

Wellness Review

Faculty of Arts & Science - U of T

University of Toronto Campus as a Living Lab of Sustainability

ENV461H1F

Final Report

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Introduction

In 1987, sustainable development was defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (Scharper, 2013, p. 162). Currently, goal three of the UN’s Sustainable Development Goals is to “[ensure] healthy lives and [promote] well-being for all at all ages” (United Nations, 2019).

Given the importance of positive mental health in order to further a sustainable future, the University of Toronto's (U of T) Faculty of Arts and Science (FAS) is in need of updated strategies to support the mental health and wellbeing of their students, staff and faculty.

Recently, U of T along with many post-secondary institutions have seen a tipping point with student mental health and wellbeing, as evidenced by a large public outcry concerning inaction over the mental health crisis (Appendix A). In light of this growing crisis, there is a need to support and engage students, especially those "at risk for subsequent mental health difficulties" with the help of staff and faculty (Conley et al., 2017, p. 121). Our two clients from the FAS, Chad Jankowski (Mental Health Programs Officer) and Deborah Robinson (Faculty Registrar & Director of Undergraduate Academic Services), have explained that U of T is in the midst of transforming their approach to health promotion on campus. Starting with the FAS, it has been identified that improvements can and should be made to enhance health and wellbeing and promote a supportive organizational culture. From their perspective, this starts with a systemic approach and one that adopts and builds upon existing strengths but also looks at best practices, policies and techniques from other higher education institutions.

In 2014, U of T published 22 recommendations in the Report of the Provostial Advisory Committee on Student Mental Health for providing a mental health strategy and framework to support students (Report on Student Mental Health, 2014). It was recommended that the university take a "systems approach as the overarching institutional strategy" (Report on Student Mental Health, 2014, p. 2). A systems approach is defined as one which considers the university community as a single entity, creating supportive and inclusive conditions for students to flourish (Report on Student Mental Health, 2014, p. 2). This approach promotes strategy development and decision-making that are student-centred, grounded in values of informed choice. This ensures the involvement of all stakeholders in a collective, shared responsibility creating campus conditions that support transformative learning and student mental well-being" (Report on Student Mental Health, 2014, p. 13). Although this report makes 22 recommendations for U of T to address mental health and wellbeing on campus, it is unclear if any have been implemented. Additionally, it is evident that the current mental health strategy at U of T still suffers imbalances in shaping and maintaining the university's mental health framework, in which students are reliant mainly on institutional support and less on a cooperative support system among students and faculty. This structure not only backlogs equally crucial institutional resources, but ultimately takes control of student mental health out of students' hands. Without action, mental health resources will not only be perceived as inaccessible but alienating as one feels that individual needs cannot be met.

Objective

The main objective for our research is to come up with recommendations for the FAS on how to promote wellbeing and create a healthy environment for students, staff and faculty. The goal is to review best policies and practices from higher education institutions to determine how they were able to promote student wellbeing, what initiatives in place have been successful, and how students have responded to such initiatives. The ultimate objective is to draw from other institutions in order to identify the most effective practices that could be applied to the faculty. Our guiding question is, how can we learn from the wellness frameworks and procedures from other universities and apply them to the U of T? Successful initiatives and frameworks from the literature, interviews with key informants working in the space of mental health and wellness, and other post-secondary institutions that are recognized as health promoting will be tailored to fit the suggested needs of U of T students, staff and faculty.

Another key aspect of this study is a comparison of post-secondary institutions signed with the 2015 Okanagan Charter (OC), as well as institutions which follow an independent mental health and wellness strategy. The OC was formed by institutions and health organizations from 45 countries, calling for "post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally" (UBC Wellbeing, n.d.). Currently, 20 universities and colleges in Canada have signed on to the Charter, including the University of British Columbia (UBC), Simon Fraser University (SFU), and the University of Waterloo (Okanagan Charter, 2015).

Methodology

Literature Review

Our team conducted a review of the best and promising practices for wellness promoting frameworks and working environments at various post-secondary institutions. This was achieved through a literature review of the databases of journals available through the U of T Library. Existing peer-reviewed articles relating to the topic of mental health and wellbeing at post-secondary institutions were assessed to provide new perspectives. A literature search was performed to identify relevant peer-reviewed literature using the key words: *health promotion, wellness, student, post-secondary, mental health, engagement, and retention*. Current evidence was gathered from a number of studies carried out at post-secondary institutions in various geographical and demographical settings to gain insights into best practices.

Interviews

Secondly, strategic options to contact post-secondary institutions were evaluated against key decision criteria including: if the institution formally adopted the OC (2015); if the institution is recognized by their peers in the field as health promoting; and if it is similar in population demographics to that of the FAS. Interviews with key informants in this space were done to obtain information on factors that promote mental health and wellbeing. A complete list of the interview questions is shown in Appendix B. These interviews consist of questions to determine what led to the adoption of initiatives and methods used to develop and promote student wellness at other institutions. In addition, convenience and snowball sampling methods were used to recruit key contacts working in health promotion at various institutions such as UBC, University of Edinburgh, Ryerson University (RU), University of Calgary, Harvard University, and Iowa State University, to name a few (see Appendix C). Our clients also offered to provide contacts who work in this space and would be interested in participating in our interview. Lastly, an excel sheet was created to document a list of post-secondary institutions that our group has contacted (see Appendix C).

Scoring Table Formation

Our research utilized grey literature sources in order to supplement the relatively small number of interviews our group was able to complete. Using institution websites as well as published documents on wellness summaries, plans and recommendations, our team was able to assess the mental health and wellness programs offered at 30 Canadian and international institutions. Our rationale for selecting each institution is shown in Appendix F. A table was created to allow for comparison of the mental health and wellness programs and initiatives at each of the institutions selected (Appendix D).

There were five key criteria to assess the programs: if the program/initiative is integrated or a separate entity; if the institution adopted the OC (yes or no); level of engagement (rated from 1-3); accessibility to resources (rated from 1-3); and whether the institution has a comprehensive plan of action (yes or no) (see Appendix D). To create a score, we rated the criteria in two ways: for each of the criteria requiring a rate from 1-3, 1 was the lowest, 3 was the highest, and for the criteria that required a yes or no, yes was given a number of 1, and no was given a 0. After each program was assessed, the total score was calculated for each post-secondary institution. A score of 14 was the highest possible score in our scoring table and would require an institution to be successful in all five criteria areas.

The rationale for assessing each program involved a thorough review of each institution's website. The ability to find applicable resources and navigate through each page provided an interesting lens as it enabled us to see how a student trying to navigate the website would do so.

Main Findings

Literature

Through a critical analysis of literature, current evidence demonstrates a variety of strategies that other institutions have employed. These range from short-term wellness

intervention solutions, holistic methods linking wellness with academic mandates, student-directed approaches, implementation of mindfulness techniques, qualitative research of student experiences, among other strategies (Bilodeau & Meissner, 2018; Bai et al., 2019; Dunley and Papadopoulos, 2019; Mitchel et al., 2012).

Using short term solutions for wellness intervention was a successful tactic as evidenced by this study at a university in the US Midwest. The research was designed to examine the effects of a seven-week wellness intervention on the perceived stress and wellness of college students (Beauchemin et al., 2018). The solutions focused brief therapy (SBFT) approach significantly changed perception of stress and wellness baseline to week seven. The SBFT approach is more cost effective than other therapeutic approaches and focuses on what is going well rather than what is going wrong (Beauchemin et al., 2018). It is future oriented and moves towards introducing new possibilities and improvements. This strategy offers applicability at U of T as a way to improve wellness and decrease stress. Since U of T has been vocal about their need for help due to the increasing demand on campus health resources this method is an important alternative to individualized talk therapy as it is able to reach and engage more students. Additionally the campus culture at U of T is very stress provoking for students and the SBFT approach allows students to improve their coping mechanisms (Beauchemin et al., 2018). There is a clear need for solutions that promote wellness and at the same time reduce the strain on existing resources.

