



CRÉIQ - QCESO

Québec Confederation For Engineering Student Outreach

Impacts of excessive workload on student mental health

Presentation Agenda

Presentation expected to last about 20 min

1 – Introduction of QCESO

Who are we?

Why are we present today?

2 – QCESO 2017 Mental Health Survey

Methodology

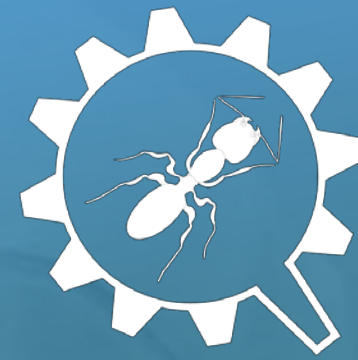
The survey in numbers - Results

3 – Mental Health Previous Researches

Other research in the field

Recommendations

1- QCESO



Why are we here today

- ⚙ Recent study in University of Montreal shows that 22% of students have symptoms of depression high enough to start treatment.
- ⚙ According to the World Health Organization, mental health related problem will be the first cause of disability by 2020

QCESO :

- ⚙ **Our members:**
 - All of the 23 500 engineering students of Quebec;
 - 13 member student societies;
- ⚙ **Our mission :**
 - Student advocacy
 - Provide services for its member associations
 - Planning of large scale engineering events

QCESO's Student Advocacy :

Quality of education :

- Teaching of ethics and deontology
- Continuous improvement of programs
- Teacher evaluation
- Renewal of class content

Student's quality of life

- Mental health on campus
- Student workload

Accessibility to education

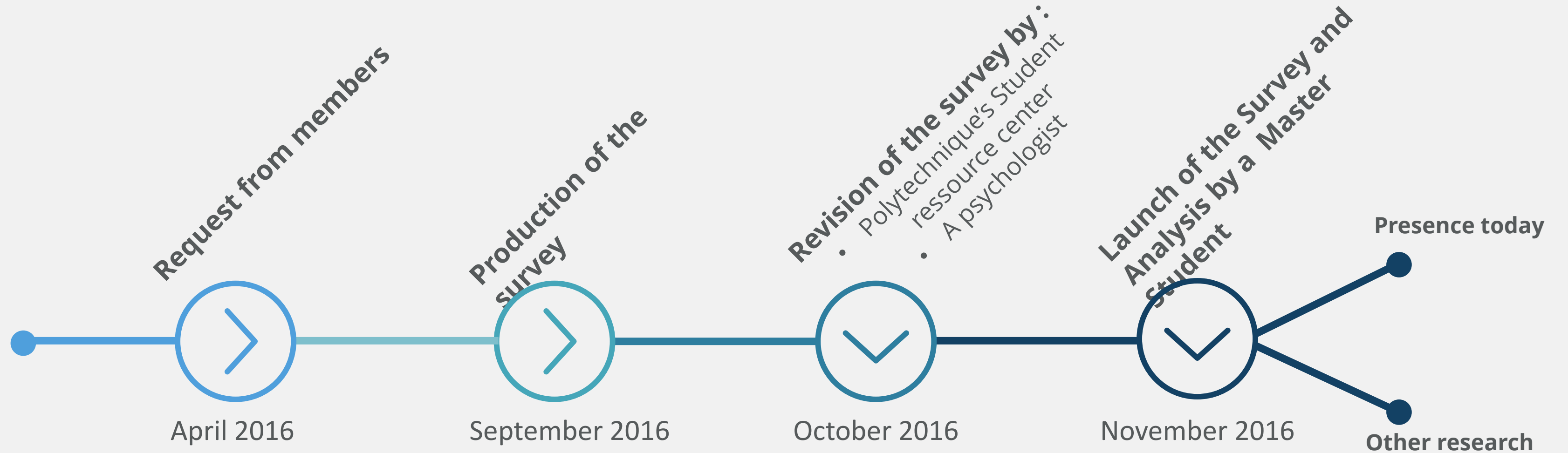
- Funding of universities
- Integration of foreign students

A group of young men are gathered around a table, looking at documents and laptops. The image is in grayscale with a blue overlay at the bottom. The text '2 - QCESO 2017 Mental Health Survey' is centered in the blue area.

