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COPING WITH LONELINESS

A Brochure for English-speaking students of Diakonia University of Applied sciences



ABSTRACT

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"Coping with loneliness" A brochure for English-speaking students of Dia-konia University of Applied Sciences

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This product-based thesis aims to produce a brochure about helping students cope with loneliness for English-speaking students in Diaconia University of Applied sciences in partnership with the student union O'Dia-ko. The brochure is created in co-operation with the student union, which is present in Diak's students' day-to-day life. They arrange different activities like peer tutoring, sports, events and assist with studies and student life.

Loneliness is experienced among all age groups as well as with the students of higher education. The product's need emerged due to a lack of existing material about loneliness in the Diaconia University of Applied sciences. The information for the brochure was gathered from academic literature. After creating the brochure, feedback was collected from a group of English-speaking students, O'Diako, and a university social worker in Diak. The feedback was analyzed; the brochure was edited and evaluated accordingly. As a result, the brochure was produced, which contains the definition of loneliness, how to identify it, coping with loneliness, and whom to contact for getting help.

In conclusion, the brochure raises awareness and promotes students' knowledge about identifying and coping with loneliness. The purpose of this thesis is to help English speaking students to cope with loneliness to help improve their well-being, and the brochure is available for them in the O'Diako office and their websites. It can be used as a tool by O'Diako and other university staff members with students.

Keywords: Loneliness, coping, brochure, higher education, English speakers, students, mental health

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1. INTRODUCTION

Loneliness is widespread, experienced by all age groups and higher education students (Muir 2012). Loneliness is a crucial public issue, which has long been fundamental in sociology, psychology, and social work (Rokach 2016). As Young (2019) clarifies, it may be impossible to eliminate loneliness, but that should not mean that the chance or level of loneliness should not be reduced.

This product-based thesis aims to produce a brochure about coping with loneliness for English speaking students in Diaconia University of Applied sciences in co-operation with the student union O'Diako. The purpose is to raise awareness about loneliness and to support students in overcoming loneliness.

A partner cooperating with this thesis is O'Diako, the student union of Di-aconia University of Applied sciences. They work directly with the students and help them with all kinds of matters related to studies and student life, including loneliness. A need for the brochure emerged due to findings from the work-life partner that there is a lack of material about loneliness and that it is a big issue among students in Finland, which could help students experiencing loneliness and for O'Diako with helping students who feel lonely.

The goal of the brochure is to increase students' knowledge of loneliness and coping with loneliness. The objectives of producing the brochure are to gather reliable information for the brochure about loneliness and coping with loneliness from academic literature, to write and design the brochure, to collect feedback from a partner "O'Diako, the student union of Diak," a university social worker and a sample of a target group "English speaking students of Diakoniam University of Applied sciences" and to analyze the feedback and to edit the brochure accordingly.

Coping with loneliness is understood as a way to help overcome loneliness. The brochure includes practical ways to overcome loneliness and information about where to find help for loneliness in Diak.

According to the National Association of Social Workers (2017), the mission of the social work profession is to "enhance human wellbeing and help meet the basic human needs of all people, with specific consideration regarding the necessities and strengthening of individuals who are helpless, persecuted, and living in destitution."

1.1 Objectives and goal

The objectives and goals of this project are revised with a SMART tool. The acronym SMART stands for specific, measurable, achievable, realistic, and time bound. Specific means are outlining in a clear statement of what is required. Measurable includes a measure to monitor the process and to know when the objective is achieved. Achievable is ensuring that failure is not built into objectives, considering timeframe and resources. Realistic or relevant is focusing on importance and outcomes rather than the means of achieving them. Time-bound is the agreeing data by which the outcome is achieved. (Chartered Management Institute, 2014.)

The objectives are to gather reliable information for the brochure about loneliness from academic literature, write and design the brochure, collect feedback from a partner, a school social worker, and a sample of a target group, analyze the feedback and edit the brochure accordingly.

The objectives were designed in chronological order and adjusted to the timeframe of the project. They are measurable as they can be identified when they are achieved. The objectives are focusing on outcomes that are needed in order to proceed with the production process. The specificity of the objectives can be argued as they have broader outlines, meaning literature and feedback.

The goal is instead a broad and long-term aim for the project. The brochure's goal is to help English-speaking students in Diaconia University of Applied sciences with loneliness improve their wellbeing. The brochure can help

students identify and find concrete ways to help loneliness, which could improve their wellbeing. It cannot be measured whether the goal is achieved. It is instead focusing on the outcome of helping the students with loneliness.

2. BACKGROUND

In this chapter, the background of the topic, brochure, and the need for the product is discussed. It will shed light in-depth about the benefits of using a brochure and why we choose it, and why a brochure is a must need and best source of information for higher education students.

2.1 Context of the product

Brochure as a product can be an effective way of communicating important information to a particular target audience, and it can be easily distributed (Wurzbach 2002, 469.)

