

FROM INTENTION TO ACTION: BEST PRACTICES CONFERENCE: PANEL DISCUSSION

- **Post CACUSS CONFERENCE 2017** •
- **Shaw Centre, Ottawa June 15, 2017**
- **Presenters: John Meissner (Carleton University), Tanya Lewis & Meghan Litteljohn (University of Toronto, St. George) and Meg Houghton (Humber College)**

MENTAL HEALTH: AT A GLANCE

- Mental health needs  but chronic underfunding

Current resources:

- 24/7 help line; online resources; apps; anti-stigma campaigns; webinars; campus peer support; mentoring programs, etc.
- Present need: accessible, professional, & effective services

CAMPUS ROADBLOCKS TO SEEKING PROFESSIONAL HELP

- Long wait lists
- Limited number of sessions (4-6)
- No guarantee of continuity of care
- Cold & uninviting environment
- Few off-campus resources

FROM INTENTION TO ACTION (FITA)

Vision: To develop a multi-campus *system* that:

1. provides evidence based services with positive impacts on mental health & academic functioning
2. uses practicum graduate students in mental health programs
3. provides services to distressed students

FITA'S ORIGINS

- University Disability Services Offices (DSO) in Ontario
- Learning Opportunities Task Force (LOTF)
 - 7 year longitudinal follow-up
- "The Nancy Factor:" Therapeutic alliance

FITA'S GOALS

- Help a vulnerable student population
- Improve students' psychological wellbeing
 - Increase grades and retention rates
- Train a new generation of clinicians
- Provide early and swift intervention
- Cost-effective mental health model

FITA: OUR PEOPLE- OUR STRENGTH

- 2nd year counselling graduate students
 - New energy each year
 - Up to date practices and regulations
 - Diverse areas of expertise
 - Training future counsellors/psychotherapists
 - Quality internship
 - Job marketability

FITA: RECRUITMENT

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Feeling Overwhelmed?

 **Carleton UNIVERSITY** **fita**
from Intention to Action

From Intention to Action (FIT Action) is a program to help students who feel overwhelmed with the many pressures of being a university student. Students in FIT Action meet confidentially for one-on-one meetings with our coordinators over 12 weeks to determine an individualized plan of action. Let's connect. We can help.



613-520-2600
fitaction@carleton.ca
www.carleton.ca/fita

"Direct support tailored to my needs."
"Taught me how to deal with situations better"
"It picked me up and got me organized."
"I had someone on campus who was there to help."

Feeling overwhelmed? We can help.

www.carleton.ca/fita | fitaction@carleton.ca
613-520-2600 x1028

fita
from Intention to Action

"Talking about my issues without fear of judgment"
"Helped me stay focused and accountable to someone other than myself"
"It helped me plan my term and coordinate my life."
"Very friendly and helpful."
"I was able to be motivated about my academic and personal life."

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A student's life isn't simple.
We know that university isn't just about making the grade.

From Intention to Action (FIT Action) is a program designed to help students who feel overwhelmed with the many pressures of being a university student.

We help with issues like:

- Motivation
- Procrastination
- Self-esteem
- Interpersonal relationships
- Learning strategies

We offer a 12 week program consisting of one-on-one, private, and individualized support for all students.

We include a comprehensive assessment and a meeting with a Registered Psychologist.

We accept new students throughout the year.

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The MacOdrum Library: FITA's Carleton Location



