



# Making the Grade on Student Mental Health

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# The Standard on Psychological Health and Safety for Post-Secondary Students

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CSA Group Technical Committee Member  
November 20, 2019



**75%** of first-time mental  
health disorder diagnosis  
occur between the ages of  
**16-24**

# Post-Secondary Education



# Why a Post- Secondary Student Standard?





A large, empty lecture hall with rows of wooden chairs. The chairs are light-colored wood and are arranged in a grid pattern, receding into the distance. The background is slightly blurred, showing a white wall with a small framed picture and two wooden doors with green exit signs above them.

**2 MILLION REASONS**

# This Standard will help academic institutions:



Raise awareness  
and decrease  
stigma



Increase access  
to student  
supports



Promote life and  
resiliency skills



Provide healthier  
and safer  
institutional  
environments

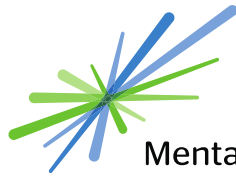


Improve  
opportunities for  
student success

# Support for PSS Standard Development

## *Project Leads*

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Mental Health  
Commission  
of Canada

Commission de  
la santé mentale  
du Canada



## *Funding Partners*

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## *Other Partners*

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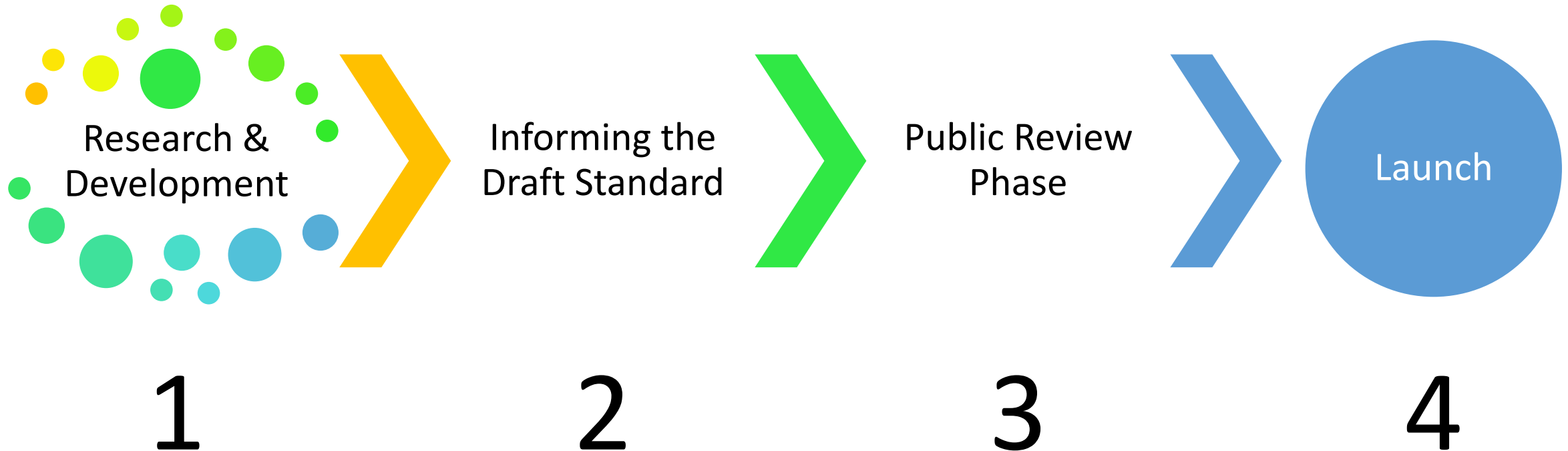
Universities  
Canada.  
Universités  
Canada.



Colleges and Institutes Canada  
Collèges et instituts Canada



# Project Phases



# Phase 2: Informing the Draft Standard

## November 2018 – June 2019



Events



Dialogues



Survey

# Community Engagement Activities

## Key Learnings

	Works Well	Promising / Best Practices	Barriers	Standard to Address
1	Promotion of <b>services</b>	<b>Access</b> to resources	<b>Stigma</b>	<b>Access</b> to resources
2	Promotion of <b>resources</b>	<b>Awareness</b> of resources	<b>Access</b> to resources	Mental health <b>literacy</b>
3	Social <b>connection</b>	Formal <b>training</b>	Mental health <b>literacy</b>	<b>Awareness</b> of resources
4	Mental health <b>literacy</b>	Mental health <b>literacy</b>	Lack of <b>awareness</b>	<b>Health</b> promotion
5	<b>Stigma reduction</b>	Faculty involvement / <b>training</b>	<b>Finances</b> / Cost	<b>Academic</b> support

