APPROVED BY
Chair of the Management Board – Rector
JSC "Mukhametzhan Tynyshpayev
ALT University"
M. Zharmagambetova

WORK INSTRUCTION

REGULATIONS ON EDUCATIONAL AND SOCIAL WORK

RI-ALT-08

Almaty, 2026

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1. GENERAL PROVISIONS

1.1. The Regulations on Educational and Social Work (hereinafter referred to as the Regulations) are intended for application at Mukhametzhan Tynyshpayev ALT University Joint Stock Company (hereinafter referred to as the University) in order to establish the operating procedures of the Office of Inclusive Education and Mental Health and other requirements in accordance with international ISO management system standards, sustainable development principles, and internal regulatory documents.

1.2. The purpose of these Regulations is to improve the management and organisation of educational and social work with University students, preserve students' psychological health, create a favourable socio-psychological climate, and provide psychological support to participants in the educational process.

1.3. These Regulations govern:

1) advisor-curator activities, the work of structural units carrying out social and educational work, and the work of student groups;
2) activities related to the organisation of youth work, including the work of deputy school directors for educational and social work, the Student Government, student clubs, and sports sections;
3) the activities of the Office of Inclusive Education and Mental Health under the undergraduate educational programmes implemented at the University;
4) scope of application: all structural units of the University (schools, departments, the Department of Educational and Social Work, the Student Government, and the Office of Inclusive Education and Mental Health) involved in organising educational and social work, youth work, and support for students' mental health.

2. NORMATIVE REFERENCES

2.1. These Regulations refer to the following regulatory documents:

1) Normative references to international and national standards in accordance with the applicable ISO certificates.

2) Regulatory legal acts:

Law of the Republic of Kazakhstan - On Education dated 27 July 2007, No. 319-III

Law of the Republic of Kazakhstan - On Combating Corruption dated 18 November 2015, No. 410-V

Law of the Republic of Kazakhstan - On State Youth Policy dated 9 February 2015, No. 285-V

Law of the Republic of Kazakhstan - On Science, Law of the Republic of Kazakhstan dated 11 July 1997, No. 151; On Languages in the Republic, dated 18 February 2011, No. 407-IV

Law of the Republic of Kazakhstan - On the Rights of the Child in the Republic of Kazakhstan dated 30 August 1995

Law of the Republic of Kazakhstan - On Social, Medical and Pedagogical Support for Children with Disabilities dated 11 July 2002, No. 343-II

Law of the Republic of Kazakhstan - On Social Protection of Persons with Disabilities in the Republic of Kazakhstan dated 13 April 2005, No. 39

Law of the Republic of Kazakhstan - Code of the Republic of Kazakhstan dated 7 July 2020, No. 360-VI, On Public Health and the Healthcare System

Law of the Republic of Kazakhstan - On Special Social Services dated 29 December 2008, No. 114-IV

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Labour Code of the Republic of Kazakhstan dated 23 November 2015, No. 414-V
Law of the Republic of Kazakhstan - On Combating Terrorism dated 13 July 1999, No. 416-I

Model Rules for the Activities of Educational Organisations Implementing Higher and Postgraduate Educational Programmes (Resolution of the Government of the Republic of Kazakhstan dated 7 April 2017, No. 181);

3) Normative references to the University's internal regulatory documents.

3. TERMS, DEFINITIONS AND ABBREVIATIONS

3.1. The following designations and abbreviations are used in these Regulations:

IMS	-	Integrated Management System
WI	-	Work Instruction
JD	-	Job Description
DP	-	Documented Procedure
DR	-	Department Regulations
EDMS	-	Electronic Document Management System
Vice-Rector for CSD	-	Vice-Rector for Corporate and Social Development
DESW	-	Department of Educational and Social Work
DAPQ	-	Department of Academic Policy and Quality
OIEMH	-	Office of Inclusive Education and Mental Health
SEN	-	Special Educational Needs
SR	-	Student Residence
SG	-	Student Government
SC	-	Student Clubs
TS	-	Teaching Staff
EMC	-	Educational and Methodological Council
SEN	-	Special Educational Needs
YPA	-	Youth Policy Office

4. GOALS AND OBJECTIVES

4.1. The goals of the OIEMH are:

1) to ensure an integrated system of educational, social, youth, inclusive, psychological and pedagogical work at the University aimed at developing students as well-rounded, socially responsible and competitive individuals;

2) to preserve and strengthen students' mental well-being and develop their civic engagement, social responsibility and academic culture;

3) to create a safe and inclusive educational environment that complies with the legislation of the Republic of Kazakhstan and international quality management standards.

4.2. The main objectives, functions and powers of the Educational and Methodological Council, as well as its operating procedures, are determined in accordance with the Regulations on the University Educational and Methodological Council.

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5. MAIN AREAS OF ACTIVITY

5.1. Educational work, youth policy, inclusive education and mental health support at the University are aimed at creating a safe and inclusive educational environment, supporting the comprehensive development of students, teaching staff and employees, preserving their psychological well-being, and fostering civic responsibility, social engagement and corporate culture.

