

**BROCK UNIVERSITY
CAMPUS MENTAL HEALTH STRATEGY**

**Mental Health Management Advisory Committee
December 2012**

DRAFT

TABLE OF CONTENTS

Section	Page Number
1. INTRODUCTION	3
1.1. The National Context	3
1.2. The Provincial Context	4
1.3. The Landscape at Brock	5
2. BROCK UNIVERSITY MENTAL HEALTH FRAMEWORK	6
2.1. Foster a Healthy Living, Working and Learning Environment	7
2.2. Promote Social Connectedness and Resilience	8
2.3. Increase Help-Seeking Behaviour by Community Members	11
2.4. Identify Individuals in Need of Support and/or Care	12
2.5. Provide Medical and Mental Health Services	13
2.6. Deliver Coordinated Crisis Management	14
3. RECOMMENDATIONS	15
3.1. Leadership Support and Policy	15
3.2. Promote Social Connectedness and Resilience	15
3.3. Increase Help-Seeking Behaviour by Community Members	16
3.4. Identify Individuals in Need of Support and/or Care	16

1. INTRODUCTION

Brock University recognizes the leading role that universities play in exploring, understanding and reflecting on the many challenges that face individuals and society, of which challenges mental illness is one. As a research institution we recognize our obligation to be in the forefront of our society's efforts to understand and promote health and mental wellness; identify and treat mental health disabilities; to counter and control the limitations imposed on people by mental illness; and to mitigate and reverse the negative stereotypes which limit the aspirations and creativity of people living with psycho-social disabilities. As a teaching institution dedicated in particular to the education of young people into the knowledge structures and values which ground our culture, we recognize our calling in offering every reasonable support to candidates for our degrees who are dealing with mental health problems, and in inducting all of our students into a constructive understanding of mental illness. As a major employer in our Region we aspire to follow and model the best practices available in supporting employees living with mental health issues. As an institution deeply embedded in the Niagara and Canadian communities, we are committed to working with our partners in all sectors in tackling mental health challenges and associated issues in our society.

1.1 The National Context

The World Mental Health Organization (WHO) states “There is no health without mental health”. This recognizes the importance of mental health and wellness in overall health and wellness. The WHO also states that “depression is the leading cause of disability” and “the 4th leading contributor to the global burden of disease” in 2000 (moving up to 2nd by the year 2020)

(http://www.who.int/mental_health/management/depression/definition/en/). Health Canada reports that twenty percent (20%) of Canadians will experience mental health problems during their lifetime. Post-secondary institutions can expect that this will include their students, staff and faculty. In particular, our student population represent a unique and critical population with respect to mental health since most post-secondary students fall into the highest risk age (youth 15-24) for mental illness and substance dependencies (“Towards A Comprehensive Mental Health Strategy: The Crucial Role of Colleges and Universities as Partners, Ontario College Health Association, 2009, http://www.oucha.ca/pdf/mental_health/2009_12_OUCHA_Mental_Health_Report.pdf). In addition, students are more likely to suffer from psychological distress and/or report mental illness symptoms than the general youth demographic (Statistics Canada, 2009, <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/hlth66d-eng.htm>). Key statistics and indicators from Statistics Canada include:

- Youth, aged 15-24, are the most likely to suffer from selected mental disorders and are more likely to report suicidal behaviour,
- Suicide is the leading cause of death in Canadian youth, ages 10-24, after motor vehicle accidents,
- In the 15-19 year age category, the suicide rate is 9 per 100,000 (12 for males, 5 for females),

- In the 20-24 year age category, the suicide rate is 12 per 100,000 (19 for males, 5 for females) (Statistics Canada).

The Mental Health Commission of Canada (MHCC) was created in 2007 with funding from Health Canada, following the release of the first-ever national study of mental health, mental illness and addiction which found an alarming number of challenges facing Canadians with mental health issues. The work of the MHCC has sparked a national discussion about mental health and wellness, and this discussion has been taken up by many leaders in post-secondary education, including the Association of Universities and Colleges of Canada (AUCC).

