

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

Regarding these rough edit files, they are provided for internal purposes only. We provided Communication Access Realtime Translation (CART), which is intended to facilitate realtime access to oral and aural communication. The rough edit text files are in rough draft format and not meant to be a verbatim record of the proceedings. They may contain missing, misspelled, or paraphrased words and may contain environmental sounds, visual cues, and parentheticals. They are lightly scanned for untranslates, mistranslates, and spellchecked and they are not certified as verbatim and cannot be cited, copied, posted on the internet, distributed, shared, or sold in any way.

---

>> AGATHE: GOOD MORNING, EVERYONE. WE WILL WAIT JUST A MINUTE OR TWO TO GIVE EVERYBODY THE CHANCE TO JOIN, AND THEN WE WILL BEGIN TODAY'S CONFERENCE.

SO WE WILL BEGIN. WE HAVE SOME OPENING REMARKS ALLOWING EVERYBODY TO JOIN. MY NAME IS AGATHE. I'M COORDINATOR OF EQUITY, DIVERSITY AND INCLUSION AT THE UNIVERSITY OF SHERBROOKE. TODAY I'M WEARING AN ORANGE SHIRT. I HAVE BLONDE HAIR CUT AT SHOULDER LENGTH. MY PRONOUNS ARE SHE AND HER.

I WOULD LIKE TO WELCOME EVERYONE TO THIS CONFERENCE ENTITLED "WHAT'S BEHIND THE MASK." IT IS A CONFERENCE ON MENTAL HEALTH AND WELLNESS REALITIES OF POST-SECONDARY STUDENTS. BEFORE I BEGIN, I WOULD LIKE TO TAKE THE TIME TO ACKNOWLEDGE THAT WE ARE IN A VIRTUAL CONFERENCE; THEREFORE, WE ARE ON DIFFERENT UNCEDED ANCESTRAL INDIGENOUS LANDS. PLEASE TAKE THE TIME TO ACKNOWLEDGE WHERE YOU ARE PARTICIPATING FROM.

THANK YOU VERY MUCH. WE WILL BEGIN THE CONFERENCE WITH SOME HOUSEKEEPING INSTRUCTIONS. THERE IS SIMULTANEOUS INTERPRETATION. UNDER THE INTERPRETATION ICON, YOU CAN SELECT EITHER ENGLISH OR FRENCH FOR SIMULTANEOUS INTERPRETATION. THERE IS ALSO CLOSED CAPTIONING. FOR LIVE CLOSED CAPTIONING, KATHERINE WILL ADD THE LINK IN THE CHAT IN JUST A MINUTE.

THE CONFERENCE TODAY WAS ORGANIZED BY THE WORKING GROUP ON POST-SECONDARY STUDENT REALITIES THAT IS KNOWN UNDER THE ACRONYM THAT HAS BEEN ORGANIZED BY DIFFERENT PARTNERS, QUEBEC STUDENT UNION, UNIVERSITY OF SHERBROOKE, THE QUEBEC ASSOCIATION FOR EQUITY INCLUSION AT POST-SECONDARY LEVEL, THE ASSOCIATION OF PARENT STUDENTS OF LAVAL UNIVERSITY, THE TRANSACTION GROUP, THE EDI INSTITUTE.

SO THIS IS THE CONTEXT IN WHICH WE ARE MEETING. WE ALL KNOW THAT THE PANDEMIC HAS INCREASED THE CHALLENGES AMONG OUR STUDENTS, AND THE PANDEMIC HAS JUST ACCELERATED SOME OF THESE CHALLENGES IN THE PAST YEAR AND A HALF. WITH THE STUDENT COMMITTEE, WE DECIDED IT WAS A PRIORITY TO TAKE THE TIME TO TALK ABOUT MENTAL HEALTH WELLNESS AND THE CHALLENGES THAT IMPACT STUDENT GROUPS.



Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

WE ALSO WANTED TO LOOK INTO SOME SOLUTIONS TOGETHER. THIS CONFERENCE WILL BE DIVIDED IN DIFFERENT SECTIONS. FROM 9 TO 9:30, WE WILL HAVE A PRESENTATION OF A SURVEY REPORT ENTITLED "WHAT'S BEHIND THE MASK."

THEN WE WILL HAVE A PANEL DISCUSSION FROM 9:30 TO 10:45 WITH SEVERAL PANELISTS.

WE WILL BREAK FROM 10:45 TO 11. AND FROM 11 TO 11:50, WE WILL HAVE A PRESENTATION FROM THE RBC EXPERT CENTRE ON MENTAL HEALTH AND WELLNESS. THIS PRESENTATION WILL BE ON SELF-DIAGNOSTICS.

WE HAVE BIBIANA WITH US THIS MORNING. WOULD YOU LIKE TO ADD ANYTHING DURING OUR OPENING REMARKS?

>> BIBIANA: HELLO, EVERYBODY, THANK YOU FOR BEING HERE FOR THIS STUDENT CONFERENCE THAT WILL DEAL WITH AN IMPORTANT ISSUE THAT IS STUDENT MENTAL HEALTH AND WELLNESS. IT IS WITH GREAT PLEASURE THAT WE ORGANIZE THIS WITH SEVERAL ORGANIZATIONS AND INSTITUTIONS THAT TOOK PART IN ORGANIZING THE CONFERENCE. I DON'T HAVE ANYTHING ELSE TO ADD FOR NOW.

I WOULD LIKE TO LEAVE OUR STUDENTS AND EXPERTS GUIDE YOU THROUGHOUT THE CONFERENCE. WE HAVE PUT IN A LOT OF REFLECTION FOR THE NEXT STEPS. I THINK AGATHE COULD ALSO ADD FEELINGS TO OUR SENTINELS AND ORGANIZATIONS. WE THINK DURING THE FALL SESSION WE WILL HAVE AN OPEN POSITION FOR DIFFERENT SENTINELS TO SUPPORT ANYBODY WHO IS EXPERIENCING PSYCHOLOGICAL DISTRESS.

>> AGATHE: THANK YOU VERY MUCH, BIBIANA. BEFORE THE CONFERENCE STARTED, WE HAVE A SLIDE WITH DIFFERENT RESOURCES. THIS SLIDE WILL BE SHARED DURING THE BREAK AND AFTER THE CONFERENCE. SO IF YOU FEEL THE NEED TO OBTAIN SUPPORT, PLEASE CONSULT THESE RESOURCES. IF THE PRESENTATIONS TRIGGER ANYTHING, JUST LET US KNOW ALSO IN THE CHAT.

YOU CAN SEND ME A DIRECT MESSAGE UNDER MY NAME, AGATHE, OR BIBIANA SO I CAN DIRECT YOU TO THE APPROPRIATE RESOURCES.

AT THE UNIVERSITY OF SHERBROOKE, WE HAVE A STUDENT SUPPORT PROGRAM TO ACCOMPANY STUDENTS THAT EXPERIENCE PSYCHOLOGICAL DISTRESS, FOR INSTANCE. SO WE WILL HELP YOU IN FINDING THE RIGHT RESOURCES.

I WILL HAND IT OVER TO SAMUEL. I WILL LET SAMUEL PRESENT THE SURVEY REPORT THAT WAS PUBLISHED RECENTLY, WHAT IS BEHIND THE MASK.

I KNOW YOU HAVE BEEN WORKING ON THIS FOR SEVERAL MONTHS, SO I WOULD JUST LIKE TO POINT OUT, SAMUEL, THAT YOU HAVE 25 MINUTES



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

>> SAMUEL: THANK YOU VERY MUCH FOR GIVING ME THE OPPORTUNITY TO PRESENT THIS STUDY. I WOULD LIKE TO POINT OUT THAT I'M PRESENTING FROM THE TRADITIONAL UNCEDED LAND ON WHICH I AM LIVING. THIS WAS A TRADITIONAL GATHERING PLACE OF DIFFERENT NATIONS. THIS ACKNOWLEDGMENT FALLS UNDER MEASURES FOR RECONCILIATION WITH INDIGENOUS PEOPLE.

I WOULD ALSO LIKE TO TELL YOU FROM THE ONSET THAT WE WILL BE TALKING ABOUT STUDENTS THAT MIGHT WANT TO TAKE AWAY THEIR LIFE, SO I JUST WANTED TO LET YOU KNOW THAT THIS IS SOMETHING THAT COULD TRIGGER YOU.

MY NAME IS SAMUEL POISTRAS. I'M PRESIDENT OF THE QUEBEC STUDENT UNION. IT'S REPRESENTED STUDENTS THROUGHOUT THE PROVINCE AND 10 CAMPUS ASSOCIATIONS. OUR GOAL IS TO ADVOCATE FOR STUDENTS ON DIFFERENT ISSUE, INCLUDING THE PSYCHOLOGICAL AND WELLNESS CHALLENGES THAT I WILL BE COVERING TODAY.

THE GOAL OF MY PRESENTATION IS TO GET TO STAGE 4 HERE ON THE SLIDE, DIVERSITY AND PSYCHOLOGICAL HEALTH. WE KNOW THAT THIS CAN COME IN DIFFERENT FORMS FROM DIFFERENT STUDENTS AND DIFFERENT SOCIAL BACKGROUNDS.

WE HAVE TO FIRST START BY PRESENTING THE BACKGROUND, THE METHODOLOGY. THEN WE WILL PRESENT THE RESULTS FOR DIFFERENT TARGETED GROUPS IN THE SURVEY.

AS IT WAS MENTIONED, THE UNION HAS BEEN WORKING ON STUDENT MENTAL HEALTH FOR SEVERAL YEARS. THIS WAS CREATED IN 2016, BUT YEAR AFTER YEAR WE HAVE PUBLISHED REPORTS. WE HAD A PAN-QUEBEC STUDY WITH 21,000 RESPONSES TO THIS SURVEY.

THE GOAL OF THE SURVEY WAS TO ESTABLISH THE STATUS OF MENTAL HEALTH OF STUDENTS IN QUEBEC AND TO DRAW SOME CONCLUSIONS. THAT REPORT WAS PUBLISHED IN 2019 BEFORE THE PANDEMIC.

WHEN THE PANDEMIC OCCURRED, IT WAS IMPORTANT FOR US TO FOLLOW UP TO SEE HOW PSYCHOLOGICAL HEALTH HAS EVOLVED THROUGHOUT THE PANDEMIC.

AND FROM THAT WE HAVE THE FLASH SURVEY, WHICH IS A SPECIFIC REPORT FOR THE PANDEMIC. THIS HAD ABOUT 1200 RESPONDENTS FROM DIFFERENT UNIVERSITIES ANSWERING THE SAME QUESTIONS. THE GOAL WAS TO SEE THE SITUATION BEFORE THE PANDEMIC, AFTER THE PANDEMIC AND TO DRAW SOME CONCLUSIONS THAT WE CAN SEE THROUGHOUT THE STUDENT LIFE AND PROMISING PRACTICES THAT CAN IMPROVE THE LIVES OF STUDENTS.

WE'VE COME UP WITH RECOMMENDATIONS THAT DEAL WITH STUDENT PSYCHOLOGICAL HEALTH AND FOR WHICH WE WILL FIND SOLUTIONS TO THE ISSUES. WE DIDN'T JUST WANT TO IDENTIFY ISSUES, BUT WE ALSO WANTED TO SEE HOW WE COULD IMPROVE STUDENT MENTAL HEALTH.



SO THIS IS WHAT I WILL BE PRESENTING TODAY. MOVING ALONG WITH THE METHODOLOGY, I APOLOGIZE FOR THE SMALL FONT ON THE SLIDE. FIRST WE HAVE NEGATIVE PSYCHOLOGICAL INDICATORS, THIS INCLUDES PSYCHOLOGICAL DISTRESS, DEPRESSION SYMPTOMS, EMOTIONAL BURNOUT AND SUICIDAL BEHAVIOURS. WE WILL BREAK THIS DOWN BECAUSE WE WILL DEAL WITH EACH ISSUE INDIVIDUALLY. THEN WE WILL LOOK AT THE POTENTIAL INTERVENTION LEVERS.

THERE ARE SOME INDIVIDUAL FACTORS THAT DEAL WITH THE INDIVIDUALS SPEAKING ABOUT THE FEELING OF LONELINESS, LIFESTYLES AND FINANCIAL PRECARITY.

WE ALSO HAVE FACTORS RELATED TO THE UNIVERSITY CONTEXT. THIS IS THE INFLUENCE OF THE ENVIRONMENT ON PSYCHOLOGICAL HEALTH. STUDENT SUPPORT, FEELING OF COMPETITION, AND ALSO SOME FACTORS RELATED TO THE GRADUATE LEVELS. AND THESE ARE ONLY A FEW EXAMPLES, THE LIST GOES ON.

THE LIST WOULD BE A LOT LONGER IF I PUT EVERYTHING RELATED TO THE UNIVERSITY CONTEXT. IF YOU WOULD LIKE MORE DETAILS, YOU CAN READ THE STUDY REPORT.

WE WILL ALSO PRESENT THE SOCIAL AND DEMOGRAPHIC INFORMATION FROM THE SURVEY. THE SURVEY ALLOWED THE RESPONDENTS TO SELF-IDENTIFY BY THEIR AGE, GENDER, THEIR STATUS OF RESIDENCE AND OTHER INFORMATION WHICH WAS SELF-REPORTED, INDIGENOUS PEOPLE, INTERNATIONAL STUDENTS, STUDENTS WITH DISABILITIES, PARENT STUDENTS, STUDENTS FROM A FIRST GENERATION, STUDENTS BELONGING TO AN ETHNIC MINORITY, STUDENTS WITH DIFFERENT SEXUAL IDENTITIES AND GENDER IDENTITIES AS WELL AS DEMOGRAPHIC FACTORS.

BUT BEFORE WE LOOK AT EACH VARIABLE, WE WILL LOOK AT THE GENERAL OUTCOMES OF THE SURVEY. FIRST OF ALL WE WOULD LIKE TO TALK ABOUT PSYCHOLOGICAL DISTRESS WHICH ARE ALL THE NEGATIVE EMOTIONS ONCE THEY ARE SEVERE ENOUGH AND PRESENT FOR A LONG ENOUGH PERIOD OF TIME, THEY CAN LEAD TO SYMPTOMS SUCH AS ANXIETY AND DEPRESSION. THIS SCALE GOES FROM 0 TO 24.

THE QUEBEC POPULATION IN GENERAL ONLY HAS 1/5 OF ITS POPULATION THAT HAS A SCORE ON THE SCALE THAT IS OVER 7. SOMEONE WITH A SCORE ABOVE 7 IS EXPERIENCING HIGH PSYCHOLOGICAL DISTRESS.

DURING THE WHAT IS BEHIND THE MASK SURVEY, 58% OF THE STUDENT POPULATION IN QUEBEC EXPERIENCED A SCORE ABOVE 7 ON THE PSYCHOLOGICAL DISTRESS SCALE.

WHEN WE REPEATED THE SURVEY DURING THE PANDEMIC, YOU CAN SEE THE FIGURE ON THE UPPER LEFT, THAT PERCENTAGE WENT UP TO 81% OF STUDENTS THAT EXPERIENCED HIGH PSYCHOLOGICAL DISTRESS. SO THESE OBSERVATIONS ARE PRETTY CONCERNING.

IF WE CONTINUE WITH OTHER NEGATIVE SYMPTOMS, THERE ARE DEPRESSION SYMPTOMS THAT DEAL WITH ANYTHING, THAT WOULD BE LACK OF ENERGY, FEELINGS OF DISTRESS.

WHEN INDIVIDUALS HAVE MODERATELY SEVERE AND SEVERE SYMPTOMS, THESE INDIVIDUALS REQUIRE AN INTERVENTION. IN THE QUEBEC STUDENT POPULATION, ABOUT 1 OUT OF 5 STUDENTS DURING THE WHAT IS BEHIND THE MASK SURVEY, 19% OF STUDENTS REQUIRED INTERVENTIONS FOR DEPRESSION SYMPTOMS.

WHEN WE REPEATED THE SURVEY, WE HAD SIMILAR FIGURES, 17% OF STUDENTS REQUIRED AN INTERVENTION FOR THEIR DEPRESSION SYMPTOMS. THEN WE CAN LOOK AT EMOTIONAL BURNOUT WHICH IS THE MAIN COMMENT OF PROFESSIONAL BURNOUT. THIS IS OBSERVED WHEN THE WORKLOAD FOR STUDENTS IS TOO BIG AND LEADS TO SIGNIFICANT FATIGUE.

THIS TABLE DOESN'T REVEAL MUCH NEW. IT JUST SEEMS LIKE A SERIES OF BARS. BUT AN IMPORTANT OBSERVATION FROM THIS IS THAT THE STUDENT POPULATION AND GRADUATE LEVELS ARE MORE IMPACTED BY EMOTIONAL BURNOUT THAN UNDERGRADUATE STUDENTS.

THIS MARKER WAS NOT NECESSARILY REPEATED DURING THE FLASH SURVEY DURING THE PANDEMIC, SO WE CAN'T COMPARE THE LEVELS OF EMOTIONAL BURNOUT BEFORE AND DURING THE PANDEMIC.

THE NEXT SLIDE HAS TO DO WITH SUICIDAL SYMPTOMS. IF THIS TRIGGERS YOU, YOU CAN WAIT FOR THE NEXT SLIDE. SUICIDAL BEHAVIOURS ARE IN TWO CATEGORIES, SUICIDAL IDEATION, WHICH ARE IDEAS, INTENTIONS TO TAKE AWAY ONE'S LIFE.

IN THE 12 MONTHS BEFORE THE SURVEY, WE CAN SEE THE STATISTICS FROM WHAT IS BEHIND THE MASK, 7% OF QUEBEC STUDENTS HAD SUICIDAL IDEATION. WHEN YOU COMPARE THAT TO THE POPULATION IN GENERAL IN QUEBEC, THAT FIGURE IS ONLY 2.8. YOU CAN SEE THE QUEBEC STUDENT POPULATION IS GENERALLY HIGHER IN TERMS OF SUICIDAL IDEATION, ALMOST TWICE.

FOR SUICIDE ATTEMPTS, ANY DEADLY OR SUICIDE ATTEMPTS AND SELF-HARM, AGAIN, THIS IS REPORTED IN THE 12 MONTHS BEFORE THE SURVEY, 0.9% OF THE STUDENT POPULATION HAD ATTEMPTED SUICIDE COMPARED TO 0.4% OF THE POPULATION IN GENERAL. SO YOU CAN SEE THIS NUMBER IS TWICE AS BIG FOR STUDENTS, AND IT IS CONCERNING.

I WILL IMMEDIATELY MOVE ON TO THE NEXT SLIDE.

SINCE WE USED THE INFORMATION DURING THE FLASH SURVEY, SUICIDE ATTEMPTS HAVE SIGNIFICANTLY CHANGED. THIS INCREASED UP TO 3% DURING THE PANDEMIC. I KNOW THIS HAS ALREADY BEEN MENTIONED, BUT I PUT HERE RESOURCES. IF THIS TRIGGERS YOU OR IF ANYBODY AROUND YOU IS IMPACTED BY THIS, IF SOMEBODY HAS SUICIDAL IDEATION, HERE ARE RESOURCES. THERE IS ALSO A PHONE LINE. THESE RESOURCES CAN BE VERY RELEVANT RIGHT NOW.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

THERE IS A CERTAIN REOPENING RIGHT NOW, BUT IT DOESN'T MEAN THAT EVERYBODY IS GOING WELL. PLEASE USE THESE RESOURCES.

NOW THAT WE HAVE COVERED THOSE TOPICS, LET'S TURN TO THE STUDENT POPULATION BASED ON DIVERSITY.

MORE SPECIFICALLY, WE WILL DEAL WITH EACH DIVERSITY MARKER AND, WE WILL LOOK AT PSYCHOLOGICAL LOCAL DISTRESS. THE FIRST INDICATOR I PRESENTED, JUST TO REMIND YOU, A SCORE ABOVE 7 ON THE SCALE SHOWS HIGH PSYCHOLOGICAL DISTRESS COMPARED TO THE GENERAL POPULATION. ALL THIS DATA COMES FROM THE WHAT'S BEHIND THE MASK SURVEY.

