

Queen's University

Principal's Commission on Mental Health: Meeting Summaries

The Principal's Commission on Mental Health at Queen's met almost weekly between September 2011 and May 2012 and again during September and October 2012.

September 2011 Meetings

September 14, 2011

This was the first meeting of the Commission. Items discussed included web page setup and design, communications, the Principal's forthcoming public announcement, identifying groups and individuals to invite to meet, clerical/logistic and other support, and future agenda/discussion items.

September 21, 2011

The Commission discussed website content, invitees, and a workplan. The Commission will review past student surveys (Health and Wellness, NSSE data and Exit poll) to get a sense of mental-health related questions and responses.

September 28, 2011

The Commission endorsed doing a student survey and will seek advice from the Mental Health Working Group on content and implementation. The Commission will also seek advice on a faculty and staff survey.

The Commission identified more internal and external experts it will invite to provide input in the coming weeks.

The Commission determined that its meetings are generally open (interested individuals are asked to contact cmh@queensu.ca to attend), but some sessions may be closed to protect privacy, due to the sensitive nature of the discussion, to maximize the comfort of invited speakers and/or at the Commission's discretion. Town halls will provide the community with opportunities to gather in large numbers to talk about issues relating to mental health and wellness.

The Commission also finalized content for the launch of its website. The website will be updated regularly.

October 2011 Meetings

October 5, 2011

The Commission met with the university's Mental Health Working Group and with Mike Condra, Director of Health, Counselling and Disability Services.

The group discussed student surveys and other data available (residence, Peer Support program), student use/non-use of current services, the various transitions that students experience (home to first-year, residence to living on your own, undergraduate to graduate, new country and culture in the case of international students) and the supports that are need to set students on the path to success. Members of the working group will work with the Commission on a student survey.

Dr. Condra talked about trends in mental health, how to promote a healthy environment, education, training, awareness-raising, how to increase help-seeking behavior and the excellent links Queen's has with resources in the Kingston community.

October 12, 2011

The Commission met with members of the ASUS executive and members of the SGPS executive.

The discussion with ASUS included prevention, education, the use of videos, workshops, the role of the Orientation leader, perceptions of the "ideal" Queen's student, the benefits of pets/animals, how best to encourage people to seek support and the needs of international students.

The Commission and the SGPS talked about the Society's student advisor program, the need for graduate and professional student-gearred counseling, the needs of international students, the relationship between a student and their supervisor, gaps in leave and benefits policies, the need for mentor programs, graduate orientation and the overall stressors in modern society.

October 19, 2011

The Commission spoke with Kelsey Paterson, President of the Commerce Society (ComSoc) and Hagar Akua Prah, Student Advisor/Counsellor, Diversity Programs.

Ms Paterson spoke about the resources and services offered to students by both the program and ComSoc and the Society's focus this year on mental health awareness, including the ongoing Queen's Wears Green initiative.

Ms Akua Prah talked about her role supporting students in crisis and the benefits of having outreach counselors in even a few areas of campus (e.g. residence), the importance of clubs and the LGBT community's particular vulnerabilities and needs.

October 26, 2011

The Commission met with a PhD student in rehab therapy who works in the community and a second year OT student. Topics of discussion included student attitudes and stigma, the impact of "lived experience", when you meet and talk to someone living with mental illness, and possible small-group education programs and opportunities.

The Commission met with a member of the community who spoke about his personal and family experiences with mental illness and emphasized the need for one-on-one support for students that is offered by someone who has gone through the same thing.

The Commission also met with community-based social worker Trish Crowe, who talked about how Kingston residents can help students connect to the broader community and the need to provide better public access to a list of community resources and professionals.

November 2011 Meetings

November 2, 2011

The Commission met with Wayne Myles, Director, Queen's University International Centre (QUIC) and Susan Anderson, Assistant Director, QUIC, as well as David Patterson, Director, Campus Security.

Mr. Myles and Ms. Anderson said QUIC has been responding to mental health issues among international students and exchange students since the Centre was established 50 years ago. There are various aspects of the experiences of these students that can be stressful and increase the risk of mental illness, including cultural transition and adjustment, the particular host environment, travel-related difficulties and immigration-related requirements. They also raised the needs of students born/living in Canada, but whose families live elsewhere in the world. They spoke of the importance of mental health awareness-raising, and education, and the need for more intercultural communications awareness and training. They also talked about the importance of maintaining unprogrammed spaces on campus where students feel comfortable just hanging out.