In particular, a 2007 national online survey conducted for the Mental Health Commission of Canada for a report on stigma and discrimination found that they are a “very real, acute and enormous problem”. Canadian universities are in a unique position to begin to research and to tackle this problem (“Towards a mental health strategy for Queen’s: A discussion paper” Queen’s University, 2012, <http://www.queensu.ca/cmh/index/1cmhdiscussionpaperJune2012.pdf>).

1.2 The Provincial Context

The provincial context shows similar statistics and issues. In addition, the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) has mandated several legislative obligations for post-secondary institutions that will remove barriers (including attitudinal, policy and practice barriers) and create greater accessibility and inclusivity for all, including community members with disabilities relating to mental health.

In 2009, Brock was one of six Ontario post-secondary institutions that participated in the American College Health Association - National College Health Assessment. The survey results reported:

- Approximately 4% of students have a diagnosed psychiatric condition;
- Approximately 15% of students have been treated by a professional for one or more mental health problems;
- Specifically, at Brock University, approximately 19% of students surveyed have been diagnosed or treated by a professional for one or more mental health problems;
- The three most common factors identified by students as affecting their academic performance are stress (38%), sleep difficulties (26%), and anxiety (26%); at Brock: 38%, 28%, and 27% respectively;
- Approximately 53% of students indicated they felt overwhelmed by anxiety; at Brock: 54%; and
- 36% of students felt so depressed they said it was difficult to function; at Brock: 36%.

The Ministry of Training, Colleges and Universities has taken up the issue of mental health and wellness at Ontario institutions, conducting provincial forums and providing additional funding to address mental health initiatives. The Council of Ontario Universities, through the Enabling Change Program of the Accessibility Directorate of Ontario, has also begun to investigate and explore this important area with the development and dissemination of a tool for faculty in managing mental health issues that may present in the classroom (for release in spring 2013) and a proposed project that will build awareness, anti-stigma and the important role of early intervention.

1.3 The Landscape at Brock University

Statistics from key departments and services at Brock also reflect the growing numbers of students, staff and faculty members living with mental health problems on our campus, and their need for services and support.

- The number of students accessing counselling services has increased 54% in the past 7 years (10% between 10/11 and 11/12 alone);
- The number of mental health visits to Student Health Services has increased 108% in the past 5 years (25% between 10/11 and 11/12 alone);
- The number of students registered with Services for Students with disAbilities (SSWD) who identify a mental health diagnosis as their principle disability has increased 51% in the last 5 years, while the overall increase in students registered with the SSWD only increased 31% in the same time period;
- The number of cases addressed by the Student-at-Risk Case Team has increased 436% since its inception in 06/07, 14 cases in that year to 75 cases in 11/12;
- 35% of current open long term disability claims and 14% of short term disability claims of employees are due to mental health diagnoses (2012 to date); and
- In 2011, anti-depressant medication was the number one drug claim submitted by employees (not including dependents). To date in 2012, anti-depressants are third on the list, however they are trending to be number one again.

According to preliminary data from “Stressed at Brock”, an ongoing longitudinal study by Dr. Teena Willoughby, Brock University, which began in 2009:

- 9.2% of students surveyed are at risk for suicide-related behaviour or thoughts;
- 5.6% of students had a plan but did not attempt suicide;
- 1.8% of students had a plan and really wanted to die;
- 2.4% of students attempted suicide but did not want to die; and
- 0.9% of students attempted suicide with intent to die.

2. BROCK UNIVERSITY MENTAL HEALTH FRAMEWORK

In order to fulfil its role as a leader and in recognition of the growing attention towards the importance of addressing mental health and wellness in the post-secondary education sector, Brock University created its Mental Health Management Advisory Committee, and is putting forward this initial Campus Mental Health Strategy. The Mental Health Management Advisory Committee is:

- Responsible for setting higher level direction, strategy, policy and action plans regarding management of mental health concerns of community members.
- Responsible for administration / planning of initiatives to address mental health concerns on campus – needs assessments, evaluation, and communication processes.
- Responsible for communicating with members' departments, university at large, external and internal network of stakeholders, to gain input for the committee's work and to share the work of the committee.
- Committee includes students (undergraduate and graduate), management from Student Services, Administration and Faculties.

