

# Student Health Surveys Overview of 2022 Results

National College Health Assessment (NCHA) and  
Canadian Campus Wellbeing Survey (CCWS)

February 2023

# Survey Implementation Details

<b>WHO</b>	33,720 students surveyed (~11K/survey); overall response rate <b>12.5%</b>
<b>WHAT</b>	3 concurrent surveys: <ul style="list-style-type: none"><li>• National College Health Assessment (NCHA)</li><li>• Canadian Campus Wellbeing Survey (CCWS)</li><li>• Health Canada's Canadian Post-Secondary Drug &amp; Alcohol Survey (CPADS) (<i>results pending release</i>)</li></ul>
<b>WHEN</b>	Feb 15 - Mar 22, 2022 COVID-19 pandemic <b>lockdowns/restrictions in place</b> (online classes Jan 10- Feb 28, 2022)
<b>HOW</b>	Multi-channel promotion- direct emails, paid & organic social posts, display marketing, etc.) <u>Incentives:</u> <ul style="list-style-type: none"><li>• \$5 flex or donation by Queen's to one of three local non-profits for first 750 respondents of each survey</li><li>• Prize draws for 10 x \$100 SkipTheDishes credits</li></ul>

# About the Surveys

**Purpose:** To gather a ‘snapshot’ of current student health behaviours, attitudes, experiences and perceptions to guide continued action that promotes student wellbeing at Queens.

## National Collage Health Assessment (NCHA) III



NCHA II implemented at Queen’s in 2013, 2016, 2019

2022: n=1,017 responses, 9% response rate

30-45 mins

16 other Canadian PS institutions

## Canadian Campus Wellbeing Survey (CCWS)



1st implementation at Queen’s  
Survey developed primarily by UBC researchers

n=1,332 responses, 12% response rate

15-20 mins

14 other Canadian PS institutions

## How past survey data has informed actions

- Identifies **the most common health-related issues** affecting students' academic performance and wellbeing
- Identifies of **areas of strength** within the campus community
- **Engages students, staff and faculty** to help improve a culture of wellbeing at Queen's
- **Informs resource allocation** for new and ongoing wellbeing initiatives and services
- **Identifies student communities requiring specific supports**



# Survey Data Themes, and Respondents

## Themes

- Overall Health
- Physical Health
- Food Security
- Mental Health
- Substance Use Health
- Social Health: Belonging, Respect and Safety
- Awareness and Use of Health Services

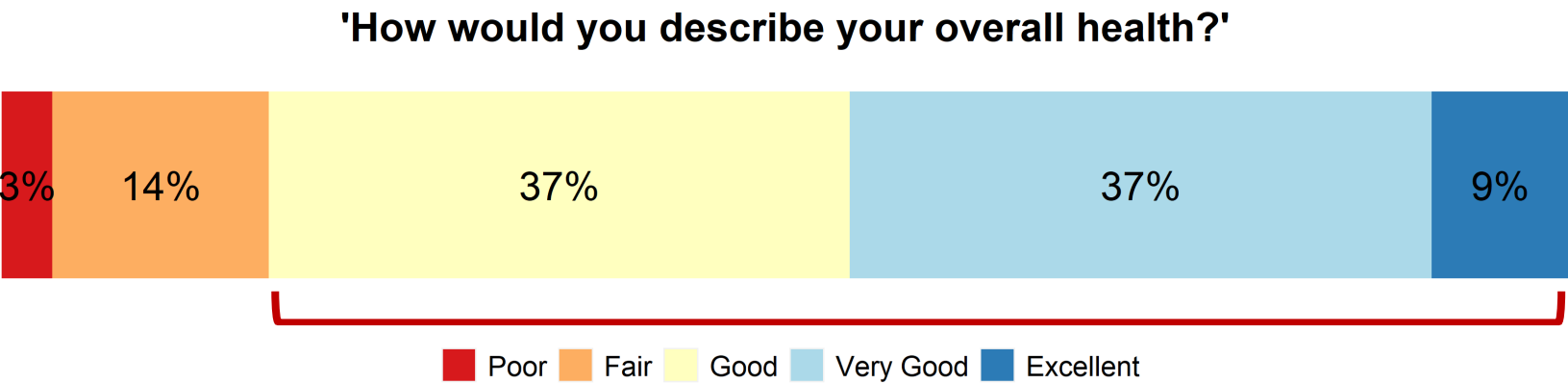
## Respondents

- Overall response
- Canadian comparator group
- Queen's sub-groups:
  - Graduate, undergraduate students
  - Students with disabilities
  - Students who identify as trans and/or gender non-conforming
  - Students who identify as LGBTQ+ Students
  - who identify as racialized Students who
  - participate in varsity, club, or intramural sports
  - Self-reported grades
  - First-generation students

# Overall Health

# Overall Health

83% of students surveyed described their **overall health as good, very good or excellent** (Canada = 82%)



NCHA22 N3C

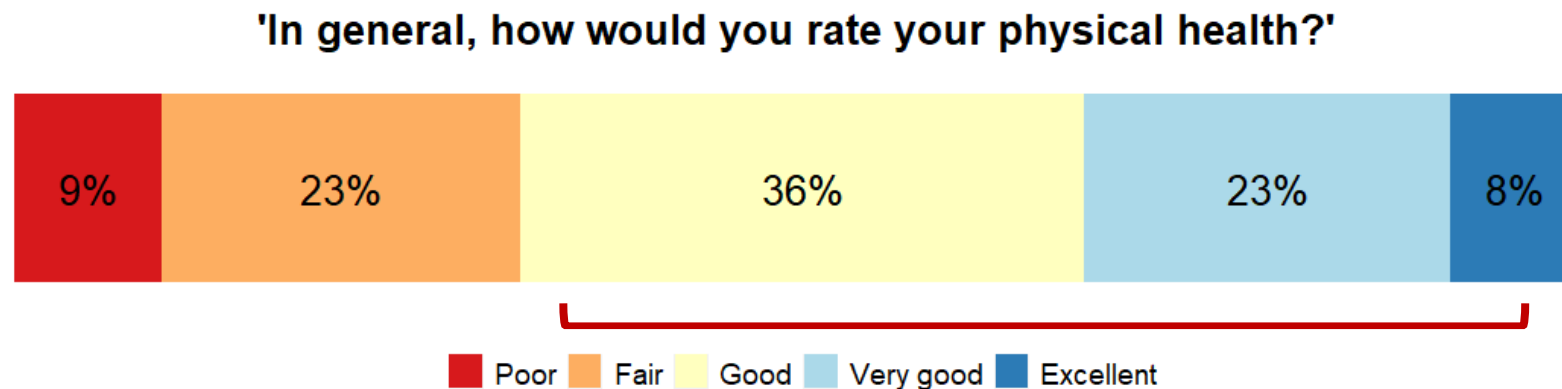
## Sub-group: Good, very good or excellent

Student athletes (varsity, clubs, intramural participants)	90%
Students who get optimal sleep	88%
----- QU respondents-----	83%
----- Canada comparators-----	82%
Students with disabilities	66%
Trans, gender non-conforming students	50%
Students with C or D grades	50%

# Physical Health

**67%** of students surveyed described their physical health as good, very good or excellent

(Canada = 61%)



CCWS22 GIPhysH

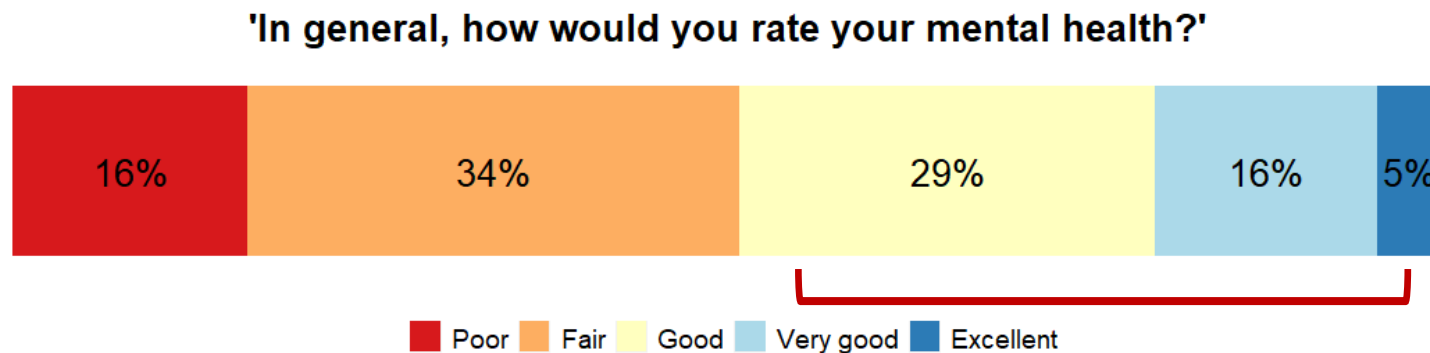
## Sub-group: Good, very good or excellent

Student athletes	81%
Students who get optimal sleep	71%
----- QU respondents-----	67%
----- Canada comparators-----	61%
Students with disabilities	58%
Students identifying as LGBTQ+	56%
Students with C or D grades	46%
Trans, gender non-conforming students	32%

# CCWS Mental Health

**50%** of students surveyed described their mental health as good, very good or excellent

(Canada = 46%)



CCWS22 GIMentH

## Sub-group: Good, very good or excellent

Student with A grades 53%

----- **QU respondents**----- **50%**

----- Canada comparators----- 46%

Students identifying as LGBTQ+ 36%

Students with C or D grades 35%

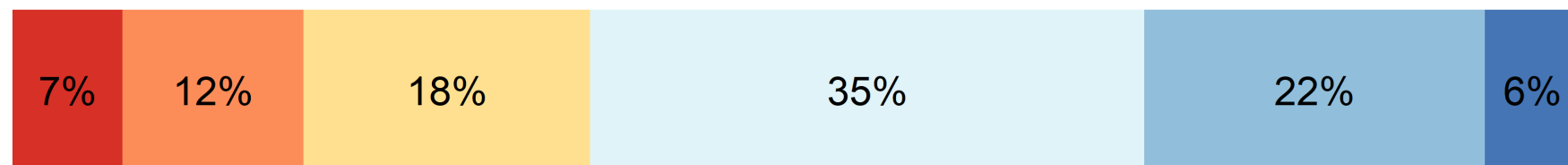
Students with disabilities 31%

Trans, gender non-conforming students 26%

## Overall Health - Institutional Priority

**'I feel that students' health and well-being is a priority at my university'**

**63%** of students  
strongly agree,  
agree,  
or somewhat agree  
that students'  
**health and well-  
being is a priority  
at their university**  
(Canada = 73%)



