

Working Document: Assessment Inventory & Planning Guide

A companion document to:
*Post-Secondary Student Mental Health (PSSMH):
Guide to a Systemic Approach*



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ACKNOWLEDGEMENTS

With tremendous pleasure, as co-chairs of the Campus Mental Health Community of Practice (CoP) we share this resource based on Post-Secondary Student Mental Health (PSSMH): Guide to a Systemic Approach -- a collaborative initiative between the Canadian Association of Colleges and Universities Student Services (CACUSS) and the Canadian Mental Health Association (CMHA).

In devising this resource, we feel privileged to work with very thoughtful and committed members of our CoP who provided valuable feedback dating back to 2014 when the first draft was devised, to the current one. In particular, we owe a ton of gratitude to Su-Ting Teo, Cheryl Washburn and Jonny Morris who spearheaded the collaborative effort of devising the Guide. David Ness and Cathy Schroeder played pivotal roles in conducting a national survey which highlighted the need of this inventory and resource guide. We are also grateful to previous co-chairs Patricia Kostouros and Ashley Humeniuk for their help in keeping our CoPs members engaged through webinars and otherwise over past five years, eliciting their insightful suggestions. Eric Dore and his colleagues from Polytechnique Montreal, worked with dedication in translating the inventory (items version) in French.

The aesthetics and ease of user experience of this website is the result of Nomans Land Creative finesse. The interactive functionality of the website is due to the diligence and attention to detail of Wenbin Cai. Shafik Kamani's ingenuity and dedication in the creation of the hard copy version of the inventory.

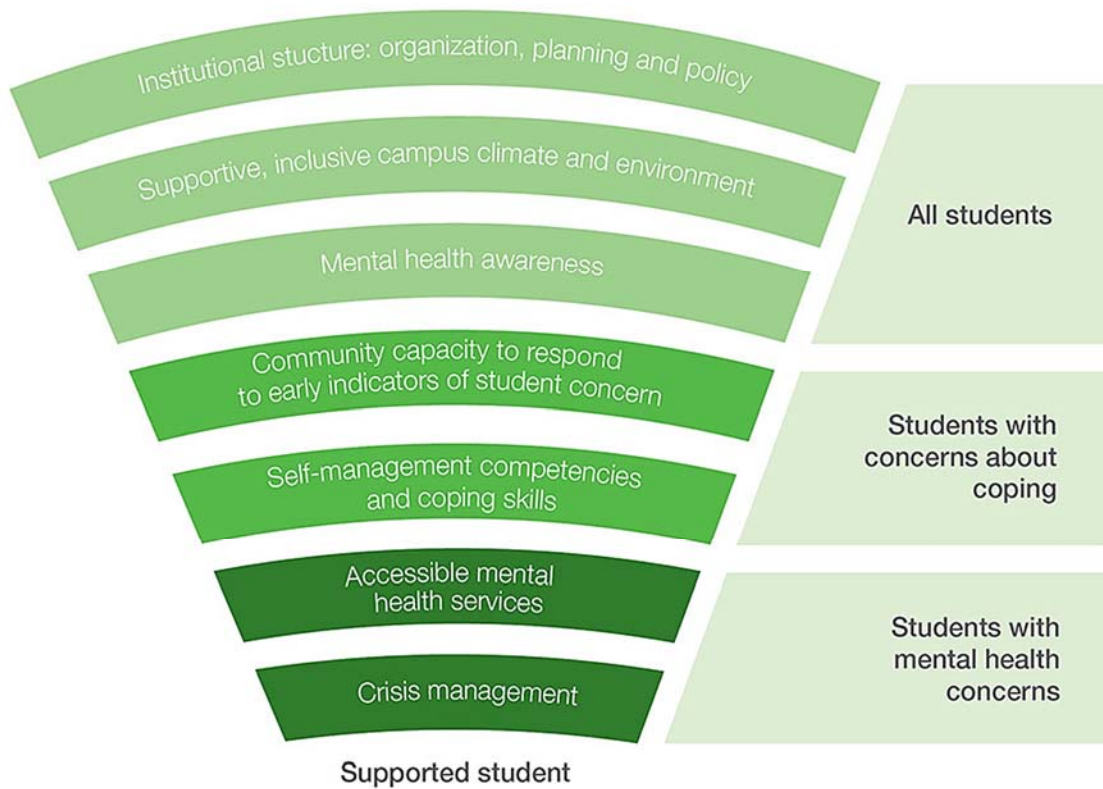
We are deeply indebted to Jennifer Hamilton and CACUSS board members who supported the idea with funds and logistical support. We are also grateful to our institutions (University of Toronto & McGill University) for their in kind support in advancing this important initiative. We are also grateful to Michael Huston (Mount Royal University), Counselling CoP Co-Chair, for his unwavering support and contributions to the pre-conference session.

Translating complex mental health concerns which intersect with academic, social, economic and cultural nuances of a campus, into actions and outcomes is a daunting task, yet it is critical to synthesize them to inform policy, practice, assessment, intervention, outcome and evaluation. The content in following pages is not exhaustive nor extensive enough to encapsulate every aspect of campus mental health. It is a humble beginning that we hope will continue with inclusion of new ideas and actions, especially as the Standard on Psychological Health and Safety for Post-Secondary Students is being developed to evolve with the campus mental health landscape.

Tayyab & Lina
June, 2019

INTRODUCTION

The Post-Secondary Student Mental Health: Guide to a Systemic Approach is based on the premise that a systemic approach is critical in developing a cohesive system on campus that support student mental health. The system is conceptualized in seven areas ranging from institutional structure, organization, planning and policy to crisis intervention. These seven areas are illustrated in the graphic below:



ORGANIZATION OF THE ASSESSMENT AND INVENTORY

The inventory and planning guide is based on the Post-Secondary Student Mental Health: Guide to a Systemic Approach. The seven areas of the Guide are divided into three clusters:

- supporting all students,
- students with coping concerns and
- students with mental health concerns.

Each one of the seven areas of the inventory are covered by 10 guiding questions or sub-areas, all of which are extracted from the Guide. At the end of each cluster, key recommendations are followed by sample best and promising practices. The best and promising practices were selected as evidence-informed illustrations of various aspects of campus mental health.

GUIDING QUESTIONS

The guiding questions per area will allow you to assess student mental health needs and resources for your campus from a systemic perspective outlined in the Guide. Please select the option that best describes your campus' current state to the best of your knowledge. You can repeat the assessment on an annual basis to compare your progress over time. The response options are divided into five bands outlined below:

| 1 st Band (Well developed) | 2 nd Band (Somewhat developed) | 3 rd Band (Not developed or needs improvement) | 4 th Band (Unsure) | 5 th Band (Other) |
|--|--|--|----------------------------------|---------------------------------|
| 9 8 7 | 6 5 4 | 3 2 1 | - | - |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- **First band:** The first band suggests that the sub-area is well-developed, concrete steps have been taken, interventions or programs are quite effective and/or efficient, information is readily accessible, actions are frequently done and the community is well aware. Within this band, starting from the right, you have three options to appraise the degree of your response. The first option denotes the highest degree or extent of attributes noted above, and is assigned a value of 9, followed by 8 (the middle option) and 7 (the last option).
- **Second band:** The second band usually suggests that the sub-area is somewhat developed with options like somewhat effective, somewhat efficient, somewhat aware, somewhat engaged and the like. Within this middle band, you have three options to appraise the degree of somewhat-ness. The first option, from the right, denotes a relatively higher degree of development and is assigned a value of 6, followed by 5 (middle option) and 4 (the last option).

