



IMPROVE LIFE.

STUDENT MENTAL HEALTH PROGRESS REPORT FALL 2017

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Where we have been

Since our founding in 1964, the University of Guelph has been known for its commitment to developing exceptional thinkers and engaged citizens. By focusing on the development of the whole student, we give University of Guelph graduates the tools and skills to make a difference in an ever-changing world. The university is a supportive environment that is inviting, accessible and reflective of the diversity of our students and of our commitment to their development as people, scholars, and citizens. In order to foster this growth and success, we have had a long-standing commitment to, and reputation for, supporting our students' mental health and wellbeing.

2013: Mental Health Task Force established

The University of Guelph identified students' mental health as an area of growing concern and established the Mental Health Task Force.

2013-2015: Mental Health Task Force Work Underway

The Task Force met over a two-year period, and their work involved a review of the mental health on-campus literature, the creation of five active subcommittees, and an extensive inventory of University of Guelph mental health programming. This work was supported by a research assistant.

2016: Student Mental Health Strategy released

The result of these cumulative efforts to which many campus stakeholders contributed was the [Student Mental Health Strategy](#). Many initiatives were also implemented during this process as new ideas and opportunities were being identified.

The Student Mental Health Strategy reported strong evidence that the University of Guelph is highly committed to a healthy campus, and in promoting positive student mental health and wellbeing for all students. The report identified many areas where the University was considered to demonstrate best practices, providing a myriad of existing mental health services and initiatives. The report summarized in the inventory the dozens of entry points for mental health support and promotion on campus as well as a few notable gaps to be addressed. Perhaps foremost among the gaps was the need for more extensive and coordinated communication about existing mental health supports to the campus community, particularly students. Beyond traditional individual or group mental health services offered by on-campus professionals, the report reveals that all members of the University community have the capacity to contribute to promoting positive student mental health and well-being in some way.

The Strategy also identified the need to assess and evaluate all student mental health programs, policies, and procedures in the continuous process of improving our ability to respond to exponential growth of the mental health needs of students. This is not an easy task as rigorous evaluation for studying student mental health is complicated and requires a unique skillset. Assessment and evaluation of student mental health programs is an ongoing challenge for all universities.

2016: Mental Health Framework Approved

The Mental Health Framework was introduced to Senate as a vehicle to guide future decision making regarding student mental health issues on our campus. The core of the framework focuses on maintaining a Healthy Campus for all students, through the promotion of student success related to both personal health holistically considered and academic achievement. With committee work continuing, the goal was for the Mental Health Strategy, including the Mental Health Framework, to act as a guide for on-going work in the context of mental health on campus.

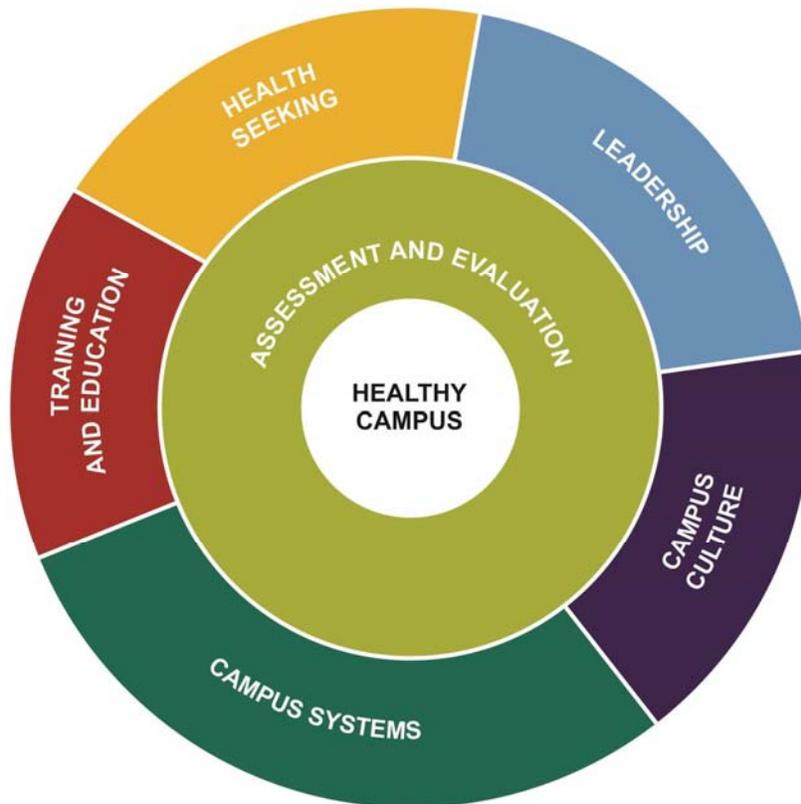


Image: Mental Health Framework (2016)

2016: Standing Advisory Committee on Student Mental Health established

The Standing Advisory Committee on Student Mental Health was established following the release of the Student Mental Health Strategy. During the 2016-2017 academic year, the Committee oversaw the activities of the work of the subcommittees that were created to implement recommendations from the Mental Health Strategy.

