

Mental Health, Equity, and Inclusion with Scenarios

Ravi Gable, Health Education Coordinator

Nythalah Baker, Director Equity, Diversity, Inclusion

Michael Liut, Assistant Professor, Teaching Stream, Computer Science



UNIVERSITY OF
TORONTO
MISSISSAUGA

Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

- University of Toronto, Governing Council -



***Territorial acknowledgements are just one small part of dismantling colonial worldviews.
Please reflect on ways you can enact decolonization.***

Mental Health and Wellness

Ravi Gabble, Health Education Coordinator



UNIVERSITY OF
TORONTO
MISSISSAUGA




recognize. respond. refer.

Mental Health Training for UTM Staff & Faculty

Health & Counselling Centre | University of Toronto Mississauga
Fall 2021

learning outcomes.

- recognize indicators of concern
- respond in a supportive manner
- refer to most appropriate resources
- resources on- and off-campus



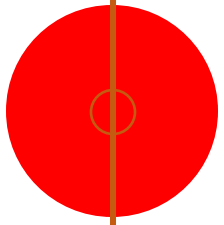
“The first priority is to ensure that all students are informed of all programs and services available, and how and when to access them.”
- President Gertler

common student health concerns.

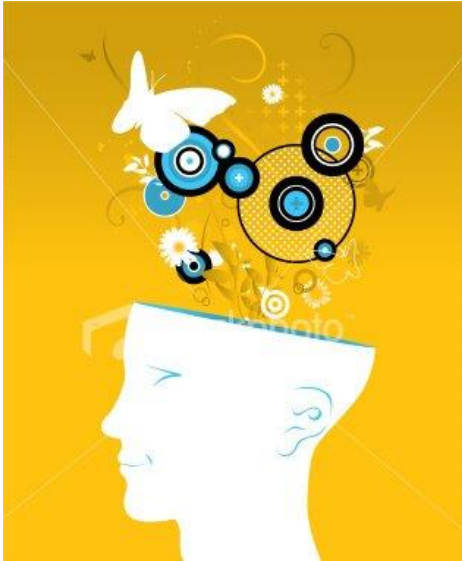
Top factors affecting academics:

- | | |
|--------------------------------|------|
| 1. stress | 42 % |
| 2. anxiety | 35 % |
| 3. sleep difficulties | 29 % |
| 4. depression | 24 % |
| 5. cold, flu, sore throat | 20 % |
| 6. Work | 18% |
| 7. Internet Use/Computer Games | 16% |

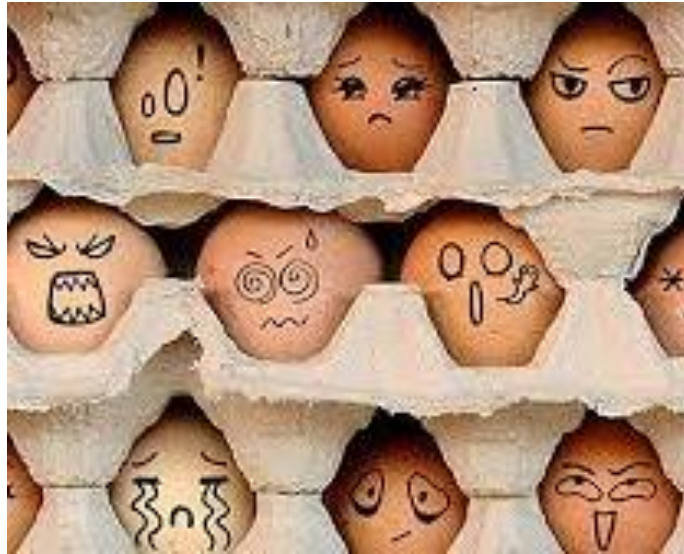




recognizing. how do you know when to act?



thoughts



feelings



actions

• •



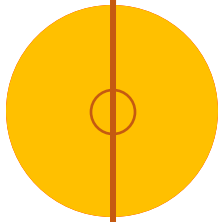
recognizing. indicators of concern.

- worrisome changes in hygiene/personal appearance
- significant changes in appetite or weight
- alcohol or substance use
- problems sleeping, concentrating, hyperactivity
- constant and/or intense worry or anxiety
- unprovoked angry outbursts, general irritability
- persistent sadness, frequent tearfulness
- disengaging or isolating from others (i.e., commitments, missing classes)
- confusion, disorientation, apparent disconnect from reality
- expressions of hopelessness, worthlessness
- indications of self-harm or harm to others



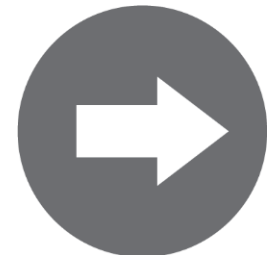
recognizing. assessing level of concern.

