



Starting the Conversation

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STARTING THE CONVERSATION

RAISING OUR AWARENESS OF STUDENT MENTAL HEALTH.

[Home / Faculty Module - Mental Health Awareness](#)

“Starting the Conversation” raising our awareness of student mental health.

Student Support Services in collaboration with the Canadian Mental Health Association is excited to bring you a one hour, on line introduction to mental health awareness. We would like to invite you to participate in all three steps of the training. Step 1 will help us gather important information which will assist in the development of further mental health training. Step 2 will open into three – twenty minute segments including: Why are we talking about this? What do we notice? How can we help? Step 3 includes a follow up which will help us assess the effectiveness of the training module.

In addition there is a [helpful Resource Section](#) providing college and community resources, case studies and referral guidelines.

Start out the New Year by giving one hour to Mental Health and be ready to ‘start the conversation’.

A graphic for Step 1 consisting of a light blue rectangular background with a dark green horizontal bar at the bottom. On the left side, there is a small grid of squares in shades of green and blue. The text "STEP 1" is written in a bold, dark green, sans-serif font on the right side.

STEP 1

A graphic for Step 2 consisting of a light blue rectangular background with a dark green horizontal bar at the bottom. On the left side, there is a small grid of squares in shades of green and blue. The text "STEP 2" is written in a bold, dark green, sans-serif font on the right side.

STEP 2

A graphic for Step 3 consisting of a light blue rectangular background with a dark green horizontal bar at the bottom. On the left side, there is a small grid of squares in shades of green and blue. The text "STEP 3" is written in a bold, dark green, sans-serif font on the right side.

STEP 3

The Process

- Partnered with an established MH Resource (CMHA)
- Buy in (faculty, SSS, President, SA,)
- Consulted with internal partners

Selecting the Players

- CMHA
- Algonquin College – executives, faculty
- Students
- Mental Health Commission of Canada
- Queen's University – Dr. Heather Stuart

Producing the final product

- Reviewing the script
- Working with students
- Filming and editing
- Accessible format
- Selecting the name
- Pilot project
- Marketing of product - placement

Staff & Faculty Portal

[Blackboard](#)

[ACSIS](#)

[Outlook Web Access](#)

[Professional Development](#)

[New Staff Information](#)

[My Algonquin](#)

[Academic Calendar](#)

[Mobile Learning Programs](#)

[Learning Resource Centre](#)

[Online Resources](#)

[COMMS](#)

QUICKLINKS

- ▶ **NEW** - eText website
- ▶ **NEW** - Student Mental Health Awareness
- ▶ College Directives
- ▶ Faculty Support
- ▶ **NEW** - ACSAS (Algonquin College Student Advising System)
- ▶ Accessibility Office
- ▶ Comms

News & Events

▶ **Let us do the baking this Thanksgiving!** [Hide] ▾

This Thanksgiving, leave the baking to us. Gourmet La Rocca pumpkin pies for only \$10, available at The Tea Shoppe at Connections: The Campus Store. Pre-order by October 8, for pick-up October 11. See the link above for all the yummy details! **Or email Ashish Talwar at talwara@algonquincollege.com to place your order.**

▶ **Algonquin Reads Used Book Sale - Oct 9 and 10** [Hide] ▾

Pick up used books at a great price (as low as 50¢) from 10:00 a.m. to 2:00 p.m. in the J-N link, student commons, and main floor of C building. Cash sales only. Proceeds from the book sale will support the Algonquin Reads program including author visits and the student writing contest.

To find out more about Algonquin Reads, please visit our website at the link above.

Measuring the Effects

- Pre/Post Survey was written up and reviewed by CMHA and Algonquin
- Approved by both Queens and Algonquin's Ethics Committee
- Results for the first six months were compiled
- Effect on identified student

Preliminary Results

1. It's not my place to ask students about a mental health problem they may be experiencing.

- Strongly disagree/disagree
- Unsure
- Strongly agree/ agree
- Missing

48.4% (106)	78.4% (105)	30.0
27.4 % (60)	6.0% (8)	-21.4
24.2% (53)	15.7% (21)	-8.5
(0)	(0)	

12. Students with mental health problems are difficult to teach.

- Strongly disagree/disagree
- Unsure
- Strongly agree/ agree
- Missing

62.8% (137)	83.6% (112)	20.8
27.1% (59)	11.2% (15)	-15.9
10.1% (22)	5.2% (7)	-4.9
(1)	(0)	



3. (R) I would be comfortable asking a student about their mental health. <ul style="list-style-type: none">• Strongly agree/ agree• Unsure• Strongly disagree/disagree• Missing	52.8% (115) 24.3% (53) 22.9% (50) (1)	79.1% (106) 10.4% (14) 10.4% (14) (0)	26.3 -13.9 -12.5
5. (R) I'm confident I would be able to identify a student who may be having a mental health problem. <ul style="list-style-type: none">• Strongly agree/ agree• Unsure• Strongly disagree/disagree• Missing	37.2% (81) 32.1% (70) 30.7% (67) (1)	63.4% (85) 25.4% (34) 11.2% (15) (0)	26.2 -6.7 -19.5
7. (R) You have to be persistent when you think a student has a mental health problem, even when they say everything is OK. <ul style="list-style-type: none">• Strongly agree/ agree• Unsure• Strongly disagree/disagree• Missing	39.4% (86) 34.4% (75) 26.1% (57) (1)	80.3% (106) 9.8% (13) 9.8% (13) (0)	40.9 -24.6 -16.3

BE ABLE TO SAY IN JUST ONE HOUR



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www3.algonquincollege.com/faculty-module-csd/