# COMMUNITY APPROACH TO MENTAL HEALTH + WELL-BEING

### AREAS FOR ACTION ON CAMPUS

#### COMMUNITY ENGAGEMENT

Giving back to the community greatly improves wellbeing by increasing self-esteem and providing opportunity for social connectedness.

 Incentives for faculty and staff learning opportunities to become involved in building commuity connectedness on and off campus student participation and student voice

·Campaign to reduce stigma surrounding mental illness

#### SOCIAL INTERACTION + PERSONAL DEVELOPMENT

Social interaction with peers, faculty, and career mentors help students feel they are part of a caring community.

Student wellness as a core

social interactions

Health and Counselling

Services

Career Services

Create opportunities for

component of school's ethos • Reduced class sizes · Community events

#### SERVICES + INTERVENTIONS

Services and interventions for all students are important part of feeling supported and engaged within the campus environment.

Teaching and Learning Centre • Work Integrated Learning Support over Suicide (SOS)

 Centre for students with disabilities

Screening for eary signs

#### LEARNING ENVIRONMENTS

The experiences involved in learning can impact psychosocial qualities such as self-esteem, self-efficacy, senses of purpose, competencies and social integration.

Experiential and transformative education Use coursework to foster collaboration, clarity, control, self-esteem and

engagement Invite community partners to lecture in class

Student-led projects of campus for credit

Credit bearing community

quality of relationships with teachers, mentors, peers Support for work-life

oriented learning

 Adequatly reward innovation and excellence in teaching · Dialogue-based and process

#### PHYSICAL SPACE

The space in which we work, live, and learn can impact ability to form connections to other and mental functioning and creativity.

 Means restriction (suicide prevention)

 Social gathering spaces comfortable and functional

#### **CAMPUS POLICIES**

Campus policies can greatly support student well-being by increasing a sense of support and community, reducing competition and supporting diversity.

Reconsider policies supporting ·Campus communal competition such as bell curve lunch hour

•Reduce barriers in scheduling •Cohort groups and registration

### **OUTSIDE FACTORS**

Financial Stress Relationship Stress

Family Expectations **Employment** 

**Economic Downturns** Increased Cost of Living Longer Period of Being a

Increasing Competion for Graduate Programs

· Social Connection and Belonging · Self-esteem

· Demands on Self

Feeling

 Positive Feelings Experience and Engagement

· Optimal Challenge and Demand

 Making Contributions to the Community

 Chronic Stress Autonomy · Sense of

Achievement

 Sense of Puprose Participation

Inexperienced Limited Perspective Limited Control and Power Learning how to be an Adult Often away from Friends/Family History of Mental Ilness Genetic Susceptibility to Mental

STUDENT SPECIFIC FACTORS

### Sam Feels:

Challenged

**POSSIBLE IMPACTS** 

ON ACADEMIC LIFE

Positive University Reputation

Increased Sense of Community

Fewer Student Withdrawls

Academic Success

Safety-net on Campus

Increased Retention

on Campus

Increased Engagement

Ensuring distress get the

ND

RISIS

support and treatment they need

## POSSIBLE LONG-TERM IMPACTS

Cost-Efficiency

Positive Wellbeing

Resilience

Motivation

Improved Social Relationships

Collaboration and Engagement

Increased Productivity and

- Low Alumni Engagement Mental Health Issues
- Relationship Strains
- Poor Self Esteem
- Unemployment
- Physical Health Consequences
- Unhealthy Behavior
- Loneliness and Depression

Violence, Alcohol, Drugs

Suicide

# SIMON FRASER UNIVERSITY

### National College Health Assessment

**CAMPUS EXPERIENCES** 

**COMBINE TO** 

**AFFECT STUDENTS'** 

The National College Health Assessment survey conducted at SFU in 2010 gave insight into how students are doing with regard to mental health and mental illness. The following are some of the key findings:



Feeling all they had to do from physical activity.





Students report that the factors most affecting academic performance include stress (32.3%) and anxiety (25%).





overwhelmed by

anxiety

Feeling so depressed it was overwhelming difficult to

function

**Bob Feels:** 

Anxious

Hopeless

Depressed Isolated

suicide

NEGATIVE

Seriously considering

# **POSSIBLE IMPACTS** ON ACADEMIC LIFE

Academic Difficulty Low Motivation Less Able to Balance Life Demands Student Withdrawal Low Alumni Engagement