PSYCHOLOGICAL ISSUES PREDATE THE PANDEMIC, AND WE CAN SEE THESE HAVE IMPACTS ON THE QUEBEC STUDENT POPULATION FOR A LONG TIME AND HAVE BEEN ACCELERATED BY THE PANDEMIC.

SINCE WE ARE IN A CONFERENCE WHERE WE'RE LOOKING FOR SOLUTIONS, I TOOK ONE OF THE RECOMMENDATIONS AND SOMETIMES A FEW RECOMMENDATIONS ON THE BEST PRACTICES THAT HAVE A CONNECTION WITH THE TARGET STUDENT POPULATION.

IF WE OBSERVE AN ISSUE OR A CHALLENGE, WE SEE WHAT THE DIFFERENT STAKEHOLDERS CAN DO TO SUPPORT THE STUDENT POPULATION IN TERMS OF PSYCHOLOGICAL WELLNESS.

THERE IS ALSO INTERSECTIONALITY THAT WILL BE DEALT WITH HERE. HOWEVER, THE WHAT'S BEHIND THE MASK SURVEY OUTCOMES DIDN'T ALLOW US TO DRAW SPECIFIC CONCLUSIONS IN THIS INTERSECTIONALITY, SO WE WILL DEAL WITH EACH SOCIAL AND DEMOGRAPHIC MARKER INDIVIDUALLY.

WE CAN, NONETHELESS, DRAW SOME INTERESTING CONCLUSIONS. BUT INTERSECTIONALITY IS SOMETHING WE SHOULD CONSIDER WHEN WE WORK ON STUDENT PSYCHOLOGICAL HEALTH IN GENERAL.

SO LET'S DEAL WITH EACH GROUP INDIVIDUALLY. LET'S BEGIN WITH GENDER DIVERSITY. I WOULD ALSO POINT OUT EACH MARKER WERE OBTAINED BY SELF-IDENTIFICATION. THE RESPONDENT CAN CHOOSE IN A DROP-DOWN MENU IF THEY BELONGED TO THE GROUP, IT WAS SELF-REPORTED.

SO IF YOU SEE IN DARK PURPLE WOULD BE THE TARGET STUDENT GROUP IF WE LOOK AT GENDER DIVERSITY. THE PSYCHOLOGICAL DISTRESS SCORE IS 12.16 COMPARED TO 8.02 IN THE POPULATION IN GENERAL.

SO WE EXCLUDED PEOPLE THAT DIDN'T SELF-REPORT THIS MARKER TO OBTAIN THE TABLES THAT YOU SEE ON THE SLIDE. WITHOUT FURTHER ADO, WE WILL PRESENT MORE SPECIFIC DATA.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

FOR GENDER DIVERSITY, WE CAN SEE THE LEVEL OF PSYCHOLOGICAL DISTRESS IS A LOT HIGHER COMPARED TO 8.2 FOR THE OVERALL STUDENT POPULATION. UNFORTUNATELY, THIS IS NOT SURPRISING. NOW, ONE OF THE SOLUTIONS HERE IS VERY SIMPLE, AND THIS SHOULD BE IN PLACE IN EACH INSTITUTION. WE SHOULD USE NAMES AND PRONOUNS THAT INDIVIDUALS CHOOSE WHEN THEY REGISTER AND ALSO MAKE GENDER-NEUTRAL LOCKER ROOMS AND WASHROOMS.

NOW FOR STUDENTS WITH DISABILITIES, AGAIN, WE CAN SEE A HIGHER LEVEL OF PSYCHOLOGICAL DISTRESS AMONG THIS GROUP COMPARED TO THE POPULATION IN GENERAL, 10.34 COMPARED TO 7.97.

ONE OF THE SOLUTIONS IS TO IMPROVE ACCESSIBILITY OF CLASSROOMS TO HAVE ACCESS RAMPS TO CLASSROOMS BUT ALSO ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES. THERE ARE OBSTACLES IN OBTAINING ACCOMMODATIONS SUCH AS PSYCHOLOGICAL CONSULTATION THAT HAS A VERY HIGH COST IN THE PRIVATE SECTOR OR LONG WAITING TIMES WHEN USING THE UNIVERSITY SERVICES.

THESE SERVICES COULD SUPPORT STUDENTS WITH DISABILITIES TO IMPROVE THEIR PSYCHOLOGICAL DISTRESS LEVELS.

NOW FOR -- SEXUAL DIVERSITY. IN THIS CASE PEOPLE THAT HAVE NON-HETEROSEXUAL ORIENTATION, WE CAN SEE THE LEVEL OF PSYCHOLOGICAL DISTRESS IS HIGHER AMONG STUDENTS IN THE SEXUAL DIVERSITY GROUP. 9.41 COMPARED TO 7.88. A POSSIBLE SOLUTION WOULD BE TO PROVIDE CONNECTIONS TO PSYCHOLOGICAL SUPPORT ORGANIZATIONS THAT ADVOCATE AGAINST HOMOPHOBIA AND TRANSPHOBIA.

FIRST GENERATION STUDENTS NOW. FOR STUDENTS FOR WHICH THE PARENTS HAVEN'T ATTENDED A POST-SECONDARY EDUCATION, WE CAN SEE THAT THE PSYCHOLOGICAL DISTRESS LEVEL IS NOT AS DIFFERENT HERE. ONE OF THE POSSIBLE SOLUTIONS WOULD BE TO PROVIDE MORE PEER SUPPORT, STUDENTS SUPPORTING STUDENTS AND TO MAKE THIS SERVICE ACCESSIBLE AS SOON AS FIRST GENERATION STUDENTS SIGN UP TO POST-SECONDARY EDUCATION.

NOW FOR STUDENT PARENTS OR PARENTS STUDYING AT THE POST-SECONDARY LEVEL, THEIR PSYCHOLOGICAL DISTRESS LEVELS ARE LOWER THAN THE POPULATION IN GENERAL, 6.62 COMPARED TO 8.35. ONE OF THE EXPLANATIONS FOR THE STATISTICS WOULD BE THAT THE WHAT'S BEHIND THE MASK SURVEY SAYS ONE OF THE BIGGEST FACTORS OF DISTRESS IS THE FEELING OF LONELINESS. AND PARENTS CAN FIND DIFFERENT SUPPORT THROUGH THEIR FAMILY CONNECTIONS, SO THIS SEEMS TO BE A PROTECTION FACTOR.

IT DOESN'T MEAN THAT THIS POPULATION DOESN'T NEED HELP. WE NEED TO CONSULT THIS GROUP AND CREATE CONSULTATION GROUPS TO DISCUSS THEIR ISSUES BY CREATING DIFFERENT POLICIES BETWEEN UNIVERSITY WORK AND LIFE BALANCES.

AND THE WHAT'S BEHIND THE MASK SURVEY, WE HAD INTERNATIONAL STUDENTS, ETHNIC MINORITY STUDENTS AND INDIGENOUS COMMUNITY STUDENTS. THERE HASN'T BEEN A SPECIFIC DISTINCTION THROUGHOUT THE SURVEY. THERE ARE DIFFERENT REASONS THAT EXPLAIN THIS, FOR INSTANCE, IT COULD BE THAT THE QUESTIONNAIRE DIDN'T CORRESPOND TO THEIR WAY TO RESPOND, AND THIS WAS SOMETHING THAT WAS REPORTED.

SO WE WEREN'T ABLE TO SEE A DISTINCTION IN THE SURVEY BETWEEN THESE POPULATIONS AND THE STUDENT POPULATION IN GENERAL.

HOWEVER, I WANT TO PRESENT SOME ACTIONS THAT CAN BE DONE FOR THE INTERNATIONAL STUDENT COMMUNITY. FOR EXAMPLE, IMPROVE THE SUPPORT, PEDAGOGICAL SUPPORT WITH MORE TRAINING FOR TEACHERS, MORE INCLUSION IN AND EXPLANATIONS OF THE UNIVERSITY CONTEXT IN QUEBEC. THEN ETHNIC MINORITIES, WE DON'T HAVE THE STATISTICS, BUT WE HAVE THE ONES FROM THE STUDY DURING THE PANDEMIC, SO PEOPLE FROM AN ETHNIC MINORITY WE SEE HERE 12.70 AND IT WENT DOWN TO 10.89.

SO WHAT DO WE NEED FOR THIS POPULATION? SO I USED THE MOST IMPORTANT ONE TO OFFER PSYCHOSOCIAL SERVICES THAT REFLECT THEIR NEEDS. WHEN PEOPLE CAME TO SEEK HELP, PEOPLE FROM THIS GROUP, SOMETIMES THEY DID NOT HAVE THEIR NEEDS REFLECTED.

AND THEN WE WILL CONCLUDE WITH THE FIRST NATIONS COMMUNITY, SO INDIGENOUS COMMUNITY. WE DON'T HAVE A PARTICULAR DISTINCTION THAT WAS MADE, AND THE SAME DURING THE PANDEMIC. WE DID NOT HAVE ENOUGH INDIGENOUS PEOPLE WHO RESPONDED FOR US TO HAVE MEANINGFUL DATA. SO HERE WE WILL JUST PRESENT SOME GUIDELINES BUT FOR GREATER INFORMATION, WE HAVE TO MENTION THAT IT IS AN INSTITUTIONAL SYSTEMIC PROBLEM, AND WE NEED BETTER POLICIES TO INCLUDE THEM. WE NEED RESOURCE PEOPLE FROM THE COMMUNITIES THAT SUPPORT INDIGENOUS STUDENTS AS WELL AS PLACES WHERE THEY CAN MEET TO EXCHANGE ON THESE QUESTIONS.

I KNOW MY TIME IS ALMOST OVER. THANK YOU, AGATHE, I'M ALMOST DONE.

SO WHAT WE STILL NEED TO DO? THE GOVERNMENT WILL SOON SHARE AN ACTION PLAN FOR MENTAL HEALTH, AND I WANT TO ALSO DRAW YOUR ATTENTION ON INSTITUTIONAL POLICIES. THEY WILL CONSULT WITH STUDENTS, SO YOU, AS STUDENTS, CAN HAVE AN IMPACT ON THIS INSTITUTIONAL POLICIES, SO YOU CAN ALSO BE PRESENT FOR ONE ANOTHER. IT IS A DIFFICULT TIME. DON'T HESITATE



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive



TO REACH OUT TO PEOPLE AROUND YOU. A SMALL GESTURE CAN HAVE AN IMPACT, SO THANK YOU. I CAN NOW TAKE QUESTIONS.

>> THANK YOU, SAMUEL, FOR YOUR PRESENTATION. THAT WAS VERY INTERESTING. THERE IS A LOT OF THINGS THAT WE CAN BE CONCERNED ABOUT. YOU DID GREAT WORK. YOU HAVE CONCRETE RECOMMENDATIONS THAT WILL ALLOW UNIVERSITIES TO IMPROVE THEIR APPROACH.

SO THERE IS A QUESTION FOR YOU IN THE Q & A. IS IT POSSIBLE TO GIVE CONCRETE EXAMPLES OF SERVICES OF PSYCHOSOCIAL HELP THAT REFLECT THE NEEDS OF ETHNIC COMMUNITIES AND OF PEDAGOGICAL PRACTICES THAT ARE ADAPTED?

>> SAMUEL: SO THAT WOULD MEAN HIRING PEOPLE FROM THOSE COMMUNITIES THAT WOULD KNOW MORE ABOUT THE REALITIES OF THE COMMUNITIES THEY ARE HELPING. BUT AS I SAID, WE HAVE TO TRAIN THE STAFF, THE PERSONNEL ON THESE THINGS SO THAT THEY ARE AWARE OF DIVERSITY.

THEY HAVE TO TAKE INTO CONSIDERATION A STUDENT'S BACKGROUND AND THE INTERSECTIONALITY.

>> AGATHE: A QUESTION IN THE CHAT. WE DID SHARE THE LINKS TO THESE STUDIES, SO WE ENCOURAGE YOU TO GO READ THE REPORTS THAT SAMUEL TALKED ABOUT. THANK YOU, SAMUEL, FOR THIS PRESENTATION. I WILL NOW GIVE THE MICROPHONE TO PIERRE WHO WILL FACILITATE THE NEXT HOUR AND 15 MINUTES OF YOUR PRESENTATION.

>> PIERRE: THANK YOU, AGATHE AND SAMUEL. HELLO, EVERYONE. I WILL JUST ASK PEOPLE WHO WILL BE PANELISTS ON THE ROUNDTABLE, JADE, AGATHE, SILV, TO OPEN THEIR CAMERA AND MAKE SURE EVERYTHING IS WORKING. SO I SEE THEM APPEARING.

ALBERT IS THE ONLY ONE MISSING. I'M JUST GOING TO SAY THAT HE'S IN THE PARTICIPANT SIDE, SO IS IT POSSIBLE TO BRING HIM TO THE PANELISTS?

>> AGATHE: YES, JUST A MOMENT. THANK YOU.

>> PIERRE: GREAT. SO AS WE WAIT FOR ALBERT, I WILL INTRODUCE MYSELF, PIERRE MCCANN. I USE HE/HIM PRONOUNS.

I AM WEARING A SHORT-SLEEVED GREY SHIRT, SHORT HAIR WITH A BIT OF WHITE. I'M A BIT PALE AT THE BEGINNING OF SUMMER. I'M A PART-TIME MASTER'S STUDENT IN POLITICAL SCIENCE, APPLIED POLITICAL SCIENCE. I'M INVOLVED IN MANY INITIATIVES AT THE UNIVERSITY.

SO THE THEME OF MENTAL HEALTH AND POST-SECONDARY STUDIES IS SOMETHING THAT REALLY MEANS A LOT TO ME. WHEN I STARTED MY BACHELORS, I CAME OUT OF THE CLOSET WITH MY LOVED ONES. IT WAS A DIFFICULT TIME IN MY LIFE, BUT IT ENDED WELL.

BUT IT IS A TIME THAT I WILL ALWAYS REMEMBER, SO I'M REALLY HAPPY TO BE DOING THIS ROUNDTABLE WITH THE FOUR OF YOU.

THE OBJECTIVE OF THIS ACTIVITY IS TO REUNITE PEOPLE THAT REPRESENT STUDENT ASSOCIATIONS TO TALK ABOUT THE EXPERIENCES OF STUDENTS IN OPPRESSED OR MINORITY GROUPS IN THE POST-SECONDARY CONTEXT.

SO THANK YOU TO THE FOUR OF YOU, THE PANELISTS, WHO HAVE ACCEPTED TO BE VULNERABLE BY TALKING ABOUT YOUR EXPERIENCE. SO THANK YOU FOR PARTICIPATING IN THIS EXERCISE TODAY.

SO I'M JUST GOING TO EXPLAIN HOW IT IS GOING TO GO. BEFORE WE START --

>> THE RECORDING HAS STOPPED.

>> PIERRE: OKAY. YES, WE DID STOP THE RECORDING. I'M SURE YOU HEARD IT LIKE ME. BECAUSE WE ARE TALKING ABOUT PERSONAL EXPERIENCES, WE WANTED THEM TO BE COMFORTABLE, SO WE STOPPED THE RECORDING.

I FORGOT TO MENTION THAT.

THE LITTLE PRESENTATION OF OUR PANELISTS. AS WE HAVE A GOOD HOUR, WE WILL INTRODUCE THEM. WE DO HAVE QUESTIONS THAT WE HAVE SENT THEM ALREADY, AND WE WILL ASK EACH ONE OF THEM, AND THEN THE FLOOR WILL BE OPEN TO ALL OF YOU.

SO DURING THE PANEL, THANK YOU FOR NOT USING THE Q & A FUNCTION SECTION. THE QUESTION PERIOD WILL BE AT THE END. SO WE'LL ASK YOU TO RAISE YOUR HAND WITH THE RAISE YOUR HAND FUNCTION. I'M SURE YOU ALL KNOW IT AFTER A YEAR OF PANDEMIC.

SO UNDER PARTICIPANTS, YOU CLICK AND YOU HAVE THE LITTLE BUTTON TO RAISE YOUR HAND.

SO I'M JUST LOOKING AT MY NOTES. SO THE PARTICIPANTS ON THE ROUNDTABLE, PLEASE ALWAYS KEEP YOUR CAMERA ON.

AND FOR THOSE WHO ARE NOT PARTICIPATING IN THIS, PLEASE KEEP IT CLOSED.

SO MY FIRST QUESTION, I HOPE YOU ARE OKAY WITH THIS, EVERYONE, IF THERE IS LITTLE TECHNICAL ISSUES, PLEASE RAISE YOUR HAND TO LET ME KNOW.

FIRST QUESTION THAT I WILL ASK EVERY PANELIST, RAISE YOUR HAND. DO YOU PREPARE ME TO SAY VOUS OR TU? RAISE YOUR HAND TO LET ME KNOW. SOME PEOPLE ARE ABSTAINING. SO ALBERT AND YANNICK PREFER TU, FOR ME TO USE TU IN FRENCH. ALBERT, YANNICK, YES?



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

SO, OKAY, LET'S GO WITH TU. I JUST WANTED TO MAKE SURE EVERYONE WAS COMFORTABLE WITH THIS.

SO FIRST QUESTION, INSTEAD OF A ROUNDTABLE WHERE WE DO A QUICK PRESENTATION OF EVERYONE, I JUST WANT TO TAKE A FEW MINUTES WITH EACH PANELIST TO GET TO KNOW YOU BETTER AND GET TO KNOW YOUR ASSOCIATION BETTER. SO IS THERE A FIRST PERSON WHO WOULD START?

IF NOT, I WILL GO ACCORDING TO MY LIST. SILV, WOULD YOU LIKE TO START?

>> SILV: SILV ROY, I USE HE/HIM PRONOUNS. I FINISHED MY BACHELORS IN SOCIAL WORK. DURING MY STUDIES, I WAS A MEMBER OF GATUS. NOW I WORK WITH A NEW ORGANIZATION FOR TRANSGENDER PERSONS. I'M REALLY HAPPY TO BE HERE WITH YOU.

>> PIERRE: SILV, DON'T GO TOO FAR. THANK YOU FOR YOUR INTRODUCTION. CAN YOU ALSO TALK ABOUT YOUR ASSOCIATION, THE ACTION TRANS OF SHERBROOKE UNIVERSITY, YOUR ACTIVITIES, ETC.?

>> SILV: YES, IT IS THE TRANSACTION GROUP OF SHERBROOKE UNIVERSITY. SO IT IS A GROUP THAT IS MAJORITY FOR PEOPLE WHO ARE FROM THE GENDER DIVERSITY COMMUNITY. FOR STUDENTS AT SHERBROOKE UNIVERSITY, YOU CAN THINK OF WHAT WE DO IS, FOR EXAMPLE, SOME TRAINING, AWARENESS RAISING AMONG STUDENTS AND THE UNIVERSITY POPULATION WITH THE RAINBOW WEEK, FOR EXAMPLE. I'M LOOKING FOR MY WORDS, BUT WE ALSO DO REPRESENTATIONS TOWARDS THE ADMINISTRATION TO HAVE BETTER INCLUSION POLICIES.

WE'VE HAD GAMES SUCH AS USING THE RIGHT FIRST NAMES AND PRONOUNS, A DIRECTIVE THAT WAS PUBLISHED IN 2019 TO GUIDE PEOPLE FOR THAT, ALSO BETTER ACCESSIBILITY TO NON-GENDERED BATHROOMS, BETTER RECOGNITION OF THE TRANS EXPERIENCE AND THE ISSUES THAT WE FACE.

WE ALSO DO DIRECT AID, SO REFERENCING OR JUST BEING PRESENT FOR STUDENTS.

WE ALSO PARTICIPATE IN RESEARCH, EITHER BY BROADCASTING ON OUR DIFFERENT NETWORKS OR CONTRIBUTING TO IMPROVING SURVEYS FOR THE LARGER POPULATION TO MAKE SURE THERE IS A BETTER REPRESENTATION OF TRANS AND NON-BINARY PERSONS ON THIS. SO THAT IS IT FOR ME.

OH, I HAVE ANOTHER QUESTION FOR YOU. DURING THE PANDEMIC, WERE THERE MORE SPECIFIC ACTIVITIES BECAUSE OF THE CONTEXT, DID YOU HAVE ANY ACTIVITIES?