The brochure is produced for students of one educational institute, which is Diaconia University of Applied sciences. The cooperating partner for producing the brochure is the student union of Diak. O'Diako was established in 1998 and is the Student Union of all students in Diak, without considering the campus and degree of the student. O'Diako is unequivocally present in the everyday existence of Diak students. They provide peer mentoring and help with anything identified with studies and a student's life. According to them, they provide various approaches for students to have an impact, a chance to play sports, and numerous events. As an individual from O'Diako, a person is qualified for numerous advantages and, in addition to other things, save money on a student overalls as well as at O'Diako's get-togethers and different products.

According to section 41 of the Universities of Applied Sciences Act (932/2014), the purpose of the student union is to act as a link between its members and to promote their social, societal, and spiritual related aspirations, as well as their aspirations related to study and the student's position in society. The task of the student union is to prepare students for active, alert, and critical

citizenship. Therefore, a brochure about coping with loneliness aligns with their mission.

The language of the brochure is in English, as we are writing a thesis in English. Therefore, the target group is English-speaking students at Diakonia University of Applied sciences, including degree program students and exchange students. However, since most of the students understand English, all the other degree students, for ex: Nursing, Interpreting, Etc... could also benefit from the brochure.

2.2 Need for the product

Loneliness is a general problem all over the world and even among higher education students. The scope of loneliness among higher education students has been studied in Finland with student barometers. Every third higher education student in Finland feels lonely sometimes, and every tenth often. ("Invitation to write about student loneliness," 2020.)

O'Diako has existing brochures for students about different topics. However, there were no existing brochures about loneliness available for students. Discussing with O'Diako, a brochure about loneliness would be needed in their office and help them work with students.

To have more knowledge of the target group's topic, we met a university social worker who works with the target group on social matters, including loneliness. According to the university social worker, loneliness is also faced among the target group. There are many reasons for entering loneliness, which is individual and often manifold. The difference between culture and habits plays a big part in the students' mental health and financial situation, and frustration. For example, a student who studies during the day might have a full-time evening job to support themselves or their family, making them tired and giving them no space to relax and think about studies. A Finnish-speaking student who enjoys quietness might also find it difficult if they are frequently asked by other students why they are not talking or sharing with the group.

Besides, many English-speaking students in Diak move to Finland from other countries. Bevinn (2011) emphasizes that students who study abroad are removed from their usual social support systems, which may lead them to feel like they lack close attachments or people on whom they can rely for support. Having lower quality friendships while studying abroad is related to greater loneliness and a lower level of functioning.

A 2018 article in the *International Journal of Environmental Research and Public Health* mentioned; (Diehl et al. 2020) found that loneliness was prevalent in university students, with 32.4% feeling moderately lonely and 3.2% feeling severely lonely. Enthusiastic forlornness was more normal than social dejection. Both depression factors were related to sociodemographic, wellbeing related, and change related determinants. (Diehl, Jansen, Ishchanova & Hilger-Kolb, 2020)

Usually, adults have already created their network of friends or at least a few close friends by the time they enter university: they have had time and possibility to build relationships. (Vaarala, Uusiautti & Määttä, 2020). However, if one has not figured out how to do that, disgrace and dissatisfaction may develop in that individual. The beginning of dejection can look back faraway to the past. The solidity of loneliness has been read for instance in youth (e.g., Goossens and Beyers, 2002; Jobe-Shields, Cohen, and Parra, 2011; Terrell-Deutsch, 1999) and in the older (e.g., Dykstra 2009; Luo, Hawk-ley, Waite, and Cacioppo, 2012; Theeke, 2009).

3. LITERATURE REVIEW AND KEY CONCEPTS

Key concepts of the thesis are loneliness, coping, and mental health. The concepts are chosen accordingly, as loneliness is an issue of the focus. Coping strategies are needed. Coping is a part of mental health, and loneliness can severely affect mental health and overall wellbeing. Therefore, in this chapter, we study the mentioned issues in depth.

3.1 Loneliness

Feelings of loneliness are the central part of the human experience. For the reason that loneliness is a subjective feeling, it can be challenging to describe. Loneliness could be either self-isolation or caused by an event before that (Arbuckle 2018). Therefore, the students must understand this concept in order to realize their state of mind and act accordingly.

Loneliness is a multidimensional and unique phenomenon, which describes the extent to which an individual's perceived social network is smaller or less satisfying than they desire (Bevinn 2011). Thus, loneliness represents a substantive assessment of an individual's actual and desired level of satisfaction with their social network and the potential conflict between these two. Consequently, loneliness can be described as a generalized lack of satisfying personal, social, or community relationships (Rokach 2016).

According to Muir (2012), loneliness can be either social or emotional. Social loneliness is feeling lonely by lack of social network. It is experienced by having no contact with friends or the outside world in general. Emotional loneliness is feeling lonely due to the absence of a close bond or attachment to another person. Who has been either lost or never existed? It can be experienced even when surrounded by people and having an excellent social network.

