

RUNNING HEAD: Mental Health: the Impact of McMaster's Student Wellness Centre

Mental Health: The Impact of McMaster's Student Wellness Centre and Their Communicative
Material

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Introduction

In 2009, the Ontario College Health Association identified that university students are more than twice as likely to report mental illness symptoms than non- university students (Somma, Jaworska, Heck, & Macqueen, 2017). With the global prevalence and burden of mental illness; it is likely to see a significant number of students with emotional problems enrolled in University both with a formal and non-formal diagnosis (Storrie, Ahern, & Tuckett, 2010). The number of university students with severe mental illness has risen in the past couple of years (Storrie, Ahern, & Tuckett, 2010). Mental illnesses have the power to interfere with one's academic responsibilities ultimately impairing their ability to enjoy their university experience due to an overbearing amount of stress (Eisenberg, Golberstein, & Gollust, 2007). As universities have the role to educate and research, they also must provide community service in promoting positive mental health in undergraduate students.

Data to inform university-based mental health prevention and early intervention initiatives are limited (Goodday et al., 2019). It is necessary to understand the way the McMaster Wellness Center's services are promoted and displayed online, to see how students are retaining information. As the literature on this topic offers a broad scope of ideas, this review will encapsulate the main theme of the prevalence of mental illness in undergraduate students and the effectiveness of various communicative methods. This review will primarily assist in the future production of research specific to McMaster's mental health services.

Literature Review

In a study conducted by the Department of Health Science at Brigham Young University, it was found that stress management was perceived as the largest mental health issue, and most

students wanted resources to understand how to balance their lives (Gibbons, et al., 2018). The results from this study revealed that electronic newsletters, social media, and youtube videos were the preferred types of resources that students desired (Gibbons, et al., 2018). While this journal did not allow for the understanding of Canadian students, it offered insight into the types of communicative methods that are preferred. To further understand the Canadian population a study conducted by the Ontario College Health Association offers insight into the undergraduate students of the University of Calgary. Of the respondents, at the University of Calgary, 87% agreed that their peers are at risk for mental illness or self-harm (Somma, Jaworska, Heck, & Macqueen, 2017). The respondents believe that the University of Calgary's mental health outreach should include Youtube videos (Somma, Jaworska, Heck, & Macqueen, 2017). It is said that the number of students that spend their free time watching Youtube videos would increase awareness of the resources available at the University of Calgary (Somma, Jaworska, Heck, & Macqueen, 2017). A study conducted by the University of Michigan found similar results in their research, students stated that they would prefer to have more promotional content on Youtube (Golberstein, & Gollust, 2007). As the current communication methods are by email and social media such as Instagram, it would be helpful to have video content explaining services with live participants. This study failed to provide reviews on the current communicative methods used, or expand on the website, lacking adequate evidence to understand the various methods that may be successful.

In a qualitative content analysis of local school wellness policies for Ohio schools, a total of 42 online wellness policies were randomly selected from all school districts in the state of ohio (Taylor et al., 2011). The main themes examined within this study were food service,

competitive foods, education and school based activities (Taylor et al., 2011). It was found that overall school requirements for school based activities were addressed in 10 (23%) of policies (Taylor et al., 2011). The review notes that one third of wellness policies examined did not address one or more required elements in the law, and the most frequent component missing from these policies was a measurable implementation strategy for policy (Taylor et al., 2011). Within this study they failed to include information on how students receive their mental health services. It would have been beneficial to this study to offer next steps on how to better promote their policies. A similar study was conducted in Michigan analyzing the wellness policies based on their ambiguous language, and their low comprehensiveness and strength (Lucarell et al., 2014). The sum of wellness policies addressed 40% of items in terms of the comprehensiveness score, with recommendations to increase the level of inclusive language used (Lucarell et al., 2014). This review failed to describe the definition of inclusive language, and how use of language can be determined in level of comprehensiveness (Lucarell et al., 2014). However it effectively described an analysis of the school policies in regards to the government recommendations. It would have been beneficial within this study to offer the reader insight whether the students are engaging with the wellness center based on the level of inclusive language used.

