



Student Counselling & Development

# ANNUAL REPORT

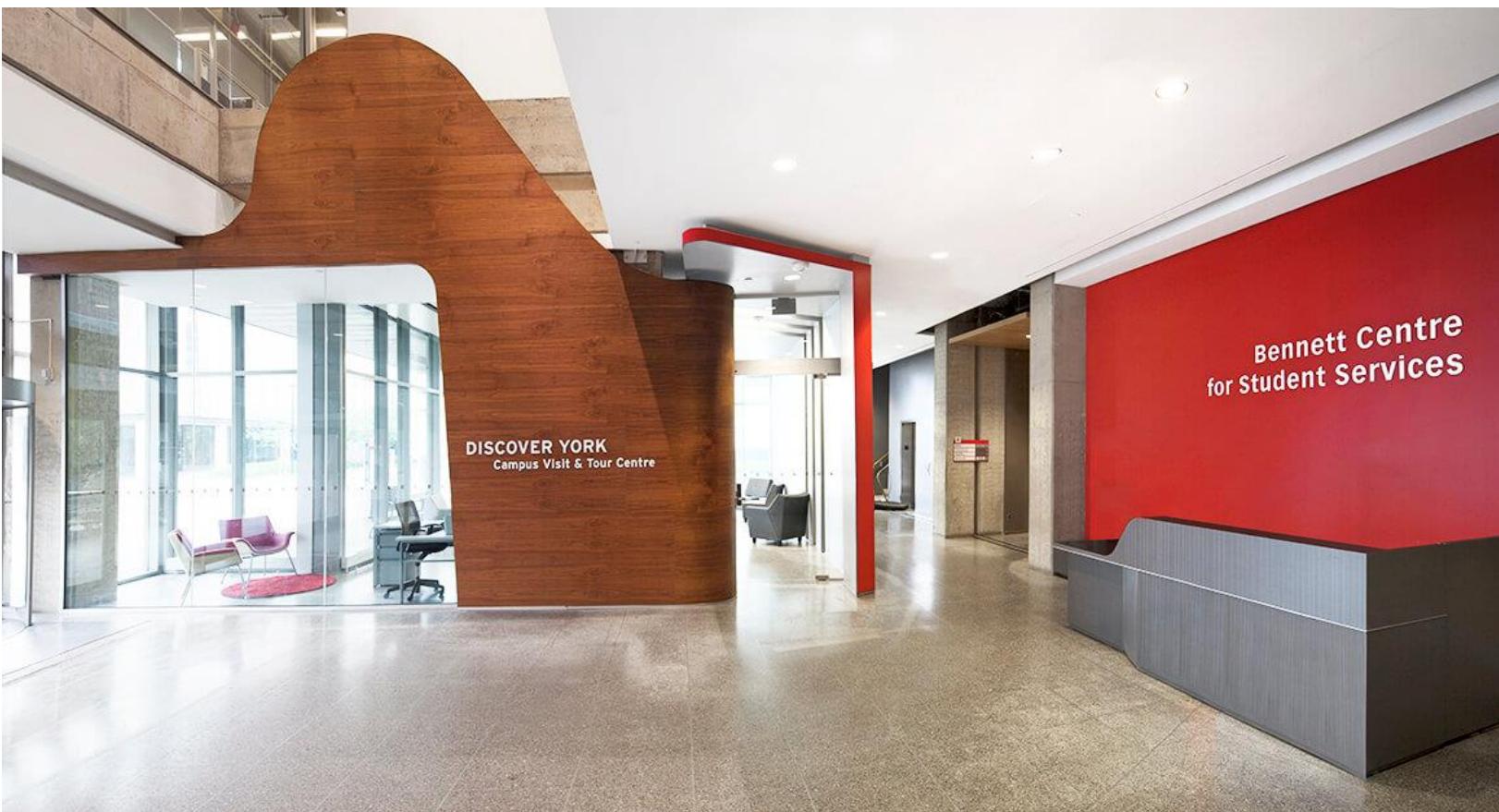
2018-2019

**Prepared On**  
July 11, 2019

Student Counselling & Development  
Counselling & Disability Services  
Division of Students  
York University

## **Introduction**

Student Counselling & Development (SCD) is pleased to present our department's 2018-2019 annual report. This is the first annual report since the recent change in directorship welcoming Dr. Lori Walls to SCD in August 2018. The report provides an overview of the current mandate, objectives, organizational structure, service delivery model, and activities of the department for the academic year September 1, 2018 to August 31, 2019. We start off by reviewing our activities and success over the 2018-2019 academic year, and finish with future developments, which detail our goals and plan for the upcoming year.





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# OUR MISSION

Student Counselling & Development (SCD) is a department within the Division of Students at York University. Students come to SCD because of a wide range of concerns including, but not limited to depression, anxiety, abuse, stress, self-esteem, relationship issues, eating and body image as well as issues related to sexuality.

## Our Mission

Student Counselling & Development through its professional staff, strives to provide a range of essential psychological services to the York University Community in order to optimize the quality of the scholarly and communal life of the university. The primary aim of SCD is to help students realize, develop, and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life.



Achieving this aim requires that SCD provides a professional and supportive environment in which all York students have equitable access to a range of services that assist with facilitating their academic success:

- Short-term individual, couple, and group counselling services to York University students
- Personal development workshops and workshop series
- Crisis intervention for York students
- Consultation to the York Community regarding students in distress/crisis and issues related to mental health in general
- Critical incident response debriefings and consultations

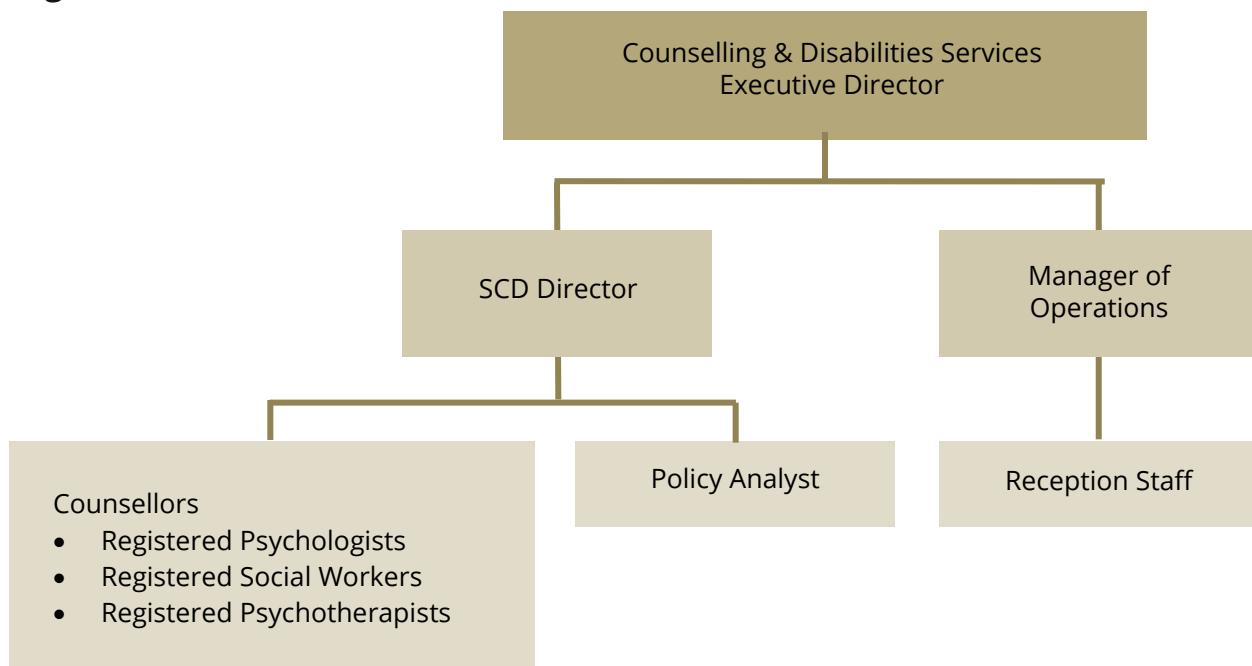
SCD also provides clinical training to students in counselling psychology, social work, and psychotherapy through the annual Internship Program.

