



Student Wellness Services Queen's University

Annual Report 2017-2018

I am pleased to present the 2017-2018 Student Wellness Services (SWS) annual report. In it you will find a snapshot of SWS programs, services, and activities aligned with our mission to support student health, wellness, and accessibility on campus. It is also testimony to the outstanding work of more than 80 dedicated and compassionate full-and part-time staff including a hard-working leadership team, comprising Beth Blackett, Dr. Carolyn Borins, Fatima Couto, Dr. Rina Gupta, Dr. Allyson Harrison, Kate Humphrys, Dr. Stephen McNevin, and Jeanette Parsons - who all rose to the challenge as we navigated another exceptionally busy year.

Student Wellness Services is committed to supporting the personal, academic, and social accomplishments of students by providing a broad range of health, wellness, and accessibility related programs and services. This report highlights the breadth of the activities that were undertaken as we endeavor to be responsive to changing needs on campus and to provide student-focused services.

Clinical services remain a core activity, with almost 12,000 individual students attending more than 43,000 health care appointments at Student Wellness Services in 2017-2018. The highly residential nature of Queen's, combined with the limited availability and access to community-based health care, results in SWS providing health care services to a higher percentage of students (46%) than most other universities in Ontario. In addition to appointments, a range of programs and services in health promotion and prevention, skill and strategy building, groups and workshops, crisis support, and connections to community resources round out the health care offerings.

The Queen's Student Accessibility Services (QSAS) team has also had a year of unprecedented growth as they focus on working to facilitate the full participation and inclusion of students with disabilities in the academic environment. The transition to university brings with it many changes for students with disabilities and both QSAS and the Queen's based Regional Assessment and Resource Centre (RARC) offered programming in 2017-2018 to smooth that transition.

We also want to recognize the many student groups, and campus and community partners, who offer programming and who collaborate with us in support of a healthy campus. They are vital partners and we appreciate working together to promote student well-being.

We will continue to explore creative solutions to service offerings and delivery and incorporate student and stakeholder input as we work to meet the challenges of rising demand for health and wellness-related needs.

We look forward to 2018-2019 and to seeing you in our new location in Mitchell Hall!

Sincerely,

Jennifer Dods
Executive Director

Overview

Our mission is to provide a welcoming, confidential, and integrated service that is responsive to the needs of students.

2017-2018 Activities:

Health Promotion and Prevention

Online health information resources; the Campus Observation Room (COR); harm reduction campaigns; lifestyle appointments; social media campaigns; customized training sessions; connections to campus health-promoting activities; collaborations among SWS, Faculties/Schools, Student Affairs, student service campus partners, HR, student groups, and community partners, to offer or support health and wellness-related programming.

Workshops and Groups

Peer-led activities and weekly programs to promote health and wellness; staff-led trainings and workshops on health-related topics; support groups; therapy groups; skill-building groups; mindfulness and meditation groups; psychoeducational groups.

Clinical Appointments

Booked and same day appointments with family physicians, nurses, social workers, psychotherapists, psychologists, and occupational therapists for physical, sexual, and mental health needs; additional mental health support by referral through psychiatrists and GP psychotherapists; urgent needs support (crisis counselling and acute illness clinics); vaccinations; allergy immunotherapy; wound care; case management; occupational therapy for illness, injury and disability recovery; and support to, and coordination with, campus and community partners.

Accessibility Services

Academic accommodation planning for students with temporary and permanent disabilities; support to students, families, faculty and staff related to implementation of academic accommodations; service referral and on-and off-campus resource connection for students with disabilities; collaborations with the Office of the University Registrar's Exams Office and the Adaptive Technology Centre; transition support and learning strategies specific to students with disabilities.

Support with Short- and Long-Term Extenuating Circumstances

Documentation, health care, academic planning, medical leave planning, referrals, and care co-ordination.

Academic and Supervisory Activities

Research engagement, clinical teaching, supervision and training of clinical placement students, interns, and residents; supervision of work-study students, student staff, and volunteers.

Advisory Services

Consultations with faculty members, staff, parents and families, concerned classmates, roommates, housemates and friends, public health, threat and risk assessment, community services.

Regional Assessment and Resource Centre

Psychoeducational testing and post-secondary transition support programs for students with disabilities.

Health Promotion and Prevention

Health promotion is embedded throughout the work of Student Wellness Services, with health education and prevention strategies integrated into supports and programs. Our dedicated team of Health Promotion staff and peer health educators develop and offer programming to the campus community that aims to promote physical, mental, and social health and well-being, and improve health practices through evidence-informed education and programs. They organize diverse education-based activities, and work one-on-one with students, and with campus and community partners, to foster student knowledge, build skills, and connect students to the supports that enable them to engage in safer and healthier lifestyles.

