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EXTENDING THE CIRCLE OF CARE: A CASE MANAGEMENT APPROACH TO POSTSECONDARY STUDENT MENTAL HEALTH

FINAL REPORT

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Acronyms

ACCA	American College Counseling Association
ASIST	Applied Suicide Intervention Skills Training
BIT	Behaviour Intervention Team
CACUSS	Canadian Association of College and University Student Services
CAMH	Centre for Addiction and Mental Health
CCSAI	Centennial College Student Association Incorporated
CCVPS	Coordinating Committee of Vice Presidents Students
CDS-MH	Common Data Set – Mental Health
CICMH	Centre for Innovation in Campus Mental Health
CM	Case Manager
CMHA	Canadian Mental Health Association
COP	Community of Practice
CSIPS	Ontario College Sector Immigrant Programs and Services
FTE	Full Time Equivalent
HECMA	Higher Education Case Managers Association
KTE	Knowledge Transfer and Exchange
MFRC	Malvern Family Resource Centre
MHCC	Mental Health Commission of Canada
MHFA	Mental Health First Aid
MHIF	Mental Health Innovation Fund
MOHLTC	Ministry of Health and Long-Term Care
MTCU	Ontario Ministry of Training, Colleges and Universities
NaBITA	National Behavioral Intervention Team Association
NCHERM	National Center for Higher Education Risk Management
NCMN	National Case Management Network of Canada
PSE	Postsecondary Education
SASP	Scarborough Addiction Services Partnership

Executive Summary

Extending the Circle of Care: A case management approach to postsecondary student mental health was a Mental Health Innovation project funded by the Ministry of Training, Colleges and Universities. The purpose of the project was to design, develop, implement and evaluate a holistic, multi-perspective, case management approach for students with complex mental health issues. Georgian and Centennial Colleges along with principal investigator, Peter Dietsche set out to accomplish this objective by implementing a unique case management model on each campus and working collaboratively with both internal and external stakeholders to create partnerships to better coordinate the response to students' complex mental health needs.

This final report and the appended impact assessment report provide a summary of the activities and findings from the project.

The key outcomes from the project were:

- A case management approach implemented at both Colleges based on equity, diversity and recovery principles.
- Increased collaboration with internal and external partners.
- A case management toolkit including models and frameworks; intake, assessment, and triage forms and processes; referral criteria, role definition and descriptions, which is hosted on the Centre for Innovation in Campus Mental Health's website.
- Staff training based on a professional development framework and needs assessment survey.
- Identifying and Responding to Students in Distress resources, protocols and complementary training.
- Knowledge exchange opportunities through the Centre for Innovation in Campus Mental Health.

The report makes the following recommendations for Colleges and Universities considering the implementation of case management on their campus. Contents in this report as well as the Case Management Toolkit can help guide the implementation of these recommendations.

1. **Design and Implementation of a Case Management Approach**
   1.1. Implement case management as a valuable component for supporting students with complex mental health issues on campus.
   1.2. Identify champions for case management and create an advisory structure to assist in the design and implementation of the approach.
   1.3. Develop a case management model based on the unique characteristics of the campus including organizational structure, existing capacities and strengths of campus partners. The case manager's job title should reflect both the accountability structure and the primary function of the role.

1.4. Establish crisis and distress protocols to clearly define communication lines and responder roles. The case manager role should be supported by a Student of Concern/Behaviour Intervention type team.
1.5. Use an electronic data information system to track referral pathways, client demographics, reasons for visits, and outcomes.

2. Collaborative Internal and External Partnerships

2.1. Clearly define the essential, unique and complementary roles of counsellors and case managers in supporting a large number of students with a wide range of mental health issues.
2.2. Clarify membership of the internal circle of care and ensure a clear understanding of privacy and confidentiality legal guidelines.
2.3. Allot time for the case manager to focus on building collaborative relationships with internal stakeholders as well as the broader health and social services systems.

3. Professional Development

3.1. Implement a professional development needs assessment survey to identify staff training needs.
3.2. Create professional development opportunities with external partners to enhance collaboration and the sharing of expertise and knowledge.

4. Education and Awareness Plan to Support the Integration

4.1. Develop a comprehensive education and awareness plan to ensure a more systematic approach to enhancing the capacity of faculty and staff to support student mental health and wellbeing.
4.2. Educate faculty and staff on how to recognize and respond to students in distress and to use the Early Alert system to ensure students are connected to the right supports as soon as possible.

5. Knowledge Transfer

5.1. Promote Case Management Communities of Practice, as they can play an important role in building capacity throughout the postsecondary sector.
5.2. Encourage postsecondary mental health stakeholders to access, use and contribute to the Centre for Innovation in Campus Mental Health's online repository and Communities of Practice to share useful case management resources and knowledge with a wide audience.

Introduction

The roots of community case management stretch as far back as the 1860s, when settlement houses and charity organizations implemented practices to help coordinate resources in the face of a fragmented health and human services system (Nuss, 2003). The deinstitutionalization movement of the 1950s and 1960s led to the birth of the term "case management" in the 1960s (Kersbergen, 1996), as community service providers implemented specialized roles to help clients navigate an increasingly complex mental health and social services system.

In the postsecondary context, there has been a similar, albeit more recent evolution. Historically, the Dean of Students office or other Student Affairs administrators conducted case management as an embedded function of their role. The trend toward more specialized roles to address wellness and safety issues on campus began in the 1980s (Lake, 2012), culminating with a significant increase in the number of case managers on campuses across the United States following the 2007 Virginia Tech tragedy (Wilson, 2013). In Canada, the first known case management positions were developed at the University of Western Ontario, the University of British Columbia and the University of Saskatchewan in 2011. At current count, over 20 case manager positions have been created in colleges and universities across Canada within the last five years.

Canadian college and university counsellors are seeing an ever-increasing number of students with complex mental health needs. This increase in both the volume and complexity of students with mental health issues has given rise to concerns about the ability of institutions to respond in a way that ensures student support, wellness and safety. At the same time, community mental health providers are faced with limited resources and longer wait times for service.

Extending the Circle of Care: A case management approach to postsecondary student mental health was a Mental Health Innovation project funded by the Ministry of Training, Colleges and Universities. The purpose of the project was to design, develop, implement and evaluate a holistic, multi-perspective, case management approach for students with complex mental health issues. Georgian and Centennial Colleges along with principal investigator, Peter Dietsche set out to accomplish this objective by implementing a unique case management model on each campus and working collaboratively with both internal and external stakeholders to create partnerships to better coordinate the response to student needs.

This final report provides and the appended impact assessment report provide a summary of the activities and findings from the project. In order to disseminate the project outputs and key learnings, an online toolkit has been developed which contains forms, protocols, frameworks, survey tools, and education & awareness materials. The Case Management Toolkit is available on the Centre for Innovation in Campus Mental Health website. All toolkit materials can be freely downloaded, copied, modified or used by other institutions.

Summary of Project Deliverables

Proposed Project Deliverables	Activities	Outcomes
The establishment of an innovative, care-based case management model of service that integrates partners in a comprehensive, holistic approach to mental health issues for postsecondary students.	Consulted with key stakeholders and informants to develop models and frameworks. Reviewed key literature on case management best practices. Defined the role of case managers and counsellors. Created a common data set.	Case management implemented at both Colleges based on equity, diversity and recovery principles. Increased collaboration with internal and external partners.
Guidelines and roadmap for the design development and implementation of a case management model that includes the definition of roles and protocols for an internal and external circle of care.	Created advisory bodies and processes to guide implementation. Clarified the internal circle of care and sharing of information. Identified and met with external partners.	Case Management toolkit including models and frameworks; intake, assessment, and triage forms and processes; referral criteria, role definition and descriptions.
Professional development framework to prepare counsellors and other staff to deliver in a multiple-partner, case management model of service.	Researched key competencies for case management and training opportunities. Implemented pre-post Professional Development Needs Assessment Survey and offered training based on results.	Staff competencies increased in the areas of equity, diversity and recovery, privacy, suicide intervention skills, and identifying students in distress.
Education and awareness plan to support the integration of internal and external partners in the delivery of services to students with mental health issues.	Consulted with student union, faculty, staff, human resources and the Centre for Teaching and Learning regarding how to increase awareness in the classroom and across the campus. Participated in the Mental Health and Wellness Committee to create awareness about stigma and how to access campus mental health resources.	Identifying and Responding to Students in Distress resources, protocols and complementary training were created. Mental health awareness activities delivered on campus include ASIST, safeTALK and Mental Health First Aid. Created an awareness, education and training framework based on a

Proposed Project Deliverables	Activities	Outcomes
		review of recommended/ best practices that will be integrated into the College's comprehensive Mental Health and Wellness Strategy, Framework and operational plan.
Knowledge transfer to provincial stakeholders though distribution of guidelines, education and awareness tools, and proven best practice framework.	Networked with case managers across the country, developed agendas for meetings, and implemented the Case Manager Profile survey and Needs Assessment survey. Project learnings and findings presented at six conferences.	The formation of a community of practice (COP) for case management at both the provincial and national levels. Creation of a case management toolkit hosted on the CICMH website. COP members have commented positively on the usefulness of the online toolkit.

Objectives

Objective & Expected Benefit	Activity	Outcomes
Analysis and Assessment *Evaluation and refinement of a case management approach that can potentially be adopted by the wider postsecondary sector.* *Improved retention rates.* *A reduced risk of more severe cases that result in student harm or suicide.*	Assess the efficiency and effectiveness of the case management model to determine whether this model constitutes an improvement over current models in use at both colleges.	A streamlined approach to serving high risk students experiencing complex mental health issues has been developed. College structures and processes are now fully implemented to support the case management approach. Empirical evidence indicates that case managers are supporting students most at-risk. The project's short time frame limited its ability to demonstrate changes in retention rates or decreased risk of harm or suicide.
Partnerships	Establish new partnerships and clarify existing partnerships with internal college departments and	New joint programming between CMHA and the Colleges, shared training activities internally and externally and a more

Objective & Expected Benefit	Activity	Outcomes
Leveraging college and community resources to be aligned with student needs. *A better understanding of how to structure services and supports for students within and outside the campus.* *Improved timelines to appointments for more specialized psychiatric care by leveraging partnerships such as Ontario Telemedicine. Network and campus Health Clinics.* *Increased awareness by external agencies regarding mental health issues for the postsecondary student demographic.*	external mental health care providers.	nuanced understanding of each other's services for students.
	Develop best practice protocols that define specific roles and relationships with external partner agencies in relation to the role of college counsellor.	An agreement with CMHA Simcoe to develop a formal partnership arrangement. Campus- Community Connection toolkit to be launched by CICMH in September. The project was a key collaborator on the toolkit. Participation in hospital case conferences and grand rounds.
	Educate internal partners to better anticipate, recognize and handle behaviours and situations that result from mental health issues.	Identifying Students in Distress resources, protocols and complementary training have been developed and delivered. Mental Health awareness activities delivered on campus include ASIST, SafeTALK and Mental Health First Aid.
	Educate external partners on the nature, complexity and requirements of students with mental health concerns.	Educational presentations have been made to specific agencies as well as at conferences regarding the mental health needs of PSE students and the resources available on campus.
	Develop a communication tool for students to enhance understanding of how to access services in a case management model.	The Counselling Centre brochure and Student Mental Health Resources card were revised to more clearly communicate how to access services. The College's mental health website is in the process of being revamped.
Implementation of the Case Management Model	Improve the ability of college staff to identify, respond and offer solutions to student mental health issues through early detection, timely	Identifying and Responding to Students in Distress resources, protocols and complementary training were developed. Both

Objective & Expected Benefit	Activity	Outcomes
A reduction in the number of appointments a student requires, freeing up the counsellor time to champion the case management approach. *The provision of more effective assessment techniques to ensure students don't fall "through the net".*	assembly of care based teams, and delivery of appropriate interventions.	Colleges now have Student of Concern/BIT teams.
	Implement and evaluate the efficacy on on-site psychiatric services delivered in partnership with campus Health Clinics and Ontario Telemedicine Network.	The efficacy of on-site psychiatric services was not evaluated. Psychiatric services were utilized off-site through our community partners.
Knowledge Transfer *Development of tools and recommendations for wider adoption of a case management approach by the postsecondary sector.*	Share interim and final results and recommendations of the case management model assessment with key provincial stakeholders.	The Case Management Toolkit has been uploaded to the CICMH website for wide distribution and free use. Creation of provincial and national COPs.

Consultation Process

The project leads at both institutions engaged in consultation meetings with campus and local community stakeholders to inform the design of each school's case management approach.

Consultation meetings were also held with postsecondary case managers from the University of Western Ontario, Wilfrid Laurier University, Ryerson University and the University of Toronto (NAvigaTe project) in June and July 2014. The primary purpose of these meetings was to identify the primary case management model used by each institution and the location of the case manager role within the organization.

In July 2014, the Centre for Innovation in Campus Mental Health (CICMH) facilitated a teleconference with three contributors to the NaBITA/ACCA white paper on higher education case management for the purpose of learning more about the case management approaches at their respective institutions; how the US context and lessons learned could help inform next steps for Ontario postsecondary institutions; and potential areas for knowledge exchange, sharing and collaboration between CICMH, the National Center for Higher Education Risk Management (NCHERM) and the American College Counseling Association. A list of case management informants can be found in *Appendix A*.

Georgian College

The Project Lead began the project by meeting with 49 internal stakeholders representing a range of student leaders, faculty, staff, counsellors, learning strategists, registrar, campus safety and security, and accessibility advisors from across Georgian College's seven campuses. The purpose of the consultations was threefold: to familiarize the Lead with the campus culture; to inform the campus about the MHIF project and to hear about the unmet needs of students with mental health issues.

The Project Lead also met with 12 external community providers to explore the extent of the working relationship to-date with Georgian College and to discover new possibilities for supporting students with mental health issues.

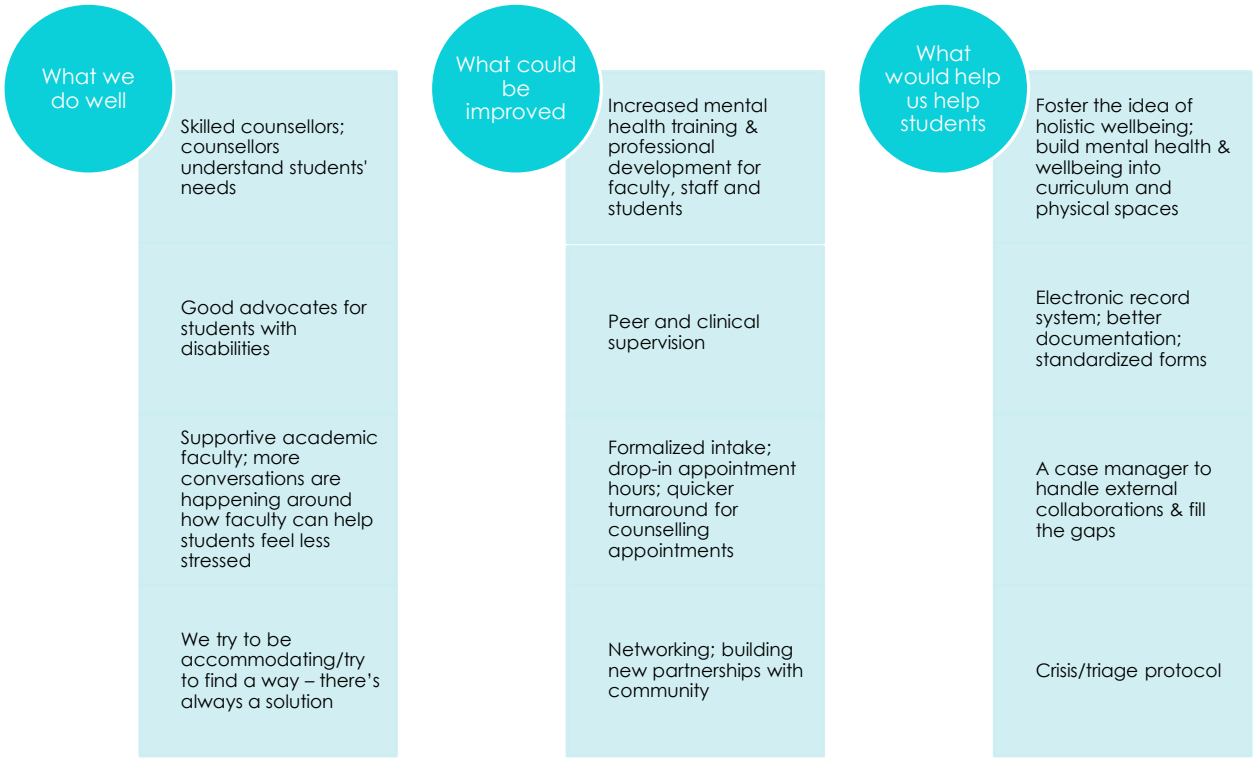
As a result of the conversations within the College and in the community, Georgian College designed its case management approach based on the following principles:

- Build on existing capabilities and strengths within the College and in our communities;
- Foster collaboration within and outside the College to assist in the coordination of student need; and,
- Work within an approach that fosters holistic well-being and recovery

Centennial College

Semi-structured interviews were conducted by the Project Lead with all Counselling Centre and Centre for Students with Disabilities faculty and support staff between May and August 2014. Interviews were also conducted with faculty, support staff and administrators from other areas of the College including Athletics and Recreation, CCSAI, Community Outreach, Libraries, Residence, Student Life, Student Transitions, Student Relations, and International Education. Information gleaned from this consultation informed the development of the Centennial College Mental Health Case Management Framework.

Snapshot: Highlights from the Centennial College Consultation Report



Interviews with community providers were conducted between June and November 2014. Through this process, two partner organizations (Scarborough Centre for Healthy Communities, Malvern Family Resource Centre) and two community services tables (Scarborough Addiction Services Partnership, Scarborough East York Service Collaborative) were identified for partnership.

Project Oversight

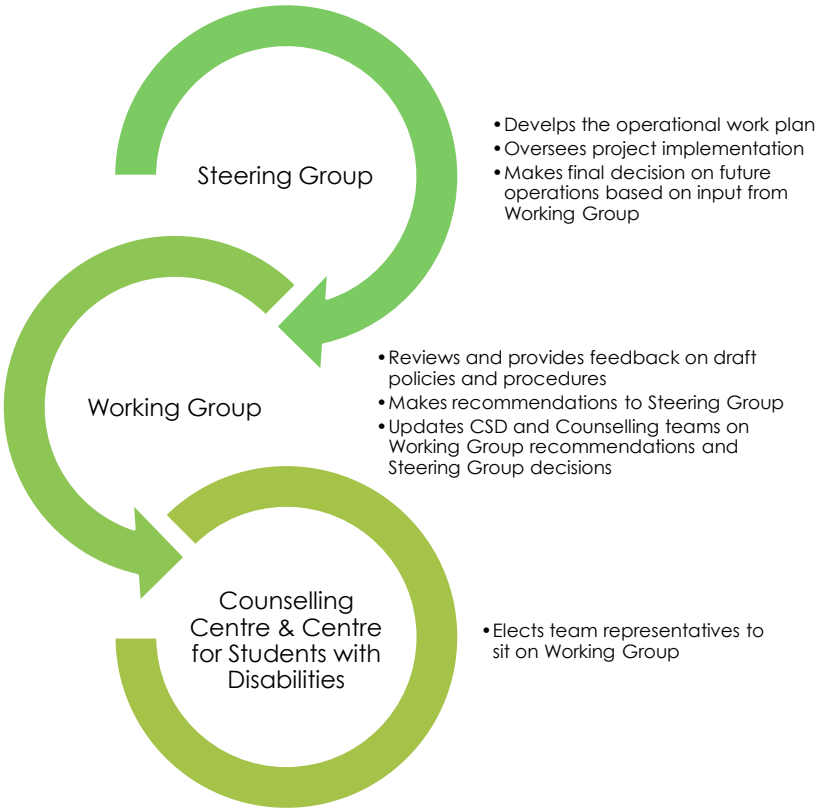
Georgian College

The Dean of Students was responsible for the oversight of the project. The Counsellor Co-ordinator and the Director of Student Success worked closely with the Project Lead to design the model and implementation process based on the input from the Counsellor team. The Student of Concern Committee was established mid-way through the project and its members became instrumental in the development of protocols for students in distress which included defining the role of the case manager.

Centennial College

Centennial College established a Steering Group and Working Group to guide the implementation of the project. The Steering Group was comprised of the Dean of Students, the Director of Counselling Services and the Project Lead. The Working Group was comprised of the Steering Committee members, a representative from Counselling Services and a representative from the Centre for Students with Disabilities. The snapshot below outlines how the various levels worked together to provide project oversight.

Snapshot: Centennial College Working Group & Steering Group



Case Management Frameworks

The 2012 NCMN *Canadian Core Competency Profile for Case Management* informed the development of the case management frameworks at each institution, as well as the development of the Case Management Professional Development Framework. The key competencies identified for postsecondary case management include:

- Collaborating with the student and with stakeholders in the student's care
- Supporting the student's rights and ensuring equitable access to care, both on campus and in the community
- Working in an interprofessional and inter-organizational environment to provide appropriate supports
- Focusing on the quality and continuity of care
- Integrating a holistic perspective to student goals/needs
- Ensuring accountability by providing coordinated, timely, and appropriate care/follow up
- Building partnerships and addressing barriers at the student and system level

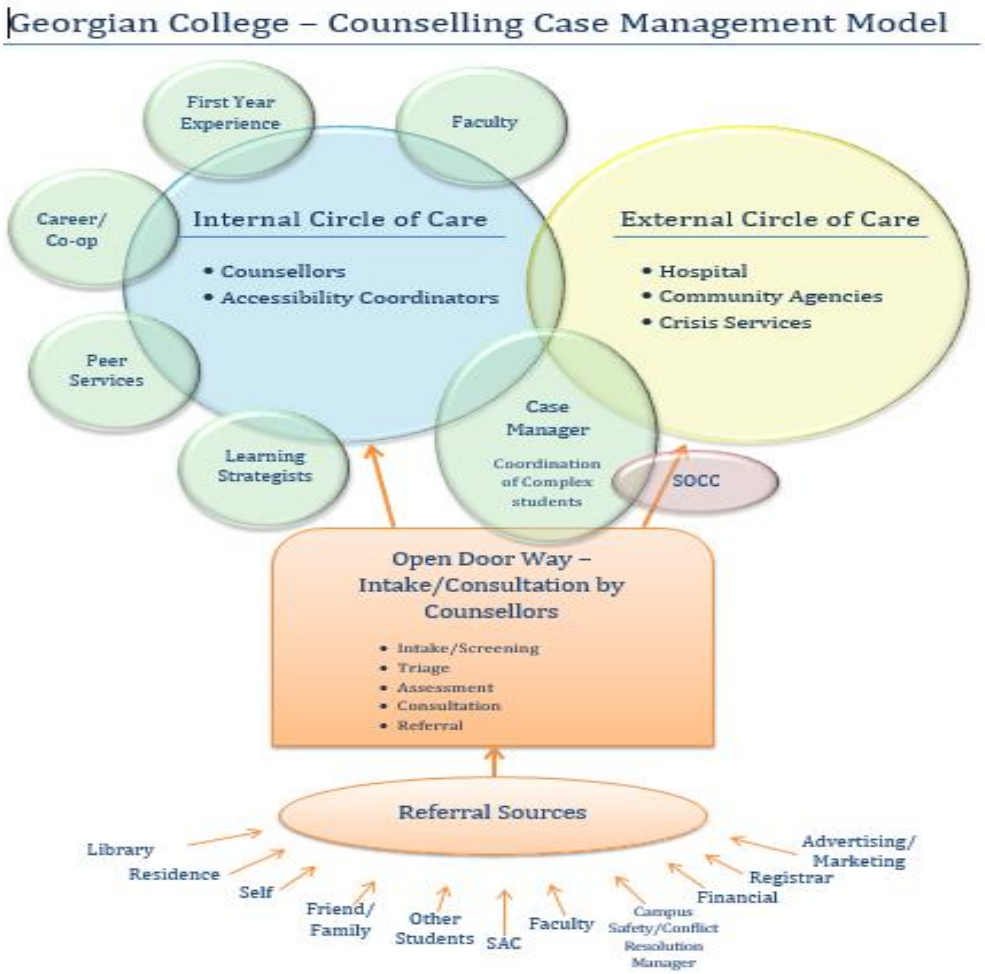
Georgian College

After the consultation process and the literature review, Georgian College decided to base its case management approach on the following four pillars:

Stepped Care Model	Student of Concern Committee	External Relationships/ Partnerships	Internal Circle of Care
•A triage proces whereby students receive supports based on level of need with a philosophy of student resilience. Steps include: use of virtual supports, group work, counselling, case managment and external mental health and crisis supports. •Based on the work of Peter Cormish, Memorial University	•Created a Student of Concern Committee which meets weekly to coordinate supports for students in extreme distress and where there may be safety concerns for student and/or community. •The Committee is comprised of the Case Manager, the Director of Student Success, the Associate VP Dean of Students, Campus Security and Safety, the Registrar Office and Residence, when appropriate. •Case Manager is often responsible for follow-up.	•Key External Partners were identified for each of our campus regions, most typically the Schedule A hospital, the regional psychiatric facility, CMHA, and crisis services. •Case Manager met with all of the external partners in the largest urban region. In other campus regions, the counsellors engaged with the community partners. •Relationship building was a priority e.g. joint groups, training, sharing of resources, attending grand rounds and being involved in discharge planning.	•Consultation and training with Access and Privacy Consultant •Identified internal circle of care -Counsellors, Accessibilty Advisors and Case Manager. Consent forms were revised to reflect this. •Concerted effort to increase collaboration amongst circle of care e.g. joint trainings •Clear definition of roles between counsellors and case manager to avoid confusion and increase collaboration.

