



Recommendations

Student Mental Health and Wellness

FRAMEWORK AND RECOMMENDATIONS FOR A COMPREHENSIVE STRATEGY

Report of the Principal's Commission on Mental Health
QUEEN'S UNIVERSITY, NOVEMBER 2012

PYRAMID LEVEL ONE: PROMOTING A HEALTHY COMMUNITY

Section	Recommendation	Responsibility	Status
1.0	Affirm the value and goal of a healthy community at the highest levels, including as part of the vision and mandate of the university and in the policy statements of the Board of Trustees, University Council, Senate, the AMS, the SGPS and all operational and functional units	Principal and Provost's Offices	
	The university's Health and Wellness Steering Committee consider the development of an integrated framework based on established health promotion principles	Health and Wellness Steering Committee	
1.1	Create an advisory committee on academic accommodations	Student Affairs, Disability Services Office	Complete
1.2	Establish an Exam Centre	Student Affairs	
1.3	Work to increase student awareness of academic support services ... as well as academic rules and regulations around appeals	Student Affairs, Queen's Learning Commons, Office of the University Registrar, Faculties & Schools	In progress
	Consider how to integrate additional academic supports into a Student Success Centre	Student Affairs, Queen's Learning Commons	In progress
1.4	Look at options for students who have had a false academic start, e.g. dropping a mark...	Provost's Office, Faculties & Schools	
1.5	Consider the advantages and disadvantages of adopting a 13-week fall term	Provost's Office, Faculties & Schools	
	Consider more 12-month learning opportunities to provide academic flexibility and enable students to "catch up"	Faculties & Schools	In progress
	Consider day-to-day academic scheduling (class and exam) to respond to compressed and close-to-conflicting exam schedules...and the need to ensure students have breaks throughout the day	Faculties & Schools, Office of the University Registrar	
1.6	Faculty members designing courses should consider student workload consistency and the balancing of assignments, particularly in first-year	Faculties & Schools	In progress
1.7	Do more to help students understand the academic requirements and expectations for their particular courses	Faculties & Schools, Office of the University Registrar	In progress

Section	Recommendation	Responsibility	Status
1.8	Strongly encourage faculty, staff, TAs, dons and student leaders to repeatedly acknowledge the normality of stress, encourage feedback and provide information about the academic and non-academic resources available	Faculties & Schools, Student Governments, Student Affairs	In progress
1.9	Review the planning and delivery of dual degree programs	Faculties & Schools	
1.10	Increase the promotion and benefits of academic advising	Faculties & Schools	
	Provide online degree audit tools to allow students to track their academic progress to ensure they complete all degree requirements within their desired timeframe	Office of the University Registrar, Student Affairs	
	Consider ways to better connect students to academic advising staff	Faculties & Schools, Office of the University Registrar, Student Affairs	In progress
	Take steps to ensure all academic advisors make students aware, during course selection, of the program requirements for the completion of their degree, how and when they will be evaluated, how their exam timetable will look and how the course will support program/career goals	Faculties & Schools	
	Create an Academic Advising Network to support advisors across the university	Student Affairs, Faculties & Schools	
	All academic advisors complete the 2-day Mental Health First Aid certificate program offered through HCDS	Faculties & Schools	
1.11	Faculties and schools continue to work with Queen's Learning Commons to ensure tutor programs are available and well-promoted	Faculties & Schools, Queen's Learning Commons	
	Develop guidelines for tutor programs	Queen's Learning Commons, Faculties and Schools	
1.12	The Faculty of Health Sciences consider creating a Division of Student Mental Health and Addictions within the Department of Psychiatry	Faculty of Health Sciences	
	Explore the creation of an Academic Centre for Student Mental Health	V-P Research, Faculty of Health Sciences	