It is necessary to distinguish between loneliness and social isolation. Being in social isolation may be a desired or non-lonely situation, but loneliness could

lead to experiencing difficulties in life (Rokach 2016). The assurance of having relationships like family and friendship even though a person is distant from them would not negatively impact him/her. On the other hand, wanting but not having family or friendly relations is the distressing experience of knowing that desired relationships do not exist, and this knowledge could be negatively affected by human beings (Arbuckle 2016.)

3.2 Coping with loneliness

Now that we know what loneliness is, how can we cope with this issue? We know that humans are expected to grow and learn from the events that initiate our coping responses, and the implication is that coping is part of the core of the human change process. Therefore, coping is fundamental for survival and is also related to the quality of our lives and the constructive meanings that follow (Snyder 1999, 5).

Coping can be seen as a response to reduce the physical, emotional, and psychological load linked to stressful life events and daily challenges. Coping mechanisms or strategy are thus responses which are effective in reducing the undesirable load (Snyder 1999, 5). These responses may include problem-focused and emotion-focused coping. Problem-focused means are coping responses aimed at changing the stressor, and emotion-focused coping means dealing with one's emotional reactions (Skinner 1995, 82). Coping can include trying to change a behavior or creating a plan that helps to know what action to take to get out of this well. Therefore, a brochure offering advice could be the best solution for actions that may help an individual cope with loneliness.

All the advice on coping with loneliness in the brochure is researched and picked from several academic works of literature. Coping with loneliness as a process. She believes over-coming loneliness begins with acknowledging or recognizing the problem. After that, loneliness is no longer will be deemed evil by the person compared to a person who tries to deny the existence of the issue (Nevalainen 2009).

As being alone only deepens loneliness, it is recommended to reach out to those around him/her or to a medical advisor in this case to seek help. That could be greeting or initiating discussions with people around or going for walks and public places. One of the most common approaches to coping with loneliness is to promote and enable the emergence of new social relationships (Tiilikainen 2019). That can be made possible through participation in activities. Actions to participate in income in various forms. As there are thousands of different hobbies, none of them guarantee to make friends, but neither does making friends is impossible. A hobby should be chosen by genuine interest, which can also take away attention from a lonely perspective (Muir 2012). Inside the university, participation is promoted by our partner O'Diako, which arranges different activities for students. Outside of the university, there are various possibilities, including multiple hobby options, volunteering, Internet and social media, Etc.

3.3 Mental health

The effects of loneliness could be severe. Also, prolonged loneliness is associated with depression, low social support, neuroticism, and introversion. Studies have discovered that loneliness puts people in danger of physical malady and might add to an abbreviated life expectancy. Loneliness can lead to anxiety, non-voluntary isolation, Alzheimer's, and depression. Prolonged loneliness could reach the stage of harming oneself, not to conclude it has a significant effect on student's cognitive development (Hawkley 2020). "Robert S. Wilson, Ph.D., and his colleagues analyzed the association between loneliness and Alzheimer's; according to them, loneliness is a risk factor for Alzheimer's disease, not an early sign of the disease (S. Wilson, R. Krueger & E. Arnold, 2007)."

Mental health is essential for all humans to think, interact with others, emote, earn a living, and enjoy life. Mental health is more than the absence of mental disorders, referring to a state of wellbeing in which an individual realizes their

abilities, can cope with the stresses of life, work productively, and contribute to the community (WHO 2018).

A supportive social environment, friends and family, physical health, and study/work-life balance enable mental health. However, for a lonely person lacking a supportive social network and, in some cases, social isolation contributes to risk for mental health. (Procter, Hamer, McGarry, Wilson & Froggatt, 2014). Therefore, we think that it is indispensable to provide a brochure that will help the university students to realize the depth of the problem and to be able to find their coping mechanism with loneliness.

3.4 Relevant projects on coping with loneliness

There are existing brochures about coping with loneliness in Finnish and English, but not specifically for university students. Similar projects in Finland include the bachelor thesis of (Pesonen 2019), whose purpose was to produce a leaflet about loneliness for secondary school students. Almost like our brochure, the first page of the Pesonen's leaflet describes loneliness and the second page offers help for loneliness for secondary school students.

Existing brochures in Finnish are barely found through research online. One of the reasons might be that they can be found as physical copies and widely distributed through online sources. However, in the English language, brochures about coping with loneliness can be found universally online. There are also different brochures for different target groups like the brochure for young adults in high school, brochures for students in the university, and brochures for coping with loneliness for older adults.

One of the brochures that stole the gaze was made by the University of Illinois in the United States, specially designed for university students. In perspective, it is a very well-done brochure; it is divided into five parts, which cover identifying loneliness, misconceptions about loneliness, developing oneself and connections with others, and contact for help. Another very well-done

brochure that describes coping with loneliness, in general, is made by the Canadian mental health association (2017), which describes the meaning of loneliness, how to cope with loneliness, and contact for more help.