Strongly disagree Disagree Somewhat disagree Somewhat agree Agree Strongly agree

NCHA - N3Q2B

# Common Health Conditions

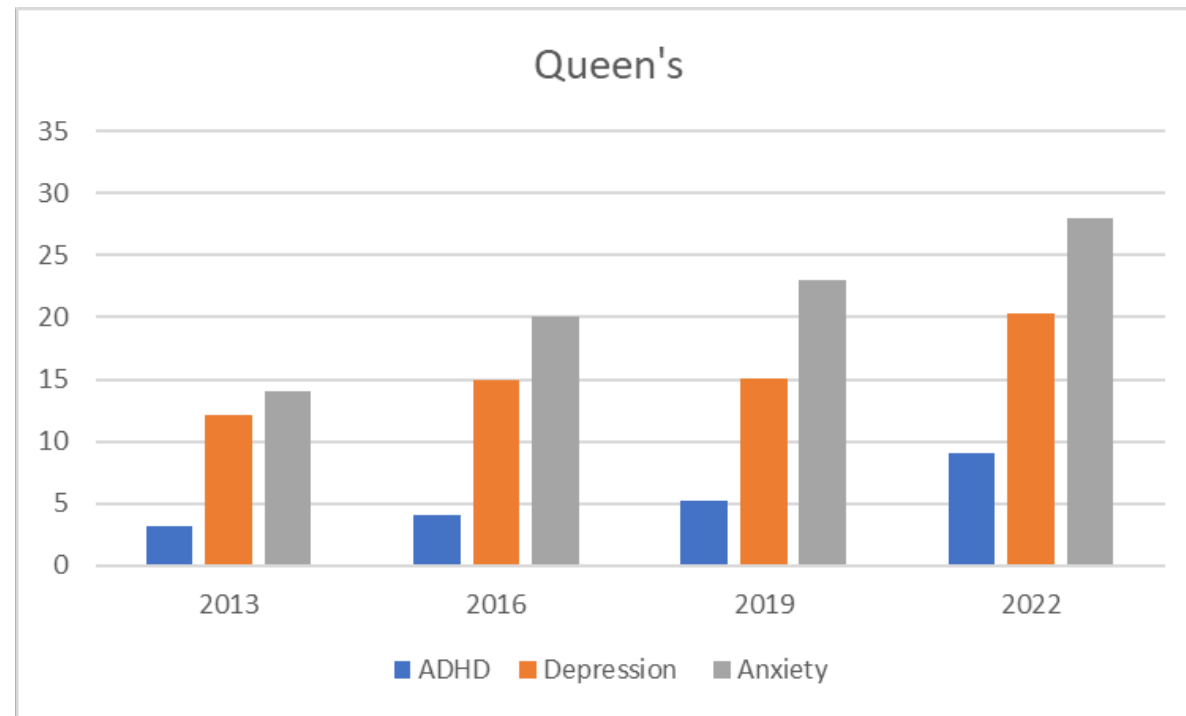
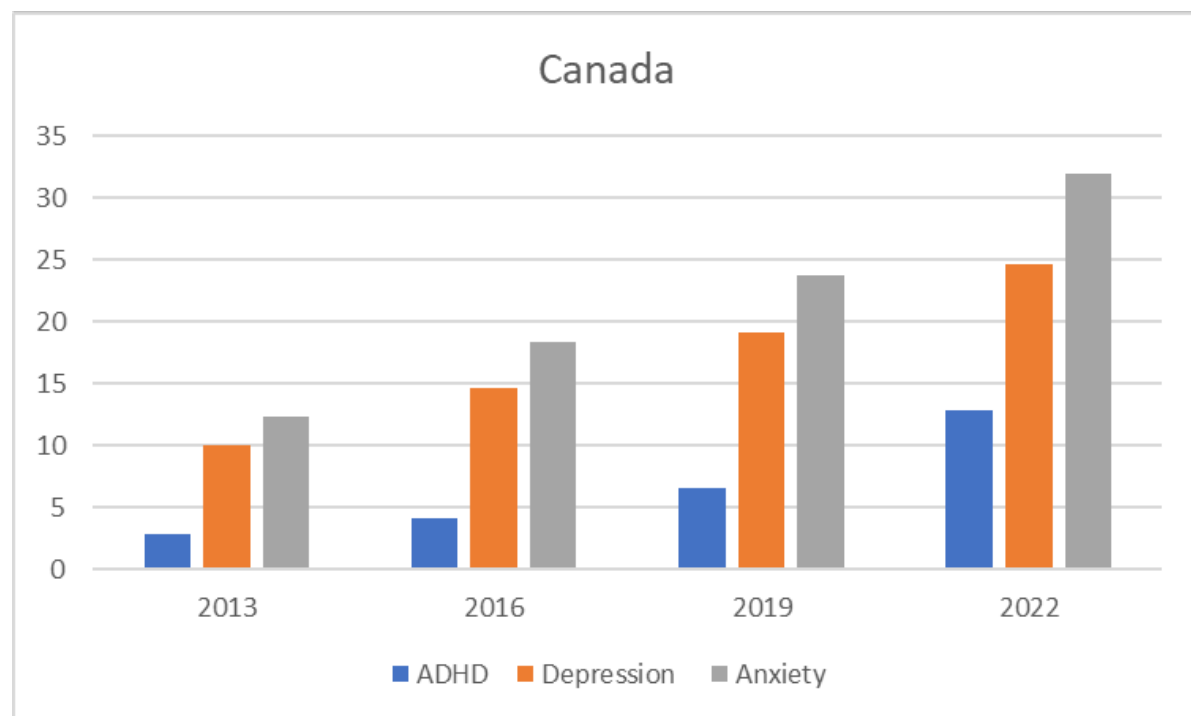
Acute Medical Conditions	% diagnosed last 12 mo
Cold/ Respiratory illness	20%
Flu/Flu-like	7%
Orthopedic injuries: sprains, breaks etc.	7%
Stomach: Gastro, food poisoning etc.	6%
Concussion	2%
Chlamydia	2%

COVID-19	% diagnosed last 12 mo
Ever had COVID-19 (as of March 2022)	24% Yes 11% Unsure
Symptoms lasting longer than 4 weeks	27.5%
Loved one, family / friend died due to COVID-19	8%

Ongoing / Chronic Conditions	% diagnosed ever
Anxiety	28%
Acne	28%
Allergies (environmental)	23%
Depression	20%
Asthma	16%
Food Allergies	12%
Migraines	10%
ADHD	9%
Chronic Pain (including back pain)	7%
Insomnia	6%
PTSD	5%
Eating Disorders	5%

# Common Health Conditions: ADHD, Depression, Anxiety - NCHA Survey Data

*"Have you ever been diagnosed by a healthcare or mental health professional with any of the following ongoing or chronic conditions?"*



These graphs compare NCHA results over time. Queen's is on trend with Canada, but has **slightly lower rates** of all three conditions (ADHD 9%, Depression 20%, Anxiety 28%) when compared to Canada (ADHD 13%, Depression 25%, Anxiety 32%)

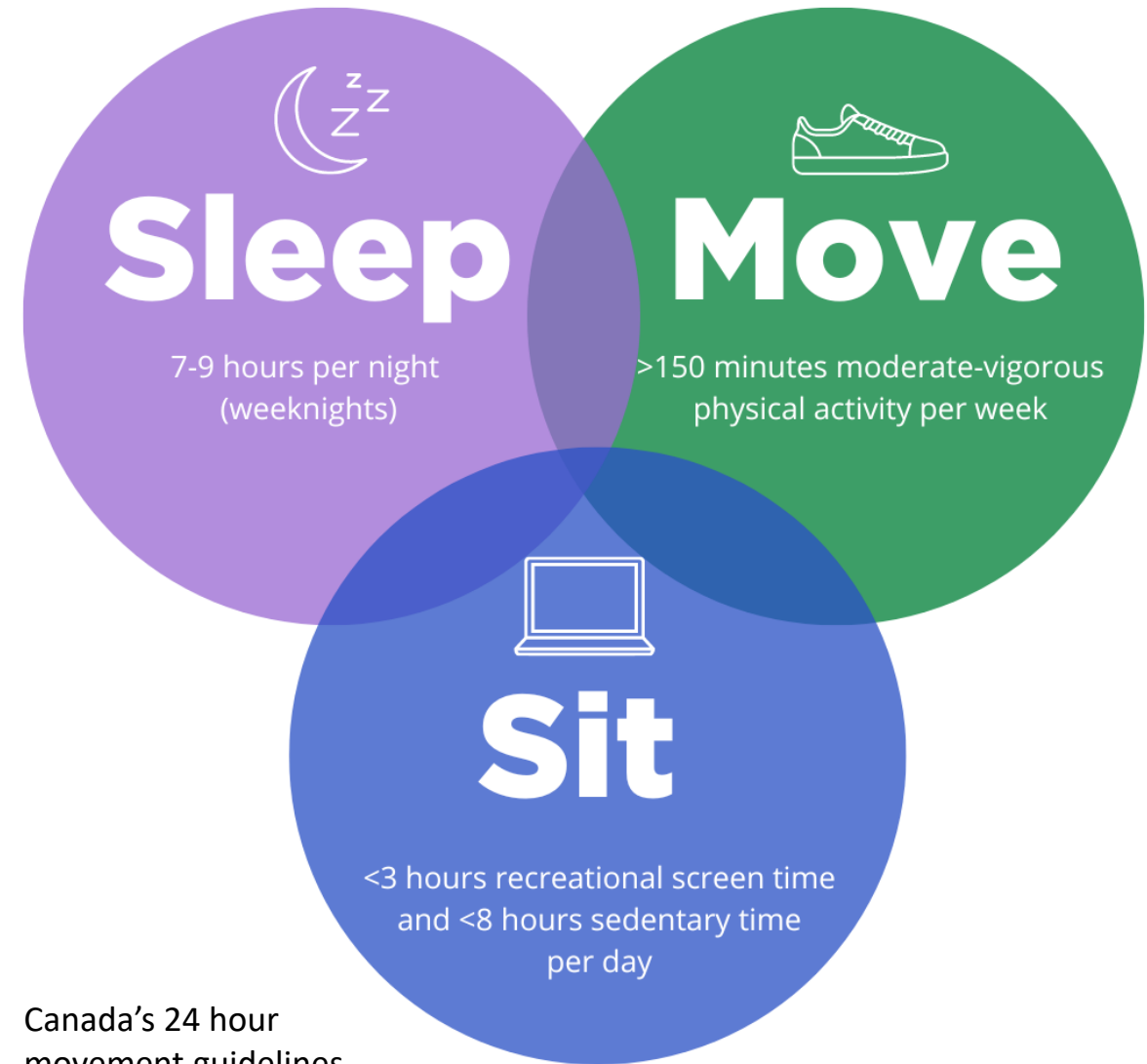


# Examples of Actions Supporting Overall Health & Wellbeing

- Implementation of **Campus Wellness Framework** and **National Standard for Post-Secondary Student Mental Health and Wellbeing**
- **Increased access to timely clinical services on campus**
  - Expanded triage and Peer Wellness and Clinic Navigator programs in Coté-Sharp Student Wellness Centre
  - Expanded therapy groups
  - New health care practitioners (Nurse Practitioners, Occupational Therapists, dietician)
- **Increased engagement to amplify student voices and perspectives**, e.g., Student Mental Health Collective, SWS Student Advisory Group, Student-led outreach and health promotion
- Dynamic COVID response, e.g., **prioritized in-person access** to physical activity opportunities, medical services, on-campus testing and vaccine clinics, & increased hybrid student service delivery



