Memorandum

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TO:	Senate
FROM:	Professor Christopher Manfredi, Provost and Vice-Principal (Academic) Professor Ollivier Dyens, Deputy Provost (Student Life and Learning)
SUBJECT:	McGill University Student Wellness Plan
DATE:	March 28, 2018
DOCUMENT #:	D17-54
ACTION REQUIRED:	☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE	A report by the Health and Wellness Committee, "Promoting Health and Wellness at McGill University", and an "Action Plan for Addressing Student Mental Health at McGill," from Student Services, are presented to Senate for information.
BACKGROUND & RATIONALE	The work of the Health and Wellness Committee, and its final report, address the challenge of ensuring adequate response to the mental health and wellness needs of the University community. The report presents a conceptual framework for achieving and maintaining a healthy campus environment and identifies current gaps and opportunities for improvement. The Report contains three recommendations (see page 7 of the Report, which is attached as Appendix B); the Action Plan defines a path for the implementation of the first recommendation.
PRIOR CONSULTATION	The Health and Wellness Committee consulted widely across 2017 in preparation of this report.
SUSTAINABILITY CONSIDERATIONS	Promoting health and wellness at McGill and addressing health issues is central to a sustainable social environment.
IMPACT OF DECISION AND NEXT STEPS	As recommended by the Committee, the University will implement a comprehensive student wellness plan, beginning immediately with the following initiatives:

- A designated area in the Brown Student Services Building will be renovated to accommodate a suite of related services identified as The Rossy Student Wellness Hub, focusing on mental and physical health and optimizing access. The Rossy Family Foundation has generously committed $1 million to support this renovation.

- Anchored to the Hub, a network of wellness advisors will be embedded in Faculties and in other student-oriented units across campus to further enable student access to support and care.

- A comprehensive website will be developed to map and facilitate access to campus- and community-based supports for students, and to serve as an educational and awareness tool.

In total, the plan commits $13 milllion over seven years toward the implementation of a robust and responsive student wellness support system. McGill University will contribute approximately two-thirds of the required funding.

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MOTION OR RESOLUTION FOR APPROVAL	This item is presented for information.
APPENDICES	Appendix A: Action Plan for Addressing Student Mental Health at McGill
	Appendix B: Promoting Health and Wellness at McGill University: a Report by the Health and Wellness Advisory Committee

Action Plan for Addressing Student Mental Health at McGill

This action plan implements Recommendation #1 from a recent report issued by the Health and Wellness Advisory Committee entitled *Promoting Wellness at McGill University* (the "**Health and Wellness Report**"), a copy of which has been submitted under a separate cover. The framework set out in the Health and Wellness Report at McGill includes **six strategic areas of focus shown on the figure below**.
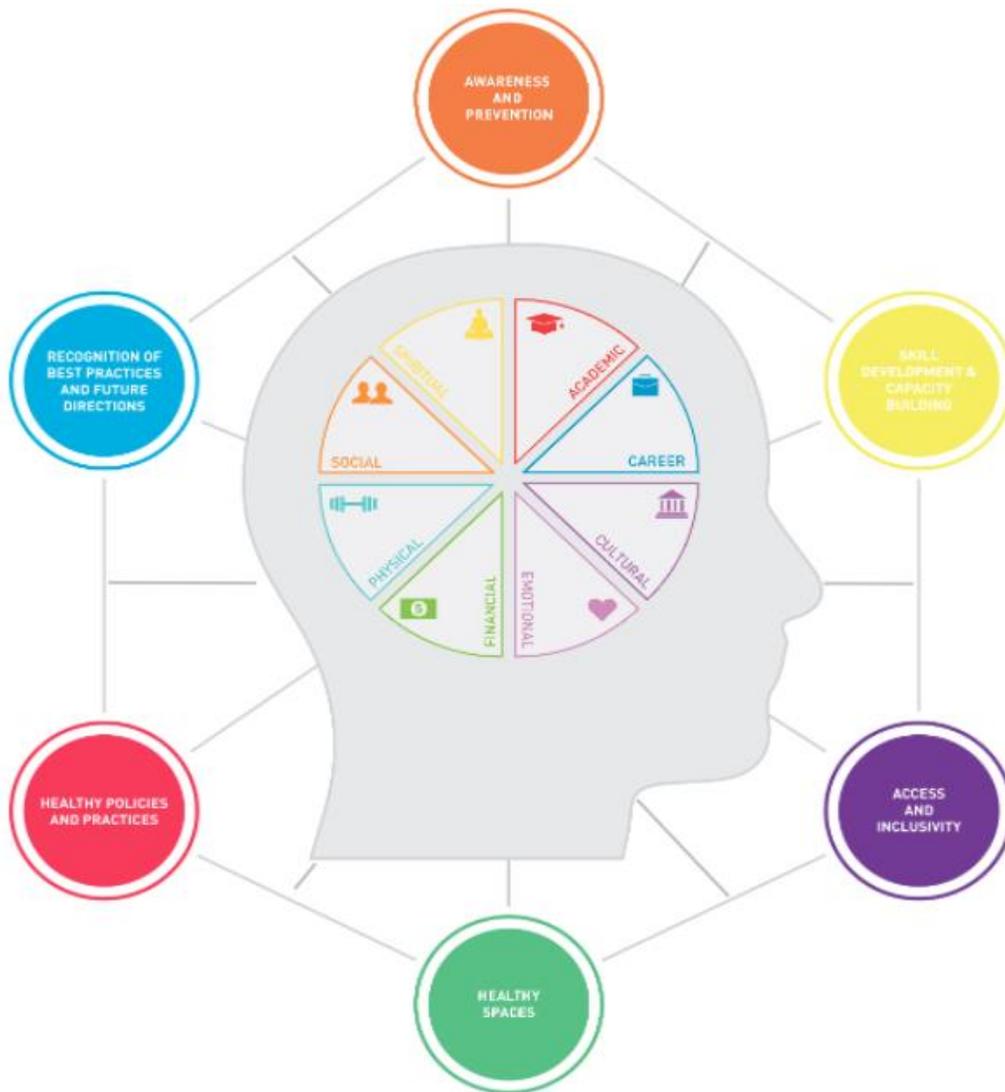
Proposal Background

The purpose of Student Services,[1] a unit within Student Life and Learning at McGill University, is to effectively support the health and wellness of students so they can focus on their academic priorities. The recent Health and Wellness Report, however, identified several gaps that affects our ability to satisfy this critical purpose.

Over the next two years, Student Services will address a number of gaps in health and wellness supports identified in the Framework for Health and Wellness (Report, page 27) by further expanding the capacity of the Rossy Student Wellness Hub. McGill University is committed to the sustainability of this transformational project. In addition to this action, a proposal has been submitted to a philanthropic foundation under a separate cover that will, following two years of shared fiscal responsibility for development and capacity building, shift the project fully into McGill operations over the course of four additional years.

A summary of the gaps to be addressed by this project is as follows:

⇒ **Unnecessary complexity for students to access to support and services.**
⇒ **Frequent "bouncing" (transfers) of students between support services resulting in congestion of system.**
⇒ **Four-week wait time to access to mental health services.**

> The location of identified gaps in H&W Report are as follows:
> 🔵 Access and Inclusivity   (Page 30)
> 🟢 Healthy Spaces   (Page 31)
> 🟣 Healthy Policies and Practices   (Page 32)

• **Inconsistent health promotion activities and information dispersed across the University.**

> The location of identified gaps in H&W Report are as follows:
> 🟠 Awareness and Prevention   (Page 28)
> 🟡 Skill Development and Capacity Building (Page 29)

In addressing these gaps, we aim to **improve access to seamless quality care, including information and pathways,** thereby helping students to focus on their academic priorities.

This Student Services Action Plan is aligned with the following H&W Report objectives (Report, Pages 28-32):

O Engage in authentic and stigma-free mental health dialogue encouraging wellness inclusive of the diverse realities of our campus community and academic lifecycle.
O Deliver timely and consistent messages that are evidence based and foster positive learning around health and wellness across the lifespan.

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[1] Student Services includes 11 sub-units: Campus Life & Engagement; Career Planning, Counselling; Evaluation and Assessment; First People's House; Health Services; McGill Office of Religious and Spiritual Life; Office for Students with Disabilities; Psychiatric Services; Scholarships and Student Aid; and Tutoring.

O Equip the McGill community with appropriate training and resources needed to thrive, especially during transitions.

O Provide compassionate and appropriate levels of support that enable our community members to flourish.

O Design and develop a barrier-free information platform for health and wellness

O Provide culturally sensitive supports for historically and systemically underserved populations

O Increase and simplify access to mental health services and information

O Create inspiring, accessible and safe spaces that embrace the concept of holistic wellness.

O Adopt inclusive, equitable and flexible policies and practices that enable balance between achieving excellence and individual wellness

Student Services will be successful in supporting these objectives in the area of student mental health by implementing the following three integrated initiatives:

1. Extend The **Rossy Student Wellness Hub** concept (see page 4) from a physical location to a service **and** information hub to increase and enhance access;
2. Create a new **health and wellness promotion** annex attached to The Rossy Student Wellness Hub to improve mental health literacy, awareness and prevention across the campus; and
3. Implement a **Hub and Spoke Outreach Model** in strategic locations across the University to further ensure that students have access to information, programming, and early interventions directly where they live, learn and study.

Each initiative will be developed with particular attention to the incorporation of inclusive practices for historical and systemically underserved populations, including but not limited to, indigenous, racialized, first generation, caregivers, low SES, LGBTQ, and those living with visible or invisible disabilities.

For ease of reference, the following documents are either included as appendices or submitted under a separate cover:

Separate Cover	Health and Wellness Report
Appendix 1	Assessment and Evaluation Framework (KPIs)
Appendix 2	Organizational Chart for The Rossy Student Wellness Hub

THE ROSSY STUDENT WELLNESS HUB:
BUILDING A SUSTAINABLE STRUCTURE FOR INCREASED ACCESS TO SERVICES AND
INFORMATION

This initiative addresses gaps and objectives from the following priority areas:

Expected Outcomes

To centralize and optimize health and wellness services in a vibrant and welcoming physical space through The Rossy Student Wellness Hub[2]. This will reduce wait times for both mental and physical health concerns.

To launch a website, informed by a comprehensive mapping of existing campus wide and community-based supports. The website will act as an information hub and gateway to health and wellness initiatives, supports, and activities available to our students, both on campus and in the broader community. The website will be linked to a large-scale communications plan around mental health literacy and awareness, aiming to reduce stigma and educate the campus community on healthy and viable ways to balance learning and working that enable them achieve their full potential.

Overview and Organization of the Rossy Student Wellness Hub

In 2016, Student Services began to take proactive steps to reduce wait times for access to mental health services through the adoption of a collaborative care model (stepped care), which has already reduced wait times for mental health care from four-six months to approximately four weeks. While this success is gratifying, wait times, frequent transfers between units, and complex pathways to appropriate care and information remain a challenge for students.

To simplify and expand access to care, a renovation of the west wing of the Student Services Brown Building is planned starting in the summer of 2018. This renovation will enable the **complete harmonization of health, counselling and psychiatric services** as well as the addition of a new health and wellness promotion axis. The renovation, including an upgrade of IT systems, will facilitate access by creating **The Rossy Student Wellness Hub**. The Hub will feature a "one-stop service area" that triages students to the appropriate level of care and/or care provider, and integrates health promotion directly into its offerings and space.

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[2] The Rossy Student Wellness Hub is made possible by a generous donation from The Rossy Family Foundation.

See below for the open concept design of the reception area (furniture not included), of The Rossy Student Wellness Hub, including the "wellness corridor" linking the Hub reception to the new health and wellness promotion axis space (not pictured).
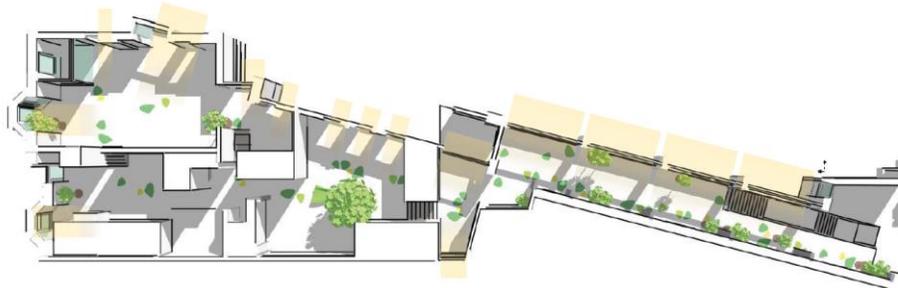
The Hub is conceived with multiple physical and virtual points of entry, including: **Access Clinicians** located directly in the Hub for same-day concerns; **Embedded Wellness Advisors** located in faculties and residences for early intervention and direct access to Hub services when needed (see *Hub and Spoke Outreach Model* at page 11); direct appointment booking with counselling clinicians for students with Client Care Wellness Plans who are already in the system; and an online appointment booking system to allow scheduling flexibility for students with less acute concerns such as prescription renewals, vaccines, lab work, etc.

The Rossy Student Wellness Hub is under the leadership of the Hub Director who reports directly to the Executive Director of Student Services. **See Appendix 2 for The Rossy Student Wellness Hub organizational chart.** The Hub Director will be supported by Student Services directors who oversee the following functional areas: operations (HR, finance, client services, and project management); communications; and, evaluation and strategy. A project manager, reporting to the Director of Operations, is overseeing the construction of the Hub and IT systems. This PM will be dedicated to the oversight of the ongoing management of projects within the Hub, processes and procedures, and financial reporting. The Hub Director will also be supported by the Rossy Student Wellness Hub Advisory Committee composed of approximately 15-17 strategic stakeholders in health and wellness. The role of the Advisory Committee will be to advise the Hub Director and help monitor priorities and performance.

In addition to five existing frontline reception positions assisting students with clear cut symptoms to make appointments, we will hire two new positions with clinical expertise called **Access Clinicians.** The Access Clinicians will be positioned directly within the Hub. Access Clinicians will triage students with more complex concerns to the appropriate levels of care. For example, many students experience physical and psychosomatic symptoms (headache, stomach ache, heart palpitations) as well as heightened anxiety levels. Previously in these cases, students self-selected the service they considered appropriate for their symptoms and often ended up in the wrong service thereby delaying appropriate care. In addition to "clogging" the system, students with this experience expressed frustration in being "bounced around" from service to service. Using diagnostic tools and formal procedures, the Access Clinicians will be able to triage these students to the appropriate levels and sources of care – and immediately escalate the case, if needed. The Access Clinicians will be supervised by the Senior Clinic Manager, reporting to the Hub Director.

As an additional bonus that will increase access to health-related services, the renovation of the Brown Building will also provide the space to add two additional Full Time Equivalent (FTEs) general practitioners

(GPs) to better serve students' health concerns. This will increase Health Services capacity by 50% (currently there are four GP FTEs).

Access to Information and Virtual Support

In addition to the central physical space that will allow for the integration of services and the addition of a health and wellness promotion axis (see page 7), Student Services will also launch a central virtual space (website) as an integral part of The Rossy Student Wellness Hub. The website will act as an access and information hub for health and wellness services, as well as acting as a virtual calendar for initiatives and activities available both on McGill's campuses and in the broader community. This connection to the broader community is key for our students, recognizing that more than half of our students at McGill originate from outside Montreal, and in many cases, this is their first exposure to being away from home and in a big city. Moreover, 75% of McGill students live off campus and don't always have access to supports, services, and information to maintain their wellbeing when not at the university.

