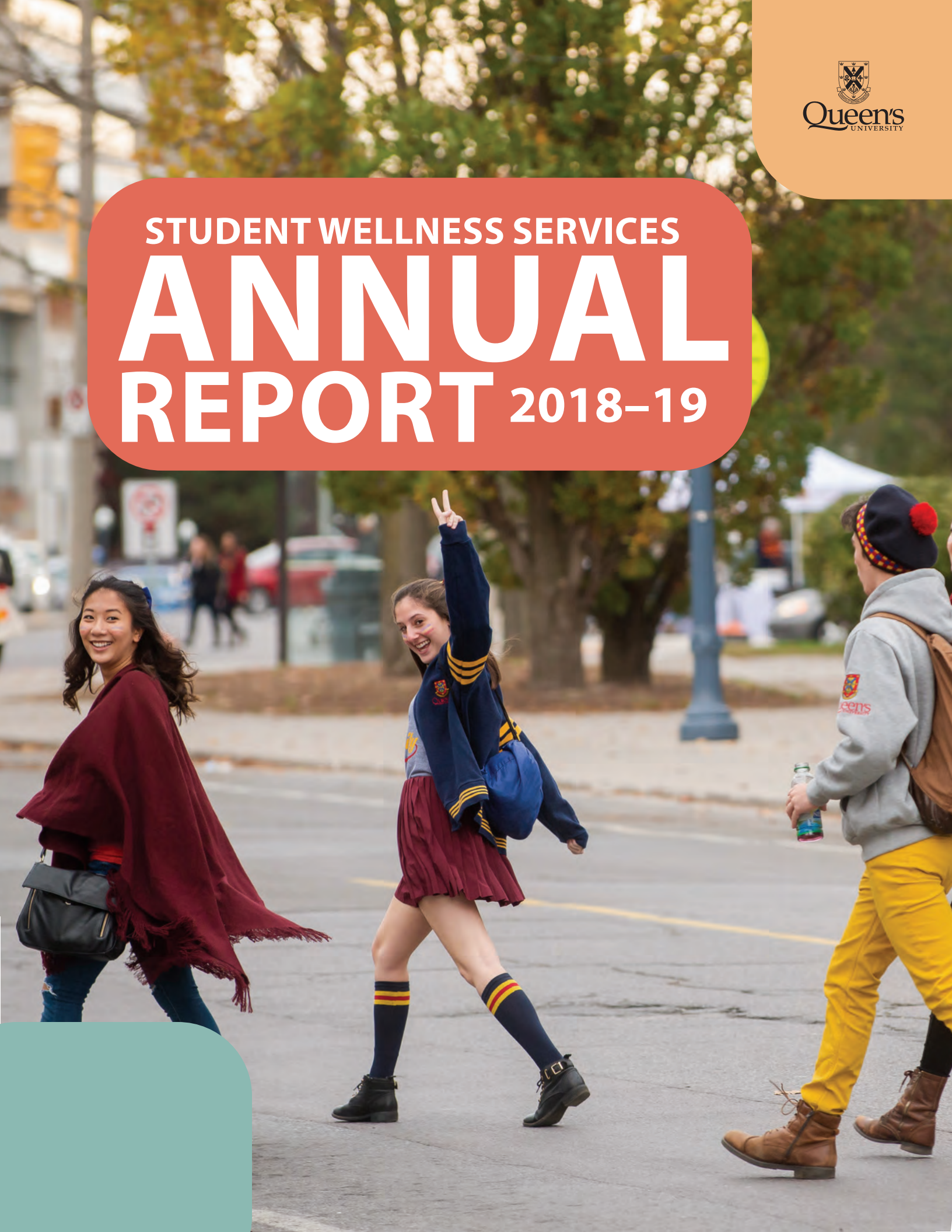


STUDENT WELLNESS SERVICES
ANNUAL
REPORT 2018–19



OVERVIEW

The **80+** dedicated full and part-time staff at Student Wellness Services (SWS) are committed to supporting student well-being and success by providing a broad range of medical, mental health, accessibility, and health promotion programs and services that respond to evolving needs and increasing demand. In 2018-19, the team worked with compassion and professionalism to meet student needs, develop new programming, and offer student-focused care and support, often in collaboration with students, student groups, and campus and community partners.

Health Promotion was one of the first units on campus to occupy Mitchell Hall, moving into the Gregory David and Neil Rossy Health Promotion Hub in December 2018. Much of the year was spent preparing for the move of medical, mental health, and accessibility services to the new Côté Sharp Student Wellness Centre in Mitchell Hall in Summer 2019. The Côté Sharp Student Wellness Centre and the Gregory David and Neil Rossy Health Promotion Hub provide Student Wellness Services with new, central, visible, and modern purpose-built spaces that offer opportunities for enhanced service delivery, collaboration, and efficiency.

Together, we are moving forward to advance student well-being.



THE BREADTH OF ACTIVITIES ACROSS SWS INCLUDES:

HEALTH PROMOTION

Online health information resources; the Campus Observation Room (COR); harm reduction campaigns; lifestyle appointments; social media campaigns; customized education, skill-building, training sessions and workshops for students, faculty and staff; Peer Health Education teams with regular activities, connections to campus health-promoting activities; collaborations among SWS, Faculties/Schools, Student Affairs, student service campus partners, HR, student groups, and community partners, to offer or support health and wellness-related programming.

CLINICAL APPOINTMENTS

Booked and same day appointments with family physicians, nurses, social workers, psychotherapists, psychologists, and occupational therapists for physical, sexual, and mental health needs; urgent needs support; additional mental health support by referral through psychiatrists and GP psychotherapists; case management; support, psychoeducational, therapy and skill-building groups; vaccinations; allergy, immunotherapy; wound care; occupational therapy for illness, injury and disability recovery; coordination with campus and community partners; referrals to community-based services.

ACCESSIBILITY SERVICES

Academic accommodation planning for students with temporary and permanent disabilities; support to students, families, faculty and staff related to the implementation of academic accommodations; service referral and on-and off campus resource connections for students with disabilities; collaborations with the Office of the University Registrar's Exams Office and the Adaptive Technology Centre; Faculties and Schools, transition support and learning strategies specific to students with disabilities.

