

# MENTAL HEALTH MATTERS

Student Counselling, Health & Well-being  
Annual Report 2019 - 2020

YORK 

## Words from the Director

When the year began, I never would have guessed that I would have been writing this statement from a chair in my home office. It truly has been a year of unprecedented change. Despite the challenges that have occurred there have been many opportunities that have highlighted the ingenuity, resilience, and solution-focused thinking of our staff, students, and faculty. Many of the lessons learned will be brought forward as we begin to reimagine what service delivery will look like when we return to campus at some point in the future.

Perhaps the most salient lesson I have learned from this past year is the need to reaffirm our commitment to student well-being. In the coming months we will be continuing our efforts to better understand the needs of our diverse student body, look to expand the scope of the department to encompass all aspects of well-being, work to strengthen the peer health educator model across the Keele and Glendon campuses, and continue to build our internal and external partnerships through projects and research opportunities.

We will also be continuing a review of our priorities and processes from an anti-Black racism and anti-oppressive lens to ensure we are providing equitable and inclusive service to all students. These undertakings, although ambitious, will set the foundation for our longer-term commitments to the development of a Well-being Strategy for the Division of Students, and a well-being clinic.

This past year we said goodbye to several clinical staff as they moved into retirement, embraced new team members from Health Education & Promotion as well as Glendon campus. We begin 2021 by welcoming new clinical and managerial staff. Although we head into the coming year uncertain of what is to come, I leave you with the following:

***Tentanda Via, the way must be tried!***

To all those staff past, present, and future thank you for your service to the York Community. I look forward to our continued journey together.

Sincerely,



Lori Walls, PhD C. Psych  
Director, Student Counselling, Health & Well-being



## Table of Contents

<b>03</b>	Introduction
<b>05</b>	Update on Well-being in the Division of Students
<b>07</b>	2019 – 2020 Highlights
<b>16</b>	Mental Health Services Grant
<b>18</b>	Data Collection & Evaluation
<b>25</b>	Future Initiatives
<b>27</b>	Appendices



# Introduction

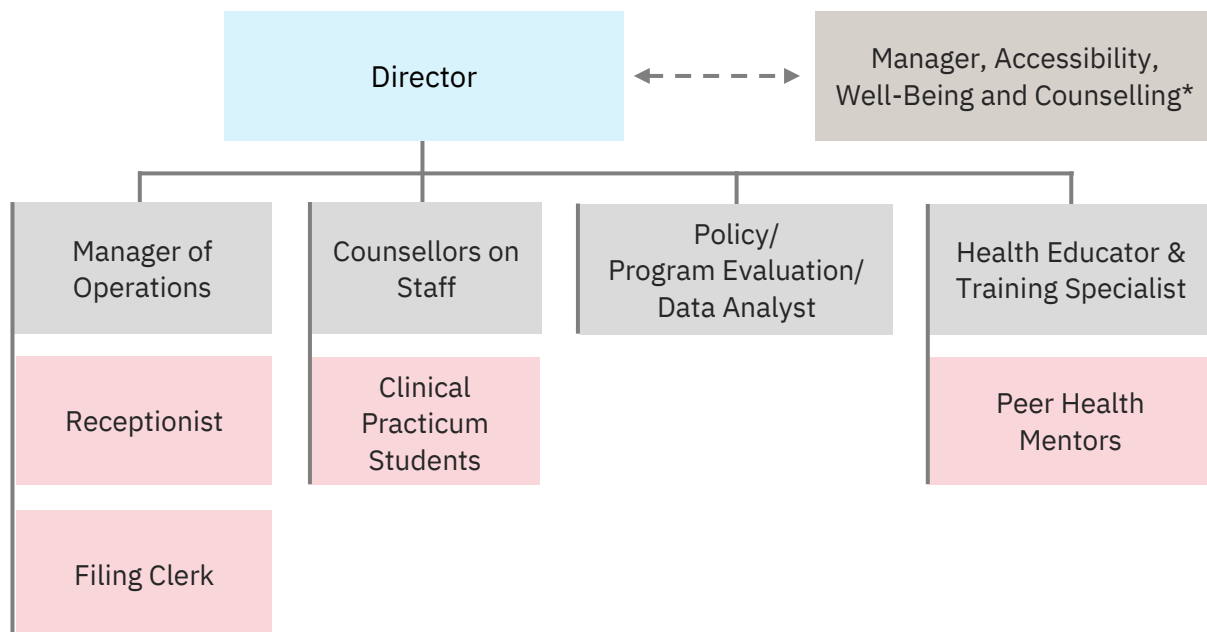
## Student Counselling, Health & Well-being

### Mission

Student Counselling, Health & Well-being (SCHW), 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. Our primary aim 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.

### Organizational Chart

Our department is made up of a diverse array of clinical and non-clinical staff who are dedicated to supporting the holistic well-being of the York University community:



\*With the shift to remote service provision, Student Counselling, Health & Wellbeing and Accessibility, Well-Being and Counselling (AWC)- our counterpart at the Glendon Campus- have come together with an integrated service delivery model that provides all York students with a continuity of care. Students can access SCHW and AWC counselling services through a joint reception line. Our teams function collaboratively under the same service delivery model, meet frequently to discuss department priorities and projects, and share resources.

## Services & Supports

We are proud to offer a broad range of services and supports to the York Community:

- Walk-in counselling
- Emergency Support
- Skills Workshops
- Support Groups
- Process Groups
- Ongoing Counselling
- Consultations for Faculty & Staff
- Training Programs
- Peer-to-peer Consulting
- Assessments through the SAS/SCHW Assessment Partnership

## Alignment of Priorities

While this year has been ripe with change, the work of our department continues to align with institutional-level priorities such as those indicated in the [York University Academic Plan 2020-2025](#) (UAP). The UAP contains six priorities for action, which are based on the University's commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. Projects and initiatives included in this report demonstrate our ongoing commitment to UAP priorities such as the following:

Click on the bubbles below to jump to a sample of initiatives included in the report that align with the corresponding priorities from the UAP.

### From Access to Success

With many of our students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

*Supporting  
International  
Students*  
*pg. 11*

*Indigenous  
Initiatives*  
*pg. 16*

### Working in Partnership

York University understands that by partnering with other entities and sectors we gain vital insights and capacity to create positive impact for our students, our campuses, and our broader communities.

