Student, Staff, Faculty, & Post-Doctoral Scholar Mental Health Literacy at the University of Calgary

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PANEL DISCUSSION: MENTAL HEALTH LITERACY CURRICULUM

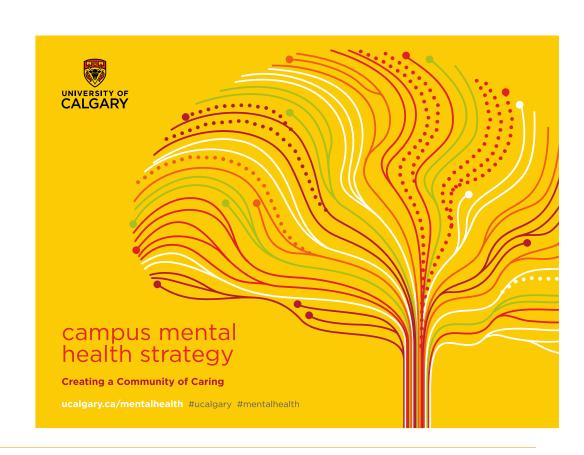
BEST PRACTICES NETWORK CONFERENCE JUNE 16, 2017

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Overview

- UCalgary
- CMHS
- MHL Programs



University of Calgary Background

- Research-intensive university founded 1966
- 5 campuses
- 14 faculties, more than
 250 academic programs

- 24000 undergrads
- 6000 grad students
- 500 post-docs
- 6500 staff and faculty



CAMPUS MENTAL HEALTH STRATEGY

CMHS Framework



STRATEGIC FOCUS AREA 1: Raising Awareness and Promoting Well-being

Recommendations

Expand what we offer

- 1.1 Mental health literacy programs should be expanded to include diverse, vulnerable, and at risk populations.
- 1.2 Anti-stigma initiatives, including contact-based and online anti-stigma programs should be expanded, utilizing internal and externally developed resources, such as peer support resources.

Enhance what we do

1.3 Develop a robust evaluation strategy to measure the long-term impact and sustainability of the collective mental health and well-being initiatives.

Develop new initiatives for the campus community

- 1.4 Create a strategy to promote responsible alcohol use, accessing the experience of internal and external community.
- 1.5 Develop a centralized website to provide efficient and effective access to mental health information for students, faculty, and staff. Incorporate on-campus champions in programming, planning and marketing initiatives.

STRATEGIC FOCUS AREA 2: Developing Personal Resilience and Self-Management

Recommendations

Expand what we offer

- 2.1 Increase availability of programming and training for students, faculty, and staff to build personal resilience and wellness and to promote academic and professional success.
- 2.2 Expand available resources and programming for parents/families of students.
- 2.3 Increase engagement in a full range of holistic health promoting activities.

Enhance what we do

2.4 Enhance support during critical transition times for all members of the campus community.

Develop new initiatives for the campus community

2.5 Develop a for-credit resiliency and wellness course.

STRATEGIC FOCUS AREA 3: Enhancing Early Identification and Response

Recommendations

Expand what we offer

3.1 Increase educational programming to enable students, faculty, and staff to identify signs of mental distress in both self and others. Ensure programming and on-line resources are easily accessible to families.

Enhance what we do

- 3.2 Support the implementation and expansion of an early alert program for students who are academically at risk.
- 3.3 Enhance and promote a student case management strategy to ensure needs of individuals are being met and concerns are monitored.

Develop new initiatives for the campus community

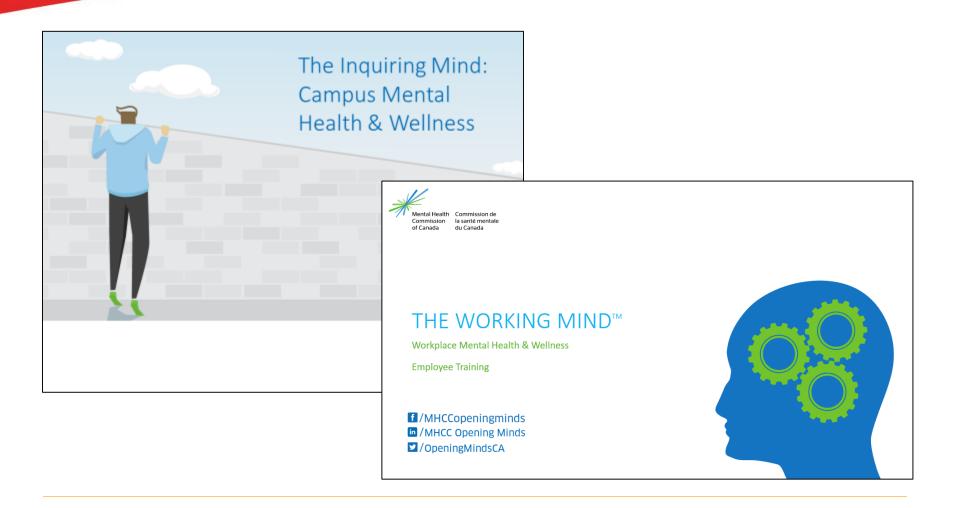
- 3.4 Establish supportive response mechanisms to check-in with students, faculty, or staff in cases of concern or unreported absences.
- 3.5 Adopt and promote web-based self-screening programs for students, staff and faculty.

