

Report on Student Mental Health Framework Feedback – Drafting Phase

Consultation Meetings, Information and Feedback Sessions, Online Feedback

**Office of Student Affairs and Health and Counselling Services
March 30, 2022**

Overview

The following report is a summary of the feedback received on Carleton's Student Mental Health Framework throughout the drafting phase of the consultation work plan.

Consultation Meetings

Throughout the drafting phase of the consultation process, the Office of Student Affairs, Health and Counselling Services, and the Office of Quality Initiatives offered to meet with key stakeholder groups on-campus. Consultation meetings and information and feedback sessions occurred with:

- Centre for Indigenous Support and Community Engagement
- Board of Governors
- Vice-Presidents' Academic and Research Committee
- Carleton University Senate

Other stakeholder groups either did not respond or declined to meet.

Consultation Sessions

A total of 8 consultation sessions were offered for members of the Carleton community, including parents. Individuals were provided with the opportunity to request specific consultation sessions. In total, 9 people participated in these workshops.

A consultation session was also held with external stakeholders who have expertise in the mental health and well-being area. Representatives from the following community organizations were involved:

- Community Addictions Peer Support Association (CAPSA)
- Centre for Innovation in Campus Mental Health (CICMH)
- Canadian Centre for Substance Use and Addiction (CCSA)
- Mental Health Commission of Canada
- The Royal Ottawa Hospital

To provide insight into how the feedback from the consultation sessions were conducted, we have included the consultation guide with the question list for these sessions as an appendix.

Online Feedback

During the drafting phase, there were 60 anonymous form submissions and 3 emailed responses. This online feedback is presented as submitted.

Main Themes

Throughout the drafting phase of the consultation process, several main themes emerged:

- Framework Implementation
- Pedagogy and Academic Structures
- Community Building and Knowledge Sharing
- Increased Counselling Support
- Indigenous Perspectives on Mental Health

This report has been organized by these themes and has the aggregated feedback of the drafting phase as well as the submitted feedback received online. This feedback has been examined and assessed in the review of the Student Mental Health Framework. Responses to the feedback received have also been included.

Framework Implementation

There was significant feedback provided regarding the implementation of the Framework, including ideas to support the recommendations (i.e., training and workshop ideas, outreach initiatives, communication of resources, methods to better engage the students in online and in-person communities, etc.), as well as considerations around the budget for the implementation of various initiatives.

Response

The ideas for workshops, trainings, and initiatives to support the implementation of the Framework have been compiled and will be reviewed by the Student Mental Health Advisory Committee when developing measurable work plans for the recommendations. While these recommendations can be implemented with existing resources, the university continues to explore opportunities and advocate for additional funding to support student mental health and well-being initiatives.

Pedagogy and Academic Structures

As provided in the listening phase feedback, feedback continued to be provided on the relationship between mental health and academic structures in the delivery of courses. Specifically:

- The academic causes of mental health concerns
- The stigma associated with seeking support in the classroom
- Structure of course outlines and overall course design
- Lack of flexibility within the classroom
- Ensuring a mental health and well-being lens and related resources are integrated into course curricula, learning objectives, and course structures

Additionally, we received feedback related to lower tuition costs, and increasing funding opportunities.

Response

As stated in the Feedback Report for the listening phase, an objective of working collaboratively with faculty to establish a community of practice for integrating mental health and well-being into the curriculum and in the classroom has been added under *Campus Culture of Wellness*. Specifically, recommendations have been added to develop and distribute a mental health toolkit for faculty and to investigate and implement best practices for supporting student mental health and well-being into the curriculum and classroom, including course design and delivery. Additionally, recommendations have been added to enhance training for staff and faculty to support students in crisis and to create additional opportunities for staff and faculty to work together and learn from each other. Carleton has and continues to provide emergency financial assistance to students experiencing short term financial hardship related to critical needs and to international students experiencing short term hardship who are not eligible for federal pandemic financial support. Further, we are providing \$108M in student employment and financial aid including scholarships, bursaries, grants, teaching assistantship, research assistantship and other student employment opportunities.

Community Building and Knowledge Sharing

The need to engage with our internal and external community stakeholders and establish stronger working relationships arose during the drafting phase consultations. The feedback received emphasized the need to work with community organizations and utilize resources previously developed to implement in our post-secondary setting. Furthermore, the need for two-way knowledge sharing was present – Carleton mental health and well-being services should be sharing their ideas, innovations, etc., with community partners. Further feedback was received on expanding our list of external community partners. Additionally, feedback was received around the importance of supporting and building up all members of our community, with a particular focus on person-first language when supporting students in crisis. There was additional feedback related to ensuring faith-based and spiritual resources would continue to be offered for our community members.

Response

The revised Student Mental Health Framework has incorporated objectives and recommendations related to enhancing collaboration with internal and external community partners under areas of focus *Building Skills and Strengthening Resilience* and *Coordinated Student Support and Services*. We are committed to ensuring effective partnerships and communication with our community partners. We will continue to integrate person-first language in mental health and well-being trainings which will have an intersectional approach. A recommendation has been included regarding the integration of faith-based and spirituality resources and approaches as an integral component of supporting mental health and well-being.

Increased Counselling Support

Similar to feedback heard in the listening phase, we received feedback for the need to hire more counsellors and ensuring the hiring of more diverse counsellors including counsellors who speak other languages, specialize in working with graduate students, trans and nonbinary people, and/or are part of the BIPOC community. It was also suggested that changes should be made to the students' health benefit plan to include more mental health resources.

Response

As mentioned in the Feedback Report for the listening phase, Carleton continues to assess what the needs are across campus when it comes to student mental health and well-being. Since 2019, Health and Counselling Services has hired 6 new counsellors and continues to assess the needs of the community based on available resources. Specialized counsellors now provide services for 2SLGBTQ+, racialized, Indigenous, graduate, and international students, and a new intake counsellor assists students in quickly connecting with the counselling services and resources that best fit their mental health needs. We have also hired a counsellor to provide services for trans and nonbinary students which began in February 2022. Additionally, we can provide same-day counselling services to students who are in crisis. Recognizing the feedback to ensure adequate counselling support, a recommendation has been added to the framework to ensure we continue to assess and respond to students' demand and need for additional counselling using an equity, diversity, and inclusion lens. A recommendation has also been added to maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes.

