Committee on Student Services  
Wednesday February 26, 2020 – 1:30-3:30 PM  
Venue: Education Building, Room 133

Attendees: Rick Hink, Lina Di Genova, Darlene Hnatchuk, Martine Gauthier, Tatyana Romeus Kebe, Ffion Hughes, Lucyna Lach, Madeline Wilson, Jonathan Britt, Valerie Orsat, Bassam El-Khoury, Kira Smith, Vera Romano, Ariunaa Bayarsaikhan, Deborah Chan, Aimee K. Ryan

Regrets: Billy Kawasaki, Andre Lametti, Leela Riddle-Merritte, Sophia Esterle, Fabrice Labeau, Rosella De Stafano, Heri Schoucair, Mu Rong Yang, Nancy Czemmel, Ms., An Bui

Meeting called to order: 1:32pm.

AGENDA

1. Approval of Agenda

   The agenda was approved.

2. Approval of Minutes

   Notes from the last meeting (attached).

   The minutes from the last meeting were approved.

3. Brief Re-Introductions

   Round table: Members introduce themselves, their organization/unit, and their involvement in student services.

   The committee members introduced themselves, their unit/role within the university.

4. National Survey Stats (Lina)

   Lina Di Genova, Director of Strategy, Assessment and Evaluation and Vera Romano, Director of the Student Wellness Hub presented highlights from the National College Health Assessment (NCHA) 2019 data. The presentation is attached below.

5. Hub Stats and Hub Updates (Martine and Rick)

   Including new Hub myth-busting campaign.

   Martine Gauthier gave an introduction to the Hub. The Hub had a soft launch in the summer of 2019 and officially launched the Fall of 2019. Martine Gauthier, Executive Director of Student Services, Vera Romano, Director of the Student Wellness Hub and Rick Hink, Director of Communications, presented on some statistics of the Hub. The presentation is attached below.
V. Romano: Currently all pre-booked appointments in the Hub are released on Wednesdays and are completely taken by the afternoon. We are looking into other options such as having evening appointments however there is a lot of consideration for this. Also, we are continuing to work with Procurement Services to move forward with online booking.

M. Wilson: It is good that there are many students are satisfied; however, it is still important to acknowledge the 8-9% who are dissatisfied.

V. Romano: We do not wait for the end of these surveys to adopt new and better protocols. For example, a staff member reached out to a student who posted on social media describing their difficulty accessing the Hub. This was done from a place of care but it was felt by the student and the social media community that this was an inappropriate way to reach out. From this feedback, the Hub has now adopted a new protocol where they reach out to the students via private message and encourage the student to call the Hub, rather than the Hub calling the student.

F. Hughes: I was at the Thompson House trivia night when the question “what professional at the Hub can you see”. When the question was asked, everyone erupted in laughter because the general perception is that you cannot get appointments at the Hub if you try.

V. Romano: This is a dangerous myth because there are same day drop-in appointments available everyday. It is tragic that these appointments are going unused because of this myth.

R. Hink: In the Hub Facts myth busting campaign, there is a section about the number of available appointments.

Rick Hink presented the Hub Facts myth busting campaign, hubfacts.ca. There is also a feedback link if people want to ask other questions. In the first couple of weeks, 17,000 to 20,000 people had been exposed to the campaign based on Facebook’s measure.

6. **Strategic Plan Update**
Status of strategic plan process and plan moving forward.

M. Gauthier: Yesterday, Student Services had a consultation session with all Student Services staff where they worked together in small groups on case studies to create ideal Student Services scenarios. For the Strategic Planning process, we are currently working internally but we will be doing consultations with students and the McGill community as well.

7. **Suicide Framework Update**
Overview of the progress that has been made in developing this policy.
Role and contributions of CSS in the process.
L. Di Genova: We are continuing with our consultations. We are also working with Suicide Action Montreal to help guide certain portions of the process. We hope to have a draft completed by April. For the role CSS can play, we would love to have people review the draft.

B. El-Khoury: I work in this area and would be happy to participate.

M. Gauthier: One thing that has been arising from the consultation was the idea of having an emergency response team.

A. K. Ryan: When there was a student suicide at the University of Ottawa, I started wondering what would happen if this occurred within my graduate students. For the University of Ottawa, their Associate Deans were well connected with one another so there was great communication.

M. Gauthier: Yes, we have seen this type of response. The draft report will be going to Senate in April.

8. Other Business

There was no other business mentioned.

