

Mount Allison



September 2018

Mount Allison University released the Student Affairs Mental Health Strategy in July 2016. The strategy was the result of consultation and review of existing health, wellness, and mental health services at MtA.

The following is a progress report of activities as of September 2018. ST-652.95 13 12 5 3883W* n

In their [redacted], CACUSS and CMHA undertook a review of key sources focusing on healthy campus settings, (Patterson & Kline, 2008; World Health Organization, 1998) as well as a thorough review of campus mental health strategies in Canada and internationally was undertaken.

The following key components for student mental health strategy development were formulated from this review:

1. Institutional Structure: Organization, Planning and Policy
2. Supportive, Inclusive Campus Climate and Environment
3. Mental Health Awareness
4. Community Capacity to Respond to Early Indications of Student Concern
5. Self-Management Competencies and Coping Skills
6. Accessible Mental Health Services
7. Crisis Management

The following sections outline the first annual Progress Report (2016) of the Mount Allison University, using the CACUSS/CMHA recommended systemic approach.

- < Procedures for medical leave and re-entry, voluntary and involuntary withdrawal
 - o (Procedures are outlined in the Student of Concern (SOC))

- A presentation on UDL is offered yearly
- The Mental Health Educator contacts Department Heads each semester
- < Clarification of role of parents/family in maintaining students' mental health (and accessing these supports in times of crisis or complex mental health situations)
 - (development of parent specific website as a means to share info on resources; Support provided in the form of awareness of services and distribution of information packages; information on programs and services is always available by request.)

- < Increased education and training for faculty and staff on issues of access and inclusion.
 - ((Student led focus group, panel, and faculty session on mental health and accommodations were offered in 2017; faculty and staff session offered in 2017-18 and spring 2018)
 - A presentation on UDL is offered yearly
 - (work with student groups to encourage the development of awareness campaign on invisible disabilities)
- < Continue to work with the Student Union on possible solutions to transportation issues.
 - (MASU has coverage under their health plan for transportation to scheduled mental health appointments and are available to students from the Wellness Centre)
- < Provide faculty and staff access to professional development opportunities that recognize, and are inclusive of cross-cultural issues with respect to mental health, particularly as they apply to supporting Indigenous and International Students
 - (provided workshop to re W* n BT /F7 11 T ET Qspme Cpp(d š}}v }(Œ }o

- < Provide training to faculty, staff and students (especially in positions of support to others), to enhance campus awareness and comfort around identifying and responding to other distress.
 - o (Training provided, MHFA offered multiple times throughout the year
 - Yearly MHFA sessions offered to Resident Assistants, faculty, and staff
 - Yearly SafeTALK and MHFA training offered to RAs
 - o Mental Health Educator offers consultation to faculty and staff
 - o Garnet Guide distributed annually to faculty
 - o LIST project offered Go-to Educator Training for faculty & staff,
- < Distribute Garnet Guide to all faculty on an annual basis.
 - o
- < Create user-friendly messages (e.g., videos) about mental health easily accessible in a timely manner to mental health (BT)

(Workshop offered)

- o Emotional Regulation and Distress Tolerance.
- o Lifestyle concerns (sleep, eating, exercise, life balance, finances, alcohol use)

< Transportation costs many students are unable to access psychiatric services in mental health emergencies in Moncton) due to the cost and time required to travel there and back

- o (Mental Health Mobile Crisis Team/911 available for emergencies)

Fundraising ongoing

Mental Health Mobile Crisis Team/911 available for emergencies

< The substantial increase in the number of complex mental health cases presented to the Registered Nurse/Educator and the physicians on campus has contributed to increased wait times for 20

- < There may be a lack of awareness amongst faculty and staff regarding the types of situations and circumstances which dictate an emergency/crisis management response.
 - o (Awareness campaign and distribution of Garnet Guide)
- < MtA lacks a clear and cohesive plan and procedure to support students with serious, ongoing mental illnesses, including communication to students about options available for mental health leave as well as reentry processes.
 - o To be addressed in mental health policy
- < There is currently a lack of protocol/programming to support members of the campus community in the event of the death of a student by suicide.
 - o (Crisis Response Protocol will be reviewed)
- < Staff and faculty may be unaware of their roles and responsibilities when dealing with a student who poses an imminent danger to themselves
 - o (

< Enhance the mental health training made available to Res Life staff, includ

This document is a “living document” and will continue to be revised as stakeholder feedback is received and evaluated.

Next steps in this process include:

- ◁ Sharing the with all members of the campus community
- ◁ Collaborating with the Mount Allison Students Union as well as individual clubs and societies with mandates related to mental health.
- ◁ Liaising with Sackville partners and mental health agencies on key components of the strategy.
- ◁ Securing external funding to support mental health initiatives.
- ◁ Monitoring, assessing and evaluating mental health programs and services

These steps and the Report recommendations, are in alignment with the systemic approach, which regards every member of our community, staff, faculty and students as having a voice in the important conversation around student mental health

The recommendations also call for the university to provide, within available resources, the services most needed for our students, and for students to actively engage in supporting their own mental wellness. All elements of the University environment have an impact on student well-being, and have the potential to contribute to fostering a healthy, inclusive and resilient community