

2014

The Importance of Mental Health Awareness Among Post-Secondary Educators: A Workshop to Promote Understanding and Competence

Amanda R. Bolger
Brock University, amandarosebolger@gmail.com

Follow this and additional works at: <http://ir.lib.uwo.ca/tips>

 Part of the [Adult and Continuing Education and Teaching Commons](#), [Higher Education and Teaching Commons](#), [Other Teacher Education and Professional Development Commons](#), and the [Social and Behavioral Sciences Commons](#)

Recommended Citation

Bolger, Amanda R. (2014) "The Importance of Mental Health Awareness Among Post-Secondary Educators: A Workshop to Promote Understanding and Competence," *Teaching Innovation Projects*: Vol. 4: Iss. 2, Article 5.
Available at: <http://ir.lib.uwo.ca/tips/vol4/iss2/5>

This Article is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in Teaching Innovation Projects by an authorized administrator of Scholarship@Western. For more information, please contact [Natasha Patrito Hannon](#).

The Importance of Mental Health Awareness Among Post-Secondary Educators: A Workshop to Promote Understanding and Competence

Summary

Attending post-secondary education is characterised by substantial challenges and transitions (Kitzrow, 2003). Moreover, mental health problems are prevalent among post secondary students and have increased in recent years (Hunt & Eisenberg, 2010). Training designed to help educators identify mental health problems has demonstrated efficacy (Askell-Williams, & Lawson, 2013), suggesting a need for the inclusion of mental health-informed teaching in post secondary education. Participants of this workshop will receive a brief introduction to the impact of mental health problems in post-secondary settings. Participants will also partake in informational video presentations, discussions of current post-secondary policies and their impact on student mental health, as well as role-play activities targeting strategies for safe and effective intervention. Student resources are included to guide participants in role play activities. Additional resources that provide psycho-education and strategies for the classroom are presented. Please note that facilitators that do not have a background in mental health may wish to present (and/or prepare for) this workshop with someone who has expertise in this area.

Keywords

mental health, post-secondary, educators

Creative Commons License



This work is licensed under a [Creative Commons Attribution 3.0 License](http://creativecommons.org/licenses/by/3.0/).

The Importance of Mental Health Awareness Among Post-Secondary Educators: A Workshop to Promote Understanding and Competence

Amanda Bolger, Brock University

SUMMARY

Attending post-secondary education is characterised by substantial challenges and transitions (Kitzrow, 2003). Moreover, mental health problems are prevalent among post secondary students and have increased in recent years (Hunt & Eisenberg, 2010). Training designed to help educators identify mental health problems has demonstrated efficacy (Askell-Williams, & Lawson, 2013), suggesting a need for the inclusion of mental health-informed teaching in post secondary education. Participants of this workshop will receive a brief introduction to the impact of mental health problems in post-secondary settings. Participants will also partake in informational video presentations, discussions of current post-secondary policies and their impact on student mental health, as well as role-play activities targeting strategies for safe and effective intervention. Student resources are included to guide participants in role play activities. Additional resources that provide psycho-education and strategies for the classroom are presented. Please note that facilitators that do not have a background in mental health may wish to present (and/or prepare for) this workshop with someone who has expertise in this area.

KEYWORDS: mental health, post-secondary, educators

LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- describe and explain some prevalent mental health issues among post-secondary students;
- detect some possible signs of mental health problems among students;
- discuss the importance of decreasing biases and increasing mental health awareness in achieving student well-being and learning;
- identify methods for providing a learning context that is sensitive to student well-being;
- provide safe and effective support to students by applying the information they have learned in a role-play activity.

REFERENCE SUMMARIES

American College Health Association (2013). *American College Health Association-National College Health Assessment II: Canadian reference group executive summary spring 2013*. Hanover, MD: American College Health Association.