9. Adjournment

The meeting adjourned at 3:30pm.

Next meeting: Date and time TBD. Venue TBA.
National College Health Assessment (NCHA) 2019
Highlights

Student Services – McGill University
February 2020
Territory

Acknowledgement

McGill University is on the traditional territory of the Haudenosaunee and Anishinabeg nations - a place which has long served as a site of meeting and exchange amongst nations.
• What is NCHA?
  • Methodology
  • Its’ advantages and limitations
  • Why do campuses participate in NCHA?

• McGill & NCHA
  • McGill’s participation history
  • McGill 2019 response rate and respondent characteristics

• Key findings
What is NCHA?

- Web-based survey administered by the American College Health Association
- Collects data on health habits, behaviors, and perceptions

**Advantages:**
- Reliable and valid measure
- National comparison group
- Local benchmarking with regular participation

**Limitations:**
- Self-reported measure
- Non-response bias
Why do campuses participate?

- Identify problem areas
- Allocate resources
- Design evidence-based programs
- Evaluate programming
- Create health promotion campaigns
- Provide needs assessment data
- Start a dialogue
Topics covered by the NCHA survey

1. Health, health education, & safety
2. Alcohol, tobacco, & drugs
3. Sex behavior & contraception
4. Weight, nutrition, & exercise
5. Mental health
6. Physical health
7. Impediments to academic performance
8. Demographic characteristics
9. Canadian questions
10. McGill-specific questions
McGill participated in a Canadian benchmark in: 2013, 2016, and 2019

- 2013: n=472
- 2016: n=346
- 2019: n=646
• Target population:
  • Undergraduate students (including students in Dentistry, Medicine, and Law)

• Response rate:
  • 8% or 644 respondents

• Representativeness:
  • Age distribution
  • Geographic origin
  • Year of study
  • Sex
Respondent characteristics

- Full-time – 95%
- Female – 76%
- Racial/ethnic minority – 35%
- Self-reported disabilit(ies) – 28%
- International – 26%
- On-campus residence – 17%
- Do not work for pay – 62%
Q: How would you describe your general health?

• Excellent
• Very good
• Good
• Fair
• Poor
50% described their health as very good or excellent
83% as good, very good, or excellent
Physical health and wellbeing

NUTRITION
51% eat more than 3 fruits or vegetables per day
(↓ 7% down from 2016)

ACTIVITY
45% meet weekly exercise guidelines
(Similar to 2016)

SLEEP
34% significant sleep difficulties
(↑ 7% up from 2016)
Mental health

FEELING OVERWHELMED
96% felt overwhelmed by all they had to do within the last year
(↑ 5% up from 2016)

MENTAL HEALTH
2 in 3 diagnosed or treated within the last year
(↑ 7% up from 2016)

ACADEMIC IMPACTS
Conditions affecting academic performance of more than 20% of students:
Stress, Anxiety, Sleep, Depression
Q: Within the last 12 months, have any of the following affected your academic performance: eg., Allergies

- This did not happen to me
- Experienced, but academics not affected
- Received a lower grade on an exam, or an important project
- Received a lower grade in a course
- Received an incomplete or dropped a course
- Experienced a significant disruption in thesis, dissertation, research, or practicum work
Impediments to academic performance

- Alcohol use
- Allergies
- Anxiety
- Assault (physical)
- Assault (sexual)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Cold/Flu/Sore throat
- Concern for a troubled Chronic health problem or serious illness (e.g., diabetes, asthma, cancer)
- Chronic pain
- Death of a friend or family member
- Depression
- Discrimination (e.g., homophobia, racism)
- Drug use
- Eating disorder/problem
- Finances
- Gambling
- Homesickness
- Injury (fracture, sprain, strain, cut)
- Internet use/computer games
- Learning disability
- Low impact of Participation in extracurricular activities (e.g., campus clubs, organizations, athletics)
- Other
- Pregnancy (yours or your partner's)
- Relationship difficulties
- STD/I
- Sleep difficulties
- Stress
- Work
- Other

% EXPERIENCING CONDITION WITH ACADEMIC IMPACT
% EXPERIENCING CONDITION
Health education

Q: Have you received information on the following topics from your college or university?
- Yes
- No