These four pillars were integrated into the development of a Georgian College Counselling Case Management Model. The model highlights how the case manager is central to connecting the internal and external circles of care with the Student of Care Committee.

Snapshot: Georgian College Case Management Model



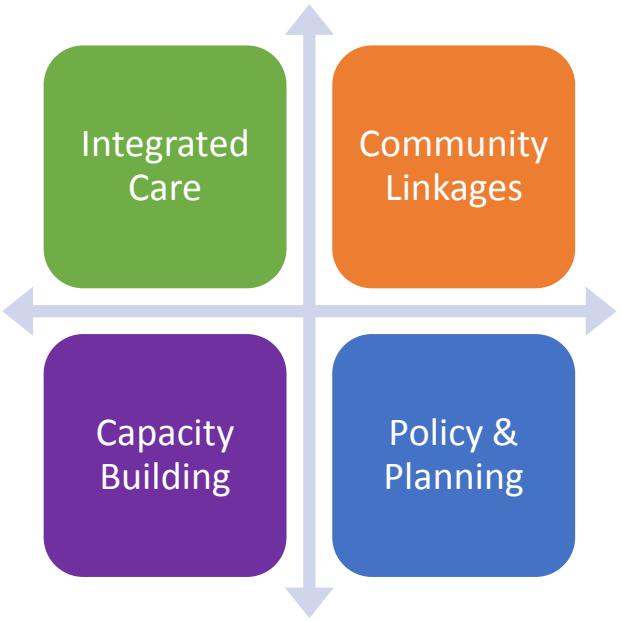
Centennial College

Centennial College developed a Mental Health Case Management Framework document. The framework document outlines the holistic mental health and wellbeing approach employed at Centennial; defines the roles and responsibilities of various campus actors in supporting the student health and wellbeing; and provides an overview of the supportive case management model implemented for students with mental health and substance use concerns. This framework complements the College's soon-to-be-launched Mental Health and Wellness Strategy & Framework.

Snapshot: Centennial College Mental Health Case Management Approach

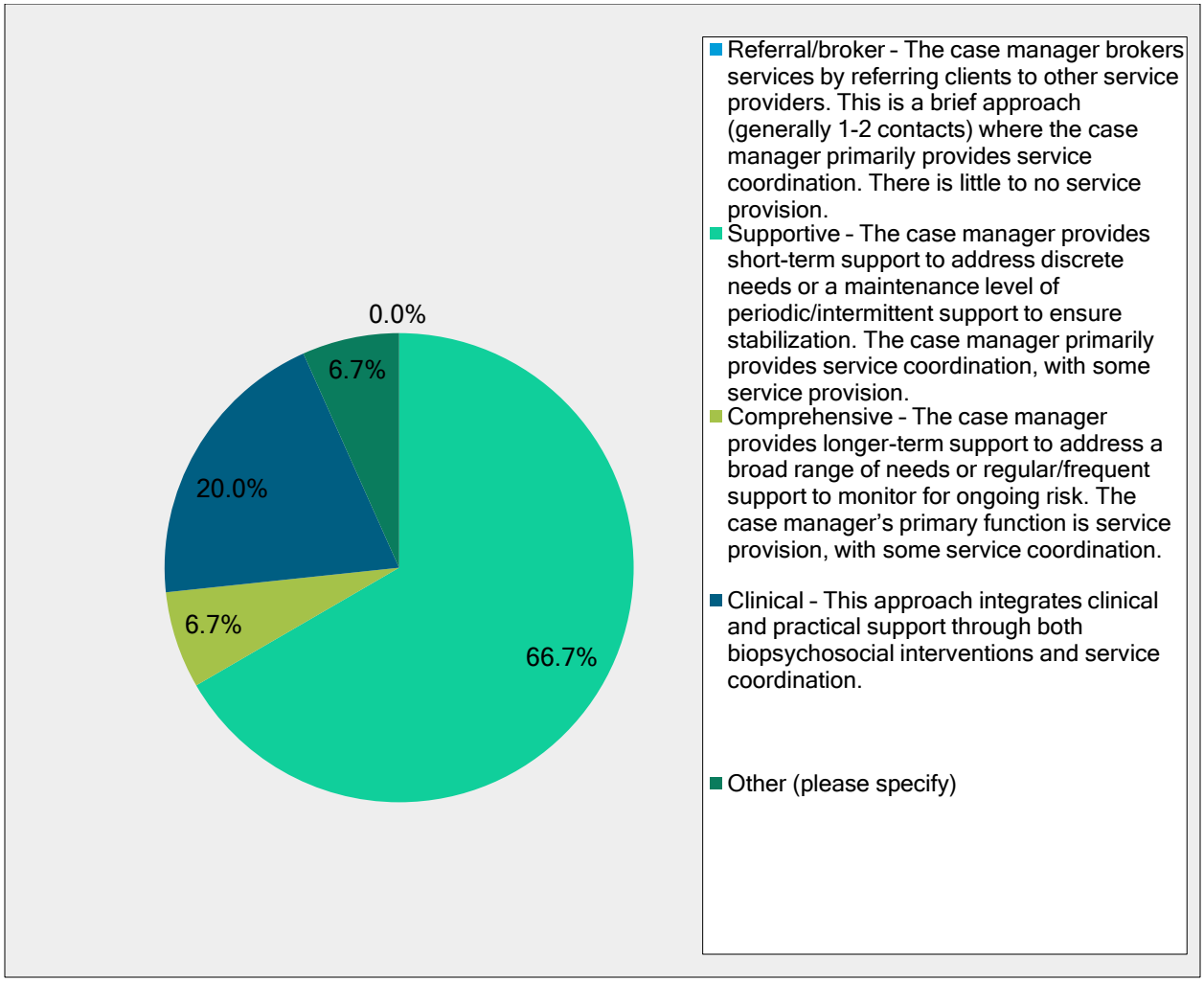
The Centennial College Campus Mental Health Partnerships model promotes the creative collaboration of campus and community support services to ensure students achieve their personal, educational and career goals. This holistic case management approach has been adopted in order to meet the following objectives:

- To foster an integrated care approach to student mental health and wellbeing through:
  - Integrated screening, triage, assessment and treatment
  - Electronic record management
  - Inter-departmental and interprofessional teams
  - Interprofessional peer clinical supervision and professional development opportunities
- To forge closer links with the community and leverage the strengths of our community resources to better support a diverse student body
- To make more effective and efficient use of existing staff resources while building needed capacity in a sustainable and fiscally responsible manner
- To enhance departmental and organizational policy and planning by identifying and addressing gaps in services or support structures



The Case Manager Role

Postsecondary case managers typically employ one of four models: Referral/Brokerage, Supportive, Comprehensive or Clinical. Results from the Case Manager Profile Survey administered through CICMH (n=15) showed that the majority of Ontario respondents (66.7%) employed either a Supportive (66.7%) or Clinical (20%) model.



Georgian College

In the design of the Georgian's case manager role, consideration was given to how to best serve Georgian's 7 campus sites that span across a relatively large geographic region and how to best leverage the knowledge and experience of the existing counsellors.

A part-time .4 FTE case management position was created from one of the 10 FTE counsellor positions. The case manager's role was defined as a combination of referral/brokerage and supportive. The case manager was primarily situated at the largest campus in Barrie, and provided case management consultation with all the counsellors. Georgian College has a video-telephone system which is used between counsellors and regional campuses to provide "face to face" support and consultation. Increasing case management competency within the counsellor role was also viewed as a way to enhance case management capacity across the College.

The case manager's dual role of counsellor and case manager helped to clarify the difference in roles and to provide a bridge between counselling services and the case manager role. The case manager is housed in Student Success services and is accountable to the Director of Student Success and reports to the Student of Concern Committee through the Associate Vice-President Dean of Student's office.

A sample job description is available in the case management toolkit.

Snapshot: Defining the Role of Case Manager and Counsellors at Georgian College

Role	Case Manager	Counsellors
Assessment and Planning	Organize psychiatric assessment when required; Plan for ongoing mental health needs for duration of college stay and plans for afterwards	Assess and plan for what student needs *today*
Counselling	Provide transitional support until linkages are made with either internal or external supports	Provide short term therapeutic counselling; some longer term counselling when deemed necessary
Crisis Intervention	Intervene in high risk crisis situations with Student of Concern Committee Consults in crises to regional campuses; Ensure that there is follow-up after crisis for student including transition back to school	Assess and triage for crisis and take necessary action; may not be involved in follow-up (Barrie Campus) Consult with case manager about moderate and high risk crisis situations
Coordination and Liaison	Work with internal and external partners to ensure coordinated, ongoing plan for student	Refer students to internal campus resources but may be less involved with external partners (Barrie Campus)
Community Outreach	Build relationships with external providers and provide community resource information to counsellors	Consult with case manager regarding community resources (Barrie Campus)

Centennial College

In the Centennial model, each service involved in the direct provision of mental health case management support has a defined role:

- The Case Management Working Group coordinates high risk student situations
- The Case Manager Lead intervenes in high risk student situations with a mental health component
- Counsellors, Disability Counsellors and Learning Strategists address low-to-moderate risk student situations
- The Counselling Coordinator, CSD Coordinator and Case Manager Lead are standing members of the Case Management Working Group and provide consultation on cases with a mental health or disability-related component
- Counsellors intervene in crisis situations

Mental Health Case Management at Centennial

The Case Manager Lead provides transitional support and support with transitions for high risk student cases. Under the supervision of the Director, Counselling Services, the Case Manager Lead facilitates the coordination of care and individual support for students experiencing significant mental health challenges. The primary model used is Supportive. The Case Manager Lead's role involves the following:

- Intervening in acute crisis situations involving students at high and/or imminent risk of suicide
- Coordinating transitions and supports following hospital and emergency department visits or involvement with emergency services

- Engaging in systematic follow up with students referred to the Case Management Working Group due to a mental health concern
- Assisting students at risk of voluntary or involuntary withdrawal due to concerns about their mental health
- Supporting students returning to school following voluntary/involuntary withdrawal
- Providing transitional case management support to students waiting to receive community mental health and addictions services
- Providing case consultation to the Counselling Centre, Centre for Students with Disabilities, Case Management Working Group, advisors and coordinators
- Developing relationships with campus and community resources
- Collaborating on the development of resource materials and the delivery of mental-health related training for staff
- Liaising with campus stakeholders to review processes and policies through a mental health and wellness lens

Case Management Data Collection

The case manager pilot was initiated in September 2014 at Georgian and Centennial. The Project Leads worked with the principal researcher to design a data collection protocol. The team adapted data elements from the MOHLTC Community Mental Health Common Data Set (CDS-MH) to ensure that the definitions of elements and the categories used are consistent across health and education sectors. This strategy will allow for a more robust comparison of mental health data sets in future.

A review of each institution's intake, consent and assessment documentation was conducted prior to the launch of the case manager pilot. This led to Mental Health Triage tools[1] being created for each institution in addition to new intake, consent, confidentiality, and risk assessment forms. Both institutions adopted the referral criteria illustrated in the snapshot below:

Snapshot: Case Management Screening Checklist

Check all that apply. At least one of the following criteria must be met for referral to Case Management:

☐ Suicide Threat/Attempt	☐ Involuntary withdrawal considered/ in progress due to a mental health or substance use-related concern	☐ Referral to community mental health/addictions case management, treatment or assessment required
☐ Recent hospitalization for a mental health or substance use-related concern	☐ Voluntary withdrawal considered or in progress due to a mental health or substance use-related concern	☐ Currently waitlisted for community mental health/addictions case management, assessment or treatment
☐ Recent emergency department visit for a mental health or substance use-related concern	☐ Returning to school following voluntary or involuntary withdrawal due to a mental health or substance use-related concern	

[1] Adapted from the 2010 Victoria Department of Health's Statewide Mental Health Triage Scale

Case Management Data Analysis

Data collected in Fall 2014 and Winter 2015 has been analyzed to provide a qualitative perspective on the initial findings of the case management pilot. Data was reviewed to examine case management pathways; reasons for referral; characteristics of clients and types of visits; and outcomes for students.

Data from the pilot phase at both institutions demonstrates that:

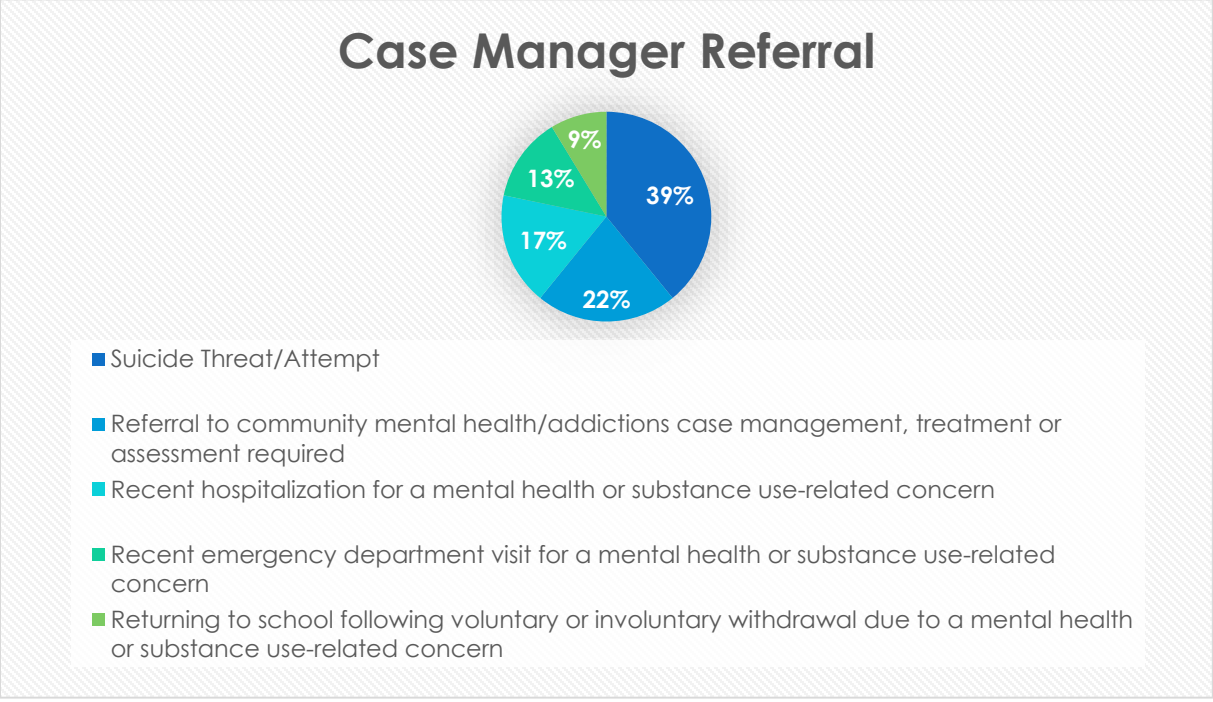
- Referrals pathway patterns reflect successful implementation of the case management approach
- The case manager is supporting high risk students who present with complex mental health needs; a high risk of harm/suicide; and who are at risk of attrition due to their mental health or substance use concerns
- Case managers serve a distinct yet complementary role from counsellors within the circle of care

Georgian College

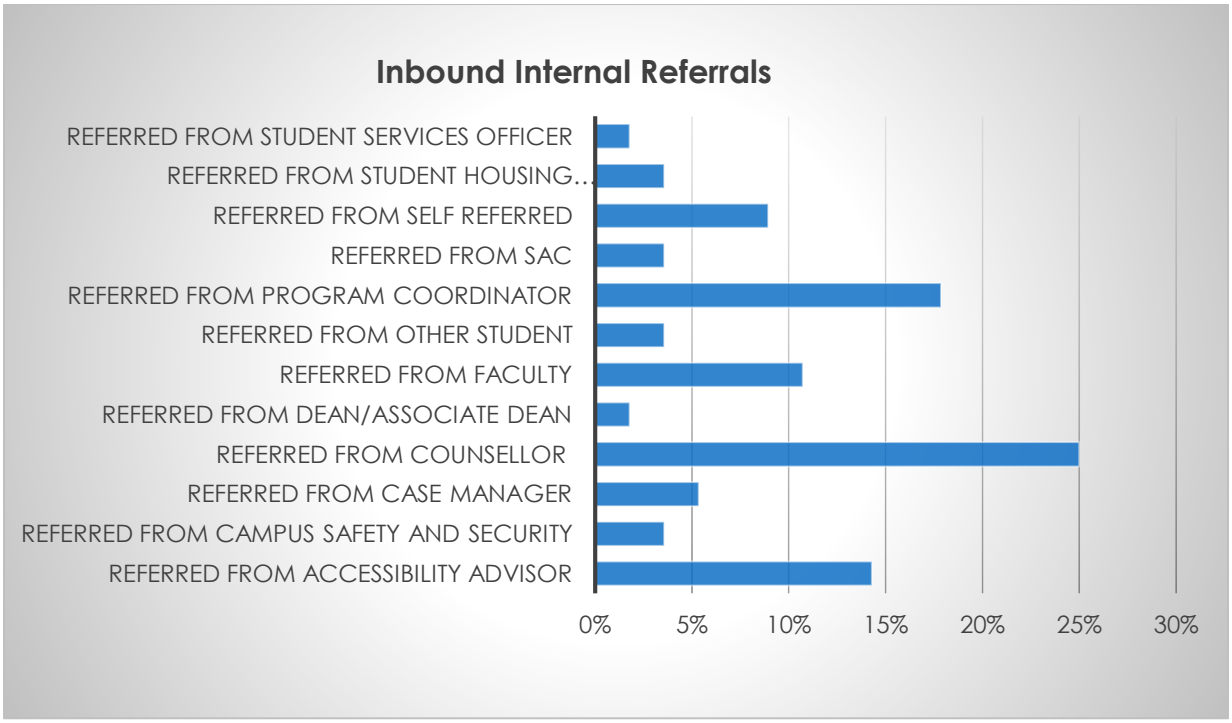
Clockwork software information system was expanded to include data fields for case management as designed by the project's principal investigator, Peter Dietsche and the Project Leads.

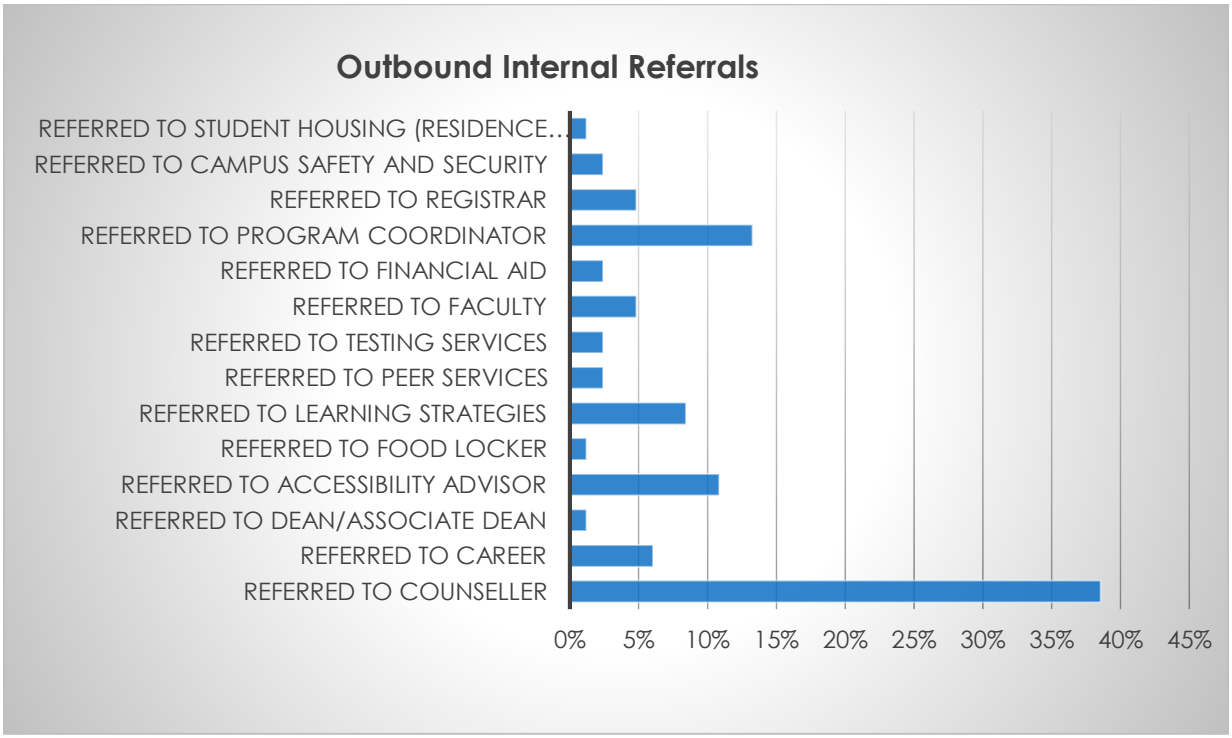
Case Management Pathways

The chart below indicates that the highest reason for referral was for suicide attempt or threat followed by referral required for community supports and follow-up for recent hospitalization.