Undergraduate students have access to Empower Me which provides 24/7 access to mental health and well-being support. Additionally, students studying remotely from outside of Canada can access International SOS's Emotional Support which provides access to mental health professionals in more than 60 languages.

Indigenous Perspectives on Mental Health

Feedback was received around the wording of some objectives and recommendations to make them more inclusive of Indigenous perspectives on mental health and well-being. It was noted that particular consideration should be given to ensuring that Indigenous ways of healing and teaching, as well as Indigenous knowledge are woven throughout the Framework.

Response

In consultation with the Centre for Indigenous Support and Community Engagement, the recommendations have been adjusted to be more intentional in the inclusion of Indigenous students and Indigenous perspectives. Specifically, changes were made related to the addition of individual and cultural needs, the need to address cultural barriers to accessing services, and ensuring training that is offered to faculty and staff is culturally aware and sensitive. To affirm our commitment to integrating Indigenous mental health perspectives into the Framework, we have revised our Algonquin Territory Acknowledgement, with the support of the Centre for Indigenous Support and Community Engagements, to further strengthen our relationship between Carleton and the Algonquin communities.

Online Feedback

The following feedback was received through email and the anonymous feedback online form. Responses to address this feedback are included in this aggregate report. The University thanks the Carleton community for their feedback throughout the extensive consultation and review process of the Student Mental Health Framework.

Date	Format	Content
2-Feb-22	Form	Could you please advise parents, generally, what is being done to keep students safe during the trucker occupation?
17-Feb-22	Form	<p>Making all possible reductions to international students fees would help the international student community much more than the combined effect of all the proposed help measures. Of course this initiative is very welcome, but what makes international students stress to the point of breakdown and sometimes attempt suicide about grades is the sky-high tuition, which is unreasonably triple or more than the domestic fee at present, and rising. After all, most students' parents are generally earning in currencies that are less stable than the Canadian dollar, but spend for tuition in dollars. The COVID situation has only exacerbated our dilemma.</p> <p>Therefore, please keep in mind that international students carry the increasingly heavy weight of tuition fees that basically drain our parents' purses - for an education that is not even worth that amount - in addition to the mental health strain of a domestic student. Please think about international students as students too. Doesn't our mental health matter as much as that of domestic students?</p> <p>Are we even students or just milch cows? The latter is the opinion of the majority of my international student friends and me.</p>
17-Feb-22	Form	<p>Re. culture of wellness.... it's a joke.</p> <p>What is the university's culture of wellness like? Refusing grad students leaves of absence during a global pandemic. Instead, forcing them to enroll and pay tuition and burn through their funding resources. Simultaneously preventing them from conducting research and progressing in their studies. Not extending the timelines of grad milestones despite the many many barriers that slow or prevent work. Not providing additional resources to offset the added costs of trying to continue as a grad student in a pandemic.</p> <p>These things don't exactly scream 'wellness'. And it's all the university's leadership.</p> <p>If I didn't have a good supervisor buffering me from this [redacted] university... [redacted]</p> <p>But it's ok. The grad mental health counsellor told me I should just work harder.</p> <p>[redacted]</p>
17-Feb-22	Form	<p>This is a joke. The key thing missing from this framework is the only thing needed to make it succeed: money.</p> <p>This is, hands down, the leading reason most students are struggling and the root underlying why most other factors are unmanageable.</p> <p>If you want mental health to improve: lower tuition, provide better funding to graduate students, [redacted] pay TAs, RAs and instructors better, and don't maybe the GSA the one that does pay advances to keep students afloat at the start of every semester.</p> <p>If you want better mental health, INVEST MONEY in the things that are making our mental health deteriorate.</p>
17-Feb-22	Form	<p>Page 5. "Develop a university postvention strategy to reduce risk and promote healing after a death by suicide." -- promote healing AFTER a death by suicide. That is something new.</p> <p>The documents feels like something is needed to be done in this field, so it just basically covered.</p> <p>Who is driving Well-being project ? What will be the motivation of students to interact? How to implement wellness practices as a DNA of the Uni, not just a side project? How will it be financed?</p> <p>This document is lacking all this</p>