SUPPORTING SHORT- AND LONG-TERM EXTENUATING CIRCUMSTANCES

Documentation, health care, academic planning, medical leave planning, referrals, and care co-ordination.

ACADEMIC AND SUPERVISORY ACTIVITIES

Research engagement, clinical teaching, supervision and training of clinical placement students, interns, and residents; supervision of work-study students, student staff, and volunteers.

ADVISORY SERVICES

Consultations with faculty members, staff, family members, concerned classmates, roommates, housemates and friends, public health, threat and risk assessment, community services.

REGIONAL ASSESSMENT AND RESOURCE CENTRE (RARC)

Psychoeducational testing, assessment and follow-up services to Queen's students and individuals with learning disabilities across Southeastern Ontario, as well as post-secondary transition support programs for students with disabilities.

HEALTH PROMOTION

Our team of Health Promotion staff and peer health educators develop and offer programming to the campus community to promote physical, mental, and social health and well-being, and improve health practices through evidence-informed wellness work.

Using Queen's-specific and national student health and wellness survey data, sector and demographic trends, and in response to an evolving societal context, the Health Promotion team organizes diverse education-based activities, works one-on-one with students, and with campus and community partners, to foster student knowledge, build skills, and support the environments and policies that enable students to engage in safer and healthier lifestyles.

Health Promotion practices are also embedded throughout the work of SWS, with health education and prevention strategies integrated into supports and programs offered by clinical staff.

NEW HOME FOR HEALTH PROMOTION

In December 2018, Health Promotion moved into the Gregory David and Neil Rossy Health Promotion Hub in the newly opened Mitchell Hall in the heart of the campus. This modern, highly visible and central space provides increased opportunities to raise awareness among students about health promotion programming, and increase engagement to support student health and well-being.



HIGHLIGHTS FOR 2018–19

Peer Health Educators (PHEs) delivered **162** outreach initiatives and **14** workshops, resulting in **7,860** in-person interactions

Campus Observation Room (COR) volunteers spent **156** hours promoting COR and alcohol harm reduction strategies, resulting in **2,600** in-person interactions

- OUTREACH
- New Harm Reduction Initiative: PHEs distributed safer-party-goer kits for St. Patrick's Day, reached **320** students
 - New Healthy Cooking Sessions with Engineering department, **4** food skill sessions reached **19** first-year students
 - Opened second centralized COR site for Homecoming and St. Patrick's Day weekends
 - Ask Me Anything PHE sexual health campaign, **17** questions posted and **3,209** engagements from people online
 - **19** Professional staff presentations, reached **6,465** people
 - Responded to cannabis legalization with harm reduction messaging which reached over **2,800** people

WORKSHOPS, TRAINING, AND PRESENTATIONS

Health Promotion workshops and training sessions typically focus on a specific topic and include information, discussion, and in some cases, hands-on skill-building practice. The opportunity to come together to learn from presenters and participants promotes health literacy across the campus community. Sessions are offered through open registration and by request.

45+ mental health trainings that reached **1,453** students, staff, and faculty.

SESSIONS INCLUDED:

- Identifying and Responding to Students in Distress
- safeTALK
- Applied Suicide Intervention Skills Training (ASIST) ****NEW****
- Mental Health First Aid (MHFA)
- Mental Health Awareness, Anti-Stigma and Response
- Self-care
- Minds and Methods

****The 2-day ASIST training is a world-renowned rigorous program by LivingWorks. Two Queen's staff received training to facilitate ASIST on campus, allowing us to deliver this workshop through a cost-recovery model to maximize access and increase campus capacity to be a suicide-safer community.**

NEW PROGRAMMING IN 2018-19:

LIVE YOUR BEST LIFE <ul style="list-style-type: none">• A collaboration with SASS and A&R• Reached 35,000 people online	RESOURCE SPOTLIGHT <ul style="list-style-type: none">• A campaign that reached 4,323 people online	MOOD WALKS <ul style="list-style-type: none">• A collaboration with the Faculty of Engineering and Applied Science• Brief experiential activities based on the 16 Guidelines for Life and positive psychology• Participants reported an increase in positive mood states & happiness	40-MINUTE FOCUS <ul style="list-style-type: none">• Weekly experiential-based guided meditations• Participants reported a reduction in negative mood states and an increase in positive mood states
DOGS ON CAMPUS <ul style="list-style-type: none">• 14 sessions• Reached 1,682 students	FACULTY CATCH-UP CONFESSIONS <ul style="list-style-type: none">• Reached 9,473 people online• 1,716 engagements		

EXPANDING CAMPUS AWARENESS AND REACH

Open Health Promotion training sessions were integrated into the staff/faculty HR Learning Catalogue

STUDENT APPOINTMENTS

Individual student appointments, and related follow up actions, account for the largest component of activity in SWS.

In 2018-19, a total of **44,613** medical, mental health, and accessibility appointments were provided to **11,187** students (**45.4%** of the student population*). These students may have accessed more than one service during the year.

TOTAL SWS APPOINTMENTS*



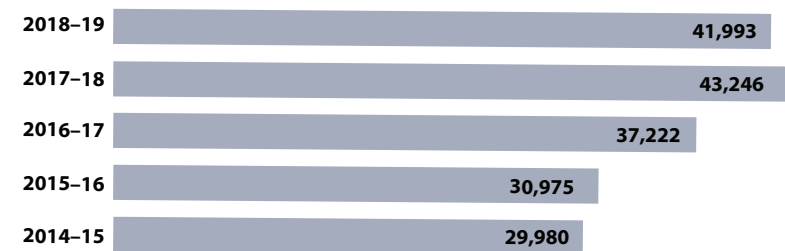
*Medical, Mental Health, and Accessibility Services



CLINICAL APPOINTMENTS

Medical and mental health appointments are provided to students by the skilled and dedicated interdisciplinary clinicians in SWS, who include family physicians, nurses, occupational therapists, psychiatrists, psychologists, psychotherapists, and clinical social workers, all supported by the administrative and reception team.