Highlights

42 peer health educators (PHEs) volunteered **3,074 hours** implementing **188 initiatives** resulting in **6,000 in-person peer-to-peer interactions** through booths, walk-arounds, workshops and programs on the topics of physical activity, healthy eating, sleep, stress, mental health, sexual health, and social media.

8 professional detox staff and **36 student volunteers** opened the Campus Observation Room (COR) on **30 occasions**. COR provided a safe, confidential, and non-judgmental space for 218 intoxicated students to sleep with supportive supervision. The 1,200 hours contributed by COR student volunteers also included educational activities on harm reduction and walk-arounds in residences.

Over **5,300 students** viewed more than **12,000 pages** on health-related topics in the Student Health 101 online magazine. The most viewed topics were morning meditation, vaping, and improving sleep.

Increased engagement on all QueensU Be Well social media platforms with **65,000 impressions on Twitter** and **26,000 engagements on Facebook**.

Collaborated with **campus and community partners** to offer Forest Therapy, Rethink the Drink panel, Bell Let's Talk Day activities, the Flourish first-year research study, Prescription Exercise, and information sessions on fentanyl, opioid overdoses, and naloxone.

Met with **46 students** for **lifestyle appointments** where staff provide professional support to students wishing to change their eating, physical activity, sleep, or substance use habits.

Introduced **biofeedback sessions** using a brain sensing headband called MUSE to provide in vivo feedback on meditation practices.

Promoted **student leadership** through the hiring of interns, and student staff and through the supervision of placement students working on health-promoting topics.

Led **5 health promoting campaigns** '15 Days of Exams' Challenge, Dare to Self-Care, Red Flag (interpersonal violence), Health Heart Week, and Cannabis Harm Reduction.

Added a **Diversity, Inclusivity, and Accessibility (DIA) lens to all student-led programming** through the inclusion of a DIA representative on each student team who reviewed program content and event planning using a DIA checklist.

Workshops and Groups

Student Wellness Services is committed to broadening the offerings of workshops and groups. Group-based support can be incredibly beneficial and we look forward to expanding this in the future. Two types of services were offered:

Workshops and Trainings

Sessions are typically focused on a specific topic and include information, discussion, and in some cases hands-on skill building practice. The opportunity to come together to learn from each other, as well as the presenters, promotes health literacy across the campus community. Workshops are offered through open registration or by request.

“I love how we were able to share our own stories and work together to address them.”

-Queen’s Student Participant

Groups

Groups provide opportunities for students to meet together for a variety of purposes, including: offering and receiving support, gaining insight and knowledge, learning coping strategies, practicing therapeutic skills, processing difficult life events, and working on managing or recovering from mental illness. Groups can be drop-in, open rolling registration, or closed registration, depending on their purpose. **For many students, the opportunity to be with others with shared experiences and to discuss their challenges and successes decreases feelings of being alone and is found to be as beneficial as individual appointments.** A focus on expanding group offerings will increase availability and access to services for students who may have previously had to wait for an individual appointment.

Highlights

Workshops

40+ Staff-Led Workshops

- For all students, staff and faculty: mental health awareness, stigma reduction, responding to students in distress, self-care, stress management, and substance use.
- For all students: cultivating resilience, managing group conflict, stress and time management, test anxiety, sleep, the aftermath of trauma, perfectionism, positive psychology, and the upside of stress.
- For graduate students: mindful life, balancing responsibilities, work-life balance, and academic anxiety.

Collaborative Workshops

- SWS counsellors and the Education Students’ Mental Health Initiative (ESMHI) provided three workshops to all students in the B.Ed program on mental health and self-care.
- Let’s Just Cook: a series of workshops on food skills and meal planning and preparation, offered to engineering students by Health Promotion, embedded counsellors, and the Faculty of Engineering and Applied Science.

Groups

500 attendees participated in the following:

Mind and Methods ‘Mental Health Hacks’

A new drop-in group series combining education, discussion, and hands-on skill building practice related to exam stress, perfectionism, fear of failure, academic anxiety, and self-care.

PEGaSUS

A psychoeducational and support group for students who have experienced sexual violence.

Mindfulness

A practice-based group to discuss mindfulness practice and to engage in a 30-minute mindfulness session. Mindfulness groups were offered for both undergraduate and graduate students.

Changeways

A cognitive behavioural therapy (CBT) group to address anxiety and depression.

Stress Management

A discussion-based group about strategies for managing stress while at school.

Managing Powerful Emotions

A dialectical behaviour therapy (DBT)-based group to learn strategies to manage intense emotions.