## Our Values

The following values were generated by SCD staff in the fall of 2018.



## Organizational Chart



## OUR MISSION

### Partnerships

SCD engages in several partnerships with contacts both internal and external to the York University community in order to support our mission of helping students to "realize, develop, and fulfill their personal potential in order to maximally benefit from their university experience".

These partnerships serve several different purposes ranging from the provision of crisis intervention and critical incident debriefing services, consulting and advising for faculty and staff, making counselling/psychotherapy referrals, and enhancing the public presence of SCD on campus and in the external community. Some examples of SCD partners are listed below.

Internal Partners	External Partners
<ul style="list-style-type: none"><li>• Faculty and staff</li><li>• Residence Life Coordinators and Dons</li><li>• Registrar's Office</li><li>• Student Financial Services</li><li>• Vice-Provost Students</li><li>• Student Accessibility Services</li><li>• York Security</li><li>• Student Community Leadership Development</li><li>• Centre for Human Rights</li><li>• Career Centre</li><li>• Conflict Resolution Services</li><li>• The Centre for Sexual Violence Response, Support and Education</li><li>• York University Psychology Clinic</li><li>• York University English Language Institute</li><li>• Osgoode Counsellor</li><li>• Faculty of Graduate Studies</li></ul>	<ul style="list-style-type: none"><li>• Professionals in private practice (e.g. psychiatrists, doctors, psychologists, social workers and lawyers)</li><li>• Medical and para-medical personnel in a variety of settings (e.g. Clarke Institute, general hospitals, EMTs, etc.) and social agencies</li><li>• Staff at other universities</li><li>• Ontario Universities &amp; College Health Association</li><li>• Ontario Shores Centre for Mental Health Sciences</li><li>• Humber River Hospital</li><li>• Ontario Telemedicine Network</li><li>• Markham Stouffville Hospital</li></ul>



STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and York University Senate Policy on Academic Accommodation for Students with Disabilities.

Currently, SCD refers students to SAS if they make a request for academic accommodations and have identified that they have a temporary or permanent disability. In an effort to enhance wraparound care for students through partnership with SAS, SCD is in the process of developing a protocol to have psychologists from SCD provide assessments to students seeking accommodation services who do not have access to their current documentation and/or suspect that they have a disability. Providing assessment will expedite service for students seeking accommodation, as well as ensuring a more complete circle of care between SCD and SAS.

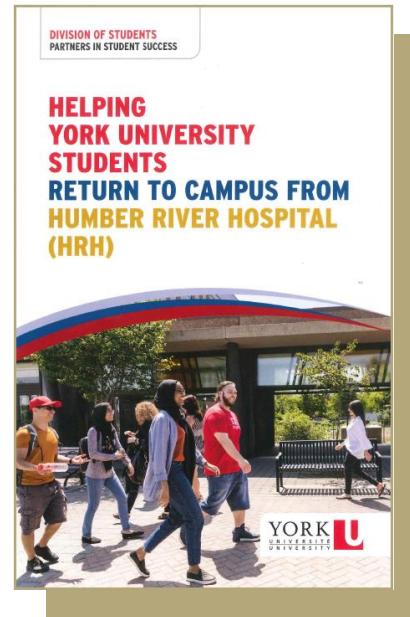
ONTARIO SHORES CENTRE FOR MENTAL HEALTH SCIENCES

Ontario Shores Centre for Mental Health Sciences (Ontario Shores) is a public teaching hospital providing a range of specialized assessment and treatment services to those living with complex and serious mental illness. Since September of 2018, a social worker from Ontario Shores has been delivering standardized Cognitive Behavioural Therapy (CBT) for students suffering with mild to moderate depression and anxiety. To date, 39 students have been served through this partnership. A second Ontario Shores counsellor will join SCD in August 2019. In addition to delivering the 16-week standardized CBT program, we are hoping that the two counsellors will expand our service offerings by delivering CBT groups as well.

HUMBER RIVER HOSPITAL

SCD recently partnered with Humber River Hospital, the Office of Student Community Relations (OSCR), Residence Life, and the Centre for Sexual Violence Response, to create a brochure on Helping York University Students Return to Campus from Humber River Hospital (HRH). Current initiatives include meeting monthly to further develop processes for identifying and supporting York students who are serviced by the hospital as well as considering the co-creation of an informational video to inform students on this referral pathway.

An outline of additional events and initiatives SCD staff have participated in and contributed to in the 2018-2019 academic year is included in Appendix A.



# SCD AT A GLANCE

## 2018 - 2019

### Total Number of Counselling Sessions<sup>1</sup>

**656** Intake<sup>2</sup>  
**253** Crisis<sup>3</sup>  
**989** Walk-In  
**171** Walk-In Follow-Up  
**5093** Ongoing Counselling  
**38** Workshops & Groups

### SCD Counselling Sessions by Students' Faculty<sup>4</sup>

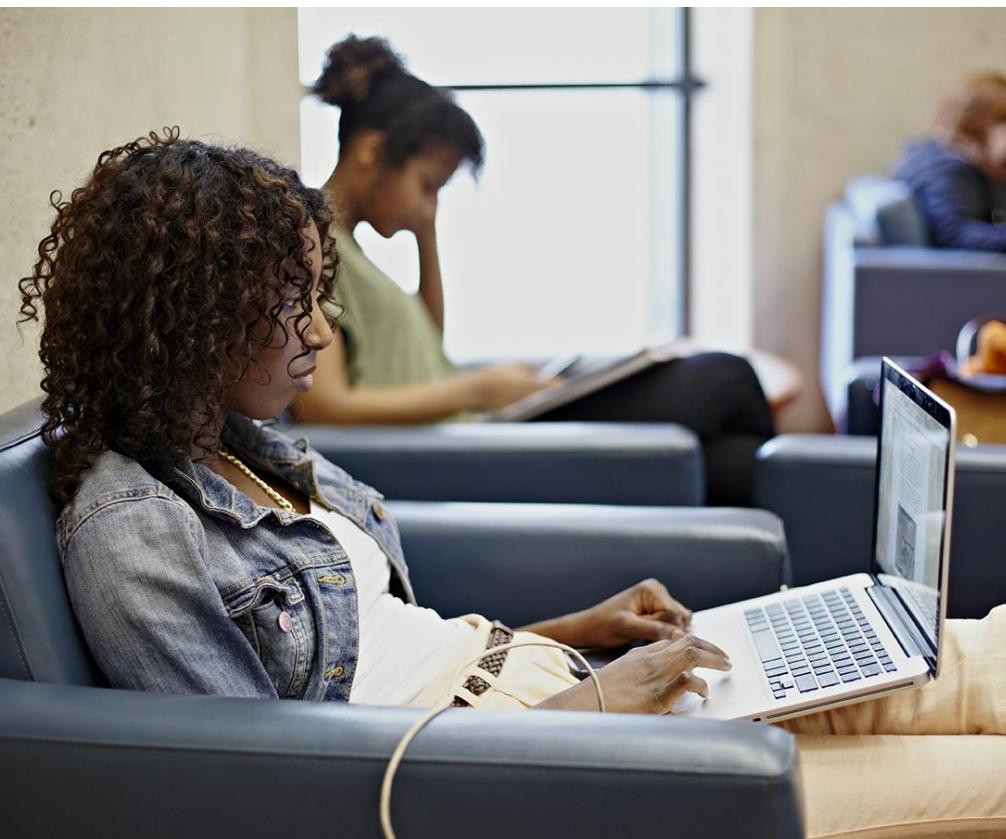
Faculty the Student is registered with	Session Count	% of Total Counselling Sessions
Faculty of Liberal Arts & Professional Studies	2347	32.6%
Faculty of Health	1407	19.5%
School of the Arts, Media, Performance & Design	918	12.8%
Faculty of Graduate Studies	691	9.6%
Faculty of Science	661	9.2%
Lassonde School of Engineering	441	6.1%
Schulich School of Business	220	3.1%
Faculty of Environmental Studies	182	2.5%
Faculty of Education	163	2.3%
Osgoode Hall Law School	89	1.2%
Glendon	76	1.1%
N/A	5	0.1%
<b>Total</b>	<b>7200</b>	<b>100.1%</b>

<sup>1</sup> Data collection period: September 1, 2018 – April 30, 2019. N = 7200. Data does not include appointments that were booked but cancelled/ the student no-showed.