FITA'S UTILIZATION STATISTICS

Past 5 years: 11,000+ counselling hours

Served: 1000+ students at Carleton alone

Expansion: 3 Universities + 1 community college

FITA INTAKE

Self-referral – call/email with
Team Leader



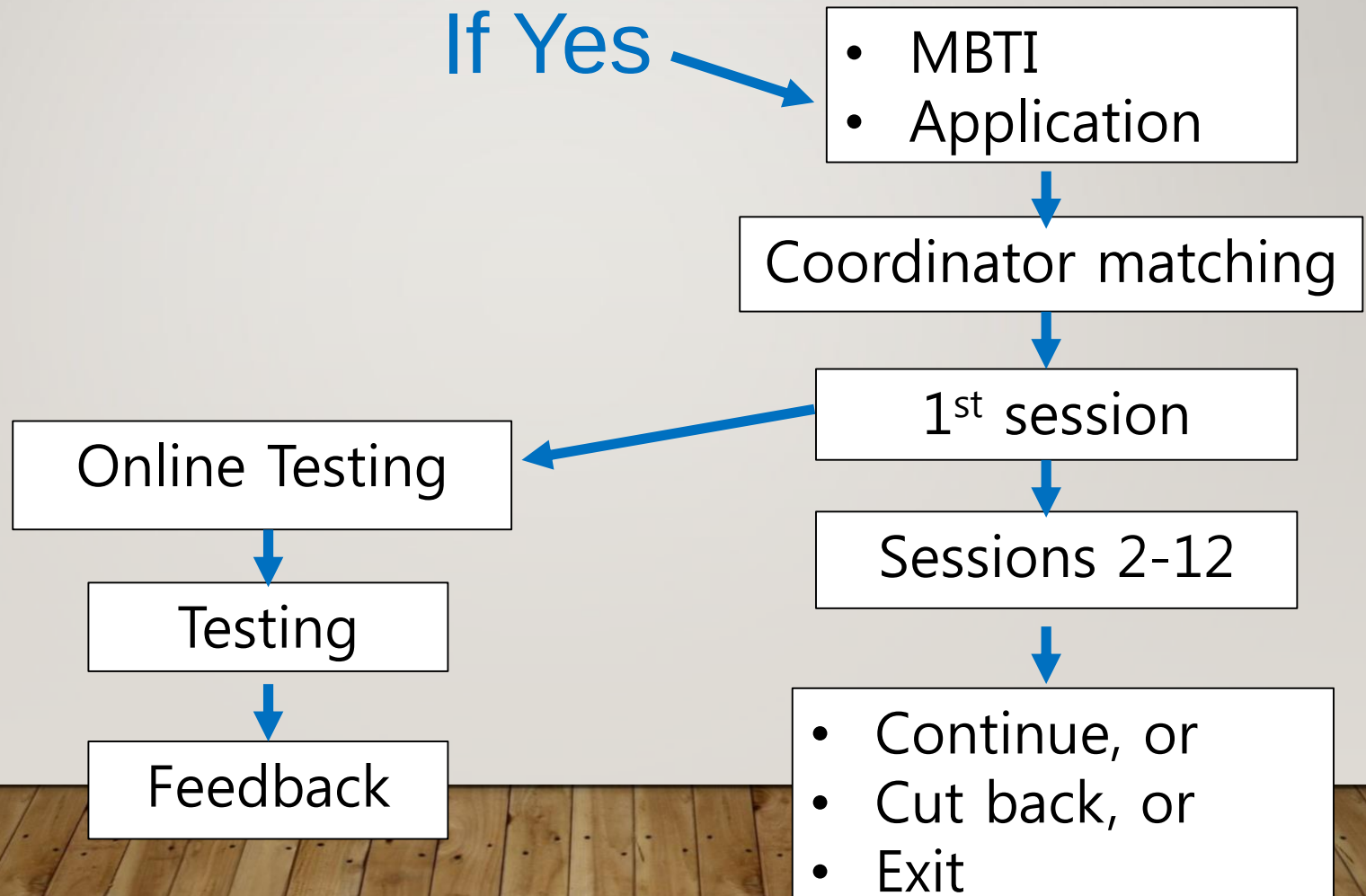
Intake Interview

If No



Referral to other service

FITA INTAKE



FITA: Student Responsibilities

- Apply to the program
- Commitment
 - Sign contract and attend 12 sessions
 - If unable to make commitment → Referral:
 - Tutorials, peer assisted student support, learning strategies, student academic success centre

FITA: Typical Presenting Problems

- Mental health
- Academic functioning
- Financial/work
- Career
- Life stressors
- Disabilities
- Developmental issues



Assessment Measures

Myers-Briggs Type Indicator: Type preferences

Strong Interest Inventory: Vocational interests

Learning and Study Strategies Inventory: Study skills

WJ:III Brief & Nelson Denny: Reading, writing, math

BASC III & Achenbach: Psychological assessment

OQ.45: Mental health progress



FITA: Feedback Session

- Following assessment all students meet with FITA psychologist
- Receive copies of assessment results
- Signed letter of initial goal
- Given contact info of psychologist
- Can reach out if under serious difficulties