In order to build this comprehensive website, we will undertake an extensive **resource mapping project** to deeply understand the services and activities available. These resources will be housed in the central virtual space (website) and codified in a way that will be easy to understand and use for a range of needs and levels of urgency. This platform will also address the information gap (identified in the H&W Report on page 28, Awareness and Prevention) on services for faculty and staff seeking supports for themselves or students.

Currently, across counselling, health and psychiatric services, there are approximately 20 separate student wellness websites. The Rossy Student Wellness Hub website initiative will centralize and coordinate all of the information and supports contained on these websites into one. This includes integrating and coordinating existing virtual support resources for students such as Therapy Assisted Online and the McGill Mental Health Hub[3] onto The Rossy Student Wellness Hub website.

The website will allow students to book appointments for services and to register for wellness events from the activities calendar, as well as provide the opportunity to offer feedback on services received. The website will also help students navigate insurance coverage for external services, recognizing that our Quebec resident, out-of-province and international students have different types of coverage. The Hub website will push out "on-time" information on health and wellness around the student academic cycle using multiple social media channels. On-time information includes wellness related tips, upcoming activities, health related news, as well as up to date information on services hours and closures. Maintaining up-to-date content on The Rossy Student Wellness Hub website will be an ongoing effort, and will require dedicated support for the upkeep of the website.

The website will be connected to a broader communications plan to be rolled out in year two that includes a campaign around mental health literacy and awareness, aimed at reducing stigma and educating all members of the campus community. The campaign toolbox (to be developed), including printable materials, podcasts, lived experience stories, etc. will be housed on, and downloadable from, The Rossy Student Wellness Website.

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[3] Made possible through a generous donation from the Bell Foundation.

HEALTH AND WELLNESS PROMOTION:
DEVELOPING A SUSTAINABLE SYSTEM FOR HEALTH AND WELLNESS PROGRAMMING, TOOLKITS, AND PEER SUPPORT

This initiative addresses gaps and objectives from the following priority areas:

Expected Outcomes

To centralize existing health and wellness programming, provide trainings and oversight of independent peer supports, and expand Student Service's health promotion capability to expand awareness, prevention and early intervention activities.

To increase the capacity of faculty, staff and peer supporters to respond appropriately to the mental health needs of students and others.

Overview

The most glaring gaps in supporting student health and wellness are in awareness and prevention, and skill development and capacity building. Students receive few and inconsistent messaging around health promotion; too little oversight exists for support programming, including peer supports; and, existing skill building programming around health and wellness is not always evidenced based. Additionally, mental health literacy training for students, faculty and staff, including suicidality and addictions, is not adequate to meet need.

The Rossy Student Wellness Hub will feature a new axis focused on health and wellness promotion in order to integrate awareness, prevention, and skill development more deeply into our services. The health promotion axis will be housed in a repurposed and dedicated space within the Brown Student Services Building located near The Rossy Student Wellness Hub.

A welcoming "wellness corridor" with comfortable seating and greenery is being developed between the two spaces. See "wellness corridor" below, furniture not included.

The health and wellness promotion axis will bring together and scale up a number of existing programmatic areas, including:

- Healthy McGill and other Peer Support Programs;
- The Shag Shop;
- Nutritionists;
- Outreach nurses;
- Programming development and offerings; and
- Training development and offerings.

McGill will provide the leadership for the oversight of the health promotion axis through the creation and funding of an Associate Director of Health and Wellness Promotion position, reporting to the Director of The Rossy Student Wellness Hub.

In addition to this role, and as more fully described below, the formation of a fully functional health and wellness promotion team will allow us to build immediate and critical capacity for program and training development, including:

- Addition of a Peer Support Manager;
- Addition of a Curriculum and Training Developer;
- Building the capacity of internal staff to develop and deliver trainings though train-the-trainer certification;
- The development and delivery of health and wellness promotion outreach programming including workshops and toolkits for the use of Healthy McGill, embedded wellness advisors, outreach nurses, nutritionist, and peer supports;
- The development and delivery of mental health literacy trainings for the campus community; and
- Building the internal capacity to develop and deliver programming for the ongoing certification of Student Peer-Supporters.

Peer Support Management

There are multiple peer support services that exist at McGill, both through Student Services and through student groups. Healthy McGill is run by Student Services and offers peer support and education services, including both on-line and in-person outreach. It also organizes campaigns around specific health topics such as mental health awareness, sexual health and healthy relationships, alcohol and safer partying, and healthy eating. Currently, Healthy McGill is staffed with one full-time coordinator and 12 trained student peer health educators.

Student groups not affiliated with Student Services which also offer peer support include, but are not limited to:

- the **Peer Support Centre** provides a welcoming space where students can share their experiences, feel listened to, and find ways to resolve their issues with the guidance of student peer supporters;
- **McGill Nightline**, a confidential and anonymous listening service, run by McGill students; and
- **McGill Student Emergency Response Team** (M-SERT), a student-run volunteer service that provides emergency first aid services.

We will hire a Peer Support Manager dedicated to training peer supporters and managing volunteers which is critical to the prevention and early intervention approach. This position will be responsible for peer support training and certification as well as delivery of peer support programming.

Our aim is to create more synergies among peer groups and ensure that the offerings are of the highest standards by providing trainings to the student peer supporters and assistance in developing appropriate programming.

Evidenced Informed Tool Kits & Programming to Increase Effectiveness of Health & Wellness Promotion

A Curriculum and Training Developer position will be responsible for developing of toolkits and programming for the health and wellness promotion axis based on best practices and the needs of students and faculty. The Curriculum and Training Developer will also be on the front lines, working closely with the Peer Support Manager, offering trainings to peer supporters on how to use the toolkits. In light of the reality of frequent turnover of peer supporters in a university setting, this will be an ongoing effort.

While the embedded wellness advisors (see page 11), Healthy McGill, and student peer support groups play a key role in delivering programming, the Training and Curriculum Developer will develop and oversee the programming, and ensure:
- **consistency in** messaging and approaches throughout the programming; and
- **adequate training** of all those delivering programming.

By securing this resource, the health and wellness promotion axis will offer trainings to additional key people across the University including academic advisors, counsellors, student residence staff, and student services staff.

Specific toolkits, programming, and training needs for students, faculty and staff will be identified through a needs assessment in summer 2018, conducted by the director of evaluation and strategy. Gaps that have already been identified by the Health and Wellness Report, including mental health literacy and suicide prevention (Report, page 29) will begin to be addressed through the following train-the-trainer workshops for our health promotion staff and key positions within Student Services, such as counsellors and the embedded wellness advisors:

- **ASIST**, a five-day interactive workshop in suicide first aid that teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.
    - **ASIST** https://www.livingworks.net/programs/asist-for-trainers/
- A training offered by the Mental Health Commission of Canada to increase mental health literacy
    - **Mental Health First Aid Canada** http://www.mentalhealthfirstaid.ca/en/node/16; and,
- **SPARK,** a training also offered by the Mental Health Commission of Canada, that enables participants to apply techniques for moving evidence-informed research and knowledge in mental health, substance use, and addictions more quickly into practice.
    - **SPARK** https://www.mentalhealthcommission.ca/English/spark-training-workshop

This "train the trainer" approach will greatly magnify our capacity at McGill in the critical areas of suicide prevention and mental health literacy. SPARK training for the health and wellness promotion team and

additional key positions within Student Services will enable us to move more quickly from theory to practice into the realm of mental health. These types of trainings will supplement McGill's existing in-house trainings, including the **Mental Health 101** training program which trains participants across the university to identify people in mental distress.

The Health and Wellness Report identified community development as the most effective approach to student health and wellness (Report, page 24). Funding support from This model allows McGill to quickly expand our capacity to deliver externally developed trainings as well as provide the resources necessary to develop internal programming identified through the needs assessment. This will allow us to greatly expedite and impact the building of campus-wide mental health competence to embrace the concept of a supportive campus and climate as per the 2012 CACUSS and the CMHA postsecondary approach to campus mental health. http://cacuss-campusmentalhealth.ca/
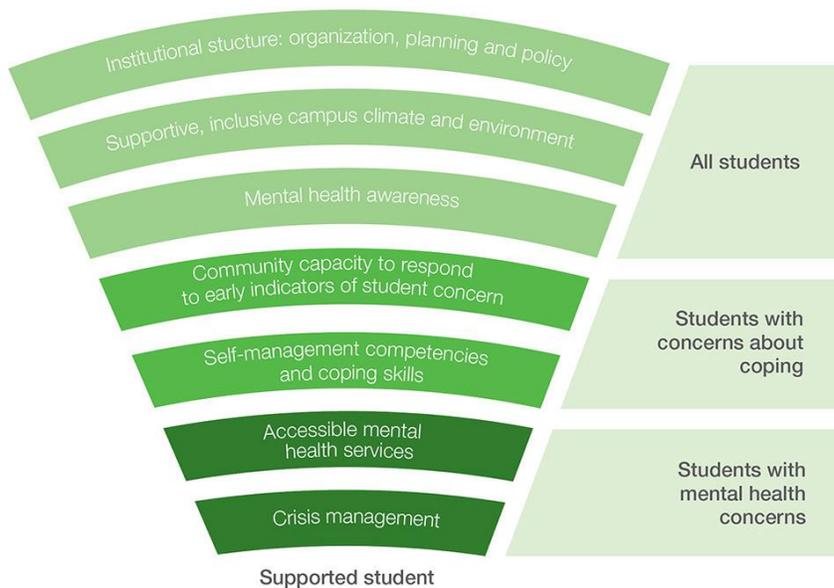
Accordingly, one aim for the health and wellness promotion axis of The Rossy Student Wellness Hub, as per the Health and Wellness Report (Skill Building and Capacity Development, page 29), is to increase the capacity of our faculty, staff and peer supporters to respond appropriately to the mental health needs of students and others.

The Embedded Wellness Advisors, as described in the next section, will be key resources in this endeavor as a first point of contact on the front lines in units and faculties where students, faculty and staff are most likely to interact. Developing appropriate tool kits and programming for Embedded Wellness Advisors, Healthy McGill peer supports and other student peer support groups as well as for faculty and staff, will be crucial to ensuring a consistent evidence-based approach to supporting student mental health through an informal community care model.

HUB AND SPOKE OUTREACH MODEL:
RAMPING UP OUR CAPACITY FOR ACCESS TO SERVICES & INFORMATION, AND
DELIVERY OF HEALTH & WELLNESS PROMOTION PROGRAMMING

This initiative addresses gaps and objectives from the following priority areas:

Expected Outcome

To further increase access to health and wellness supports by implementing a hub and spoke model of service delivery attached to The Rossy Student Wellness Hub that enables students to get quality care in a timely manner where they live, learn and study.

Overview

The action plan further builds on The Rossy Student Wellness Hub concept by expanding the hub model to a hub and spoke model that will reach more deeply into faculties and student housing where students live and learn. Ensuring that students can access the right services at the right times is part of the collaborative care approach, thereby ensuring that issues do not escalate unnecessarily due to failure to access support in a timely manner.

Over the next two years, Student Services will pilot an Embedded Wellness Advisor initiative. Over the duration of the pilot program, we will ensure continuous evaluation based on predetermined performance indicators, enabling us to adjust where necessary, and carefully measured outcomes. This pilot will provide the data to establish an effective and sustainable operational model for the Embedded Access Advisors. For example, data obtained from the two-year pilot will determine which placements are most effective in supporting student wellbeing, and offer the opportunity to redistribute resources accordingly, if needed. Effectiveness will be measured through data on student uptake, experience, and health outcomes.

Placed strategically throughout the McGill campuses, namely in faculties, student housing, MacDonald campus (identified gap in Report, page 31), and in access points for historically and systemically underserved groups (identified gap in Report, page 30), starting with Indigenous students, international students and students with disabilities, this initiative will ensure that the specific needs of each target group are met, while providing a local and familiar resource to students and faculty where they live, learn and study.

We will build capacity quickly in this area through:

- The hiring of a Wellness Advisor Manager, reporting to the Associate Director of Health Promotion
- The hiring of four Embedded Wellness Advisors. McGill will fund six additional Embedded Wellness Advisor positions for a total of 10.

The combination of The Rossy Student Wellness Hub and the Embedded Wellness Advisors will create a hub and spoke model. Building this capacity within Student Services is essential as we shift our approach towards a prevention and early intervention model and away from our current reactive crisis management model.

Faculties initially targeted for the Embedded Wellness Advisors Pilot Program are based on a formula that looks at numbers of students accessing mental health care by faculty, existing supports in faculties, as well as other demographic risk factors. **The recommended targeted faculties for the first two years are as follows:**

Faculty	Advisor	Pilot Year
Arts	1 FTE	Year 1
Agriculture	1 FTE	Year 1
Law	Shared Advisor	Year 1
Music	Shared Advisor	Year 1
Engineering	1 FTE	Year 1
Science	1 FTE	Year 1
Management	Shared Advisor	Year 2
Education	Shared Advisor	Year 2

Total Advisors   6.0 FTE's located in faculties

Additional Embedded Wellness Advisors located in Services for the first two years will be:

Service	Advisor	Pilot Year
Student Residences*	1 FTE	Year 1
First People's House**	Shared Advisor	Year 2
The Office for Students with Disabilities	1 FTE	Year 2
International Student Services	1 FTE	Year 2
Athletics	Shared Advisor	Year 2

Total Advisors   4.0 FTE's located in services

*Funding permitting, we will increase the number of Embedded WA Advisors in student residences to a total of (3) in Year 2 of the pilot program.
**First Peoples' House Embedded Wellness Advisor will also be responsible for outreach to Indigenous students registered in online/distance programs.

Appendix 1
Assessment and Evaluation

RECOGNITION OF BEST PRACTICES AND FUTURE DIRECTIONS

Below is the key performance indicator (KPIs) framework used to measure our progress and inform the future direction of our plan to transform student mental health at McGill University.

The KPI framework summarizes our progress goals and targets along three major clusters: access, education and student outcomes for the period of 2018 to 2020.

We plan to use these general twelve KPIs to develop more concrete measures over a five-year period, specifically to project KPIs in 2020 for overall quality of care, enhanced student outcomes and increased collaborations.