- **The Third band:** The last band suggests that the sub-area needs to be established or needs improvement, or a specific action needs to be taken or initiated. Within this band, the first option from the right, 3, denotes some progress has been made (ideas discussed, some training or prosed), followed by 2 (the middle option) and 1 (the last option) suggesting the extent of work that still needs to be done.
- **Fourth Option:** Choose this option if you are unsure or may not have facts and figures to make a reasonable estimation. No numerical value is assigned to this option.
- **Fifth Option, Other:** Your campus may not have the sub-area described in the item or, instead, may have something related. No numerical value is assigned to this option.
 - If completing the online version of the form, an open text box will be available for you to share your campus' specific attribute.

A few notes about the online version:

- If you choose to complete the online version, <http://cacuss-campusmentalhealth.ca/framework.html#/> your results will automatically be logged on the server and you will have access to provincial and national comparisons. The comparative findings are based on participation of those who completed the online inventory.
- The online version also compares your results based on some campus characteristics, such as enrollment and geographic location.

Future Developments:

- As this project evolves, we would like to recommend Best Practice examples based on a criterion such as (PARIHS¹) which focuses on three key elements for knowledge translation; evidence, context, and facilitation.

¹ National Collaborating Centre for Methods and Tools (2011). *PARIHS framework for implementing research into practice*. Hamilton, ON: McMaster University. (Updated 30 March, 2011) Retrieved from <http://dev.nccmt.ca/resources/search/85>

AREA ONE: INSTITUTIONAL STRUCTURE, ORGANIZATION, PLANNING, & POLICY



- Organizational context has an impact on the wellness of those within it
- Institutional structure & policies contribute to its culture by reinforcing certain values, beliefs and behaviors; and discouraging others
- Postsecondary institutions' goals, policies & practices impact student learning
- Organizational elements support student mental health and engage the whole student

Area One: Guiding Questions

| | | | | | |
|---|---|--|--|--|---|
| <p>1. Does your institution or unit’s mission statement include promotion of student mental health and well-being as a foundation for student development and learning?</p> | <p>Includes Explicitly</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Includes but is Somewhat Vague</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to be Included</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. To what extent do the strategic goals of your campus take into account the importance of student mental health as a foundation of learning and optimal performance?</p> | <p>To a Satisfactory Extent</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>To Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Take into Account</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. Has the senior administration at your campus taken concrete steps towards putting into practice policies regarding student mental health?</p> | <p>Taken Many Concrete Steps</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Taken Some Concrete Steps</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Take Concrete Steps</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. To what extent do broader policies and planning at your campus support student mental health and wellbeing?</p> | <p>To a Good Extent</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>To Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need Stronger Support</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. To what degree does your campus engage faculty and staff in policy and planning regarding student mental health?</p> | <p>To a Good Extent</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>To Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Engage More</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>6. How well do current mental health policy and planning on your campus align with student services?</p> | <p>Align Well</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Align Somewhat</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Align</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

| | | | | | |
|---|---|--|---|--|---|
| <p>7. How well do mental health policy and planning turn into various concrete actions, especially to initiatives taken by student services?</p> | <p>Turned into Actions</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Some turned in Actions</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Most need to turn in Actions</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does the mental health policy on your campus take into consideration the needs of diverse students, especially those from marginalized communities?</p> | <p>Takes into Account</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Takes into Account</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Take into Account</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Is student mental health on your campus supported by the specific allocation of resources such as counselling, embedded mental health services within departments, peer support, consultation, availability of updated and useful print and online resources, appropriate accommodations, training, and ongoing evaluation?</p> | <p>Substantial Resources Allocated</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Some Resources Allocated</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>More Resources Need to be Allocated</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. Has your campus established specific and effective roles to carry out mental health policy or initiatives (case manager, referral coordinator, mental health promotion, outreach coordinator, faculty/staff liaison)?</p> | <p>Roles Well Established</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Roles Established to Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Assign Specific Roles</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area One: Sample Best And Promising Practices

Best Practices Network: Environmental Scan of Canadian Postsecondary Institutions Mental Health Strategies. Website provides links to mental health strategies. Paper to follow:

<https://bp-net.ca/program/post-secondary-mental-health-strategies/>

Evaluation of Mental Health and Mental Illness Activities of Health Canada and the Public Health Agency of Canada 2010-2011 to 2014-2015

<https://www.canada.ca/content/dam/hc-sc/documents/corporate/transparency/corporate-management-reporting/evaluation/2010-2011-2014-2015-mental-health-mental-illness-activities-health-canada-public-health-agency-canada-eng.pdf>

JED foundation's Campus Mental Health Action Planning: A Guide to Campus Mental Health Action Planning (2011) http://www.jedfoundation.org/CampusMHAP_Web_final.pdf

Mental Health Commission of Canada Strategic Plan (2017 to 2022):

<https://www.mentalhealthcommission.ca/English/who-we-are/annual-report/mhcc-strategic-plan-2017-2022>

University of British Columbia: Student Mental Health Strategic Plan:

<https://facultystaff.students.ubc.ca/student-mental-health-strategy>

University of Calgary: Campus Mental Health Strategy – Creating a community of caring

<https://www.ucalgary.ca/mentalhealth/strategy/campus-mental-health-strategy>

University of Toronto: Report of The Provostial Advisory Committee on Student Mental Health

<http://mentalhealth.utoronto.ca>

Supporting Students: A Model Policy for Colleges and Universities, A report by Baszelon Centre for Mental Health and Law

<http://www.bazelon.org/portals/0/education/SupportingStudentsCampusMHPolicy.pdf>

AREA TWO: SUPPORTIVE, INCLUSIVE CAMPUS CLIMATE & ENVIRONMENT



- Creating conditions for meaningful participation in the campus community including the fluid & authentic exchange of ideas to make students feel connected and facilitates holistic, integrated learning & development
- The capacity to adapt to change, embrace challenges, and maintain resilience
- Commitment to social justice and sustainability to address historical barriers