# Phase 3: September – November 2019





# What was included in the Draft Standard?



# CSA Z2003 Psychological Health and Safety for Post-Secondary Students – DRAFT Standard

## Introduction

1. Scope
2. Reference Publications
3. Definitions and Abbreviations
4. Principles and models
5. Psychological Health and Safety Framework
  - General
  - Institution Organizational Level Activities
  - Planning
  - Components of a socio-ecological based framework
  - Evaluation and reporting
6. Continual Improvement and Sustaining Efforts

# What CSA documents will support the Standard?

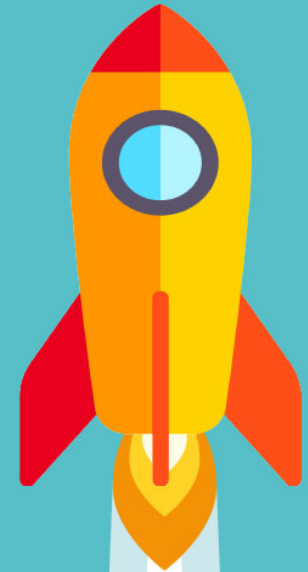
# Supporting Implementation Tools and Resources

## In development

### **CSA Online Community**

1. CSA Z2003 Implementation Guide
2. CSA Z2003 Online Resource Centre

2020  
Get ready for the launch of  
the STANDARD!



# Stay informed



[studentstandard@mentalhealthcommission.ca](mailto:studentstandard@mentalhealthcommission.ca)



[www.mentalhealthcommission.ca/English/studentstandard](http://www.mentalhealthcommission.ca/English/studentstandard)



*#StudentSuccess*

## Be a champion

Download the Standard | Be an early adopter | Champion its use

# The Inquiring Mind Post-Secondary

*Katie Lemenchick, CMP  
Business Development Officer  
Mental Health First Aid and The Working Mind*



# The Inquiring Mind

*Mental health training program*

- Education-based program designed to address and promote mental health and reduce the stigma of mental illness in post-secondary students
- Delivered in a 3-hour workshop format
- Created with the input of students as well as faculty and staff with mental health related expertise



# Program Goals



Reduce negative attitudes towards someone struggling with poor mental health



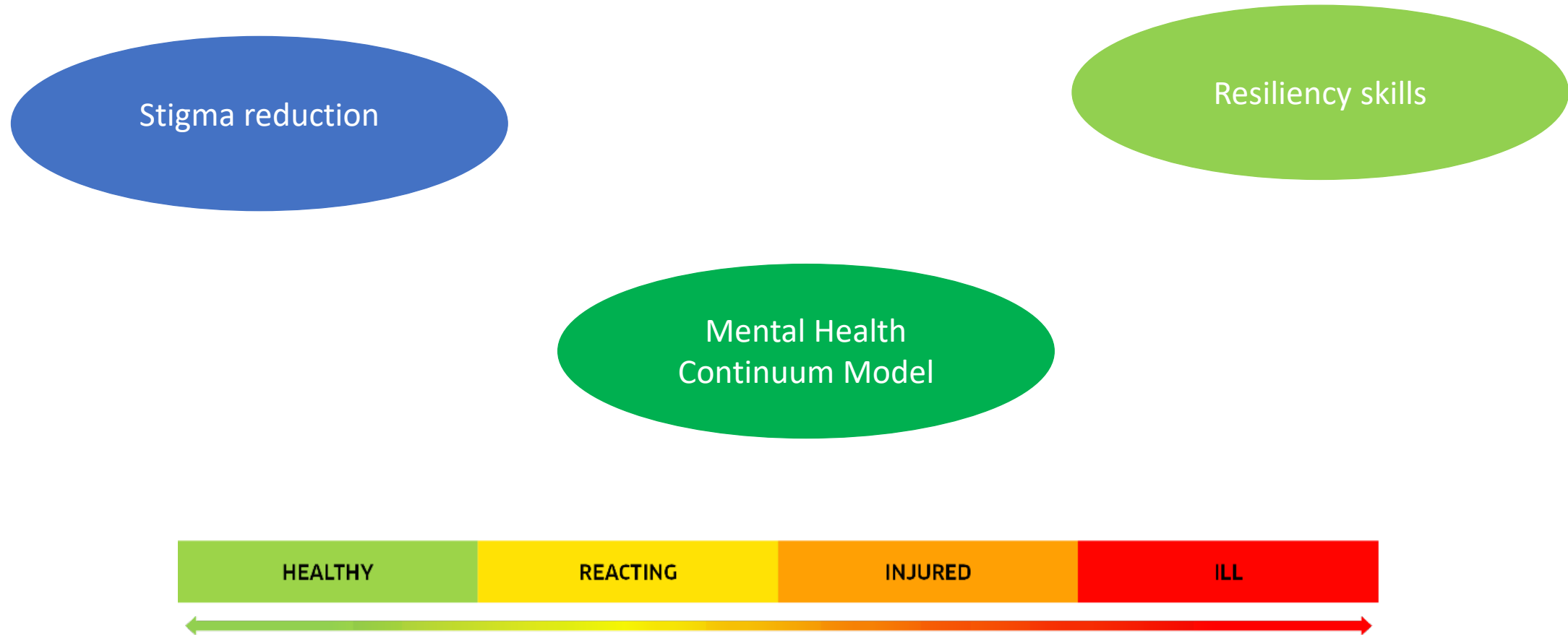
Better understanding on how to implement healthy coping strategies



