



2019-2020

# ANNUAL REPORT



IMPROVE LIFE.



**STUDENT  
WELLNESS**  
Live well. Achieve well.



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## Welcome

This report provides an annual review highlighting the impact and achievements of Student Wellness Services in supporting the well-being of its students. It is organized by the five values of the [\*I am a Gryphon Pledge\*](#): Authentic, Respectful, Caring, Engaged, and Determined. Also included in this report is staff profiles, statistics, and pictures intended to help improve our communities understanding of our services and department.



# FROM THE DIRECTOR



Welcome to the Student Wellness Services annual report. I am excited to continue to report back to the community on our achievements as a department and sharing the outstanding work of our staff and student volunteers. Within these pages, we have highlighted

our growth as a department, accomplishments, and new initiatives from the 2019-20 academic year.

This past spring marked one year since the completion of the J.T. Powell Building renovations and we continue to be excited by the improvement in the delivery of our services. After two years of renovations, officially opening the building at the grand opening event in September 2019 commemorated this new chapter of Student Wellness Services.

This year, we focused on the successful implementation of our integrated model of care, with our Student Wellness Navigators playing a pivotal role. With a transition year for our department comes some challenges that we are continuously identifying and resolving with valued feedback from our staff, faculty and students. The integration has allowed for a more collaborative work environment and approach to care that demonstrates our ongoing commitment to ensuring the wellbeing of our campus community.

Under normal circumstances, after one year in the new building, we would come together to develop a strategic plan in conjunction with the feedback from our stakeholders, but with COVID-19, these are unique times. With the University announcement that in-person classes and services would be cancelled as of March 13<sup>th</sup> and moved virtually for the remainder of the semester, our department had to act quickly to ensure we continued to provide support and offer services to our students in an alternative format. We will need to continue to be flexible

over the next year in order to better understand the impacts of COVID-19 on health and wellness and on how we will continue to provide health and wellness services to the UofG community.

I am so proud of each of our hardworking staff for continuing to show optimism and passion in the work they are doing, regardless of where they are. Thank-you to all our employees – our front-line workers, and our staff as well as our student volunteers for continuing to work hard from different spaces. I am also grateful to our students for being patient in the delivery of our services as guidelines continue to evolve.

Regardless of where you are, I encourage you to reach out if you are in need of our services. The delivery format may look differently than previously, but do not let it be a barrier for accessing the support you need. Although our staff are continuing to work from different spaces, and most of our students are not on campus, we are all gryphons and we will get through this together.

Join us in reflecting on our past year, celebrating our accomplishments, and learning how we can continue to grow to better serve our students and community moving forward. I hope that through this report, you will better understand our services and commitment to our students.

Sincerely,

A handwritten signature in black ink that reads "Alison Burnett". The signature is fluid and cursive.

Alison Burnett

Director Student Wellness Services





# We are AUTHENTIC

## About Wellness

The Department of Student Wellness is comprised of multiple units and programs, all of which provide health and well-being support and services to students and to the campus community. The department itself is part of the division of [Student Affairs](#) in which our values align with theirs. These units include: [Accessibility Services](#), [Counselling Services](#), [Health Services](#), [Health & Performance Centre](#), [Student Support Network](#), [Wellness Education & Promotion](#), and [Sexual Violence Support & Education](#).

Student Wellness is pleased to call the J.T. Powell Building 'home' for the majority of our services and programs. However, select services, such as the Exam Centre and the Student Support Network (SSN) satellite location will both remain in McLaughlin Library. The Wellness Education and Promotion Centre continue to conduct wellness outreach initiatives across campus.

### Our Mission

Student Wellness provides leadership in building a healthy campus community. We facilitate the development of the whole person by utilizing innovative strategies to promote the student's optimal well-being and to achieve success in their academic careers.

### Our Vision

We pursue a culture of wellbeing, learning, inclusion and respect for all who study, work and visit here.

### Our Values

- Accessibility
- Accountability
- Civility
- Collaboration
- Innovation
- Integrity



# The Services We Offer

## Health Services

We are a multi-disciplinary healthcare team that provides a student-centered and integrated approach to primary healthcare throughout their university careers.

## Student Accessibility Services

We facilitate access to the learning environment for students with disabilities through academic accommodations and support services in accordance with the *Ontario Human Rights Code*.

## Counselling Services

Through individual and group therapy, we focus on students' personal goals to develop self-understanding and skills that will assist them in their development and academic achievement. We strive to treat each student with individualized attention and care.

## Wellness Education & Promotion Centre

We provide resources, interactive programming, and peer-to-peer education and support to the University of Guelph community. We are a student-driven unit where students access information and support about health and wellbeing.

## Health & Performance Centre

For more than 20 years, we been preventing and treating sports and activity-related injuries for the University of Guelph and the surrounding community. We take a comprehensive approach to rehabilitation and prevention.

## Sexual Violence Support & Education

The Sexual Violence Support and Educational Coordinator provides leadership in prevention and intervention programs, training, and case management support for student survivors of sexual violence referred by Student Wellness Services, the Campus and Guelph community.

## Student Support Network

We are a team of approximately 40 student volunteers that are extensively trained in active listening and communication skills and provide peer to peer support to students in a private drop-in setting, with two volunteers supporting one student at a time.

**Individual and  
group therapy**

**Drop-in peer  
support**

**Academic  
accommodation  
and support**

**Sexual violence  
training and  
programming**

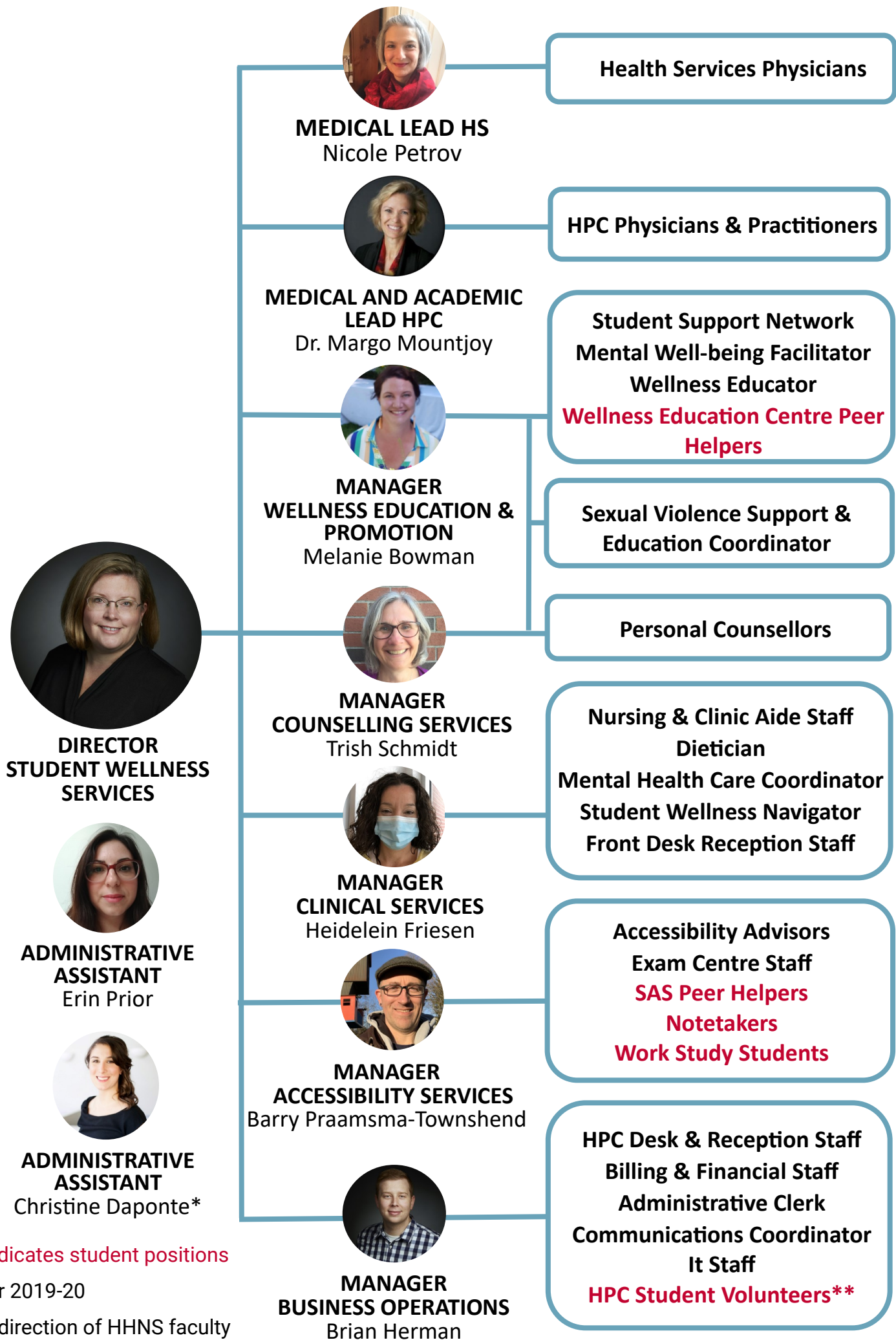
**Personalized  
treatment plans**

**Community  
outreach  
initiatives**

**Experiential  
learning  
opportunities**



# Management & Organizational Structure



Note: Red indicates student positions

\*On leave for 2019-20

\*\*Under the direction of HHNS faculty

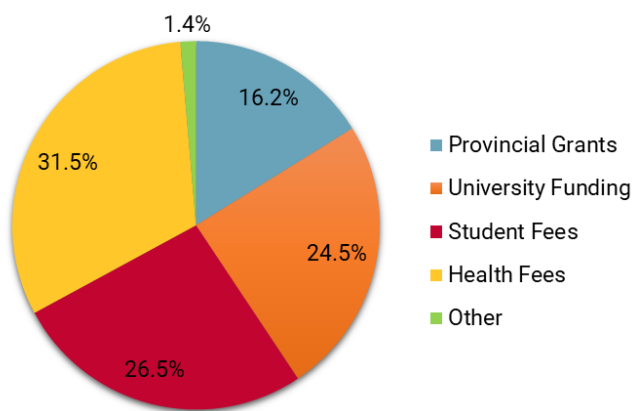


# Financial Overview

We continue to be excited by the state-of-the-art facilities that allow us to improve the way services are offered. The renovation project for J.T. Powell would not have been possible without the significant investment by the university. By the university investing in our building, it shows our shared commitment to prioritizing the wellness of our students. The costs of the renovations for J.T. Powell are not reflected in our finances.