*SAS & SCHW  
Assessment  
Partnership*  
*p. 7*

*Collaborations  
with CICMH*  
*pg. 8*

### Living Well Together

Making positive change requires that all members of our diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

*Well-being in  
the Division of  
Students*  
*p. 5-6*

*Commitment to  
Anti-Oppressive  
Practice*  
*p. 10-11,26*



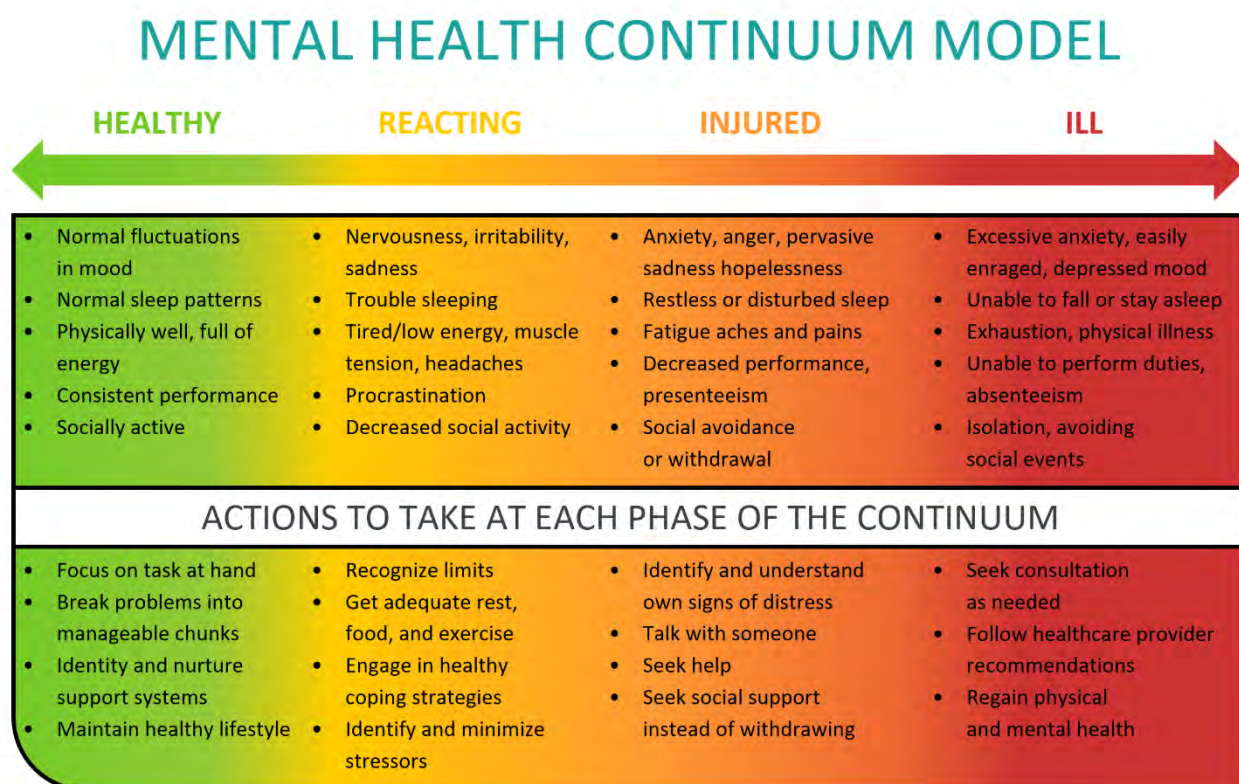
# Update on Well-being in the Division of Students

In the fall of 2019, the departments formerly known as Health Education and Promotion (HEP), Student Community & Leadership Development, Division of Students (DOS) and Student Counselling & Development (SCD), Division of Students, merged to become Student Counselling, Health & Well-being, Division of Students.\*

\*Please note that in the remainder of the report, the department will be referred to as SCHW although the name change did not occur until September of 2020.

## A Centralized & Holistic Approach to Well-being

This organizational repositioning brings together the upstream services at HEP (e.g. services supporting “healthy” and “reacting” individuals) with the downstream services at SCD (e.g. services supporting “injured” and “ill” individuals) and ultimately allows our newly merged department to work together towards our shared goal of supporting the holistic needs of students across the continuum of mental health.



## New Personnel

As a part of the restructuring, SCHW has hired an Assistant Director and Nurse Practitioner/Manager who will begin working with the department in February 2021. These individuals will work across the division, and the university to support the following:

- Identifying the current landscape of research regarding/institutional readiness for implementing a well-being strategy;
- Embedding increased supports for Indigenous and racialized students within the well-being strategy;
- Conducting jurisdictional scans of well-being clinics in post-secondary institutions;
- Reviewing the curriculum of health peer educators and developing curricula for nursing and nurse practitioner students;
- Creating evidence and strengths-based programs that build student resilience; and
- Establishing a well-being clinic that effectively addresses current gaps in well-being services offered on campus to date

## The Journey Ahead

We know that there's a lot of work to be done and are pleased to have been met with the support of our colleagues across the division thus far. Throughout the upcoming year, we hope that these initiatives will lead to an expansion of our partnerships with the Faculty of Health, School of Nursing, and Department of Psychology, student groups and divisional partners, as well as external community partners. We welcome the unique opportunity this realignment provides us with and look forward to our continued work together to support the health and well-being of our students!



# 2019 – 2020 Highlights

We are proud to share highlights from this past year which supported five key areas of focus:



**Strengthening Partnerships**



**Enhancing Support for Students**



**Adapting to Remote Service Provision**



**Improving Internal Processes & Capacity**



**Sharing Best Practices**

## SAS/SCHW Assessment Partnership

Beginning in November of 2019, this partnership with Student Accessibility Services (SAS) provides psychological assessments to students seeking diagnostic clarification in the areas of anxiety, depression and attention-deficit/hyperactivity disorders. Upon the completed assessment, the SCHW psychologist reviews the report with the student including a next steps plan and/or information on how the student's diagnosis may impact their academic studies. The report is also used to assist SAS accessibility counsellors with the implementation of eligible academic accommodations.

**30+** Students served through this partnership to date





## Updating Key Resources for Faculty & Staff



This past year we updated the [Identifying and Responding to Students in Distress brochure](#) with the support of the [Office of Student Community Relations \(OSCR\)](#). SCHW also authored [departmental FAQs](#) which faculty and staff have regarding supporting students in distress, including;

- Identifying students in distress
- Speaking with students who are distressed
- Intervening when there are indicators of suicide risk
- When to refer students to SCHW
- How to refer students to SCHW

## Collaborations with CICMH

In the fall of 2019, SCHW hosted a webinar for [The Centre for Innovation in Campus Mental Health \(CICMH\)](#) on the topic of Piloting a Walk-in Counselling Model. The [webinar](#) reflected on insights and lessons learned from implementing a walk-in model at SCHW and discussed factors to consider when adapting a walk-in counselling model to address local campus needs.