Mr. Patterson said Queen's emergency response protocols are very well developed. He talked about the comprehensive first-responder services that Campus Security staff provide to students in crisis, the importance of staff training in Mental Health First Aid and the quality of that program. He noted the importance of sharing relevant information among responders (security, Health, Counselling and Disability Services, Residence staff etc.). This helps to ensure students in distress are responded to quickly and appropriately.

November 9, 2011

The Commission discussed the timeline of its work and is considering holding some forums in the new year with a framework to give people something to respond to.

Commissioners met with Irene Bujara and Stephanie Simpson of the Human Rights and Equity offices. The discussion included the connections between mental health and human rights issues, and a noted rise in peer bullying, especially in electronic form, and the impact that can have on a student's experience. They also spoke about the need to provide more education and tools to faculty and staff to help them

respond to their obligations under human rights legislation, specifically the obligation to inquire.

The Commission also met with the Faculty of Law's Associate Dean (Academic) Stan Corbett, Helen Connop, Manager, Education & Equity Services and student Erin Smith. They talked about the faculty's student support model. Customer-oriented service is provided through Ms Connop, including a peer tutoring program and day-one messages that law school is stressful and Ms Connop is the go-to person for everything and anything. Ms Smith said that normalizing the need for support (academic or personal) reduces stigma and promotes success.

November 16, 2011

The Commissioners spoke with Acting University Registrar Teresa Alm, Learning and Development Specialist Shannon Hill from Queen's HR and an alumnus who talked about his experience with mental illness.

The discussion with Ms Alm focused on the connections that staff in the Office of the University Registrar (OUR) make with Health, Counselling and Disability Services and faculty offices, and the need to balance privacy against ensuring that students are directed to services. OUR staff receive regular training in recognizing signs of mental health-related distress and this helps the Office facilitate support for students. Ms Alm suggested ways that more "cross-checks" could be done across the campus to flag students who might benefit from some outreach.

Ms Hill talked about recently expanded wellness initiatives offered through Human Resources for staff and the need for the university to continue to recognize the importance of supporting staff mental health at multiple levels. She identified opportunities for further awareness and training that can ensure staff are equipped to respond effectively to students and colleagues.

November 23, 2011

The Commission spoke with Sarosh Khalid-Khan, Child and Adolescent Psychiatrist at Hotel Dieu Hospital, and a group of faculty members in the Psychology Department.

Dr. Khalid-Khan spoke to the developmental perspective when it comes to responding to students requiring accommodation – how anxiety-reduction may well start in childhood. She talked about the need to ensure departments are aware of how to respond to requests for classroom and academic accommodations. She also pointed Commissioners to the [Evergreen framework](#) (PDF 1.01 MB), a part of which is being piloted in local schools.

The discussion with the faculty members in Psychology focused on the research being done in the department that could assist the Commission. The professors said early adulthood is the peak period for the onset of mental illness. Early identification and anti-stigma education are key to responding effectively and

possible programs for both were discussed. They also spoke to the need for, and challenges of implementing, continuity of care when students arrive at Queen's with pre-existing illness.

November 30, 2011

The Commission met with four senior residence dons and Arig Girgrah, Assistant Dean, Student Affairs. The Commission also met with Jeanette Parsons, Disability Services Advisor, Health, Counselling and Disability Services.

The Dons spoke about the need for ongoing anti-stigma efforts and how best to normalize asking for help. The discussion also covered the value of one-on-one support from Dons, mentors and professionals on campus, how to raise awareness among first-years of the supports available, the pros and cons of a Fall Reading Week, the importance of supporting good study and time-management skills, and the benefits of all of the community-building that goes on in residence.

Ms Parsons explained that 32% of students registered with the Disability Services Office (DSO) have self-identified as having some form of mental health issue, making this the largest group of students with disabilities registered. The office manages the intersection of academics and the accommodation of students with disabilities and the discussion included resources, faculty involvement and an increasing demand for longer-term accommodation-related support for these students.

December 2011 Meetings

December 7, 2011

The Commission met with University Chaplain Brian Yealland and Professor Heather Stuart, Community Health and Epidemiology.

Mr Yealland talked about the challenges of the 21st century being more of an individualist society vs the collectivist society of the 20th century and the impact of this on an individual's awareness of their own and others' mental health, and an apparent lack of willingness to seek help. He said the university needs to be more active in identifying students in need. He said Queen's has a strong student support model and infrastructure in place and that we need to look at how to enhance what we have. He talked about the role that faculty, front line staff, counselors and peers all play in offering support and referrals.

Dr. Stuart, who is an expert on stigma reduction, talked about the need for a multi-pronged approach that must include literacy/education and stigma-reduction. She spoke about the need for more of these educational programs in medical and nursing schools. She also talked about self-stigma and the benefits of "contact-based education" programs, when people who have experienced illness are trained to go into classrooms and talk about it. She says this is among the most promising practices, as well as structural changes that will protect long-term funding to mental health support systems.