# Physical Health

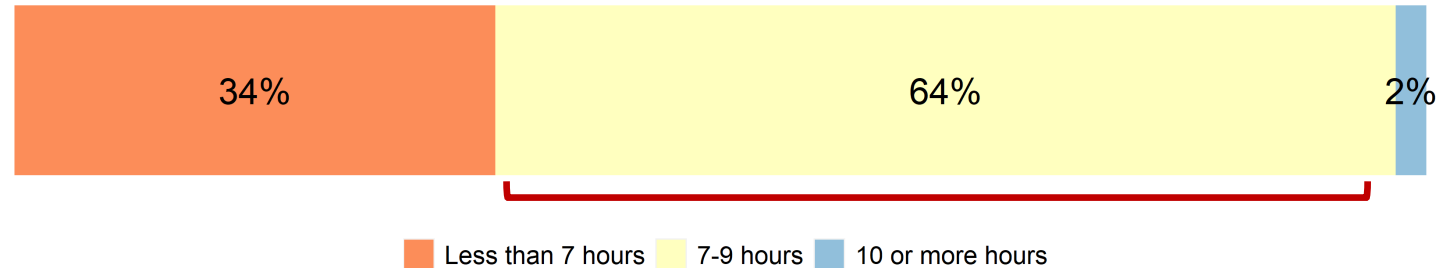


Canada's 24 hour  
movement guidelines

# Sleep

**64%** of students reported  
**7-9 hours sleep** on  
weeknights  
(Canada = 56% )

Percent of Students Reporting 7-9 Hours per Night of Sleep on Weeknights



NCHA N3Q14

## Sub-Groups: % who reported 7-9 hours sleep / weeknights

Student athletes, including intramurals 75%

----- **QU respondents**----- **64%**

----- Canada comparators----- 56%

Students who identify as racialized 55%

Students with disabilities 49%

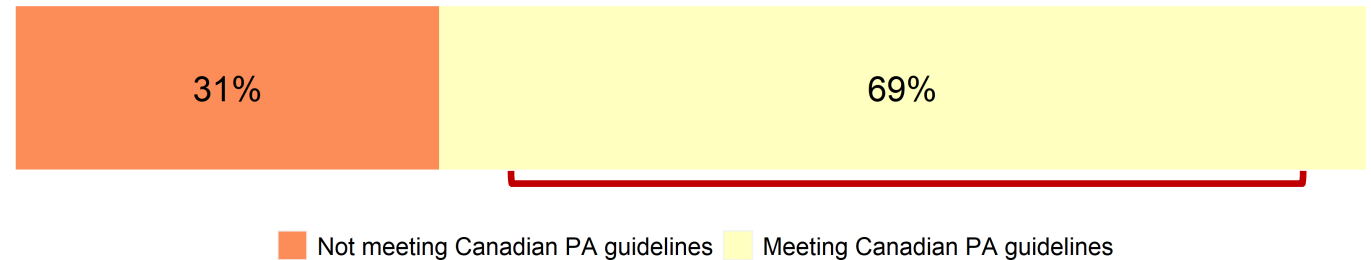
Trans, gender non-conforming students 47%

Students with C or D grades 30%

# Move - Physical Activity

**69%** of students **met the Canadian Physical Activity guidelines** (150 min of moderate physical activity/week )  
(Canada = 63%)

Percent of Students Meeting Canadian Physical Activity Guidelines



CCWS22 AvgMVPA\_Guideline

## Sub-Groups: % who meet guidelines

Student athletes 80%

----- **QU respondents**----- **69%**

----- Canada comparators----- 63%

Students who identify as racialized 59%

# Sit - Sedentary Behaviour

**81%** of students are **more sedentary than the daily guidelines**

(Canada = 83%)

**10%** of Queen's students indicate sitting for 12 hours / day or longer

(Canada = 13%)

Percent of Students Reporting Sedentary Behaviour



Not meeting Canadian Sedentary Behaviour guidelines Meeting Canadian Sedentary Behaviour guidelines

CCWS22 SedentaryBehaviour

**Sub-Groups:** % who are more sedentary than the daily guidelines

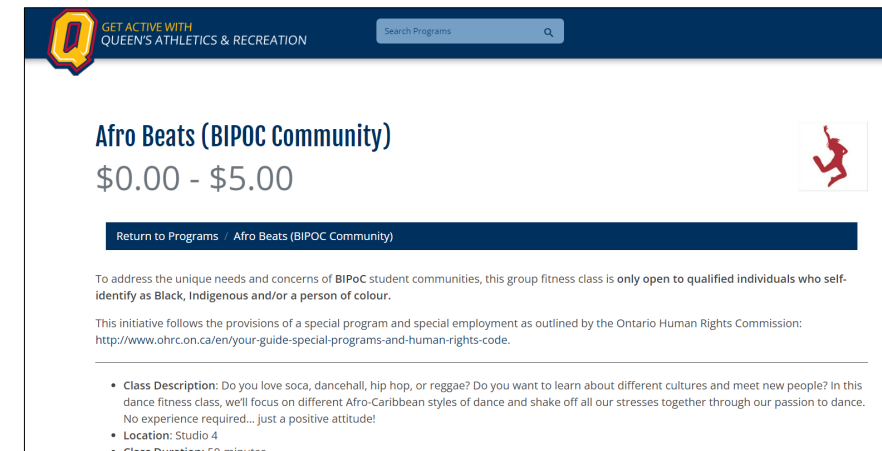
Students with disabilities 86%

----- Canada comparators----- 83%

----- **QU respondents**----- **81%**

# Examples of Actions to Promote Physical Health

- Peer Wellness Coaching for 1-1 goal-setting appointments (new in 2022)
- Donor-funded (PHE class '73) *Prescription Exercise Program @Queen's*
- SWS-SKHS partnership to implement 24-hr movement guideline interventions
  - e.g. ParticipACTION research; tools for health care providers to discuss physical activity with patients
- Health Promotion's Peer Health Educators Recreational Run Club: building community & decreasing barriers to regular moderate activity
- Nature-Rx hikes organized by Health Promotion and A&R with Yellow House, Residence Life etc.
- A&R Yellow House partnership programs: e.g. Solidarity Swims, Afro Beats dance classes



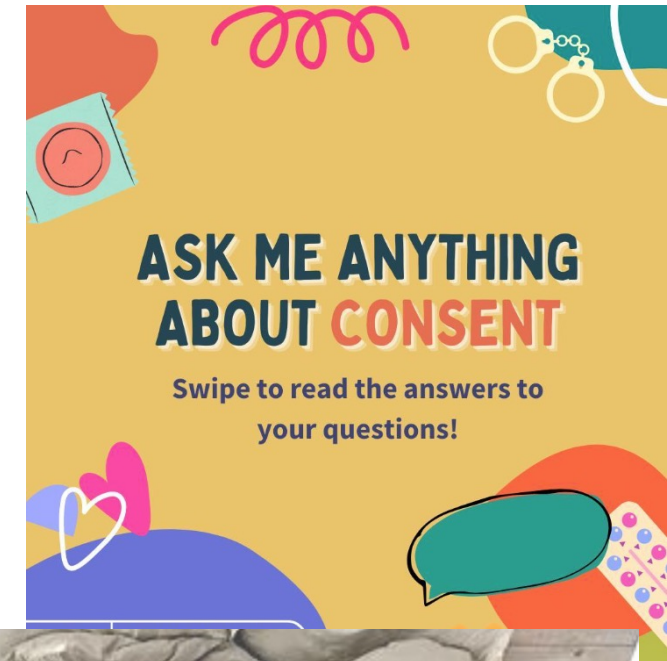
# Sexual Health

- 68% of Queen's students have engaged in sexual activity (Canada = 52%) (CCWS)
- 44% of students who answered yes, indicated always or almost always using a protective barrier: Condom, dental dam, glove etc (Canada = 43%) (CCWS)
- Mean number of sexual partners = 2 (NCHA)
- Median number of sexual partners = 1 (NCHA)
- 13.5% of Queen's students report 4 or more sexual partners (NCHA)
- 61% of students report being moderately or very satisfied with their sex lives (CCWS) (Canada = 61%)

Methods used to prevent pregnancy during vaginal intercourse	%
Birth control pills	45%
Condom	46%
IUD	23%
Withdrawal	20%
Other hormone methods	6%
Fertility awareness	4%

# Examples of Actions to Promote Sexual Health

- Longstanding Sexual Health Peer Health Educator team
  - [“Ask Me Anything About Sex” social media initiative](#) and other student-led programming
- SWS Transcare Team
- SWS medical staff: family doctors, obstetrician/gynecologist, nurse practitioners, nurses
  - referrals to community specialists, as needed
  - Increased access to STI testing
- On-campus [Sexual Health Resource Centre](#)
- Sex-positive programming and supports for 2SLGBTQ+ and BIPOC student communities through the Yellow House and campus partners



