

Recording the Mental Ill-Health of Australian Students

Survey Initiative (Slade, et al. 2009). The national survey was based on the elements of the WHM-CIDI; however, the survey was adapted to align with the Australian cultural setting (Slade, et al. 2009). The findings of the 1997 study revealed a new view of the mental illness landscape in Australia and led to changes in identifying and treating mental disorders (Slade,et al. 2009). The survey prompted substantial changes to mental health service delivery and

mental health problem within the student populations of diverse Australian universities and noted rural, remote or urban universities had no significant difference in elevated levels of stress or psychological disorder (Stallman, et al. 2009). Several studies have noted that despite awareness of suitable support services, many students choose to conceal their emotional and mental health issues (Martin, 2010; Reavley, et al. 2017; Walter, et al. 2013).

Andrews and Chong's (2011) article acknowledge that the majority of students are transitioning out of a late adolescent's stage of life (Andrews, et al. 2011). During this transformational stage, (Andrews, et al. 2011) propose that a lack of parental guidance, the need for independent living, interpersonal and time management skills contribute to the high mental health and well-being levels found in Australian university students (Andrews, et al. 2011). Similarly, studies have shown that during this time students are exposed to risky behaviour such as drug and alcohol abuse, which has been correlated with student mental health problems (Crawford-Williams, et al. 2016; Hart, et al. 2016; Murugiaht, et al. 2014; Obst, et al. 2002; Tembo, et al. 2017).

There are approximately one million university students currently studying in Australian (Australian Bureau of Statistics, 2017). This includes 4% of students enrolled in enabling classes, 79% of students studying a bachelor degree, and 17% in post-graduation study (Australian Bureau of Statistics, 2017). However, 13% of postgraduate studies is coursework and only 4% is research conducted at PhD level (Australian Bureau of Statistics, 2017; Levecque, et al. 2017) observed that 51% of PhD students experienced psychological distress and were at risk of developing a range of psychiatric disorder. In comparison to other students, PhD students are 2.5 times more likely to develop psychiatric disorders, and 2.8 times more likely in comparison to the