>> SILV: UNFORTUNATELY, EVERYONE'S ENERGY WAS PRETTY LOW, SO IT WAS DIFFICULT TO SET UP OTHER INITIATIVES.

BUT WHAT WE CONTINUED TO DO IS TO PROMOTE THE USE OF THE PRONOUN ON EVERY PLATFORM. SO WE KNOW THAT THERE WAS MAYBE A DISCOMFORT IN USING A NAME THAT IS NOT YOUR OWN

WHEN EVERYTHING IS ONLINE, SO WE MADE SOME PRESSURE SO THAT ON THESE PLATFORMS AND COMMUNICATION PLATFORMS OF THE UNIVERSITY THAT THAT WAS USED.

>> PIERRE: THANK YOU, SILV, THAT WAS VERY INTERESTING. WE'LL GET BACK TO YOU DURING THE ROUNDTABLE.

SO JADE, CAN YOU BRIEFLY TELL US YOUR NAME, PRONOUNS, PHYSICAL DESCRIPTION, A BIT ABOUT YOUR STUDIES? I KNOW I'M SAYING A LOT, I CAN REMIND YOU IF THERE IS ANYTHING

>> JADE: SO I JUST WANT TO FOLLOW UP ON WHAT SILV SAID. IT IS VERY INTERESTING TO MENTION THAT WE WERE EXHAUSTED, SO WE COULD NOT DO MORE. THAT IS COMING UP A LOT, BUT IT SEEMS LIKE THERE IS A DISCOMFORT IN ACTUALLY SAYING IT. BUT THANK YOU, SILV, FOR MENTIONING THAT BECAUSE IT HAS AN IMPACT ON EVERYONE'S MENTAL HEALTH OF WORKING SO MUCH AND FORCING IT.

SO JADE ST-GEORGES, I'M A DOCTORAL STUDENT IN MANAGEMENT AND INTERNATIONAL DEVELOPMENT AT UNIVERSITY LAVAL. I'M THE PRESIDENT OF THE ASSOCIATION FOR PARENT STUDENTS AT UNIVERSITY LAVAL. I'M A WHITE WOMAN, BLONDE HAIR. I'M WEARING A BLACK SHIRT TODAY. THAT'S IT FOR ME. I CAN TALK ABOUT THE ASSOCIATION. I PREFER TALKING ABOUT THE ASSOCIATION THAN ABOUT MYSELF.

SO THE ASSOCIATION OF PARENT STUDENTS WAS CREATED IN 2006. IT IS A NON-PROFIT ORGANIZATION. OUR MISSION IS TO IMPROVE THE QUALITY OF LIFE OF PARENT STUDENTS AT UNIVERSITY LAVAL.

WE HAVE THREE PILLARS, DEFENDING STUDENTS, DEVELOPING A SOLIDARITY NETWORK, THAT IS REALLY IMPORTANT RIGHT NOW, AND DEVELOPING A LISTENING AND REFERENCING SERVICE FOR STUDENTS.

SO ALL OUR WORK IS ORIENTED AROUND THE PILLARS.

>> PIERRE: OH, THERE IS AN ECHO, SORRY. ARE THERE INITIATIVES, PERHAPS YOU STARTED TALKING ABOUT IT, BUT ARE THERE INITIATIVES THAT YOU SET UP DURING THE PANDEMIC THAT YOU WOULD LIKE TO TALK ABOUT? WAS THERE MORE FEEDBACK DURING THE PANDEMIC?

>> JADE: YES, I KNEW YOU WERE GOING TO ASK THAT, SO I WAS WAITING TO ANSWER IT. THE ASSOCIATION, WE ARE PARTNERED WITH MANY OTHER ASSOCIATIONS AT UNIVERSITY LAVAL ALSO WITH THE MANAGEMENT OF THE UNIVERSITY AND ALSO SOME THAT ARE OUTSIDE THE UNIVERSITY.

WE ARE WORKING ON SEVERAL ISSUES. WE, FOR EXAMPLE, GOT A RED CROSS GRANT TO PURCHASE SURVIVAL KIT FOR PARENTS AT THE 2020 FALL. A LOT OF MEMBERS NEEDED THIS KIT. IT INCLUDED A



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

BOOK FOR KIDS OF MANY AGES WRITTEN BY FIRST NATIONS AUTHORS. AND THIS BOOKSTORE SHARED A LOT ABOUT THE DIVERSITY, DIVERSE AUTHORS, SO WE INCLUDED THAT IN THE KIT.

THERE WAS A GIFT CARD ALSO IN THIS KIT. AND WITH THE DISTANCE LEARNING THAT WE HAD DURING THE PANDEMIC, WE DID SHIPPING, NOT INTERNATIONAL, BUT PROVINCIAL BECAUSE SOME PEOPLE WERE FAR AWAY FROM THE UNIVERSITY.

ALSO THERE WAS A LACK OF NETWORKS AND SUPPORT THAT CAME OUT. SO WITH OUR ASSOCIATION, WE WORKED ON THIS. WITH THE PANDEMIC, THE SUPPORT NETWORK WAS CUT BETWEEN PARENTS. OFTEN IT WAS GRANDPARENTS WHO WERE THERE, BUT WE TRIED TO HAVE RESOURCES TO HAVE A BETTER SUPPORT FOR PARENTS. WE DID A PARTNERSHIP WITH AN ORGANIZATION THAT HELPED STUDENT PARENTS THAT HAD NO HELP FOR BABYSITTING BECAUSE DAY CARES WERE CLOSED. WE WOULD GIVE THEM A SMALL AMOUNT FOR THEM TO PAY FOR A BABYSITTER WHEN THEY NEEDED TO GO TO THEIR EXAMS, TO STUDY FOR THEIR EXAMS.

SO WE HAD A PERSON FROM THE TEAM THAT WOULD GO BABYSIT FOR A HALF DAY OR A WHOLE DAY WHILE THE PARENT STUDENT COULD CONCENTRATE ON STUDYING OR GO TO AN EXAM. SO THAT'S REQUESTS WE GOT A LOT EVEN OVER THE PAST FEW WEEKS, LIKE A LOT OF PARENTS WERE SAYING I CAN'T GO TO MY EXAM WITH MY KIDS. I CAN'T BRING THEM.

SO TWO LAST THINGS I WOULD LIKE TO TALK ABOUT, ONE WITH AN ASSOCIATION WITH ELEMENTARY SCHOOLTEACHERS, WE HAVE A PARTNERSHIP WITH PARENT STUDENTS, PARENTS WHO HAVE KIDS IN ELEMENTARY SCHOOL WITH TUTORING. SO THERE IS TUTORING UP TO THE END OF THIS YEAR, SO PERSONALIZED TUTORING WHICH HELPS KIDS WHO ARE HAVING A DIFFICULT YEAR AS WELL. AND IT HELPS ALSO PARENTS HAVE A BIT OF TIME OFF. SO THIS WE'RE DOING WITH AN ORGANIZATION.

AT THE BEGINNING OF THE PANDEMIC, IN MARCH MY PREDECESSORS AS SOON AS THERE WAS A CONFINEMENT ANNOUNCEMENT, WE CREATED A FACEBOOK GROUP. MANY OF OUR MEMBERS CAME ON THE GROUP TO DISCUSS, TO TALK ABOUT SOLUTIONS TOGETHER BECAUSE IT WAS THE END OF THE SEMESTER. THERE WAS ONLY ONE MONTH LEFT.

ALSO IT WAS A WAY TO BE IN CONTACT WITH THE UNIVERSITY ADMINISTRATION. OUR MEMBERS HAD MANY SUGGESTIONS, SO ONE OF THEM THAT WAS RETAINED WAS A PASS OR FAIL MENTION FOR THAT SEMESTER. THAT WAS RETAINED AND APPLIED FOR ALL STUDENTS OF THE UNIVERSITY COMMUNITY. YEAH, I'M GOING TO STOP HERE TO LEAVE TIME FOR OTHERS

>> PIERRE: INTERESTING. MYSELF, I WAS AT HOME FOR MY STUDIES AND WORK WITH MY 4-YEAR-OLD, SO I WOULD HAVE REALLY HAVE BENEFITTED FROM YOUR KID.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

>> WERE THERE LITTLE DINOSAUR FIGURINES?

>> NO, UNFORTUNATERY.

>> PIERRE: ALBERT, WE'LL GO WITH YOU. HOW ARE YOU?

>> ALBERT: I'M GOOD, WE'LL SAY. THE SUN IS BACK, SO WE'LL TRY TO KEEP IT UP.

>> PIERRE: THE HEAT IS NOT AN ISSUE NOW. SO YOUR PRONOUNS, PHYSICAL DESCRIPTION, WHERE DO YOU STUDY?

>> ALBERT: MY NAME IS ALBERT AMBA MBALLA. I'M A BLACK PERSON FROM CAMEROON IN CENTRAL AFRICA. I'VE BEEN IN CANADA SINCE 2016 IN THE FALL. AND I STUDY A PHD IN INDUSTRIAL RELATIONS. I'M DOING FOUR YEARS ALREADY.

I'M CONTINUING MY STUDIES. I WORK ON THE PRECARIETY OF CONTRACTUAL WORKERS. I'M ALSO THE RESIDENT OF THE STEP SINCE 2017. IT IS THE UNION FOR LAVAL STUDENT WORKERS, LAVAL UNIVERSITY STUDENT WORKERS. I AM ALSO A RESEARCH ASSISTANT. I HAVE TO BE SO TO WORK AT THE STEP, AND I'M WORKING ON MY THESIS

>> PIERRE: SO WHAT IS THE STEP'S MISSION OR ACTIVITIES?

>> ALBERT: AS A UNION, OUR MAIN MISSION IS DEFENDING OUR MEMBERS, THEIR ECONOMIC AND PROFESSIONAL INTERESTS. WE NEGOTIATE ON THE COLLECTIVE CONVENTION OF RESEARCH ASSISTANTS. IT WILL BE SIGNED THIS WEEK ON THURSDAY THE 10TH, SO WE ARE PROUD OF THIS BIG CHALLENGE THAT WE SUCCEEDED.

WE ALSO REPRESENT OUR MEMBERS WHO ARE ALSO CITIZENS OF THIS COUNTRY. THEY MAY HAVE OTHER ISSUES, SO WE WILL HELP THEM, REPRESENT THEM WHEN THERE ARE SOCIAL MOVEMENTS.

WE ALSO SUPPORT OTHER ASSOCIATIONS, OTHER UNIONS WHEN THEY HAVE A PROBLEM THAT IS SIMILAR TO OUR MISSION OBJECTIVES, WE WILL HELP THEM OR REACH OUT TO THE GOVERNMENT TO IMPROVE THE SITUATION.

WE REPRESENT THREE WORKER GROUPS, AS I SAID, THE RESEARCH ASSISTANTS, SO THEY ARE STUDENT WORKERS WHO DO RESEARCH AND HELP PROFESSORS. THEN THERE ARE TEACHERS' ASSISTANTS WHO HELP WITH GRADING AND ALSO STUDENTS WHO WORK AS ADMINISTRATIVE ASSISTANTS SO THOSE WHO ARE WORKING ON RESEARCH.

AND SINCE 2014, WE ALSO WORK WITH ANOTHER GROUP OF INTERNATIONAL STUDENTS MOSTLY. IT IS A GROUP OF VERY QUALIFIED WORKERS WHO ARE WORKING AS RESEARCHERS AT LAVAL UNIVERSITY THAT HAVE AN IMPORTANT CONTRIBUTION. WE DO ACCOMPANIMENT WITH STUDENTS PEER-TO-PEER



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

ACCOMPANIMENT, EITHER STUDENTS WHO HAVE A DISABILITY OR OTHER ISSUES THEY NEED HELP WITH.

SOME STUDENTS HAVE THE SKILLS TO BE ABLE TO SUPPORT THEM, SO WE WORK WITH THEM.

>> PIERRE: THAT IS A LOT OF THINGS THAT YOU DO. ARE THERE THINGS THAT WERE PUT IN PLACE DURING THE PANDEMIC IN THIS SPECIAL CONTEXT?

>> ALBERT: YES. FIRST OUR ACTIVITIES INCREASED, SO DEFENDING OUR MEMBERS' INTERESTS. WE RECEIVED A LOT MORE EMAILS THAN USUAL BECAUSE THERE WAS A LOT OF ANXIETY. AS SOON AS THE PANDEMIC STARTED, THERE WAS THIS GENERALIZED ANXIETY, PEOPLE WHO FEARED TO LOSE THEIR JOB, FOR EXAMPLE, WHO DIDN'T KNOW HOW THEIR SITUATION WOULD CHANGE DURING THE PANDEMIC. SO WE SET UP A CRISIS PLACE. OUR OBJECTIVE WAS TO FIND THIS INFORMATION, TO COMMUNICATE IT TO THE MEMBERS SO THAT WE COULD REPRESENT, FOR EXAMPLE, DURING GRIEVING PROCEDURES. SO WE WOULD REFER THEM TO THE EXISTING RESOURCES.

OTHER ELEMENTS THAT WE DID THAT WE COULD DO WAS TO FOLLOW WHAT WAS DONE AT THE INTERNATIONAL LEVEL, FOR EXAMPLE, IF PEOPLE HAD AN INTERNSHIP IN FRANCE THAT MIGHT HAVE BEEN BLOCKED BECAUSE THERE WERE NO FLIGHTS OR THEY DIDN'T HAVE THE CITIZENSHIP AND GETTING THERE IT WAS DIFFICULT TO COME BACK TO QUEBEC, FOR EXAMPLE, SO OUR ROLE WAS VERY AMPLIFIED DURING THE PANDEMIC BECAUSE WE HAD NEGOTIATE MORE WITH EMPLOYERS, DISCUSS WITH THE UNIVERSITY, EXPLAIN THE SITUATION, TRY TO FIND SOLUTIONS.

ALSO OUR UNION HAS A LINK WITH CIVIL SERVANTS, AND WE WORKED WITH THEM TO IMPROVE THE SITUATION.

AND THIS ASPECT I WILL BRIEFLY MENTION AND MAY COME BACK TO IT WAS THE CASE OF INTERNATIONAL STUDENTS DURING THIS PANDEMIC. THE EXPERIENCE QUEBECOIS PROGRAM WAS REFORMED. THAT ENCOURAGED US TO BE MOBILISED AND DO ACTIONS BECAUSE PEOPLE WHO WERE ALREADY AFFECTED BY THE CRISIS, THIS ACT, THIS LAW WAS REFORMED AND IT CAUSED A LOT OF PEOPLE TO JUST LEAVE QUEBEC OR CANADA BECAUSE THIS LAW WAS CHANGED AND MADE IT MORE DIFFICULT FOR THEM.

SO WE MOBILISED DURING THE PANDEMIC TO TRY TO SUPPORT THEM, ASKED THEM TO WAIT. WE PROTESTED. WE WERE NOT HEARD, BUT WE'RE NOT LOSING HOPE.

>> PIERRE: THANK YOU VERY MUCH, ALBERT. WE CAN SEE THAT THE PANDEMIC WAS A VERY BUSY PERIOD FOR ALL OF YOU. THANK YOU AGAIN, ALBERT.

NOW, YANNICK, FIRST OF ALL, GOOD MORNING. UNFORTUNATELY, WE CAN'T HEAR YOU, YANNICK.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

>> YANNICK: CAN YOU HEAR ME?

>> PIERRE: YES. PLEASE PROCEED.

>> YANNICK: MY APOLOGIES.

>> PIERRE: SO, YANNICK, CAN YOU SHARE WITH US YOUR PRONOUNS, QUICK PHYSICAL DESCRIPTION, YOUR BACKGROUND?

>> YANNICK: MY NAME IS YANNICK RACICOT. I USE THE PRONOUNS HIM/HIS. MY BACHELORS DEGREE IN TEACHING FROM THE UNIVERSITY OF MONTREAL. I ALSO HAVE A CERTIFICATE ALSO IN HUMANITIES. I HAVE HAD A FEW CONTRACTS AS A SUBSTITUTE TEACHER. THEN I OBTAINED THE POSITION OF GENERAL MANAGER AT AQEIPS. AQEIPS ADVOCATES FOR STUDENTS WITH DISABILITIES AT THE POST-SECONDARY LEVEL, SO WE PROMOTE EQUITY AND INCLUSION THIS CAN BE DONE THROUGH EVENTS, COLLECTIVE ACTIONS AND MOVEMENTS. WE WILL PERFORM RESEARCH. WE WILL SUPPORT STUDENTS WITH THEIR ISSUES.

AS ALBERT SAID, DURING THE PANDEMIC, HE RECEIVED A LOT OF EMAILS. THAT WAS THE SAME THING AT EQEIPS WHERE WE RECEIVED THREE TIMES THE VOLUME OF EMAILS AND PHONE CALLS FROM STUDENTS.

THERE WERE A LOT OF QUESTIONS AND ANXIETY AMONG STUDENTS. WE ALSO HAVE GRANT PROGRAMS TO SUPPORT STUDENTS. EACH YEAR WE PROVIDE GRANTS TO DIFFERENT STUDENTS WITH DISABILITIES. AS JADE MENTIONED, WE ALSO RECEIVED A GRANT FROM THE RED CROSS. WE WORKED IN PARTNERSHIP WITH OTHERS WHICH ALLOWED US TO CREATE A SERIES OF WORKSHOPS TO SHOW PEDAGOGICAL INCLUSION.

THE WORKSHOP FOCUSED ON HOW A TEACHER DURING THE PANDEMIC CAN MAKE THE ONLINE COURSES AS INCLUSIVE AS POSSIBLE TO REDUCE ANXIETY LEVELS FOR STUDENTS BUT ALSO FOR TEACHERS THAT WERE IN DIFFICULT SITUATIONS.

SO WE CALLED UPON EXPERTS. WE HAD CONSULTANTS. SO THAT IS OUR SPECIFIC ACTION DURING THE PANDEMIC.

>> PIERRE: WE SALUTE YOUR CAT, YANNICK. I THINK YOU ANSWERED ALL MY QUESTIONS. CAN YOU JUST EXPLAIN EQEIPS? THE QUEBEC ASSOCIATION FOR STUDENTS.

BEFORE WE OPEN UP FOR THE AUDIENCE, I WOULD LIKE TO TELL YOU THE ORGANIZERS TRY TO SOLICIT SELF-REPORTED INDIGENOUS STUDENTS. BUT BECAUSE OF THE KAMLOOPS EVENTS, THESE INDIVIDUALS PREFERRED NOT TO TAKE PART IN THE EVENT. WE UNDERSTAND THIS FALLS WITHIN MENTAL HEALTH AND WELLNESS. I WANTED TO MENTION THAT.



This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

THANK YOU ALL FOR BREAKING THE ICE. NOW I WOULD LIKE TO ASK YOU A QUESTION RELATED TO OUR THEME TODAY. WE HAVE SPOKEN ABOUT BURNOUT, ANXIETY, MENTAL DISTRESS.

DO YOU BELIEVE THAT THESE ISSUES HAVE BEEN ACCELERATED BY THE PANDEMIC? NOW, FEEL FREE TO CHIME IN WHENEVER YOU WANT.

>> SILV: I CAN BEGIN.

>> PIERRE: GO AHEAD, SILV.

>> PIERRE: FOR TRANS INDIVIDUALS, THE FACT OF BEING CONFINED AND NOT NECESSARILY CHOOSING THE OTHER PEOPLE IN THE LOCKDOWN, THIS HAS ACCELERATED ISOLATION AND PSYCHOLOGICAL DISTRESS ISSUES. IT HAS INCREASED STRESS LEVELS.

WE KNOW FOR STUDENTS THEIR FAMILY ENVIRONMENT AND THEIR ROOMMATES ARE NOT NECESSARILY THE BEST ENVIRONMENTS FOR THEIR COMING OUT. THESE PEOPLE MIGHT NOT USE THE RIGHT PRONOUNS. SO BEING CONFINED IN THESE ENVIRONMENTS IS SOMETHING THAT WAS SOMETHING THAT WAS DIFFICULT FOR TRANS STUDENTS. WE HAVE HEARD A LOT OF FEEDBACK ABOUT THIS BECAUSE SCHOOL COULD BE A MORE INCLUSIVE ENVIRONMENT, OR THE WORK ENVIRONMENT COULD BE MORE INCLUSIVE, WHERE OTHER INDIVIDUALS ARE THERE TO SUPPORT TRANS INDIVIDUALS.