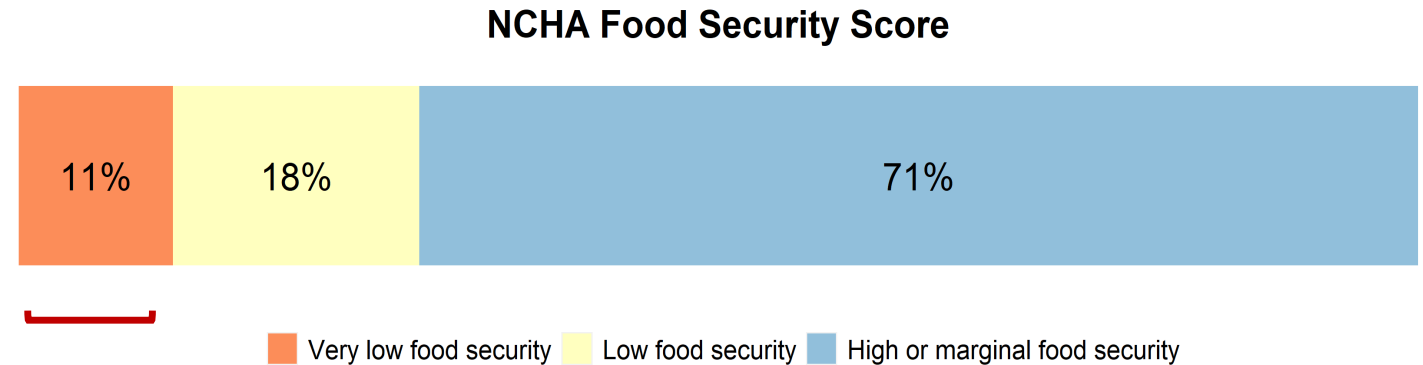


# Food Security

# Food Security

**11%** of students indicate experiencing **very low food security** (severe food insecurity)

(Canada = 20%)



NCHA22 RUSDAFI

## Sub-Groups: % experiencing very low food security

Students with C or D grades	23%
High / moderate alcohol use	21%
First generation students	20%
Students with disabilities	20%
----- Canada comparators-----	20%
Non-optimal sleep on weeknights	17%
----- <b>QU respondents</b> -----	<b>11%</b>

# Examples of Actions to Promote Food Security

- Queen's Food Insecurity Advisory Committee chaired by Student Affairs on behalf of the Provost
- Student Food Collective
- Centralized Food Access Resources information hub on the Student Affairs website
- AMS on-campus Food Bank
- Pay-what-you-can PEACH Market – AMS and Hospitality Services partnership
- Peer support through the unique-in-Canada Swipe It Forward Queen's program
- Programming by the [SWS peer-led Health Promotion team](#):
  - Fresh Food Boxes, Mason Jar meals, Healthy Cooking sessions
- Integration of food insecurity into policies and strategies to advance UN SDG 2: Zero Hunger

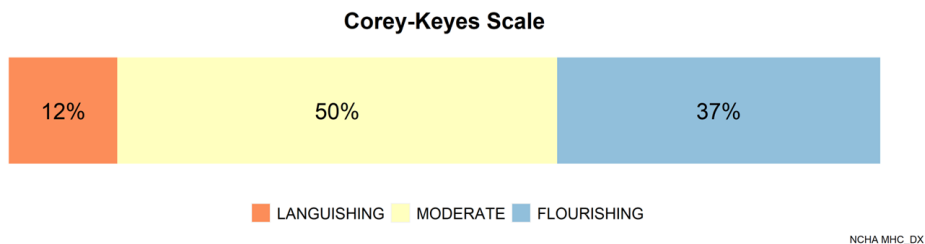


# Mental Health

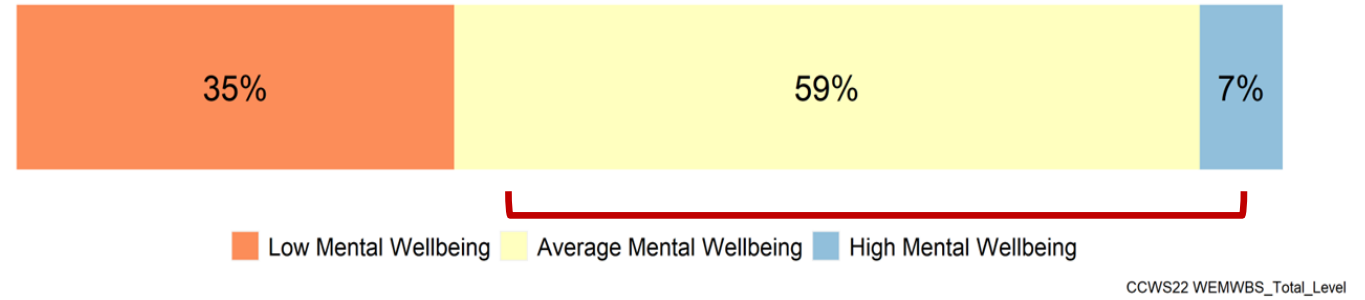
# Positive Mental Health

**66%** indicate average or high mental wellbeing in last 2 weeks (CCWS)  
(Canada = 60%)

## Similar measure (NCHA):



## Warwick-Edinburgh Mental Well-being Scale



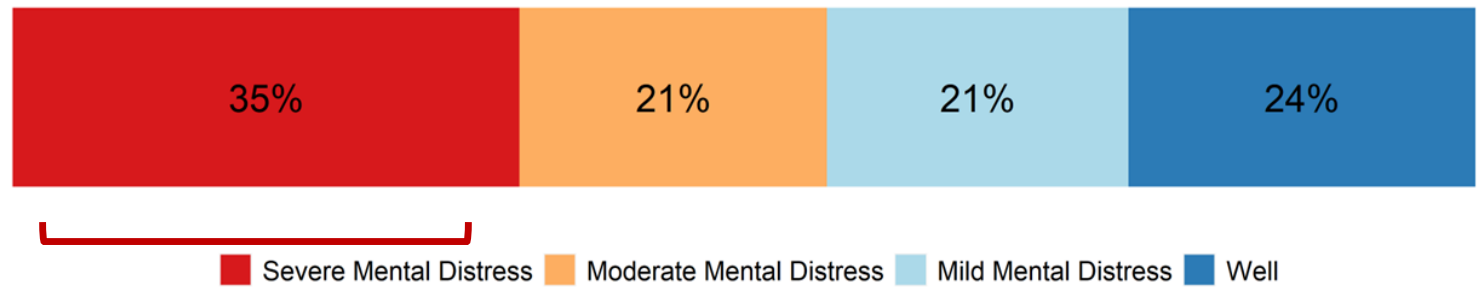
## Sub-Groups: % experiencing average or high mental wellbeing

Student athletes, including intramurals	74%
Students with physical disabilities	71%
Optimal sleep on weeknights	69%
----- <b>QU respondents</b> -----	<b>66%</b>
----- Canada comparators-----	60%
Students identifying as LGBTQ+	53%
Students with mental / neurological disabilities	52%
Greater than 9 hrs screen time per day	49%
Students with C or D grades	49%
Students with complex disabilities	40%

# Mental Health Distress

**35%** of students indicate  
**severe mental distress** in  
the last 30 days  
(Canada = 41%)

Kessler 10 Screening Scale



CCWS22 K10\_Total\_Level

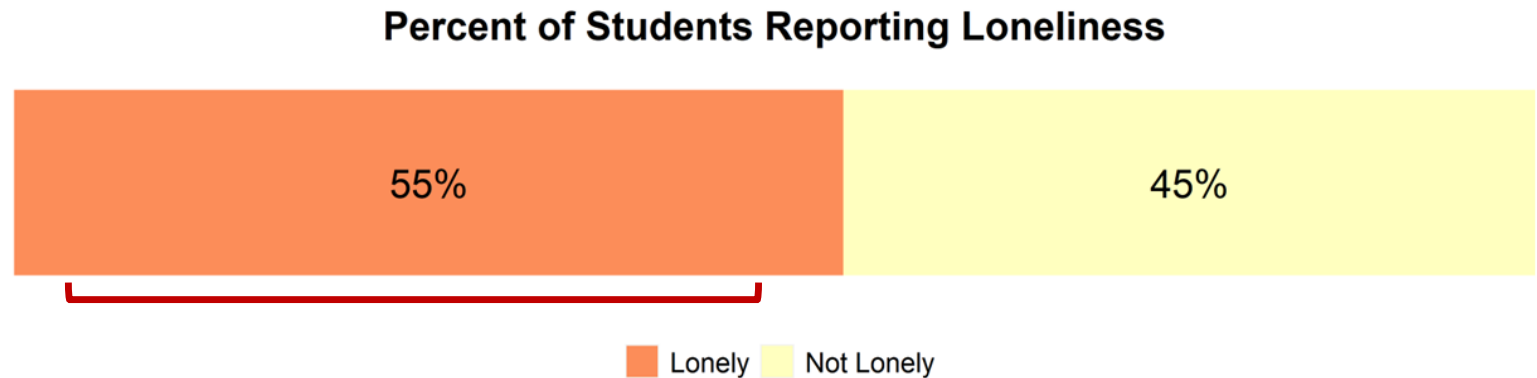
## Sub-Groups: % with severe mental distress

Trans, gender non-conforming students	71%
Students with complex disabilities	62%
Students with mental / neurological disabilities	57%
Students with C or D grades	56%
Students identifying as LGBTQ+	53%
----- Canada comparators-----	41%
Undergraduate students	39%
Students with physical disabilities	35%
----- <b>QU respondents</b> -----	<b>35%</b>
Graduate students	26%

# Loneliness

55% of students report  
loneliness

(Canada = 59%)



CCWS22 Loneliness\_Total\_Level

## Sub-Groups: % reporting loneliness

Students identifying as LGBTQ+	65%
Students with complex disabilities	64%
Students with mental / neurological disabilities	63%
----- Canada comparators-----	59%
----- QU respondents-----	55%
Students with physical disabilities	41%