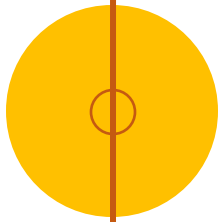
- is it a **significant shift** from the individual's norm?
- does it seem to be **persistent**, lasting too long, or getting worse?
- is it **interfering with the student's ability** to do the things they need and/or want to do?
- could this simply be a **normal reaction** to a difficult situation?
- if you don't have sufficient answers to any of the above, **who could you speak to?** What's the '**marker**' for seeking additional support?



responding.

- **Is it an emergency?**
 - Call for **safety or medical emergencies (24/7)**
 - Call Campus Safety 905-569-4333 or 9-1-1
- **If not an emergency, consider timing. Can or can't it wait until next day?**
 - Campus Safety are your after-hours partners (**after 5pm & on weekends**)
 - Call Campus Safety (general line) 905-828-5200
 - They will work with the appropriate administrators
- **Concerned about next steps?**
- Consult with immediate supervisor to ascertain next steps
 - If/as needed, consult with the Assistant Dean, Student Wellness
 - Call 905-569-5758 or e-mail sbc.utm@utoronto.ca





responding.

<https://www.utm.utoronto.ca/sas/sites/files/sas/public/shared/SASdocs/Distressed-student.pdf>

Responding to Distressed Students

A quick guide for faculty and staff at the University of Toronto Mississauga



UNIVERSITY OF
TORONTO
MISSISSAUGA

utm.utoronto.ca/distressedstudent

Emergency Situation

- medical emergencies
- suicide attempts
- assault
- police matters
- all after-hours emergencies and crises

For emergency situations call:
(available 24/7)

UTM Campus Police
(905) 569-4333

911

Student Crisis Situation

- in crisis or overwhelmed
- disturbing behaviour
- references to suicide or violence

For student crisis situations call:
(during regular business hours)

UTM Student Affairs
(905) 828-5758

or

U of T Student Crisis Response
(416) 946-7111

Personal Safety Situation

- harassment and stalking
- bullying and threats
- domestic/family violence
- sexual assault

For personal safety situations call:
(during regular business hours)

U of T Community Safety Office
(416) 978-1485

Concerning Student Situation

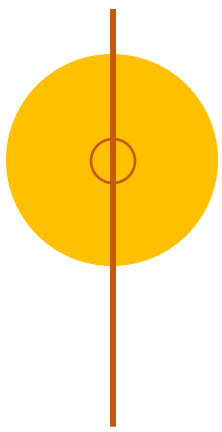
- complex academic situations
- unusual, distressing or unmanageable behaviour

For concerning student situations call:
(during regular business hours)

UTM Office of the Registrar (academic)
(905) 828-5399

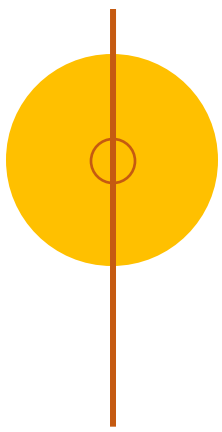
UTM Student Affairs (behaviour)
(905) 828-5758

U of T Student Academic Progress (behaviour)
(416) 946-0424



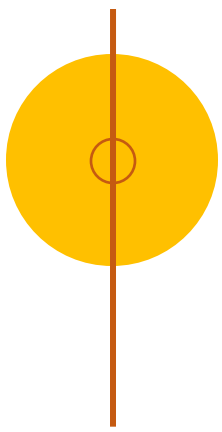
responding. Safety considerations.

- **Ensure that you and the student are safe** – assess the situation for possible safety concerns
- **In case of immediate safety concern, seek help right away (safety supersedes confidentiality)**
- **Seek support, ask for help, report up** – remember you are not alone



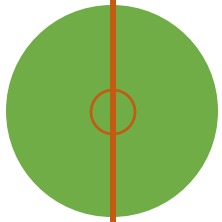
responding. How to provide a supportive response.

- **Choose right time & place** – respect student’s right to privacy
- **Be specific** – what have you observed that has led you to be concerned
 - *“hey there, I noticed (...) I just wanted to check in to see if you were doing ok?”*
- **Take a non-judgmental approach** – avoid making assumptions; consider your facial expressions/body language; avoid using criticizing language & attitudes
- **Listen actively** – ask questions, clarify, reflect back what you’ve understood
- **Try to instill a sense of hope** – that things can get better



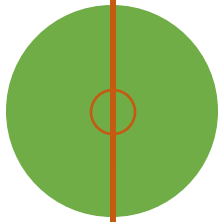
responding. How to provide a supportive response.