4. PRODUCT DESIGN

It is necessary to define tools and processes to organize the project, considering the schedule, cost, risk, resources, and stakeholders. This chapter describes the project cycle and timeframe, the process of developing a product, goal, and objectives, stakeholders involved in the process, resources, costs, and risk management for the project emphasized by (Dobson 2015)

4.1 Project cycle and timeframe

The process of a product is divided into phases to simplify the process, as Hyttinen (2017) suggests, which creates the product cycle. The phases of the production process are planning, implementing, editing, evaluating, and closing.

The planning phase included research on loneliness and coping with loneliness for the brochure and planning the contents' outline. The implementation phase consisted of writing and designing the brochure online. In the editing phase, the feedback was collected from O'Diako, a university social worker, and a group of English-speaking students in Diak. Feedback was analyzed, and editions were implemented to finalize the brochure. After the brochure was finalized, it was evaluated internally. To finalized the project, the brochure is handed over O'Diako, who prints copies of the brochure available for use in their office at Diak's Helsinki campus and publishes the brochure online for wider availability for students.

TABLE 1. Project cycle and timeframe

Timeframe	Phase	Tasks
09.-29.09.2020	Planning	-Research for the brochure -Outline for the brochure
30.09-07.10.2020	Implementing	-Writing and designing the brochure
07.-14.10.2020	Editing	-Collecting feedback from a partner, a university social worker and students -Analysing feedback -Editing the brochure according to the feedback to a final form
14.-26.10.2020	Evaluation	-Evaluating the product internally
	Closing	-Handing the brochure to partner for printing and publishing

4.2 Process of developing the product

Planning of a brochure begins by identifying what new information is wanted to give to a reader, what concerns a reader wants to address, what misconceptions are wanted to correct, and the main message. The format for the brochure is decided. After identifying the intended message of a brochure, an outline of a brochure is developed, breaking the information into sections, making sure it is in line with the brochure's goal. (Wurzbach 2002, 469.)

Canva online service is used for writing and designing the brochure. The brochure is written according to gathered information in the research of loneliness and coping with loneliness. After writing the content, the brochure's design is made using an existing template and its design.

After making the first draft of the brochure, feedback is collected. Questions for the feedback are developed. Survey monkey is an anonymous online service for making and collecting surveys, which is used for collecting feedback from a group of students. Feedback from O'Diako and a university social worker is collected by email.

After receiving feedback, it is revised, and the content re-evaluated to include what is useful to add or edit to the first draft of the brochure.

4.3 Stakeholders of the project

Stakeholders are concerned with people affected by the project or who influence the project (Dobson 2015, 24). This project's stakeholders include a partner, two project managers, a university social worker, and a target group.

The partner of this project is O'Diako, the student union of Diaconia University of Applied sciences.

The project's leading target group is English speaking students, including English degree program students and exchange students, in Diaconia University of Applied sciences. The target group is chosen as the partner works with the target group, and as we are writing the brochure in English.

A university social worker is included in the project as she is working with our target group on social matters, which also covers loneliness and coping with it. She had met in the planning phase of the project to gain more knowledge of the target group. She gave us an insight into how widespread loneliness is among the target group and how to deal with it.

The project managers are the writers of this thesis. As we study Social Services in Diaconia University of Applied sciences, we also know the target group. After identifying stakeholders, they are analyzed by needs, wants, timing, and communication, as Dobson (2015) suggests.

TABLE 2. Stakeholders of the product

Stakeholder	What stakeholder needs or wants from us	What we need or want from the stakeholder	Timing	Communications strategy
Partner O'Diako	-Receiving the final product	- Knowledge, printing, publication	Throughout process	Meetings arranged as needed Communication through email
A school social worker		-Knowledge for the product	Planning and editing phase of the product	One meeting about the topic of the project Email contact for the feedback
Target group English speaking students in Diak	-Product is made for the target group	-Feedback of the brochure	Editing phase of the product	Contacting one class for the feedback

4.4 Resources and costs

Resources needed for the product are human resources, time, knowledge, and equipment. Human resources are the stakeholders who are included in the production process. Knowledge of stakeholders is needed, and further knowledge is provided by literature. Equipment involves personal laptops used for thesis writing, communication by email, and creating the product.

Cost estimation and budgeting are necessary parts of product planning. This product's costs were estimated as Lock (2013, 15) suggested by breaking it down into elements. We are not looking for direct labor costs, as project managers make the product part of their studies, and cooperating persons are working for their organizations. For the product design, we are using the online service Canva, which is free of cost; hence the online version of the product can be made free of charge. Feedback of the product will be conducted by email and through an online service SurveyMonkey, free of cost. However, to reach our target group, we would like to print out copies of the booklet for university availability. Direct material costs calculated according to aDigi Oy printing company would be 121,24 euros for fifty copies of 99x210mm 6-paged brochure. A partner agreed to cover the expenses of printing copies of the brochure. We are not looking for other direct expenses.