2 - QCESO 2017 Mental Health Survey

Timeline

Methodology



Numbers

Methodology

- **Population : 20 058 engineering students**
- **15.7% response rate**
- **Excellent overall margin of error of below 1,34%**
- **Confidence level of 90%**

The analysis of this study excludes McGill and Concordia universities.


Adaptive Measures

Results

Q2 Do you have a diagnosed learning handicap (ADHD, dyslexia, other) or another handicap (impaired hearing, impaired sight, other).

Yes and I receive adaptive measures from my university	4.60%	146
Yes but I don't receive any adaptive measures from my university	5.80%	182
No	87.50%	2763
I would rather not answer	2.10%	67

 Students receiving no adaptive measures significantly say not feeling part of the university's community.

 More than 50% of students declaring a diagnosed handicap do not receive any adaptive measures.

My Faculty Cares About my Well being?

Results

Q10 Do you agree with the above statement?
?

44 %

Agree and strongly agree

35 %

Do not agree nor disagree

20 %

Disagree or strongly disagree

Characterization of Stress

Results

Compared to CEGEP, how would you describe the stress related to your engineering studies?

Q11

A lot less stressful	Less stressful	Similar	More stressful	A lot more stressful	Total
74	240	396	1128	891	2729
2.7 %	8.8 %	12.5 %	41.3 %	32.6 %	

On the following scale, how would you describe the stress related to your engineering studies?

Q12

Very low	Low	Neutral	High	Very high	Total
18	127	494	1486	617	2750
0.6 %	4.6 %	17.9 %	0.54 %	0.22 %	

How is the impact of stress on yourself ?

Q13

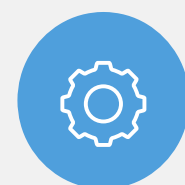
Very positive	Positive	Neutral	Negative	Very negative	Total
26	336	589	1324	481	2748
0.9 %	12.2 %	21.4 %	48.1 %	17.5 %	

Causes of Stress

Results

Q15 What elements in your studies are causing you to stress ?

Performance pressure (the need to succeed)	68.1%	1858
The amount of classes having to be taken per semester	29.5%	806
The difficulty of classes (the fear of not succeeding)	57.4%	1567
The fear of having to lengthen the curriculum	37.4%	1022
Finding an internship	37.0%	1009
Workload	72.7%	1986
Midterm exam session and final exam session	66.0%	1801
Team projects and assignments	29.0%	792



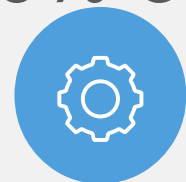
Workload is always defined as : number of assignments, simultaneous deadlines, required reading, etc.

Characterization of Stress

Analysis

To answer common argument we face ...

- 85 % of students consider stress as negative or strongly negative.
- Of students considering stress as neutral, 70% of them do not find it negative.
- Of students having a high stress level, 70% consider it to be negative.
- Of students having a very high stress level, 92% consider it to be negative.
- 50% of students having very high stress consider it to be very negative.



A little stress is good, high stress impacts performances.

Impact of Stress

Results

Q14 Generally, what is the impact of stress on you?

Decreased appetite	27,3%	739
Increased bad eating habits (fast food, sweets, etc.)	53,5%	1448
Difficulty sleeping	64,0%	1732
Difficulty concentrating on tasks	56,1%	1518
Difficulty in prioritizing	42,8%	1158
Decline in academic results / Failing classes	41,2%	1116
Increase in alcohol consumption	18,9%	511
Consumption of non-prescribed medication and/or drugs	7,4%	201
Demotivation	58,7%	1589
Social isolation	34,5%	933
Thoughts of abandoning everything	44,2%	1196
Impression of depression	44,2%	1196
Suicidal thoughts	6,9%	186

Characterization of workload

Analysis

- The proportion of students estimating their program workload to be appropriate is 43.8%.
- The proportion of students estimating their program workload to be too high is 54.0%.
- Workload as a cause of stress is significantly higher for student considering stress as negative and very negative.
- Whenever workload is estimated to be higher, waiting time for psychologist is higher.