Section	Recommendation	Responsibility	Status
1.13	Systematically educate all faculty members, TAs, staff, student leaders and as many students as possible in mental health awareness and response, and stigma reduction	Faculty Relations, HR, faculty & staff associations, unions, Student Affairs	In progress. New "Green folder" developed & distributed
	All new and current faculty members, TAs and staff should participate in mental health awareness sessions	Faculty Relations, HR, faculty & staff associations, unions	
	Provide all faculty, staff and TAs with resources to help them respond to a student in distress and make appropriate referrals	Student Affairs	
	Consider a program in which trained and identified faculty/TA/staff contacts exist in each department to assist their colleagues (like First Aid/Occupational Health and Safety/Equity)	Faculty Relations, HR, faculty & staff associations, unions, HCDS	
	Consider establishing a "Community Helpers Program"	Student Affairs, Faculties & Schools	
	Consider ways to maximize the participation rates in mental health awareness programs	Faculty Relations, HR, faculty & staff associations, unions, HCDS, Student Governments	
	Work with the Council of Ontario Universities (COU) and other institutions to support the development of province-wide/shared options for faculty and staff education and training	Student Affairs, HCDS	In progress
1.14	Recognize the role of the pharmacists and pharmacy on campus as highly-useful resources	Student Affairs, HCDS	In progress
	Integrate student health and counselling services in a Student Health and Wellness Centre	Student Affairs, HCDS, Physical Plant Services	Identified as an Initiative Campaign priority
1.15	Increase the profile of all health promotion programs	HCDS, Health and Wellness Steering Committee	In progress
1.16	Incorporate faith and spirituality resources and their associated communities into the range of overall health and wellness options promoted to Queen's students	Student Affairs, Chaplain's Office	
	Consider making physical space available for faith and spiritual purposes	Student Affairs, Physical Plant Services	
	Consider raising the profile of those trained, professional, religious leaders involved with the university, and connecting these leaders more closely with the campus community	Student Affairs, Chaplain's Office	

Section	Recommendation	Responsibility	Status
1.17	Continue to support students who have ideas and projects that can make a difference in promoting health and well-being on campus	Student Affairs, Faculties & Schools	
	The AMS's Peer Support Centre and the SGPS' Student Advisor Program be supported with ongoing expert input, advice and regular evaluation for effectiveness and safety	HCDS	In progress
	Sustain the Peer Mentoring Program in conjunction with services provided by professional staff	Student Affairs	In progress
1.18	Each program, school and faculty actively consider the feasibility of an upper-year buddy program that is coordinated by the faculty or school	Faculties & Schools	Complete in some Faculties (e.g. Engineering & Applied Science); in progress in others
1.19	Residence staff and dons continue to work together and collaboratively with other units on campus to enhance the programs and supports for students in their care	Residence Life	In progress
1.20	The programs and resources of QUIC evolve to meet the needs of an increasing population of international and exchange students	Student Affairs, QUIC	In progress
1.21	The university engage with the Retirees Association of Queen's, the Queen's University Alumni Association and interested community organizations to explore the connections that could be made between their members and Queen's students	Alumni Relations, Student Affairs	In progress
	Consider encouraging, introducing or expanding adopt a grandma/grandpa, adopt a student, street/neighbourhood BBQs, pet walking or pet therapy programs, the long-standing QUIC-based program where local families host students who are alone for a holiday dinner; and late-night snack tables in the library during exams staffed by community volunteers	Student Affairs, HCDS, QUIC	Pet therapy program in progress; QUIC program in place
1.22	Continue to make specific efforts to reflect the inclusivity and openness of the campus in materials to prospective and incoming students	Office of the University Registrar, Marketing & Communications, Faculties & Schools	In progress

PYRAMID LEVEL TWO: TRANSITIONS AND RESILIENCE

Section	Recommendation	Responsibility	Status
Transition from High School to University			
2.0	Continue to highlight programs and services that may become crucial to student success in critical interactions with prospective students and their families and in materials for both prospective and incoming students	Office of the University Registrar, Marketing & Communications, Faculties & Schools, Student Affairs	In progress
	Continue to highlight supports and resources in the months leading up to arrival on campus	Office of University Registrar, Residences, Student Affairs	In progress
	Consider how information about health and wellness resources could be included in course syllabi, along with any accommodation policies	Faculties & Schools	In progress
2.1	Consider the development of more specific faculty-based parent manuals to support first-year students	Faculties & Schools, Student Affairs	In progress. Engineering & Applied Science has a parent manual
2.2	Continue to champion Summer Orientation to Academics and Resources (SOAR) program	Student Affairs	In progress
	Provide optional organized tours of HCDS, Queen's Learning Commons, Athletics and Recreation and other health and wellness spaces during SOAR, by request, or at other times	Student Affairs, HCDS	
	Consider the opportunity for incoming students to stay overnight in residence (e.g. for a few days in their assigned room in August), in addition to SOAR, if it may support a student's transition to campus life	Student Affairs, Residences	
2.3	Explore whether it is feasible – in addition to accommodating students based on medical advice – to allow some students to move into their residence room a day or two early if this would help reduce the stress of the first days of transition	Student Affairs, Residences	In progress. Early move-in for Aboriginal students is in place
2.4	Consider the utility of academic prep programs in ensuring incoming students are optimally prepared	Faculties & Schools	
2.5	All Orientation Week activities continue to be alcohol-free	SOARB, Student Affairs, Faculties & Schools	Complete
	Examine how Orientation Week could more effectively assist students in understanding and preparing for the transition to university life	SOARB, Student Affairs, Faculties & Schools	