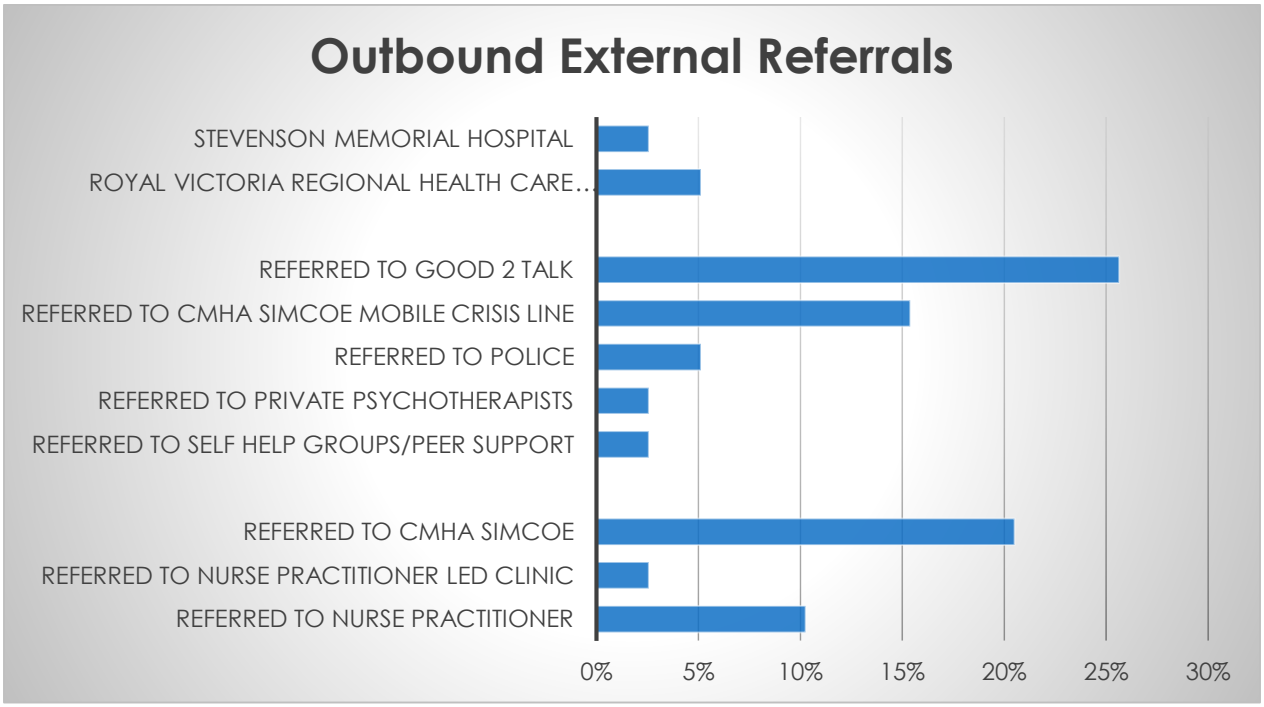


The pathways of students referred to case management and then referred from case management to internal providers is illustrated in the two charts below. The data in the charts both identify that counsellors are the main source of referrals and are also most likely to receive referrals from the case manager. This is consistent with the high level of collaboration documented between counsellors and case management in the Project Impact Assessment Report (Appendix C)



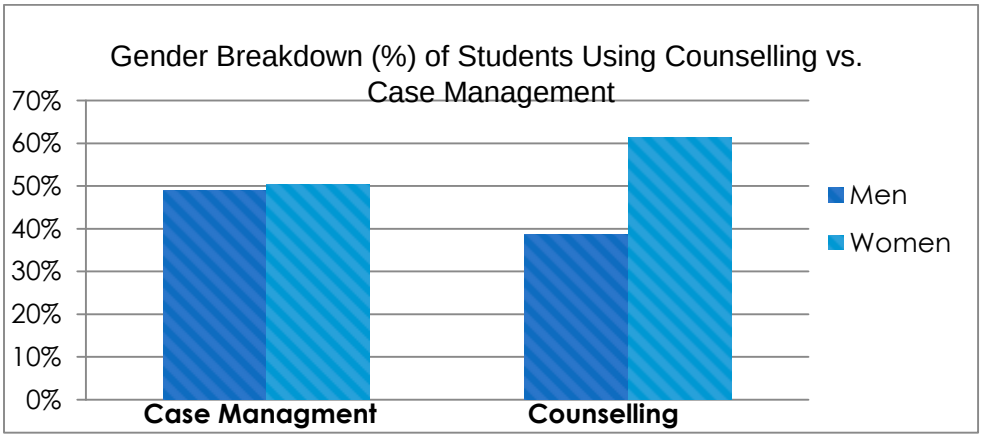


The chart below illustrates referrals to external resources. The higher number of referrals to CMHA programs and crisis services reflects the reasons for initial referral to case management – suicide risk and need for ongoing community supports.



Case Management Client Demographics

The average age of students seen by counsellors was 24 while the average age for the case manager students was 25. The percentage of females and males on their respective caseload differed as the chart below illustrates. The number of males and females for case management was almost the same, 76 and 78 respectively; while counsellor's caseloads comprise 39% male. Case management referrals are primarily in response to identified concerns by others as oppose to self-referrals which may account for the difference.



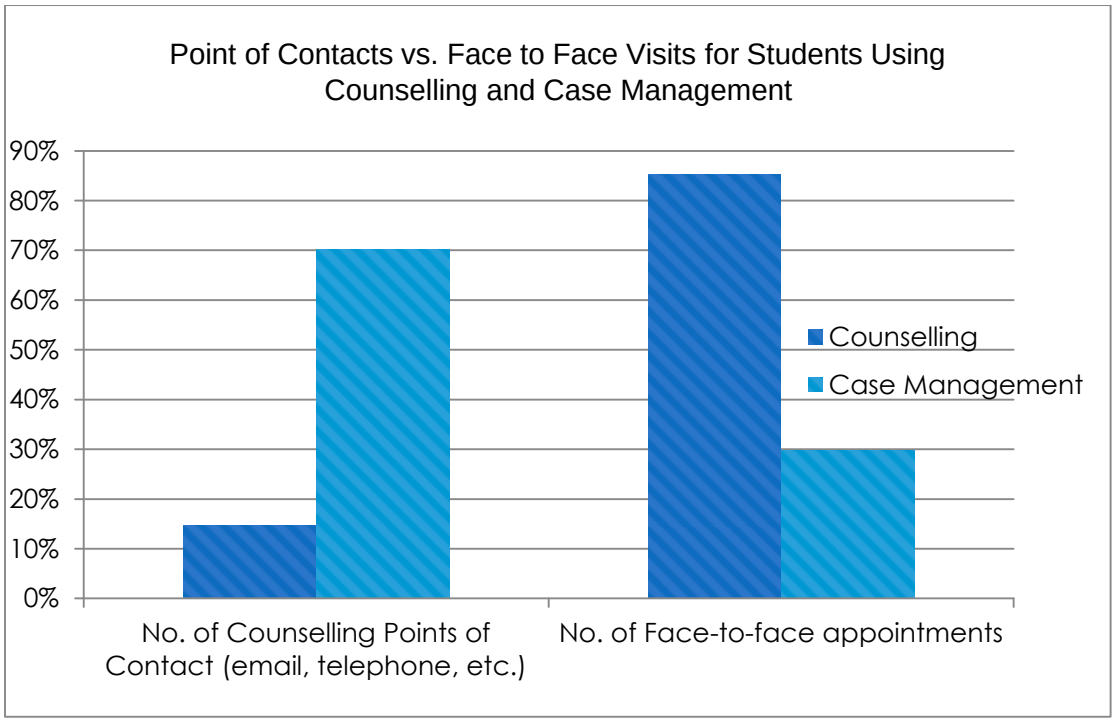
Comparison of Case Management and Counselling

Reasons for Visits

Mental Health including depression and anxiety, personal and relationship problems, and concerns about academics were in the top reasons for visits for both the case manager and counsellors. The counsellors reported having more visits in the areas of trauma and trauma related disorders, problems with school/life balance, financial and admission concerns whereas the case management visits comprised more visits regarding a specific symptom of a mental illness, problems with addictions and crisis. This corresponds with the overall purpose of the case manager to work with students who have more complex mental health issues.

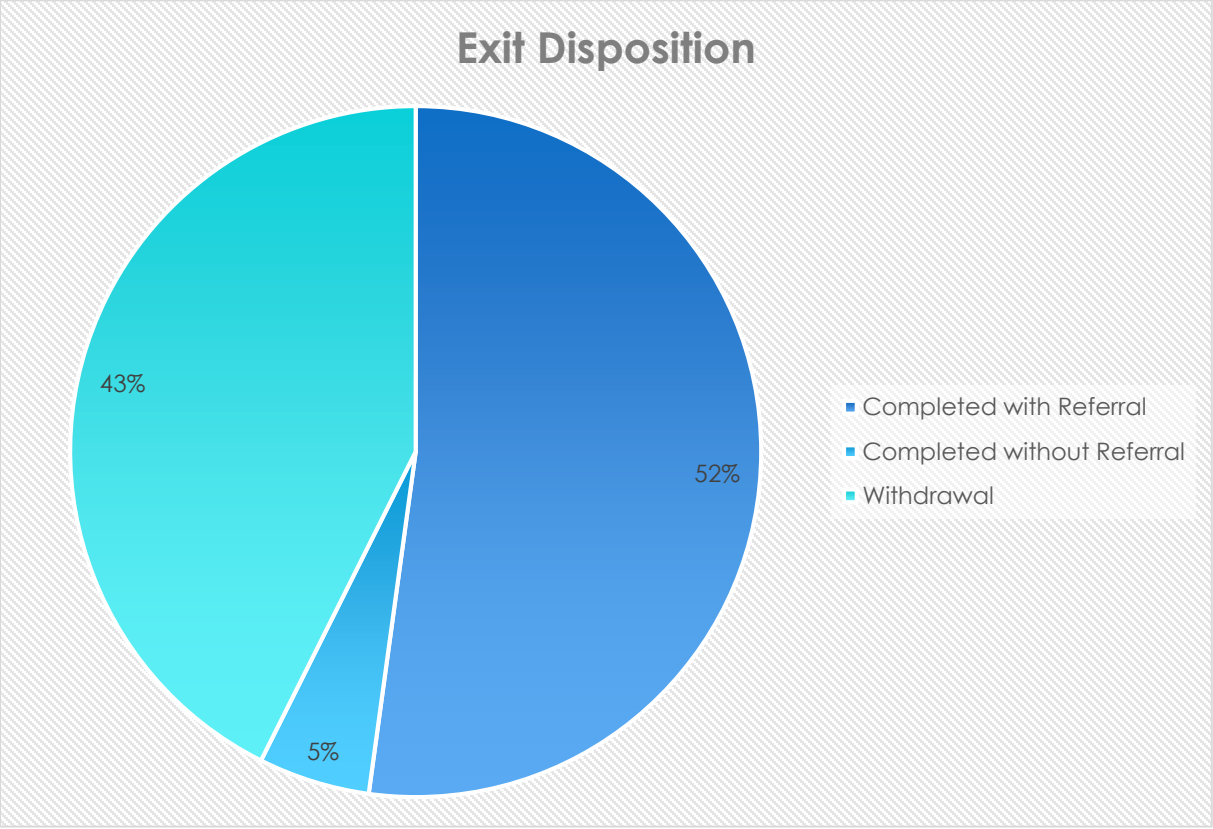
Counsellors and Case Managers Types of Contact

The caseload size of the Case Manager and the Counsellors over the two semesters was similar with the .4 FTE case manager seeing 155 students and 1.0 FTE counsellor seeing 276 students. However, the chart below indicates that the type of work is significantly different with the case manager conducting fewer face-to-face visits but more points of contact including email and telephone calls. This finding is expected given the role of the case manager to coordinate supports for the student by collaborating with both internal and external partners.



Over half of the case management students completed the support plan created with the case manager. The withdrawal statistic indicates those students who withdrew from case management not whether they remained in College. More time is required for data collection and analysis to determine rates of student retention.

Case Management Outcomes for Students (n=115)



Snapshot: Georgian College Case Study

A faculty member sends an email to a counsellor expressing concern about a student who may be at risk of harm. The counsellor notifies the Case Manager (CM). The CM reaches out to the student with the assistance of Campus Security and Safety. The student agrees to the Simcoe County Crisis Services Mobile Crisis Unit coming to the school and after a risk assessment, the student is accompanied to the hospital. The student is admitted to the inpatient unit. The student is diagnosed with a drug induced psychosis and is discharged. The hospital social worker and the CM plan for community support and the return to school. The CM advocated for both academic medical withdrawal for the first semester and return to school for the next semester.

Case Manager	Counselling
• Conducted comprehensive risk assessment; initiated referral to Simcoe County Crisis Services Mobile Crisis Unit • Referred to Student of Concern Committee • Attended RVH Emergency with student (student was admitted to MH Inpatient Unit) • Communicated with academic faculty as well as with Campus Security • Advocated with faculty for academic withdrawal • Referred to campus counsellor • Assisted with reintegration to school process • Met with student to develop plan for follow up • Provided regular updates to circle of care members, with student's consent • Liaised with hospital re: Early Psychosis follow up	• Counsellor initiaed referral to Case Manager. • Case Manager referred student back to Counsellor once stable and returned to studies.

Centennial College

The Case Manager Lead role was implemented at Centennial to address high risk student cases and to provide case consultation to counsellors and other internal providers with a case management function. The case management model was designed so that referrals to the Case Manager Lead would typically flow through one of three pathways:

1. Counselling Centre
2. Centre for Students with Disabilities
3. Case Management Working Group or Working Group member departments – namely, Security, Student Relations, International Education, Residence, School of Community and Health Studies

Our data indicates that referrals and case consultation requests generally followed one of the above-mentioned pathways. Case consultations and case assignments made as part of Case Management Working Group meetings are not reported.

Case Management Pathways – Unique Client Referrals and Consultation Requests

Referral Source	**Requests for Service**		**Case Consultation Requests**	
	Fall 2014	Winter 2015	Fall 2014	Winter 2015
Counselling	2	2	8	10
Centre for Students with Disabilities	0	2	2	3
Residence	1	1	0	0
Security	3	3	0	0
Student Relations	2	1	0	3
International Education	0	1	0	1
School of Community & Health Studies	0	2	0	3
Other Student Life Enhancement Coordinators/Advisors	0	1	0	1
Other Schools	0	0	0	1
Dean of Students Office	0	0	0	1
Total	**8**	**13**	**10**	**23**

To further enhance the effectiveness and efficiency of requests for service, incident reporting protocols were developed with Residence and Security for emergency incidents occurring outside of business hours. This allowed for immediate follow up by the Case Manager Lead for incidents resulting in hospitalization.

The chart below provides a summary of the reasons for referral or case consultation. Requests falling into the "Other" category typically involved case consultations around community-based resources such as housing, income support, peer/caregiver support, specialized treatment services, or accessing primary care.

Reason for Case Management Referral/Consult

Reason	Fall 2014	Winter 2015
Hospital/ED Visit or Emergency Response	5	5
Voluntary/Involuntary Withdrawal due to Mental Health Concern	3	7
Voluntary/Involuntary Withdrawal due to Substance Use Concern	2	0
Threat of Violence/Assault	3	10
Other	5	14
Total	**18**	**36**

The Case Manager Lead provided direct support to 16 students during the pilot. The total number of direct client contacts (either face to face or email/phone appointments) during the pilot phase was 52 visits. There were 6 no show visits during this period.

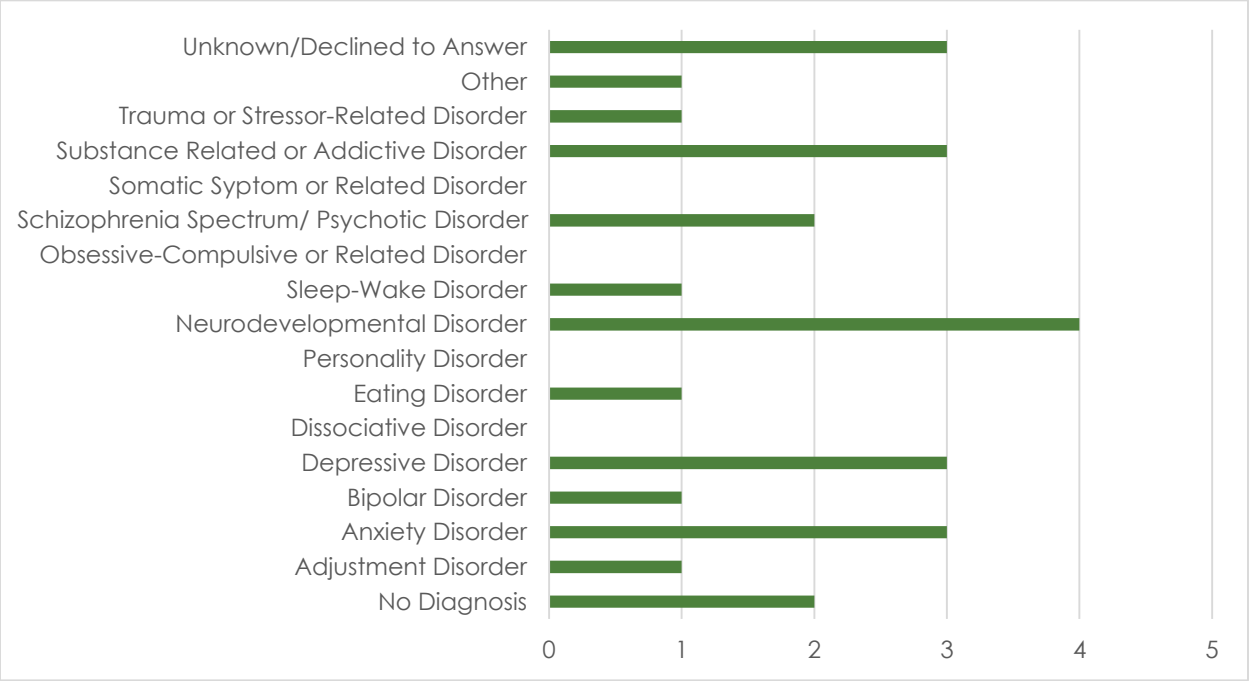
Case Management Clients (n=16)

Visits	Total number of crisis visits	7
	Average number of appointments/client	3.25
	Average number of appointments/client for student cases involving hospital/ED visit[2] (n=8)	5.25
	No show/same day cancellation rate	10.3%
Demographics	Percentage of clients with a registered disability	43.7%
	Total number of clients of Aboriginal origin	0
	Percentage of International clients	25%
	Total number of clients living in Residence	25%

[2] For cases involving students who were enrolled in studies at time of initial contact

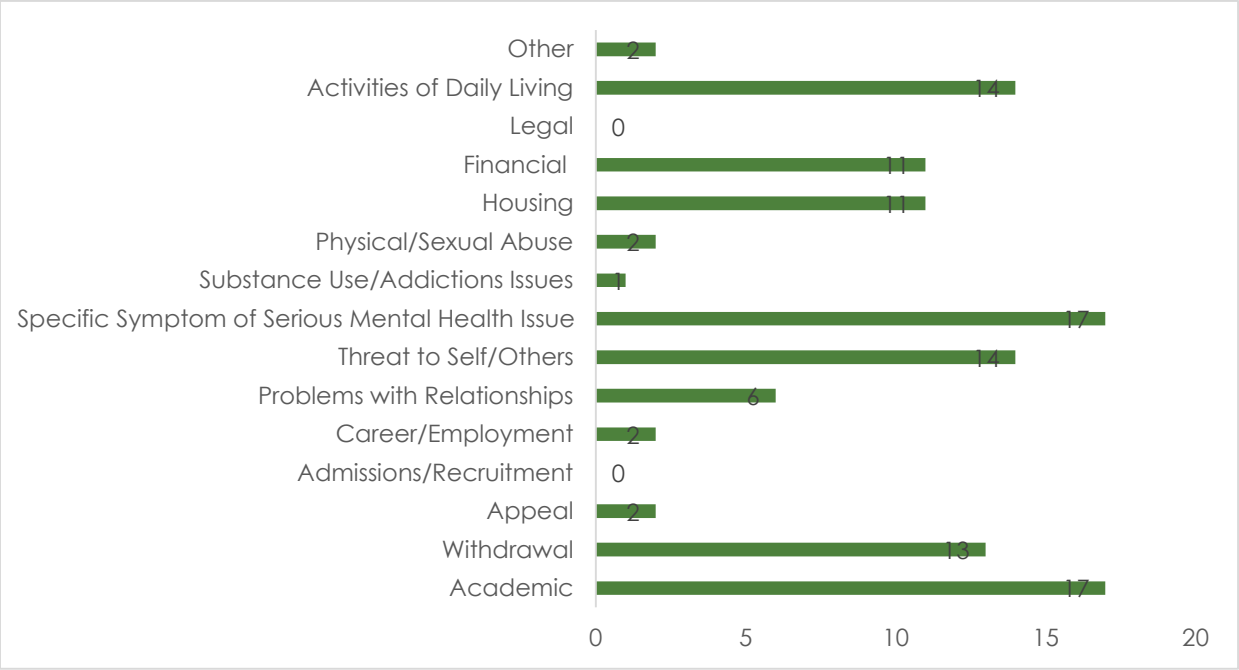
Mood and anxiety disorders were most prevalent among students referred to case management. Seventy-three percent of all case management clients with a known psychiatric diagnosis had a co-morbid condition. Twenty-five percent of all case management clients had a neurodevelopmental disorder.

Diagnostic Categories – Case Management Clients (n=16)



The following chart provides an overview of the presenting issues for all case management visits. More than one presenting issue could be identified for each visit.

Reason for Visit – Case Management Clients (n=16)



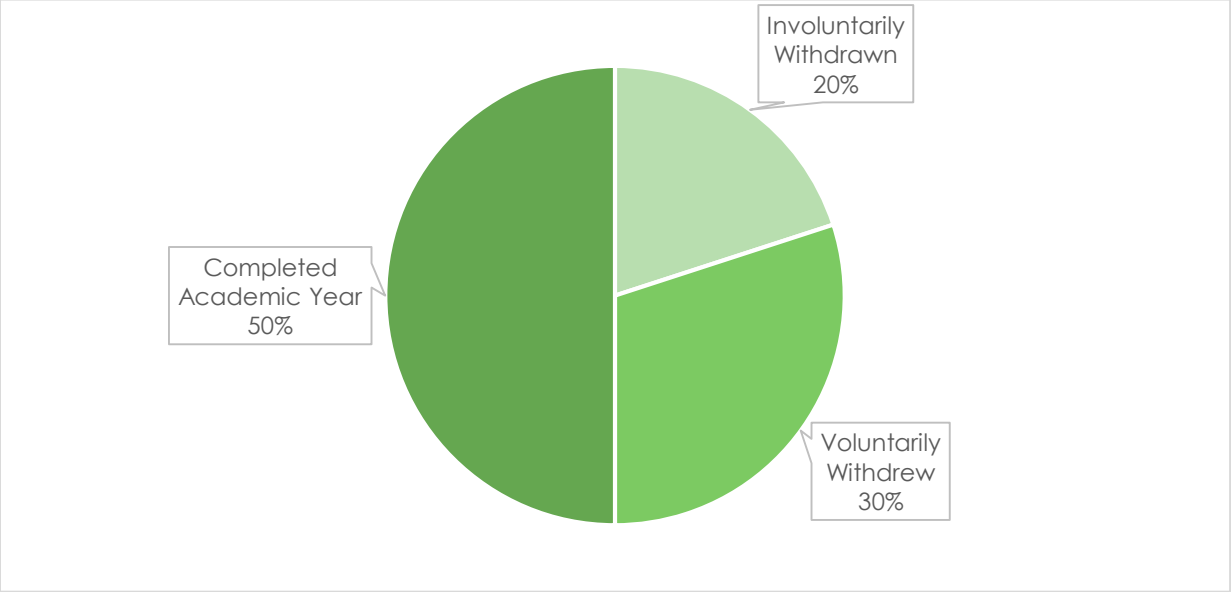
Fifty-six percent of case management clients were referred as a result of a hospitalization or emergency department visit due to a mental health or addiction concern. The chart below illustrates the percentage of total case management client visits addressing specific presenting issues directly related to, or highly correlated with, withdrawal risk.

Reason for Visit as a Percentage of Total Case Management Client Visits

REASON FOR VISIT	PERCENTAGE of TOTAL VISITS
Withdrawal	**25%**
Academic	33%
Threat to Self/Others	**27%**
Substance Use	2%
Specific Symptom of Serious Mental Health Issue	**33%**
Housing	21%
Financial	21%
Activities of Daily Living	27%

Ten of the 16 case management cases involved students at significant risk of attrition[3]. Two of the three students who went through the voluntary withdrawal process indicated that they plan to return to studies at Centennial in Fall 2015.

Case Management Outcomes for Students at High Risk of Withdrawal (n=10)



[3] Students involved in the voluntary/involuntary withdrawal process and those who identified that they were considering withdrawal due to a mental health or substance use concern.

Snapshot: Centennial College Case Study

Police are called to Residence following an incident involving alcohol, substance use and threat of harm to other residents. The student is taken to hospital by police and involuntarily admitted due to risk of harm to self and others. The student, originally from out of province, faced involuntary withdrawal from College and eviction from Residence. The student had a prior psychiatric hospitalization, a history of treatment for mental health concerns, prior justice involvement, and a poor postsecondary academic history. The student was referred to the case manager by Campus Security and the Case Management Working Group.