SWS MEDICAL AND MENTAL HEALTH APPOINTMENT CHART*

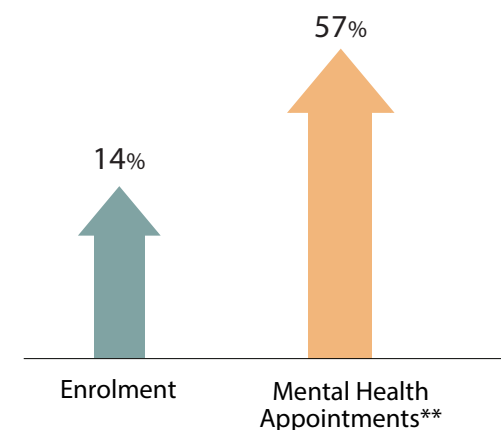


*Does not include Accessibility Services appointments

5,000+ Appointments
in busiest months (October, November)

43% of appointments were for mental health**

MENTAL HEALTH SERVICES DEMAND
FAR OUTPACES ENROLMENT GROWTH



Between 2014-15 and 2018-19, enrolment increased **14%** but Mental Health appointments** at SWS increased by **57%**

**counselling, psychiatry, GP psychotherapy, GP mental health, mental health nurse

PATHWAYS TO CARE

- Booked appointments with medical and mental health practitioners – 5 days/week
- Walk-in clinics with family physicians and nurses – 5 days/week and 4 evenings/week
- Mental Health Crisis Services – 5 days/week
- Consultation appointments with psychiatrists and GP psychotherapists are available by referral from SWS family physicians

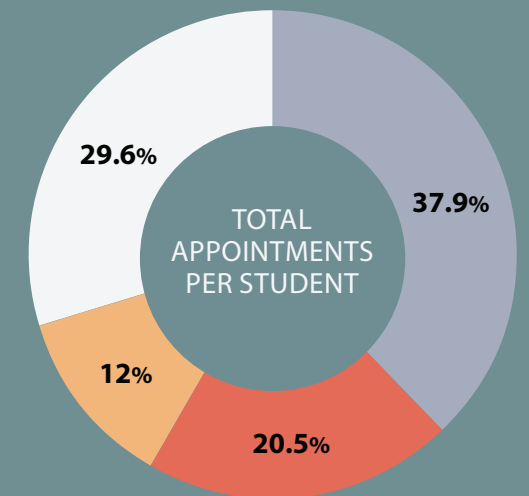
WAIT TIMES

The timing of booked appointments depends on student need, the type of appointment, the student's schedule, and may also be affected by provider preference. Wait times for a booked medical and/or mental health appointment during the fall and winter terms in 2018-2019 ranged from two to six weeks.

COMMUNITY REFERRALS

Students may be referred to community-based medical and mental health specialists, programs and services to expediate care or if a particular situation falls beyond SWS' scope. SWS collaborates with local institutions and organizations, including a range of departments across the three Kingston Health Sciences Centre sites, Addiction and Mental Health Services (AMHS) – KFLA, the United Way, and the Canadian Mental Health Association.

APPOINTMENTS PER STUDENT



- 4+ Appointments
- 3 Appointments
- 2 Appointments
- 1 Appointment

COMPLEX CARE

Case management and complex care support is provided to students who have complex needs, are chronically ill, are at high risk for self-harm, or have significant health needs, and minimal family or community-based supports.

5% of students attended

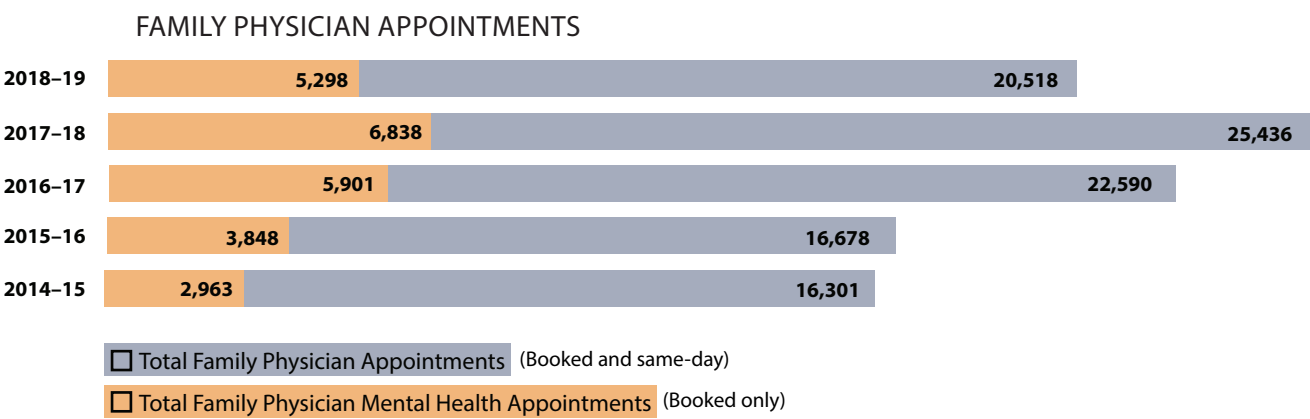
26.8% of total clinical appointments

774 students attended

13 or more clinical appointments

CLINICAL APPOINTMENTS

PHYSICIANS



MOST COMMON PRESENTING ISSUES IN FAMILY PHYSICIAN APPOINTMENTS

- 51.1% physical health
- 22% mental health
- 26.9% sexual and reproductive health

NURSING

Nurses play a critical role in the provision of collaborative interdisciplinary primary care at SWS. They complete initial patient assessments, gather medical histories, deliver nursing services, and perform specific nursing procedures and treatments, independently, under medical directives or in accordance with individual physician orders. These tasks include routine immunizations, allergy injections, wound care, administration of medications, and clinic equipment preparation, travel health planning, calling in prescriptions, order tests, and follow up with patients.

TOTAL NURSING APPOINTMENTS



HEALTH CARE ASSISTANTS

Health Care Assistants are instrumental in facilitating the work of the clinic by interacting with students, moving students through the clinic efficiently, performing administrative tasks, and providing clinical support to the physicians and nurses. Health Care Assistants work to ensure continuity of care between patients and providers.

OCCUPATIONAL THERAPY

SWS introduced the role of occupational therapist (OT) in 2017-18 to provide educational, clinical, and consultative supports to students with injuries, illness, disabilities and extenuating circumstances. Occupational therapists assess functional limitations and work with students to develop plans to help promote their full participation in academic and campus life. They provide documentation, short-term rehabilitative services, and they support students returning to study after a medical leave of absence. Occupational therapists work closely with colleagues in SWS and across the university and make referrals to programs and supports.