Prevention

The Ontario College Health Association study offered information regarding the current campus mental health policies, as students perceive the policies to be reactive rather than proactive (Somma, Jaworska, Heck, & Macqueen, 2017). Student respondents felt as though their school services are not focused on prevention (Somma, Jaworska, Heck, & Macqueen,

2017). This journal did not distinguish the current communicative methods that tailor to undergraduate students, it did not provide an adequate amount of information to create a strong argument. However, understanding the way services appear to students is helpful in understanding outreach. A study conducted by the International Journal of Nursing Practice did a systematic review on students with mental health problems. Of the students suffering mental illness, 51% reported that stigma is their biggest barrier associated with accessing mental health services (Storrie, Ahern, & Tuckett, 2010). Students revealed that stigma causes discrimination and exclusion, in which deters students from partaking in health promotive activities (Storrie, Ahern, & Tuckett, 2010). Three quarters of respondents believe they live with significant distress, requiring the need for mental health services, but have not sought help (Storrie, Ahern, & Tuckett, 2010). It is clear within this study that the student responses feel like there needs to be more preventative health techniques taking place (Storrie, Ahern, & Tuckett, 2010). Both resources offer evidence regarding the awareness of the services, however lacks the ability to describe specific media outlets.

Inclusive Language

Stigmatizing language can affect the way people see themselves and the way they treat society as a whole (Notarandrea, Garner, 2019). Some people may internalize the stigma surrounding substance use, or mental illness causing them to feel ashamed and to struggle with feelings of worthlessness (Notarandrea, Garner, 2019). The power stigma within language has influenced us to feel a sense of shame that may stop us from seeking help, or make you feel like you are not cared for (Notarandrea, Garner, 2019). Utilizing person- first language, a language that acknowledges someone as a person before describing their personal attributes or health

conditions, can help in the inclusivity of a policy and program (Notarandrea, Garner, 2019). Person-first language does not identify people by secondary or incidental qualities or conditions (Notarandrea, Garner, 2019). In a journal written by the University of Texas' Health Science Centre, people should not objectify the person by focusing only on one's impairment or illness (Lucarelli et al., 2014). Using objectifying language linked to disability is no different than segregating people by race, ethnicity, religion or any other label that ignores individuality and promotes stereotyping (Lucarelli et al., 2014).

Theoretical framework

From the body of literature that was assessed, we know that online advertising that offers information about wellness services can attract young adolescents. It is evident the youth of today rely on the accessibility of information on the web. The literature can aid us in our pilot research study to identify the areas for improvement in regards to McMasters Wellness Centre online content. There were a number of gaps within the literature identifying the lack of understanding as to how students use services, or the ways they perceived them. On the basis of the findings that were uncovered, students read and obtain most of their information from the web especially if it is on social media such as Youtube. If we understand the ways students use their technology, and cater to their needs it would create a more connected tie between the wellness centre and To provide an in-depth analysis, the Uses and Gratifications Theory Jay Blumer and Elihu Katz will be used to understand the way audience members take an active role in selecting a medium as well as interpreting and integrating into their lives (Mass, 2018).

Utilizing the Uses and Gratification Theory will uncover the way undergraduate students use the various student wellness centre communicative methods. The role media plays to

reinforce personal values or model social behaviour will be analyzed, in hopes to dissect the research further. This theory allows us to analyze the way inclusive language promotes users to seek information and services from the student wellness centre. The users and gratification theory allows us to analyze the connection between a students intended usage for a website and the effectiveness of the information displayed. This theory will provide for an in depth assessment as to the particular media tools the McMaster Wellness Centre currently has available to students, and their perceived usage in regards to the body of literature.

Research questions

1. How is the McMaster Student Wellness Center's online platform providing adequate access to undergraduate students?
2. What are the key/subjects/topics/themes that appear to cover those needs on the website?
3. What evidence is there in student feedback online or in other forums that demonstrate the use and effectiveness of the digital material for students?

Communication is universal. The importance of friendly online communicative methods is essential to ensure vulnerable populations are connected. The research questions stem from a micro-ethnography that was conducted in 2018 analyzing the way students in the McMaster Communications program receive information from the Wellness Centre. The results uncovered the majority of students had only received information on the Wellness Centre Services from print advertisements and postings around campus. The research questions were composed to understand if McMaster's Student Wellness Centre uses inclusive language, and the ways that students can interact with the content provided on the webpage.

