



EVOLUTION

Network for Student Wellbeing GUIDE



Investing in student wellness

Education & Student Affairs Sector

AIN SHAMS UNIVERSITY Faculty of Engineering

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"Self" is our goal!

Our mission is to cultivate self-awareness, with the goal of achieving mental, physical, and spiritual harmony. We aim to engage every student on this journey. Together, we will guide them through a structured and systematic path, enriched with knowledge, resources, and practical tools. This collaborative effort will prepare students to navigate life both within and beyond the university, fostering personal growth and fulfilment, in partnership with experts in self-knowledge and development.

"الذات" هي هدفنا!

مهمتنا هي تعزيز الوعي بالذات، بهدف تحقيق الانسجام العقلي والجسدي والروحي. نسعى إلى إشراك كل طالب في هذه الرحلة. معًا، عبر مسار منظم ومنهجي، مدعوم بالمعرفة والموارد والأدوات العملية سنتعلم معًا كيف نبحر في الحياة ليس فقط داخل أسوار الجامعة، بل خلفها لأجل إنسان متحقق ويزيد، مع شركاء متخصصين في مجال المعرفة الذاتية.

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1. Introduction

The quality of education, especially in higher education, relies heavily on a student-centered model. Quality education is built on quality teachers, content, and environment, all of which lead to student satisfaction—a key factor in assessing educational experiences, services, and facilities. Student satisfaction not only enhances academic performance, participation, and relationships but also impacts the global university rankings. Since many students rely on rankings to choose where to study, student satisfaction is a critical factor. A positive campus culture that fosters academic success and well-being strengthens both employability (students being well-rounded and university reputation) and alumni loyalty, encouraging continued engagement and contributions to the institution.

Despite that literature shows that academic experience is the least influential aspect while services, campus life and social integration are the most impressive, and finally supportive facilities; our local study and surveying throughout our campus revealed other results. Wellbeing status was examined to check how students feel well-rounded at all tracks, mind, body, and spirit. The result shows that the quality process all in all affects “student satisfaction”. In this respect, it is worthy to clarify that wellbeing, encompassing mental, physical, and emotional health, is crucial to the quality of the student experience.

Defined as the state of being comfortable, healthy, or happy, wellbeing goes beyond “momentary happiness”, including life satisfaction, *purpose*, and *control*. A holistic approach to wellbeing, addressing mind, body, and spirit, is essential for enhancing student satisfaction and overall success. Then, it is important to differentiate the two terms “wellbeing” and “wellness”. Wellness and wellbeing are like siblings: related, but different. Both are linked to health, happiness, and even beauty. If wellbeing is the destination, then wellness is the pathway of getting there, a culture from which we can create an ambiance that can help students to navigate college life and beyond! A wellness action plan can be pursued by a holistic wellness program traversing mind, body, and spirit pillars.

2. Vision

Our vision extends beyond those facing challenges; we focus on all students. Our goal is to foster self-awareness through the integration of physical, spiritual, and mental harmony. Together with students, we will embark on a structured, systematic journey supported by knowledge, resources, and practical tools. This collaboration will equip students with the skills to navigate life both within and beyond the university, promoting personal fulfillment. We partner with experts in self-knowledge and development to ensure a comprehensive approach to growth and success.

3. Mission

The mission of the *Evolution Network for Student Wellbeing (ENSW)* is to create a vibrant and supportive environment by cultivating a culture of self-awareness and personal development through a holistic, integrative approach. ENSW is dedicated to collaborating with students to develop a comprehensive program enriched with knowledge, resources, and practical tools that inspire growth and insight. Focusing on the three core pillars of wellbeing—mind, body, and spirit—the network operates under the guidance of the Education & Student Affairs Sector, fostering a balanced and fulfilling student experience

4. Objectives

Evolution network for student wellbeing aims at:

- **Promote mental, physical, and emotional health:** Provide resources and support for students' overall well-being.
- **Cultivate personal growth and development:** Encourage students to explore their interests and develop life skills.

- **Facilitate social integration:** Create opportunities for students to connect with one another and the wider community.
- **Creating a supportive and inclusive campus community:** foster a sense of belonging and connection among students.

5. EVOLUTION structure

The EVOLUTION Network for Student Wellbeing operates under the direct supervision of the Education & Student Affairs sector. It focuses on three main areas: counseling, wellness outreach program, and student society initiatives, all supported by media, marketing, and partnerships with experts in the field (**Figure 1**).

