

ANNUAL REPORT

June 2014

1. Introduction

Pyramid level 1: Promoting a Healthy Community

[Advisory Committee on Academic Accommodations](#): The Advisory Committee on Academic Accommodations was established and supports the Disability Services Office (DSO) in accommodating students with disabilities. It also supports the Student Health Service, Counselling Service and Faculties and Schools in responding to students who require temporary accommodations for other health-related issues and to those requesting deferrals for any reason.

[The Jack Project @ Queen's Student Initiative Fund](#): The Jack Project is a national charity founded in 2010 as the legacy of Jack Windeler, a first-year Queen's student who died by suicide. The Jack Project @ Queen's Student Initiative Fund provides funding opportunities for student-led special projects and initiatives that support student health and wellness, with a specific emphasis on mental health.

The [Green Folder](#) resource is distributed regularly to support faculty members, staff, teaching assistants and student leaders in identifying and responding to students in distress. A companion [Green Card](#), one for [undergraduates](#) and [one for graduate and professional students](#), is a quick reference for students in need of mental health services and for those looking to help a friend or colleague.

Additional level 1 implementation highlights:

- Ongoing assessment of space in the former Physical Education Centre (PEC) building for a student wellness centre;

- Increased student access to integrated academic support services with additional staff, a new integrated model for The Writing Centre and Learning Strategies in the [Student Academic Success Services \(SASS\)](#) unit and increased service hours. The provision of one-on-one writing support is up 5% and the number of workshops offered has risen by 22%;

- Establishment of an academic and career advising network;

- Early access to in-person one-on-one academic advising at Summer Orientation to Academics and Resources (SOAR);

- Increased profile for health promotion (monthly student emails, [Alumni Review cover story](#), more workshops in residence etc.);

- Increased offerings of mental health awareness programs for faculty, staff and students;

- Introduction of the [Team-Building Activity Fund](#) that promotes positive and inclusive student-led club and team events;

and performance indicators, and how to use them as part of our prioritization and decision-making processes, are an area of focus for the PACMH in 2014.

Survey results of note

As a result of stress:

- 20.7% received a lower grade on an exam or project

- 10.3% received a lower grade in a course

- 5.7% experienced significant disruption to their graduate work

- 2.3% didn't finish or dropped a course

63.4% of Queen's respondents indicated their ability to manage their stress was good or very good; 26.5% described their ability as fair and 10% said it was poor.

80.9% of Queen's respondents indicated they would consider seeking help from a mental health professional in the future. This is higher than the total Canadian sample (74%).

The NCHA data has been analyzed for several faculties and units on campus to help inform their programs and services. While in most instances [Queen's survey results](#) are not statistically significantly different uCns e7231 657 h(er)-5(231 657 h(i)11(n)-nc)6(edo s)7(t)-3 1(s)4(t),

5. Priorities for Assessment and Action for 2014/15 and 2015/16

To continue progress on implementation of the Commission's recommendations, the PACMH has identified the following recommendations for further assessment and action over the next two years.

Recommendation	Section in PCMH 2012	Champion	Next Steps	Resource Implications	Target Date for Implementation	
Pyramid level 1 - Promoting a Healthy Community						
1	Establish an Exam Centre	1.2	Student Affairs	Research options and develop business case	Will likely require financial resources based on centre's model	2014/15 academic year

Recommendation	Section in PCMH 2012	Champion	Next Steps	Resource Implications	Target Date for Implementation
11 Consider whether a compassionate waiver					

Recommendation		Section in PCMH 2012	Champion	Next Steps	Resource Implications	Target Date for Implementation
15	Establish a process to design and find new facilities for the various functions within HCDS to address the deficiencies and limitations of the current physical space with a goal of establishing a student health and wellness centre	4.0	Student Affairs and Physical Plant Services	Preliminary feasibility assessment of the PEC has been completed. Next steps are to obtain: <ul style="list-style-type: none"> - Regulatory assessment (fire code) - Initial Cost Estimates for Infrastructure and Repurposing - Space programming - Staging and sequencing plan - Work with Advancement to secure capital funds. 	Requires financial resources	In progress Steps up to and including the staging and sequencing plan to be completed by end of 2014.
16	Develop performance targets for HCDS services with metrics and reporting mechanisms.	4.0	Student Affairs	Develop a set of appropriate metrics based on community input and best practice research. Work with Institutional Research and Planning to adapt existing tools (survey etc) Identify resource requirements to implement and maintain performance measures.		

