



Mental Health:
The Queen's University Experience

Making the Connection
AAU Conference
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Approach to Student Mental Health



Three Areas of Focus

- Education and Intervention
- Additional Front Line Service
- Principal's Commission on Mental Health

Education and Intervention



- Established Mental Health Working Group 2010: representatives from a range of student services and student organizations
- Recognition that students needed to be encouraged **to reach out**
- Focus on training faculty, staff , residence dons who interact with students daily
- Training focuses on recognizing students in distress and making good referrals
- Immediate increase in calls from faculty members and others looking for advice on how to intervene appropriately
- Focus on students recognizing signs of distress in themselves

Additional Front Line Service



- Recognized need to see more students and sooner : added additional counseling hours and changed model
- Located resources where students were (i.e. in residence, in their Faculties, in the Student Centre)
- Mental Health Nurse for Case Management
- Student Peer Support Centre
- Focused session in our summer orientation program for students and parents on how to access resources and services that are available
- Added resources to Disability Services Office

Principal's Commission on Mental Health

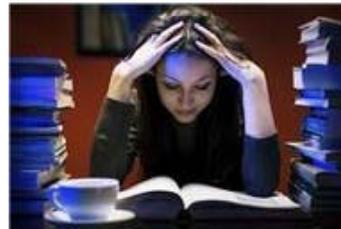


- Established by Principal Daniel Woolf in September 2011
- Recognition that comprehensive strategy for university is required
- Need to examine university systems and structures and how we are addressing the needs of students struggling with mental health issues
- Draft report completed and final report in progress

HCDS: What are we being asked for?



- **Traditional student needs:**
 - Homesickness
 - Adjustment
 - Relationships
 - Study Skills
- **New layers:**
 - Complex mental health issues
 - Increasing number of students
 - Changing academic/career pressures
 - Student/parental/institutional expectations
 - Contribution to university-wide processes

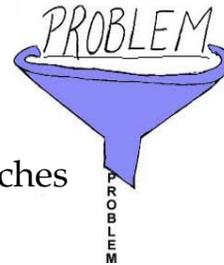


Processes and outcome



Shared Values and Core Responsibilities

- Meaningful availability
- Rapid access
- Brief, immediate needs-focused approaches
- Assessment and brief interventions
- On-going short-term counselling
- Commitment to consultation services for community
- Active engagement with community resources
- Strong commitment to professional development



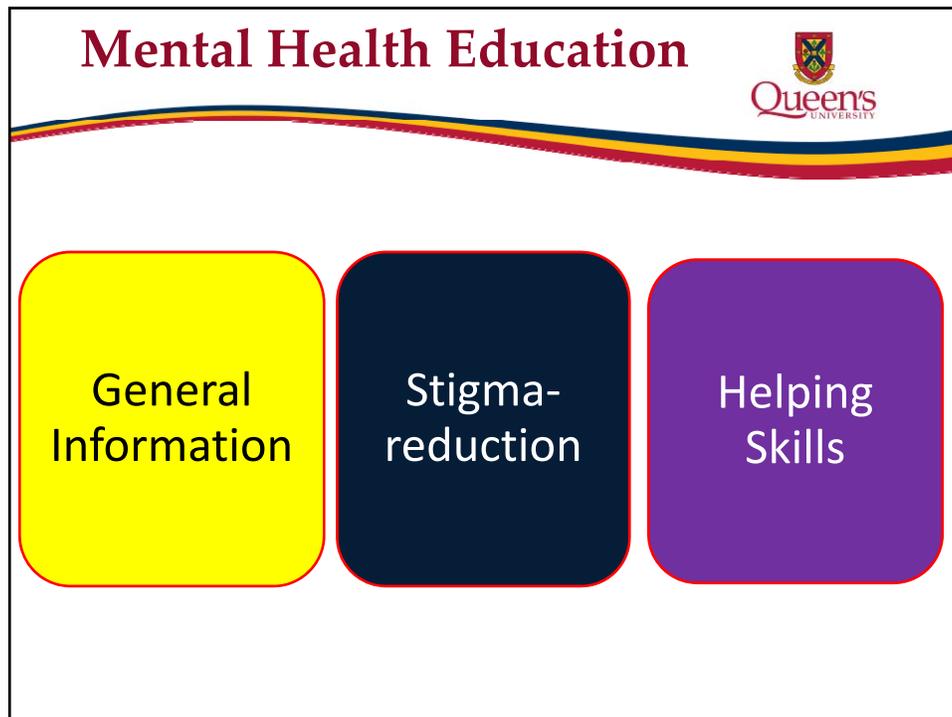
Values into action



- “Homogeneous” appointments
- “Soft” limit of four sessions
- Program of staff development in key areas
- Foster links with community resources