37 Attendees

2 Follow-up meetings with counterparts at other post-secondary institutions in Ontario

SCHW was also proud to host CICMH's [Annual Central Regional Forum](#) at York University on February 12, 2020. The forum focused on building and enhancing partnerships between local campuses and community mental health organizations. Themes discussed included:

- |   |                                    |
|---|------------------------------------|
| ➤ Compassion Fatigue                    | 30 Participants                    |
| ➤ Peer Support Services                 | 9 Post-secondary Institutions      |
| ➤ Case Management                       | 6 Community Mental Health Agencies |
| ➤ Training for Staff                    |                                    |
| ➤ Organizational & Operational Strategy |                                    |

### The [Post-Forum Report](#) Indicated that:

85% of attendees will make changes in their work as a result of attending

100% of attendees made and will follow-up with a new connection

“

SCHW's assistance in securing an event space and organizing welcoming remarks helped to ensure that the forum was engaging and successful. The connections and collaborations among campuses and community organizations ensures that we are working together towards the optimized support of post-secondary student mental health and well-being.

– The Centre for Innovation in Campus Mental Health

”

## Transgathering

In partnership with [The Centre for Sexual Violence, Response, Support & Education](#), SCHW co-facilitated a Transgathering in March of 2020, and again in November of 2020. Both events featured guest speaker [Jay Jonah](#), York alumni and trans-identifying registered Social Worker. In addition to SCHW's LGBTQ2S+ Support Group, these events provided LGBTQ2S+ students with a safe space to connect with other trans and non-binary folks, explore resources available both on and off-campus, and celebrate their unique identities.

- 3<sup>rd</sup> Annual event
- 16 Folx attendees
- 3 \$100 vouchers provided to attendees to support their gender/transitional journeys



“ My experience with SCHW has been amazing. I was able to answer students’ questions about body changes, transitions, accessing services, starting hormones, and getting surgery. Students were comfortable with sharing their experiences and knowledge with their peers. I felt we were successful in creating a safe and supportive environment where students felt heard and accepted for who they are- even if they haven’t stated their transition yet.

– Jay Jonah

”

## Resources & Referrals Directory

Published online in April 2020, the [Resources & Referrals Directory](#) contains services for a broad range of areas including disordered eating, domestic violence, grief, substance abuse, and tenant issues. The directory empowers students to independently seek out opportunities for care in addition to, or in place of, accessing support at SCHW.

- 250+ Community Resources across
- 25 Areas of support

## CoP for Mental Health Professionals on Campus

Beginning in March 2020, SCHW strengthened existing partnerships with our mental health colleagues on campus by initiating a Community of Practice (CoP) which meets weekly. This Community includes staff from [SCHW](#), [AWC](#), [Graduate Student Wellness Services](#), [Student Success and Wellness Counselling at Osgoode Hall Law School](#). Topics discussed change from

week to week and include the following:

- Adapting to remote service delivery
- Supporting high-risk students
- Training and capacity-building for staff
- Enhancing cross-departmental referrals

CoP members are also invited to attend weekly SCHW clinical consultation meetings.

## Racialized Students Support Group

During the summer of 2020, SCHW began offering a drop-in support group for students who identify as Black, Indigenous, or People of Colour (BIPOC). The group is co-facilitated by three racialized counsellors at SCHW as well as the Traditional Knowledge Keeper from [The Centre for Aboriginal Student Services \(CASS\)](#). A support group is also co-facilitated with the [Black Law Students Association \(BLSA\)](#). These groups support BIPOC students in the following ways:



- Building community
- Providing a safe space to reflect on their identities, experiences, and challenges
- Processing & healing from racial trauma

## Our Commitment to Anti-Oppressive Practice (AOP)

SCHW recognizes the diversity of the university community as a source of excellence, enrichment and strength and is committed to creating an inclusive environment in which students, staff, and faculty are respected, valued and celebrated for their unique identity and experience. In addition to supporting work led by the President's Office to [address anti-Black racism at York University](#), we have also undertaken the following departmental initiatives to demonstrate our commitment to anti-oppressive practice:

- Creating specialized resources for [Coping with Race Related Stress](#) on our website
- Increasing supports to students facing issues related to racism and systemic discrimination (e.g. Racialized Students Support Group)
- Welcoming students to express their preference to meet with counsellors of a particular identity (e.g. male, female, Black-identifying, LGBTQ2S+-identifying, etc.)
- Supporting AOP discussions and initiatives through the Community of Practice for Mental Health Professionals on Campus
- Developing a referral protocol between members of the Community of Practice to support students with counsellor preference-related requests

- Tracking requests for counsellor identity preferences as well as presenting issues related to race-based/systemic concerns
- Providing anti-oppressive clinical practice training for all staff and practicum students
- Providing clinical staff with opportunities to consult with an external clinician regarding applying an anti-oppressive lens to counselling
- Meeting with researchers to discuss [gaps identified](#) related to supporting racialized students with increasing positive attitudes towards help-seeking behaviours
- Meeting with [internal](#) and [external](#) consultants to discern how to best move forward with creating an anti-oppressive framework for the department in a meaningful way
- Beginning to develop an Anti-oppressive Clinical Consultation/Practice Framework (see page 27 for more information)

## HIST 1180 Collaboration

SCHW guest-lectured for Dr. David Koffman’s General Education course Making Money (HIST 1180) in the fall of 2020. Entitled [Money, Mental Health & Well-being](#), the lecture provided an introduction into the psychology of money and common issues students face with respect to money matters. The lecture was followed by a panel discussion on the topic of money and mental health from a practical perspective and featured panelists from SCHW, [Student Financial Services](#), and [York International](#).

**350+** Students reached  
**3-part** Video lecture  
**6** Panelists



“ I was pleased to be able to integrate SCHW insight and participation into “Making Money”. Students discussed the lecture, panel, and an accompanying academic reading in their online discussion forum groups with alacrity and thoughtful reaction. It was important to me to begin a course like this with relevant, personal, and psychologically penetrating perspective, and SCHW staff and allies helped me do just that.

– Dr. David Koffman ”

## Enhanced Support for Domestic & International Students

In partnership with York International, SCHW offers domestic and international students residing out of province with access to culturally-relevant counselling supports through [keepme.SAFE by guard.me](#). Through this service, students can get connected with a counsellor in their local jurisdiction 24 hours a day, 365 days a year. Students can access support by downloading the My SSP app, or by calling the toll-free numbers on the keepme.SAFE website.