90.6%

OF OUR BUDGET IS DEDICATED TO THE COSTS OF OUR STAFF AND CONTRACTED PRACTITIONERS.

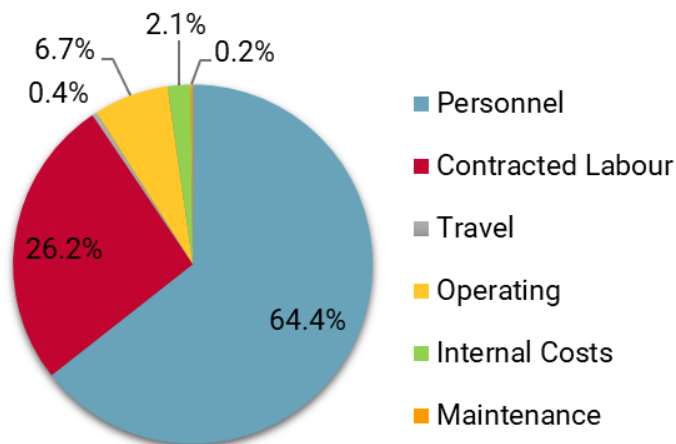


## Student Wellness Funding

Student Wellness revenues come from a variety of sources, some of which are through the student fees. Health Fees encompass revenue generating services such as OHIP medical billing and many of the HPC services offered. We also receive grant revenue to support many of our programs and initiatives. Included in this grant revenue is funding that Wellness Education and Promotion received from the Women's Campus Safety Initiative that has been allocated to Sexual Violence Online Training and the annual Can I Kiss You Orientation Week event.

## Student Wellness Expenses

Contracted labour includes the cost of our Health Services and HPC practitioners since they are contractors to the University. However, what the distribution of our expenses does not showcase is the dedication and hard work of our staff, and the impact of our services to ensure we are supporting the wellbeing of our students throughout their university career.



Looking forward to our upcoming fiscal year, Student Wellness continues to balance our service offerings while managing our financial responsibilities during the COVID-19 pandemic. The platform for the delivery of our programs and services, whether in person or online, is dependent on the evolving guidelines and restrictions for COVID-19. However, we continue to work hard to manage the financial impact while enhancing the wellbeing of our students.



# A Year in Numbers



96

**2 in 5**

USERS ACCESSING SUPPORT FROM THE STUDENT SUPPORT NETWORK LIBRARY LOCATION IDENTIFY AS MALE

**25%**



OF VARSITY ATHLETES HAVE MENTAL HEALTH SYMPTOMS, UNCOVERED BY THE PRE-SCREENING IN THE NEWLY INTEGRATED SYSTEM AT THE HPC

REFERRALS TO THE SEXUAL VIOLENCE SUPPORT & EDUCATION COORDINATOR, AN INCREASE FROM 56 THE PREVIOUS YEAR

**1131**



STUDENTS HAD APPOINTMENTS WITH THE STUDENT WELLNESS NAVIGATORS FROM AUGUST 2019-MARCH 11TH, 2020



**1184**

VIRTUAL APPOINTMENTS WITH STUDENT HEALTH SERVICES PHYSICIANS FROM MARCH 16TH TO APRIL 30TH, 2020

**5209** APPOINTMENTS AT COUNSELLING SERVICES

IN WHICH THERE WERE

**384 LESS**

DROP-IN APPOINTMENTS DUE TO STUDENT WELLNESS NAVIGATORS AND INCREASE IN SINGLE SESSIONS



AN INCREASE  
*of*

**34%**



**709**

STUDENTS, STAFF, AND FACULTY PARTICIPATED IN **1 OF THE 5** TRAININGS OFFERED THROUGH THE FIVE TIERED MENTAL HEALTH TRAINING FRAMEWORK



STUDENT HEALTH SERVICES PHYSICIANS WORKED SHIFTS AT THE GUELPH COVID-19 ASSESSMENT SITE BETWEEN MARCH 16TH-APRIL 30TH, 2020

**97% OF STUDENTS**

INDICATED RECEIVING THE RIGHT LEVEL OF SUPPORT FROM THEIR STUDENT WELLNESS NAVIGATOR APPOINTMENT



**817**

NEW FOLLOWERS FOR THE NEWLY INTEGRATED STUDENT WELLNESS INSTAGRAM

**22,500+**

EXAM BOOKINGS FROM SEPTEMBER 2019 TO APRIL 2020



# We are **RESPECTFUL**



## Integration: A Year in Review

This past spring marks one year since the completion of the J.T. Powell Building renovations, which has become home for many of our services offered in the Student Wellness department. Counselling Services, the SSN, and the Exam Centre all continue to provide services elsewhere on campus.

Our vision was the development of a unified system of service delivery that focuses on the whole student as well as an efficient and effective service avoiding duplication. Although there have been challenges throughout this transition year, they serve as learning opportunities to continuously improve the high standard of collaborative services we offer. It is also important to reflect on the last year and celebrate our accomplishments as a department.



**“The new location of the Student Support Network (SSN) in J.T. Powell has done nothing but benefit us and the students accessing our service. We maximize the wide range of services by having them in close proximity and getting students connected quickly with the support they need. Before we felt like we were a separate entity, but now we use each others’ resources to create a better experience for people accessing our services.”**

***—Cole Poore-Buchhaupt, SSN Team Leader***







24-48 HOURS



IS THE TARGET FOR THE NAVIGATORS TO MEET WITH STUDENTS

97%

OF STUDENTS INDICATED THEY WERE MORE KNOWLEDGEABLE ABOUT SERVICES AND OPTIONS AFTER MEETING WITH THE STUDENT WELLNESS NAVIGATOR

**"I think [the Navigator] role is important for providing students with a more immediate contact about their concerns even if counselling services is booked up for weeks...Having this immediate step with a navigator is good for alleviating that."**

*- Student Comment from the Navigator Survey*

## Health Services

Integration has promoted collaborative support and easier for students accessing our services. Developing the role of the Student Wellness Navigators have ensured students are linked with the most suitable support(s) available in a timely manner. The navigator position was developed in response to the Mental Health Initiative with feedback from our students regarding mental health supports on campus.

Navigators developed a comprehensive understanding of all the units within Student Wellness Services and can therefore help set students on the best path for care and support. The Navigator roles have garnered explicit feedback over the course of the year that has been positive regarding response time, appropriateness of linked supports, value to students and to other stakeholders. The Navigator role has eliminated previous barriers of accessing group counselling by making quicker direct referrals as well as significantly decreasing the Counselling drop-ins numbers since students were able to understand what was available to them.

The overlapping of certain roles such as the Mental Health Care Coordinator and Counselling drop-in have created challenges that required clarifying their roles. We also have been addressing situations where students might be better served a different pathway by exploring role functions and debriefing as well as reflection for scenarios.

## Sexual Violence Support and Education

With the integration, was the transformation and joining of Sexual Violence Support and Education into the Student Wellness Department. Previously, the role of the Sexual Violence Support & Education Coordinator reported to the Vice-Provost for Student Affairs.

With the position now located within Student Wellness Services, referrals are more streamlined for students. There has been an increase in the number of referrals to 96 from 56 in the previous year, in which most referrals were from the Navigators. In the past, students may have waited for drop-in or counselling appointments to access sexual violence support but being embedded in Wellness has allowed for greater visibility of the service and role. The main benefit for survivors is they now have easier accessibility and discretion when accessing the necessary support.



“My role as a team leader is to mentor new volunteers working the SSN drop-in to ensure that we are providing the best support possible to our students. After some experiences in my family, I became very passionate about mental health and I decided that the SSN was the right opportunity for me to make a difference in the community.

And I was right - the SSN taught me the value of a real personal connection to someone. Even if that connection takes place over a short period of time, it can really make a difference.”