December 14, 2011

The Commission met with a parent and the areas of discussion included the fact that mental illness can start in high school (or earlier) and education and awareness needs to start there; the factors that can exacerbate someone's illness are varied and complex – there is a risk of oversimplifying causes; and that everyone's individual support for a student can collectively have a significant impact so people should offer their help.

December 21, 2011

Commission members talked about what they have heard so far and started to plot out the current state-of-affairs at Queen's/Kingston relating to mental health education and services for students, faculty and staff. The discussion was aimed at starting to identify both areas of strength and areas where recommendations could enhance programs, policies and supports.

January 2012 Meetings

January 4, 2012

The Commission met with Dr. Ian Arnold, an occupational health physician from Ottawa who chairs the Workforce Advisory Committee of Canada's Mental Health Commission.

Dr. Arnold provided a comprehensive overview of the purpose and work of the Commission and the leadership of Senators Michael Kirby and Wilbert Keon.

We discussed the importance of ensuring a mental health strategy is built on fundamentals that include mental health as a critical element of a healthy community, expressed explicitly by that community; and that any strategy be based on the principle of Continuous Quality Improvement - i.e. Plan, Do, Study, Act.

We also discussed programs and certification of peer support; development of national standards on workplace psychological health and safety and their application to a university; mental health and safety content in educational programs, including in the non-health sciences disciplines; mental health first aid; summer orientation for students and parents and the role of parents.

January 11, 2012

The Commission met with a group of Academic Advisors from several faculties and schools who talked about student stress factors and offered some ideas about how the university could help ease anxiety.

The topics included: program structures, intensity, timing and requirements; the role, expectations and involvement of parents; helping students learn how to manage their finances; when and how to provide 'University 101' information, exam accommodations, tutoring and the value of proactive academic-based advising and monitoring.

January 18, 2012

The Commission spoke to graduate student Alex Rosenblat about her research into new security-based processes at the Canada-US border that can increase stigma about mental illness. She reports that she has found that police records that may flag mental illness can be shared with border control and this can cause individuals to be denied entry to the US.

The Commission also met with a second group of academic advisors from across campus who talked about the factors they see as contributing to student stress, including academic scheduling, exams, competition, unrealistic expectations and parents. They also made suggestions for helping to mitigate the risk of illness and promote well-being. These include: a year-round exam centre, more recreational opportunities, a central academic advising function, increased awareness about academic advising resources and support services, off-campus peer advisers, early outreach to students who may be struggling and defining the positive role parents can play in their children's university lives.

January 25, 2012

The Commission met with a third group of academic advisors. The discussion touched many topics, including training for staff, varying levels of resources within faculties and schools to provide mental health-related service, the need for a case management approach to support students with academic difficulties and mental health issues, a fall reading week and how to compensate for it, "how to be a student" courses/session for first-years and the effectiveness of various timing options to deliver that information (before they arrive, during Orientation Week etc.), year-round academic opportunities to help "ease the load," timetabling, accommodations, tutoring and centralized advising services.

Meeting of University Senate - January 24, 2012

Commissioners attended the regular meeting of University Senate. Senators broke into three groups during an informal session to discuss three questions.

Group 1: How might academic structure and design contribute to, or mitigate, student stress?

Factors:

- GPA system – there's now a big difference between 89 and 90%
- Scheduling of classes and exams: more coordination needed. Need faculty members to engage cooperatively even if this causes the faculty members stress.
- Class sizes: does this cause stress or alienation?
- Tone of communications to students: are official docs too official? Many faculty members are approachable, friendly and this is contrasted with syllabi – which can seem rigid, overbuilt.
- Email burden on faculty: burns lots of hours.

- Intimidation among first year students – where do we learn to be undergraduates? Mostly trial and error, mostly error. What about instruction/prep for undergraduates before they get the material?
- Graduate and doctoral students: the belief that evaluation is constant – interpret when a faculty member who doesn't say hi back in the hallway as a "signal"
- International students: Cognitive burden as well as new culture, new language, day to day practices – disagreeing with peers/faculty may be culturally really hard

Solutions:

- Exam scheduling
- Contact workarounds beyond email – to be more human, humane
- Safe and responsive places for study, longer term learning
- How to complain safely?
- Grading scheme to be considered
- Consider stress among faculty and staff as well as students.

Group 2: How can role of academic advisors be optimized?