2017: Additional Consultation with the University of Guelph Community

In response to ever increasing awareness of the mounting need for student mental health support and significant mental health challenges over the 2016-2017 academic year, there were calls for more resources and transparency related to mental health programming and supports on campus. In response to these calls, the University engaged in a consultation process with the campus community using a contracted third-party consultant, *Overlap*. The work lead by *Overlap* included two town halls held in March and May of 2017, a number of small focus groups, and a one-day outreach to students in Branion Plaza.

2017: University of Guelph adopts Okanagan Charter

As part of its commitment to wellbeing, the University of Guelph became one of 10 universities in Canada to formally adopt the Okanagan Charter: An International Charter for Health-Promoting Universities and Colleges. The charter calls on post-secondary institutions to ensure health and well-being in all aspects of campus culture, policies and practices. The charter calls for universities and colleges to develop action plans, including creating supportive campus environments, encouraging personal development and re-orienting campus services. The charter is directed to the full campus - faculty, staff and students and moves the campus beyond the focus solely on student wellbeing. It aligns well with the [Wellness@work initiative](#).

2017: Completion of the 2017-2019 Mental Health Needs Report

The second town hall, which built upon the engagement work leading up to that time, resulted in the creation of the [Outcome Report](#). While the student involvement at this town hall was smaller than the first townhall given the time of year, the action plan built on the previous work of the committees, as well as the first town hall. Further and ongoing consultation will occur.

One of the recommendations in the report was the need for a transparent process whereby the University community is made aware of the initiatives being undertaken and priorities and accountabilities for subsequent years. The following 2017 Progress report is the first of an annual report that will be produced each year.

Where we are Presently

Demand on University of Guelph Services

a. Counselling and Health Services

Counselling Services has seen both a significant increase in demand for its services over the last number of years, as well as pressure to move away from its traditional role of supporting students with short-term mental health challenges to supporting students with more complex mental health needs. There is an expectation among many in the campus community that the University provide full-service counselling support up to, and including, psychiatric care. This prompts the question as to whether universities, organizations not funded as mental health care givers should be providing full, long-term counselling services. This question is being asked across the province with the principled position that universities should be providing short-term care with appropriate referral to organizations in the city that have mandates and funding to respond to long-term care issues. This approach is not as simple as it sounds, as the transient nature of students makes it hard for them to connect with practitioners in the city, at times with long wait times and financial constraints. While these discussions continue at provincial and health agencies, as the data demonstrate below, the University has been responsive by increasing mental health supports significantly over the past several years. Numerous campus staff work diligently to increase opportunities for meaningful and effective student support. Changes in service delivery have been necessary to respond to the demand, with increases in walk-in service allowing for timely review and assessment of emerging student needs.

Statistics reported in the chart below demonstrate the notable change in usage trends and service entry methods occurring in the counselling needs of our students.