FITA: Feedback Session

- Assessment & feedback session help anticipate and manage problems:
 - Failing math → Peer tutor referral
 - Very high levels of depression → Intervention plan (possible MD referral)
 - Overworked and over-stressed → Encouraged to reduce workload

FITA'S: Support Networks

- Campus Safety
- Career Services
- Disability Services Office
- Equity Services
- Health and Counseling Services
- International Student Support Office
- Centre for Student Academic Support
- Registrar's Office
- Student Academic Success Centre (advising)
- Vice-President of Students and Enrollment
- Writing Tutorial Service

FITA's Main Tenet: **Better mental health =** **Greater well-being, higher grades, & retention**

Research has shown:

- Depression & comorbid anxiety have a significant negative impact on GPA
- Depression significantly predicts drop-out rate
- Poor mental health *suppresses* predictors of academic success

FITA: Impact on 7-year Graduation Rates

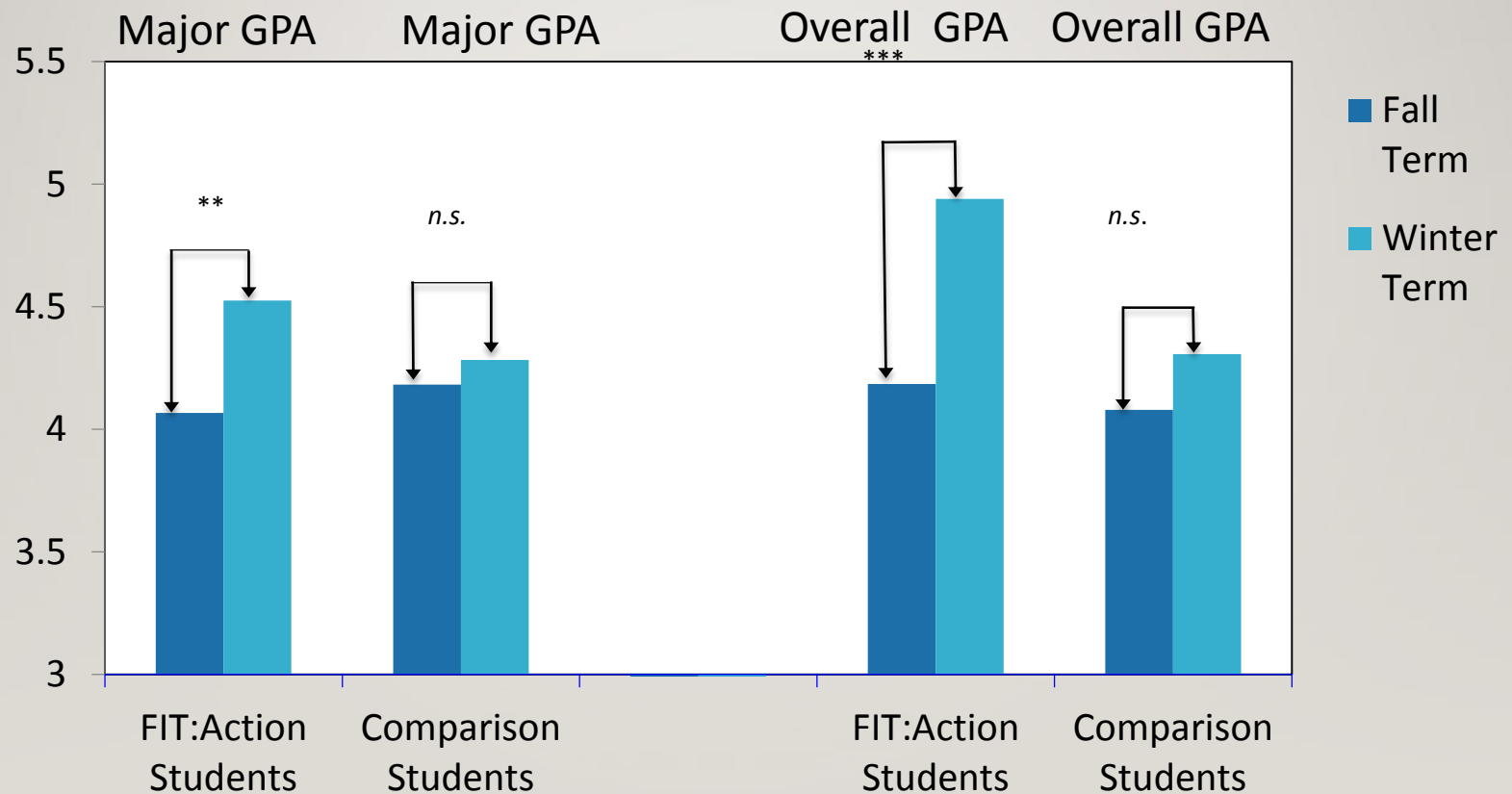
- Students on Academic Warning
 - Lower graduation rates than university average
 - Less graduates over 7 years
- **FITA** Students on AW
 - In 2011-2012 FITA students had a comparable 7 year graduation rate to students not on AW!