Assessment and evaluation enables Student Services to align with the following H&W Report objectives (Report, page 33):
O Celebrate McGill community achievements in health and wellness
O Develop and share best practices internally and externally
O Anticipate and plan future directions based on feedback and data
O Develop and implement proactive strategies that target emerging needs

Cluster	Goal	KPI	Current	2020 Target	2023 Target	Measures
Access Expanded and increased access to H&W support for students	Hub & Spoke Outreach Rossy Hub	1)Increased access to professionals for care: *Increase access with Embedded Wellness Advisor (faculties and services within pilot program)*	n/a	**72 hours**	TBD	Wait times
		Decreased wait times to see a counsellor	4-5 weeks	14 days	TBD	
		Access to physician (GP) for acute conditions	**>2 weeks**	3 days	TBD	
		Access to nurse within for non-acute conditions	**>2 weeks**	1 day	TBD	
		Access to nutritionist	**>2 weeks**	1 day	TBD	

| Cluster	Goal	KPI	Current	2020 Target	2023 Target	Measures
Access Expanded and increased access to H&W support for students	Rossy Student Wellness Hub	2) Improving flow of client triaging and referral system by:				Referral data review and student experience survey.
		Decreasing numbers of students being transferred between health and mental health services	n/a	TBD	TBD	
		Improve case management for moderate to complex cases.	n/a	TBD	TBD	
		Increase use of lower intensity collaborative care supports.	n/a	TBD	TBD	
	Rossy Student Wellness Hub	3) Increase online booking capacity for non-acute appointments	n/a	14 days	TBD	Wait times
	Hub & Spoke Outreach	4) Student, staff and faculty use Rossy SW Hub as a first step for seeking information on student H&W	n/a	75% of population	TBD	# of Users; Satisfaction (with online support resources)
	Health Promotion	5) Increase access with culturally appropriate H&W outreach system for on-campus and distance Indigenous learners	n/a	50%	TBD	Satisfaction (on and off-campus Indigenous learners)
Education	Health Promotion	Increase training for mental health literacy among students, faculty, and staff	n/a	Double	80%	Number of students, faculty and staff trained
	Health Promotion Rossy Student Wellness Hub & Hub and Spoke Model	1) Improved student experience with academic accommodations for students with mental health conditions	n/a	75%	TBD	Satisfaction
		2) Increased knowledge and use of formal campus-wide referral system for students with mental health concerns	n/a	TBD	TBD	Number of referrals; Satisfaction with system
		3) Increased sense student overall wellbeing	64%	75%	85%	Self-reported perception of overall wellbeing
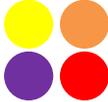
| Student Outcome	Health Promotion	1) Increased sense of preparedness (for academics in first-year and career in final year)	n/a	75%	90%	Self-reported measure
	Health Promotion	2) Increased sense of belonging	70%	85%	90%	Self-reported measure from students and alumni
(to be further developed beyond 2020)	Rossy Student Wellness Hub & Hub and Spoke Model	3) Increased student satisfaction with services	70% (60% to 83%)	85%	90%	Satisfaction

General KPIs from 2023 and beyond

Student Outcomes	Quality of Care (Students are provided with the right supports at the right time)	Collaborations
- Increased overall wellbeing (use wellness wheel as guide to include: diet, exercise, sleep, time management, grades) - Increased sense of preparedness (for academics in first-year and career in senior year) - Increased sense of belonging (across different social and cultural groups) - Alumni who report satisfaction with McGill experience, overall wellbeing, career/life fit	- Enhanced timeliness of supports - Increased sense of support / therapeutic alliance - Increased culturally inclusive / appropriate supports	- Improved partnerships/collaboration and training with peer supports - Improved collaboration with HR & Teaching and Learning Services for faculty and staff trainings
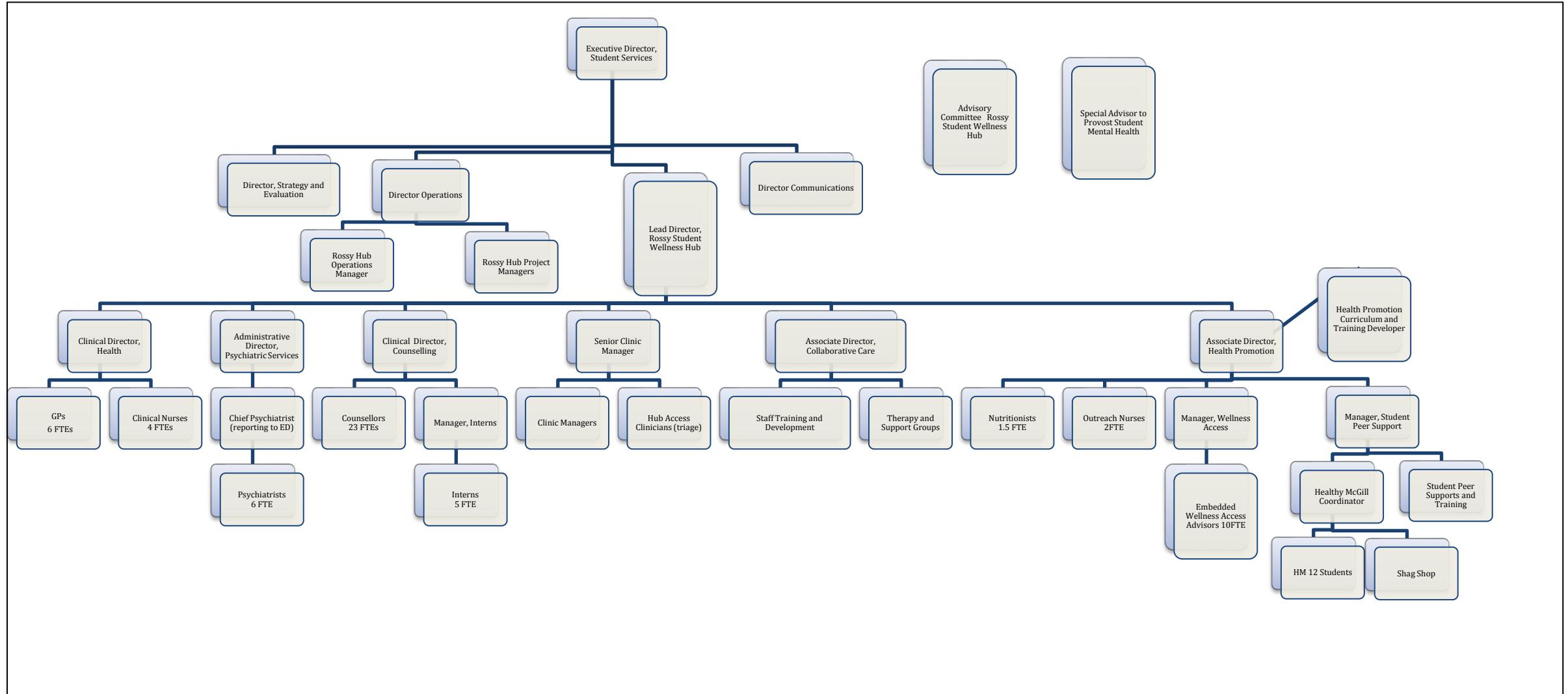
The Rossy Student Wellness Hub – Organizational Chart

PROMOTING HEALTH AND WELLNESS AT MCGILL UNIVERSITY:
A REPORT BY THE HEALTH AND WELLNESS ADVISORY COMMITTEE
MARCH 2018
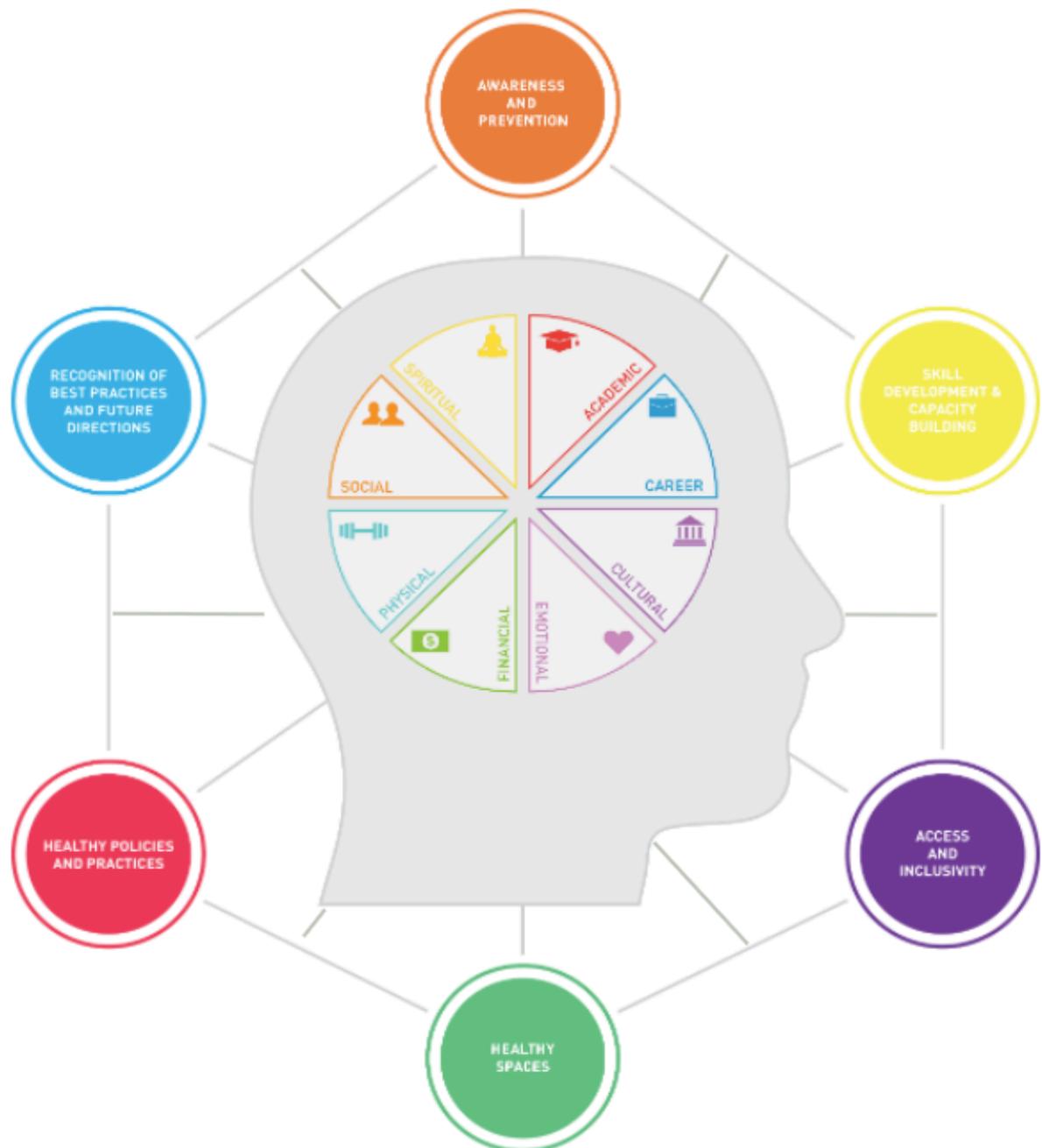
Martine Gauthier, Executive Director Student Services
Dr. Lina Di Genova, Director Evaluation and Strategy
Rojarra Armbrister, Communications Advisor

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

EXECUTIVE SUMMARY

According to the Mental Health Commission of Canada, "one in five Canadians will personally experience mental health issues in their life time."

McGill, like other peer universities across Canada and around the world, is determining how to encourage healthy learning and working environments within an increasingly fast paced, competitive, and complex world. Over the last decade North American campuses, including McGill, have experienced a steady and significant rise in the number of students seeking support for mental health concerns. In literature on post-secondary student trends, the increasing number of students seeking support for mental health concerns is often referred to as a *mental health crisis.*[1]

At McGill, the number of students accessing on-campus supports for mental health concerns increased by 57% over three years. To address these numbers, McGill, like many other universities, has added more resources and implemented new service approaches to increase support and enhance access. Even so, the number of students seeking support continues to rise.

Faculty and staff are also not immune to experiencing mental health challenges. These groups find that adopting and maintaining a healthy work/life balance is increasingly difficult. Additionally, staff and faculty are impacted by student mental health concerns and express feeling unprepared in the face of student distress. Coupled with other work-related factors, this results in high levels of occupational stress. At McGill, 20% of staff disability claims are related to mental health concerns.

This health and wellness report is a response to these challenges. Beginning with a general introduction to campus mental health across North America, the report provides data on the McGill context and describes how McGill is currently responding. The report presents a conceptual framework for achieving and maintaining a healthy campus environment, and based on the framework components, current gaps and opportunities for improvement are identified. Finally, three broad recommendations are articulated to begin the process of improving campus health and wellness.

Adopting a wellness approach to working and learning is a shared responsibility. While the report outlines a way forward, it is the responsibility of each McGill community member to commit to the journey and participate in laying the foundation. Working together, we can embody McGill's mission and support wellness at the same time.

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[1] Kadison & DiGeronimo (2004); Kitzrow (2009); Eisenberg, D., Hunt, J.B., Speer, N. (2012);

Promoting Health and Wellness at McGill University

The Advisory Committee report on *Promoting Health and Wellness at McGill University* aligns with McGill's strategic directions, including the Principal's Priorities, the McGill University Strategic Academic Plan, and the recommendations from the Task Force on Indigenous Studies and Indigenous Education. This report is inspired by these academic priorities and, as per Principal Fortier's focus, makes health and wellness open, connected and purposeful.

> *"The commitment to sustainability also applies to the well-being of all of our community members. McGill will continue to develop more robust support services, including mental health services, for students, faculty, and staff across the institution."*
> *-Principal's Priorities, 2016*

The report aims to raise awareness around the importance of fostering excellence through a holistic wellness approach to learning and working. It articulates an aspirational vision for campus health and wellness to motivate McGill's diverse community members to self-actualize and achieve their full potential in healthy and viable ways. This holistic approach emphasizes school/work/life balance that incorporates academic, career, cultural, emotional, financial, physical, social and spiritual wellness (see wellness wheel, page 23).

Through research and consultation on best practices in higher education and occupational stress, the Advisory Committee developed a framework with six strategic areas of focus that contribute to a healthy learning and working environment.

They are:

- Awareness and Prevention
- Skill Development and Capacity Building
- Access and Inclusivity
- Healthy Spaces
- Healthy Policies and Practices
- Recognition of Best Practices and Future Directions

These six components are interrelated and create the conditions for the McGill community to thrive. They are a vital part of a holistic and systemic approach to encouraging optimal wellness throughout all stages of the life cycle. This approach to a healthy campus environment also includes a focus on community and partnership building to take advantage of the breath and wealth of expertise both on and off campus.

Recommendations

Achieving and maintaining a healthy campus is a long-term process. Below are three broad recommendations that address campus health and wellness in phases by prioritizing student mental health and then expanding to campus health and wellness.

1. That, in the next two years, Student Services will:
   a. Create a vibrant and welcoming physical space in the Brown Student Services Building called *The Rossy Student Wellness Hub*[2] to address access issues experienced by students seeking support. The Rossy Hub will centralize and optimize health and wellness services thereby reducing wait times to access care for mental or physical health concerns.
   b. Further increase access to health and wellness supports by implementing a hub and spoke model of service delivery attached to The Rossy Hub that enables students to get the care they need directly where they live, learn and study in a timely manner.
   c. Expand and centralize the Student Service's health promotion team to increase awareness, prevention and early intervention activities with the goal of enhancing wellness practices among students.
   d. Launch a website, informed by a comprehensive mapping of existing campus wide and community-based supports for students, that will act as an access and information hub for health and wellness initiatives, supports, and activities. The website will be linked to a broader communications plan around mental health literacy and awareness. The plan aims to reduce stigma and educate all members of the campus community on adopting approaches to learning and working that enable them to flourish and achieve their full potential in healthy and viable ways.
2. That McGill second a faculty member to act as special advisor to the Provost to identify campus mental health priorities. The appointment of an internal faculty member is in accordance with recognized post-secondary best practices to maximize buy-in from the campus community and to bring a strong research component to the role.
3. That the Provost strike a pan-university health and wellness committee, chaired by the special advisor, accountable for addressing identified gaps and pursuing opportunities for improvement in the six strategic areas of focus as identified in this report. Committee membership will include leadership from Human Resources, Student Life and Learning, Campus Space and Planning, Libraries, faculties, security, Research and Innovation, Equity and Academic Policies, Central Communications, and student leaders, among others. The mandate of the committee will include presenting recommendations to the Provost for next steps at the end of two years.

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[2] The Rossy Student Wellness Hub is made possible by a generous donation from the Rossy Family Foundation.