—Cole Poore-Buchhaupt, SSN Team Leader

## Meet Cole...

*A Team Leader for the Student Support Network (SSN)*

### Wellness Education & Promotion Centre

Being in the same building as most of our colleagues has brought many new opportunities to connect personally and professionally. The same is true for our student peers and volunteers who are much more familiar with the various programs and students involved with the programs than they were previously in Wellness Education & Promotion and the SSN. We have an enhanced feeling of community and greater sense of team with increased the trust between services that is leading to a new generation for how we provide our services.

However, the benefits of sharing space have also brought some challenges. An anticipated challenge was working with the various units to ensure meeting rooms would be available for all our programs' and teams' requirements. This has improved over time with updates to the booking system, and with the help of a centralized scheduler between Counselling Services and Wellness Education & Promotion.

We also learned more about the flow of the building as students grew accustomed to the new space. We had Peer Helpers from Wellness Education & Promotion and SAS help students find their way at the start of the semesters. Our greeter program was scaled back just to staff during the lunch hour, and while wayfinding is still a work in progress, improvements are made as we receive feedback from students and members of the community.

### Student Support Network

The Student Wellness Navigators were tremendously helpful in ensuring that the Student Support Network continued to support our community, despite the move to a new space. Navigators often referred students to the SSN service. Student volunteers and peers with the Wellness Education & Promotion Centre as well as the SSN were also grateful to be able to direct their peers to a single place when necessary.



**REFERRALS**

FOR THE SSN DROP-IN SERVICE FROM THE  
STUDENT WELLNESS NAVIGATORS DURING  
STUDENT APPOINTMENTS



## Counselling

Staff within Student Wellness Services have been developing informal connections among the various units within the department as a result of being in the same building. These quick connections positively impact students care as colleagues are familiar with one another’s specialties and styles, allowing for a more collaboration for student service. Specifically, the Wellness Education Centre and Embedded Counselling roles continue to work together to provide programming in many departments, including OVC and Science.

Having Health Services and Counselling Services now located in the same building has allowed for less duplication for a student in crisis as medical support can be expediated without the student retelling their story. The Mental Health Care Coordinator from Health Services works with counsellors to ensure seamless service.

As part of the Mental Health Initiative, the Mental Health Screener was developed, a collaborative effort by all staff working directly in the area of mental health. The screener is provided to each student who is new to our services to give information on the student’s concerns, level of stress and risk while minimizing paperwork. We are continuing to develop strategies to deal with limited capacity for students presenting with complex mental health symptoms.

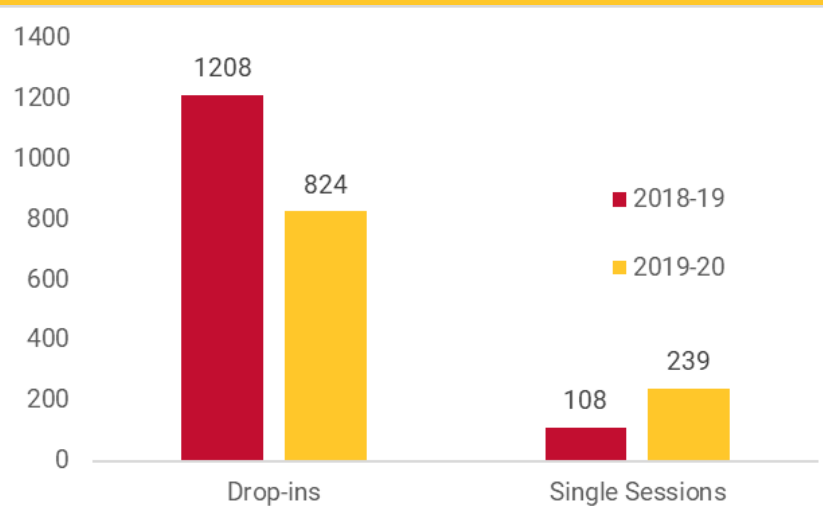
## Health & Performance Centre

The integration of services has provided the opportunity for enhanced teamwork in the comprehensive care for our athletes at the university. The integration was coincidental with renovations to the space which has improved the atmosphere for the practitioners, as well as providing a more professional environment for our clients. Our patient satisfaction has improved and the popularity of the HPC in our community has increased since the renovations.

The renovation itself was a challenging time to work as a team in geographical fragmented locations, but our staff continued to maintain our high standard of care. Our logistic efficiencies were not realized until our move into the new space. As with all good things, there are growing pains as individual practitioners adjusted to the new working space, which prompted the development of work-around strategies to accommodate the challenges.


The navigators were a critical support for the mental health concerns of our varsity athletes. The sports medicine physicians were able to refer varsity athletes to the navigators for mental health support as needed.

## Reduction in Drop-In Compared to Single Sessions Offered by Counselling Services



 **2256 STUDENTS**

HAD APPOINTMENTS WITH COUNSELLING SERVICES FROM SEPTEMBER 2019 TO WEEK 10 OF THE WINTER SEMESTER

 **239** SINGLE SESSIONS WERE PROVIDED TO STUDENTS THIS YEAR, WHICH CONTRIBUTED TO THE REDUCTION OF DROP-INS

Social Media

As of August 1<sup>st</sup>, 2019, all units integrated into the new Student Wellness Services Accounts overseen by the Communications Coordinator. Prior to that, the Student Support Network, Student Accessibility Services, and Wellness Education & Promotion had their own accounts. The Wellness Education and Promotion account was rebranded, and all units now actively contribute to the content shared on our Instagram, Facebook, and Twitter. Since COVID-19, Wellness Education and Promotion have been contributing more social media content due to the shift towards online programming.

The HPC continues to have their own social media accounts since they focus on a different target audience, including staff, faculty, athletes on campus and in the community. The Communications Coordinator oversees the HPC social media accounts, with the practitioners being involved in the creation of content.



519 Followers

FOR THE HPC INSTAGRAM ACCOUNT THAT HAS ONLY BEEN AROUND FOR THE LAST 18 MONTHS



“Communicators are often behind the scenes people finding solutions, so a challenge working from home is that I feel removed and more reliant on other staff communicating information to me.”

Meet Erin...  
Our Communications Coordinator

“My role helps to portray the cohesion that exists between our seven units by highlighting the advancements in the department and as we’ve grown together since the integration on our communication platforms. Since moving into J.T. Powell, there has been a more seamless look and feel, not only on social media, but in our physical space as well.

A good change has been becoming more of a team player by collaborating with communicators from other departments on campus to ensure our programming and messaging is consistent. I am looking forward to seeing how the communication strategy evolves within Student Wellness in the coming year to enhance the experience our students have with our department.”

—Erin Blackmore





# Student Accessibility Services

The main reception desk is the centralized location for checking in and booking appointments for Counselling Services, Health Services and Accessibility Services. The office area on the second floor integrates counselling, accessibility, sexual violence supports, psychiatry and our dietician in one shared space. The renovations to the building have allowed for inclusive washrooms and signs in the corridor to help people find change tables, washrooms, and our Hoyer Lift.

When multiple staff members are working with a student, particularly those with complex needs, it has become easier to collaborate. We still need to have students’ permission to share information, but with that permission, we can have a shared plan for providing support.

The Navigators have been tremendously helpful for providing timely one-on-one assistance to students who have a mental health concern and are trying to figure out what services they need. While SAS did not significantly change our processes this year because of the Navigators, we have referred students to the Navigators who are seeking counselling, a consultation with a physician, or a referral to a service in the community.



STUDENTS REFERRED TO THE NAVIGATOR BY THE FRONT DESK



STUDENTS RECOMMENDED OR REFERRED TO THE NAVIGATOR BY SAS

## Inaugural Wellness Committees

Settling into the newly renovated J.T. Powell building in the summer of 2019 as a department provided an opportunity to form internal committees aimed at reviewing various current processes, collecting feedback from our staff, visitors, and students, and put forth recommendations for changes.



INAUGURAL COMMITTEES

WITHIN OUR DEPARTMENT, WHICH INCLUDE HEALTH AND SAFETY, QUALITY IMPROVEMENT, PROFESSIONAL DEVELOPMENT, DIVERSITY AND INCLUSION, AND OUR WELLNESS@WORK COMMITTEE

## Student Wellness Services Wellness@Work Committee

Our focus in the first year was developing community and connection as well as work on the aesthetics of the building after informal feedback from staff in each unit. The committee developed monthly social hours hosted by rotating departments to connect staff informally and organized plants to go to offices and for waiting areas. We planned activities to use Wellness@Work grant money, but they were postponed until 2020-21 due to COVID19. For all of our programming and initiatives, all staff and faculty are encouraged to participate and feedback is welcomed.



STAFF REPRESENTING MANY OF THE WELLNESS UNITS ARE MEMBERS OF THE WELLNESS@WORK COMMITTEE



# We are ENGAGED

## Enriching the Student Experience

### Student Support Network

We are comprised of students that provide peer to peer support, meeting with students in a private setting while two volunteers are supporting one student at a time. The content of contact during meetings depends on the individual, including listening and support, inquiring a referral for support, and students accessing support while in crisis. Our volunteers were able to obtain credit for their committed and support by enrolling in an experiential learning course (HUMN 3190 and 4190), and spending approximately seven hours a week in the drop-in.