17-Feb-22	Form	Another way to support mental health is to reach out to the Student Care insurance provider as an advocate for the student body and ask for psychotherapy to be added to the insurable services, as it can be very mentally harmful for students to be pressured to switch to other therapists (or have to pay for their own therapy, which is not a viable option for many students) who have not been working with them for years simply because of different titles or specializations within therapy.
17-Feb-22	Email	<p>The touching up of services that have already been established at Carleton is a great move, but most mental health issues occur due to the behavior, and in rare occasions, incompetence (excuse my language) of some of the professors in charge. Seniority doesn't always mean "great", we've repeated that mistake times and times again. Someone can be a professor for 30 years but make their students absolutely miserable for all 30.</p> <p>How can anyone guarantee that Carleton has a fruitful, caring future when there are still professors who do things as they were done ages ago, the methods of whom suck the life out of your average student's curiosity and mind, leading them to a deepened and worsened state of depression, then it's somehow absurd to watch the student get a ton of backed-up work and observe as they stop attending class.</p> <p>I love that you've reached out to the students, and sure, you've gotten a handful of great feedback. But could any of us hear of any future plans Carleton may have in regards to "updating" their curriculum. (I know Descartes says that it's less stressful to try to change something, as opposed to remaining down a path that has been used for ages and just abiding by its rules, but the system today, whether it may be in an educational setting or a job setting, is quite literally killing the employees of tomorrow that universities are trying to shape currently before shipping them off to careers.)</p>
18-Feb-22	Form	<p>Thank you for the work done on the SMHF framework. I have two points that I would like to make. As someone who works with a significant number of graduate students, I have heard repeatedly that the support networks on campus are designed primarily for undergraduate students. Obviously we need to support our undergraduate students (and some of the needs of both groups intersect), but I would appreciate seeing in the framework a greater attentiveness to the differing needs of graduate students, in particular.</p> <p>I also strongly encourage the university to invest more financial resources directly into expanding the counselling services on campus. The wait times for appointments are a significant problem. Many students have told me that they self-select out of that route to care given the challenges they face in acquiring an appointment. This is particularly the case at certain junctures in the school year. Many of the other recommendations are moot without an accompanying financial commitment.</p> <p>If this area is truly the priority that we are saying that it is, then we need to reflect that in our budget. I did not see anywhere in the framework a clear commitment to increasing the funding devoted to counselling services that directly impact our students. All the frameworks and discourse in the world count for very little if the people who need mental health services cannot effectively access them because the system is under resourced. What a great announcement in the press that would be for Carleton to distinguish itself by significantly increasing its budget for direct student mental health. Thank you for soliciting my feedback and I sincerely hope it makes a difference.</p>
02-Mar-22	Form	My son needs services but won't access them is there a way to get some to reach out to him?
02-Mar-22	Form	Enhance the availability of training offered to faculty and staff to support students in crisis - I see this as a very great recommendation as sometimes students may have to disclose certain reasons for having to miss due dates and tests. Even just receiving a supportive email back would be of value and demonstrate support. Building awareness of mental health is of upmost importance and is something that needs to continue growing.
02-Mar-22	Form	For the student engagement section I think continuing to improve how clubs and student run events are run is a great addition. Especially given Covid and the lack of social experience in the university experience, it is definitely something that detracts from it. More support for the students or ways to get online events or groups advertised can help make it a more social experience which would be good for the mental health of students.

02-Mar-22	Form	I really liked that you plan to develop a postvention strategy to reduce risk and promote healing following a death by suicide. I'm sure that those who are affected will be experiencing high levels of distress, which could last for long periods of time (potentially traumatic experience). I've read about how chronic stress can result in allostatic overload, which would then has an impact on physical well-being and health outcomes. Implementing preventative countermeasures to this can help tackle this!
02-Mar-22	Form	I really appreciate the steps that are being taken to address the many aspects of university practices that may cause unintended stress on students, and the goal to bring more awareness and understanding to the effects of mental health. Some suggestions I would pose are as follows; - Provide very accessible and widely published resources for not only reaching out for help but tools and tips on how to recognize mental health because a lot of people who are struggling will not utilize the help being given since they don't know how to recognize and interpret their symptoms beforehand. - Think about making changes to institutional policies/procedures that are major sources of stress, for example registering for classes/parking passes/ paying tuition, etc could all be made easier. -Think about offering all virtual schooling to accommodate for the multiple mental health disorders, and situations students now find themselves in where attending in person school is too stress inducing.
02-Mar-22	Form	I believe the Student Mental Health Framework will be an excellent addition to student life at Carleton University. Reading about the various changes to come was inspiring and provided an undeniable sense of hope. Looking forward to seeing these changes implemented .
02-Mar-22	Form	Students in PSYC2301B appreciate the frameworks' facilitation in regards to nutrition, physical health, finances, living on ones own, as well as loneliness and isolation. Also, we appreciate that these resources are focused on prevention, thus creating less of a delay creating habits for health. Suggested additions to the framework would be to include students' age, symptoms, support system, and other sources of the biopsychosocial model.
02-Mar-22	Form	My group considered the framework for campus culture of wellness. We found this framework sufficient and positive. However, we did have some main concerns- the framework does not mention steps that can be taken by professors/ TA to reduce the stress of students. In our opinion, professors should make an effort to mention the different resources available for our mental health. Professors/ TA can also provide steps and advice to perform well in the particular course. This could reduce the overall stress faced by students at Carleton.
02-Mar-22	Form	I really learnt from this framework because I could relate it to some things I've learnt and felt in university. Some things I liked is that Carleton would like to Increase opportunities for student engagement and feedback in mental health and well-being initiatives and they want to recognize and support student engagement. This is something I feel is needed as it helps students increase their social life and helps them to fit in. I think a good idea as suggested is to continue to support and engage the Student Mental Health Student Engagement Committee.
02-Mar-22	Form	- Good job including various options for wellness resources that are very inclusive to the entire community - Accessibility to community mental health service can be a serious issue for many staff and students so acknowledging and aiming to fix those barriers is important - Promoting specific wellness resources to help during certain global issues that may be affecting individuals in the community at that time - Educating professors to be compassionate towards students and their course expectations during times of crisis - Awareness of the various wellness resources at Carleton is a significant issue so including measures to make sure that everyone knows about all the available support resources is important
02-Mar-22	Form	I believe the Student Mental Health Framework is extremely beneficial, but a lot of Carleton students aren't even aware of this initiative. I think all the information in the document is worth knowing, but accessibility to such information is limited to only students who go seeking out for it. For the mental health of students to be prioritized at Carleton, there would be more success if the framework was spoken about more publicly and if more people were aware of it to give their