BACKGROUND

Student Mental Health Across North America

"Mental health is essential to students' academic success as well as their ability to participate fully and meaningfully throughout all aspects of their lives and throughout their lifespan.[3]"

Students and their families expect universities to be learning environments that actively promote health and wellness. To succeed in a complex and ever-changing world, university students need to acquire both academic knowledge and life skills that are integral to wellbeing, including resiliency, collaboration, creativity and engaged citizenship. Health and wellness is one of the most important contributors to the success of individuals, communities and societies overall. Accordingly, research shows that educational institutions that purposefully prioritize health and wellness enhance student learning, engagement, satisfaction and persistence. [4]

Students enter university with their own varied levels of resources, such as academic preparedness, resiliency, and social support. The majority of Canadian university campuses, including McGill, offer students a number of services designed to enhance students' educational, professional and personal development as needed. However, regardless of the resources students come to university with, they are also affected by the campus community and the demands of workload, access, costs of tuition and the need for a sense of belonging. University policies and practices greatly impact students' learning environments and shape their experiences and connections to the broader community.[5]

Despite promoting student health and wellness, in recent years post-secondary institutions across North America have been experiencing an unprecedented and sustained rise in demand for student mental health services. McGill is no exception. The growing number of students in need of support is often referred to in the post-secondary literature and in the popular media as the *mental health crisis*.[6]

The contributing factors to the trend in student mental health according to post-secondary student health literature are:[7]
- Increased incidence, complexity and severity of mental health issues
- Decreased stigma towards seeking help for mental health issues
- Increased expectations for support
- Recognition that the emerging adulthood period is a time of high mental health risk
- Extension of economic and social maturity (achievement of adulthood) beyond the age of 18
- Reduced resiliency
- Increased access to medications allowing students with mental illness to attend university
- Inconsistent pedagogical principles and assessment practices
- Increased distress over ambiguous and complex career pathways

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[3] https://healthycampuses.ca/wp-content/uploads/2014/09/The-National-Guide.pdf
[4] Okanagan Charter, 2015
[5] Healthy Campuses, 2013, Di Genova & Romano, 2014
[6] Kitzrow (2009); Eisenberg, D., Hunt, J.B., Speer, N. (2012).
[7] Henriques, G., 2014
Kruisselbrink Flatt, Alicia, 2013

Most universities have responded by increasing the number of clinicians to reduce wait times and/or adopting new service models to expand options, while others have also developed student mental health strategies to broaden awareness and target at risk student populations. Although the literature identifies contributing factors associated with the increase in demand, there is no definitive answer as to *why* this is happening.[8] While these initiatives have helped, solutions to reduce the number of students in distress have been frustratingly elusive. For this reason, broadening the context to understand the current student experiencing mental health issues within the university setting is a necessary next step.

Expanding the Context: Emerging Adulthood and Expectations

The average age of an incoming undergraduate student is 18. Traditionally, this age is considered to be the start of adulthood. Today, however, economic and social maturity takes longer to achieve. The Mental Health Commission of Canada recently released a consensus statement that describes *emerging adulthood* as a critical developmental stage that generally starts around the age of 14 and extends to 29.[9] The majority of undergraduate and graduate students, as well as postdoctoral researchers, are within this age bracket. During this life stage, students are experiencing a myriad of life changing transitions (living situations, relationships, family planning, etc.), coupled with intense academic pressures and often, reduced resilience and coping skills.[10]

Importantly for post-secondary institutions, emerging adulthood is when early symptoms of diagnosable mental health disorders and the first onset of major mental illnesses are most prevalent. It is also a developmental stage that can impact a lifetime trajectory of optimal mental health and well-being.[11] In response, The Mental Health Commission of Canada issued a call to action in making transitions (moving from one stage of life to another) a priority focus for this traditionally underserved age group in terms of mental health support.[12]

In addition, student expectations of their learning institutions have evolved. Students and their families want to understand the value of a university education. When choosing a university, they take into consideration services, spaces, pedagogy and engagement. Students expect clear benchmarking in the "how and why" of their grades and consistent feedback on their progress. They want support as they transition into, through and out of university.[13]

More than ever, students are career focused in terms of their future employability and anticipate having purposeful learning opportunities both in and out of the classroom. University students, especially those studying away from home and/or who are historically underserved, want and need to have a sense of community, inclusion, and belonging during their time at university. Furthermore, there are more students than ever attending university with verified disabilities who are legally entitled to reasonable accommodations both in and out of the classroom. Finally, students experiencing high levels of distress and/or anxiety expect immediate and easily accessible support services to help alleviate their symptoms and support their progress.[14]

In short, students today appear to expect university to be a place not only for mastering content but, equally as important, they want university to be a safe, compassionate, inclusive, and supportive developmental environment for their self-

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[8] Henriques, G., 2014

[9] Mental Health Commission of Canada, 2017

[10] Carver et al., 2015
Mental Health Commission of Canada, 2017

[11] Carver et al., 2015

[12] Mental Health Commission of Canada, 2017

[13] NSSE, 2017

[14] McGill Student Services Satisfaction Surveys, 2017

actualization. [15] The gap between student expectations of universities and the current reality of the university experience is widening and appears to be adding to student challenges.

The Voices of Health and Wellness at McGill

"From the professors' side of things, there seems to be increasing confusion and bewilderment related to handling certain forms of student behavior. There is a feeling of unhappiness among students; they are not happy with the service they receive…There is something that they want that we are not giving them."
~Faculty

Faculty and staff experience the shift in expectations and increase in mental health concerns among students as both concerning and challenging. The response has been to send students to Counselling Services with the expectation of a quick fix which is neither feasible nor practical. This approach has proven unsuccessful across postsecondary institutions for the following reasons: it does not build the resiliency skills required for ongoing success; it relies almost solely on a one-on-one therapeutic approach which is not sustainable as demand for support increases; and, it does not address systemic factors which contribute to student difficulties. Finally, the reliance on Counselling Services to address student needs also leads to increased frustration as students already in need of support can experience significant wait times to see a counsellor.

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[15] http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1037&context=jseem

Faculty and Staff Mental Health Across North America

Universities are traditionally viewed as low stress and secure working environments for faculty and staff. However, a review of the research indicates that over the last 20 years funding shortfalls have required universities to function with limited resources all the while maintaining the highest academic and research standards. Faculty and staff members are challenged by work/life balance, especially during stressful life events and/or transitions. Unmet needs around changing values and priorities of younger faculty and staff impact their work satisfaction. Across North America, the results are a decrease in health and wellness among faculty and staff. [16]

Two Canadian studies on university employment show that psychological distress (40%) is twice the rate of non-university employees. The studies highlight that the top high-risk health factors across university employee groups are work overload, poor relationships with supervisors, and low participation in decision-making. Women and academic staff between the ages of 30 and 59 are most at risk for occupational stress. [17]

Research on occupational stress among Canadian university employees

- Twice the rate of psychological distress (40%) compared to non-university employees
- Female employees and faculty members between the ages of 30 and 59 are most at risk of occupational stress

Top high-risk health factors for university employees:
- Work overload
- Poor relationship with supervisor
- Low participation in decision-making
- Poor work/life balance
- Sedentary nature of work increases cardiovascular risk

In these studies, faculty members, especially those without tenure, report that the high-pressure publication demands strongly contribute to poor work-life balance, which negatively affects their overall wellbeing. Female faculty members report poorer health outcomes, namely more physical and psychological strain in comparison to their male peers. The latest research examines the impact of interventions to better support the overall wellbeing of university employees including exercise interventions,[18] and self-care prevention programs.[19]

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[16] Winefield and Jarret, 2001; Biron, Brun, & Ivers, 2008; Akerlind, & McAlpine, 2009
[17] Biron, Brun, & Ivers, 2008; Catano et al., 2010
[18] Alkhatib, 2015
[19] MacRae & Strout, 2015

Historically and Systemically Underserved Populations

For historically and systemically underserved populations, (Indigenous, first generation, low socio-economic status, LGBTQ, racialized, caregivers, and those living with physical and/or invisible disabilities, among others) the number who will experience mental health issues is even higher than the general population of one in five. Additionally, in acknowledging that individual identities are intersectional and interconnected, there is recognition that many people belong to more than one underserved population. This experience puts these populations at an even greater risk of experiencing mental health issues.

Research on university student mental health consistently show that minority students, such as racialized, LGBTQ and low socio-economic status, experience greater psychological distress than non-minority students who identify as white, heterosexual, and/or higher socio-economic status.[20] For example, the Healthy Minds university study of over 70 American campuses revealed substantially higher prevalence of depression and anxiety for racialized students compared with white students.[21]

The Social Determinants of Health *(Health Canada)*
- Income and social status
- Social support networks
- Education
- Employment/working conditions
- Social environments
- Physical environments
- Personal health practices and coping skills
- Healthy child development
- Gender
- Culture

The Advisory Committee believes that the following should also be included:
- Sexuality
- Race
- Intersectionality

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[20] Soet, & Sevig, 2006
[21] Hayes, Chun-Kennedy, Edens, & Locke, 2011; Eisenberg, Hunt, & Speer 2012; Keyes, C. L. M., Eisenberg, D., Perry, G. S., Dube, S. R., Kroenke, K., & Dhingra, S. S., 2012

THE REPORT DEVELOPMENT AND CONSULTATION PROCESS

The Voices of Health and Wellness at McGill
"A strategy for health and wellness should promote engagement between staff, faculty, and students. We all want joint success. We need to demonstrate to students that we are in this journey together."
~Faculty

Across North America, addressing concerns in universities around student mental health has evolved from strategies focused almost exclusively on direct student interventions to strategies that take a whole campus approach to health and wellness. The shift in approach from student mental health to campus health and wellness can be attributed to a number of factors, including recognition that:

- Intervention at the student level is only one part of the response needed to successfully promote and support their wellbeing,
- Staff and faculty are also placing higher value on their own wellbeing in the workplace,
- Faculty and staff wellbeing can affect student wellbeing,
- Individual efforts to maintain work/school/life balance are influenced by systemic factors,
- While faculty and staff have some control over external factors that affect individual well-being, students have relatively little control over external factors in an educational setting, thus,
- A systemic approach that benefits the overall campus community is the most beneficial approach to student health and wellness.

With this starting point in mind, from March to August 2017, a broad range of campus partners actively partook in the development of this report. The consultation process consisted of two main committees, the Health and Wellness Advisory Committee and the Health and Wellness Working Group.

Background Research and Analysis of Best Practices

During the 2017/2018 academic year, extensive background research and analysis of best practices was conducted to inform the development of the consultation process and report. The literature review included research on post-secondary student mental health, occupational stress, positive psychology, and health promotion. Additionally, there was a comprehensive review of other Canadian and International Health and Wellness frameworks and strategies, including the Okanagan Charter and the Post-Secondary Student Mental Health Framework. Information and data was also collected from the following internal sources:

- Human Resources data on disability and Employees Assistance Program claims
- MyWorkPlace Staff Survey Results
- Existing McGill community surveys from Analysis, Planning and Budget
- Student Services studies such as the National College Health Assessment (NCHA), the Counselling and Mental Health Benchmark Study, the Indigenous Student Health Promotion Research
- Internal Student Services User Surveys

Health and Wellness Advisory Committee

The purpose of the Advisory Committee is to:

- Contribute to the co-creation of an inclusive vision of the ideal state of health and wellness for the McGill community (students, faculty and staff) based on members' professional area of expertise,
- Ensure that the health and wellness needs of the diverse campus populations are represented and supported,
- Advise on and validate a streamlined framework,
- Inform decisions to activate the findings, and
- Act as health and wellness ambassadors.

Martine Gauthier, the Executive Director of Student Services, launched the Health and Wellness Advisory Committee in February 2017. The Committee consisted of over 80 university-wide stakeholders, including students, student government, faculty, staff and community partners (see Appendix II for the complete membership list).

The Committee met every two weeks from March to August 2017. The interactive process included in-session activities, videos, group discussions, presentations about health and wellness of McGill students, faculty and staff, and opportunities for anonymous online feedback. Participants co-created a pan-University health and wellness vision, guiding principles, values, framework, and identified priorities.

Health and Wellness Working Group

The Working Group also met every two weeks from May to August 2017. The group's mandate was to advance the work of the Advisory Committee in the development of the report and provide expertise on next steps. The Working Group explored different models of creating a sustainable wellness culture at McGill.

The Health and Wellness Working Group consisted of student representatives from the Students' Society of McGill University (SSMU), the Graduate and Postdoctoral Student Society (PGSS), the Associate Vice-Principal of Research and Innovation, Associate Dean, Research and Graduate Studies (Education), and representatives from Human Resources and Student Services (see Appendix II for the complete membership list).

THE McGILL CONTEXT

According to the Mental Health Commission of Canada, "one in five Canadians will personally experience mental health issues in their life time."

Student Health and Wellness at McGill

Over a three-year period, demand for on campus mental health support increased by 57%. Today, 25% of McGill students are diagnosed or treated for mental health concerns with 15%, or over 6,000 students, accessing supports for mental health offered by Student Services on an annual basis.[22]

In addition, student satisfaction surveys on existing mental health supports (2016-2017) raise the following concerns:

- Confusion over which service to access for support
- Wait times to access counsellors/psychologists for students in distress
- Lack of diversity among Student Services staff
- Little communication on changes in services that affect students

Benchmark Studies

To better understand the prevalence of health and mental health issues of the general McGill student body, over the last five years Student Services has conducted a number of benchmark studies, including the National College Health Assessment and the Counselling and Mental Health Benchmark Study.

National College Health Assessment: In both 2013 and 2016, over 30 Canadian universities participated in the National College Health Assessment (NCHA). The online survey provides an overview of student health issues, including some items related to mental health.

Counselling and Mental Health Benchmark Study (CMHB): The CMHB is comprised of student demographic questions and 62 items from the standardized instrument entitled Counseling Center Assessment of Psychological Symptoms (CCAPS-62). The instrument was developed by the Counseling & Psychological Services at the University of Michigan and managed by the Center for Collegiate Mental Health (CCMH) at Penn State University.

The instrument is a comprehensive psychometrically reliable assessment tool intended to meet clinical, research and administrative needs of university psychological service centres. The CCAPS-62 consists of eight subscales related to psychological symptoms most common in university students. The eight subscales are: depression, generalized anxiety, social anxiety, academic distress, family distress, hostility and substance use. Please note that the subscales are self-reported and not official diagnoses. In addition to the subscales, student suicidality is included in this report.

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[22] The percentage is based on the number of students who are eligible to access Student Services.

These studies enable Student Services to identify five areas of immediate concern that impact students. According to NCHA and CMHB survey results, Students at McGill experience the following that often affect their academic studies:

- Academic distress   80%
- Overwhelming anxiety   66%
- Symptoms consistent with depression   50%
- Seriously considering attempting suicide at least once in their lifetime   18%
- Seriously considered suicide while attending McGill   10%[23]

Beyond Mental Health

In addition to data on student mental health, NCHA provides insights into the prevalence of a variety of health problems/conditions, which may affect academic performance and retention.[24] Below is a summary of some of the top health indicators for McGill undergraduate and graduate students.

General Health:

- Overall 53% of the respondents rated their health as good to excellent, which dropped 9%[25] from 2013.
- Although 70% of McGill students reported a healthy body mass index, only 58% ate three or more fruits and vegetables per day and only 45% met 150 minutes of weekly exercise guidelines.
- Of particular concern for Canadian postsecondary students, including McGill, is sleep hygiene. More than one in four McGill students reported not getting enough sleep.
- Eight out of 10 McGill students consumed alcohol within the last 30 days. Close to 40% indicated that they did something they regretted due to alcohol consumption.

The Student Experience

Feeling supported is an important factor in wellbeing. For undergraduate students, according to the 2017 National Survey of Student Engagement (NSSE)[26], over 80% of McGill students had a postive experience (good to excellent ratings) and would attend McGill again. These findings are consistent with peer instiutions.

However, students are less likely to find McGill to be a supportive campus environment than peer institutions. For undergraduate first year students, data from the NSSE show that McGill scores are generally lower than our US peers (Association of American Universties public institutions). For senior undergraduate students, the McGill findings are statistically significantly lower in terms of being a supportive campus environment than all our peer comparators, including U15 and Quebec institutions.