SO ALL THE CONTACTS AVAILABLE BEFORE WERE NO LONGER AVAILABLE DURING THE PANDEMIC. THIS WAS SET ASIDE DURING THE LOCKDOWN. IT ALSO INCREASED MENTAL HEALTH ISSUES SUCH AS TRAUMA, HAVING EXPERIENCED TRAUMA AND REPEATED TRAUMA RELATED TO GENDER VIOLENCE. THIS COULD BE PSYCHOLOGICAL AND PHYSICAL VIOLENCE.

ALL THIS HAD A TREMENDOUS IMPACT ON THE TRANS COMMUNITY AND THE NON-BINARY COMMUNITY IN THE EASTERN TOWNSHIPS.

>> PIERRE: IT FEELS A LITTLE BIT LIKE BEING IN PRISON BUT BEING LOCKED DOWN AT HOME AND EXPERIENCING VIOLENCE.

>> SILV: ABSOLUTELY. WE ALSO KNOW THAT TRANS INDIVIDUALS HAVE LOWER INCOMES, EXPERIENCE DISCRIMINATION IN THE WORKPLACE. EVEN THOUGH WE DON'T HAVE CLEAR DATA ABOUT THIS, WE KNOW THAT WORKPLACE DISCRIMINATION HAS INCREASED DURING THE PANDEMIC. AND THIS CREATES SOCIAL AND ECONOMIC CONDITIONS THAT PREVENT INDIVIDUALS FOR THEIR PSYCHOLOGICAL WELLNESS.

>> PIERRE: ANY OTHER PANELISTS THAT WOULD LIKE TO SPEAK ABOUT MENTAL HEALTH ISSUES AMONGST STUDENTS?



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

>> YANNICK: IF I CAN CONTINUE ON WHAT SILV JUST SHARED, I AM NOT A MENTAL HEALTH EXPERT. BUT WHAT QUESTION SAW ON THE GROUND DURING THE PANDEMIC GIVES ME CERTAIN INSIGHT, BE IT FOR STUDENTS WITH OR WITHOUT DISABILITIES, WE RECEIVED A LOT OF EMAILS.

WE FELT A LOT OF ANXIETY FACED WITH THE UNKNOWN. IF WE PUT THIS IN PERSPECTIVE, STUDENTS ARE DEALING WITH AN UNKNOWN SITUATION TO OBTAIN THEIR DIPLOMA. SOME STUDENTS WERE FINISHING THEIR DEGREE. I HAVE THE CASE OF A STUDENT THAT HAS A DISABILITY. SHE WAS FINISHED HER BACHELORS DEGREE IN KINESIOLOGY. THIS STUDENT HAD TO PERFORM TESTS WITH OTHER INDIVIDUALS. THIS CONTACT WAS NOT RECOMMENDED AT THE BEGINNING OF THE PANDEMIC.

THE STUDENT NEEDED TO OVERCOME THIS CHALLENGE, AND THERE IS SEVERAL OTHER SIMILAR SITUATIONS.

SO STUDENTS EXPERIENCED A LOT OF ANXIETY BECAUSE OF THIS.

>> PIERRE: IT WAS LIKE A LOSS OF CONTROL?

>> YANNICK: YES, EXACTLY. TO CONTINUE ON WHAT SILV SAID, BY GOING HOME, THERE IS ABUSIVE SITUATIONS, STRESS. IT WAS A VERY NEGATIVE MIX.

>> PIERRE: I IMAGINE THAT ALBERT AND JADE, YOU HAVE SEEN SIMILAR THINGS?

>> JADE: YES. LIKE MY PEERS SAID BEFORE, THE PANDEMIC WAS HARD FOR EVERYONE. BUT IT WAS EVEN HARDER FOR THOSE WHO ALREADY HAD ISSUES. THESE MENTAL HEALTH ISSUES EXISTED BEFORE THE PANDEMIC, AND THEY HAVE BEEN EXACERBATED IN A HIGHER WAY.

FOR STUDENT PARENTS, THE GROUP I REPRESENT, THESE STUDENTS LIVE SEVERAL IN THE SAME HOUSEHOLD. OFTEN THEY LIVE IN A PRECARIOUS SITUATION WITH THEIR STUDENTS, OFTEN THESE PARENTS LIVE WITH THEIR CHILDREN IN SMALL APARTMENTS AND NOT BEING ABLE TO LEAVE HOME TO STUDY AND FOR CHILDREN THAT NEED TO STAY HOME BECAUSE THEY CAN'T GO TO SCHOOL, THIS WAS DIFFICULT. THERE WAS MANAGING WORK AND ONLINE WORK FOR THEIR CHILDREN AND THE JOBS THAT THESE PARENT STUDENTS HAVE ARE OFTEN PRECARIOUS AND WERE IMPACTED BY THE FIRST LOCKDOWN MEASURES. SO THEY WERE IMPACTED BOTH FINANCIAL AND PSYCHOLOGICALLY.

THE MENTAL LOAD THAT EXISTED FOR THEM BEFORE THE PANDEMIC, WITH THE PANDEMIC IS SOMETHING OVERWHELMING. EVERYBODY WAS DISRUPTED AT THE BEGINNING OF THE PANDEMIC. ALL THE ACTIVITIES WERE INTERRUPTED. IT WAS A SHOCK IN ITSELF.

AFTER WHEN THINGS STARTED TO CONTINUE, IT WASN'T THE SAME FOR EVERYONE, SOME PEOPLE ADAPTED BY USING ONLINE TOOLS SUCH AS ZOOM. BUT NOT EVERYONE ADAPTED TO THE NEW REALITY. IN SOME CASES, SOME PEOPLE WERE UNABLE TO ADAPT TO REMOTE WORK.

THAT IS ANOTHER THING I'M WORKING ON. I WORK ON FAMILY-WORK-LIFE BALANCE. THIS WAS AN ISSUE BEFORE THE PANDEMIC, AND FOR THOSE WHO IT WAS BENEFICIAL IT HELPED THEIR SITUATION, BUT IT WASN'T THE SILVER BULLET. THERE IS NO MAGICAL SOLUTION FOR EVERYONE. REMOTE WORK DOESN'T WORK FOR EVERYONE, AND THIS IS A CHALLENGE THAT WE SAW FOR MANY PARENT STUDENTS.

THERE WAS ALSO A SHORTAGE OF DAY CARE SERVICES. WE CONDUCTED A SURVEY AMONG THESE STUDENTS ON THE LAVAL UNIVERSITY CAMPUS. ONE OF CHALLENGES THAT CAME UP WAS THE LACK OF DAY CARE. THE CLOSING OF DAY CARES AND SCHOOL PROGRAMS, CHALLENGES THAT EXISTED FOR THE PRESCHOOL LEVEL. SO ALL THIS WAS INCREASED.

ALL OF THIS LEADS TO A YEAR WHERE OUR MEMBERS HAVE EXPERIENCED A LOT OF DISTRESS AND DESPAIR. THEY HAVE JUST FINISHED THEIR SEMESTER. SOME OF THEM WILL BE ON VACATION, BUT THEY'RE ALREADY ANTICIPATING THE NEXT SEMESTER IN THE FALL.

>> PIERRE: THANK YOU VERY MUCH, JADE. THIS REMINDS ME AT THE BEGINNING OF THE PANDEMIC WHERE THERE WAS A SHORTAGE OF ALMOST EVERYTHING IN THE GROCERY STORE. I REMEMBER WASHING MY ITEMS FROM THE GROCERY STORE, AND THIS WAS A BIT UNUSUAL FOR MY LITTLE BOY.

>> WELL, I THINK IT IS ABOUT THE SAME AS FOR JADE. WE WERE DEALING WITH AN UNPRECEDENTED SITUATION. THE NORMAL SITUATION OF STUDENT WORKERS AS PRECARIOUS, THESE STUDENTS RECEIVE CONTRACTS FROM PROFESSORS AND THESE STUDENTS WERE IN A VULNERABLE SITUATION. SO STUDENTS RECEIVE A TEACHING OR RESEARCH CONTRACT, AND AT THE SAME TIME, IT IS THE SAME PERSON THAT ASSESSING THE ACADEMIC WORK.

THIS IS A CHALLENGE FOR ANY POST-DOCTORAL STUDENTS AND FOR ANY OTHER ADJUNCT PROFESSOR. SO WE THEN HAD TO DEAL WITH A UNIQUE SITUATION.

THE ISSUE THAT CAME OUT FROM ALL OUR MESSAGES WAS THE LACK OF INFORMATION ON WHAT TO EXPECT IN THE FUTURE. THERE WAS ALSO A BIG ISOLATION ISSUE. AND THE LAVAL UNIVERSITY RESIDENTS, A LOT OF OUR STUDENTS LIVED IN THE RESIDENCES. SOME OF THE MEASURES WAS TO ALLOW THOSE TO LEAVE, AND FOR A LOT OF OUR INTERNATIONAL STUDENTS, IT WAS EVEN MORE DIFFICULT TO FIND HOUSING, TO ALSO OBTAIN FOOD.

WE ALL EXPERIENCED THE CRISIS BUT AT DIFFERENT LEVELS DEPENDING ON THE SITUATION. THERE WERE INCREASED NEEDS FOR THOSE WHO ARRIVED IN FALL 2019 AND NEEDED TO ADAPT TO



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

THE ACADEMIC SYSTEM, ADAPT TO THE WINTER CONDITIONS AND THEN HAD TO DEAL WITH THE LOCKDOWN. THIS WAS INCREDIBLE.

WE TRIED TO BE REASSURING. WE PROVIDED INFORMATION.

WE ALSO INFORMED THEM ABOUT THE STUDENT SUPPORT PROGRAM. WE DIDN'T NECESSARILY HAVE RESOURCES FOR PSYCHOLOGICAL DISTRESS, BUT WE DID PROVIDE GROCERY CARDS, AND WE WORKED WITH THE EMPLOYERS TO SEE WHAT WE COULD DO. SO THERE WAS AN INCREASE OF ANXIETY, AND FOR INTERNATIONAL STUDENTS, IT WAS EVEN HIGHER.

SO THIS IS WHAT WE HAVE EXPERIENCED GLOBALLY.

>> PIERRE: I THINK THAT WE OFTEN HEAR ANXIETY. WHILE YOUR MICROPHONE IS OPEN, ALBERT, I WOULD LIKE TO ASK YOU THE NEXT QUESTION. WERE THERE SOME POSITIVE IMPACTS FROM THE PANDEMIC? SOME PEOPLE REPORTED THEIR DAILY ACTIVITIES SLOWING DOWN. HAVE YOU SEEN POSITIVE IMPACTS ON MENTAL HEALTH.

>> ALBERT: I HAVE HEARD THAT NARRATIVE BUT IT IS MARGINAL. THERE'S SOME WHO REPORTED THAT WERE FEELING OKAY WORKING FROM HOME AND TO WORK REMOTELY. SOME PEOPLE REPORTED ENJOYING STAYING MORE AT HOME. BUT GLOBALLY SPEAKING THERE HAVEN'T BEEN POSITIVE IMPACTS ON STUDENT LIFE. WE SPENT ALL THIS TIME MANAGING PROBLEMS.

I DON'T SEE POSITIVE IMPACTS FOR OUR MEMBERS. THESE WERE EXCEPTIONS. SOME PEOPLE MIGHT HAVE SAID, WHEN WE ORGANIZED ONLINE ACTIVITIES, THEY REPORTED THAT THEY DISCOVERED THEY ENJOY WORKING FROM HOME, BUT THESE WERE EXCEPTIONS. AND GENERALLY SPEAKING, MOST PEOPLE THOUGHT THAT THE SOCIAL DISCONNECTION.

UNIVERSITY LIFE IS ALL ABOUT CONNECTIONS AND BEING IN CONTACT WITH OTHERS, SO ISOLATION WAS ACCELERATED. WE CAN SAY THAT THE STUDENTS WERE RESILIENT, HOWEVER, OUR MEMBERS SPECIFICALLY HAVE NOT EXPERIENCED AS A POSITIVE IMPACT THROUGH THE PANDEMIC.

>> PIERRE: YANNICK, SILV OR JADE, HAVE YOU SIMILAR FINDINGS ON THE POSITIVE NARRATIVE THAT WE HEARD, EVERYTHING IS GOING THE WORK OUT WITH RAINBOWS? DO YOU THINK THIS WAS EXAGGERATED? WAS THIS PRESSURE TO TRY TO IGNORE ISSUES? YOU CAN ALSO TALK ABOUT POSITIVE IMPACTS IF YOU'RE NOT INSPIRED BY MY QUESTION.

>> YANNICK: THANK YOU. LIKE ALBERT SAID, SOCIAL DISCONNECTION WAS THE BIGGEST NEGATIVE IMPACT. I WOULD LIKE TO SHARE MY OWN PERSONAL STORY AT THE BEGINNING OF THE PANDEMIC WAS EARLY MARCH. I AM A STUDENT WITH A DISABILITY. I USE A WHEELCHAIR, AND UNIVERSITIES AREN'T THE MOST ACCESSIBLE INSTITUTIONS.

I DEPEND ON TRANSPORTATION SERVICES TO GET TO THE UNIVERSITY OR OTHER PLACES, AND STAYING AT HOME WAS A PLUS. BUT THE BENEFIT OF NOT HAVING TO GO TO WORK DIDN'T OFFSET THE NEGATIVE IMPACTS. SO THE OVERALL SITUATION WAS MORE IMPORTANT THAN JUST THE SMALL BENEFIT OF REMOVING SOME OBSTACLES IN MY DAILY LIFE.

LIKE ALBERT, THERE WERE SOME EXCEPTIONS, BUT MOST OF OUR STUDENTS EXPERIENCED NEGATIVE IMPACTS.

>> PIERRE: JADE, I THINK YOU OPENED YOUR MICROPHONE.

>> JADE: I TRIED TO FIND SOME POSITIVE IMPACTS, AND THE ONLY THING THAT CAME TO MIND AFTER I CONSULTED THE COORDINATOR, THE POSITIVE IMPACT WE FOUND WAS THE FLEXIBILITY OF A HYBRID FORMAT BETWEEN WORKING FROM HOME AND WORKING IN PERSON.

WE WERE ABLE TO CONDUCT ACTIVITIES WITH PEOPLE THROUGHOUT THE PROVINCE WHICH WAS A BENEFIT, BUT THEN HAVE TO WEIGH THE PROS AND CONS. IF WE CONSIDER WHAT WE SHOULD MAINTAIN AFTER THE PANDEMIC, I THINK THE POSSIBILITY OF GATHERING PEOPLE FROM ALL OVER THE PLACE IS BENEFICIAL FOR MANY INDIVIDUALS.

BEFORE THE PANDEMIC, WE DID USE SOME TELEWORK SOLUTION, IT WASN'T ALWAYS THE BEST SOLUTION, BUT FOR SOME INDIVIDUALS, IT CAN BE BENEFICIAL.

ANOTHER POSITIVE IMPACT COULD BE THE FACT THAT THE PANDEMIC FORCED US TO BE RESOURCEFUL. MANY ORGANIZATIONS FOUND INNOVATION AND INNOVATIVE APPROACHES IN A SHORT PERIOD OF TIME.

SO WE SAW THINGS DEVELOP QUICKLY. SO ONE THING TO TAKE AWAY APRIL THE PANDEMIC, WE ARE ABLE TO FIND INNOVATIVE SOLUTIONS THAT TRANSFORM OUR ORGANIZATIONS AND OUR WORK, OUR STUDYING CONTEXT.

AND WE WOULD LIKE TO SEE IF WE CAN MAINTAIN THAT LEVEL OF INNOVATION.

WE WANT THIS TO HELP US TO MAKE OUR INSTITUTIONS MORE INCLUSIVE, FOR INSTANCE, I THINK THAT COULD BE A POSITIVE IMPACT.

>> PIERRE: I THINK WE SHOULD CONTINUE TO CONSIDER INCLUSION ONCE WE START REOPENING. SILV?

>> SILV: YES, A LITTLE BIT LIKE JADE SAID. USING BOTH ONLINE AND IN-PERSON INTERACTIONS CAN MAKE SOME MEETINGS MORE ACCESSIBLE. IF A PERSON WOULD LIKE TO USE THE SERVICES THAT WE PROVIDE IN SHERBROOKE BUT THAT PERSON IS IN LAVAL OR MONTREAL, IT IS A BENEFIT.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

WE CAN SEE A POSITIVE ASPECT IN THAT. WE THINK THAT THIS BIMODAL APPROACH IS GOOD. WE THINK THAT HAVING TO WORK REMOTELY OR ATTEND AN EVENT REMOTELY TO ENSURE SAFETY COULD BE A FACTOR OF EXCLUSION. SO WE HAVE TO BE CAREFUL WHEN WE USE THIS DUAL MODE OF ORGANIZATION.

NOW, FOR THE RAINBOW MINDSET, SOME PEOPLE FELT THAT THIS WAS AN APPROPRIATION OF THE RAINBOW.

>> PIERRE: I'M GLAD YOU BROUGHT THAT UP.

>> SOME THOUGHT USING THE RAINBOW WAS A REAPPROPRIATION OF THE LGBTQ+ AS IF WE WERE EXPERIENCING THE SAME THING, BUT WE AREN'T EXPERIENCING THE SAME THING. SOMETIMES DON'T TURN OUT AND WON'T GO WELL. AND WE CAN'T JUST HAVE ASSUMPTIONS THAT THESE INTERSECTIONALITIES ARE THE SAME. WE KNOW THAT THE PANDEMIC HAS ACCELERATED OTHER MENTAL HEALTH ISSUES.

>> PIERRE: LET ME ASK YOU ONE LAST QUESTION. WE HAVE STILL A FEW MINUTES LEFT. IN 10 MINUTES I WILL INTERRUPT YOU, BUT PLEASE DON'T HOLD THIS AGAINST ME.

NOW, TURNING TOWARDS THE FUTURE, WHAT ARE THE SOLUTIONS THAT POST-SECONDARY INSTITUTIONS CAN IMPLEMENT FOR MORE INCLUSION AND TO SUPPORT STUDENTS IN THEIR MENTAL HEALTH CHALLENGES? WHAT CAN ALSO BE PROVIDED THROUGH STUDENT UNIONS AND ASSOCIATIONS? SILV?

>> SILV: YES. FIRST OF ALL, IT IS IMPORTANT TO INCREASE ACCESS TO PSYCHOLOGICAL LOCAL RESOURCES ON CAMPUS AND THESE RESOURCES NEED TO BE ADAPTED TO SEXUAL AND GENDER IDENTITY COMMUNITIES.

WE KNOW THAT NOT EVERYONE HAS A TRANS AFFIRMATION APPROACHES THAT ALLOW INDIVIDUALS TO EXPRESS THEMSELVES FREELY ON GENDER-RELATED ISSUES. THAT'S ONE OF OUR MAIN DEMANDS. WHEN WE KNOW THAT STUDENT SUCCESS IS CLOSELY CONNECTED TO THE WORKING CONDITIONS, IT IS IMPORTANT TO IMPROVE THE WORKING CONDITIONS OF LECTURERS AND ASSOCIATE PROFESSORS.

THIS COULD BE A GOOD SOLUTION FOR MANY SITUATIONS. WE CAN SEE THIS WITH DIFFERENT STRIKES IN THE TEACHING SECTOR.

>> PIERRE: CONSIDERING PRECARITY OF WORK AND THE EMPLOYMENT STATUS. YANNICK, JADE, ALBERT FOR SOLUTIONS.

>> YANNICK: IT IS IMPORTANT TO MAKE RESOURCES AVAILABLE. WE WANT PRACTICAL RESOURCES FOR EVERYONE. WE OFTEN TALK ABOUT STUDENTS, BUT WE SHOULD CONSIDER ALL OF THE OTHER STAKEHOLDERS PROFESSORS, LECTURERS.