## Ongoing Partnership with York International

SCHW continues to provide support for the York University Global Community on an ongoing basis, attending [virtual coffee breaks hosted by York International](#) whereby students can stay connected in a virtual space over zoom.

- 30+ Sessions in the summer
- 15+ Sessions in the fall
- 250+ Students reached

“ During these difficult times, students have expressed relief knowing they were not alone after dropping by our virtual coffee breaks and enjoying conversations with SCHW counsellors. It’s been a pleasure working together and we hope to continue this partnership.

– York International ”

## Collaboration with NSTAMP



On Tuesday, November 24<sup>th</sup>, SCHW partnered with the Nursing Student Tutoring, Ambassadorship and Mentorship Programs (NSTAMP) to present a workshop on [Anti-Oppressive & Anti-Racist Practice in Healthcare Settings](#). Topics discussed included:

- The need for AOP in Canada’s health care system
- What white privilege looks like in health care practice
- Understanding the power dynamics between the health care provider and patient
- How to start becoming an anti-oppressive health care provider

## Ongoing Partnership with ACMAPS

SCHW continues to collaborate with the [Atkinson Centre for Mature and Part-time Students \(ACMAPS\)](#) to provide meditation sessions, stress management workshops, and counselling referrals to mature, part-time and transfer students. An ACMAPS student blog discussing the benefits and lessons learned from these sessions can be found [here](#).

“ SCHW counsellors bring a vast array of knowledge to each of our sessions and provides specific resources to students in difficult situations. These sessions have a tremendous impact on this demographic. Students rave about the usefulness of meditation on a personal health aspect and enjoy the ability to make meaningful connections.”

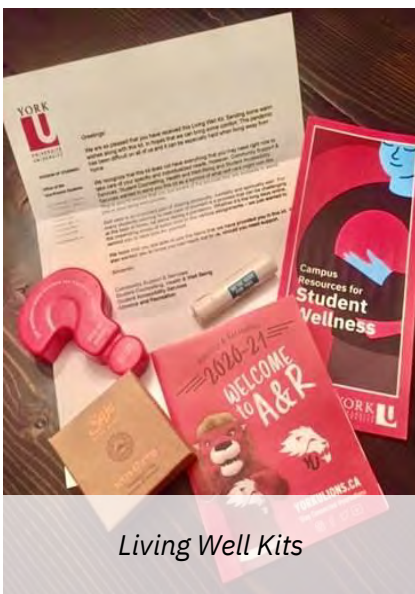
-The Atkinson Centre for Mature and Part-Time Students ”

## Additional Projects & Engagements

- Authoring article “Tips for Improving Mental Health and Resilience” featured in [Vol. 9 No. 3](#) of the [Artichoke Magazine](#), the culture mag of Winters College.
- Presentation for students in LA&PS academic recovery course FND 1000 normalizing the topic of mental health and asking for help.
- Participation in Bell Let’s Talk Day 2020 to raise awareness for mental health on campus. Resources and self-care items were shared.
- Contributing to the Domestic Violence Death Review Committee of Ontario: attending meetings to review domestic homicides that occurred in the province and forming recommendations aimed at various systems and agencies to prevent similar tragedies from occurring in the future. The most recent annual report is available [here](#).
- Participation in the DOS Student Roundtable.
- Completion of an evaluation of the walk-in service delivery model in April of 2020.
- Continued partnership with Humber River Hospital (HRH) to improve access to services for students impacted by critical incidents, personal crises, or multiple complex issues.
- Supporting the adjudication of emergency bursaries for international students.



*A collage of Bell Let’s Talk “Keep the conversation going” Bubble Posters*



*Living Well Kits*

- Partnering with Community Support & Services, Student Accessibility Services, Athletics and Recreation, Print & Mailing Services, and York International to prepare and deliver Living Well kits to students on residence and in quarantine. Each kit included a personal letter, essential items, and important campus resources.
- Meditation workshops for Student Health Week and Staff & Faculty Wellness Week.
- Presenting at the [Division of Students’ 2020 Professional Development Week](#) on the topic of counselling services on campus, referring students to SCHW, and departmental data collection and evaluation initiatives.

- Conducting wellness check-ins for students in quarantine.
- Shifting to remote service delivery through [Owl Practice](#), an intuitive platform for students equipped with the ability to issue appointment reminders, and which further underscores SCHW's commitment to sustainability by moving off a paper-based filing system.
- Specialized support & training for Residence Dons and Residence Life coordinators.
- Supporting the President's Office with data collection efforts related to mental health and well-being on campus.
- Continuing to co-facilitating the Support Group for Survivors of Sexual Violence with The Centre for Sexual Violence Response, Support & Education.
- Continuing to facilitate the LGBTQ2S+ Support Group
- Reinstating the Counselling Practicum after a 1-year hiatus and evaluation of the program to provide teaching and supervision to a diverse group of aspiring clinical practitioners.
- Presentation for the [National Day of Remembrance & Action on Violence Against Women](#) in partnership with The Centre for Sexual Violence Response, Support & Education. The presentation addressed challenges and strategies for effective safety planning for those living with intimate partner violence during the pandemic.



- Collaborating with The Centre for Sexual Violence Response, Support & Education to identify a standardized risk assessment tool/process on campus for sexual and intimate partner violence.
- Participation in [Storytelling Week 2020](#) hosted by the Centre for Aboriginal Student Services (CASS) whereby SCHW staff developed a workshop on Healing Through Storytelling from an Anti-Oppressive Lens for Indigenous-identifying students. Workshop content focused on the power of storytelling and the knowledge-sharing and healing that can take place when we own our narratives. This partnership resulted in a continued interest and willingness to collaborate on future events related to well-being for the Indigenous community at York University.



## SCHW Mural Opportunity

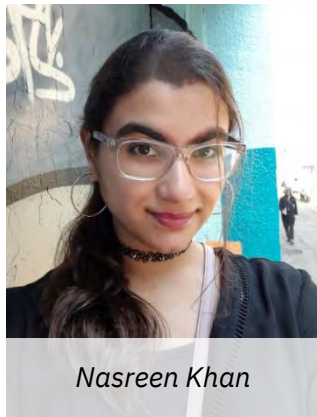
During the summer/fall of 2019, SCHW invited students to submit a design concept for a mural which would bring new life to the reception area. The aim of the mural was to create a friendly, warm, welcoming, and safe space for individuals arriving at the counselling centre while reflecting departmental values of mental well-being, diversity, and inclusion. On February 14, 2020, the completed mural (featured on the back cover of this report) was revealed at an unveiling event. The artist statement is presented below:



SCHW Reception Area

### Beautiful Emotions

By Nasreen Khan, 2<sup>nd</sup>-year, B.Sc. Student



Nasreen Khan

My design was inspired by how I envision my mental health journey. Through personal experience with Student Counselling & Development, I learned to appreciate every inner struggle I faced.

