



SP0147 Final Report

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Project Title: Macdonald Community Wellbeing

Final Report prepared by: Cameron Butler

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Actual Project Start Date: 6/15/2015

Actual Project End Date: 6/14/2016

1. Please summarize the project and its key accomplishments in 1-2 sentences.

(400 characters maximum)

The project focused on expanding the understanding of consent, mental health, and anti-oppression in the Mac community, with a major success coming from student-facilitated workshops done through different courses. Further, the 2 week-long campaigns, #ConsentMcGill and Mental Health Awareness Week had wide impacts.

2. Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Over the course of the project, the exact milestones and deliverables set out by the project team shifted, as the project was implemented and the content and programming was adapted to fit the context of the Macdonald campus. However, those changes were all be inline with pursuing the overarching goal of promoting capacity-development related to the 3 topics (anti-oppression, consent, and mental health), and found impressive success in the engagement of students over the year.

It was decided by the project team that the Student Services-related initiative, Know Your Services, should be removed from the project because other stakeholders on the Macdonald campus were working on similar initiatives. It was decided that this project should be focused more on building the capacity and knowledge around the 3 main topics. As such, there was a shift towards greater focus on developing the workshop series, and establishing clear plans for their delivery within a mixture of courses and events that span the campus community, as well as concrete resources like videos, articles, etc. However, there was increasingly greater collaborations with different Student Services units, including Mental Health Service, Counselling Service, Health Service, and Healthy McGill. They have been engaged in supporting the campaigns and providing feedback and support in the development of mental health and substance use-related workshops. Further, with the cyclical reviews of Student Services, discussions were held around mental health and health service provision at the Macdonald campus and how the different units can work together to provide more holistic and collaborative services.

Consent, Gender, & Sexuality Project and Becoming an Active Bystander were delivered to students through facilitation by a team of student volunteers, Peer Educators, as a new branch of the pre-existing Peer Helper Program. The team, consisting of 9 students (both undergraduate and graduate), were selected through an application process in early September and given training in the Fall semester to provide Gender, Sexuality, and Consent Project as well as Becoming an Active Bystander. They then facilitated Gender, Sexuality, and Consent Project in the Freshman Seminar course to the UO students, as well as facilitating several open workshops for the broader Mac community. In the Winter semester, they were trained to facilitate Invisible Medicines, a workshop on

mental health and peer support, and Safer Partyng, a newly-developed workshop on substance use and harm reduction. This was highly successful and student participants had high praise for the workshops.

The provision of equity-related training for student groups and leaders was not done significantly during the year, though mental health literacy was successfully promoted for MCSS and MCGSS council members, as well as Peer Helpers, through the covering of costs for interested individuals to receive Mental Health First Aid training when it was done in August.

The #ConsentMcGill and Mental Health Awareness Week campaigns, which happened in September and October respectively, were quite successful compared to last year and had a much greater reach. Mental Health Awareness Week was particularly impactful through a more deliberate focus on including installations and stations that students could engage with on their own time with fewer events. It proved to be an incredibly effective strategy that should be used as a guide for future student outreach, education, or engagement initiatives at Mac.

3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

One of the most significant key successes for the project has been partnering with faculty members to deliver the workshops within classes. Dr. Cherestes, who runs the Freshman Program, provided 4 classes of the Freshman Seminar courses over the year to be used for workshops. The course, unique to Mac, is a half-credit seminar course for all UO students to learn about available services and resources on campus. In the Fall semester, Gender, Sexuality, and Consent Project was split and done over 2 weeks. And in the Winter Semester, Safer Partyng (a substance use and harm reduction workshop that is currently being adapted from the Health Promotion workshop to fit the Mac context) was provided, as well as an adapted version of Invisible Medicines (a mental health workshop developed through the Anti-Oppression Programme Project). Peter Enright, Daniele Lori, and Pascal Theriault of the Farm Management Technology Program were also crucially helpful in reaching students in the Farm Management Technology program. With them we have worked out a plan for workshops in different courses throughout the program, including a specially-adapted gender and sexuality workshop as well as a mental health workshop.

The workshops were largely facilitated by the Peer Educators. It was decided in the summer that it would be more effective to maintain and support a team of students to provide workshops over the entire year, as opposed to doing call-outs for volunteers for individuals workshops (as happens with Rez Project downtown). The students who made up the Peer Educators team this year were an incredible group of students who showed a passion and dedication to the social justice and wellness. They were not only strong leaders on campus with regards to anti-oppression, but also grew together as group, developing important facilitation and support skills.

A major challenge was the difficulty in drawing in participants to open events and workshops. Part of the challenge was the smaller pool of students on the Macdonald campus, while the length of the workshops at (typically) 3 hours, was found to be too long for students to wish to attend. This is why there was such a focus on incorporating the workshops into various mandatory settings like courses. A further step to making the workshops more appealing would be more extensive revisions and adaptations of the workshops to shorten them, while developing supplementary materials and resources to ensure that the content and messaging isn't lost.