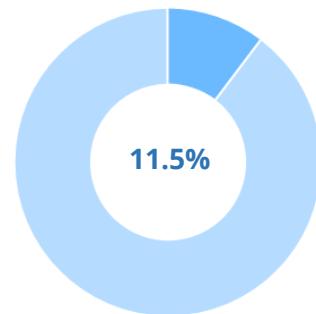
<sup>2</sup> Intake appointments were replaced by walk-in sessions after the change in model. See page 10 for more information.

<sup>3</sup> The number of crisis appointments significantly dropped after the introduction of the walk-in model. See page 13 for more information.

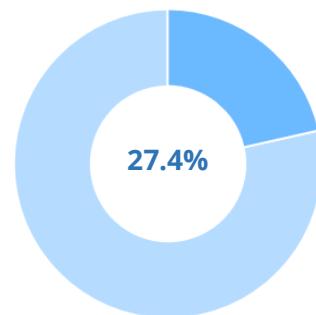
<sup>4</sup> Data collection period: September 1, 2018 – April 30, 2019. N = 7200.



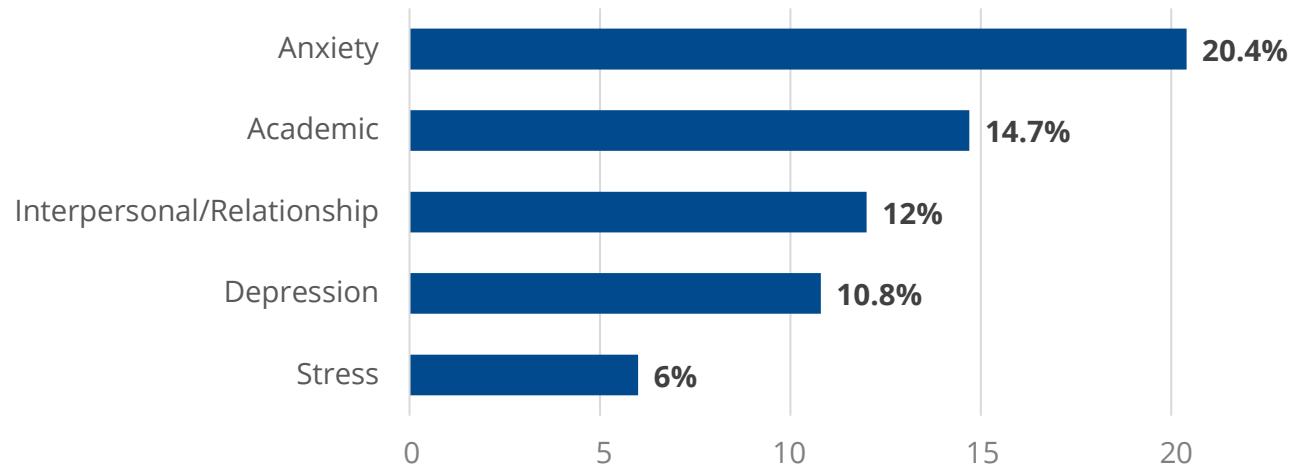
### Students Studying on a Student Visa<sup>4</sup>



### Unique Students<sup>4</sup>



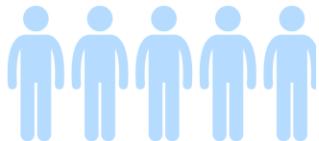
### Top 5 Presenting Issues at Walk-In<sup>5</sup>



<sup>4</sup> Data collection period: September 1, 2018 – April 30, 2019. N = 7200

<sup>5</sup> Data collection period: December 3, 2018 to May 10, 2019. N = 1126. Presenting issues refers to the main issue that students arrive at SCD and state that they would like to work on. Additional and/or underlying issues may surface in subsequent counselling sessions.

## Workshops & Groups<sup>6</sup>



On average, 4.89 students attended each workshop/group.

### SAMPLE WORKSHOPS:



#### **Building Resilience**

This workshop teaches about balanced living and develops strategies to cope with challenges that may be routine or unexpected.

#### **Managing Anxiety**

This workshop provides students with various techniques to better manage feelings of anxiety. Students will learn how to develop ways of thinking differently in order to reduce stress, anxiety, and fears.



#### **Mindfulness**

This workshop discusses the benefits of mindfulness and offers students the opportunity to participate in mindfulness practices.

### SAMPLE GROUPS:

#### **Weekly Process Group**

This group is open to all students, meets every Tuesday, and is led by a counsellor and an intern. Topics discussed change on a weekly basis and are student-driven according to need. Students have an opportunity to obtain psychoeducation and provide their peers with mutual support.

#### **LGBTQ+ Support Group**

Between October 2018 and March 2019, SCD partnered with TBLGAY Group Alliance (a campus student group) to offer a bimonthly support group to York's LGBTQ+ community. Topics covered in the group included coming out, finding safe spaces on campus, managing stress, connecting with broader community supports, and self-care. On occasion, student executives of TBLGAY co-led these sessions.

Trans Bisexual Lesbian Gay and Asexual at York (TBLGAY) and Student Counselling and Development warmly invite you to.....

**York's  
LGBTQ+  
Support Group!**

Offered Bi-Weekly on Wednesdays starting:  
**Wednesday February 6<sup>th</sup>, 2019**

**Time:** 3:30pm – 4:30pm  
**Location:** N102 Bennett Centre  
(room is located inside the N110 suite)

Our Support Group is confidential and facilitated by Counsellors and Peers who identify within the LGBTQ+ community. The Bennett Centre is a wheelchair accessible space.  
Questions? Contact TBLGAY at [tblgay@yorku.ca](mailto:tblgay@yorku.ca) or SCD at [spope@yorku.ca](mailto:spope@yorku.ca)

**No need to register, just drop-in!**

Student Counselling and Development  
N110 Bennett Centre • 416-736-5297  
(counselling.students@yorku.ca)

**YORK U**  
UNIVERSITY

<sup>6</sup> Data collection period: September 1, 2018 – April 30, 2019. N = 7200

# LOOKING BACK ON THIS PAST YEAR

## Changes to our Service Delivery

The 2018-2019 academic year was the first in which SCD provided counselling to students through two service delivery models. Up until December 2018, SCD had been delivering service through what we now come to refer to as the historical intake model.

### HISTORICAL INTAKE MODEL

The historical intake model had two main objectives: to ensure that students who presented in crisis were seen as soon as possible, and to serve ongoing clients. Unless in crisis, the process through which students received service was as follows:

#### Process

- 1** Student arrives at SCD. An intake appointment is scheduled to occur in 7-10 days
- 2** Student returns to SCD for their intake appointment and participates in an in-depth interview
- 3** If short-term therapy<sup>7</sup> is deemed appropriate, the student is either assigned to a counsellor if one is available for ongoing counselling, or placed on a waitlist until a counsellor becomes available

The historical intake model provided the department with flexibility to book appointments with students ahead of the meeting date. However, it also resulted in gaps in service as well as the creation of a waitlist for students interested in ongoing counselling. In December 2018, SCD began a transition from the historical intake model into the current walk-in model of service delivery.

