



King's University College
Campus Mental Health Plan
2018

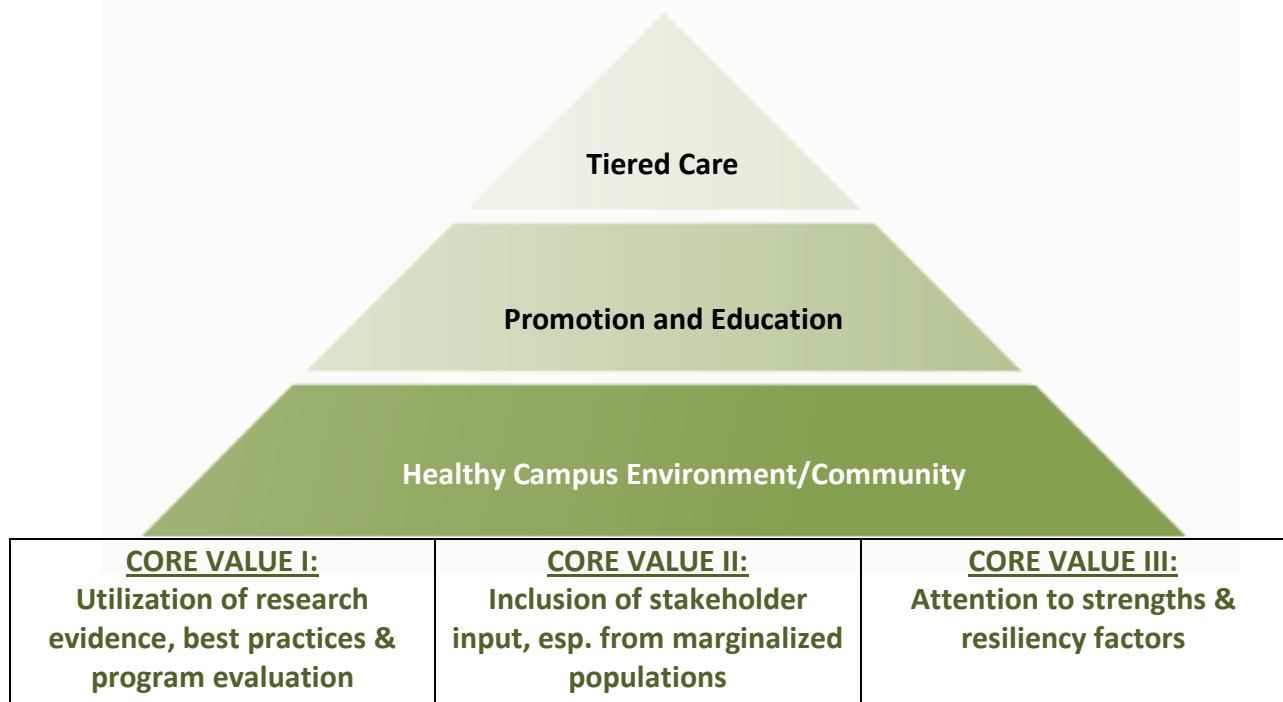
KING'S VISION FOR MENTAL HEALTH

King's University College (hereinafter referred to as King's) endeavours to promote mental wellness in all those who live, work, study and play on its campus. In alignment with the vision of Western University, King's envisions mental wellness in a manner consistent with 'Western's Mental Health and Wellness Strategic Plan' (2018):

"Our vision is to create a university campus that is resilient and cares about mental health and wellness, where [students, faculty, staff and visitors] receive support as needed, where talking and learning about mental health reduces and eliminates the stigma surrounding mental health issues, and where we build a more supportive and inclusive campus environment to enhance [everyone's] potential for success" (Western's Mental Health, 2018, p. 4).

The present plan, however, diverges from Western's plan in three fundamental ways: 1) by recognizing the mental health of *all* who interact with the college (i.e., students, faculty, staff and visitors alike,) 2) by emphasizing the importance of spiritual well-being, and 3) by taking a broader approach to the promotion and preservation of mental wellness via the inclusion of a comprehensive framework under which a variety of strategies may be developed, maintained and/or amended over time. What follows is a description of this framework, including initial goals, suggested as a point of departure on the road to fostering mental wellness at King's.