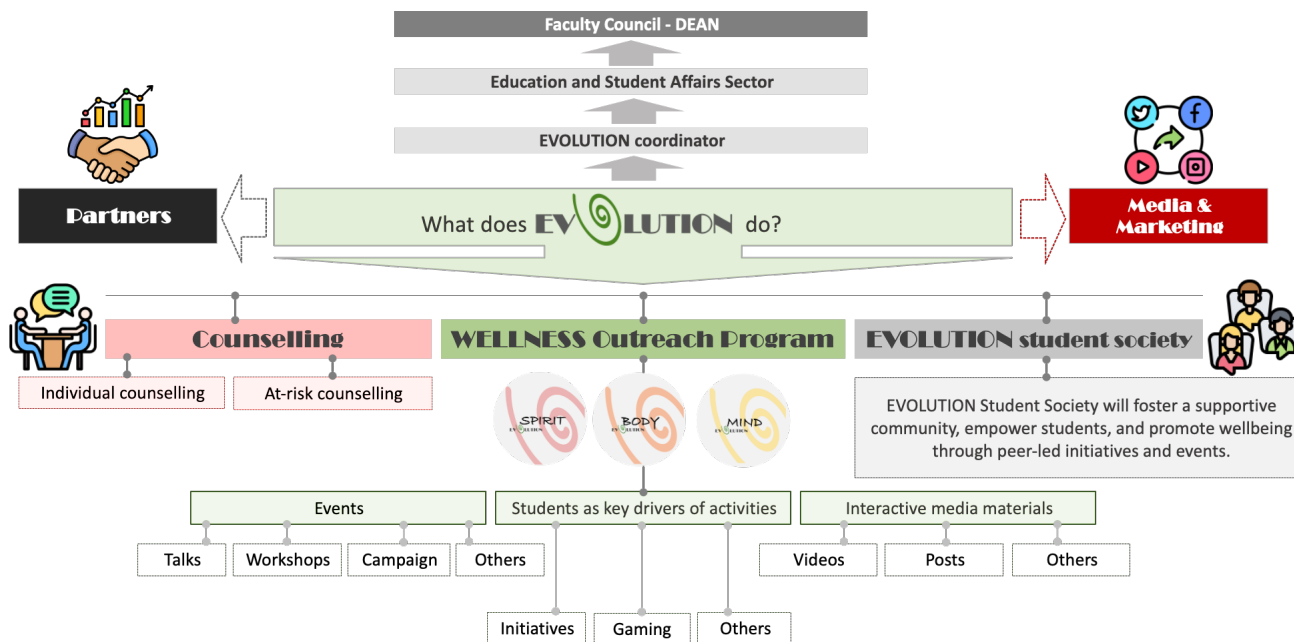


Figure 1. EVOLUTION network for student wellbeing

6. Services

As appeared in (Figure 1), EVOLUTION hosts three main key services/activities, they are counselling, wellness outreach program, and EVOLUTION student society.

6.1. Counselling

Counselling service can help cases with personal difficulties (familial, social, or psychological concern- mild cases of anxiety, depression, and other similar cases). Medical cases are not included, they should seek the Central Psychological Support Unit at the University Campus.

6.1.1. Individual counselling

Counselling services provides one to one session where a psychologist/psychiatry listens to students' concerns about academic, emotional, or social problems. For best results, students share responsibility for treatment plan and adopts new skills and alternatives. Use the following link to book a session with our consultant:

Registration link: <https://forms.gle/yugDj1YDvbPbw26Q9>

***Noone else knows what you discuss with your counselor.**

6.1.2. At-risk counselling

With the cooperation of Academic Advising system, at-risk counselling service aims at investigating students who are academically at risk, trying to support such cases earlier. Such cases should be handled first with Academic Advising System unless the case may need a special session with EVOLUTION's counselling as mentioned in the above section (individual counselling). Academic Advisors should continuously investigate their cohort by scanning their transcripts to determine such cases. Then, they set individual sessions with students have such troubles to determine the type of support they need. Cases can be classified into three types (**Table 1**):

Table 1. At-risk cause types and proposed actions

Types of obstacles/challenges	Action
Personal difficulties (familial, or psychological concern)	Individual consultation By EVOLUTION counselling service if needed.
Struggling to master specific course material	Guidance to tutoring services Such struggling cases should be managed by program coordinators with related staff members to check suitable solutions, peer teaching and learnig clubs may support.
Struggling with generic skills (inter/intrapersonal skills)	Extracurricular technical skills Workshops/webinars by: EVOLUTION wellness outreach program, ASU Career Centre, instructors, consultants, peer teaching and learnig clubs etc.