		suggestions and feedback. For example, I think recognizing this framework and discussing it in PSYCH courses would help bring awareness to this initiative and would result in more students becoming involved and offering their two cents. With one of the main objectives in all the topics being increased knowledge, I believe taking an extra step in promoting such a framework would be beneficial to the Carleton community.
02-Mar-22	Form	Many of the revisions made to the Mental Health Framework are very powerful and accommodating additions that can make Carleton a more welcoming community. Providing faculty with enhanced crisis prevention training is a much safer alternative to contacting a professional and waiting for help, some students feel more comfortable talking to faculty that they are familiar with and it could allow a crisis to be dissolved much sooner. One recommendation would be to consider prevalence of disordered eating habits in students and what approaches can be taken to encourage healthy eating habits without unconsciously implementing beliefs found in modern diet culture.
02-Mar-22	Form	The student mental health framework will be an excellent addition to student life at Carleton University. Reading about this framework was inspiring and provided an undeniable sense of hope. I am looking forward to seeing these changes be implemented and seeing student life flourish.
02-Mar-22	Form	One of the ideas mentioned in the draft that I hope will be reinforced is environmental wellbeing. By incorporating more green spaces, I believe it would make it more appealing for students to visit campus or go outside, which is something that has been lacking due to online learning. Something I would have liked to see is financial assistance to students in need being more reinforced and accessible. from personal experience I know that money is a huge stressor for many university students, especially those living off-campus. Overall I believe this is a good draft for improving and enriching the well-being of students. the multifaceted approach of incorporating many different elements of health.
02-Mar-22	Form	The draft for mental health awareness is impressive to read but it still can be expanded on more especially to include strategies to specifically support international students but also a breakdown or details on the implementation and evaluation of the mental health framework.
02-Mar-22	Form	<p>Student Engagement</p> <p>Assessing opportunities to engage the expertise of graduate level students in mental health and wellness research is a great way to receive and implement feedback from those who have already spent years in school and have developed their own ways to cope with the stressors of school at the undergraduate level.</p> <p>Implementing the ideas of students gained from surveys and polls allows the students to know that they are being heard and that their ideas are contributing to the overall wellness of others.</p> <p>Building Skills and Strengthening Resilience</p> <p>Making an active effort to acknowledge and reduce the stigma that exists in mental health awareness/programs is key for increasing engagement and for adopting a broader view of what mental health can encompass. Particularly training staff in an “intersectional manner” should enable this. Having something like Cultural groups to help international students might be a way of doing this.</p> <p>Updating the website to include more information and have a more streamlined design is key to lowering the barrier to entry of mental health support services. Having more online workshops and giving people an opportunity to learn about wellness could equip with coping skills they may not have thought about otherwise. Acknowledging the holistic nature of wellness and trying to see what could contribute to poor mental health could help people identify what is making them anxious.</p> <p>Coordinated Student Support and Services</p> <p>Presenting a more uniform front for the services being offered by Carleton will reduce the amount of time people spend deliberating over what they can do to help themselves. Connecting University support services with local mental support will give more opportunities as well.</p> <p>Campus Culture of Wellness</p>

		<p>Enhance the availability of training offered to faculty and staff that is relevant and culturally appropriate to students. Training is important to providing tools in order to appropriately handle the crisis as well as to best match resources to students.</p> <p>Provide better opportunities for faculty to establish and integrate mental health and well-being in all areas of the classroom.</p>
02-Mar-22	Form	<p>My colleagues and I are glad to see that Carleton will be creating a Student Mental Health Framework. After much thought and consideration, we've come up with the following suggestions.</p> <p>Student engagement:</p> <ul style="list-style-type: none"> - Host game nights, giveaways, etc. - Student-led groups - Improve communication of opportunities (volunteering, groups, activities) <p>Building skills and strengthening resilience:</p> <ul style="list-style-type: none"> - More workshops for students to attend - Provide more information to students of available resources on campus - Offer PASS for more classes and better hours to attend <p>Coordinated student support and services:</p> <ul style="list-style-type: none"> - Creating easier, more accessible coping strategies for stress - Better clinic hours - More accessible health care (i.e. therapy) - More online health care support - Healthier food options <p>Campus culture and wellness:</p> <ul style="list-style-type: none"> - More diverse health care professionals (speaking different languages) - Celebrate and recognize holidays from other cultures - We think the recommendation of being mindful of the Calls to Action and acting within them was a good point as there are many aspects to improve within academics - More posters around school on what is going on around the world (ex: black history month) - Offer more training to staff to support students - More cultural events at school
02-Mar-22	Form	<p>I am very glad to see that one of the recommendations mentioned under the “building skills and resilience” section of the the SMHF is to enhance online modules- especially with a focus on nutrition. I am in a health psychology class this semester, and have learned very much about the importance of healthy eating, and the fact that improper nutrition is a health compromising behaviour, and it can be a very common and dangerous one. My class highlighted eating disorders, and I believe that this could potentially be another area to expand upon in an online module or perhaps elsewhere in the framework. From a student’s perspective, it is now that I am in university that I am being exposed to the most information about eating disorders and nutrition that I have ever seen so far. I think it is important to provide students with basic information and resources which we are able to access on or off campus in order to educate ourselves and seek help when we need it. Thank you for your work with this initiative.</p>
02-Mar-22	Form	<p>This is feedback from a group of students in Intro to Health Psychology. From all of the reading so far, we chose to focus on providing feedback on the Student Engagement section. Here are our comments:</p> <p>We would like to see more examples of what initiatives/programs are taking place already.</p> <p>Like the focus on building partnerships to enhance the sense of belonging and community. How we engage professors to link students to mental health support?</p> <p>Link events like the Virtual Career Fair to mental health and growth.</p> <p>Clarify what is meant by increase surveys and how that feedback links to supporting student mental health.</p>