The goal of this research project is to analyze the informative content produced by the student wellness center and the accessibility of services offered on the webpage. The research conducted will analyze online information and content with specific attention to written communication. The student wellness center's website will allow for a deeper look into the cultural aspects that shape the perspective of the viewer. Comparing the McMaster student wellness center's website to both The University of Toronto and Western University will be useful in revealing the level of accessibility and friendly language present. The universities were chosen to compare and contrast with McMaster based on their level of health research methodology that they produce yearly, in combination with the size of their student body. The comparison will hopefully set a standard with a healthy range of inclusive language and services offered.

It is important that the McMaster Wellness Centre's website is accessible to everyone to provide equal access and opportunity to individuals with disabilities in mind. A barrier-free online webpage will allow students to feel comfortable engaging in resources. The use of person-first language is necessary to ensure the language used is positively portraying the information to the students. There is currently a gap in the research analyzing the online content and the power that this content has on an audience's perspective. It is essential to the McMaster Wellness Centre that they have services marketed within the webpage that is attainable to all students from all backgrounds. Based on the research it is evident that students feel at times there is a stigma associated with accessing help. The online webpage should allow students to feel the barrier lifted and increase accessibility.

Methodology

The purpose of this study was to assess the mental health promotive content and level of accessibility within school wellness online webpages. School wellness pages were selected from a careful selection of highly ranked institutions. A qualitative content analysis of the common themes was performed to assess the level of inclusive language used to make students comfortable as well as the quality of resources available to users. This content analysis will provide insight into complex models of human thought and language use. Using a content analysis will inhibit the ability to quantify, and analyze the presence, meanings, and relationships of certain words, themes or concepts. Understanding the physical webpage and its display will allow for an understanding of the positives and negatives factors that the webpage inhibits.

With this content analysis, inferences will be made about the messages within the texts, the writer, the audience, and the culture. The content analysis will describe attitudinal and behavioral responses to communication, revealing patterns in communication content. Intercoder reliability testing will be completed to compliment the content analysis. In hopes to ensure the information is straightforward and easy to understand from the general perspective.

Collection of School Wellness Policies

Because of the exploratory nature of this study, school wellness services were obtained online from each school's website during the winter of 2020. Policies were found either under the school wellness page or by searching the site for "wellness services" using available search boxes. If the webpage could not be found by manual navigation or site search tool, a google search was performed under the universities name and "wellness centre". If the search yielded no results, it was assumed information regarding the service was not available. The search and

retrieval process was performed for universities within each web page, findings from 3 services, 3 programs/workshops, confidentiality page, and contact us were used within this analysis.

Data Preparation

The content and word cues of each wellness centre site that related to mental health was manually searched using the safari search tool. This data was then imported into a chart and verified with intercoder reliability.

This pilot study analyzed four categories of pages, services, workshops/program, confidentiality, and contact method. For the services and workshop pages the top three listed on the webpages were used in analysis. The services and workshop/program pages were chosen for analysis to understand the depth of opportunities for students to seek help. By analyzing the language offered to promote a service, it will showcase how accessible the language is to offer a service that may be often stigmatized by students. The purpose of analyzing the contact methods and confidentiality pages was to ensure that the students reading the content would feel secure in their decision to reach out to the wellness centre.

The service pages on a wellness centres webpage include the core elements of the wellness centre and the main in person resources to assist a student. The way the “service” pages were chosen for analysis was based on the chronological order of them listed on the webpage. The workshop/program pages included opportunities that typically promoted group learning or more casual free opportunities for drop in learning. The way the “workshop/program” pages were chosen for analysis was based on the chronological order of them listed on the webpage. For many students the idea that their information will remain confidential is important to build a trusting relationship. The confidentiality page analyzed, should give students a sense

of security and reassurance. Privacy rules surrounding student mental health can be a huge factor in terms of trust and comfortability. Understanding the limits of confidentiality that can be offered by individuals within the school community so they can make informed decisions about the most appropriate person to talk to about any health, sex and relationship or personal issue they want to discuss. To understand the ways students can reach out for more information, the contact us section was analyzed. This page showcased the resources available to contact the wellness centre or provide feedback, email, or have alternative medicine options such as naturopaths.