4.5 Risk management

To prevent possible risks, risk assessment and management is conducted at the start of the project and throughout the project cycle. IECEU risk analysis process is followed, where we identify possible risks, assess them, formulate measures to prevent them, and review them during the process. A table is created to assess and follow risks. (Hyttinen 2017, 23.)

TABLE 3. Risk management

RISK	ASSESSMENT	PLAN TO REDUCE RISK	REVIEW
A partner not able to cooperate	It is a possibility that a work life partner is not able to cooperate with our project for any reason, which means not being able to proceed in the project	Planning other suitable partners to contact in advance, such as an organization specialized in mental health	A partner is able to co-operate with the project
A school social worker not being able to cooperate	It is a possibility that social worker is not able to cooperate for any reason, which may mean lack of credibility for the product	Finding another expert in advance: -Another school social worker -School nurse	The school social worker was met and discussed with
Not able to get printed copies	As we have no budget, there is a possibility that we cannot print copies of the product, which complicates distribution of the product	Make a cost plan Consider only online publication	A partner is able to print copies
Staying on the timeframe		Make a schedule Follow that tasks are completed in time	Scheduling the project Monitoring the process
Not receiving feedback (on time)	As giving feedback is voluntary, we cannot be certain to get results. We are	Set a timeline for giving feedback Decide who and how a sample of a	

	also tied to a timeframe.	target group will be contacted	
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5. PROJECT ETHICS

A person is ethically bound to mention that the thesis process began as pair work and was finished individually. The planning phase and partly the implementation phase of the product was conducted together with a pair. The final implementation and evaluation of the product were conducted individually. Therefore, it has been decided to go through classmate's work, edit it to my own style, and try not to take advantage of the unfortunate opportunity.

It is necessary to follow ethical dimensions for the duration of the whole process. Therefore, throughout the thesis process, honest recommendations for thesis writing at universities of applied sciences are followed (Hyttinen 2017, 58). First, a co-operation agreement is signed between us, a partner O'Diako and Diaconia University of Applied Sciences. O'diako plays an essential role in distributing the brochure to the students since they are among the leading higher education student union. Coping with loneliness brochure will be printed and found as a physical copy in O'Diako Student Union's office and online on their website. The online version of the brochure can be accessed privately on any suitable device, whereas a physical copy is accessed by picking it up from the school's student union office from the Diak Helsinki campus. One more reason an online copy is better than a physical copy is the environmental perspective. When it comes to sustainability, from the environmental perspective, printing is consuming, and from an economic perspective, it also has costs.

The contents of the brochure are well-considered. The academic literature is taken as a base. As well as editing the brochure according to feedback brings reliability to the brochure. Feedback from the students has been collected anonymously through the survey monkey website, where their collected feedback is then analyzed based on their likes and dislikes of the brochure and what they have responded to our questions; hence there is no

need for consent. Everyone participating in the project is a volunteer and treated in an equal and respectful manner regardless of knowing their gender, religious or political beliefs, and age as stated in ("Responsible Conduct of Research (RCR)", 2020).

Social scientists are tired of their work being constrained by regulators of ethical practice who do not have enough social science knowledge ("Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology", 2019). That is why it is necessary to keep in mind the ethical ways of researching the loneliness issue among students and provide ethical security for students, individuals, communities, and habitat. Making the world a better place is the duty of each social worker. Therefore, it becomes essential for a social scientist to work with an open-heart towards that goal to avoid or at least minimize academic and organized harm as well as the quality of the research done to offer a coping mechanism for lonely students (Israel, M. & Hay, I. 2006).

The language of the brochure in English means that it could exclude the Finnish-speaking students who do not speak the English language in Diak. As there are no existing brochures in Finnish, we discussed with O'Diako a possibility for them to translate the brochure to Finnish later and make it accessible to a broader range of students who speak Finnish in or outside of the Diak university of applied sciences.

6. PROCESS DESCRIPTION

This chapter describes the process of creating a brochure. The process involves:

- planning the brochure,
- creating the brochure,
- feedback from O'Diako,
- a university social worker,
- a group of English-speaking students in Diak, and
- editing the brochure to a finalized form.

6.1 Planning the product

Planning of the brochure initiated with identifying the message wanted to communicate to a reader. The message needs to align with the brochure's goal, which is to increase students' knowledge of coping with loneliness. Hence, the message's concentration is coping with loneliness, which is divided into practical steps on what to do about loneliness and where to find help for loneliness in Diak. After clarifying the message wanted to convey to a reader, an outline of the brochure is developed as (Wurzbach 2002, 469) suggests.

TABLE 4. Outline of the brochure

Outline of the brochure
1. Heading
2. Definition of loneliness -What is loneliness
3. Coping with loneliness -Actions to help overcome loneliness
4. Who to contact in Diak

-Where to find help for loneliness in Diak
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The brochure's format is agreed with a partner, which is a foldable 99x210mm 6-paged brochure. The reasons for choosing the format are that it fits in the brochure standards and is easy to open and take with you.