FITA: Our Students

- **Overwhelmed Students (OW)**
 - Mental health scores at least 1SD below normal range
- **At-Risk Students**
 - Insufficient GPA requirements to graduate
 - Face possible suspension at next Academic Performance Evaluation
- **Both Overwhelmed & At-Risk for suspension**

FITA: Pilot Results

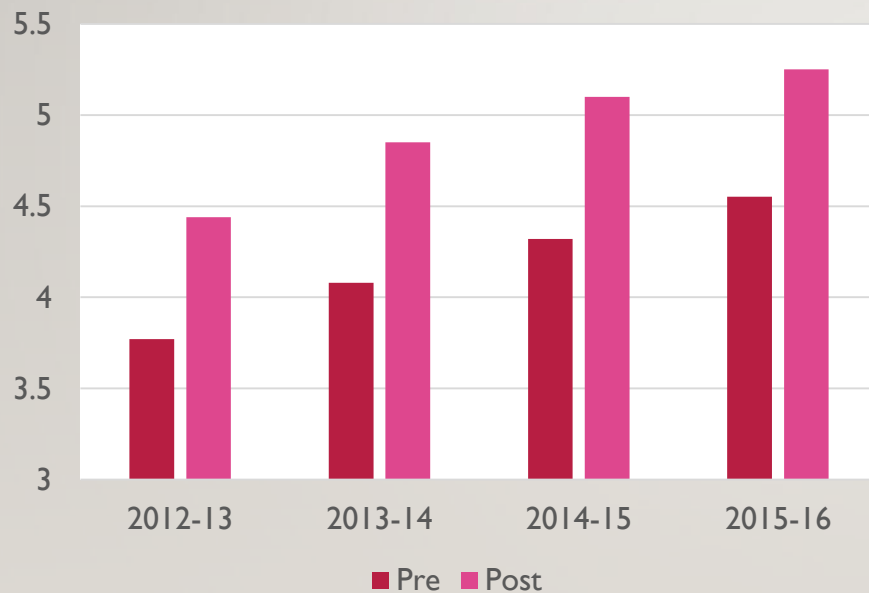
- Time period: 2011-2012
- **FITA** students: All on Academic Warning