Clinical Appointments

The busiest aspect of SWS remains the provision of clinical health care appointments.

In 2016-2017, November and March appointments topped 5,000 for the first time.

In 2017-2018, while November and March remained the busiest months, October, January, and April, also reached 5,000 appointments for the first time.

In previous years, there was a gradual build to the two peak months, however for the first time in 2017-2018, **service use remained consistently high from September through April**. In 2017-2018, all resources were optimized, and SWS reached clinical appointment capacity.

5,000+
Appointments

October, November, January, March, April

300

appointments a day

40%

mental health appointments

Our health and counselling clinical services include a skilled and dedicated interdisciplinary team of family physicians, nurses, occupational therapists, psychiatrists, psychologists, psychotherapists, and social workers, all supported by the administrative and reception team.

Availability of appointments depends on the student need, the type of appointment, the student's schedule and their provider preference. Wait times for an appointment during the fall and winter terms in 2017-2018 ranged from two to five weeks.

For physical and sexual health needs, booked appointment and same day clinics are offered five days a week, with family physicians, nurses, and occupational therapists, and four evenings a week with family physicians.

For mental health care, same day crisis appointments are available for students in distress; booked appointments (intake and follow-up) can be made with family physicians, psychologists, nurses, occupational therapists, psychotherapists, and social workers. In keeping with our shared care model, consultation appointments with psychiatrists and GP psychotherapists are available by referral from SWS family physicians.

The SWS team refers students to community-based specialists and programs for services beyond SWS' scope.

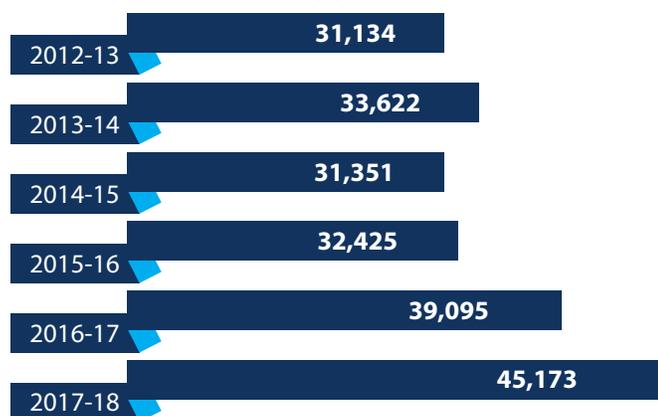
Clinical Appointments

Highlights

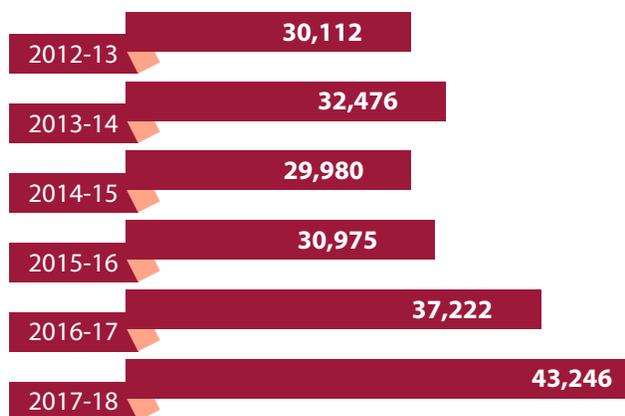
- **New occupational therapist position** that supports students with injuries, illness, or disabilities to enable full participation in academic activity and social life on campus.
- **Addition of integrated care manager role** to provide clinical supervision, oversee intake and triage process, and case management for students with complex needs. Recruitment is underway.
- **Addition of embedded counsellor positions** to the Faculty of Arts & Science and to Athletics and Recreation (part-time). This adds to the team of embedded counsellors located in the Faculty of Education, Faculty of Engineering and Applied Science (2), School of Graduate Studies, School of Medicine, Smith School of Business, and Residences (2).
- **New psychologist position** to provide support to the team and specialized support for complex cases. Recruitment is underway.
- **Increased number of family physicians** providing booked and same day appointments.
- **Establishment of the Division of Student Mental Health within the Department of Psychiatry** with two part-time psychiatry positions allocated to Student Wellness Services.
- **Increased expertise within the mental health team** to support an increasing culturally diverse student population and students who identify as LGBTQ+2S. SWS also provides services for students who have experienced trauma, including interpersonal and sexual violence, and crisis intervention for students at risk of self-harm.
- **Integration of all health care providers into the same electronic health record.**