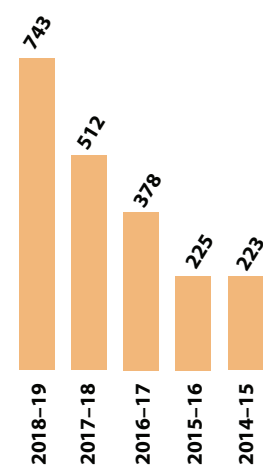
TOTAL OCCUPATIONAL THERAPY APPOINTMENTS



CLINICAL APPOINTMENTS

PSYCHIATRY AND GP PSYCHOTHERAPY

TOTAL GP PSYCHOTHERAPY APPOINTMENTS

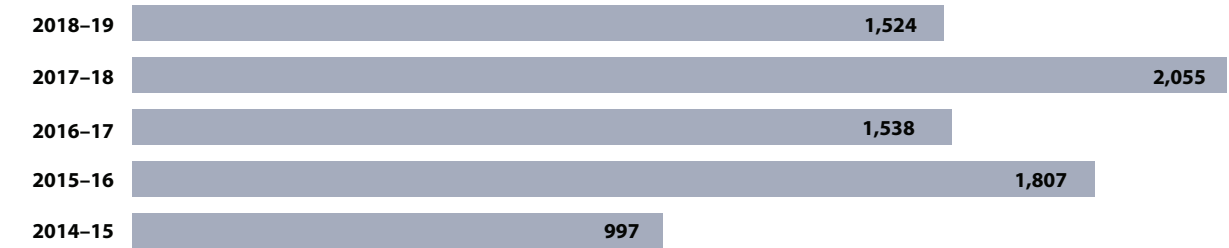


The Division of Psychiatry in SWS provides consultation, short-term follow-up and targeted group programs as part of the collaborative care/shared care model. The team also provides informal consultative advice and guidance to colleagues in SWS, as well as psychiatric services at Providence Care Hospital and the University’s Psychiatry department.

The division continues to engage in building bridges to off campus services. Active efforts are being made to facilitate transitions for students who need more than is available within Student Wellness Services through a collaborative approach to common issues expressed by students across the post-secondary sector in the Kingston area.

GP Psychotherapists are medical doctors who complete specialized training to provide mental health services, including various therapies. They offer opportunities for longer term care often meeting with students weekly during the course of therapy. As these services are covered by the Ontario Health Insurance Plan, this therapy can be provided to students who need, but otherwise could not afford or access, such care.

TOTAL PSYCHIATRY APPOINTMENTS



In 2018-19, the division participated in the training of **10** family medicine residents and **3** psychiatry residents. Medical students also completed observerships to learn more about, and participate in, the services offered through the division.

The Psychiatry division offered two groups in 2018-19:

- **Managing Powerful Emotions** – a skills-based group designed to help students learn to recognize and manage overwhelming emotions. This group was co-led by Psychiatry and Psychology staff, and is a modified version of groups offered through the local Providence Care hospital, as the first step for individuals who may need to progress to specialized care through that institution at the Personality Disorder Service
- **Psychodynamic Psychotherapy** – an open-ended group which helps fill a gap in providing ongoing evidence-based psychiatric care, as there is no equivalent available in the wider community

U-FLOURISH

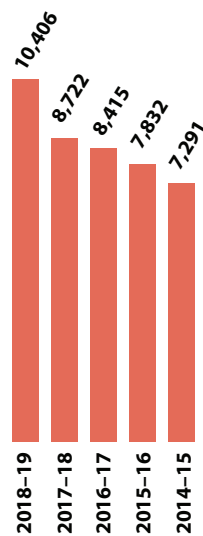
Dr. Anne Duffy of the Division of Mental Health and Queen’s Department of Psychiatry, with the support of the Health Promotion team and campus partners, is leading collaborative research called U-Flourish. This longitudinal study will examine the well-being and academic success of students over their first year at Queen’s. Surveys ran in September 2018 and March 2019, and are continuing in 2019-20. The findings will help to develop services and initiatives that will ensure a successful transition to university life. This research is being done in collaboration with the University of Oxford.



COUNSELLING SERVICES

Demand for mental health services continues to rise at Queen’s and across the sector. Queen’s has added more than **10** counselling positions over the past five years, and while one-on-one appointments account for the majority of counselling services, multiple access points for mental health services are needed to respond to student demand, build knowledge and help develop mental health-management skills. Specifically, Queen’s has expanded its range of mental health service offerings, including therapy and support groups, as detailed below.

COUNSELLING APPOINTMENTS



Using a ‘Hub and Spoke’ model, personal counsellors, who provide primarily short-term, solution-focused support, are located across the main and west campuses; they include the central group, (‘hub’), as well as professionals who are embedded in faculties, schools and in residence (‘spokes’). This structure provides clinical supervision, professional education and team development for all counselling staff, as well as case consultation, and helps to strengthen professional linkages with other SWS and community care providers.

The embedded counsellors provide on-site, collaborative mental health services, including individual supports and psycho-educational programming informed by knowledge of the particular programs, policies and people of a faculty, school, or residence. These counsellors help to overcome barriers that may have been inhibiting students from seeking support, including convenience, access, and awareness of services.

In 2018-19, embedded counsellors were located within:

- Athletics and Recreation
- Faculty of Arts and Science
- Faculty of Education
- Faculty of Engineering and Applied Science
- Four Directions Indigenous Student Centre
- Residences
- School of Graduate Studies
- School of Medicine
- Smith School of Business

The central mental health team includes expertise to support an increasing culturally diverse student population and students who identify as LGBTQ+2S, as well as expertise in working with students experiencing eating disorders. SWS also provides services and programming for students who have experienced trauma, including interpersonal and sexual violence, and works with partners across campus to provide crisis intervention for students at risk of self-harm or harm to others.