6.2. Wellness outreach program

Academic success is deeply linked to students' overall wellbeing, which encompasses their physical, mental, and emotional health, while promoting a strong sense of connection and inclusion within the community. The "biopsychosocial model of care" emphasizes that health is influenced by more than just biological factors; psychological and social components are equally critical. Our biological, psychological, and social states are interconnected, with changes in one affecting the others. For instance, treating mood disorders such as anxiety or depression requires a holistic approach that restores equilibrium across these dimensions.

In this sense, wellness outreach programs play a vital role in supporting students as they transition from smaller, familiar environments of their schools to the larger, more complex university setting. These programs offer a comprehensive range of resources and practices to address the unique challenges students face in navigating diverse social networks, increased academic demands, and campus life.

Crucially, wellness programs are not limited to students in distress but are designed for all members of the academic community. By focusing on holistic health—encompassing the mind, body, and emotions—the program promotes a state of positive wellbeing. The wellness outreach initiative aims to enhance students' overall development through:

- Events: talks, workshops, campaign, and others.
- Student-led activities: initiative, gaming, and others
- Interactive media: videos, posts, others.

Ensuring that every student has the tools to thrive in all aspects of their university experience.

6.3. EVOLUTION student society

The Evolution Student Society (ESS) serves as a vital platform for students to actively contribute to their own wellbeing and that of their peers. By fostering an environment of support, ESS encourages students to lead by example, with the belief that personal growth and wellbeing are achieved by helping others improve theirs. The society empowers students within the Faculty of Engineering at Ain Shams University (FoE-ASU) to thrive in all aspects of life through holistic wellbeing, focusing on the interconnected pillars of Mind, Spirit, and Body.

EVOLUTION network for student wellbeing^{1}** is working with students regarding recruiting system for those who are interested in serving in such area and due to specific announced criteria.

6.3.1. Objectives

- Foster a proactive, empathetic, student-led community dedicated to enhancing their own wellbeing and that of their colleagues.
- Encourage student participation in building a resilient, inclusive community within FoE-ASU that can define and address its own wellbeing needs.
- Promote and facilitate engagement in Evolution’s activities, events, and services, ensuring every student is supported in their personal and academic development.

6.3.2. Values/Work Ethics

- **Inclusiveness:** ESS embraces diversity in all forms—gender, religion, academic background, and skills. It strives for a unified community that respects different ideologies and perspectives.
- **Co-action:** The society adopts a participatory decision-making process, ensuring that all members have a voice in shaping the society's direction. It avoids top-down approaches, favoring collaboration and shared leadership.
- **Empathy:** Members are expected to cultivate empathy, understanding and respecting each other's needs, vulnerabilities, and concerns. An atmosphere of trust and openness is essential, where everyone feels safe to express themselves without judgment.

6.3.3. Proposed Structure

Organization Committee

- Mind Wellbeing Moderator
- Spirit Wellbeing Moderator
- Body Wellbeing Moderator

Tasks: Develop, organize, and report on events and activities that promote wellbeing across the three pillars.

Executive Committee

- Joint Activities Facilitators
- Public Relations Facilitators
- Research Facilitators

Tasks: Facilitate cross-pillar activities, engage in public outreach and awareness, and support research on student wellbeing needs.

****This structure can be used as a guidance.**

7. Administrative and financial regulations

As the network may have plans for funds and sponsorships to keep their activities up. The fund will be resealed based upon a “future” itemised structure expenditure plan approved officially by EVOLUTION committee (plan is flexible and can be changed due changes and any needed updates).

¹ **** A student who are interested to apply, should be attested by the college to have a sense of conduct and behavior, and not be subject to any penalties or disciplinary procedures.**

7.1. Resources

- Donations from institutions and companies that are accepted by the College Council and do not conflict with the objectives of the activity.
- Grants and funding from local and international agencies that can support the activity.

7.2. Expenses

Requests are submitted to the Vice Dean for Education and Student Affairs by EVOLUTION coordinator after being approved by the committee. The terms of exchange are as follows:

- Holding and attending workshops, field trips, and training.
- Holding and attending the various activities.
- Supporting current expenses, operation requirements and transportation.

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<https://www.aucegypt.edu/students/well-being>

The NHS, England health website

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

The North Vancouver Recreation & Culture

<https://www.nvrc.ca/notices-events-blog/active-living-blog/how-physical-mental-and-emotional-well-being-are>

University of South florida

<https://www.usf.edu/student-affairs/wellbeing/about-us/index.aspx>

U.S. Department of Health & Human Services, 200 Independence Avenue, S.W. Washington, D.C. 20201

<https://www.mentalhealth.gov/basics/what-is-mental-health>

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