General understanding of how to foster a supportive campus community



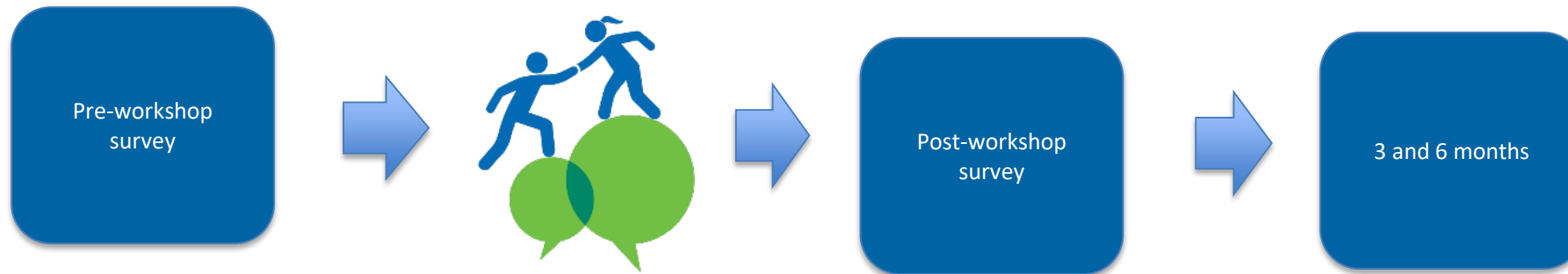
# Course Structure



# Course Overview

1. Mental Health and Illness on Campus
2. Stigma and Discrimination on Campus
3. Warning Signs
4. Self-Care
5. Creating a Supportive Campus
6. Practical Application

# Evaluation Results



## Quantitative Results

- Sig. ↓ in stigmatizing attitudes (pre to post)
- Significant ↑ in resiliency skills (i.e., perceptions of ability to be resilient) (pre to post)
- Significant ↑ in overall resiliency and mental health and wellbeing (pre to 3 month follow-up)

# Participant Feedback



“It gave me greater confidence to speak about mental health with my peers. Additionally, it equipped me with tools that I can use if I know someone who is dealing with mental health issues.”

“I really enjoyed the mental health continuum model – I think it is a fantastic and innovative way to approach mental health and I appreciate that it is flexible and dynamic.”



# The Inquiring Mind Pilots



# Case Study



Université **Laurentienne**  
**Laurentian** University

## October 2018

- The Inquiring Mind Train the Trainer for select faculty and staff members
- As of August 2019, over 100 students have been trained in TIM PS

## The Results

- 98% agree the program ↑ their understanding and comfort with mental illness and mental health problems in an educational setting
- 100% agree they can use information in educational setting as well as other areas of life
- 100% agree they learned new information about mental health, mental illness and resilience

# Training on Campus

## Direct Delivery

- 3-hour program for students
- Can be delivered privately on campus to a group with minimum of 8 participants and maximum of 25

## Train the Trainer

- 3-day program
- Can be organized on campus with a minimum of 8 participants and maximum of 12
- Can be taken through public offerings found at [www.theworkingmind.ca](http://www.theworkingmind.ca)
- Once trained, can deliver 3-hour program on campus