Despite the fact that often many services are available to students at higher education institutes many students do not seek help (Dunley and Papadopoulos, 2019). This article reviewed literature pulled from published peer reviewed papers in Canada and the US to identify the numerous barriers to students in help seeking behaviours and these included sociocultural, institutional and personal factors. One of the prominent barriers to access across the studies reviewed is the difficulty in navigating health services and long wait times (Dunley and Papadopoulos, 2019). Since this is a ubiquitous problem, it presents a learning opportunity from institutions who have tackled this as a part of their mental health strategies, especially because this is a significant problem at U of T. This study in particular will be useful because it provides other research studies to look at more closely that fit the needs of our scope and the relation to U of T.

In order to develop the connections between course content and real world experiences in relation to mental health, instructors were better informed of the services available and had developed personal contacts in the wellness departments (Mitchell et al., 2012). While the study found that the number of referrals to counselling services did not improve significantly, the benefit was that staff and faculty had greater knowledge of the services available for students and could refer them if needed. Additionally, the study found that as a result there was an increase in faculty engagement in mental health programs and promotion - more involvement in traditional methods of engagement and training programs (Mitchell et al., 2012). Staff and faculty can act as the first line of defence in situations when students feel they have a personal relationship with their professor, this is possibly a useful strategy if not already implemented at U of T. Additionally, leaning on friends and family is one of the ways students are able to talk about their struggles and high levels of stress. The research confirms this and highlights the importance and helpfulness of peer and support groups (Byrd & McKinney, 2012; Hartley, 2011). This positive coping mechanism is part of a student's resilience and result from their relationships with and feeling supported by their friends, family and peers (Byrd & McKinney, 2012). One study found that among the available coping mechanisms turning to peers who could understand their situation had a significant influence on the students success and brought about one of the greatest changes in their mental health outcomes (Byrd & McKinney, 2012).

The University of Queensland in Australia conducted a four week pilot project to assess if an internet based program would improve mental health skills in university students - with an emphasis on prevention and prehab strategies (Viskovich and Pakenham, 2018). The study included 134 undergraduate students who completed a four week long online mental health skills training (Viskovich and Pakenham, 2018). The results from this study are consistent with other evaluations of online programs and support the use of online methods of mental health promotion at the university level (Viskovich and Pakenham, 2018). This method of mental health promotion is important because it can be widely dispersed and the

focus on a web based approach allows participants to complete the modules on their own time and without having to attend a session in person or facing the stigma of getting help (Viskovich and Pakenham, 2018). This online program could be applied to the FASs students at U of T and would not have an impact on lengthy wait times to access in-person treatment.

A popular program among higher education institutions is creating pop-up events during exam or midterm “season”. A discrete intervention that came up frequently in the literature were the use of animal therapy (Bell, 2013; Delago, Toukonen, Wheeler, 2018; Muckle & Lasikiewicz, 2017). These types of events are well received and in a study by Bell (2013) student respondents wrote that 100% of them would likely attend a similar event in the future. While it is clear that students enjoy these events the literature revealed very unclear results - that in many cases animal therapy did not have a long term impact on the stress levels of students (Bell, 2013; Delago, Toukonen, Wheeler, 2018). Given the results of these studies (one was done at U of T) while the animal therapy events are well received and publicized on social media, efforts should be focused on more robust approaches to improve the health and wellness of students on campus beyond the few minutes students get to pet an animal.

One of the most significant findings from the literature was that despite reported levels of high distress, help seeking behaviours were relatively low, especially among males and marginalized groups (Linden et al., 2018; Rosenthal & Willson, 2008; Stewart et al, 2014; Davies et al., 2000). There is a variety of literature that outlines reasons why students not to seek help, issues of confidentiality, preferring to lean on friends and family, and not believing their problems require professional help, among others (Czyz, 2013; Levin, Crafft, Levin, 2018). As a result, it is incredibly important for institutions to focus on these issues and dispel anxieties surrounding getting help (Dunley & Papadopoulos, 2019). From the literature useful ways to do this involves a focus on promotion of help seeking behaviours for all groups of people and for all and any issues (Davies et al., 2000). An effective way to do this beings with a higher level of mental health literacy as this has been linked with higher levels of help seeking behaviours (Beatie, Stewart, Walker, 2018).

Across the literature it is clear that post secondary institutions have programs available for students but the effectiveness of the variety that is available varies (Conley, Durlak, Dickson, 2013). Clearly it is both cost effective and prudent to invest in the strategies that reap the most benefits. Aside from the most common - cognitive behavioural techniques (which represent 34% of all universal prevention programs), other skill oriented programs were the most useful (Conley, Durlak, Dickson, 2013; Greeson et al, 2014). Particularly skill oriented programs that were delivered in person in a small group consistently over a longer duration (Melnyk et al, 2015).

Interviews

Our team conducted 8 interviews with key informants from various post-secondary institutions: Trinity College and the Faculty of Engineering at U of T, RU, University of Central Lancashire (UCLan), UBC, University of Windsor, Harvard University, and SFU. There were significant challenges in getting interviews with informants, such as not receiving replies to emails and phone calls, and interviews being rescheduled or cancelled. This challenge is evidenced by the fact that over 50 potential interviewees were contacted however only nine interviews were conducted. Below is a summary of the interviews that describes the initiatives implemented, what led to the adoption of initiatives, what is unique about the initiative, student and staff reactions to the initiatives, successes, and challenges.

Interviews with Trinity College and the Faculty of Engineering at U of T were conducted to identify some of the initiatives currently happening on campus. Trinity College, with the help of a large donation in 2016, was able to hire a full-time Registered Nurse to assist students and connect them with resources on campus, in addition to creating a wellness space with various activities offered. The Faculty of Engineering has emphasized and expanded their academic advising program for students by reviewing their practices and generating 10 recommendations on which to improve, as well as creating their own mental health task force for researching mental health in their faculty, using the recommendations in the 2014 Report of the Provostial Advisory Committee on Student Mental Health as a guide. They have created their own initiatives such as Positivity Pop-Ups, and have a focus on

ensuring all teaching assistants, faculty, and eventually students, have the Identify, Assist, Refer training offered on campus. The engineering faculty has identified that these programs have been successful because they now have a high percentage of students who finish first year returning to their faculty for their second.

Ryerson University - Diana Brecher

Diana Brecher is a clinical psychologist and director of the Centre for Student Development and Counselling at RU. Brecher helped create the ThriveRU program which is rooted in positive psychology and offers a number of supports for students, staff and faculty on campus. A list of all the resources available to students can be seen in Appendix E. A unique feature of RU is their ThriveRU 10-week non-credit course which began in the fall of 2017. This program is offered to students who have completed at least one semester and provides resilience skills and support to those who are struggling. The program is rooted in literature using evidence-based information to streamline what is needed for Ryerson students to thrive. Professors and friends are able to refer students who may be suitable course candidates. RU are currently in the process of creating an online version of this course in order for it to be more accessible to students. Brecher identified that this course is not appropriate for those in need of one-on-one psychotherapy because it is a group of 25 people per class. Brecher was surprised with the success of the program and its overall reception.

