Student Health Surveys
Overview of 2022 Results

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

<table>
<thead>
<tr>
<th><strong>WHO</strong></th>
<th>33,720 students surveyed (~11K/survey); overall response rate <strong>12.5%</strong></th>
</tr>
</thead>
</table>
| **WHAT** | 3 concurrent surveys:  
• National College Health Assessment (NCHA)  
• Canadian Campus Wellbeing Survey (CCWS)  
• Health Canada’s Canadian Post-Secondary Drug & Alcohol Survey (CPADS)  (*results pending release*) |
| **WHEN** | Feb 15 - Mar 22, 2022  
COVID-19 pandemic **lockdowns/restrictions in place**  
(online classes Jan 10 - Feb 28, 2022) |
| **HOW** | Multi-channel promotion- direct emails, paid & organic social posts, display marketing, etc.)  
**Incentives:**  
• $5 flex or donation by Queen’s to one of three local non-profits for first 750 respondents of each survey  
• Prize draws for 10 x $100 SkipTheDishes credits |
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 LGBQ+ Students
  - 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%)

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%)

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 LGBQ+: 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%)

Sub-group: Good, very good or excellent

- Student with A grades: 53%
- QU respondents: 50%
- Canada comparators: 46%
- Students identifying as LGBQ+: 36%
- Students with C or D grades: 35%
- Students with disabilities: 31%
- Trans, gender non-conforming students: 26%
63% of students strongly agree, agree, or somewhat agree that students’ health and well-being is a priority at their university (Canada = 73%)
## Common Health Conditions

<table>
<thead>
<tr>
<th>Acute Medical Conditions</th>
<th>% diagnosed last 12 mo</th>
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<tbody>
<tr>
<td>Cold/ Respiratory illness</td>
<td>20%</td>
</tr>
<tr>
<td>Flu/Flu-like</td>
<td>7%</td>
</tr>
<tr>
<td>Orthopedic injuries: sprains, breaks etc.</td>
<td>7%</td>
</tr>
<tr>
<td>Stomach: Gastro, food poisoning etc.</td>
<td>6%</td>
</tr>
<tr>
<td>Concussion</td>
<td>2%</td>
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<tr>
<td>Chlamydia</td>
<td>2%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>COVID-19</th>
<th>% diagnosed last 12 mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever had COVID-19 (as of March 2022)</td>
<td>24% Yes</td>
</tr>
<tr>
<td></td>
<td>11% Unsure</td>
</tr>
<tr>
<td>Symptoms lasting longer than 4 weeks</td>
<td>27.5%</td>
</tr>
<tr>
<td>Loved one, family / friend died due to COVID-19</td>
<td>8%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Ongoing / Chronic Conditions</th>
<th>% diagnosed ever</th>
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<tbody>
<tr>
<td>Anxiety</td>
<td>28%</td>
</tr>
<tr>
<td>Acne</td>
<td>28%</td>
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<tr>
<td>Allergies (environmental)</td>
<td>23%</td>
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<tr>
<td>Depression</td>
<td>20%</td>
</tr>
<tr>
<td>Asthma</td>
<td>16%</td>
</tr>
<tr>
<td>Food Allergies</td>
<td>12%</td>
</tr>
<tr>
<td>Migraines</td>
<td>10%</td>
</tr>
<tr>
<td>ADHD</td>
<td>9%</td>
</tr>
<tr>
<td>Chronic Pain (including back pain)</td>
<td>7%</td>
</tr>
<tr>
<td>Insomnia</td>
<td>6%</td>
</tr>
<tr>
<td>PTSD</td>
<td>5%</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>5%</td>
</tr>
</tbody>
</table>
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**: 7-9 hours per night (weeknights)
- **Move**: >150 minutes moderate-vigorous physical activity per week
- **Sit**: <3 hours recreational screen time and <8 hours sedentary time per day
Sleep

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

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%
69% of students met the Canadian Physical Activity guidelines (150 min of moderate physical activity/week).

(Canada = 63%)

Sub-Groups: % who meet guidelines

- Student athletes: 80%
- QU respondents: 69%
- Canada comparators: 63%
- Students who identify as racialized: 59%
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%)

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%)

<table>
<thead>
<tr>
<th>Methods used to prevent pregnancy during vaginal intercourse</th>
<th>%</th>
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<tbody>
<tr>
<td>Birth control pills</td>
<td>45%</td>
</tr>
<tr>
<td>Condom</td>
<td>46%</td>
</tr>
<tr>
<td>IUD</td>
<td>23%</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>20%</td>
</tr>
<tr>
<td>Other hormone methods</td>
<td>6%</td>
</tr>
<tr>
<td>Fertility awareness</td>
<td>4%</td>
</tr>
</tbody>
</table>
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%)

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 ---

- Non-optimal sleep on weeknights: 17%

--- QU respondents ---

- 11%
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%)

Sub-Groups: % experiencing average or high mental wellbeing
- Student athletes, including intramurals: 74%
- Students with physical disabilities: 71%
- Optimal sleep on weeknights: 69%

--------- QU respondents------------------ 66%
--------- 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%
35% of students indicate **severe mental distress** in the last 30 days

(Canada = 41%)
Loneliness

55% of students report loneliness

(Canada = 59%)

Sub-Groups: % reporting loneliness

- Students identifying as LGBQ+: 65%
- Students with complex disabilities: 64%
- Students with mental / neurological disabilities: 63%
- 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)
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)
Mental Health - Institutional Priority

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

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

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

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

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

Students who identify as LGBQ+ 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%

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 LGBQ+: 59%
- Canada comparators: 58%
- QU respondents: 57%

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

**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%

**QU respondents**

- Students with A grades: 24%
- Students who identify as racialized: 20%
- Students who identify as LGBQ+: 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%)

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 LGBQ+: 57%
- Students with B grades: 55%
- Canada comparators: 52%
- **QU respondents**: 50%
- Students with A grades: 46%
- Students who identify as straight / hetero: 46%
Use of Other Substances

<table>
<thead>
<tr>
<th>Substance</th>
<th>% students used in the last 3 months (ever used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco or nicotine, including vape</td>
<td>25% (39%)</td>
</tr>
<tr>
<td>Hallucinogens (MDMA, mushrooms, E)</td>
<td>5% (12%)</td>
</tr>
<tr>
<td>Cocaine</td>
<td>3% (9%)</td>
</tr>
<tr>
<td>Opioids</td>
<td>1% (3%)</td>
</tr>
<tr>
<td>Stimulants (study drugs)</td>
<td>3% (7%)</td>
</tr>
</tbody>
</table>

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)
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%)

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

- Student Athletes: 90%
- Canada comparators: 85%
- QU respondents: 83%
- Students with B grades: 80%
- Students with disabilities: 77%
- First generation students: 75%
- Students who identify as LGBQ+: 74%
- Students with C or D grades: 57%
87% of students somewhat agree, agree or strongly agree with: ‘At my institution, I am respected regardless of my personal characteristics, identity or background’

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

------ Canada comparators--------- 90%
------ QU respondents--------------- 87%
Students with disabilities 81%
Students who identify as LGBQ+ 81%
Trans, gender non-conforming students 81%

(Canada = 90%)
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
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