

Review of: "Inclusive Academic Advising for students with mental health issues. The views and experiences of Academic Advisers"

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Potential competing interests: No potential competing interests to declare.

The research addresses an important issue: how academic advisors support students with mental health issues. The study adopts a qualitative approach, providing an in-depth understanding of academic advisors' experiences. The sample size of the study is reasonable, including 55 academic advisors from four different faculties. The research compares the experiences of academic advisors across different faculties, revealing different perspectives and practices. The article highlights the challenges faced by academic advisors in providing support and the impact on their work-life balance. The research focuses on the needs of academic advisors and their willingness to take on the pastoral role. The findings emphasize the need for a whole university approach, including support and training for academic advisors.

I can declare some kinds of negative aspects of this study as the sample size of the study is limited, focusing on only one university, which may limit the generalizability of the findings. The research solely relies on surveys and does not include in-depth interviews or participatory research methods. Some sections of the article could benefit from more explanation or examples. Certain parts could be presented more concisely. The suggested solutions based on the study's findings could be further elaborated and the feasibility of implementation could be discussed.

In conclusion, this article is a valuable contribution as it addresses the relevant topic and focuses on the experiences of academic advisors. However, it has limitations such as sample size and research methods. Nonetheless, the findings and recommendations in the article provide interesting and valuable insights into how academic advisors can support students with mental health issues.