Case Manager	Counselling
• Liaised with hospital to confirm discharge and follow up plan • Conducted comprehensive needs assessment; initiated referral to community case management • Reviewed medication management plan • Coordinated case conference with student and counsellor to review support plan • Reviewed crisis plan for housing and medication management • Advocated with Student Relations for voluntary withdrawal and for lease termination with Residence • Met with student 1-2 times weekly to navigate voluntary withdrawal process; assist with off-campus housing search; orient to return to school process; and ensure follow up with care providers (counselling, psychiatry) • Provided regular updates to circle of care members, with student's consent	• Conducted risk assessment following student's return to Residence • Met weekly with student to work on coping skills and explore academic programs/career options • Met with student to complete program withdrawal form

Collaboration and Partnerships

Both Georgian and Centennial Colleges have strong relationships with numerous community partners. The key objective of this project was to clearly identify existing partnerships and establish new ones to develop best practice regarding protocols in supporting students. Efforts at both colleges focused on:

1. Building collaborative partnerships that improved access to community-based mental health services
2. Sharing of existing resources and expertise between the campus and community
3. Enhancing the collaborative nature of internal partnerships

Snapshot: Examples of External Collaborations

Joint Initiatives and Programs	Interprofessional Training	Client Planning and Care	System-Level Networks and Collaboratives
Skills for Safer Living Group between Georgian College and CMHA Simcoe	ASIST and Mental Health First Aid training with college and community participants; hospital grand rounds	Case conferences	Transitional Aged Youth System of Support; Scarborough Addiction Services Partnership; Scarborough-East York Service Collaborative

Georgian College's case manager received the *Emerging into the Light Partner's Award* from CMHA Simcoe; Centennial College's Case Management Working Group was the recipient of the *President's Spirit Team Award* for exemplary internal collaboration.

Analysis of Collaborations - Impact Assessment Findings

As part of the project evaluation, the principal research investigator measured internal and external collaborations using a pre-post survey and a focus group in order to assess the impact of the case management project. The full report by PSE Information Systems can be found in *Appendix C*.

The pre-post measure involved surveying relevant student services staff at both colleges in September 2014 to obtain an initial measure of collaboration between internal and external service providers, followed by a second online survey in April 2015 to assess change over time.

Survey results indicated the following:

- Internal collaboration scores were among the highest with Counsellors and Disability Counsellors for all respondents
- Case managers exhibited the highest level of collaboration with both internal and external service providers
- Institutional variation in organizational structure influenced patterns of collaboration

(PSE Information Systems, 2015)

A focus group was conducted with key external partners identified during the September 2014 – April 2015 period by the principal research investigator. The group participants included staff from community and hospital providers as well as members of community collaboratives. The *Project Impact Assessment Report* stated that "overall, participants were pleased with the partnerships they had developed and felt that their goals had been achieved. The partnerships provided a venue for information sharing, community building and sharing of space resources. Having a key college contact was identified as critical to facilitating partnerships and the delivery of programming." (PSE Information Systems, 2015) During the focus group, participants made a suggestion to create a multi-stakeholder committee representing key service providers as a way to share information and raise awareness; and engage college staff early in the partnership development process to build acceptance.

The principal researcher concluded that the patterns of collaboration exhibited in the survey results reflect a successful implementation of the case management model. Focus group discussions also validated the project's success: all participants were pleased with the project outcomes and committed to continuing to work together to strengthen the partnerships.

Professional Development

Needs Assessment Survey

A case management capable needs assessment survey was created to identify learning needs for counsellors and other key staff performing case management functions as part of their role. The survey measured staff self-perception in four areas:

- Mental health and recovery attitudes
- Knowledge of mental health conditions and professional practice standards
- Assessment, planning and intervention skills
- Management of suicide risk

The survey was administered at Centennial and Georgian at two time points (September 2014 and March/April 2015) to identify any changes over time and to assist with operational planning. The survey will be re-administered in March 2017.

Snapshot: Needs Assessment Survey Results[4][5]

Georgian College	Centennial College
Response Rate	
• 82% (September 2014) n=18 • 64% (April 2015) n=14	• 79% (September 2014) n=22 • 54% (April 2015) n=22
Survey Participants	
• Accessibility Advisors • Counsellors	• Case Management Working Group (April 2015 only) • Case Manager Lead (April 2015 only) • Counsellors, Disability Counsellors and Learning Strategists • Centre for Students with Disabilities support staff • Student Relations Officers
Learning Gaps Identified	
• Acceptance and Commitment Therapy • Addictions & concurrent disorders • Basic psychopharmacology • Dialectical Behaviour Therapy • Trauma	• Acceptance and Commitment Therapy • **Addictions & concurrent disorders** • Basic psychopharmacology • Crisis intervention • Dialectical Behaviour Therapy • **Mental health disorders** • Mental health recovery • **Screening & assessment** • Suicide risk assessment

[4] Learning gaps identified by at least 50% of survey respondents in September 2014
[5] Learning gaps in **bold** were identified by at least 50% of survey respondents at both time points (September 2014 and March/April 2015)

Training Frameworks

Two frameworks were developed as part of this project: a case management professional development framework to address key competencies[6] for postsecondary case managers and case management-capable providers; and an awareness and education framework to enhance the capacity of all campus partners in student support within the scope of their respective roles.

Snapshot: Selected Workshops Introduced in 2014 - 2015 to Enhance Capacity

Applied Suicide Intervention Skills Training (ASIST)

- Offered in Fall to Centennial College Counselling, CSD, Student Relations, Residence and Athletics & Wellness staff
- Winter offering included Centennial College support staff from Counselling, CSD & International, and community mental health providers
- 75% of Centennial College counsellors and learning strategists are now ASIST-trained

Equity, Diversity & Mental Health Recovery

- Facilitated by CMHA Toronto's Equity Coordinator and Opening Doors Coordinator
- Offered at Georgian to Student Success staff
- Offered at Centennial to a wide cross-section of faculty, support staff & administrators
- As a result, Centennial is developing a Preferred Name policy. Georgian is now collecting demographic information that caputures student diversity

Identifying and Responding to Students in Distress

- Resource guide and workshop developed for faculty & staff
- Workshop piloted at Centennial's annual professional development event in Winter 2015
- Centennial College counsellors to be trained to deliver workshop to all faculty and support staff starting Spring 2015

Privacy

- Delivered at Georgian in Fall 2014 by the Georgian Access and Privacy Consultant
- Clarified Georgian Internal Circle of Care
- As a result of training, Georgian made revisions to intake and consent forms and modified access permissions to facilitate data sharing on Clockwork between Counsellors and Accessibility Advisors

Next Steps

- Integrate the education and awareness framework into the work plan for the Centennial Mental Health and Wellness Strategy & Framework
- Create an online module for the *Identifying and Responding to Students in Distress* resource
- Create an *Accommodations for Mental Health Disabilities* workshop for faculty in collaboration with the Centre for Students with Disabilities
- Develop a collaborative training approach with community partners to deliver in-service training on topics such as addictions, risk assessment, basic psychopharmacology and mental health first aid

[6] Based on the National Case Management Network's *Canadian Core Competency Profile for Case Management Providers* (2012)and the *Canadian Standards of Practice for Case Management* (2009)

Knowledge Transfer

Case Management Toolkit

The Case Management toolkit contains forms, protocols, frameworks, survey tools, and education & awareness materials created for the *Extending the Circle of Care: A Case Management Approach* project. The toolkit will provide postsecondary institutions and frontline service providers with information, resources and templates that will enhance their capacity to support students with complex mental health and addictions concerns. The Case Management toolkit has been added to the CICMH Resources repository. It was officially launched during the project presentation at the CICMH Campus Exchange event June 9, 2015 and announced via the CICMH Campus Mental Health Updates newsletter June 12, 2015.

Campus-Community Connection Toolkit

An interactive web-based toolkit is being developed collaboratively by CICMH, the *Extending the Circle of Care: A Case Management Approach* project, Connex Ontario, members of CICMH's Access to Expertise roundtable and members of the Case Managers' Working Group. The toolkit will provide campus service providers with information, resources, templates, case studies and promising practices that will enhance their capacity to support students with complex mental health and/or addiction concerns by creating effective partnerships with community based agencies and resources. The toolkit will launch September 2015.

Ontario Community of Practice

The Case Managers' Working Group was established in March 2015 through CICMH Connects, an online community of practice designed to facilitate and support knowledge sharing and collaboration among Ontario's postsecondary mental health service providers. The first in-person meeting of the working group was held at the CICMH Campus Exchange event on June 9, 2015.

Project activities included the development and administration of a case manager profile survey to better understand the current landscape of postsecondary case management in Ontario, and administration of the case management capable needs assessment survey to identify key learning needs of postsecondary case managers. Results from the profile and needs assessment surveys were shared at the inaugural Case Managers' Working Group. Working Group members also collaborated with ConnexOntario on their mobile app project, which helps users locate mental health and addiction services on campus.

The Working Group is currently developing Terms of Reference and working with CICMH to coordinate professional development events relevant to postsecondary case managers.

National Community of Practice

The CACUSS Student Case Managers Network was established in March 2015 as a platform for professionals working with students at risk or in distress due to complex needs whose roles may not fit within the current college or university system. The Network's goal is to share case management approaches, to communicate, identify best practices, share information, conduct research, and provide peer support to others working in similar roles. The first in-person meeting was held at the CACUSS Annual Conference on May 26, 2015.

The soft launch of the Case Management Toolkit took place during the inaugural Student Case Managers Network meeting. Identified next steps include administering the case manager profile survey and the case management capable needs assessment survey nationally through CACUSS to better understand the current landscape of Canadian postsecondary case management.

Snapshot: Project Presentations

October 2014	CSIPS Colleges Serving Immigrants Conference, Toronto ON Immigrants and Mental Health [panelist]
November 2014	CICMH Flourishing Campuses, Toronto ON Promising Counselling and Case Management Service Delivery Models and Practices in Post-Secondary
January 2015	CMHA Ontario CMH&A Roundtable, Toronto ON Centennial College Campus Mental Health Partnerships Project
March 2015	CICMH Ask the Experts Webinar Promising Programs and Practices to Support Student Mental Health in Residence
April 2015	21st Annual Suicide Awareness Conference, Orillia ON Transitioning to College and the Risk of Suicide Georgian College Mature Student Supporters Conference Mature Students and Resilience Centennial Learns, Toronto ON Identifying and Responding to Students in Distress
May 2015	CCVPS Professional Development Conference, Barrie ON Case Management on Campus: Supporting Transitions CACUSS Annual Conference, Vancouver BC Post-Secondary Case Management: Reviewing Models and Approaches to Case Management in Canadian Colleges and Universities
June 2015	CICMH Campus Exchange, Toronto ON Extending the Circle of Care: A Case Management Approach

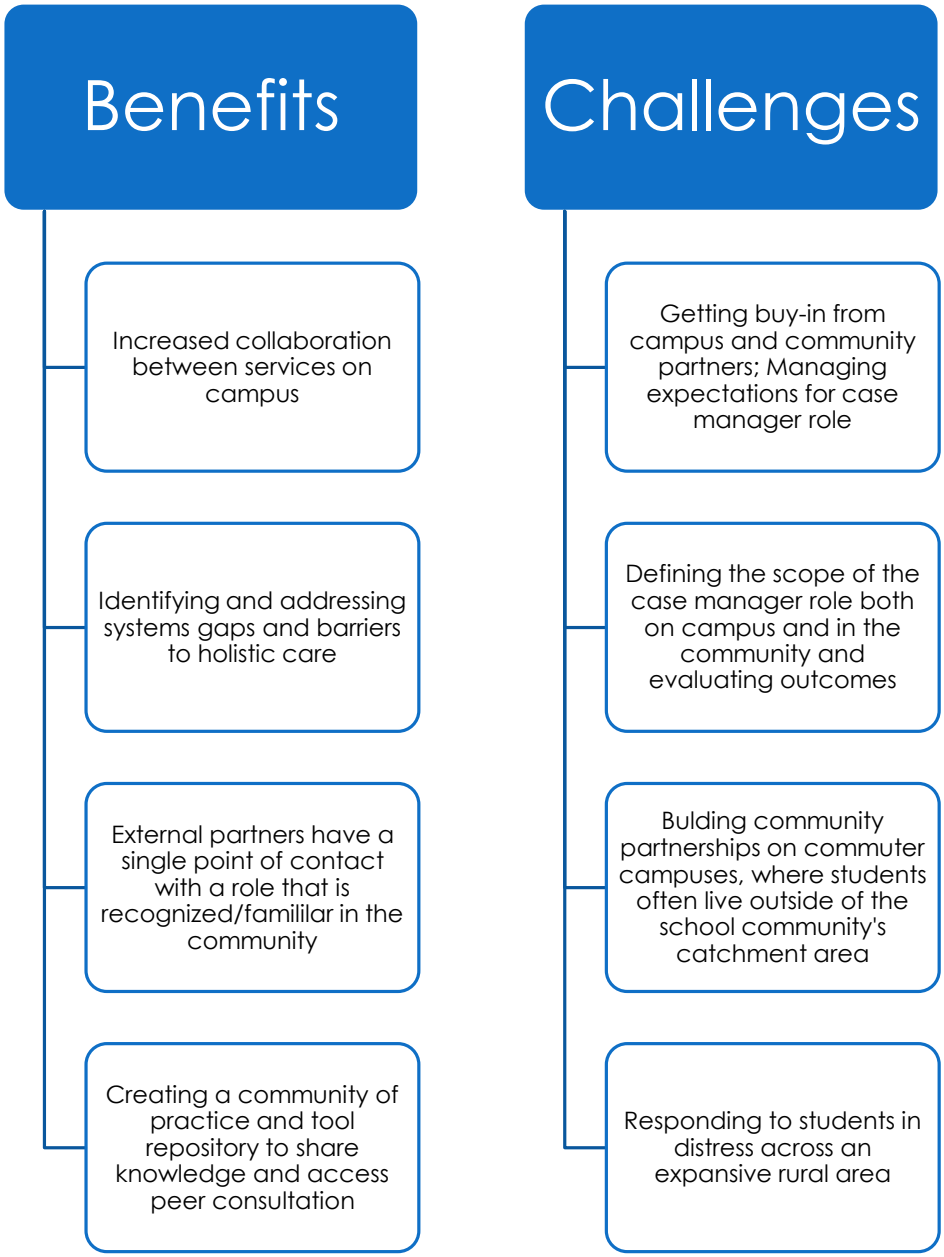
Key Considerations Based on Learnings

A case management approach has proven useful at both Georgian and Centennial Colleges for identifying and responding to students with complex mental health needs. For campuses exploring the idea of the developing a case management approach, the following are some key considerations based on our learnings:

- Case Management is only one component of a multi-pronged approach to promoting campus mental health. Ideally, campuses would have a mental health framework outlining a systemic approach for promotion, prevention and intervention that is endorsed and championed by senior leadership. Case management would be an integral part of the framework in supporting students with the most complex mental health needs.
- The development of a case management model should be tailored to the institution's existing structures, student demographics and need, campus culture, resources and community. There is no "one size fits all" approach when developing case management services. Case manager roles will look different based on function, title, department location, accountability structure and the case manager's educational background and professional designation.
- The case manager's role has to be clearly defined and should be based on symbiotic and complementary relationships with the other helping professionals on and off campus. An approach that builds on existing competencies, strengths and campus culture will create more "buy-in" for the new role of case manager.
- A case manager's role is complex and often crisis driven. The case manager will need to work in an environment where there are clearly articulated protocols regarding triage, urgent and crisis response, as well as policies regarding voluntary and involuntary withdrawal and return to school. Student of Concern/Behaviour Intervention Teams are often viewed as beneficial for ensuring that the responsibility for student and campus safety is a shared one.
- Early Alert systems, and mental health awareness training for students, staff and faculty should be implemented so everyone can proactively recognize and respond to students in distress.
- External mental health providers are key stakeholders in the delivery of mental health services to students. Students are best served when case managers and community providers are knowledgeable about each other's resources and have established collegial relationships. Case Managers need to allocate time for building relationships with other organizations within the health and social services systems.
- Data information systems which allow institutions to track key indicators should be implemented to measure outcomes and establish best practice for case management.
- Postsecondary case management is in its infancy in this province. The generosity of other postsecondary case managers in sharing what they have learned in developing their roles has been invaluable. Leveraging the support and access

to expertise provided of the Centre for Innovation in Campus Mental Health was a key factor in creating relevant and accessible knowledge transfer and exchange opportunities.

Snapshot: Benefits and Challenges of a Case Management Approach



Recommendations

1. **Design and Implementation of a Case Management Approach**
   - 1.1 Implement case management as a valuable component for supporting students with complex mental health issues on campus.
   - 1.2 Identify champions for case management and create an advisory structure to assist in the design and implementation of the approach.
   - 1.3 Develop a case management model based on the unique characteristics of the campus including organizational structure, existing capacities and strengths of campus partners. The case manager's job title should reflect both the accountability structure and the primary function of the role.
   - 1.4 Establish crisis and distress protocols to clearly define communication lines and responder roles. The case manager role should be supported by a Student of Concern/Behaviour Intervention type team.
   - 1.5 Use an electronic data information system to track referral pathways, client demographics, reasons for visits, and outcomes.

2. **Collaborative Internal and External Partnerships**
   - 2.1. Clearly define the essential, unique and complementary roles of counsellors and case managers in supporting a large number of students with a wide range of mental health issues.
   - 2.2. Clarify membership of the internal circle of care and ensure a clear understanding of privacy and confidentiality legal guidelines.
   - 2.3. Allot time for the case manager to focus on building collaborative relationships with internal stakeholders as well as the broader health and social services systems.

3. **Professional Development**
   - 3.1. Implement a professional development needs assessment survey to identify staff training needs.
   - 3.2. Create professional development opportunities with external partners to enhance collaboration and the sharing of expertise and knowledge.

4. **Education and Awareness Plan to Support the Integration**
   - 4.1. Develop a comprehensive education and awareness plan to ensure a more systematic approach to enhancing the capacity of faculty and staff to support student mental health and wellbeing.
   - 4.2. Educate faculty and staff on how to recognize and respond to students in distress and to use the Early Alert system to ensure students are connected to the right supports as soon as possible.

5. **Knowledge Transfer**
   - 5.1. Promote Case Management Communities of Practice, as they can play an important role in building capacity throughout the postsecondary sector.

5.2. Encourage postsecondary mental health stakeholders to access, use and contribute to the Centre for Innovation in Campus Mental Health's online repository and Communities of Practice to share useful case management resources and knowledge with a wide audience.

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Appendices

Appendix A: Case Management Informants

Ontario Postsecondary Case Management Informants

Sarah Bell, University of Toronto
Anh Brown, University of Western Ontario
Rebecca Dempsey, University of Toronto
Adrienne Luft, Wilfrid Laurier University
Dianne Norman, Ryerson University
Judy Vorderbrugge, University of Toronto

American Higher Education Case Management Informants

Joshua Gunn, Kennesaw State University
Mary-Jeanne Raleigh, University of North Carolina Pembroke
Brian Van Brunt, National Center for Higher Education Risk Management

Appendix B: Knowledge Transfer

Campus Mental Health Partnerships: Case Management Toolkit
http://campusmentalhealth.ca/resource/campus-mental-health-partnerships-case-management-toolkit/

CICMH Connects Case Managers' Working Group
http://connects.campusmentalhealth.ca/community/groups/case-managers-working-group/forum/

Appendix C: Georgian College/Centennial College Mental Health Innovation Fund Project 2014-15 Project Impact Assessment Report

PSE Information Systems, June 2015

PSE INFORMATION SYSTEMS

GEORGIAN COLLEGE/CENTENNIAL COLLEGE MENTAL HEALTH INOVATION FUND PROJECT 2014-15

PROJECT IMPACT ASSESSMENT REPORT

June 2015

15 Pods Lane
Oro-Medonte, ON
L0L 2L0

EXECUTIVE SUMMARY

INTRODUCTION

The Georgian-Centennial MHIF project was to develop a best practice in the delivery of mental health services to students by designing, developing, implementing and evaluating a case management model at both Georgian and Centennial Colleges. The main objective was to measure the efficiency and effectiveness of a holistic, multi-perspective approach to serving college students who have mental health issues.

IMPACT ASSESSMENT

A pre-post design was used as one component in assessing the impact of the Circle of Care/Case Management project. This involved surveying relevant student services staff at both colleges in September 2014 to obtain an initial measure of collaboration between internal and external service providers, followed by a second online survey in April 2015 to assess change over time.

A second component consisted of a focus group conducted with key external partners that were identified during the September 2014-April 2015 period.

INSTITUTIONAL CONTEXT

Two contextual factors have a bearing on the results obtained. First, notification of project approval by MTCU was obtained in the late fall of 2013. This delayed the recruitment of the Case Managers and project launch for both Georgian and Centennial Colleges to the winter of 2014. Second, Georgian and Centennial differ dramatically in size and community context. Georgian's small size and relatively well-defined community context meant identifying key partners and developing partnerships was somewhat straight forward. The same cannot be said for Centennial. As a result, the findings for this college in particular as well as for the entire project should be considered preliminary.

FINDINGS

Data analysis focused on calculating a "collaboration score" ranging from *No Collaboration* to *High Collaboration***.** Assessing project impact can then, theoretically, be accomplished by examining changes in collaboration scores between survey 1 in September and Survey 2 in April for individual positions and for the Case Manager specifically. The level of collaboration can also be examined between service providers located within the college as well as with those located in the community. This process, however, is confounded by the fact that students tend to use college services to a greater degree in the fall semester, when a large cohort is new to the college, compared to the smaller winter term cohort. Making such comparisons is somewhat difficult then since higher collaboration scores might be expected during the busy fall term. That said, comments made by Georgian College external partners during the focus group provide further evidence of project impact.

Findings from online surveys:

- For all respondents, internal collaboration scores were among the highest with Counsellors and Disability Counsellors.

- Some variation was seen between colleges due to organizational differences. For example, at Centennial College internal collaboration was highest with Academic Advisors while at Georgian College it was with Counsellors.
- The highest level of collaboration with external service providers was with the Counsellor position and this was particularly true for Georgian College.
- At both Georgian and Centennial Colleges, the Case Manager exhibited the highest level of collaboration with both internal and external service providers.
- Identifying an overall change in collaboration between survey 1 and 2 was not possible given the small number of subjects and variation in scores.

Findings from focus group:

- **Outcomes:** Community partners said they could now reach their target audience more effectively; due to leadership provided by the Project Lead and the Case Manager since having key contacts made it much easier to navigate the complexities of the college administration.
- **Value/benefit of collaboration:** improved connection to the community; improved sharing of information re: on- and off-campus events; availability of space to host programs and events; availability of Project Lead and Case Manager.
- **Suggestions:** Creation of a multi-stakeholder committee representing key service providers as a way to share information and raise awareness; engage college staff early in the partnership development process to build acceptance.

Overall, participants were pleased with the partnerships they had developed and felt that their goals had been achieved. The partnerships provided a venue for information sharing, community building and sharing of space resources. Having a key college contact was critical to facilitating partnerships and the delivery of programming.

CONCLUSIONS

Overall, the Georgian-Centennial Circle of Care/Case Management project was a success. In spite of the project time frame which meant a short pre- post- time interval, data were collected to assess project impact.

Survey results were as expected: on-campus collaboration was highest with counsellors; levels and patterns of collaboration were determined by service type; institutional variation in organizational structure influenced patterns of collaboration; case managers exhibited the highest level of collaboration with both internal and external service providers. The patterns of collaboration exhibited in the survey results reflect a successful implementation of the Circle of Care/Case Management model.

Focus group discussions highlighted and validated this success as well. All participants were pleased with the early project outcomes and were committed to continuing to work together to further strengthen the partnerships.

INTRODUCTION

The Georgian-Centennial MHIF project was to develop a best practice in the delivery of mental health services to students by designing, developing, implementing and evaluating a case management model at both Georgian and Centennial Colleges. The main objective was to measure the efficiency and effectiveness of a holistic, multi-perspective approach to serving college students who have mental health issues.

The initiative focuses on clearly defining the role of college counselors and other staff within students' internal circle of care and how these connect with and extend to external care providers. Partnerships developed with community-based service providers are intended to more efficiently extend the circle of care for college students and deliver services in a more timely and effective fashion.