The pages were analyzed based on categorizing the person's first language within the body of text. The coding allowed for the information on the websites to be analyzed to further understand the level of effective language used. Phrases and words can powerfully affect a student's perception on the services offered by the student wellness centre, and the words listed in appendix 1 were used to dissect the content on the website. The increased frequency of a person's first language indicates a more accessible body of text. This indication allows for content to be perceived in the best possible way by students from all backgrounds, ages, and learning capabilities. Each page was coded based on 4-5 words or phrases that correlated to the material and would gather the most insight.

Findings

To analyze the data and see the incidence of person-first language, it is apparent that McMaster's student wellness centre is on par with the compared universities in terms of person first language used. The higher the number of occurrences determines the level of accessibility and more person friendly language.

Services

McMaster's Wellness Centre's service pages had a total of 28 occurrences of inclusive language. In comparison, Western had a total of 34 and UOFT had 32. McMaster's top three service pages that were analyzed included counselling, medical care and wellness education. The highest category of friendly language used was "support/resources". The McMaster Student Wellness Centres availability of information regarding services and more information was easy to find and understand. It was evident that the services offered by McMaster are on par with the two compared universities. The main factor associated with a lower number of occurrences is due to level of detail within the pages. While each services page linked to an alternate source, a strength that Western's wellness centre had was the inclusion of information directly on the page instead of using a hyperlink. While both methods increase student accessibility, the extra step of clicking the hyperlink may deter students.

Workshops/Programs

The top three workshop/program pages of McMaster's student wellness centre, totalled at 11 inclusive language occurrences, with Western at 9 and U OF T at 14. The workshop/program pages were shorter in word count in all three schools' wellness centre program pages. The top three program/workshops analyzed on the McMaster Wellness Centre's website were act on anxiety, dialectical behaviour and queer trans resilience. It is assumed that the wellness centres intended to have students seek out additional information regarding the sessions to allow for the over the phone communication to be made. All three of the schools had free programs/workshops for undergraduate students, increasing the normalcy of active learning in regards to mental health promotion. University of Torontos number of occurrences was higher

than the comparative schools because they implemented the word “learn” more than any other term. When using this word in describing a workshop and program, it allows for the promotion of understanding mental health and techniques to promote positive well being. Emphasizing the learning outcomes from a workshop, minimizes the stigma associated with engaging in promotive workshops. The workshops promoted reflect positively on McMaster’s values in promoting education in a holistic way. The free workshops and the friendly language used to promote them provoke students to take the initiative to learn outside of the classroom about techniques and skills to promote positive mental health.

Confidentiality Page

It is essential for students to feel secure with the information they disclose to the student wellness centre professionals. The McMaster Wellness Centres totalled at 12 occurrences with the word care used 9 times. In comparison western had a total of 3 occurrences, and UOFT was missing a confidentiality page. The importance of policies and providing students with the information they need to feel secure in their visit is promotive to the accessibility of the student wellness centre. The McMaster student wellness centre actively tried to engage the students in the policies that are supportive of patient-physician confidentiality with hyperlinks to all external sites that can describe further information. This page on the McMaster site was showcased at the top, allowing users to visibly view the page at first glance. While the schools may have physical documentation available for students to read at their visit, publishing this information online allows students to feel secure in their choices prior to stepping foot in office. The idea behind publishing information publicly allows for there to be no stigma attached to seeking help. Students have the opportunity to understand their options for wellness services prior to being in

the office, allowing for a more informed visit. Students curating an informed visit creates for a more efficient visit for both the practitioner and the individual.

Contact Methods

The coding for the contact us page was indicative on a “yes” or “no” basis. The indication dictated whether they had a communicative resource or not. The McMaster and UOFT wellness contact pages included an email, questionnaire/feedback form, opportunities (external support), the option to book appointments online, and alternative medicine (such as naturopathic services). The area that Western lacked was the questionnaire and feedback form. McMaster adequately allows students to seek out contact methods that best suit their needs. If students feel most comfortable with email, over the phone or virtual appointment bookings the options are presented on this page. In areas of crisis the McMaster student wellness centre indicated on this page that if the services from 911 are necessary do not call the school and call emergency services. The way the information is presented on the web page is accessible with the level of organization.