Service Use

Total SWS Appointments*



Total SWS Health Care Appointments**



*Health, Counselling, and Accessibility Services

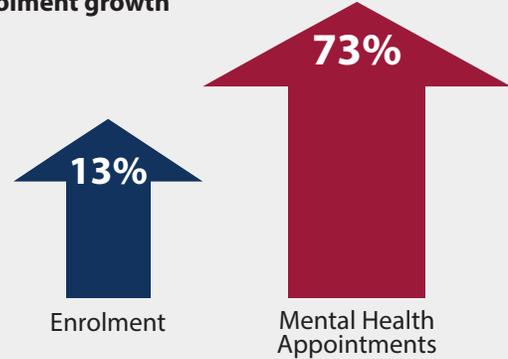
**Does not include Accessibility Services appointments

Clinical Appointments

13,000+ Increase in Appointments Yet No Decrease to Wait Times

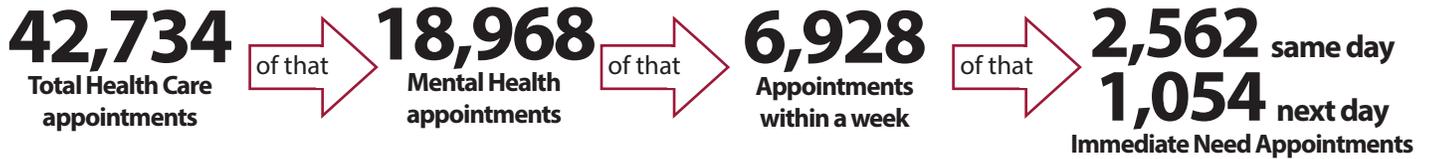
Since 2015-2016, SWS has increased total health care appointments by 37% or 13,000 additional appointments across all health care professions, yet this has not reduced wait times.

Mental Health Service Demand far outpaces enrolment growth



Mental health appointments* have increased by 73% over the past five years, as enrolment has increased by 13%.

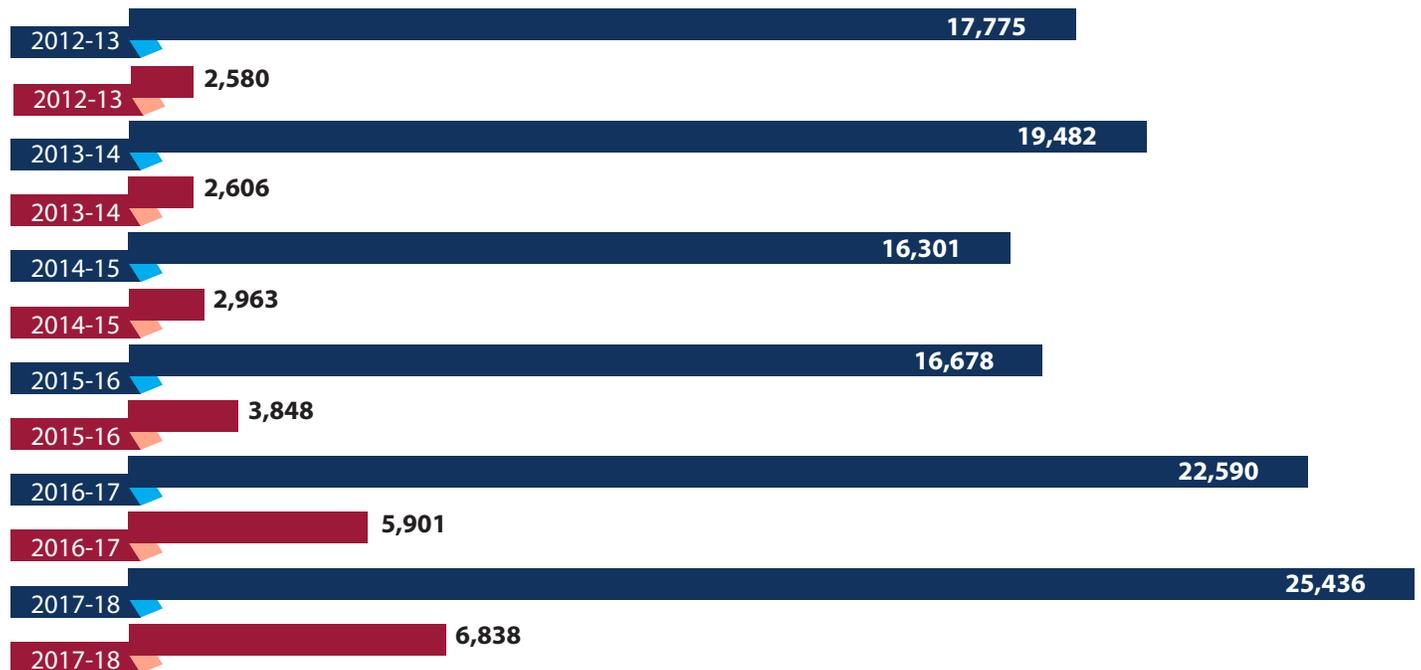
*Counselling, Psychiatry, GP Psychotherapy, GP Mental Health, Mental Health Nurse