6.2 Creation of the product

The brochure's priority is to communicate and do this well; the text of the brochure needs to be written clearly and easy to understand (Wurzbach 2002, 470). The brochure's content is gathered from literature and simplified and paraphrased into the brochure understandably for a reader.

The definition of loneliness is provided to a reader to know what is meant by loneliness and understand if they are lonely. The description is simplified from a definition of loneliness by Sha'ked and Rokach (2015), who describes loneliness as an emotional state and distressing experience resulting from perceived social life deficiencies. As there are two types of loneliness, according to Muir (2012), social and emotional, it is explained that loneliness can be experienced by either lack of social connections or lack of close connection with others. According to Rokach (2016), as alone differing from loneliness, it is explained that when experiencing loneliness, being alone can be rather distressing, feeling like there was no choice.

6.3 How and why choose the product's topics?

The brochure aims to advise students to help them with loneliness. According to this aim, the content is decided to include a definition of loneliness for students. To understand what is meant by that? Practical advice on what to do if a student is lonely and where a student can find help and support.

After providing knowledge on the concept of loneliness in the brochure, coping with loneliness is built from actions suggested in the literature. The section

begins with the acceptance of loneliness. Nevalainen (2009) discovers that overcoming loneliness begins with accepting loneliness how it is. Recognizing and admitting loneliness sets a scope to the feeling of loneliness of being one feature, among others. Second, reaching out is discussed. Muir (2012) emphasizes reaching out in simple ways with those around, which is made possible by entering social situations, for example, going to public places and events or utilizing the Internet and initiating discussions with others. Also, Sha'ked and Rokach (2015) emphasize the need for increased opportunities for social interaction. Third, participation is discussed, as Nevalainen (2009) states that loneliness and participation in activities are often related to each other. Participation can include starting a new hobby or voluntary work or joining other groups.

To conclude help for loneliness in the brochure, contact information for receiving help in Diak is explained. As Muir (2012) discusses, if feeling extraordinarily lonely and needing support, one should reach out for professionals' help. In Diak, O'Diako supports loneliness among students and has different kinds of activities one can participate. Furthermore, welfare services in Diak provide help and advice, which can be contacted in need of help with loneliness, including a university social worker and a nurse.

The back of the brochure, fourth to sixth pages, includes supportive quotes. The layout of the brochure is designed using Canva, which has different templates that can be used and allow also adding its design.

6.4 Editing the product

Edits have been made for the brochure after receiving feedback from a work-life partner (O'diako student union), Diak's social worker/counselor, and English-speaking students of Diakonia university of applied sciences. The uploaded form of the brochure that you could find at the bottom of the thesis is the complete and final version of the brochure, which is ready for use.

7. EVALUATION OF THE PRODUCT

The evaluation of the product is described in this chapter. The evaluation of the brochure is carried out internally by using SWOT analysis. It provides a framework for analyzing internal strengths and weaknesses and external opportunities and threats (Pahl & Richter 2009).

One of the strengths is including stakeholders in the project. Feedback is asked of the brochure from the stakeholders, also including students. Editing the brochure listening to students' and professionals' views has helped the brochure make it user-friendly and brought reliability for the brochure. One strength is designing the brochure online, which helped in the implementation phase and making the brochure visibly convenient. Interest in the topic and product-making helped to motivate the process.

However, weaknesses include not participating students in planning and making the brochure. This was mainly because of other weaknesses, a tight timeframe for the project. As loneliness is a comprehensive and multifaced issue and coping ways variable, a brochure can only cover some parts.

Opportunities for the brochure include that it can help students with loneliness and can be used to help in work with students and raise discussion about loneliness. The brochure can also be translated into other languages. It promotes loneliness, which is a public issue and should be raised and discussed. The project could also inspire others to do similar projects as the process is described.

Threats include that the brochure would not reach the target group as efficiently as it should. Also, it cannot be measured whether the brochure is successful or for the right person, as loneliness could derive from other mental health issues as well; however, this is a relatively rare case.

TABLE 5. SWOT analysis

<p>Strengths</p> <ul style="list-style-type: none"> -Including stakeholders -Including students in the editing of the product by asking feedback of the product to make it more suitable to target group -Skills in online product design -Interest for topic 	<p>Weaknesses</p> <ul style="list-style-type: none"> -Not including target group into product planning and making -Timeframe influencing the process -Wide topic
<p>Opportunities</p> <ul style="list-style-type: none"> -Promoting loneliness -Similar projects could emerge 	<p>Threats</p> <ul style="list-style-type: none"> -Not reaching target group -Not able to measure success of the product

7.1 Feedback of the product

After creating the brochure, the feedback was asked from a partner, a university social worker, and a group of English-speaking students in Diak. The brochure is sent to the partner (O'diako student union) and a university social worker through email and requesting their feedback on the brochure. Feedback of the target group (English speaking students in Diak) was conducted by SurveyMonkey website, a platform where students can give their feedback for the brochure anonymously regardless of their gender, age, color their skin, political or religious beliefs. A link for the feedback is sent to all Diak's students through the Diak Helsinki campus study office, and their feedback is received through the SurveyMonkey website.