# Contact

To learn more about The Inquiring Mind and to ask about course options for your campus, please contact:

✉ [theinquiringmind@mentalhealthcommission.ca](mailto:theinquiringmind@mentalhealthcommission.ca)

☎ 1-866-989-3764

[www.theinquiringmind.ca](http://www.theinquiringmind.ca)

# Collaboration with the National Educational Association of Disabled Students (NEADS)

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NEADS Coordinator*

*Mohamed Behi  
NEADS Secretary/Director at Large*

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# NEADS

## National Educational Association of Disabled Students

### Who are we?

- Consumer-controlled, youth-driven disability organization.
- Represents post-secondary students with disabilities through specific projects, resources, research, publications and partnerships. NEADS is governed by a national Board of Directors representative of all of the provinces and territories and is a member group of the Council of Canadians With Disabilities.

**Mandate:** to support full access to education and employment for post-secondary students and graduates with disabilities across Canada.

### Three core Strategic Program areas:

- Disabled student debt reduction.
- Disabled student experience in class and on campus.
- Disabled student and graduate employment.

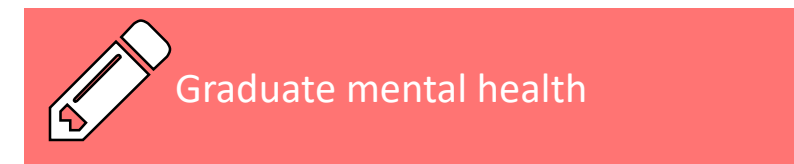
# Commitment to mental health



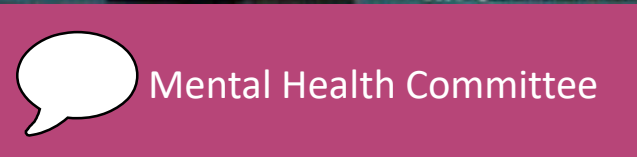
Actively promoted and supported the development of the Post-Secondary Mental Health Standard



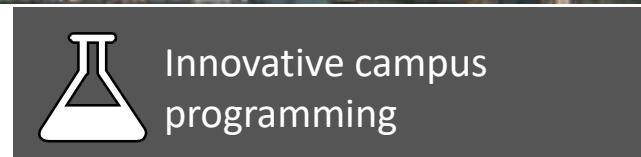
Presence on Canadian Standards Association Technical Committee



Report on the Cdn. Graduate & Professional Student Survey, on graduate mental health



Mental Health Committee, chaired by Brady Kroeker, Saskatchewan Director



Promotes Innovative programming of campus disabled students organizations across Canada, including their mental health peer support programs



Attended Stakeholders' meeting in Toronto (October 2019)

# Recent insights on disability

## 2017 Canadian Survey on Disability, Statistics Canada



**3 out of 5** youths with disabilities have a mental health disability.



Pain-related is the most common cause of disability noted both by women and men aged 15 years and over.



Canadians aged 15-24 experience mental health-related disabilities the most, compared to Canadians from other age brackets.



As the level of disability severity increased, the likelihood of being employed decreased (76% of those with mild disabilities were employed, whereas 31% of those with very severe disabilities).

# Consultations across Canada on the Standard

**December 2018 – May 2019**

- University of Calgary (facilitated by Adam Retsinas, NEADS Alberta Director)
- University of Winnipeg (facilitated by Mohamed Behi, NEADS Director at Large)
- Montreal (facilitated by Quebec Association for Equity and Inclusion in Post-Secondary Education (AQEIPS))



**UNIVERSITY OF  
CALGARY**



**THE UNIVERSITY OF  
WINNIPEG**



# Graduate mental health

## Reporting on Canadian Graduate and Professional Student Survey (CGPSS) 2016, NEADS 2018



Of the 2,166 respondents included in these analyses, 46% reported they had a mental health disability.