This report provides results from a national research survey of student health. The report summarizes findings on a wide range of health behaviours and attitudes from the largest available comprehensive data set on post-secondary student health. One section of this paper is dedicated to reporting specifically on student mental health issues (including thoughts about suicide, depression and anxiety). Information regarding other attitudes and behaviours that may relate to student mental health, such as sexual activities and drug use,

is also provided. The findings presented in this report may educate participants on mental health issues among post-secondary students in Canada. It is recommended that selected statistics from this article be used in the introduction to this workshop to demonstrate the importance of mental health awareness among post-secondary educators.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

This manual provides diagnostic criteria for mental health disorders. Although this is not the only manual for classification of mental health disorders, the standards in this manual are used by many health care professionals in Canada and the United States, as well as other parts of the world. This manual may be used as a guide to facilitators in discussions of specific mental health problems. Referencing this manual in preparing this workshop may ensure that facilitators are informed of accurate and reputable information about mental health disorders.

Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. *Journal of Adolescent Health, 46* (1), 3-10.

This paper provides a comparison of research on mental health issues among post-secondary students to research on non-students of the same age demographic. The authors discuss mental health concerns among post-secondary students, as well as the risk factors of such difficulties. The authors note that mental health problems among post-secondary students appear to have increased in severity and prevalence in the recent years before 2010, and offer potential explanations for these increases. Thus, this article provides theoretical support for the importance of increasing awareness of mental health issues among post-secondary educators. Further, current issues regarding treatment access and delivery for student populations are discussed, along with opportunities for improvement in university policies and practices addressing mental health. Thus, this article is suggested as background reading for facilitators and provides information relevant to the group discussions in this workshop.

Kitzrow, M. A. (2003). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal, 41*(1), 167-181.

This literature review informs facilitators of some of the prevalent mental health issues experienced by post-secondary students. It also outlines the challenges presented by the increase of student needs for mental health supports. Specifically, this paper discusses the impact that increased need for support has on students, educators, and other employees of post-secondary institutions, as well as strategies for managing these increasing needs. This article is recommended to enhance competence in facilitating discussions regarding student mental health concerns. While it is suggested as background reading for the facilitator, it is possible that some pieces of information from this article may be directly included in the lecture style introduction of this workshop.

CONTENT AND ORGANIZATION

Duration (Min)	Subject	Activity	Purpose
5	Introduction	Introduce the facilitator, clarify the learning objectives and provide an outline for the workshop.	Familiarize participants with the facilitator in order to create a comfortable environment and inform participants of the structure for the workshop.
5	The prevalence of Mental Health Problems among Students and the Importance of Professions in Post-secondary Settings Being Mental Health Informed	Lecture-Style Introduction: Introduction to the importance of being mental health informed as educators. This section may draw on statistics from some of the references provided. It should highlight some of the prevalent mental health problems that students face, and should situate the topic in a context that is meaningful and directly relevant to participants.	To stimulate the interest of participants in the topic. To provide information on the prevalence of some of the common mental health problems students experience, and stress the importance of mental health awareness among post-secondary educators.
8	Example Scenario of a Student Struggling with a Major Mental Health Concern	Small Group Activity: Participants will discuss the scenario and accompanying questions in groups of three or four. Participants will read a scenario involving a student struggling with a mental health concern that affects their learning (example presented in Appendix A). Participants will answer the following accompanying questions in their small group: 1. What are your initial/uninhibited internal reactions to the student's request?	Participants explore their reactions and possible biases toward potential signs of mental health problems among their students.

		<p>2. What feelings or thoughts do you have toward the student and how might you respond to them?</p> <p>3. To what might you attribute this student's behaviour?</p>	
7	Example Scenario of a Student Struggling with a Major Mental Health Concern	<p>Large Group Discussion:</p> <p>In response to the scenarios discussed in small groups. Each group is asked to share with the larger group, their responses to the above questions. The entire group is then provided further information regarding the mental health status of the student in the scenario (see Appendix B).</p>	<p>Discuss mental health difficulties that students may encounter in the learning environment. Consider the potential impact of lacking mental health awareness, and/or holding biases toward students with mental health concerns.</p>
4	Brief Information from the Council of Ontario Universities on Student Mental Health	<p>Instructional Video from the Council of Ontario Universities:</p> <p>http://www.accessiblecampus.ca/mental-health/change-your-campus/act/</p>	<p>Recognise and respond to mental health difficulties among students.</p>
7	Debrief on Example Scenario of a Student Struggling with a Major Mental Health Concern	<p>Debriefing:</p> <p>Participants will discuss in the larger group, their responses to the following statement and questions:</p> <p>"As the video we just watched shows, 1 out of 5 people will encounter a mental health problem each year. Please take a look around you and think about how many of those in this group might experience a mental health problem in the next year."</p> <p>1. How would knowing this information (as well as the reasons for the student's behavior) change how we might respond to the behaviour of the student in the scenario we discussed?</p>	<p>Explore how knowledge of mental health problems may change how we interact with students.</p>