The group defined "academic advisor" as anyone in a department who advises students – but then expanded the discussion to all faculty members. The group found that:

They all need to take a more proactive role. Some faculty members wait for students to come to them. It can take a lot for a student to ask for help. This can be done through more training – e.g. Mental Health First Aid – get more faculty to do it

Raise awareness of all the various resources – a triage system of support. The professor recognizes an issue – expand the circle to include peer counseling, and professional counseling – make sure people are aware of the resources

Not all students with mental health issues show academic deficiencies. How else can an issue be recognized? E.g. program at Ottawa U – if first-year student doesn't do well in mid term, the university contacts them to inquire and talk about resources available.

Group 3: Should mental health literacy be a desired faculty and staff competency?

- There is a desire among faculty to be aware, but what is the goal: it is literacy? Or is it sensitivity and awareness – there is a big difference.
- Training – a little knowledge can be a bad thing.
- What about an online resource page for faculty that would include:
- Information on where to send students

- How to respond to requests for accommodations – paperwork etc
- How to respond to a comment a student makes that may flag a risk
- For some faculty, no training may be enough – e.g. a faculty member who denies a request for accommodation in the event of a parents’ death.
- Do we have quick response ombudsperson – e.g. Faculty of Law’s equity officer. Can this be made consistent?
- What about a mental health liaison person in each department/faculty – What if a certain amount of time at each faculty/dept meeting was spent to flag issues/students?

February 2012 Meetings

February 1, 2012

The Commission met with Dr. Roumen Milev, head of the Department of Psychiatry, and with representatives of the Queen’s University Faculty Association (QUFA).

Dr. Milev noted changes in societal expectations of university-aged individuals, the increased pace of life and commitments in modern life and the impact of all of the transitions that are experienced when one leaves home for university that can lead to mental distress. He talked about the need to consider how student health services can be better linked and integrated to community resources. Dr. Milev suggested a division could be created within his department for student mental health and addictions that could provide multi-disciplinary clinical services, curriculum development and teaching opportunities, and develop a leading research agenda.

Representatives from QUFA talked about internal and external factors that can affect student mental health. They expressed the need for faculty to accommodate students and suggested increased faculty TA awareness, trained peer contacts in faculties and school who could act as resources for faculty members (like we have trained First Aid/CPR “go-to” people), a clear, quick and central referral system and broader education programs for the campus community.

They suggested using the word “stress” instead of “mental illness” may be helpful because “stress” is a less-stigmatized word.

They emphasized the need for early identification and promoting the university’s policies, programs and response processes consistently every year as new students come in. They also identified the need for the whole response system, on campus and off, to be better connected so that students are given the best care and support.

February 8, 2012

The Commission spoke with Drs. Suzanne Billing, Steph Dallaire and Steve McNevin of HCDS, with Disability Services Advisor Jeanette Parsons and with Geneviève Rochon-Terry, ASUS Equity Officer.

Topics of discussion with Drs. Billing, Dallaire and McNevin included the challenge in early identification of students with mental health issues because they can be very good actors/actresses so self-identification is critical, but fear of stigma can stop them. They recommend more education for faculty members and TAs so they knew how best to respond to people who are asking for accommodations or assistance.

It was noted that the “system” (OSAP, scholarships etc) makes it hard for someone to temporarily pull back a bit academically, (e.g. drop a course) when this stress reduction tactic may be exactly what is needed to help a student get and feel better.

The doctors talked about a need for better links within the health care community for the treatment of eating disorders, for example, and a more interdisciplinary team model. They also spoke of the efficacy of tailored-to-student and on campus group therapy options.

They suggested the physical setup of HCDS, with health services on the main floor and counseling on the second floor is problematic and they made reference to the particular stressors and incidence of mental health issues among international students.

Ms Parsons talked about the need to look at the allocation of the provincial grant that funds disability services – it hasn’t been increased since the 1980s and as the population of students seeking accommodations grows, more resources are required to directly advise, support and follow up with students with accommodation plans.

She also suggested enhancing the positive collaborations between disability services, the faculties and schools and the exam centre.

Ms Rochon-Terry provided highlights of a student survey ASUS did at the corner of Union St. and University Ave., where they handed out hot chocolate and asked students about their experiences and suggestions for better mental-health related supports. The students said:

Make the Lasalle building (HCDS) a more welcoming place.

Help set student expectations of what happens when you call HCDS by outlining the process step-by-step – maybe in short videos.

Equip professors to help raise awareness among students about what to do if you need help – for example, they could put up a slide that lists resources as students come in for class. She also recommended building on class syllabi by adding month-by-month expectations about workload.