This initial Campus Mental Health Strategy document will set out a proposed framework for our campus, and includes key recommendations for Brock University to move forward in several areas that will work towards creating a campus that is truly a preferred place to work and study for everyone, including our community members who live with mental health concerns.

The foundation of our framework is to “**Foster a Healthy Living, Working and Learning Environment**”. At this level, it is critical that we begin to create an inclusive culture, supported by appropriate plans, policies, procedures and practices. The pillars of our framework include:

- **Promote Social Connectedness and Resilience** – in recognition of the importance of a supportive and inclusive environment that promotes mental wellness and intervenes early to prevent and/or address stress and early signs of mental health problems; provides positive connections for community members through opportunities outside the classroom and/or work environment; this would include training for all who supervise, manage, lead and hire staff (particularly student staff), to ensure that all are aware of the value of belonging and feeling part of a group;
- **Increase Help-Seeking Behaviour by Community Members** – stigma, fear, discrimination and confusion can often prevent those experiencing mental health problems from seeking assistance; the system can help by educating its community members about mental health and the supports available to facilitate early intervention
- **Identify Individuals in Need of Support and/or Care** – because those who need assistance may not always seek it, educating a supportive community who can identify early signs of stress and mental health problems is critical to ensuring support and care are provided quickly

- **Provide Medical and Mental Health Services** – provision of timely and effective services for community members in need of assistance is critical in recovery and regaining mental health and wellness
- **Deliver Coordinated Crisis Management** – while we aim for early intervention, support and care in order to prevent crisis incidents, it is important to have clear and coordinated response across campus in responding to a crisis in a safe and efficient manner that respects all those involved

For each of the areas, this framework identifies Brock’s current activities as well as potential gaps to be addressed. This document ends with recommendations for moving forward, based in part on a review of best practices at other institutions. Finally, Brock wishes to acknowledge the ground-breaking work of several other institutions, from which this strategy document was developed – in particular, Cornell University and Queens University.

2.1 FOSTER A HEALTHY LIVING, WORKING AND LEARNING ENVIRONMENT

- Creation of the Mental Health Management Advisory Committee
- Review, development and implementation of policies and protocols aimed at identifying and supporting students and employees in distress, and addressing the situations which may precipitate crisis. (Policies and protocols include Workplace Violence Prevention Policy, Respectful Work and Learning Environment Policy, Student Code of Conduct, Residence Community Guiding Principles, Academic Integrity Policy, Alcohol Policy, and protocols relating to student event risk management, students-at-risk, vulnerable employees, sexual assault and domestic violence)
- Development and implementation of programs to educate our community and address low mental health literacy and stigma in our community, including workshops for employees and supervisors by Canadian Mental Health Association, Mental Health First Aid, and QPR Suicide Prevention
- Disability and Accommodation Services: Facilitation of services and accommodations enabling students, staff and faculty with disabilities to enjoy the same education and employment opportunities as their peers.
- Inclusion of the mental health framework within the 2013 Brock University Multi-Year Accessibility Plan.

Leadership Support:

- Student Services Integrated Strategic Plan includes priorities related to the development and implementation of the mental health framework
- Student Development Centre Strategic Plan includes support development and implementation of mental health framework
- Student Health Services Strategic Plan includes:
 - Increase Mental Health Management: Implementation re: early identification, treatment and follow-up (EITF) – through hiring of Mental Health Nurse position, staff development, new medical procedures and review of resources

- Establish increased mental health practices and partnerships with psychiatrists and physicians to better manage the high volume of student/patients re: mental health initial visit and follow up
- Increase Student Health Services mental health tools and web-based mental health resources
- Expand Student Health Services INSART system: increase the nurse follow-up systems for internal students at risk (i.e. mental health nurse follow up, early identification of risk behaviour follow up – dangerous drinkers, marijuana use, oxicontin addiction)
- Encourage knowledge and acceptance (anti-stigma) of mental health and illness through the delivery of Peer Education workshops/campaigns on stress, mental health and mental illness
- Department of Residences Strategic Plan includes support development and implementation of mental health framework within residence (student staff and full time staff).
- Staff and student participation on The Council of Ontario Universities working groups around issues of accessibility and mental health
- Staff participation in provincial forums on mental health in the post-secondary education sector
- August 2012 saw the initiation of more collaborative efforts by Brock University departments with local, national, and international mental health agencies and services to improve the availability of mental health education and treatment on campus for students, staff, and faculty