7.2 Description of the feedback

I have received positive feedback from the work-life partner (The student union of Diakonia University of Applied Sciences). O'diako staff have checked the brochure and are very satisfied with the final result. I had shared the opinion and answers to the students' asked questions, and they seemed very happy about it. I might have encouraged them to do more in taking care of students' loneliness issues and the distribution of the product as hard and soft copies.

"Of course, there is much text, but on the other hand, everything is essential. I think mentioning the student counselor is enough, but the school nurse will not be available during the next year like it has been before. The student health services include school nurses, will be in YTHS since January 2021, and maybe you could mention it?" said the Social worker, expressing her opinion on the product.

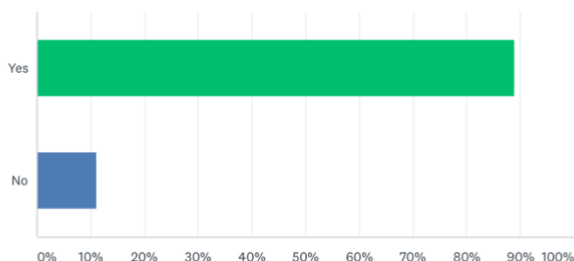
A significant part of the brochure's feedback is made by our target group, "Students of Diak". The study office of Diak has been an enormous help in bridging me with other English speaking university students. I had sent them

the feedback form link and brochure, which they have delivered to students. Later, I have received students' feedback through the SurveyMonkey website anonymously. The data's overall analysis shows that out of 18 responses, 16 students or 88.89% of the students are either happy or very happy with the current brochure; however, two students or 11.11% don't find the brochure and its contents as beneficial.

FIGURE 1: Feedback of students regarding the brochure

Is the brochure beneficial in your perspective?

Answered: 18 Skipped: 0

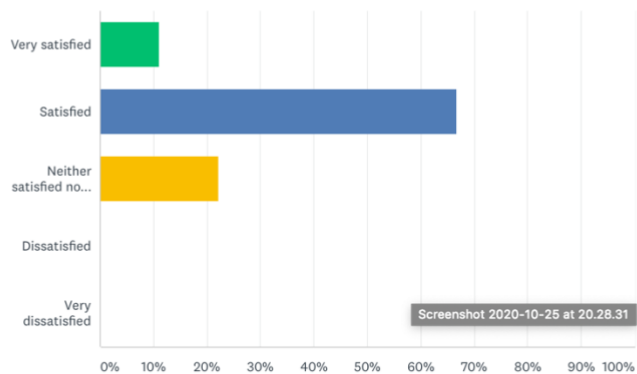


ANSWER CHOICES	RESPONSES	
Yes	88.89%	16
No	11.11%	2
TOTAL		18

FIGURE 2: Feedback of students regarding the brochure

Do you like the design of the brochure?

Answered: 18 Skipped: 0



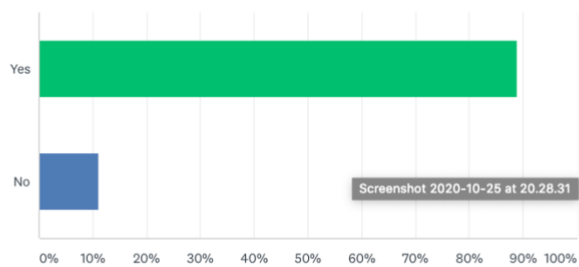
ANSWER CHOICES	RESPONSES	
Very satisfied	11.11%	2
Satisfied	66.67%	12
Neither satisfied nor dissatisfied	22.22%	4
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
TOTAL		18



FIGURE 3: Feedback of students regarding the brochure

Do you find the quotes supportive or helpful?

Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Yes	88.89%	16
▼ No	11.11%	2
TOTAL		18

8. CONCLUSIONS AND RECOMMENDATIONS

This chapter will explore and discuss the conclusion of the gathered data, professional development, and recommendation of the thesis writer in subchapters below.

8.1 Conclusions

This thesis aimed to produce a brochure about coping with loneliness for English-speaking students in Diak to help students cope with loneliness to improve their wellbeing. The brochure will be available for students' use in the O'Diako office and their websites. A student can find help to the brochure's loneliness, and it can be used as a tool by O'Diako and other school staff members.

(The consequences of the current study and product help gatherings of a group of students generally vulnerable, needing help with connection to depression. The exploration discoveries uncover the need to give legitimate advising and direct administration to make viable advances. Through the brochure, the understudies ought to have the option to distinguish there, shortcomings and individual conditions with the goal that they could discover where they are and how much assistance they would need to have significant psychological wellness.