- **Avoid giving advice too quickly** – allow the student time
- **Don't promise to keep the conversation a secret** – may need to involve others
- **Discuss options and resources available** – the student should choose what resources they think will be most helpful
- **Maintain appropriate boundaries** – avoid probing questions; getting the student connected to the most appropriate resources should be the goal; self-care



referring.

- Refer when:
 - you've tried to help/support, but the student is still struggling
 - you feel the situation requires help beyond your knowledge/skill
 - student is not comfortable talking to you



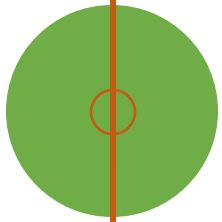
referring. how.

- when referring, don't push, give the student the information they need, and allow them to make the choice to seek out a particular resource

*“would you like me to help connect you with some possible supports on campus?”
“here are 1 or 2 resources on campus that many students find helpful...”*

- as much as possible, prepare the student for what to expect from the resource offered, it may increase the likelihood of follow-through

“if you want to see a mental health professional today, the Health & Counselling Centre has drop-in appointments, it's free, and confidential.”



referring. after making the referral.

- After referring, if appropriate, follow up with the student to see if they need any further support
- As always, be mindful of appropriate boundaries.
 - Example: Always, respect their right to privacy regarding personal health information (which includes whether they have seen a health-care provider) students can choose to share this information, but should not be expected to

Health & Counselling Centre



[@utmhccwellness](#)

UTM Health & Counselling Centre

- The HCC utilizes a **stepped-care approach to short-term, solution-focused** counselling, physician medical appointments, nutritional counselling, and nursing care.
- Students are centrally involved in developing their personalized wellness plans, and are able to direct their own care to the best of their ability, with guidance as needed from HCC staff.
- Our staff & services include:
 - Registered Nurses
 - Family Physicians
 - Psychiatrists
 - Personal Counsellors and Mental Health Workers
 - Dietitian
 - Wellness Ambassadors (Health Promotion)
 - Immunizations, flu shot, etc.
 - Disability and verification of illness documentation
 - more...



UTM Health & Counselling Centre

- Currently offering **virtual care/telehealth** options (via telephone and online)
- In-person appointments at the discretion of the physician
- Location: Davis Building 1123A
- Regular Fall/Winter Hours of Operation:
 - **Mon, Tues, Fri 9am-5pm**
 - **Wed, Thurs 9am-7:30pm**





How to book an appointment.

- Call us at **905-828-5255** to speak to one of our staff so we can assist you accordingly
- Have your student card and proof of valid health insurance coverage (OHIP, UHIP, etc.) available
- Visit our website www.utm.utoronto.ca/health for more information about our services

Resources | MySSP app

- My SSP App – 24/7, confidential counselling and mental health support
- Virtual and phone (call/text) options available
- Download the MySSP App on the Apple App Store or Google Play Store
- Call 1-844-451-9700 (within North America)
- Call 001-416-380-6578 (outside North America)



Resources | Peers Supporting Peers (PSP)

- PSP is a **peer support** program, which receives oversight, training support, and supervision from Health & Counselling Centre staff
- 2 streams:
 1. **PSP Mentorship** – weekly 1:1 meetings between Mentors & Mentees
 2. **PSP Workshops** – weekly peer-led wellness workshops



Resources | Navi

- Navi = short for ‘navigator’
- UofT’s chat-based service that acts as a **virtual assistant** for students wanting to learn more about the mental health supports available
- **Anonymous, information-purposes only**
- To use the tool visit **uoft.me/navi**



Navi
YOUR MENTAL HEALTH WAYFINDER

Resources | campus

Resilience at UTM

<https://www.utm.utoronto.ca/sas/resilience>

Health & Counselling Centre

905-828-5255

Sexual Violence Prevention & Support Centre

416-978-2266

Accessibility Services

(905) 569-4366

Campus Police (General Inquiries)

905-828-5200

Academic Advising – OOTR

Financial Aid – OOTR

Student Housing & Residence Life

Robert Gillespie Academic Skills Centre

International Education Centre

In the event of an emergency call
Campus Police 905-569-4333 or 9-1-1



Daily wellness workshops, activities & resources from Mondays through Fridays. Brought to you by the UTM Health & Counselling Centre.

Wellness at Home weekly schedule.



Daily | Instagram TV
Lower stress and improve mood with our short, guided meditations. Led by the HCC Counselling Team & Wellness Ambassadors.

No registration required.