Gaps:

- Reflection of leadership support for a comprehensive mental health strategy in statements, planning documents, and reflected in budget allocations
- Policy revision including: Employment Accommodation Policy for employees; revision of Respectful Work and Learning Environment Policy; completion of Workplace Violence Prevention Program
- Revision and changes to the Faculty Handbook and the support of Brock University Faculty Association (BUFA), Centre for Pedagogical Innovation (CPI), Senate and other committees, particularly the Teaching and Learning Committee and the Undergraduate Student Affairs and Graduate Studies Committees, in developing and maintaining pedagogical and student support strategies on the teaching and research side to accommodate those with mental illness
- Comprehensive training for employees re: related university policies and their rights and responsibilities
- Training for supervisors, Human Resources staff, Union Leaders, and Senior Management on workplace harassment and responsibility for psychological safety of employees (fuller development of policy and procedure in these areas as well).

2.2 PROMOTE SOCIAL CONNECTEDNESS AND RESILIENCE

Department of Residences: Integrated Strategic Plan includes the following strategic action: “enhance and increase the connection between students, their academics and the broader community through the provision of programs and initiatives within residence”. Residence Dons job descriptions include: “1.

To create a community atmosphere in residence; 2. To develop and facilitate programs that meet the needs of residence students; 3. To provide residents with a secure foundation for their transition and growth into university life; 4. To ensure that residence policies are upheld, and to respond to policy violations and emergencies as they arise; 5. To maintain open communication and manage administrative duties; 6. To act as a role model of respect for self, others and the community.” Head Residents are further required to understand and use resources available for the support and assistance of residents in need.

Student Life and Community Experience: This new initiative at Brock University is designed to cater to the well-rounded student. Students are encouraged to participate in all aspects of campus life by getting involved with the incentives program and utilizing the Student Life & Community Experience (SLCE) Events Calendar. SLCE offer programs and services that support service-learning, civic engagement, volunteerism and leadership development. The department’s three activity centres; Student Leadership & Engagement, Student & Community Outreach (*formerly Community Connections*), and Off-Campus Living & Neighbourhood Relations, work to empower Brock students, staff and faculty to be active, civic-minded leaders who strive to enhance the Brock and Niagara experience. Participation promotes social connectedness and skill development in the areas of: leadership, personal growth, communication, and conflict management.

Academic Zone Learning Services: provides free academic support for all Brock students to help them achieve their full potential in university and beyond. In addition, Mature students, Transfer students, Aboriginal students and First Generation students, have access to social and professional support programs specifically designed by A-Z Learning Services to meet their needs and help them make the most of their university experience.

Smart Start: The Smart Start program ensures that first year students have a smooth transition to university life. Smart Start, (Students Marking a Realistic Transition) is offered through a summer orientation program hosted by current students and the Brock Community. Students meet other first year students who will be in their classes, learn about services offered on campus, meet upper year Brock Students, plan their courses and timetable, register for courses, tour the campus, learn about on and off campus living, access their Brock computer account, interact with services on campus, and meet faculty members. Smart Start promotes social connectedness and resilience among first year students.

Learning Services University101: U101 is a non-credit program offering the opportunity for students to enhance their readiness for university in both an onsite and online environment. The program consists of five 3-hour sessions on campus and focuses on academic skills such as note-taking, preparing for exams, academic writing and understanding expectations.

STRATEGIES: Programming includes a joint ½ day transition program in conjunction with SMART START (June through August for all students with disabilities) and a 4 day STRATEGIES conference program. The STRATEGIES conference program focuses primarily on prospective/first year students with a diagnosed and documented Learning Disability and/or ADHD but has expanded its program to include

an option for students with psychiatric/mental health disorders and includes a support system for first year students registered with SSWD that encompasses their entire first year academic experience.