Organisation of educational work:

1) planning, coordination and monitoring of educational activities;

2) support for the activities of schools, departments, advisors and mentors;

3) implementation of state youth policy and the principal areas of educational work;

4) organisation of events, projects, forums, conferences and campaigns.

5.2. Organisation of youth work:

1) development of student self-government and youth associations;

2) engagement of students in public, scientific, cultural, sports and volunteer activities;

3) development of leadership and social engagement and interaction with government and public organisations.

5.3. Mental health support:

1) psychological support, assessment, counselling, prevention and psychological education;

2) support for at-risk students and students in crisis situations;

3) prevention of suicidal behaviour, bullying, violence, discrimination and addictions;

4) where a moderate level of risk is identified, the psychologist follows the psychologist's action algorithm for the prevention of self-destructive behaviour (Form No. 14);

5) where a high level of risk is identified, the psychologist follows the psychologist's action algorithm if a suicide has already occurred (Form No. 15);

6) promotion of psychological well-being and counselling for students, teaching staff, employees and parents.

5.4. Inclusive education:

1) psychological and pedagogical support for students with special educational needs;

2) creation of a barrier-free educational environment and implementation of universal design for learning principles.

6. PROCEDURE FOR EDUCATIONAL AND SOCIAL WORK

6.1. Educational work is carried out in three areas:

1) Advisor-curator activities;

2) Work of structural units carrying out social and educational work;

3) Work of student groups.

6.2. Educational work is planned on the basis of the University's goals, students' needs and the University's resources.

The advisor-curator's work plan is approved by the school director no later than 15 September (Form No. 8). The University Educational and Social Work Plan (Form No. 1) is approved by the Chair of the Management Board – Rector upon submission by the Vice-Rector for CSD. The work of the advisor-curator includes a comprehensive study of the personalities and socio-educational needs of students in the assigned study group, including their individual psychological characteristics, abilities, interests, level of academic preparation, adaptation, academic performance and attendance, professional and personal prospects, living conditions and needs; setting objectives; planning and carrying out work with the study group and individual students; and analysing and evaluating results followed by setting new objectives.

6.3. The advisor-curator defines the goals, content and programme of educational work with students of the assigned study group for the current academic year, taking into account students' individual characteristics and needs, the Educational and Social Work Plan, and the University's main

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areas of educational activity. The work plan is prepared by 10 September of the current academic year and agreed with the Director of the Department of Educational and Social Work and the school directors:

1) by areas of educational work;

2) development of an individual's basic culture;

3) development of a value-based attitude towards people, society, nature, work and knowledge.

6.4. Large-scale, group and individual forms of work are used to achieve educational objectives. The composition of the group is studied through document analysis, observation and surveys (questionnaires and interviews).

6.5. Implementation of the plan includes organising joint student activities, participation in University and city events, conducting developmental activities, monitoring academic performance, studying students' living conditions in Student Residences, holding curator sessions, and providing the necessary support.

The planning, implementation and documentation of advisor-curator activities are carried out using the following principal records: the comprehensive educational work plan for the academic year, the thematic work plan of advisor-curators (Appendix No. 8), the electronic advisor-curator journal, minutes of advisor-curator sessions, and reports on completed work.

The youth work process is carried out in accordance with the algorithm below:

6.6. Youth work is carried out in two areas:

1) activities of deputy school directors for educational and social work;

2) activities of student groups.

6.7. Planning is based on the University's goals, students' needs and available resources. The youth work plan is included in the University's overall Educational and Social Work Plan and is approved by the Chair of the Management Board – Rector in agreement with the Vice-Rector for CSD. The work plans of structural units are approved by the Vice-Rector for CSD and agreed by the Director of the Department of Educational and Social Work. The work includes studying students' needs, setting objectives, implementing the plan, analysing results and further improving activities.

6.8. Structural units formulate goals, objectives and work programmes using traditional, cultural and value-oriented approaches.

6.9. Based on the analysis results, students are offered participation in interest clubs, creative associations, sports sections and other forms of extracurricular activity, as well as University and city events aimed at developing student self-government, cultural and personal development, joint student activities, and improvement of their living conditions in Student Residences.

The OIEMH process for working with students, including students with disabilities and special educational needs, is carried out in accordance with the algorithm below:

6.10. The OIEMH provides psychological and pedagogical support to students (Form No. 9) and teaching staff (Form No. 10), conducts psychological assessments, analyses the results, identifies the causes of difficulties in learning and social adaptation, and organises socio-psychological activities.

6.11. The OIEMH operates in educational and preventive, psychological assessment, counselling, and corrective and developmental areas aimed at preventing and overcoming learning and emotional-volitional difficulties, supporting psychological well-being, developing students' adaptive resources, and promoting a healthy lifestyle.

6.12. The work of the OIEMH supports the development of self-assessment, self-control and self-development skills, the promotion of healthy lifestyle values, psychological and pedagogical support for at-risk students, and counselling on learning, communication, personal and professional development.

6.13. The main areas of activity are implemented through:

1) Support programmes;

2) Individual and group sessions;

3) Counselling;

4) Participation in seminars, scientific and practical conferences, psychological and pedagogical case conferences, and analytical work.

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6.14. The OIEMH provides assistance to all University students and employees, including persons who independently seek assistance, students identified through assessment, and persons referred by parents, teachers, advisors and other participants in the educational process.