University of Central Lancashire - Sharon Doherty

Sharon Doherty is the coordinator for Healthy University (HU), which is a campus-wide effort to promote wellbeing while encouraging student engagement, working across faculties, and conducting research. The program was created to assess the needs of students and review what services the university was already providing. The assessment is led and shared between students and staff. Drop-ins, workshops, and sessions for students have been created, but have not always been very well attended due to demanding student schedules, so they have gradually moved away from this strategy. Interventions are informed by best practice, key health messages guided by The National Institute for Health and Care Excellence guidelines, and national guidance documents related to universities, as well as student research journal papers and internal research. The HU initiative has not been evaluated because of a lack of capacity and resources. Targets for the plan are set depending on what is being developed. This can take the form of a campaign or a project or developing a new partnership. Doherty noted that the important factors to address in developing a culturally appropriate wellness promotion program is to engage the diverse communities on campus and to ensure they are all given a voice so that their needs can be assessed and included in the initiative's programs.

University of British Columbia - Matt Dolf

Matt Dolf describes UBC Wellness as "a university-wide commitment to promote health and wellbeing" on the campus. This program supports students, staff and faculty by promoting positive health and wellbeing choices, such as sleeping and eating better. They work to embed wellbeing into the learning environments on campus, which has enabled students to feel more supported and widen their social networks. Along with providing health and counselling support, the health promotion education team at UBC runs a month-long Thrive campaign which focuses on the promotion of positive mental health, resilience and wellbeing. Additionally, emphasis has been placed on mental health literacy this year by incorporating five evidence-based ways of supporting your own, as well as others' mental health. The program's model is partner-led which allows for any group, student or faculty to form their own event during the campaign. Since UBC's Thrive model has been so successful, a number of campuses in Canada are now conducting similar campaigns.

One challenge the Thrive program faces is the large size of the student population. This can make it difficult for people to access relevant information about programs that could be beneficial to them. To overcome this, they have different events in various places on campus. Similar to U of T, Dolf notes a need for a continuum of support, services and funding from the municipality and province in order for the university to fill the increasing wait times. In order to better serve underrepresented students on campus, there is an Aboriginal

Student Wellbeing Network, as well as several Graduate Student Wellbeing Networks, and Collegia for first year students not in residence with a kitchen, lounge and social space. The Early Alert Program allows faculty who have concerns about a student to report it confidentially for the student to receive the support they need. UBC is making a shift towards incorporating mental health training and resilience skills into courses in the nursing faculty.

University of Windsor - Ashley Vodarek

Ashley Vodarek is our informant from the University of Windsor and serves as the appointed Wellness Coordinator and member of the Recommendation Committee for the UWindsor Mental Health Strategy. Her main role on campus is to ensure that mental health promotion is received far and wide, increasing overall student accessibility of mental health services and supports on campus in order to both increase acknowledgement of mental health challenges in an academic setting as a whole (in students, faculty, and institution), and allow students with urgent needs to access these supports quickly and comfortably. This entails incorporating mental health promotion into the campus environment through events, campaigns, student and faculty training programs, online presence, and course work.

While developing the Mental Health Strategy throughout 2018, Vodarek took part in aggregating and distinguishing patterns in student needs on campus, and the best practices from other institutions that fit these needs (UCalgary's strategy being a major influence). From this, 39 recommendations of various timeframes were developed as the core of the strategy. Due to the recent implementation of the strategy and Vodarek's position, the main recommendations are under way and represent short-term goals, which fall under the aim to use promotion to increase overall awareness, and beginning the lengthy process of curriculum and institutional changes. Ensuring that the student voice is a major part of decision making with semi-annual check-ins between the Implementation and Recommendation Committee. These committees are made up of a mixture of faculty members, student researchers, experts from outside the institution, and other staff members at UWindsor.

Harvard University - Jeanne Mahon

Mahon is the Director of the Center for Wellness at Harvard University Health Services. The center offers a variety of activities and groups, such as mindfulness and meditation techniques. The centre takes into consideration feedback from students to enhance programs and initiatives. Mahon mentioned that one of the most important things when developing new initiatives is to include student input in the planning phase. One of the main goals of the centre is to make sure that all populations are reached and benefiting from the services offered on campus. In addition, there is an equity, diversity, and inclusion office that the wellness center works with to make sure that all groups are inclusive and appeal to a wide range of students.

Mahon identified that the main challenges to these initiatives are around scheduling events to find a time that works well for everyone. Another challenge is collecting diagnostic data to assess whether students are responding to the initiatives being provided and examining whether the initiative has a significant impact on their mental health. Moreover, Mahon stated that there is poor collaboration between wellness and academics, and mentioned that it would be ideal to have a mandatory first year course on mental health and wellbeing for all students. For instance, the University of Virginia offers a class called the *Art and Science of Flourishing* where first-year students can learn about the science behind positive mental health, mindfulness, and wellbeing.

SFU - Alisa Stanton

Stanton was interviewed for her part in the Healthy Campus Community Initiative, the mental health strategy for SFU. This strategy is widespread, and includes policy work, education and training of both faculty and students, and mental health promotion within physical spaces on campus. The institution piloted many projects and co-created projects with students, faculty and partners so that their needs and interests were reflected in the design. One particular area that created some challenges were recent significant staff shortages, which made things very challenging. Health Promotion Health and Counselling

Services would still like increased support and understanding from leadership but it is changing and growing all the time.

Despite these difficulties, curriculum-based programs such as well-being in learning environments have been very successful and SFU now have 190 faculty involved (“Faculty Profiles,” n.d.). However, frequent evaluations are made to the strategy based on qualitative feedback. Other notable successes are well-being in physical spaces, work with graduate students and peer programming.

Results Based on Scoring Table

The spreadsheet findings (Appendix D- Fig 4.) present the reviewed institutions and their respective scores within the matrix created in a scoring table, with the standards of the OC framework translating to a minimum score of 11. These institutions offer a variety of programs and those on the higher end of the scoring table present a greater array of programs, services and initiatives than their counterparts who have not signed on to OC, or applied the framework within the planning of institutional student wellness.

High Scoring National Institutions

Using this scoring table, the OC signee University of Waterloo scored the highest (14), followed by McGill University, which scored 13.5. Although McGill University has not officially signed on, the institution draws its health and wellness framework and philosophy from the OC (Dyens & Manfredi, 2018).

Ease of access and navigability of online wellness resources for students is of a much higher standard than other institutions, as are the in-person programs and services. A notable wellness service is the ‘Do You Need Help?’ online questionnaire provided by the University of Waterloo, which directs students to the appropriate resource based on the answers provided (“Do You Need Help?,” n.d.). McGill University uses a similar help tool to direct students to wellness resources, as well as an interactive Health and Wellness Map of off-campus clinics or other resources that students may look to when on-campus resources are not open (“Decision Tree,” 2019; “Health and Wellness Map,” 2019).

The University of Calgary is another institution evidently leading in mental health education and wellbeing, and is similarly committed to the OC in its Mental Health Strategy, receiving a score of 13 points. The strategy resulted in a campus in which all students, staff, and faculty are aware of mental health’s direct impact on a variety of aspects of life, and the ways in which wellness can be fostered generally and individually in the campus community. UCalgary’s strategy stresses the importance of giving students, staff and faculty as many wellness strategies as possible (UCalgary mental health, 2019; “Okanagan Charter,” 2019).

High Scoring International Institutions

The theme of UCLA’s health and wellness is focused on resilience and supports the student experience in this respect through creating communities of self care, providing a wide range of and diversity of support services and having a multitude of outlets for emergency response (Bruin Resilience, 2019). A standout initiative at UCLA is the Wazo connect program (Wazo Connect, n.d.). This program is meant to complement the existing counselling and psychological services to provide the best support to students at UCLA (Wazo Connect, n.d.). Their services are free and are run for students by students.