The design expresses values of mental wellbeing, positivity, and balance, as shown through the vibrant colours and flowing designs. Through SCD's professional support and welcoming community, one can learn to harness their inner potential and live a fulfilling and rewarding life.

I depicted three people using minimalist design because they represent identity. Identity is something personal, and should not be constrained by stereotypes, gender, or race. Everyone is unique in how they deal with the challenges associated with mental health.

The yellow, orange, and red balls in the "vine" symbolize finding and harnessing one's potential. Opening up and learning to express yourself without feeling like you will be judged.

The fire coming out of the person's head symbolizes one's emotions. A fire, when left alone, can become wild and uncontrollable, but with support and balance, it can also calm down into something that warms us up and allows us to keep the flame steady. With help from counsellors, we can learn strategies to meditate, breathe slowly, and feel peaceful.

The overall flow of the design shows that everything is interconnected and that we can grow through seeing life through a diversity of perspectives. The blending of colour gives a calming and aesthetic effect. We are open canvases waiting to express our emotions and shape the future.



# Mental Health Services Grant

In October 2020, SCHW became a recipient of the Mental Health Services Grant. To date, we have used proceedings of the grant to enhance support for students in the following ways:



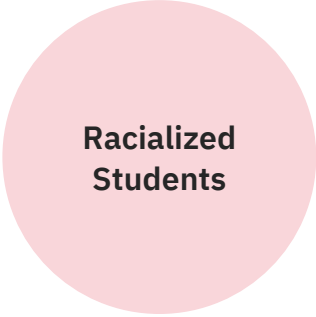
- Funding the 3<sup>rd</sup> Annual Transgathering and Trans Awareness Week, Body Positivity event, co-facilitated by the Centre for Sexual Violence, Response, Support & Education and featuring guest speaker Jay Jonah.
- Supplying vouchers for student attendees of the Body Positivity event to support their gender/transitional journeys



- In partnership with [The Centre for Aboriginal Student Services at York University \(CASS\)](#), SCHW has arranged to develop a traditional Indigenous vegetable and medicine garden which will include two raised cedar garden beds. The garden will offer students sense of ownership and connection to spirit and land. Community-building will help students with strengthening their relationships to their peers and improve personal well-being.
- In the coming year, SCHW will also be looking towards well-being workshops for students and staff presented by [The Centre for Indigegogy at Laurier University](#).


Special thanks to the following individuals for consulting on these projects:

Lisa Myers	Professor, Faculty of Environmental and Urban Change
Alan Corbiere	Professor, Department of History, Faculty of LA&PS
Joseph Pitawanakwat	Founder & Director of <a href="#">Creators Garden</a> , an Indigenous outdoor and online, education-based business



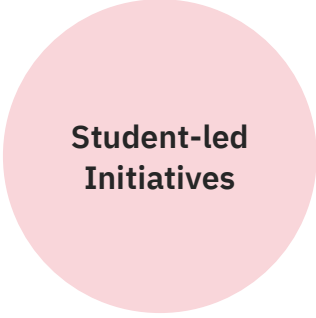
## Racialized Students

- Providing anti-oppressive clinical practice training for all staff and practicum students.
- Providing clinical staff with opportunities to consult with an external clinician regarding applying an anti-oppressive lens to counselling.
- Engaging in an anti-oppressive review of departmental policies and processes.
- Developing an anti-oppressive clinical consultation/practice framework.
- Supporting the development of a conference on the topic of trauma and racial discrimination for students and staff members during the fall of 2021.



## Students with Complex Needs

- Expedited access to accommodations assessments through the hiring of a psychologist dedicated to providing assessment supports through the SAS/SCHW Assessment Partnership.
- Developing a more robust Mental Health 101 program as well as obtaining [LivingWorks](#) licenses to support faculty and staff with increasing their understanding of how to support students in distress.



## Student-led Initiatives

- The [Mental Health & Wellness Student Initiative Fund](#) aims to support innovative and inclusive student-led initiatives that promote a healthy, inclusive and supportive environment that fosters mental health and well-being among members of the York student community.

Through the Mental Health & Wellness Student Initiative, a total of \$1000 is granted to each recipient of the fund. Up to 5 recipients will be selected.

Priorities to be addressed through project proposals include supporting personal health, student well-being during COVID-19, and initiatives that complement existing programs and services.

# Data Collection & Evaluation

Departmental data collection and evaluation initiatives demonstrate our commitment to a responsive model of well-being in the following ways:

- Gaining insight into how we can make ongoing improvements to our service delivery model so that we can better serve students
- Effectively communicating the work we are doing to internal and external stakeholders by way of referencing timely, and accurate information

Flexibility and real-time data\* enables our department to be more responsive to problems and adapt to student need.

\*Measures/datasets discussed on the following pages are from Health Education & Promotion and Student Counselling & Development respectively prior to the merge of the departments in September 2020.

## Examples of our metrics:

- Workshop/event attendance
- Peak periods (e.g. times, days, months, etc.)
- Average clients served per day
- Wait time
- Cancellation and no-show rates
- Staff caseloads
- Concerns/ challenges brought forward by students
- Referral streams
- Cross-referencing data with SIS (e.g. faculty, program, gender, year of student, status, etc.)
- Distribution of student demand (i.e. usage by service type) for unique students & total admissions

## Ways in which we collect student voice:

- Walk-in Counselling Feedback form
- Feedback during class presentations
- SCHW [website survey](#)
- SCHW website [contact us page](#)
- Direct feedback shared with counsellors through counselling sessions and peer-health educators through workshops
- Participation in student roundtables
- Individual meetings with students and student groups
- Through the input of President Ambassadors\*

\*Fall 2020 – Winter 2021 collaboration with the [President's Ambassador Program](#) from the Office of the President

# Health Education & Promotion – By the Numbers

Data Collection Period: Fall 2020

## Virtual Workshops

Workshops provide opportunities for meaningful conversations and peer-to-peer connections to take place. As a form of health empowerment, they provide valuable information regarding healthy practices and have been adapted to maintain relevance given the current circumstances related to the pandemic.