6.15. The individual counselling log does not contain detailed counselling content and includes only the information necessary for activity records (date, case code/number, request category, specialist). Personal data are processed in accordance with the legislation of the Republic of Kazakhstan and the University's internal regulatory documents.

Analytical materials are prepared exclusively in anonymised (aggregated) form and do not contain information that could identify a particular student.

Access to documents is restricted to the Head of the OIEMH and authorised employees designated by an order or their official duties. Records are stored in compliance with confidentiality and personal data protection requirements and the principle of professional confidentiality applicable to psychologists.

6.16. Diagrams of all DESW activity processes are provided in Forms A, A1 and A2 (see Forms 11, 12 and 13).

7. ANALYSIS

7.1. Based on the results of the academic year, the OIEMH prepares a report on completed work (in presentation format) by 25 May. The report is agreed by the Vice-Rector for CSD, subsequently presented by the Director of the DESW at a meeting of the Academic Council, and approved by the Chair of the Management Board – Rector of the University.

7.2. The report contains:

1) Consolidated data and reporting materials from schools, including decisions aimed at improving the effectiveness of the organisational structure and quality management system processes in educational activities;
2) Data on human, organisational and technical resources.
3) The report must also contain data in accordance with Forms 4, 5 and 6 (see Forms 4, 5 and 6) to these Regulations, as well as:
    1) events held at the University during the reporting period (by the main areas of educational work);
    2) information on the consideration of educational work, youth work and OIEMH matters at meetings of the Academic Councils of schools and departments, including the meeting date, wording of the matter and measures taken to resolve it;
    3) information on meetings of the University management with students and staff, indicating the matters raised at the meetings;
    4) advisor-curator work experience (number of advisor-curators, the University's best advisor-curators, etc.);
    5) information on the number of students found to have committed offences or violated the University's internal regulations (including surnames and disciplinary measures taken);
    6) information on the number of expelled students (indicating the reasons for expulsion) and student profiles;
    7) analysis of positive trends and existing shortcomings in the implementation of educational work at the school and the University as a whole;
    8) Proposals for improving educational work.

8. RESPONSIBILITY

8.1. All University employees are responsible for the proper application of the requirements of these Regulations in their activities.

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8.2. Responsibility for implementing the Educational Work process is assigned to the heads of units and principal specialists of the units in which educational activities are carried out, as specified in Table 1;

1) Educational work (advisor-curator activities and the work of structural units and student groups) is assigned to the heads of units and principal specialists responsible for educational activities, as specified in the table below;

2) The organisation of youth work (activities of the Student Government, student clubs and sports sections) is assigned to the Director of the Department of Educational and Social Work.

3) The activities of the Office of Inclusive Education and Mental Health are assigned to the Director of the Department of Educational and Social Work.

8.3. The management representative is authorised to require the elimination of nonconformities with the criteria of these Regulations, both promptly and following certification, inspection and internal audits of the University's integrated quality management system.

Table 1

Responsibility Matrix for OIEMH Activities

No.	Process stages	Responsible structural units (position)						
		Vice-Rector for CSD	Director DESW	Head of YPA	Head of OIEMH	Director schools	Heads of Departments	Advisor-Curators
1.	Work planning	C	C	R, E, C	R, E, C	R, E, C	E	E
2.	Conducting events	C	C	R	R	R	R	E
3.	Psychological support	E	C	R	P	E	E	E
4.	Student initiatives	E	C	P	R, E	R		
5.	Support for students with SEN	E	C	R, E	P	R	E	E
6.	Monitoring	C	R	R, E	R, E	E	E	E
7.	Analysis of results	C	R	R, E	R, E	E	E	E
8.	Management decisions	C	R	E	E	E		
9.	Annual reporting	C	R	R, E	R, E	E	E	E

Note: C – control, work coordination, decision-making and approval; R – responsible for completing the process stage; E – executor of the process stage (receipt, collection and analysis of information on results, methodological support); P – participant (co-executor, support).

9. FINAL PROVISIONS

9.1. Amendments and additions to this document, as well as its storage, protection, recovery and withdrawal, are carried out in accordance with DP-ALT-01.

9.2. Identification, assessment and management of risks related to this document are carried out in accordance with DP-ALT-05.

9.3. Working copies of this document are stored electronically in the EDMS for review and use in work.

9.4. This document enters into force upon its approval by the Chair of the Management Board – Rector and remains effective until a new revision is approved.