WE OFTEN CONSIDER STUDENTS, BUT THE FACULTY ALSO EXPERIENCES THE SAME SITUATION, SO WE HAVE TO CREATE THESE RESOURCES AND MAKE THEM AVAILABLE.

>> PIERRE: THANK YOU, YANNICK. ALBERT?

>> ALBERT: I SHARE EVERYTHING YANNICK AND SILV HAVE SHARED SO FAR. WE HAVE TO INSIST ON PROVIDING A FRAMEWORK FOR REMOTE WORK BECAUSE IT INCREASES THE WORKLOAD. THAT IS SOMETHING WE NEED TO CONSIDER, AND ONCE YOU INCREASE THE WORKLOAD, THERE ARE MORE RISKS OF ENDING UP IN A SITUATION OF DISTRESS AND BURNOUT. I'VE EXPERIENCED THAT THIS WINTER, AND I CAN TELL YOU REMOTE WORK IS DEMANDING.

AND WE HAVE TO CONGRATULATE FACULTY FOR THEIR INCREASED WORKLOAD. WE HAVE TO PROVIDE RESOURCES FOR PEOPLE THAT WORK REMOTELY, FOR LECTURERS. SOME DON'T HAVE THE APPROPRIATE WORKING TOOLS. WE HAVE TO MAKE THESE TOOLS AVAILABLE, AND SOME DON'T HAVE THE RIGHT INTERNET CONNECTION TO WORK FROM HOME.

ALSO BEYOND THE SUPPORT, THERE IS ALSO THE DIFFERENT ORGANIZATIONAL MEASURES. WE NEED TO TRAIN PROFESSORS. WE HAVE TO RAISE THEIR AWARENESS ON THE IMPACT THEY CAN HAVE ON STUDENTS THAT THEY WORK WITH.

SOME PROFESSORS ARE GOOD RESEARCHERS AND GOOD PROFESSORS AND HAVE GOOD INTENTIONS. BUT SOMETIMES THEY HAVE SOME WORDS, SOME ATTITUDES THAT CAN BE HARMFUL. I THINK IT IS IMPORTANT TO MAKE PROFESSORS AWARE OF THE CHALLENGES THAT STUDENTS ARE FACED WITH, ESPECIALLY THE GRADUATE STUDENTS.

IT IS ALSO IMPORTANT TO COMMUNICATE WITH MEMBERS TO SHARE EXPERIENCES, SHARE WHAT WE DO SO WE CAN WORK TOGETHER.

WE USE COLLECTIVE BARGAINING, ONE OF THE GAINS THROUGH COLLECTIVE BARGAINING IN THE LAST BARGAINING ROUND WAS TO REMOVE THE GENDER QUESTION ON CONTRACTS, ALLOWING INDIVIDUALS TO SIGN CONTRACTS WITHOUT INDICATING THEIR GENDER. THESE ARE THINGS THAT MIGHT SEEM TRIVIAL, BUT WE CAN BARGAIN THEM FOR OUR COLLECTIVE AGREEMENTS AND BARGAIN THEM WITH THE EMPLOYER IN ORDER TO LIMIT THE WORKLOAD AND LIMIT THE CERTAIN RISKS THAT PEOPLE ARE FACED WITH IN THE WORKPLACE.

>> PIERRE: SO SOME SMALL ACTIONS CAN HAVE BIG IMPACTS, YES.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

>> JADE: I'D LIKE TO REBOUND ON THE REALITIES OF STUDENTS, LECTURERS AND FACULTY. I, MYSELF, HAVE BEEN A LECTURER. IT IS IMPORTANT TO ACKNOWLEDGE OUR FELLOW HUMAN BEINGS. WE NEED TO PROVIDE SPACES WHERE STUDENTS CAN SHARE THEIR PERSPECTIVES BUT ALSO WORK AT THE DEPARTMENT LEVEL WITH DEPARTMENT MANAGERS AND TO EXPLAIN WHY SERVICES ARE ORGANIZED A CERTAIN WAY, ALSO WORK WITH FACULTY AND LECTURERS.

THE ENTIRE POST-SECONDARY ENVIRONMENT NEEDS TO BETTER COMMUNICATE. WE SHOULD CREATE SPACES TO SHARE, AND THERE SHOULD BE CONNECTIONS BETWEEN THE VARIOUS STAKEHOLDERS. THERE IS VERY IMPORTANT FOR THE NEXT STEPS.

WE ARE ALREADY CONCERNED ABOUT THE FUTURE, SO WE WANT TO WORK TOGETHER TO SEE WHAT WE WILL KEEP, WHAT WE WILL REMOVE. WE ALREADY SPOKE ABOUT USING A HYBRID FORMAT.

WE HAVE TO LOOK AT THE BENEFITS FOR DIFFERENT GROUPS OF HAVING THIS HYBRID APPROACH. WE ALSO TALKED ABOUT ACCESSING SUPPORT. THERE WERE A LOT OF BUDGET CUTS, AND SERVICE PROVIDERS ARE ALSO BURNED OUT. SO WE HAVE TO CONSIDER THE WORKING CONDITIONS OF EVERYONE. BUT WE WANT TO ENSURE THE ACCESSIBILITY OF SUPPORT.

WE HAVE TO ALSO FOCUS ON NETWORKS, AND WE SHOULD ALLOW DIFFERENT GROUPS AND POPULATIONS TO REPRESENT THEMSELVES.

WE ARE SOMETIMES REPRESENTED BY LARGE ORGANIZATIONS. SO FOR SOME TOPICS, WE NEED TO BE REPRESENTED BY OURSELVES, EVEN IF IT IS OUT OF THE SCHOOL CONTEXT, WE NEED THE SUPPORT FOR PARENT STUDENT ASSOCIATION. FOR MYSELF, I DON'T KNOW THE SITUATION OF ALL THE MEMBERS OF MY ASSOCIATION, BUT AS A GROUP, WE NEED CONSULTATIONS, SURVEY, AND WE HAVE A BETTER PICTURE OF EVERYONE'S NEEDS.

BUT FOR THIS, WE HAVE TO COMMUNICATE AND HAVE A DIALOGUE BEYOND THESE TABLES TO NEGOTIATE FOR THE FOLLOWING YEARS.

>> THANK YOU FOR THESE GREAT IDEAS OF SOLUTIONS. I'M SURE A LOT OF PEOPLE WERE TAKING NOTES.

SO FOR THE LAST MINUTE WE HAVE FOR QUESTIONS SO THERE IS A DECONFINEMENT POSSIBLY FOR THE FALL. MAYBE WE'LL BE BACK IN PERSON IN THE FALL. SO HOW DO YOU PERCEIVE THIS GOING BACK TO SCHOOL IN THE FALL, ONE WORD OR TWO IF YOU CAN.

>> SILV: I THINK IT WILL BE POSITIVE.

>> PIERRE: YANNICK?



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive



>> YANNICK: I THINK I'LL SAY WHAT JADE SAID BEFORE, LET'S NOT FORGET WHAT WE LEARNED, BE INCLUSIVE.

>> PIERRE: ALBERT?

>> ALBERT: I'M OPTIMISTIC, AND I THINK THERE IS A LOT OF INNOVATION THAT WILL BE USED TO SUPPORT THE SITUATION.

>> PIERRE: JADE?

>> JADE: WORKING TOGETHER.

>> PIERRE: IT'S GREAT THE HEAR YOU WITH YOUR LAST WORD ON THIS FOR EACH OF YOU. SO I WANT TO AND IT IS THE TIME TO TAKE THE QUESTIONS OF PEOPLE WHO HAVE BEEN LISTENING TO YOU FOR THE LAST HOUR. SO IF YOU HAVE A QUESTION, YOU CAN MAYBE TURN ON YOUR CAMERA, RAISE YOUR HAND, DO ALL OF THE ABOVE. I'LL ALSO CHECK THE LIST OF HANDS RAISED. IT COULD BE FOR THE WHOLE GROUP OR JUST ONE PERSON. IF NOT, I HAVE OTHER QUESTIONS I CAN ASK.

I DON'T SEE ANY HANDS. SO EVERYTHING WAS SAID? IS THAT IT? I HAVE OTHER QUESTIONS, AS I SAID, THAT I CAN ASK. SO IF YOU HAVE A QUESTION, IF YOU'RE VERY DISCIPLINED, YOU CAN RAISE THE HAND.

SOMEONE SAID EARLIER, I DON'T SEE THEIR NAME, THEY SHARED DATA ABOUT THE LGBTQ2+ COMMUNITY. THEY WERE MORE IMPACTED BY BEING FIRED IN THEIR JOBS. THIS IS SOMETHING THAT WE HEAR A LOT. PEOPLE FROM MINORITIES OFTEN HAVE A GREATER IMPACT WHEN THESE THINGS HAPPEN. HAVE YOU HEARD ABOUT THIS?

>> SILV: SO WITH LAYOFFS, FOR EXAMPLE, FROM OUR SIDE, YES. THERE IS A LOT OF DATA THAT SHOW FROM THE SIDE OF MENTAL HEALTH WHAT IS INTERESTING IS A LOT OF STUDIES SHOW THAT MENTAL HEALTH ISSUES FOR TRANS PERSONS IT CREATES AND ARE JOINING THE LEVEL OF THE GENERAL POPULATION WHEN THE RIGHT MEASURES ARE THERE. WHEN THE PRONOUNS AND CHOSEN NAMES ARE RESPECTED, WHEN THAT IS SET UP AND THE PERSON CAN REALLY EXPRESS AND BE THEIRSELVES, THEIR OWN PERSON, THE MENTAL HEALTH STRESS DECREASES. IT JUST PROVES THAT ACCEPTANCE AND INCLUSION IS REALLY IMPORTANT.

>> PIERRE: THANK YOU, JADE. SORRY, I'M PINPOINTING YOU, BUT SAMUEL WAS TALKING ABOUT INTERSECTIONALITY. IT DIDN'T COME OUT IN THE DATA, BUT BEING A WOMAN, A PARENT STUDENT, DOES THIS EXACERBATE CERTAIN ISSUES?

>> JADE: YES, AND I'M HAPPY YOU'RE MENTIONING IT BECAUSE WE'RE SEEING IT A LOT WITH OUR ASSOCIATION AND THE SYSTEMS WE'RE GETTING, AND MYSELF AS A MOTHER AND AS A STUDENT. FOR



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

EXAMPLE, JUST IF WE DON'T HAVE CHILD CARE FOR THE FALL, I'M GOING TO HAVE TO PUT A PAUSE ON MY STUDIES EVEN IF MY KIDS SINCE THEY WERE AN EMBRYO, THEY'VE BEEN ON THE WAITING LIST FOR CHILD CARE.

SO MY PARTNER SAID HE NEVER REALIZED HOW MUCH THERE WAS MORE OF PRESSURE ON ME AS A WOMAN. SAME FOR INTERNATIONAL COLLEAGUES WE SEE IT A LOT, FOR EXAMPLE, A MOTHER STUDENT WHO IS ARRIVING IN THE FALL AND HAS A LOT OF QUESTIONS OF WHAT IS GOING TO HAPPEN WITH THEIR CHILD, FRENCH COURSES, A THREE YEAR OLD, EVEN IF THEY GO ON THE WAITING LIST, THERE WON'T BE SPACE UNTIL THEY START SCHOOL.

SO THIS IS THE SOCIAL NETWORK, THIS PROTECTIVE FACTOR THAT SAMUEL MENTIONED. I HAVE INTERNATIONAL COLLEAGUES THAT ARE EXPERIENCING THIS. LIKE FOR MYSELF, MY CHILD, I DON'T HAVE DAY CARE SPACE FOR HIM. RIGHT NOW HE IS WITH HIS GRANDPARENTS, BUT I HAVE A COLLEAGUE WHO IS A SINGLE MOTHER WHO DOESN'T HAVE THIS SUPPORT NETWORK. IF THE CHILD IS SICK, ETC., SHE HAS TO TAKE CARE OF EVERYTHING SO SHE CAN GO TO WORK OR STUDY THAT DAY.

THERE'S MANY SITUATIONS WHO HAVE TO BE TAKING INTO CONSIDERATION.

>> PIERRE: BEFORE I GO TO YANNICK AND ALBERT, MAYBE I WASN'T CLEAR ENOUGH TO MENTION THAT IT WAS QUESTIONS FOR PARTICIPANTS, FOR THE AUDIENCE. SO IF YOU ARE NOT PART OF THE PANELISTS, YOU CAN ASK YOUR QUESTIONS NOW.

MAYBE YOU HAVE SOME NOW AFTER THE EXTRA THINGS WE ADDED. IF NOT, YANNICK, ALBERT, I HAVE A QUESTION IN MIND.

DID YOU FEEL SUPPORTED BY THE POST-SECONDARY INSTITUTIONS, NOT NECESSARILY FINANCIAL, MAYBE JUST EMPATHY DURING THE PANDEMIC, DID YOU FEEL SUPPORTED? ALBERT?

>> ALBERT: YES. I'M PART OF AN ORGANIZATION OF GRADUATED STUDENTS. IT IS A BIT HARD FOR ME THE TALK BECAUSE I WAS MORE IN THE ACTIONS SIDE OF IT.

I CAN'T PROJECT OR SEE WHAT I DID. MAYBE I FORGOT MYSELF DURING THIS PERIOD, BUT WHAT I WOULD LIKE TO SAY, THE QUESTION OF SUPPORT WAS VERY IMPORTANT IN OUR CASE. SO POST-DOCTORAL INCERTAINS FOR 60 TO 70% OF INTERNATIONAL STUDENTS AND THEY ARE PEOPLE WHO MOSTLY SPEAK ENGLISH. SO IN CERTAIN SITUATIONS, IT IS HARD TO HAVE THEM BE MOBILISED AND KNOW WHAT THEY ARE LIVING. AND OFTEN THE CASES WE HAVE ABUSE FROM IN THE TEACHING CONTEXT. SO WHEN SOMETHING GOES WRONG, THEY WANT TO JUST LEAVE THE COUNTRY. WHAT I CAN ADD ABOUT INTERNATIONAL STUDENTS WHO REPRESENT LOTS OF DIVERSITY IS THE ONES THAT WERE HERE FELT VERY ISOLATED AND WANTED TO GO BACK TO THEIR FAMILIES BECAUSE DURING A CRISIS IS THE MOMENT THAT WE WANT TO BE CLOSE TO OUR FAMILY.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

BUT THAT WAS A FEELING THAT A LOT SIDE, I WOULD LIKE TO BE WITH MY PARENTS, WITH MY FAMILY. SO THE FEELING OF ISOLATION WAS ACCENTUATED EVEN MORE LIKE THIS.

BUT OFTEN WORKING, DOING SMALL JOBS HELPS TO PASS TIME AND THINK ABOUT SOMETHING ELSE. BUT BECAUSE OF THE PANDEMIC, THEY DIDN'T HAVE THIS. A LOT OF THEM WORKED IN HOTELS, RESTAURANTS, BUT THEY LOST JOBS, SO A LOT OF THEM WERE EXPERIENCING THESE THINGS. AND THESE COMMUNITIES OFTEN MEET IN RELIGIOUS CONTEXTS, ALL THIS NO LONGER EXISTED.

SO FOR THEM, THEY FELT ALONE IN THEIR WORLD, IN THEIR LIFE, SOMETHING REALLY TERRIBLE BECAUSE THEY WERE BLOCKED. THEY DIDN'T HAVE SOLUTIONS TO GET OUT OF THIS.

SO I THINK IT IS SOMETHING THAT REALLY IMPACTED STUFF, OUR UNION, ESPECIALLY WITH THE REFORM IN THE PROGRAM QUEBECOIS, THIS REALLY INCREASED THEIR VULNERABILITY. WE TRIED TO SUPPORT THEM AS MUCH AS WE COULD, BUT THERE WERE A LOT OF ISSUES.

THERE WERE INNOVATIONS, GROUPS THAT WERE FORMED TO SUPPORT THESE MEMBERS, BUT IN REALITY, IT IS DIFFICULT TO EXPRESS WHAT THEY WERE LIVING BECAUSE THEMSELVES, IT IS MOSTLY ISOLATION THAT WE WOULD SEE WITHOUT REALLY KNOWING WHAT THEIR DAILY LIVES EXPERIENCES WERE.

>> PIERRE: THANK YOU, ALBERT. WE STILL HAVE A FEW MINUTES SINCE WE STARTED LATE. LAST CHANCE FOR QUESTIONS. TURN ON YOUR CAMERA OR RAISE YOUR HAND.

GOING ONCE, GOING TWICE, THREE TIMES. SO YANNICK, THE CLOSING WORDS. SO YOU TALKED ABOUT REMEMBERING WHAT WE LEARNED IN THE FALL. I FEEL LIKE WE ARE A SOCIETY THAT FORGETS A LOT DESPITE WHAT IS WRITTEN ON OUR CARD.

>> YANNICK: YES, IT IS WHAT WE WOULD LIKE TO REMEMBER WHAT WE LEARNED. WE REALLY CROSSED AN UNPRECEDENTED TIME. WE WENT THROUGH A LOT OF OBSTACLES. I REALLY HOPE THAT WE DON'T FORGET IT AND THAT WE CONTINUE TO BE AS INCLUSIVE AS POSSIBLE. THAT IS MY LAST WORDS ON THIS. WE REALLY WISH FOR THAT TOO, YES.

>> PIERRE: SO WE CAN TRY TO BE POSITIVE DESPITE WHAT WE LIVED AND BE RESILIENT. THANK YOU TO ALL FOUR OF YOU FOR BEING A PART OF THIS EXERCISE. THIS IS ALL THE TIME WE HAD FOR THIS ROUNDTABLE.

SO I'LL PASS THE MICROPHONE TO AGATHE

>> AGATHE: IT IS BREAK TIME, YES, IT IS BREAK TIME. THANKS TO ALL FOUR OF YOU FOR THE TESTIMONIES, FOR WHAT YOU SHARED FOR YOUR TRUST AND SINCERITY. I KNOW IT IS NOT ALWAYS

EASY TO TALK ABOUT YOUR PERSONAL EXPERIENCES EVEN VIRTUALLY IN FRONT OF 60 PEOPLE. I KNOW YOU ARE ALL VERY BUSY, SO THANK YOU FOR HAVING SHARED WITH US.

PIERRE, THANK YOU FOR FACILITATING, FOR YOUR AUTHENTICITY, WE ALWAYS LOVE IT. SO THANK YOU FOR FACILITATING THE ROUNDTABLE.

SO WE'LL HAVE A 13-MINUTE BREAK. THE RBC PRESENTATION WILL BE 50 MINUTES STARTING AT 11.

DURING THE BREAK, WE WILL HAVE THE SLIDE WITH HELP RESOURCES ON SCREEN, AND YOU CAN ALSO WRITE TO ME IN PRIVATE IF YOU NEED TO. AND THANK YOU TO EVERYONE. WE WILL BE BACK AT 11.

[BREAK UNTIL 11]

>> AGATHE: WE ARE READY TO CONTINUE. I'LL ASK HELENE TO STOP THE SCREEN SHARE.

SO WE WILL CONTINUE WITH THE PRESENTATION OF THE RBC MENTAL HEALTH CENTRE. WE WILL CONTINUE FELIX GUAY-DUFOUR, WHO IS THE COORDINATOR. HE HAS THE MENTAL HEALTH PROGRAM IN THE EASTERN TOWNSHIP. HE IS COMPLETING AT THE UNIVERSITY OF SHERBROOKE. HE IS ALSO HAS A COURSE ON WELLNESS IN THE EDUCATION SECTOR AT SHERBROOKE.

THE EDUCATION'S MISSION IS TO CONTRIBUTE TO THE WELLNESS OF INDIVIDUALS AND ORGANIZATIONS. THANK YOU VERY MUCH, FELIX, FOR ACCEPTING OUR INVITATION. I WILL IMMEDIATELY LET YOU SHARE YOUR SCREEN.

YOUR PRESENTATION WILL LAST 50 MINUTES. AND AFTER THE 50 MINUTES, THERE WILL BE A Q AND A SESSION. YOU CAN ALWAYS ASK YOUR QUESTION NOVA SCOTIA THE Q & A OR IN THE CHAT.