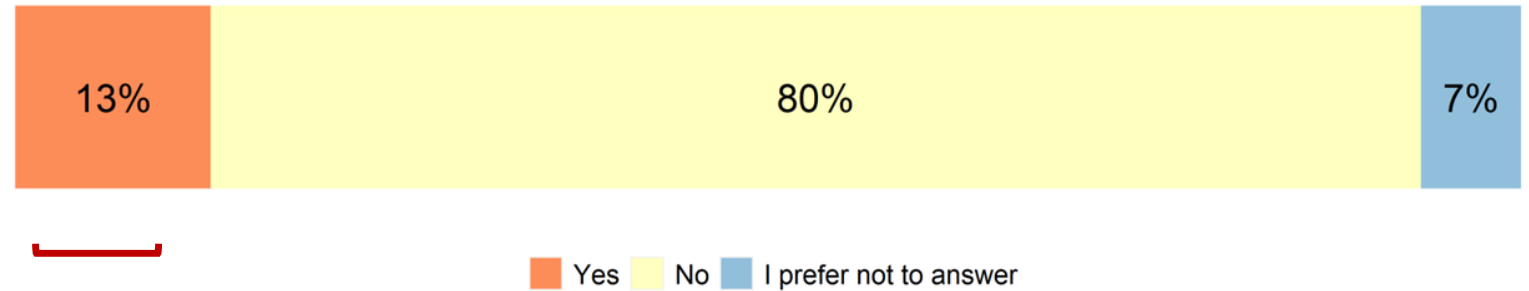
# Suicidal Thoughts and Plans

**13%** of students report **serious thoughts of suicide** (Canada = 13%)

**Of those reporting thoughts of suicide:** 27% of Queen's students report having plans (Canada 27%)

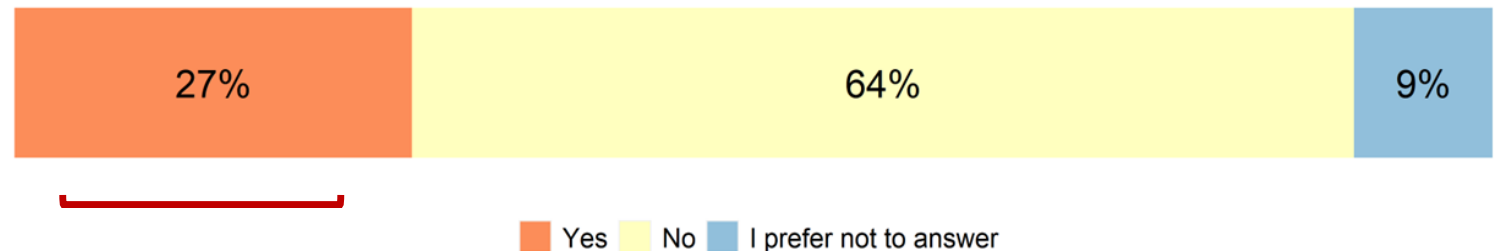
2.8% of Queen's students report **attempting suicide** (Canada 2.9%) (NCHA)

Serious Thoughts of Suicide in Past 12 Months



CCWS SuicThink

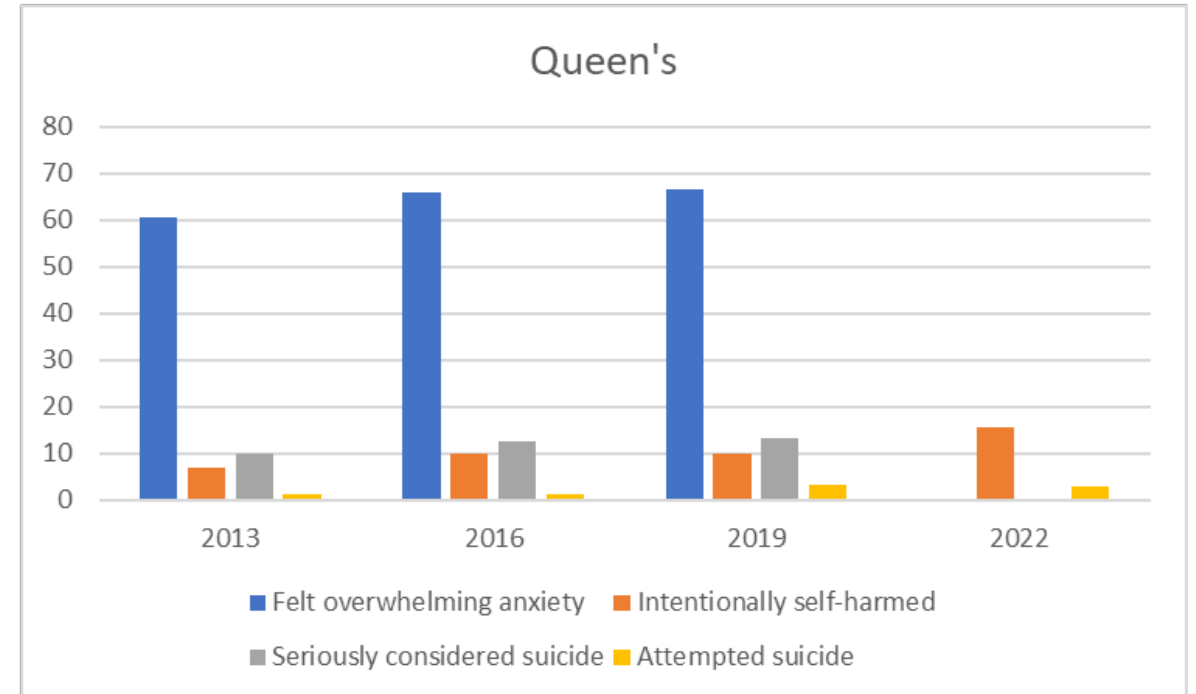
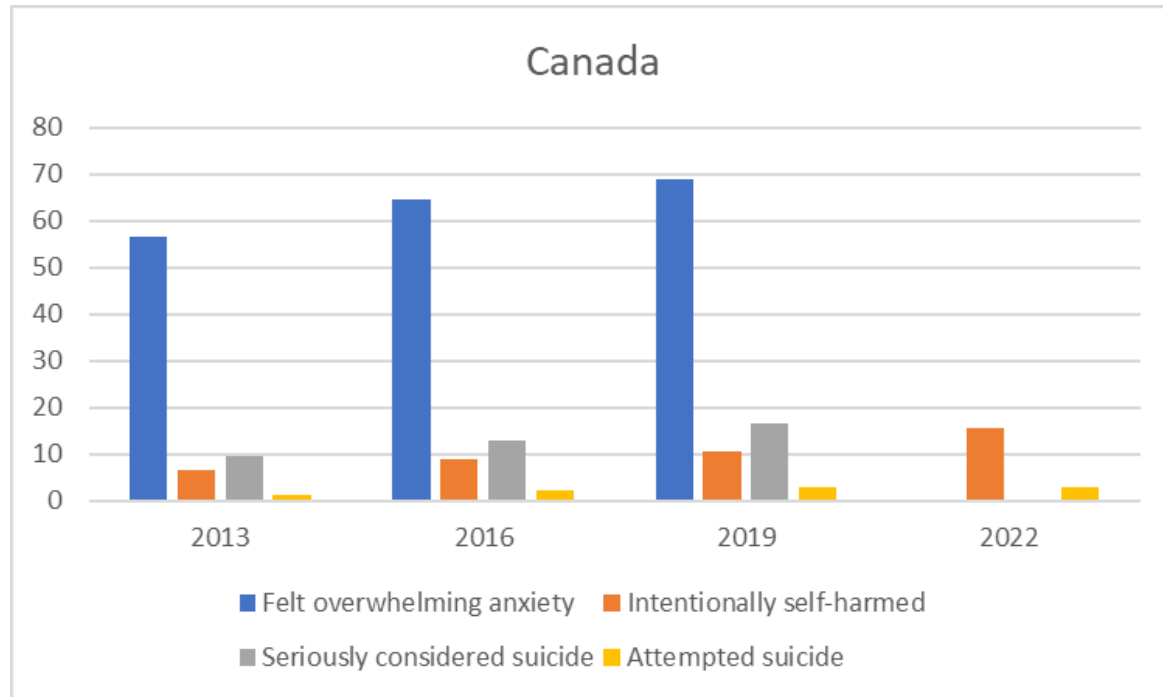
Planned Suicide in Past 12 Months (of those who said YES to previous question 'SuicThink')



CCWS SuicPlan



# Trends – Students in Distress – NCHA Survey Data



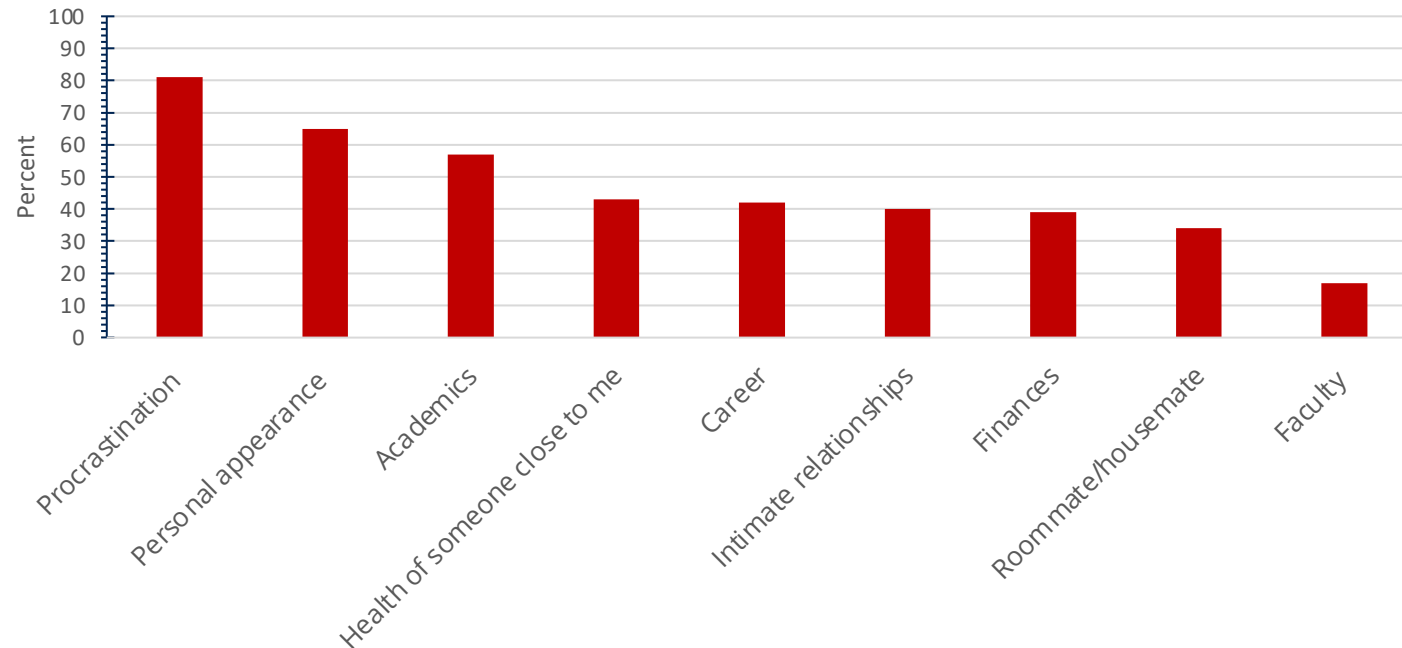
These graphs compare NCHA results over time. Queen's has similar rates as all Canadian students surveyed.