Area Two: Guiding Questions

| | | | | | |
|--|--|--|---|--|---|
| <p>1. To what extent do the student life programs on your campus engage students, especially those who are likely to experience discrimination, inhibition, or hesitation based on their mental health status, ability, age, race, ancestry, place of birth or ethnic origin, citizenship, creed, sex, gender expression or identity, sexual orientation, family or marital status?</p> | <p>Engage Students Well</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Engage Students to some extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Engage Students</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. Does your campus have concrete and easily accessible resources for students to overcome stigma, prejudice, and discrimination against mental illness? These may include offices with responsibility for addressing systemic barriers.</p> | <p>Resources Readily Available</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Concrete & Accessible Resources Available</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Concrete & Accessible Resources</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. Does your campus have effective programs supporting students with serious mental concerns?</p> | <p>Effective Programs Available</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Programs Available</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Develop Effective Program</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. How reflective is the faculty and staff composition of the diversity of your campus' student population (gender, race, sexual orientation, ethnicity, socio-economic status, disability, etc.)?</p> | <p>Reflective</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Reflective</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to be more Reflective</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. How effectively does the physical design (e.g., building, lighting arrangement, pathways, green and open spaces, athletics and recreational facilities) and the social design (social hangouts outside classes, washrooms, halls, and waiting areas) foster positive mental health? This includes cultivation of positive emotions, motivation, and feeling of inspiration.</p> | <p>Effective Physical & Social Design</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Physical & Social Design</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Physical & Social Design Needs Improvements</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

| | | | | | |
|--|---|--|--|--|---|
| <p>6. To what extent do students on your campus have a voice in the development and rollout of strategies to create a more supportive, inclusive campus environment, as well as programs that impact their mental health?</p> | <p>To a Good Extent</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>To Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Include Student Voices</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>7. How effectively does your campus support students with complex needs which require an input or consultation from numerous professionals (psychologist, psychiatrist, learning strategist, accessibility consultant, physician or nurse)?</p> | <p>Quite Effectively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effectively</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Collaboration</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does your campus offer ongoing training and educational opportunities to faculty and staff to engage students with mental health concerns in creative, and supportive ways?</p> | <p>Adequate Training Available</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Satisfactory Training Opportunities Available</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Training Opportunities</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Does your campus engage students' family and personal supports in treating and maintaining mental health?</p> | <p>Engages Actively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Engages Somewhat</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Engage</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. To what extent do students from diverse backgrounds feel that the institution cares about them?</p> | <p>To a Good Extent</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>To Some Extent</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Two: Sample Best And Promising Practices

How to Open Minds Regarding Stigma and Discrimination

[Opening Minds](#) is the largest systematic effort in Canadian history focused on reducing [stigma](#) related to mental illness

<http://www.mentalhealthcommission.ca/English/initiatives/11874/opening-minds>

Queen's University & St. Lawrence College: Academic Accommodations for Students with Mental Health Disabilities

Queen's University in Collaboration with on the St. Lawrence College has developed Documentation Standards and Guidelines for Academic Accommodations for Students with Mental Health Disabilities Attending Post-Secondary Institutions.

<http://www.queensu.ca/studentaffairs/health-and-wellness/mental-health-academic-accommodations-research-2012-15>

National Educational Association of Disabled Students (NEADS)

With a mandate to support full access to education and employment for post-secondary students and graduates with disabilities across Canada, this organization's website offers valuable resources

<http://www.neads.ca/en/>

Think Outside the Box: Canadian Mental Health Accessibility Project

Information, tools and stories for people with disabilities, employers, landlords, service and transportation providers and anyone else looking to learn more about mental health accessibility and disability accommodation.

<http://thinkoutsidethebox.cmha.ca/>

Student mental wellbeing in higher education: good practice guide

This guidance aims to support institutions in their promotion of mental wellbeing. It highlights clear routes of support, ease of access and appropriate adjustments to the learning and living environment as positive enablers for students.

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf>

Guide for Parents to help with transition year, by American Psychiatrist Association

American Psychiatric Association in partnership with the Jed Foundation has created this guide to help parents understand the emotional challenges their students face — and take action to support and encourage healthy and productive post-secondary experience.

http://www.transitionyear.org/downloads/parent_pdf_guide.pdf

Minds Matter Magazine: Minds Matter Magazine (MMM) is a community platform focusing on student perspectives so we can all **think, talk, and take action** on matters related to mental health.

<http://mindsmattermagazine.com/>

AREA THREE: MENTAL HEALTH AWARENESS



- Stigma, prejudice & discrimination have a significant impact on mental health, self-worth and commitment to self-care
- Increasing knowledge and understanding of the determinants, nature, impact, prevention and management of mental health issues
- Increased mental health awareness also plays an important role in de-stigmatization

Area Three: Guiding Questions

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|---|--|---|---|--|---|
| <p>1. How aware is the faculty on your campus that students with mental health issues have concentration difficulties, higher test anxiety, lower academic self-efficacy and poor time management?</p> | <p>Well Aware 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Awareness 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |
| <p>2. How well is the importance of student mental health embedded in course syllabi, co- and extra-curricular activities, and outreach to students?</p> | <p>Embedded Well 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Embedded Somewhat 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to be Embedded 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |
| <p>3. How aware is your campus community (students, faculty and staff) about stigma, prejudice, and discrimination: what it looks like and how it impacts students' overall well-being?</p> | <p>Well Aware 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Awareness 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |
| <p>4. Is the information about mental health on your campus available in accessible places (e.g., bulletin boards in high traffic areas) and in student-friendly mediums (e.g., Facebook, Twitter, Emails)?</p> | <p>Readily Available 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Available 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Availability Needs to Improve 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |
| <p>5. To what extent are students, staff, and faculty aware of various mental health initiatives on your campus?</p> | <p>Well Aware 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Awareness Needs to Improve 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |
| <p>6. Does your campus offer supportive and culturally competent mental health support to international students?</p> | <p>Offers Culturally Competent Supports 9 8 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Somewhat Culturally Competent Supports 6 5 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer or improve Culturally Competent Services 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure - <input type="checkbox"/></p> | <p>Other - <input type="checkbox"/></p> |

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|---|---|--|---|--|---|
| <p>7. How well aware is your campus community about academic accommodations available to students with mental health issues?</p> | <p>Well Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does your campus evaluate the effectiveness of mental health awareness initiatives?</p> | <p>Evaluates Effectiveness</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Evaluates Effectiveness Somewhat</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Evaluate Effectiveness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Does your campus engage students, staff, and faculty in education and awareness campaigns, especially those with lived experiences?</p> | <p>Engages Actively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Engages Somewhat</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Engage More</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. How aware is your campus community about the importance of outreach through various channels (academic advising, career services, registrar’s office, athletics, accessibility, residence, international student services and such)?</p> | <p>Well Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Three: Sample Best And Promising Practices

The Elson Student Health Centre, at the University of Virginia, Charlottesville, accredited by the Joint Commission on Accreditation of Healthcare Organizations, offers a plethora of online information from credible resource about almost major mental health issues

<http://www.virginia.edu/studenthealth/caps/Resources.html>

The Wellness Instructional Program at Rochester Institute of Technology

The Program is designed to assist students in making healthy decisions and choices to support their academics and social interactions in college and beyond. The learning experiences provided throughout the wellness curriculum are an integral part of the students' total educational experience at RIT.

<https://www.rit.edu/studentaffairs/wellness/wellness-instructional-program>

The JED Campus Framework: JED Campus offers an excellent way to begin creating and implementing a strategic plan for mental health promotion, substance abuse and suicide prevention programming on campus.