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AMENDMENTS AND ADDITIONS REGISTRATION SHEET

Effective date of amendment / addition	Document clause No. to which the amendment / addition relates	Basis (number, date, name of authority)

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Plan
for educational and social work activities

No.	Activities	Responsible persons implementers	Timeframes for completion	Completion evidence
1	2	3	4	5
1. Organisational support for educational work				
2. Activities for patriotic education of students and teaching staff				
3. Cultural, public and aesthetic education activities for students and teaching staff				
4. Promotion of a healthy lifestyle				
5. Ensuring the social rights of students and teaching staff				
6. Development of student leadership skills and support for young talent				
7. Activities to strengthen national unity among students and teaching staff				
8. Development of activities to strengthen the University’s socio-psychological climate				
9. Preparation of reporting documentation				

_____ _____ _____

(position) (signature) (date) (full name)

Plan
for youth work activities

No.	Activities	Responsible persons implementers	Timeframes for completion	Completion evidence
1	2	3	4	5
1. Organisational support for the Youth Policy Office				
2. Activities for patriotic education of students				
3. Cultural, public and aesthetic education activities for students				
4. Promotion of a healthy lifestyle				
5. Ensuring the social rights of students and teaching staff				
6. Development of student leadership skills and support for young talent				
7. Activities to strengthen national unity among students and teaching staff				
8. Development of activities to strengthen the University’s socio-psychological climate				
9. Preparation of reporting documentation				

_____ _____ _____

(position) (signature) (date) (full name)

Plan
for OIEMH activities

No.	Activities	Responsible persons implementers	Timeframes for completion	Completion evidence
1	2	3	4	5
1. Psychological assessment activities				
2. Counselling activities				
3. Educational and preventive activities				
4. Corrective and developmental activities				
5. Social and information activities				
6. Preparation of reporting documentation				

(position) (signature) (date) (full name)

Educational and Social Work Report

No.	Activities	Participants	Timeframes for completion	Reporting format
1	2	3	4	5
1. Organisational support for educational work				
2. Activities for patriotic education of students and teaching staff				
3. Cultural, public and aesthetic education activities for students and teaching staff				
4. Promotion of a healthy lifestyle				
5. Ensuring the social rights of students and teaching staff				
6. Development of student leadership skills and support for young talent				
7. Activities to strengthen national unity among students and teaching staff				
8. Development of activities to strengthen the University’s socio-psychological climate				

(position) (signature) (date) (full name)

Youth Policy Office Report

No.	Activities	Participants	Timeframes for completion	Reporting format
1	2	3	4	5
1. Organisational support for educational work				
2. Activities for patriotic education of students				
3. Cultural, public and aesthetic education activities for students				
4. Promotion of a healthy lifestyle				
5. Ensuring the social rights of students and teaching staff				
6. Development of student leadership skills and support for young talent				
7. Activities to strengthen national unity among students and teaching staff				
8. Development of activities to strengthen the University’s socio-psychological climate				

(position) (signature) (date) (full name)

OIEMH Report

No.	Activities	Responsible persons implementers	Timeframes for completion	Completion evidence
1	2	3	4	5
1. Psychological assessment activities:				
2. Counselling activities:				
3. Educational and preventive activities:				
4. Corrective and developmental activities:				
5. Social and information activities:				
6. Preparation of reporting documentation				

(position) (signature) (date) (full name)

Date	Client			Reason for seeking assistance	Request	Counselling outcome	Counsellor
	Age, group	Gender	Full name				
1	2	3	4	5	6	7	8

PLAN
Advisor Work Plan for the 202_-202_ Academic Year

No.	Activities	Delivery format	Group, coverage	Completion timeframe
1	2	3	4	5
1. Organisational work				
1				
2				
2. General ideological work				
1				
2				
3. “Tolyk Adam” Concept				
1				
2				
4. Explanation of the new Constitution				
1				
2				
5. “Law and Order”				
1				
2				
6. Nationwide environmental initiative “Taza Kazakhstan”				
1				
2				
7. Volunteer activities				
1				
2				
8. Promoting a reading culture: “Reading Nation”				
1				
2				
9. Cultural, educational and excursion activities				
1				
2				

DEVELOPED BY
Advisor (School), full name

AGREED
Director of the Department of Educational
and Social Work, B.S. Makhanbet

Deputy Director for Educational and Social Work, full name

Appendix 1

List of Students with Disabilities and Special Educational Needs at Mukhametzhan Tynyshpayev ALT University for Semesters 1 and 2 of the Academic Year

No.	Full name	Year of birth	Individual identification number	Year / group	Government grant-funded or fee-paying	Telephone number	Full address	Residential address in Almaty	Diagnosis	Disability (group)
School of Business										
1										
School of Engineering										
1										
School of Technology										
1										
Total:										