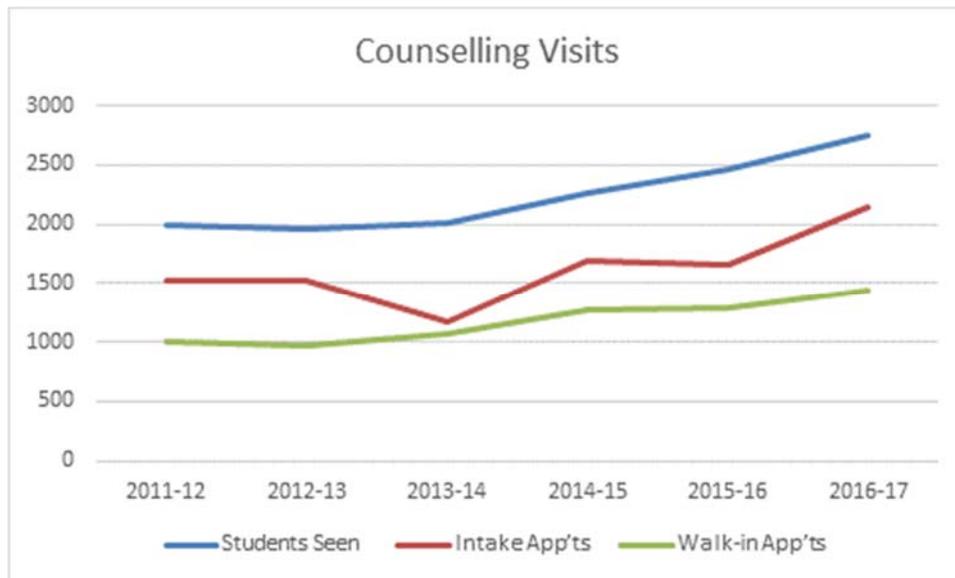


TABLE 1 GRAPH OF STUDENT COUNSELLING TRENDS

The increased demand reflects a combination of more students on average requesting counselling, as well as a higher percentage of students requesting ongoing counselling. A telling sign of changes is that, in 2016-2017, requests for counselling intakes began prior to new students beginning their fall semester and a significant surge in requests for counselling during the month of September. As noted below, the demand for services in the month of September, prior to any midterms or tests, has increased by over 50% in three years. During this same period, enrolment grew by 3.5%. It needs to be recognized that while the academic challenges are a factor on mental health, there are many other personal issues that come into play.

Month of September	2014-15	2015-16	2016-17
Unique Student visits	427	510	661
Wait Time for apt (weeks)	2	2.5	5
# of Walk Ins	83	102	149

TABLE 2 COMPARISON TABLE OF STUDENT COUNSELLING STATISTICS

Students are also increasingly requesting to book weekly sessions with a counsellor for ongoing maintenance purposes, a trend that moves away from the traditionally provided short-term campus counselling services. Counselling and Health Services increased their staffing over this period, but wait lists for regular appointments continued to grow. In response to this demand,

counselling services changed their intake process and began providing 30-minute consultations to assess student need and refer as appropriate to other resources.

While the introduction of 30-minute consultation appointments has helped to meet student demand and to ensure that those most in need are being seen, this approach does not address the needs of students requiring ongoing care. Even with the increased mental health care staffing funded by the University, the need often outpaces the available resources.

This increased mental health service demand has also affected Student Health Services. Five years ago, Student Health Services added its first psychiatrist to staff at two days a week. The unit now has two full-time psychiatrists and yet continues to have an extensive waitlist. Physicians in Student Health Services are also spending an increasing amount of their time seeing students presenting with mental health challenges rather than flus, colds etc. This is leading to resource support issues for doctors as these visit types require more time and are not compensated at a level to match this time necessity. The increased demand in this area also means that students’ other health needs may not be adequately addressed given the availability of physician appointments. This potentially has the effect of decreasing the overall health of the broader student population.

There are clear concerns about wait times on campus to see a psychiatrist and the need to improve partnerships with organizations in the city. Unfortunately, there are capacity issues in the city as well. In fact, the wait times in Student Health Services are much better than the wait times in the city. It should be noted that the entire city of Guelph only has one publicly funded psychiatrist. It is ironic that the University, an institution not funded as a health organization is better supported than the entire city in this regard. As a result, while there is a willingness amongst the University and services within the city to develop partnerships for improving mental health care of students, referring students who need ongoing care to professionals in the city is not a simple alternative due to wait times.

b. Student Accessibility Services

Student Accessibility Services has also experienced a large increase in the number of students presenting with mental health accessibility needs. As evidenced below, this demand is outpacing our enrolment growth and shows a significant shift in the balance between learning disabilities toward mental health disabilities. Students with mental health disabilities may require additional supports over and above accommodation requests as they may need to be connected with counselling or health services as well and may need more follow-up supports.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Attention Deficit	92	142	143	175	185	205

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Learning Disability	599	397	674	715	687	651
Mental Health	363	395	475	669	739	958
Autism Spectrum	...	26	33	33	43	46
Acquired Brain Injury	25	29	27	29	104	128
Other ¹	323	369	373	373	398	425
Total	1402	1358	1725	1994	2156	2413

TABLE 3 COMPARISON OF STUDENT DIAGNOSIS

c. Other Campus Services

What these statistics do not show is the secondary impact on other units on campus, including Student Support Network, Student Housing Services, Program Counselling Offices, the Multi-Faith Resource Centre, and the Office of Intercultural Affairs. These units are seeking to support and work with these students in ways that fit with their mandate, often making referrals to Counselling Services and Health Services.