February 15, 2012

The Commission met with Associate Dean Hugh Horton, Associate Dean David Pugh and Academic Advisor Sue Blake from the Faculty of Arts and Science and with Vicky Huehn, Executive Director, Frontenac Community Mental Health Services (FCMHS).

The conversation with Arts and Science included more consistent approaches to accommodations, the stigma that exists that may prevent students from agreeing to an accommodation that affects their transcript, the need for a case management approach, and the pros and cons of starting the academic year earlier and implementing a Fall Reading Week.

Ms Huehn outlined the community-based services that FCMHS provides to Kingston residents, including Queen's students. She spoke of ways to increase the links between on-campus and off-campus supports that would allow Queen's and students to tap in to the resources that are available. This includes after-hours crisis response, education and ongoing recovery support.

February 22, 2012

The Commission met with Dr. Margo Rivera, Director of Psychotherapy, Department of Psychiatry, with Roxy Denniston-Stewart, Associate Dean of Student Affairs and with Dr. Arunima Khanna, Cross-cultural Counselor, HCDS.

Dr. Rivera spoke about the various support and skill-building group programs (including distress tolerance and managing powerful emotions) offered by the department and the need, in some cases, to tailor them to students and deliver them on campus.

Ms Denniston-Stewart offered ideas to support prevention and recognition of mental health issues and effective responses. In the area of prevention, she stressed the importance of encouraging daily exercise, providing tools for parents and peers to help them raise their concerns, "normalizing" mental health in university materials, and looking at ways to smooth out the workload for students over a term.

In the area of recognition, she suggested mandatory meetings with faculty and/or academic advisors for students who are failing/missing classes or assignments. She talked about a goal of providing some mental health literacy to all members of the Queen's community. She also suggested education programs and on-line tools could be developed and shared across the PSE sector.

Regarding effective responses, she suggested the university could formalize its relationships with community partners who provide support and response services to students, develop a protocol for students at risk and continue to lobby the provincial government for changes to student health care funding.

Dr. Khanna, who has worked as the university's cross-cultural advisor for the past decade, identified sub-groups of students who may be particularly vulnerable to

stress. These include international students, students with families as well as Canada-born students whose first language is not English and whose language skills may not be as good as expected, which can affect their university experience. She suggested The Writing Centre may be able to play a role.

She also recommended offering a course in cross-cultural and citizenship skills, as well as an “introduction to university.”

Dr. Khanna also identified need to identify and address the impact of “microaggressions” and “microinvalidations” of racialized students by individuals who are well-intentioned but may not recognize they are sending negative messages to others through unconsciously biased or harmful comments or reactions. These are subtle, but pervasive and can be detrimental to one’s mental health.

February 29, 2012

The commission met with several members of the Student Counselling Service in Health, Counselling and Disability Services.

The conversation focused on ways to encourage students to find work-life balance and how the university can articulate this value and model it through changes to systems and structures, for example – not keeping the library open 24 hours, and trying to provide students with a more consistent rhythm to their day that includes downtime. The pace of society/life is evermore faster/better and there is a cultural shift that needs to occur that’s bigger than Queen’s.

Other ideas included a buddy system, peer mentoring, changes to Orientation Week, a continued focus on mental health education and training, and a process to help students leave university when they need to and reenter when they’re ready.

March 2012 Meetings

March 7, 2012

Commissioners met with Kingston psychiatrist Dr. Renee Fitzpatrick, the incoming 2012-2013 AMS Executive Doug Johnson, Mira Dineen and Tristan Lee and PhD Candidate Chi Yan Lam.

Dr. Fitzpatrick spoke about the importance of teaching life skills to students, including time management and financial management. She also supports providing students with “detailed maps” of a course that can help them anticipate stressful times, prepare and organize their schedules.

She also noted a lack of national academic standards in high school can cause issues for students when they get to university. An “A” from one province may not be an “A” in another province.

She also talked about structure of a student health service and promoted the family health team model of shared care, where a psychiatrist works in collaboration with family doctors in the same place so that “corridor consults” happen naturally and often.

The incoming 2012-13 AMS executive noted the difference between mental health and mental wellness – that being mentally unwell can lead to being mental unhealthy and illness, and that proactive measures should be in place to decrease stress and promote health and wellness.

They talked about creating a Student Health and Wellness Hub –not necessarily in a building, but a philosophy that promotes holistic health – the impact of diet and exercise on your day, what’s available on campus (healthy foods, ARC, HCDS etc.).

They were asked about having the library open 24 hours and its impact on student wellness. The students said it’s a safe place to study overnight and some people will do it no matter what. If you provide students with information and tips about study patterns, they may stay up a few times, but they’ll learn to try healthier schedules. They noted how most students learn time-management and they have to teach themselves and figure out what works for them. Peer support and mentor advice helps.