# Stress & Sources of Stress (NCHA)

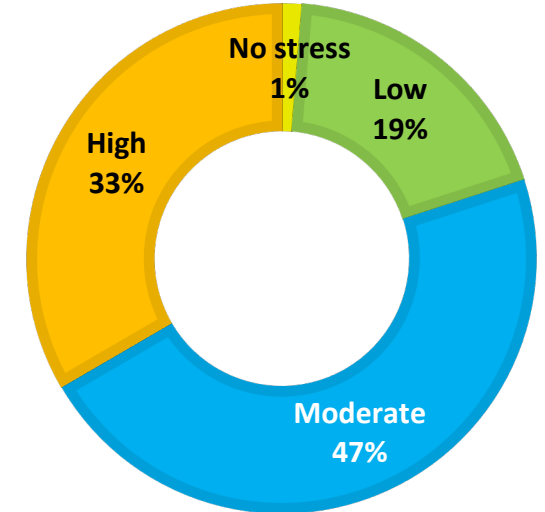
- **80%** of students report **moderate or high stress levels** (Canada 83.7%)
- **47%** of students report **good or very good ability to manage stress** (no Canadian reference, question added by Queen's)

## Sources of Stress

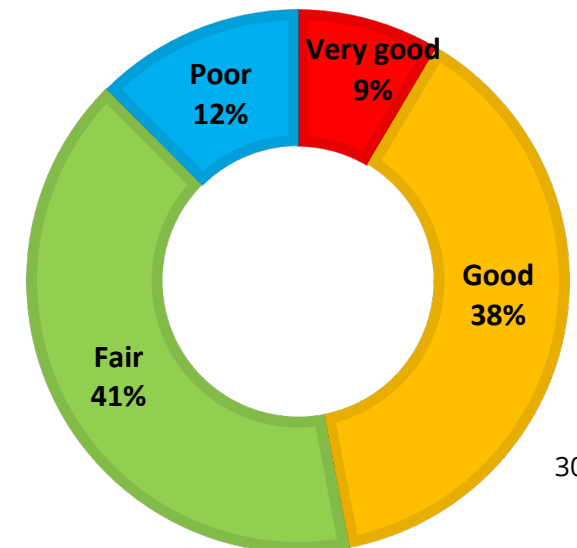
% of student respondents indicating source of stress (past 12 months)



## STRESS LEVELS (LAST 30 DAYS)



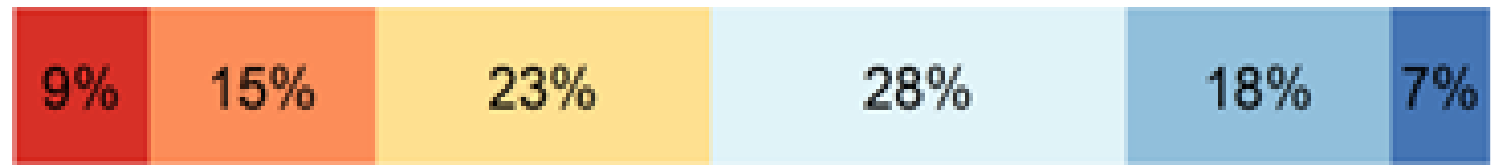
## ABILITY TO MANAGE STRESS



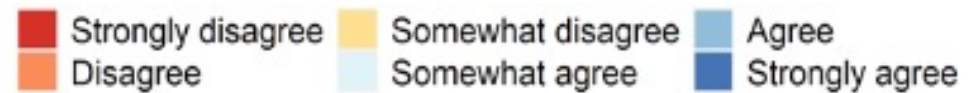
# Mental Health - Institutional Priority

'At my institution, I feel that students' mental and emotional wellbeing is a priority'

**53%** strongly agree, agree, or somewhat agree that students' **mental health and emotional wellbeing** is a **priority at their university**  
(Canada = 58%)



CCWS



**Sub-groups: strongly agree, agree, or somewhat agree**

----- Canada comparators----- 58%

----- **QU respondents**----- **53%**

Students who identify as LGBTQ+ 40%

Students with disabilities 39%

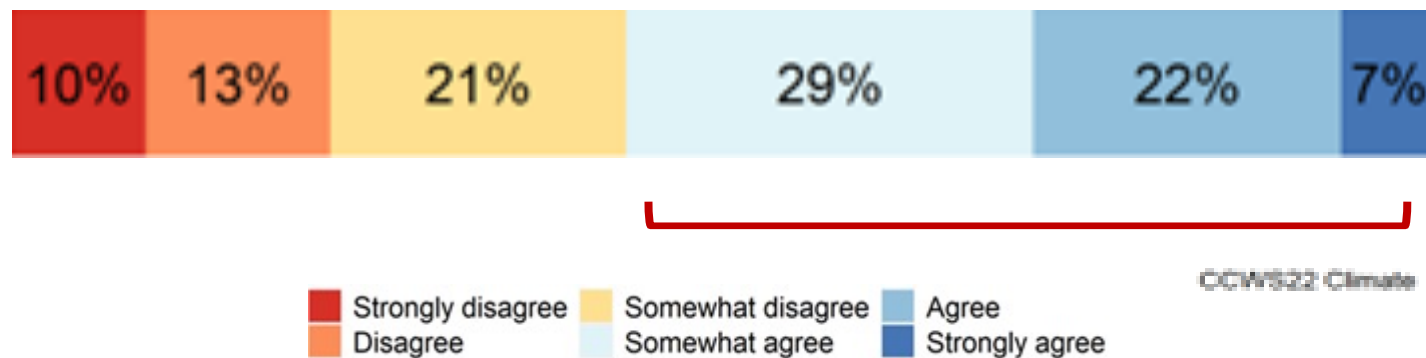
Trans, gender non-conforming students 39%

# Caring Campus Community

**57%** of students somewhat agree, agree or strongly agree with statement: **'At my institution, the administration is listening to the concerns of students when it comes to mental health and wellbeing'**

Canada = 58%

**'At my institution, the administration is listening to the concerns of students when it comes to mental health and wellbeing'**

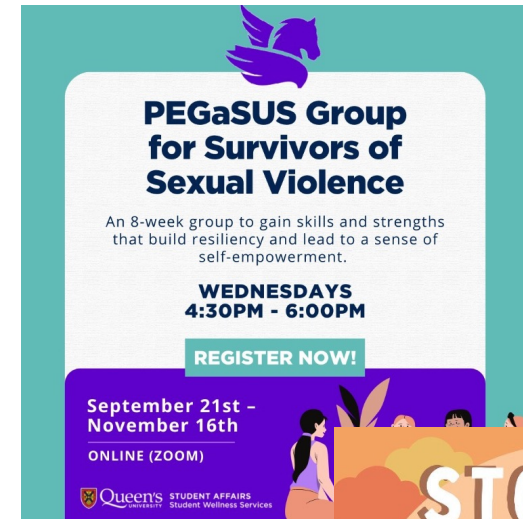


**Sub-groups:** % of students in agreement with administration listening to concerns

International students	77%
Graduate students	64%
Students with disabilities	63%
Students who identify as LGBTQ+	59%
----- Canada comparators-----	58%
----- <b>QU respondents</b> -----	<b>57%</b>
Domestic students	55%
Undergraduate students	52%

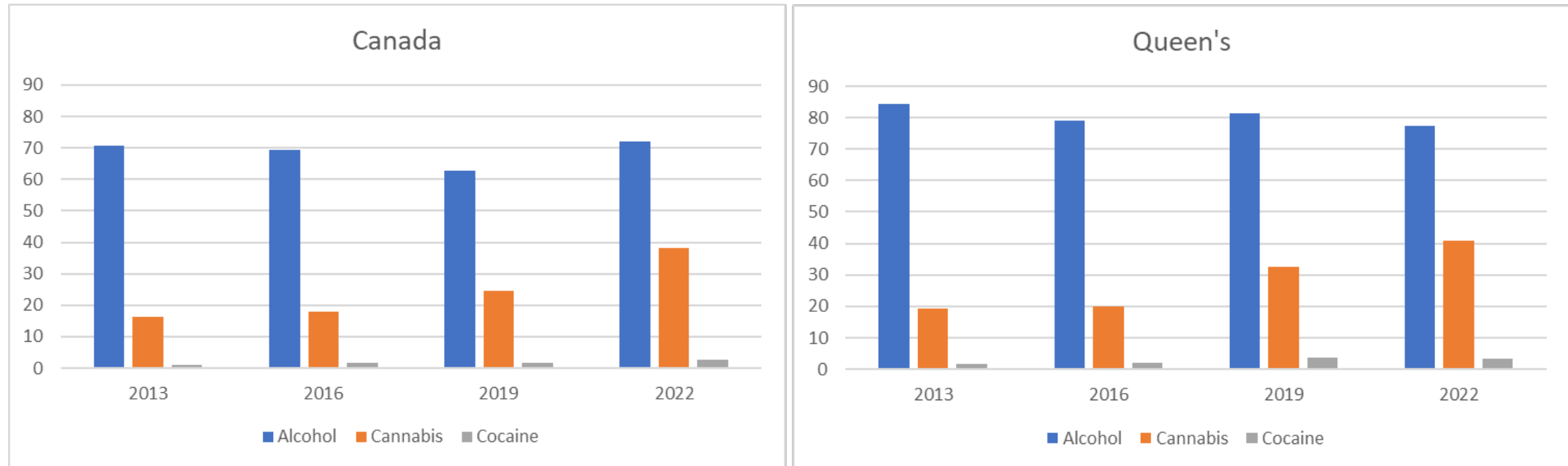
# Examples of Mental Health Initiatives & Supports

- 14% increase in mental health-related SWS appointments
- Over pandemic, continued in-person and virtual medical and mental health care
- 18 counsellor-led wellness groups, including managing powerful emotions, anxiety / stress, mindfulness practice, ADHD support
- New Black-identified counsellor providing one-on-one wellbeing and programming tailored to BIPOC students
- Creating a 'suicide safer community' – ASIST, safeTALK, START training for students, staff & faculty
- Student SWS Advisory group; Student Mental Health Collective spearheading initiatives, including Campus Champions for Mental Health