IMPACT ASSESSMENT

A pre-post design was used as one component in assessing the impact of the Circle of Care/Case Management project implemented at Georgian and Centennial Colleges. This involved surveying relevant student services staff at both colleges in September 2014 to obtain an initial measure of collaboration between internal and external service providers. An identical online survey was then completed by staff in April 2015 to assess post-project implementation change over time.

A second component involved focus groups conducted with key external partners that were developed during the September 2014-April 2015 period.

INSTITUTIONAL CONTEXT

Two contextual factors have a bearing on the results obtained. First, notification of project approval by MTCU was obtained in the late fall of 2013. This delayed the recruitment of the Case Managers and project launch for both Georgian and Centennial Colleges to the winter of 2014. Second, Georgian and Centennial differ dramatically in size and community context. Georgian's small size and relatively well-defined community context meant identifying key partners and developing partnerships was somewhat straight forward. The same cannot be said for Centennial. As a result, the findings for this college should be seen as preliminary.

DATA ANALYSIS

Data analysis focused on calculating a "collaboration score" ranging from *No Collaboration* to *High Collaboration***.** Assessing project impact can, theoretically, be accomplished by examining changes in collaboration scores between survey 1 in September and Survey 2 in April for individual positions and for the Case Manager specifically. This process, however, is confounded by the fact that students tend to use campus services to a greater degree in the fall semester when they are new to the college compared to the winter term, so making such comparisons should be done with caution.

In spite of the above, data analysis principally involved calculating a mean 'collaboration score' for staff participating in the September and April online surveys. Data tables were generated to show mean scores for all staff and for individual staff positions. In the latter case, it was especially important to examine scores for the staff member acting as the case manager (Counsellor-Coordinator). This

individual would likely exhibit the greatest amount of change in collaboration scores, particularly with external partners.

Focus groups with community partners were tape recorded and reviewed for key themes.

FINDINGS

This section provides and overview of the results for each college. A detailed presentation of the analyses for each college is presented in the appendices that follow.

GEORGIAN COLLEGE: ONLINE SURVEY RESULTS

Survey Response Rates: Tables 1 and 2 in Appendix 1 show the distribution of responses by campus for each survey. Out of the 147 invitations to participate issued for Survey 1, 103 responses were obtained for a response rate of 70%. Table 1 shows that the distribution of respondents by campus also matched the population distribution and therefore constituted a representative sample. Survey 2 generated 90 responses from 138 invitations for a response rate of 65%. Table 2 indicates that the Barrie campus was slightly underrepresented while the Orillia and Owen Sound campuses were slightly overrepresented.

Positions and Groupings: Respondents to Surveys 1 and 2 represented 24 different position titles as shown in Tables 4 and 5. To simplify analyses these were clustered into 8 distinct staff categories based on the type of service delivered. Table 3 shows the composition of the survey samples across these 8 categories. The data show that while the representation of most staff categories is similar for Surveys 1 and 2, Career & Co-op is higher in Survey 2 and Program Coordinator is lower in representation.

<u>Collaboration Scores</u>

Overall: Table 8 presents the mean collaboration score for surveys 1 and 2 (1 = *No Collaboration*, 2 = *Very Little*, 3 = *Some*, 4 = *Moderate*, 5 = *High*) for all respondents for each internal college position category and external service provider. The results indicate that, overall, the highest level of collaboration with internal service providers is with Counsellors (*Moderate*) followed by Disability Specialists, Testing Services, Career Consultants and Learning Strategists (between *Some* and *Moderate*). Collaboration with external service providers hovered between *No Collaboration* and *Very Little***.**

By Position Category: Table 9 shows the mean collaboration levels for staff position categories and internal college services where respondents in Survey 1 and 2 have been matched (i.e. the same respondents). As with Table 8, it is clear that Counselling Services has among the highest level and frequency of collaboration across position categories with six of eight reporting *Some* to *Moderate* collaboration. The Testing (*Moderate to High)* and Program Coordinator (*Some* to *Moderate)* position categories also exhibit relatively high levels of collaboration across internal college services.

Tables 10 and 11 show that for external service providers, only the Counsellor position category exhibits collaboration levels between *Very Little* and *Some* with most other categories only slightly above *No Collaboration.*

By Position: Table 12 presents the mean collaboration scores for all staff positions with selected internal college services. The pattern of high scores is consistent with each position and the service provided. For example the Adaptive Technologist collaborates highly with Disability Specialists and

Testing Services. The Co-op Consultant exhibits a *Moderate* to *High* level of collaboration with Counsellors, Disability Specialists, Career Consultants and Peer Services.

An examination of the Counsellor – Co-ordinator (Case Manager) position shows *Moderate* to *High* levels of collaboration with most internal college services for both Surveys 1 and 2, consistent with the role of a case manager.

Tables 13 and 14 show low mean collaboration scores with external service providers for the majority of college services staff positions. The scores for these staff positions vary between *No Collaboration* and *Very Little Collaboration.* In contrast, the Counsellor – Co-ordinator (Case Manager), exhibits the highest collaboration scores (*Some, Moderate, High*) with a variety of external service providers.

FINDINGS FROM FOCUS GROUP DISCUSSIONS

A 90 minute focus group was held on April 21, 2015 with eight members of various Simcoe-area community mental health service staff including CMHA, Drink Smart, CAMH, a nurse practitioner, a provider of student health insurance and Royal Victoria Hospital. Participants had recently developed partnerships with Georgian College that offer a variety on- or off-campus programs targeting youth with mental health /addiction issues or provided related training for college staff. Participants were asked to comment on five key questions. Findings derived from the discussion are summarized for each question below.

1. **What has been successful – what worked and why?**
   Community partners said that having the opportunity to provide on-campus programming was particularly successful as they could reach their target audience more effectively. This was largely due to the leadership provided by the project Lead and the Case Manager. Having these individuals as key contacts made it much easier to navigate the complexities of the college administration.

2. **What do you see as the value/benefit of collaboration with Georgian College?**
   Comments made here included improved connection to the community; improved sharing of information re: on- and off-campus events; availability of space to host programs and events; the availability of a bridging mechanism between external partners and the College embodied by the Project Lead and Case Manager; increased opportunity to reach their target audience.

3. **What challenges did you encounter and how were they overcome?**
   Challenges that were discussed included: difficulties in convening students due to timetable conflicts; getting the attention of students re: scheduled programs and events; role clarification and territoriality; program constraints that excluded groups of students (mature) from participating; confidentiality.

   To some degree, these challenges were a function of the fact that the partnerships were relatively new and participants felt that with continued work they could be resolved satisfactorily.

4. **What ideas do you have for future work together?**
   All agreed that continuing to work together was a good idea and that a key ingredient was sharing information more extensively. The possibility of accessing Trillium funding was also discussed. Finally, the idea of creating peer-based groups such as a Student Mental Health Voice and Student Addiction Voice on campus was seen to be an effective strategy to raise awareness.

5. **What suggestions would you offer other community providers wanting to partner with colleges or universities?**
   Participants agreed that having one key college contact in the Case Manager was critical as it made planning easy. The creation of a multi-stakeholder committee representing key service providers was also seen as a way to share information and raise awareness. Engaging college staff early in the partnership development process was also seen as critical to the acceptance of new on-campus programming to reduce territoriality.

CENTENNIAL COLLEGE: ONLINE SURVEY RESULTS

Survey Response Rates: Tables 1 and 2 in Appendix 2 show the distribution of responses by campus for each of the online surveys. Out of the 152 invitations to participate issued for Survey 1, 64 responses were obtained for a response rate of 42%. Survey 2 generated 58 responses from 152 invitations for a response rate of 38%. These relatively low response rates mean that the results should be interpreted with some caution.

Staff Job Titles: Respondents to Surveys 1 and 2 represented 21 and 19 unique job titles as shown in Tables 3 and 4 respectively. Unlike Georgian College, it was not appropriate to aggregate these titles into categories and the results that follow use job title as the unit of analysis.

Collaboration Scores

Overall: Table 7 presents survey 1 and 2 mean collaboration scores (1 = *No Collaboration*, 2 = *Very Little*, 3 = *Some*, 4 = *Moderate*, 5 = *High*) for all respondents with each internal college service and external service provider. The results indicate that, overall, the highest level of collaboration with internal service providers is with Academic Advisors (between *Some* and *Moderate*) followed by Disability Counsellors, Counsellors and Career Consultants/Advisors (between *Some* and *Moderate*). Collaboration with external service providers for all respondents ranged between *No Collaboration* and *Very Little***.**

Survey 1 vs. Survey 2: Table 8 shows the overall mean collaboration levels for all respondents and internal college services where respondents in Survey 1 and 2 have been matched (i.e. the same respondents). The matching process was conducted in order to remove variation due to differences in the respondents for survey 1 and survey 2.

Disability Counsellors, Counsellors and Academic Advisors have the highest levels of collaboration across job titles (*Some* to *Moderate*) for both surveys. Testing Services, Career Consultants and Student Relations Officers also exhibit relatively high levels of collaboration (*Some* to *Moderate*) with internal college services for both surveys.

Table 9 shows that mean collaboration scores with external service providers for all respondents is very low, ranging between *No Collaboration* and *Very Little Collaboration* on both surveys.

By Job Title - Survey 2: Tables 10-12 present the mean collaboration scores for each job title with selected internal college services and with external service providers. Table 10 shows the pattern of high collaboration scores with internal college services is consistent with each job title and the service provided. For example, the Adaptive Technologist collaborates highly with Disability Counsellors and Testing Services as would be expected. The Co-ordinator and Counsellor CSD exhibits a *Moderate* to

High level of collaboration with Counsellors, Disability Counsellors, Learning Strategists, Adaptive Technologists and Testing Services.

Tables 11 and 12 show the collaboration scores with external service providers for each job title. Scores in the *Some* to *Moderate* range are exhibited by the Coordinator and Counsellor CSD and Wellness Coordinator. An examination of the Case Manager position shows *Moderate* levels of collaboration with CMHA and Hospital-based specialized mental health supports.

FINDINGS FROM FOCUS GROUP DISCUSSIONS

Because partnerships with external service providers were in a developmental phase, a focus group was seen as being appropriate at a later date.

APPENDIX 1

GEORGIAN COLLEGE 2014-15 MENTAL HEALTH INNOVATION FUND PROJECT
DATA TABLES: RESPONDENT PROFILE AND COLLABORATION SCORES

Table 1: Georgian College MHIF Survey 1 - Sept. 2014

Campus	N	Sample %	Population %
N/A	1	1.0	
Barrie	65	63.1	63.3
Midland	3	2.9	2.0
Orangeville	1	1.0	1.3
Orillia	20	19.4	19.7
Owen Sound	13	12.6	12.9
Total	**103**	**100.0**	**99.2**

Table 2: Georgian College MHIF Survey 2 - Apr. 2015

Campus	N	Sample %	Population %
Barrie	54	60.0	64.5
Midland	3	3.3	2.8
Orangeville	1	1.1	1.4
Orillia	19	21.1	18.1
Owen Sound	13	14.4	13.0
Total	**90**	**100.0**	**99.8**

Table 3: Georgian MHIF Position Group: Survey 1 vs 2

	Survey 1		Survey 2	
Position Group	**N**	**%**	**N**	**%**
Career & Co-op	13	12.7	15	16.7
Counsellor	10	9.8	10	11.1
First Gen / Transition	4	3.9	3	3.3
Peer Services	3	2.9	2	2.2
Testing	4	3.9	4	4.4
Disability	10	9.8	10	11.1
Program Coordinator	54	52.9	42	46.7
Learning Strategist	4	3.9	4	4.4
Total	**102**	**100.0**	**90**	**100.0**

Table 4: Georgian College MHIF Survey 1
Position Frequency

Position	N	%
N/A	1	1.0
Adaptive Technologist	2	1.9
Career Advisor	1	1.0
Career Consultant	3	2.9
Co-op Consultant	1	1.0
Co-op Consultant - Student Development	5	4.9
Counsellor	8	7.8
Counsellor - Co-ordinator	1	1.0
Disability Specialist	7	6.8
Disability Specialist / Peer Services	1	1.0
Field Placement Officer	2	1.9
First Gen. Advisor	1	1.0
First Generation / First Year Mentor	1	1.0
International Co-op Consultant	1	1.0
International Counsellor	1	1.0
Learning Strategist	4	3.9
Manager - First Generation	1	1.0
Peer Services	1	1.0
Peer Services Advisor	1	1.0
Peer Services Assistant	1	1.0
Program Coordinator	54	52.4
Testing Clerk	1	1.0
Testing Services Advisor	2	1.9
Testing Specialist / Adaptive Tech	1	1.0
Transition & Engagement Advisor	1	1.0
Total	**103**	**100.0**

Table 5: Georgian College MHIF Survey 2
Position Frequency

Position	N	%
Adaptive Technologist	3	3.3
Alt. Format Tech/Testing Clerk	1	1.1
Career Advisor	1	1.1
Career Advisor & Co-op Consultant (Student Developer)	1	1.1
Career Consultant	3	3.3
Co-op Consultant	1	1.1
Co-op Consultant - Student Development	6	6.7
Counsellor	8	8.9
Counsellor - Co-ordinator	1	1.1
Disability Specialist	6	6.7
Disability Specialist / Peer Services	1	1.1
Field Placement Officer	2	2.2
First Gen Advisor	1	1.1
First Generation / First Year Mentor	1	1.1
International Co-op Consultant	1	1.1
International Counsellor	1	1.1
Learning Strategist	4	4.4
Peer Services	1	1.1
Peer Services Assistant	1	1.1
Program Coordinator	42	46.7
Testing Clerk	1	1.1
Testing Services Advisor	1	1.1
Testing Specialist / Adaptive Tech	1	1.1
Transition / Engagement Advisor	1	1.1
Total	**90**	**100.0**

Table 6: Georgian MHIF Survey 1: Position by Campus

Position		Campus					
		Barrie	Midland	Orangeville	Orillia	Owen Sound	Total
Adaptive Technologist	N	2	0	0	0	0	2
	%	3.1%	0.0%	0.0%	0.0%	0.0%	1.9%
Career Advisor	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.0%	0.0%	1.0%
Career Consultant	N	3	0	0	0	0	3
	%	4.6%	0.0%	0.0%	0.0%	0.0%	2.9%
Co-op Consultant	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.0%
Co-op Consultant - Student Development	N	5	0	0	0	0	5
	%	7.7%	0.0%	0.0%	0.0%	0.0%	4.9%
Counsellor	N	4	0	0	3	1	8
	%	4.6%	0.0%	0.0%	15.0%	7.7%	7.8%
Counsellor - Co-ordinator	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
Disability Specialist	N	4	1	0	2	0	7
	%	6.2%	33.3%	0.0%	10.0%	0.0%	6.8%
Disability Specialist / Peer Services	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.0%
Field Placement Officer	N	0	0	0	2	0	2
	%	0.0%	0.0%	0.0%	10.0%	0.0%	1.9%
First Generation	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.0%	0.0%	1.0%
First Generation/First Year Mentor	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.0%
International Co-op Consultant	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
International Counsellor	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
Learning Strategist	N	2	0	0	1	1	4
	%	3.1%	0.0%	0.0%	5.0%	7.7%	3.9%
Manager - First Generation	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
Peer Services	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.0%	0.0%	1.0%
Peer Services Advisor	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
Peer Services Assistant	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%

Position		Campus					
		Barrie	Midland	Orangeville	Orillia	Owen Sound	Total
Program Coordinator	N	37	2	1	7	7	54
	%	56.9%	66.7%	100.0%	35.0%	53.8%	52.4%
Testing Clerk	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.0%	0.0%	1.0%
Testing Services Advisor	N	1	0	0	1	0	2
	%	1.5%	0.0%	0.0%	5.0%	0.0%	1.9%
Testing Specialist/Adaptive Tech	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.0%
Transition & Engagement Advisor	N	1	0	0	0	0	1
	%	1.5%	0.0%	0.0%	0.0%	0.0%	1.0%
Total	**N**	**65**	**3**	**1**	**20**	**13**	**102**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 7: Georgian MHIF Survey 2: Position by Campus

Position		Campus					
		Barrie	Midland	Orangeville	Orillia	Owen Sound	Total
Adaptive Technologist	N	2	0	0	1	0	3
	%	3.7%	0.0%	0.0%	5.3%	0.0%	3.3%
Alt. Format Tech / Testing Clerk	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
Career Advisor	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.3%	0.0%	1.1%
Career Advisor & Co-op Consultant (Student Developer)	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.1%
Career Consultant	N	3	0	0	0	0	3
	%	5.6%	0.0%	0.0%	0.0%	0.0%	3.3%
Co-op Consultant	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.1%
Co-op Consultant - Student Development	N	6	0	0	0	0	6
	%	11.1%	0.0%	0.0%	0.0%	0.0%	6.7%
Counsellor	N	5	0	0	1	2	8
	%	9.3%	0.0%	0.0%	5.3%	15.4%	8.9%
Counsellor - Co-ordinator	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
Disability Specialist	N	3	1	0	2	0	6
	%	5.6%	33.3%	0.0%	10.5%	0.0%	6.7%
Disability Specialist / Peer Services	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.1%

		Campus					
Position		**Barrie**	**Midland**	**Orangeville**	**Orillia**	**Owen Sound**	**Total**
Field Placement Officer	N	0	0	0	2	0	2
	%	0.0%	0.0%	0.0%	10.5%	0.0%	2.2%
First Gen Advisor	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
First Generation / First Year Mentor	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.1%
International Co-op Consultant	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
International Counsellor	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
Learning Strategist	N	2	0	0	1	1	4
	%	3.7%	0.0%	0.0%	5.3%	7.7%	4.4%
Peer Services	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.3%	0.0%	1.1%
Peer Services Assistant	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
Program Coordinator	N	26	2	1	8	5	42
	%	48.1%	66.7%	100.0%	42.1%	38.5%	46.7%
Testing Clerk	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.3%	0.0%	1.1%
Testing Services Advisor	N	0	0	0	1	0	1
	%	0.0%	0.0%	0.0%	5.3%	0.0%	1.1%
Testing Specialist / Adaptive Tech	N	0	0	0	0	1	1
	%	0.0%	0.0%	0.0%	0.0%	7.7%	1.1%
Transition / Engagement Advisor	N	1	0	0	0	0	1
	%	1.9%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	**N**	**54**	**3**	**1**	**19**	**13**	**90**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 8: GEORGIAN COLLEGE MHIF SURVEY 1 (Sept. 2014) vs Survey 2 (Mar. 2015)
Mean Collaboration Score with Position Groupings - All Respondents

1 = No collaboration

2 = Very little collaboration

3 = Some collaboration

4 = Moderate collaboration

5 = High collaboration

Collaboration with	Survey	N	Min.	Max.	Mean	Std. Dev.
Counsellors	1	103	1	5	3.92	1.073
	2	90	1	5	3.86	1.066
Disability Specialists	1	102	1	5	3.54	1.279
	2	88	1	5	3.49	1.241
Career Consultants.	1	97	1	5	3.27	1.311
	2	86	1	5	3.30	1.448
Learning Strategists.	1	103	1	5	3.29	1.273
	2	89	1	5	3.16	1.186
Peer Services.	1	98	1	5	3.10	1.248
	2	86	1	5	3.01	1.163
Adaptive Technologists.	1	96	1	5	2.92	1.319
	2	86	1	5	2.63	1.447
Testing Services.	1	103	1	5	3.54	1.304
	2	89	1	5	3.35	1.341
First Experience/First Generation.	1	95	1	5	2.71	1.254
	2	87	1	5	2.63	1.330
Primary health providers - Nurse Practitioner Led Health Clinic	1	101	1	4	1.36	.715
	2	87	1	5	1.36	.747
Primary health providers - Family Health Team	1	100	1	4	1.22	.561
	2	87	1	4	1.33	.676
Primary health providers - Family Doctors	1	100	1	5	1.43	.782
	2	86	1	4	1.43	.760
Primary health providers - Nurse Practitioners	1	100	1	5	1.40	.804
	2	86	1	5	1.47	.904
Non-crisis mental health service providers - Local Hospital	1	100	1	5	1.40	.804
	2	87	1	4	1.45	.743
Non-crisis mental health service providers - CMHA	1	101	1	5	1.50	.867
	2	87	1	5	1.60	1.028
Psychiatrists/Psychologists	1	50	1	5	1.88	1.136
	2	37	1	5	2.03	1.236

Collaboration with	Survey	N	Min.	Max.	Mean	Std. Dev.
Mental health crisis services - CMHA Crisis Services	1	97	1	5	1.48	.867
	2	82	1	5	1.56	.957
Mental health crisis services - Crisis Phone Lines	1	97	1	5	1.53	.843
	2	80	1	5	1.54	1.006
Mental health crisis services - Hospital Emergency Department	1	95	1	4	1.42	.752
	2	82	1	4	1.35	.636
Complex care and specialized mental health supports - Local General Hospital	1	97	1	4	1.31	.683
	2	82	1	4	1.38	.731
Complex care and specialized mental health supports - CMHA	1	96	1	4	1.36	.742
	2	82	1	5	1.46	.863
Complex care and specialized mental health supports - Regional Psychiatric Hospital	1	96	1	3	1.19	.509
	2	82	1	4	1.20	.576
Complementary mental health supports - Private Therapists	1	98	1	5	1.36	.777
	2	85	1	3	1.35	.667
Complementary mental health supports - Spiritual Leaders	1	97	1	5	1.24	.625
	2	84	1	3	1.35	.649
Complementary mental health supports - Naturopaths	1	96	1	5	1.21	.614
	2	84	1	3	1.18	.470

Table 9: Georgian College MHIF Mean Collaboration with Internal Services by Position Grouping
Matched Respondents for Surveys 1 & 2

Position Grouping	Survey 1 vs. 2	Counsellor	Disability Specialist	Career Consultant	Learning Strategist	Peer Services	Adaptive Technologist	Testing Services	First Experience / First Generation
Career & Co-op	Mean 1	3.77	3.08	4.54	2.38	2.85	2.31	2.31	2.62
	N 1	13	13	13	13	13	13	13	13
	Mean 2	3.92	2.92	4.50	2.77	2.69	1.92	2.23	2.62
	N 2	13	13	12	13	13	13	13	13
Counsellor	Mean 1	5.00	4.56	3.89	2.89	2.44	3.11	3.89	3.00
	N 1	9	9	9	9	9	9	9	9
	Mean 2	4.78	4.33	4.00	3.22	2.67	2.75	4.00	2.89
	N 2	9	9	9	9	9	8	9	9
First Gen / Transition	Mean 1	3.00	3.00	3.00	3.00	2.33	3.00	1.67	4.50
	N 1	3	3	3	3	3	3	3	2
	Mean 2	2.67	3.33	3.00	2.00	2.67	3.00	1.67	5.00
	N 2	3	3	3	3	3	3	3	2
Peer Services	Mean 1	2.50	3.50	1.50	5.00	5.00	1.50	1.50	2.50
	N 1	2	2	2	2	2	2	2	2
	Mean 2	2.50	3.00	2.00	4.50	5.00	1.00	1.00	3.50
	N 2	2	2	2	2	2	2	2	2
Testing	Mean 1	4.50	5.00	3.75	4.00	4.00	5.00	5.00	4.00
	N 1	4	4	4	4	3	4	4	4
	Mean 2	4.50	4.75	3.25	4.00	3.25	5.00	5.00	3.50
	N 2	4	4	4	4	4	4	4	4
Disability	Mean 1	4.00	5.00	2.43	3.13	3.00	4.63	4.50	3.86
	N 1	8	8	7	8	6	8	8	7
	Mean 2	4.13	4.67	2.50	2.75	2.29	4.25	4.13	3.43
	N 2	8	6	8	8	7	8	8	7
Program Coordinator	Mean 1	3.82	3.30	3.13	3.47	3.06	2.63	3.85	2.32
	N 1	34	33	31	34	32	30	34	31
	Mean 2	3.68	3.09	3.06	3.00	2.94	2.09	3.48	2.00
	N 2	34	34	31	34	31	32	33	33
Learning Strategist	Mean 1	4.00	3.33	2.67	5.00	5.00	2.67	2.33	4.00
	N 1	3	3	3	3	3	3	3	3
	Mean 2	3.33	3.00	2.33	5.00	5.00	2.33	2.33	3.67
	N 2	3	3	3	2	3	3	3	3
Total	**Mean 1**	**3.95**	**3.68**	**3.38**	**3.29**	**3.08**	**2.97**	**3.51**	**2.85**
	N 1	**76**	**75**	**72**	**76**	**71**	**72**	**76**	**71**
	Mean 2	**3.86**	**3.43**	**3.31**	**3.07**	**2.94**	**2.55**	**3.29**	**2.63**
	N 2	**76**	**74**	**72**	**75**	**72**	**73**	**75**	**73**