<http://www.thecampusprogram.org/framework-for-success>

Art With Impact: The Online Library for Interactive Video and Engagement, offers art based educational resources

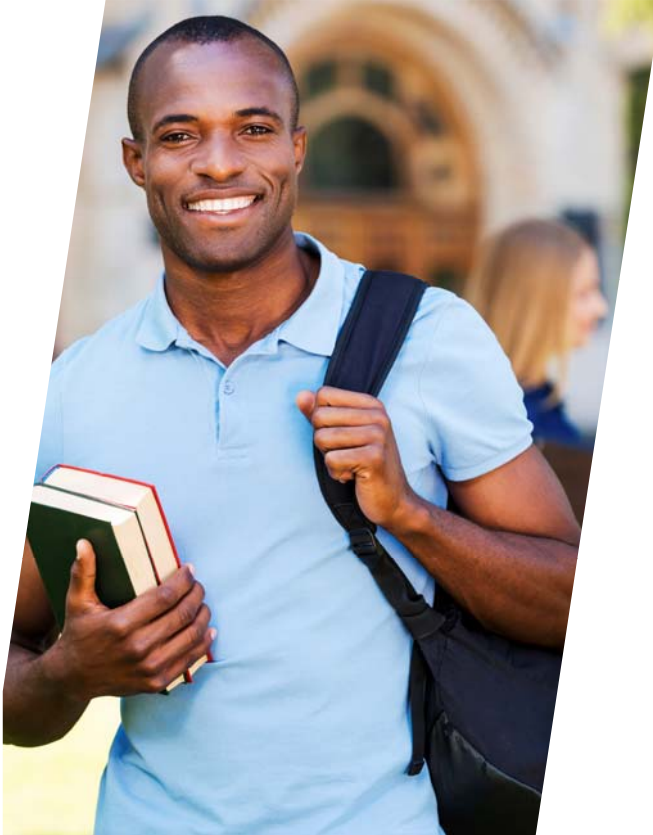
<https://www.artwithimpact.org/films/olive/>

RECOMMENDATIONS FOR AREAS 1-3: SUPPORTING ALL STUDENTS

- **Strategic Goals:**
 - Align mental health with strategic goals of the institution
 - Assess the mental health concerns and needs of student in a systematic and comprehensive manner. Strategic goals need to be addressing these concerns and needs.
- **Policies and Planning:**
 - Review institutional policies to ensure no policy is inadvertently impacting people with diagnosed mental health illnesses. Pay close attention to the implications of the policies as they may appear neutral on the surface but may actually have negative impact.
 - Anticipate potential barriers that can slow or impede policy implementation and set realistic and flexible goals keeping these barriers in mind.
 - Champion: Have a student services professional in senior administration who is capable of viewing campus mental health from systematic and strategic perspectives and has excellent organizational skills to executive strategic goals related to campus mental health.
 - Operationalize plan into specific measurable objectives.
- **Use Evidence to Inform Planning and Practice:**
 - Incorporate strategic goals related to student mental health in your institutions' future planning. For example, aspire to have a measurable increase in number of students flourishing, as determined by valid and reliable assessment criteria.
 - Through evaluation, explore various aspects of mental health initiatives in terms of their structures, processes, feasibility and acceptability by students.
 - Integrate data from various offices and sources (e.g., NCHA, NSSE) about students with mental health issues, use of student services, graduation and dropout rates to inform your campus about the importance of allocating specific and substantial resources to assess and intervene early.
 - Collect regular data through student surveys and focus groups. Develop programs based on student needs (e.g., first-year student needs might differ from senior-year students).
- **Representation using a Collaborative Approach:**
 - Include student, faculty and staff perspectives through active engagement.
- **Inclusion - Equity, diversity and accessibility:**
 - Align goals and include perspectives through inclusion lens

- Include students' perspective in policy and planning regarding student mental health by connecting with student groups including student union/governance
- Create a supportive and inclusive climate on campus within every department and service. This campus-wide approach will not only support students with mental health challenges but will also benefit other students.
- **Resource allocation:**
 - Allocate resources to support student mental health, including mental health awareness and staff with expertise to deal with campus-specific issues.
 - Allocate resources for targeted intervention for at risk students, in line with research findings that certain student groups entering post-secondary education with existing mental health concerns – i.e., students from marginalized and racial backgrounds such as LGBTQS, First Generation, recent immigrants, students from Indigenous backgrounds – benefit from targeted interventions.
 - Carefully design and decorate counselling offices so that students can easily unwind and feel safe and secure.
- **Practices that promote awareness:**
 - Promote practices, such as including supports for mental health in academic syllabi.
 - Initiate awareness campaigns on campus with an explicit aim to empower students from marginalized backgrounds, to share their self-selected aspects of cultural identity. Celebrate and embed these aspects in campus identity, by involving communication services.
 - Use innovative ways such as arts, media, websites and social media to promote mental health information, its benefits and ways to access it.
- **Accessible Mental Health Information:** available for all and up to date
 - Engage student in creating a comprehensive inventory of mental health resources.
 - Through classroom announcements, social media and specific presentations, inform students about accommodations that can be made with a psychological disability. For example, many students with elevated level of anxiety are reluctant to seek disability services. Offer these student multiple points of entry including in-person, phone, email or website.
- **Build Capacity in Supporting Student Mental Health:**
 - **Mental Health Awareness Training:** provide training to build community capacity
 - Educate staff and faculty that most forms of psychopathologies including a few severe ones (e.g., schizophrenia, bi-polar disorder and many personality disorders) develop between the age 15-24. Human rights legislation and pharmacological advances have improved access to post-secondary education for students with chronic, complex and severe forms of psychopathology. Therefore, it is important for faculty and staff, especially clinical staff to understand severe forms of psychopathologies in context.

AREA FOUR: COMMUNITY CAPACITY TO RESPOND TO EARLY INDICATIONS OF STUDENT CONCERNS



- All students experience difficulties from time to time in their academic program, the longer these difficulties persist, adverse is the impact on mental health and academics.
- Building capacity involves increasing student, staff, and faculty ability to recognize early indicators of distress.
- There is a gap between the number of students with mental health concerns and those who receive treatment and support.

