

Date	Format	Content	Response
05-Oct-21	Email	<p>One of my concerns is that individuals with long-term and/or complex mental health needs may not be fully reflected in this framework or consultation process.</p> <p>While I noticed there was some previous work that went into navigation of services for folks with short and long term needs, I'm wondering how successful these measures have been. Further, as a new student with long-term needs, I feel that there is more we could do to create welcoming and inclusive messaging.</p>	<p>All individuals will be given the opportunity to provide direct feedback through open feedback and information sessions or through anonymous feedback. Additional closed sessions will be made available upon request. Please email SMHFramework@carleton.ca.</p>
05-Oct-21	Form	<p>A high-level area of focus for Carleton University should be on Technology Support for students.</p> <p>Students come to CU to learn and earn degrees, and in doing so, they are often presented with a wide range of supported and unsupported tech tools that they are expected to adopt and use proficiently from day one. However, there is only limited technical support setup with ITS to minimally help students with their emails or MC1 logins. No dedicated support team provides technical support or training for students. Carleton expects students to instantly use Zoom, BigBlueButton, PollEverywhere, Brightspace, Kaltura Mediaspace, and Teams from Day 1, without any assistance, training or support. Students often fall through the cracks and get bounced around between technical support teams who don't really have students in their mandates, or instructors are asked to provide this support (and they don't have the skills to do so). All of this is stressful for students (and instructors). It has a negative impact on student mental health and student perceptions of their own competence and success. Lack of technical support may directly impact DFW rates as more students would be likely to drop out or fail if they aren't confident they can succeed.</p> <p>I would recommend setting up a Technical Support Team for students as an area of focus. The support team should focus on providing training, resources, and direct support for students using Carleton's enterprise tools.</p>	<p>This will be addressed in the Listening Phase.</p>

05-Oct-21	Form	<p>Carleton needs more funding for mental health supports. More diverse counsellors. More counselors for less wait times. Access to more psychiatrists and mental health specialists.</p> <p>Evening and weekend crisis counsellors.</p> <p>Space for Wellness workshops etc.</p> <p>Carleton needs more funding for mental health supports. More diverse counsellors. More counselors for less wait times. Access to more psychiatrists and mental health specialists.</p> <p>Evening and weekend crisis counsellors.</p> <p>Space for Wellness workshops etc.</p> <p>Access for ER funding/gift cards without barriers for student's who are in need of food/shelter due to urgent crisis.</p> <p>More group support</p>	This will be addressed in the Listening Phase.
05-Oct-21	Form	In addition to cyber bullying a segment on social media use and its negative implications on mental health should be considered	Social media use has been included as a high-level topic for further consultation..
05-Oct-21	Form	<p>Ideas to help improve student mental health in the Carleton community: Share a clearer description of what types of issues can be included in the self-assessment form when students are not able to submit work on time or need accommodations for mental health. More accountability from professors to include a late submission policy in their syllabus, especially for courses/programs outside of social sciences (e.g. implement a 3-day "no questions asked" period for one late assignment per class so that people know they have a bit of flexibility if they have a bad mental health week at some point). Make it clear that Carleton allows students with disabilities to bring their caregivers to class and live on campus again. Have a chart or infographic that clarifies which kinds of accommodations survivors of sexual assault are entitled to (and provide a clear framework of the services that are there to support survivors)</p>	This will be addressed in the Listening Phase.
06-Oct-21	Form	Is the International Student Services office going to be included in stakeholder consultations? International students are one of the closed feedback sessions but the ISSO should also be included.	The International Student Services Office has been added to the list of stakeholder groups in the final work plan.