It is important to note that these trends are not unique to the University of Guelph and are occurring on campuses across Canada.

Action Taken During 2016-2017

The actions identified below are themed based on the domains identified in the Mental Health Framework presented in the Mental Health Strategy (April 2016):

¹ Includes physical accessibility needs and chronic illness

LEADERSHIP

During the academic year 2016 – 2017, a Standing Advisory Committee on Student Mental Health was established and oversaw the activities of the work of the subcommittees that were created to implement recommendations from the Mental Health Strategy. This was a very active year with the implementation of a number of the recommended initiatives that were identified in the report. In terms of direct resources, the University contributed \$100,000 in base funding to match the funding approved by the approved increase in the student services fee. These funds were directed to support one position in the Counselling Office and one in Accessibility Services. Funding was also added to support the Office of Intercultural Affairs as well as case management. In addition, a significant advocacy campaign resulted in two envelopes of money being announced in the Provincial budget in May 2017: base support of \$100,000 was provided immediately to support counselling, and a further funding announcement is anticipated in the near future.

CAMPUS CULTURE

The goal in 2016-17 was to focus on the various environmental factors, such as physical setting, human characteristics, and social climate have on student mental health and wellbeing. During the year the following programs were introduced:

- Early warning systems: A priority was placed on improving early warning systems to identify students at the start of their struggles to provide them with supports, before they shift into more serious struggles. During this year, the *Start on Track* and *Bounce Back* early warning programs were extended, with the introduction of a pilot program in partnership with a company called *Vocantas*. The program provided automated calls to students early in their first semester to identify emerging areas of concern. The program has been proven to increase the retention and academic success of students on other campuses. Individuals who were identified as having emerging areas of concern were contacted by Peer Helpers to provide information and resources to support the student. This program is being evaluated to determine its effectiveness.
- The Friendship Bench in support of mental health was unveiled in Branion Plaza in April 2017. The bench is a visual reminder of the importance of discussing mental health in the University of Guelph community and the need to reduce mental health stigma. The friendship bench spurred the introduction of benches across campus, signaling an encouragement to sit, relax, and connect with friends.
- Investments were made in enhancing the quality of student space, most specifically in the University Centre and the Library.
- The new \$45M Athletics facility was completed and steps were taken to reduce participation costs to facilitate student engagement in wellness activities.

- Student Wellness Services partnered with Engineering and the Ontario Veterinary College to begin building resilience skills into their academic programs, and to provide wellness programming in their buildings. The OVC offers wellness lunches once a month with speakers on a wide range of topics. Engineering is offering programs in the main foyer of their building.
- Student Wellness Services enhanced many of their wellness programs, ranging from stress reduction programs in Athletics through to support of the Stress Management and High Performance Clinic, which offers a variety of workshops to enhance study skills, decrease stress, manage headaches and get better sleep.
- The Wellness Education Centre enhanced its many stigma reduction programs. The University's National College Health Assessment data showed that we have been successful in reducing the stigma of mental health and that an increasing percentage of students will seek help if they feel they need it.
- More online resources were built into the mental wellbeing website:
<https://www.uoguelph.ca/mentalwellbeing/>
- Two positions were added in the Office of Intercultural Affairs to support international student transition (\$80,000) and support the needs of marginalized students (\$80,000)

CAMPUS SYSTEMS

The goal in 2016-2017 was to develop policies and response procedures that remove barriers and promote student mental health and well-being.

- A working group was struck, reporting to the Associate Vice-President, Academic, to review some of the scheduling procedures (e.g. examinations). This group was also tasked with examining the issues surrounding the effectiveness of a fall reading week.
- The policy on accommodation for students with disabilities was revised to reflect documentation changes for students with mental health accommodation needs.
- The Student Affairs Case Director position was created. Cases of high concern are discussed weekly and support coordinated by the Case Director.
- The University of Guelph partnered with *Here 24/7*, a distress lines that provides online support through trained, professional counsellors. The director of 24/7 sits on the Student Wellness Advisory Committee and provides insight on our students' needs and connects with our counselling services. This online program, and the government supported on-line program *Good2Talk*, were actively promoted across campus and helped to extend the counselling support.
- A working group was established to begin discussions regarding the development of a credit course in health and wellness.

