



SAULT COLLEGE MENTAL HEALTH HUB:

A model for mental health services in Post-Secondary

Proposal 1: MHIF Round 1

The Rural/Northern Access Hub
(now the Mental Health Hub)

Why on-site services?

- Volume of students with mental health problems
- Lack of community resources
- Student finances
- Transportation
- Immediacy
- Knowledge of institutional procedures/policies **
- Internal relationships

THE HUB: Staffing Components

- MH Counsellor (or 2 half-time, one Aboriginal)
- MH Educator
- Psychologist
- Supervisor/Manager
- Elder
- Medicine Man
- Internal partnerships (SCSU, Student Success, Health Centre)
- External partnerships

Structure/Roles of Staff

Mental Health Counsellor

- Review referrals from Counsellors
- Decide most appropriate referral source (MH Counsellor, Psychologist, external)
- Provide Psychotherapy as required

Mental Health Educator

- CMHA
- Anti-stigma/awareness campaigns (development, bookings, and delivery)
- MHFA and safeTALK instruction
- Internal partnership programming
- Faculty consultation
- 2,600 students engaged (events, displays) , 296 staff consultations

Psychologist

- Supervision
- Receives and follows through on referrals from MH Counsellor
- Case consultation

Supervisor/Manager

- Project management
- Partnership protocol/agreements
- Budgets
- Staff
- Programming
- System procedures and protocol
- Professional Development

Elders-in-Residence

- Naming and language
- Spiritual guidance
- Receives and follows through on referrals from MH Counsellor
- Teachings
- Cultural activities
- Ceremonies
- Faculty consultation
- Provided cultural events to 1 608 individuals, 32 consultations with staff/faculty, and 84 meetings with students

Medicine Man

- Private appointments
- Assessment and recommendations based on holistic approach: emotional, physical, mental, spiritual health
- Provision of medicines as required
- Average of 25 students per visit

Proposal 1: Project Activities

- a) Ensure that easily accessible mental health services (crisis and treatment) available on campus are culturally competent
- b) Increase the visibility of mental health services and health promotion campaigns on campus
- c) Continue to raise awareness of mental health challenges of the student population among faculty and staff
- d) Increase resource materials for self-help and staff and faculty
- e) Develop community partnerships to ensure access to services

a. Ensure culturally-competent accessible services

- Aboriginal Elders
- Cultural activities
- Ceremonies
- Traditional Medicine Man
- Alternative treatment/recovery options
- Organizational training
- Staff/Faculty consultation



b. Increase visibility on campus

- MH Educator (CMHA)
 - anti-stigma
 - awareness weeks
 - service promotion
 - program integration
- Peer2Peer (LIVE)
- SCSU
- SSW Student
- Promotional materials
- Wellness Days
- Scholarship



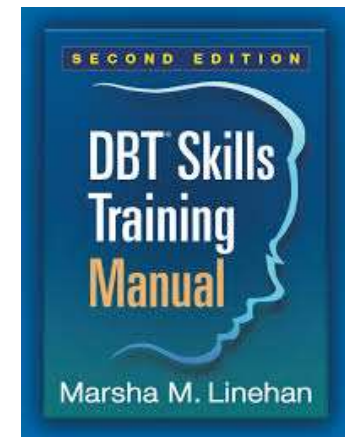
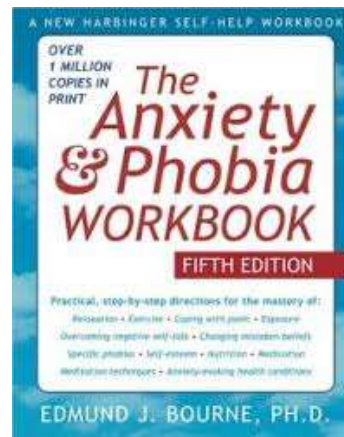
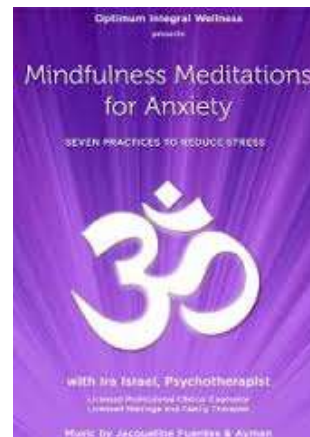
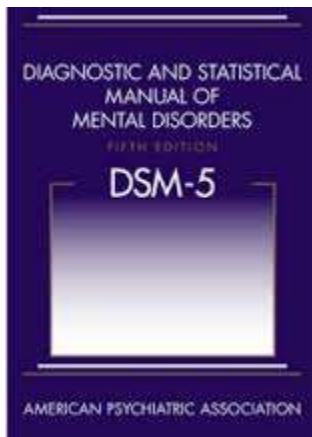
c. Continue to raise awareness