		2. What other difficulties with emotional and mental well-being might students experience that may be misunderstood by educators?	
13	Further Information from the Council of Ontario Universities on Student Mental Health Problems	Instructional Video from the Council of Ontario Universities: http://www.accessiblecampus.ca/mental-health/educate-yourself/video-workshop-mike-condra/	Recognize the signs of various mental health problems from mild to severe. Transition the direction of the workshop toward understanding ways to intervene and safely refer students to appropriate resources.
10	Mental Health Intervention and Strategies for Support	Large Group Discussion: Discussion regarding strategies for intervening when a student is showing signs of distress or mental health problems. The following questions may serve as a guideline for this discussion: 1. Are there occurrences or policies in our classrooms that may create undue difficulties for students struggling with mental health problems? 2. In what ways can we create a more comfortable and inviting environment for students who are experiencing mental health difficulties? 3. Can anyone share examples of students needing support, accommodation, or understanding due to mental health problems? Were the student's needs met? Why or why not? A guide for facilitators with suggested responses to the first two questions is provided in Appendix C. Additionally, being familiar with the information provided in the	Consider the potential threats to student mental health in learning environments. Discuss strategies to create a positive and supportive environment for students in distress.

		resources from Appendix F will help facilitators to lead this discussion.	
15	Practice Assisting Students with Mental Health Concerns	<p>Role Play:</p> <p>Participants practice detecting signs of a mental health difficulty in a student and approaching this student in a welcoming and non-threatening way to provide them with resources and support. The student is played by the instructor (a role play scenario is suggested in Appendix D) and participants are encouraged to take turns playing the role of the teacher offering support. Participants who do not wish to speak out in the exercise will benefit from observing these interactions. A list of local resources applicable to students at your institution should be provided to each participant of the workshop for use in this exercise. Please see Appendix E for an example of a resource sheet for students.</p>	Familiarize participants with the process of intervening in situations where students appear to be experiencing mental health difficulties. To practice providing a mental health-conscious learning environment.
10	Reflections	<p>Reflection Session:</p> <p>Participants may ask questions and discuss thoughts or feelings that arose during the role-play and/or from experiences in their own teaching environments. Participants may share with the larger group how they felt in the role of the student, and provide feedback to the individual in the teacher role on the support they provided.</p>	Share and consolidate what was gained from this workshop with the larger group.
5	Conclusion	<p>Concluding Remarks:</p> <p>Remind participants to take home the list of resources to be duplicated and provided to their students. Additional resources suggesting strategies for educators (available in Appendix F) are provided.</p> <p>Participants are thanked for their involvement in this workshop and</p>	Conclude the session in a meaningful way that encourages participants to apply this information in their teaching.

		<p>urged to utilize what they have learned to promote mental health well-being in their students.</p>	
<p>Total Time: 90 minutes</p>			

PRESENTATION STRATEGIES

In the introduction, you may wish to highlight the importance of mental health awareness among educators by mentioning the prevalence of mental health concerns (such as suicidal thoughts and attempted suicide) among university students in Canada. As aforementioned, The American College Health Association provides summaries of national college health assessments. These may be an excellent source of reputable statistics which could be used in your introduction. The following link provides demographic information regarding student health (with a section specifically dedicated to mental health behaviours and attitudes) in Canada for 2013: [http://www.cacuss.ca/Library/documents/NCHA-II WEB SPRING 2013 CANADIAN REFERENCE GROUP EXECUTIVE SUMMARY.pdf](http://www.cacuss.ca/Library/documents/NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf).

You may wish to include numbers from the assessment done at your institution as well. An additional way of making this information directly relevant to participants is to have them quickly do a mental calculation on how many of their own students in the past year may have experienced a mental health problem based on the percentages that you have outlined. For instance, if one percent of students have attempted suicide in the past 12 months at your institution, participants could easily apply this percentage to the number of students they have taught in this past year to obtain an estimate of the number of students they have taught who have experienced this particular difficulty).