TRAINING AND EDUCATION

The goal was to provide training that would allow all members of the University to identify and refer those struggling with mental health challenges. In 2015-16 a four-tiered training program for mental health and wellness was developed. In the 2016-2017 academic year, the focus was on program implementation.

- \$50,000 was provided to train individuals as trainers and to purchase resources for training the University community.
- An annual implementation plan was developed for the following trainings: Level 1: More Feet on the Ground; Level 2: Beyond the Books; Level 3: SafeTALK; Level 4: Mental Health First Aid; and Level 5: ASIST
- As part of the training program, all faculty and staff received the online "<https://uoguelph.morefeetontheground.ca/> module, with levels 2-4 training rolled out to staff as specified in the program.

HEALTH SEEKING

The goal in 2016-2017 was to provide a more comprehensive and streamlined service for students through integration of units in Student Wellness Services. In terms of counselling support, the University follows the Council for the Advancement of Standards in Higher Education (CAS) standard of one counsellor to 1500 students; we meet this standard.

- A \$10M investment in the Powell Building will bring together Student Health, Counselling, the Student Support Network, and Student Accessibility Services in a wellness hub
- Addition of a permanent counselling position to Counselling Services and one advisor position in Student Accessibility Services.
- The Student Support Network was integrated into the triage system for Counselling Services as a lower-level counselling offering.
- Creation of a Mental Health Care Coordinator position in Student Wellness Services to help triage cases amongst counselling, Student Support Network, Student Health, and external partners.
- A pilot project to embed counsellors in units and departments on campus was initiated with a part-time counsellor in the OVC.
- One Counsellor was designated as a liaison and worked part-time with Student Housing Services for residence managers to call regarding specific cases, often enabling the situation to be resolved in residences rather than the student being referred to counselling.

- Availability of support groups through Counselling Services was expanded. In 2016-2017, 30 groups were offered in that Fall and Winter semester for a total of 333 group sessions overall. Group offerings include the following:
 - Cognitive Behavioural Therapy for Anxiety (9 groups/semester, 5 sessions/group)
 - Cognitive Behavioural Therapy for Depression (4 groups/ 5 sessions/group)
 - Building Healthy Relationships (1 group/ semester, 8 sessions)
 - Dialectical Behavioural Therapy (1/semester, 10 sessions)
 - Building Social Confidence (1/semester, 6 sessions)
 - Stress Management (1/semester, 6 sessions)
 - Mindfulness (2 workshops/semester, 2 sessions each)
 - Gender Conversations group (6 sessions)
 - Building Social Confidence 2, (3 groups, 3 sessions/group) developed to provide some assistance to the many students who were unable to access the Building Social Confidence Group
 - Eating Disorder Group (5 sessions)
 - Meal Replacement Group (6 sessions)
 - Drop in Groups were piloted for Coping Skills and Stress Management (7 drop-in sessions each)
 - A Grad Group was offered to address the specific concerns of graduate students. Expansion of partnerships with off-campus mental health service providers to extend reach. On campus, Student Wellness partnered with the Centre for Couple and Family Therapy and the Centre for Psychological Services to provide additional support for some of our students, particularly in peak times. Partnerships were also established with some units in the City of Guelph to direct students with high needs.

- On-line initiatives were introduced or enhanced including:
 - the Mental Wellbeing website: <https://www.uoguelph.ca/mentalwellbeing/>
 - the Counselling Services website: <https://wellness.uoguelph.ca/counselling/mental-health-resources>
 - *FeelingBetterNow*: Guelph was the first University to offer an online screening and resource program: <https://feelingbetternow.com/uoguelph> The Central Student Association and Graduate Student Association actively worked with the University to promote the program, resulting in a significant increase in usage.

2017-2019 – Where we are Going

During the 2017 summer semester, the Chairs of the Mental Health Subcommittees met and prioritized action items arising from the 2017-2019 Mental Health Action Plan. These priorities were shared With the Mental Wellness Committee and revised accordingly. This report articulates the goals and accountabilities and is guided by the revised framework.

Revised Framework

One of their decisions was to introduce a re-aligned Mental Health Framework that is responsive to the voices heard during the engagement process. While the previous framework was effective in creating an integrated model, there was some confusion regarding the categories. The new framework is consistent with the previous one, and continues to highlight the need for an integrated model. While in times of crisis it is easy to fall into the trap of focusing solely on support services. This reactive approach is not conducive to an effective model in the long run. The University needs to keep focused on all aspects of the framework and be accountable accordingly.