### Sexual Violence Support & Education

As part of the multi-pronged approach to providing sexual violence prevention training and education to students at the University of Guelph, Student Wellness is developing a pre-arrival education program Sexual Violence Support and Education: Online Learning Module that will be delivered to incoming first year undergraduate students in Fall 2020. This training is part of a pilot project to help build a culture of consent across campus, provide students with the knowledge to be active bystanders and support their friends who have experienced sexual violence.

The Sexual Violence Support and Education: Online Learning Module is the starting point for trainings outlined in the Sexual Violence Training Framework. The series of modules was developed in Courselink based on feedback from the Sexual Violence Education Committee and Sexual Violence Training Committee. Educational content includes infographics, animated videos, and interactive learning activities to reinforce the material.



# 40

## STUDENT VOLUNTEERS

MAKE UP THE STUDENT SUPPORT NETWORK AND  
PROVIDE PEER TO PEER SUPPORT DURING DROP-IN

# 45

## DROP-INS

IN THE STUDENT SUPPORT  
NETWORK LIBRARY SPACE

*An Increase Of*

# 67%

FROM THE 15 DROP-INS THE PREVIOUS YEAR

# 17

## PROGRAMS

PERTAINING TO SEXUAL VIOLENCE  
PREVENTION WERE FACILITATED IN  
COLLABORATION WITH VARIOUS  
CAMPUS PARTNERS







PSYCHOEDUCATION AND  
THERAPY GROUPS OFFERED IN  
2019-2020



376



STUDENTS SERVED THROUGH  
PARTICIPATION IN THE  
PSYCHOEDUCATION AND  
THERAPY GROUPS

## Counselling Services

We provide a successful group program that maintain their attendance with students and offers multiple groups within the same semester throughout the academic year. These groups provide students with connections to peers with similar experiences and an alternative pathway for service to help with the capacity of each counsellor's caseload. New groups offered this year included DBT in Action an experiential skills group and Counselling Services (CS) Mindfulness was reintroduced as a drop-in format that was well attended.

We continued with group supervision of two McMaster psychiatric residents who assist with Social Confidence Group for their own training and will be supervised by one of CS counsellors in CBT work. Feedback surveys are provided at the end of groups and the team is exploring new measures of evaluation. Social Confidence group is using a specialized SPIN questionnaire, which is effective in screening for and measuring the severity of social anxiety disorder. All students participating in the group had a decrease in their SPIN scores pre and post group.

Collaboration with Student Experience continues to grow and provide service to students who experience marginalization and who may experience barriers in accessing more formal service procedures. Two counsellors offered drop-in hours once per week for culturally diverse students and the counsellors participated in GBSA discussion groups. One counsellor is a designate to collaborate with the Sexual and Gender Diversity Advisor in student experience. The LGBTQ2IA+ group did not happen this year but will be offered again this upcoming year.

## Meet Stella... *One of our Counsellors*

"I am a counsellor/therapist with Counselling Services. I am also the point person working with Student Experience by providing support/counselling, engaging in discussion groups (GBSA, Ichat with International students), and running workshops for students of colour.

An aspect of my role I enjoy is working closely with management in providing support for students of colour. Having a voice in the decision-making process and co-creating a drop-in session at the UC for students of colour is rewarding.

The most exciting aspect of my role is the diversity I bring to my work. The shared experiences with people of colour and creating a safe environment for conversations that is supportive in nature. Being able to work with different departments within Student Life, and advocating for students of colour, where necessary is also exciting.

I want to encourage students to feel comfortable to access the services available to them through Wellness Services. We are here to support their academics, but we are also interested in their overall well-being."

—Stella Mfoafo-M'Carthy



Health & Performance Centre

We are continuing to support educational academic initiatives in the U of G community and beyond. Our volunteer program remains to be very popular amongst the student population on campus. Volunteers at the HPC work closely with a physiotherapist or chiropractor to gain hands-on experience working with patients, while supporting our operations and engaging in additional opportunities such as community outreach events.

We also offer two co-op positions for upper year students on campus, electives for medical students and Residents, and engage in research opportunities with post graduate learners on campus. Currently, through the Clinical and Academic Lead of the HPC, we co-supervise 2 PhD students and 1 Masters student. We also support the physiotherapy fellowship program, in which a current physiotherapy fellow is training at the HPC.

A new service offered this year was due to the addition of our Naturopathic Clinician. We are exploring the addition of a Mental Performance Coach and an Osteopath to the team to ensure an integrated model of athlete care.



.....  
**30,000+**  
**APPOINTMENTS**



THIS YEAR AT THE HPC, IN WHICH WE HAVE BEEN  
CONSISTENTLY HAVING OVER THE LAST 10 YEARS  
.....



STUDENT VOLUNTEERS AT THE HPC ARE  
STARTING IN THE FALL, IN WHICH 26 ARE  
PHYSIO AND 6 ARE CHIRO VOLUNTEERS  
.....

Health Services

We provided opportunities for masters and medical students to complete placements with our clinic. This year, we worked with Masters in Nutrition students on campus, medical clerks and residents from McMaster University.

As of May 31<sup>st</sup>, 2019, our campus became tobacco and smoke free, in which Health Services received Nicotine Replacement Therapy (NRT) products through the ministry funded initiative “Leave the Pack Behind” by CAMH. Provincial budget cuts resulted in the loss of our NRT supplier, but we are continuing to procure NRT supplies from alternative sources to ensure we are providing accessible health care to our students. The implementation of the policy has increased the accessibility to health education of smoking and awareness of vaping as well as e-cigarettes.

We are currently working on optimizing Case Conference opportunities between our MD’s, psychiatrist, and Mental Health Care Coordinator, as well as initiating the Joint Assessment Model where specific clinical questions can be brought forth to align supports and promote student engagement in their wellness.



Wellness Education & Promotion Centre

The ongoing work of health education and promotion programs from our unit would not be possible without the hard work and dedication of our numerous student volunteers, peer helpers, MPH students, and program facilitators such as our body project, EAAA, and Graduate Student Peer support group facilitators.

All Wellness Education & Promotion Centre programming is aligned with the NCHA 2019 results as students highlight areas of interest for more educational material we have begun to address. This includes grief, in which materials were added to the Gryphon Family website and additional supports are being created in collaboration with Counselling Services, Multifaith, and the clinical psychology program.

We have continued relationships with the Sexual and Gender Diversity Advisor and additional queer supports in the community, including ARCH and the Guelph Pride committee that have representation from our unit to ensure this work is on-going. A Peer Helper contributed to the development and scheduling of the queer relationships circle, in which a presentation for Peer Helpers on this content was scheduled but cancelled due to COVID-19.



STUDENTS RECEIVED  
**5250** THE SHINE CURRICULUM  
AN EMBEDDED ACADEMIC & MENTAL RESILIENCE CURRICULUM  
Delivered in  
**13** COURSES  
Across  
**7** Academic departments

42 WEPC VOLUNTEERS

THAT ASSIST ON A CASE-BY-CASE BASIS AT VARIOUS WEPC EVENTS OVER THE COURSE OF THE ACADEMIC YEAR SUCH AS FLU CLINICS AND RESOURCE FAIRS, OR HELP PREPARE MATERIALS SUCH AS SHINE PACKS



TRAINING SESSIONS OF EAAA, A TWO-DAY EVENT FACILITATED BY TRAINED GRADUATE STUDENTS ON UNDERSTANDING WAYS TO RESIST SEXUAL VIOLENCE AND EMPOWER WOMEN IDENTIFYING INDIVIDUALS



PEER HELPERS

THAT PROVIDED PEER TO PEER EDUCATION ON HEALTH PROMOTION TOPICS THROUGH WORKSHOPS, CAMPAIGNS, TABLING, AND DROP-IN VISITS 10 HOURS A WEEK

29 EVENTS

FACILITATED THAT PERTAIN TO MENTAL HEALTH



“...[The SHINE Curriculum] made a statement in our class that mental well-being is important...Sending this message opens a conversation on mental and physical health and shows the students that [the University of] Guelph cares about student success.” –SHINE Participant

# The USHINE Program

The University of Guelph's Successful Habits IN Education program (USHINE) is a peer-led wellness behaviour change program that was piloted solely within Student Wellness Services units in Fall 19, and then launched more widely across the campus community in Winter 20.

Through USHINE, students meet with a trained USHINE Peer Mentor to work on a wellness behaviour of their choice. Topic areas may include nutrition, physical activity, sleep, alcohol cessation, smoking cessation, self-care, making friends, or any other health/wellness habit that the student would like to work on.

The role of the Peer Mentor is to provide accountability, guidance, and relational support throughout the behaviour change process. During this process, participants gain the skills to continue goal setting for their health even once the program is completed.

## Student Accessibility Services

We continue to offer several positions for students to get involved with our services. Our Note Taking office has five work-study positions and 871 volunteer note takers. They share their lecture notes with students with disabilities who experience barriers to effectively taking their own notes. We have a team of Peer Helpers who provided assistance to students with disabilities and a group of students who help with many aspects of START Accessible. This year, we also hosted a Master of Social Work student from Laurier who completed her practicum placement with us.

With the needs of our students changing, we routinely update our support and accommodations to best meet their needs. For example, a current area of focus for Melissa Beacom, an SAS advisor and trained occupational therapist, is supporting students with disabilities in graduate programs. Our staff also facilitate various workshops and events throughout the year to support the success of our students, including an Orientation Workshop, Plan your Semester, and a social for students with ASD.