- Mental Health First Aid
 - 112 staff/faculty trained
 - 90 students trained

- safeTALK
 - 50 staff/faculty trained
 - 49 students trained

d. Increase resources

- Library
- Pan-Northern website
- Counselling resources
- Residence resources



e. Develop partnerships

Internal

- Program integration, SCSU, Health Centre, Athletics, physical resources (Serenity Room), Student Financial Assistance, L.I.V.E., Transitions
- Programs: Digital Film Production, Child and Youth Worker, Personal Support Worker, Bachelor of Science in Nursing, Health and Fitness Promotion, Trades



Digital Film Production

- First film project of the program
- 30 second Public Service Announcements
- Infonet screens, website, Shadows of the Mind (CMHA-sponsored film festival)

Let's watch three of these amazing PSAs!

External

- CMHA, St. John's Ambulance, School Boards, Sault Area Hospital





External

- Both formal contracts and M.O.U.s were used to engage external partners, depending on the service provider, type of partnership, and goals of the partnership
- Partnership formation is especially important in cities where resources are low
- Partnerships need to be beneficial to both parties to ensure sustainability and collegiality

Example: Service Agreement Page 1

Service Agreement

between

Xxxxxxxx and

Sault College of Applied Arts & Technology (the College)

Background

- The College and its partners wish to develop and deliver effective student mental health and addictions programming and communication between April 1, 2015 and March 31, 2017.
- xxxxx wishes to develop and deliver this programming in partnership with the College and its partners.

Purpose

- The purpose of this agreement is to establish a framework for the proposal and delivery of services that may be delivered by xxxxx to the College and its Mental Health Hub partners between April 1, 2015 and March 31, 2017.

Terms

- The College shall provide xxxxx with direction of the expected Mental Health education programming for the September to April academic year period prior to May 30th each year.
- xxxxx shall provide the College with a full academic year calendar of Mental Health education programming for the September to April academic year prior to July 15th each year that includes a budget for each event, details of the program, location of events, partners, and resources required. Additional relevant information can also be included.
- The College shall provide feedback and work with xxxxx to make any necessary adjustments to the programming plan within a timely manner.
- The College shall provide xxxxx with its requirements and its feedback on any prior delivered services on a periodic and ongoing basis during the term of the agreement.
- xxxxx will provide programming designed for Sault College and deliver it at Algoma University as part of the Mental Health Hub project partnership.

Proposal 2: MHIF Round 3

Continuation, improvement, and measurement of
the Mental Health Hub

Proposal 2: Project Activities

- a) Service model development and implementation manual
- b) Ensure easily accessible mental health services available on campus are culturally competent
- c) Increase the visibility of mental health services and health promotion campaign on campus
- d) Continue to raise awareness of mental health challenges of the student population among staff and faculty

Project activities (cont.)

- e) Expand services for students experiencing substance use problems
- f) Increase supports for Residence
- g) Transition to Post-Secondary
- h) Sustained use of current services

a. Service Model Development & Implementation Manual

- Develop modules based on Sault College's service model
- Provide modules to CICMH, other institutions

b. Ensure culturally-competent services

- Continue with half-time Aboriginal Mental Health Counsellor
- Enhance Elder-in-residence program with increased hours (15 per Elder, per week)
- Provide culturally competency training to staff, faculty, and students – I.O.I.F.C. Cultural Competency Training
- Alternative activities to express culture and work through generational traumas

c. Increase visibility of services

- Further enhance service promotion
- Develop additional collaboration with internal program areas
- Enrich mental health awareness and anti-stigma campaigns

d. Continue to raise awareness of student challenges to staff and faculty

- Expand Student Services website
- Continue M.H.F.A. and safeTALK training
- Facilitate programming from community partners
- Professional Development to support additional vulnerable population (e.g. Transgendered students)

e. Expand services for students experiencing substance use problems

- Develop screening tools for substance use problems, particularly for residence students
- Deliver training to affected programs regarding impairment in shops and labs
- Implement 'sober events' on campus to allow those with substance use problems/those who do not engage in substance use to participate in campus community events

f. Residence Supports

- Implement programming for mental health and substance use problems
- Provide in-residence Counselling supports one hour/day
- Expand St. John's Ambulance Therapy Dog program into residence
- Create 'Cozy Corner' for residence

g. Transition to Post-Secondary

- Enhance partnership agreement with school boards
- Design and implement a Transition program for students interested in maintaining good mental health while in school (partnership with Algoma University)
- Expand Peer2Peer program to include in Transition program

h. Sustained use of model

- Sustain current services that are vital to student success
- Measures of success
- Fiscal responsibility

Questions??