Student Health Services (SHS) – Health Promotion: Student peer health educators conduct workshops on wellness, mental health, alcohol/drug use, and sexuality, stress, and lifestyle issues. Student Health Services provides information to the general community online, through Facebook, Twitter, and communication campaigns which include weekly health exhibits. The Student Health 101 web magazine is actively distributed throughout campus especially to first year students. This electronic tool includes health information, quizzes, student health tips through videos, and Brock specific resources. An annual Health Fair promotes many aspects of health and wellbeing, including: physical health, mental health, nutrition, sleep, exercise, and stress management. The health fair includes several community agencies relating to mental health and wellness. SHS connects with both Brock University Students' Union and the Graduate Students' Association in offering programming on mental health.

Athletics and Recreation Services: provides comprehensive fitness and athletic facilities for students, staff and faculty, and provides a welcoming and inclusive environment for community members to focus on their fitness, health and wellbeing. In addition, student staff in Recreation Services and student athletes are engaged in training, team initiatives, and volunteering in the larger community which fosters additional connections beyond campus.

Brock Base Camp: offers rock climbing, canoeing and backpacking trips for incoming undergraduate students during August, where they can explore the outdoors, travel and camp together, share stories, and make social connections before coming on campus in the fall. On trips, students have the chance to ask questions about what being a university student is like, find out what it takes to make healthy choices while living away from home, and feel confident about going into first year.

Faith and Life Centre: provides opportunities for friendships, study, spiritual counseling, growth, and learning and is a resource for Faculty, Staff, and Students alike. Community members get involved in several groups associated with the Faith and Life Centre or participate in educational, social, or spiritual events supported or led by the Centre. The Faith and Life Centre is open to questions and advocates inter-religious peace and understanding.

Online Resources for Students: Both the Student Development Centre and Student Health Services have access to online resources, mental health self-assessments, and stress management materials to help students develop coping strategies and learn when and where to turn for help. Brock also has an online subscription to Moods Magazine, available to all community members.

Brock University Accessibility Advisory Committee (BUAAC): Office of the Vice-Provost, Associate Vice-President, Student Services. BUAAC is the advisory committee to the university with respect to the identification, prevention and removal of “barriers” as outlined in the AODA. The committee is comprised of a majority of persons with disabilities (including persons with mental health disabilities) who represent campus areas, and includes students, faculty, staff and community representatives. Members of the committee living with disabilities deliver campus wide accessibility awareness training.

Employee Wellness Initiatives: Human Resources and Environment, Health and Safety (HR&EHS) provides a number of services and initiatives aimed at building employee wellness including: provision of Employee and Family Assistance Program, annual Employee Wellness Conference, monthly wellness newsletters and workshops, and encouragement of employee interest groups (e.g. Fitness, recreational activities, hobbies).

Employee and Family Assistance Program (EFAP): Homewood Human Solutions provides Health Promotion seminars; the University arranges for 8 seminars every 2 years that employees can attend. The 8 seminars are one-hour employee wellness sessions to provide support around various mental health topics. Some of the topics include: The Balancing Act: Establishing Work-Life Harmony, Stress Busters, Coping with Negative Thoughts, Beyond Stigma: Increasing our Understanding of Mental Health in the Workplace.

Employee Online Resources: Those employees who have Long Term Disability (LTD) coverage with the University's insurer, Ontario Teacher's Insurance Plan (OTIP) have access to an online resource called FeelingBetterNow®. This program was developed by leading mental health experts to help patients and their family doctor attain the appropriate diagnosis and treatment for the specific condition. The College of Family Physician of Canada has reviewed and approved FeelingBetterNow® as a practice management tool to assist physicians in patient care. The resource was developed to assist with the prevention, early diagnosis and ongoing management of common mental health issues and is also available to the eligible employee's spouse and dependents. An education session regarding this tool was provided to those interested employees.