Area Four: Guiding Questions

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|---|--|---|--|--|---|
| <p>1. How effective is your campus' early identification system in addressing emerging mental health concerns and addressing them appropriately?</p> | <p>Effective System in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective System in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Improve Effectiveness of System</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. Does your campus have effective training programs in place for faculty, staff and students to recognize early signs of distress or mental illness?</p> | <p>Effective Training in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Training in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Improve Training</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. How aware are faculty and staff of services and resources available to assist students who may be struggling psychologically?</p> | <p>Well Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. Does your campus have effective student peer services in place, such as peer support network, student mental health club?</p> | <p>Effective Peer Programs in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Peer Programs in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Put in Place or Improve Peer Programs</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. To what degree are most faculty and staff comfortable with their role in noticing and intervening with the early indicators of mental distress?</p> | <p>Quite Comfortable</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Comfortable</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Increase Comfort Level</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>6. Does your campus organize discussions, dialogues, workshops, forums, and symposiums on current campus mental health issues such as cyber bullying, gendered-based violence, and compassion fatigue?</p> | <p>Frequently</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Occasionally</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to organize more</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

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| <p>7. How aware are students about the process of accessing mental health services (i.e., making the first appointment, intake or initial assessment, engaging and maintaining counselling or psychotherapy, confidentiality and its limits)?</p> | <p>Well Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs More Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does your campus have user friendly (simplified, mobile accessible, anonymous) online self-screening questionnaire that helps students recognize that they may be struggling?</p> | <p>Online screening measures Available</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Online Information Available but no screening</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to offer user Friendly Online Information</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Does your campus have a well-coordinated referral system with various student services and departments which identifies and directs students showing mental health concerns?</p> | <p>Effective Referral System in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat effective Referral System in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to improve Referral System</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. Does your campus community, especially non-clinical, have training in a systematic approach to recognize, assess and intervene with early signs of distress among students? <i>These signs of distress often manifest following negative experiences including receiving a bad grade, being placed on academic probation or suspension, being accused of academic misconduct.</i></p> | <p>Systematic Approach in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Systematic Approach in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Establish a Systematic Approach</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Four: Sample Best And Promising Practices

The Student Behavior Consultation Team (SBCT)

SBCT initiative at Rochester Institute (RIT) of Technology coordinate campus resources to review and address significant behavioural problems including mental health issues. The team works with the Senior Vice President for Student Affairs regarding students who may need to leave the institution via Leave of Absence Policy, outreaching to students during student-related crises, and providing educational programming to faculty, staff and students at RIT regarding on campus resources and potential off campus referrals.

<https://www.rit.edu/studentaffairs/student-life/student-behavior-consultation-team-sbct>

College Students Speak: A Survey Report on Mental Health by National Alliance on Mental Health (NAMI)

https://www.nami.org/getattachment/About-NAMI/Publications-Reports/Survey-Reports/College-Students-Speak_A-Survey-Report-on-Mental-Health-NAMI-2012.pdf

The Mental Health Commission of Canada (MHCC) created a number of resources to promote peer support as an essential component of the mental health system.

http://www.mentalhealthcommission.ca/sites/default/files/peer_support_guidelines.pdf.pdf

Calculating the Benefit of Mental Health Programs

It is sometimes challenging for mental health programs and services to compete for resources. Outcomes such as access to services, stigma, and symptom levels may seem fuzzy to administrators when compared with outputs of other units on campuses (e.g., research and tuition revenue, publications, inventions and patents, Rhodes scholars, etc.). Therefore, it can be useful to translate the benefits of mental health programs into a unit that everyone understands and appreciates: the almighty dollar. The Healthy Mind study offers a way to calculate your campus's return on investment.

https://umich.qualtrics.com/jfe/form/SV_6xN9QUSIFgtRQh

<http://healthymindsnetwork.org/research/hms>

Mental Health First Aid

[Mental Health First Aid for Youth](#)

<http://mhfa.ca/en/course-info/courses/adults-who-interact-youth>

AREA FIVE: SELF-MANAGEMENT COMPETENCIES & COPING SKILLS



- Students are challenged across multiple developmental domains
- Self-management competencies and coping skills strengthen student's resilience and ability to manage the multiple demands
- Competencies includes, but not limited to: identity development, ethics and integrity, spiritual awareness, meaningful relationships, social responsibility, global perspective, pursuing goals, maintaining health & wellness, emotional management

Area Five: Guiding Questions

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|---|---|--|---|--|--|
| <p>1. Does your campus provide opportunities outside the classroom for students to further their personal development and acknowledge these opportunities as co-curricular learning?</p> | <p>Provides Ample Opportunities</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Provides Some Opportunities</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Provide More Opportunities</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. Does your campus offer structured co- and extra-curricular opportunities which help students to learn resilience-based skills to bounce back from challenges such as feeling overwhelmed or alienated, or adjusting to new living arrangements?</p> | <p>Offers Ample Opportunities</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Some Opportunities</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer More Opportunities</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. Does your campus offer a first-year course, specifically for teaching adaptive skills (e.g., time management, exercise, self-advocacy, help seeking) to transition into post-secondary settings?</p> | <p>Offers Courses & Workshops</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Workshops Only</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Establish Course and/or Workshop</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. Does your campus offer user-friendly online psychoeducational modules on the signs and symptoms, potential impact and treatment options for various psychological disorders?</p> | <p>Students Are Actively Involved</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Students are Somewhat Involved</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Students Need to be Involved</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. Does your campus have effective mental health focused peer programs in place?</p> | <p>Effective Peer Programs in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Peer Programs</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Establish or Improve Peer Programs</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>6. Does your campus use multiple mediums effectively to deliver mental health supports and resources (web, in person, group, individualized)?</p> | <p>Uses Multiple Mediums Effectively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Uses Multiple Mediums Somewhat Effectively</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to use Multiple Mediums</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Others</p> <p>-</p> <p><input type="checkbox"/></p> |

| | | | | | |
|--|---|---|---|--|--|
| <p>7. How effectively does your campus offer programs or opportunities for civic engagement and leadership that connect students with local non-profit organizations?</p> | <p>Effective Partnerships in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Partnerships in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Establish Partnerships</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does your campus offer social spaces (e.g., common eating areas, coffee shops, common study and recreation places) and social events (special commemorations, artistic performances, exhibits, lectures, town halls) where students from different departments can meet and form social connections?</p> | <p>Offers Numerous Events & Spaces</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Some Events and Spaces</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer more Events and Spaces</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Others</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Does your campus offer effective psycho-educational programs targeted towards specific groups or target a specific issue such as drug and alcohol use among first-year students in residence?</p> | <p>Offers Effective Programs</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Somewhat Effective Programs</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer Targeted & Effective Programs</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. Does your campus offer Gatekeeper Training (GKTs), to non-professionals who frequently come into contact with psychologically distressed students? <i>This training equips them with knowledge and skills to recognize, intervene with, and connect psychologically distressed students with appropriate mental health resources.</i></p> | <p>Offers Appropriate Gate Keeper Training</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Somewhat Effective Gatekeeper Training</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer Gate Keeper or other Relevant Training</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Five: Sample Best And Promising Practices

Road to Resilience: How do people deal with difficult events that change their lives? A Guide from American Psychological Association

<http://www.apa.org/helpcenter/road-resilience.aspx>

Flourish: a strength-based award-winning Program at University of Toronto Scarborough (UTSC) which teaches students to use their strengths to do well and feel well, pursue academic and meaningful co-curricular activities and learn skills to bounce back from setbacks quickly and adaptively.

