THINKING WELL

Supporting Post-Secondary Student Mental Wellness in Newfoundland & Labrador
OUR CONSULTATIONS

5 communities
25 discussion forums
130 in-person participants
534 survey responses
KEY ELEMENTS

• Student online survey
• Faculty/staff online survey
• Discussion sessions with
  • Students
  • Staff
  • Community/government partners
• Literature review
STUDENT SURVEY DEMOGRAPHICS

Left Pie Chart:
- 63% Studying in St. John's
- 12% Studying online
- 25% Studying elsewhere

Right Pie Chart:
- 71% University students
- 25% College students
- Other students
• 80% of student survey respondents identified as female, 7% as male
• 45% of NL respondents from St. John’s
• 5% had left school before completion, all for mental health reasons
• In-person session demographics more balanced
## Checking In

<table>
<thead>
<tr>
<th>How would you rate your mental health?</th>
<th>College Students</th>
<th>University Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Fair</td>
<td>42%</td>
<td>32%</td>
</tr>
<tr>
<td>Good</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td>Very Good</td>
<td>3%</td>
<td>13%</td>
</tr>
</tbody>
</table>
STUDENT IDEAS

• Training for faculty
• Access to clinical/external support
• Lower barriers
• Stronger accommodations

• More support within the school ecosystem
• Services that respect diversity
• Supporting resilience

Future Launch
### STAFF AND FACULTY

**How frequently do you encounter the following mental health issues in the students you work with?**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Faculty (Out of 5)</th>
<th>Student Support Staff (Out of 5)</th>
<th>Other staff (Out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>4</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Depression</td>
<td>3.3</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Suicide</td>
<td>1.9</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>2.2</td>
<td>2.1</td>
<td>2.3</td>
</tr>
<tr>
<td>Students Feeling Overwhelmed</td>
<td>4.1</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Other mental health challenges</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
</tr>
</tbody>
</table>

SCORE FROM 1 – NEVER TO 5 – VERY OFTEN
Since you've been in your role, have you seen a change in the frequency with which you see any of these issues?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Faculty</th>
<th>Student Support staff</th>
<th>Other staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>+1.4</td>
<td>+1.3</td>
<td>+1.5</td>
</tr>
<tr>
<td>Depression</td>
<td>+1.1</td>
<td>+1.1</td>
<td>+1.2</td>
</tr>
<tr>
<td>Suicide</td>
<td>+0.5</td>
<td>+0.2</td>
<td>+0.8</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>+0.3</td>
<td>-0.1</td>
<td>+0.4</td>
</tr>
<tr>
<td>Students Feeling Overwhelmed</td>
<td>+1.3</td>
<td>+1.5</td>
<td>+1.3</td>
</tr>
<tr>
<td>Other mental health challenges</td>
<td>+1.1</td>
<td>+1.3</td>
<td>+1.4</td>
</tr>
</tbody>
</table>

Score from -2 (much less frequent) to +2 (much more frequent)
<table>
<thead>
<tr>
<th>Type of respondent</th>
<th>Percent saying &quot;very much so&quot;</th>
<th>Percent saying &quot;somewhat&quot;</th>
<th>Percent saying &quot;not really&quot;</th>
<th>Percent saying &quot;not at all&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>All responses</td>
<td>31%</td>
<td>39%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>Contract faculty</td>
<td>22%</td>
<td>44%</td>
<td>30%</td>
<td>9%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>57%</td>
<td>29%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Full-time faculty</td>
<td>30%</td>
<td>39%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>Student support staff</td>
<td>48%</td>
<td>28%</td>
<td>20%</td>
<td>2%</td>
</tr>
<tr>
<td>Management staff</td>
<td>23%</td>
<td>77%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Administration</td>
<td>29%</td>
<td>47%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>39%</td>
<td>28%</td>
<td>0%</td>
</tr>
</tbody>
</table>
STAFF IDEAS

• Training for faculty and staff
• More outreach and student support
• Coping skills and resiliency
• Training for students

• Stigma reduction
• Enhanced accommodations
• More engagement with community-based services
• Bringing mental health into the classroom
STAFF IDEAS

• Supporting peer supports and safe spaces
• Limiting abuse of the system

• Better support for online learners
• Improved strategies and policies
STUDENT MENTAL WELLNESS AND THE NEW ECONOMY

• Empowering people for the gig economy
• Thriving in the new workplace
• Meaningful economic inclusion and skills for self-advocacy
• Mental wellness and empowerment
THEMES

THE CONVERSATION HAS CHANGED

SEPARATING SITUATIONS AND ILLNESSES

THE POWER OF PEERS

EMPOWERING STAFF AND FACULTY
THEMES

COPING SKILLS

PHYSICAL SPACES MATTER

ADDRESSING SUBSTANCE USE/MISUSE

IT IS DIFFICULT TO REACH YOUNG MEN
THEMES

DISTANCE LEARNING OPPORTUNITIES AND CHALLENGES

INTEGRATION WITH COMMUNITY SUPPORT SERVICES
OPPORTUNITIES
FOR INVESTMENT
GAPS TO FILL

• Investing in peer support
• Creating wellness spaces for students
• Distance learning integration
GAPS TO FILL

- CRITICAL TRAINING
- BURSARY PROGRAMS
- MANUALS FOR FACULTY
- LIFE SKILLS PROGRAMS
TRANSFORMATIONAL INVESTMENTS

- RESILIENCE CURRICULUM
- INTEGRATED SERVICE DELIVERY
- EMPOWERMENT FOR MENTAL WELLNESS
- ADDRESSING THE SOCIAL DETERMINANTS
CRITICAL CONVERSATIONS

- Targeted supports for students who identify as male
- Strengthening community-campus connections
- Talking about language
- Substance use and misuse
WWW.CHOICESFORYOUTH.CA/THINKINGWELL