Supervisor Resources: The Health Management Office will provide a Supervisor education session on managing employees that may suffer from mental health issues and the FeelingBetterNow® online resource will be a component of this session. Supervisors will be provided with tools to assist in the management of their employees and learn how to provide support while not imposing on medical confidentiality.

Online Resources for Employment: The Brock University website summarizes the Benefits available to employees. A Health Resource section exists that provides newsletters and reference materials from the University's benefit providers.

Gaps:

- Updated comprehensive online resources for students
- Comprehensive alcohol education for all students
- More formal partnerships with community mental health agencies for increased knowledge/sharing partnerships.

2.3 INCREASE HELP-SEEKING BEHAVIOUR BY COMMUNITY MEMBERS:

Media Communication: Media communication via brochures (i.e. Employee Wellness Newsletter, Accessible service...accessible Brock booklet) and websites promote the resources on campus and attentiveness to others in distress. Some limited connections/partnerships with community agencies/initiatives.

Student Health Services: Aims to improve the quality of help-seeking behaviours of community members by implementing a “Circle of Care” perspective to mental health promotion. A variety of videos from agencies such as BlueWave, Headspace (Australia), and YouthLine have also been collected with permission for the purpose of educating the community on how to recognize and help others in distress. On-going collaborations with mental health initiatives such as Pathstone’s Anti-stigma campaign also encourage students to increase their own understanding to better help others in their community.

Gaps: Comprehensive awareness building programming, events, advertising, posters, resource cards, and websites are needed to promote Brock’s mental health strategy, increase the community’s attentiveness to others in distress, and promote availability of campus and other resources for all community members (students and employees). Investigation of best practices at other institutions is recommended (internal web portal, peer support initiatives, parent information). Initial investigation of websites has begun (www.mindyourmind.ca , www.icopeu.com, Feeling Better Now). Issues that need to be addressed in programming include: increasing mental health literacy on campus, reducing stigma associated with mental illness, increasing skills in maintaining health and wellness, and increasing knowledge of available resources for support.

2.4 IDENTIFY INDIVIDUALS IN NEED OF SUPPORT AND/OR CARE:

Student at Risk (SAR) Case Team: The SAR Case Team includes staff members from key departments who meet regularly to discuss situations involving students whose behaviour or well-being is of concern to others. Cases may be brought forward by team members or members of our community. The goal of SAR is to ensure students who may be at risk are supported and connected to appropriate services, and to manage situations where the conduct of a student may pose a risk to the larger community. Members of this team have been provided training in the areas of mental health and threat assessment. SAR has provided employees with an orange folder outlining the protocols for dealing with students in distress and with contact information for the Case Team and key services for supporting a student in distress.

Mental Health Screening by Student Health Services (SHS):

- Intake Form: Medical patients complete an intake form that asks about history of mental health issues, and where students identify a history of mental health concerns/treatment, they receive information about services and supports available at Brock. Medical patients are assessed at

the time of their visit. As appropriate, the Burns or Becks depression scale and/or the Burns Anxiety scale assessments are used. Those indicating high levels of distress are given referrals to counselling and/or resources or self-care. Limited psychiatric care is also available for students.

- Drinking Choices Seminar: A service of SHS, peer delivered, for students to explore their alcohol use. Students are referred to the program by residence staff, judicial administrators, and health care providers, as well as by self-referral.

Services for Students with Disabilities – Case managers meet with students who identify with mental health disabilities on a regular basis to ensure that they are accommodated as per the Ontario Human Rights Code (Disability and Duty to Accommodate). Additionally case managers are able to monitor mental health status and are therefore able to support students to avoid crisis situations and put any other additional supports in place if necessary to ensure academic success. Students who present or are referred with learning issues, undergo complete assessment process to rule out history or presence of mental health issues and are referred to Health Services, SAR, personal counselling or referred externally for complete learning assessments.

Personal Counselling: Students complete an intake form that asks about history of mental health issues, and where students identify a history of mental health concerns/treatment, they receive information about services and supports available at Brock.