Low Scoring National Institutions

U of T scored the lowest (3). The bulk of U of T’s offered support programs and services are not internally developed and managed. These services, while beneficial for students in crisis looking to access services quickly, are undoubtedly disconnected with the FAS and the U of T community in general. Integration with physical health services and campus safety in lieu of a dedicated mental health department is another factor making support systems on-campus more difficult to access. Considering the school’s population size, this integrated health system has potential for backlogs stemming from events unrelated to mental health. Certain wellness services are offered internally by U of T but tend to be less accessible than external services due to shortages in staff and major backlogs at busy times of year. With a total of 90 counsellors in all three campuses of almost 90,000 students, it is unclear how they are distributed across campuses (CBC, 2019). In the case of

U of T Mississauga, internal mental services are even less accessible as support centres, while external mental health services remain similar. The campus also uses an integrated Health and Counselling Centre, as well as campus safety and police to oversee mental health services.

Recommendations

To apply our research to the FAS, we have developed a series of recommendations for the faculty based upon our main findings from a review of best practices at other institutions and an assessment of the University of Toronto itself. These recommendations would theoretically span different timelines over the process of developing a more comprehensive mental health strategy.

Adhere to OC (Mid-Term)

We have found during our evaluations of institutions that, although the signing of the OC was a point factor in our ranking system, those that had signed the charter were higher in ranking than those who had not - even without this point.

While many institutions have officially adopted the OC within their respective mental health strategies, there were also institutions which used the recommendations within the charter to incorporate informally into frameworks, our case studies for this being UWindsor and McGill. However, it also must be considered that signing the OC locks an institution into its mental health strategy and ensures that an institution is continuing to use best and most relevant practices to guide their mental health system.

Integrate Wellness into Curriculum (Mid-Term)

To ensure more widespread engagement and accessibility of mental health services at an academically demanding institution like U of T, the FAS should prioritize embedding information and resources for mental health promotion on-campus within academic curriculum. In our findings, many of our informants have acknowledged that lack of overall student engagement in mental health promotion on campus is often because it is framed as an extracurricular rather than inseparably connected with all aspects of campus life.

From an institutional level, for example, mental health resources may be mandatory to include on syllabi, or elective FAS courses on mental health education available for credit and breadth requirement fulfilment.

Increase Access to Online Resources (Short-Term)

Another way to ensure that mental health supports and resources are available to every student is to make information as conspicuous as possible on a variety of platforms. Now that most work is completed and submitted online, it is expected that most if not all students will come across this information easily. This entails having information visible not only on U of T's main website, but also sites for faculties and departments, academic sites such as Quercus and ACORN, and social media.

Diversify Mental Health Resources (Long-Term and Ongoing)

A wider selection of mental health resources is necessary for a large, multidisciplinary institution such as U of T. This is expected to eliminate wait times which may potentially be detrimental for students in need of immediate attention; victims of trauma or assault, and students considering suicide, for example. There must be more than one route for students to obtain support, firstly for the frequent times of year when counselling services are overbooked, but also to give all students the agency to choose the support system that works best for them individually.

Students as Researchers and Informants (Mid-Term and Ongoing)

Several of our model institutions have stressed the importance of including student voices in the choice and management of mental health resources, not only for experience-based data to model from but from a research standpoint as well. This is predicted to organically enforce resources on campus that are most helpful to students and phase out

less helpful resources that may be taking up program budgets, while also fostering a more open, equal and informative relationship between students and faculty members.

Resource Accessibility for Faculty Members (Mid-Term and Ongoing)

From an administrative perspective, it is equally important that all FAS faculty and staff members are given equal access to training, and that mental health resource information and data is as transparent as possible. If staff, students, and faculty can equally access and observe mental health promoting resources on campus, even if from a surface level, this will help to create a more open discussion on mental health within overall campus culture.

Conclusion

From this wellness review, it is clear that the most successful strategies for implementing effective mental health and wellbeing programs into post-secondary campuses are through integration into course curriculums, making it the most convenient way for students to access. Several schools who currently have wellness programs built into their curriculums are RU, University of Calgary, UWindsor. Additionally, while the OC (2015) has a strong framework for creating mental health strategies on campus, some schools with successful programs such as McGill University, acknowledge the Charter but are not signed on. Many universities discussed in this report have robust initiatives on their campuses but are not signed on, meaning that post-secondary institutions do not need to be signed onto the charter to be progressive in this field. McGill is building upon current research and is evolving its program as needed. Another important aspect in creating new programs is the consideration of the accessibility of health and wellness resources for students. Instead of siloing services by keeping them in separate areas, having an umbrella of services that are not fragmented is a better approach. McGill, UCLA, and Michigan are several universities who have demonstrated especially effective and leading practices in mental health and wellbeing on their campus.

APPENDICES

APPENDIX A - Media Articles

Recent Newspaper Articles:

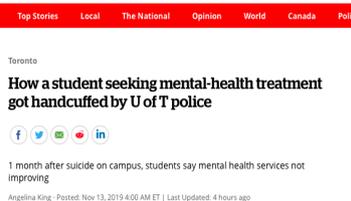
1. <https://www.theguardian.com/education/2019/oct/03/teach-us-how-to-look-after-our-mental-health-say-university-students>
2. <https://www.nytimes.com/2019/02/21/education/learning/mental-health-counseling-on-campus.html>
3. <https://www.nytimes.com/2017/06/07/education/colleges-get-proactive-in-addressing-depression-on-campus.html>
4. <https://globalnews.ca/news/5878420/post-secondary-mental-illness/>
5. <https://globalnews.ca/news/6151007/university-of-saskatchewan-mental-health/>
6. <https://www.cbc.ca/news/canada/toronto/u-of-t-student-handcuffed-while-seeking-mental-health-treatment-1.5357296>
7. https://www.vice.com/en_ca/article/evjqwz/college-mental-health-center-wait-times
8. <https://www.universityaffairs.ca/news/news-article/mcgill-to-overhaul-its-mental-health-service-model/>
9. <https://globalnews.ca/news/5969461/mental-health-canadian-campus/>
10. <https://www.thestar.com/news/gta/2019/09/25/u-of-t-students-push-for-easier-access-to-mental-health-help.html>
11. https://www.vice.com/en_ca/article/j579ax/university-of-toronto-students-hold-protest-after-third-reported-suicide
12. <https://www.forbes.com/sites/mariaklawe/2019/07/24/supporting-health-and-well-being-on-college-campuses/#1ff6142410d6>



The New York Times
As Students Struggle With Stress and Depression, Colleges Act as Counselors



Global NEWS
World Canada Local Politics Money Health Entertainment Lifestyle Watch
Post-secondary schools focus on mental health as students feel the stress



Global NEWS
Toronto
How a student seeking mental health treatment got handcuffed by U of T police



Global NEWS
Education
Lakehead commits to creating a healthier campus



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The Brock Press @TheBrockPress
It was recently announced by Green Party Leader Elizabeth May that she would be stepping down, effective immediately, so that the party can find a new leader in time for the next election. [brockpress.com/2019/11/may-is...](#)

Thrive Week 2019: Improving student mental health
November 12, 2019 Chad Ellis | News | No comments

Student Wellness & Accessibility Centre
Photo Credit: Zoe Antkowiak

Monday saw Brock's Student Wellness and Accessibility Centre (SWAC) in collaboration with Residence Life start the 2019 iteration of Thrive Week on campus.

Thrive Week is a mental health initiative comprised of a variety of events and workshops open to all faculty members and students. The week's events seek to create a forum for discovering new skills and the resources available at Brock to help students and staff thrive all year long.

Health

When College Students Want Mental Health Help but Get Stuck Waiting in Line

Aimed a historic increase in students seeking counselling services, many find themselves forced to endure long periods without help.