Table 10: Georgian College MHIF Mean Collaboration with External Services by Position Grouping

Matched Respondents for Surveys 1 & 2

Position Grouping	Survey 1 vs. 2	Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Career & Co-op	Mean 1	1.33	1.17	1.33	1.18	1.17	1.33	1.75	1.36
	N 1	12	12	12	11	12	12	4	11
	Mean 2	1.23	1.15	1.38	1.15	1.15	1.23	1.33	1.36
	N 2	13	13	13	13	13	13	3	11
Counsellor	Mean 1	2.33	1.78	2.33	2.67	2.33	2.89	2.43	3.33
	N 1	9	9	9	9	9	9	7	9
	Mean 2	2.22	2.00	2.22	2.78	2.33	3.00	2.83	3.44
	N 2	9	9	9	9	9	9	6	9
First Gen / Transition	Mean 1	1.00	1.00	1.00	1.00	1.00	2.00		1.33
	N 1	3	3	3	3	3	3		3
	Mean 2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N 2	3	3	3	3	3	3	1	3
Peer Services	Mean 1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.50
	N 1	2	2	2	2	2	2	1	2
	Mean 2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N 2	2	2	2	2	2	2		2
Testing	Mean 1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N 1	4	4	3	4	4	4	2	3
	Mean 2	1.25	1.25	1.25	1.25	1.25	1.50	2.00	2.00
	N 2	4	4	4	4	4	4	1	3
Disability	Mean 1	1.50	1.13	2.13	1.63	1.50	1.75	2.71	1.50
	N 1	8	8	8	8	8	8	7	8
	Mean 2	1.43	1.71	2.29	1.86	1.71	1.86	2.40	1.43
	N 2	7	7	7	7	7	7	5	7
Program Coordinator	Mean 1	1.18	1.15	1.27	1.18	1.34	1.30	1.81	1.22
	N 1	33	33	33	33	32	33	16	32
	Mean 2	1.12	1.18	1.13	1.18	1.30	1.38	1.58	1.22
	N 2	34	34	32	34	33	34	12	32
Learning Strategist	Mean 1	1.00	1.33	1.33	1.33	1.33	1.67	2.00	1.67
	N 1	3	3	3	3	3	3	2	3
	Mean 2	1.00	1.00	1.00	1.00	1.00	1.67	1.50	2.00
	N 2	3	3	3	3	3	3	2	3
Total	**Mean 1**	**1.35**	**1.22**	**1.48**	**1.40**	**1.41**	**1.57**	**2.03**	**1.56**
	N 1	**74**	**74**	**73**	**73**	**73**	**74**	**39**	**71**
	Mean 2	**1.29**	**1.31**	**1.41**	**1.41**	**1.41**	**1.59**	**1.93**	**1.60**
	N 2	**75**	**75**	**73**	**75**	**74**	**75**	**30**	**70**

Table 11: Georgian College MHIF Mean Collaboration with External Services by Position Grouping
Matched Respondents for Surveys 1 & 2

Position Grouping	Survey 1 vs. 2	Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health support - Naturopaths
Career & Co-op	Mean 1	1.45	1.36	1.27	1.27	1.09	1.17	1.42	1.17
	N 1	11	11	11	11	11	12	12	12
	Mean 2	1.40	1.45	1.36	1.27	1.09	1.15	1.23	1.23
	N 2	10	11	11	11	11	13	13	13
Counsellor	Mean 1	3.00	2.56	2.22	2.56	1.44	2.67	1.78	1.78
	N 1	9	9	9	9	9	9	9	9
	Mean 2	3.44	2.11	2.44	3.00	1.67	2.11	1.38	1.56
	N 2	9	9	9	9	9	9	8	9
First Gen / Transition	Mean 1	1.33	1.33	1.33	1.33	1.33	1.00	1.00	1.00
	N 1	3	3	3	3	3	2	2	2
	Mean 2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N 2	3	3	3	3	3	3	3	3
Peer Services	Mean 1	2.00	1.50	1.50	1.50	1.50	1.00	1.00	1.00
	N 1	2	2	2	2	2	2	2	2
	Mean 2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N 2	2	2	2	2	2	2	2	2
Testing	Mean 1	1.00	1.00	1.00	1.00	1.00	1.67	1.00	1.00
	N 1	3	2	3	2	3	3	3	3
	Mean 2	2.00	1.67	1.33	1.33	1.33	1.25	1.50	1.33
	N 2	3	3	3	3	3	4	4	3
Disability	Mean 1	1.50	1.13	1.25	1.50	1.50	1.63	1.00	1.14
	N 1	8	8	8	8	8	8	8	7
	Mean 2	1.43	1.29	1.43	1.71	1.57	1.67	1.67	1.50
	N 2	7	7	7	7	7	6	6	6
Program Coordinator	Mean 1	1.25	1.29	1.16	1.22	1.13	1.21	1.21	1.19
	N 1	32	31	32	32	32	33	33	32
	Mean 2	1.19	1.19	1.16	1.19	1.09	1.36	1.33	1.09
	N 2	31	32	32	32	32	33	33	33
Learning Strategist	Mean 1	2.33	1.67	1.33	1.33	1.33	1.33	1.33	1.00
	N 1	3	3	3	3	3	3	3	3
	Mean 2	1.67	1.00	1.00	1.33	1.00	1.00	1.00	1.00
	N 2	3	3	3	3	3	3	3	3
Total	**Mean 1**	**1.59**	**1.46**	**1.34**	**1.44**	**1.23**	**1.44**	**1.28**	**1.23**
	N 1	**71**	**69**	**71**	**70**	**71**	**72**	**72**	**70**
	Mean 2	**1.59**	**1.36**	**1.37**	**1.49**	**1.21**	**1.40**	**1.32**	**1.21**
	N 2	**68**	**70**	**70**	**70**	**70**	**73**	**72**	**72**

Table 12: Georgian College MHIF Mean Internal Collaboration by Position: Matched Sample for Surveys 1 & 2

Position	Survey 1 vs. 2	Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Adaptive Technologist	Mean1	3.00	5.00	2.00	3.00	1.00	5.00	5.00	4.00
	N1	2	2	2	2	1	2	2	2
	Mean2	3.50	5.00	2.00	2.50	2.00	5.00	5.00	3.50
	N2	2	2	2	2	2	2	2	2
Career Advisor	Mean1	2.00	3.00	5.00	2.00	2.00	2.00	2.00	4.00
	N1	1	1	1	1	1	1	1	1
	Mean2	3.00	3.00	3.00	1.00	1.00	1.00	2.00	3.00
	N2	1	1	1	1	1	1	1	1
Career Consultant	Mean1	4.00	3.00	4.67	2.67	2.33	2.67	2.33	3.67
	N1	3	3	3	3	3	3	3	3
	Mean2	4.33	2.67	5.00	2.67	2.00	1.67	1.67	3.00
	N2	3	3	3	3	3	3	3	3
Co-op Consultant	Mean1	4.00	4.00	5.00	2.00	4.00	2.00	1.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	4.00	5.00	3.00	4.00	1.00	1.00	2.00
	N2	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean1	4.00	3.40	4.40	2.80	2.80	2.60	2.60	2.60
	N1	5	5	5	5	5	5	5	5
	Mean2	3.20	2.80	4.00	2.40	2.60	1.80	2.00	1.80
	N2	5	5	4	5	5	5	5	5
Counsellor	Mean1	5.00	4.71	3.71	2.86	2.43	3.29	3.86	3.14
	N1	7	7	7	7	7	7	7	7
	Mean2	4.71	4.14	3.71	3.14	2.57	2.83	4.00	2.71
	N2	7	7	7	7	7	6	7	7
Counsellor - Co-ordinator	Mean1	5.00	5.00	5.00	4.00	3.00	2.00	4.00	3.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	5.00	5.00	4.00	3.00	3.00	3.00	4.00
	N2	1	1	1	1	1	1	1	1
Disability Specialist	Mean1	4.33	5.00	2.40	2.83	3.00	4.50	4.33	3.40
	N1	6	6	5	6	4	6	6	5
	Mean2	4.20	4.50	2.60	2.40	2.40	3.80	3.60	3.25
	N2	5	4	5	5	5	5	5	4

Position	Survey 1 vs. 2	Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Disability Specialist/Peer Services	Mean1	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00		3.00	5.00		5.00	5.00	4.00
	N2	1		1	1		1	1	1
Field Placement Officer	Mean1	3.00	2.00	4.00	1.00	3.00	1.00	2.00	1.00
	N1	2	2	2	2	2	2	2	2
	Mean2	4.50	3.00	5.00	4.50	3.50	3.50	4.50	4.50
	N2	2	2	2	2	2	2	2	2
First Generation / First Year Mentor	Mean1	3.00	4.00	2.00	4.00	1.00	1.00	1.00	
	N1	1	1	1	1	1	1	1	
	Mean2	3.00	2.00	1.00	1.00	1.00	1.00	1.00	
	N2	1	1	1	1	1	1	1	
International Co-op Consultant	Mean1	5.00	3.00	5.00	3.00	4.00	3.00	3.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	3.00	5.00	3.00	4.00	2.00	2.00	2.00
	N2	1	1	1	1	1	1	1	1
International Counsellor	Mean1	5.00	3.00	4.00	2.00	2.00	3.00	4.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	5.00	5.00	3.00	3.00	2.00	5.00	3.00
	N2	1	1	1	1	1	1	1	1
Learning Strategist	Mean1	4.00	3.33	2.67	5.00	5.00	2.67	2.33	4.00
	N1	3	3	3	3	3	3	3	3
	Mean2	3.33	3.00	2.33	5.00	5.00	2.33	2.33	3.67
	N2	3	3	3	2	3	3	3	3
Peer Services	Mean1	2.00	4.00	1.00	5.00	5.00	1.00	1.00	3.00
	N1	1	1	1	1	1	1	1	1
	Mean2	2.00	3.00	2.00	5.00	5.00	1.00	1.00	4.00
	N2	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean1	3.00	3.00	2.00	5.00	5.00	2.00	2.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	3.00	3.00	2.00	4.00	5.00	1.00	1.00	3.00
	N2	1	1	1	1	1	1	1	1

Position	Survey 1 vs. 2	Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Program Coordinator	Mean1	3.82	3.30	3.13	3.47	3.06	2.63	3.85	2.32
	N1	34	33	31	34	32	30	34	31
	Mean2	3.68	3.09	3.06	3.00	2.94	2.09	3.48	2.00
	N2	34	34	31	34	31	32	33	33
Testing Clerk	Mean1	4.00	5.00	4.00	4.00	3.00	5.00	5.00	4.00
	N1	1	1	1	1	1	1	1	1
	Mean2	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00
	N2	1	1	1	1	1	1	1	1
Testing Services Advisor	Mean1	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
	N1	1	1	1	1	1	1	1	1
	Mean2	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
	N2	1	1	1	1	1	1	1	1
Testing Specialist / Adaptive Tech	Mean1	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	5.00	2.00	5.00	2.00	5.00	5.00	3.00
	N2	1	1	1	1	1	1	1	1
Transition & Engagement Advisor	Mean1	2.00	1.00	3.00	2.00	2.00	4.00	1.00	5.00
	N1	1	1	1	1	1	1	1	1
	Mean2	3.00	4.00	3.00	4.00	5.00	4.00	3.00	5.00
	N2	1	1	1	1	1	1	1	1
Total	**Mean1**	**3.95**	**3.68**	**3.38**	**3.29**	**3.08**	**2.97**	**3.51**	**2.85**
	N1	**76**	**75**	**72**	**76**	**71**	**72**	**76**	**71**
	Mean2	**3.86**	**3.43**	**3.31**	**3.07**	**2.94**	**2.55**	**3.29**	**2.63**
	N2	**76**	**74**	**72**	**75**	**72**	**73**	**75**	**73**

Table 13: Georgian College MHIF Mean External Collaboration by Position: Matched Sample for Surveys 1 & 2

Position	Survey 1 vs. 2	Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Adaptive Technologist	Mean1	1.50	1.00	1.00	1.50	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	1	2
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Career Advisor	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Career Consultant	Mean1	1.67	1.00	1.00	1.00	1.00	1.00		1.00
	N1	3	3	3	2	3	3		2
	Mean2	1.33	1.33	1.33	1.33	1.00	1.33	1.00	1.00
	N2	3	3	3	3	3	3	1	2
Co-op Consultant	Mean1	1.00	1.00	3.00	1.00	1.00	1.00		1.00
	N1	1	1	1	1	1	1		1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N2	1	1	1	1	1	1		1
Co-op Consultant - Student Development	Mean1	1.25	1.25	1.25	1.25	1.25	1.75	3.00	1.50
	N1	4	4	4	4	4	4	1	4
	Mean2	1.00	1.00	1.00	1.00	1.20	1.20		1.75
	N2	5	5	5	5	5	5		4
Counsellor	Mean1	2.29	1.86	2.29	2.29	2.43	3.00	2.60	3.14
	N1	7	7	7	7	7	7	5	7
	Mean2	2.29	2.00	2.14	2.29	2.29	2.86	3.00	3.14
	N2	7	7	7	7	7	7	4	7
Counsellor - Co-ordinator	Mean1	3.00	1.00	2.00	3.00	2.00	3.00	2.00	5.00
	N1	1	1	1	1	1	1	1	1
	Mean2	3.00	2.00	3.00	4.00	3.00	5.00	2.00	5.00
	N2	1	1	1	1	1	1	1	1

Position	Survey 1 vs. 2	Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Disability Specialist	Mean1	1.50	1.17	2.33	1.67	1.67	2.00	2.67	1.50
	N1	6	6	6	6	6	6	6	6
	Mean2	1.40	1.60	2.40	2.00	1.60	1.80	2.67	1.40
	N2	5	5	5	5	5	5	3	5
Disability Specialist / Peer Services	Mean1	1.00	1.00	2.00	1.00	1.00	1.00	3.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	2.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00
	N2	1	1	1	1	1	1	1	1
Field Placement Officer	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	1	2
	Mean2	1.50	1.00	2.50	1.00	1.00	1.00		1.00
	N2	2	2	2	2	2	2		2
First Generation / First Year Mentor	Mean1	1.00	1.00	1.00	1.00	1.00	3.00		1.00
	N1	1	1	1	1	1	1		1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N2	1	1	1	1	1	1		1
International Co-op Consultant	Mean1	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00
	N1	1	1	1	1	1	1	1	1
	Mean2	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	N2	1	1	1	1	1	1	1	1
International Counsellor	Mean1	2.00	2.00	3.00	5.00	2.00	2.00	2.00	3.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	2.00	2.00	5.00	2.00	2.00	3.00	4.00
	N2	1	1	1	1	1	1	1	1
Learning Strategist	Mean1	1.00	1.33	1.33	1.33	1.33	1.67	2.00	1.67
	N1	3	3	3	3	3	3	2	3
	Mean2	1.00	1.00	1.00	1.00	1.00	1.67	1.50	2.00
	N2	3	3	3	3	3	3	2	3

Position	Survey 1 vs. 2	Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Peer Services	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N2	1	1	1	1	1	1		1
Peer Services Assistant	Mean1	1.00	1.00	1.00	1.00	1.00	1.00		2.00
	N1	1	1	1	1	1	1		1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N2	1	1	1	1	1	1		1
Program Coordinator	Mean1	1.18	1.15	1.27	1.18	1.34	1.30	1.81	1.22
	N1	33	33	33	33	32	33	16	32
	Mean2	1.12	1.18	1.13	1.18	1.30	1.38	1.58	1.22
	N2	34	34	32	34	33	34	12	32
Testing Clerk	Mean1	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N1	1	1	1	1	1	1		1
	Mean2	2.00	2.00	2.00	2.00	2.00	2.00		3.00
	N2	1	1	1	1	1	1		1
Testing Services Advisor	Mean1	1.00	1.00		1.00	1.00	1.00	1.00	1.00
	N1	1	1		1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N2	1	1	1	1	1	1		1
Testing Specialist / Adaptive Tech	Mean1	1.00	1.00	1.00	1.00	1.00	1.00		
	N1	1	1	1	1	1	1		
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
	N2	1	1	1	1	1	1	1	1
Transition & Engagement Advisor	Mean1	1.00	1.00	1.00	1.00	1.00	2.00		2.00
	N1	1	1	1	1	1	1		1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Total	**Mean1**	**1.35**	**1.22**	**1.48**	**1.40**	**1.41**	**1.57**	**2.03**	**1.56**
	N1	**74**	**74**	**73**	**73**	**73**	**74**	**39**	**71**
	Mean2	**1.29**	**1.31**	**1.41**	**1.41**	**1.41**	**1.59**	**1.93**	**1.60**
	N2	**75**	**75**	**73**	**75**	**74**	**75**	**30**	**70**

Table 14: Georgian College MHIF Mean External Collaboration by Position: Matched Sample for Surveys 1 & 2

Position	Survey 1 vs. 2	Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emerg. Dept.	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Adaptive Technologist	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	2	2
	Mean2	1.00	1.00	1.00	1.00	1.00			
	N2	1	1	1	1	1			
Career Advisor	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Career Consultant	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	3	3	3
	Mean2	1.00	1.00	1.00	1.00	1.00	1.33	1.33	1.33
	N2	2	2	2	2	2	3	3	3
Co-op Consultant	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean1	1.75	1.50	1.50	1.50	1.00	1.25	1.50	1.25
	N1	4	4	4	4	4	4	4	4
	Mean2	1.75	2.00	1.75	1.75	1.25	1.20	1.40	1.20
	N2	4	4	4	4	4	5	5	5
Counsellor	Mean1	3.00	2.71	2.43	2.43	1.57	2.71	1.57	1.57
	N1	7	7	7	7	7	7	7	7
	Mean2	3.14	1.86	2.14	2.57	1.71	1.86	1.17	1.43
	N2	7	7	7	7	7	7	6	7
Counsellor - Co-ordinator	Mean1	3.00	2.00	2.00	4.00	1.00	2.00	2.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	5.00	2.00	3.00	5.00	1.00	3.00	2.00	1.00
	N2	1	1	1	1	1	1	1	1
Disability Specialist	Mean1	1.67	1.17	1.33	1.50	1.67	1.83	1.00	1.20
	N1	6	6	6	6	6	6	6	5
	Mean2	1.40	1.20	1.40	1.80	1.60	1.60	1.80	1.60
	N2	5	5	5	5	5	5	5	5

Position	Survey 1 vs. 2	Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emerg. Dept.	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Disability Specialist / Peer Services	Mean1	1.00	1.00	1.00	2.00	1.00	3.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Field Placement Officer	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	2	2
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	2	2	2	2	2	2	2
First Generation / First Year Mentor	Mean1	1.00	1.00	1.00	1.00	1.00			
	N1	1	1	1	1	1			
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
International Co-op Consultant	Mean1	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00
	N1	1	1	1	1	1	1	1	1
	Mean2	2.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00
	N2	1	1	1	1	1	1	1	1
International Counsellor	Mean1	3.00	2.00	1.00	2.00	1.00	3.00	3.00	3.00
	N1	1	1	1	1	1	1	1	1
	Mean2	4.00	4.00	4.00	4.00	2.00	3.00	2.00	3.00
	N2	1	1	1	1	1	1	1	1
Learning Strategist	Mean1	2.33	1.67	1.33	1.33	1.33	1.33	1.33	1.00
	N1	3	3	3	3	3	3	3	3
	Mean2	1.67	1.00	1.00	1.33	1.00	1.00	1.00	1.00
	N2	3	3	3	3	3	3	3	3
Peer Services	Mean1	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1

Position	Survey 1 vs. 2	Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emerg. Dept.	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Peer Services Assistant	Mean1	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Program Coordinator	Mean1	1.25	1.29	1.16	1.22	1.13	1.21	1.21	1.19
	N1	32	31	32	32	32	33	33	32
	Mean2	1.19	1.19	1.16	1.19	1.09	1.36	1.33	1.09
	N2	31	32	32	32	32	33	33	33
Testing Clerk	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00
	N2	1	1	1	1	1	1	1	1
Testing Services Advisor	Mean1	1.00		1.00		1.00	1.00	1.00	1.00
	N1	1		1		1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Transition & Engagement Advisor	Mean1	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1
Total	**Mean1**	**1.59**	**1.46**	**1.34**	**1.44**	**1.23**	**1.44**	**1.28**	**1.23**
	N1	**71**	**69**	**71**	**70**	**71**	**72**	**72**	**70**
	Mean2	**1.59**	**1.36**	**1.37**	**1.49**	**1.21**	**1.40**	**1.32**	**1.21**
	N2	**68**	**70**	**70**	**70**	**70**	**73**	**72**	**72**

Table 15: Georgian College MHIF Survey 1
Mean Level of Internal Collaboration by Position

		Service Area							
Position		**Counsellors**	**Disability Specialists**	**Career Consultants**	**Learning Strategists**	**Peer Services**	**Adaptive Technologists**	**Testing Services**	**First Experience / Generation**
Adaptive Technologist	Mean	3.00	5.00	2.00	3.00	1.00	5.00	5.00	4.00
	N	2	2	2	2	1	2	2	2
Career Advisor	Mean	2.00	3.00	5.00	2.00	2.00	2.00	2.00	4.00
	N	1	1	1	1	1	1	1	1
Career Consultant	Mean	4.00	3.00	4.67	2.67	2.33	2.67	2.33	3.67
	N	3	3	3	3	3	3	3	3
Co-op Consultant	Mean	4.00	4.00	5.00	2.00	4.00	2.00	1.00	2.00
	N	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean	4.00	3.40	4.40	2.80	2.80	2.60	2.60	2.60
	N	5	5	5	5	5	5	5	5
Counsellor	Mean	5.00	4.75	3.75	2.88	2.50	3.38	4.00	3.25
	N	8	8	8	8	8	8	8	8
Counsellor – Co-ordinator	Mean	5.00	5.00	5.00	4.00	3.00	2.00	4.00	3.00
	N	1	1	1	1	1	1	1	1
Disability Specialist	Mean	4.14	4.71	2.33	2.71	2.80	4.43	4.14	3.17
	N	7	7	6	7	5	7	7	6
Disability Specialist / Peer Services	Mean	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
	N	1	1	1	1	1	1	1	1
Field Placement Officer	Mean	3.00	2.00	4.00	1.00	3.00	1.00	2.00	1.00
	N	2	2	2	2	2	2	2	2
First Generation	Mean	3.00	4.00	4.00	3.00	1.00	5.00	3.00	5.00
	N	1	1	1	1	1	1	1	1
First Generation / First Year Mentor	Mean	3.00	4.00	2.00	4.00	1.00	1.00	1.00	
	N	1	1	1	1	1	1	1	

Position		Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / Generation
International Co-op Consultant	Mean	5.00	3.00	5.00	3.00	4.00	3.00	3.00	2.00
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	5.00	3.00	4.00	2.00	2.00	3.00	4.00	2.00
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	3.75	3.00	3.00	5.00	4.75	2.75	3.00	3.50
	N	4	4	4	4	4	4	4	4
Manager - First Generation	Mean	4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00
	N	1	1	1	1	1	1	1	1
Peer Services	Mean	2.00	4.00	1.00	5.00	5.00	1.00	1.00	3.00
	N	1	1	1	1	1	1	1	1
Peer Services Advisor	Mean	2.00	3.00	1.00	5.00	5.00	1.00	1.00	3.00
	N	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean	3.00	3.00	2.00	5.00	5.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
Program Coordinator	Mean	3.85	3.17	3.08	3.37	3.10	2.55	3.78	2.23
	N	54	53	49	54	52	47	54	48
Testing Clerk	Mean	4.00	5.00	4.00	4.00	3.00	5.00	5.00	4.00
	N	1	1	1	1	1	1	1	1
Testing Services Advisor	Mean	4.50	5.00	3.00	3.00	3.00	5.00	5.00	3.00
	N	2	2	2	2	2	2	2	2
Testing Specialist / Adaptive Tech	Mean	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
	N	1	1	1	1	1	1	1	1
Transition & Engagement Advisor	Mean	2.00	1.00	3.00	2.00	2.00	4.00	1.00	5.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**3.92**	**3.54**	**3.27**	**3.29**	**3.10**	**2.92**	**3.54**	**2.71**
	N	**102**	**102**	**97**	**103**	**98**	**96**	**103**	**95**