Section	Recommendation	Responsibility	Status
2.6	Create a University 101-type program called "Q-Success" for undergraduates	Student Affairs, Faculties & Schools	
	Establish an ad hoc committee, including student representatives, to develop detailed recommendations for a "Q-Success" program	Student Affairs, Faculties & Schools	
	Continue to offer and evaluate the Expanding Horizons program and ensure it meets the needs of graduate students	School of Graduate Studies	In progress
2.7	Continue to provide all dons with ongoing education and training, including anti-stigma and mental health first aid	Residence Life	In progress
2.8	The Division of Student Affairs work with the AMS to ensure ongoing outreach to FYNIRS	Student Affairs, AMS	In progress
2.9	Take steps to ensure there are adequate opportunities and facilities to meet student recreational activity needs	Student Affairs, Athletics & Recreation, Physical Plant Services	In progress – 3 PEC gyms to reopen in 2013
	Student clubs continue to actively encourage membership	AMS, SGPS	In progress
Transition from Residence to Community Living			
2.10	Continue to develop regular education and communications programs to support students living in the community	Student Affairs, AMS, SGPS, City of Kingston	In progress
2.11	Consider expanding the residence don model by instituting a "neighbourhood advisors" program	Student Affairs, AMS, SGPS	
Transition among New Upper-Year Students			
2.12	Survey past Bader International Study Centre students and new upper year students...and ensure specific transition issues, including those pertaining to reverse culture shock and health and wellness, are addressed	Student Affairs, International Programs Office, Bader International Study Centre, AMS	
Transition from Undergraduate to Graduate			
2.13	The university's Mental Health Working Group strike a sub-committee to identify issues and make recommendations pertaining to the graduate student population at Queen's	Mental Health Working Group	

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Transition from University to the Working World			
2.14	Consider, where these do not already exist, in-class discussions regarding career services and post-grad job markets, expectations, expanded promotion of Career Services, faculty-based career counselling as part of academic advising, proactive communication to all undergraduate fourth years, alumni buddy/mentorship programs	Career Services, Faculties & Schools	In progress
Resilience			
2.15	Encourage and develop formal and informal programs in recognition of the need to foster resilience, so that students become equipped to address the various challenges that are inevitable during, and beyond, this stage of their lives	Student Affairs, HCDS, Faculties & Schools	
PYRAMID LEVEL 3: ENCOURAGING HELP-SEEKING AND HELPING BEHAVIOUR			
3.0	Implement 'lived experience' initiatives across campus	HCDS	In progress
	Continually review anti-stigma literature and consider implementation of best practices at Queen's	Mental Health Working Group	In progress
3.1	Expand the Disability Services Office registration process to encourage more individuals, who may need a transfer of care from a professional in their home community to a university or Kingston-based professional, to self-identify prior to arrival to allow for a seamless transition of care	Student Affairs, Office of the University Registrar	
3.2	Starting on move-in day, and in welcomes from dons, Deans and the Principal, through orientation activities and over the first days of classes, all students should hear that seeking help is normal and to be encouraged	Principal, Provost, Faculties & Schools, Student Affairs, Residences, AMS, SGPS	In progress
	Consider ways to normalize the expectation of stress among students and ensure clear pathways to help	Faculties & Schools, Student Affairs	In progress

Section	Recommendation	Responsibility	Status
3.3	Create a variety of tools that provide a mechanism for students to recognize when they are in difficulty and provide access routes to care	Student Affairs, HCDS, Faculties & Schools	
	Distribute “referral information” slides that could be shown before classes on a regular basis	Student Affairs, HCDS, Faculties & Schools	In progress (in place in the Department of Geography)
	Use “real people” and real stories in communications materials about Queen’s resources	Student Affairs, Faculties & Schools, Marketing & Communications	In progress
3.4	Review the information that may be received from other universities when students transfer to Queen’s to ensure all files - including counselling files - are sent to the appropriate offices (e.g. HCDS), with confidentiality protected as required	Office of the University Registrar, HCDS	
3.5	Work with other institutions, the Council of Ontario Universities (COU) and the Association of Universities and Colleges of Canada (AUCC) to lobby provincial and federal governments for more flexibility with OSAP and graduate student funding/grants so individuals can take breaks, if they need to, without the risk of losing their funding/financial aid	Provost’s Office, AMS, SGPS	
3.6	Consider whether a compassionate waiver process for the academic appeal fee could be developed with strict and standardized criteria that would be applied consistently across the university	Faculties & Schools	
3.7	Education programs for staff and faculty include intercultural awareness and training	QUIC, HR, Four Directions Aboriginal Student Centre	In progress
	Ensure spaces across campus are safe, welcoming and inclusive, with attention to distinct places and services for marginalized students	Student Affairs, Physical Plant Services, Faculties & Schools, AMS, SGPS	In progress
	Consider ways to increase coordination and information flow and proactive communications among faculties and schools, the OUR, HCDS, Queen’s Learning Commons, QUIC, the Four Directions Aboriginal Student Centre, The Ban Righ Centre and Grad Forums (among others) for effective referrals to help identify students who may benefit from outreach	Student Affairs, Faculties & Schools, Health and Wellness Steering Committee	In progress
	Continue to ensure there are specific resources directed to vulnerable populations.	Student Affairs, AMS, SGPS	In progress