By Reid Champin
Oct 19 2018, 5:25pm | Share | Tweet | Snap

World Canada Local Politics Money Health Entertainment Lifestyle Watch

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CANADA

Counsellor in residence helps University of Saskatchewan students with mental health

BY NATHANIEL COVE - GLOBAL NEWS
Posted November 9, 2019 @ 2:25 pm
Updated November 11, 2019 @ 2:20 am

WATCH: Many university and college students have just written mid-term exams. It can be a stressful time of year, especially for students away from home for the first time.

Ryan Bilinski, the only counsellor in residence at the University of Saskatchewan, meets with nearly 100 students a month. He said he spoke to 91 in September.

The trick, Bilinski said, is getting students to feel comfortable.

"Usually the first question I ask is 'do you want a cup of coffee?' I just want to make someone feel at home when they come here," he said.

CALENDAR NEWS OPINION SPORTS BUSINESS ARTS LIFE CAREERS OBITS CLASSIFIED

CBE expands mental health strategies as students face more stress than ever

EVA FERGUSON Updated October 20, 2019

With increasing numbers of Canadian university students reporting an urgent need for help with mental health issues, postsecondary institutions across the country are rapidly expanding and revitalizing their approaches to service delivery for students experiencing high levels of stress, anxiety, depression and other serious mental health issues.

At McGill University, a new approach has been bolstered by \$14 million, in part from the Montreal-based Rossy Foundation. The money will fund a new student health and wellness service centre, teams of clinically trained "local wellness advisors" embedded in faculties and departments, a one-stop website for student health and wellness information and appointment bookings, and online tools to help students manage stress and learn coping skills.

It's known as a "hub and spoke" model, with the Rossy Student Wellness Hub, set to open this September, acting as the physical space at the centre of all student health services, including counselling and psychiatric services. The local wellness advisors are the "spokes" connecting it to the rest of campus.

NEWMARKET TODAY

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BEYOND LOCAL: Increased demand for student mental health care straining university resources, reports say

Mental disorders are treatable, but a key stumbling block towards positive campus responses in health care has been a lack of systematically collected data

Oct 14, 2019 8:55 PM By: The Conversation

1 Star Edition and online

THE STAR

CANADA POLITICS WORLD OPINION LIFE SPORTS ENTERTAINMENT BUSINESS STAR IN

In wake of campus suicides, U of T students push for easier access to mental-health help

By Jacob Leticic, Staff Reporter
Wed., Sept. 25, 2019 | @ 6 min. read

UA AU University Affairs **University of Toronto** News Opinion Features Career Advice

McGill to overhaul its mental health service model

The Rossy Student Wellness Hub will include embedded wellness advisors, an online service portal and an upgraded brick-and-mortar location.

BY MORIA FAIR | APR. 02 2019

One comment | Share | Tweet | Snap

With increasing numbers of Canadian university students reporting an urgent need for help with mental health issues, postsecondary institutions across the country are rapidly expanding and revitalizing their approaches to service delivery for students experiencing high levels of stress, anxiety, depression and other serious mental health issues.

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Health

University of Toronto Students Hold Protest After Third Reported Suicide

Students say a new mental health initiative has led to a "toxic campus environment."

By Donk Lawrence
Mar 19 2018, 12:08pm | Share | Tweet | Snap

ALL IMAGES BY ALEX FORSYTH.

Students at the University of Toronto held a silent protest on Monday to demand better mental health services and to call out the school's inaction after reports of a third suicide on campus.

Paramedics responded to a call the night before after a student was found dead on the first floor of the Baber Centre of Information and Technology at U of T's downtown campus.

The university released a statement on Monday morning via Twitter to inform students that the incident was deemed non-suicidal.

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FAILURE TO LAUNCH

'One size doesn't fit all': Canadian campuses desperately need better mental health services

By Laura Hensley
October 8th, 2019



Poster 1



Poster 2



Poster 3



Poster 4



APPENDIX B - Interview Questions

Interview Questions For Key Informants at the Post-Secondary Institutions:

1. Describe the initiatives and methods that you have participated in developing?
2. What led your institution to adopt these new methods to benefit student wellness?
3. What was the process in developing new initiatives and spaces?
 - a. Did you consult with students? How long did it take to get this off the ground? Did you launch this in phases or all at once? Did you try any pilot projects?
4. What hasn't been successful? Why?
5. What health promotion events/plans have been successful?
 - a. Who is your system not serving well or not as well as others? What are some other practices (e.g. teaching practices, not just programs/initiatives) that have been implemented?
6. Is there anything else you'd like to tell me?
7. Have you seen any similarities and differences between responses?
8. What are your surprises regarding the results of initiative?
9. Was the program informed by evidence or best practice? Or was it observation based?
 - a. How if at all have you evaluated this project?
 - b. Did you rely on literature or people's experience?
10. Are there particular considerations to be made for those within the U of T community who have been historically underrepresented?
11. What factors are important to address in developing a culturally appropriate wellness promotion program for diverse communities on campus?

Interview Questions for Student Representatives:

12. Describe how U of T has engaged with student mental health.
13. How have students been affected by the current state of mental health services and procedures on campus?
14. How have students participated in the decisions implemented by the university?
15. As stakeholders in the university, what changes would students like to see in mental health services?
16. If you were to attend a mental health and wellness workshop and support group for students, what should it include?
17. Do you feel as though students are provided with enough information and understanding on the issues regarding health and wellness?
18. Where do you find that students usually turn first when looking for information about health and wellness? I.e. what orgs/supports/people
19. If you were given an unlimited budget what would you change about the university to make it a more health promoting place? Or are there aspects of the university culture that you'd change?
20. How do you find the quality of the faculty-level support for mental health services on campus, and the cooperation between students and faculty?
21. If any, what do you feel are the most successful workshops, programs, and/or events that have emerged from this mental health framework?

APPENDIX C - Contact Sheet (Figure 1.)