Table 16: Georgian College MHIF Survey 1
Mean Level of External Collaboration by Position: Part 1

Service/Agency

Position		Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Adaptive Technologist	Mean		1.5	1	1	1.5	1	1	1
	N	2	2	2	2	2	2	1	2
Career Advisor	Mean	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	1	1	1
Career Consultant	Mean	1.67	1	1	1	1	1		1
	N	3	3	3	2	3	3		2
Co-op Consultant	Mean	1	1	3	1	1	1		1
	N	1	1	1	1	1	1		1
Co-op Consultant - Student Development	Mean	1.25	1.25	1.25	1.25	1.25	1.75	3	1.5
	N	4	4	4	4	4	4	1	4
Counsellor	Mean	2.13	1.75	2.25	2.13	2.63	2.88	2.6	3
	N	8	8	8	8	8	8	5	8
Counsellor – Co-ordinator	Mean	3	1	2	3	2	3	2	5
	N	1	1	1	1	1	1	1	1
Disability Specialist	Mean	1.43	1.14	2.14	1.71	1.57	1.86	2.43	1.71
	N	7	7	7	7	7	7	7	7
Disability Specialist / Peer Services	Mean	1	1	2	1	1	1	3	2
	N	1	1	1	1	1	1	1	1

Position		Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Field Placement Officer	Mean	1	1	1	1	1	1	1	1
	N	2	2	2	2	2	2	1	2
First Generation	Mean	1	1	1	1	1	3		2
	N	1	1	1	1	1	1		1
First Generation / First Year Mentor	Mean	1	1	1	1	1	3		1
	N	1	1	1	1	1	1		1
International Co-op Consultant	Mean	2	2	2	2	2	2	2	3
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	2	2	3	5	2	2	2	3
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	1	1.25	1.25	1.25	1.25	1.5	2	1.5
	N	4	4	4	4	4	4	2	4
Manager - First Generation	Mean	1	1	1	1	1	1		1
	N	1	1	1	1	1	1		1
Peer Services	Mean	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	1	1	1
Peer Services Advisor	Mean	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean	1	1	1	1	1	1		2
	N	1	1	1	1	1	1		1
Program Coordinator	Mean	1.28	1.19	1.3	1.28	1.35	1.3	1.68	1.18
	N	53	52	53	53	52	53	25	51

Position		Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Testing Clerk	Mean	1	1	1	1	1	1		1
	N	1	1	1	1	1	1		1
Testing Services Advisor	Mean	1.5	1.5	1	1.5	1	1	1	1.5
	N	2	2	1	2	2	2	1	2
Testing Specialist / Adaptive Tech	Mean	1	1	1	1	1	1		
	N	1	1	1	1	1	1		
Transition & Engagement Advisor	Mean	1	1	1	1	1	2		2
	N	1	1	1	1	1	1		1

Table 17: Georgian College MHIF Survey 1

Mean Level of External Collaboration by Position: Part 2
Service/Agency

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Adaptive Technologist	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	2	2	2
Career Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00
	N	1	1	1	1	1	1	1	1
Career Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	3	3	3
Co-op Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean	1.75	1.50	1.50	1.50	1.00	1.25	1.50	1.25
	N	4	4	4	4	4	4	4	4
Counsellor	Mean	2.88	2.88	2.25	2.25	1.50	2.63	1.50	1.50
	N	8	8	8	8	8	8	8	8
Counsellor - Co-ordinator	Mean	3.00	2.00	2.00	4.00	1.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
Disability Specialist	Mean	1.71	1.14	1.29	1.43	1.57	1.71	1.00	1.17
	N	7	7	7	7	7	7	7	6

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Disability Specialist / Peer Services	Mean	1.00	1.00	1.00	2.00	1.00	3.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Field Placement Officer	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	2	2	2
First Generation	Mean	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00
	N	1	1	1	1	1	1	1	1
First Generation / First Year Mentor	Mean	1.00	1.00	1.00	1.00	1.00			
	N	1	1	1	1	1			
International Co-op Consultant	Mean	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	3.00	2.00	1.00	2.00	1.00	3.00	3.00	3.00
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	2.50	1.50	1.25	1.25	1.25	1.25	1.25	1.25
	N	4	4	4	4	4	4	4	4
Manager - First Generation	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Peer Services	Mean	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Peer Services Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Program Coordinator	Mean	1.22	1.26	1.20	1.20	1.10	1.15	1.16	1.16
	N	51	50	51	51	50	52	51	51
Testing Clerk	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Testing Services Advisor	Mean	1.50	2.00	1.50	2.00	1.50	1.50	1.50	1.50
	N	2	1	2	1	2	2	2	2
Transition & Engagement Advisor	Mean	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**1.53**	**1.42**	**1.31**	**1.36**	**1.19**	**1.36**	**1.24**	**1.21**
	N	**97**	**95**	**97**	**96**	**96**	**98**	**97**	**96**

Table 18: Georgian College MHIF Survey 2

Mean Level of Internal Collaboration by Position

Position		Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Adaptive Technologist	Mean	3.67	5.00	2.33	2.33	1.67	5.00	4.67	3.00
	N	3	3	3	3	3	3	3	3
Alt. Format Tech / Testing Clerk	Mean	5.00	5.00	3.00	3.00	3.00	5.00	5.00	3.00
	N	1	1	1	1	1	1	1	1
Career Advisor	Mean	3.00	3.00	3.00	1.00	1.00	1.00	2.00	3.00
	N	1	1	1	1	1	1	1	1
Career Advisor & Co-op Consultant (Student Developer)	Mean	5.00	5.00	5.00	4.00	3.00		3.00	5.00
	N	1	1	1	1	1		1	1
Career Consultant	Mean	4.33	2.67	5.00	2.67	2.00	1.67	1.67	3.00
	N	3	3	3	3	3	3	3	3
Co-op Consultant	Mean	5.00	4.00	5.00	3.00	4.00	1.00	1.00	2.00
	N	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean	3.33	3.00	4.20	2.67	2.67	2.00	2.17	1.83
	N	6	6	5	6	6	6	6	6
Counsellor	Mean	4.75	4.25	3.63	3.38	2.88	3.14	4.13	3.00
	N	8	8	8	8	8	7	8	8
Counsellor - Co-ordinator	Mean	5.00	5.00	5.00	4.00	3.00	3.00	3.00	4.00
	N	1	1	1	1	1	1	1	1
Disability Specialist	Mean	4.00	4.60	2.83	2.50	2.50	4.00	3.67	3.20
	N	6	5	6	6	6	6	6	5

Position		Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Disability Specialist/Peer Services	Mean	5.00		3.00	5.00		5.00	5.00	4.00
	N	1		1	1		1	1	1
Field Placement Officer	Mean	4.50	3.00	5.00	4.50	3.50	3.50	4.50	4.50
	N	2	2	2	2	2	2	2	2
First Gen Advisor	Mean	2.00	4.00	5.00	1.00	2.00	4.00	1.00	5.00
	N	1	1	1	1	1	1	1	1
First Generation / First Year Mentor	Mean	3.00	2.00	1.00	1.00	1.00	1.00	1.00	
	N	1	1	1	1	1	1	1	
International Co-op Consultant	Mean	5.00	3.00	5.00	3.00	4.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	5.00	5.00	5.00	3.00	3.00	2.00	5.00	3.00
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	3.25	2.75	2.00	5.00	4.75	2.25	2.00	3.25
	N	4	4	4	3	4	4	4	4
Peer Services	Mean	2.00	3.00	2.00	5.00	5.00	1.00	1.00	4.00
	N	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean	3.00	3.00	2.00	4.00	5.00	1.00	1.00	3.00
	N	1	1	1	1	1	1	1	1
Program Coordinator	Mean	3.69	3.14	3.08	3.10	3.05	2.18	3.56	2.05
	N	42	42	39	42	39	40	41	41
Testing Clerk	Mean	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00
	N	1	1	1	1	1	1	1	1

Position		Counsellors	Disability Specialists	Career Consultants	Learning Strategists	Peer Services	Adaptive Technologists	Testing Services	First Experience / First Generation
Testing Services Advisor	Mean	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00
	N	1	1	1	1	1	1	1	1
Testing Specialist / Adaptive Tech	Mean	5.00	5.00	2.00	5.00	2.00	5.00	5.00	3.00
	N	1	1	1	1	1	1	1	1
Transition / Engagement Advisor	Mean	3.00	4.00	3.00	4.00	5.00	4.00	3.00	5.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**3.86**	**3.49**	**3.30**	**3.16**	**3.01**	**2.63**	**3.35**	**2.63**
	N	**90**	**88**	**86**	**89**	**86**	**86**	**89**	**87**

Table 19: Georgian College MHIF Survey 2

Mean Level of External Collaboration by Position: Part 1

Service/Agency

Position		Primary health providers - Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Adaptive Technologist	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	2	2	2
Alt. Format Tech / Testing Clerk	Mean	1.00	1.00	1.00	1.00	1.00	2.00		
	N	1	1	1	1	1	1		
Career Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Career Advisor & Co-op Consultant (Student Developer)	Mean	1.00	1.00	1.00	1.00	4.00	4.00	4.00	3.00
	N	1	1	1	1	1	1	1	1
Career Consultant	Mean	1.33	1.33	1.33	1.33	1.00	1.33	1.00	1.00
	N	3	3	3	3	3	3	1	2
Co-op Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
Co-op Consultant - Student Development	Mean	1.00	1.00	1.00	1.00	1.17	1.17		1.75
	N	6	6	6	6	6	6		4
Counsellor	Mean	2.38	2.13	2.13	2.38	2.25	3.00	3.00	3.13
	N	8	8	8	8	8	8	5	8
Counsellor - Co-ordinator	Mean	3.00	2.00	3.00	4.00	3.00	5.00	2.00	5.00
	N	1	1	1	1	1	1	1	1

Position		Primary health providers - Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Disability Specialist	Mean	1.50	1.67	2.33	2.17	1.67	1.83	3.25	1.33
	N	6	6	6	6	6	6	4	6
Disability Specialist / Peer Services	Mean	2.00	3.00	3.00	2.00	3.00	3.00	3.00	2.00
	N	1	1	1	1	1	1	1	1
Field Placement Officer	Mean	1.50	1.00	2.50	1.00	1.00	1.00		1.00
	N	2	2	2	2	2	2		2
First Gen Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
First Generation / First Year Mentor	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
International Co-op Consultant	Mean	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	1.00	2.00	2.00	5.00	2.00	2.00	3.00	4.00
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	1.00	1.00	1.00	1.00	1.00	1.50	1.50	1.75
	N	4	4	4	4	4	4	2	4
Peer Services	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
Peer Services Assistant	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
Program Coordinator	Mean	1.25	1.23	1.23	1.28	1.35	1.35	1.53	1.18
	N	40	40	39	39	40	40	15	39

Position		Primary health providers - Nurse Practitioner Led Health Clinic	Primary health providers - Family Health Team	Primary health providers - Family Doctors	Primary health providers - Nurse Practitioners	Non-crisis mental health service providers - Local Hospital	Non-crisis mental health service providers - CMHA	Psychiatrist / Psychologist	Mental health crisis services - CMHA Crisis Services
Testing Clerk	Mean	2.00	2.00	2.00	2.00	2.00	2.00		3.00
	N	1	1	1	1	1	1		1
Testing Services Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00		1.00
	N	1	1	1	1	1	1		1
Testing Specialist / Adaptive Tech	Mean	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
Transition / Engagement Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**1.36**	**1.33**	**1.43**	**1.47**	**1.45**	**1.60**	**2.03**	**1.56**
	N	**87**	**87**	**86**	**86**	**87**	**87**	**37**	**82**

Table 20: Georgian College MHIF Survey 2
Mean Level of External Collaboration by Position: Part 2
Service/Agency

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Adaptive Technologist	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	1	1	1
Career Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Career Advisor & Co-op Consultant (Student Developer)	Mean	3.00	2.00	3.00	2.00	1.00	1.00	2.00	1.00
	N	1	1	1	1	1	1	1	1
Career Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.33	1.33	1.33
	N	2	2	2	2	2	3	3	3
Co-op Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Co-op Consultant - Student Development	Mean	1.75	2.00	1.75	1.75	1.25	1.17	1.33	1.17
	N	4	4	4	4	4	6	6	6
Counsellor	Mean	2.88	1.75	2.25	2.63	1.63	1.88	1.14	1.38
	N	8	8	8	8	8	8	7	8
Counsellor - Co-ordinator	Mean	5.00	2.00	3.00	5.00	1.00	3.00	2.00	1.00
	N	1	1	1	1	1	1	1	1
Disability Specialist	Mean	1.33	1.17	1.33	1.67	1.50	1.50	1.67	1.50
	N	6	6	6	6	6	6	6	6
Disability Specialist / Peer Services	Mean	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00
	N	1	1	1	1	1	1	1	1

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Field Placement Officer	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	2	2	2	2	2	2	2
First Gen Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
First Generation / First Year Mentor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
International Co-op Consultant	Mean	2.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00
	N	1	1	1	1	1	1	1	1
International Counsellor	Mean	4.00	4.00	4.00	4.00	2.00	3.00	2.00	3.00
	N	1	1	1	1	1	1	1	1
Learning Strategist	Mean	1.75	1.00	1.00	1.25	1.00	1.00	1.00	1.00
	N	4	4	4	4	4	4	4	4
Peer Services	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Peer Services Assistant	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Program Coordinator	Mean	1.16	1.23	1.15	1.18	1.10	1.31	1.41	1.08
	N	38	39	39	39	39	39	39	39
Testing Clerk	Mean	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
Testing Specialist / Adaptive Tech	Mean	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00
	N	1	1	1	1	1	1	1	1

Position		Mental health crisis services - Crisis Phone Lines	Mental health crisis services - Hospital Emergency Department	Complex care & specialized mental health supports - Local General Hospital	Complex care & specialized mental health supports - CMHA	Complex care & specialized mental health supports - Regional Psychiatric Hospital	Complementary mental health supports - Private Therapists	Complementary mental health supports - Spiritual Leaders	Complementary mental health supports - Naturopaths
Transition / Engagement Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**1.54**	**1.35**	**1.38**	**1.46**	**1.20**	**1.35**	**1.35**	**1.18**
	N	**80**	**82**	**82**	**82**	**82**	**85**	**84**	**84**

Appendix 2

CENTENNIAL COLLEGE 2014-15 MENTAL HEALTH INNOVATION FUND PROJECT

DATA TABLES: RESPONDENT PROFILE AND COLLABORATION SCORES

Table 1: Centennial College MHIF Survey 1: Sept. 2105

Campus	N	%
N/A	19	29.7
Ashtonbee	12	18.8
Midland	1	1.6
Morningside	6	9.4
Progress	22	34.4
Story Arts Centre	4	6.3
Total	**64**	**100.0**

Table 2: Centennial College MHIF Survey 2: April 2105

Campus	N	%
Ashtonbee	13	22.4
Midland	1	1.7
Morningside	12	20.7
Progress	28	48.3
Story Arts Centre	4	6.9
Total	**58**	**100.0**

Table 3: Centennial College MHIF Survey 1: Title Frequency

Title	N	%
Academic Student Advisor	1	1.6
Adaptive Technologist	1	1.6
Career Counsellor	1	1.6
Co-op Education Advisor	3	4.7
Coordinator & Counsellor, Centre for Students with Disabilities	1	1.6
Coordinator Start Smart	1	1.6
Coordinator, Career Services	1	1.6
Coordinator, Co-operative Education	1	1.6
Coordinator, Women In Non-Traditional Careers Community Outreach	1	1.6
Coordinator, Youth Community Outreach	1	1.6
Counsellor	3	4.7
Disabilities Counsellor	2	3.1
Disabilities Technician	1	1.6
Disability Assistant	1	1.6
Learning Strategist	1	1.6
Manger, Community Employment Services	1	1.6
Peer Mentoring & Service Learning Coordinator	1	1.6
Program Information Officer (General Arts & Science)	1	1.6
Student Advisor	38	59.3
Student Employment Advisor	2	3.1
Student Relations Consultant	1	1.6
Total	**64**	**100.0**

Table 4: Centennial College MHIF Survey 2: Title Frequency

Title	N	%
Adaptive Technologist	2	3.4
Adaptive Technologist-Apprenticeship	1	1.7
Career Counsellor	1	1.7
Case Manager	1	1.7
Clerk	1	1.7
Coordinator Career Services	1	1.7
Coordinator Student Life & Leadership	1	1.7
Coordinator Women In Non-Traditional Careers Community Outreach	1	1.7
Coordinator Youth Community Outreach	1	1.7
Coordinator & Counsellor CSD	1	1.7
Counsellor	4	6.9
Disabilities Counsellor	3	5.2
Learning Centre Facilitator	1	1.7
Program Officer	1	1.7
Student Advisor	33	56.9
Student Employment Advisor	2	3.4
Student Relations Consultant	1	1.7
Student Relations Supervisor	1	1.7
Wellness Coordinator	1	1.7
Total	**58**	**100.0**

Table 5: Centennial MHIF Survey 1: Sept. 2014

Frequency of Title by Campus

	CAMPUS						
Title	**Missing**	**Ashtonbee**	**Midland**	**Morningside**	**Progress**	**Story Arts Centre**	**Total**
Academic Student Advisor	1	0	0	0	0	0	1
Adaptive Technologist	0	0	0	0	1	0	1
Career Counsellor	0	0	0	0	1	0	1
Co-op Education Advisor	2	0	0	0	1	0	3
Coordinator & Counsellor, Centre for Students with Disabilities	1	0	0	0	0	0	1
Coordinator Start Smart	0	0	0	0	1	0	1
Coordinator, Career Services	0	0	0	0	1	0	1
Coordinator, Co-operative Education	1	0	0	0	0	0	1
Coordinator, Women In Non-Traditional Careers Community Outreach	0	0	0	0	1	0	1
Coordinator, Youth Community Outreach	0	0	0	0	1	0	1
Counsellor	1	1	0	0	1	0	3
Disabilities Counsellor	1	0	0	0	0	1	2
Disabilities Technician	0	0	0	0	1	0	1
Disability Assistant	0	0	0	0	0	1	1
Learning Strategist	0	1	0	0	0	0	1
Manger, Community Employment Services	0	0	1	0	0	0	1
Peer Mentoring & Service Learning Coordinator	1	0	0	0	0	0	1
Program Information Officer (General Arts & Science)	0	1	0	0	0	0	1
Student Advisor	11	8	0	6	11	2	38
Student Employment Advisor	0	0	0	0	2	0	2
Student Relations Consultant	0	1	0	0	0	0	1
Total	**19**	**12**	**1**	**6**	**22**	**4**	**64**

Table 6: Centennial College MHIF Survey 2: April 2105

Frequency of Title by Campus

	CAMPUS					
Title	**Ashtonbee**	**Midland**	**Morningside**	**Progress**	**Story Arts Centre**	**Total**
Adaptive Technologist	1	0	0	1	0	2
Adaptive Technologist-Apprenticeship	1	0	0	0	0	1
Career Counsellor	0	0	0	1	0	1
Case Manager	0	0	0	1	0	1
Clerk	0	1	0	0	0	1
Coordinator Career Services	0	0	0	1	0	1
Coordinator Student Life & Leadership	0	0	0	1	0	1
Coordinator Women In Non-Traditional Careers Community Outreach	0	0	0	1	0	1
Coordinator Youth Community Outreach	0	0	0	1	0	1
Coordinator & Counsellor CSD	0	0	0	1	0	1
Counsellor	1	0	2	0	1	4
Disabilities Counsellor	1	0	1	1	0	3
Learning Centre Facilitator	0	0	0	1	0	1
Program Officer	1	0	0	0	0	1
Student Advisor	7	0	9	14	3	33
Student Employment Advisor	0	0	0	2	0	2
Student Relations Consultant	1	0	0	0	0	1
Student Relations Supervisor	0	0	0	1	0	1
Wellness Coordinator	0	0	0	1	0	1
Total	**13**	**1**	**12**	**28**	**4**	**58**

Table 7: CENTENNIAL COLLEGE MHIF SURVEY 1 (Sept. 2014) vs Survey 2 (Mar. 2015)
Mean Collaboration Level* - All Respondents

1 = No collaboration
2 = Very little collaboration
3 = Some collaboration
4 = Moderate collaboration
5 = High collaboration

Group/Service/Agency	Survey	N	Min	Max	Mean	Std. Dev.
Counsellors	1	64	1	5	3.45	1.28
	2	56	1	5	3.38	1.37
Disability Counsellors	1	64	1	5	3.69	1.23
	2	57	1	5	3.47	1.40
Learning Strategists	1	55	1	5	3.02	1.38
	2	52	1	5	2.92	1.40
Adaptive Technologists	1	47	1	5	2.81	1.48
	2	41	1	5	2.44	1.43
Testing Services	1	49	1	5	3.10	1.57
	2	49	1	5	3.06	1.45
Career Consultants/Advisors	1	55	1	5	3.15	1.38
	2	53	1	5	3.17	1.28
Tutoring Services	1	60	1	5	2.93	1.40
	2	56	1	5	2.79	1.29
First Experience/First Generation	1	35	1	5	2.14	1.29
	2	38	1	5	1.97	1.08
Academic Advisors	1	56	1	5	3.77	1.45
	2	51	1	5	3.33	1.38
Student Relations Officers	1	52	1	5	3.13	1.37
	2	49	1	5	3.08	1.47
Wellness Coordinators	1	38	1	5	2.11	1.33
	2	40	1	5	2.15	1.19
Primary Care - Family Doctors	1	62	1	5	1.55	1.14
	2	57	1	5	1.60	1.16
Primary Care - Family Health Team	1	59	1	4	1.25	0.76
	2	56	1	5	1.39	0.95
Mental Health Crisis Services - Hospital Emergency Department	1	62	1	5	1.34	0.79
	2	57	1	4	1.33	0.64
Mental Health Crisis Services - Mobile Crisis Team	1	57	1	3	1.18	0.47
	2	57	1	4	1.25	0.69

Group/Service/Agency	Survey	N	Min	Max	Mean	Std. Dev.
Mental Health Crisis Services - Crisis Phone Lines	1	58	1	3	1.22	0.53
	2	57	1	5	1.33	0.76
Group/Service/Agency	**Survey**	**N**	**Min**	**Max**	**Mean**	**Std. Dev.**
Mental Health Crisis Services - Residential Crisis Beds	1	58	1	3	1.17	0.50
	2	55	1	3	1.09	0.35
Non-crisis Mental Health Services - Hospital Outpatient Services (mental health day program, counselling/therapy)	1	61	1	3	1.25	0.60
	2	57	1	3	1.25	0.51
Non-crisis Mental Health Services - Community Mental Health Services (case management, justice services, psychoeducational groups)	1	60	1	5	1.33	0.82
	2	57	1	4	1.40	0.80
Non-crisis Mental Health Services - Access Point (formerly Access 1)	1	59	1	3	1.08	0.38
	2	57	1	3	1.11	0.36
Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	1	57	1	3	1.21	0.45
	2	56	1	4	1.25	0.67
Psychiatrists	1	22	1	4	1.55	1.01
	2	23	1	4	1.43	0.79
Complex Care and Specialized Mental Health Supports - General Hospital	1	61	1	4	1.20	0.63
	2	57	1	4	1.30	0.68
Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	1	60	1	3	1.10	0.40
	2	56	1	2	1.16	0.37
Complex Care and Specialized Mental Health Supports - Community Agency-based	1	60	1	5	1.38	0.88
	2	57	1	4	1.35	0.67
Allied Health/Complementary Mental Health Supports - Private Therapists	1	61	1	5	1.34	0.79
	2	57	1	3	1.11	0.36
Allied Health/Complementary Mental Health Supports - Spiritual Leaders	1	58	1	3	1.09	0.34
	2	56	1	3	1.13	0.43
Allied Health/Complementary Mental Health Supports - Naturopaths	1	60	1	3	1.10	0.40
	2	56	1	3	1.14	0.40