### CURRENT WALK-IN MODEL

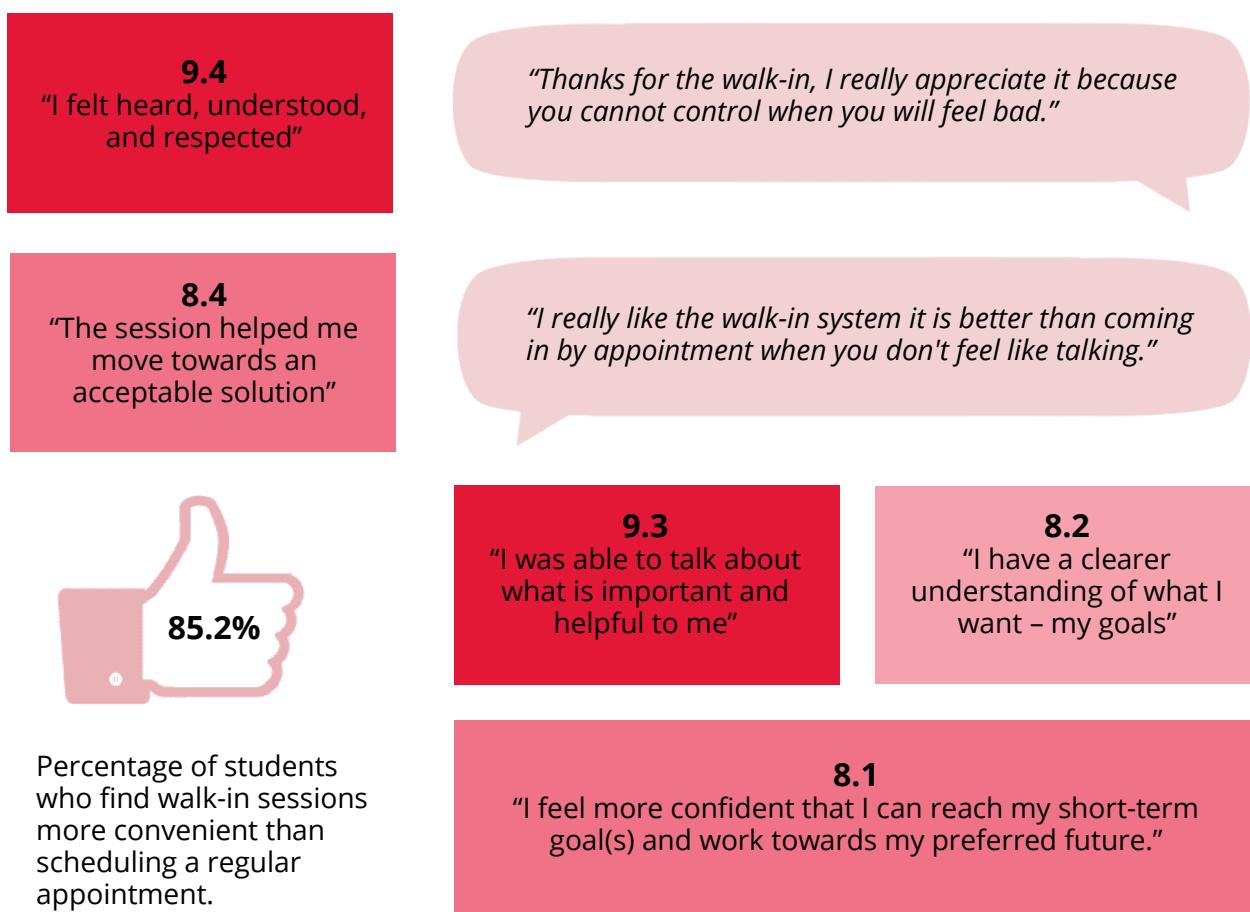
Under the current walk-in model, staff are typically available to meet with students for a session within 30 minutes of arrival. The initial assessment under this model is briefer than its predecessor and applies a strengths-based approach to creating positive change in the student's life. The objective of the walk-in model is to empower students by providing them with valuable resources and strategies for improving their immediate circumstances. The process through which students receive service under the walk-in model is detailed below.

<sup>7</sup>A short-term counselling model is grounded in current research which suggests that most client concerns can be adequately addressed in approximately six to eight sessions.

**Process:**

- 1** Student arrives at SCD and is typically seen within half an hour
- 2** The student leaves the appointment with concrete, tangible next steps
- 3** The student is welcome to return to SCD for a follow-up appointment where ongoing counselling may be provided, but is also empowered with the skills they need to see if the problem resolves independently

As was detailed in the department's Internship Evaluation, SCD interns found the new model appropriate for the student demographic, highlighting their appreciation for the strengths-based, solution-focused, motivational interviewing, and goal-oriented treatment aspects of the new model. The walk-in model was also well-received by students, as evidenced by the average ratings on a scale of 1-10 and the comments below.<sup>8</sup>



<sup>8</sup> Data collection period: December 10, 2018 – June 26, 2019. N = 697

COMPARING SERVICE DELIVERY MODELS

Following the change in service delivery model, the department saw a drastic change in wait time for services.<sup>9</sup>

	Historical Intake Model	Current Walk-In Model
Date of operation	Sept. – Nov. 2018	Jan. – Mar. 2019
Wait time until 1 <sup>st</sup> appointment	7-10 days	30 minutes
Number of students on the waitlist who have yet to receive services	125	38 <sup>10</sup>
Wait time average	74 days	15 days
Wait time range	52 – 108	0 – 63
Wait time median	68	12
Number of crisis sessions	224	17



<sup>9</sup> Data collection period: September 1, 2018 – March 30, 2019. The month of December was excluded from this analysis due to the unreliability of data because of the change in model, holiday closures, etc. Numbers displayed represent the total number of real days including weekends and holidays.

<sup>10</sup> 16 of these individuals were clients of a SCD counsellor who left the department and therefore transferred to the wait list, resulting in an inflation.

## LOOKING BACK ON THIS PAST YEAR

### Data Collection Efforts

Since the hiring of a Policy/Evaluation/Data analyst in January of 2018, SCD has been making great strides to collect, analyze, and use departmental data to inform daily business practices. Our objectives when it comes to data collection are twofold:



To gain insight into how we can make ongoing improvements to our service delivery model so that we can better serve students



To effectively communicate the work we are doing to internal and external stakeholders by way of referencing timely, and accurate information

Below are some examples of data collection efforts that SCD has undertaken and updates on a regular basis in order to inform day-to-day decision making, improve service delivery and communication with stakeholders.

#### REPORT #1: TOTAL APPOINTMENTS BY MONTH & YEAR<sup>11</sup>

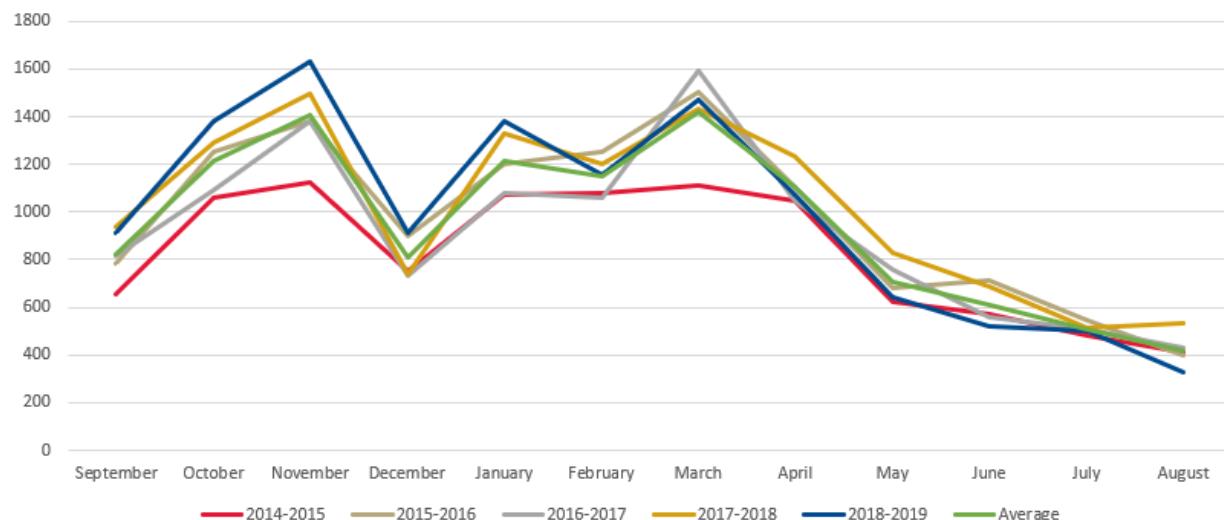
Given the specifications, this report provides a high-end estimate of service demand.

