

MENTAL HEALTH FRAMEWORK AND EVALUATION PLAN

PURPOSE

In 2016, Carleton updated the Student Mental Health Framework to address the needs and changing climate to a more holistic, inclusive, whole campus plan. The document was used as guiding values for the work being done across departments, student services, and student groups.

The purpose of this new plan is to:

- Reinforce and strengthen the University's existing framework to incorporate guiding values from the updated University Strategic Integrated Plan (2020)
- Identify any gaps and/or new topics of importance and incorporate into the existing areas of the Student Mental Health Framework 2.0.
- Present and share highlights of what has been accomplished in recent years
- Provide a guide and tiered University level evaluation framework for mental health programs, initiatives, and services

CONCEPTION OF EVALUATION FRAMEWORK

What is a 3-tier Evaluation Framework? Why is this so important?

This is the biggest coordinated change needed from the previous version of our Student Mental Health Framework to our planned update. There are three levels of evaluation which require distinct evaluation strategies to ensure we are meeting the needs and striving to meet the National Standard for Post-Secondary Student Mental Health and Well-Being. This includes:

1. Campus/University Level - Assessing our student body by administering large scale student surveys. We have made a recent decision to implement the new Canadian Campus Well Being Survey (CCWS) in addition to the National College Health Assessment (NCHA) which has traditionally been part of our evaluation cycle.
2. Recommendation Level – Conducting surveys and focus groups with samples of our population to better understand, have our [recommendations](#) been met/are we effective in our 6 areas of focus?
3. Program level – Determining if programs are doing what they set out to do (i.e. is “Program X” reducing stigma/improving MH Literacy/increasing access for equity-seeking groups)

EVALUATION RESOURCES

- Internal funding (TBD?) (Office of Student Affairs)
- Staff
 - 1 full time Manager of Mental Health Strategy
 - Student Mental Health Advisory Committee - *Voluntary committee of key stakeholders brought together by virtue of their positions and vantage points on campus; provides feedback and ability to break into working groups*
- Bell Let's Talk Funding - \$25,000 – procured February 2021
 - Faculty member – Joanna Pozzulo, Chair of Psychology as Graduate Supervisor for evaluation initiative with Bell Let's Talk Funding
- Wellness Fund - *a continuous source of revenue via University Advancement; initiatives must contribute directly to access and well-being for students identifying as Black, Indigenous, or Persons of Colour.*
- OVPSE – Strategic Initiatives team; *available for communications support, outreach, and messaging*
- Expertise support from Dr. Andrew Szeto, University of Calgary
 - Coaching in partnership with the Centre of Innovation in Campus Mental Health (CICMH) in 2020/2021 but connection is still available for insight and feedback opportunities.

EVALUATION TIMELINE

High level overview:

Spring 2021 – We have begun a retroactive assessment of what was done in the past; to better understand the complex layers of experiences that staff and faculty are having with respect to implementation of programs and initiatives, and day-to-day work with a mental health and well-being lens. We have also completed the “campus audit” of the National Standard for Post-Secondary Mental Health recommendations and selected 3 areas of focus to which we will gear our efforts.

Fall 2021 – Planned Listening Phase for sharing the draft recommendations of the Student Mental Health Framework 3.0. We will communicate via the University President to highlight additional considerations for the update including the adoption of the National Standards, additional emphasis on Harm Reduction, Cyberbullying, and EDI and Indigenous ways of knowing. Compile feedback and assess proposed recommendations for possible revisions.

Winter 2022 – Finalize and release final draft of Mental Health Framework 3.0 to the community after presenting to the Board of Governors.

Recommendations:

- Create a 3-year cycle with strategically planned evaluations on specific programs, focusing on skills building for students (What does the individual learn/gain from participating in 'X?'). Engage programs like the DPPE and 4th year Psychology programs to facilitate this evaluation.
- At Framework Level, plan evaluations for better understanding key areas of focus from the National Standards and ensure we are consistently assessing our student body with these concepts in mind. Engage key researchers to facilitate this evaluation.
- Campus-level evaluation will take place on a schedule determined by survey availability and by liaising with the Office of Institutional Research and Planning (OIRP).

CONSULTATIONS & COLLABORATIONS

The process of establishing this baseline from which we can propel our efforts has been an extremely important part of the journey. The Student Mental Health Framework has historically not included an end-date as these are open-ended, continuous improvement processes and we believe there will always be more to learn, and to which we can aspire. Building the foundation for improving mental health and well-being on our campus takes time, and requires a village of support, which we have received in spades from students, staff, and faculty across campus.

Collaboration with OVPSE – Strategic Initiatives: Wellness Website improvement project

This project is a key foundational piece of our ability to be effective in supporting the greater community at Carleton and nationally/internationally. We are so grateful for the support we have been given by the OVPSE – Strategic Initiatives team as they have skillfully listened to the needs of our students, and in turn our community members who support them to create a revolutionary online tool for ease of service navigation. This will drastically improve the student experience when exploring mental health and well-being resources, as well as the referral pathways and processes for our staff and faculty supporting students.