MENTAL HEALTH LITERACY PROGRAMMING AT UCALGARY

Whole Campus Approach

- All campus groups are included
 - Undergrad and Grad Students
 - Staff
 - Faculty
 - Post-Doctoral Scholars
- Value of having similar programs for all groups on campus
 - Same knowledge, understanding, and language
 - Creates community

The Working Mind/The Inquiring Mind



The Working Mind/The Inquiring Mind

Core Components

- Stigma reduction
- Big 4 Skills
- Mental Health Continuum Model

Differences

- Language
- Videos
- Context
- Scenarios

The Working Mind/The Inquiring Mind

	Healthy	Reacting	Injured	III.
Changes in MOOD	Normal mood fluctuations Calm Confident	Irritable Impatient Nervous Sadness	Angry Anxious Pervasive Sadness	Easily enraged Excessive anxiety/panic Depressed mood
Changes in THINKING AND ATTITUDE	Good sense of humor Takes things in stride Ability to concentrate and focus on tasks	Displaced sarcasm Intrusive thoughts Sometimes distracted or lost focus on tasks	Negative attitude Recurrent intrusive thoughts/images Constantly distracted or cannot focus on tasks	Noncompliant Suicidal thoughts/intent Inability to concentrate, loss of memory or cognitive abilities
Changes in BEHAVIOUR AND PERFORANCE	Physically and socially active Performing well Limited or no substane use	Decreased social activity Procrastination Regular substance use	Avoidance Skipping class Decreased performance, lower grades Substance use hard to control	Withdrawl Dropping out of classes Cannot perform assignments Substance addictions
PHYSICAL changes	Normal sleep patterns Good appetite Feeling energetic Maintaining a stable weight Good personal hygene	Trouble sleeping Changes in eating patterns Some lack of energy Some weight gain or loss Less attention to hygene	Restless sleep Loss/increase of appetite Some tiredness or fatigue Fluctuations or changes in weight Poor hygene most of the time	Cannot fall/stay asleep No appetite/over eating Constant and prolonged fatique or exhaustion Extreme weight gain or loss Consistently poor hygiene
Changes in SUBSTANCE USE	Limited alcohol consumption, no binge drinking Limited/no additcitve behaviors No trouble/impact (social, economic, legal, financial) due to substance use	Regular to frequent alcohol use, binge drinking Some to regular addictive behavious Limited to some trouble/impact (social, economic, legal, financial) due to substance use	Regular to frequent alcohol use, including binge drinking Struggle to control additicitve behaviours Increasing trouble/impact (social, economic, legal, financial) due to substance use	Regular to frequent binge drinking Addiction Signicant trouble/impact (social, economic, legal, financial) due to substance use

Helping Colleagues/Students in Distress



ASSISTING A COLLEAGUE IN DISTRESS

This resource will help you recognize a colleague who is in distress and identify internal and external resources that are available to help.

ASK

SUPPORT

REFER

FOLLOW-UP









Possible indicators of distress:

- · Significant low mood with feelings of extreme worry/anxiety, sadness or pain
- · Withdrawing from colleagues, family or friends
- · Prolonged Irritability and/or unpredictable outbursts of anger
- · Expresses hopelessness or references suicide, self-harm or harm to others
- Unusual disinterest in or disregard for work with marked changes in concentration

For imminent life-threatening situations, call 911. All other concerns, call Campus Security at 403.220.5333.



HELPING STUDENTS IN DISTRESS

Quick Reference Guide

As a faculty or staff member this resource will help you recognize a student in distress. Helping you to respond with care and concern is a critical factor in supporting a healthy campus community.

ASK

SUPPORT

REFER

FOLLOW-UP









Immediately report the following situations:

- · Violent or destructive behaviour
- · Immediate safety concern related to suicide thoughts or behaviors
- · Medical emergency, including drug or alcohol poisoning
- · Aggressive or threatening behaviour with high risk of harm

CAMPUS SECURITY

403,220,5333

CALGARY EMERGENCY SERVICES

911

Helping Colleagues/Students in Distress

- Standalone workshops
- Coordinated workshops
- Coordinated distribution

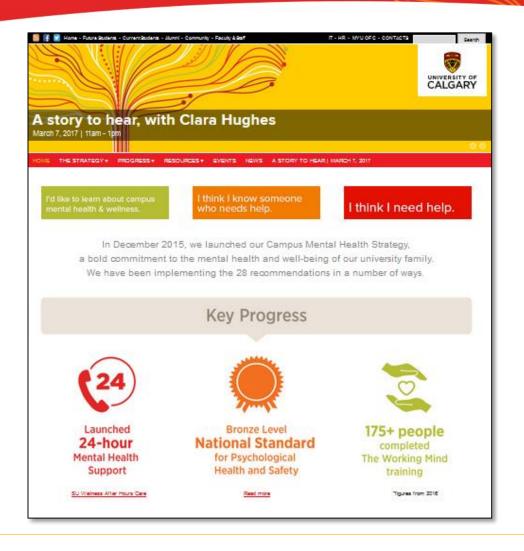
Joint MH Resources Presentation

- CMHS, HR, Staff Wellness, SU Wellness Centre
- For all audiences
- 1-1.5 hr presentation
- Mental health resources for everyone on campus

Other Programs Offered for All

- QPR, ASIST
- Community helpers
- CMHS grants
- UFlourish
- Happiness Basics
- Mindfulness

CMHS Website



ucalgary.ca/mentalhealth

Questions or comments?