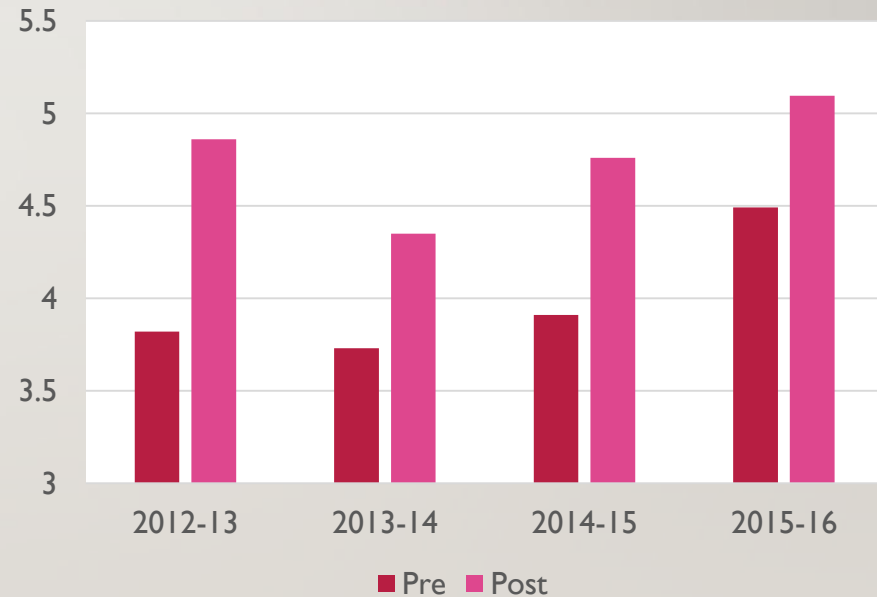
FITA: GPA

Time period 2012-2016

Students at Academic Risk



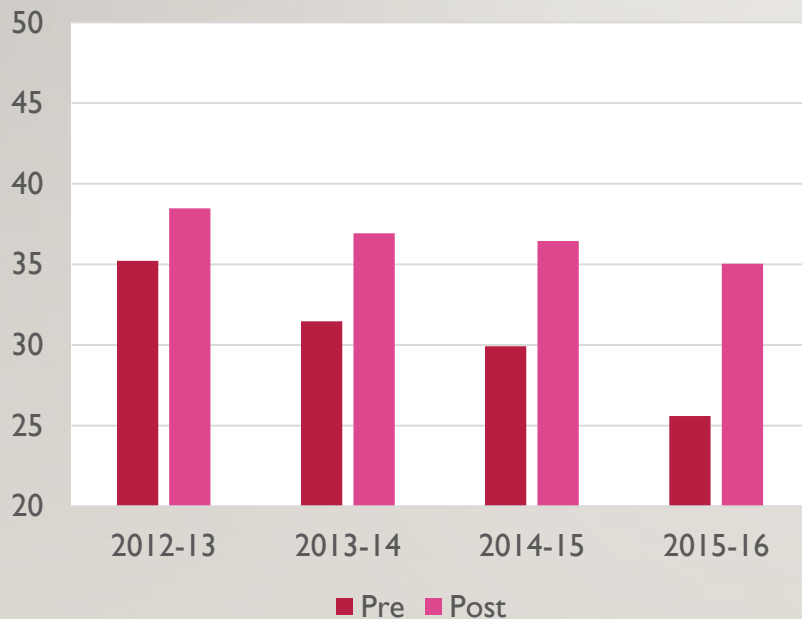
Both AR & OW



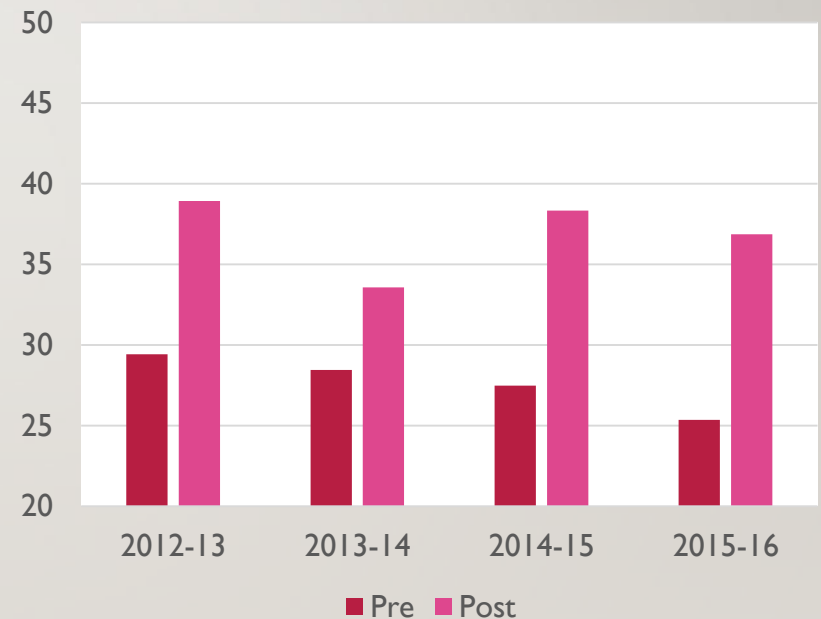
FITA: Mental Health Scores

TIME PERIOD: 2012-2016

Only Overwhelmed

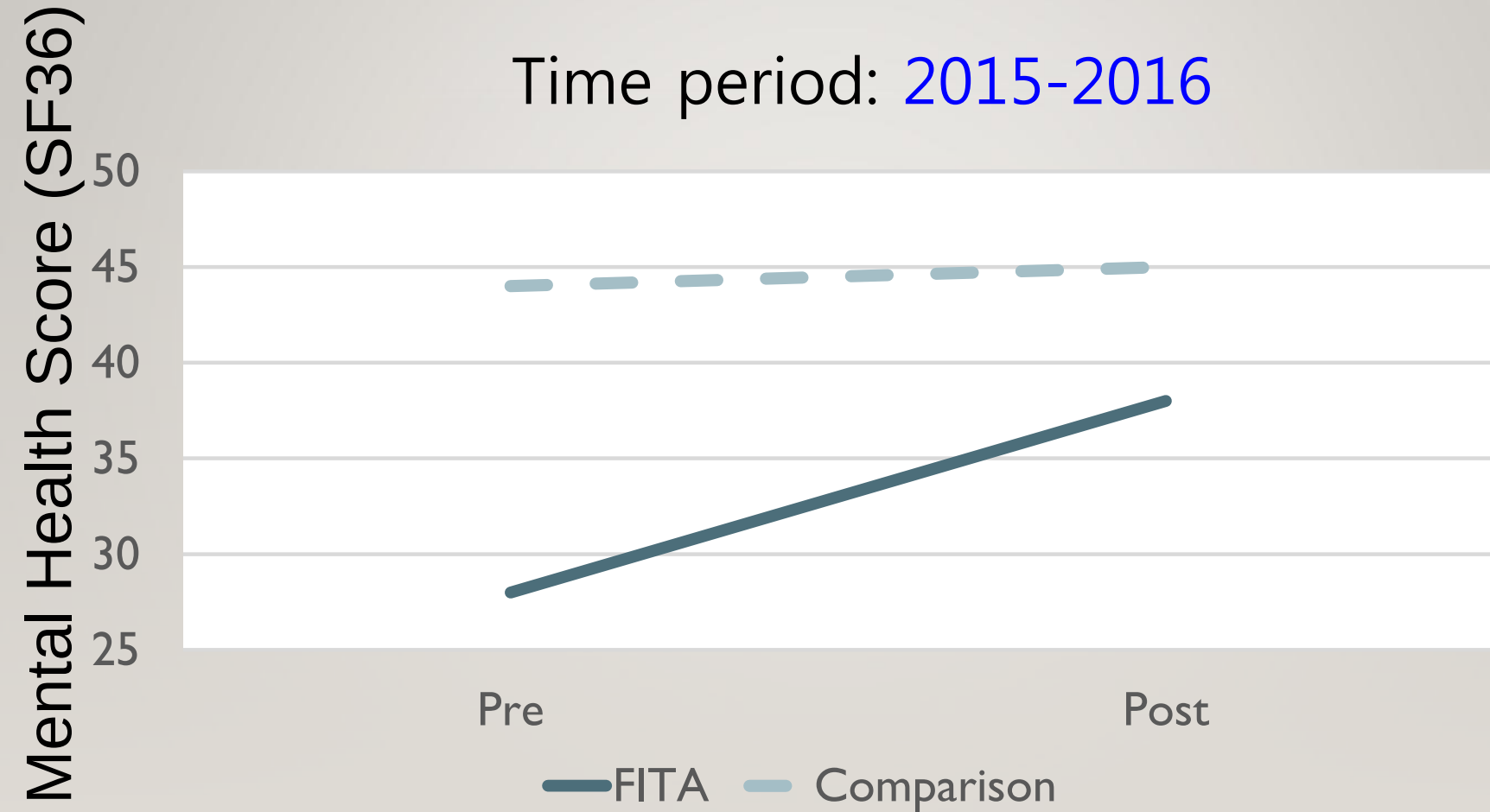


Both AR & OW



FITA STUDENTS VS. NON-FITA STUDENTS

Time period: 2015-2016



* $F(1,140) = 22.13, p > .0005$

** $t(51) = .539, p = .592,$

FITA: SUMMARY OF CHANGE FOR 3 GROUPS

GROUPS	FITA OUTCOME
Students on AW	- Normal mental health scores - Moved off of academic warning - Stayed in a 4-year program
OW students on AW	- Significant improvements in GPA & mental health - Moved from certain suspension to 3-year general degree program
OW students not on AW	- <u>No</u> drop in GPA & significant increase in mental health

FITA IN 2016-2017

N = 284

3,300 hrs.