They raised the \$50 academic appeal fee and the need for a compassionate wavier process to support students in a crisis.

They also suggested more HCDS counselors may be needed to triage students and refer them to community support and they liked the idea of a “hub and spoke” model, with counselors based in faculties who understood a student’s academic context.

Mr. Lam provided his insights after spending several years living and working in residences as a don.

March 7, 2012 - Working Forum

Robert Sutherland Room, JDUC.

Commissioners heard from undergraduate and graduate students, community members, staff and health professionals about a variety of topics and concerns with much of the conversation focusing on the university’s response to, and support of students with serious mental illnesses. These included the need to talk more about illnesses vs stress and ensure there’s an adequate response and ongoing support when a student reaches out.

As one student said: “It’s dangerous to just talk about suicide when you are talking about mental illness and mental health – a huge issue is living with it. The main struggle is not avoiding suicide. It’s important to have students understand what mental illness is – it’s more than the tragedies.”

Some of the other needs and ideas identified included:

- ensuring faculty, staff and peers know how to refer students to on-campus resources
- providing all new faculty members with information and skills development as part of their orientation
- summer pre-orientation to provide for a smoother transition for incoming students
- giving students a chance to 'practice' being a student/getting to know campus before the start of orientation and the academic year
- ongoing 'University 101' sessions, drop-in workshops
- flagging students whose marks drop for targeted outreach
- creating more flexibility in academic programs for students who need to take a break
- focus on intercultural communication

March 8, 2012 - Working Forum

Faculty of Education Library, Duncan McArthur Hall, West Campus.

Commissioners met with a small group including an undergraduate student, a graduate student and community members.

The conversation covered a broad range of issues, including the need to distinguish between helping students manage stress and anxiety and how the university responds to and supports students with serious mental illnesses.

Some ideas included:

- Having a student talk to the incoming class during Orientation Week about the fact that it might take a while to find your place and support network at Queen's and that's ok. This would help validate the feelings of some students who may feel initially out of place.
- Offering options during Orientation Week so students can choose activities they feel most comfortable participating in
- Finding student role models who will talk about how they have managed their illness while at Queen's
- Encouraging faculty to talk about their own personal experiences in class
- Encouraging faculty to provide information (a slide) about accommodation policies at the start of every course
- Develop a template "map" for faculty to use in class to help set expectations about a course load – when it will be most busy, what to plan for...

- Maximize the availability and impact of peer support and mentoring for those with mental illness and for those who are stressed.

[Download the Forum PowerPoint presentation \(528 KB\)...](#)

[Download the Forum handout \(PDF 90 KB\)...](#)

March 14, 2012 – No Meeting

March 21, 2012

The Commission met alone to discuss the framework for its report and recommendations. Commissioners also met with an undergraduate student who spoke about her past experience with an illness and whose recommendations included:

- that the Commission seek more input from students
- that a distinction be made between the stresses of university life and mental illness
- that students be educated to reach out to peers who may be in distress
- that students be encouraged to seek help as soon as they feel something is not quite right
- that an immediate triage system be set up in HCDS
- that the university encourage more collaboration among all the various groups that support students in distress on campus

March 28, 2012

Commissioners met to discuss their report.

April 2012 Meetings

April 4, 2012

The Commission met with members of an ad-hoc group that has been discussing issues relating to exams and accommodations. The group includes Linda Williams (HCDS), Ingrid Johnsrude (Psychology), Jeanette Parsons (Disability Services Office), Jo Brett (Registrar's Office (Examinations), Allyson Harrison (Regional Assessment and Resource Centre).

The group talked about exam deferrals - students ask to defer because of stress and anxiety and the university doesn't have a campus wide policy or protocol to respond consistently. The members distinguished between students who are registered through the Disability Services Office and have the legal right to be accommodated – and those who are not registered. There was discussion about the need to identify students some time before exams who may be having difficulty with time

management, study skills and stress to help them prepare. But the problem is that many students don't recognize they need support until exam time. Another suggestion was that the university would follow up with students who are granted deferrals and help them develop strategies to reduce exam-related anxiety.

April 11, 2012

Commissioners spent time discussing preliminary results of the recent health and wellness survey of Queen's students. Full survey results will be reviewed when available and they will be compared with other internal and external data.

The Commission also met with the outgoing AMS Executive who provided a comprehensive outline of current AMS services relating to mental health and wellness, a description of the Peer Support Centre, an analysis of common triggers of student stress, a discussion of unrecognized but vulnerable groups, and concerns that have been expressed by students.