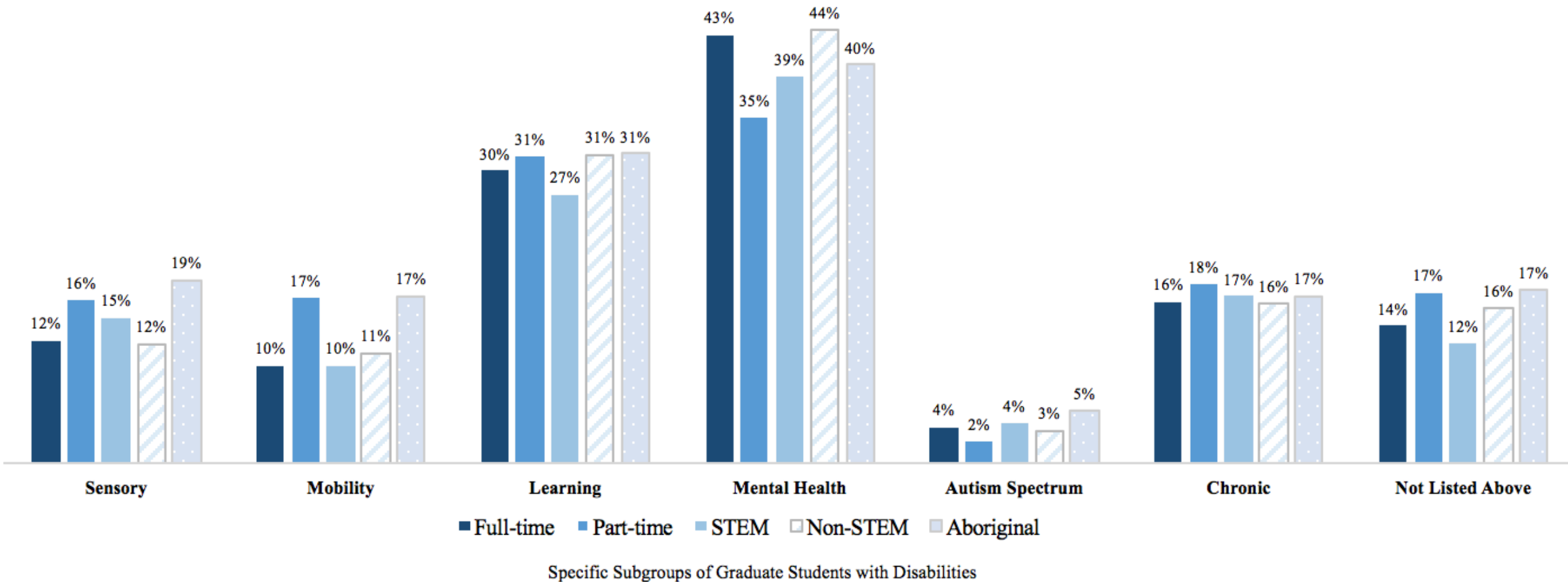


A mental health disability on top of another disability was more prevalent among females than males (68.69% vs. 31.31%).



Students identifying as having a mental health disability are less inclined to attend organized social events at their school.

# A Snapshot of the 2016 CGPSS Data – disability type



# Post-secondary mental health statistics (Ontario)

## ***In It Together: Taking Action on Student Mental Health***



- 46% of students reported feeling so depressed in the previous year it was difficult to function (increased from 40% in 2013)



- 65% of students reported experiencing overwhelming anxiety in the previous year
- 14% had seriously considered suicide in the previous year



- 2.2% of students reported a suicide attempt within the previous year
- 9% of students indicated that they had attempted suicide, but not in the previous year

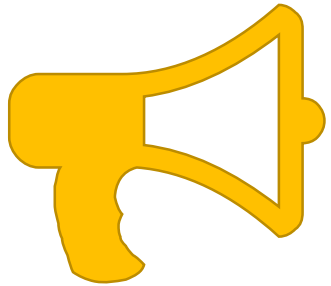


## Key message

- Mental health services are not adequately funded and supported in post-secondary schools. NEADS will continue to promote the adoption of PSS Standard throughout the country to help address this concern.
- NEADS will promote TIM PS program through its network and connections of student groups throughout Canada, believing that empowering and engaging students is most effective when included and led by students.



# NEADS resources and next steps



**Student supports, award & scholarship portal, and employment portal**

[NEADS.ca](https://NEADS.ca)

[BreakingItDown.NEADS.ca](https://BreakingItDown.NEADS.ca)

[DisabilityAwards.ca](https://DisabilityAwards.ca)

**Sign up for NEAD2know, our monthly newsletter!**

[NEADS.ca/newsletter](https://NEADS.ca/newsletter)

#myNEADS



Further information, tips and helpful infographics to encourage the hiring of students with disabilities, will be sent following this presentation!

# Questions?