MOST COMMON PRESENTING ISSUES – COUNSELLING TEAM

- **29%** anxiety (academic, general, social)
- **16%** depressed mood
- **16%** stress and coping
- **11%** relationships
- **7%** adjustment to life event(s)
- **6%** trauma/abuse
- **15%** other

STAFF:STUDENT RATIOS FOR MENTAL HEALTH

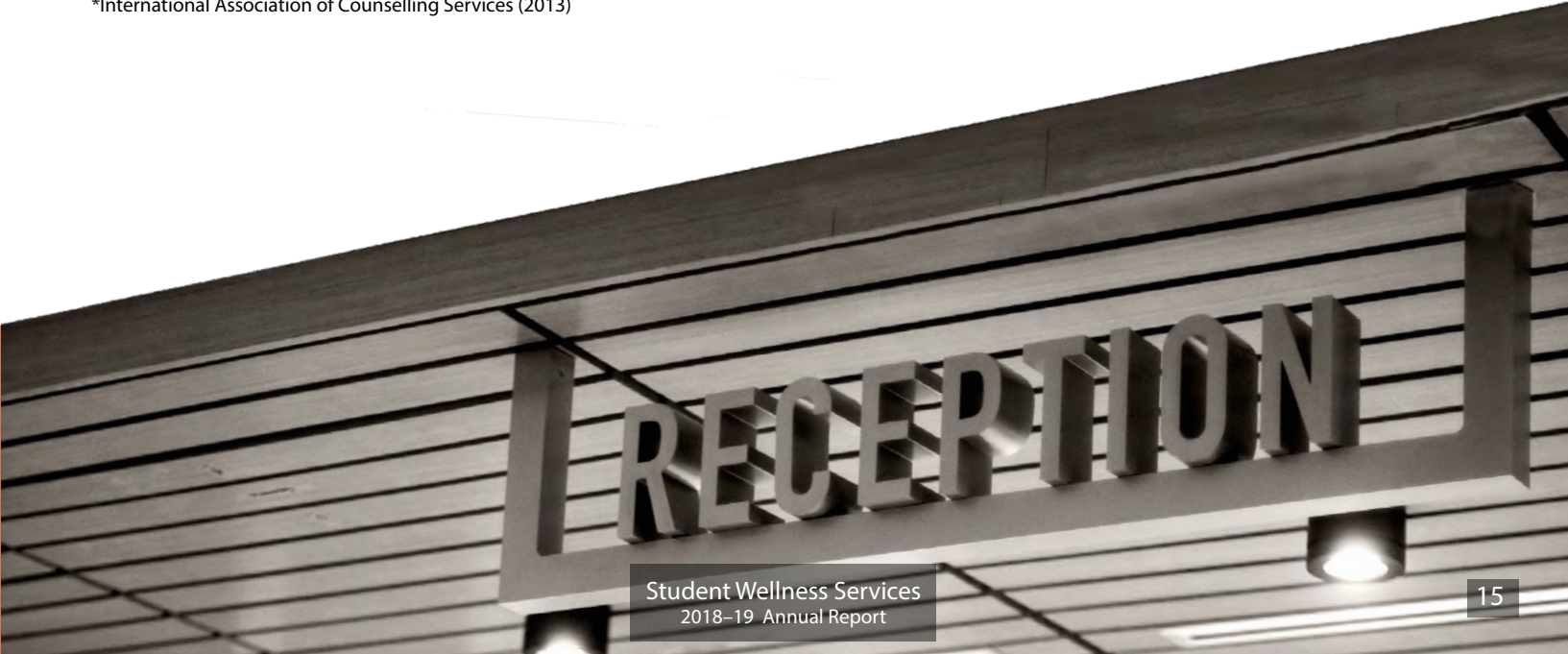
1:1,335

Counsellor/Psychologist : Student
Within recommended range of **1:1,000-1:1,500***

1:969

Mental Health Provider : Student
(psychologists, psychiatrists, psychotherapists, social workers, mental health nurse, family physicians, OTS)

*International Association of Counselling Services (2013)



COUNSELLING SERVICES

THERAPY AND SUPPORT GROUPS

SWS has been expanding access to group-based supports, offered by mental health professionals, to help build knowledge, develop skills, make connections, foster community, and increase therapeutic options on campus.

Counsellor-led groups facilitate the gathering of students to receive support and offer it to others, gain insight and knowledge, learn coping strategies, practice therapeutic skills, process difficult life events, and work on managing or recovering from mental illness. For many students, the opportunity to be with others with shared experiences, and to discuss their challenges and successes, decreases feelings of being alone and is found to be as beneficial as individual appointments. In 2018-19, participation reached **800**, a **60%** increase over the previous year.

6-WEEK GROUPS OFFERED IN THE FALL AND/OR WINTER TERMS IN 2018-19 INCLUDED:

Sleep Better, Live Better – helps students improve their sleep quality and quantity. Participants reported more than **100%** increase in sleep efficiency.

Mindfulness for a Better Student Life – teaches mindfulness skills – the ability to focus on the present moment – to help alleviate stress, anxiety, panic, and depression.

Managing Relationships Better – teaches effective communication and problem solving skills to improve interpersonal relationships, including dating, friendships and those with supervisors or instructors. Students reported progress on goals and credited group sharing, support and inherent accountability as contributors to their success.

Managing Powerful Emotions – helps students learn to recognize and manage overwhelming emotions through dialectical behaviour therapy skills. Members of this well attended, supportive group appreciated the safe space and constructive feedback as they explored newly managed emotions and behaviours. Unlike the Managing Powerful Emotions group offered through psychiatry, this is a self-referral group.

Manage Your Mind for Success at Queen's (Fall Term only) – supports students in managing their attention, and focused decision making. Participants reported an improved mindset and ability to cope with academics and day to day activities.

Psychotherapy Group for Graduate Students – allows participants to share their concerns and troubles, and together come up with solutions and strategies.

Manage Your Stress and Anxiety – learn and share strategies to identify and manage anxiety.

Changeways for Anxiety – teaches group members how to identify the causes, signs, and symptoms of anxiety. Participants learned specific, evidence-based strategies for reducing anxiety, improving mood, and developing coping mechanisms.

PEGaSUS – a closed psycho-educational group providing a supportive space for survivors of sexual violence to connect with others, recognize strengths, build resilience, and work towards increased self-empowerment.

Using Creativity and Art to Self-Regulate Your Emotions – helps students gain mastery over emotions through art therapy. This collaboration between Agnes Etherington Centre and Student Wellness Services allows participants to explore and express thoughts and feelings through a variety of art-based activities (working with clay, collage, drawing materials, and paint), participate in group discussion, and challenge old ways of thinking.