For graduate students, data from the Canadian Graduate and Professional Student Survey revealed that 80% of McGill graduate students[27] were satisfied with their McGill experience and over 85% would recommend McGill to prospective students.

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[23] Di Genova & Romano, 2014

[24] Di Genova, Bayarsaikhan, & Tellier, 2017

[25] Differences in results from 2013 that are greater than 7% were statistically significant at p<.05.

[26] Undergraduate: http://www.mcgill.ca/pia/surveys/survey-results/nsse

[27] Graduate: http://www.mcgill.ca/pia/surveys/survey-results/cgpss

A Sampling of How McGill is Responding to Student Health and Wellness

Student Services

McGill has responded to increasing student mental health concerns by changing the organizational structure of Student Services, increasing staff capacity, and transforming the service delivery model of mental health supports. McGill's efforts are a clear indication that McGill is motivated to respond to student health and wellness.

Increased Staff Capacity
- Since 2014 the number of staff in Counselling Services was increased by 43%
- In 2016, Health Services increased the number of physicians on staff by almost 50%
- In 2017, group offerings through Counselling Services were increased by 54%
- In Fall 2017, two caseworkers were added to Counselling Services to assist students with more complex concerns to navigate internal and external health systems
- Also in 2017, the *Substance Misuse* program expanded, offering outreach and training, availability of harm reduction strategies and tools, and updated website

Service Delivery Model
In the fall of 2016, McGill's Counselling and Mental Health Service launched a collaborative care model which provides individualized, flexible care that respects each student's healing narrative. Each student is assigned a clinician who is their primary mental health care provider. This clinician acts as the on-going point of contact for follow-ups around a student's personalized wellness plan. The collaborative care model **"**integrates a range of traditional and emerging online mental health programs to improve outcomes and access, including the elimination of service wait lists".[28] Adopting this model allowed McGill to reduce wait times from 4-6 months, to four weeks.

The benefits of using this collaborative care approach are:

- Increased capacity and access to support more students
- Community of practice model (best practice)
- System of delivering a variety of supports while promoting student centricity, autonomy and empowerment. The availability resources designed to foster wellness as part of a community of care which could include: workshops, online therapy-assisted programs, peer support groups, group therapy, medication and more.
- Most effective interventions are offered
- Better student mental health outcomes

Organizational Structure
Students repeatedly have expressed concern over having to self-select between three units: Student Health Services, Counselling Services, and Mental Health Services (recently renamed *Psychiatric Services*). To address this confusion, in July 2017 the organizational structure changed. All clinicians in both Counselling and Mental Health Services (except Psychiatrists) now practice in one unit called Counselling Services. Psychiatrists are now a new unit, Psychiatric Services.

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[28] Cornish, 2017; Canadian Psychological Association, 2014.

Throughout 2018 and 2019, access to services will continue to be improved and simplified with renovations[29] to create a single access hub for Student Health, Counselling, and Psychiatric Services, including a same-day triage.   An online booking system will also be available to students by Winter 2019.

Increased Services for Students with Disabilities
The Office for Students with Disabilities (OSD) serves approximately 2100 McGill undergraduate, graduate and postdoctoral fellows at both the downtown and Macdonald campuses. Approximately 30% of the students also access supports at Counselling Services. In 2017, McGill reinvested almost $1M in OSD.

This has resulted in:
- Hiring three additional advising staff to increase student access and reduce wait times
- Development of the Universal Access Hub with a mandate to contribute to the larger McGill agenda of universal access, address service accessibility, increase supports for students facing traditional barriers within the physical and learning environment, and increase collaborative student support
- The launch of a low cost, integrated assessment and diagnostic service for students who may have learning disabilities and/or ADHD
- Increased exam space for students

Campus Wide Supports (See Appendix III for a more complete listing)

In addition to services provided by Student Services, there are hundreds of student wellness initiatives being developed and offered across the McGill campus by faculties, student groups, and service units, a few of which are highlighted below.

Peer Supports
Student Associations and affiliated health groups have also increased capacity by creating peer support groups, crisis hotlines, and mental health roundtables and conferences. There are over 25 student groups with health specific programming and services at McGill.

Office of the Dean of Students
Student crisis management, including caseworker
Early Alert System
Consent McGill campaign
Office for Sexual Violence Response, Support and Education

Teaching and Learning Services
Skills21 and Skillsets
Healthy pedagogy
Active learning classrooms

Athletics and Recreation
Free gym access during exams
Fitness centre
Sports clubs
Intramurals

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[29] The Rossy Student Wellness Hub is made possible by a generous donation from the Rossy Family Foundation.

Housing and Hospitality
        Accessibility hub
        Anti-oppression programming
        Faculty in residence series

Social Equity and Diversity Education Office
        Alternative Spring Break
        Community Engagement Day
        Family care program
        Safer Spaces Ally Program

Faculty Response
        Some faculties have also responded by implementing additional support services for students. The faculties of Arts, Education, Engineering, Law, Medicine, and Music, among others, have created over 20 initiatives specifically targeting student mental health.

Faculty and Staff Health and Wellness at McGill

Running parallel to student mental health are the health concerns of faculty and staff. Faculty and staff express challenges around achieving work/life balance while also feeling unprepared to address the mental distress of students.

The reasons faculty and staff consulted the Employee Assistance Program (EAP) were:

- Emotional problems – namely anxiety, depression and stress (41%),
- Relationship / family problems (32%; e.g., illness, divorce), and
- Work problems (14%), including transitions and interpersonal relationships.

The most documented reasons for the disability claims from 2011 to 2015 at McGill were:

- Musculoskeletal
- Infections
- Mental Health

My Workplace

One of the five Principal's priorities is My Workplace. In 2017, results from the My Workplace learning organization[30] staff survey revealed statistically significant increases from the 2015 survey in two of the three pillars:

- *Supportive Learning Environment,* and
- *Leadership Behavior that Provides Reinforcement*.

The results were stable on the third pillar, *Concrete Learning Processes and Practices*.

The survey also demonstrated slight improvements in the following areas:

- Considering feedback and best practices when making decision
- Breaking down silos by sharing information both within university walls and beyond
- Making work volume more manageable
- Recognizing individual contributions
- Encouraging and enabling career development and advancement

These results are aligned with research on contributors to occupational stress in Canadian universities. [31]

Collaborative on Academic Careers in Higher Education

The results from the Collaborative on Academic Careers in Higher Education (COACHE) of tenure and tenure-stream academics show that over 80% of respondents were satisfied to be at McGill, and that McGill is a good fit and would choose McGill if they could do it over again.
The major stressors were obtaining tenure (36%) and workload especially related to scholarly productivity (58%) which affects work-life balance.[32]

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[30] http://www.mcgill.ca/myworkplace/files/myworkplace/learning_organization_survey_2017_overview.pdf
[31] Biron, Brun, & Ivers, 2008; Catano et al., 2010
[32] Analysis, Planning, & Budget, 2011

A Sampling of How McGill is Responding to Faculty and Staff Health and Wellness

Human Resources

Over the last five years, McGill University's Human Resources (HR) unit has responded by developing a number of campus-wide resources devoted to faculty and staff wellbeing and encouraging work/life balance[33], such as:

- Behavioral Competencies for Management Staff, including seven behavioral competencies (Performance Dialogue)
- The Employee Assistance Program (EAP)
- Training and Development Programs and workshops
- Learning in Community Resources (Learning Circles, Co-development, CoachingOurselves, etc.)
- Boost Your Health Series
- Employee Health Fair
- Fitness Program
- Orientation and Onboarding Resources
- Disability Management
- MyWorkplace

HR'S Organizational Development (OD) team educates staff on individual, team and organizational factors for managing stress. Workshops include Managing Stress, Emotional Intelligence, Managing Conflict, Managing Difficult Conversations, and Coaching for Engagement – all aimed at creating a healthy balanced workplace.

McGill's Behavioral Competencies for management staff (used for hiring and development and integrated in performance dialogue) place value on self-awareness, self-management and interpersonal effectiveness – critical to creating conditions for a healthy and effective workplace.

In 2017, OD/MyWorkplace collaborated on a pilot program for Supervisors that introduced a new course called "Managing a Healthy & Respectful Workplace". The course provided resources on recognizing signs of (dis)stress in oneself and others and for managing (dis)stressful situations productively.

This response demonstrates that Human Resources is working towards improving staff/faculty wellness, including work/life balance.

Additional Campus Wide Supports:
SEDE Equity and Diversity Training
Teaching and Learning Services Resources

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[33] https://mcgill.ca/hr/benefits/health-well-being

Historically and Systemically Underserved Populations at McGill

McGill has a rich and diverse populace. The University attracts high performance faculty and students from around world, including 30% international students[34] in 2017 and 66% of new faculty[35] hired between 2011 and 2016. The Provost has set a target to increase Indigenous students from approximately 263 students to 1000 by 2023. Among these groups, inclusion and a sense of belonging are two of the most important contributors to optimal mental health.

Historically and systemically underserved populations, especially those with intersectional identities, experience higher rates of mental health issues than the general population. Based on data from the 2013 Student Demographic Survey and feedback from the Health and Wellness Advisory Committee, these populations continue to express experiencing discrimination and a low sense of belonging at McGill. While progress is being made with the Social Equity and Diversity Office, The Provost's Task Force on Indigenous Studies and Indigenous Education, and employment equity practices, more systemic data is needed to better understand how to support these populations.

Diversity work cannot be done in isolation. In a community as diverse as McGill, inclusivity involves attention to a variety of approaches that are suited to support different identities and address specific needs. In practice, this means minorities are represented on decision-making bodies, curriculum choices are inclusive, promotional materials and physical structures are accessible to as many people as possible, and campus imagery is reflective of the entire community. Beyond creating an environment conducive to the flourishing of minority populations, McGill's commitment to diversity will foster respect and appreciation for cultural differences within our community. This is an integral step towards preparing members of the McGill community to be enlightened and educated participants of our global society.

A Sampling of How McGill is Responding to Historically and Underserved Populations' Health and Wellness

- Provost's Task Force on Indigenous Studies and Indigenous Education (2016-2017)
- Social Equity and Diversity Office
- Café Collab
- Anti-oppression programming in Student Housing and Hospitality
- eIDEA: Engineering Inclusivity, Diversity and Equity Advancement
- Office for Students with Disabilities Accessibility Ambassadors
- Faculty of Law Contours McGill: Voices of Women in Law
- PGSS Equity and Diversity Committee
- Employment Equity policy
- Midnight Kitchen
- McGill University Award for Equity and Community Building
- Queer McGill
- PRIDE Team
- Racialized Student Support Group

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[34] McGill University Enrollment Reports: https://www.mcgill.ca/es/registration-statistics/fall-2017
[35] McGill University Staffing Report: Fiscal Year 2015-16: https://www.mcgill.ca/senate/files/senate/9._d16-40_staffing_report.pdf

CONCEPTUAL APPROACH TO HEALTH AND WELLNESS

The Voices of Health and Wellness at McGill
"We need to think about the use of the word "crisis". It has a negative connotation and often dictates how we respond. Let's not talk about the mental health crisis anymore. We need to flip the discussion and talk about creating a healthy learning and working environment."
~Faculty

Addressing health and wellness of a diverse campus community is complex and requires a multi-pronged approach. Mental health cannot be addressed in isolation from social and physical health. And while achieving and maintaining good health is an individual responsibility, creating the conditions for good health is a collective responsibility.

Institutions enable or disable the pursuit of individual holistic wellness through their learning and working culture, and policies, and practices. By infusing holistic health and wellness practices into all aspects of the learning and work environments, institutions can enable individuals to make choices toward a more successful and satisfying existence.

With this in mind, the approach to optimizing health and wellness encompasses:

- Individual holistic wellness
- Community development approach
- Systemic approach

Individual Holistic Approach to Health and Wellness

Achieving optimal health requires a holistic approach that includes balance between an individual's academic, career, cultural, emotional, financial, physical, social and spiritual wellness (see Wellness Wheel). An individual may give more attention to certain components of wellness at various points in their lives but striving to achieve balance in all components is optimal for overall health.

Wellness is the pursuit of optimal health through deliberate actions with the intent of achieving one's full potential. Physical activity, being aware and staying informed about healthy practices, practicing mindfulness and meditation, eating right, having a mentor, and getting enough sleep are all examples of wellness activities that can prevent stress and help to improve and maintain health.
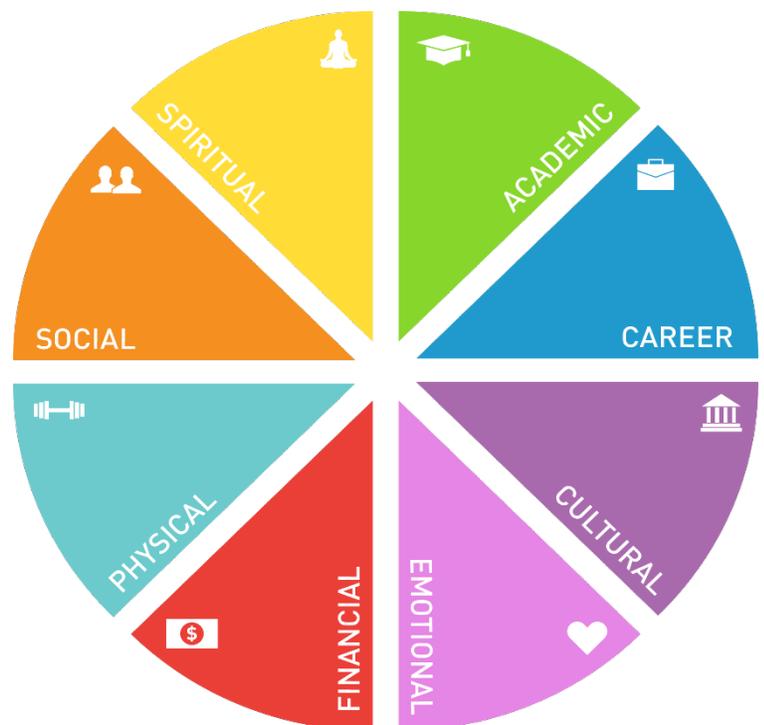
Community Development Approach to Health and Wellness

This report reflects the reality that health and wellness is different for each faculty, service area and individual while recognizing that it also requires McGill to come together as a community. The report's framework for health and wellness is designed to enable grassroots initiatives from across the institution by identifying priority areas, gaps, and opportunities for improvement. The framework facilitates inquiry and action through a shared lens and provides guidance toward a shared vision, but through flexibility, the framework acknowledges and embraces differences with the aim of empowering all members of the McGill community to take actions that meet their particular needs.

According to Employment and Social Development Canada, community development:
"…is a process whereby community members come together to take collective action and generate solutions to common problems."[36]

Effective community development is:

- A long-term endeavor, well planned, inclusive and equitable,
- Holistic and integrated into the bigger picture,
- Initiated and supported by community members,
- Of benefit to the community,
- Grounded in experience that leads to best practice.

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[36] http://publications.gc.ca/site/eng/245322/publication.html

Systemic Approach to Health and Wellness

In light of increasing concerns around health and wellness, universities are examining how their systems enable, (or disable) the optimal functioning of their community members within highly competitive and stressful environments. For top tier research universities like McGill, this means adopting approaches to learning and working that enable members to flourish and achieve their full potential in healthy and viable ways.