Section	Recommendation	Responsibility	Status
3.8	Expand the hub-and-spoke counselling model to all faculties	HCDS, Faculties & Schools	
3.9	Work to ensure appropriate links are made to community-based after-hours and referral services	HCDS	In progress
	Develop a communications strategy for HCDS that works to ensure that all students can easily access information about where to call for help any time, any day	HCDS	In progress
3.10	Form a community liaison committee for Counselling Services	HCDS	
3.11	Explore the creation of an enhanced insured benefits package for services not currently covered by provincial health plans, and consult with other post secondary institutions to maximize cost-effectiveness	Student Affairs, HCDS, AMS, SGPS	
3.12	Explore the establishment of an early intervention protocol that would trigger various units and programs to respond in a coordinated way to student academic or personal issues or communications of concern	Student Affairs, Faculties & Schools	In progress
	Schools and faculties with first year students develop systems that identify those in academic difficulty early, using red flags or other self-declared indicators, and establish a program to remediate and promote success	Faculties & Schools, Office of the University Registrar	
	Consider imposing a mandatory meeting between a staff academic advisor and all students who fail a first term midterm.	Faculties & Schools	
3.13	Form a committee...to review existing policies and processes [regarding disclosure] and develop a communications strategy to assist faculty and staff in ensuring they understand the legal framework that guides these critical decisions and actions.	University legal counsel	

Section	Recommendation	Responsibility	Status
4.0	Consider a revised triage model in Student Health Services	HCDS	
	Create one or more integrated intake teams	HCDS	
	Pursue the ultimate goal of integrating the health and counselling functions	HCDS	
	Create a formal relationship with the on-campus pharmacy	HCDS	
	Establish a case management approach to support students of concern	HCDS	In progress
	Review hours of operation to optimally meet student needs, including after-hours support and walk-in counselling	HCDS	
	Increase the FTE complement of psychiatrists to assist students with more serious mental illnesses	HCDS	
	Continue to reflect the evolving policy approach that recognizes health services and counselling as primarily an assessment and short-term intervention function, with referral of those with longer term needs or complex problems	HCDS	In progress
	Formalize relationships with local hospitals and community resources to share student information, with consent, carefully and discreetly, to ensure appropriate follow up by key professional staff	HCDS, Faculty of Health Sciences	
	Develop a protocol with local hospitals that guides the request for a student's permission to release information to the university	HCDS	
	Create a standing HCDS-hospital-health sciences-community liaison committee	HCDS	
	Establish a process to design and find new facilities for the various functions within HCDS to address the deficiencies and limitations of the current physical space	HCDS , Physical Plant Services	
	Develop a protocol for incident management that reflects current occupational health and safety standards in health facilities, in coordination with campus security	HCDS , Environmental Health and Safety, Campus Security	
	Create more web-based videos to put faces to the free services that are provided by HCDS and help students understand what a first visit would be like	HCDS	In progress
	Develop performance targets for HCDS services with metrics and reporting mechanisms	HCDS	

Section	Recommendation	Responsibility	Status
4.1	Conduct a comprehensive internal/external review of HCDS	Student Affairs	
4.2	Apply an incident management approach to students who may pose a threat to themselves that is modeled on the university's threat assessment process	Student Affairs	In progress
	Establish formal processes to guide after-hours responses by the university and community resources	HCDS	
	Change the name of Campus Security to Campus Security and Emergency Services to reflect the range of services it provides to students and the campus and off-campus communities.	V-P Finance and Administration, Campus Security	
4.3	Develop policies and processes to ensure appropriate and timely outreach and care is offered to those directly affected by a crisis	HCDS, Student Affairs	In progress
4.4	Continue to develop voluntary and involuntary withdrawal, re-admission and re-entry policies that support students both in leaving and returning with tight linkages between the administration, care-givers and academic units.	Student Affairs	In progress
	Place a high priority on the theme of Health and Wellness in advancement activities, including the ongoing Initiative Campaign, in consideration of the commission's recommendations	Office of Advancement, Student Affairs	In progress

Commissioners

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