<http://www.utsc.utoronto.ca/flourish>

Mental Health Using Technology: This paper provides a description and overview of e-Mental health in Canada, and showcase e-Mental health and its tremendous opportunity to transform the mental health system.

http://www.mentalhealthcommission.ca/sites/default/files/MHCC_E-Mental_Health-Briefing_Document_ENG_0.pdf

30 Great Schools Promoting Healthy Living on Campus: This website list 30 American post-secondary institutes which offer specific programming about healthy living

<http://www.greatvaluecolleges.net/30-great-schools-promoting-healthy-living-on-campus/>

Personal Development with Mental Health: Website from Drexel University offering valuable resources towards self-development

<http://drexel.edu/counselingandhealth/resources/students/mental-health/>

Studying and Staying Mentally Healthy

http://www2.open.ac.uk/students/_data/documents/disabilities/booklets/studying-and-staying-mentally-healthy.pdf

Peer Support Information

<http://www.mentalhealthcommission.ca/English/focus-areas/peer-support>

Jack.org Resources

<https://jack.org/Resources>

Recognizing Mental Health vs. Mental Illness

<https://utoronto.morefeetontheground.ca/intro/defining>

Self-Care Plan

http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/concurrent_disorders/a_family_guide_to_concurrent_disorders/selfcare/Pages/building_selfcare_plan.aspx

RECOMMENDATIONS FOR AREAS 4&5: STUDENTS WITH CONCERNS ABOUT COPING

- **Early Alert:** Develop early warning signs program for faculty, TAs, etc., that empower the community best support students through early interventions
- **Peer Support:** Train peers and student leaders in recognizing early signs. Encourage students with lived experiences who are willing to share their stories to join peer programs
- **Referral System:** Implement a well coordinated system for on and off-campus supports
- **Online Resources:** include accessible online resources and tools that are well communicated to students
- **Personal Development:** promote skill-building programming, such as, workshops, support groups, orientation programs, online psychoeducation and resilience training
- **Targeted Psychoeducational Programs:** offer targeted programs for campus specific issues and adaptive skills development, eg. First-year students in residences
 - Offer skill-based resilience programming through multiple channels including: group therapy, psycho-educational workshops, staff training during lectures, before students go on a work/co-op placement, integrated in first year orientation programs, integrated in student leadership training, etc.
 - Encourage students to hone the strength of self-regulation. That is, developing the skills of making emotions an ally of rational and realistic thinking. Also at the same time, not dismissing emotions altogether but acknowledging them as signal which call for an action.
- **Social Spaces:** Create multiple options and encourage students to interact through study groups, socialize casually, student clubs, etc.
- **Campus Community Partnerships:** Establish meaningful and effective partnerships with community agencies which support student mental health

AREA SIX: ACCESSIBLE MENTAL HEALTH SERVICES



- Access to MH services when students need most
- Effective and culturally relevant treatment
- Integrated with other campus services
- Strengths-Based recovery and wellbeing
- Streamlined and coordinated across counselling, medical, psychiatric service

Area Six: Guiding Questions

| | | | | | |
|---|---|--|--|--|---|
| <p>1. Does the campus counselling centre offer flexible counselling options including walk-in hours, consultations and evening hours?</p> | <p>Offers Flexible Counselling Options</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Flexible Counselling Options</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer Flexible Counselling Options</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. How accessible and efficient is the process of booking first counselling appointment? That is, the process is described and readily available at places of high traffic and online, confidentiality is assured, policy about booking and cancelling appointment is clearly explained?</p> | <p>Quite Efficient</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Efficient</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need Improvement</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. How effective is the intake assessment and triage process at your campus counselling services in understanding and addressing in a timely manner the specifics of mental health issues presented by students?</p> | <p>Quite Effective</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs Improvement</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. Does the counselling services staff have expertise to address specific clinical issues typically presented by students including social anxiety, concentration difficulties, body image, trauma, adjustment, sexual identity concerns, and family troubles?</p> | <p>Counselling Available with Specific Expertise</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Counselling Available but with Limited Expertise</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Counselling Services to Include Specific Expertise</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. How effective is the Group Counselling at your Campus' Counselling Centre – i.e., a variety of skill or process-based groups offered addressing specific presenting issues, at times and locations convenient for students, and run by staff with relevant expertise and experience?</p> | <p>Offers Effective Group Counselling</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offer Somewhat Effective Group Counselling</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Improve Group Counselling Offerings</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>6. Are the staff at your campus counselling centres well-trained in evidence-based practices to work effectively with the broad range of psychological issues typically presented by students in post-secondary educational settings?</p> | <p>Well Trained</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Well Trained</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need More Training</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

| | | | | | |
|---|--|---|--|--|---|
| <p>7. Does your campus offer effective interdisciplinary mental health services (e.g., counsellor/therapist, family physician, psychiatrist, nurse, health promotion, social worker, case coordinator, crisis management support, etc.)?</p> | <p>Offers Effective Inter-Disciplinary Services</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Offers Somewhat Effective Inter-Disciplinary Services</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Offer Inter-Disciplinary Services</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does the staff at your campus' counselling centre have awareness and knowledge-based clinical skills to provide effective, respectful clinical care to students seeking counselling from marginalized groups (e.g. gender, race, ethnicity, age, abilities, socio-economic status, language, religion, gender expression, sexual orientation, immigrant status, religion, invisible and visible disability, language ability)</p> | <p>Most Staff Members Have Appropriate Level of Cultural Competence</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Some Staff Members Have Cultural Competence</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Increase Cultural Competence in General</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. Do the counselling services at your campus capture trends in presenting issues in a systematic way (objective data collection, qualitative data from clinicians, student focus groups and student advisory committees)?</p> | <p>Well Grounded in Student Needs & Choices</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Grounded in Student Needs & Choices</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to be Grounded in Student Needs & Choices</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. Does the counselling centre at your campus have a thoughtful, planned and ongoing feedback system? This is usually done by administering an outcome measure periodically or every session to track progress of mental health symptom throughout the therapy?</p> | <p>An Efficient Outcome System is in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Feedback Elicited but not Systematically</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Put in Place an Outcome System</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Six: Sample Best And Promising Practices

Centre for Innovation in Campus Mental Health: CICMH helps Ontario's colleges and universities enhance capacity to support student mental health and well-being.

www.campusmentalhealth.ca/

Best Practices in Canadian Higher Education: McGill, Queen's and the University of Toronto have collaborated to develop a national knowledge centre with resources dedicated to identifying best practices for mental health programming for university and college students. The initiative includes an online hub that will support universities and colleges in delivering the most effective services to promote good mental health and resiliency across increasingly diversified student populations.

www.bp-net.ca

University of California, Davis, (UC Davis)'s Student Health and Counseling Services (SHCS) is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) is an example of Best Practice

<https://shcs.ucdavis.edu/>

Benefits of Mental Health Counselling

<https://www.canada.ca/en/health-canada/services/non-insured-health-benefits-first-nations-inuit/benefits-services-under-non-insured-health-benefits-program/mental-health-counselling-benefits.html>

The Association for University and College Counseling Center Directors (AUCCCD) is an international organization comprised of universities and colleges from the United States, Canada, offers the most comprehensive statistics about mental health on US, Canadian and some international post-secondary campuses.