	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	Average
<b>Fall Semester</b>						
<b>September</b>	657	782	817	940	912	821.6
<b>October</b>	1062	1253	1095	1293	1379	1216.4
<b>November</b>	1123	1383	1383	1500	1631	1404
<b>December</b>	749	898	733	738	915	806.6
<b>Winter Semester</b>						
<b>January</b>	1076	1203	1080	1328	1384	1214.2
<b>February</b>	1080	1254	1061	1201	1158	1150.8
<b>March</b>	1110	1503	1593	1434	1469	1421.8
<b>April</b>	1049	1102	1049	1236	1075	1102.2
<b>Summer Semester</b>						
<b>May</b>	623	682	757	828	645	707
<b>June</b>	574	715	561	690	523	612.6

<sup>11</sup> Data run on June 6, 2019. Appointments include: crisis, intake, walk-in, walk-in follow-up, ongoing counselling, workshops, and groups. Data includes cancellations, no shows, tentative appointments, and appointments potentially booked with no client names.

<b>July</b>	480	545	506	514	499		508.8
<b>August</b>	413	401	433	532	325		420.8
<b>Total Appointments</b>							
<b>Total</b>	9996	11721	11068	12234	11915		N/A

### SCD Peak Periods



This type of data allows the department to make a rough estimate of what the demand for service may look like throughout the year. For example, while it was not uncommon to hear staff informally refer to September as “the busiest month of the year”, the data indicates that it is actually the months of October and November that are typically busier (assuming that cancellation and no show rates are relatively similar between the two months). Having this information available allows us to shift our service delivery model and plan for our peak times accordingly.

Lastly, although the data above is displayed according to the academic year, SCD has run reports according to the fiscal and calendar year as needed.

### REPORT #2: SCD LABELS USED IN CLOCKWORK

Since 2005, SCD has been using an electronic scheduling system called ClockWork to keep track of meetings and counselling appointments with students. When staff want to schedule an appointment in ClockWork, they have the option of selecting one of many appointment type labels. Once a label is attached to an appointment, data can be retrieved to report on the types of appointments that are booked with students including appointment type frequency, as well as appointment type demand throughout the year.

## LOOKING BACK ON THIS PAST YEAR

In February 2017, frequency reports were created for ClockWork labels used by SCD staff between September 2017 to February 2019. Of the 77 labels available to staff, only 45 were used in this period. Additionally, many of these labels were not designated for SCD use, were used infrequently, ambiguous, or trivial.

In order to reduce redundancy and confusion between the meaning of labels as well as streamline data collection processes, it was proposed that only appointment labels pertaining to the core functions of counsellors which require data reporting be used moving forward with all other labels to be hidden from view. In consultation with our counsellors, the department worked towards a shared understanding of which labels were most important and what they were to be used for.

Following this discussion, a resource was created for staff which outlined the appointment labels to be used moving forward. This resulted in staff finding the selection of appointment type labels more user-friendly and meaningful to their day-to-day processes. The accuracy and reliability of data reporting was also improved.

## REPORT #3: MEETING WITH THE FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES

On April 5, 2019, SCD's Director and Policy/Evaluation/Data Analyst met with the Director and Assistant Director of Academic Advising, Faculty of Liberal Arts & Professional Studies (LAPS). This meeting was initiated by LAPS to determine potential opportunities for collaboration and partnership. The data that SCD brought to the meeting to support this discussion include the following:

### **York University Fall 2018 Headcount<sup>12</sup>**

	Number	LAPS	% of General Population
<b>Undergraduate</b>	49,659	21,536	43%
<b>Graduate</b>	5,983	1783	30%
<b>Total</b>	55,642	23,319	42%

### **SCD Service Usage January 1, 2019 – April 3, 2019**

	Number	LAPS	% of General Population
<b>Walk-In Closed</b>	315	110	35%
<b>Walk-In Follow-Up</b>	167	58	35%
<b>Ongoing Wait List</b>	299	112	38%
<b>Total</b>	781	280	36%

<sup>12</sup> Data from York University Quick-Facts

**Primary Presenting Issue January 1, 2019 – April 3, 2019**

	General Population	General Population %	LAPS %	LAPS
<b>Academic</b>	111	14%	14%	40
<b>Adjustment</b>	1	0%	0%	0
<b>Anger</b>	9	1%	1%	2
<b>Anxiety</b>	147	19%	19%	52
<b>Career</b>	4	1%	0%	0
<b>Depression</b>	84	11%	13%	37
<b>Eating Disorder</b>	8	1%	1%	2
<b>Emotion Dysregulation</b>	5	1%	0%	1
<b>Family Conflict</b>	23	3%	2%	6
<b>Grief/Bereavement</b>	26	3%	4%	11
<b>Health/Chronic Illness - Family/Friend</b>	3	0%	1%	2
<b>Health/Chronic Illness - Self</b>	6	1%	2%	5
<b>Identity</b>	3	0%	0%	0
<b>Interpersonal/Relationship</b>	99	13%	11%	31
<b>Other</b>	73	9%	8%	22
<b>Panic</b>	6	1%	1%	4
<b>Self-Esteem</b>	8	1%	1%	3
<b>Self-Harm</b>	4	1%	1%	2
<b>Sexual Violence - Acute</b>	6	1%	2%	5
<b>Sexual Violence - Historical</b>	12	2%	1%	4
<b>Sexuality</b>	3	0%	0%	0
<b>Stress</b>	56	7%	9%	25
<b>Substance Use</b>	9	1%	0%	0
<b>Suicidal Ideation</b>	13	2%	2%	5

## LOOKING BACK ON THIS PAST YEAR

<b>Trauma (0 to 18)</b>	40	5%	5%	14
<b>Blanks</b>	22	3%	3%	7
<b>Total</b>	781	100.1%	101%	280

This meeting provided an opportunity to reaffirm SCD and LAPS' commitment to the mental health of students in LAPS, as well as the mutual desire to continue the conversation and build a partnership with the faculty to support this outcome. SCD continues to meet with LAPS as necessary to support their needs around mental health as well as share strategies for best practices around service delivery. Over the next year, SCD will continue to engage with different faculties, ask them about what kind of support they need, SCD data they might be interested in, and new ways to partner together to support student success.

### Changes in our Staffing Model

In April of 2019, the job specifications of psychologists at SCD were amended to include amongst other additions, responsibilities such as the following:



- Screen, assess and diagnose for the purposes of formulating treatment recommendations for students
- Implement and maintain outcome and evaluation measures
- Select, administer, score, and interpret psychological tests for the purpose of diagnosing psychological disorders, case conceptualization, and formulation of treatment recommendations.

The objective of this change is to provide more holistic care for students who are accessing SCD services and who may need a diagnosis as well as students who are accessing SCD services in conjunction with SAS services and need diagnostic clarification in order to support an accommodation through SAS.

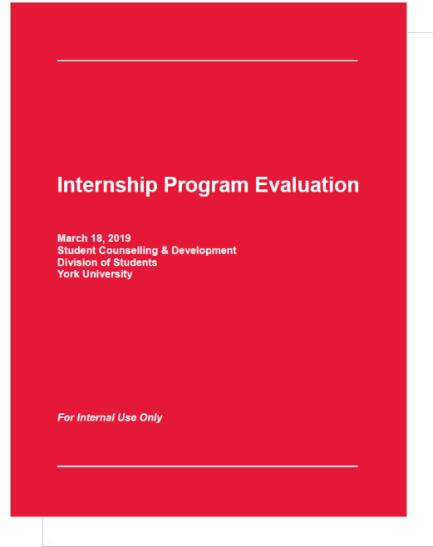
Furthermore, we are currently in discussions with Markham Stouffville Hospital to explore ways to support York students using Ontario Telehealth Network (OTN). We are looking to access a nurse practitioner for medication administration and follow-up.