>> FELIX: THANK YOU VERY MUCH, FOR THE PRODUCTION. I WANT TO ACKNOWLEDGE I'M ON THE TRADITIONAL UNCEDED LANDS IN ABENAKI. I'M WEARING A STRIPED BLUE AND GRAY SHIRT. I'M WEARING GLASSES. I HAVE BROWN HAIR AND BROWN EYES. I WON'T TELL YOU THE COLOUR OF MY PYJAMA BOTTOMS BECAUSE YOU CAN ONLY SEE MY FACE ON SCREEN.

I AM HAPPY TO TALK TO YOU ABOUT MENTAL HEALTH AND WELLNESS. BEFORE I PROCEED WITH MY PRESENTATION, I'D LIKE TO SHARE A FEW WORDS ON THE RBC UNIVERSITY MENTAL HEALTH EXPERT CENTRE. YOU MIGHT NOT BE FAMILIAR WITH THIS EXPERT CENTRE. WE ARE NOT A RESEARCH CENTRE.

OUR MISSION AT THE RBC EXPERTISE CENTRE IS TO CREATE PROJECTS FROM THE GRASSROOTS. WE WORK ON THE NEEDS FELT ON THE GROUND. OUR GOAL IS TO FOSTER COLLABORATION BETWEEN STAKEHOLDERS IN THE SECTOR AND CREATE BRIDGES WITH THE ACADEMIC SECTOR TO INFLUENCE PRACTICES ON THE GROUND.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

SINCE THE CREATION OF OUR CENTRE IN 2016, WE HAVE DEVELOPED DIFFERENT PROJECTS SUCH AS AN ANXIETY PREVENTION PROJECT THAT WAS IMPLEMENTED IN HIGH SCHOOLS IN THE REGION AND EVENTUALLY WILL BE IMPLEMENTED ALL THROUGHOUT QUEBEC.

AS A PROJECT COORDINATOR, I PROMOTE MENTAL HEALTH WELLNESS AND THE TEACHINGS IN THE EASTERN TOWNSHIPS.

NOW LET ME SHARE WITH YOU THE GOALS OF MY PRESENTATION FOR THE NEXT 50 MINUTES. I WILL START BY DEFINING MENTAL HEALTH AND ITS MAIN DETERMINANTS. I WILL GO THROUGH THIS QUICKLY SINCE SAMUEL SET THE TABLE THIS MORNING. I STILL WOULD LIKE TO FOCUS ON SOME CONCEPTS. I WANT TO SHARE WITH YOU SOLUTIONS TO TAKE CARE OF WELLNESS IN DIFFERENT AREAS.

MY THIRD OBJECTIVE IS TO IDENTIFY SERVICES AND RESOURCES AVAILABLE IN CASE OF NEED. I WILL TALK ABOUT THE SERVICES AND RESOURCES YOU CAN ACCESS.

I WILL ASK A FEW QUESTIONS THROUGHOUT MY PRESENTATION TO MAKE THIS MORE INTERACTIVE. YOU CAN ANSWER MY QUESTIONS IN THE CHAT. THIS WILL MAKE MY PRESENTATION A LITTLE BIT MORE INTERACTIVE IN ORDER FOR US TO HAVE A TWO-WAY CONVERSATION.

I WILL START BY DEFINING MENTAL HEALTH. BEAR WITH ME AS I OPEN THE CHAT.

NOW, SHARE IN THE CHAT WHAT WORDS COME TO MIND WHEN I TALK ABOUT MENTAL HEALTH.

THE RBC CENTRE HAS ITS OWN DEFINITION OF MENTAL HEALTH, BUT WHAT COMES TO MIND WHEN YOU HEAR THE TERM "MENTAL HEALTH?" WELLNESS, DEPRESSION, ANXIETY. WELLNESS, FREEDOM.

WELLNESS IS A TERM THAT WE OFTEN ASSOCIATE WITH MENTAL HEALTH. WOULD ANYBODY ELSE LIKE TO ADD OTHER TERMS? BALANCE, THAT IS VERY INTERESTING.

THERE ARE DIFFERENT WAYS TO DEFINE MENTAL HEALTH DEPENDING ON THE AUTHOR'S DEFINITION VARIES.

WE LIKE TO USE THE WHO'S DEFINITION OF MENTAL HEALTH. IT SAYS THAT MENTAL HEALTH IS A STATE OF WELLNESS THAT ALLOWS ALL INDIVIDUALS TO REACH THEIR FULL POTENTIAL TO DEAL WITH CHALLENGES IN EVERYDAY LIFE WITHOUT BECOMES DISORGANIZED.

SO MENTAL HEALTH ALLOWS INDIVIDUALS TO OVERCOME CHALLENGES. IN THAT CASE, MENTAL HEALTH IS MORE THAN JUST THE ABSENCE OF MENTAL ILLNESS. MENTAL HEALTH ALLOWS INDIVIDUALS TO REACH THEIR FULL POTENTIAL.

THIS BRINGS INTERESTING NUANCES IN MENTAL HEALTH. WHEN WE HEAR MENTAL HEALTH, WE OFTEN ASSOCIATE THIS WITH ANXIETY AND DEPRESSION WHICH ARE MENTAL HEALTH CHALLENGES. THERE IS AN IMPORTANT DISTINCTION TO MAKE BETWEEN MENTAL HEALTH DISORDERS AND MENTAL HEALTH AS WE DEFINE IT HERE.

SO THIS GRAPH WITH TWO AXIS SHOW US THAT MENTAL HEALTH HAS ONE FOCUS ON OPTIMAL HEALTH BUT ALSO THE ABSENCE OR PRESENCE OF MENTAL HEALTH DISORDERS.

THIS DISTINCTION IS VERY IMPORTANT TO KEEP IN MIND THAT THERE IS NOT JUST ONE DIMENSION IN MENTAL HEALTH. HERE I WOULD LIKE TO REPEAT SOME OF THE FACTORS THAT SAMUEL PRESENTED THIS MORNING. IN ALL THE FACTORS THAT INFLUENCE OUR MENTAL HEALTH, SOME FACTORS BELONG TO INDIVIDUALS AS OUR INDIVIDUAL COMPLEX, AND SOME WILL BE RELATED TO THE ENVIRONMENT. SAMUEL EXPLAINED SOME OF THESE UNIVERSITY CONTEXT FACTORS BUT ALSO PSYCHOSOCIAL SKILLS THAT NEED TO BE DEVELOPED TO PROTECT AGAINST MENTAL HEALTH DISORDERS. WE OFTEN CALL THEM SOCIAL EMOTIONAL SKILL, TRANSVERSAL SKILL, SOFT SKILLS AS WELL WHICH ARE ALL DIFFERENT FORMS OF SKILLS THAT ALLOW INDIVIDUALS TO OVERCOME EVERYDAY CHALLENGES.

THIS INCLUDES STRESS MANAGEMENT SKILL, SELF-ESTEEM. IN OTHER WORDS, TO BE ABLE TO SEE OUR STRENGTHS AND OUR WEAKNESS OR OUR VULNERABILITY, EMOTIONAL REGULATION IS ALSO PART OF THESE SKILLS. EVEN IF THE WHO HAS BEEN REPEATING THE IMPORTANCE OF DEVELOPING THESE SKILLS AT A VERY YOUNG AGE AND THIS SHOULD BE PART OF THE CURRICULUM FROM PRESCHOOL LEVELS. WE SEE THAT QUEBEC IS SLIGHTLY BEHIND IN DEVELOPING THESE SKILLS. IT IS NOT AS IMPORTANT AS IN OTHER COUNTRIES WHERE THERE IS A LOT OF FOCUS ON PSYCHOSOCIAL SKILLS.

THIS IS AN IMPORTANT LEVER FOR MENTAL HEALTH, TO THAT WE CAN ADD OTHER FACTORS THAT SAMUEL SHARED THIS MORNING.

SO THESE ARE THE MAIN FACTORS THAT WE STUDY WHEN WE LOOK AT THE MENTAL HEALTH OF UNIVERSITY STUDENTS.

MY GOAL FOR THIS PRESENTATION IS NOT TO MAKE YOU EXPERTS IN MENTAL HEALTH BUT TO GIVE YOU SOME FOUNDATIONS TO DETERMINE IF THERE IS A MENTAL HEALTH ISSUE TO DETERMINE WHAT IT IS AND TO FIND WHEN IT IS IMPORTANT TO SEEK HELP AND WHEN IT IS IMPORTANT TO ENCOURAGE OUR CLOSE ONES TO SEEK HELP.

THE MOST COMMON MENTAL HEALTH CHALLENGES IN THE OVERALL POPULATION ARE ANXIETY AND DEPRESSION WHICH ARE WELL DOCUMENTED IN THE LITERATURE.

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

NOW, THE WAY WE OBSERVE THESE SYMPTOMS, WE ANALYZE PHYSICAL SIGNS. ANXIETY CAN BE ACCOMPANIED WITH FATIGUE. WHEN INDIVIDUALS EXPERIENCE ANXIETY OR PANIC ATTACKS, THERE IS AN ACCELERATION OF THE HEART RATE, MUSCLE TENSION, DIFFICULTY BREATHING. THESE SIGNS CAN CHANGE FROM ONE INDIVIDUAL TO ANOTHER BUT THESE ARE GENERAL SIGNS OF ANXIETY BUT THEY ARE ALSO PSYCHOLOGICAL SIGNS THAT ARE VERY IMPORTANT WITH ANXIETY.

PSYCHOLOGICAL SIGNS WILL BE CONCERNS, FEARS, UNREALISTIC ANGUISH, THE FEAR OF DYING WHICH IS NOT ALWAYS REALISTIC IF A SPACE IS SAFE.

OBVIOUSLY, THESE SIGNS ARE ON A CONTINUUM, AND THEY CAN BE MODERATE TO SEVERE. NORMALLY IF THERE IS AN EXAM AT THE END OF THE WEEK, INDIVIDUALS CAN EXPERIENCE STRESS. THAT IS ANXIETY.

IF WE LOOK AT THE PHYSICAL SIGNS OF DEPRESSION, THERE ARE SIMILAR SIGNS AS WITH ANXIETY. THERE IS FATIGUE, BUT FATIGUE IS VERY IMPORTANT WITH DEPRESSION AND THE LACK OF ENERGY ARE SIGNS OF DEPRESSION. THIS ALSO CHANGES APPETITE, EITHER INCREASE OR DECREASE OF APPETITE AND ALSO SOMATIC PAIN AND OTHER FORMS OF PHYSICAL PAIN.

THERE ARE ALSO PSYCHOLOGICAL SIGNS SUCH AS DEEP SADNESS, A LOT IN INTEREST IN EVERYDAY ACTIVITIES, A LOWER SELF-ESTEEM, AND THIS CAN GO ALL THE WAY TO SUICIDAL IDEATION.

I COULD HAVE GIVEN YOU A FULL PRESENTATION ON ANXIETY OR DEPRESSION, BUT I WANTED TO SKIM THESE CONCEPTS TO GO THROUGH THE IMPORTANT ELEMENTS WITH YOU.

I WILL ALSO PROVIDE RESOURCES IF YOU WOULD LIKE TO LEARN MORE ABOUT THIS. IT IS ALSO INTERESTING TO SEE WHY THESE DAYS THERE IS A STRONG FOCUS ON ANXIETY BECAUSE ANXIETY IS PREVALENT, AND ANXIETY CAN LEAD TO DEPRESSION.

ANXIETY IS AN ISSUE THAT GOES HAND IN HAND WITH OTHER PSYCHOLOGICAL DISORDERS.

NOW, WHEN DO THESE DISORDERS BECOME PROBLEMATIC? IT IS NORMAL TO EXPERIENCE ANXIETY OR EVEN DEPRESSION IN SOME SITUATIONS. BUT IT IS IMPORTANT TO KNOW WHEN IS IT IMPORTANT TO SEEK HELP?

FIRST QUESTION, ARE THESE SYMPTOMS RECURRENT AND PERSISTENT OVER TIME? IF YOU ARE DEALING WITH A LOSS, IT IS NORMAL TO GRIEVE. YOU CAN ALSO LOSE SOME MOTIVATION, AND THESE REACTIONS ARE COMPLETELY NORMAL.

BUT IF THE SYMPTOMS PERSIST OVER TIME, THAT IS WHEN IT IS A DISORDER AND A MENTAL HEALTH ISSUE OR CHALLENGE.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

THERE IS ALSO THE INTENSITY OF SUFFERING. IN THE SUFFERING IS VERY INTENSE, AND IF THE SYMPTOMS HINDER OUR NORMAL FUNCTIONING IN OUR DAILY ACTIVITIES, THAT CAN BE PROBLEMATIC, AND IT IS IMPORTANT TO SEEK HELP IN THIS CASE.

ALSO WHEN INDIVIDUALS EXPERIENCE MENTAL HEALTH CHALLENGES, THEY WILL LEAD TO BEHAVIOURAL CHANGES. WE MIGHT EVEN NOTICE CHANGES IN THE PERSONALITY. WE CAN SEE PEOPLE THAT BECOME MORE IRRITABLE. THESE QUESTIONS ARE IMPORTANT TO ASSESS OUR OWN MENTAL HEALTH AND ASSESS THE MENTAL HEALTH OF OTHERS.

NOW, WE CAN'T TALK ABOUT MENTAL HEALTH WITHOUT TALKING ABOUT STRESS. STRESS AND ANXIETY ARE THINGS THAT WE TRY TO ELIMINATE BECAUSE THEY ARE NEGATIVE. BUT I WOULD LIKE TO BRING SOME NUANCE. STRESS CAN BE POSITIVE IF IT IS WELL DOSED. WE NEED A CERTAIN AMOUNT OF STRESS TO GET ACTIVE AND PERFORM. SO YOU CAN SEE THIS REVERSE BELL CURVE WHERE STRESS CAN HAVE AN OPTIMAL LEVEL. BUT TOO MUCH STRESS WILL LEAD TO FATIGUE AND DISORGANIZATION. BUT A LACK OF STRESS WILL LEAD TO TIREDNESS AND BOREDOM. THEREFORE, INDIVIDUALS IDEALLY SHOULD BE IN AN OPTIMAL STRESS SITUATION.

WE DEFINE MENTAL HEALTH AS A STATE OF WELLNESS. MANY STUDIES HAVE BEEN CONDUCTED ON WELLNESS THE SEE WHAT ARE THE MAIN FACTORS THAT INFLUENCE WELLNESS. THERE ARE THREE MAIN CATEGORIES OF WELLNESS. THERE IS THE GENETIC COMPOSITION THAT WILL INFLUENCE OUR WELLNESS. THERE ARE EXTERNAL FACTORS, AND THE VOLUNTARY ACTIONS AND PRACTICES OVER WHICH WE HAVE AGENCY.

THERE WAS A STUDY BY LYUBOMIRSKY, ET AL., AND THIS STUDY ATTEMPTED TO DETERMINE WHAT IS THE PROPORTION OF THE DIFFERENT FACTORS?

SO THESE THREE CATEGORIES, WHAT IS THEIR PROPORTION? DO YOU THINK, A, 70% AND 20% AND 10% GENES, VOLUNTARY ACTIVITIES OF ACTIVITIES WHICH WE HAVE AGENCY.

40%, GENES, 40% EXTERNAL AND 20% ACTIVITIES OR C, 50% GENETICS, 10% ACTIVITIES OR 40% VOLUNTARY ACTIVITIES.

PLEASE ANSWER IN THE CHAT. I SEE C. WOULD ANYBODY ELSE WANT TO ANSWER ANYTHING ELSE? B, B, B SEEMS TO BE POSSIBLE. C AND B. SO IT SEEMS TO BE HESITATION BETWEEN B AND C. I'LL LET YOU PUT IN YOUR ANSWERS BEFORE I REVEAL THE ANSWER.

SO THE ANSWER, ACCORDING TO THIS LARGE-SCALE STUDY WHICH IS OFTEN CITED, IS C. 50% OF OUR WELLNESS WOULD BE RELATED TO OUR GENETIC COMPOSITION, 40% OF VOLUNTARY ACTIVITIES AND ONLY 10% EXTERNAL CIRCUMSTANCES. SO IT IS SURPRISING HOW THE GENETICS IMPACT AND WE DON'T HAVE CONTROL OVER OUR GENES.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive



WHAT IS INTERESTING AND SURPRISING, 40% OF OUR WELLNESS IS RELATED TO BEHAVIOURS AND ACTIVITIES OVER WHICH WE HAVE AGENCY AND ONLY 10% RELATED TO EXTERNAL CIRCUMSTANCES, WHEREAS IN REALITY WE OFTEN ASSOCIATE OUR NEGATIVE WELLNESS TO LIFE CIRCUMSTANCES, WHEREAS IT IS ONLY ABOUT 10% RELATED TO THAT.

SO THERE ARE DIFFERENT CONCLUSIONS WE CAN DRAW FROM THIS. THAT IS WE HAVE MORE POWER THAN WE THINK IN INFLUENCING OUR WELLNESS COMPARED TO THE INFLUENCE OF EXTERNAL CIRCUMSTANCES, WHICH LEADS ME TO THE NEXT PART OF MY PRESENTATION.

HERE WE WILL EXPLORE HOW WE CAN TAKE CARE OF WELLNESS AND PREVENT MENTAL HEALTH CHALLENGES. WE WILL LOOK AT THE DIFFERENT MENTAL HEALTH CHALLENGES, HOW WE CAN IDENTIFY THEM. BUT TO BE EVEN MORE EFFICIENT, WE HAVE TO WORK ON THESE CHALLENGES UPSTREAM.

SO I WILL PRESENT THE SIX AREAS OF WELLNESS. THIS MODEL HAS BEEN CONCEPTUALIZED AT OUR EXPERTISE CENTRE BASED ON STUDIES COVERING THIS TOPIC.

WELLNESS HAS DIFFERENT FACTORS AND DIFFERENT DIMENSIONS. IT IS IMPORTANT TO FEED EACH DIMENSION AND CULTIVATE EACH DIMENSION TO MAINTAIN A GOOD BALANCE. SOMEONE MENTIONED IN THE CHAT WHEN WE HEAR MENTAL HEALTH, WE ASSOCIATED MENTAL HEALTH WITH BALANCE. BALANCE IS IN FACT CRUCIAL.

WHAT WE HAVE EXPERIENCED IN THE PAST YEAR, WE WERE ALL DISRUPTED. OUR MENTAL HEALTH HAS BEEN IMPACTED BY ALL THESE CHANGES WHICH CAN MAKE A DIFFERENCE FOR SOME INDIVIDUALS. SOME INDIVIDUALS THAT HAD WORKED ON ALL OF THESE AREAS OF WELLNESS AND HAVEN'T FELT AS A BIG IMPACT ON THEIR MENTAL HEALTH BALANCE COMPARED TO PEOPLE THAT FOCUSED ALL THEIR EFFORTS IN ONE AREA, LET'S SAY THEY INVESTED ALL THEIR ENERGY IN THEIR CAREER. IF THEY WERE LAID OFF IN THE PAST YEAR, OBVIOUSLY THE PANDEMIC HAD A BIGGER IMPACT ON THEIR MENTAL HEALTH.

NOW I WOULD LIKE TO BREAK DOWN THESE DIFFERENT AREAS OF MENTAL HEALTH, AND I WILL GIVE YOU SOME STRATEGIES TO CULTIVATE WELLNESS IN THE RELATIONAL AREA.

IT IS IMPORTANT TO FOCUS ON RELATIONSHIPS WITH OTHERS AND RELATIONSHIPS WITH OURSELVES. AND TO DEVELOP THIS AREA, THERE ARE DIFFERENT STRATEGIES, THERE ARE DIFFERENT ACTIVITIES TO ALLOW US TO CONTACT OTHER PEOPLE, TO GET ENGAGED WITH OTHER PEOPLE.