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Components



Educational

Examples:

- Information about mental health
- Statistics on occurrence
- Description of Stigma
- Description of depression

Goals:

- Expand factual knowledge base
- Increase awareness

The slide features a title 'Components' and a sub-section 'Educational'. Below this, there are two sections: 'Examples' and 'Goals', each with a bulleted list of items. The Queen's University logo is in the top right corner. A decorative wavy line in red, yellow, and blue is positioned below the title and above the 'Educational' section.

Components



Narrative

Examples:

- Case Studies
- First-person stories

Goals

- Make the material more “real”,
- Provide a “face” for the experience

Components



Experiential

Examples:

- Self-report tool
- Small group discussions

Goals:

- Encourage reflection
- Sharing of experience
- “Testing” of views/ideas
- Support

Components



Homework/commitment

Example

- Self-selected task (related to content)

Goals:

- “Beyond the workshop” experience
- Test out personal applications

Stigma - reduction



- Information about components of Stigma
- First-person stories
- Scenarios on bystander intervention (and the challenges!)

Principal's Commission on Mental Health



Terms of Reference (i)

- Consider national and international trends in mental health issues among post-secondary aged students;
- Explore best practices for addressing mental health issues on university campuses;
- Examine how the mental health needs of students are currently being addressed at Queen's; and

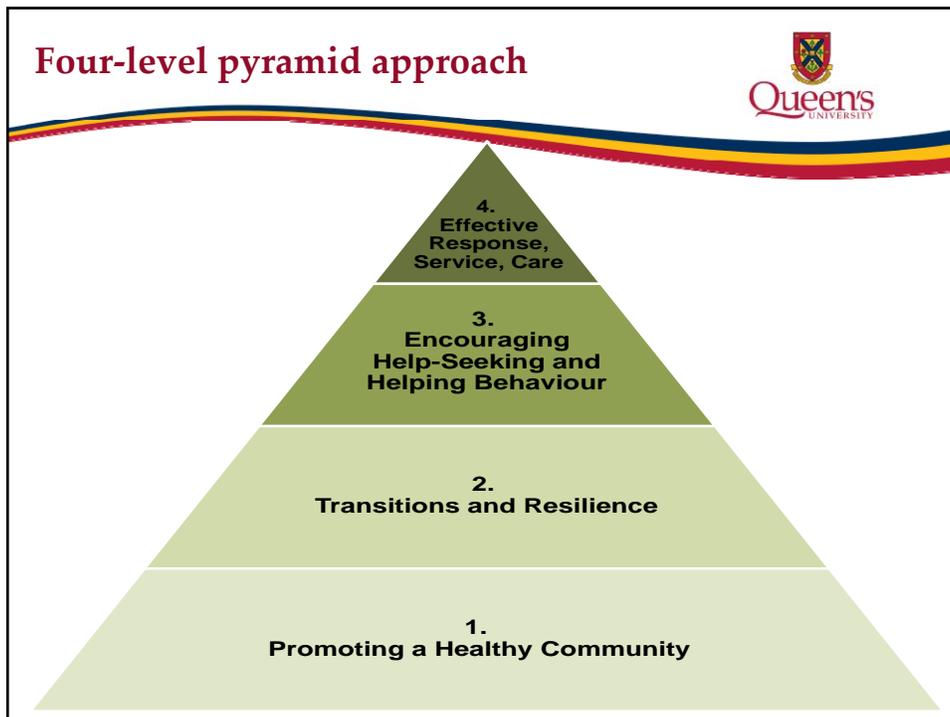
Principal's Commission on Mental Health



Terms of Reference (ii)

Make recommendations to the Principal on the establishment of a mental health strategy that will address:

- How Queen's can promote a healthy, inclusive and supportive environment;
- How Queen's can promote **mental health awareness** on campus and provide the required level of support for students facing mental health challenges;
- How Queen's can support a campus environment that **reduces the risk of harm** associated with mental health issues; and
- What resources are required to **support** the mental health strategy.



Principal's Commission on Mental Health

Queen's UNIVERSITY

Next Steps

- Already have started to implement Commission Recommendations
 - **Green Folder**
 - **Students at Risk**: a comprehensive team based approach to intervention
 - Cross-Disciplinary **Academic Accommodations Committee**
 - Stronger relationship with **Peer Support Centre**