# Substance Use Health

# Student Monthly Substance Use – NCHA Survey Data



These graphs compare NCHA results over time:

- % Students who used alcohol, cannabis, cocaine anytime in the last 30 days (2013, 2016, 2019) or last 3 months (2022)
- Canada and Queen's showing similar trends, Queen's usage is slightly higher than Canada in 2022 (77% alcohol, 41% cannabis, 3% cocaine), Canada (72% alcohol, 38% cannabis, 3% cocaine)

# Alcohol Use

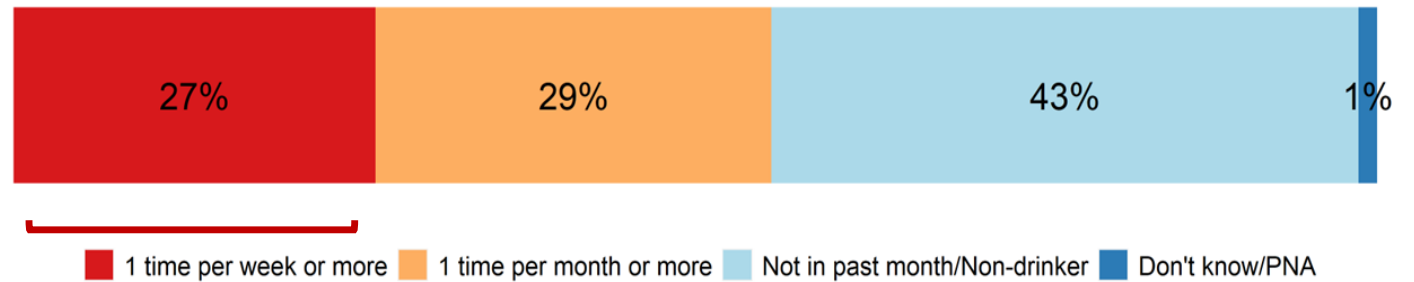
**27%** of students **binge drink 1x/week or more**

(Canada=12%)

**35.5%** of students reported one or more **negative consequences** of using alcohol in the past 12 months:

- 30% brownout/14% blackout
- 28% did something they later regretted
- 15% had unprotected sex
- 13% had a physical injury
- 3% seriously considered suicide
- 1.5% experienced sexual assault

## Binge Drinking



CCWS22 BingeDrink

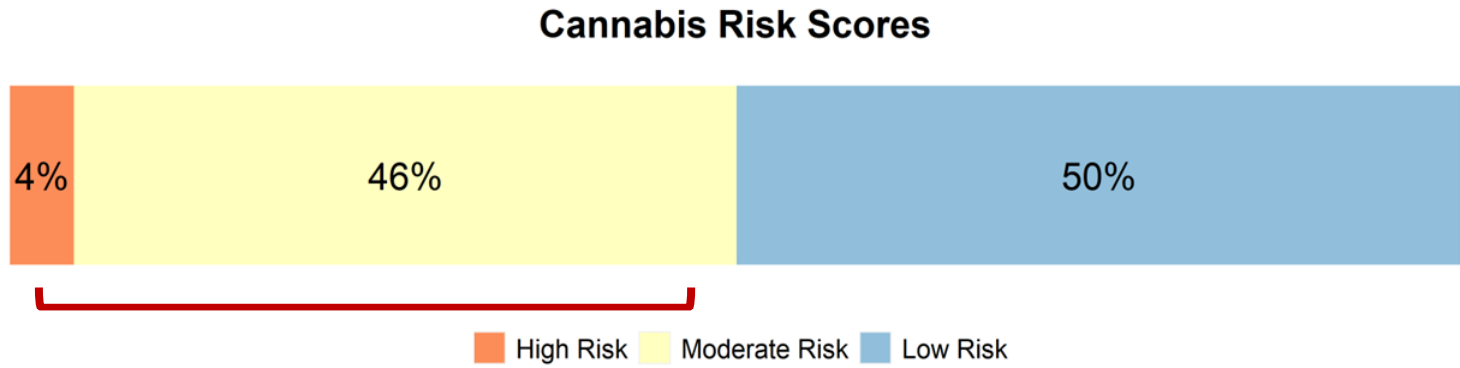
### Sub-groups: % of students who binge drink 1x / week or more

Students with B grades	37%
Student athletes	36%
Undergraduate students	32%
Students who identify as non-racialized	31%
Students who identify as straight / hetero	30%
Students with C or D grades	30%
----- <b>QU respondents</b> -----	<b>27%</b>
Students with A grades	24%
Students who identify as racialized	20%
Students who identify as LGBTQ+	20%
First generation students	19%
Graduate students	17%
----- Canada comparators-----	12%



# Cannabis Use

41% of Queen's students indicated use of cannabis in past year  
(Canada = 38%)



NCHA22 CANNABISRISK

Of students who use Cannabis:

- **50%** indicated **high and moderate risk use** (Canada = 52%)
- **21%** of students used 3x/week or more (Canada = 21%)
- **4%** of students in high-risk group (Canada = 5%)

## Sub-groups: % of students in high or moderate risk use

Students with C or D grades	70%
Students in high/moderate alcohol use	69%
Students who identify as LGBTQ+	57%
Students with B grades	55%
----- Canada comparators-----	52%
----- <b>QU respondents</b> -----	<b>50%</b>
Students with A grades	46%
Students who identify as straight / hetero	46%

# Use of Other Substances

Substance	% students used in the last 3 months (ever used)
Tobacco or nicotine, including vape	25% (39%)
Hallucinogens (MDMA, mushrooms, E)	5% (12%)
Cocaine	3% (9%)
Opioids	1% (3%)
Stimulants (study drugs)	3% (7%)

Multiple answers within:  
Vape/E-cigarettes – 20%  
Cigarettes – 10%  
Cigars – 3%  
Hookah/water pipe – 3%  
Chewing tobacco – 1%

2% of students indicate being in recovery from alcohol or other drug use. (NCHA)

# Examples of Actions to Reduce Alcohol and Substance-Related Harms

## Initiatives include:

- Off-campus door-to-door outreach and information drop-off
- Longstanding Campus Observation Room (COR) - on-campus overnight detox service in partnership with KHSC
- Themed paid social media campaigns (Building Community Together) during lead up to high-risk party times
- Enhanced initiatives for high-risk party times: enhanced security, food trucks, food and water giveaways; Big Breakfasts in residence etc.
- Ongoing safe drinking education, e.g. Party Goer Safety Kit giveaway events
- “How to Decide Where to Go” health services directory and map
- Alternate programming in residence and for all students
- Clinical Substance Use wellness group
- Participation in national post-secondary alcohol harms partnership (PEP-AH)

How to Decide Where to Go		
For students who've had too much to drink	<b>COR</b> CAMPUS OBSERVATION ROOM	Campus Observation Room Chez Lenny, Leona Friday & Saturday 613-533-6911
Cuts, bruises, sprains, & strains	<b>Queen's</b> STUDENT AFFAIRS Student Wellness Services	Student Wellness 1st floor Mitchell Hall (69 Union St.) Weekdays 9 am-4:30 pm M-Th 4:30-7:30pm 613-533-2506
Major cuts, minor concussions, & broken bones	<b>Hôpital Hotel Dieu</b> Hôpital	Hôtel Dieu Hospital, Urgent Care 166 Brock St. 8am until capacity reached, check website 613-546-1240
Life/limb threatening injuries, sexual violence/domestic abuse	<b>KG+</b> Kingston General Hospital	Kingston General Hospital 76 Stuart St. 24 hours a day, 7 days a week 613-548-2333

*You're not alone.*

## NAVIGATING SUBSTANCE USE GROUP

• Every Tuesday  
• NOV 01 – NOV 29  
• 2pm – 3pm • On Zoom



Scan to sign up

Queen's University  
STUDENT AFFAIRS  
Student Wellness Services

Student Wellness & Accessibility  
14 Laurier College

## LITTLE MISS ALTERNATES WATER AND ALCOHOL



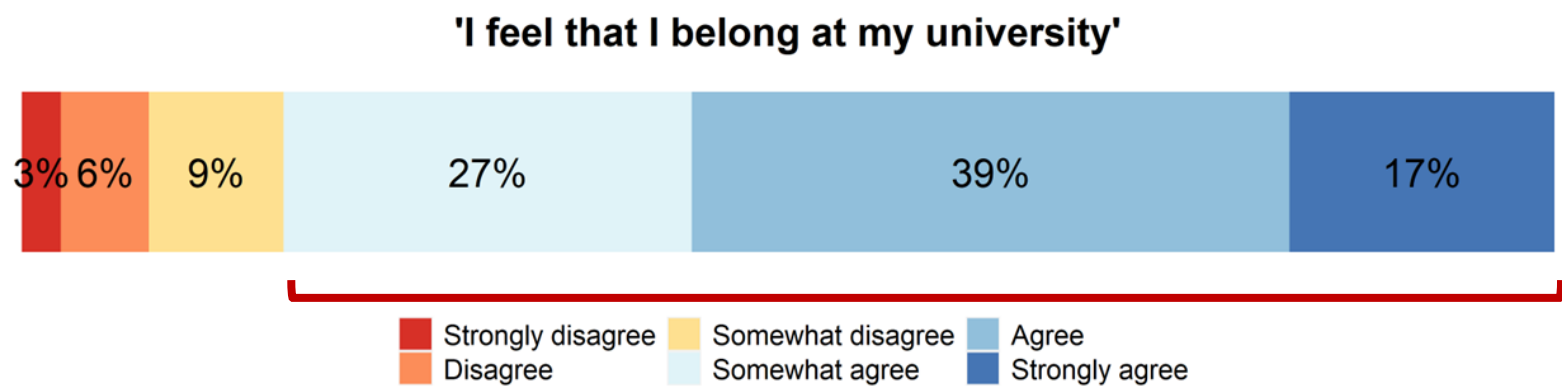
COR

# Social Health: Belonging, Respect and Safety

# Belonging

83% of students  
somewhat agree, agree or  
strongly agree that: **‘I feel  
that I belong at my  
university’**

(Canada = 85%)