Department of Residences: Several members of the Department of Residences (DOR) staff have taken Mental Health First Aid training. All members of the DOR and students on Residence Life Staff have taken QPR training. Further, prior to the start of the academic year, all students on Residence Life Staff (RLS) receive training on a variety of topics that will assist them to identify individuals in need of support and/or care, including: effective listening, sensitivity training, community building, making referrals, to name a few. The Head Residents receive additional training on: community development, crisis/risk management, and student development theory among other things. The RLS and/or Residence Life Management Team are quick to connect with and/or refer students to other support services such as Student Health Services and the Student Development Centre. Also, the RLS and Residence Life Management Team make referrals to the Drinking/Drug Choices program.

Training for Employees: The University offers QPR and Mental Health First Aid Training to employees in order to build their awareness, comfort, skills and capacity to identify and intervene with students and employees experiencing mental health problems and/or who might pose a risk to themselves.

Gaps:

- The university is working to develop and implement a team and protocol to address issues of vulnerable employees who may pose a risk to themselves or the larger community, recognizing that using a team approach to threat assessment and management is a best practice. Further to the development of this team/protocol, provision of training for employees, particularly supervisors, will be needed to increase their awareness and skills in identifying employees in need of care.

- Provision of training for faculty and staff, around the use of the SAR protocol, mental health literacy and suicide prevention, in order to create a culture of support and a community that has the skills to more quickly and easily identify individuals in need of care and assist them to access that care and support.
- Inclusion of SAR information into the faculty handbook. Support of BUFA, CPI and Senate to do so.
- Victim advocacy program and/or more coordinated connection/referral to community programs.
- Temporary academic supports protocol for students experiencing temporary mental health issues/academic supports i.e. situational depression, exam anxiety, death of family/friends, where they are not already or regularly being accommodated through SSWD.

2.5 PROVIDE MEDICAL AND MENTAL HEALTH SERVICES:

Student Health Services (SHS): Interdisciplinary team is committed to a collaborative approach to caring for the physical and mental health of patients (undergraduate, graduate, international and Intensive English Language Program participants). SHS has received new funding to hire a Mental Health nurse as part of this team.

Personal Counselling Services: Counselling staff offers services for students who are experiencing personal/social difficulties while studying at Brock University. The majority of services are offered on an individual basis however there are some group programs.

Services for Students with Disabilities: Trained mental health and multidisciplinary clinicians working together to provide ongoing academic/personal support for registered students while studying at Brock through the provision of reasonable and individualized academic accommodations to students with mental health disabilities to maximize their educational experience.

Employee and Family Assistance Program (EFAP): The University has contracted with Homewood Human Solutions, an EFAP provider, to help employees and their families meet their needs for confidential professional assistance for personal, professional, family, and wellness problems, which may adversely affect mental and physical health and work performance. They offer a diversified range of counselling services to assist with many issues including depression, bereavement, marriage or relationship difficulties, workload and organizational changes, alcohol and/or drug dependency, and sexuality. In addition, they also offer limited access to financial and legal consultants and provide information services on such topics as elder and child care.

Gaps:

- All student services listed above have reported large increases in demands for service over the past 5 years, but they have not received corresponding increases in human or financial resources in order to effectively meet these increased demands

- Formal links and reporting protocols between local hospitals and mental health care providers (i.e. First Episode Clinic, Pathstone) and the university (via SHS) to ensure continuity of care and facilitate safe re-entry to the community.
- There is a need to build awareness and understanding, among faculty in particular, about the services available to assist students and the processes for referring students for services; support from CPI, BUFA and Human Resources in the provision of training would be helpful.