THERE ARE DIFFERENT STRATEGIES ALSO TO ENSURE THE QUALITY OF THESE RELATIONSHIPS BECAUSE QUANTITATIVE IS ONE THING, BUT QUALITY IS ANOTHER. THERE ARE DIFFERENT PRACTICES WE CAN IMPLEMENT TO ENGAGE WITH OTHERS, DIFFERENT WAYS TO BE MORE AUTHENTIC IN OUR



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

RELATIONSHIPS AND FOSTER THESE RELATIONSHIPS OR DIFFERENT STRATEGIES THAT YOU MEET FRIENDS, TO DO VOLUNTEER WORK, TO BE ENGAGED IN THE COMMUNITY AND ALSO THERAPEUTIC RELATIONSHIPS CAN HELP US HAVE A BETTER RELATIONSHIP WITH OURSELVES AND WITH OTHERS.

NOW, FOR THE PHYSICAL AREA OF WELLNESS, THIS IS A BIT MORE OBVIOUS, BUT HAVING HEALTHY LIFESTYLES AND A POSITIVE SELF-ESTEEM. THERE ARE DIFFERENT STRATEGIES TO MAINTAIN YOUR PHYSICAL HEALTH, TO STAY ACTIVE, TO HAVE A GOOD DIET. IN THIS CASE, IT IS NOT NECESSARILY HIGH PERFORMANCE OR HAVING VERY STRICT DIETS, BUT RATHER PRACTICES THAT GIVE US A POSITIVE SELF-ESTEEM AND MAINTAIN AN ACCEPTABLE PHYSICAL CONDITION.

TAKE TIME. COOKING A MEAL IS SOMETHING THAT ALLOWS US TO HAVE OUR PHYSICAL WELLNESS OR INSTEAD OF EATING AND MULTITASKING AND DIVIDING OUR ATTENTION, THIS HAS A NEGATIVE IMPACT ON OUR PHYSICAL WELLNESS.

NOW FOR THE EMOTIONAL AREA. THE CAPACITY TO IDENTIFY, REGULATE AND ACCEPT ONE'S EMOTIONS IN AND THE CAPACITY TO MANAGE STRESS. HERE ARE SOME STRATEGIES THAT INDIVIDUALS CAN IMPLEMENT TO FOSTER EMOTIONAL WELLNESS. THERE IS MINDFULNESS PRACTICES, FOR INSTANCE, SUCH AS MEDITATION, SELF-GUIDED MEDITATION. THERE ARE DIFFERENT FORMS OF MEDITATION AS WELL.

THERE IS ALSO YOGA, CARDIAC CONSISTENCY ACTIVITIES, DIFFERENT WAYS TO ENSURE A GOOD EMOTIONAL WELLNESS.

I ALSO WANT TO SHARE HERE A LINK TO A SERIES OF 16 VIDEOS PRESENTING DIFFERENT TOOLS. THERE ARE MEDICATION STRATEGIES BUT DIFFERENT VIDEOS ON CULTIVATING SOCIAL AND EMOTIONAL INTELLIGENCE WITH SOME PRACTICAL EXERCISES TO DEVELOP SOCIAL EMOTION SKILLS AND PSYCHOSOCIAL SKILLS. AND THERE IS THE SPIRITUAL DIMENSION OF WELLNESS OF ADOPTING BELIEF, VALUES OR PRINCIPLES THAT GIVE A MEANING TO LIFE.

THERE ARE DIFFERENT WAYS TO CULTIVATE SPIRITUAL WELLNESS, TO READ PHILOSOPHY BOOKS OR SPIRITUAL BOOKS, TO HAVE REFLECTIONS AND INSIGHT ABOUT OUR LIVES, HAVING A DIARY. THERE ARE DIFFERENT EXERCISES TO DEVELOP OUR INTERNAL COMPASS IN ORDER TO CONSISTENT WITH OUR VALUES.

THEN THERE IS THE CREATIVE AND INTELLECTUAL DIMENSION OF WELLNESS, THE CAPACITY OF BEING CREATIVE, TO THINK DIFFERENTLY TO STIMULATE CURIOSITY AND LEARN NEW THINGS, TO CULTIVATE CREATIVE AND INTELLECTUAL WELLNESS, HERE ARE SOME STRATEGIES.

THESE ARE JUST SOME EXAMPLES OF STRATEGIES, OBVIOUSLY THERE ARE MANY OTHERS. YOU DON'T HAVE TO USE THE STRATEGIES I'M PRESENTING HERE.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

THERE ARE ARTISTIC PRACTICES, LISTENING OR PLAYING MUSIC, WATCH A MOVIE OR A PLAY, DANCE, WRITE, DRAW, CREATE.

A LOT OF RESEARCH SHOWS THE RELATIONSHIP BETWEEN BEING IN NATURE AND WELLNESS, OF ENJOYING SOME TIME IN NATURE AND THE POSITIVE IMPACT ON WELLNESS, ALL THESE PRACTICES CAN WITH BENEFICIAL.

AND FINALLY, THERE IS THE PROFESSIONAL AND ACADEMIC COMMENCE OF WELLNESS WHICH WOULD BE THE CONSISTENCY BETWEEN SKILLS, VALUES, WORK, AND PROFESSIONAL DEVELOPMENT.

THE FACT OF WRITING SOME SUCCESSES IN A DIARY, THIS COULD BE A GOOD STRATEGY.

IT IS NORMAL TO FOCUS IN A DIARY ON OUR FAILURES, BUT WE DON'T SPEND ENOUGH TIME FOCUSSING ON OUR ACHIEVEMENTS AT WHICH TIME IT IS GOOD TO WRITE DOWN IN A DIARY A SUCCESS OR CHOOSING A POSITION THAT IS CONSISTENT WITH OUR VALUES.

TEAM WORK, TEAM WORK CAN FEED THIS FEELING OF COMPETENCY AND ALSO WORKING THE OTHERS TO BOTH NAME THE STRENGTHS OF OTHERS AND IDENTIFY OUR OWN STRENGTHS WHICH IS A WAY TO CULTIVATE THIS.

SO WHAT TO REMEMBER TO CULTIVATE YOUR WELL-BEING TO BETTER FACE ALL THE CHALLENGES IN LIFE, FOR EXAMPLE, THE PANDEMIC. SO THESE ARE PILLARS AND THE BETTER THEY ARE BUILT, THE BETTER WE CAN FIND THIS BALANCE.

SO THE SAME STRATEGIES WON'T WORK FOR EVERYONE, YOU HAVE TO REMEMBER THAT.

SO YOU HAVE TO EXPLORE AND EXPERIMENT TO SEE WHAT WORKS FOR YOU. SO SOMETIMES IT TAKES TIME TO ADOPT CERTAIN STRATEGIES, SO YOU HAVE TO BE PATIENT. MEDITATION FOR ME IS AN EXAMPLE OF THAT. SO YOU HAVE TO HAVE STRATEGY AND PERSEVERE.

ANOTHER PILLAR THAT IS SCIENTIFICALLY PROVEN IS TO IDENTIFY STRENGTHS AND USE THEM DAILY. THAT HAS AN IMPACT ON YOUR FEELING OF BEING COMPETENT AND YOUR WELL-BEING.

SO TAKING TIME TO THINK ABOUT YOUR ACTIONS AND YOUR STRENGTHS. THERE ARE ONLINE TESTS AS WELL TO HELP YOU GAIN MORE KNOWLEDGE ABOUT WHAT YOUR SKILLS ARE. SO THERE IS A LINK HERE ON A SCIENTIFICALLY-PROVEN TEST THAT WILL HELP YOU IDENTIFY YOUR STRENGTHS.

SO THAT IS IT FOR THIS PART ON HOW TO CULTIVATE OUR WELL-BEING. AND NOW THIS BRINGS ME TO THE THIRD AND LAST PART OF MY PRESENTATION WHICH IS ABOUT KNOWING THE RESOURCES AND TOOLS THAT ARE AVAILABLE FOR MENTAL HEALTH.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

IT WON'T BE AN EXHAUSTIVE, FULL PRESENTATION OF EVERYTHING THAT EXISTS. BUT I WILL SHARE SOME OF THE CENTRAL ONES, ACCORDING TO ME, SOME RESOURCES THAT ARE REALLY SCIENTIFICALLY PROVEN AND BACKED UP BY THE LITERATURE.

SO IT IS REALLY IMPORTANT WHEN YOU ARE LOOKING AT RESOURCES TO FIND SOMETHING THAT IS SCIENTIFICALLY PROVEN. THERE IS A LOT OUT THERE ON THE INTERNET AND NOT EVERYTHING IS REALLY SCIENTIFICALLY PROVEN OR EFFECTIVE. SO IT IS IMPORTANT TO LOOK THAT UP.

SO FIRST OF ALL, RESOURCES THAT EVERYONE CAN HAVE ACCESS TO THAT YOU CAN GET ON THE INTERNET, AVAILABLE ON UNIVERSITY CAMPUSES, FROM ONE UNIVERSITY TO ANOTHER, THAT CAN VARY, IT CAN BE DIFFERENT.

HOWEVER, IN GENERAL, MOST CAMPUSES HAVE HEALTH SERVICES WITH DOCTORS, NURSES, WHERE YOU CAN GET APPOINTMENTS. SO I INVITE YOU TO LOOK THAT UP ON YOUR UNIVERSITY'S WEBSITE.

IT IS REALLY PART OF THE RESOURCES OFFERED BY UNIVERSITIES OFTEN. ALSO SELF-CARE TOOLS, VIDEO CLIPS, MOBILE APPLICATIONS, STRESS MANAGEMENT EXERCISES ARE OFTEN ON UNIVERSITY WEBSITES.

PSYCHOSOCIAL SERVICES AS WELL INCLUDING PSYCHOLOGICAL CONSULTATIONS WITH A PSYCHOLOGIST OR A SOCIAL WORKER. SOME UNIVERSITIES OFFER GROUP THERAPIES. YOU CAN SHARE WITH PEOPLE EXPERIENCING SIMILAR THINGS AS YOU ARE. I INVITE YOU TO LOOK THAT UP ON THE WEBSITES, YOUR UNIVERSITY WEBSITES OF WHAT IS AVAILABLE BECAUSE OFTEN YOU DON'T EVEN KNOW ABOUT ALL THE RESOURCES THAT ARE AVAILABLE.

SO THAT IS REALLY ONE OF THE MOST IMPORTANT THINGS. WE'RE SO BOMBARDED WITH INFORMATION, IT IS HARD TO KNOW WHAT THERE IS.

SO I'LL TALK ABOUT THREE SERVICES/TOOLS THAT ARE REALLY INTERESTING TO ACCOMPANY US IF WE ARE EXPERIENCING A MENTAL HEALTH ISSUE OR IF WE WANT TO SUPPORT SOMEONE WHO IS GOING THROUGH THAT. SUICIDE.CA FOR SUICIDE PREVENTION BUT A LOT MORE. THERE IS TOOLS, THERE IS A PLATFORM AS WELL, AND ANOTHER WEBSITE CALLED GOING BETTER IN MY WAY IS THE TRANSLATION. SO SUICIDE.CA, IT OFFERS SUPPORT BY CHAT WEDNESDAYS TO SUNDAY BETWEEN 4:00 P.M. AND 11:00 P.M. THERE ARE PROFESSIONALS YOU CAN TALK TO. IT IS VERY ACCESSIBLE THE SUPPORT ON THE WEBSITE. THERE IS LOTS OF INFORMATION, PRACTICAL INFORMATION ABOUT MENTAL HEALTH AND ALSO HOW TO ACCOMPANY SOMEONE WHO MIGHT HAVE SUICIDAL IDEATION. A LOT OF INFORMATION ON ANXIETY, DEPRESSION, SO I INTRODUCED A LITTLE BIT OF NOTIONS ON THIS, BUT THERE IS EVEN MORE ON THIS WEBSITE IF YOU WANT TO RESEARCH THIS MORE. TOOLS TO TAKE CARE OF YOUR MENTAL HEALTH, ALL THOSE FEARS I TALKED ABOUT.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

IF YOU GO ON THE SITE, YOU'LL SEE THE INTERFACE. IT LOOKS LIKE THIS. IT IS PRETTY INTUITIVE. IF YOU ARE A PERSON WHO IS THINKING ABOUT SUICIDE, THERE IS A SECTION FOR THAT. IF YOU ARE WORRIED FOR A LOVED ONE OR IF YOU ARE SOMEONE WHO IS MOURNING AFTER SOMEONE WHO COMMITTED SUICIDE, SO THERE IS ALSO THE CHAT SERVICE, AS I SAID. BUT YOU CAN ALSO CALL 24/7. SO THE WEBSITE, WHAT IS INTERESTING ABOUT THE WEBSITE, IT HELPS YOU BETTER UNDERSTAND MENTAL HEALTH ISSUES, ISSUES AROUND SUICIDE. YOU CAN INFORM YOURSELF OR ON THE SUBJECT, IT ALSO OFFERS RESOURCES, THE MOST RELEVANT ONES HERE IF YOU NEED IMMEDIATE SUPPORT.

THE 811, WE OFTEN THINK THAT IT IS ONLY FOR PHYSICAL ISSUES, BUT, NO, IT IS ALSO POSSIBLE TO TALK ABOUT A MENTAL HEALTH PROFESSIONAL. AND OFTEN IF YOU DON'T KNOW WHAT RESOURCE TO USE, YOU ARE LIVING THROUGH SOMETHING, BUT YOU DON'T KNOW WHAT IS ACCESSIBLE TO YOU, 811 IS REALLY DONE FOR THAT. THE PROFESSIONAL WILL HELP YOU IDENTIFY WHAT YOUR NEEDS ARE AND REFER YOU TO THE APPROPRIATE RESOURCES.

THERE'S ALSO TOOLS, LIKE I SAID, A TOOLBOX AVAILABLE ACCORDING TO YOUR NEEDS. IT ALLOWS YOU TO SELF-EVALUATE YOUR MENTAL HEALTH. THERE ARE QUESTIONS HERE THAT WILL HELP YOU BETTER UNDERSTAND YOUR MENTAL HEALTH STATE. AND THEN ACCORDING TO YOUR STATE, IT WILL GIVE YOU STRATEGIES TO HELP YOU TAKE CARE OF YOUR MENTAL HEALTH, SO VERY INTERESTING AS A TOOL. IT IS ALSO OFFERED ON THE PHONE APP. IT LOOKS LIKE THIS, THE INTERFACE. IT IS VERY INTUITIVE AS AN APP AND RESOURCE.

ANOTHER RESOURCE, THERAPPX, A LOT OF PEOPLE END UP FINDING TOOLS AND APPS TO HELP THEM MANAGE THEIR STRESS, THEIR ANXIETY, APPLICATIONS FOR MEDICATION, TAKE CARE OF THE MENTAL HEALTH. BUT THE PROBLEM WITH APPLICATIONS IS WITH APPS, YOU DON'T KNOW WHICH ONES ARE SCIENTIFICALLY PROVEN. THERAPPX ALLOWS YOU TO IDENTIFY THE ONES THAT ARE RELEVANT ACCORDING TO OUR NEEDS.

IF YOU GO ON THE THERAPPX WEBSITE, YOU CAN ANSWER A SURVEY SO THEY UNDERSTAND YOUR NEEDS MORE.

AND ACCORDING TO YOUR ANSWERS, THEY WILL PROPOSE SOME APPS, APPS THAT WERE REALLY VALIDATED BY SEVERAL PROFESSIONALS, EXPERTS IN MENTAL HEALTH.

SO YOU WILL BE SURE TO HAVE AN APP THAT WILL HELP YOU RESPOND TO YOUR NEEDS. SO THIS IS WHAT IT LOOKS LIKE WHEN YOU GO ON THE WEBSITE. BUT THERE'S A LOT OF PROFESSIONALS THAT HAVE WORKED ON THIS PLATFORM, SO YOU CAN BE SURE THAT WHEN YOU GO ON THIS, IT IS WELL RESEARCHED AND SUPPORTED. IT WAS ALSO DONE WITH THE GOVERNMENT OF QUEBEC.

THIS IS WHAT IT LOOKS LIKE WHEN YOU GO ON THE WEBSITE. YOU CAN WRITE IF IT IS FOR STRESS, ANXIETY, DEPRESSION, MOOD DISORDER. THEN YOU CAN TALK ABOUT WHAT YOUR NEEDS ARE TO



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

EVALUATE YOUR MOOD, DO A FOLLOW UP, AND IT WILL DIRECT YOU TOWARDS THE RIGHT APPLICATION FOR YOU.

THE THIRD AND LAST RESOURCE, THE WEBSITE CALLED ALLER MIEUX A MA FACON. DEVELOPED AT A UNIVERSITY, A LOT OF NICE TOOLS TO SUPPORT MENTAL HEALTH AGAIN. THESE TOOLS ARE BASED ON SELF-MANAGEMENT THAT ALLOW PEOPLE WHO ARE LIVING WITH ANXIETY, DEPRESSION, BIPOLAR DISORDERS TO FIND TOOLS TO OVERCOME THESE ISSUES.

THESE STRATEGIES ARE SHARED BY PEOPLE WHO HAVE LIVED THROUGH THESE THINGS, SO IT IS VERY CONCRETE, EASY STRATEGIES TO APPLY.

SO IT LOOKS LIKE THIS, THE INTERFACE, BUT ON THIS SITE THEY PROPOSE WAYS TO HELP YOU TAKE CARE OF YOURSELF, TO HELP YOU BE BETTER, TO TAKE ACTION.

SO TAKE NOTE OF WHAT YOU ALREADY DO FOR YOUR MENTAL HEALTH, AND THINK ALSO ABOUT WHAT YOU USED TO DO AND STOPPED DOING AND IT OFFERS YOU NEW STRATEGIES THAT YOU CAN IMPLEMENT IN YOUR DAILY LIFE TO TAKE CARE OF YOUR MENTAL HEALTH.

A LOT OF TOOLS THAT CAN HELP YOU SELF-REFLECT ON THIS, ON YOUR MENTAL HEALTH, JUST WANTED THE SHOW YOU WHAT IT LOOKED LIKE.

ALSO I FORGOT TO MENTION A RESOURCE THAT IS INTERESTING, OF COURSE THERE ARE SO MANY. BUT ONE THAT I KNOW AND THAT HAS DEVELOPED VERY LITERATURE SUPPORTED WORKSHOPS, THE REVIVRE ORGANIZATION OFFERS VIRTUAL GROUPS DEPENDING ON WHERE YOU ARE IN QUEBEC. YOU CAN JOIN ONE OF THESE VIRTUAL GROUPS TO SUPPORT PEOPLE LIVING WITH ANXIETY, DEPRESSION OR BIPOLAR DISORDER.

THESE ARE THE AVAILABLE RESOURCES TO HELP YOU TAKE CARE OF YOUR MENTAL HEALTH OR TO HELP YOU ACCOMPANY A LOVED ONE WHO IS EXPERIENCING MENTAL HEALTH ISSUES SO IF YOU ARE HERE TODAY, IT MEANS MENTAL HEALTH IS SOMETHING YOU CARE ABOUT.

SO AT RBC CENTRE, WE DID A LITERATURE REVIEW ON ALL THE MAIN INITIATIVES THAT ARE DONE IN QUEBEC, BUT EVERYWHERE ELSE IN THE WORLD ALSO, TO FAVOUR MENTAL HEALTH. WE CREATED A CATALOGUE OF INITIATIVES TO FAVOUR MENTAL HEALTH. SO THIS IS REALLY FOR STUDENTS AND STAKEHOLDERS AND UNIVERSITIES WHO WANT TO DEVELOP PROJECTS IN THEIR COMMUNITY TO FAVOUR PSYCHOLOGICAL HEALTH FOR EVERYONE.

IT IS A BANK OF IDEAS ABOUT ALL DETERMINANTS, ALL THE DIFFERENT DETERMINANTS OF MENTAL HEALTH, A RESOURCE THAT CAN BE REALLY INTERESTING IF YOU WANT TO TAKE ACTION AND FAVOUR MENTAL HEALTH IN YOUR COMMUNITY.

SO THAT'S IT FOR ME OF WHAT I WANTED TO PRESENT TODAY. NOW I'M OPEN TO TAKING QUESTIONS. SO I WILL STOP SHARING MY SCREEN SO WE CAN SEE EACH OTHER BETTER.

>> AGATHE: THANK YOU, FELIX, FOR YOUR PRESENTATION. THAT WAS REALLY INTERESTING. WE LEARNED A LOT. WE GOT A LOT OF TOOLS, AND THANK YOU. AND YOU ARE CONFIRMING THAT THE PRESENTATION WILL BE AVAILABLE FOR PEOPLE PARTICIPATING?