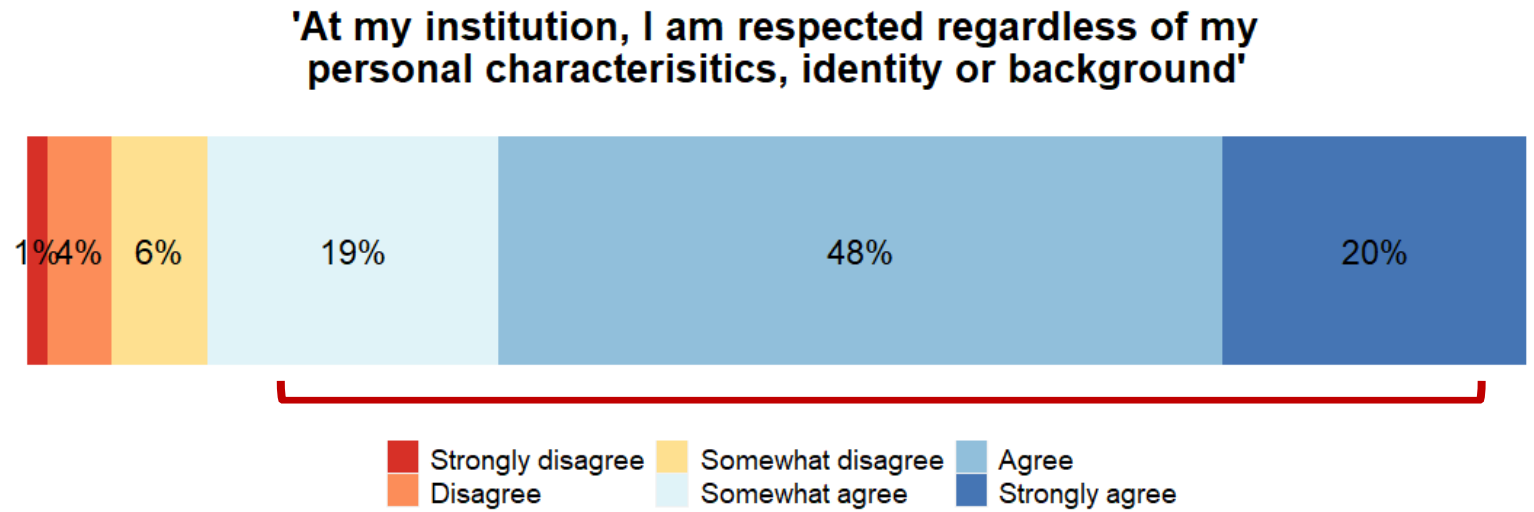
NCHA22 N3Q2A

**Sub-groups:** % of students in agreement with ‘I feel that I belong at my university’

Student Athletes	90%
----- Canada comparators-----	85%
----- <b>QU respondents</b> -----	<b>83%</b>
Students with B grades	80%
Students with disabilities	77%
First generation students	75%
Students who identify as LGBTQ+	74%
Students with C or D grades	57%

# Respect

**87%** of students somewhat agree, agree or strongly agree with: **'At my institution, I am respected regardless of my personal characteristics, identity or background'**  
(Canada = 90%)

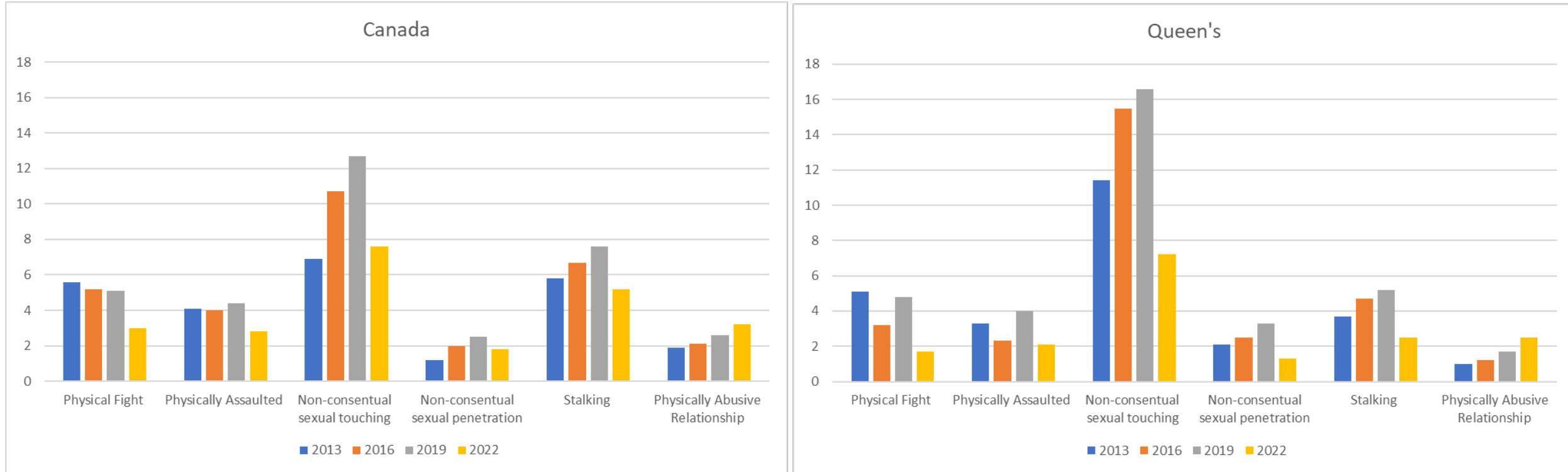


CCWS22 Climate\_2

**Sub-groups:** % of students somewhat agree, agree or strongly agree

----- Canada comparators-----	90%
----- <b>QU respondents</b> -----	<b>87%</b>
Students with disabilities	81%
Students who identify as LGBTQ+	81%
Trans, gender non-conforming students	81%

# Physical, Emotional & Sexual Violence – NCHA Survey Data



These graphs compare NCHA results over time:

- % Students who experience physical, emotional and sexual violence anytime in the last 12 months
- Canada and Queen's showing similar trends



# Examples of Community-Building Initiatives

- Shift Project
  - Student Inclusion and Engagement Coordinator activating results of climate survey
  - Second survey: Winter 2023
- I-EDIAA Student Events Calendar
- Sexual and Gender Diversity Advisor in the Yellow House
  - Solidarity Swims, Queer Yoga
  - trans support group (Gender Splendour)
  - 2SLGBTQ+ Sharing Circle weekly group with SWS's 2SLGBTQIA+ Counsellor
- Expanded EDII Peer-to-Peer Opportunities
- Programming for BIPOC student communities through Yellow House





# Examples of Sexual Violence Prevention and Response Initiatives

- Sexual Violence Prevention and Response Task Force initiatives including:
  - It Takes All of Us training – mandatory for first-year students, faculty and staff
  - Gender-Based Violence and Bystander Awareness Program
  - VESTA disclosure tool
  - Regular review of Sexual Violence Policy (ongoing)
  - Connection to the Council of Ontario Universities' Sexual and Gender-based Violence Reference Group

**HEALTHY RELATIONSHIPS WORKSHOP**

Gender-Based Violence Awareness & Bystander Intervention Program

Wednesday, November 30 @6-7pm


- ✓ Identify what healthy and unhealthy relationship look like
- ✓ Identify how to support a friend in an unhealthy relationship
- ✓ Increase your knowledge of resources available for support and further education

[REGISTER NOW](#)

Click the link in our bio!

Queens University HUMAN RIGHTS AND EQUITY OFFICE Sexual Violence Prevention and Response

Queens University STUDENT AFFAIRS STUDENT EXPERIENCE OFFICE



**Stories Spark Change**

An evening with **adrienne maree brown**

January 26, 2023, 6 - 7:30pm Virtual

Hosted by Keneisha Charles

[Register NOW !!](#)



INTRODUCING

 **VESTA**

**RECORD. SUPPORT. REPORT.**

It's not your fault. We believe you. We hear you.

[SWIPE TO LEARN MORE](#)

VESTA – a project of the Sexual Violence Prevention & Response Office

**SEXUAL VIOLENCE BYSTANDER INTERVENTION TRAINING WORKSHOP**

Gender-Based Violence Awareness & Bystander Intervention Program

Wednesday, January 18 @6-8pm on ZOOM

- ✓ Articulate the definitions of sexual assault and consent
- ✓ Identify myths and facts about sexual assault
- ✓ Understand the bystander effect and barriers to active intervention
- ✓ Safely intervene when witnessing unsafe or inappropriate behavior

[REGISTER NOW](#)

Click the link in our bio!

Queens University HUMAN RIGHTS AND EQUITY OFFICE Sexual Violence Prevention and Response

Queens University STUDENT AFFAIRS STUDENT EXPERIENCE OFFICE



# Awareness of Health Services

## Campus Wellness Services & Supports (CCWS)

- 58% of Queen's students indicated that they are aware of mental health outreach initiatives (education, anti-stigma campaigns) at Queen's (Canada 56%)
- 69% of students answered "YES" to *"If I needed to seek professional help for my mental or emotional health, I would know where to access campus-based resources (online or in-person)."* (Canada 67%)
- 67% of students answered "YES" to *"If I needed to seek professional help for my physical health, I would know where to access campus-based resources (online or in-person)."* (Canada 61%)

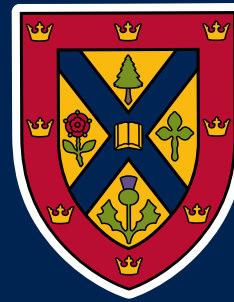
# Key Takeaways

# Key Takeaways

- **Queen's students and Canadian students** have **very similar** health- and wellbeing- related experiences, continued engagement PS Standard
- While **COVID negatively impacted many mental health indicators**, many students are managing their academics and stress.
- **Increased rates of anxiety and depression** in these data align with lived experiences of clinicians and staff, and indicate ongoing need for services, health promotion and peer-led outreach.
- Alcohol and Substance Use: **Student reports of binge-drinking are significant**; alcohol harm reduction efforts should remain an area of focus
- Different students are experiencing health differently – **social and identity determinants influence almost all aspects of wellbeing**. Specific, targeted resources and interventions that support intersectional identities are required, and should continue to be supported and expanded.

## Acknowledgements

- Kathryn Humphrys, Health Promotion Coordinator - Student Wellness Services, Student Affairs
- Jennifer Ross, Project Lead, Campus Wellness Project, Student Affairs
- Sara Montgomery, Survey Lead, and University Rankings Specialist, and Michael Niven, Survey Data Analyst, Institutional Research & Planning
- Information Technology Services



Queen's  
UNIVERSITY