<https://www.aucccd.org/assets/documents/aucccd%202016%20monograph%20-%20public.pdf>

Evidence-based Treatments

David H. Barlow on evidence-based treatments, common factors and recent psychotherapy

Dr. Barlow, PhD, is one of the world's most preeminent psychotherapy researchers, and founder and Director Emeritus of the Center for Anxiety and Related Disorders, at Boston University.

<https://youtu.be/GWNo6y2gU0g>

A Canadian Intake Screening System for Mental Health Issues (CoMHSS) is a mental health screening process that is comprised of a computer administered psychometric test battery that objectively measures indicators of mental health including, but not limited to depressions, suicidal ideation, anxiety, and obsessive compulsive and psychotic disorders.

<http://www.csc-scc.gc.ca/atip/007006-0010-eng.shtml>

Resources in Mental Health Promotion from the University of British Columbia

<http://www.hr.ubc.ca/wellbeing-benefits/living-well/mental-health/mental-health-resources/>

AREA SEVEN: CRISIS MANAGEMENT



- Crises are often complicated, require multiple roles and perspectives & well-coordinated responses
- Crisis management protocols are critical
- Effective and timely communication is key
- Postvention Programs are needed to support students, faculty and staff

Area Seven: Guiding Questions

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|---|--|---|---|--|---|
| <p>1. How effective are procedures, guidelines and protocols on your campus in responding to threats, emergencies, and crises related to student mental health?</p> | <p>Quite Effective</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Effectiveness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>2. What is the level of awareness among faculty and staff of the types of situations and circumstances that often trigger crisis?</p> | <p>Well Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>3. How effective is the system on your campus to disseminate timely and accurate information to students and other members of the campus community during threatening emergency situations?</p> | <p>Quite Effective</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Improve Effectiveness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>4. Does your campus have cross-campus training in place for campus security, student residence, counselling, medical, disability, equity, aboriginal/diverse students, international, and other student services to build well-coordinated responses and protocols for emergency situations?</p> | <p>Effective Cross-Campus Training in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effective Cross-Campus Training in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Implement or Improve Cross-Campus Training</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>5. Does your campus have coordinated support and resources for students with serious ongoing mental health concerns, including options available for mental health leave as well as re-entry processes to support transition back to academic programs and residence?</p> | <p>Well Coordinated Supports in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Coordinated Supports in Place</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Coordinate Services & Supports</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>6. Are emergency personnel and peers, staff and professionals on your campus aware of best practices regarding confidentiality during crisis intervention?</p> | <p>Quite Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Increase Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

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|---|---|---|---|--|---|
| <p>7. Does your campus have one designated person or office responsible for coordination and implementation of a crisis management plan?</p> | <p>One Designated Person/Office in Place</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Multiple, not one Person, Designated to Handle a Crisis</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Need to Designate Person for Crisis Management Plan</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>8. Does your campus assess (quantitatively or qualitatively) suicidal ideation regularly to explore specific risk factors and predictors of suicide?</p> | <p>Quite Aware</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Aware</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Increase Awareness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>9. How well does your campus engage with family or personal supports, whenever appropriate, amidst crisis?</p> | <p>Engages Actively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Engages Somewhat</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Engage</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |
| <p>10. How effectively does your campus community connect the student in crisis with community resources that can be used to during off-hours, weekends and holidays?</p> | <p>Quite Effectively</p> <p>9 8 7</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Somewhat Effectively</p> <p>6 5 4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Needs to Improve Effectiveness</p> <p>3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Unsure</p> <p>-</p> <p><input type="checkbox"/></p> | <p>Other</p> <p>-</p> <p><input type="checkbox"/></p> |

Area Seven: Sample Best And Promising Practices

How to Create a Crisis Plan

http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/concurrent_disorders/a_family_guide_to_concurrent_disorders/crisis_and_emergency/Pages/creating_crisis_plan.aspx

Confidentiality in Crisis Management: This article discusses various importance and implications of confidentiality

<http://www.apa.org/helpcenter/confidentiality.aspx>

Mental Health Commission of Canada: Suicide Prevention

<https://www.mentalhealthcommission.ca/English/what-we-do/suicide-prevention>

University of Alberta Suicide Prevention Framework:

<https://www.ualberta.ca/campus-life/suicide-prevention>

Ohio State University (OSU)'s Suicide Prevention program works in conjunction with many partners to implement the programs and services. The program has trained students, faculty, and staff nationally to teach them risks, warning signs and how to intervene to prevent suicide
<http://suicideprevention.osu.edu>

Centre for Suicide Prevention is a non-profit education centre, established in 1981.

<https://www.suicideinfo.ca>

Digital Applications:

Digital Tools for Mental Health

http://www.camh.ca/en/hospital/health_information/digital_tools/Pages/default.aspx

<http://www.tomsguide.com/us/suicide-prevention-apps,review-2397.html>

Zero Suicide Guides & Toolkits:

[Http://Riinternational.Com/Wp-Content/Uploads/2016/03/Zerosuicidedeclaration_2015draft.Pdf](http://Riinternational.Com/Wp-Content/Uploads/2016/03/Zerosuicidedeclaration_2015draft.Pdf)

Postvention: This intervention called Postvention is intended to prepare campuses for predetermined strategies to effectively and sensitively respond to campus deaths after they occur and also contribute to improved prevention efforts.

https://www.naspa.org/images/uploads/main/Postvention_Guide.pdf

RECOMMENDATIONS FOR AREAS 6&7: STUDENTS WITH MENTAL HEALTH CONCERNS

- **Intake and Triage:** Designate and train staff to use evidence-based approach to assess students' presenting concerns (e.g, CCAPS, OQ-45, BHM)
- **Appointments:** Simplify process with varied options, drop-in, crisis intervention, embedded counselling, and evening hours
- **Well Staffed and Trained Multidisciplinary Team:**
 - Recruit staff with variety of clinical expertise to support the presenting issues at institution.
 - Train staff in emerging issues
 - Cultural competence
 - Offer a collaborative approach for the treatment of mental health issues, e.g, physicians, social workers, nurses, counsellors
- **Offer variety of evidence-informed mental health options:**
 - Online
 - Group
 - Psychoeducational / skill-building
- **Community Connections:**
 - Explore which distress phone lines and community supports are being accessed and determine their effectiveness through consulting students seeking services and student leaders on campus, share this knowledge with students and staff
 - Keep a robust list of on- and off-campus referrals to an after-hours service
 - Widely promote after hour emergency numbers across campus
- **Crisis Intervention Processes and Protocols:** develop clear processes and procedures for crisis intervention including
 - Coordination, both on and off-campus
 - Communication
 - Ongoing support
 - Liaising with families and community

APPENDICES

APPENDIX A: CAMPUS MENTAL HEALTH REPORTS AND RESOURCES

A Strategic Primer on College Student Mental Health (2014)

https://www.naspa.org/images/uploads/main/Campus_Mental_Health_Primer_web_final.pdf

Best Practices Network

<https://bp-net.ca/>

Campus Mental Health Partnerships: Case management toolkit

<http://campusmentalhealth.ca/resource/campus-mental-health-partnerships-case-management-toolkit/>

Canadian Alliance of Student Associations: A roadmap for federal action on student mental health. A Roadmap for Federal Action on Student Mental Health

<http://campusmentalhealth.ca/wp-content/uploads/2015/01/CASA-A-Roadmap-for-Federal-Action-on-Student-Mental-Health1.pdf>

Canadian Association of College & University Student Services and Canadian Mental Health Association (2013). Post-Secondary Student Mental Health: Guide to a Systemic Approach. Vancouver, BC.