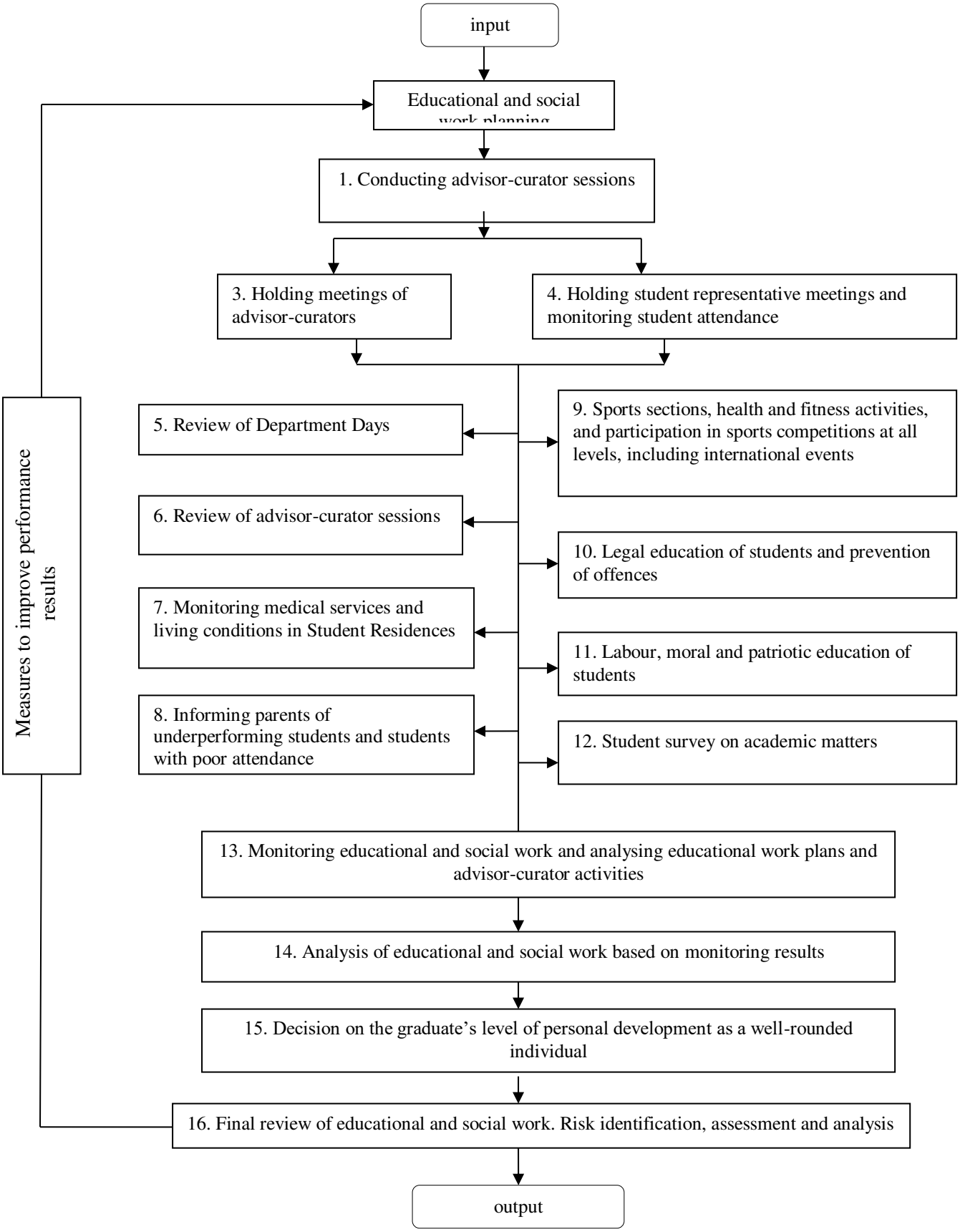
Appendix No. 1

List of Teaching Staff Undertaking Professional Development in Inclusive Education

No.	Employee full name	Contact details	Email	Position	Group: Kazakh / Russian
1. Department of Energy Engineering					
1					
2. Department of Radio Engineering and Telecommunications					
2					
3. Department of Rolling Stock					
3					
4. Department of Civil Engineering					
4					
5. Department of Transport Construction					
5					
6. Department of Automotive Engineering and Safety					
7					
7. Department of Language Training					
8					
8. Department of Social Sciences and Human Development					
9					
9. Department of Computer Science					
10					
10. Department of Logistics and Business					
11					
11. Department of Automation and Control					
12					
12. Department of General Engineering					