Q: Are you interested in receiving information on the following topics from your college or university?
- Yes
- No
| The topics                                      | 1. Stress reduction                  | 11. Suicide prevention               |
|                                                | 2. Sexual assault / relationship     | 12. How to help others in distress   |
|                                                | violence prevention                  | 13. Injury prevention                |
|                                                | 3. STI prevention                    | 14. Violence prevention             |
|                                                | 4. Alcohol and other drug use        | 15. Grief and loss                   |
|                                                | 5. Depression / anxiety              | 16. Relationship difficulties        |
|                                                | 6. Physical activity                 | 17. Sleep difficulties               |
|                                                | 7. Nutrition                         | 18. Tobacco use                     |
|                                                | 9. Eating disorders                  | computer games                      |
|                                                | 10. Cold / flu/ sore throat          |
## Top 5 topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Received</th>
<th>High interest in receiving</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress reduction</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Depression/anxiety</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Sleep difficulties</td>
<td></td>
<td>✓</td>
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</tr>
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<tr>
<td>Relationship difficulties</td>
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</tr>
<tr>
<td>Violence prevention</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>STI prevention</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Alcohol and drug use</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Preferred sources for health information topics

- **Drugs and alcohol**
  - Peer: 25%
  - Nurse: 29%
  - Health educator: 9%
  - Health or mental health professional: 38%

- **Sexual health**
  - Peer: 10%
  - Nurse: 23%
  - Health educator: 25%
  - Health or mental health professional: 42%

- **Physical health**
  - Peer: 6%
  - Nurse: 15%
  - Health educator: 26%
  - Health or mental health professional: 53%

- **Mental health**
  - Peer: 7%
  - Nurse: 3%
  - Health educator: 10%
  - Health or mental health professional: 80%
Thank you!

• For questions/comments, please contact us at:
  • feedback.stuserv@mcgill.ca
Student Wellness Hub
Statistics

October 24th, 2019
Territory
Acknowledgement

McGill University is on the traditional territory of the Haudenosaunee and Anishinabeg nations - a place which has long served as a site of meeting and exchange amongst nations.
Reason for Visit
Access to Information and Checking In

Information Provided on the Phone

- September – Early November 2019:
  - Satisfied: 62.60%
  - Neutral: 21.10%
  - Dissatisfied: 16.30%

- Jan-20:
  - Satisfied: 72.70%
  - Neutral: 12.20%
  - Dissatisfied: 15.10%
Access to Information and Checking In

Ease of Checking In

- September – Early November 2019:
  - Satisfied: 61.50%
  - Neutral: 17.70%
  - Dissatisfied: 20.96%

- Jan-20:
  - Satisfied: 78.70%
  - Neutral: 8.10%
  - Dissatisfied: 13.30%
Customer Service Experience

![Bar chart showing the courtesy of staff for September - Early November 2019 and January 2020 with percentages for satisfied, neutral, and dissatisfied customers.]

- September - Early November 2019:
  - Satisfied: 62.60%
  - Neutral: 21.10%
  - Dissatisfied: 16.30%

- January 2020:
  - Satisfied: 72.70%
  - Neutral: 12.20%
  - Dissatisfied: 15.10%
Customer Service Experience

How would you rate your customer experience with the Student Wellness Hub?

September – Early November 2019
- Excellent: 30.00%
- Very Good: 22.40%
- Good: 24.00%
- Fair: 21.10%
- Poor: 22.00%

Jan-20
- Excellent: 20.50%
- Very Good: 27.70%
- Good: 21.30%
- Fair: 11.90%
- Poor: 13.60%
Professional Experience

![Bar Chart]

- **Professional Treated Me with Dignity & Respect**
  - **September – Early November 2019**
    - Satisfied: 86.20%
    - Neutral: 8.30%
    - Dissatisfied: 5.60%
  - **Jan-20**
    - Satisfied: 88.00%
    - Neutral: 3.00%
    - Dissatisfied: 9.00%
## Professional Experience

<table>
<thead>
<tr>
<th></th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional listened carefully</td>
<td>82.8%</td>
<td>5.4%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Professional explained next steps of care</td>
<td>74.7%</td>
<td>9.7%</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

(Percentages compare to McGill's baseline data.)
Professional Experience

How would you rate your overall satisfaction with the professional you met at the Student Wellness Hub?

September – Early November 2019
- Excellent: 26.70%
- Very good: 20.70%
- Good: 10.80%
- Fair: 12.30%
- Poor: 8.50%

Jan-20
- Excellent: 39.80%
- Very good: 15.70%
- Good: 26.30%
- Fair: 9.70%
- Poor: 8.50%