**252 STUDENTS**

REFERRED TO VALERIE FOR  
SUPPORT WITH LEARNING AND  
WRITING SKILLS



**3,076**

STUDENTS SERVED BY SAS LAST  
YEAR, AN INCREASE OF 9 % OVER  
THE YEAR BEFORE

**871 NOTE TAKING  
VOLUNTEERS**

*Provided* **26,050**

**SETS OF NOTES**

*Across* **903 COURSES**

*To help*

**1,899**

**STUDENTS WITH  
DISABILITIES**



**6 USHINE PEERS**

PROVIDED PEER TO PEER  
COACHING DURING ONE ON  
ONE MEETINGS WITH STUDENTS  
3-4 TIMES TO WORK ON THEIR  
PERSONAL WELLNESS GOALS

**19 STUDENTS**

REFERRED TO THE USHINE  
PROGRAM, WITH ADDITIONAL  
STUDENTS WAITLISTED DUE TO  
MORE INTEREST EXPRESSED  
THAN SPACES AVAILABLE



**87 STUDENTS**

IDENTIFIED AUTISM SPECTRUM  
DISORDER (ASD) AS THEIR  
PRIMARY DISABILITY. THAT IS  
MORE THAN DOUBLE THE  
NUMBER OF STUDENTS WITH  
ASD SERVED 4 YEARS AGO



# Supporting the Development of our Staff

## Health Services

Our staff participated in many professional development opportunities to expand our knowledge and better support the changing needs of our students. Professional development opportunities include Mohawk College’s Mental Health Certificate Program and the Centre for Addiction and Mental Health’s (CAMH) TEACH Certificate in Tobacco Cessation Counselling. Previously, students were required to book an appointment with a doctor for NRT and health teaching, but our TEACH Certified nurses can now administer NRT with appropriate health teaching without a physician. This increased the accessibility for NRT since the decreased wait time allows students to get treated quicker and the advantage is the follow up is a phone call from one of our nurses.

We continued to provide educational sessions for our staff, focusing on areas of importance to our staff in providing quality care to our students, including the development of a privacy and health care session through a collaboration with CAMH and a series of Dialectical Behavioral Therapy (DBT) foundational sessions by the Mental Health Care Coordinator. DBT is an evidenced-based psychotherapy model that will be provided to clinical staff in Health Services to address extreme emotional/behavioral experiences.



### 2 REGISTERED NURSES



CERTIFIED IN TOBACCO CESSATION THROUGH THE TEACH PROGRAM AT CAMH, IN WHICH THESE NURSES ARE COMPETENT IN COACHING AND SUPPORTING INDIVIDUALS THROUGH THE TEACH MODEL AND USING THE STAGES OF CHANGE FRAMEWORK.

### 2 REGISTERED NURSES

IN THE MIDST OF COMPLETING A MENTAL HEALTH CERTIFICATION

## Student Accessibility Services

We participate in the Inter-university Disability Issues Association (IDIA), through which we share ideas with colleagues from across the province and participate in professional development. This year, some of the topics that were discussed included psychoeducational assessments and memory, the Bursary for Students with Disabilities (BSWD), professional standards of practice, the intersection of legal and accommodation issues, and navigating change as a result of COVID-19.

The implementation of a new position in the SAS exam centre, the Exam Supervisor has helped us with building a stronger team, troubleshooting day-to-day issues, and resulted in a decline in the number of overtime hours among the Exam Centre staff.

## Health & Performance Centre

Our staff undergo continuous training and education to ensure they approach various groups appropriately in their treatment. Each month, there are educational sessions organized for practitioners, focusing on topics such as mental health, and specialty workshops regarding LGBTQ inclusivity training. The University also offers professional development courses through open learning where staff have the opportunity to expand upon existing skills.



## Wellness Education & Promotion Centre

Our staff continue to participate in professional development opportunities, focusing on attending educational talks, certifications, and presentations at conferences. Melanie Bowman, Sara Kafashan, and Jean Thompson attended a talk on addiction and trauma by Gabor Mate. Jean Thompson also presented to the Ontario regional PEP-AH membership in collaboration with Kate Humphreys from Queen's University about various approaches to alcohol strategies worldwide and Sara Kafashan presented at the CICMH conference in fall 2019 on Boosting Well-being and Resilience on-campus.

## Counselling Services

Our counsellors continued to expand their knowledge and experience on a variety of topics, with a focus on cultural orientation and understanding identity and privilege, formal training on single sessions, and colleagues providing training in areas of specialty including Somatic Experiencing. Counsellors also complete individual training throughout the year depending on their clinical development. The Thriving on Campus Survey combined with feedback from our LGBTQ2IA + point person, who works closely with Jarred Sanchez-Cacnio, highlights the need for more training of counsellors to work with students experiencing gender dysphoria. We have plans to include this in our trainings for fall 2020.

## 19 COUNSELLORS

ATTENDED TRAINING THAT  
EXPLORED IDENTITY AND  
DISCUSSED CULTURAL AWARENESS,  
A FOLLOW UP TRAINING FROM THE  
ANTI-OPPRESSION TRAINING  
ORGANIZED IN WINTER 2019





# Recognizing Excellence



The high level of care and services provided by Student Wellness Services would not be possible without the assistance of our outstanding staff, faculty, and student volunteers within Student Wellness Services. Each year, we honour volunteers and staff who have made exceptional contributions to their roles. In 2019/2020, 8 volunteers and 4 staff were recognized.

## Health and Performance Centre

### Cyndy MacLean Award: Robert King

Robert has been dependable and professional during his shifts, mentoring junior volunteers and building a wonderful rapport with staff and practitioners. He even continued volunteering after his relevant classes were completed.

### Outstanding Chiropractic Volunteer: William Lutz

Will has been a dedicated volunteer for three years in the HPC - once with physio, and twice with chiro. He exemplifies the values of collaboration, which is the hallmark of what the HPC offers.

### Outstanding Physio Volunteer: Katelyn Desgagne

Katelyn was extremely enthusiastic and motivated to learn during every shift. She built upon knowledge learned from previous shifts with deeper questions that demonstrated clinical reasoning that was beyond what is typical of an undergraduate student.

## Student Support Network

### Liz Honneger SSN Volunteer Award: Kaylie Robinson

Kaylie has been a volunteer with the SSN for 3 years. She gives 100% to everything she does and is a leader among all of her peers within the program. This summer, she volunteered her time to work on building material for the USHINE Peer Mentoring Program that was launched in the fall.

## Health Services

### Presidents Award—Exemplary staff: Michelle Soucie

Michelle received the 2019 Presidents Award, an exemplary staff award given for excellence in Wellness, Health and Safety.

## Happy Retirement Robin!

In October 2019, Robin Begin, the director of the sexual violence support centre retired after dedicating 30 years as a student-focused leader in a variety of roles on campus. In celebration of Robin's outstanding impact on students and our campus, the Robin Begin Student-Focused Leadership Award was established to honour her legacy of serving students from 1989-2019 as a leader in Student Affairs and with Campus Community Police. The spirit of this award celebrates Robin's commitment as a leader to put the needs of students first. This award recognizes the student-focused commitment of any team member within Student Wellness Services who takes initiative to have a positive impact on student wellness.

### Robin Begin Award: Sarah Birk 2020

Sarah Birk is the first recipient of this award which honours her initiative to have a positive impact on the wellbeing of students at the University.

*"She thinks not only of her contact with the student but also the student's experience of Student Wellness and the University systems. Sarah is often thrown into the thick of situations and is always the ultimate professional."*

## Athletic Therapy

In lieu of our active collaboration with Athletic Therapy (AT), thank you to Gunner Obrascovs, our Head AT for the last 30 years of hard work and contributions to the AT program on campus. Congratulations to Judy Lynch, who is taking on the role as head AT!

## Student Accessibility Services Award

### Barry Wheeler Volunteer Award (Co-winners):

**Cole Barban**—Cole has been a Peer Helper that consistently modeled exemplary contributions to the team. He takes a respectful and constructive approach to helping identify barriers experienced by students and provides meaningful assistance to students who access SAS services.

**Julianah Oguntala**—Julianah is a Peer Helper that has consistently gone above and beyond in every capacity. She has provided one-on-one assistance to students, helped call attention to student needs, and helped as a scribe in the Exam Centre.

### Bruno Mancini Accessibility Award: Vicki Bonanno

In honour of Bruno's legacy as a champion for accessibility, this award honours an individual or group, including students, staff and faculty, who have contributed significantly to promoting and advancing accessibility at the University of Guelph. Vicki's nomination for this award came from a Peer Helper who noted that she left a lasting impression on her and was a great advocate for making changes to address student-identified barriers on campus.

## Meet Julianah... *One of our SAS Peer Helpers*

"I have held multiple roles throughout my time working with SAS, including being a Peer Helper, a work study position with the Notetaking Office, and an Educational Assistant. I got involved within SAS because I could see the great work they do and the difference it makes in the lives of the students they serve.

I enjoy working with different students, whether I am guiding a student to class or planning their week, it is rewarding working together with students to help achieve their goals and seeing the difference it makes.