Research indicates that the context and culture of an educational institution have an impact on the health and wellness of those within it. Policies, procedures, and structures, "contribute to its culture by reinforcing certain values, beliefs and behaviors; and discouraging others." [37]
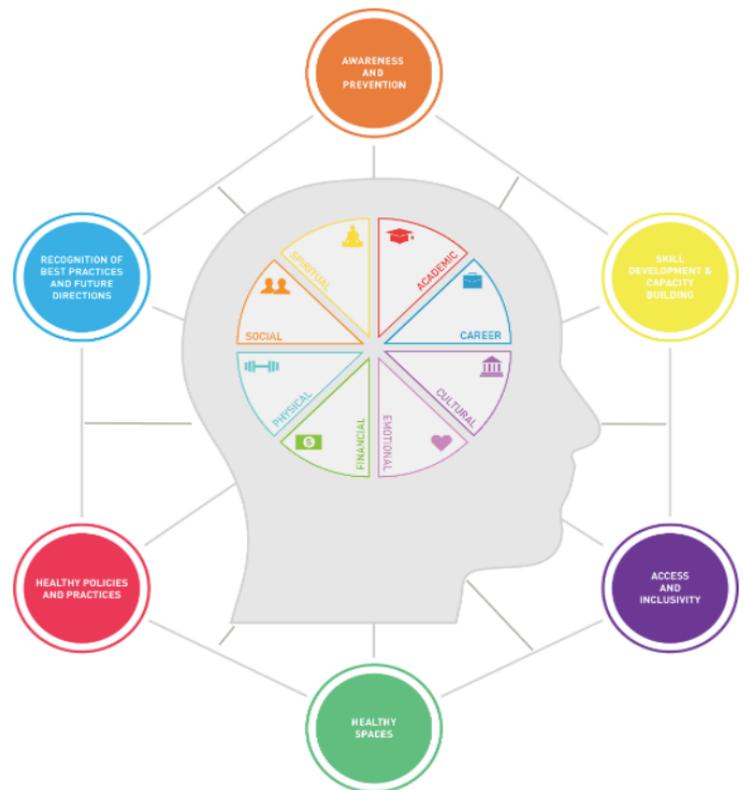
The Okanagan Charter

The Okanagan Charter[38]: An International Charter for Health Promoting Universities and Colleges outlines a systemic approach to health and wellness.

The approach promotes research, innovation and evidence informed action to guide the development of systems, policies and practices that value wellness. The Charter takes a strength-based approach to recognizing and addressing problems. It values local and Indigenous voices to prioritize inclusiveness, with a special focus on transitions, key stages in the student's educational journey or a faculty and staff members' career path.

The Okanagan Charter has two calls to action:

1. Embed health into all aspects of campus culture, across the administration, operational and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

The Okanagan Charter is the motivation behind the development of an aspirational vision, values, guiding principles, and framework for healthy working and learning McGill campuses.

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[37] Healthy Campus, 2014

[38] Okanagan Charter, 2015: http://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf

HEALTH AND WELLNESS Vision, Values, and Guiding Principles

Vision

McGill University fosters excellence in an increasingly complex and fast paced world through a holistic wellness approach to learning and working that empowers its diverse members to self-actualize and achieve their full potential in healthy and viable ways.

We will achieve this by:

- Engaging in authentic and stigma-free mental health dialogue inclusive of the diverse realities of our campus community,
- Delivering timely and consistent messages that are evidence based and foster positive learning around health and wellness across the life cycle,
- Equipping the McGill community with the appropriate training and resources needed to thrive especially during transitions,
- Providing compassionate and appropriate levels of support that enable our community members to flourish,
- Designing and developing barrier-free sharing platforms for health and wellness,
- Providing culturally sensitive supports for historically and systemically underserved populations,
- Creating inspiring, accessible and safe spaces that embrace the concept of holistic wellness,
- Adopting inclusive, equitable and flexible policies and practices that enable balance between achieving excellence and individual wellness,
- Celebrating McGill community achievements in health and wellness,
- Developing and sharing best practices internally and externally,
- Anticipating and planning for future directions based on feedback and data,
- Developing and implementing proactive strategies that target emerging needs.

Values and Guiding Principles

	We will:
Compassion	Create caring and respectful work and learning environments.
Inclusivity	Ensure that all endeavors are accessible, equitable and reach those who are historically and systemically underserved.
Community	Utilize a community development approach to health and wellness.
Collaboration	Engage various partners and stakeholders in McGill's initiatives.
Accountability	Develop assessment mechanisms that are built into our initiatives and share our results with our stakeholders.
Sustainability	Safeguard the longevity and continued development of campus health and wellness by putting mechanisms in place for continuity.

THE FRAMEWORK FOR HEALTH AND WELLNESS:
SIX STRATEGIC AREAS OF FOCUS, OBJECTIVES, GAPS, AND OPPORTUNITIES

Promoting Health and Wellness at McGill University takes an evidence-based approach to building and maintaining a healthy campus that includes six strategic areas of focus that emerged from the literature and in consultation with the Advisory Committee:

- Awareness and Prevention,
- Skill Development and Capacity Building,
- Access and Inclusivity,
- Healthy Spaces,
- Healthy Policies and Practices,
- Recognition of Best Practices and Future Directions.

Awareness and Prevention

AWARENESS AND PREVENTION

SKILL DEVELOPMENT AND CAPACITY BUILDING

Skill Development and Capacity Building

Access and Inclusivity

ACCESS AND INCLUSIVITY

HEALTHY SPACES

Healthy Spaces

Healthy Policies and Practices

HEALTHY POLICIES AND PRACTICES

RECOGNITION OF BEST PRACTICES AND FUTURE DIRECTIONS

Recognition of Best Practices and Future Directions

Awareness and Prevention

Evidence shows that increasing awareness and prevention is effective in reducing health risks and encouraging healthy lifestyle and behavior choices. By enhancing the health and wellness literacy of the McGill community and reducing stigma around mental health and illness, we can empower our students, faculty and staff to thrive. In a flourishing wellness culture, McGill members would know how to respond and where to refer members to best support their wellness needs. In addition, by investing in prevention efforts, postsecondary institutions "may benefit from greater productivity and reductions in costs, absenteeism and accident/injury rates"[39].

AWARENESS
AND
PREVENTION

Why is increasing awareness and education important?
- Preventative approach is linked to fewer crises
- In a knowledgeable community, students, faculty and staff know where to go for support and help refer others to resources
- Results in reduced stigma
- Linked to increased student and staff climate/satisfaction
- Advances research, teaching and training for health promotion knowledge and action
- Generates thriving communities and a culture of wellbeing

Objectives:
- Engage in authentic and stigma-free mental health dialogue encouraging wellness inclusive of the diverse realities of our campus community and academic lifecycle.
- Deliver timely and consistent messages that are evidence based and foster positive learning around health and wellness across the lifespan.

IDENTIFIED GAPS

Awareness of existing support services for students, faculty and staff
Timely evidence-based awareness and prevention messaging
Education on disabilities and reasonable accommodations
Anti-stigma
Education on confidentiality practices

Opportunities for Improvement:
- Centralize health and wellness information on campus wide supports, resources, initiatives, etc.
- Develop a campus wide awareness and prevention communications plan that is grounded in the academic lifecycle

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[39] American Psychological Association, 2017

Skill Development and Capacity Building

A community knowledgeable about the physical and social health determinants (see page 12) of its members is poised to adapt and develop programming to meet their ongoing needs. Institutions of higher education can offer unique opportunities for growth and development of students, faculty and staff. Through skill development and capacity building, the McGill community can take concrete action to incorporate health and wellness into research, training, learning, teaching and knowledge exchange that will benefit McGill members, other community members and beyond.

SKILL
DEVELOPMENT
AND CAPACITY
BUILDING

Why is increasing capacity building important?
- Empowers people to make informed choices
- Ensures staff know where to turn for support
- Advances research, teaching and training for health promotion knowledge and action
- Generates thriving communities and a culture of wellbeing

Objectives:
- Equip the McGill community with appropriate training and resources needed to thrive, especially during transitions.
- Provide compassionate and appropriate levels of support that enable our community members to flourish.

IDENTIFIED GAPS
Accessible, proactive, and holistic services for students
Pre-arrival and early opportunities for students to engage in building coping skills and resiliency
Evidenced based, strategic, and coordinated skill building programming
Increased funding and training opportunities on mental health literacy
Comprehensive community response plan to address concerning behaviors including suicidality and addictions

Opportunities for Improvement:
- Increase capacity of mental health literacy resources, education, and training
- Increase capacity of Student Services Collaborative Care model
- Centralize access to skillsets and skill building for students
- Incorporate self-care and mental health literacy into onboarding practices, orientations, trainings

Access and Inclusivity

An accessible and inclusive McGill community values and provides equal opportunity to all regardless of differences (e.g., ability, age, ethnic background, gender, religion, sexual orientation, etc.) enabling everyone to achieve their maximum potential without discrimination. In an accessible and inclusive climate, differences are celebrated and the availability of supports are adapted to diverse needs. The availability of health and wellness supports for the McGill community include accessibility along the following dimensions: physical, financial, and are culturally acceptable. Supports are culturally acceptable when members are willing to seek support, there is reduced stigma, and are treated with dignity and respect.

In a community as diverse as McGill, inclusivity involves attention to a variety of approaches suited to support different identities and address specific needs. In addition, to ensure inclusivity, continuous efforts to remove and prevent physical, systemic and attitudinal barriers are critical.

Why is access and inclusivity important?
- Providing supports and referrals at time of need enhances community health and wellness outcomes
- Preventative approach - linked to fewer crises
- Reduction in absenteeism
- Improved climate / satisfaction
- Improved health outcomes
- Reduced risk and stigma
- Increased sense of belonging
- Safety and inclusivity – removes barriers and allows for diverse ways of learning
- Brings the entire McGill community together, enhances culture and environment

Objectives:
- Design and develop a barrier-free information platform for health and wellness
- Provide culturally sensitive supports for historically and systemically underserved populations
- Increase and simplify access to mental health services and information

IDENTIFIED GAPS
Effective mechanisms to foster a sense of belonging for diverse populations
Centralized and coordinated access to health and wellness information, programming, and messaging
Accessible and centralized support services for all students
Supportive campus environment
Education/training/collaboration for disabilities and reasonable accommodations

Opportunities for Improvement:
- Decrease wait times for students seeking support through Student Services
- Increase diversity among Student Services staff
- Increase capacity and delivery of culturally sensitive diversity training
- Develop anti-stigma and anti-discrimination campaign
- Develop mechanisms for incoming students to self-identify as needing additional support
- Support opportunities for community building among historically and systemically underserved populations
- Track data around historically and systemically underserved populations to enable improved service practices

Healthy Spaces

Healthy spaces encompass social, physical and environmental aspects of wellness. Spaces that promote supportive interactions and personal health amongst students, faculty, and staff are crucial to creating a strong wellness culture.

HEALTHY
SPACES

Why are healthy spaces important?
- Determinant of learning, productivity and engagement
- Enhances feelings of safety
- Leads to better physical spaces that support healthier living

Objective:
- Create inspiring, accessible and safe spaces that embrace the concept of holistic wellness.

IDENTIFIED GAPS
- Increased focus on the impact of space and campus navigation on health and wellness
- Macdonald campus isolation

Opportunities for Improvement:
- Expand Collaborative Care approach to Macdonald Campus
- Prioritize culturally inclusive spaces

Healthy Policies and Practices

Healthy policies and practices shape the learning and working environment for McGill students, faculty and staff. McGill policies and practices have a direct influence on our daily experiences and overall learning, productivity and engagement. By actively considering wellness when creating renewing, interpreting and applying University policies we can decrease unnecessary stressors that have a direct impact on our wellbeing without compromising necessary academic rigor.

Why are healthy policies and practices important?
- Equitable policies and practices increase trust and sense of safety
- Community is more likely to engage in proactive planning and program development
- Changes and improves our learning and working environment.

Objective:
- Adopt inclusive, equitable and flexible policies and practices that enable balance between achieving excellence and individual wellness

IDENTIFIED GAPS

Viewing policies and practices through a wellness lens
Practices that embrace the developmental process of excellence
Coordinated and systematic collaboration with community health services
Supportive systems that encourage student learning and wellness

Opportunities for Improvement:
- Create a collaborative, cross-campus Health and Wellness committee to operationalize the framework
- Ensure that wellness is actively considered when revising or creating new policies
- Increase collaboration and partnerships with community health services
- Increase capacity to incorporate health and wellness practices into pedagogy and classrooms

Recognition of Best Practices and Future Directions

The recognition of health and wellness behavior validates the importance of our efforts while increasing participation and pride in the success of initiatives. The positive outcomes of celebrating community members who are invested in helping create a healthier McGill are numerous. Recognition inspires students, faculty and staff to continue their work and invite others to join them. It reduces stigma when messages about how to improve personal health are more widely disseminated. Recognition also increases compassion, open dialogue, and leads to a more supportive campus environment, a stronger wellness culture, and higher levels of performance and fulfillment.

By promoting evidence-based approaches and building on best practices, we can identify the future directions of our community members' needs and empower students, faculty and staff to thrive. By using a wellness lens to collect and analyze data, we can generate discussions and inform decisions that will shape our future.

Why is Recognition of Best Practices and Future Directions Important?
- Validates the importance of community members' work
- Encourages broader dissemination of effective health promotion practices
- Creates conditions for optimal engagement, learning, and productivity
- Acknowledges contributions and milestones that support a healthier community (individual and collective efforts)
- Generates thriving communities and a culture of wellbeing

Objectives:
- Celebrate McGill community achievements in health and wellness
- Develop and share best practices internally and externally
- Anticipate and plan future directions based on feedback and data
- Develop and implement proactive strategies that target emerging needs

IDENTIFIED GAPS

Holistic, systemic and community development approach to health and wellness

Accessible, fact-based information on the student, faculty and staff experiences

Coordinated and informed responses to shared problems

Consistent monitoring of programming

Coordinated data collection and analysis on historically and systemically underserved populations

Flexible, adaptive programming

Mechanism for operationalization, accountability, and sustainability

Opportunities for Improvement:
- Increase capacity for data collection and analysis on campus health and wellness as well as targeted populations
- Enhance internal and external dissemination of best practices implemented at McGill
- Create recognition program for health and wellness
- Develop mechanism for centralized community feedback to support faculties and services in creating healthy learning/working environments
- Increase opportunities for interdisciplinary and cross-sectional applied research on mental health in order to develop best practices
- Develop collaborations with McGill researchers who have expertise in health and wellness to advance innovations for the McGill community and beyond

MONITORING AND EVALUATION

This report and resulting framework for health and wellness recognizes the pivotal role of monitoring our progress to learn from the McGill community about which programs and initiatives are having a positive impact on their learning and working experience. The metrics will enable the adaption and creation of programs based on current and emerging needs.

Assessing Our Progress

To assess our progress, actions based on this framework will:

- Use an evidence-based approach comprising both qualitative (e.g., narratives from persons with lived experiences, focus groups) and quantitative methods (e.g. community participation, surveys),
- Co-construct with community members a comprehensive and rigorous measurement plan that monitors the progress of initiatives and programs,
- Develop criteria for success, including key performance indicators (KPIs) with outcomes and targets that align with the components of a healthy learning and working environment,
- Share the results with the McGill community on an annual basis,
- Act on the evidence that is generated,
- Recognize programs and initiatives that empower our students, faculty and staff, and
- Continually learn from our peers by participating in climate and benchmark studies whenever possible and sharing best and/or emerging practices.