Analysis

Within the services category there were five words/phrases that were searched such as living with a mental illness, together we can, accommodate, tool/access, and support/resources. These phrases were counted to indicate the number of occurrences that existed within the body of work. Phrases such as “living with a mental illness” evokes person first language rather than referring to someone as “mentally ill person”. “Living with a mental illness” purposefully promotes that your mental illness does not define you, and was effectively found within the service pages on all three university websites. In relation to the research question “*How is the*

McMaster Student Wellness Center's online platform providing adequate access to undergraduate students” we can understand the number of pages and depth of the language allowed for students to feel comfortable to reach out to the wellness centre.

Within the workshop/program pages they were coded using four terms; learn, strategies, for more information, and having a contact method. These indicators show us that the page is welcoming students to learn tactics, not only treat their condition/illness, increase their understanding of strategies and enforce the option to further their learning. The McMaster Wellness Centre effectively conveyed welcoming language engaging users to learn more about the programs offered. The goal of these programs are not to only educate those living with a mental illness, but for all students interested to increase their mental awareness. Both the services and program pages are supported by the confidentiality and contact page. In the interactive process students enter once engaging with the website, having strong confidentiality policies accessible to the public as well as contact methods increases the level of accessibility. McMasters Wellness Centre webpage included accessible confidentiality and contact methods pages allowing students to make conscious decisions moving forward.

We can understand that increased prevalence of inclusive language, promotes the likelihood of students utilizing the student wellness centres services. With decreased stigma and the promotion of positive mental well-being the way that the McMaster wellness centre has crafted their online webpage are welcoming and engaging. The users and gratification theory suggests that individuals will choose specific purposes for their media platforms. The McMaster wellness centre has a social media account, a webpage as well as a newsletter that allows students to choose which platform they would like to engage with. This promotes the visibility of

the services and programs that the wellness centre offers. Increasing the level of accessibility will urge students to utilize the student wellness webpage for information and learning opportunities. This theory forces us to assume that increasing accessibility will create the attraction for students to view the webpage.

Health Promotion

In addition to the pages analyzed the McMaster student wellness centre strives to provide resources for students to create a barrier free university experience. McMaster's wellness site includes a "Resources" tab that includes recommendations for apps, websites, and the "WellTrack:". McMaster has purchased the WellTrack app subscription service for all students and McMaster faculty to use free of charge. The WellTrack application is a self-help interactive therapy resource that can be used to monitor your mental wellness and track your progress. The application includes guided therapy for stress, anxiety and depression as well as general relaxation techniques including a virtual zen room. It is proven that mental health apps can be effective in making therapy more accessible, efficient and portable (ADAA, 2017). McMaster's subscription to this application alongside providing up to date resources showcases that McMaster values their students well-being. The ways in which McMaster Wellness Centre strives to promote inclusivity, and barrier free services are showcased in their efforts to promote positive mental health.

The way that the language and the level of inclusivity can evoke the values of an institution are evident in their abilities to support students' opinions and feedback. The McMaster Wellness Centre offers the opportunity for students to submit wellness articles to be published on the site. The site includes the opportunity to complete a satisfaction survey, this option gives

students the ability to improve the services offered by wellness centers. An alternative way for students to connect with the professionals at the wellness centre is through their twitter account @McMasterSWC. On this social media platform there are various articles and informative posts published. This social media site allows for students to scroll through wellness posts daily from any location. This promotes the ability to converse about wellness in your day to day life, breaking the stigma associated with having a mental illness or promoting mental health.

Discussion

This pilot study uncovered the areas in which the McMaster Wellness Centre online web page provides accessible resources for students as well as areas for improvement. The prevalence of mental illness within undergraduate students forces us to question how university wellness centres promote their services. Increasing the level of accessibility for web pages will allow us to understand the way students perceive their information and whether it is promotive of their mental wellbeing. On a micro level this study allows us to gather an understanding of the way the McMaster Wellness Centre's site is constructed and the goal of each section that was analyzed. It was evident that the main focus of the webpage was to promote the services and programs that are offered. The McMaster wellness centre site effectively included inclusive phrases and wording, promoting inclusivity. The level of person first language used was highly rated among the comparative universities; Western University and The University of Toronto.