The challenge of drawing students out to events was especially noticed with the #ConsentMcGill campaign and Mental Health Awareness, where event attendance varied widely and both had events with no students choosing to attend. In response to the mixed turn-out for the #ConsentMcGill events, there was a shift with Mental Health Awareness Week to doing fewer events and more stations and installations. This worked amazingly well. Window installations asking students to write about the challenges they were facing or ways they self-care were well-received and many students engaged with them. It also allowed for students walking past them to read what their

peers had written and have conversations about them. 2 stations, the stationary bike area and the plant sanctuary area, had such positive feedback that side projects are currently being done to turn them into permanent spaces.

One final challenge was figuring out the appropriate reporting structure. This project fundamentally required and focused on collaborations between McGill units and breaking down silos, and implementation over the project was been a reminder of how difficult a mandate that is. While the front-end implementation of the project went smoothly (all events were successfully pulled off, workshops were facilitated well and had strong positive student feedback), it was the challenges behind the scenes that ultimately led to the project failing create structures for long-term implementation. Which unit should take ownership of the project, and who was the ideal supervisor for the Project Coordinator were questions that the project team struggled to answer, and that issue plagued the project throughout the past year.

4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

One of the challenges that was most underestimated at the beginning of the project was the sheer difficulty in collaborating across units and across campuses. McGill is a very siloed institution, and there is a hesitancy to take on responsibilities that could fall under another unit. This was most especially evident and challenging when it came to the workshop series. Some of the workshops came out of the Residence Life Office, while others came out of Health Promotion, or the Office of the Dean of Students, but they were facilitated in classes, which is not the delivery method for the workshops when they're done downtown. This led to a lot of back-and-forth from different stakeholders about which unit would or should be responsible for them based on their existing work, which was at odds with the recognition that the Macdonald campus is fundamentally different from the downtown one, and thus needs programming to be delivered in different avenues.

Clear reporting structures should be fully fleshed out and established prior to the commencement of a project. The mistake of not getting this aspect figured out before the project very much negatively impacted the project and the capacity to connect with stakeholders across the university and build up the project.

Lastly, while alumni can and should be involved in projects, they should not likely be the project lead. From my experience, having been an alumni at the point of project conception and application, and then becoming a staff member to lead the project, I was not sufficiently integrated within the university to effectively engage stakeholders and build future momentum. Having an existing staff member as a champion for the project would have made the process easier.

5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Please outline how the resources that were created during the project will continue to be used. Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.

(Unlimited characters, suggested minimum 1 paragraph)

At this point, there is not clear plan for this project and its initiatives to be continued. An application was submitted for a second year of funding from the SPF to focus on the institutionalization of the work and lessons learned this year, but it was rejected.

All the revised workshop manuals, along with the exit reports for the campaigns, have been compiled in a google folder and shared with the project team and several stakeholders. This ensures that the work put into created resources or compiling the knowledge and content is not lost and can be used later on.

There are 8 workshops in total that were part of this project. A plan has been written up, and is attached to this report, to package the workshops as part of a certificate for students who complete all of them. It also includes the suggested avenue for the workshop delivery, such as which workshops should be done in which classes or

externally, and which stakeholders would be involved. This would be the ideal starting place for long-term implementation of the workshops--following that plan would see even more students receiving the workshops than did this year.

6. In your application, you listed the following other sources of funding: Student Services Innovation Fund (\$2,500); SHHS (\$10,800)

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.

(1,800 characters maximum)

Student Services Innovation Fund - \$0 (proposal for Mac Mental Health Awareness Week did not ultimately go through)
 SHHS - ~\$10,800 (SHHS covered the costs for the Mac Rez Project Coordinator position)

7. Did you purchase equipment or make an installation on campus? Yes No

If yes, please briefly describe how these items will be maintained and used in the future.

(1,800 characters maximum)

8. At the beginning of your project, you submitted a work plan or impact metric that included target measurables or indicators of your project's success (e.g. # of tons of GHG emissions reduced). Please pick 3 indicators that best showcase the success of your project and complete the table below. To share updates on other indicators that you set, please attach an appendix to this report.

Selected Key Success Indicators	Target #	Actual #
# of students given workshops	200	585
# of events (Mental Health Awareness Week and Mac #ConsentMcGill week)	13	13
# of participants (Mental Health Awareness Week and Mac #ConsentMcGill week)	180	277

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

(1,800 characters maximum)

Workshop attendance vastly exceeded the target because of the decision to deliver them through courses. Through that, the slightly-over-100 UO students all went through 4 workshops. For #ConsentMcGill, a large part of the impact was achieved through tabling and 1-on-1 conversations (because people signed up for a raffle, we could estimate the number of people engaged and that's included in the actual number). For Mental Health Awareness Week, we shifted to having numerous installations and stations for people to engage with; there was incredibly positive feedback (all 400 mood buttons we used in one display were taken and worn over the week, the 2 window displays were filled with student response), but those numbers haven't been included in the numbers counted, as it's more difficult to estimate.