Who did you contact?	What University	When did you contact them?	Contact's E-mail	Contact's #	Status	Comments
Matt Dolf	University of British Columbia	10/7/2019	matt.dolf@ubc.ca	(604) 822-0709	Completed: Nov 4, 2019	
Michelle Brown	University of Edinburgh	10/7/2019	m.h.brown@ed.ac.uk	44 (0)131 650 4364	Referred to someone who declined to interview	
Benoit Dubé	University of Pennsylvania	10/7/2019	bedube@upenn.edu	(215) 746 7254	Follow up email sent	
Diana Brecher	Ryerson University	10/7/2019	dbrecher@ryerson.ca	(416) 999-8963 (416) 979-5000 ext. 16631	Completed: Tuesday Oct 15th, 2019	She said feel free to reach out if there's anything else we want to ask
Sigrid Michel	University Dortmund	10/17/2019	sigrid.michel@fh-dortmund.de		no reply	
Sharon Doherty	University of Central Lancashire	10/17/2019	shdoherly@uclan.ac.uk		Completed: Oct 30, 2019	
Alisa Stanton	Simon Fraser University	10/17/2019	alisa_stanton@sfu.ca	778.782.4587	Completed Nov 22, 2019	suggested by chad
Shaylyn Streach	Coordinator of Healthy Minds Healthy Campuses	10/17/2019	contacted through website- will follow up with phone call		no reply	
Carol Naylor	University of British Columbia		carol.naylor@ubc.ca	604 822-1691		early alert program (ask about this)
Janet Teasdale	University of British Columbia - managment director of student wellness and services		janet.teasdale@ubc.ca	604 822-6049		
Jane Bogart	Columbia University	10/17/2019	studentwellness@columbia.edu	2123053400	No response	
Jeanne Mahon	Harvard University	10/17/2019	jmahon@huhs.harvard.edu	617-496-9005	Completed: Nov 22, 2019	
Janet Teasdale	University of British Columbia	10/22/19			Referred us to Matt Dolf	
Melanie Woodin	U of T (Dean of Arts & Science)	10/22/19			Interview cancelled since we've spoke to Caroline Rabbat	
Ramata Tarawally	U of T Trinity College	10/22/19			Completed: Oct 30, 2019	
Caroline Rabbat	U of T- Outreach & Engagement Co-Lead for the Presidential & Provostial Task Force on Student Mental Health as well as the Director of Critical Incidents, Safety & Health Awareness for the Faculty of Arts & Science (Chad's boss)	10/21/19	caroline.rabbat@utoronto.ca		Completed: Oct 25, 2019	suggested by chad
Melissa Fernandes	U of T - Health Education Coordinator on the Health Promotion Programs team at Health & Wellness	10/21/19	melissa.fernandes@utoronto.ca		Referred to Katie Bobra	
Katie Bobra	U of T - Health & Wellness	10/21/19	katie.bobra@utoronto.ca		no reply	
Caillin	APUS Executive Director	10/29/19	ed@apus.ca		Completed: Nov 18, 2019	
Lucinda	UoT Mental Health Policy Council	10/29/2019	@mhpcouncil		waiting to see if a team member would be available	
Amy Chadwick	Washington State University					VP of Pacific Coast College Health Association (PCCCHA) out of office
Joel Schwarzkopf	Colorado State University					President of Rocky Mountains CHA
Tammy Loew	Purdue University	10/21/19	tloew@purdue.edu		intro email sent	VP of Mid-America CHA
Dr. Mohsen Beg	University of Windsor	10/21/19	mbeg@uwindsor.ca		intro email sent	Research lead for UWindsor's 2018 Mental Health Strategy referred to Ashley Vodarek
Ta-Kisha Jones	Purdue University - Indiana	10/21/19	takidard@iupui.edu		intro email sent	President of Mid-America CHA
Kathy Mosteller	Texas at Austin					Unable to find contact information - may reach out to ACHA general email
Stephanie Hanenberg	CSU, Colorado Springs	10/24/19	shanebe@uccs.edu		intro email sent	ACHA board past president, developer in Gallogly Rec. & Wellness Centre
Don MacMillan	U of T - engineering registrar	10/22/19			Completed: Nov 25, 2019	
Ryan Flannagan	University of Windsor	10/28/19			intro email sent	
Dr Douglas Kneale	University of Windsor	10/29/19			intro email sent	
Michele Moon	University of Calgary	10/30/19	michele.moon@ucalgary.ca		intro email sent	
Russel Thompson	University of Calgary	10/30/19	russel.thompson@ucalgary.ca		intro email sent	
Ashley Vodarek	University of Windsor	11/05/19	Ashley.Vodarek@uwindsor.ca		Interview questions sent - phone interview TBD	
U of Calgary Student Union	University of Calgary	11/11/19	contacted via contact form on website		intro email sent	
Uwindsor student union	Uwindsor	11/11/19			intro email sent	
Melissa Potwarka	University of Waterloo	11/13/19	melissa.potwarka@uwaterloo.ca		interview scheduled nov 27 @ 3:30 interview cancelled nov 27	
York University Student Union	York University	11/13/19	president@yfs.ca		intro email sent	
UTM Student Union	UTM	11/13/19	vpcampuslife@utmsu.ca		intro email sent	based on recent events
Wellness project director	Queens University	11/13/19	campuswellness@queensu.ca		intro email sent	signed oakanagan charter
Director Student Wellness	Guelph University	11/13/19	burnetta@uoguelph.ca		intro email sent	signed oakanagan charter
Manager of student wellness	Saskatchewan University	11/13/19	jocelyn.orb@usask.ca		intro email sent	signed oakanagan charter
Dr. Robert Ernst Director of University Health Services	University of Michigan	11/13/19	rayrr@med.umich.edu		intro email sent	suggested by chad
Aaron Krasnow Associate Vice President of Health Services	Arizona State University	11/13/19	Aaron.Krasnow@asu.edu		intro email sent	suggested by chad
Brain Mental Health Advisory Committee (BMHAC)	University of California at Los Angeles (UCLA)	11/13/19	bruin.mhac@gmail.com		intro email sent	suggested by chad
Shannon Bailie Livewell Director	University of Washington	11/13/19	sbailie@uw.edu		intro email sent	personal experiences and similar size
Interview request form	University of Oklahoma	11/13/19	http://www.uou.edu/healthservices/interview-request		intro email sent	ranked as one of the happiest universities by princeton review
Christine Kukich Staff Liaison	American College Health Association	11/13/19	CKukich@acha.org		intro email sent	
Dr. Trevor Hancock	University of Victoria	11/13/19	thancock@uvic.ca		intro email sent	public health physician and health promotion consultant speaker at the international conference on health promoting universities
Erin Baldwin director of student wellness	Iowa State University	11/13/19	baldwine@iastate.edu		intro email sent	Student Wellness draws its framework and philosophy from the 2015 Okanagan Charter.
Crystal Su Program Coordinator	JED	11/13/19	crystal@jedfoundation.org		intro email sent	https://www.jedfoundation.org/what-we-do/colleges/
Samantha DeLeonardo - SAMHSA U of T contact	Student Athlete Mental Health Initiative	11/19/19	info@samhi.ca and reached out to the u of t lead		intro email sent	As a student athlete at U of T I perceived that the access to mental health services and stigma associated with getting help was very different as an athlete than the general pop of A&S

Post-Secondary Institutions	Is the program integrated or a separate entity? *more than traditional services	Adopted Okanagan Charter Y/N? (1=Y, 0=N)	Level of Engagement (1-3)			Accessibility to Resources (1-3)	Comprehensive Plan of Action (Y/N) (1=Y, 0=N)?	Total
			Promotion/Awareness	Prevention/Preparedness	Intervention/Supports			
<i>Canadian Institutions</i>								
University of British Columbia	Integrated	1	3	3	2	3	1	13
Ryerson University		0	3	2	2	2	0	9
Simon Fraser University	Integrated	1	3	2	1.5	2	1	10.5
University of Toronto - St. George	Integrated	0	1.5	1	1	0.5	0	4
University of Toronto - Mississauga	Integrated	0	0	1	1	1	0	3
University of Calgary	Separate - partially integrated	1	2	3	3	3	1	13
University of Windsor	Separate - partially integrated	0.5	2.5	3	2	2	1	11
McGill University	Separate- partially integrated	0.5	3	3	3	3	1	13.5
University of Waterloo	Integrated	1	3	3	3	3	1	14
York University	Integrated	0	1	2	2	2	1	8
Queens University	Integrated	1	2	3	3	3	1	13
Guelph University	Integrated	1	2	2	2.5	3	1	11.5
University of Saskatchewan	Integrated	1	1	3	2	2	1	10
University of Victoria	Separate- partially integrated	1	2	3	3	3	1	13
<i>International Institutions</i>								
University of Edinburgh	Separate?	1	3	2	2	2	0	10
University of Pennsylvania	Separate	0	2	3	2	3	1	11
Columbia University	Separate	0	3	2	2	3	1	11
Harvard University	Separate	0	3	2	2	3	0	10
University Dortmund	Integrated	0	1	1	1	1	0	4
University of Central Lancashire	Integrated?	1	3	2	2	2	1	11
Washington State University	Integrated	0	3	3	3	3	1	13
Colorado State University	Integrated	0	2	2	2	2	1	9
Purdue University	Separate?	0	2	2	3	3	1	11
University of Texas at Austin	Separate	0	3	3	3	3	1	13
University of Colorado at Colorado Springs	Integrated	0	3	2	?	2	?	7
University of Washington	Separate	0	1	2	2	1	1	7
University of Oklahoma	Integrated	0	1	1	1	1	0	4
Iowa State University	Integrated	0.5	1	2	2	2	1	8.5
University of Michigan	Separate	0	3	3	3	3	0	12
Arizona State	Separate	0	2	2	2	1	0	7
University of California, Los Angeles (UCLA)	Separate	0	3	3	3	3	1	13