FITA student mental distress entry
score = 95.5th percentile

- At the end of program they scored significantly lower (86.4th percentile)

FITA @ CARLETON UNIVERSITY:

2016-2017

- Clinically and statistically significant differences for OQ 45 total score and all subscales
- On average, all post scores are in normal range or closely approaching it



ACADEMIC FUNCTIONING QUESTIONNAIRE

4 Subscales

*Self-ratings in all subscales were higher ($p < .0005$) at the **post-FITA** stage



Study Habits

- Time management

Integration

- Knowledge of resources, participation, communication, etc.



Academic Self-esteem

- Confidence, feel prepared, school feels meaningful, etc.

Goodness of Fit

- Major/courses feel right, likes courses, etc.



FITA STUDENT SATISFACTION SURVEY:

WHAT DID YOU FIND MOST HELPFUL?

Having someone to talk to

Connecting personal issues
to academic problems

Good relationships
with my counsellor

Increased self-
awareness and
problem-solving
tools

Blend of
personal and
academic
counselling

Exploring
strengths and
weaknesses

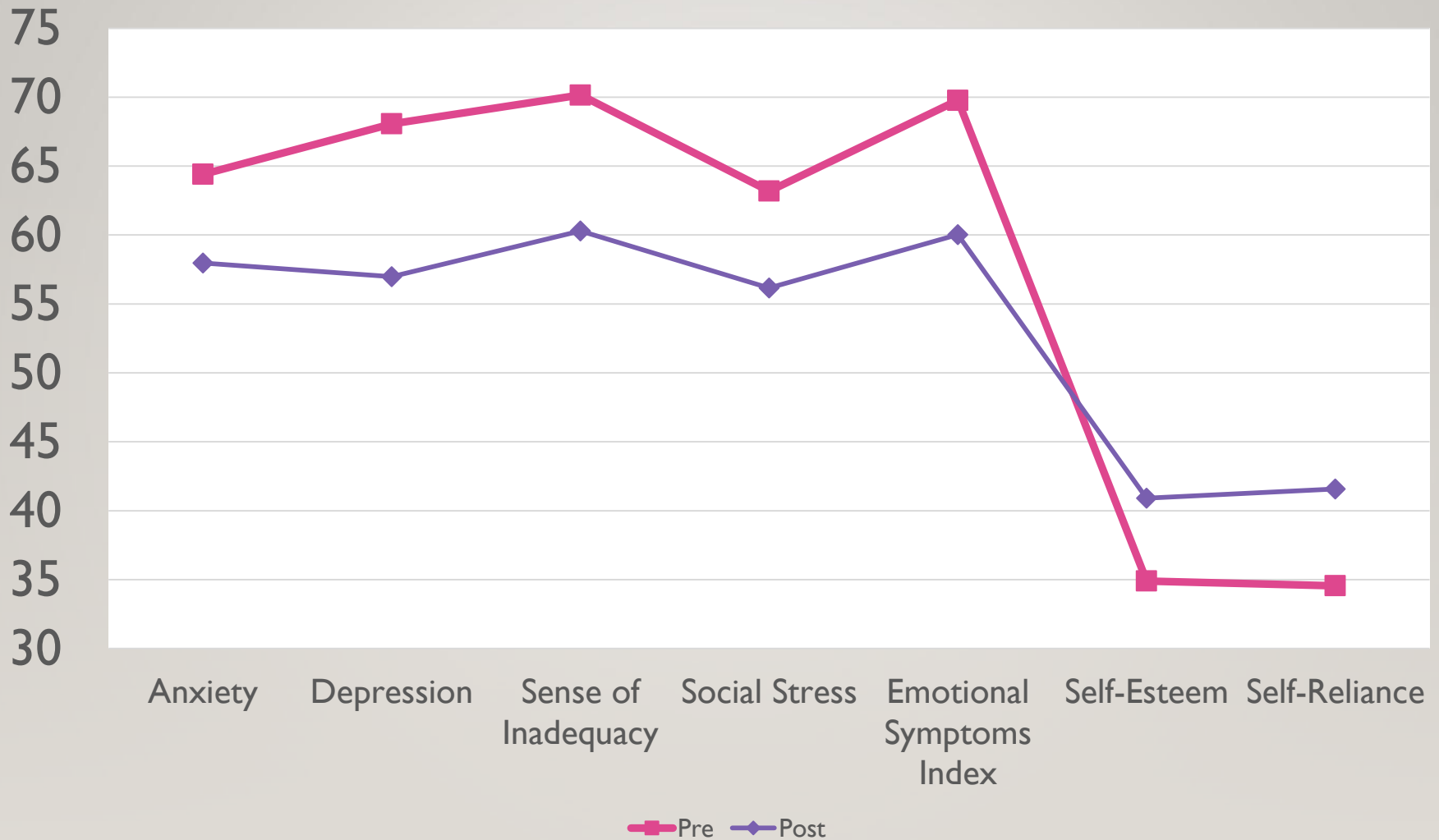
FITA: TRANSFERABILITY

- Can FITA be transferred to other universities?
 - Depends on resources, space, staff experience, or unique student characteristics
- Things to consider:
 - Unique characteristics of that setting
 - Leadership style
 - Organizational supports

FITA @ UNIVERSITY OF TORONTO 2015 - 2016

- Pre-Post Changes on the BASC-III College Self-Report
 - Emotional Symptoms Index: indicates serious emotional disturbance, *esp. internalizing disorders
 - Elevated scores signal the presence of serious emotional disturbance
- Students: N=55 N=34 completed 10 or more sessions

FITA UT: BASC-3



Transferability of Results

2015-2016 Academic year Across 3 Campuses

FITA interventions show change that is consistent across campuses. Similarities can be seen in pre-post changes in mental health scores in the direction of psychological health and well-being on the SF-36

	Univ. of Toronto	Humber	Carleton Univ.
Mental health change	+ .975 s.d.	+ .900 s.d.	+.960 s.d.
Level of Significance	p <.000	p <.010	p <.000
Effect size	d' .87 (large)	d' .75 (med-large)	d' .92 (large)

