2

Student mental health and well-being
is instrumental in students’ academic engagement and success, and recognizing its importance is fundamental to student life at UBC.

UBC’s focus on people, undergraduate and graduate student experiences, and the development of a vibrant intellectual community is strengthened significantly through a commitment to enhancing student mental health and well-being.

Student learning goals

1. Enhance the quality and impact of teaching for all students.

2. Expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op / practicum / internship opportunities.

3. Support student well-being, personal development, and positive affiliation with UBC through outstanding campus life programs and service excellence.
While it is important to focus on students in need of professional intervention and care, without a more integrated approach to mental health and well-being we will not structurally and systemically impact our community in ways that broadly support mental health and well-being for all students.

Levels

LEVELS OF INTERVENTION, STRATEGIES, & TABLE OF CONTENTS

3 Students needing professional intervention / care. Students with more complex and serious concerns.

2 Students wanting / needing skill development.

1 All students.

LEVELS

1

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Supportive environment .................. 8

1 & 2

Increase mental health awareness and self-management skills .................. 10

2

Early identification of students needing assistance and connection to appropriate resources ........ 12

3

Adequate, timely mental health services ........ 14
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STRATEGIES
Institutional policies and practices can have a significant impact on student mental well-being. They reinforce certain values and behaviours which in turn affect student experience.

**Objective**

Align policies and practices with goals of transforming student learning and interaction. Review, revise, and/or develop policies and practices to reinforce values and behaviours that support student learning and well-being.

**Priority Areas**

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>Current Progress</th>
<th>Opportunities / Action Items</th>
<th>Responsible</th>
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</thead>
<tbody>
<tr>
<td>Policy Review</td>
<td>Review policy through the lens of how it impacts on student mental health and well-being. The Faculty of Graduate Studies will review graduate student specific policies and practices.</td>
<td>Facilities</td>
<td></td>
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<tr>
<td>Policy 14: Response to At-Risk Behaviour</td>
<td>The revised policy, “Response to At-Risk Behaviour”, extends scope to include threat of harm to self and clarifies who is responsible for responding. Further clarification of protocol/procedure related to notification and response to threat of self-harm and harm to others is underway.</td>
<td>Facilities, Vice President Students Office</td>
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<tr>
<td>Academic Concessions Policy &amp; Practice</td>
<td>A draft plan to guide concessions practice has been developed by a subcommittee of Associate Deans, Counselling Services and Student Health Service and some aspects of the draft plan have been incorporated into the last revision of the Concessions Policy. However, the ongoing practice of granting concessions continues to rely heavily on health professional’s documentation. Not only is this problematic in cases where a student has not visited a health care profession for the concern in question, it misses the opportunity to engage a student in identifying barriers to academic success and developing and implementing strategies to address these. Ongoing practice also continues to be inconsistent across academic programs.</td>
<td>Facilities, Vice President Students Office</td>
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<tr>
<td>Policy 73: Academic Accommodations for Students with Disabilities</td>
<td>Practice of referral to Access and Diversity regarding accommodations for students with chronic, ongoing mental health problems is inconsistent across academic programs.</td>
<td>Develop clear expectations/criteria for referral to Access and Diversity regarding academic accommodations for students with chronic, ongoing mental health problems to enable more consistent implementation of Policy 73 across faculties and student services.</td>
<td>Student Services, Facilities</td>
</tr>
<tr>
<td>Student Learning Plan</td>
<td>Identified as a key strategy recommendation in the Excellence in Advising Report and Assist BPR as a means of facilitating transformative student interactions with faculty and staff. Enables more proactive identification of potential barriers to academic success and the development of self-management skills to optimize all dimensions of student’s experience (learning, well-being, career development, etc.). Learning plans are being piloted in Arts and Science, and Kinesiology. Complete development of a common student learning plan and implement as a framework informing all advising work across faculties and student services. Determine how the Learning Plan can be applied to the graduate student context. Determine what kind of training this might require for student services, undergraduate, and graduate advisors. Complete Development of a common student learning plan and implement as a framework informing all advising work across faculties and student services.</td>
<td>Facilities &amp; Student Services, VPA, Student Services, Faculties</td>
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* = priority faculty action item.
Supportive environment

Student engagement and connection/belonging to the campus community has a positive impact on student mental health.

Objective
Create a campus environment that supports meaningful student engagement and connection to the campus community.