		Identify how the mental health framework addresses possible language and cultural barriers.
02-Mar-22	Form	Good start but provide more specific examples on how these partnerships between students, staff, and faculty will increase student involvement in the implementation of all areas of focus. Great idea to continue allowing student led groups to develop their ideas and initiatives that promote a holistic approach to mental health and well being . A good addition would be to add new services created by students rather than focus on the ones that already exist. Allowing graduate level student studying mental health to create some of these surveys that the students are participating in also by allowing students to add feedback based on their struggle or experiences with mental health to make survey as accurate and directed to the student life as possible.
02-Mar-22	Form	Under Building Skills and Strengthening Resilience Recommendation 5: Enhance the training, events, and knowledge sharing of mental health and well-being services, with a particular focus on encouraging health-seeking behaviours. The focus on health-seeking behaviours should be a central concern with health education. The wording of this recommendation is somewhat ambiguous and can encompass an immense number of services and practices. With health promoting interventions/information initiatives, we would like to see how to organize scheduling around health practices like exercise, healthy eating, and mindful self-care while maintaining school, work, and family obligations.
02-Mar-22	Form	Student Care, Empower me the 24/7 available counsellor is a really helpful support system to All students. Especially international students who may have difficulty securing social bonds or who are experiencing lack of social and emotional support due to being away from home. Having that easily accessible resource to students is great!
02-Mar-22	Form	Expand on different community outreach, working with addiction and homelessness can give students great experiences and knowledge on the reality of mental health and care Expand programs by providing better knowledge on how to do taxes, saving money, having good credit and getting into the housing market. Knowledge on the harms of social media must expand, especially with the addiction to technology and the high growing prevalence of youth using social media. A lot of students suffer in silence from harms caused by social media so it is an important issue to address. Continue to expand on programs that focus on nutrition and how to shop for foods and deals. Implement more workshops on stress knowledge, have programs implemented to help teach students the difference between normal stress and concerning stressors. Understanding different types of stress and how to manage stress within the daily university lifestyle.
02-Mar-22	Form	Pros: Addressed faith and spiritual based mental health resources Provides more resources for students regarding mental health resources Attempted to increase knowledge of existing resources on campus that students may not be aware of Improvements: Explain how to apply the recommendations in a more targeted way Each student has support and information services are already there, making the intake process faster, as well educate students on the intake process More internal resources at Carleton or specifically for Carleton students since there is a limited amount of doctors available for the general population Doctors to be on call throughout the weekends to attend to students who need medical assistance
02-Mar-22	Form	Campus Culture of Wellness - Ensure when attempting to build awareness of mental distress, all demographic and cultural backgrounds are taken into consideration. - It would be beneficial for professors and staff to share with one another what students have expressed has been stressful and to create methods that will not hinder their work but also attempt to solve the students issues.

		<ul style="list-style-type: none"> - One of the objectives is to integrate mental health and well being into the curriculum. We feel as though this is done well by Carleton and the professors being that we would not have took the time on our own to read this document. The fact that it was included in our lecture brought it to our attention and we are now more willing to engage with Carleton's Mental Health and Well-Being programs. - In terms of "availability of training", is this training optional? How often is it being implemented? A recommendation would be to make this mandatory for all staff and to ensure training is refreshed at least once a year. - Recommendation: In light of the happenings in Ukraine, a group therapy or group session should be available or created when devastating world events take place in order to address specific emotions and possibly trauma. - Praise for the fact that staff mental health is also being included in the recommendations as it can be difficult to support other people/students when the staff/faculty are not feeling supported themselves.
02-Mar-22	Form	<p>Concerning the Building Skills and Strengthening Resilience section, there is a good amount of followup to the objectives and they have a lot of different ideas and ways that they can get information out there. There is a focus on health-seeking behaviours; last point on supporting the development and implementation of support and education is important and should be prioritized. Critique: how are they going to get all of this information out there?</p> <p>Concern: How are we going to know that these things are happening - how can we actually raise more awareness on building skills and strengthening resilience without the message being ignored like most of the University's mass email notifications, class pop-ins, and posters?</p>
02-Mar-22	Form	<p>The framework for the Student Mental Health Student Engagement Committee has many areas where it can improve but excels in some ways. Although the Student Mental Health Student Engagement Committee provides abundant resources to improve mental health on campus such as promotional campaigns, events, and innovations, the resources that are provided to students online are limited. Some areas where Carleton could improve would be to increase opportunities online for student engagement, feedback in mental health, well-being initiatives, and to recognize and support student engagement. This is something I feel is needed as it helps students increase their social life and helps them to fit in. I think a good idea as suggested is to continue to support and engage the Student Mental Health Student Engagement Committee. <u>Using collaborative consultation the Student Mental Health Framework can only improve.</u></p>
02-Mar-22	Form	<p>During the pandemic it was difficult for students to get engaged zoom lectures became the new norm but as a student I realized that the amount of lectures that utilize breakout rooms are few and far between. Breakout rooms are a great way to keep students engaged some students might not be incline to speaking at first but a lot of people are shy for many reason whether it is social factors like your family community health care mass media but in time with enough time people will start to get comfortable with that and in the end they learn much more. I think building a lot of skills would be helpful for students one of them would be communicating your emotions better people have trouble expressing themselves because of media in our society that express people like that as weak people but the truth is they are the most brave. Another reason expressing your feelings is important is because if something is bothering it will never get solved unless you get involved a lot of peoples reaction to stress as a response is something damaging to your health whether it is binge eating drinking or smoking so a great way to solve is through exercises that help express your feelings.</p>
02-Mar-22	Form	<p>Hello,</p> <p>Overall while there are many great general concepts, having examples included or more details in the recommendation sections, will allow for readers to understand how these concepts will be implemented.</p> <p>For changing curriculum and course designs, having a "flexible grading" where students are able to drop lowest mark (ex: drop lowest quiz) and alternative assignment layouts (ex: creative final assignment) will allow students to focus on their strengths, take breaks when needed, and feel more in control of their learning while reducing stress.</p> <p>For substance use health and harm reduction strategies, including education about stigma (ex: using people-first language) that can be done through implementing this through all courses. This can change language and viewpoints on the topic as stigmatizing language disempowers people and discourages them from seeking help.</p>