Table 8: Centennial College MHIF Mean Collaboration with Internal Services:

Matched Respondents for Survey 1 & 2

	Survey 1		Survey 2	
Service	**N**	**Mean**	**N**	**Mean**
Collaboration with Counsellors	32	3.47	30	3.33
Collaboration with the Disability Counsellors	32	3.50	31	3.55
Collaboration with Learning Strategists	28	2.96	30	2.93
Collaboration with Adaptive Technologists	28	2.75	26	2.50
Collaboration with Testing Services	28	3.04	27	3.33
Collaboration with Career Consultants/Advisors	27	3.19	31	3.29
Collaboration with Tutoring Services	30	3.20	31	2.90
Collaboration with First Experience/First Generation	20	2.25	21	2.05
Collaboration with Academic Advisors	31	3.35	31	3.26
Collaboration with Student Relations Officers	28	3.32	27	3.11
Collaboration with Wellness Coordinators	25	2.16	24	2.13

Table 9: Centennial College MHIF Mean Collaboration with External Services/Agencies:

Matched Respondents for Survey 1 & 2

	Survey 1		Survey 2	
Service/Agency	**N**	**Mean**	**N**	**Mean**
Primary Care - Family Doctors	32	1.88	32	1.69
Primary Care - Family Health Team	29	1.38	32	1.47
Mental Health Crisis Services - Hospital Emergency Department	32	1.47	32	1.38
Mental Health Crisis Services - Mobile Crisis Team	28	1.18	32	1.31
Mental Health Crisis Services - Crisis Phone Lines	28	1.25	32	1.25
Mental Health Crisis Services - Residential Crisis Beds	28	1.18	30	1.13
Non-crisis Mental Health Services - Hospital Outpatient Services (mental health day program, counselling / therapy)	31	1.35	32	1.25
Non-crisis Mental Health Services - Community Mental Health Services (case management, justice services, psychoeducational groups)	30	1.30	32	1.44
Non-crisis Mental Health Services - Access Point (formerly Access 1)	29	1.14	32	1.13
Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	28	1.21	31	1.19
Collaboration with psychiatric/psychological consultation	13	1.38	11	1.45
Complex Care and Specialized Mental Health Supports - General Hospital	31	1.29	32	1.22
Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	30	1.13	31	1.10
Complex Care and Specialized Mental Health Supports - Community Agency-based	30	1.37	32	1.44
Allied Health/Complementary Mental Health Supports - Private Therapists	31	1.26	32	1.13
Allied Health/Complementary Mental Health Supports - Spiritual Leaders	30	1.03	31	1.13
Allied Health/Complementary Mental Health Supports - Naturopaths	30	1.03	31	1.19

Table 10: Centennial College MHIF Mean Internal Collaboration by Title: Survey 2

		Collaboration with Counsellors	Collaboration with Disability Counsellors	Collaboration with Learning Strategists	Collaboration with Adaptive Technologists	Collaboration with Testing Services	Collaboration with Career Consultants / Advisors	Collaboration with Tutoring Services	Collaboration with First Experience / First Generation	Collaboration with Academic Advisors	Collaboration with Student Relations Officers	Collaboration with Wellness Coordinators
Adaptive Technologist	Mean	3.50	4.50	4.50	4.50	3.50	3.00	3.00	2.00	3.00	2.50	3.00
	N	2	2	2	2	2	2	2	2	2	2	2
Adaptive Technologist - Apprenticeship	Mean	4.00	5.00	5.00	5.00	5.00	3.00	5.00	2.00		4.00	
	N	1	1	1	1	1	1	1	1		1	
Career Counsellor	Mean	3.00	3.00	2.00	1.00	1.00	5.00	3.00	2.00	2.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1	1	1
Case Manager	Mean	4.00	3.00	2.00	1.00	2.00	2.00	2.00	3.00	3.00	5.00	3.00
	N	1	1	1	1	1	1	1	1	1	1	1
Clerk	Mean	5.00	1.00	1.00	1.00	1.00	5.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1	1	1
Coordinator Career Services	Mean	2.00	3.00	3.00	2.00	1.00	5.00	2.00	1.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1	1	1	1
	Mean	2.00	1.00	1.00	2.00	3.00	2.00	3.00	5.00	2.00	3.00	2.00

		Collaboration with Counsellors	Collaboration with Disability Counsellors	Collaboration with Learning Strategists	Collaboration with Adaptive Technologists	Collaboration with Testing Services	Collaboration with Career Consultants / Advisors	Collaboration with Tutoring Services	Collaboration with First Experience / First Generation	Collaboration with Academic Advisors	Collaboration with Student Relations Officers	Collaboration with Wellness Coordinators
Coordinator Student Life & Leadership	N	1	1	1	1	1	1	1	1	1	1	1
Coordinator Women In Non-Trad. Careers Comm. Outreach	Mean	3.00	3.00	1.00	1.00	3.00	4.00	3.00	5.00	2.00	3.00	1.00
	N	1	1	1	1	1	1	1	1	1	1	1
Coordinator Youth Community Outreach	Mean	5.00	4.00	3.00	1.00	5.00	5.00	4.00	1.00	3.00	5.00	1.00
	N	1	1	1	1	1	1	1	1	1	1	1
Coordinator & Counsellor CSD	Mean	5.00	5.00	5.00	5.00	5.00	3.00	4.00	3.00	4.00	5.00	3.00
	N	1	1	1	1	1	1	1	1	1	1	1
Counsellor	Mean	4.50	4.75	3.67	3.67	3.75	3.25	2.25	1.00	3.33	3.00	2.00
	N	2	4	3	3	4	4	4	1	3	2	2
Disabilities Counsellor	Mean	4.67	5.00	5.00	5.00	4.67	4.33	3.00	2.50	2.00	4.67	4.00
	N	3	2	3	3	3	3	3	2	3	3	2
Learning Centre Facilitator	Mean	2.00	2.00	2.00	1.00	1.00	2.00	5.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1	1	1
Program Officer	Mean	3.00	4.00	3.00		4.00	4.00	5.00	2.00	4.00	4.00	3.00

		Collaboration with Counsellors	Collaboration with Disability Counsellors	Collaboration with Learning Strategists	Collaboration with Adaptive Technologists	Collaboration with Testing Services	Collaboration with Career Consultants / Advisors	Collaboration with Tutoring Services	Collaboration with First Experience / First Generation	Collaboration with Academic Advisors	Collaboration with Student Relations Officers	Collaboration with Wellness Coordinators
	N	1	1	1		1	1	1	1	1	1	1
Student Advisor	Mean	3.12	3.24	2.79	1.94	3.00	2.79	2.77	1.59	3.93	2.85	1.90
	N	33	33	28	18	25	28	31	17	28	26	20
Student Employment Advisor	Mean	1.50	2.00	1.50	1.50	1.50	5.00	1.50	1.50	2.00	1.50	2.00
	N	2	2	2	2	2	2	2	2	2	2	2
Student Relations Consultant	Mean	5.00	5.00	2.00	2.00		2.00	2.00	2.00	2.00	5.00	
	N	1	1	1	1		1	1	1	1	1	
Student Relations Supervisor	Mean	5.00	5.00	3.00	3.00	3.00	2.00	2.00	4.00	5.00	5.00	3.00
	N	1	1	1	1	1	1	1	1	1	1	1
Wellness Coordinator	Mean	5.00	5.00	3.00	2.00	2.00	4.00	2.00	3.00	3.00	5.00	5.00
	N	1	1	1	1	1	1	1	1	1	1	1
Total	**Mean**	**3.38**	**3.47**	**2.92**	**2.44**	**3.06**	**3.17**	**2.79**	**1.97**	**3.33**	**3.08**	**2.15**
	N	**56**	**57**	**52**	**41**	**49**	**53**	**56**	**38**	**51**	**49**	**40**

Table 11: Centennial College MHIF Mean External Collaboration by Title: Survey 2

Title		Primary Care - Family Doctors	Primary Care - Family Health Team	Mental Health Crisis Services - Hospital Emerg. Dept.	Mental Health Crisis Services - Mobile Crisis Team	Mental Health Crisis Services - Crisis Phone Lines	Mental Health Crisis Services - Residential Crisis Beds	Non-crisis Mental Health Services - Hospital Outpatient Services	Non-crisis Mental Health Services - Community Mental Health Services	Non-crisis Mental Health Services - Access Point (formerly Access 1)
Adaptive Technologist	Mean	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	1.00
	N	2	2	2	2	2	2	2	2	2
Adaptive Technologist-Apprenticeship	Mean	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1	1
Career Counsellor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Case Manager	Mean	2.00	1.00	2.00	1.00	3.00	1.00	2.00	3.00	1.00
	N	1	1	1	1	1	1	1	1	1
Clerk	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Coordinator Career Services	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Coordinator Student Life & Leadership	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Coordinator Women In Non-Trad. Careers Comm. Outreach	Mean	1.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
	N	1	1	1	1	1	1	1	1	1
Coordinator Youth Community Outreach	Mean	1.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00
	N	1	1	1	1	1	1	1	1	1
Coordinator & Counsellor CSD	Mean	4.00	4.00	3.00	3.00	2.00	2.00	3.00	3.00	2.00
	N	1	1	1	1	1	1	1	1	1

Title		Primary Care - Family Doctors	Primary Care - Family Health Team	Mental Health Crisis Services - Hospital Emerg. Dept.	Mental Health Crisis Services - Mobile Crisis Team	Mental Health Crisis Services - Crisis Phone Lines	Mental Health Crisis Services - Residential Crisis Beds	Non-crisis Mental Health Services - Hospital Outpatient Services	Non-crisis Mental Health Services - Community Mental Health Services	Non-crisis Mental Health Services - Access Point (formerly Access 1)
Counsellor	Mean	2.00	2.00	2.25	2.25	2.00	1.50	2.00	2.75	1.75
	N	4	4	4	4	4	4	4	4	4
Disabilities Counsellor	Mean	1.67	1.33	2.00	1.67	1.67	1.00	1.67	1.33	1.00
	N	3	3	3	3	3	3	3	3	3
Learning Centre Facilitator	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Program Officer	Mean	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Student Advisor	Mean	1.63	1.29	1.13	1.00	1.03	1.00	1.09	1.09	1.00
	N	32	31	32	32	32	31	32	32	32
Student Employment Advisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	2	2	2	2	2	1	2	2	2
Student Relations Consultant	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Student Relations Supervisor	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1	1
Wellness Coordinator	Mean	3.00	3.00	2.00	4.00	5.00	1.00	2.00	4.00	2.00
	N	1	1	1	1	1	1	1	1	1
Total	**Mean**	**1.60**	**1.39**	**1.33**	**1.25**	**1.33**	**1.09**	**1.25**	**1.40**	**1.11**
	N	**57**	**56**	**57**	**57**	**57**	**55**	**57**	**57**	**57**

Table 12: Centennial College MHIF Mean External Collaboration by Title: Survey 2

Title		Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	Collaboration with psychiatric / psychological consultation	Complex Care and Specialized Mental Health Supports - General Hospital	Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	Complex Care and Specialized Mental Health Supports - Community Agency-based	Allied Health / Complementary Mental Health Supports - Private Therapists	Allied Health / Complementary Mental Health Supports - Spiritual Leaders	Allied Health / Complementary Mental Health Supports - Naturopaths
Adaptive Technologist	Mean	1.00	2.00	1.00	1.00	1.00	1.00	2.00	1.50
	N	2	1	2	2	2	2	2	2
Adaptive Technologist-Apprenticeship	Mean	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00
	N	1	1	1	1	1	1	1	1
Career Counsellor	Mean	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Case Manager	Mean	4.00		4.00	2.00	2.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Clerk	Mean	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Coordinator Career Services	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Coordinator Student Life & Leadership	Mean	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Coordinator Women In Non-Trad. Careers Comm. Outreach	Mean	2.00		1.00	1.00	2.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Coordinator Youth Community Outreach	Mean	1.00	1.00	1.00	1.00	3.00	1.00	3.00	3.00
	N	1	1	1	1	1	1	1	1
Coordinator & Counsellor CSD	Mean	3.00		2.00	2.00	2.00	2.00	2.00	2.00
	N	1		1	1	1	1	1	1
Counsellor	Mean	1.75	1.00	2.50	1.67	2.50	1.75	1.33	1.67
	N	4	1	4	3	4	4	3	3
Disabilities Counsellor	Mean	1.33	4.00	1.33	1.33	1.00	1.33	1.00	1.00
	N	3	1	3	3	3	3	3	3

Title		Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	Collaboration with psychiatric / psychological consultation	Complex Care and Specialized Mental Health Supports - General Hospital	Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	Complex Care and Specialized Mental Health Supports - Community Agency-based	Allied Health / Complementary Mental Health Supports - Private Therapists	Allied Health / Complementary Mental Health Supports - Spiritual Leaders	Allied Health / Complementary Mental Health Supports - Naturopaths
Learning Centre Facilitator	Mean	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Program Officer	Mean	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Student Advisor	Mean	1.00	1.15	1.16	1.09	1.19	1.00	1.00	1.03
	N	31	13	32	32	32	32	32	32
Student Employment Advisor	Mean	1.00	1.00	1.00	1.00	1.50	1.00	1.00	1.00
	N	2	1	2	2	2	2	2	2
Student Relations Consultant	Mean	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Student Relations Supervisor	Mean	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N	1		1	1	1	1	1	1
Wellness Coordinator	Mean	4.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00
	N	1	1	1	1	1	1	1	1
Total	**Mean**	**1.25**	**1.43**	**1.30**	**1.16**	**1.35**	**1.11**	**1.13**	**1.14**
	N	**56**	**23**	**57**	**56**	**57**	**57**	**56**	**56**

Table 13: Centennial College MHIF Mean Internal Collaboration by Title Survey 1 vs 2: Matched Sample

Title		Collaboration with Counsellors	Collaboration with Disability Counsellors	Collaboration with Learning Strategists	Collaboration with Adaptive Technologists	Collaboration with Testing Services	Collaboration with Career Consultants / Advisors	Collaboration with Tutoring Services	Collaboration with First Experience / First Generation	Collaboration with Academic Advisors	Collaboration with Student Relations Officers	Collaboration with Wellness Coordinators
Adaptive Technologist	Mean1	1.00	3.00	3.00	5.00	4.00	2.00	2.00		2.00	2.00	2.00
	N1	1	1	1	1	1	1	1		1	1	1
	Mean2	3.00	5.00	5.00	5.00	3.00	2.00	3.00	2.00	3.00	2.00	3.00
	N2	1	1	1	1	1	1	1	1	1	1	1
Coordinator	Mean1	3.25	2.75	1.75	1.50	1.75	3.00	2.75	3.00	3.00	3.00	1.50
	N1	4	4	4	4	4	4	4	4	4	4	4
	Mean2	3.00	2.75	2.00	1.50	3.00	4.00	3.00	3.00	2.25	3.25	1.50
	N2	4	4	4	4	4	4	4	4	4	4	4
Counsellor	Mean1	3.25	3.75	3.25	3.25	3.00	2.00	2.75	1.50	3.00	3.33	1.50
	N1	4	4	4	4	2	3	4	2	4	3	2
	Mean2	4.50	4.75	4.00	4.00	3.75	3.25	2.50	3.00	3.33	4.50	3.00
	N2	2	4	3	3	4	4	4	1	3	2	2
Disabilities Counsellor	Mean1	5.00	5.00	5.00	4.50	4.50	1.00	2.50	1.00	2.00	4.00	3.00
	N1	2	2	2	2	2	1	2	1	2	1	1
	Mean2	4.50	5.00	5.00	5.00	4.50	4.00	2.00	2.00	1.00	5.00	4.00
	N2	2	1	2	2	2	2	2	1	2	2	2
Student Advisor	Mean1	3.72	3.67	3.07	2.79	3.31	3.53	3.88	2.18	3.82	3.50	2.21
	N1	18	18	14	14	16	15	16	11	17	16	14
	Mean2	3.28	3.39	2.82	2.08	3.43	3.00	3.29	1.73	3.94	2.80	1.85
	N2	18	18	17	13	14	17	17	11	18	15	13
Student Employment Advisor	Mean1	1.50	1.50	1.50	1.50	2.00	5.00	1.50	2.50	2.50	2.00	2.00
	N1	2	2	2	2	2	2	2	2	2	2	2
	Mean2	1.50	2.00	1.50	1.50	1.50	5.00	1.50	1.50	2.00	1.50	2.00
	N2	2	2	2	2	2	2	2	2	2	2	2
Student Relations Consultant	Mean1	4.00	4.00	4.00	2.00	2.00	2.00	2.00		4.00	5.00	5.00
	N1	1	1	1	1	1	1	1		1	1	1
	Mean2	5.00	5.00	2.00	2.00		2.00	2.00	2.00	2.00	5.00	
	N2	1	1	1	1		1	1	1	1	1	

Title		Collaboration with Counsellors	Collaboration with Disability Counsellors	Collaboration with Learning Strategists	Collaboration with Adaptive Technologists	Collaboration with Testing Services	Collaboration with Career Consultants / Advisors	Collaboration with Tutoring Services	Collaboration with First Experience / First Generation	Collaboration with Academic Advisors	Collaboration with Student Relations Officers	Collaboration with Wellness Coordinators
Total	**Mean1**	**3.47**	**3.50**	**2.96**	**2.75**	**3.04**	**3.19**	**3.20**	**2.25**	**3.35**	**3.32**	**2.16**
	N1	**32**	**32**	**28**	**28**	**28**	**27**	**30**	**20**	**31**	**28**	**25**
	Mean2	**3.33**	**3.55**	**2.93**	**2.50**	**3.33**	**3.29**	**2.90**	**2.05**	**3.26**	**3.11**	**2.13**
	N2	**30**	**31**	**30**	**26**	**27**	**31**	**31**	**21**	**31**	**27**	**24**

Table 14: Centennial College MHIF Mean External Collaboration by Title Survey 1 vs 2 – Part 1: Matched Sample

Title		Primary Care - Family Doctors	Primary Care - Family Health Team	Mental Health Crisis Services - Hospital Emerg. Dept.	Mental Health Crisis Services - Mobile Crisis Team	Mental Health Crisis Services - Crisis Phone Lines	Mental Health Crisis Services - Residential Crisis Beds	Non-crisis Mental Health Services - Hospital Outpatient Services	Non-crisis Mental Health Services - Community Mental Health Services	Non-crisis Mental Health Services - Access Point (formerly Access 1)
Adaptive Technologist	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00
	N2	1	1	1	1	1	1	1	1	1
Coordinator	Mean1	1.00	1.00	1.00	1.00	1.25	1.25	1.00	1.50	1.00
	N1	4	4	4	4	4	4	4	4	4
	Mean2	1.00	1.25	1.25	1.25	1.25	1.25	1.00	1.50	1.00
	N2	4	4	4	4	4	4	4	4	4
Counsellor	Mean1	2.00	1.50	2.50	1.75	1.75	1.75	2.50	2.75	2.00
	N1	4	4	4	4	4	4	4	4	4
	Mean2	2.75	2.50	2.75	2.75	2.25	1.75	2.50	3.25	2.00
	N2	4	4	4	4	4	4	4	4	4
Disabilities Counsellor	Mean1	2.50	2.50	2.50	1.50	2.00	1.50	2.00	1.00	1.00
	N1	2	2	2	2	2	2	2	2	2
	Mean2	1.50	1.50	2.00	2.00	1.50	1.00	1.50	1.00	1.00
	N2	2	2	2	2	2	2	2	2	2
Student Advisor	Mean1	2.17	1.40	1.33	1.00	1.07	1.00	1.18	1.00	1.00
	N1	18	15	18	14	14	14	17	16	15
	Mean2	1.78	1.39	1.11	1.00	1.06	1.00	1.06	1.06	1.00
	N2	18	18	18	18	18	17	18	18	18
Student Employment Advisor	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	2	2	2
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	2	2	2	2	2	1	2	2	2

Student Relations Consultant	Mean1	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
	N1	1	1	1	1	1	1	1	1	1
	Mean2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	1	1	1	1	1	1	1	1	1
Total	**Mean1**	**1.88**	**1.38**	**1.47**	**1.18**	**1.25**	**1.18**	**1.35**	**1.30**	**1.14**
	N1	**32**	**29**	**32**	**28**	**28**	**28**	**31**	**30**	**29**
	Mean2	**1.69**	**1.47**	**1.38**	**1.31**	**1.25**	**1.13**	**1.25**	**1.44**	**1.13**
	N2	**32**	**32**	**32**	**32**	**32**	**30**	**32**	**32**	**32**

Table 15: Centennial College MHIF Mean External Collaboration by Title Survey 1 vs 2 -Part 2: Matched Sample

Title		Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	Collaboration with psychiatric / psychological consultation	Complex Care and Specialized Mental Health Supports - General Hospital	Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	Complex Care and Specialized Mental Health Supports - Community Agency-based	Allied Health / Complementary Mental Health Supports - Private Therapists	Allied Health / Complementary Mental Health Supports - Spiritual Leaders	Allied Health / Complementary Mental Health Supports - Naturopaths
Adaptive Technologist	Mean1	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N1	1		1	1	1	1	1	1
	Mean2	1.00		1.00	1.00	1.00	1.00	1.00	2.00
	N2	1		1	1	1	1	1	1
Coordinator	Mean1	1.25	1.00	1.00	1.00	2.00	1.00	1.00	1.00
	N1	4	2	4	4	4	4	4	4
	Mean2	1.25	1.00	1.00	1.00	1.75	1.00	1.50	1.50
	N2	4	2	4	4	4	4	4	4
Counsellor	Mean1	2.00	2.00	2.00	2.00	2.50	2.00	1.25	1.25
	N1	4	1	4	4	4	4	4	4
	Mean2	2.25		2.25	2.00	2.75	2.00	1.67	1.67
	N2	4		4	3	4	4	3	3
Disabilities Counsellor	Mean1	1.00	4.00	1.50	1.00	1.50	2.00	1.00	1.00
	N1	2	1	2	2	2	2	2	2
	Mean2	1.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00
	N2	2	1	2	2	2	2	2	2
Student Advisor	Mean1	1.07	1.14	1.24	1.00	1.00	1.12	1.00	1.00
	N1	14	7	17	16	16	17	16	16
	Mean2	1.00	1.29	1.11	1.00	1.17	1.00	1.00	1.06
	N2	17	7	18	18	18	18	18	18
	Mean1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	N1	2	2	2	2	2	2	2	2

Title		Non-crisis Mental Health Services - CMHA Toronto (not including ACTT)	Collaboration with psychiatric / psychological consultation	Complex Care and Specialized Mental Health Supports - General Hospital	Complex Care and Specialized Mental Health Supports - Psychiatric Hospital	Complex Care and Specialized Mental Health Supports - Community Agency-based	Allied Health / Complementary Mental Health Supports - Private Therapists	Allied Health / Complementary Mental Health Supports - Spiritual Leaders	Allied Health / Complementary Mental Health Supports - Naturopaths
Student Employment Advisor	Mean2	1.00	1.00	1.00	1.00	1.50	1.00	1.00	1.00
	N2	2	1	2	2	2	2	2	2
Student Relations Consultant	Mean1	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N1	1		1	1	1	1	1	1
	Mean2	1.00		1.00	1.00	1.00	1.00	1.00	1.00
	N2	1		1	1	1	1	1	1
Total	**Mean1**	**1.21**	**1.38**	**1.29**	**1.13**	**1.37**	**1.26**	**1.03**	**1.03**
	N1	**28**	**13**	**31**	**30**	**30**	**31**	**30**	**30**
	Mean2	**1.19**	**1.45**	**1.22**	**1.10**	**1.44**	**1.13**	**1.13**	**1.19**
	N2	**31**	**11**	**32**	**31**	**32**	**32**	**31**	**31**