Workshop topics include:

- Mental Health, Resilience & Coping
- Nutrition
- Sleep
- Self-Care
- Substance Use: Alcohol & Other Drugs

47

Workshops held

1767

Attendees



## Virtual Frosh 2020

Frosh provides basic training for incoming students around healthier coping behaviours and practices to support their academics. Conversations regarding well-being included a focus on mental health alongside financial, social, and academic wellness. Presentations were also provided to help parents with supporting students with navigating health and wellness resources on campus.

357

Attendees

4.7/5

of attendees strongly agree that presentation content was relevant

5/5

of attendees would attend another health education workshop

## Other Initiatives

6

Co-facilitated Virtual Coffee Breaks in partnership with York International

15

Specific Event Requests\*

1

Feature Presentation at [Ted\\*YorkU](#)

1125

Students Reached

\*Such as requests by faculty/staff (e.g. college masters, professors, residence life staff, etc.) for peer-leader training (e.g. learning skills peers) led by a professional health educator.



# Support for Students through SCHW Reception\*

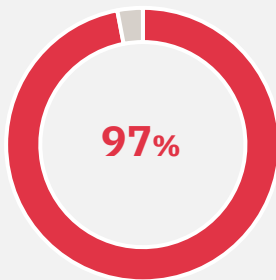
Data Collection Period: April – November 2020

\*As soon as the department shifted to the remote provision of services, SCHW maintained a reception/ phone line that was open to support students daily on weekdays between the hours of 9:00 a.m. to 4:00 p.m. (3:00 p.m. between the months of May and August).

**1800** Phone calls received

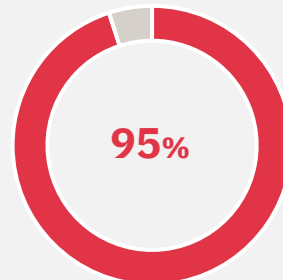
**11** Calls per day on average

## Callers

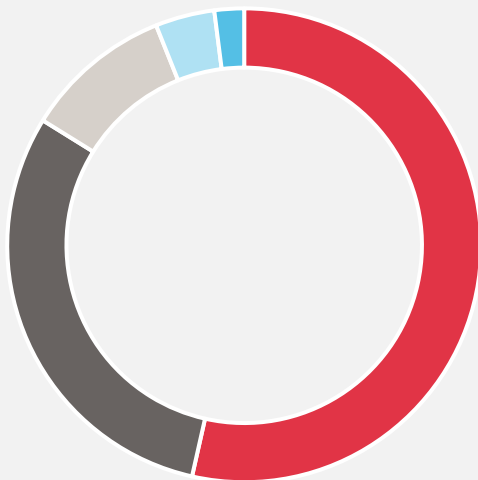


of callers identified as students

## Inquiries by Campus Type



of callers inquired about services related to Keele campus.



## Inquiries by Service Area-related Topic:

**53%** SCHW/Counselling

**30%** Registrar's Office

**10%** Student Accessibility Services

**4%** Academic Advising

**2%** Other

## Distribution of SCD Client Demand by Unique Student\*

Data Collection Period: Fall 2019

\*Each number in the grid represents a unique student who accessed SCD counselling services between September to December of 2019

		# of Walk-in Counselling Sessions						Total	
		0	1	2	3	4	5		6
# of Ongoing Counselling Sessions	0	632	97	16	9	2	1	<b>757</b>	
	1	25	22	15	2			2	<b>66</b>
	2	13	11	5	2	1	1		<b>33</b>
	3	5	12	5	2		1		<b>25</b>
	4	4	8	3	2	1			<b>18</b>
	5	7	7	6					<b>20</b>
	6	8	4	2					<b>14</b>
	7	2	1	1					<b>4</b>
	8		4	1					<b>5</b>
	9				1				<b>1</b>
	10								<b>0</b>
	11								<b>0</b>
	12								<b>0</b>
	13	1							<b>1</b>
	14								<b>0</b>
	15								<b>0</b>
	16	1							<b>1</b>
Total	<b>66</b>	<b>701</b>	<b>135</b>	<b>25</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>945</b>	

**77%** of students accessing SCD counselling services were serviced through 1-2 walk-in sessions.

**95%** of students accessing SCD counselling services were serviced through 1-2 walk-in sessions and/or up to 8 ongoing sessions.

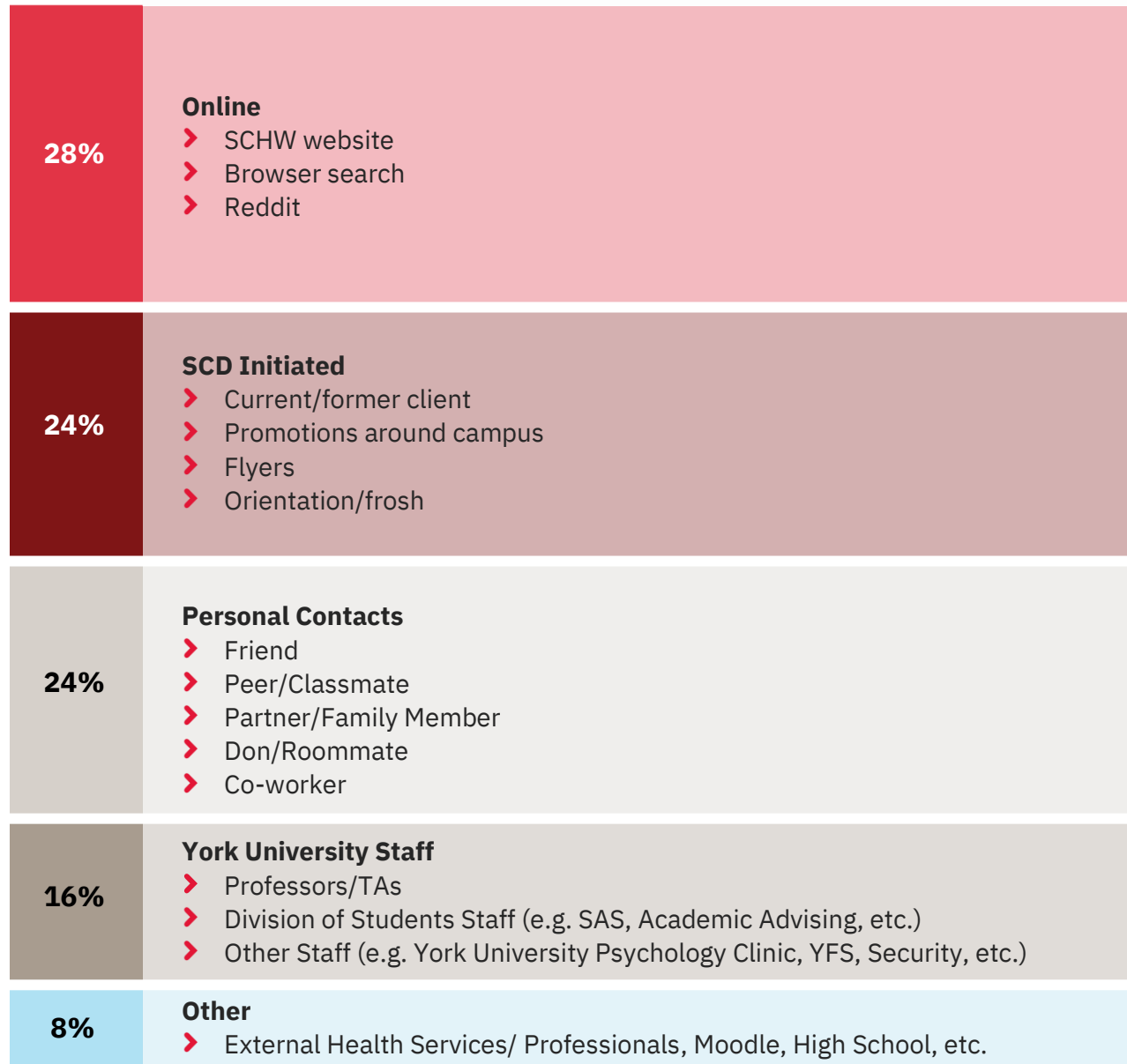
### Learnings & Insights:

The switch from the historical intake model to the current walk-in model in December of 2018 was predicated on the fact that relatively more students require brief counselling supports and relatively fewer students require intensive counselling supports. Assessing the distribution of client demand helps the department with determining how our current service delivery model meets the needs of the student population. It also provides insight into how staffing and other departmental resources may be best allocated (e.g. having staff dedicated to providing walk-in vs. ongoing services proportionally to the demand from students).

## How Students Learn about SCD Services\*

Data Collection Period: Sept 2019 – April 2020

\*Student submissions on the walk-in counselling form, n= 717



### Learnings & Insights:

Response from students regarding how they learn about our services supports the department with developing a comprehensive communications strategy and tailoring outreach and promotional activities for the needs and interests of specific groups.

## Presenting Issues Students Seek out Support for at SCD\*

Data Collection Period: Sept 2019 – August 2020

\*Challenges that students/clinicians identify through walk-in counselling sessions, n=1959

Presenting Issue	%
Anxiety	18%
Academic	12%
Depression	11%
Interpersonal/Relationship	11%
Stress	9%
<b>Top 5 Total</b>	<b>62%</b>

Presenting Issue	%
Trauma	5%
Family Conflict/Pressure	4%
Self-Esteem	4%
Adjustment	3%
Suicidal Ideation	2%
<b>Top 10 Total</b>	<b>79%</b>

Presenting Issue			%
<b>Others</b>			<b>21%</b>
Abortion	COVID-19	Homesick	Perfectionism
Abuse	Debt	Housing/Homelessness	Phobia
ADD	Disability	Identity	Pornography
Addiction	Discrimination	Immigration	Pregnancy
ADHD	Disorder Eating	Insomnia	Procrastination
Anger	Dissociation	Intrusive Images	Psychosis
Asperger's	Domestic Violence	Irritability	PTSD
Attachment	Emotional Dysregulation	Isolation	Racism
Autism	Employment Disability	Learning Disorder	Schizophrenia
Bereavement	Fatigue	Legal	Seizures
Bipolar	Finances	Loneliness	Self-Esteem
Body Image	Focus	Mania	Sexual Violence
Boundaries	Frustration	Microaggressions	Sleep
BPD	Gender	Mood Disorder	Speech Disorder
Bullying	Goals	Motivation	Sexuality
Burnout	Grief	Negative Thoughts	Substance Abuse
Career	Hallucinations	Nightmares	Suicidal Ideation
Caregiver Stress	Happiness	OCD	Time Management
Communication	Harm to Self/Others	Panic	Work
Coping	Health- Self/Others	Personality Disorder	Worry

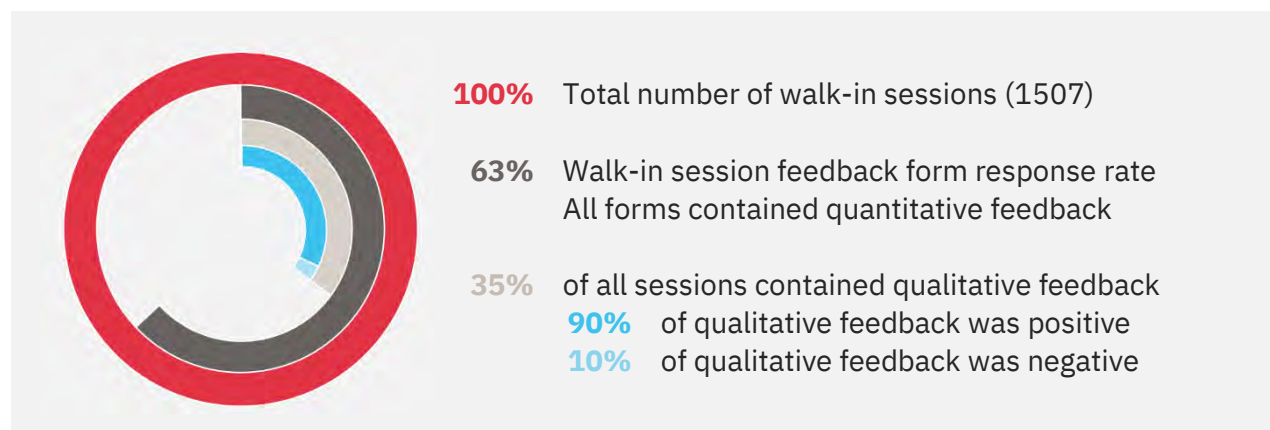
### Learnings & Insights:

Tracking the frequency of challenges that students present with to SCD allows the department to develop workshops, services, and resources for particular groups of audiences and seek additional training/professional development in high-needs areas. Sharing the breadth of challenges support is sought for through outreach initiatives also helps to normalize conversations around mental health and encourage student help-seeking behaviours.