02-Mar-22	Form	<p>student care, empower me the 24/7 available counsellor is a really helpful support system to all students. Especially International students who may have difficulty securing social bonds or who are experiencing a lack of social and emotional support due to being away from home.</p> <p>having that easily accessible resource to students is great</p>
02-Mar-22	Form	<p>In the objectives for "Coordinated Student Support and Services", it should be important to include addressing the stigma that might lead students to question seeking out student support services. This would mean ensuring a safe environment for students who wish to access student support services. A recommendation for such is to educate students about mental health in order to foster a positive environment for those who seek out support, as well as educate students on ways to reduce stigmas such as questioning their attitudes and behaviors.</p> <p>There should also be specific support systems for students of colour who may be dealing with mental health challenges that are derived from stressful everyday racist encounters. Students of colour may not feel comfortable enough engaging with mental health support services if they feel like it doesn't cater to their specific needs as non-white individuals.</p>
02-Mar-22	Form	<p>For Building Skills and Strengthening Resilience</p> <p>One of the recommendations I appreciate is the adoption of harm reduction strategy for substance use disorder which I learned considers the risks and consequences of substance use rather than the disorder itself.</p> <p>Be aware of students, faculty and staff's cultures and the impact it has on their coping skills.</p> <p>When improving the website ensure that it is not too busy and easy to navigate, and mental health resources provided are not as emergency resources but preventative. As in the mental health resources are not handed in too late, also flexible for full time students.</p> <p>For the resources and programs that will help students develop their personal strengths, coping skills and resilience, it is important to realize that students have different external impediments and resources such as time, money, social support. Especially, due to the pandemic and everything being remote, a lot of student's coping styles and ways to cope have changed and will continue to change as things begin getting back to normal. Due to this, it is also important to make the transition from fully online to in person, easy for students because the transition is very hard.</p>
02-Mar-22	Form	<p>One positive piece of feedback is that its great that they offer resources for student's mental health at know cost to the students.</p> <p>one step that can be taken, is to provide resources for mental health help pre-emptively and proactively, so that there are moral boosters throughout the year as opposed to in clusters.</p> <p>another may be, Offering zoom options for students who can't take part in the resources, like a small seminar via zoom that would allow them to engage.</p> <p>There should also be other resources made available that pertain to other factors of mental health such as sleep and nutrition. these are very important in the maintenance of mental health.</p>
02-Mar-22	Form	<p>For Student Engagement, conducting more surveys to gather more feedback from students is a great idea as it allows for information to be gathered directly from the population of interest. The recommendations given to improve student engagement are good, but there should be more detailed explanations about how these changes can or will be implemented. Also, working with intersectionality and oppressed communities, and creating individual support plans for the other communities of Carleton students would also be beneficial.</p> <p>For Building Skills, Strength, & Resilience, the recommendations given are practical. I like how they are willing to provide regular training with an intersectional approach to enable staff and faculty to assist students in a way that is respectful of culture and identities. I think this is really important. Additionally, reaching out to other mental help support services in the community (rather than just on campus) for mental health resources and current interventions is something to keep in mind.</p> <p>In regards to Coordinated Student Support and Services, I think something that a lot of students can attest to is the lack of mental health professionals on campus. A lot of the counselors on campus don't have a degree past a bachelors, and they're the only people you can go to with little to no cost. Therapists off campus cost hundreds per session, however the</p>

		<p>quality of their support (and level of training) goes farther than the counselors on campus. I think that Carleton should invest in hiring more mental health professionals that are trained in more areas (eg. working with LGBTQ2+ individuals, BIPOC, etc.) and that have certifications in practicing different therapeutic approaches.</p> <p>For Accessible Services, what can be worked on is listing details of the various ways students can access mental health services (eg, will there be a phone number or website one can text 24/7? Will hours of intake offices be extended?) and possibly providing a crisis line.</p>
02-Mar-22	Form	<p>Campus Culture of Wellness:</p> <p>During the pandemic, student mental health on average has decreased due to social isolation and the stress of living in a pandemic. Social isolation not only affects one's relationships with friends and family but also whether students attend in-person classes. Not having in-person classes, limit one's ability to create new friendships and maintain old ones, especially coming off of high school. It should be highlighted, that without in-person classes (along with other social distancing practices) students will stuck in their houses/not on campus. People with negative relationships with family will suffer greatly due to these health restrictions. Without being on campus, students cannot easily access about on campus mental health initiatives and resources. Although sending emails might seem beneficial, in reality they have a very minimal impact on the targeted demographic. Students receive many emails daily and these resources get lost in their email. The links in the emails are also very uninformative and require students to read large amounts of information that is not clearly outlined and are also required to connect with people who will not respond to them within reasonable time frames and without wait lists. Now how does this help anyone who is in a mental health crisis. The university should create a clear and concise website with direct links and quick responses. As well as have more staff to handle student mental health so that wait lists are shorter.</p>
02-Mar-22	Form	<p>Within the Building Skills and Strengthening Resilience part of the framework one of the recommendations is to update modules, programming, and workshops to help with overall well-being. While this will be very helpful I have learned that some individuals, especially students that are full-time and work, may not have the time to complete a whole module or workshop. I think it would be very beneficial to have a page on the wellness website that is dedicated to a quick "how-to" for overall wellbeing including focuses on key areas like nutrition, physical health, finances, etc., as highlighted in the framework. This page could allow for students to have access to help or information if they do not have the time to sit down with staff. This is also a good option for individuals who are not comfortable asking others for help.</p>
02-Mar-22	Form	<ul style="list-style-type: none"> - I appreciated that increasing resilience as an objective because I've learned high resilience is connected to better mental health - developing a proactive approach to mental health is also a huge bonus. Proactive approaches have been shown to have a better long term effects when implemented. - "approach to enable staff and faculty to assist students in a way that is respectful of culture and identities" I love this - culture is a huge component to how an individual will experience mental health issues. Considering Carleton's diverse student body the unique cultures need to be considered in all programming. The same can be said for the plan to implement faith and spirituality resources. - I loved that integrating wellness into the class room was included! Preventing fires is more effective then putting them out!
02-Mar-22	Form	<ul style="list-style-type: none"> -Implement more facilities for students to engage with one another to promote healthy relations between students and staff. -Encourage self-identity in all individuals through context-specific events and activities. -Create a community engagement function on brightspace to increase social support. Discord-like group chats to promote student engagement. -Support students non academic endeavours, promote job searching skills in classes. (Guest speakers, workshops, etc.)
02-Mar-22	Form	<ul style="list-style-type: none"> - Programs and events currently included cover a wide range of concepts to improve skills and resilience