6. Resourcing

An overview of the resources required for the priorities identified as needing financial support in section 5 is presented below.

Establish an Exam Centre (Recommendation 1.2)

In 2014/15, the Division of Student Affairs will build on a 2013 report completed as part of the University's Foundational Leadership program that examined the need for a dedicated exam centre and included various potential options for such an initiative. This initiative has been endorsed as a priority by the [Advisory Committee on Academic Accommodations](#). If needed, a request for budget for this project would likely be submitted for the 2015/16 cycle.

Create a Division of Student Mental Health and Addictions within the Department of Psychiatry (Recommendation 1.12) and Increase FTE complement of psychiatrists (Recommendation 4.0)

In order to create a Division of Student Mental Health and Addictions within the Department of Psychiatry, three full time psychiatrists (3.0 FTE) are required. One of the three would be the Chair of the Division who would be billing fee-for-service to the Ministry of Health for 0.5 FTE clinical, with the remaining 0.5 FTE devoted to leadership and academics. The other two would be 0.7 FTE clinical fee-for-service and 0.3 FTE academic each. These requirements include the existing services currently being provided by Drs. Kenny and McNevin. The Division would therefore require base money funding for 1.1 FTE. At the current rate for psychiatrists of \$350,000 per FTE, this would be \$385,000 per year. The remaining 1.9 FTE would be funded by fee

Appendix 1

HODS Mental health-related data

Health, Counselling and Disability Services (HCDS) is the university's central health care and related service provider comprising four streams of service:

An urgent care walk-in medical clinic operates weekdays and all patients with urgent problems, including mental health issues, are seen. In addition, SHS responds to anyone, including students, faculty members, staff, family members, or friends, indicating the need for urgent attention for a student.

Total Patient Visits to SHS Physicians:

Year	OHIP (includes all provincial/territorial health plans except Quebec)	Other (includes Quebec, third party, private billings, UHIP (International students))	Total
2011-12	26,638	4,353	30,991
2012-13	24,029	3,588	27,617
2013-14	26,583	3,910	

The increase in Mental Health visits in 2012-13 may be attributed to several factors including:

Increasing focus and awareness of

Mental Health Nursing data:

The mental health nurse position was established in 2011 and is provincially-funded. The nurse provides both group and individual psychotherapy and coordinates care for students who come to Queen's with pre-

recommendation related to metrics and reporting mechanisms (recommendation #16). The university will continue to monitor demand and capacity and respond to evolving student needs with timely and quality service.

Counselling Services

Counselling Services (CS) comprises a total of 13.5 FTE counsellors, 6.5 of whom are based in the central office on Stuart St. In addition, there are now seven outreach counsellors housed in specific faculty or university buildings. There are two counsellors in main campus residences, and counsellors in the John Deutsch University Centre, Queen's School of Business, the Faculty of Engineering and Applied Science, the Faculty of Education/West Campus and the School of Graduate Studies. The latter three positions are funded for their first two years through a generous anonymous donation.

These outreach counsellors provide population-specific support (counselling) and programming (e.g. psycho-educational sessions, skill-development), and they consult with faculty members and staff about students of concern. This outreach program aims to increase and facilitate access to counselling and related services in a familiar environment and to ensure that the professionals involved are thoroughly familiar with the "cultural" and educational experiences of the students they serve.

Counselling Services Appointments:

Year	Total number of visits	Total number of students*
2012-13	6,230	

In April 2014, a new full-time Advisor was hired, and an additional 0.2 FTE was added, bringing the number of FTE Advisors for 2014-15 to 3.5. This will somewhat reduce the average FTE caseload, however, projected DSO registrations are expected to continue rising. The university will continue to monitor and facilitate appropriate service

Key Mental Health Statistics from 2011-14 (as available)

Year	# of HP volunteers	# student volunteer hours	# student volunteers devoted to mental health & stress	# hours of work by Mental Health topic team	# Stress Busters Workshops	# Mental Lived Experience Workshops
2011-12	74	Not available	4	Not available	10	N/A
2012-13	73	Not available	5	Not available	13	12 (New workshop, received a Queen's Human's Rights Award in its inaugural year)
2013-14						