The following charts detail annual appointments by service types:

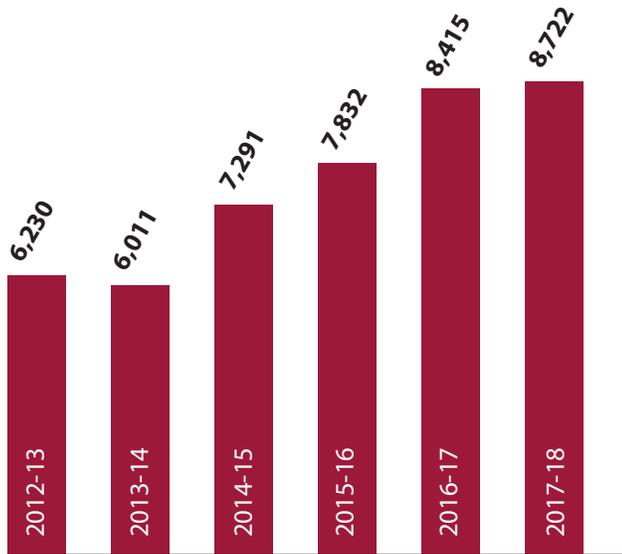
■ Total Family Physician Appointments (Booked and Same-Day)

■ Total Family Physician Mental Health Appointments (Booked only)



Clinical Appointments

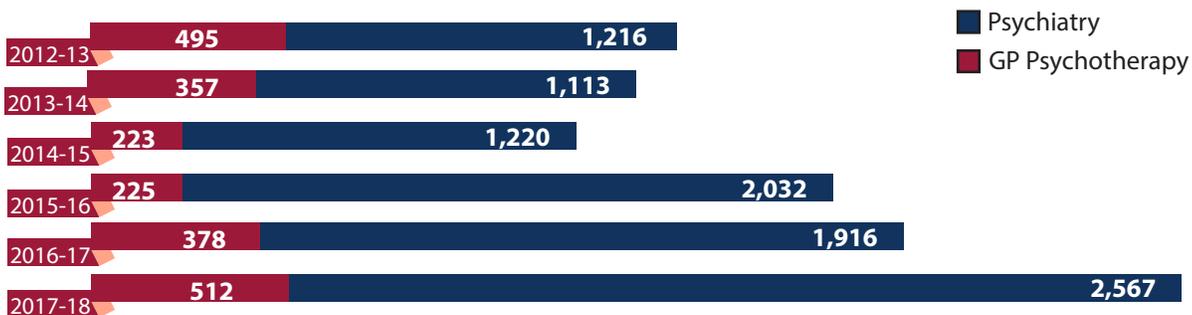
Counselling Appointments



Total Nursing and Occupational Therapy Appointments



Psychiatry and GP Psychotherapy Appointments



Clinical Appointments

Staff: Student Ratios for Mental Health

1:1,225

Counsellor / Psychologist: Student

Within recommended range of 1:1,000-1:1,500*
**International Association of Counselling Services (2013)*

1:950

Mental Health Provider: Student

(psychologists, psychiatrists, psychotherapists, social workers, mental health nurse, family physicians)

This ratio is aligned with other similar medium and large universities in Ontario and across Canada, and are at the lower end.

Frequency of Service Use

Total Appointments per Student



Complex Care

Case management and complex care support provided to approximately 200 students who have complex needs, are chronically ill, are at high risk for self-harm, or have significant health needs, and minimal family or community-based supports.

- **5%** of students attended **22%** of total appointments
- **552** students attended **11** or more appointments

Most Common Presenting Issues

Counselling Team

- 25% anxiety (academic, general, social)
- 14% depressed mood
- 14% relationships
- 12% stress and coping
- 10% adjustment to life event(s)
- 7% trauma / abuse
- 18% other

Family Physicians

- 47% physical health
- 27% mental health
 - Anxiety and anxiety disorders, depressed mood and mood disorders
- 26% sexual and reproductive health

Clinical Appointments

Appointment-and Care-Related Outputs

Appointments are only one aspect of SWS health care provision. Other key tasks include:



- Answering > 60,000 phone calls annually to book and reschedule appointments
- Responding to concerns and questions from faculty / staff / families / roommates / campus partners
- Following-up with students (test results, next steps, instructions, crisis)
- Responding to student inquiries about services / hours / issues and connecting them to resources they may need
- Liaising with community partners (hospital, AMHS crisis)