KING'S PYRAMID FRAMEWORK FOR MENTAL HEALTH



OVERVIEW & CONTEXT

Outlining various easily-remembered and easily-referenced mental health strategies, the King's 'Campus Mental Health Plan' (CMHP) is called for by the school's broader strategic plan, and was developed after consultation with numerous stakeholders. Applicable to the entire King's community, the plan may be conceptualized as a pyramid comprised of three strategic levels supported by three underlying core values (see above). At the base of this pyramid, the first strategic level contains strategies for enhancing mental wellness on a broad scale (i.e., those directed at the campus community and environment as a whole). The next level up encompasses health promotion and educational strategies while the apex represents those strategies/interventions considered most responsive and individualized in nature (i.e., those that fall under the umbrella of "tiered care" – to be explained further below.) Three underlying core values (labelled Core Values I, II, & III in the schematic above) are upheld at all three strategic levels. This pyramid structure is meant to enhance common understanding and provide a strategic framework while maintaining sufficient flexibility and comprehensiveness to encompass existing and future initiatives. As such, it is intended to apply to both current realities as well as future wellness-related aspirations.

The creation of this plan comes at a time when other universities and colleges in Canada – similarly interested in mental health – are outlining strategies of their own (for examples, see Appendix 1.) Many themes from these strategies are incorporated here, most notably:

1. Some version of tiered care, whereby a range of services/interventions are offered to clients in a manner that encourages the use of the most intensive resources by the fewest number of clients (i.e., those in greatest need, the apex of the pyramid framework above)
2. A focus on primary prevention strategies (i.e., those stemming from the lower and middle tiers of the pyramid framework above,) and
3. A consideration of the whole person and resources that address wellness in a holistic fashion.

It should be noted that the promotion of mental wellness at King's is not the purview of any one particular person, department or group – it is the responsibility of all. Indeed, the fulsome definition of wellness utilized in this document (described further below) recognizes community integration and connectedness as essential components of mental health. As such, this plan is intended to incorporate many activities spearheaded by a wide range of campus groups and individuals. It is only through interpersonal and interdepartmental cooperation that mental health may be achieved and maintained.

DEFINITION OF WELLNESS

'Wellness' as defined by the World Health Organization (WHO) is "a state of complete physical, mental, and social well-being... not merely the absence of disease or infirmity" (Constitution of WHO, n.d.). It is also a state of balance, in which one adequately copes with the stresses of life (Sartorius, 2006). The working definitions of 'health,' 'wellness' and 'well-being' in the present document are consistent with these statements, recognizing that health is a state of functionally-optimal equilibrium and a holistic construct comprised of physical/biological, psychological, social, emotional, spiritual, financial, vocational, intellectual and developmental dimensions. Strategies aimed at preventing, improving and treating mental health must be developed with these concepts in mind.

In a related vein, WHO states, "the benefits of medical, psychological and related knowledge is essential to the fullest attainment of health ... informed opinion and active co-operation on the part of the public are of the utmost importance in the improvement of the health of the people" (WHO, n.d.). The present plan similarly recognizes the need to empower the people of King's with the knowledge and ability to improve their own mental health. Any strategies or interventions developed under the scaffolding of the present framework must incorporate stakeholder input and seek to enlighten and inform all parties using the highest quality evidence available.

LEVELS OF THE PYRAMID FRAMEWORK IN DETAIL

Healthy Campus Environment/Community

As the broadest component of the campus mental health plan, the 'Healthy Campus Environment/Community' foundational wedge of the pyramid framework encompasses activities designed to have a positive impact on the mental health and wellbeing of all members of the King's community. The activities undertaken at this level are consistent with the mandates set out in the 'Okanagan Charter: An International Charter for Health Promoting Universities' (Okanagan Charter, 2015), signed by KUC in 2016:

"Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of [their] institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on [their] campuses; and strengthen the ecological, social and economic sustainability of [their] communities and wider society" (Okanagan Charter, 2015, p. 2; for full details, including the vision, purpose, calls to action, key principles for action and other background information contained within this 12-page document, follow the link in the reference section below.)