### A Defining Project: The Internship Program Evaluation

The Internship Program at Student Counselling & Development (SCD) offers graduate students a placement with the department to further their clinical expertise, obtain direct client contact hours, and work towards registration with the College of Psychologists of Ontario (CPO), the Ontario College of Social Workers and Social Service Workers (OCSWSSW), and the College of Registered Psychotherapists of Ontario (CRPO).

In 2019, SCD conducted for the first time in its history, a holistic review of the Internship Program, its purpose, strengths, and challenges. The review comes at a fitting time with the recent change in the SCD service delivery model (i.e. from intake to walk-in) as well as the proclamation of the Controlled Act of Psychotherapy, both of which highly impact activities undertaken in the Internship Program.

The purpose of the evaluation was to review the processes and outcomes of SCD's Internship Program, as well as current strengths and challenges. Research for the evaluation was gathered by way of strategic direction from the Director of SCD, liaising with each of the three professional colleges, surveying staff and interns, and collecting data from other internal sources (e.g. data from ClockWork, the SCD 2018-2019 Practicum/ Internship Training Program Handbook, public information on the SCD website, and information from the Internship Coordinator). Survey responses from and between both staff and interns were analyzed for common themes and are presented in the final report in a topical format.



Upon the conclusion of the evaluation, SCD decided to temporarily suspend the Internship Training Program for one year. Time off from the program will allow SCD to undertake several important tasks including the implementation of recommendations specified in the report for making the internal policies, practices, and processes of the Internship Program (and the SCD department as a whole) more robust. These include the following:

- Implementing feedback that was received from staff through the evaluation pertaining to screening procedures
- Updating department-wide policies and practices and ensuring that policies are up-to-date with current departmental practice
- Conducting a more thorough review of the implementation of standards from the professional Colleges
- Looking at ways to digitize certain aspects of our services (e.g. forms, a new practice management software)
- Looking at how the role of the “Internship Coordinator” can be divided between front desk staff (admin), and the new Policy/Evaluation/Data Analyst (processes and data collection) so that the counsellor who has been historically responsible for running the Internship Program can be free to focus more on the intern training aspects of the program

Ultimately, a one-year hiatus from the Internship Program will give SCD time to realign our internal priorities as a department but also to ensure alignment with the professional

## LOOKING BACK ON THIS PAST YEAR

colleges when it comes to policies and best practices so that we can offer a better training experience for interns, and uphold a high service standard for our students when we relaunch in the 2020-2021 academic year.

### Professional Development

The professional development (PD) of staff is encouraged and supported by SCD as well as the Division of Students and is integral to upholding departmental values such as therapeutic excellence, providing evidence-based service, and high quality, accessible care. SCD staff can access PD funding through York University's Confidential Professional & Managerial External Development Fund as well as through mechanisms internal to the department.

In the fall of 2018, 11 SCD counsellors participated in an Eye Movement Desensitization and Reprocessing (EMDR) Therapy Basic Training provided by two EMDRIA Approved EMDR Consultants and Trainers: Kathy Karn, Registered Psychotherapist and Dr. Brynah Schneider, Psychologist. EMDR is a type of therapy that is used to address traumatic or distressing experiences such as historical and acute trauma and sexual violence. The training curriculum provided clinicians with the knowledge and skills to utilize EMDR therapy, a comprehensive understanding of caseconceptualization and treatment planning, and the ability to integrate EMDR therapy into a clinical practice setting.



By sending staff to this training, SCD reaffirms its commitment to the provision of evidence-based, timely, and accessible trauma-informed services through our clinic. The cost for this training was graciously covered by the office of the Vice-Provost Students.

On May 13, 2019, SCD hosted a training on the topic of Reflecting on Relationship: Working across culture and across disciplines. The training was provided through an Indigenous informed pedagogy that included the use of storytelling, circle discussion, reflexive exercises, and group processing to explore mental health service provision from an interdisciplinary perspective, and from different worldviews. Discussions were situated in the historical and current context of our relationships with one another- as service providers, with our disciplines, and with the communities we serve.

The training was facilitated by Dr. Nicole Penak, a Registered Social Worker and Assistant Professor at York University's School of Social Work and Dr. Priya Raju, a psychiatrist and faculty member at the University of Toronto.

## Shared commitments

On April 23, 2019, SCD's director and Policy/ Evaluation/Data Analyst met with the Director of the Office of Vice-Provost Students as well as the Manager of Wellness & Health Promotion to discuss how each of our departments can contribute to shared commitments at the university level such as the [University Academic Plan 2015 – 2020](#) and the [Mental Health Strategy](#). The current report serves the purpose of beginning to set benchmarks for ongoing departmental initiatives and improvements to our service delivery model.

## Other Initiatives

### AWARDS & BURSARIES

Over the years, Counselling & Disabilities Services (SCD's parenting department) has established a number of different recognitions for students. These recognitions are awarded annually; with the number/amount of the awards determined based on the amount of income earned on the endowed fund. Staff members at the Keele and Glendon Campus can nominate up to three clients whom they feel would be worthy recipients of the award/bursary. Nominees are entered into a random draw. Once selected, all criteria will be verified. Students are notified by their SCD counsellor and also receive a formal notification letter from the Office of Student Financial Services.

#### **1. The Susan Bellisario Memorial Award**

The Susan Bellisario Memorial Award was established in 2005 due to the generosity of her family, in memory and honour of Susan's dedicated service as a valued staff member of Student Counselling & Development (then known as the Counselling & Development Centre). This award is available to a student experiencing personal psychological distress who has been a client of Student Counselling & Development at the Keele campus or of counselling services at the Glendon campus within 12 months of being identified as the award recipient, is a continuing York student with a minimum cumulative GPA of 4.0, is a Canadian citizen/permanent resident/protected person, a resident of Ontario, and demonstrates financial need. This year, the value of the award was \$1350.



#### **2. The CDS Bursary**

This bursary was established to assist students, registered with CDS, to achieve their academic goals by easing the financial burden on the student. All candidates must have achieved a minimum average of a 4.00 cumulative GPA and have been a client of CDS

## **LOOKING BACK ON THIS PAST YEAR**

within twelve months of being identified as the award recipient. Preference will be given to clients who are dealing with personal psychological distress. Recipients must be Canadian citizens, permanent residents or protected persons, a resident of Ontario and demonstrate financial need. This year, we awarded 2 bursaries each in the amount of \$1250.

Through the efforts of the York Advancement team (the fundraising arm of York University), a third CDS Bursary in the amount of \$1000 was available this year for students in psychological distress and in financial need who are not necessarily Canadian citizens, permanent residents, protected persons, or residents of Ontario.

## MURAL FOR RECEPTION



SCD is looking to enhance the reception area with a mural that reflects our values of mental wellbeing, diversity, and inclusion. The mural will be one of the first things that students see when they walk into the reception space and it is our hope that the mural will help create a friendly, welcoming, safe and inclusive space for all individuals who pass through our doors.

SCD is currently working with York Communications to issue an open call to students and potential volunteer artists who will be interested in completing this project for a stipend.

# FUTURE DEVELOPMENTS

## Changes to our Service Delivery

Over the next year, we will continue to monitor the outcomes of the walk-in service delivery model that was started in December of 2018 and report on these outcomes as necessary. We will also continue to consider innovative ways in which we may improve the delivery of our services to meet student needs and demand.