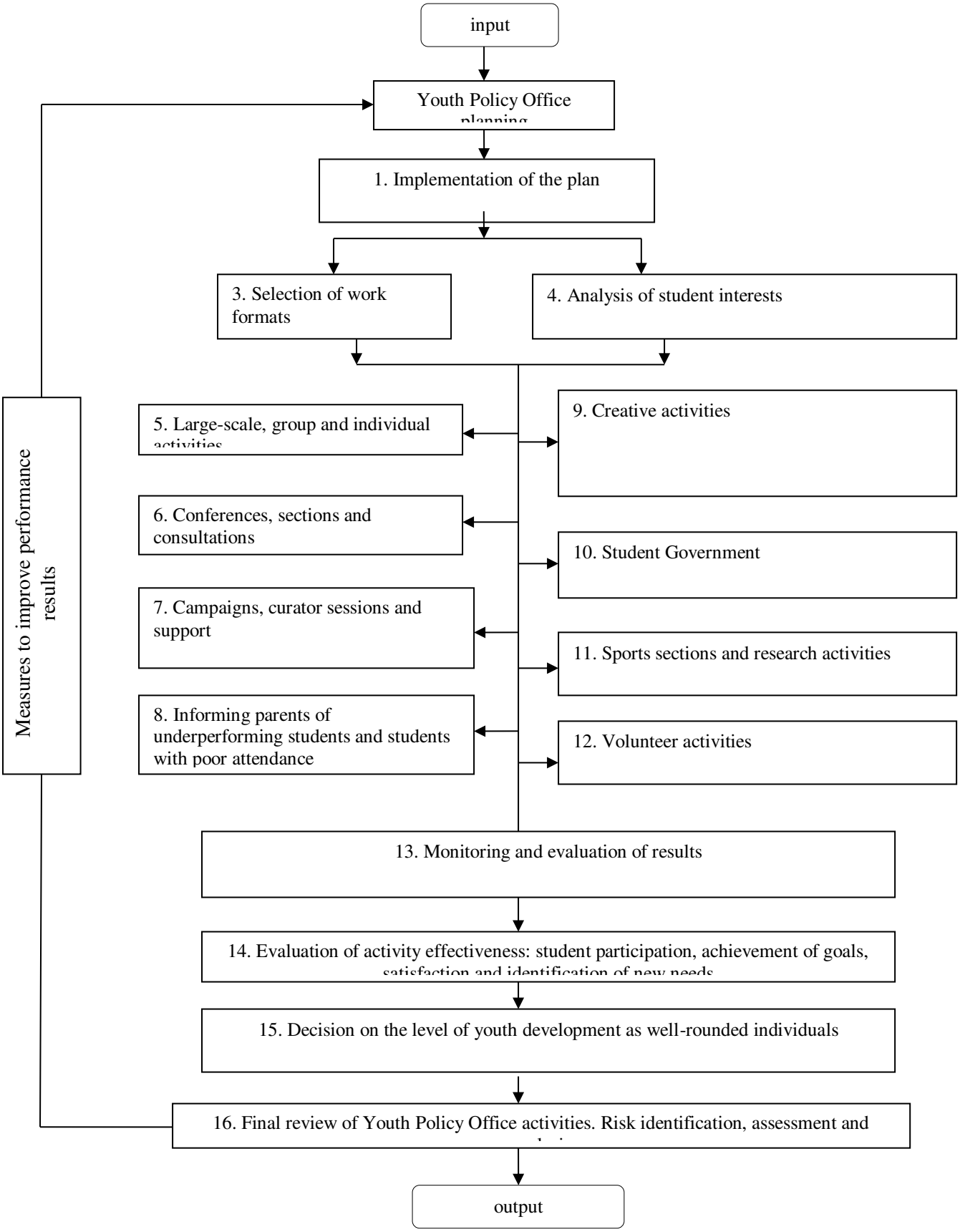
Appendix A

Educational Work Process Flow



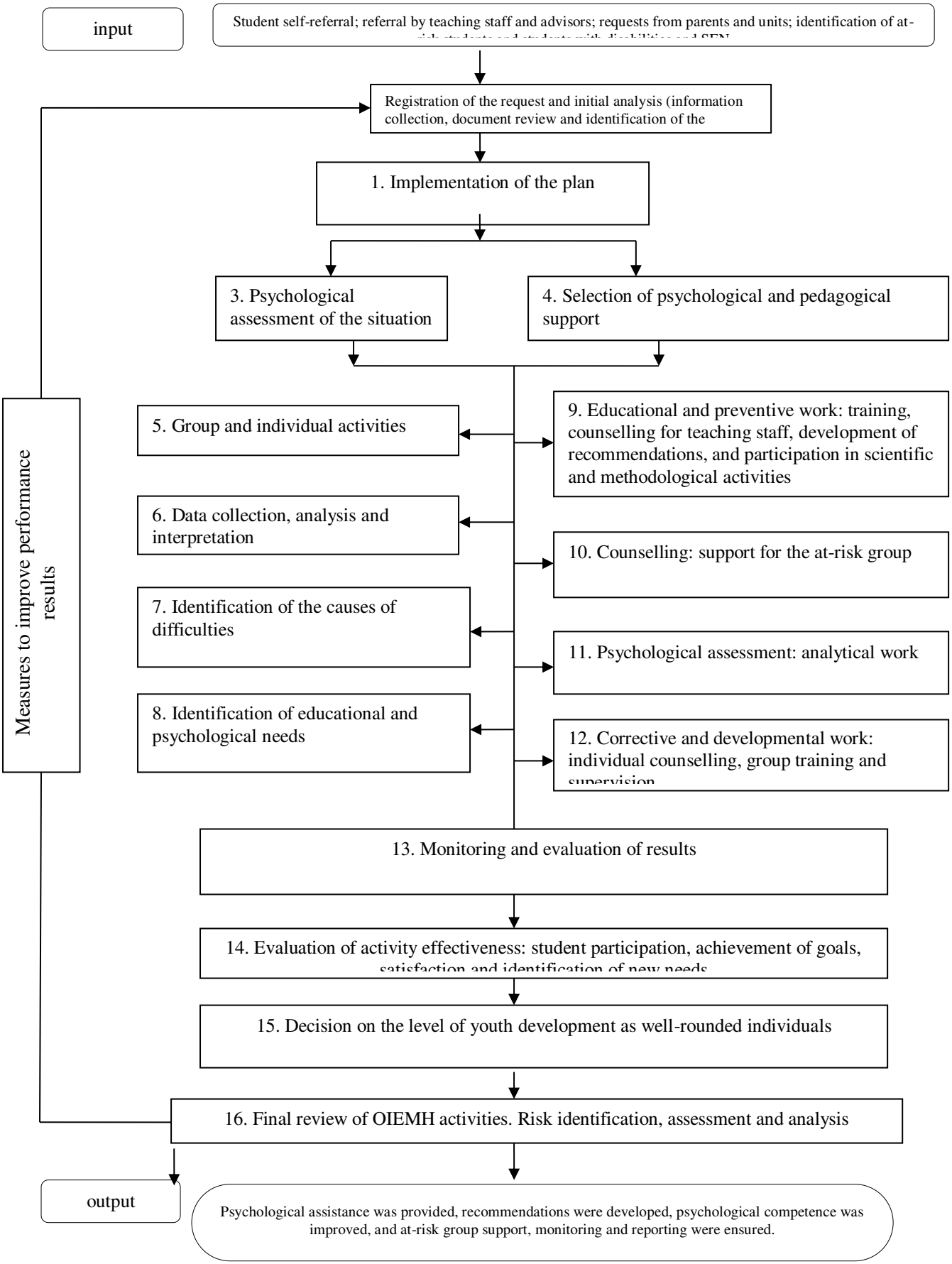
Appendix A1

Youth Work Process Flow



Appendix A2

OIEMH Process Flow



Appendix 1

Psychologist Action Algorithm for the Prevention of Self-Destructive Behaviour (Suicide and Risk Management)

At University level:

1. **Risk identification: regular student surveys, individual counselling, and work with advisors, group representatives and teachers, who are often the first to notice changes.**
2. **Warning signs: sudden isolation, talk of death, depression, self-directed aggression, alcohol or drug use, and a sharp decline in academic performance.**
3. **One-to-one conversation:**
   - gently and directly ask about suicidal thoughts (this does not provoke them; on the contrary, it reduces risk);
   - show empathy and avoid judgement;
   - determine whether there is a plan (time, place and method).
4. **Risk level assessment:**
   - **Low risk: thoughts without a plan → support, regular meetings and engagement in activities.**
   - **Moderate risk: thoughts plus an unspecified plan → enhanced observation, involvement of parents or close persons, and medical consultation.**
   - **High risk: a specific plan or attempt → immediately call emergency medical services, notify the administration and involve a psychiatrist.**
5. **Preparing a safety plan with the student:**
   - a list of people to contact;
   - helpline numbers;
   - self-help techniques for acute stress.
6. **Informing the administration in accordance with ethical requirements (confidentiality may be breached where there is a threat to life).**
7. **Ongoing support: regular meetings, engagement in support groups and counselling.**

Psychologist Action Algorithm for the Prevention of Self-Destructive Behaviour (Suicide and Risk Management)

No.	Stage	Psychologist's actions	Purpose
1	Risk identification	Observe students, collect feedback from advisors and conduct surveys	Early detection of warning signs
2	Observed warning signs	Isolation, talk of death, decline in academic performance and self-directed aggression	Identify at-risk students
3	Individual conversation	Gently and directly ask about suicidal thoughts, listen and avoid judgement	Reduce alienation and identify risk