APPOINTMENT-AND CARE-RELATED OUTPUTS

Appointments are only one aspect of SWS health care provision. Other key tasks include:

- Answering **>60,000** phone calls annually to book and reschedule appointments
 - Responding to concerns and questions from faculty/staff/families/ oommates/campus partners
 - Following up with students (test results, next steps, instructions, crisis)
 - Responding to student inquiries about services/hours/issues and connecting them to resources they may need
 - Liaising with community partners (hospital, AMHS crisis)
-
- Scanning and faxing of reports, results, referrals
 - Managing internal “to-do” inbox (**>12,100** actionable messages sent in 2017–18)
 - Arranging specialist referrals and diagnostic imaging
 - Managing records, billing, and insurance
 - Writing appeal and support letters
 - Verification of Personal Health Condition/Short Term Academic Accommodations
-
- Meetings with departments, campus, and community partners
 - Team meetings
 - Case consultations and conferences
 - Clinical supervision
 - Case conferences



ACCESSIBILITY SERVICES

Queen's is committed to the inclusion of students with disabilities in the campus community. Queen's Student Accessibility Services (QSAS) provides services related to academic accommodations for students with disabilities to ensure equitable access to learning opportunities and the academic environment.

The number of students registering with QSAS has continued to rise annually.

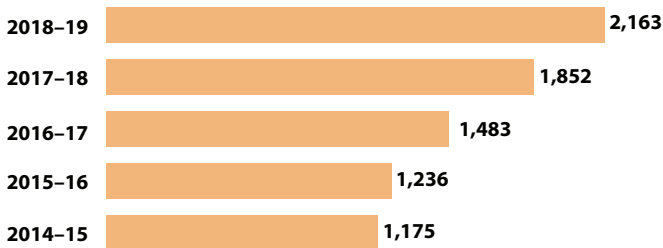
In 2018–19, **2,163** students were registered with QSAS (**8.8%** of all students)

Students registered with QSAS experience a range of health conditions resulting in physical, psychological or cognitive impairments.

- **41.3%** mental health disability (primary and secondary)
- **24.7%** learning disability
- **19.4%** ADHD
- **8.8%** chronic medical disability
- **5.8%** other (hearing loss, low vision, mobility, etc.)

19% reported multiple disabilities

REGISTERED STUDENTS WITH QSAS OVER 5 YEARS

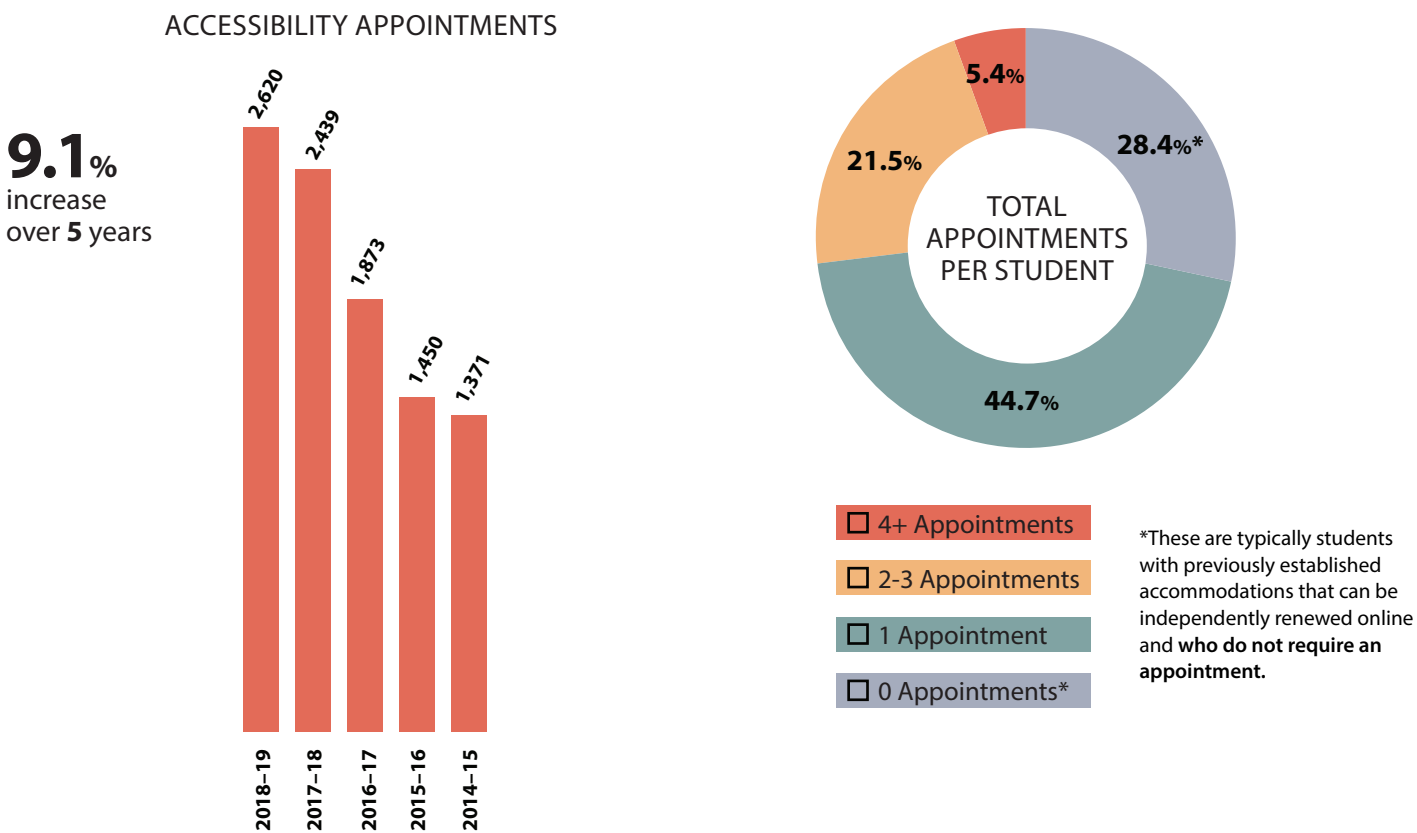


Students registering with QSAS are required to submit documentation from qualified health care providers verifying they are a person with a disability and describing the functional restrictions they experience in the academic environment. Accessibility Intake and Advising Professionals review and interpret the documentation in the context of post-secondary academic standards and requirements. They also conduct confidential, individualized interviews with students to understand their lived experience with a disability. All information is assessed for the presence of access barriers, and accommodations, services, and other interventions are recommended to help ensure the student has equitable and dignified access to the learning environment.