Consultation with key campus stakeholders on Student Mental Health Framework 2.0

We asked – and our colleagues delivered in providing us with comprehensive information about their day to day experience with the Student Mental Health Framework. We collected this information in 2 ways where stakeholders could choose their preferred method of participation: 1) a comprehensive survey addressing the various objectives of the Framework and how they apply to day -to-day projects, or 2) an informal interview capturing thoughts and impressions from a bird's eye view in each department/office. In doing this process, we gained invaluable insight into gaps and opportunities identified by our stakeholders, and all of this information was trended to contribute ideas to the newly formed recommendations for the Student Mental Health Framework 3.0. (See sample questions list below and a list to credit each stakeholder/office who assisted us in this process.)

Student Mental Health Advisory Committee (SMHAC) Membership

Representation	Name and Department
1. Office of Student Affairs - Co-Chair	Andrew Mendes, Director, Student Care & Support, Mental Health and Conduct (OSA)
2. Health & Counselling Services - Co-Chair	Kristie Tousignant, Director (HCS) (<i>A.D. Louise Shearman</i>
3. <i>Manager, MH Strategy & Initiatives (ex officio)</i>	Shannon Noonan (OSA) – <i>administrative coordination</i>
4. <i>Manager, Student Care & Support (ex officio)</i>	Michelle Baulch (OSA)
5. <i>Health Promotion Coordinator (ex officio)</i>	Megan Gilbertson (OSA/HCS) – <i>responsible for taking minutes</i>
6. Strategic Initiatives - OVPSE (S&E)	Greg Aulenback, Director (OVPSE- Strategic Initiatives)
7. Healthy Workplace	Samantha Munro, Healthy Workplace Officer (OQI)
8. Awards and Financial Aid	Mark Robinson, Manager
9. From Intention to Action	Sara Antunes Alves – Manager (FITA)
10. Housing & Residence Life	Natalie Allan, Assistant Director, Residence Life Services
11. Recreation and Athletics	Gabrielle Leger, Athletic Therapist
12. Paul Menton Centre	Sonia Tanguay, Senior Disabilities Coordinator (PMC)
13. READ Initiative	Cathy Malcom Edwards, Lead, Coordinated Accessibility Strategy (CAS) & Grad/READi student (READ)
14. Equity and Inclusive Communities	Amal Elmi, Education and Services Coordinator (EIC)
15. Centre for Indigenous Initiatives	Rylee Godin, Indigenous Counsellor (CII/HCS)
16. International Student Services Office	Laura Truesdell, Manager (ISSO)
17. Sustainability	Philip Mansfield, Manager, Sustainability Programs (FMP)
18. Student Experience Office	Dwayne Taylor, Diversity, Equity & Community Programs Coordinator (SEO)
19. Campus Safety Services	Richard Sabourin, Assistant Director, Patrol Operations (CSS)
20. Teaching and Learning Services	Allie Davidson, Educational Development Coordinator (EDC)
21. Faculty of Engineering and Design	Alana Brzozowski, Academic Support Officer (FED)
22. Faculty of Engineering and Design	Paulo Garcia, Assistant Professor, Systems & Computing (FED)
23. Faculty of Arts and Social Sciences	Anne Bowker, Associate Dean - Student Affairs (FASS)
24. Faculty of Arts and Social Sciences	Susan Whitney, Associate Professor, History (FASS)
25. Faculty of Arts and Social Sciences	Andrea Howard, Associate Professor, Psychology (FASS)
26. Faculty of Public Affairs	Lauren Wells-McGregor, Recruitment and Program Administrator, NPSIA
27. Faculty of Public Affairs	Anil Varughese, Assistant Professor, SPPA
28. Faculty of Public Affairs	Sarah Landry, Undergraduate Program Administrator
29. Faculty of Science	Zachary Patterson, Instructor I, Neuroscience (FASS)
30. Faculty of Science	Pamela Wolff, Instructor III, Chemistry
31. Faculty of Science	Kyle Biggar, Assistant Professor, Biology (pp: Martha Mullaly)
32. Sprott School of Business	Mawuena Torkornoo, Manager, External Relations (Sprott)
33. Sprott School of Business	Maria Walt, Undergraduate Student Success Officer
34. Faculty of Graduate and Postdoctoral Affairs	Ali Arya, Associate Dean (FGPA)
35. CUSA	Tinu Akinwande, Vice President Student Issues (CUSA)
36. RRRRA	Jaden Slawter, President & Sash Mahara, VPA (RRRA)
37. GSA	Namrata Tilokani
38. Student at-large	Meredith Ogden
39. Student at-large	Funmi Olunuga
40. Student at-large	Shaolin-Rose Gawat

Consultation with key campus stakeholders on Student Mental Health Framework 2.0

FITA	Scheduling and Exams
Housing and Residence Life Services	Awards and Financial Aid
Health and Counselling Services	Registrar's Office
Student Affairs	Campus Card Office
Academic Advising	Centre for Indigenous Initiatives
Campus Safety Services	Equity and Inclusive Communities
Co-Op and Career Services	Teaching and Learning Services
Centre for Student Academic Support	Sustainability
Student Experience Office	CUSA/GSA/RRRA
Paul Menton Centre	Faculty of Science
READ	Faculty of Engineering and Design
International Student Services Office	Faculty of Graduate and Post-Doctorate Affairs
Strategic Initiatives	Faculty of Arts and Science
Recreation and Athletics	Faculty of Public Affairs
Recruitment	Sprott School of Business
Admissions	