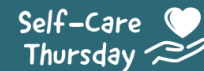
Tuesdays (Biweekly) 12 - 1 pm | Zoom
Connect with fellow peers for wellness-themed activities and conversations. Led by the Wellness Ambassadors.

Pre-registration encouraged.



Wellness 101 Workshops Wednesdays (Biweekly) 1 - 2 pm | Zoom
Build your wellness & resiliency skills with the help of experts. Led by UofT Staff & Faculty.

Pre-registration encouraged.



Thursdays (Weekly) Instagram
Take a break in your day to practice self-care with a unique activity or inspirational post each week.

No registration required.



Fridays (Weekly) Instagram TV
Get fun facts and useful tips about the foods you eat (or should be eating!) from HCC Dietitian, Kimberly Green.

No registration required.

Kimberly's Kitchen Wednesdays (Monthly) 11:30 am - 12:30 pm | Zoom
Learn how to make healthy, budget-friendly recipes. Led by HCC Dietitian, Kimberly Green.

Pre-registration required.

Visit uoft.me/wellness-at-home to view our full program schedule and for registration details.

Follow @utmhccwellness   



Save the Date: Sept 20 - 24, 2021

Join us for UTM's annual community wellness event for students, staff, and faculty – with current planning for both virtual & in-person components this year. Students can earn a CCR credit for participation.

**Follow @utmhccwellness
for the latest updates.**



Questions





Equity and Inclusion

September 2, 2021

UTM Equity, Diversity, and Inclusion Office

Nythalah Baker, Director Equity, Diversity, Inclusion



UNIVERSITY OF TORONTO
MISSISSAUGA



UNIVERSITY OF
TORONTO
MISSISSAUGA

UTM Equity, Diversity & Inclusion Office (EDIO)

- Develop and deliver **equity, Indigenous, and human rights** related programs and services for **students, staff, faculty, and librarians**.
- Work with academic, administrative, and students as campus partners.
- Report to Offices of VP & Principal, UTM and VP Human Resources & Equity

www.utm.utoronto.ca/edio

Positive
Space
Lesbian Gay Bisexual
Transgender Queer



i'll use your pronoun
no BIG DEAL
nbocampaign.ca

Key areas of service include:

- Education opportunities
- Community building and engagement
- Systemic change initiatives
- Advise on events, programming, curriculum, and classroom/workplace dynamics
- Complaint resolution assistance with concerns of discrimination or harassment



UNIVERSITY OF
TORONTO
MISSISSAUGA

EDIO: Indigenous Initiatives Unit

- Build and enhance Indigenous Presence at UTM
- Build and maintain strong relationships with Indigenous communities external to UTM
- Work closely with the tri-campus Office of Indigenous Initiatives
- Support and enhance the Indigenous Centre programming and services
- Liaise and advance [Wecheehetowin: Answering the Call](#), the university's commitment to the [TRC's Calls to Action](#)

The Indigenous Centre:

- Support Indigenous students, staff, and faculty at UTM as well as inspire future Indigenous students to participate in a welcoming and inclusive UTM community
- Promote equity and inclusion of Indigenous people with students and employees through the campus community
- Initiate and lead programs for Indigenous and non-Indigenous community members

utm.utoronto.ca/indigenous-centre



UNIVERSITY OF
TORONTO
MISSISSAUGA

EDIO: Equity Unit – Complaint Resolution Assistance

- U of T community members do not have to make a complaint to approach the office with questions or to seek information
- Meet with individuals to listen and discuss questions, experiences, or concerns relating to human rights protected grounds
- Explore resolution assistance options available including informal and formal complaint paths
- No steps are taken to address concerns brought forward without consent
- Provide referrals or liaise with other departments as appropriate
- Maintain confidentiality as legally permitted; limitations are discussed upon meeting. Contact us for details and exceptions



Leadership at the University of Toronto

“The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni, and guests.”

*Statement on Equity, Diversity, and
Excellence*

University of Toronto



UNIVERSITY OF
TORONTO
MISSISSAUGA

Ontario Human Rights Code

How well do you know it?



How many protected grounds exist within the Ontario Human Rights Code (OHRC)?

A: 12

B: 13

C: 17

D: 15

E: I have no idea



UNIVERSITY OF
TORONTO
MISSISSAUGA

What protected social areas are covered by the OHRC?

A: Housing, employment, education

B: Employment and public services

C: Hospitals, community centres, movie theatres, public transit

D: All of the above

E: None of the above



UNIVERSITY OF
TORONTO
MISSISSAUGA

What grounds are covered in the OHRC?