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| **Reward & Recognition**        | The following are examples of alignment of UBC’s rewards & recognition systems with initiatives that promote student engagement and positive affiliation with the campus:  
  - CABSD Awards  
  - Student Leadership and Peer Program reward and recognition events.  
  - Okanagan Reception for graduating student leaders, Faculty of Arts | Continue to look for opportunities to reward engagement promoting initiatives.  
  - Graduate student recognition might include:  
    - Encouraging students to engage in the three-minute thesis.  
    - Graduate student intellectual community development funds (under consideration). | Faculties & Student Services |
| **Space Development**           | The following are examples of spaces that have been intentionally developed to support student engagement and to foster a sense of connectedness/positive affiliation with the university:  
  - Residences  
  - Centre for Student Involvement  
  - Global Lounge  
  - Abdul Ladha Science Student Centre | Develop standards for space development that reinforce student engagement and positive affiliation.  
  - The following offer opportunities to foster enriched learning experience through the creation of space:  
    - SUB space re-development to include a focus on student wellness  
    - Colleges  
    - Develop opportunities for both graduate as well as undergraduate students to come together to promote connectedness. | Faculties & Student Services |
| **Create Small Communities**    | Examples of the creation of smaller communities within the campus community to reduce students’ isolation and enhance their sense of belonging include the following orientations, peer, leadership, mentorship, & first year student programs:  
  - Undergraduate Societies  
  - SCI Team, Science Mentoring Program, First-Year Seminar in Science  
  - Arts One, CAPS, Meekison Lounge, Arts Mentoring programs  
  - APSC Reading Rooms and Study Space  
  - Jump Start for international and aboriginal students  
  - Grad Student on-line forum, “Winter Connections” for new international students beginning Term 2; St. Johns and Green Colleges. | Look for opportunities to extend and integrate peer and student leadership training and development across student services, faculties and student organizations.  
  - Graduate student peer and leadership programming might include:  
    - Graduate student peer writing groups  
    - Research Commons  
    - Development of local (dept. and faculty) based societies by graduate students.  
    - Enhanced peer orientation, possibly funded through the Teaching Learning Enhancement Fund (TLEF). | Faculties & Student Services |
| **Enhance Student Advising**    | The excellence in student advising report outlines a range of recommendations for strengthening student advising to facilitate transformative student interactions between students and faculty/staff across the campus community.  
  - The Student Interaction Transformation Project has been established as a means of acting on these recommendations and consists of a number of specific initiatives including:  
    - Advising Standards and Philosophy  
    - Online Advising Management System (OAMS)  
    - Knowledge Base System | Integration of Advising Standards and Philosophy throughout faculty and student services advising interactions with students.  
  - Determine applicability of the OAMS for graduate student advising (preliminary discussion has been held between the OAMS project group and the Faculty of Graduate Studies).  
  - The Faculty of Graduate Studies is expanding supervisor training with both online materials and department visits.  
  - Partner with Counselling Services/Student Health Service to develop and deliver resources specifically to graduate student supervisors for supporting student mental health and responding to student mental health difficulties. | Faculties & Student Services |
Increase mental health awareness & self-management skills

Builds students’ capacity to maintain wellness and prevent mental health difficulties.

Objective
Increase students’ awareness of the impact of mental health on academic success, how to maintain mental health, early signs of poor coping and strategies, resources and services to help regain mental well-being.

Priority Areas

<table>
<thead>
<tr>
<th>Awareness &amp; Skill Development</th>
<th>Current Progress</th>
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<tbody>
<tr>
<td>Resources:</td>
<td>The following are examples of resources currently being implemented to build students’ awareness of the impact of mental health on academic success. They are also aimed at building students’ capacity to understand signs and symptoms of poor coping and to intervene on their own behalf in a more timely way to prevent the onset of more serious mental health difficulties.</td>
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<td>Annual Awareness Campaigns:</td>
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<tr>
<td>• Healthy Minds at UBC</td>
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<td>• Suicide Awareness Campaign</td>
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<td>focusing on reducing signs</td>
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<tr>
<td>and building awareness of</td>
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<tr>
<td>signs/symptoms of suicidality, and resources/services available.</td>
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<td>Comprehensive Web Resources:</td>
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<td>• Live Well Learn Well launched in 2010</td>
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<tr>
<td>• Programs offered through the Learning Commons</td>
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<tr>
<td>Programs &amp; Services:</td>
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<tr>
<td>A number of programs and services, including peer programs, operate across student services, faculties, and student groups. These offer a range of support including information, advising, coaching and advocacy. The following are examples of current programs and services that build capacity through skills development and supportive resources:</td>
<td></td>
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<tr>
<td>• Science Peer Academic Coaches, Science mentoring programs</td>
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<td>• Learning Commons</td>
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<td>• Centre for Professional Skills Development, APSC</td>
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<tr>
<td>• Jump Start for international and aboriginal students</td>
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<tr>
<td>• Faculty of Graduate Studies integrates information about well-being resources into orientation events. GPS offers sessions on time/stress management, “Getting Back on Track”, conflict resolution, etc.</td>
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Opportunities / Action Items

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<tbody>
<tr>
<td>Faculty have full shared ownership of mental health promotion to reinforce its value as integral to academic success and to influence behaviour.</td>
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<td>This involves adopting and integrating key messages regarding the importance of mental well-being for academic success through existing student information sources within faculties.</td>
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<tr>
<td>A short statement in course syllabi offers significant opportunities to reinforce the importance of maintaining mental well-being.</td>
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<tr>
<td>Reinforce mental health awareness through the development of a credit elective course, open to all students on maintaining mental health and well-being.</td>
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<tr>
<td>Determine applicability to graduate student experience (possibly part of GPS).</td>
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<tr>
<td>Collaborate with student led programs and initiatives to maximize impact where possible</td>
</tr>
</tbody>
</table>

ALL STUDENTS & STUDENTS WANTING/NEEDING SKILL DEVELOPMENT

Increase mental health awareness & self-management skills
Objective

Create a coordinated, campus-wide system to enable early identification of students who may need support and timely connection to resources and services.