- Scanning and faxing of reports, results, referrals
- Managing internal “to-do” inbox (> 12,100 actionable messages sent in 2017-2018)
- Arranging specialist referrals and diagnostic imaging
- Managing records, billing, and insurance
- Writing appeal and support letters
- Verification of Personal Health Condition / Short Term Academic Accommodations



- Meetings with departments, campus and community partners
- Team meetings
- Case consultations and conferences
- Clinical supervision
- Case conferences

Accessibility Services

As part of fostering a diverse study body, Queen's is committed to the inclusion of students with disabilities in the campus community. **Queen's Student Accessibility Services (QSAS) provides services related to academic accommodations for students with temporary and permanent disabilities to ensure equitable participation and access to learning opportunities and the academic environment.** Students may have learning disabilities, physical disabilities, mental health disabilities, chronic illness, sensory impairments (visual, hearing etc.) and other health conditions resulting in physical, psychological or cognitive impairment.

All students registering with QSAS provide documentation from health care providers that detail the functional limitations they experience. That documentation is then reviewed by staff and interpreted for the post-secondary context. The functional limitations resulting from a condition can at times intersect with the academic environment in a manner that creates a barrier for students and limits full inclusion. **Advisors work with students to determine what barriers they are experiencing specific to their disability, and what accommodations will allow for full participation in the learning environment.** Additional support is provided for first-year students who are transitioning from a high school environment to a university environment and who may need different strategies to support their success.

QSAS also answers questions from faculty and staff related to the implementation of accommodations and provides support to students when accommodations are not in place or when changes to accommodations are needed. QSAS acts as a resource hub for students with disabilities and frequently connects students to a range of services and programs across campus and community. **QSAS works closely with the student and with the Exams Office, the Adaptive Technology Centre, the Centre for Teaching and Learning, and academic departments to coordinate academic accommodations and to find solutions to challenges that arise.**

Highlights

- **Collaborated with campus partners** to explore ways to create accessible learning environments and incorporate principles of universal design for learning (UDL).
- **Added learning strategy support** specific to students with disabilities who are adapting to the post-secondary academic environment.
- **Developed a peer notetaking recruitment team.** A team of students spoke in various classes to recruit notetakers for students with disabilities who have challenges with taking notes in class. This led to a 10% increase in the number of students who volunteered to be notetakers for their peers.
- **Participated in development of policy and procedures** to welcome service animals to campus.

Service Use

The number of students registering with QSAS has continued to rise annually.
In 2017-2018:

1,852
students were registered
with QSAS
6.9% of all students

Although the number of students registering has increased, the reasons for registration have stayed consistent over the last three years:

39.9%
mental health
disability

24.7%
learning disability

19.4%
ADHD

8.8%
chronic medical
disability

Accessibility Services

19%
reported multiple
disabilities

2,439
QSAS appointments

+41%
appointment increase
from 2 years ago

Returning students can re-register online, however the majority of students book at least one appointment each year to discuss their accommodation needs. Additional follow-up appointments are available on a limited basis.



Accessibility Appointments



10,950
Follow-ups

In 2017-2018 the accessibility services advising team (6 staff) documented **10,950 follow up phone calls and email threads** to address or resolve accommodation-related questions or needs.

In addition to appointments, accessibility advisors provide substantial support to students, faculty and staff via phone and email, as often the issues the student or instructor are experiencing are time sensitive and require immediate or timely action, and appointments may not be readily available.

Support with Extenuating Circumstances

In 2017, University Senate approved the Academic Consideration for Students with Extenuating Circumstances Policy, and related procedures were implemented across faculties/schools and in SWS.

SWS took on a range of responsibilities related to this policy and procedures, including:

- **Identifying a key contact** for questions about SWS' role relating to the policy and procedures.
- **Connecting students** with extenuating circumstances to health care providers and to QSAS, as appropriate.
- **Providing documentation** to verify a personal health condition.
- **Developing forms for the policy**, as well as internal processes and procedures.
- **Providing short term academic accommodations** for students with health-related extenuating circumstances and for students awaiting services through QSAS.
- **Collaborating with Faculties and Schools** to coordinate next steps for students.
- **Supporting the coordination of academic considerations** for students who were too unwell to take this on themselves.

In 2017-18, SWS provided support to **over 1,000 students with extenuating circumstances** who were accessing academic considerations under the policy. Staff also fielded **hundreds of calls from faculty, staff and faculty offices** related to the policy and connecting students to services and supports. Students who were previously informally accommodated for disabilities and extenuating circumstances are now being referred to SWS for more formal and direct support and services.