In relation to the literature review, it suggests that students would like to see content from their school Wellness Centre in videos on youtube (Somma, Jaworska, Heck, & Macqueen, 2017). As most students spend their free time viewing youtube videos, it would be beneficial to the promotion and interactivity aspects of the McMaster Wellness Centre. In addition to the

youtube videos, in efforts to answer “*What evidence is there in student feedback online or in other forums that demonstrate the use and effectiveness of the digital material for students?*” the having the opportunity for students to provide their feedback on the online services/content, and level of accessibility to allow for the modification. Unfortunately this question was left unanswered and this topic is a viable suggestion for further research. It would allow for the students perspective on how the display of content could be more accessible and allow for the McMaster student body to benefit from the full range of services. It would be beneficial to the growth of the student wellness centre’s network to have a yearly revision of the site so that students can see their input making positive change. This would allow for students to feel like they have more control of how they access services and allow them to promote the utilization of services for incoming students.

Conclusion

The effectiveness of an online website for a student wellness centre is reliant on inclusive language. This analysis sought to understand how the McMaster Student Wellness Center’s online platform provides access to undergraduate students, as well as analyzing the key subjects/themes that appear to cover those needs. The understanding of person-first language was indicative of how inclusive the content was on the webpages. Having friendly and inclusive language can increase the likelihood of students seeking services from the Student Wellness Centre. The four categories that were analyzed include services, workshops/programs, the confidentiality page, and contact us. A coding sample including intercoder reliability was completed to grasp the general understanding of the way to. It was evident that McMaster’s Wellness Centre excelled amongst the comparative universities, University of Toronto and

Western University. The words were categorized differently depending on the category between the three services pages that were coded, McMasters Wellness Centre had a total of 28 occurrences of inclusive language emphasizing to students that there is support and accommodations available. Of the three services pages counselling, medical care, and wellness education it was evident the language used was engaging and promotive of mental well being. The top three program/workshops analyzed were act on anxiety, dialectical behaviour and queer trans resilience. The McMaster wellness centre's site effectively promotes learning and provides students with strategies to promote their mental well being through the use of inclusive language. The confidentiality page on the McMaster wellness centres site was the most detailed and clear of the three universities. Enhancing the values of McMaster by emphasizing the level of "care" the wellness professionals have to ensure the safety and confidentiality of all information retained. The McMaster Wellness Centre contact page included an email, feedback form, opportunities and alternative medicine options. The contact us page effectively provides students the choice to have an online, verbal or in person conversation. The health promotion of the McMaster Wellness Centre's site was the strongest avenue with the promotion of student voice within the newsletter and the app, website and wellness recommendations. The McMaster Wellness Centre purchased the subscription for the wellness app "welltrack". This application subscription eliminates the financial barriers associated with promoting your mental well being from home. The biggest recommendations for the wellness centre are to include youtube videos, and to have a recommendations section for students to provide feedback on the online display of services. There was no sign of harsh, or discriminatory language that would deter students within the pages analyzed on the McMaster Wellness Centres website. The McMaster Wellness Centre

adequately utilized person-first language within their web page thus positively promoting their services to undergraduate students.

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APPENDIX

Definitions

Living with mental illness/mental health: using this phrase ensures that they are not labelling students as “mentally ill person” but using person first language and not labelling using

Together we can/collaborate: both of these phrases allow the individual viewing the services to feel the supportive language. Allowing the student to feel like they are deserving of help.

accommodate/best fit: This language enforces that there will be a tailored/unique approach to assistance.

Tool/access: This phrase showcases that the wellness centre is providing a tool to assist or allowing access to everyone with no stigmatization attached to the idea of seeking help.

Support/resources: This phrase enforces that the wellness centre will be there to support the individual, narrating that they are not alone.

Range: Showcasing that there is not just one singular method to assist an individual, there are multiple options for individuals to choose from.

Screening: This word emphasizes that there is a preliminary questionnaire for assessment to allow the individual to create a relationship with their desired counselor/therapist/doctor before they sign up for multiple sessions. As well as showcasing that there will be an opportunity to have a fresh start by having a preliminary assessment before being “diagnosed”.