QSAS is a central campus resource for the access and accommodation needs of students with disabilities. QSAS advises faculty, staff, and administrators on the implementation of academic accommodations and advocates for students on a wide range of matters concerning their access and accommodation needs. QSAS connects students with on- and off campus resources and services, including making referrals for disability assessments and access to provincial and federal disability-related funding. QSAS works collaboratively with units across the Division of Student Affairs – including the Office of the University Registrar's Exams Office and Career Services – the Adaptive Technology Centre, the Centre for Teaching and Learning, all academic departments, and Physical Plant Services, to coordinate academic accommodations and to find solutions to challenges that arise.


One-on-one "Start Up" transition-specific support was provided by QSAS's learning strategist to **124** first-year undergraduate students with disabilities, who received individualized strategies, tailored to their disability. QSAS also coordinates a peer notetaker program that supplements supports for students who have challenges with taking notes in class. In 2018-19, **381** students volunteered to share their notes to assist their peers.

APPOINTMENTS



INDIRECT SERVICE

QSAS Intake and Advisor staff serve students outside of in-person and phone appointments. These services include email and phone communications with students, family members, and faculty and staff members, pertaining to academic accommodations and support.

In 2018-19, staff recorded **12,982** follow up phone and email points of contact in support of QSAS-registered students  **11.4%** increase over 2017-18.

REGIONAL ASSESSMENT AND RESOURCE CENTRE (RARC)

The Regional Assessment and Resource Centre (RARC) provides supports and services to youth across the province, as well as Queen's and Kingston-area secondary school students. RARC is designated as one of two provincially-funded sites that provide assessment services for students with suspected or known learning disabilities. In addition, RARC provides online transition programs for students with disabilities who are transitioning to post-secondary.

HIGHLIGHTS

- Psychoeducational assessments completed for **73** Queen's students
- Ongoing updating of RARC's Online Transition Resource Guide that provides comprehensive information about the transition to post-secondary education
- Supervision for **30** students/intern
- **65** Grade 12 students with learning disabilities and mental health disabilities took part in RARC's two online transition-to-post-secondary programs
- Ongoing research into reading impairments, functional impairments, neurocognitive profiles of individuals with psychotic or depressive symptoms, and learning disability documentation

SUPPORT FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

SWS works in collaboration with faculties and schools to support students who experience a range of extenuating circumstances under the university's Academic Consideration for Students with Extenuating Circumstances Policy, and related procedures that may temporarily affect their ability to fulfil academic requirements. Depending on the circumstances, if there is a physical or mental health-related impact, students may be seeing a physician, counsellor, occupational therapist, or accessibility services advisor. In these cases, SWS staff provide documentation for a health-related condition, as appropriate, and may provide short term academic accommodations. Staff may also support the coordination of academic considerations for students who are too unwell to take this on themselves.

In 2018-19, SWS provided support to over **1,000** students with extenuating circumstances who were accessing academic considerations under the policy. Staff also responded to calls and inquiries from faculty, staff and faculty offices related to the policy and procedures, and helped to link students to services and supports. SWS staff were also involved in reviewing and updating forms and procedures under the policy, working with faculties and schools.

ADVISORY AND COMMITTEE WORK

SWS responds to calls on a regular basis from faculty, staff, family members, housemates, classmates and friends who are concerned about a student, or a situation that involves students. SWS cannot discuss individual students without their explicit consent, however staff can provide general guidance and advice about what to do, how to best provide student support, and how to connect students to services. In cases where there is concern for the student's safety or well-being, SWS will confidentially reach out to the student to assess their risk level and connect them to services.

SWS staff are members of the university's Student-at-Risk and Threat Assessment committees, and participate on a wide range of campus committees with a health and wellness focus, including the Provost's Advisory Committee on Wellness, the Campus Wellness Project's Council, the Graduate Student Life Advisory Group, Cannabis Working Group, Mental Health Working Group, Sexual Violence Prevention and Response Working Group, Alcohol Working Group, Community Partners Working Group, and the Advisory Committee on Academic Accommodations.

SWS works closely with community partners on initiatives that impact students, particularly related to mental health and substance use. In 2018-19, these included the Transitional Age Youth – Mental Health Committee, organized through the local United Way, and the KFLA Public Health Safe and Sober Alliance PSE Committee.

SWS staff participate on, and lead, provincial and national committees and organizations related to health and wellness in the post-secondary sector. These include the Ontario Universities and Colleges Health Association (OUCHA)'s multiple professional sub-groups, the Association for University and College Counselling Center Directors (AUCCCD), the Ontario College Counselling Directors (OCCD), the Centre for Innovation in Campus Mental Health (Ontario), the Post-Secondary Education Partnership - Alcohol Harms (PEP-AH), co-chaired by Queen's, and the Best Practices Network in Canadian Higher Education (BP-Net), of which Queen's is a founding member.

The QSAS Senior Advisor chairs the provincial Inter-University Disability Issues Association (IDIA), the network of accessibility offices at Ontario universities in 2018-19, which developed and adopted core competencies for accessibility advising professionals. As chair of the IDIA, the senior advisor is a member of the provincial government's Standard Development Committee for Post-Secondary Education, established to advance regulations under the Accessibility for Ontarians with Disabilities Act, and co-chairs a technical sub-committee addressing the transition needs, between K-12 and post-secondary, of students with disabilities.

STUDENT INPUT

SWS welcomes feedback from students any time through the home page of its website. In addition, students who attended an appointment over a 6-week period in February and March 2019 were invited to complete a user experience survey modelled on a Health Quality Ontario questionnaire.

Among the **250** completed responses:

- **85%** of students reported they had a very good/excellent experience speaking with their provider
- **89%** reported a very good/excellent experience with reception staff
- **93%** of respondents reported a good/very good/excellent experience being treated with dignity and respect

SWS staff and providers are committed to doing all they can to meet student needs and provide professional and compassionate service. Any individual concerns about the service or a provider are addressed when brought to the attention of SWS. This typically happens through direct contact or through the website feedback form.