Early identification of students needing assistance and connection to appropriate resources

Priority Areas

Current Progress

Early Alert System

An early alert system is being rolled out that creates a centralized, coordinated approach to identifying students who may be in need of assistance and connecting them to resources and services to address any concerns in a timely manner. Enables a caring, coordinated and holistic approach. Maximizes the potential for helping a student address any concerns before they become barriers to academic success and minimizes the possibility of students falling through the cracks.

This is a multifaceted program that involves:

• Training faculty, staff and students in indicators of concern and how to report this to the early alert system.
• Creating a centralized database capable of tracking student concerns, actions taken, and follow-up.
• Developing clear protocols for assessment, and response to student concerns.

Opportunities / Action Items

Responsible

Promote the Early Alert System within Faculties; establish clear expectations and supports for participation.

Promote the three-hour, “Responding with Respect” program offered through UBC Human Resources, Health Promotions Program, for all faculty and staff.

Provide Mental Health First Aid training for academic and student services advisors who work directly with students in need of assistance, including graduate advisors and graduate secretaries.

In addition to the direct benefit these programs have for faculty and staff well-being, they also benefit student well-being by supporting identification and referral of students with mental health concerns.

Priority Faculty Action Item.
Objective
Provide timely access to an initial assessment and referral to the most appropriate level of professional intervention. Establish a streamlined continuum of care.

ADEQUATE, TIMELY MENTAL HEALTH SERVICES

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<tr>
<td>Triage System</td>
<td>Implemented in 2010, the Triage System provides access to initial assessment within 24 hours and rapid matching to services and resources. This function as the initial point of contact for admitted and registered students needing professional mental health care.</td>
<td>Continue to evaluate and strengthen the program as indicated.</td>
<td>Counselling Services</td>
</tr>
<tr>
<td>Point of Contact &amp; Continuum Of Care</td>
<td>Counselling Services and Student Health Service function as the initial point of contact for mental health and physical health concerns respectively. These units operate a collaborative shared care approach to the treatment of depression consistent with stepped care provincial guidelines and apply this general approach to the full range of mental health concerns. As such, irrespective of which office a student accesses initially, they will be assessed and referred to the most appropriate level of treatment/office, including referral to community resources, depending on the nature and severity of their presenting concerns.</td>
<td>Clarify referral/access points for services with faculty advising offices, faculty, and staff.</td>
<td>Counselling Services, Student Health, Faculties</td>
</tr>
<tr>
<td>Emergency Appointments</td>
<td>Both Counselling Services and Student Health Service provide same-day appointments for emergencies and urgent concerns.</td>
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<td>Counselling Services, Student Health Service</td>
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</table>
Objective
Establish clear protocols to mitigate risk and manage more complex student concerns requiring a level of coordinated response which is beyond the capacity of individual departments and units.

Case management and risk mitigation protocols

Case Management and Risk Mitigation Protocols

<table>
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| Case Management and Risk Mitigation Approach | Protocols within this approach are designed to:  
• Support students with mental health difficulties whose academic status is in jeopardy.  
• Facilitate more extensive liaison with community resources where necessary.  
• Effectively balance student and university needs in cases of significant ongoing risk to self or others and/or behaviors that significantly impact other’s ability to learn/teach. | Establish consistency across faculties regarding implementation of protocols to provide greater clarity and guidance for faculty and to reinforce implementation of an institutional approach to more complex, serious student concerns. The Faculty of Graduate Studies has developed an internal team to track and discuss complex student cases, including those with mental health considerations. | Student Services, Faculties |

The following are key areas of protocol development:
• Timely notification of concern regarding academic jeopardy, clarification of expectations, identification of options to support student academic success and well-being.  
• Behavioral contracts  
• Mandated psychological assessment  
• Voluntary and involuntary leave  
• Re-entry process.

The case management approach in combination with the early alert system will enable aggregation of data relating to student concerns across departments and facilitate a coordinated response to the broad range and severity of student concerns. Ongoing full partnership in collaborative efforts to promote student mental well-being.

Case Manager Position
A Case Manager has been hired to facilitate the case management approach. The Case Manager also plays a central role in the Early Alert System. Student Development and Services

Mental Health Advisory Committee
A Mental Health Advisory Committee has been established to provide consultation support to the Case Manager in the implementation of case management protocols and to determine the most appropriate course of action in all cases involving significant ongoing risk to self or others and/or behaviors that significantly impact other’s ability to learn/teach.