Learn: This word used within a phrase emphasizes that there is no stigma attached to not “knowing” or not “having all the answers”. As a lack of knowledge can frustrate individuals, the use of this word emphasizes that you can build your skills and will have the opportunity to learn.

For more information: (this phrase used under the workshop/program pages) This phrase leaves the opportunity open to individuals to seek out more information on a program such as benefits/drawbacks of the program that they are interested in.

A contact method: This allows for the opportunity for individuals to seek clarification, or have a verbal conversation with someone that can provide more information.

{confidentiality page}

We believe: When including this language in the confidentiality page it shows individuals that they value confidentiality and protection. This can provide an individual with a sense of security and trust.

Assure: This can reinforce to individuals that the services administered by the people of the wellness centre can be trusted, and are secure. Providing assurance is comforting to individuals that may feel as though they are alone or isolated in their thoughts.

Act (personal health information act): This offers individuals the comfort understanding that there are rules and legislations behind the information that they release to the wellness centre.

Care: Using this word provides the individual the understanding that the professionals at the wellness centre are approaching their appointment with care. This enforces the idea that the individual is not alone in the process of seeking help.

Directions:

Step 1: All pages were chosen based on chronological order

Step 2: search up the word/phrase within your web browser by using the “find” tool or command ‘F’.

Step 3: take a tally of the number of times it appears to have been included in the specific page you are on

Step 4: ensure the number of occurrences is accurate and include the final number within the chart

Intercoder Reliability

Coder 1:

MCMASTER page #1 : counselling

phrase	# of occurrences
Living with a mental illness/mental health	1
Together we can/collaborate	3
accommodate/best fit	1
Tool/access	0
support/resources	7

Coder 2:

MCMASTER page #1 : counselling

phrase	# of occurrences
Living with a mental illness/mental health	1
Together we can/collaborate	3
accommodate/best fit	1
Tool/access	0
support/resources	7

Coding Scheme:

phrase	1	2	3	4	5
Coder 1	1	3	1	0	7
Coder 2	1	3	1	0	7

$2(m) N1+N2=$ the percentage of intercoder reliability

M (number of coding agreement between both coders)= 5

N1 (number of coding decisions by coder 1)= 5

N2(number of coding decisions by coder 2)= 5

$2(5) 5+5= 100\%$

Findings

COUNSELLING:	Living with a mental illness/mental health	Together we can/collaborate	accommodate/best fit	Tool/access	support/resources
McMaster	1	3	1	0	7
Western	1	2	1	3	6
UOFT	5	0	2	3	6

MEDICAL CARE:	range	Together we can/collaborate	accommodate/best fit	Screening	support/resources
McMaster	1	0	1	1	2
Western	0	1	0	0	1
UOFT	1	0	2	0	3

WELLNESS EDUCATION:	Living with a mental illness/mental health	Together we can/collaborate	accommodate/best fit	Screening	support/resources
McMaster	3	0	2	4	2
Western	8	0	0	7	4
UOFT	2	0	1	6	1

WORKSHOPS/PROGRAMS PAGES

Workshop #1	learn	Strategies	For more information:	A contact method (email for assistance)
McMaster	1	1	1	1
Western	0	0	1	1

UOFT	4	0	1	1
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Workshop #2	learn	Strategies	For more information:	A contact method (email for assistance)
McMaster	1	1	1	1
Western	1	1	1	1
UOFT	2	0	1	1

Workshop #3	learn	Strategies	For more information:	A contact method (email for assistance)
McMaster	1	0	1	1
Western	1	0	1	1
UOFT	2	0	1	1

CONFIDENTIALITY PAGE

confidentiality	We believe	Assure	Act (example: personal health info protection act)	care
McMaster	1	1	1	9
Western	1	0	1	1
UOFT	0	0	0	0

CONTACT US PAGES

Contact us page	questionnaire/feedback form	Email provided	Opportunities (for example academic, peer support)	options/link to book appointments	Alternative medicine options
Mcmaster	yes	yes	yes	yes	yes
Western	no	yes	yes	yes	yes
UOFT	yes	yes	yes	yes	yes