4	Risk level assessment	Low / Moderate / High risk	Determine further action
5	Safety Plan	Contacts of close persons, helplines and self-help techniques	Provide the student with support during a

			crisis
6	Mobilising resources	For moderate/high risk: notify the administration, invite parents and refer the student to a doctor/psychiatrist	Reduce the threat to life
7	Ongoing support	Regular counselling, engagement in activities and support groups	Long-term prevention

Action Plan for Assessing the Risk Level of Self-Destructive Behaviour

No.	**Signs**	**Psychologist's actions**
	- Thoughts of death without a specific plan **- Emotional difficulties (sadness, fatigue), while the person remains in control - Support resources are available (friends, family)**	Supportive conversation and clarification of emotions
		Discussion of coping strategies (sports, breathing practices and an emotion diary)
		Preparation of a safety plan (whom to call and contact)
		Scheduling regular meetings (once every 1–2 weeks)
		Surveying to identify levels of anxiety and depression
		Engagement in University activities and support groups
	- Suicidal thoughts and an unspecified plan (for example: "I do not want to live; sometimes I think about how...") **- Increased isolation, apathy, and changes in sleep or eating patterns - Reduced contact with close persons**	More frequent individual work (weekly)
		Discussion of feelings and a direct question about thoughts ("Have you thought about exactly how?")
		Preparation of a safety plan with specific steps and helpline numbers
		Informing parents or close persons (with consent, or without consent where there is a threat to life)
		Consultation with a psychiatrist (to assess depression and the need for medication)
		Ongoing monitoring (meeting log and changes in condition)
High risk		
	- A specific plan (for example: "I know when and how") **- An attempt has been made or preparatory actions have occurred - Severe isolation, hopelessness and loss of control**	Immediately call emergency medical services / accompany the student to a psychiatrist
		Notify the University administration
		Inform parents or legal representatives
		Ensure the person is not left alone (observation and accompaniment)
		After the crisis: long-term support (therapy and work with the family)