2.6 DELIVER COORDINATED CRISIS MANAGEMENT:

- **Campus Security Services:** Campus Security Services (CSS) is comprised of sworn peace officers who work in close partnership with the Niagara Regional Police Service. Our peace officers are appointed by the Regional Municipality of Niagara Police Services Board. This appointment gives them full police powers on University property. They regularly enforce sections of the *Highway Traffic Act of Ontario, Liquor Licence Act of Ontario, Trespass to Property Act, Mental Health Act and other provincial and federal statutes*. CSS provides service on campus 24/7 via ext. 4300/3200, use of emergency phones on campus, and/or patrol.
- **911:** 24/7 emergency call to police; any 911 calls are immediately followed up by Campus Security Services also.
- **Student at Risk (SAR) Case Team:** SAR members meet on an as needed, immediate basis to respond to crisis situations regarding students, and are available 'on call' via Blackberry for consultation.
- **Personal Counselling Services:** There is a crisis number that students can call for emergency services outside of regular business hours.
- **Services for Students with Disabilities:** Case managers identify students at risk and respond to immediate crisis for registered students and if necessary refer to SAR team for further collaborative support. Case managers also ensure that students have access to 24/7 crisis support by providing phone numbers to both COAST Niagara (mobile mental health crisis team) as well as Distress Centre of Niagara.
- **Guidelines for Responding to the Death of a Student:** Addresses release and sharing of information, arrangements for memorial services, and provision of personal counselling services for students affected.

Gaps:

- The university is still in the development stages re: a case team/protocol for situations where employees are at risk, and/or workplace violence occurs.
- No provision of 24/7 support for community members facing a mental health crisis; no clear links to community services to provide this additional support (i.e. Crisis centre numbers); limited support for students and little promotion of other more comprehensive options.
- Coordinated support network on campus for community members (particularly employees) in the aftermath of tragedies or other crises. We offer counselling/memorial services for students

on an ad hoc basis, particularly where residence is involved; however, there is no community support team approach/protocol formalized. We do have a protocol for student death situations through the Registrar's Office that includes provision of group debrief sessions by personal counselling for students in a traumatic incident or student death.

3. RECOMMENDATIONS:

3.1 Leadership Support and Policy

- Include the mental health strategy in Brock's Integrated Strategic Plan
- Review annual budget allocations which support mental health initiatives
- Place a priority on policy review and revision, including: Respectful Work and Learning Environment Policy, Code of Student Conduct, and Accommodation Policy (for employees)
- Foster connections and collaboration among university departments and employee bargaining units to support the implementation of this mental health strategy
- Provide comprehensive and effective training tools for employees re: university policies and procedures
- Foster research collaboration amongst the Faculty of Applied Health Sciences, the Faculty of Social Sciences, and Student Services, to understand and address student mental health and wellness (undergraduate and graduate)
- Assess aspects of academic regulations that could exacerbate mental health issues for students (e.g. Scheduling, grading, assessment) and make recommendations to improve
- Prepare proposal submission for mental health funding

3.2 Promote Social Connectedness and Resilience

- Evaluate orientation week and its effectiveness in supporting transition, healthy lifestyle and wellness
- Introduce a fall reading week to alleviate student stress and promote wellness
- Make available comprehensive online resources on mental health and alcohol education for all students
- Formalize partnerships with community mental health agencies to address gaps – organize a regional forum on mental health with Niagara College and community partners
- Implement an early alert system (database) to identify students at risk and triage cases
- Pay attention to the unique aspects of mental health concerns of international students and identify supplemental mental health initiatives
- Assess the needs of graduate students' mental health and wellness and identify gaps for support, and determine solutions
- Additional multi-function health and wellness space (combining Recreation/Athletics space, with other student life spaces that promote health and wellness – ex. Food outlets, grocery store, pharmacy, social space, club space, etc.)

3.3 Increase Help-Seeking Behaviour by Community Members

- Launch peer support initiatives and parent information
- Increase mental health literacy on campus through an awareness building, anti-stigma campaign which incorporates “lived experience” initiatives, and ensure that all community members are reflected and addressed (students, staff and faculty)
- Provide a centralized space for collaborative health and wellness services on campus, with improved access, as has been identified as a ‘best practice’ in the post-secondary sector

3.4 Identify Individuals in Need of Support and/or Care

- Develop and implement an “employee at risk” case team and protocol to support vulnerable employees who may pose a risk to themselves or the community
- Identify supports for students experiencing temporary mental health problems (e.g. Situational depression, death of family or friends, exam anxiety)
- Coordinate a protocol for employees in the aftermath of tragedies, loss or crisis (similar to the Death of a Student Protocol)

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