I am proud of being the co-recipient of the Barry Wheeler award, alongside Cole who was the other recipient. Receiving the award was unexpected, and it was a nice culmination of the work I have done with SAS over the last year and a half.

Working with SAS has allowed me to get a better understanding of the barriers students face and different perspectives for accessing education. I have always known I wanted to be a physician and I can use my experiences with SAS to listen and understand a patient's background to give them the best care possible. SAS has helped prepare me for that and for that, I am grateful."

## Wellness Education & Promotion Centre

### Wellness Education & Promotion Volunteer Award: Lauren Santangelo

This award recognizes the student who offered the most time to the activities of the WEPC volunteer program and left a helpful impression on the rest of the WEPC team! Lauren put in more hours than any other of our 60 volunteers.

### Marilyn Langlois Student Affairs Staff Award: Jean Thompson

This award is presented annually to a Student Affairs team member who epitomizes professionalism and goes above and beyond when supporting students, staff, faculty, and community partners.

### Marlene Pfaff Award: Melanie Katz

Melanie is a Senior Peer of the Forward Minds team in Wellness Education. She is the student chair of the Mental Wellbeing Committee. She was a motivated, reliable, and dedicated team member leading all of our mental health educational initiatives and was the MC at the mental wellbeing panel event the past 2 years.

**Congratulations to all our award recipients on your achievements!**



—Julianah Oguntala





# We are CARING

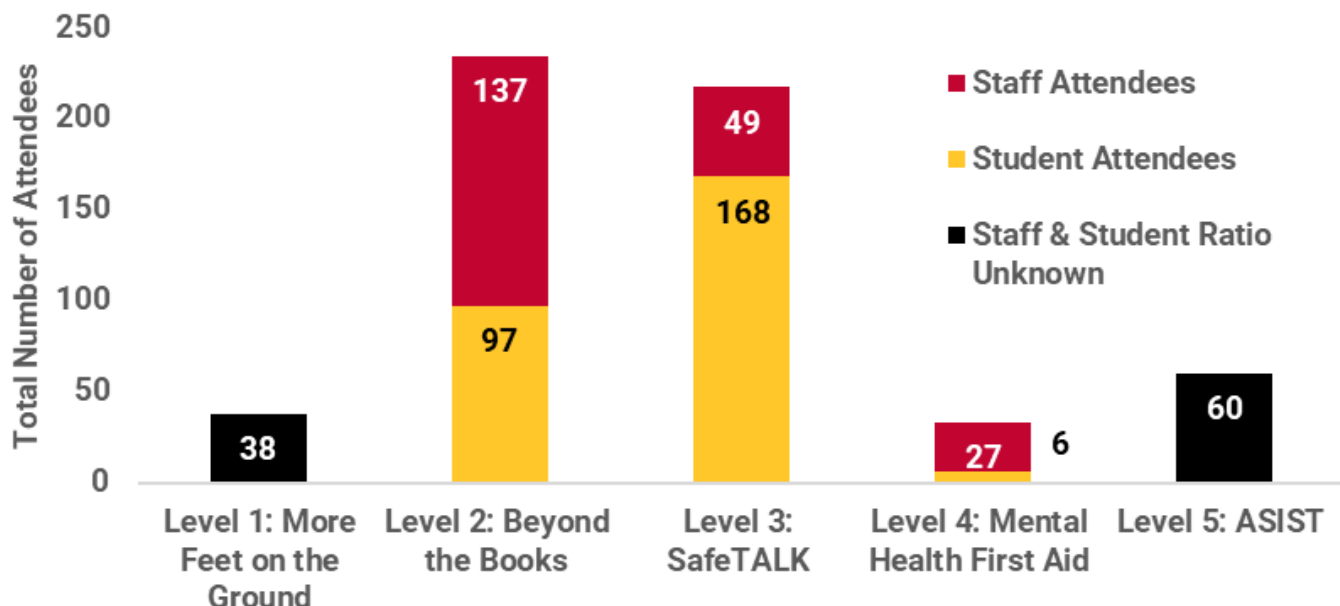
## Enhancing Campus Collaborations

### Wellness Education & Promotion Centre

Wellness Education and promotion have representatives on a number of committees within Wellness and across campus to ensure that health and wellbeing are being integrated into policies and work of our institution. Our current work on the Graduate Student Mental Well-Being Committee aims to better understand and develop initiatives to support graduate student mental well-being.

The committee is comprised of representatives from Wellness@Work, Counseling Services, Student Accessibility Services, GSA, the Grad Student Support Circle, and graduate students at-large. The committee is in the process of developing an assessment to determine the need for programming to strengthen graduate student mental well-being and create a package for graduate students in their roles as Teaching Assistants to receive training to recognize, respond, and refer students in distress.

### Distribution of Participants Across the Mental Health Training Framework



## 14 COMMITTEES

THAT WELLNESS EDUCATION AND PROMOTION CHAIR OR HAVE REPRESENTATIVES ON WITHIN WELLNESS AND ACROSS CAMPUS

## 2 ASIST TRAININGS FACILITATED

IN WHICH JEAN THOMPSON WAS 1 OF 3 INDIVIDUALS AT THE UNIVERSITY THAT WERE TRAINED AND CERTIFIED AS ASIST TRAINERS ON SEPT 16-20, 2019.

## 31

MENTAL HEALTH TRAININGS COORDINATED BY THE MENTAL WELL-BEING FACILITATOR THIS YEAR

## Health & Performance Centre

The HPC actively collaborates with Athletics through Athletic Therapy, Strength and Conditioning, and Varsity Athletes. Partnering with strength and conditioning coaches has created a foundation for community and varsity using both Strength and Conditioning and receiving HPC treatment. Although Athletic therapy part of Athletics, we actively collaborate on mutual patients, share our practice, and attend professional development sessions together.

A new integrated system was implemented for pre-screening varsity athletes to streamline the process and better manage the best support for athletes in need. Our team provides coverage for the varsity sport teams and have recently strengthened our partnership with Guelph Rowing. We also support Athletics initiatives such as *She's got game* on an annual basis.

Another aspect of our community work is our continued involvement in various research projects. Sports Medicine Physician Erin Weersink is on the University of Guelph's Research Ethics Board and continues to conduct muscle biopsies for the HHNS. Current HPC-related research projects in progress include 2 PhD students studying intrinsic and extrinsic risk factors for injury in varsity hockey in collaboration with Prof Lawrence Spriet.



.....

11 MEETINGS

ATTENDED BY THE STUDENT WELLNESS NAVIGATORS WITH CAMPUS PARTNERS TO DISCUSS THE ROLE AND HOW STUDENTS CAN CONNECT FOR SUPPORT

.....

4 DROP-INS

AT THE STUDENT SUPPORT NETWORK IDENTIFIED AS VARSITY ATHLETES

.....

## Health Services

Several measures were taken to promote the Navigator positions within the department and across campus. The Navigators attended various new staff training sessions and attended meetings with the following campus partners educate various campus partners about the position and how students can connect for support: Residence Life, Learning Commons, Diversity and Human Rights, Student Experience, Aboriginal Resource Centre, among others. Collaborative discussions with Navigators and navigator type positions from Laurier and the University of Windsor also took place during the year.

## Student Support Network

Our team has implemented new programs to create more opportunities for students to access our services. This year, we piloted a collaboration with the Muslim Student Association (MSA) where students from the MSA were peers that encouraged more Muslim students to utilize our services. There was also an updated iteration of our partnership with Athletics through the Student Athlete Mentorship Program. One Student Varsity Athlete was a Team Leader in the SSN to liaison and encourage student athletes to access our supports.



# Meet Meaghan...

## *Our Sexual Violence Support & Education Coordinator*

“My role involves programming, education, and training related to sexual violence and consent on campus, as well as student case management and support for survivors. Overall, the goal of our programming is prevention and the goal of our training is that survivors can disclose to anyone on campus and have a supportive response.

When individuals connect with me, I work to coordinate accommodations and resources with them. When there is a supportive community response for survivors of sexual violence, it feels very rewarding to be part of a community that responds in that way.

The main change has been the role itself. While I only started have been in the role since the end of October, my role previously reported to the Vice-Provost Student Affairs until becoming embedded in Wellness after the renovations were completed. I have seen an increase in the number of referrals, and I think that being apart of Wellness, my role is more visible, so it helps channel students towards me.

For students, I want them to know that to access support through my office, you don't need to disclose details if you don't want to and can still get the support you need. I am accessible to any student who needs support related to sexual violence to work through their experience and feel safer.”

—Meaghan Morris



## **Sexual Violence Support & Education**

The Sexual Violence Support and Education Coordinator chairs the Sexual Violence Education committee, in which relevant campus partners work to coordinate sexual violence related programming on campus. They are also members of the Sexual Violence Training Committee, which develops and coordinates training efforts on campus. On the Sexual Violence Advisory Committee, the Sexual Violence Support and Education Coordinator advocates for survivors based on the first-hand knowledge of people's lived experiences. All three committees looking at everything we have been doing with a new perspective and we are looking at where the gaps are as a campus.