Caution should be taken when choosing signs of mental health difficulties to discuss. It is important to remain unbiased and objective, and to reflect only what you have learned from reputable sources of information about mental health problems. A helpful guideline to use when choosing what to include in this workshop, as well as how to phrase potentially sensitive material, may be to imagine that someone who has the particular difficulty you are discussing is in the room at the present (this may actually be the reality).

When stressing the need for mental health awareness among educators, it is important to emphasize the impact of mental health problems on academic outcomes. In the lecture style introduction, you may wish to mention some or all of the following points:

- Research supports that well-being is related to positive learning outcomes including reception of new information (Scoffham & Barnes, 2011). Conversely, certain problems with mental health have been found to negatively affect information processing and memory performance for particular stimuli (Winter, Elzinga, & Schmahl, 2013).
- Mental health problems may range from severely disabling and deteriorative to mildly distressing and temporary (American Psychiatric Association, 2013), creating a potential for many of these problems to go undetected by professionals working closely with the affected individuals.
- Mental and emotional difficulties may go unnoticed for other reasons; for instance, many educators feel they lack knowledge about such issues (Rothi, Leavey, & Best, 2008) and students may choose to keep such concerns private due to the stigma

associated with mental health problems (Eisenberg, Downs, Golberstein, & Zivin, 2009).

- One need not have a serious mental health diagnosis in order to need support or special consideration. Addiction, financial strain, loss, trauma and socio-emotional problems (such as interpersonal conflict) may be considered threats to mental health. This kind of distress could signal the need for intervention, as these difficulties may develop into more severe conditions or problems if appropriate support is not accessed (Hawkins, Catalano, & Miller, 1992). The stresses present in academia may compound these problems further, particularly if educators are not sensitive to these issues.

With respect to the group activity, all groups may complete the scenario included in Appendix A, which should allow you to complete the workshop in the time allotted, or you may provide different scenarios to each group. Providing a range of scenarios would increase familiarity with various difficulties students may encounter, but would also increase the length of the workshop, as each scenario would require time for discussion with the larger group. You may wish to consult a diagnostic manual, such as the one cited under reference summaries by the American Psychiatric Association (2013), to ensure the accuracy of signs and symptoms mentioned in your scenarios.

The role play activity may require you to familiarize yourself with acting the role of the student in distress presented in Appendix D. You may wish to have a pre-selected volunteer or co-facilitator available to act as the teacher if participants are reluctant to speak in front of the group. It is also helpful if you provide participants a list of student resources for use in the role play activity. This list may include the phone number for local crisis lines that provide service 24 hours a day, your institution's counselling center or health center (or contact for a mental health nurse at your institution). All Ontario institutions (and most institutions in North America) should also have a service dedicated to arranging accommodations for students with documented disabilities (including mental health disorders), as it is legally mandated that such students are accommodated to the point of undue hardship to the organization (Accessibility for Ontarians With Disabilities Act, 2005). Ideally, the resources you provide will be current and free of charge, to ensure accessibility to students. An example of a resource sheet for students (applicable to students attending Brock University) is provided in Appendix E and may be used as a guide to generate a resource sheet with contacts specific to your institution and region. Please note that the contact information found in Appendix E should be confirmed before presenting it to participants to ensure they are current at the time of the workshop.

ADDITIONAL REFERENCES

Accessibility for Ontarians With Disabilities Act (2005). Retrived on Dec. 1st, 2014, from http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/understanding_accessibility/aoda.aspx

- Askell-Williams, H., & Lawson, M. J. (2013). Teachers' knowledge and confidence for promoting positive mental health in primary school communities. *Asia-Pacific Journal of Teacher Education*, 41(2), 126-143.
- Eisenberg, D., Downs, M. F., Golberstein, E., & Zivin, K. (2009). Stigma and help seeking for mental health among college students. *Medical Care Research and Review*, 66(5), 522-541.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112(1), 64.
- Rothi, D. M., Leavey, G., & Best, R. (2008). On the front-line: Teachers as active observers of pupils' mental health. *Teaching and Teacher Education*, 24(5), 1217-1231.
- Scoffham, S., & Barnes, J. (2011). Happiness matters: Towards a pedagogy of happiness and well-being. *Curriculum Journal*, 22(4), 535-548.
- Winter, D., Elzinga, B., & Schmahl, C. (2013). Emotions and memory in borderline personality disorder. *Psychopathology*, 47(2), 71-85.