Academic Supervisory Activities

The provision of effective health and wellness-related services relies on evidence-based practices and ever evolving research. Staying connected to the academic and research fields are essential to the provision of quality care.

Student Wellness Services remains connected to academics through:

Research Projects. SWS is currently involved in collaborative research called U-Flourish, a longitudinal study that will examine the well-being and academic success of students over their first year at Queen's. A survey ran September 17-30, 2018 and a follow-up will be implemented in March 2019. The findings will help to develop services and initiatives that will ensure a successful transition to university life. This survey is being done in collaboration with the University of Oxford.

Supervision of Students. SWS staff supervise placement students, medical students, residents, interns and fellows. This opportunity to collaborate with the Faculties and Schools and to have professional students in the workplace benefits everyone.

Student Leadership. SWS hires work-study students and summer students to provide additional support to project-based work. For example summer students have analyzed the National College Health Assessment (NCHA) student health and wellness survey data, and developed recruitment and marketing strategies for research projects and health campaigns.

Advisory and Committee Work

Student Wellness Services frequently fields calls from faculty, staff, parents and families, housemates, classmates and friends who are concerned about a student, or a situation that involves students. SWS cannot discuss individual students without their explicit consent, however staff provide general guidance and advice about what to do, how to best provide student support, and connecting the students to services. In cases where there is concern for the student's safety or well-being, SWS will confidentially reach out to the student to assess their risk level and connect them to services.

Staff are members of the **Student-at-Risk and Threat Assessment committees**, and participate on a wide range of campus committees with a health and wellness focus, including the **Graduate Student Life Advisory Group, Cannabis Working Group, Mental Health Working Group, Sexual Violence Prevention and Response Working Group, Alcohol Working Group, Community Partners Working Group, and the Advisory Committee on Academic Accommodations.**

Student Wellness Services also works closely with community partners on projects that impact students, particularly related to mental health and substance use. In 2017-18, this included the **Transitional Age Youth – Mental Health Committee**, and **Safe and Sober Alliance PSE Committee**. Student Wellness Services also participates on provincial committees related to health and wellness in the post-secondary sector including the **Ontario Universities and Colleges Health Association (OUCHA)**, the **Post-Secondary Education Partnership - Alcohol Harms (PEP-AH)** and the **Best Practices Network in Canadian Higher Education (BP-Net)**.

Regional Assessment and Resource Centre (RARC)

The Regional Assessment and Resource Centre (RARC) provides supports and services to youth across the province, as well as Queen's and Kingston-area secondary school students. RARC is designated as one of two provincially-funded sites that provide assessment services for students with suspected or known learning disabilities. In addition, RARC provides online transition programs for students with disabilities who are transitioning to post-secondary.

Highlights

- **Psychoeducational assessments** completed for 79 Queen's students.
- **Ongoing updating of RARC's Online Transition Resource Guide** that provides comprehensive information about the transition to post-secondary education.
- **Supervision** for 31 students / interns.
- 53 Grade 12 students with learning disabilities and mental health disabilities took part in RARC's **two online transition-to-post-secondary programs.**
- **Ongoing research** into reading impairments, functional impairments, neurocognitive profiles of individuals with psychotic or depressive symptoms, and learning disability documentation.

Student Input

Student Wellness Services surveys student users, and offers a feedback mechanism on its website to learn more about student experiences with the services. In 2017-2018, a modified version of the Primary Care Patient Experience Survey from Health Quality Ontario was adapted for use by SWS. This survey was offered to all students who attended an appointment over a 6-week period in February and March 2018.

The brief survey uses a 5-point scale (poor, fair, good, very good, excellent) and asks about:



+90%

of students reported they had a **very good or excellent experience with the service and with the provider**. This is consistent with the data from 2016-2017.

+94%

of respondents reported a **very good or excellent experience with being treated with dignity and respect**. This was a new variable in 2017-18.

These numbers demonstrate the **dedication and commitment of staff** to meet student needs and the quality of the professional services available. Individual concerns that students have about the service or a provider are immediately addressed when brought to the attention of SWS. This typically happens through direct contact or through the website feedback form.

The chief concern raised by students relates to access to service in a timely manner. With space and staff resources at capacity, SWS continually strives to find innovative ways to provide services. Service expectations are high, and we acknowledge this creates frustration for students and staff when demand exceeds capacity. This is an issue across the sector. **Despite high demand, 75% of respondents reported a very good or excellent experience with the wait time for their appointment.** Staff work hard to ensure that students who need to be seen quickly are provided with services, and those with less urgent needs or those returning to follow-up, are booked in to later appointments.