O'Diako can standardize discussing depression through our item likewise could present directing administrations for understudies. Diak University Counselling through social laborer can help by and large fill in as a source that helps understudies adapt to their psychosocial, passionate, formative, and modification-related issues. A future examination can be done for an enormous scope test covering various lonely territories among college understudies.

In conclusion, loneliness is a complex abstract that is difficult to understand since it is profoundly controlled by how somebody assesses their inter-

personal organization or character attributes, such as extraversion, negative mental self-view, and social difficulty. Thought of homesickness may also be a significant factor for the improvement of a depressed individual. Besides, well-being-related factors, such as mental issues and alcohol abuse, may also add to loneliness.)

8.2 Professional development

At the idea stage of the topic, I have had a different perspective of loneliness; however, during researching for the material of the topic of loneliness among students, I have personally explicitly learned the difference between what loneliness is? Furthermore, what is self-isolation? The psychological aspect of loneliness, how it affects the cognitive development of a person, and how bad, prolonged loneliness could affect the brain. At times, I have learned that the prolonged loneliness results in a person's mental health to a level that a person might ever get Alzheimer's disease. During the process, my understanding and knowledge contribute to lifelong learning. I have ensured personal satisfaction in my field and try to make as good of a brochure as I could for the service users since it was my first time making a professional brochure for a specific reason. Professionally, I have gained a lot of knowledge and perspective on making a brochure which I could use in the future in order for me to De-sign, Form, and satisfactorily produce a brochure.

8.3 Recommendations

According to statistics, there is a need for social wellbeing and normalization of discussing the matter of loneliness, but the topic of loneliness among students in the social science field and in general has been a rare topic. Based on the research I have done for this Thesis/Brochure, there is not enough material/Research on the issue in Finland. This area should be explored more, and the topic's research we find very important. A Finnish language version of the booklet could also be beneficial for Finnish-speaking students because,

besides the language difference, they also go through the same experience widely in higher education. Going through the material and literature, we also think that if other UAS/University could be encouraged to tackle the problem of loneliness, it will be helpful as many students are suffering from this dilemma. Since we have discovered that there is a need for the topic of loneliness, if one wants, one could do a social entrepreneurship business based on this topic where one could distribute and raise awareness actively in printed material and online sources.

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APPENDIX 1. Brochure

Outside of the brochure.


REMEMBER, LONELINESS IS A FEELING, NOT A MEASURE OF NUMBER OF FRIENDS OR TIME SPENT INTERACTING SOCIALLY

THE STUDENT UNION OF DIACONIA UAS - O'DIAKO

O'Diako was founded in 1998 and is the student union of all students in Diak, regardless of the campus and degree. We are strongly present in the day-to-day life of Diak students: we arrange peer tutoring and assist with anything related to studies and student life.

We provide ways for influencing, opportunities to play sports as well as events of many kinds.

"MUSIC WAS MY REFUGE. I COULD CRAWL INTO THE SPACE BETWEEN THE NOTES AND CURL MY BACK TO LONELINESS."
— MAYA ANGELOU



COPING WITH LONELINESS FOR STUDENTS

Inside of the brochure.



FEELING LONELY?

Loneliness is unpleasant emotional state. It is a subjective experience of your current relationships not meeting your needs. You may feel that you don't have enough relationships, or you lack close connection with people around you. You may notice that you are feeling lonely if you are alone but feel distressed or like having no other choice. Don't worry! Loneliness is natural human experience, and almost everyone goes through it at some part of their lives. It is common when moving to a new place and adjusting to new social environment. Understand that you are not alone with loneliness.

DONT WORRY

WHAT TO DO ABOUT LONELINESS?

Accept that you are lonely. Loneliness is feeling among others, which means it is not permanent and it can be changed. To move forward, here are some practical steps you can try. Reach out Being alone deepens loneliness. Place yourself in situations you can meet people. You can greet and initiate discussions with those around you. Go to public places and attend events Discuss and search Internet, blogs and social media. You can find more helpful information and people in similar situation Participate Participation can help in creating new social connections and finding like-minded people. There are many ways how you can participate. Take part in O'Diakos activities Start a new hobby you are interested in Start voluntary work Go to community centres. They are open to everyone to meet new people and participate in activities Take advantage of time alone Do something that makes you feel good or you find meaningful when you are alone Go for walks or do sports activities Learn a new skill Read, write, paint, draw, sing - be creative! Remember to be kind, patient and understanding to yourself.

WHERE TO FIND HELP?

O'Diako is the student union of all students in Diak, regardless of the campus and degree. They organize events, sports activities, peer support and assist with anything related to studies and student life. Contact or visit O'Diako office for more information.

DON'T STAY ALONE WITH LONELINESS!

If you need support, Diak offers welfare services. You can contact student counsellor (Social worker) & The Finnish Student Health Service (which includes school nurses)