## Data Collection Efforts

### CANCELLATIONS AND NO-SHOWS

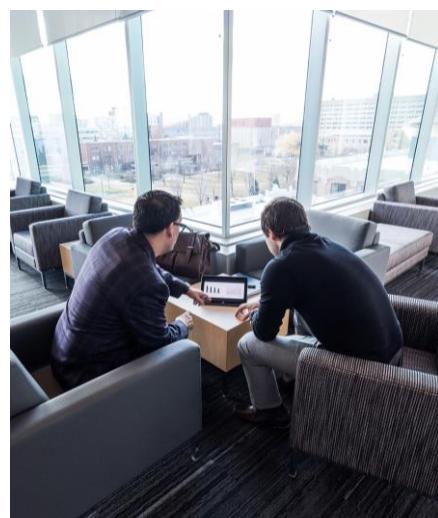
It is estimated that approximately 30% of all booked appointments are either cancelled or the student does not show. SCD will be taking a closer look at the rate of cancellations and no-shows including the rates across the different types of services we offer as well as the rates throughout the year, and work to reduce these rates so that availability for booking appointments is enhanced.

### PRESENTING ISSUES

Presenting Issue refers to the main issue that students arrive at SCD and state that they would like to work on. It may not capture the underlying issue that brought the student into counselling which may come up in subsequent counselling sessions. Over the next year, SCD will continue to monitor the presenting issues for which students seek counselling as well as implement more robust outcome measures so that we can strategically orient our services to meet these needs (e.g. offering themed groups during peak service times, etc.).

## New Practice Management Software

SCD will be putting together a business case to replace ClockWork with an updated practice management software that is faster and more intuitive to use. We are currently looking at various kinds of software that offer features additional to scheduling including those that streamline the appointment-booking process, aggregate data in a more accessible way, help with managing waitlists, and issue reminders to students for upcoming appointments.



## FUTURE DEVELOPMENTS

### A Defining Project: Policy Manual

In the upcoming year, SCD will be undertaking a thorough review of departmental policies. We will be updating our policies and procedures to ensure their relevance with the current needs and demands of the department. This includes, but is not limited to, the following: procedures related to our new walk-in service delivery model, digital initiatives and data collection, and updated standards of practice from the College of Psychologists of Ontario, The Ontario College of Social Workers and Social Service Workers, and the College of Registered Psychotherapists of Ontario.

### Professional Development

In the fall, SCD staff will be participating in a two-day in-house training on the topic of Single Session Therapy with Complex Cases. The workshop will be provided by SafeGuards Training and will draw upon the theoretical foundations of Solution-Focused Brief Therapy, Narrative Therapy and Mindfulness theories with an emphasis placed on nurturing resilience, coping and optimism about the future as well as developing sensitive and realistic goals with clients. Learning outcomes for staff include the following:

- Identify key elements of effective single session therapy
- Describe ways to manage time effectively in single or brief sessions
- Explore strategies for developing sensitive, compassionate and realistic goals with clients
- Review risk factors within single session and walk-in models

SCD continues to encourage staff to pursue both group and individual PD opportunities. In the summer of 2019, a project committee was created to enhance PD opportunities for the department in a planned, structured, and meaningful way.

### Shared commitments

In the upcoming year, SCD will complete a scan of university-wide strategies and how we can align our programs and services accordingly. We will also continue to contribute to reports such as the Mental Health Strategy annual report, as necessary.

### Other Initiatives

#### KEY PERFORMANCE INDICATORS

SCD is currently in the process of identifying key performance indicators (KPIs) for our department. These indicators will be quantifiable measures that enable us to objectively evaluate the success of our department in meeting our mission on a year-over-year basis. Some examples of departmental KPIs are included below. However, we will seek out additional student feedback and staff input before these indicators are finalized.



### Reduced Wait Times

- Tracking the amount of time between the day a student is put onto a waitlist and the day that a counsellor reaches out to them to offer ongoing counselling (quantitative)



### Building Strong Partnerships

- Tracking the number of partnerships SCD has with student services at York University/organizations in the community (quantitative)
- Assessing whether these partnerships meaningfully enhance the mental health of students at York University and their experience accessing and participating in services offered by SCD (qualitative)



### Student Satisfaction with Services

- Reviewing student responses to feedback forms after accessing our services (quantitative and qualitative)



### Improving Student Outcomes

- Implementing more robust outcome measures to determine how SCD has impacted the state of mental health and wellbeing of students who access our services (quantitative and qualitative)



### Staff Engagement

- Implementing employee engagement surveys to assess and enhance the satisfaction of SCD staff regarding their involvement and happiness in the workplace (quantitative and qualitative)

## SUMMER PROJECTS

Throughout the summer, SCD is undertaking several key projects that seek to enhance our service delivery model in the upcoming academic year. SCD staff were invited to collaborate on these projects by participating in summer project committees which meet weekly between May to August 2019. For more information on summer projects, please see Appendix B.

## THE UNIVENTURE COLLABORATIVE: A PARTNERSHIP TO ADDRESS HEAVY DRINKING AND OTHER SUBSTANCE MISUSE ON CANADIAN UNIVERSITY CAMPUSES

In May 2019, Dr. Matthew Kenough approached the Director of SCD with a request to assist with a 5-year research project designed as a multi-site trial to be delivered to first and second year university students at five universities across Canada. Over the following year, SCD will be communicating with the first- and second-year undergraduates to help with study recruitment and tracking of program outcomes. We will also work to coordinate and access space to conduct focus groups. This represents an in-kind contribution of \$8000.00/ annum. As part of our contribution we will also provide Dr. Kenough with in-kind support

## **FUTURE DEVELOPMENTS**

of a part-time liaison person (.2 FTE) within SCD who will work with Dr. Kenough's team to identify and mitigate barriers to successful implementation, and will collaborate with other members of our SCD team in developing a sustainable model for delivery of this exciting program. This staff member's role represents an in-kind contribution to this project of \$7,000/annum.

### **Closing Remarks**

We have many milestones to celebrate from this past year and are optimistic about future developments. Moving forward we will seek to achieve the goals shared in this report in order to strengthen our service delivery as a department and ensure alignment with York University's Mental Health Strategy. Most of all, we will continue to commit to our values of inclusivity and professionalism to adapt and be responsive to the needs of our students.



# APPENDICES

## Appendix A: SCD Partnerships-Events & Initiatives

This appendix outlines some of the work and initiatives that SCD has undertaken with other departments/organizations either internal to York University or in the external community that fulfill our mission of helping students to realize, develop, and fulfill their personal potential in order to maximally benefit from their university experience.

### SUMMER 2018

Spring	<b>Mental Health Symposium Planning Committee</b> A counsellor was invited to participate in the Mental Health Symposium Planning Committee. After the first meeting, it was decided that planning would be postponed to the following year.
July	<b>Campus Mental Health initiative</b> A counsellor participated in various meetings with Health Education & Promotion at the Student Success Centre regarding digital-based counselling/psychotherapy tools and the creation of a campus-wide mental health strategy.
August	<b>Mental Health 101 for Orientation Leaders</b> Several mental health 101 sessions were facilitated by different counsellors. The purpose of the sessions were to train student leaders on how to manage mental health concerns if they arise during Orientation (frosh) week. Student learned different strategies to talk about mental health.
August	<b>Training for Student Dons at ResLife</b> A counsellor facilitated a mental health 101 training for student dons. Topics covered include an introduction to services offered at SCD, symptoms of common presenting issues, having conversations with students (e.g. active listening), and how to make a referral.