06-Oct-21	Form	<p>I think the plan looks terrific, but even the best plan cannot work without resources. We need to add more counselling staff and offer more than just short term consultations. Students wait far too long to get in to see a counsellor and then once they finally are able to talk to someone at Carleton, they need to find someone else on their own (off campus) for longer term counselling. It's discouraging and dangerous, as some will just give up. Please add more staff!</p>	This will be addressed in the Listening Phase.
6-Oct-21	Form	<p>Continuing to help educate students who develop/have existing issues worsen due to the stress of university (living alone, away from support systems, independence, friendship troubles) to understand what is a tough situation and what is a mental health issue they should be receiving support for off-campus, and being able to recognize and refer students to professionals who can help with those issues. A student stressed about mid-terms can benefit from on-campus support and resources, but a student whose anxiety disorder becomes more prominent (many student see mental health issues develop/worsen to the point of impact during university and in their young adult years) and begins to effect their life likely needs to be referred off-campus to specialized care, and helping students learn both what needs more care and what Carleton can provide vs what they don't.</p> <p>Also looking at where stresses come from for students and considering what can be done to either support those stresses specifically (PASS is a great example, and FITA for academics and navigating how to run your life more independently) - obviously you can never eradicate, and shouldn't, but it's good to know what actually is stressing people out to know what resources are needed to help.</p>	This will be addressed in the Listening Phase.
6-Oct-21	Form	<p>Your MH Support network needs to make sure that resources are adequate and easily accessible to students. If there is a counsellor provided to a student, this professional instead of simply listening, be able to provide solutions or escalate to the appropriate level. A Feedback arrangement is required for each student user, all feedback received must be reviewed and followed up by a senior official.</p>	This will be addressed in the Listening Phase.
6-Oct-21	Form	<p>There is a gap to be closed between awareness and adequate resources. The health and counselling clinic is severely understaffed and has limited capacity to provide direct mental health services. There is a high need for more diverse, trauma versed counsellors to provide timely care for increasingly stressed students.</p>	This will be addressed in the Listening Phase.

08-Oct-21	Form	<p>The mental health of students is an issue that cannot be treated in isolation. That the plan does not currently address faculty mental health in any capacity is one of its key weaknesses. I believe attention should particularly be paid to enhancing mental health supports for Contract Instructors, whose precarious employment and low wages are detrimental to mental health. How can Contract Instructors support student mental health if their own mental health has been negatively affected by these conditions?</p> <p>Supporting the mental health of Contract Instructors will not be accomplished by offering workshops with tips for lowering stress. Rather, real support needs to be achieved through substantive changes, including implementing fair pay for Contract Instructors and fundamentally addressing the two-tiered system of faculty hiring that systematically oppresses a large percentage of the university's teaching staff. I believe we cannot truly support students' mental health without holistically examining the current state of universities, contract labour, and the mental health of the</p>	This will be addressed in the Listening Phase.
10-Oct-21	Form	<p>I propose we implement a change to encourage students to take a lighter courseload and put less pressure on themselves. This could take the form of financial "incentive", such as charging a different amount for a courseload of 4 vs 5 classes. That way students know that if they withdraw from a course before the financial drop date, they get a fair amount of money back and they don't feel like they are making the wrong choice financially.</p>	This will be addressed in the Listening Phase.

13-Oct-21	Email	<p>Islamophobia, antisemitism, Indigenous intergenerational trauma and related reconciliation (all these fit partly under your existing categories but not completely)the issues of Islamophobia and Antisemitism relates as well to hit-button issues on campuses such as Israel/Palestine and debates over safe spaces vs challenging pre-existing beliefs which may connect to one’s identity. (And better tools to distinguish between anti-Zionism and Antisemitism).</p> <p>Best use of social media: on one hand, it can take a mental-health toll (not only through the more obvious issue of cyberbullying, which you indeed have identified, but through more subtle self-esteem issues (whether through arguments/debates taking place or through idealized images). On the other hand, we want to encourage effective digital literacy in our students which may also include social media skills.</p> <p>Self-diagnosis: when is a student merely suffering from stress and ordinary-level anxiety (where conventional tools like mindfulness, exercise, sleep, time-management seminars, etc can help), and when do they need to seek more sustained professional help? How can we help students self-monitor appropriately?</p>	This will be addressed in the Listening Phase.
21-Oct-21	Email	<p>I have reviewed the draft workplan and timeline for the student mental health framework consultations. In reviewing, I noticed that parents are not included in the stakeholder groups and I believe they may have valuable perspective and input to share: for many students their parents are an important pillar of support both personally and academically.</p>	Carleton parents have been added to the list of external community stakeholder consultations.
24-Oct-21	Form	<p>This is a mental health initiative but have not included mentally ill students in the special groups</p>	<p>All students will be given the opportunity to provide direct feedback through open feedback and information sessions or through an anonymous feedback. Additional closed sessions will be made available upon request. Please email SMHFramework@carleton.ca.</p>
26-Oct-21	Email	<p>The solutions I am proposing would revolve around instituting a universal code of conduct for everyone (no yelling, threats, insults, withholding of information etc.). Where one can go for help should this behaviour occur (student affairs), and how to switch supervisors or switch rooms / labs should student affairs not solve the issue.</p>	This will be addressed in the Listening Phase.