>> FELIX: YES, THERE WERE QUESTIONS.

>> AGATHE: SO, YES, YOU WILL HAVE ACCESS TO ALL THE MATERIALS FELIX MENTIONED. WE WILL HAVE A QUESTION PERIOD NOW. YOU CAN PUT IT IN THE CHAT AND RAISE YOUR HAND. WE WON'T SHOW YOU ON SCREEN. SOME PEOPLE AREN'T COMFORTABLE WITH THAT, SO WE'LL JUST HEAR YOU FOR QUESTIONS. SO LET'S WAIT A MOMENT TO ALLOW PEOPLE TO ASK THEIR QUESTIONS.

SO GO AHEAD.

I HAVE ONE WHILE WE WAIT FOR PARTICIPANTS TO ASK THEIR QUESTIONS. AT RBC CENTRE, DID YOU FEEL THE IMPACT ON THE STUDENTS' PSYCHOLOGICAL IN YOUR DAILY WORK? HOW DID IT MANIFEST FOR YOU, AND WHAT WERE YOU ABLE TO BRING TO PEOPLE WHO SOLICITED YOU.

>> FELIX: YES, WE FELT THE IMPACT OF THE PANDEMIC CONTEXT. I SEE THE IMPACT WITH KIND OF A BIT OF NUANCE. YES, THERE ARE MORE NEEDS, MORE PEOPLE THAT FOUND THEMSELVES IN VULNERABLE SITUATIONS THAT NEEDED HELP.

THE NATURE OF NEEDS CHANGED IN THIS CONTEXT. WE REALLY WENT TO THE BASIC NEEDS, SO THAT'S WHAT WE HAD TO WORK WITH. ALSO WITH REMOTE STUDYING, MOTIVATION, RESOURCES TO SUPPORT THAT WE DID WORKSHOPS ON THE SUBJECT. BUT OTHER THAN ALL THESE NEEDS THAT INCREASED THAT WE HAD TO FIND WAYS TO RESPOND TO THEM IN VIRTUAL WAYS, THERE IS ALSO SOMETHING POSITIVE THAT HAPPENED. SO AWARENESS RAISING ABOUT MENTAL HEALTH AT ALL LEVELS, EVERYONE, ALL STAKEHOLDER THAT I WORKED WITH OVER THE LAST YEAR, WHETHER IT BE MANAGERS OF UNIVERSITIES, PROFESSIONALS STUDENTS, EVERYONE SAW THAT IT WAS POSSIBLE TO EXPERIENCE A PSYCHOLOGICAL ISSUE. SO THERE IS A POLITICAL WILL IN INSTITUTIONS TO DO MORE FOR MENTAL HEALTH.

SO WE ARE AN ORGANIZATION THAT WORKS WITH FUNDING. WE APPLY FOR FUNDING HERE AND THERE, AND WE SAW THAT THERE WERE MORE AND MORE OFFERS FOR MENTAL HEALTH PROJECTS FOR FUNDING ON THAT.

SO THERE IS REALLY A WILL TO ACT FOR MENTAL HEALTH. SO WE HOPE THAT IT WON'T JUST BE A PASSING TREND, THAT IT WILL STAY. WE ALSO SAW STUDENTS, PEOPLE WHO FOUND BENEFIT IN THIS



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

CONTEXT. THEY WERE DESTABILIZED, BUT IT DID HELP THEM FIND MORE KNOWLEDGE IN THE PSYCHOSOCIAL ASPECT.

SO I DO WANT TO NUANCE THAT THROUGHOUT NEGATING ALL THE NEGATIVE IMPACT, ESPECIALLY ON THE FINANCIAL ASPECT, THE PRECARIOUS SITUATION THAT IT CREATED FOR SOME.

SO OF COURSE WE HAD TO OFFER DIFFERENT WORKSHOPS AND SUPPORT IN INSTITUTIONS. SO THE FUNDING THAT WE HAVE IN POST-SECONDARY CONTEXT, IT IS A LOT WITH INSTITUTIONS. BUT THE MATERIAL WE ARE DEVELOPING, OUR OBJECTIVE IS REALLY TO MAKE IT ACCESSIBLE ON A GREATER SCALE. SO THAT'S HOW I WOULD ANSWER THAT.

>> AGATHE: THANK YOU, FELIX, VERY INTERESTING THAT YOU TALK ABOUT THE POSITIVE IMPACT THAT THIS CONTEXT COULD HAVE CREATED.

AS YOU SAID, SOME MAYBE DEVELOPED SOME PSYCHOSOCIAL SKILLS.

ANOTHER QUESTION, DO YOU FIND THAT UNIVERSITY INSTITUTIONS WERE PROACTIVE ENOUGH IN THE PROMOTION OF MENTAL HEALTH, AND YOU DID TALK ABOUT A LOT OF TOOLS ON THE INDIVIDUAL LEVEL, BUT FOR INSTITUTIONS, FOR THE MANAGEMENT IN UNIVERSITIES, CAN YOU GIVE THEM SKILLS OR TOOLS TO BETTER SUPPORT STUDENTS?

>> FELIX: YES, THAT'S THE PERPETUAL QUESTION, ISSUE. WHEN WE TALK INDIVIDUALS OR TO MANAGERS OF THESE INSTITUTIONS, EVERYONE THINKS IT IS VERY RELEVANT TO DO MORE FOR MENTAL HEALTH. EVERYONE WANTS TO DO THIS, BUT THE COURAGE THAT IT TAKES TO DEPLOY RESOURCES TO GO FROM THE WORDS AND THE ACTIONS, THERE IS A BIT OF A DIFFERENCE HERE TO START WITH THE CONCRETE ACTIONS. THAT SEEMS HARDER.

SO I FOLLOW WITH WHAT IS DONE IN SHERBROOKE UNIVERSITY, SO ACTORS ON A LOT OF LEVELS WERE MOBILISED. OF COURSE WE CAN DO MORE, WE CAN ALWAYS DO MORE, THERE IS ALWAYS THIS ISSUE OF RESOURCES. WE HAVE LIMITED RESOURCES, AND WE CAN'T INVENT NEW RESOURCES, SO THIS WAS APPARENT.

OF COURSE IT WOULD TAKE MORE RESOURCES. THERE WERE SOME. WE HAD MORE THAN IN THE PREVIOUS YEAR, BUT WE NEED EVEN MORE. WE NEED MORE ON THE COLLECTIVE LEVEL, A GREATER WILL TO HAVE MORE FUNDS AND RESOURCES AND THE ESTABLISHMENTS.

SO WHAT IS HAPPENING IS THERE WERE NICE ACTIONS, SOME PEOPLE HAD MORE FREE TIME TO HAVE PROJECTS IN THEIR FIELD, THEIR COMMUNITY.



SO WE ALSO NEED PEOPLE WHO INVEST THEIR TIME TO TAKE CARE OF PSYCHOLOGICAL HEALTH. THERE IS NO MAGICAL PILL THAT CAN CREATE GOOD PSYCHOLOGICAL HEALTH. WE HAVE TO INVEST TIME AND BE IN RELATIONSHIP WITH INDIVIDUALS TO DO THIS. WE HAVE TO LIBERATE RESOURCES.

I SAW VERY NICE ACTIONS, AND OF COURSE WE HAVE TO CONTINUE, WE HAVE TO DO MORE. BUT THAT'S IT. I THINK MAYBE I'M A BIT NAIVE OR HAVE A POSITIVE VISION, WE'RE ON A GOOD PATH. ARE WE DOING ENOUGH? NO. BUT FOR ME, ALL THE DIFFERENT ACTIONS THE CANADIAN ALSO STANDARD OF MENTAL HEALTH AND POST-SECONDARY INSTITUTIONS THAT CAME OUT ABOUT A YEAR AGO, THAT IS ANOTHER FRAMEWORK THAT WILL HELP INSTITUTIONS DO MORE.

>> AGATHE: GREAT, THANK YOU, FELIX. I HAD A QUESTION THAT WAS SENT PERSONALLY. SO RBC, DO YOU HAVE PROJECTS OF MENTAL HEALTH WHILE TAKING CARE OF INCLUSION AND INTERSECTIONALITY?

>> FELIX: THAT IS REALLY INTERESTED. WE HAVE BEEN INTERESTED FOR A LONG TIME IN THIS. FOR US, THERE IS NOT RESEARCHERS WITH PARTICULAR INTERESTS. IT IS MORE DIFFERENT FIELDS THAT CONTACT US ABOUT THE NEEDS THEY HAVE.

SO, YEAH, WE TAKE IT INTO ACCOUNT, BUT WE DON'T HAVE SPECIFIC RESEARCH LINKED TO THOSE QUESTIONS. BUT OF COURSE EVENTUALLY IT IS REALLY SOMETHING THAT WE WILL HAVE TO WORK ON BECAUSE WE TALK ABOUT IT MORE AND MORE, AND WE HAVE TO CONTINUE TO DOCUMENT THE RESEARCH ON THE SUBJECT.

AND WE ALSO, I HAVE TO SAY, AS OPPOSED TO A MORE TRADITIONAL RESEARCH CENTRE, WE DON'T DO RESEARCH JUST FOR THE SAKE OF RESEARCH, WE DO IT TO IMPROVE PRACTICES ON THE FIELD. FOR EXAMPLE, WE'LL EVALUATE PEER-TO-PEER HELP STRUCTURES TO SEE IF THEY REALLY RESPOND TO THE NEEDS AND WHAT WE CAN DO TO CONTINUE WITH THOSE ACTIONS AND IMPROVE THEM.

BUT EVEN IF US AND RBC DON'T DO THIS SPECIFICALLY, WE KNOW THERE ARE OTHER GROUPS AT UNIVERSITY AT SHERBROOKE THAT DO IT.

>> SO RBC CENTRE IS AVAILABLE FOR CONSULTATION IF PEOPLE NEED IT EITHER FOR THEIR INSTITUTIONS OR ON A MORE PERSONAL LEVEL.

>> FELIX: OF COURSE THE RBC CENTRE, THE RESOURCES I PRESENTED, IF YOU NEED RESOURCES TO TALK, THERE IS THAT. WE DON'T OFFER THAT. WE DEVELOP PROJECTS ON MENTAL HEALTH. SO FOR THAT, YES, WE ARE AVAILABLE FOR YOU TO SEE HOW WE CAN HELP YOU DEVELOP CONCRETE PROJECTS. BUT IF YOU ARE EXPERIENCING MENTAL HEALTH ISSUES, I INVITE YOU TO USE THE RESOURCES THAT I PRESENTED.

>> AGATHE: THANK YOU, FELIX.

SO AS WE SAID, THE POWERPOINT WILL BE AVAILABLE. WE HAD AN ISSUE WITH RECORDING FOR THIS PART, BUT YOU WILL HAVE ACCESS TO THE TRANSCRIPT IN FRENCH AND ENGLISH.

NO NEW QUESTIONS IN THE CHAT OR IN THE Q & A. SO THANK YOU, KATHERINE, FOR THE REMINDER ABOUT HELP RESOURCES, FELIX'S POWERPOINT ON THAT WILL BE AVAILABLE. I THINK THERE IS A RAISED HAND. I DON'T SEE IT. CAN YOU OPEN THE PERSON'S MICROPHONE?

KATHERINE, CAN YOU UNMUTE YOURSELF?

IT DOESN'T SEEM TO BE WORKING. IF IT ISN'T WORKING, CAN THE PERSON PLEASE PUT THEIR QUESTION IN THE CHAT?

>> SO THE PERSON CAN NOW SPEAK.

>> AGATHE: THANK YOU, GO AHEAD, WE CAN HEAR YOU, MARYSE.

>> THANK YOU SO MUCH, FELIX, FOR THIS PRESENTATION. IT WAS REALLY VERY INTERESTING. YOU SAID THAT YOU DEVELOPED A CATALOGUE TO CULTIVATE BENEVOLENCE, AS YOU SAID THE TITLE. SO FOR INSTITUTIONS, WITH A TOOL LIKE THIS, CAN WE SEE WHAT OUR BLIND SPOTS, I'M SORRY FOR THE ABLEIST TERM. CAN WE SEE THE THINGS THAT WE DON'T SEE IN REGIONS. FOR EXAMPLE, WE'RE GOOD ON THE FIELD, BUT THERE IS NOT ENOUGH PERSONNEL TEAMS FOR LONG-TERM FOLLOW UP. WHAT CAN YOU PROPOSE FOR US TO BETTER HELP, EITHER FOR INSTITUTIONS OR FOR IN REGIONS.

>> FELIX: THANK YOU. GOOD QUESTION. THE CATALOGUE TAKES A MODEL THAT HAS A SYSTEMIC MODEL OF ALL THE ACTIONS THAT CAN BE DONE TO FAVOUR MENTAL HEALTH OF STUDENTS. ALL THE ACTIONS, SO CRISIS MANAGEMENT ALL THE WAY TO PROMOTION AND POLICIES AND MORE INSTITUTIONAL ASPECTS THAT CAN BE DONE MORE FOR PROMOTION.

WHAT WE DID IN THE ACCOMPANIMENT WE DID FOR INSTITUTIONS, WE PROPOSED BEFORE GOING INTO ACTION ASKING THEM WHAT DO YOU ALREADY DO ON ALL THESE LEVELS FOR MENTAL HEALTH?

SO IT IS A DIAGRAM WITH 7 LEVELS THAT YOU CAN FIND ON THE RBC WEBSITE.

THERE IS THAT AND ALSO THE NEW STANDARD OF MENTAL HEALTH THAT IS REALLY INTERESTING. IT PROPOSES QUESTIONS TO REFLECT ON DIFFERENT DIMENSIONS TO WHICH WE HAVE TO THINK ABOUT AS ESTABLISHMENT TO MAKE SURE THAT WE COVER ALL THE ANGLES, SO INCLUSION POLICIES FOR MINORITY GROUPS ALL THE WAY TO PERSONALIZED APPROACHES. ALL THESE ELEMENTS THERE IS A TOOLBOX WITH THIS FOR THE CANADIAN STANDARD ON MENTAL HEALTH.

WE PROPOSE THINGS, BUT THIS STANDARD IS REALLY WHAT YOU NEED TO CONSULT AS IN ON THE NATIONAL LEVEL. IT IS A REALLY RELEVANT TOOL ON THIS, ESPECIALLY IF YOU HAVE TO THINK ABOUT



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

THE PLACES THAT YOU HAVE NOT TACKLED, THAT YOU IGNORE. SO US IT IS MORE SIMPLIFIED. IT IS ALL THE DIFFERENT LEVELS THAT WE HAVE TO ACT AS AN ESTABLISHMENT, AND WHAT ARE THE THINGS THAT WE HAVE NOT TACKLED YET.

>> YES, THAT REALLY ANSWERS MY QUESTION WELL, THANK YOU SO MUCH.

>> FELIX: THANK YOU FOR YOUR QUESTION.

>> AGATHE: THANK YOU, MARYSE. WE WILL CONCLUDE IF THERE ARE NO MORE QUESTIONS. I WILL CHECK THE CHAT ONE LAST TIME. NO MORE. I DON'T SEE ANYTHING.

THANKS AGAIN, FELIX, FOR YOUR PRESENTATION. IT WAS REALLY INTERESTING

>> FELIX: THANK YOU. I JUST WANT TO THANK YOU FOR THE INVITATION, AND I THINK IT IS REALLY INSPIRING TO SEE THESE SYMPOSIUMS, THESE HALF-DAY SYMPOSIUMS ABOUT MENTAL HEALTH. MANY PEOPLE REGISTERED. I THINK TALKING ABOUT MENTAL HEALTH AND THE ISSUES AROUND IT, IT IS REALLY THE FIRST STEP TO FAVOUR MENTAL HEALTH AND MAKE SURE THAT WE ARE IN UNIVERSITY ENVIRONMENT THAT ARE CARING AND THAT FAVOUR MENTAL HEALTH.

SO THANK YOU, EVERYONE, FOR YOUR INTEREST ON THIS SUBJECT

>> AGATHE: THANK YOU, FELIX, THAT IS VERY ENCOURAGING. ABOUT 50 PEOPLE PARTICIPATED, SO IT IS VERY ENCOURAGING. THANK YOU, EVERYONE, FOR SPENDING YOUR MORNING IN THIS SYMPOSIUM. SOME SUBJECTS WERE HARD, BUT AS FELIX SAID, IT IS IMPORTANT TO TALK ABOUT IT.

SO POWERPOINT, TRANSCRIPTS WILL BE AVAILABLE. YOU WILL RECEIVE THEM BY EMAIL.

ALL THE PEOPLE WHO SPOKE, THANK YOU ROUNDTABLE. THANK YOU.

I WILL LEAVE BIBIANA TO SAY THE LAST WORDS

>> BIBIANA: THANK YOU FOR EVERYTHING, FOR YOUR FACILITATION AND ORGANIZATION AS WELL. I AGREE WITH AGATHE, THE SUBJECTS WERE SUPER INTERESTING. MYSELF, I'M REALLY IMPRESSED ABOUT QUALITY OF INTERVENTIONS AND PRESENTATIONS.

IT WAS REALLY RICH. WE LEARNED A LOT. I WOULD LIKE TO THANK ALL OUR PARTNERS, ALL THE PEOPLE WHO PARTICIPATED. I CAN'T NAME THEM ALL. I WOULD LIKE TO THANK THE ORGANIZATIONS THAT PARTICIPATED, SO THE STEP, AQEIPS, THE QUEBEC STUDENT UNION, RBC CENTRE, SHERBROOKE UNIVERSITY AND INSTITUTE OF DIVERSITY AND INCLUSION AND RIQEDI. OF COURSE THANK YOU TO OUR FINANCIAL PARTNERS, THE QSU AND SHERBROOKE UNIVERSITY AS WELL AS THE UDES INSTITUTE. WE REALLY APPRECIATE.



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

THANK YOU FOR THE UNIVERSITY OF LAVAL STUDENTS CENTRE WHO SUPPORTED US IN THE TECHNICAL ISSUES. OUR INTERPRETERS, THANK YOU SO MUCH. IF YOU NEED IMMEDIATE SUPPORT, IT IS AVAILABLE. AND IF YOU NEED TO BE REFERRED TO RESOURCES, IT IS IMPORTANT FOR US TO BE ABLE TO GIVE YOU THESE TOOLS.

AND EVEN THE LAST PRESENTATION COULD NOT BE RECORDED, THERE WERE TECHNICAL ISSUES, WE WILL MAKE SURE TO SEND YOU THE TRANSCRIPTION IN ENGLISH, IN FRENCH AND THE POWERPOINT. AND WE ARE ALSO LOOKING TO MAYBE FELIX AND AGATHE, YOU DON'T KNOW, BUT WE MAY ASK YOU AGAIN TO HAVE A SHORT SUMMARY OF WHAT WAS RETAINED FROM THIS TRAINING BECAUSE IT IS REALLY IMPORTANT.

SO IF YOU DON'T MIND, WE WILL ASK YOU ANOTHER LITTLE COLLABORATION WITH THIS. AND TO CONCLUDE, I WANT TO THANK EVERYONE WHO WAS INTERESTED BY THIS SYMPOSIUM. IT WAS REALLY INCREDIBLE. WE PUT IT TOGETHER VERY RAPIDLY IN CO-CONSTRUCTION WITH ALL THE PARTNERS WHO WERE THERE TODAY.

GREAT TEAM WORK. I'M REALLY PROUD. I WISH YOU A GREAT SUMMER. TAKE CARE OF YOUR MENTAL HEALTH. TAKE TIME TO REST AND RECHARGE AND I'LL SEE YOU ALL SOON

>> AGATHE: THANK YOU, BIBIANA. HAVE A GREAT SUMMER, EVERYONE, AND HAVE A GREAT DAY.

---

Rough Draft



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive

This rough edit file, which may contain missing, misspelled, or paraphrased words, is only provided for your immediate review and is not certified as verbatim and is not to be cited in any way.

Rough Draft



[inquiries@abcaptioning.com](mailto:inquiries@abcaptioning.com)

Experienced ..... Knowledgeable ..... Responsive