FALL 2018	
September	<p><b>Consent Event for Orientation Week</b>  Six counsellors were present to provide students with education on what “consent” means and looks like. Psychoeducation on campus supports were provided.</p>
September	<p><b>Campus Outreach</b>  A counsellor was present to disseminate information about SCD services to students, particularly those from the Critical Disability Studies program.</p>
September	<p><b>Debrief on Campus</b>  Staff from the theatre department reached out to SCD for two counsellors to lead a discussion on grief following the passing of a student over the summer. Counsellors spoke about the effects of grief and ran two support groups in the following weeks.</p>
November	<p><b>Debrief on Campus</b>  A counsellor facilitated a debrief session for students regarding an incident which occurred at a student retreat. The counsellor listened to students share their experience of the training and made recommendations as to how workshops might be structured to be more empowering.</p>
November	<p><b>RBC Mental Health Event</b>  A counsellor was present at the event to provide education to students regarding mental health.</p>
November	<p><b>In-House Event: Meeting Field Supervisors</b>  SCD hosted a meeting in which representatives from long-standing partners of the SCD internship program (e.g. Ontario Institute for Studies in Education of the University of Toronto, Adler Graduate Professional School, etc.) visited SCD, and met counselling supervisors, and provided feedback on the program.</p>
December	<p><b>Ontario Domestic Violence Death Review Committee (DVDRC) Meeting</b>  The DVDRC assists the Office of the Chief Coroner in the investigation and review of deaths that occur as a result of domestic violence and makes recommendations aimed at different systems to help prevent such deaths in similar circumstances. A SCD counsellor is a member of the DVDRC and presented a case for review at this meeting. All members and case reviews are presented in the DVDRC annual report.</p>

<b>WINTER 2019</b>	
Early 2019	<b>York Mental Health and Wellness Initiative</b> A counsellor volunteered to review student group proposals for funding for various mental health initiatives on campus.
January	<b>Well-being Summit</b> Two counsellors participated in the summit by promoting mental health initiatives on campus. They also had the opportunity to network with campus partners.
January	<b>Debrief on Campus</b> SCD counsellors provided support to students in the School of Nursing following the passing of a student. Counsellors provided grief counselling and spoke about the importance of self-care.
January	<b>Orientation for Social Work Students</b> A counsellor met with first-year students in the Social Work program to talk about services and how to support mental health on campus
January	<b>Engagement with College</b> A counsellor met with the Head of Winters College to develop a counselling presence for the Theatre Program. The discussion was postponed to the fall of 2019.
February	<b>Workshop for Academic Advisors</b> A counsellor facilitated a workshop on strategies to manage stress for academic advisors in the Faculty of Liberal Arts & Professional Studies.
February	<b>Special Olympics – “Strong Minds” Program</b> A counsellor attended the event to provide support to athletes participating in a Floor Hockey Tournament at Variety Village.
March	<b>Second annual Trans gathering at SCD</b> SCD partnered with a York alumnus working as a social worker at Sherbourne Hospital to host this event. The event provided a safe and supportive space for non-binary/trans students to share their stories, network, and gain information on services available to them.
March 2019	<b>Outreach on Campus</b> A counsellor provided a presentation to program coordinators and graduate

## APPENDICES

	students in the Faculty of Nursing on the topic of SCD's service delivery model.
March	<b>Partnership with Centre for Sexual Violence Response</b> A counsellor developed and facilitated a women's sexual survivors' workshop which has since become an ongoing group for women who have experienced sexual violence. The goal of this partnership is to develop a community where women can provide support and encouragement to each other.
March	<b>Consent Is Campaign</b> A counsellor attended the <i>Consent Is</i> public art campaign at the New Student Centre campus in order to provide support to participants who may be triggered by the content of the campaign. The campaign aims to spur public dialogue around the topic of consent.
March	<b>York's 2019 Spring Open House</b> A counsellor represented SCD at York's Spring open house in the New Student Centre.
March	<b>Engagement with York International</b> A counsellor contacted York International Students' Centre to learn about the students' needs and offer a support group.
April	<b>Workshop for York Employees</b> A counsellor was approached by Student Advising and Academic Services to facilitate a York Employee Learning Course on the topic of de-escalating upset service users. Employees in attendance included Academic Advisors.

## Appendix B: Summer Projects Overview

Each summer, SCD undertakes several summer projects by forming diverse staff committees tasked with the objective of enhancing the services provided by the department through a variety of ways.

### ROLES & RESPONSIBILITIES OF ALL PROJECT GROUPS:

- Attend weekly meetings or provide notice to the group of unavailability to attend;
- Review shared materials in advance of meetings;
- Actively participate in meetings and encourage the participation of others;
- Contribute to the development of the project;
- Ensure that designated timeframes are adhered to with respect to action items;
- Complete other administrative tasks as needed;

### CASE CONSULTATION FOR STAFF

**Purpose:** Put forward a proposal for dedicated mandatory time for SCD staff to engage in case consultation with their peers.

**Tasks:**

- Assess staff needs and interests for group case consultation
- Determine the scope and structure of these sessions
- Determine how much time may be needed for these sessions



### CLINICAL ADVISORY FOR POLICY DEVELOPMENT

**Purpose:** Assist with the updating of departmental forms, best practices, and policies.

**Tasks:**

- Review all forms
- Identify gaps in our current policies
- Ensure compliance with college standards
- Update SCD's mission statement



### DIGITAL INITIATIVES

**Purpose:** Lead the modernization of SCD's digital strategy including digitizing internal business processes, updating the website, and considering a social media presence for the department.

**Tasks:**

- Work to obtain a new practice management software for the department
- Liaise with other departments (e.g. legal) as needed
- Ensure SCD's digital strategy meets the needs of our clients
- Review counselling websites of other postsecondary schools and propose changes to SCD's website
- Consider creating a social media presence for the department



## APPENDICES

### IMPLEMENTING OUTCOMES MEASURES

**Purpose:** Put forward a proposal for implementing outcome measures for SCD clients.

**Tasks:**

- Review different outcome measures (e.g. BHM, OQ45, ORS)
- Review pricing and licensing agreements for these assessments
- Liaise with other departments (e.g. legal, YUPC) as necessary
- Create an implementation plan for how SCD staff will learn about and apply these outcome measures



### INTERNSHIP PROGRAM- IMPLEMENTING NEXT STEPS

**Purpose:** Review and implement recommendations from the Internship Program Evaluation.

**Tasks:**

- Start implementing standards from the Colleges as necessary
- Create a robust curriculum for supervisory training/orientation
- Determine what the content of the revamped program will look like
- Look at ways to enhance the quality of program applicants
- Improve intern screening procedures through the input of staff



### PROFESSIONAL DEVELOPMENT FOR STAFF

**Purpose:** Create a plan for undertaking professional development in a planned, structured, and meaningful way.

**Tasks:**

- Assess staff needs and interests for PD topics/areas of interest
- Ensure learning outcomes are aligned with SCD objectives
- Investigate organizations that offer sessions of interest (e.g. date, time, pricing)
- Put forward a proposal for the department to consider for the next fiscal year



### PSYCHOLOGICAL ASSESSMENTS

**Purpose:** Put forward a proposal for implementing psychological assessments for SCD clients and preparing reports (e.g. functional limitations report) for SAS.

**Tasks:**

- Review different assessment tools that exist in areas most prevalent for our client base (e.g. depression and anxiety, ADHD, learning disorders)
- Review pricing and licensing agreements for these assessments
- Liaise with other departments (e.g. legal) as necessary
- Work with SAS (e.g. schedule assessments, write reports) as needed



PUBLIC PRESENCE ON CAMPUS

**Purpose:** Create a campus engagement strategy for SCD. orientation, open day).

**Tasks:**

- Look at how SCD might increase our public presence on campus (e.g. during fall/winter orientation)
- Determine what products may need to be purchased/resources created
- Consider partnerships with other student services

RESOURCE LIBRARY

**Purpose:** Collate resources across the department and create a plan for sharing these resources in a meaningful way.

**Tasks:**

- Compile and organize resources that staff/interns use
- Compile and organize referrals that staff/interns make
- Come up with a plan for disseminating these resources
- Come up with a plan for standardizing internal processes on making referrals (e.g. to where and when)
- Determine what resources might be useful to add to our website

WORKSHOPS/ GROUPS

**Purpose:** Create a plan for starting up workshops/groups again in the fall sesmester.

**Tasks:**

- Assess client needs and interests for workshops/groups
- Create a plan for advertising workshops/groups





Student  
Counselling &  
Development

N110 Bennett Centre  
for Student Services  
York University  
4700 Keele St  
Toronto, ON M3J 1P30