Assessment Cycle

Framework for health and wellness on campus → Establish criteria for success (outcomes or targets) → Provide programs and services → Determine effectiveness → Use results for improvement → Framework for health and wellness on campus
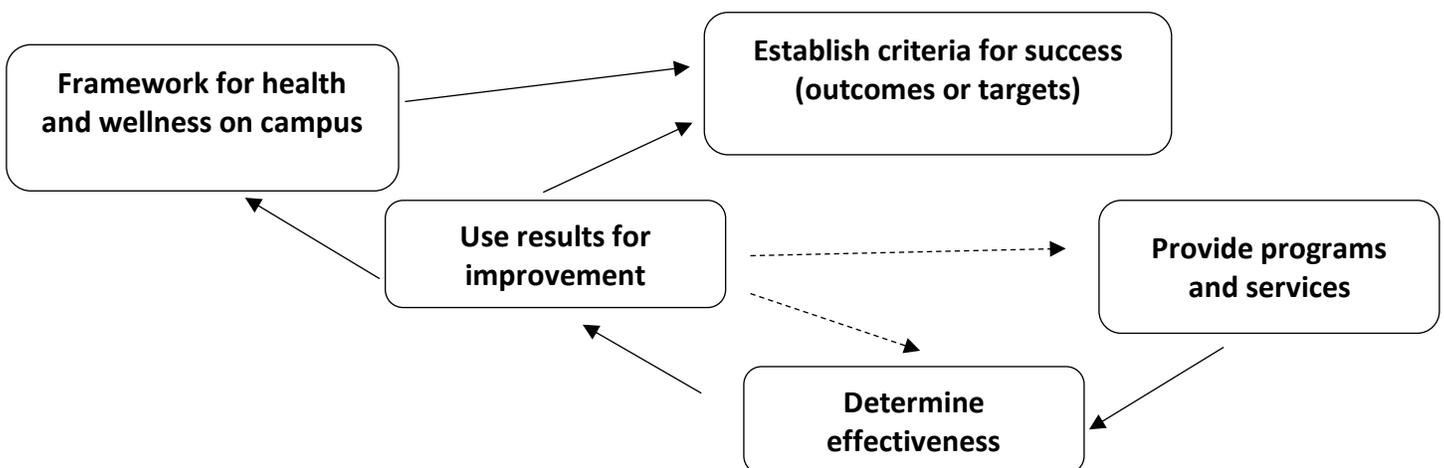
APPENDICES

Appendix I: Glossary

Collaborative Care
The Collaborative Care model integrates a range of traditional and emerging online mental health programs to improve outcomes and access, including the elimination of service wait lists.
-Cornish, 2017

Emerging Adulthood
Emerging adulthood is a critical developmental stage — a time when young people deepen their understanding of their identities and relationships, take on new responsibilities and define their individual truths. It is a period marked by transition and exploration, of wandering and wondering, choosing and becoming.

Emerging adulthood is also a time when young people are ushered out of child and youth mental health and addiction services into adult services and programs. Too often, these transitions are far from seamless and cause major disruptions to the well-being of emerging adults. In the case of the child welfare system, for example, many 18 and 19-year olds "age out" of care without the necessary supports or skills to flourish. Transitions out of the youth justice system can also be extremely difficult. While turning 18 or 19 used to signify a clear threshold into adulthood, young adults today are taking longer to reach economic and social maturity and they require adequate support getting there.

Research shows that up to 75 per cent of mental health problems have an age of onset occurring in childhood, adolescence or young adulthood (Carver et al., 2015). Emerging adulthood is the life stage during which early symptoms of diagnosable mental disorders and first onset of major mental illnesses are most prevalent (Carver et al., 2015). The prevalence of mental health problems and illnesses among emerging adults rises progressively as they transition to adulthood and peaks by the time they reach 29 years of age (Smetanin et al., 2011).
-Mental Health Commission of Canada, 2017

Flourishing
According to Fredrickson and Losada, flourishing is living: "…within an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience."
- Fredrickson & Losada., 2005

Health
"…a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."
-World Health Organization, 1946

Most people think of good health in terms of physical health; a person is deemed to be in good health if they are physically fit. According to the World Health Organization, however, good health is a balance of physical, mental, and social well-being. In other words, a person's level of health may change depending on their physical, mental and social circumstances. For example, a person who is physically and mentally fit may experience a social transition (divorce, new job, death of a loved one, starting university) and – without appropriate awareness, coping skills, and/or social supports - can be thrown off balance in a way that affects their physical (can't sleep, increased drinking, stops exercising) and mental well-being (becomes emotionally distressed and/or psychosocially impaired).

Mental Health
"a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."
-*World Health Organization, 2001*

Similar to health, a level of mental health is present in individuals at all times and may change depending on their circumstances. According to the World Health Organization, the three most significant determinants of mental health are:

1. Social inclusion;
2. Freedom from discrimination and violence; and
3. Access to economic resources.

These determinants are interweaved with learning and employment settings and may impact a person's health and performance. For example, a student or employee who feels disempowered by discrimination and/or lacks financial resources for the basics such as food and rent, is at risk of experiencing poor mental health which may then impact their ability to focus on school or work.

To enable health and wellness within learning and work environments, healthy institutions instill equity in policies and practices, ensure access and inclusivity, provide environments where people feel safe, offer skill building and professional development opportunities, and provide appropriate levels of support.

Mental Illness
"Mental Illnesses are characterized by altercations in thinking, mood or behavior associated with significant distress and impaired functioning."
-*Public Health Agency of Canada*

Examples of mental illness include: Mood disorders (major depression and bipolar disorders); schizophrenia; anxiety disorders; personality disorders; eating disorders; problem gambling; and substance dependency. These are also referred to as invisible disabilities. To be recognized at an educational institution as a disability that requires ongoing accommodations, a mental illness must have a confirmed clinical diagnosis.

"Mental illness arises from a complex interaction of genetic, biological, personality and environmental factors. Mental illness affects people of all ages, education levels, income levels and cultures."
-*Public Health Agency of Canada*

Differentiating Between Mental Health and Mental Illness
The concepts of mental health and mental illness are related but not interchangeable. A person can have a mental illness, such as bi-polar disorder or anxiety disorder, and still be able to experience optimal mental health (flourishing). In these cases, wellness activities may also include medication prescribed by a physician and/or therapy in addition to exercising, eating right and sleeping well.

Conversely, as indicated in the diagram below, a person with no mental illness who is experiencing a significant stressor, for example, sexual violence, harassment, social exclusion and/or extreme loneliness, is at risk of experiencing poor mental health (languishing).

For educational institutions, differentiating between mental health and mental illness as well as their determinants and symptoms - is critical for appropriate responses and supports.
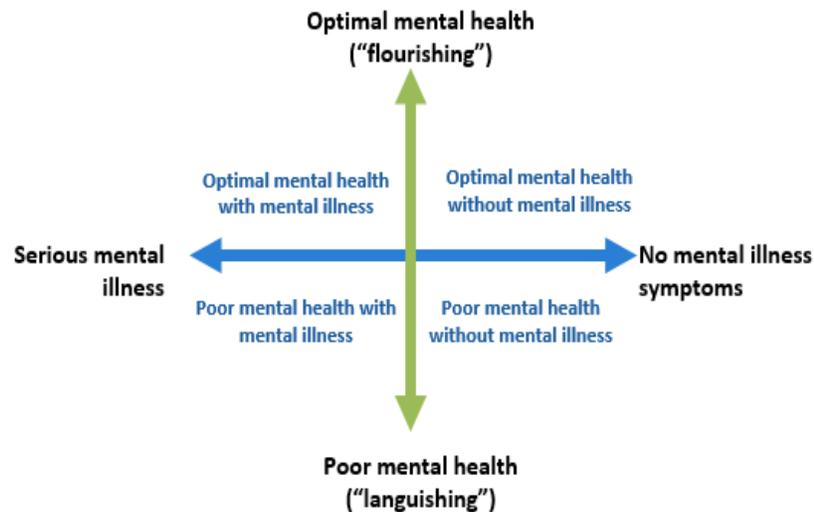
-Keyes, 2002

Resilience
Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors.
-American Psychological Association, 2017

Transitions
Changes in status that are discrete and bounded in duration, although the consequences may be long-term.
- Elder, 1985

Wellness
"…an active process of becoming aware of and making choices toward a more successful existence."
 -World Health Organization, 2017

Wellness is the pursuit of optimal health through deliberate actions with the intent of achieving one's full potential. Physical activity, being aware and staying informed about healthy practices, meditation, eating right, having a mentor, and getting enough sleep are all examples of wellness activities that can prevent stress and help to improve and maintain health.

Achieving optimal health requires a holistic approach that includes balance between an individual's academic, career, cultural, emotional, financial, physical, social and spiritual wellness (see Wellness Wheel). An individual may give more attention to certain components of wellness at various points in their lives, but striving to achieve balance in all components is optimal for overall health. For example, a person who spends years "giving it all" to a career or academic goal, often finds that other aspects of their lives have suffered (physical, social, emotional or other).

Institutions enable or disable the pursuit of individual's wellness through their learning and working culture, policies, and practices. By infusing holistic health and wellness practices into all aspects of the learning and work environments, educational institutions can enable individuals to make choices toward a more successful and satisfying existence.

Awareness, prevention, capacity building in the form of training, flexibility, healthy spaces, policies and practices, as well as support are critical components of a healthy learning and work environment that enable wellness.

Wellness Wheel -https://www.mcgill.ca/counselling/thrive-0/wellness

Academic and Career Wellness
Academic or career wellness is the ability to achieve enrichment and fulfillment through education and/or work. It involves active learning and skill development to foster improvement and growth, and making academic and career choices that are in line with one's values, interests, and beliefs to achieve personal satisfaction.

Social and Cultural Wellness
Social and cultural wellness is developing and maintaining positive relationships. It involves establishing support networks, creating healthy relationships with family and friends, and respecting and learning about the cultural identities of others.

Emotional Wellness
Emotional wellness is the ability to understand, recognize, share, experience, and manage our full range of feelings. It involves adopting a positive outlook in life and engaging in self-exploration. In addition, it includes developing ways to cope with stress and challenges and seeking out support from others when needed.

Financial Wellness
Financial wellness is the ability to manage your financial resources successfully. It involves not living beyond your means, budgeting effectively, and creating short and long-term goals to save, invest, and plan for the future.

Physical Wellness
Physical wellness is taking good care of your physical body. It involves active living, eating a balanced diet, seeking regular medical check-ups, getting adequate and regular sleep, and limiting or eliminating the use of tobacco, drugs, and alcohol.

Spiritual Wellness
Spiritual wellness is finding the greater meaning and purpose of life. It involves developing a better understanding of your personal beliefs and values so that you can choose actions and behaviors that are consistent with them.

Appendix II: Advisory Committee and Working Group

Members of the Advisory Committee
Students

Name:	Position:
Alyssa Wooster	Peer Health Educator, Healthy McGill
Ana Maljkovic	Graphic Designer, Campus Life & Engagement
Andrew Dixon	Health Commissioner, PGSS (outgoing)
Arisha Khan	VP, Finance, SSMU (incoming)
Armaghan Alam	Co-Chair, Peer Support Centre (incoming)
Daneese Rao	Peer Health Educator, Healthy McGill
Dorothy Apedaile	Peer Health Educator, Healthy McGill
Erin Sobat	VP, University Affairs, SSMU (outgoing)
Freddy Lee	Health Commissioner, PGSS (incoming)
Gilbert Lin	Logistics Coordinator, Campus Life and Engagement
Isabelle Oke	VP, University Affairs, SSMU (incoming)
Jacqueline Brown	Peer Health Educator, Healthy McGill
Michelle Li	Administrative Coordinator, Queer McGill
Munavvar Tojiboeva	President, SSMU
Quinn Ashkenazy	Chair, Peer Support Centre (outgoing)

Faculty and Staff

Alexandra Preimess	Secretary, Career Planning Service
Alyse VanEvery	Indigenous Student Associate, First Peoples' House
Anastasia Koutouzov	Associate Director, International Student Services
Andrea Courey	Member, The Council on Palliative Care
Angela Morse	OD Talent Management Advisor, Human Resources
Ariunaa Bayarsaikhan	Project Officer, Office of the Executive Director, Services for Students
Audrey De Repentigny	Human Resources Administrator, Office of the Executive Director, Services for Students
Beri Lainjo	Portfolio Manager, Office of the Executive Director, Services for Students

Bruce Lennox	Dean, Faculty of Science
Calli Armstrong	Wellness and Outreach Coordinator, Counselling Services
Cara Piperni	Director, Scholarships and Student Aid Office
Charlene Lewis-Sutherland	Student Housing and Hospitality
Chidinma Offoh-Robert	Director, Faculty of Engineering Student Centre
Chris Buddle	Dean of Students
Darlene Hnatchuk	Director, Career Planning Service
David Syncox	Skills Development Manager, Teaching and Learning Services
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Sarah Delisle	Emergency Planning Office, Campus Public Safety
Sharron Smith	Benefits Officer (Group Plans), Human Resources

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Sharron Smith	Benefits Officer (Group Plans), Human Resources

Appendix III: The Voices of McGill Health and Wellness

During the consultation process, a number of perceived gaps and challenges emerged around health and wellness.

This is what we heard:

Awareness and Prevention

1. It seems that McGill students are inherently high achievers and admit they will sacrifice their health to "get the grade".

   "We need to take preventative measures rather than clinical measures to treat problems.
   Let's not create programming to fix problems, but instead create programming to prevent problems."
   ~Faculty

2. There is a belief among some students and the McGill community that the only effective intervention for mental health concerns is one-on-one therapy with a professional.

   "We need to better utilize our resources. If you sprain your ankle, you don't have to see a doctor;
   someone certified in first aid can assist you. We can apply this to mental health and supporting students."
   ~Student

3. The current language, messaging, and initiatives around mental health do not appear to be intentional, consistent, well understood, or well-defined.

   "The casualization of mental illness has made it hard to determine who is stressed/distressed."
   ~Student

   "We need to clarify the link between wellness, self-care, and mental health. People often put off wellness and
   think that it won't have consequences."
   ~Staff

4. The legal responsibilities related to disabilities and reasonable accommodations do not seem to be well understood and/or consistently practiced.

5. The community has expressed that stigma around disabilities, particularly invisible disabilities such as mental illness, continue to be pervasive especially for faculty, staff and international students.

   "There is a stigma among staff. There is this fear that people will think I am faking it."
   ~Staff

   I'm lucky enough to be aware of my disabilities and to have made the choice to help myself by
   asking for help [from] others – but most won't."
   ~Student

6. There is a perception among students, faculty and staff that service confidentiality is not honored, thereby affecting trust.

   "For many international students, there is concern around confidentiality. They believe they will be judged
   because of the types of problems they are facing."
   ~Staff

7. There is a perception that faculty and staff are not encouraged with adequate and accessible resources and messages for self-care work/life balance.

   "When students receive a lack of pedagogical support in the classroom, I recognize that professors have other components of their
   lives that they are not getting support for."
   ~Student

"We cannot care for the students if faculty and staff are not being cared for."
~Staff

"We have a whole community of professors that have put their health on hold to perform their jobs. These professors are mentors and roles models. Are these good role models for our students?"
~Faculty

"Messages around health and wellness, and initiatives, can come from central, but if it's not coming from or reiterated by my unit specifically and the administration within it, it appears as if the message isn't important or encouraged."
~Staff

Skill Building and Capacity Development

1. Skill building and capacity development programming on health and wellness appears to not be consistently evidenced based, strategic, resourced, and coordinated.

2. There is evidence from our first line of support for students - advisors, frontline staff, student services staff, and peer supports – as feeling overwhelmed by student mental health needs and experiencing symptoms of *compassion fatigue*.

3. Faculty, staff, and students express feeling underprepared in the face of concerning behaviours and distress, especially suicidality and addictions.

4. There an assertion that resources and funding for training on student mental health are inconsistent for faculty and staff.

5. Purposeful education opportunities for students are expanding but are decentralized. Decentralization of opportunities and services (including skill-building) may create additional stress for students.