A close-up on the criteria used to assess the programs

(Figure 4.1)

Post-Secondary Institutions	Total
<i>Canadian Institutions</i>	
University of British Columbia	13
Ryerson University	9
Simon Fraser University	10.5
University of Toronto - St. George	4
University of Toronto - Mississauga	3
University of Calgary	13
University of Windsor	11
McGill University	13.5
University of Waterloo	14
York University	8
Queens University	13
Guelph University	11.5
University of Saskatchewan	10
University of Victoria	13
<i>International Institutions</i>	
University of Edinburgh	10
University of Pennsylvania	11
Columbia University	11
Harvard University	10
University Dortmund	4
University of Central Lancashire	11
Washington State University	13
Colorado State University	9
Purdue University	11
University of Texas at Austin	13
University of Colorado at Colorado Springs	7
University of Washington	7
University of Oklahoma	4
Iowa State University	8.5
University of Michigan	12
Arizona State	7
University of California, Los Angeles (UCLA)	13

Universities with the highest score (University of Waterloo with 14 and McGill University with 13.5)

**Separate (vs. integrated) means the institution has its own devoted mental health and wellness division that is separated from other health services*

**Promotion in mental health is the institutional advertising of mental health related resources and services available to students on campus*

**Prevention in mental health aims to reduce the incidence, prevalence, and recurrence of mental health disorders and their associated disability. Preventive interventions are based on modifying risk exposure and strengthening the coping mechanisms of the individual*

**Intervention means if there are supports in place for students*

0.5 This university draws its health and wellness framework and philosophy from the Okanagan Charter

* Criteria clarifications to eliminate biases when assessing programs in the Scoring Table.

**APPENDIX E - Initiatives/Services/Program Checklist
(Figure 5.)**

McGill University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Academic Workshops and Groups		X	X
Wellness and Life Skills Workshops	X	X	X
Group Therapy		X	X
Local Wellness Advisors		X	X
Peer Support		X	X
Online Support (TAO)		X	X
Health and Wellness Map	X	X	X
Empower Me		X	X
Vent Over Tea		X	
Student Caregivers		X	
Healthy Living Annex	X	X	X

University of Waterloo

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Thrive	X	X	
Seminars		X	X
Workshops		X	
Group Therapy			X
MATES Peer Support (Mentor Assistance Through Education and Support)		X	X
Online Resources		X	
Counselling Services			X
Phone Helplines (Good2Talk and Here 24 Seven)		X	X

York University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Big White Wall		X	
BounceBack Ontario		X	

Glendon Counselling Services		X	X
GradConnect Wellness Services		X	X
Health Education & Promotion (#YIFeel)	X		
Learning Skills Services		X	
Student Accessibility Services (SAS)		X	X
Student Counselling & Development (SCD)		X	X
Sexual Assault Survivors' Support Line & Leadership (SASSL)		X	X
The Centre for Sexual Violence Response, Support & Education (The Centre)		X	X
York University Psychology Clinic (YUPC)			X

Queens University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Peer Support		X	X
Big White Wall		X	X
Be There- Help a Friend		X	
More Feet on the Ground	X	X	X
Online Support (TAO)		X	X
Empower Me		X	X
Wellness and Support Groups		X	X
Skills Building, Learning Strategies and Activities		X	
Workshops and Training		X	X
Clinical Appointments - Family Physicians and Counsellors		X	X
Queen's Student Accessibility Services (QSAS)		X	
Specialized Mental Health Services - Psychiatry		X	X
After Hours / Crisis Support			X

Guelph University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Online Resources		X	X
Student Support Network		X	X
Individual Counselling Services		X	X
Therapy Groups		X	X
SHINE (Resilient) course	X	X	
Urgent Drop-Ins			X
Staff and Faculty Resources		X	

University of Saskatchewan

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Wellness Workshops		X	X
Mindfulness Meditation Session		X	
Student Affairs and Outreach			X
Wellness Events	X	X	X
Urgent Assistance			X
Peer Health Drop-in Support		X	X
Student Affairs and Outreach			X
Off-campus support: GuidanceResources program		X	X
Student Wellness Services		X	

University of Victoria

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Medical and/or Psychiatric consultation		X	X
The Peer Support Centre		X	X
Groups and Workshops		X	
Single Counselling Session Walk-in			X

Pre-booked Brief Counselling			X
Arriving and Thriving at UVic	X	X	X
Engagement and Prevention		X	
Open-Access Wellness Learning	X	X	X
Group Counselling		X	X

Ryerson

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
ThriveRU	X		
S.M.A.S.H. (Students for Mental Awareness, Support and Health)	X	X	X
Wellbeing at Work	X		X
General health services			X
Mental Health and Addictions certificate program		X	
S.H.A.R.P. (Student Health Assistance and Resilience Program)		X	
Centre for Student Development and Counselling			X
Flexible Learning	X		X
Virtual Library (online resources)	X	X	

University of British Columbia

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
UBC Wellbeing (Comprehensive strategy)	X	X	X
Thrive	X	X	
Not Myself Today	X		X
QPR (Question, Persuade, Refer) Suicide Intervention Training		X	X
Search Inside Yourself		X	
Online resources/ information for faculty, staff, HR	X		

Mindfulness/meditation groups		X	X
General health services + counseling		X	X
Regular workshops	X	X	

University of Calgary

INITIATIVE NAME	PROMOTION/AWARENESS	PREVENTION/PREPAREDNESS	INTERVENTION/SUPPORTS
Student at Risk Team		X	X
UFlourish	X	X	X
Healthy Campus Alberta + Campus Mental Health Strategy (comprehensive strategies)	X	X	X
ASIST (Applied Suicide Intervention Skills Training)		X	X
Community Helpers	X		X
Q Centre			X
Women's Resource Centre	X	X	X
Campus Community Hub	X	X	X
Peer Listening	X		X
Weekly Wellness Workshops		X	
Wellness/Mindfulness Online		X	X

University of Windsor

INITIATIVE NAME	PROMOTION/AWARENESS	PREVENTION/PREPAREDNESS	INTERVENTION/SUPPORTS
Exam time campaign (annual)	X		X
Campus Mental Health Day (annual)	X	X	X
Walk Through Wellness	X	X	
TAO (Therapy Assistance Online)*			X
Keys To Cognition: CBT Group Therapy			X
Peer Support Centre	X	X	X

Student Counseling Centre		X	X
Big White Wall*			X
Good2Talk*			X
MySSP (24/7 online help chat)			X

Simon Fraser University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Healthy Campus Community Initiative (Comp. strategy)	X	X	X
Health & Counseling			X
Well-being in Learning Environments	X	X	
Student Support Program (SSP)		X	X
Health Peers	X		X
TA/TM Wellbeing Project	X	X	X
Student Health Advisory Committee	X	X	
A Sip of CARE	X		X
Yoga For The Mind		X	X
Weekly Free Drop-In Workshops	X	X	

U of T (St George)

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Mental Health Framework (Strategy)	X	X	
Health & Wellness Centre			X
SafeTALK	X	X	
LivingWorks*		X	
Good2Talk*			X

U of T (Mississauga)

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
UTM Health and Counselling Centre			X
Good2Talk*			X

*Province-wide, not specifically developed by the institution but available to students

University of Edinburgh

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Health and Wellbeing	X		
Mental Health Mentors		X	X
The Advice Place			X
Counselling Services		X	X

University of Pennsylvania

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Psychiatry			X
Let's Talk			X
I CARE		X	
Group Programs		X	X
Outreach and Prevention Services	X	X	