9. Please complete the table below for the Standard SPF Key Success Indicators, if the data is available.

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	14
# of people (student, staff, or other) trained in the context of the project	150
\$ raised for project activities subsequent to SPF funding	0
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	25

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.

(Unlimited characters; point form acceptable.)

Macdonald Athletics, Student Services, Student Affairs Office, MCSS, MCGSS, Facilities, Plant Science Greenhouse Group, Department of Dietetics & Nutrition, Farm Management Technology Program, DHNUS, Ceilidh Bar, Peer Helper Program, Twigs Café, Office of the Dean of Students, SACOMSS, SEDE, Out of the Garden Project, Queer McGill, Health Promotion, Counselling Service, Mental Health Service, Health Service, Nightline, MCSS Bookstore, Freshman Program

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below. (1,800 characters maximum)

10. Please rate your project team’s overall satisfaction with the support provided by the SPF Staff. Choose only one response.

- Very Dissatisfied
 Dissatisfied
 Neither Satisfied Nor Dissatisfied
 Satisfied
 Very Satisfied

11. Please provide any feedback or recommendations regarding your team’s experience with the SPF.

(Unlimited characters, suggested minimum 1 paragraph)

Kim and Krista were incredible supports throughout the entire process. They provided valuable feedback while preparing the initial application, and over the course of the project, they were always available and quick to respond to questions. The templates they've created for the project application, budget change requests, progress report, and final report made things much easier and clearer. Not only on a project management level, but also on a personal one, I deeply appreciated their help and interest in the work done this year.

12. If there is additional information you would like to share about your project, please use the field below.

(Unlimited characters)

One important goal of the project was to provide opportunities for students to develop skills and knowledge through the part-time positions created. Below are brief recounts by the student staff describing the benefits they received through their employment:

"Working this year as the Gender, Sexuality and Consent Project Coordinator at Mac Campus was an incredible opportunity. As someone who had already been involved in similar initiatives, having this job allowed me to take my passions and knowledge to another level by learning how to apply theory to practice, and teach others in the process! The process of editing workshop content, consulting with others on Mac Campus about how to make this programming more relevant to them, helping train budding new facilitators, and, of course, giving the actual workshops - all of these aspects were incredible learning opportunities. I've learned more about tailoring broad content to specific group needs, I feel confident in handling logistics of larger scale initiatives, and working with excited volunteers has helped teach me about how to keep volunteers motivated and engaged. I look forward to this

project's continuation, and hope that whoever takes over this role finds ways to further expand this important project!" - Kai O'Doherty, Mac Rez Project Coordinator

"Working on this project was an amazing experience and very enriching opportunity for me. While I came into this job with a strong interest in the content and some experience in the field, I feel that I have acquired a lot of new knowledge and skills. For example, I have now a much better sense of how to mobilize and involve students on important issues such as sexual violence awareness and prevention on campus. I have also learned the importance of wearing different hats, and to relate to different people accordingly. For example, my age and student involvement became my strengths when relating to students on a peer to peer level (recruiting and training volunteers, interacting with students, facilitating workshops, etc.), while my professional experience was key when dealing with student executives, staff, and the university administration. Last by not least, I feel much stronger now in my ability to work in a diverse team, both autonomously and collectively, and in having various levels of accountability as it is the case when working with multiple people on connected projects. I am very grateful for the opportunity and could not have done it without the continued support and constructive feedback that I received from Cameron! " - Sofia Guerrieri, Mac #ConsentMcGill Logistics Coordinator & Safer Partying Workshop Developer

"Organizing Mental Health Awareness week is one of the most enriching experiences I have ever had in my life. One of the most important things I learned was to maintain a positive mental health while planning and being part of the event. I practiced what I wanted to preach. Ever since I have managed my time properly, set limits, be realistic, but at the same time dream big. A two person job can be tough to do. You have to think about everything and you take care of detail." Ceci Portillo, Mac Mental Health Awareness Week Coordinator

13. Has involvement in this SPF project positively impacted your team in the area of professional growth?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

- Yes No Prefer Not to Share

14. Has involvement in this SPF project positively impacted your team in the area of personal growth?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

- Yes No Prefer Not to Share

15. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Budgeting | <input type="checkbox"/> Networking | <input type="checkbox"/> Systems Thinking |
| <input type="checkbox"/> Communications | <input checked="" type="checkbox"/> Planning | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Project Management | <input checked="" type="checkbox"/> Time Management |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Mentoring | <input type="checkbox"/> Stakeholder Engagement | <input type="checkbox"/> Other (Please specify in the field below) |
| <input checked="" type="checkbox"/> Negotiating | <input type="checkbox"/> Stakeholder Identification | |

Other:

16. Since starting your SPF project, has your team improved its knowledge of sustainability?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

Yes No Prefer Not to Share

17. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)

(1,800 characters maximum)

Thank you for completing your Final Report!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.