The presentation included many early recommendations, including:

- Creating one centralized and well promoted online database of Queen's resources
- Increasing institutional support for the Peer Support Centre (PSC)
- Rebranding HCDS
- Consideration of support programs offered jointly by PSC and trained university staff
- Increasing awareness and education about healthy and safe relationships
- Increasing awareness and understanding among students of academic appeal procedures

April 18, 2012

The commissioners worked on their report.

April 25, 2012

The commissioners worked on their report.

May 2012 Meetings

May 2, 2012

The commissioners worked on their report.

May 9, 2012

The commission has been spending the last few weeks working on its draft report/discussion paper. As part of its weekly meeting, the commission spoke with Fatima Couto, Clinic Manager, Student Health Services, HCDS about some of the improvements that have been made over the past few years to the services provided to students, including the hiring of a mental health nurse and additional counselors, sustained efforts to better integrate health and counselling and the fact that a

number of appointments in each physician's daily calendars are held for students with mental health issues.

Ms Couto identified the need for a more effective triage system so that students are directed to the appropriate stream of service quickly. The group also discussed the HCDS funding model, how it could be possible to employ a nurse practitioner, options relating to more after-hours/weekend clinics and how to better "red flag" students who are withdrawing from university life.

May 16, 2012

No meeting.

May 23, 30 2012

The commissioners worked on their report.

September 2012 Meetings

September 10, 2012

Submissions received over the summer were reviewed. The Commission is passing on specific recommendations to those who would be responsible for implementing the relevant parts of the Commission's report.

The commissioners also discussed their activities for the next few months. A final community forum will be organized for mid October.

September 17, 2012

The Commission continued to work through the feedback received on its June discussion paper.

September 24, 2012

The commission continued to work through feedback on the discussion paper and has begun to work on its final report. Work on the report will continue over the next several weeks. The commission's next meeting is October 15. The commission also finalized arrangements for its fall community forum. It will be held on Tuesday October 16 from 4:30-6:00 p.m. in the Red Room in Kingston Hall. All are welcome! Refreshments will be served.

October 2012 meetings

October 15, 2012

The Commission met with a student to talk about the discussion paper and suggestions for emphasis as well as ideas for implementation. The Commission also worked through further written submissions and prepared for the October 16 community forum.

October 16, 2012

The commission held a final community forum to talk about the June discussion paper. Commissioners were joined by students, staff, faculty, alumni and parents. Feedback on the paper was positive, and the topics raised included the need for more transition support for "Castle kids" and returning exchange students, the role of the on-campus pharmacy and the process for securing exam accommodations. The commission will now work to finalize its report for release in November.

October 22, 2012

The commission met to discuss the community forum and integrate what was said into the final report.

Additional work on the report was done by commissioners electronically.

Meeting Guest List

Month	Day	Attendees
SEPTEMBER		
	14	No guests
	21	No guests
	28	No guests
OCTOBER		
	5	<ul style="list-style-type: none"> Mental Health Working Group Dr. Mike Condra, Director, Health, Counselling and Disability Services
	12	<ul style="list-style-type: none"> Arts & Science Undergraduate Society SGPS
	19	<ul style="list-style-type: none"> Kelsey Paterson, President, Commerce Society Hagar Akua Prah, Student Advisor/Counsellor, Diversity Programs
	26	<ul style="list-style-type: none"> Rehab students Community member Trish Crowe, Social worker
NOVEMBER		
	2	<ul style="list-style-type: none"> Wayne Myles, Director, Queen's University International Centre (QUIC) Susan Anderson, Assistant Director, QUIC David Patterson, Director, Campus Security
	9	<ul style="list-style-type: none"> Stephanie Simpson, Human Rights and Equity Irene Bujara, Human Rights and Equity Faculty of Law: <ul style="list-style-type: none"> Stan Corbett, Associate Dean (Academic) Helen Connop, Manager, Education and Equity Services Erin Smith, student
	16	<ul style="list-style-type: none"> Teresa Alm, Acting University Registrar Shannon Hill, Learning and Development Specialist, Human Resources Alumnus
	23	<ul style="list-style-type: none"> Sarosh Khalid-Khan, Child and Adolescent Psychiatry, Hotel Dieu Hospital Faculty members, Department of Psychology <ul style="list-style-type: none"> Dr. Kate Harkness Dr. Michaela David Dr. Kevin Parker Dr. Ron Holden Dr. Wendy Craig
	30	<ul style="list-style-type: none"> Arig Girgrah, Assistant Dean, Student Affairs Senior Residence Dons Jeanette Parsons, Disability Services Advisor

