

C. MONITORING REPORTS

1. Mental Health Policy and Report

1. Background Context: Bill 166

Bill 166, Strengthening Accountability and Student Supports Act, amends the *Ministry of Training, Colleges and Universities Act* to strengthen institutional accountability related to mandatory Student Mental Health Policy in Ontario's postsecondary sector. Under *Bill 166*, all publicly assisted colleges and universities shall:

- Develop a student mental health policy that describes the programs, policies, services and supports available at the College in respect to student mental health
- Address any topics in the policy and include elements in the policy as may be specified by the Minister in a directive issued to the College.
- Publish its student mental health policy on its website and make a copy available to anyone who requests it
- Review its student mental health policy at least once every five years and amend it as appropriate
- Provide its board of governors with an annual report on the implementation and effectiveness of its student mental health policy in the preceding year

The legislation establishes minimum reporting requirements, while allowing institutions the discretion to define additional content through their policies. All reporting must be done in a manner that protects individual privacy.

2. Institutional Compliance

Student Mental Health Policy

Fanshawe is compliant with this requirement and has developed and published our Student Mental health policy in January 2025.

<https://www.fanshawec.ca/about-fanshawe/corporate-info/policies/p106-student-mental-health>

Policy directive to review every 5 years and will be reviewed in 2030.

Ministry Directives to the College

No directives have been issued to the College by the Minister

Annual Board of Governors report

Demonstrate implementation and effectiveness of its student mental health policy in the preceding year.

Format

The report is formatted as a high-level, chart-based summary that includes data collected and reported to the Minister for our Mental Health Services Grant (MHSG) and Mental Health Worker Grant (MHWG).

Report for the period April 2024 – March 2025

Mental Health Worker positions
1 – FT Personal Counsellor
2 – FT Intake Triage Facilitator
12 – FT Personal Counsellor
4 – PT/Sessional Personal Counsellor
2 – FT Front Desk/Appointment Support

Service and Support Programs
Intake and Triage
Peer to Peer Mental Health Support
Same Day Urgent Counselling/Brief Consult
Canine Assisted Interventions
Virtual New Student Transition Support – Here for You Orientation Series
Social Media Strategy Development and Facilitation
Harm Reduction and Mental Health Awareness, Education and Outreach
Group Programming
Same Day Single Session Counselling
Mental Health First Aid

Name of Service – Offered with Partnership	Description of Partnership
Peer Support Programming	Peers partnered with Innovation Village for the creation of the Kind Space (peer support space) and worked towards an online umbrella structure for college wide peer supports. Peer support also partnered with Fanshawe Student Union to participate in events and awareness activities. Peer support also partnered with Canine Assisted Interventions to provide drop-in times with NSD service dog. Peer Support Programming also partnered with the Mindful Ambassadors Program to provide mindfulness training to peers who are then able to become partners.
Canine Assisted Intervention (Counselling)	Partnership with National Service Dogs and Counselling services. National Service Dogs has provided training for therapist handlers working with the facility dog to provide CAI for students.
Mental Health First Aid	Mental Health First Aid training is provided to college faculty and staff directly involved in student support. This training is also provided to students as part of Peer Support training and has proven to be a beneficial addition to students' employability post-graduation.

Name of Service Support Program	Number of Visits*	Number of Students Served**	Average Number of Times students accessed: Service Support Program	Description of Outcomes
Intake and Triage	571	455	1.25	
Peer-to-Peer Mental Health Supports	64	45 unique students used	Approximately 5.2 visits across all peer support programs	Students building resilience, community and sense of belonging; reduced stigma regarding help seeking;

	150 visits for peer support with CAI 23 visits for Mindful Ambassador training	these services		psychoeducation and resource navigation; early preventative intervention
Same Day Urgent Counselling - Brief Consult	159	132	1.2	Specific crisis or urgent intervention. Students presenting in distress, or students referred by residence or security for same day mental health support. Increase availability of in-person and remote same day service for students with urgent needs to reduce wait times and reduce instances of no-shows.
Canine Assisted Interventions	141	55	2.56	Increased access of service by students who struggle to engage in therapy and students impacted by trauma. Increased support and effectiveness in de-escalation and emotional regulation for leading to greater ability for students to engage in therapy more readily with the assistance of the therapy dog. Increased engagement and destigmatizing of counselling services with students partnered with peer support and at outreach events.
Virtual New Student Transition Support Here for You Orientation Series	4 Sessions	374 Additional students may have accessed recording following sessions.	Students attended one or more sessions and may have accessed recordings outside of sessions.	Transition support and prevention. A flexible virtual workshop model in partnership with Orientation and First Year Experience, resulted in increased participant awareness. Earlier intervention and access of services.

				This program was offered virtually with recordings to allow flexibility in access outside of sessions.
Social Media Strategy Development and Facilitation	2300 visits in the form of views on social media posts and reels.	800 unique accts were reached	Based on these numbers of social media posts and reels were accessed approximately 3 times per account. It is impossible to know that all were student accounts.	Utilizing social media platforms to engage students with content related to mental wellbeing, harm reduction and counselling service. Students noted learning about services and outreach events via the social media outreach.
Harm Reduction and Mental Health Awareness, Education and Outreach	Students attended 1-6 service fairs and festivals.	9000 students attended 3 service fairs. 3000 students attended 3 festivals	Average number of visits is unknown based on the nature of these events.	Awareness and outreach activities on all campuses, via social media and in residence increase awareness of substance use, harm reduction, mental wellbeing and college and community resources; engaging students to reduce stigma, increase mental health literacy and support early access to services.
Group Programming	73	64	1.14	Students access psycho-educational support, resiliency and mindfulness skill building in drop-in and flexible module groups. Group programming offered virtually, in-person and hybrid depending on the content.
Same Day Single Session Counselling	88	71	1.24	Non-urgent counselling support provided to students on a same day basis; reduced overall wait times, cancellations and no-shows; provided flexible service to students.

Mental Health First Aid	Two full day training sessions offered to students	17 students were trained	The nature of training is that it is attended once per participant.	MHFA training increases capacity for supporting student mental health across the college. Students who receive MHFA training are empowered to support other students and engage in improved self-care.
Counselling Support	3837	1403	2.75	Non-urgent Counselling support services booked in advance by appointment.
Counselling Support -appt no shows	1987	297	6.70	NEW service model implemented – 2026 Same day – single session ONLY to mitigate no shows

* “Number of Visits” means the number of times a service was provided to a student. For instance, if one student accessed a service 10 times, that would equal ‘10 visits. This includes in-person and virtual/ hybrid supports.

** “Number of Students Served” means the number of unique students served. For instance, if the same student had 10 visits, this would count as ‘1 student served’. Provide data/ estimates where possible.

The Bill 166 reporting will be presented annually to the Board of Governors each January, and this report will be made publicly available.