Columbia University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
ULifeline		X	X
Support Groups			X
Individual Counseling			X
Trauma Support			X
Drop-In Services			X
Stress Coping			X
Psychiatric Medication			X

Harvard University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
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CARE (Consent Advocates and Relationship Educators)		X	X
DAPA (Drug and Alcohol Peer Advisors)			X
HealthPALs (Health Peer Advisors & Liaisons)		X	X
SHARC (Sexual Health Awareness and Relationship Communication)			X
SMHL (Student Mental Health Liaisons)			X
Workshops		X	X
Movement Classes			X
Centre for Wellness and Health Promotion	X	X	X

University Dortmund

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
DoBuS			X

University of Central Lancashire

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Healthy University (HU)	X	X	
Counselling, Mental Health and Wellbeing service		X	X
Counselling services		X	X
Wellness workshops			X

University of Oklahoma

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Counselling service		X	X
Lecture/event series		X	

Iowa State University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Cyde Kicks	X	X	X
Biofeedback		X	X
Crisis Text Line			X
Tap Room		X	X

University of Michigan

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
CAPS		X	X
MiTALK		X	X
CampusMindWorks		X	X
Wellness Coaching		X	X
Active Minds	X		
PULSE	X		
Wolverine Support Network	X		
MHealthy Thrive		X	X
Depression Center	X	X	X
Depression Toolkit		X	X
Question, Persuade, Refer		X	X
National Alliance on Mental Illness (NAMI) on Campus	X		

Arizona State

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Live Well ASU	X	X	
C3	X	X	
Recovery Rising		X	X
Online Programs	X	X	
Well Devil zones	X	X	

University of California, Los Angeles (UCLA)

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Wellness Skills Group		X	X

Coping Through the Quarter Groups		X	X
Therapy Groups			X
CAPS & CAPS Connect		X	X
Workshops		X	X
UCLA Mindful Awareness Research Center (MARC)	X	X	X
Active Minds UCLA	X	X	
WAZO Connect	X		
Wellness Workshops & Training		X	X
Behavioural Wellness Center	X	X	X
UCLA Campus & Student Resilience	X	X	
Screening and Treatment for Anxiety & Depression (STAND) Program	X	X	X
UCLA Depression Grand Challenge	X		
Resilience In Your Student Experience (RISE) Center	X	X	X
Program for the Education and Enrichment of Relational Skills (PEERS) Clinic/ PEERS Friendship Program	X	X	X
Bruins for Recovery (B4R)		X	X

Washington State University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Individual Counseling Services (including walk-in)		X	X
Campus Workshops (to promote mental or emotional health)	X	X	

Campus Connect Suicide Prevention Training		X	X
Mental Health First Aid classes			X
AWARE Network (for reporting concerns)		X	X
Crisis support services			X
Stress Reduction Program	X	X	
Green Dot (violence prevention program)		X	X
Alcohol-related programs (e.g. Alcohol Safety, Drinking Responsibly)	X	X	
Mandatory undergraduate programs	X	X	
Group Counseling & Workshops (e.g. process groups, skills-building groups, support groups)		X	
Biofeedback Services		X	
After-hours crisis support hotline			X

Colorado State University

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Individual counseling services (including drop-in hours)		X	X
Student Leadership, Involvement and Community Engagement (SLiCE) Office	X		
Resiliency and Wellbeing (RWB) efforts	X	X	
Still Point Reflection Space	X		
CSU's Mental Health Initiatives Strategic Plan	X	X	X

Interactive Screening Program		X	X
YOU@CSU (online health resources)	X	X	X
Notice and Respond Suicide Prevention Training		X	X

Purdue University

INITIATIVE NAME	PROMOTION/AWARENESS	PREVENTION/PREPAREDNESS	INTERVENTION/SUPPORTS
Counseling & Psychological Services (CAPS) (therapy services, workshops, seminars)	X	X	X
THRIVE programming in residences	X	X	
Training for academic advisors and residence staff		X	X
Crisis response strategies			X
Multicultural Relational Outreach	X	X	
Care management services	X	X	X
ALIVE@Purdue (Awareness Linking Individuals to Valuable Education)	X	X	X

University of Texas at Austin

INITIATIVE NAME	PROMOTION/AWARENESS	PREVENTION/PREPAREDNESS	INTERVENTION/SUPPORTS
Let's Talk: Support and Skills Hour	X	X	
Suicide Prevention Program - Be That One		X	X
Voices Against Violence	X	X	
Thrive at UT Wellness App	X	X	
Wellness Workshops	X	X	
Counseling Services		X	X
Integrated Health Program		X	

Counselors in Academic Residence Program (CARE)	X	X	X
Diversity Counseling and Outreach Specialists Program		X	X
Services for Survivors of Sexual Assault		X	X
BeVocal - UT's Bystander Intervention Program		X	
Well-Being in Learning Environments Project	X		
Wellbeing Guidebook	X	X	

University of Colorado at Colorado Springs

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Gateway Guides	X		
Workshops and presentations	X	X	
Group sessions		X	
Psychotherapy		X	X
Wellness Promotion	X		
Active Minds: Mental Health Society at UCCS	X	X	
Wellness Wing (in a freshman dorm)	X		

University of Washington

INITIATIVE NAME	PROMOTION/ AWARENESS	PREVENTION/ PREPAREDNESS	INTERVENTION/ SUPPORTS
Counseling Center		X	X
UW Mindfulness Programs	X	X	
The Q Center	X	X	
Crisis Services		X	X
Outreach and Prevention Services	X	X	X

Let's Talk		x	x
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APPENDIX F - Rationale for Selecting Institutions for Research

<u>Institution</u>	<u>Rationale</u>
University of British Columbia	Suggested by Professor Robinson
Ryerson University	Suggested by Clients
Simon Fraser University	Suggested by Clients
University of Calgary	Suggested by Clients
University of Windsor	Independent Mental Health Strategy recently released (October 2018) with direct influence from UCalgary, a leading institution for mental health promotion signed to the Okanagan charter
McGill University	One of the top Canadian institutions and is similar in size to University of Toronto St George
University of Waterloo	Signed Okanagan Charter
York University	One of the top Canadian institutions and is similar in size to University of Toronto St George
Queens University	Signed Okanagan Charter
Guelph University	Signed Okanagan Charter
University of Saskatchewan	Signed Okanagan Charter
University of Victoria	Keynote sponsor of 2015 International Conference on Health Promoting Universities & Colleges, which led to the development of the Okanagan Charter
University of Edinburgh	Suggested by Professor Robinson
University of Pennsylvania	Ranked 7th in "Top 10 Colleges Advocating for Mental Health Awareness in the U.S." - https://www.collegemagazine.com/top-10-colleges-advocating-for-mental-health-awareness/
Columbia University	Suggested by Professor Robinson
Harvard University	Suggested by Clients
University Dortmund	Attendee of 2015 International Conference on Health Promoting Universities & Colleges, which led to the development of the Okanagan Charter
University of Central Lancashire	Attendee of 2015 International Conference on Health Promoting Universities & Colleges, which led to the development of the Okanagan Charter
Washington State University	Suggested by Clients
Colorado State University	Suggested by Clients
Purdue University	Suggested by Clients
University of Texas at Austin	Suggested by Clients
University of Colorado at Colorado Springs	Suggested by Clients
University of Washington	Suggested by Clients

University of Oklahoma	Ranked as one of the top colleges with the happiest students - Largest one in population in the top 15. Wanted to see if there was a correlation with the services available and the "happiness" of the students.
Iowa State University	Student Wellness draws its framework and philosophy from the 2015 Okanagan Charter.
University of Michigan	Suggested by Clients, leader in the field
Arizona State	Suggested by Clients, similar population size as U of T A&S
University of California, Los Angeles (UCLA)	Suggested by Clients, leader in the field

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