DECEMBER

- 7
- Brian Yealland, University Chaplain
 - Dr. Heather Stuart, Community Health and Epidemiology

14 Parent

21 No guests

JANUARY

- 4
- Ian Arnold, Chair, Workforce Advisory Committee, Mental Health Commission of Canada

11 Academic Advisors:

- Kathleen Norman, School of Rehabilitation Therapy
- Spring Forsberg, Faculty of Arts and Science
- Alan Travers, Faculty of Education
- Jacquie Brown, Department of Mechanical and Materials Engineering
- Bob Burge, Faculty of Education
- Barb Lawson, graduate in Chemical Engineering
- Shannon Goodspeed, School of Business

- 18
- Alex Rosenblat, Graduate Student, Masters, Sociology

Academic Advisors:

- Cindy Price, Queen's School of Business
- Shai Dubey, Queen's School of Business
- Peter Chin, Faculty of Education
- Rebecca Luce-Kapler, Faculty of Education
- Rick Rowland, Department of Family Medicine
- Jo-Anne Peterson, Nursing
- Linda McLean, Rehabilitation Therapy
- Margaret Jamieson, Rehabilitation Therapy

25 Academic Advisors:

- Mandy Daniel, Queen's School of Business
- Ashley Vanstone, Queen's School of Business
- Tammy O'Neil, Faculty of Education
- Ana Popovic, Faculty of Engineering and Applied Science
- Aphra Rogers, Faculty of Engineering and Applied Science
- Melissa Raby, Nursing
- Melissa Andrew, School of Medicine
- Jenn Carpenter, School of Medicine
- Hugh Horton, Faculty of Arts and Science
- Joyce Holden, Faculty of Arts and Science
- David Pugh, Faculty of Arts and Science

FEBRUARY

- 1
- Dr. Roumen Milev, Head, Department of Psychiatry
- Queen's University Faculty Association:
- Elaine Berman, Administrative Officer
 - Ramneek Pooni, Member Services Officer, Grievance

	<ul style="list-style-type: none"> • Dean Tripp, Council of Representatives, Psychology • Paul Young, President
8	<ul style="list-style-type: none"> • Dr. Suzanne Billing, HCDS • Dr. Steph Dallaire, HCDS • Dr. Steve McNevin, HCDS • Jeanette Parsons, Disability Services Advisor • Geneviève Rochon-Terry, ASUS Equity Officer
15	<ul style="list-style-type: none"> • Hugh Horton, Associate Dean, Faculty of Arts and Science • David Pugh, Associate Dean, Faculty of Arts and Science • Sue Blake, Academic Advisor, Faculty of Arts and Science • Vicky Huehn, Executive Director, Frontenac Community Mental Health Services
22	<ul style="list-style-type: none"> • Dr. Margo Rivera, Director of Psychotherapy, Department of Psychiatry • Roxy Denniston-Stewart, Associate Dean, Student Affairs • Dr. Arunima Khanna, Cross-Cultural Counsellor, HCDS
29	<p>Student Counselling Service staff, Health, Counselling, and Disability Services:</p> <ul style="list-style-type: none"> • Linda Williams, Learning Technologist • Mary Walsh, Personal Counsellor • Chuck Vetere, Personal Counsellor • Anja Troje, Personal Counsellor • Liz Racine, Peer Mentor Coordinator • Arunima Khanna, Personal Counsellor • Amanda Kesek, Learning Strategist • Marlo Gillis, Personal Counsellor • Mike Chondra, Director, HCDS • Elspeth Christie, Learning Strategist • Whitney Babcock, Personal Counsellor
MARCH	
7	<ul style="list-style-type: none"> • Dr. Renee Fitzpatrick, Kingston Psychiatrist • Chi Yan Lam, PhD Candidate, Faculty of Education and former Don • 2012-13 AMS Executive: <ul style="list-style-type: none"> • Doug Johnson • Mira Dineen • Tristan Lee
21	<ul style="list-style-type: none"> • An undergraduate student
APRIL	
4	<ul style="list-style-type: none"> • Linda Williams, HCDS • Ingrid Johnsrude, Psychology Department • Jeanette Parsons, Disability Services Office • Jo Brett, Registrar's Office (Examinations) • Allyson Harrison, Regional Assessment and Resource Centre

11	2011-2012 AMS Executive
	<ul style="list-style-type: none">• Morgan Campbell, President and CEO• Ashley Eagan, Vice President (Operations)• Kieran Slobodin, Vice President (University Affairs)

18, 25	No guests
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MAY

2	No guests
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9	<ul style="list-style-type: none">• Fatima Couto, Clinic Manager, Student Health Services
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23, 30	No guests
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