In 2017, an audit of KUC's compliance with the Okanagan Charter was performed (Robinson, 2017) itemizing specific areas of assessment and performance. Concluding remarks were primarily positive:

“King’s University College is currently doing a wonderful job at meeting the calls to action posed by the Okanagan Charter. They offer a wide variety of programs, services and events while imbedding health and wellness in influential policies such as student accessibility and new operation[al] models. King’s is making an impact not only locally with the surrounding London community but also globally through their surplus of international students, their international student support and their numerous environmental projects. Making the commitment of signing the Okanagan Charter is just a first step in ensuring that health is promoted and becomes a priority on King’s campus. As health and wellness is forever changing and adapting, King’s, too, will have to consistently adjust to guarantee that they are doing their best to apply the Okanagan charter to their institution” (Robinson, 2017, p. 11).

Robinson’s (2017) audit did, however, make three recommendations for improvement:

1. *“[The performance of annual] reports: With changes bound to happen within programs, services and policies and with mental health and wellness being very multifaceted it is important to re-evaluate and adjust an audit such as this,”*
2. *Promotion [of existing resources]: King’s has so much to offer their students. Although there is a website where they can easily access the majority the programs, events and services ... there needs to be more promotion to students, specifically returning students,*
3. *More Visibility for faith sensitive groups such as LGBTQ+ and Indigenous Students: The Catholic aspect of Kings’ [sic] although... very supportive in the key areas of the Okanagan Charter [may] pose as a hindrance to [certain] student[s]”* (Robinson, 2017, p. 11 – 12).

The abovementioned areas may be used as a point of departure when planning future initiatives, discussed further in the section entitled, ‘Suggested Next Steps’ below.

As noted by a representative of the ‘King’s University College Student Council’ (KUCSC), elements of physical wellness are also important factors in mental health, including the availability of healthy on-campus food options. Future strategies should incorporate such suggestions as well.

As a final point of consideration, policy plays a particularly important role in this wedge of the framework. Given this, important questions must be asked during policy development at King’s, including (but not limited to):

- ❖ Do King’s policies promote balanced lifestyle options for those on campus?
- ❖ What existing King’s policies run counter to the mental wellness goals stated here?

- ❖ Is mental wellness a concept that is kept front-of-mind during policy discussions affecting campus life?

Promotion and Education

The 'Promotion and Education' wedge of the pyramid framework includes a wide variety of programming aimed at promoting mental wellness. Strategies undertaken at this level include those focussed on making reliable, evidence-based information available on campus as well as those initiatives that promote health and prevent illness. Such strategies may be geared towards many campus members or may be targeted towards specific groups or individuals. Initiatives designed to reduce or cope with stress, promote awareness of mental health and illness resources, provide harm reduction information/strategies, and reduce stigma are all contained within this level of the plan.

Examples of promotional and educational activities currently being undertaken by various King's organizations include:

- KUCSC "King's Wellness Hub" Facebook page,
- Jack.org,
- Thai Chi and yoga classes,
- Wellness information fairs,
- Reading Weeks,
- 'Talk on Wellness' Apps,
- 'Muse' meditation devices and S.A.D. lamps (available on loan at the library,)
- Overdose prevention information in 'Things at King's' newsletter,
- On-site gym,
- Yellow friendship bench,
- 'Mindfulness Meditation' and 'Choosing Change' groups, and
- Learning Skills Workshops.

Resilience is an especially important concept in relation to health promotion and education. Initiatives developed at this level should attempt to incorporate and bolster resiliency in the King's community. The American Psychological Association (APA) defines resilience as:

"... the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means 'bouncing back' from difficult experiences. Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience... being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is not a trait that people

either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone” (The Road to Resilience, n.d.)