To gain additional insight into the student experience, SWS will convene **two Student Advisory groups - one for graduate students and one for undergraduate students** - to ensure students are consulted on a regular basis and their voices are considered in strategic planning and decision-making.

The National College Health Assessment (NCHA) provides a snapshot every three years about student health and wellness that helps inform programming and services. **In the 2016 survey, 83.3% of Queen's respondents replied that they would seek help from a mental health professional if they had a personal problem that was bothering them.** This is above the national and provincial levels and demonstrates the willingness of Queen's students to seek help if needed. **Close to 45% of students identified they had sought support from a counsellor or therapist in the past.**

The next collection of NCHA data will take place in January-February 2019 and will provide further insights.

Looking Ahead

Student Wellness Services plays an integral role on-campus in supporting both a healthy campus and the health and wellness of students across personal, social, and academic domains. This past year brought unprecedented demand for services that at times exceeded capacity. The dedication and commitment of Student Wellness Services staff to meet student needs and to provide compassionate and professional support is reflected in high levels of student satisfaction with the services received, despite wait times.

Areas of focus for 2018-19 include:

Increased Options for Group-Based Programming

We are working to increase group-based programming to expand service delivery options to include: **support groups, discussion groups, strategy and skill building groups, and therapy groups**. Many students find value in group-based programming that enhances their health and well-being.

Increased Focus on Health Promotion and Prevention, and on Campus Wellness

We are gradually shifting programming to include a **greater focus on self-care, health promoting practices, strategy development and skill building, and mental health as part of everyday life**. Creating a healthy campus and having healthy living, working, learning and social spaces contributes to the maintenance of health and the ability to recover. The Campus Wellness Project will provide a framework and foundation for this shift.

Optimizing Technology

As technology continues to surge forward, we have identified solutions to help enhance efficiency. Three advances we plan to implement over the next few years are **self-check-in, online booking, and the digital collection of demographic data, consent forms, and intake questionnaires**. SWS plans to replace its current infrastructure, which will allow us to explore initiatives that will streamline services, reduce administrative workload, and improve the reliability of data collection and reporting.

Accessible Learning and Universal Design for Learning

As the number of students with disabilities who attend post-secondary and require academic accommodations continues to increase, SWS will continue to work with campus partners to **promote the implementation of accessible learning strategies in the classrooms and in curriculum**. When the classroom and curriculum are more accessible, fewer individual accommodations are needed.

Staff Wellness

The high demand for services and the type of work that staff do can take a toll on staff well-being. **Recognition of the emotional load** of this type of work, and the **availability of supports and programs for staff** to facilitate their own efforts to remain healthy is essential for recruitment and retention.

Moving Spaces

SWS will be moving to Mitchell Hall in 2018-2019.

The new spaces will allow for **greater integration of services**, and include a **shared reception and administrative team**. SWS will also be reviewing and modifying intake and triage processes to ensure that students are directed to the programs and services that best fit their needs and the immediacy of their situation.

It is also anticipated that there will be **additional dedicated space for groups and workshops in the JDUC** once the Queen's University International Centre moves into its new space in Mitchell Hall.

Demand and Communication

As demand for services is anticipated to continue to rise, SWS will focus on providing **accessible communication to students about the scope of services, expectations for service delivery, and transparency** related to increased demand and plans for increased efficiencies.

Development of Sector-Wide Metrics

There are currently no sector-wide metrics for Student Health and Wellness Services, due to challenges in develop metrics that are meaningful and accurately portray a change in service over time. SWS is working with a number of Ontario universities and colleges to develop a set of **standard metrics and benchmarks** that will be used across the sector.

Metrics

While the sector works to develop a set of standard metrics and benchmarks, SWS has developed the following metrics to help assess service delivery and student experience in the context of current resource and technology limitations.

Metric	Goal	Result 2017-18
Counsellor/Psychologist: Student Ratio Source: International Association of Counselling Services	Stay within recommended range: 1:1,000-1:1,500	
% of students who would seek help from a mental health professional Source: NCHA 2016	Stay above provincial (76.3%) & national rate (77.4%)	
% students satisfied with overall experience with service Source: SWS user survey	Maintain 90%+ very good and excellent	
% of students satisfied with overall experience with provider Source: SWS user survey	Maintain 90%+ very good and excellent	
% of students satisfied with wait time* for an appointment Source: SWS user survey	Maintain 75%+ very good and excellent	
% of students who report feeling treated with dignity and respect Source: SWS user survey	95%+ very good and excellent	
# of therapy and support group attendance Source: SWS user survey	600	

*This metric will change once a wait-time related metric(s) is defined and finalized for the sector.