## **Counselling Services**

We continue to enhance our partnerships with various departments on campus through our embedded counsellors that provide educational sessions on a variety of topics, such as orientation sessions to faculty, staff and/or students. One of our counsellors participates as non-voting members on the Academic Review Committees in both Biological Science and in Engineering to provide support regarding mental health questions. An athletic counsellor point-person participated in working groups for the co-development of mental health screening of athletes with HPC and reviewed processes of return to play as well as academics of those experiencing a concussion. Mental health training was provided to the SAM mentors and athletic therapist by the athletic counsellor point person.

Counsellors participated in outreach and support to students and staff in many departments during crisis following the tragic Ukrainian airline crash and the death of some of our students. An informal working group involving staff from several areas including counselling, was formed to discuss grief support moving forward into next year.

5



## RECRUITMENT EVENTS

STUDENT ACCESSIBILITY SERVICES  
WERE PRESENT FOR, INCLUDING  
THE VIRTUAL SPRING ACADEMIC  
OPEN HOUSE



## COMMITTEES

THE SEXUAL VIOLENCE SUPPORT  
& EDUCATION COORDINATOR  
SITS ON PERTAINING TO SEXUAL  
VIOLENCE PREVENTION,  
EDUCATION, AND TRAINING  
EFFORTS ACROSS CAMPUS

46



## ACADEMIC DEPARTMENTS

ACTIVELY COLLABORATE WITH  
STUDENT ACCESSIBILITY SERVICES

### Student Accessibility Services

We continue to collaborate with many departments and colleagues to provide support to students, including Open Learning & Educational Support, Experiential Learning Hub, and many more. Our staff are members of several campus committees that advocate for accessibility and the necessary supports for our students to succeed. These committees include: Admissions & Progress Committee for graduate student appeals, U of G Accessibility Committee, Accessible Space Sub-committee chaired by Physical Resources, and our work with the Academic Policy & Procedures working group that proposes new or updated policy to address issues related to student wellbeing.

## Fostering Community Connections

### Wellness Education & Promotion Centre

Wellness Education and Promotion works with local, provincial, and national organizations to advocate and enhance the Guelph Student Experience. We continue to attend 5 committees in the community, including the Wellington Guelph Drug Strategy, a community committee made up of professionals from a variety of services focused on support related to substance use. Our current work on the committee is a proposal by WEPC for a video campaign about language use and stigma associated with those who use substances.

### Sexual Violence Support & Education

The Sexual Violence Support and Education Coordinator works with community groups to provide the necessary support to survivors of sexual violence. The Guelph Wellington Care and Treatment Center for Sexual Assault and Domestic Violence is the main referral for people to access medical support after an experience of sexual assault or domestic violence. Patients can receive preventative treatment for STI's, sexual assault kits, as well as counselling.

We also work with the Guelph Women in Crisis Center for referrals to access individual and group counselling. For survivors who want to talk about their experience to the police, we have direct contacts within Guelph Police Services and the Sexual Violence Support & Education Coordinator attends with them upon request.

## Counselling Services

We have a formalized agreement with Women in Crisis (WIC) to provide trauma-based services for students two days a week from September to April. The counsellor works out of Counselling Services on those days and this provides an important pathway for students referred from the Sexual Violence Support and Education Coordinator.

## Health Services

We are currently enhancing community partnerships with Guelph General Hospital and Homeward Health Centre to effectively manage external mental health and psychiatry referrals. The external referral process for psychiatry was modified by revising the referral form for outside counsellors to complete to better navigate students to the appropriate resource and filter incoming referrals. With the changes implemented in summer 2019, the Mental Health Coordinator and psychiatry saw an improvement in the number of appropriate referrals. Students needs are met more appropriately through the Student Wellness Navigator, counselling services, and other supports.



**57 COUNSELLING APPOINTMENTS**  
OVER  
**14 STUDENTS**



FOR TRAUMA-FOCUSED THERAPY BY A  
COUNSELLOR FROM WIC 2 DAYS/WEEK ON  
CAMPUS FROM SEPTEMBER UNTIL MARCH (COVID)  
AND VIRTUALLY UNTIL APRIL.

## Meet Craig... *A Physiotherapist for the HPC*

“I am a physiotherapist with a fulltime caseload, with a combination of ortho and support medicine cases. I treat a diverse range of patients from the community or seeing varsity athletes, going all the way to faculty and staff. It is rewarding working with people who are motivated, healthy and athletic who are invested in being active participants in their own healing.



Our HPC team is very active in the community, in which our partnership with the Guelph Nighthawks Professional Basketball Team from the Canadian Elite Basketball League is new as of last April. We provide multidisciplinary coverage for games and practices, and although I have previous experience with varsity teams, this is the first professional team I have worked with.

Our partnership has also served as an opportunity for our student volunteers to get involved. Whether it’s a student volunteer, co-op or physiotherapy placement to patients and athletes, teaching keeps me fulfilled and seeing the light bulbs going off on a daily basis is what keeps me at the HPC.”

—Craig Dixon





This past year marked 20 years of providing our services to the University of Guelph and community. To celebrate, we organized a celebration open to the public that was successfully attended.

## Health & Performance Centre

HPC has strong partnerships within the community, many of which are through the services we offer athletes. One major partnership is the Guelph Nighthawks, Guelph's professional basketball team in the Canadian Elite Basketball League, which was a new initiative for the HPC this year. We designed a pre-screen similar to varsity athletes, implemented data collection on injuries, and provided multidisciplinary coverage for practices and games. We continue to have many partnerships with youth sports leagues in the community such as Guelph Ringette.

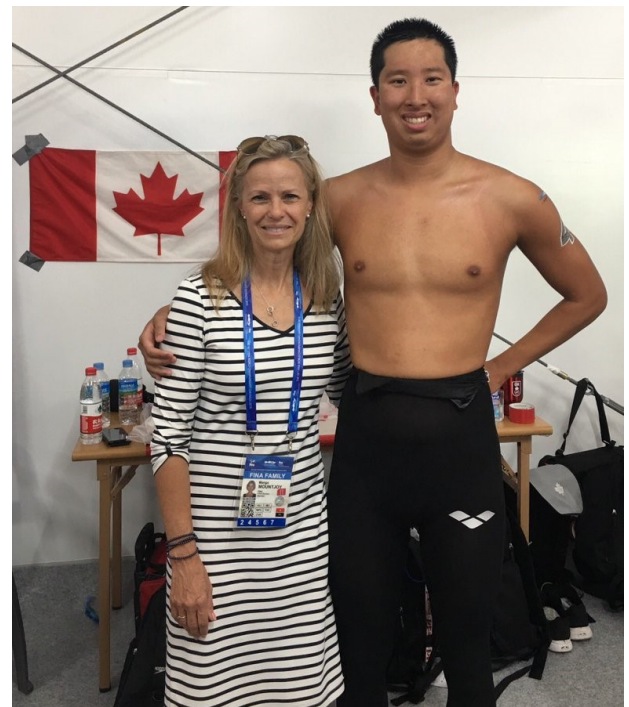
Many of our practitioners are involved with external groups. For example, Dr. Margot Mountjoy works with the international Olympic committee, is also the Team physician for Athletics Canada, member of the Expert Task Force for pre-Games (Tokyo 2021) anti-doping strategy, and Deputy Editor of the British Journal of Sports Medicine to name a few. Our partnerships also extend to ongoing research with various organizations such as the RED-S study of Canadian National Volleyball player (Men's Team) led by Erik Sesbreno with CSI-Montreal.

## Student Accessibility Services

Throughout COVID-19, we have been sharing ideas and strategies with our counterparts at other Ontario Universities through IDIA regarding matters such as: summer orientation programs, anticipating how a "pivot" mid-semester might affect students with disabilities, and accessibility issues related to face masks.

We have several SAS advisors in which their work extends into the community. Deb McNally works part-time with Here 24/7 and brings a wealth of knowledge about community resources to share with her fellow staff. Malcolm McLeod is the Vice-Chair on the Guelph Accessibility Advisory Committee, which provides vision and direction to staff and Council regarding the removal of barriers that exist within Municipal services, practices and programs.

Malcolm speaks to the needs of the student population, in which the committee is currently working on accessible and affordable transportation for persons with disabilities and affordable housing.



# We are DETERMINED



## Response to COVID-19

### Sexual Violence Support & Education

The Sexual Violence Support & Education Coordinator is offering virtual appointments online or over the phone for sexual violence support. We are exploring how sexual violence education programs and trainings will be modified to a virtual format and implemented for the fall semester.

### Health Services

We have remained open throughout COVID-19, but the format for most of our appointments has changed to reduce the risk of exposure and transmission of COVID-19. Only appointments deemed essential with input from a doctor received in-person care, but most booked appointments are being provided by telephone or video call.

Virtual support is provided by our allied health team members including our Dietician, Mental Health Care Coordinator, Student Wellness Navigators, and Addiction Counsellor. The onsite staff presence in Student Health Services was reduced from 6 to 1 MDs, 5 to 2-3 nurses, and 4 to 1 administration reception team member.