APPENDIX A: Example Scenario for Group Activity

A student comes to you after class and asks which readings had been assigned for seminar that day. You kindly let her know that this information can be found on the course syllabus and you take some time to explain how she can access the syllabus online. The student says that she understands and thanks you for your help. The next class she does not hand in the assigned submission for that week. She comes to you after class looking embarrassed, says she did not know there was an assignment due that day, and asks for an extension. You work out an agreement with her that she will only pay a small late penalty if she can turn the short submission in by the following day. The student does not submit the paper after several weeks and misses the next couple of classes. She comes to one more seminar where she does not participate at all, looks uncomfortable, and sometimes subtly frowns and squints when other students speak. The day before the midterm, she comes to you and asks to write her exam late because she has been struggling with managing multiple jobs outside of school and cannot get out of going to work on the day of the exam.

APPENDIX B: Follow-Up Information for Group Activity

This student has always struggled with being organized. She works extremely hard to stay on top of even simple daily tasks, but this added effort usually results in her being successful in her personal life and academics. Since moving away to university, she has experienced a number of stressful life adjustments: her sister got into a car accident, her roommate harasses her daily, and she is now aware that her financial assistance for school is not being renewed for the following term. More recently, she has noticed that people look at her differently when she rides the bus and it seems to her that they are often talking about her or trying to follow her home. For the past two months, she has heard the voice of a woman speaking everywhere she goes. This voice tells her that she can't succeed and is going to die soon.

This student is experiencing her first episode of schizophrenia - a condition characterized by a variety of symptoms including: disorganized thinking, hallucinations, delusions (which may include paranoid thoughts), and emotional disturbances (American Psychiatric Association, 2013). She is actually trying to reschedule the exam because she is trying a new medication this week and hopes that if it helps she may be able to study and write the exam without the voice of the woman she has been hearing in her head. She considered being honest with you about her difficulties. She thought maybe you would have heard about schizophrenia and would be understanding. She then remembered a conversation she heard among coworkers, who were making fun of a man with schizophrenia they saw talking to himself on the street out front of their workplace one night. After considering this, she decided that you might not understand, and that this was a problem best managed in silence.

APPENDIX C: Guide for Facilitators for Large Group Discussion

(Strategies for intervening when a student is showing signs of distress or mental health problems)

* Note: Facilitators should reference the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013) to familiarize themselves with the conditions mentioned in this guide. You may also wish to see the faculty resources that are provided in Appendix F for assistance in guiding this discussion.

1. Are there occurrences or policies in our classrooms that may create undue difficulties for students struggling with mental health problems?

Examples you may wish to discuss:

- Graded presentations may cause intense difficulty to a student with agoraphobia
- Exams in large gymnasiums may present difficulty for a student who has post-traumatic stress disorder
- Pop quizzes may present difficulty for a student who has generalized anxiety disorder or panic disorder

2. In what ways can we create a more comfortable and inviting environment for students who are experiencing mental health difficulties?

- Have open discussions with students about difficulties when they arise. Create a warm and understanding context for dialogue with students, by urging them to speak with you, or another appropriate authority in the course, if they have concerns.
- Guide students in the classroom to be respectful and patient with one another at the start of a term. Remind students of the importance of diversity and encourage students to be courteous in group discussions.
- Watch for signs of a student feeling unwell: withdrawal from group activities, sudden changes in attitude and behavior, missing tests and assignments, etc.
- Approach students who appear to be having difficulty and ask them if everything is ok. You may wish to ask students how you can help or if there is anything that they are having difficulty with.
- Know the process for referring students to the disabilities office of your institution. The professionals in this office will guide the student through the process of obtaining proper documentation and setting up accommodations when necessary.