		<ul style="list-style-type: none"> - To further the support of developing and implementing substance use and harm reduction strategies, resources like Peer Support initiatives could benefit from models used by local organization Mental Health and Addiction Services Ottawa (MHASO) and could be a potential strong partnership. - Provide opportunities for students and faculty to learn about tools needed to maintain an inclusive environment and become more aware of discrimination and racial bias - Increased amount of presentations to provide information and mental health awareness as well as information on available mental health resources in order for students to know the services that are available to them.
02-Mar-22	Form	<p>I believe the framework should include planning specific activities for professors to get the information on person-first language to make sure Carleton students are not exposed to that kind of disregard towards themselves or others in the community.</p> <p>In class, we learned about how stigma can affect how likely is someone to receive the treatment. The events mentioned in the document need to try to diminish the stigma that is present around campus. Also, I would like to suggest to have events with mental health professionals, and explaining ways to cope but in an anonymous setting (not zoom) because the stigma in our society might stop people that need that information from attending as they could be then seen or labeled differently by their peers.</p>
02-Mar-22	Form	<ul style="list-style-type: none"> - Create more initiatives on campus for specific focused groups of students (ex: LGBTQ groups) - Ensuring availability of access of services to all students (ex: on and off campus students) - De-stigmatize the stigma of getting help, creating an environment where people are not afraid to go get the help they need - Providing an incentive to students to complete surveys and feedbacks on the impact of these services (ex: completing SONA studies to receive participation marks) - Better organization/explanation and better distribution of the different programs that are available to students
02-Mar-22	Form	<p>while the student mental health framework is already very well thought out, focusing on the campus culture of wellness could benefit people more. focusing on mental health awareness would be very helpful especially during trying times of the pandemic; people are struggling more with things whether it develops from school issues, personal issues, money issues as well as lack of social supports. ways that we can bring awareness to and/or mediate the issue would be to add resources that better identify the different aspects and degrees of peoples stress rather than something that is more general to all. on top of doing this, there could be more resources based towards minority groups that may have separate struggle than others. having resources that are offered to international students as well may benefit students transitioning into carleton that do not have the resources in their home countries. another way of supporting students would include instructors support for students as we transition from online to in-class learning. offering general surveys to the carleton website as well as sending them through email could help with people to assess their mental health privately</p>
02-Mar-22	Form	<p>I found the force of coordinated support and services interesting and engaging because it gives students who are unsure of school resources a way to reach out, get familiar with the campus, as well as meet new people and find a valuable support system. With the ongoing pandemic, it has been difficult to socialize and coordinated support services opens an entire new set of opportunities for students.. Because of the isolation from the last 2 years, there has been an increase in mental health issues, and having a support system for people with such issues will only continue to be of need to the community. We should be prepared to accommodate such a large number of students accessing such support. Having support groups where people can speak aloud about their feelings can not only increase recognition of symptoms between peers, but can help to create a safe environment. Having support groups where people feel is is safe to communicate and there are not boundaries between culture, gender, language, etc. is essential for students to be able to use an outlet, and this one seems to really take into consideration each and every concern students may have.</p>
02-Mar-22	Form	Campus Culture of Wellness

		<ul style="list-style-type: none"> - Ensure when attempting to build awareness of mental distress, all demographic and cultural backgrounds are taken into consideration. - It would be beneficial for professors and staff to share with one another what students have expressed has been stressful and to create methods that will not hinder their work but also attempt to solve the students issues. - One of the objectives is to integrate mental health and well being into the curriculum. We feel as though this is done well by Carleton and the professors being that we would not have took the time on our own to read this document. The fact that it was included in our lecture brought it to our attention and we are now more willing to engage with Carleton's Mental Health and Well-Being programs - In terms of "availability of training", is this training optional? How often is it being implemented? A recommendation would be to make this mandatory for all staff and to ensure training is refreshed at least once a year. - Recommendation: In light of the happenings in Ukraine, a group therapy or group session should be available or created when devastating world events take place in order to address specific emotions and possibly trauma.
02-Mar-22	Form	This document provides many interesting options when it comes to addressing mental health in Carleton students. In fact, the objectives and their corresponding recommendations all make an effort to destigmatize challenging elements that come with mental health struggles, For example, cases where people deal with substance abuse are discussed in a respectful way that communicates, they are not alone if they ever need help. Not only does this framework show that resources are available, but it seems to be catering to everyone's needs when it comes to support by giving a wide range of options to promote well-being. Indeed, they included all cultures and identities like Indigenous Communities who are usually forgotten about. Overall, it highlights that many resources are available if students are looking for support or help when it comes to their mental health and that there is no shame in wanting to reach out.b
02-Mar-22	Form	I am not sure what this whole lengthy document really means. I have a son in 2nd year engineering who joined university in 2020 & was the first batch to conduct studies online. He has not set foot in the university (as all classes are online), there is no known forum where he could know & interact with his class mates, the professor are conducting classes as it was normal situation & in some cases have put measures for exams that are more strict than in normal time (for e.g. not allowing students to review their exam answers before submitting as they are not allowed to go back to question that they had already implemented), rigid rules for courses putting whole emphasis on final exam marks to pass the course & not taking into account assignment + mid term marks. Result is kid suffering thru mental trauma alone at home with no source of visible help available. All we get is bombardment of emails with messages that don't jive with realty.
02-Mar-22	Form	As someone in a health psychology course, I'm really glad to see the university taking such care of most of their students. What I'd like to see is a better plan for ALL students. The draft preaches about diversity and inclusivity, but there is still a very small fraction of students who're isolated no matter what the university implements as help, specifically for those who cannot come to campus. We as a community need to do better to include these students. The irony of seeking support services for isolation through a computer screen is astounding. Help for mental health and wellbeing should be accessible for everyone, not just those the university deems as 'worthy' with their policies. Nobody talks about how your own brain could be more deadly to you than the virus. Hopefully this is just a temporary measure, as Covid-19 restrictions seem to be lifting. Other than that, this is a well-thought-out framework and I'll enjoy taking part in it in the years to come!
03-Mar-22	Form	The student mental health framework has many recommendations for each branch that help students. For example, a call to action under the Campus Culture of Wellness section involved developing a Circle of Care for Protocol for Indigenous students. This is a very beneficial addition as many feel excluded from and ignored by health practitioners who aren't familiar with their cultural background, as mentioned in the lecture. It is very important that indigenous students feel welcome in University as they face many problems and injustice in everyday life, so it can be very reassuring that there is a protocol for indigenous students.
03-Mar-22	Form	Developing an understanding on different cultures without bias to ensure everyone is getting equal training and information on how to deal with situations across the different cultures