Tiered Care

The term ‘tiered care’ refers to the concept of delivering services in a least-to-most intensive fashion, whereby clients with the least acute mental health conditions receive the least intensive, least costly interventions, while those struggling with the most debilitating conditions receive the most intensive, most costly care. This approach is sometimes also described in post-secondary and other service settings as “stepped care” (Siebarth, 2017).

For the purposes of the present plan, the term ‘tiered care’ refers (for the most part) to professional mental health services available on campus that are responsive to specific and acute mental health needs expressed by students themselves. That is, this top portion of the pyramid framework, accessed only by certain individuals, corresponds mainly to services offered at KUC ‘Accessibility, Counselling and Student Development’ (ACSD). Optimally, clients in this category receive the amount of professional mental healthcare they require, but no more and no less. A listing of all on-campus resources may be found in Appendix 2.

Currently, ACSD does not often have a wait list and infrequently turns down requests for services based on high client volumes. However, due to the ethic of personal autonomy, counselling services at King’s cannot be imposed upon clients who are uninterested, unaware or unwilling to partake of such help. Thus, such services must be adequately advertised to engender awareness and increase motivation for their use by all potential clients.

The staff of the Personal Counselling team at ACSD is comprised of Master’s level therapists with extensive clinical experience. All are registered members of either the Ontario College of Social Workers and Social Service Workers (OCSWSSW) or the College of Registered Psychotherapists of Ontario (CRPO). ACSD also frequently accepts student placements. Such additional staff, while still learning, play a vital role and allow for wider service capacity.

Professional services offered at ACSD are dynamic, continually evolving over time. As of autumn, 2017, a snapshot of the tiered services offered at ACSD (from most to least intensive) could be described as follows:

1. Courses of counselling of 9 or more sessions with the same therapist,
2. Courses of counselling of 2 to 8 sessions with the same therapist,
3. Single session walk-in counselling,
4. Referrals to other resources,
5. Various psycho-educational talks, and
6. The ‘Change Ahead’ & ‘Mindfulness’ groups.

Although there are no session caps for Personal Counselling at ACSD, a course of therapy greater than eight sessions usually requires team or supervisor consultation and is

considered atypical. In reviewing the need for a course of therapy greater than eight sessions, issues related to dependence, continued usefulness and the appropriateness of more intensive off-campus resources are usually discussed, including therapies targeted towards specific conditions. At any point during tiered care, the professional or client may consider community-based, off-campus services as adjuncts or alternatives to those provided at King's. This may happen for many reasons, including:

- Client preference,
- The need for crisis-oriented service (see Appendix 3),
- Requests for medical and/or pharmacological intervention/information,
- The need for more intensive and/or specialized support (e.g., hypnotherapy,)
- The need for afterhours support,
- Requests for couples counselling,
- Requests for family counselling, and/or
- The need for residential or hospital care.

Given the above, counselling services at ACSD will sometimes be secondary or supplemental to other community services. A noteworthy and important source of additional support may include the mental health resources available on Western's main campus. Students of King's are granted access to these resources free of charge. Crisis-oriented community services are also of great importance. A list of such services and phone numbers may be found in Appendix 3.

It has been suggested that both student and employee needs must be considered simultaneously if campus mental health strategies are to be successful (CACUSS workshop, 2017). Thinking of campus wellness as impacting the entirety of the KUC community, it should be made salient here that tiered care exists for the faculty and staff of KUC in addition to students. Employees have benefits which they can use to access one or multiple counselling sessions, and various community resources are available to assist those working on campus as well. Moreover, in the event of a serious health crisis, employees may access a continuum of time-related benefits. The mental health needs of faculty and staff at KUC must always be considered in tandem with those of its students.