<http://cacuss-campusmentalhealth.ca/pdf/PSSMH-Guide.pdf>

Canadian Health Promoting Campuses: <https://healthpromotingcampuses.squarespace.com/>

Enhancing Accessibility in Post-Secondary Education Institutions: A Guide for Disability Service Providers

http://www.neads.ca/en/norc/eag/eag_en.pdf

Environmental Scan of Promising Practices and Indicators Relevant to Campus Mental Health (2015)

<http://campusmentalhealth.ca/wp-content/uploads/2015/07/Final-Environmental-Scan-Report-May-26-2015-PDF.pdf>

Mental Health Commission of Canada. (2017). Consensus Statement on the Mental Health of Emerging Adults: Making Transitions a Priority in Canada. Ottawa, ON: Mental Health Commission of Canada.

<http://www.mentalhealthcommission.ca/English/emerging-adults/sign?destination=/English/consensus-conference-mental-health-emerging-adults-making-transitions-priority-canada>

Mental Health & Well-being in Post-Secondary Settings

https://campusmentalhealth.ca/wp-content/uploads/2014/02/Post_Sec_Final_Report_June6.pdf

Mental Health Commission: Mental Health First Aid

<http://www.mentalhealthcommission.ca/English/focus-areas/mental-health-first-aid>

Mental Well-being Impact Assessment (2011)

<https://healthycampuses.ca/wp-content/uploads/2014/07/MentalWellbeingImpactAssessmentToolkitforwellbe-1.pdf>

Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

<https://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf>

Opening Minds in a Post-Secondary Environment: Results of an On-line Contact-Based Anti-Stigma Intervention For College Staff – Starting the Conversation
http://www.mentalhealthcommission.ca/sites/default/files/Stigma_OM_Algonquin%252520College_Starting_the_Conversation_0.pdf

Student Mental Wellbeing in Higher Education: Good Practice Guide (2015)
<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf>

Taking the Next Step Forward Building a Responsive Mental Health and Addictions System for Emerging Adults
http://www.mentalhealthcommission.ca/sites/default/files/Taking%252520the%252520Next%252520Step%252520Forward_0.pdf

The Association for University and College Counseling Center Directors Annual Survey (2016)
<http://campusmentalhealth.ca/wp-content/uploads/2015/05/2014-aucccd-monograph-public1.pdf>

Your Mind, Your Right: Campus Mental Health: Know Your Rights (2008)
<http://www.bazelon.org/Portals/0/pdf/YourMind-YourRights.pdf>

EVALUATION AND ASSESSMENT RESOURCES:

America-National College Health Assessment (ACHA): The ACHA-National College Health Assessment
<http://www.acha-ncha.org/>
Canadian Reference Group: Executive Summary, Spring 2016
<https://goo.gl/ayVcwV>

A Toolkit for Schools and Colleges
The toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population.
<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

Calculating the Benefit of Mental Health Programs
https://umich.qualtrics.com/jfe/form/SV_6xN9QUSIFtgtRQh/ / <http://healthymindsnetwork.org/research/hms>

Centre for Innovation in Campus Mental Health Evaluation Toolkit
<https://campusmentalhealth.ca/wp-content/uploads/2019/04/Evaluation-Toolkit-February-26-2019.pdf>

Center for Collegiate Mental Health.(2019, January). 2018 Annual Report (Publication No. STA 19-180).
CCMH collects data through routine clinical practice from over 550 college and university counseling centres.
<https://ccmh.psu.edu/files/2019/04/2018-Annual-Report-4.15.19-FINAL-1s1dzvo.pdf>

National Survey of Student Engagement
The survey is administered in the US and Canada and considered the gold standard in student experience measures. <http://nsse.indiana.edu/>

Self-Review Tool - Healthy Universities
The Self-Review Tool supports universities to review and reflect on their progress in embedding a whole system approach to health and wellbeing. www.healthyuniversities.ac.uk/toolkit-and-resources/self-review-tool/

University of Calgary Evaluation Toolkit
<https://www.ucalgary.ca/mentalhealth/programevaluationtoolkit>

APPENDIX B: SAMPLE BEST AND PROMISING PRACTICES VIDEOS

Areas 1 - 3:

- What is the Mental Health Strategy for Canada?: <https://youtu.be/dU12hFJNtUI>
- The MHCC Youth Council: <https://youtu.be/6OACqe8hRHY>
- UVic Student Mental Health Initiative 2016: <https://youtu.be/1amuqmV9RYE>
- Universal Design at McGill University: <https://youtu.be/LjUKGBipJZA>
- How One University Uses a 'Mental Health Kiosk' to Reach Students: <https://youtu.be/CPdD0e767AM>
- "What does mental health mean to you?"- Speaking Your Language Project: <https://youtu.be/BGfzcqhUOKU>
- The Jack Project - Stigmatize the Stigma: <https://youtu.be/2GzAlYTh6s4>
- Challenges and Rewards of a culturally-informed approach to mental health: <https://youtu.be/VrYmQDiunSc>
- Mental Health Awareness for International Students: <https://youtu.be/GfCWUX9gnDc>
- UWindsor Student Mental Health Strategy Reveal Video: <https://youtu.be/3doXloM7fes>

Areas 4 - 5:

- Mental Health First Aid Roleplay Video by The Jack Project: <https://youtu.be/QHQzpDU55oE>
- CONNECT for Mental Health: Peer Support: <https://youtu.be/eLqKe54VO0Y>
- How to spot the signs of mental illness: <https://youtu.be/FB49AezFJxs>
- Understand: The Impact of Mental Illness: <https://youtu.be/gt200BeuGhg>
- My Mental Health: Contributing to Community: <https://youtu.be/MEYi52bSrAI>
- Invisible: Student Voices, Mental Health, and the College Experience (A Theatrical Presentation): <https://youtu.be/2UPk7I7zs5M>
- Campus-Community Connections: <https://youtu.be/DNIDDMaiUAk>

Areas 6 - 7:

- What Works in Therapy? A Provocative Look at 40 Years of Outcome Research: <https://youtu.be/KxbryeEMoug>
- Animated Book Summary of Man's Search For Meaning by Viktor Frankl. <https://youtu.be/-srD1Deh9Xg>
- Therapist Assisted Online: <https://youtu.be/H2-DvwhIsZk>
- Why we choose suicide: <https://youtu.be/D1QoyTmeAYw>
- A Campus Crisis: A Film about Sexual Assault on College Campuses <https://youtu.be/N23bfHq5rLE>
- #StopTheStigma: <https://youtu.be/NR6YBcwkA7k>

APPENDIX C: RELEVANT RESEARCH

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