APPENDIX D: Example Scenario for Role Play Activity

Provide the following background information to participants who will be asked to play the instructor as a large group:

A student who started the year attending class regularly missed class last week. This student was expected to present in class last week and did not contact you to inform you of a reason for their absence. The student has now come to class, is sitting at the back of the room with his/her head down, and does not engage in discussion during the time you are grading participation. After class the student comes to you and nonchalantly says that he/she wasn't feeling well last week. The student then asks if you can provide the information that was missed and smiles at you. * Note: The role play should begin at the point that the student (played by the facilitator) approaches the instructor. Participants are instructed to practice approaching the student in a way that is supportive and eventually leads to appropriate referral using the resources provided.

Facilitators acting the role of the student, should respond to questions about why they have missed class in a way that is dismissive and does not reveal the underlying problem (i.e., the instructor may ask why the student missed class or if everything is ok and the student may reply "I just didn't feel up to it"). The instructor should eventually say something to the effect of "I am concerned that you having missed your presentation is not like you, are you sure everything is ok?"). The role play may need to be stopped momentarily and participants may need a hint as to the direction this conversation should progress toward if it appears the group is struggling in the role of the instructor. The student eventually reveals to the instructor that last week he/she was just feeling too depressed to come to class and was hospitalized due to overdosing on pain medication. Participants should express concern, make an appropriate referral, and work out a plan with the student to follow-up with them after they have spoken with the appropriate sources. Again, the role play may be stopped at any time if participants appear to be needing direction. The goal is to end the role play when participant's have referred the student to crisis lines, your institution's medical center, and counsellors appropriately and have wrapped up the conversation with the student agreeing to make contact with you once the referral process is made. Please note that this scenario is not intended to play out perfectly. This activity should serve as a context for the group members to offer suggestions and solve the dilemma as a team. Have the group sit close together and pause to allow them to discuss solutions among themselves before continuing if needed.

APPENDIX E: Example Handout for Role Play Activity

MENTAL HEALTH RESOURCES

Brock University-Specific Resources:

- Brock University Personal Counseling Services
905-688-5550 x. 4750
- Brock University Student Health Services (Mental Health Nurse)
905-688-5550 x. 3243
- Student Development Center (Services for Students with Disabilities)
905-688-5550 x. 3240

Resources in the Niagara Region:

- COAST Niagara (Crisis Outreach and Support Team)
Provides crisis intervention (telephone and outreach)
1-800-263-4944

Ontario-Wide Resources:

- Mental Health Helpline
Helps individuals navigate all of the mental health resources available to them locally
1-866-531-2600
- Good2Talk
A telephone service developed specifically to serve University Students in distress
1-866-925-5454

Canada-Wide Resources:

- Canadian Association for Suicide Prevention Crisis Centre
www.suicideprevention.ca/in-crisis-now/find-a-crisis-centre-now
- The Canadian Association of Sexual Assault Centres
www.casac.ca/content/anti-violence-centres
- The Kids Help Phone (available to teens)
1-800-668-6868 or <http://org.kidshelpphone.ca/en/>

Other Media Resources:

- <http://www.accessiblecampus.ca/mental-health/change-your-campus/reach-out/>.
This video encourages students with mental health concerns to reach out for support.
- http://issuu.com/weusthem/docs/transitions_issuu/77?e=8480834/3250132
This e-book covers most of the difficulties that transitioning into post-secondary education can present.

APPENDIX F: Resources for Educators on Mental Health Awareness and Strategies for Managing Mental Health in the Classroom

The following link provides psycho-education as well as strategies for educators in assisting students with mental health diagnoses and creating a supportive classroom environment. This document was designed for teachers of children and youth, however, much of the information provided is applicable to post-secondary students as well.

<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

This link provides a resource guide to issues concerning students with disabilities and has a section specific to students with psychiatric disabilities. This document is designed specifically for Faculty at York University, but provides some information (i.e. examples of areas of study that mental health may have an impact) that will be applicable to other post-secondary institutions as well. This guide may serve as a model for other institutions that do not yet have similar documents available to faculty.

<http://facultyawareness.info.yorku.ca/files/2012/10/yorkfacultyresourceguide3.pdf>

This e-book covers most of the difficulties that transitioning into higher education can present. Although this resource is aimed at presenting students with crucial information on university life, it is also helpful to educators looking to assist students at this difficult time of transition and it provides specific information for students about mental health as well.

http://issuu.com/weusthem/docs/transitions_issuu/77?e=8480834/3250132