Image: Mental Health Framework (2017)

The focus of this approach is a **healthy campus**, grounded by assessment. Using research to inform decisions, we create a community dedicated to continuous improvement as well as knowledge that can be applied, tested and debated. Each section of the Mental Health Framework is referred to as a transformational domain. The domains are defined below:

LEADERSHIP

Whether it comes from the senior administration, faculty, staff or students, our community leads by example and embodies what it means to exemplify the Gryphon commitments of being determined, caring, authentic, respectful, and engaged. In addition to communicating our leadership approach to mental health, this domain articulates the many networks that contribute to positive mental health.

SUPPORTIVE CAMPUS ENVIRONMENT

This domain addresses the impact that various environmental factors, such as physical setting, human characteristics, and social climate have on student mental health and wellbeing.

PERSONAL WELLBEING

This domain seeks to find ways to remove barriers and promote student mental health and well-being.

TRAINING

This domain focuses on equipping community members with the tools necessary to respond to students exhibiting signs of needing support.

MENTAL HEALTH SERVICES

The Health Seeking domain seeks to promote behaviours that contribute to a healthy campus by empowering students and reducing barriers to treatment.

ACADEMIC POLICIES AND PROCEDURES

This domain focuses on applying a mental wellbeing lens to our policies and procedures.

Priorities 2017-2019

The priorities attached in Appendix A have been agreed to for the 2017-2019 academic years. These priorities reflect the work of the following:

- The University of Guelph Mental Health Strategy (2016)
- Recommendations from the Working Groups
- Outcomes of the Town Halls Report

At the end of the 2017-2018 academic year, a report will be prepared identifying progress on 2017-2018 goals, as well as an action plan for the subsequent year.

Moving Forward

It is clear from the numerous and reviews that all members of the university community can play a critical role on our campus in fostering and promoting student mental health. There is no one place students experiencing mental health challenges will turn to for help.

It is important for everyone on campus to be able to express concern, provide support, and/or refer students to the appropriate campus resource. Everyone can make a difference helping students build mental wellness strategies, prevent deterioration of their mental health, and support them when experiencing mental health challenges.

Appendix A

Specific timelines and accountability for 2017-2019 Action Plan:

LEADERSHIP

ACTION ITEMS	TIMELINE	ACCOUNTABLE
<p>The Standing Committee on Mental Wellness will review its mandate with the goal of moving to a Healthy Campus Committee. This may result in moving committees such as the Alcohol and Drugs Committee and the Sexual Violence Committee under this umbrella committee. The goal is to better coordinate the various committees focused on wellbeing under one umbrella</p>	<p>Winter 2018</p>	<p>Associate Vice-President of Student Affairs (AVPSA)</p>
<p>Oversee the establishment of action groups as necessary to help move forward on action items</p>	<p>Fall 2017</p>	<p>Mental Health Advisory Committee and AVPSA</p>
<p>Prepare an annual Action Plan each year and report annually on outcomes.</p>	<p>Prepare Action Plan - Fall 2017 Progress Report - May 2018</p>	<p>AVPSA and Mental Health Advisory Committee</p>
<p>Determine ways to engage students in the planning and delivery of programs and services.</p>	<p>Ongoing Create a mechanism for engaging student leaders in the consultation process</p>	<p>AVPSA and Mental Health Advisory Committee</p>

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Advocate with appropriate government bodies and partners such as the Centre for Innovation for Campus Mental Health, local health integrated network, and the COU reference group on accessibility.	<p>AVPSA continue to chair the Executive Committee of the Center for Innovation of Campus Mental Health</p> <p>AVPSA continue working with Council of Ontario Universities (COU) and Ontario Universities Student Association (OUSA) on a report regarding the importance of mental health support on our campuses.</p>	AVPSA

SUPPORTIVE CAMPUS ENVIRONMENT

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Continue to refine the Wellness in Engineering pilot and extend the initiative by developing an embedded wellness model for other schools/faculties.	Fall 2017 and ongoing	Director Student Wellness Services
Focusing on the transition challenges of entering students review and update Start Online with a wellness lens	Spring 2017	Director Student Life
Highlight support resources on courselink	Fall 2017 and ongoing	Director Student Wellness Services

