

Student Mental Well-Being & COVID-19: Focus Groups

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Participate in ASUS's Student Mental Health Focus Group

THIS FOCUS GROUP WILL DISCUSS STUDENT HEALTH AND WELLNESS DURING COVID, AND ACCESSIBILITY TO HEALTH RESOURCES ON CAMPUS.

INFORMATION WILL BE USED TO HELP IMPROVE STUDENT HEALTH AND WELLNESS SUPPORT AT QUEEN'S

COMPENSATION WILL BE PROVIDED FOR YOUR TIME.

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1

PURPOSE

01
To gain a understanding of the state of student wellness and health during COVID-19

02
To understand student narratives surrounding mental health accessibility at Queen's

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2

PROJECT SUMMARY

- 25 participants and 8 - 1 virtual hour sessions
- Undergraduate students across various faculties and years
- Mix of students that have and haven't accessed mental health resources on campus
- Topics: Student wellness and mental health resource accessibility at Queen's

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3

Student Well-Being During COVID-19

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4

Major Findings

- Students have a strong and healthy understanding of what good mental well-being looks like for them
- Resilient and have the knowledge to adapt to maintain well-being

"Being able to realize you're health is not at your fullest capacity to do your best, and to be able to seek out supports when you need to"

"I am doing everything they say to do to be healthy, it's been really really hard. Even though I'm doing all these things it doesn't feel like it's making a difference."

5

Major Findings

- Mental well-being
 - COVID-19 has provided the time for students to reflect and work on their mental health more
 - Has increased symptoms of anxiety and depression: stress, fatigue, lack of purpose
- Impacted by physical health, spiritual health, finances, social health, academics

"My anxiety has escalated so much"

"I've needed more support than I have in the past"

"Stressed about the future, as time is still moving forward"

6

Major Findings

- Physical health - lack of light/ moderate daily movement
- Spiritual health - mindfulness practice
- Social health
 - Screen fatigue and balance
 - Difficulties navigating guidelines among relationships
- Academics
 - Change in study behaviours/ motivation
 - Underestimated the transition

"My anxiety has escalated so much"

"I've needed more support than I have in the past"

"Stressed about the future, as time is still moving forward"

7



Mental Health Resources at Queen's

8

Major Findings

- Frustrated with the difficulty of getting
 - A long-term councillor
 - Diagnoses for mental health conditions
 - Accommodations process
- Lack of clarity of services and resources
- Can see that SWS is trying

9

Major Findings

- Students are hesitant to reach out for support due to
 - Stigma
 - Word of mouth and reading about bad experiences and concerns about SWS online
 - Not aware of the degree of help they might need and how to seek it

10

Recommendations

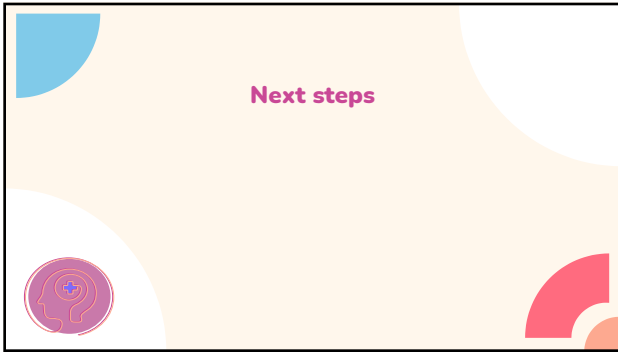
- Centralized and easily found resource platform
 - Resources that can be tailored to your needs
- Facilitate a better understanding of how to utilize alternate resources: health insurance coverage, EmpowerMe, health promotion appointments, QSAS
- Rebuild student trust in Queen's mental health services
 - Transparency with the care offered at student wellness services
 - Provide students with autonomy over the care they choose to receive

11

Recommendations

- Train teaching staff to learn how to respond to mental health disclosure
 - One of the most difficult steps in a persons mental health journey is asking for help, we want to be able to meet people where they are at with empathy and knowledge
- Academic standardization (if online learning were to continue)
- More student support groups informal and professional
- Make students more aware of the measures that would be put into place if you or someone in their household were to test positive for COVID-19

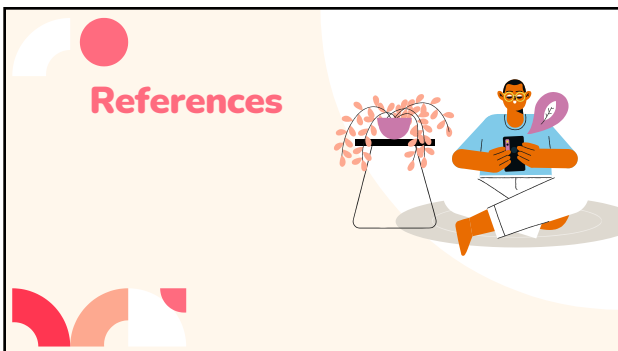
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