UNDERLYING CORE VALUES

As stated in the overview above, every level of the pyramid framework is supported by three underlying core values. In greater detail, these include:

- I. UTILIZATION OF RESEARCH EVIDENCE, BEST PRACTICES AND PROGRAM EVALUATION – Wherever possible, research evidence based on sound methodology should be considered in the development of initiatives at every level of the framework. When research evidence is not available, best practices should be followed. Where programs are installed, such programs should be evaluated using the best available data in terms

of clinical efficacy, cost-effectiveness and the overall impact on the greater community. To this end, Continuous Quality Improvement (CQI) and collaboration are essential.

- II. INCLUSION OF STAKEHOLDER INPUT, ESPECIALLY FROM MARGINALIZED POPULATIONS – Sensitivity to the needs of all those affected by this plan, including and especially those belonging to marginalized populations, must be incorporated into initiatives developed at every level of the framework. This includes (but is not limited to) consideration of the specialized needs of those from the following populations: LGBTQ+, FNIM, visible minorities, the impoverished, women, and the differently abled.

- III. ATTENTION TO STRENGTHS AND RESILIENCY FACTORS – King’s recognizes that mental health is about more than the simple identification and treatment of deficits; it is equally about the celebration and fostering of inherent strengths and resiliency factors. Wherever possible, all interventions developed at all levels of the pyramid framework should attempt to discover and build upon pre-existing strengths and resiliency factors in the clients being served.

SUGGESTED NEXT STEPS

The present plan requires further feedback from additional stakeholders. Once this is received and the plan is finalized, further actions include:

Action	Responsible Party/Parties	Anticipated Date of Completion
Completing an inventory of existing activities and initiatives at each of the three levels of the pyramid framework	Office of the Dean of Students	May. 1, 2019
Reviewing/revising existing policy from a mental wellness standpoint using the tenets expressed in the present document	TBD	May. 1, 2019
Reviewing the Okanagan Charter audit (Robinson, 2017) and developing an action plan related to its findings	Manager of Student Wellness	May. 1, 2019
Developing a plan for further research and evaluation re: campus mental health	King’s Mental Health Committee	May 1, 2019
Completing a working list of possible future initiatives under each of the three levels of the pyramid framework	King’s Mental Health Committee	July 1, 2019

*NOTE: Actions above may be altered/amended and additional actions may be incorporated, as required

SUMMARY

The 'King's University College Campus Mental Health Plan' is intended to provide an overarching framework for all current and future mental wellness initiatives undertaken at this school. Affecting all those who study, teach, work and live in the King's Community, this plan may be conceptualized as a pyramid with three broad levels. From top to bottom, these levels are: i) 'Tiered Care,' ii) 'Promotion and Education,' and iii) 'Healthy Campus Environment/Community.' Three core values underpin all three levels of the pyramid: i) 'Utilization of Research Evidence, Best Practices & Program Evaluation,' ii) 'Inclusion of Stakeholder Input, esp. from Marginalized Populations,' and iii) 'Attention to Strengths & Resiliency Factors.' All current and future mental health initiatives at King's should align with these values and incorporate the tenets of this framework.

APPENDIX 1

Examples of Campus Mental Health Plans from Other Schools:

McGill University: <https://www.mcgill.ca/senate/files/senate/13. d16-68 progress report on wellness strategy.pdf>

University of Calgary: <https://www.ucalgary.ca/provost/files/provost/15-unv-018-mental health strategy final.pdf>

University of Manitoba: https://umanitoba.ca/student/media/U_of_M_Campus_Mental_Health_Strategy_-_three_pages.pdf

University of Saskatchewan: <https://www.usask.ca/wellness-strategy/wellness-strategies/overall-strategy.php#About>

University of Toronto: <http://magazine.utoronto.ca/winter-2016/a-new-strategy-for-student-mental-health-at-u-of-t/>

Queens University: <http://www.queensu.ca/principal/sites/webpublish.queensu.ca.opvcwww/files/files/CMHFinalReport.pdf>

University of Waterloo: https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/campus_wellness_strategic_initiatives_report_0.pdf