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Develop resources for faculty to highlight at the start of classes	Winter 2018 and ongoing	Director Student Wellness Services
Expand student space including outdoor space	On-going	AVPSA, Vice President Finance and Administration
Review and enhance early warning programs	On-going	Associate Vice President Academic (AVPA), AVPSA
Identify need for specific training to support graduating students	Review winter 2018 New programs fall 2018	Director Co-op and Career in consultation with Student Wellness
Update crisis folder for faculty and staff to provide additional information and reflect the integration of Student Wellness Services. Distribute the folder and ensure available online.	Spring 2017	Student Affairs Case Director

PERSONAL WELLBEING

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Introduce a pilot resilience curriculum in residence	Fall 2017	Director Student Housing Services

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Pilot and assess a happiness/gratitude IT application in residence	Fall 2017 with assessment Spring 2018	Director Student Housing Services
Develop a for credit course on wellness	Pilot offering Spring 2018 Full offering Fall 2018	AVPA
Pilot a satellite program of the Student Support Network and wellness programming in Athletics	Fall 2017	Manager Student Wellness Services and Director Athletics
Hire an additional Health Educator to focus on communication Review and refine the mental wellbeing website and assess its effectiveness	Winter 2018 Winter 2018 and ongoing	Director Student Wellness Services Student Wellness Communications Coordinator

TRAINING

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Develop training opportunities for students both to understand mental health challenges as well as how to intervene and refer. A strong focus on bystander training.	Fall 2017 and ongoing	AVPSA
Make present training more public and accessible	Ongoing	Student Affairs Case Manager

Working with the CICMH develop an enhanced online training module with implementation for September 2017. The module will reflect the unique mental health challenges of specific marginalized groups.	Winter 2018	AVPSA
Develop a major incident debrief protocol	Winter 2018	Student Affairs Case Manager
Continue to refine training for faculty staff and students and incorporate into the mental wellbeing website	Ongoing	Student Affairs Case Manager

MENTAL HEALTH SERVICES

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Review and revise the delivery of mental health care on campus, that responds to student need and demand and includes an ongoing feedback process	Planning - 2017-2018	Student Wellness Services
	Implementation - Fall 2019 (in new building)	
Hire a research assistant to review how technology may be used in the provision of mental health services on campus and include options in delivery system as noted above	Spring 2017	Student Wellness Services
	Report - Fall 2017	

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Staff: review staffing needs and use additional funds to support needs.	Fall 2017- ongoing	Director Student Wellness Services
Explore additional embedded opportunities across campus	Fall 2017-ongoing	Director Student Wellness Services
Add additional mental health groups	Fall 2017	Director Student Wellness Services
Collaborate with CMHA in provision of evening and weekend support for students in crisis	Fall 2017	Director Student Wellness Services
“Act as One Service” pilot project with the Guelph Family Health team and community partners that is aiming to provide a comprehensive team based support in the primary care setting for individuals with mental health and/or addiction issues. The pilot will start prototyping and testing a new model of care for Guelph	Fall 2017: pilot one community psychiatrist at UofG 1 day a week	Director Student Wellness Services
“Pit Assessment” Pilot Project: Utilizing a model from University of Victoria, will pilot 30-minute session with student family physician and psychiatrist for a <u>very specific reason</u> that have been identified and reviewed by the team. Goal is to decrease wait times for those needing full psychiatric consultations.	Winter 2018	Director Student Wellness Services

ACADEMIC POLICIES AND PROCEDURES

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Review and make recommendations on a fall reading week	Report to Senate in the fall 2017. If approved, implementation fall 2018	AVPA
Review registrarial procedures for deferred exams to move deferred exams away from the midterm time the subsequent semester	Review undertaken fall 2017 Implementation winter 2018	Registrar
Review exam scheduling process with goal to minimize conflicts	Consultation fall 2017. Report winter 2018 with implementation fall 2018	Registrar
Initiate a training program for Academic Review Committees	Fall 2017	AVPSA and AVPA
Develop modules and offer best practice for universal design and assessment	Winter 2018	Director Open Education (Open ED)
Review Medical Documentation requirements	Winter 2018	AVPSA, AVPA, Director Student Wellness Services

ASSESSMENT AND EVALUATION

ACTION ITEMS	TIMELINE	ACCOUNTABLE
Continue to run the NCHA survey every 3 years and use it to refine programs	On-going	Director Student Wellness Services
Identify a comprehensive assessment strategy for initiatives	Fall 2019	AVPSA