Comprehensive survey questions

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1. Have you developed any partnerships since the SMHF 2.0 (partnerships between staff, faculty, and student body)? Please list all areas where student engagement has increased as a result of new partnerships.
 2. Have you led any to increase student engagement in mental health initiatives in ways that are sustainable? Please list new initiatives which engage students since 2016. (e.g. committees, monthly meetings, emails, surveys, client satisfaction surveys)
 3. How do you ensure inclusivity in promoting your events, projects, and engagement opportunities; targeted across various channels? (e.g. Top 5, State of the Raven, email, Facebook, Tweets, Instagram, engagement with student groups, other)
 4. How does your department/initiative support an inclusive campus environment, support meaningful student engagement and positively influence student mental health and well-being? (e.g. # of staff dedicated to Mental Health and wellness, # of referrals for students to MH&W, # of students employed through ACT, Work Study, Co-op etc...)
 5. Describe how your department/initiative increases awareness of the impact of mental health on academics success? (e.g. specific to staff/faculty - # of trainings/educational opportunities for employees, participation in Student Support Certificate, attending community events, etc...)
 6. What initiatives has your department undertaken to develop self-awareness, resilience, and coping skills in our students? Please describe. (e.g. student engagement, outreach, counselling, modelling)
 7. How does your department support students through typical university transitions, and coping with life's challenges when faced with these transitions? (e.g. # direct interventions, # referrals to support, list any initiatives for proactive support or programming, describe supporting faculty to build capacity)

8. Does your department engage in anti-stigma programming and campaigns and continue to work towards raising mental health awareness? Please list and briefly detail the methods in existence since 2016. (e.g. StigmaEndsatCU, through the work of 'x' student committee/organization, language in syllabus, etc..)

9. Does your office contribute to or foster an environment which encourages help-seeking and helping behaviours across campus? (e.g. early intervention programs, peer mentorship, training of staff) Please describe specific strategies.

10. How does your department increase knowledge of existing campus resources, programs and services for mental health and well-being that are available to students? (e.g. collaboration efforts, training and education, student leader responsibilities/efforts, connecting conversations with faculty) Please describe.

11. How does your department educate and equip students, staff and faculty on the early warning signs of mental health issues and identify students who may need connection to resources and services? (e.g. 1-on-1 conversations, supervision of student leaders, process maps) Please Describe.

12. Please highlight your strategies and processes that support staff in referring students to appropriate resources for their concerns. (List any partnerships, forms, escalation processes, community resources, etc...)

13. How do students in your area access mental health services? If providing mostly referrals, please describe your process. (e.g. student experience process mapping, satisfaction surveys, reports from instructors, etc...)

14. What communication strategies does your department engage in to promote information for students on mental health-related services. (include relevant team leads, collaborations, initiatives)

15. Do you have any external partnerships? (e.g. federal, provincial, resource networks, community mental health resources)

16. Does your department participate in initiatives in which your office actively builds awareness of signs of mental health crises and suicidality. (e.g. trained SafeTALK facilitators on staff, ASIST trained staff, processes in place, campaigns, initiatives)

17. The University would like to increase awareness of support offered by the Manager of Student Care and Support for students in distress. How have you increased awareness of the Care Report within your team?

18. The impact of policies and practices may create unintended stress for community members. Does your department review policies with a mental health lens? (Please include any steps your specific department has taken/plans to implement, or suggestions you may have for the broader institution).

19. How does your department cultivate awareness of the importance of student wellness at all levels of the university. (e.g. training; partnerships with Carleton Wellness or other student-led groups; disseminating of evidence-based information; sharing of research)

20. Please provide examples, if any, of means that your role/department has to advocate to the community and to provincial and federal governments? If any, please provide examples. (e.g. provincial and federal committees, advocacy through research, partnerships with advocate and research organizations external to Carleton)

Supportive Questions for Qualitative Interviews:

1. **Have you taken any steps to support instructors and professors to integrate mental health support services for students into their course content?**
 - a. *If yes, what steps have you taken - and were they applied equally to all instructors/professors in your department/faculty?*
 - b. *If no, why not? What barriers prevented or limited your ability to support instructors/professors in this space?*

2. **If you or your unit approached your daily work through the lens of improving student mental health and wellness what might that look like?**
 - a. *What might be different?*
 - b. *What opportunities do you see?*
 - c. *What barriers might prevent this?*

1. **When you think of the design, development, and delivery of programs/services related student mental health, what on-campus partnerships are you aware of within your group?**
 - a. *Do you engage across the whole process (design, development and delivery?)*
 - b. *If not, why? Are there barriers? If so, what are they?*
 - c. *If yes, why? What led to that? Do you see it making an impact? If so, where/how?*