03-Mar-22	Email	<p>I think this report is great and moving in the right direction. I appreciate all the hard work that went into this report and reaching out to us for additional feedback given the initial meeting was not scheduled. I have included a few thoughts below on how we might be able to make this report more inclusive of the needs of Indigenous students, staff and faculty.</p> <ul style="list-style-type: none"> • If we want to use the spirit of the Kinamagawin report of “Learning Together” I think the piece this report is missing is the integration of Indigenous perspectives on mental health weaved throughout the report. I think the mental health field has so much to learn from traditional and holistic approaches to well-being and this is a great opportunity to place Carleton at the top of its class in this area. • Also, having worked with the Kinamagawin report for a few years now, I understand the need to be specific about our intentions in reporting, as being specific is what creates accountability and action. I think the line addressing the Call to Action # 8 does this well, however, I can notice a few areas that might benefit from adding additional components. • I think the section “Coordinated Student Support Services” could be a good start for this. Addressing the mental health needs of Indigenous students involves more than just counselling. We need to examine the barriers in place preventing our most vulnerable populations from receiving coordinated care, which I think pertains to each of the recommendations in this section. I have included a few examples of changes I think would address this. <ul style="list-style-type: none"> • Review the structure of delivery of student mental health and well-being services at Carleton to respond to student mental health and well-being challenges in a coordinated way. While simultaneously addressing cultural barriers to service use. • Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that take into consideration the individual and cultural needs of our diverse student body. • I think the same is true for “Campus Culture of Wellness” <ul style="list-style-type: none"> • Enhance the availability of training offered to faculty and staff to support students in crisis that is culturally aware and sensitive.
09-Mar-22	Form	The SMHF was very well written and well rounded. I appreciated the ongoing consideration and request for campus feedback, and the annual review process.
11-Mar-22	Form	Please use this opportunity to address the addictions aspect of mental health. Specifically, ban all smoking and vaping on campus and provide supports to help students and employees who want to quit. Explore harm reduction including providing naloxone kits to students and employees.
17-Mar-22	Form	Please follow the lead of other universities/colleges and ban all smoking and vaping on campus. Carleton University property should be 100% smoke free. This would help protect the health and safety of students, faculty and staff from second hand smoke and support the efforts of those who are trying to quit.
20-Mar-22	Form	<p>We neeeeeeddd to include the word "psychosis" and "schizophrenia" and "bipolar disorder" in the frame work as these are the most important areas too improve on. During this time of COVID many people could have experienced mini psychosis from isolation due too lockdowns which is proven too cause psychosis. People will understand what it means too have psychosis during this time more then ever in the past 100 years as everyone in the world has gone through lockdowns. It shouldn't be feeling overwhelmed. It should be experiencing a psychotic break. This is better terminology too address the most important mental health diagnosis. If psychosis is not recognized we will never ride the stigma as psychosis is the most sever mental health disorder. A organization the university could work with is Students with Psychosis. They are an organization that work with universities too implement psychosis into university cultures. Here is there website: https://sws.ngo/ . Carelton is a university that has a reputation of paying extra attention too mental health. The Paul Menton Centre, created by a student with a disability. And Carleton was originally a college for veterans from WW2 too study at and recover from PTSD. Carelton should partner with this organization too bring psychosis into the conversation and into Carlton's culture.</p>

20-Mar-22	Email	<p>Hi,</p> <p>In the draft suicide is mentioned. Psychosis should be mentioned especially psychosis caused by social isolation due too lockdowns. If suicide is mentioned then psychosis should be mentioned especially since lots of people have experienced this during COVID and the truck convoy with noise pollution. Things should be done too help students that have experienced this. If this was included lots of students would empathize with it. I have seen symptoms of psychosis in lots of my friends which include lack of emotion, dissociation and social anxiety.</p> <p>I heard on the CBC people saying they were going crazy due too the noise pollution caused by the truck convoy.</p>
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Appendix A: Consultation Guide

Welcome, land acknowledgements, and introductions (~5 minutes)

Opening Presentation: brief overview of the listening phase feedback, with a high-level overview of how that feedback was implemented into the draft of SMHF, followed by a brief overview of the areas of focus objectives (~10 minutes)

Breakout rooms will open or the consultation will begin (~ 40 minutes)

Welcome to the Consultation Session, facilitator introduction, note-taker introduction

As students/staff/faculty/parents/community partners, you bring a vital perspective to the Carleton community. We look forward to learning more from your experiences and hearing your views on student mental health during today's session.

Before we begin, are there any questions?

- 1. Which of the 4 areas of focus resonates most for you? Why?** (ask for more information and detail about their choice)
- 2. What is missing from the themes? What other opportunities should we consider here?**

Next, the four areas of focus will be discussed in more detail. A slide will be up for each area of focus with recommendations listed.

- 3. Under *Student Engagement*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 4. Under *Building Skills and Strengthening Resilience*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 5. Under *Coordinated Student Support and Services*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 6. Under *Campus Culture of Wellness*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 7. Anything else you'd like to add that we have not yet touched on?**

If you have any additional thoughts or comments, you are more than welcome to submit anonymous feedback to SMHFframework@carleton.ca

Closing remarks about next steps, where to submit additional comments (~5 minutes)