York University: <http://mhw.info.yorku.ca/>

TAKE CARE

On-Campus Mental Health Supports

King's Accessibility, Counselling & Student Development

Wemple Building rm. 157, ph: 519-433-3491 ext. 4321

<https://www.kings.uwo.ca/current-students/student-services/>

Personal counselling, accessibility counselling, career counselling & various group sessions

Walk-in appointments available

King's Pastoral Counselling

Wemple Building rm. 139, ph: 519-963-1477

<https://www.kings.uwo.ca/campus-ministry/spiritual-care/pastoral-counselling/>

Personal counselling for persons of all faiths and spiritual orientations

Student Development Centre/Psychological Services at Western's Main Campus

Western's Student Services Building rm. 4112, ph: 519-661-3031

<http://www.sdc.uwo.ca/psych/>

Psychoeducation, individual counselling, crisis counselling & various group sessions

Walk-in appointments available

Resources at G. Emmett Cardinal Carter Library

Adjoining the Student Life Centre (SLC), ph: 519-433-3491 or 519 433-0041

<https://www.kings.uwo.ca/library/>

Many mental health resources, including the MUSE meditation device, S.A.D. lamps & various reading materials

Locations for prayer and reflection:

- Chapel (main floor of Wemple, rm. W159)
- Muslim Prayer Room (basement of Wemple, rm. W057)
- Reflection Room (second floor of SLC, rm. KC219)

Accessibility, Counselling and Student Development
519-433-3491 Ext. 4321
CSD@kings.uwo.ca
Mon-Fri 9am-4:30pm
Wemple157



TAKE CARE

After Hours Support

Good2Talk

1 (866) 925-5454
24/7 profession counselling, information,
and referrals for post-secondary students.

LGBT Youthline

Call 1 (800) 268-9688, Text 1 (647) 694-4275
or Web Chat www.youthline.ca
Sunday to Friday 4:00-9:30PM

ReachOut247.ca

(519) 433-2023 or 1(866) 933-2023
Call or web chat 24/7 with a
professional who can provide
information, resources, and mobile
crisis support.

Anova- a future without violence

Formally Women's Community House

Call 1 (800) 265-1576 or
(519) 642-3003 24/7
if you are in crisis or seeking information
about leaving an abusive relationship/
safety plan.

Formally Sexual Assault Centre London

1 (877) 529- 2272 or
(519) 438-2272
24/7 crisis support line
255 Horton St. East, 3rd Floor

CMHA Crisis Counselling

Walk-in mental health and
addictions support available
24/7 at 648 Huron Street.
519-434-9191

First Nations and Inuit

Hope for Wellness

Help Line

1 (855) 242-3310
Call 24/7 for immediate,
culturally relevant telephone
crisis intervention counselling
support.

MentalHealth Helpine.ca

1 (866)531-2600

DrugAlcohol Helpline.ca

1 (800)565-8603

ProblemGambling Helpline.ca

1 (888) 230-3505

Provide information about support and treatment services in your community.

For more information on Accessibility, Counselling and Student Development, please visit:

<http://www.kings.uwo.ca/campus-services/student-support-services/>

Accessibility, Counselling and Student Development

519-433-3491 Ext. 4321

CSD@kings.uwo.ca

Mon-Fri 9am-4:30pm

Wemple157



APPENDIX 4

A list of the current members of King's Mental Health Committee is as follows:

Name	Dept./Position
Dr. Carrie Arnold	Thanatology – Professor
Ms. Joanna Bedggood	Manager of Student Wellness
Dr. Rick Csiernik	School of Social Work – Professor
Mr. Joe Henry	Administration – Dean of Students
Ms. Julie Horne	Human Resources – Director
Mr. Dermot Hurley	School of Social Work – Professor
Ms. Violette Khammad	King's University College Student Council – President
Ms. Melissa Page Nicholls	Accessibility, Counselling and Student Development – Counsellor
Ms. Olivia Smith Rodriguez	King's University College Student Council – Vice President Student Affairs

*NOTE: while not an official member of the committee, Chris Saxby, MSW student intern, provided significant input into the formatting/editing of this document.

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