Safety Plan

No.		**Action**
Warning signs		

1	What I notice in myself when I start to feel worse:	insomnia / nightmares;
		a desire to isolate myself;
		thoughts that “everything is meaningless”;
		severe tension or tears without an apparent reason.
My self-help strategies		
2	What I can do myself to reduce tension	deep breathing or meditation for 5–10 minutes;
		go outside and take a walk;
		listen to music / take a shower;
		write my thoughts in a diary.
People who can support me		
3	Whom I can contact during a difficult moment	Friend
		Parent / relative
		Mentor / curator
Professional assistance		
4	Specialist contacts	University psychologist
		Doctor / psychiatrist
Helplines		
5	111 — National Children’s Helpline (also available to students) 150 — Crisis Helpline 8 (800) 080-22-22 — National Psychological Support Hotline	
Safe environment		
6	What I can do to keep myself safe	remove dangerous objects / medicines
		do not remain alone — call someone I know
		stay in public places rather than in isolation
My reasons for living		
7	What keeps me going	my family
		friends
		a favourite activity / goal / dream
		a desire to help others

Psychologist Action Algorithm if a Suicide Has Occurred at the University

Stage 1. Immediate actions

1. Ensure that medical services and the police have been called (by the Chair of the Management Board – Rector, vice-rectors, directors, deputy school directors, security service, teaching staff, Student Residence staff, advisors, DESW, Head of OIEMH or psychologist-counsellor).
2. Remain calm and do not disseminate unverified information.
3. Assist in restricting student access to the incident site.

Stage 2. Work with the University

4. Convene a crisis response team (Chair of the Management Board – Rector, vice-rectors, directors and deputy school directors, security service, teaching staff, Student Residence staff, advisors, DESW, Head of OIEMH and psychologist-counsellor).
5. Establish a single information channel (without rumours or details of the method) — PR.
6. Prepare an appropriate official statement for students and parents, without romanticisation or details — PR.

Stage 3. Work with staff and students

7. Conduct group meetings:

- allow participants to express emotions (shock, guilt, anger and fear);
- explain that suicide is a complex phenomenon and is not the fault of friends or groupmates;
- discuss how to support one another.

8. Individually identify students who were close to the deceased and provide them with psychological support.
9. Pay particular attention to vulnerable students who already show signs of depression.

Stage 4. Long-term measures

10. Organise a series of preventive training sessions on stress management, anxiety management and help-seeking skills.
11. Establish a hotline / helpline.
12. Work regularly with advisors and teachers and train them to recognise warning signs.

Important: in such situations, the psychologist must not act alone. University management, institute directors and deputy directors, doctors and, where necessary, the police must be involved. The psychologist's role is to provide crisis assistance, support students and prevent the Werther effect, in which one suicide may increase risk among others.

Psychologist Action Algorithm if a Suicide Has Occurred at the University

No.	Stage	Psychologist's actions	Purpose
1	Immediate measures	Ensure that the police and medical services have been called and restrict student access to the site	Reduce traumatic exposure
2	Work with University management and institute directors and deputy directors	Establish a crisis response team and agree on a unified position	Coordinate actions
3	Communication	Prepare an official statement without details of the method or romanticisation	Prevent rumours and the Werther effect
4	Student support	Group meetings: allow students to	Reduce guilt and

		speak and explain that friends are not to blame	panic
5	Individual assistance	Work separately with close friends of the deceased and identify vulnerable students	Prevent further cases
6	Long-term measures	Training on stress management and burnout prevention; a helpline	Create a support system

Important: in such situations, the psychologist must not act alone. University management, institute directors and deputy directors, doctors and, where necessary, the police must be involved.

Long-Term Suicide Prevention Action Plan

No.	Activity	Timeframe	Notes
Educational programmes			
1	Training: "Preventing Emotional Burnout"	October 2025	Head of OIEMH, psychologist-counsellor
2	Training: "Stress Management: Coping with Workload"	November 2025	Head of OIEMH, psychologist-counsellor
3	Briefing: "How to Seek Help in a Difficult Situation"	March 2025	Head of OIEMH, psychologist-counsellor
Training advisors and teachers			
4	Training teaching staff to recognise warning signs among students.	September 2025	Clinical psychologists of the Almaty Mental Health Centre and suicide-prevention psychologists
5	Briefing on appropriate responses to crisis situations	September 2025	Head of OIEMH, psychologist-counsellor, advisors and IVD
6	Introduce a concise advisor guide (risk signs and emergency contacts)	September 2025	Head of OIEMH, psychologist-counsellor
Individual support			
7	Compile a list of at-risk students	Throughout the year	Head of OIEMH
8	Regular meetings with a psychologist	Throughout the year	Head of OIEMH, psychologist-counsellor
9	Maintain a log of changes in condition	Throughout the year	Head of OIEMH, psychologist-counsellor
Support system			
10	Establish a helpline (telephone and online chat)	Ongoing	DUI
Information activities			
11	Place posters and guidance materials with helpline numbers in Student Residences and University buildings	September 2025	Student Residence and DESW staff
12	Student briefing: "Self-Help Techniques for Stress"	September 2025	Head of OIEMH, psychologist-counsellor
13	Maintain a University social media page with useful mental health content: advice on how to help a friend in a difficult situation	Ongoing	DUI
Monitoring and evaluation			

14	Student tests and surveys (levels of anxiety, burnout and satisfaction with support).	October and March 2025	Head of OIEMH, psychologist-counsellor