    "As part of our job, we (the faculty) should recognize that in high performing spaces, certain non-academic skills are absolutely needed. University education should not only deal with the academic component; we need to shift to providing students with a broad, holistic skillset and education."
    ~Faculty
    "We need to make sure that our graduates have the capacity to survive in the world that currently is. The world we're trying to create within McGill is different from the world outside of McGill."
    ~Staff

6. Based on evidence, in order to optimize service delivery to students, the Student Services model must be proactive, accessible, flexible and simplified.

    "It [mental health supports] just needs to be more accessible. It is not acceptable that someone struggling with mental illness has to wait more than a month to see someone when their mental health will further deteriorate during that time and will affect their school work, causing them more stress."
    ~Student

Access and Inclusion

1. Much of the programming and resources around health and wellness is decentralized making it challenging to locate supports for self and others.

2. The sense of isolation among historically and systemically underserved populations seems to be persisting despite existing programming and interventions.

"Many students are reporting that when they get access to professional support their identities are invalidated.
The people serving them do not understand their lived realities. Personal biases are placed upon students."
~Student

3. Students, faculty, and staff living with disabilities continue to face barriers in terms of reasonable accommodations.

Healthy Spaces

1. There appears to be limited focus on the positive impact of space on health and wellness in physical planning across the campus.

"Creating spaces where students, faculty, staff have regular contact can have a
great impact on the wellness of our community."
~Staff

2. McGill's decentralized campus, programming, and services appear to be challenging to navigate, especially for new and/or distressed students.

3. Macdonald campus is often overlooked in terms of services because of its size and location away from the downtown campus.

Healthy Policies and Practices

1. Faculty acknowledge the academic stress on students, but often express concern about compromising academic rigor and excellence.

"…the issue is the inconsistency between the messaging (around health) and what is done in practice."
~Student

"We need to discuss the correlation between academic rigor and health and wellness. By nature,
a competitive environment does not, and should not, equal an unwell environment."
~Staff

"Here [at McGill] there is a very distinct way of learning and there is a particular mind that succeeds at McGill."
~Student

"Our job is to teach and provide bright, capable students with productive learning environments for them to succeed."
~Faculty

"Advancement of learning should be learning around your wellness and health; mental health and wellness
shouldn't be excluded from learning."
~Faculty

2. Important wellness factors, such as sense of community, inclusion, caring, and compassion, are perceived by students to be missing from the McGill culture of academic excellence.

3. Policies and practices need to be developed through a wellness lens more than they are.

There are various factors that affect this; we should look into different learners and styles,
class sizes, professor's time commitment, etc."
~Student

"There is a problem around academic expectations. We, as a faculty, need to identify our academic expectations of our students.
We need to identify what the expectations are of individual courses and discuss how we believe
the individual courses that students take relate to one another. We are all over the place.
There is a serious coordination issue."
~Faculty

"Academic expectations are something we need to address. It's something we can change. It is one of the main drivers of the crisis. Institutionally, we need to figure out what the right tools are to address teaching and learning."
~Faculty
"There are two fundamental trains of thought around assessment at McGill.
Some faculties believe that the goal of assessment is to rank and weed out weaker students to guard against grade inflation/deflation. Other faculties believe that our job is to teach and provide bright, capable students with productive learning environments for them to succeed."
~Faculty
"Assessment has potential to exert a profound impact on students' wellbeing. Practices that limit, with respect to rigor, consistency, fairness, equity, and accessibility can have a nefarious affect that can seriously jeopardize the mental and physical health and wellbeing of students."
-McGill Enrollment and Student Affairs Advisory Committee (draft), 2017

4. Current practices seem to have limited flexibility to meet evolving expectations and values of incoming students, faculty and staff.

   "This generation wants more than just a degree and a job. We need to adjust our services to what they need."
   ~Staff

5. The culture of endurance and competition is both criticized and deemed as an integral part of the McGill experience.

   "Simply surviving McGill opens doors and sets students up for success. The success is not about who you are or what you learned; it's about being a McGill graduate.
   ~Staff
   "We have neglected the journey. If we shift our focus away from excellence and focus on the process, excellence is inevitable."
   ~Faculty
   "We need to create a culture in which it is okay to fail. Mistakes are the best teachers in any environment. The most successful people have failed many times."
   ~Faculty

6. McGill does not capitalize enough on Montreal's community services to improve wellness supports and capacity.

Best Practices and Future Directions

1. The current state of student mental health needs to be urgently addressed. At the same time, the problem is complex and requires a long term and strategic approach.

   "(The problem) … is a combination of things. It's the unreasonable academic expectations. It's not knowing what's considered reasonable accommodations. It's the system. It's mental health illiteracy. It's how we approach mental health."
   ~Faculty

2. Programming based on assumptions about the problem rather than data, limits our ability to create effective interventions.

   "Most …students have a decent handle on their academics. Their tipping points seem to be their external life pressures. Often, they are holding on by a thread and one incident can topple everything over for them."
   ~Staff
   "The Peer Support Centre has been collecting data regarding student crises. Although there are a wide variety of issues, our data shows that students are most stressed during midterms/finals; academics seem to be the tipping point for many of our students."
   ~Student

3. Monitoring of wellness programming appears to be inconsistent and limits ability to measure impact and promote best practices.

4. There is a dearth of data to understand how to best support historically and systemically underserved populations.

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Appendix IV: Health and Wellness Environmental Scan

Athletics and Recreation
- Athletics Magazine
- Athlete Medicals
- Equipment Rentals
- Fitness Programs
- Fitness Centre
- Free Exam Gym Access
- Intramurals
- Sports Clubs

Human Resources
- Boost Your Health Series
- Employee Assistance Program (EAP)
- Employee Health Fair
- Disability Plans
- Fitness Program
- Learning in Community Resources
- Life Insurance Plans
- Orientation and Onboarding Resources
- Supplemental Health and Dental Insurance
- Temporary Alternative Work Arrangements
- Tuition Assistance

Organizational Development
- Customized Unit/Service Area Support
- French at Work Program
- Leadership Development Program (LDP)
- LEAN Six Sigma Program
- Lunch and Learn Series
- Organizational Development Resource Library
- Organizational Effectiveness Series
- Supervisory and Management Attestation
- Training Workshops

Macdonald Campus
- Campus Energy Project
- Macdonald Farm Community Engagement Centre
- Macdonald Campus Farm
- Mac Paddle Shack
- Molson Reserve
- Morgan Arboretum
- Innovation and Entrepreneurship Program
- Internship Program

McGill Writing Centre
- Graphos for Graduate Students and Postdocs
- Routes of Writing Project
- Specialized Writing Courses

- Tutoring and Tutorial Service Workshops

Office of the Dean of Students
- Consultations
- Early Alert System
- Resources and Information for Helping Students in Difficulty

Office for Sexual Violence Response, Support and Education
- Accompaniment through reporting process
- #ConsentMcGill campaign
- Crisis intervention
- Short-term Crisis Counselling
- Survivor Support Activities
- Workshops and specialized educational training for students, faculty, staff
- Volunteer Program

Social Equity and Diversity Education Office (SEDE)
- Alternative Spring Break
- Café Collab
- Community Engagement Day
- Experiential Community-Engaged Learning and Research
- Family Care Program
- Indigenous Education Program (IEP)
- Safer Spaces Ally Progam
- Social Equity Undergraduate Research Awards
- Specialized Training for students, faculty, staff

Services for Students
Campus Life and Engagement
- Academic Expectations Day workshop
- Assistance for Francophone Students
- Assistance for Transfer Students
- CSI McGill for newly admitted Cegep students
- Discover and Engage McGill
- Emerging Leaders conference (and workshops)
- LifeAYD
- McGill 101 online orientation course
- McGill FAQ Guides
- New Student Telephone Outreach
- Off-Campus & Commuter Student Support
- Peer Programs Network
- Student Life Ambassador Program

Career Planning Services
- Career Leadership Program (CLP)
- Career Resource Library
- Career Fairs

- Career workshops
- CV and Career Advising
- Grad School Fairs
- It All Adds Up
- LifeAYD
- LinkedIn Advising
- Mock Interviews
- Medical School Interviews
- Mentor Program
- myFuture
- On-Campus Recruitment (OCR)
- Program for the Advancement of Career Exploration (P.A.C.E)
- Standardized Testing

Counselling Services
- Academic Success workshops
- Clinical Training Program
- Counselling Sessions
- Group Therapy
- PRIDE Counselling Team
- Mental Health training for students, faculty, and staff
- Substance Misuse Program
- Support Groups
- Therapy Assisted Online (TAO)
- Wellness and Life-skills workshops
- Wellness Action Recovery Program (WRAP)

First Peoples' House
International Student Services
- Advising Sessions
- Immigration Information and Resources
- Information Sessions
- International Student Buddy Program
- International Student Health Insurance
- Pre-arrival webinars
- Social Events
- Workshops

myInvolvment
- Co-curricular Record
- Student Group Consultations/Presentations

Office for Students with Disabilities
- Access Advising Sessions
- Access Ambassadors Program
- Access Technology Resources
- Accommodations for registered students
- In-house Assessments
- Mentoring Program
- Study Partner Program
- Universal Design Toolkit for Faculty
- Workshops

Office of Religious and Spiritual Life
- Chaplain and Faith Liaisons sessions
- My Neighbour's Faith series
- Prayer Space
- Radix Magazine
- Yellow Door

Psychiatric Services
- Consultations
- Medical Treatment
- Urgent Care Drop-ins

Scholarships and Student Aid
- Emergency Loans
- Frugal Scholar Money Management Program
- Merit Based Awards
- Mobility Financial Aid Supplement
- Need Based Awards
- Tuition Payment Deferrals
- Work-study Program

Student Health Service
- Allergy Shots
- Doctor's Appointments
- Immunizations
- PAP Testing
- Pregnancy Testing
- Pre-Travel Health Consultations
- Prescription Renewals
- Medication Administration
- Nurse's Appointments
- STI testing
- Urgent Care Walk-Ins
- Wound Care

Tutorial Services
- Subsidized tutoring
- 1-on-1 tutoring
- Group tutoring

Student Housing and Hospitality
Student Housing
- Accessibility Hub
- Anti-Oppression Programming
- Faculty in Residence Series
- Graduate Residences (apartment-style and shared)
- Iron Chef
- Macdonald Campus Residences
- Residence Councils
- Rez Fest
- Rez Wars
- Undergraduate Residences

Food and Dining

Housing and Conferences

Teaching and Learning Services (TLS)
- Active Learning Classrooms
- Individual/Department Consultations
- Course Preparation and Design Resources
- Law Teaching Network (LTN)
- Learning Technologies
- McGill Online
- McGillX MOOCs – Massive Open Online Courses
- Mobile Learning
- SKILLS21
- Skillsets
- Sustainability Learning Community
- Teaching-Research Nexus Project
- Teaching Workshops, Seminars, Resources, and Events
- Writing Toolkit

Faculties and Schools
Faculty of Agricultural and Environmental Sciences
- 4'O'clock Forum
- Centre for Indigenous Peoples' Nutrition and Environment
- Entrepreneurial Leadership Seminar
- Food for Thought Nourishing the Body: The Inside Story on Learning Technologies Nutrition and Health
- Institute of Global Food Security
- Student Experience Enhancement Fund

Faculty of Arts
- Arts Oasis Advising
- Arts Health and Wellness Week
- Institute for Gender, Sexuality and Feminist Studies
- Institute for Health and Social Policy

Faculty of Dentistry
- Centre for Research on Pain

Faculty of Education
- Aging Muscle Lab
- CORE (Coping and Resilience) Research Team
- Health and Behaviour Emotion Lab (HBEL)
- Health Research Team
- Institute for Human Development and Well-Being (IHDW)
- International Centre for Youth Gambling Problems and High-Risk Behaviours

- McGill Research Centre for Physical Activity and Health (PATH)
- Resilience, Pediatric Psychology and Neurogenetic Connections Lab (The Connections Lab)

Faculty of Engineering
- eIDEA: Engineering Inclusivity, Diversity and Equity Advancement
- Engineering Career Centre
- eLATE: Enhancing Learning and Teaching in Engineering
- Empower: Leadership, personal, and professional development
- Engine: The Faculty of Engineering Innovation and Entrepreneurship Hub
- McGill Engineering Student Centre (MESC)

Graduate and Postdoctural Studies
- myPath (IDP)
- TRaCE

Faculty of Law
- Centre for Human Rights and Legal Pluralism
- Contours McGill: Voices of Women in Law
- Innocence McGill
- Legal Information Clinic
- Student Life and Learning Series

Desautels Faculty of Management
- Desautels Career Services
- Desautels Connect
- Marcel Desautels Institute for Integrated Management (MDIIM)
- McGill Centre for the Convergence of Health and Economics
- McGill Dobson Centre for Entrepreneurial Studies
- MOOCs: Social Learning for Social Impact
- NSERC-CREATE Program on Healthcare Operations and Information Management
- The Social Economy Initiative
- The Sustainability Initiative

Faculty of Medicine
- Biomedical Ethics Unit
- Edith Strauss Rehabilitation Research Projects
- Global Health Programs
- McGill AIDS Centre
- McGill Cancer Centre
- McGill Centre for Studies in Aging
- McGill Institute for Health and Social Policy
- McGill Programs in Whole Person Care
- Mindfulness-Based Stress Reduction

- Mindfulness-Based Medical Practice
- Rossy Cancer Network
- The WELL Office

Schulich School of Music
- Health and Well-being Resources and Referrals

Faculty of Science
- Alan Edwards Centre for Research on Pain
- Freaky Fridays
- Hot Science, Cool Talks
- Let's Talk Science
- Mini-Science
- Office for Science and Society
- Science Office for Undergraduate Student Advising
- Science Outreach
- STARS: Inreach to McGill Science Staff
- Sunday Science Documentaries
- Trottier Public Science Symposium

Post-Graduate Students' Society (PGSS)
- Accident Insurance Plan
- Family Care Resources
- Happy Lamp Lending Program
- Health and Dental Plan
- Meditation @ Thomson House
- Workshops and Events

MacDonald Campus Students Society (MCSS)
- CarPooling
- Clubs
- Health and Dental Plan
- Ignite: The McGill Collective
- Mac Peer Helper Program

Macdonald Campus Graduate Students' Society (MCGSS)
- Bagel Breakfasts
- Barbeque Rental
- Graduate Student Lounge
- Graduate Student Study Room
- Trivia Hour

Students' Society of McGill University (SSMU)
- Daycare
- Health and Dental Plan

- Minicourses
- Workshops and Events

Services
- Black Students' Network
- Flat Bike Collective
- McGill Nightline
- McGill Students' Emergency Response Team
- Midnight Kitchen
- Peer Support Centre
- Queer McGill
- Sexual Assault Centre of the McGill Students' Society (SACOMSS)
- SSMU Drivesafe
- SSMU Musicians Collective
- SSMU Walksafe
- TVM: Student Television at McGill
- The Plate Club
- Union for Gender Empowerment

Clubs
- Athletics and Recreation Sports Clubs
- Charity and Environment Clubs
- Community Outreach and Volunteering Clubs
- Fine Art, Dance, and Performance Clubs
- Health and Wellness Clubs
- Language and Publications
- Leisure Activity and Hobby Clubs
- Networking and Leadership Development Clubs
- Political and Social Activism Clubs
- Religion and Culture Clubs

Independent Student Groups
- AIESEC
- CKUT Radio
- Daily Publications Society
- Ecole Project
- Ghetto Shul
- Golden Key
- International Relations Students' Association of McGill
- Legal Information Clinic
- Market Cooperative
- McGill Students Outdoor Club
- Organic Campus
- Players' Theatre
- Tribune Publications Society

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