FITA @ HUMBER COLLEGE 2016-2017

N = 19

FITA student mental distress entry
score = 90th percentile

- At the end of program they scored within normal range (69th percentile)

FITA: HUMBER COLLEGE

- Clinically and statistically significant differences for total score and all subscales in 2016 -2017
 - On average, all post scores are in normal range

	Pre	Post	Sig.	Effect size
OQ Total	71.65	52.88	.001	.86 (large)
Interpersonal	13.71	10.35	.011	.60 (medium)
Social Role	14.18	11.12	.007	.72 (medium)
Symptom Distress	43.76	31.41	< .0005	.84 (large)

FITA: University of Toronto

2016 – 2017 - OQ45 pre-post

**Changes resulted in statistically
significant changes with a large
effect size ($d' 0.91$)**

BRIEF 2016-2017 pre-post (N = 28) FITA: Univ. of Toronto (2016-2017)

	Pre	Post	Sig	Effect Size	Effect
<u>category</u>					
Inhibit	55.46	51.14	yes	0.4	small
Shift	66.96	62.35	yes	0.44	small
Emotional Control					
	59.25	53.71	yes	0.58	small
Self-Monitor					
	47.39	45.46	no		
Behavioral Regulation Index (BRI)					
	59.10	53.89	yes	0.63	medium
Initiate	66.42	58.71	yes	0.78	medium
Working memory					
	64.71	59.67	yes	0.4	small
Plan/Organize					
	66.60	57.46	yes	0.77	medium
Task Monitor					
	68.60	61.07	yes	0.58	medium
Organization of Materials					
	58.46	52.07	yes	0.59	medium
Metacognition Index (MI)					
	67.07	58.71	yes	0.75	medium
Global Executive Composite (GEC)					
	64.85	57.25	yes	0.78	medium

FITA: SUMMARY

- Scalable
 - Tested with $n=30$, $n=100$, & $n=250$ students
- Effective
 - Consistent & significant improvements
 - Well liked by students
- Transferable
 - Same results with different supervisors, coordinators, & students in different departments

QUESTIONS:

- Are you considering implementing FITA on your campus (e.g., steps, approach, timelines, staff involvement)? What stage are you at? What are your next steps?
- Issues: Funding, space, evaluation framework, staffing,
- What were the challenges and successes and what factors contributed to these?
- ■ What are the different staffing and funding models used/proposed across institutions?
- ■ What additional support has your institution needed from Carleton, beyond their manual or toolkit, to launch a successful pilot?