1 DAY



TO MOVE FACE-TO-FACE  
STUDENT APPOINTMENTS  
TO PHONE FORMAT



1184

PHONE OR VIDEO  
APPOINTMENTS WITH  
STUDENT HEALTH SERVICES  
PHYSICIANS

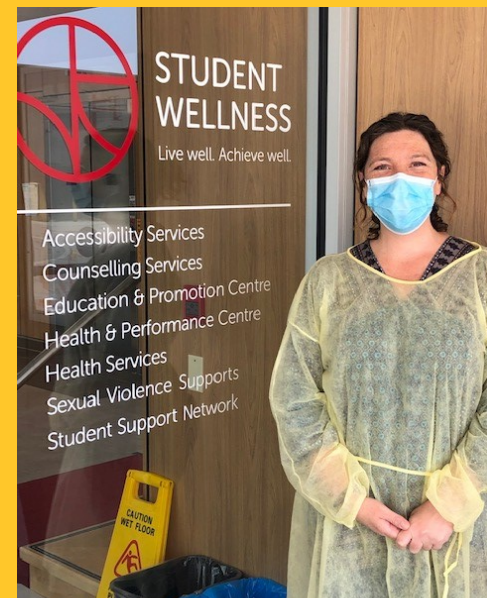
## Meet Katherine...

*A Registered Nurse (RN), Teach Certified*

"My role as a RN is an integral part of the health services team. I am a student's connection to health care away from home. I try to enhance their experience by being that friendly face and serving their needs with compassion, and without barriers or judgement.

Although I have worked in a variety of roles before this, I just find working with students rewarding because they are our future. I do anything I can to help them with their academic careers and future.

As one of the on-site team members, its been extremely challenging because I have had to keep my fears and anxiety in check. We are facing something none of us have ever faced. but I am a nurse, and this is my profession. I come to work while protecting myself and keeping the health and well-being of our students at the forefront of my mind." —Written by Nicole Walker, excerpt from an interview with Katherine Rodriguez





## Health & Performance Center

COVID-19 has created a lot of challenges for us at the HPC as we were forced to close our facility in March 2020 with the government restrictions. Our practitioners were able to adapt and provide services virtually to ensure patient needs were continued to be met. When the Ontario Provincial Health Officer permitted our services to gradually resume operations as of May 26, 2020, our facilities were modified to enhance patient, staff and practitioner safety. The HPC is mandated to follow directives given by the Chief Medical Officer of Health of Ontario as well as from our various professional colleges to enforce various hygiene and physical distancing protocols.

As of June 9, 2020, our clinic doors have reopened and most of our services are available for booking. Some safety precautions we are taking include a plexiglass shield at reception, an enhanced cleaning schedule for all areas of the clinic, and our staff and practitioners wearing personal protection equipment as per the Ministry of Health guidelines. While the HPC may look different, we are still thrilled to have reopened the HPC and we look forward to continuing to provide the expert care that our patients value while prioritizing the safety of our clients, staff, and practitioners.

## Counselling Services

Our staff have had to be flexible in their care and treatment to align with the rapid and uncertain changes to guidelines from the government. We provided phone sessions immediately for students and converted drop-in to phone format within 24 hours of counsellors going remote. By mid May, we were able to offer online video counselling for students as an option., in which students are not aware of that. The use of online platforms has been a learning period for our staff to manage technology requirements while dealing with their own personal stresses and increased fatigue from social isolation. We had a counsellor participate in a video to support athletes during COVID and provided several online mindfulness sessions through Instagram for students, staff and faculty.

During the summer, there will be a counsellor offering an Acceptance and Commitment Therapy Group and we are continuing the process of converting groups to online formats. We were concerned that students with significant mental health would not reach out to us, so counsellors reviewed caseloads to make sure they are reaching out to those that are known to our service.

**“I was concerned the masks, sanitizer, and gloves would change the feeling within the clinic, but the feel of the clinic has remained the same. The mask doesn’t impair me from providing quality service or enjoy what I am doing and for that, I am thankful. “**

**—Craig Dixon, HPC Physiotherapist**





Student Accessibility Services:

In a typical 12-week semester, we have one-on-one meetings with about 70% of SAS students, the rest have relatively stable accommodations that require less frequent contact. When the university pivoted to alternate format delivery in mid-March, students' accommodations were also disrupted.

At that point, it would not have been possible for our team of 13 advisors to meet with all 2,388 SAS students to re-evaluate their accommodation needs. We knew how to manage accommodations for relatively short online quizzes, but there were many implications we had not considered for online exams that were two hours or more.

We estimated that 21% of SAS students had accommodations that would not work in an online setting without threatening academic integrity, and a further 26% had situations that required investigation and troubleshooting.

“Regular updates to our students, nimble drop-in appointments, collaboration with faculty and campus partners, and a lot of hard work got us through helping these students pivot to an alternate format.”

In the end, we produced 198 separate lists of students requiring exam accommodations for finals, which were sent to both course instructors and OpenEd. While there was an increase in the number of SAS students who had deferred exams in the summer, the vast majority (96%) were able to complete the winter semester without the need for a deferral.

Campus Collaboration to Support SAS Students

- **Scheduling Services** – To develop a new final exam schedule that took accessibility into account
- **Open Learning and Educational Support** – Developed a system to efficiently apply time-based exam accommodations and take accommodations into account for flagged Respondus video.
- **Library Accessibility Services** – helped determine alternatives for students whose adaptive software might not work with virtual proctoring
- **Program Counsellors** – Communicate information about accommodations and deferred exams.
- **Associate VP Academic and Communications** – Routinely advised us to ensure the plans we developed aligned with the university's overall direction



IN-PERSON EXAM BOOKINGS FOR STUDENTS NEEDING ACCOMMODATION WERE RECONSIDERED WHEN MOVING TO ALTERNATIVE



BOOKED APPOINTMENTS FROM MARCH 16TH TO APRIL 29TH CONDUCTED REMOTELY



REMAINING MIDTERM EXAM BOOKINGS FOR STUDENTS WITH DISABILITY-RELATED ACCOMMODATIONS AS OF MARCH 16TH



OF OUR EXAM BOOKINGS WERE ACCOMMODATED IN A VIRTUAL SETTING BY ADJUSTING THE AMOUNT OF TIME

Wellness Education & Promotion Centre

In response to the cancellation of in person classes and programs, Student Wellness Educators created and produced content for a virtual audience. The community continued to come together on a weekly basis with the creation of online programming committee aimed to review upcoming online educational and promotional events to ensure that messages are streamlined, share, and provide support in a virtual format. This committee has continued since the early weeks of the university closure, with students being incorporated into the summer months.

Content was also created by the Mental Well-Being Facilitator in response to COVID-19. In late March, [mental well-being tips and strategies](#) were created and shared on the student wellness website, as well as shared on the Wellness social media accounts. Modifications to pre-existing programs for the upcoming year are currently underway.


Student Support Network

The Student Support Network closed as a result of COVID-19, but plans are in place to train volunteers providing virtual peer support in the fall. For the upcoming year of volunteers, it was a swift transition to conducting our interviews online.




A memory I'll hold onto from this year is when we had to close due to the pandemic. Thanks to the culmination of multiple moves during the Powell renovations, and a greater sense of being a part of the greater wellness team this past year, our students were so understanding, and we were all packed up and ready to go seemingly immediately. I am looking forward to doing things that are new, fresh and responsive to the current situation. That said, I also cannot wait to go back to campus with all of these lessons learned during the adaptations to COVID-19 and to incorporate them into the work I do with students in person." —Jean Thompson

12 STUDENTS

  
PARTICIPATING IN THE SUMMER VIRTUAL SHINE PROGRAM, ORIGINALLY AN 8-WEEK PROGRAM CONDENSED TO 4 WEEKS DUE TO COVID-19

7 STUDENTS

  
PARTICIPATING IN THE SUMMER ONLINE BODY PROJECT PROGRAM, IN WHICH THERE WAS MORE INTEREST THAN AVAILABILITY IN THE PROGRAM

40+ INTERVIEWS

WERE CONDUCTED VIRTUALLY FOR INCOMING VOLUNTEERS AT THE STUDENT SUPPORT NETWORK



Meet Jean...  
A Wellness Educator

“As a Wellness Educator, I oversee peers and practicum students doing health promotion and education on campus. I often work with student groups on programming pertaining to a variety of health-related topics and provide consultation or additional support around health promotion education. I have also been a part-time student in the OAC in Capacity Development and Extension. My thesis focused on rural youth and alcohol use stemming from my work in Wellness after noticing we had more students that had been intoxicated before the age of 16 than other campuses. After interviewing students who grew up in a rural setting about their alcohol use, my findings suggest that their rural upbringing does affect how and why they used alcohol.



# Thank you, Gryphons!

Thank you to our staff and students for your flexibility and patience as we grow together and adjust to life in our new building as well as the realities of responding and adapting to the pandemic. It has been an exciting year of learning and change for Student Wellness Services as we familiarize ourselves and adapt to the new building as well as team members who have joined our department.

With a year since the completion of renovations and our transition year coming to a close, our priority remains ensuring the well-being of our students and staff through the services we offer. We will now be turning our focus towards reviewing our processes and services as we look head to begin strategically planning for the next few years. The feedback from our students and staff plays an integral role in the delivery of our services and direction of our department.

Thank you for participating in the celebration of our accomplishments from this past year!



**STUDENT  
WELLNESS**

Live well. Achieve Wellness.

Accessibility Services  
Counseling Services  
Health Services  
Education & Promotion Centre  
Health & Performance Centre  
Student Support Network  
Sexual Violence Support & Education