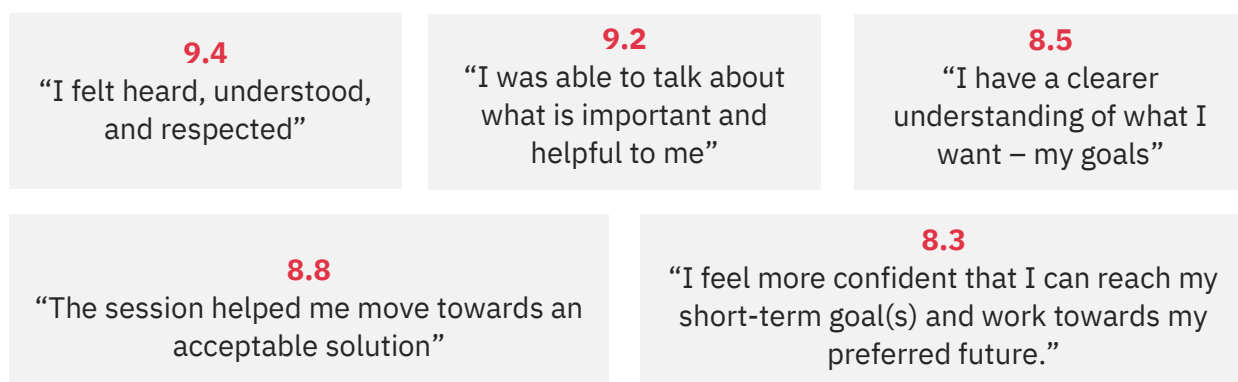
## Walk-in Counselling Feedback

Data Collection Period: Sept 2019 – February 2020



### Quantitative Feedback

Solicited through the use of rating scales (1-10), the averages of which are provided below:



### Qualitative Feedback

*“I feel confident to begin my healing process and I am really happy with the outcome of this session. Thank you.”*

*“The person I met with was extremely kind. I felt well heard & respected.”*

*“My priorities are set... thank you for providing this service, it feels like I have less weight on my shoulders.”*

*“The session was very helpful as I was able to put things into perspective and was given realistic, concrete solutions.”*

*“This is great service. I feel better walking home.”*

The top three concerns included: feeling rushed, unsure about how to access ongoing counselling, and wanting to see the same counsellor.

### Learnings & Insights:

Access to real-time feedback provided by students allows the department to determine what we are doing well and how we can continue to improve our services to enhance their quality and accessibility.

# Future Initiatives

Our work over the next academic year will focus on three interdependent areas:

## Well-being Strategy for the Division of Students

- Onboarding the Assistant Director and Nurse Practitioner/Manager
- Strengthening our partnership with CASS and engaging with the Knowledge Keeper to act as adviser to Assistant Director Well-being in the development of a Divisional Well-being Strategy which incorporates an Indigenous lenses and ways of knowing
- Continue to build on the successes of the Division of Student's Well-being Report, Mental Health Steering Committee, and the Well-being Steering Committee
- Reconfigure departmental mental health and well-being services under a [stepped-care model](#) and in accordance with the recently released [National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students](#)
- Conduct an internal evaluation on the processes and outcomes associated with the organizational realignment of Student Counselling, Health & Well-being (formerly known as Health Education & Promotion and Student Counselling & Development)
- Present a Well-Being Strategy for the Division of Students
- Present a plan for the creation of a well-being clinic on campus



## Data Collection within the Department

- Create a [Data Inventory](#) which informs who collects each measures, the frequency of collection, and how measures are to be used to inform continuous improvement
- Consider how datasets provided through the [National College Health Assessment \(NCHA\)](#) as well as the [Canadian Campus Wellbeing Survey \(CCWS\)](#) complements

- data we already collect in-house
- Work with our campus partners to explore how COVID-19 has impacted student mental health and well-being
- Examine the impact social determinants of health have on health-service accessibility
- Supporting York University's progress towards collecting race-based data



### Ongoing Efforts to Embed Anti-Oppressive and Equity, Diversity, and Inclusion (EDI) Perspectives into our Work

- Engage in an anti-oppressive review of departmental policies and processes
- Incorporate anti-racist and anti-colonial lenses into the well-being strategy
- Continue external clinical consultations for staff
- Explore additional training for counsellors on unconscious bias, diversity and inclusion, accessible services and other topics through [internal/external](#) contacts
- Engage with staff and students, especially those who identify as racialized, gender/sexually-diverse with [identifying gaps](#) and supporting historically underserved groups through the following ways:
  - Developing new online toolkits, programs, and content
  - Considering how communication strategies and channels may be tailored to maximize impact
  - Developing positive attitudes towards help-seeking behaviours
  - Reducing stigma around mental health supports
  - Addressing racial/structural discrimination and barriers
  - Implementing identity-specific peer health educators/outreach teams



# Appendices

## Anti-Oppressive Clinical Consultation/Practice Framework\*

\*This a working framework developed through training and consultation provided by an [external consultant](#). SCHW encourages readers of this report to critically reflect on their own social location and privilege and how they can be an agent of change to support anti-oppressive work in their own lives. Additional information on Cultivating Brave Spaces can be found [here](#).

### What is Anti-Oppressive Practice?

Anti-Oppressive Practice (AOP) recognizes that factors such as race, ethnicity, gender, sexual orientation, ability, age, and religion (among others) shape an individual's social location in society and contribute to systemic inequalities. It seeks to address the pervasive impacts of societal, relational, systemic, and institutionalized inequity and oppression. Individuals who seek to work through an anti-oppressive lens should commit to a code of conduct that prioritises openness, transparency, and connection. Examples are as follows:

### Cultivating Brave Spaces

- › Allow marginalized voices to take up space and be heard
- › Create meaningful opportunities to learn from the lived experiences of others
- › Develop an accountability system

### Practicing Anti-Oppressive Listening

- › Provide others with choice and the agency to develop and own their narrative
- › Acknowledge different measure of determining success
- › Recognize/acknowledge and past harms

### Engage in Critical Self-Reflection:

- › Recognize your [social location and power](#) and how this may result in social privilege (e.g. the benefit of the doubt, interpersonal power, etc.)
- › Interrogate your biases and assumptions (e.g. how you respond when your beliefs are challenged, whether your comfort/willingness to work/engage with others align with those who share your same race, ethnicity, class, language, level of education, etc.)

### Design for Inclusion

- › Collaborate with others on goal setting and road-mapping
- › Demystify the process and share your knowledge with others





*Beautiful Emotions, Nasreen Khan '19*

**Student Counselling, Health & Well-being**  
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