



STUDENT MENTAL HEALTH & WELLNESS

There is a strong connection between student mental health and wellness and academics – struggles in one area often affects the other. Faculty are in an important front-line position to identify concerns and help students connect with appropriate campus resources.

Campus Resources



Identifying and responding to students in distress

This session provides information about the mental health and mental illness model so that participants can learn how to recognize if students are struggling, with particular emphasis if someone is in immediate distress and/or in crisis. Participants will gain practical tips on what to say and do in order to connect someone with the appropriate resources. Adapted in 2020 for physically-distant situations.

Green Folder:

The Green Folder is a quick reference document for students, staff and faculty in need of mental health services or looking to help others.

Campus Organizations



- **Student Wellness Services** – Medical, mental health, accessibility, and health promotion services.
- **Athletic and Recreation Centre (the ARC)** – Athletic facilities for students, faculty, staff, and the community.
- **Office of Faith and Spiritual Life** – Spiritual support, ceremonial services, and interfaith community development for students, faculty and staff.
- **Four Directions Indigenous Student Centre** – Holistic support services for Indigenous students at Queen's, including advising, tutoring, culturally-relevant counselling and wellness programming, cultural events and programs.
- **Yellow House** – A safe, comfortable and accountable space for queer, racialized, marginalized students to create community, feel empowered, empower others, and celebrate and honour their history.
- **Student Academic Support Services** – Academic support for undergraduate and graduate students.
- **Queen's University International Centre** – Academic and personal development supports for international students; cross-cultural supports for the campus at large.
- **Human Rights and Equity Office** – Confidential advice for students, faculty, and staff concerning human rights and equity; sexual violence support and response; and accessibility.
- **Sexual Health Resource Centre** – Information and referral service for questions regarding sex, sexuality, and sexual health.
- **Levana Gender Advocacy Centre** – Advocacy programs, confidential referrals to local organizations, alternate resource library.
- **Food Access Resource** – Division of Student Affairs website with campus and community resources about food including the **Alma Mater Society Food Bank** a free food service for the Queen's community located in the JDUC (currently offering weekly COVID-safe pick up outside).
- **SGPS Graduate Peer Support Centre** and **AMS Peer Support Centre** – student volunteers providing peer-based support and referrals.



5 WAYS TO ATTEND TO WELLNESS IN YOUR TEACHING

1 Time it right.

Mid- and end-of-term are particularly stressful times for students. Take a couple of minutes to share resources for campus student mental health supports.

2 Check in with students.

Instead of diving right into a synchronous session, take 5 minutes for a check-in. Create a slide with four different numbered pictures (animals, foods, places you wish you could visit, album covers...). Ask students to type the number matching their mood in the chat box for the session.

3 Pair mental health with academics (1).

Consider inviting a SASS learning specialist into your course to talk about learning strategies for a specific assignment. SASS has many specific online resources that relate academics with mental health and wellness (for instance, this one on [managing test anxiety](#)).

4 Pair mental health with academics (2).

Consider beginning your teaching session with a mindfulness activity. Paul Grogan of Queen's Department of Biology has published research on his techniques in the [Canadian Journal for the Scholarship of Teaching and Learning](#); or watch Paula Gardner from Brock University's Faculty of Applied Health Science demonstrate a different technique.

5 Try for flexibility in deadlines and workload.

Adopt Universal Design for Learning strategies to give students as much flexibility and choice in assignment type and deadline as possible. You might have a 1-3 day submission window for assignments, tests, and exams, or drop the lowest grades from a set of similar assessments. At the same time, recommend a specific weekly schedule for students so they aren't overwhelmed by choice.

Faculty Supports

It's not just students who have mental health and wellness—faculty are humans, too!

Most of the resources listed on the first page are also open to faculty. [Human Resources](#) maintains a comprehensive list of wellness and accessibility resources, including the Employee Assistance Program, mental health, nutritional health, financial health, physical health, information on benefits coverage, and more.