A: Gender, Sexuality, Ancestry, Marital status, Age, Race, Disability

B: Colour, Race, Citizenship, Ethnic origin, Creed, Disability, Sex, Sexual orientation

C: Age, Ancestry, Colour, Race, Citizenship, Ethnic origin, Political affiliation,
Record of offences

D: Gender, Marital status, Age, Race, Disability, Ethnic origin, Sexuality, Place of origin

E: None of the above



Ontario Human Rights Code (OHRC)

- Free from discrimination or harassment based on actual or perceived protected grounds (17)
- In services, employment, associations – live, work, study
- Treat people with dignity so all can have equal access to opportunity to contribute to and participate in society
- This is the minimum

17 Protected Grounds				
Age	Ancestry	Citizenship	Creed / Religion	Colour
Disability	Ethnic Origin	Family Status	Gender Expression	Gender Identity
Marital Status	Place of Origin	Race	Record of Offences (employment)	Receipt of Public Assistance (Housing)
Sex	Sexual Orientation			



UNIVERSITY OF
TORONTO
MISSISSAUGA

U of Toronto Policies: Things You Need to Know

- Policies that provide community expectations as well as responsibilities as students and employees:
 - Student Code of Conduct
 - Sexual Harassment & Sexual Violence Policy
 - Workplace Harassment and Violence Policy
 - Discrimination and Harassment Policy
 - Collective Agreements (e.g. CUPE 3902, Unit 1)

Guided by Ontario legislation: OHRC, OHSAA,
AODA



UNIVERSITY OF
TORONTO
MISSISSAUGA

Diversity, Equity, and Inclusion

Diversity is all the ways that we are different.

Equity is recognizing that not everyone has the same experiences, opportunities, or access to resources, and then working to eliminate barriers and create opportunities.

Inclusion is equity in practice, is intentional, and addresses inequities in power to ensure spaces and opportunities for all to thrive.



UNIVERSITY OF
TORONTO
MISSISSAUGA

Equity and Inclusion: What do they mean for your role as a TA?

Working with your TA peers:

- Maintain respectful and inclusive communications and behaviours free of putdowns, name calling, stereotyping, discrimination through all platforms

Working as a Teaching Assistant:

- Lead and support respectful and inclusive learning spaces online and in labs through your discussions with students
- Recognize your boundaries and responsibilities as an employee and a student
- Report up to your supervisor if an interaction with a student or TA peer includes conduct, posts, or language that is uncomfortable, a put-down, or belittling to you



Where to get assistance?

- Your course supervisor or lead Teaching Assistant
- Equity, Diversity & Inclusion Office
 - www.utm.utoronto.ca/edio
 - Follow us on social @UTMEDO
- Sexual Violence Prevention & Support Centre
 - www.svpscentre.utoronto.ca
- Your Union and Collective Agreement
- UTM Human Resources



Questions



Breakout: Case Scenarios!

After you have read the scenario, take a moment to reflect and then discuss the following with your group:

1. Identify the issues in the scenario.
2. What is your role/responsibility as a TA?
3. How would you deal with this scenario to promote a safer and more inclusive environment?
4. What resources could you/should you contact?

<https://bit.ly/3BFFRFV>



UNIVERSITY OF
TORONTO
MISSISSAUGA

Case Scenario 1

- What would you do if....

A student writes to you privately on Discord asking why you gave them such a lousy mark on their test. You tell them they can write you on the class discussion board if they want to talk about their test.

The student asks you again about the test and writes, "I bet it's because you don't know the material. Most girls don't know the answers anyways."



Case Scenario 2

- What would you do if...

A student asks to talk with after class you via chat about some questions they have to prepare for the test. As you are writing back and forth, you offer to talk by video so you can share your screen and go through an example question.

When the student comes on video, you see that they appear very tired, slumped over, and appear to have been crying as there are tissues on the desk and there are tears in their eyes.



Case Scenario 3

- What would you do if...

A student in your department has indicated that things are stressful at home lately.

On Friday afternoon, when everyone else has left, they pop into your Zoom office hours/open lab to “catch up”. In the conversation they state that they are struggling with their MCS courses and things are becoming very stressful. They state that they would appreciate a break and feel like things would be better if they just weren’t around anymore.



Other Possible Scenarios

- What would you do if a student says to you “You look so young, how could you possibly be a Teaching Assistant?”?
- What would you do if a student says to you or another Teaching Assistant “Your name is so hard to pronounce. I’ll never remember it. Can I call you something else?”?
- More examples [here](#) with responses.



Questions





Thanks for listening!

Ravinder Gabble ravinder.gabble@utoronto.ca

Nythalah Baker nythalah.baker@utoronto.ca

Michael Liut michael.liut@utoronto.ca