An ongoing and significant concern raised by students relates to access to service in a timely manner. Demand continues to increase across the entire PSE sector, and service expectations are high. With space and staff resources at capacity, we acknowledge the frustration of students and staff when demand exceeds capacity. Less than half of survey respondents were satisfied with the wait time for their appointment. Staff work hard to ensure that students who need to be seen quickly are provided with service; those with less urgent needs or those returning to follow-up are booked in to later appointments. SWS continues to explore innovative ways to provide services and increase capacity. For 2019-20, the mental health appointment model has been adjusted to provide more same day access to help reduce wait times.

The National College Health Assessment (NCHA) is also used by SWS to inform programming and services. This national student health and wellness survey has been run at Queen's **3** times – in 2013, 2016 and 2019. Findings from the survey can be found at bit.ly/queensUNCHA

In 2019, **82.1%** of Queen's respondents reported that they would seek help from a mental health professional if they had a personal problem that was bothering them. This is above the national and provincial levels. In the survey, **39.4%** of students identified they had sought support from a counsellor or therapist in the past **12** months. Analyses of the results will be completed in 2019-20.



LOOKING AHEAD

SWS will continue to play an integral role in supporting holistic student health and wellness, and promoting a healthier campus, and a culture of care. With demand for service that exceeds current capacity, SWS will continue to increase capacity and work with campus and community-based partners to introduce expanded options and pathways for support to meet student needs.

Areas of focus for 2019-20 include:

NEW ACCESS MODEL FOR MENTAL HEALTH SERVICES

SWS is changing its service delivery model for mental health appointments, creating more same day access with the goal of reducing wait times for first appointments. Counsellors will be able to directly schedule follow-up sessions with students, depending on need, and/or refer them to groups, online modules, and other supports.

SWS will also be reviewing intake and triage processes to create a holistic approach that will ensure students are effectively referred to the services that best fit their needs and the immediacy of their situation.

EXPANDED GROUP-BASED PROGRAMMING AND PARTICIPATION

SWS continues to increase access to, and participation in, group-based programming to expand service delivery options and reach. This includes support groups, discussion groups, strategy and skill building groups, and therapy groups. Many students find value in group-based programming that enhances their health and well-being.

CONTINUED FOCUS ON HEALTH PROMOTION, PREVENTION, AND CAMPUS WELLNESS

SWS programming continues to shift to a greater focus on self-care, health promoting practices, strategy development, skill building, and mental health as part of everyday life. Creating a healthy campus and having healthy living, working, learning and social spaces contributes to the maintenance of health and the ability to recover. The Campus Wellness Project will provide a framework and foundation to further support and inform this ongoing shift.

OPTIMIZING NEW TECHNOLOGIES

SWS will be replacing and updating its hardware infrastructure in 2019-20 and increase IT capacity to allow for the introduction of new technologies that will help enhance efficiency and service. This would include modernized intake processes, including self-check-in, and online booking. SWS is also part of a campus-wide initiative to modernize and expand academic accommodation software that will support the work of QSAS and its partnerships with the Exams Office, faculties, schools and instructors across campus.

LOOKING AHEAD

DEMAND AND COMMUNICATION

As demand for services is anticipated to continue to rise, SWS will focus on providing accessible communication to students about the scope of services, expectations for service delivery, and transparency related to increased demand and plans for increased efficiency. User surveys will also be done on a regular basis to provide ongoing feedback on the student experience.

NEW AND ADDITIONAL SPACES

Following the move of Health Promotion to the Gregory David and Neil Rossy Health Promotion Hub on the first floor of Mitchell Hall in December 2018, medical, mental health and accessibility services moved into the new Côté Sharp Student Wellness Centre, across the hall from the Hub, in Summer 2019. These modern and purpose-built facilities will allow for the greater integration of our services in a highly visible and accessible central campus location. SWS is grateful for the philanthropic support of our generous donors.

SWS will also be working with campus partners on the design and planning for additional space in the forthcoming renovation of the John Deutch University Centre (JDUC) adjacent to Mitchell Hall. The space will promote personal well-being, self-care, peer support, therapeutic and support group activities, and health maintenance in a quiet and private environment. In addition to serving as the new location of both the volunteer-led AMS Peer Support Centre and the SGPS Graduate Peer support Centre, the Student Well-being space will include a ‘calm room’ for student self-care, small bookable office-sized rooms and larger rooms for group programming. It will complement and supplement the Côté Sharp Student Wellness Centre and the Gregory David and Neil Rossy Health Promotion Hub in Mitchell Hall.

STAFF WELLNESS

The high demand for services, and the intensity of the front-line work that is done by SWS staff each day, can lead to compassion fatigue and burnout. In recognition of the emotional load of the work and the stress of significant caseloads, promoting activities, supports, and programs for staff to facilitate their own efforts to be healthy and practice self-care, is essential for recruitment and retention. Actions will include enhanced staff communications, and identifying additional opportunities for sharing experiences and seeking advice from colleagues, team building, and skill development.

METRICS

There are currently no sector-wide metrics for Student Health and Wellness Services, due to challenges in developing metrics that are meaningful and accurately portray a change in service over time. SWS will continue to work with a number of Ontario universities and colleges to develop a set of standard metrics and benchmarks for the sector. While the sector works to develop a set of standard metrics and benchmarks, SWS is using the following measures to help assess service delivery and student experience. These measures and goals will be reviewed in 2019-20, and the user experience survey referenced below will be distributed electronically and more frequently during 2019-20 to allow for more regular feedback, and robust response numbers.

METRIC	SOURCE	GOAL	RESULT 2018–19
Counsellor/Psychologist: Student Ratio	International Association of Counselling Services	Stay within recommended range: 1:1,000-1:1,500	1:1,335 1:969 for all mental health professionals
% of students who would seek help from a mental health professional	NCHA 2019	Stay above provincial (TBC) & national rate (79.8%)	82.1%
% of students satisfied with overall experience with provider	SWS user survey	Maintain 90%+ very good and excellent	85%
% of students who report feeling treated with dignity and respect	SWS user survey	Maintain 95%+ very good and excellent	93%
# of therapy and support group student touchpoints	SWS	600	800



STUDENT AFFAIRS

STUDENT WELLNESS SERVICES

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