program's peer counseling component aligns with findings from Byrom (2018), showing that peer support programs in higher education settings significantly enhance students' sense of belonging and academic engagement.

Additionally, the combination of structured activities and professional support addresses what [28] identified as crucial elements for supporting students' psychological adjustment to university life, particularly for international students and during campus internationalization efforts. The program's success in improving mental health literacy among students (evidenced by the significant increase in post-test scores) supports research by Hunt & Eisenberg (2010) showing that comprehensive mental health programming can enhance students' ability to recognize and manage psychological challenges throughout their academic journey.

4. CONCLUSIONS

The World Mental Health Day 2024 initiative at Universitas Yarsi demonstrated the effectiveness of a comprehensive approach to mental health promotion in academic settings. Through the successful implementation of multiple program components, from emotional awareness activities to professional counseling services, the initiative achieved significant improvements in participants' mental health literacy and awareness, as evidenced by the increase in knowledge scores from pre-test to post-test. The high engagement rates across both student and staff populations indicate the program's success in creating an accessible and supportive mental health environment within the university community.

Particularly noteworthy was the program's effectiveness in addressing the distinct mental health needs of both academic staff facing workplace pressures and students

navigating academic challenges, while simultaneously supporting Universitas Yarsi's internationalization goals through enhanced psychological support systems. This health promotion activity not only provided participants with an opportunity to evaluate and understand their emotions but also taught the importance of emotional awareness in daily life. Through this reflective process, participants were expected to enhance their emotional and mental well-being, becoming better prepared to face challenges that might arise in both their work environment and personal life.

The initiative's success suggests its potential as a model for other institutions seeking to promote mental health awareness while pursuing international academic excellence. Moving forward, sustaining these positive outcomes will require developing year-round mental health support programming and establishing regular assessment mechanisms to ensure continued effectiveness in supporting the university community's well-being during its internationalization journey. This program represents a significant step toward creating a resilient academic community prepared for global academic engagement while maintaining strong mental health support systems.

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