Stress and Gender

Analysis

- The proportion of women estimating workload to be too high is significantly higher than for men.
 - The proportion of women estimating the stress caused by their studies to be too high is 7% higher than man.
- The proportion of women feeling part of the university's community is significantly higher.



Mental Health Resources

Mental Health Services

Results

Q5 For the following services, indicate if they are offered in your university

	YES	NO	I Don't Know	Total
Individual meetings with a psychologist (About 5 appointments)	931	117	1979	3027
Individual meetings with a psychologist (More than 5 appointments)	364	249	2408	3021
Emergency meetings with a psychologist	493	184	2324	3001
Group meetings with a psychologist (in less than 48 hours)	86	202	2732	3020

Mental Health Services

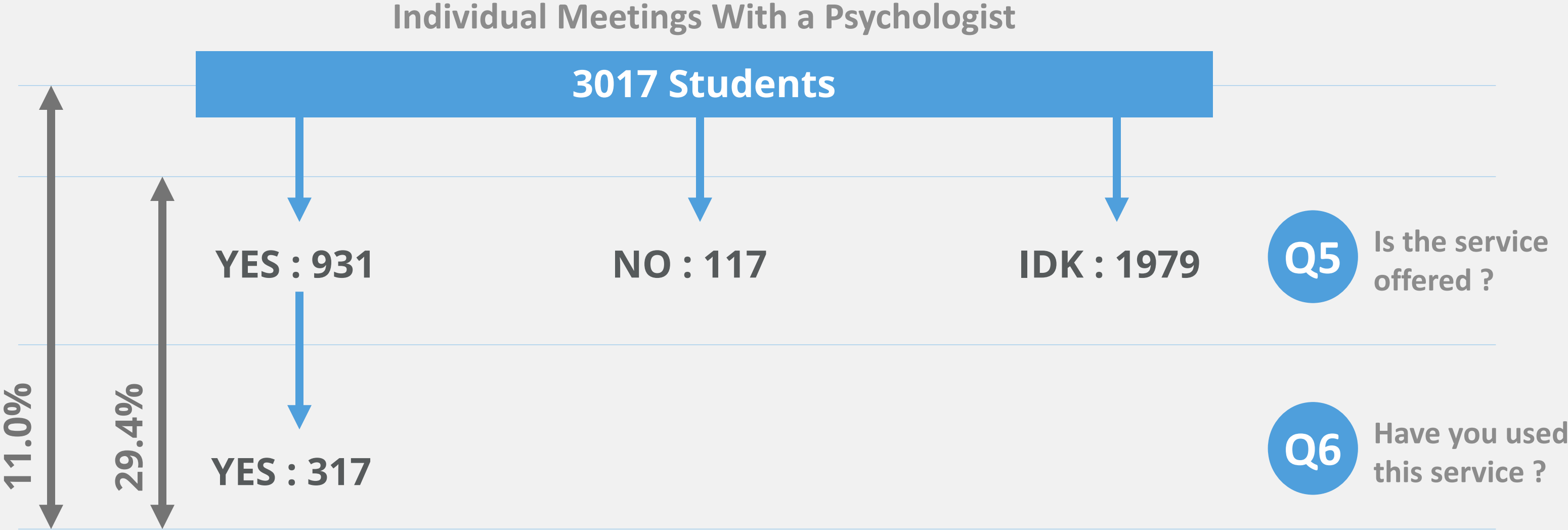
Results


Q6 For the following services, indicate which one of them you have used

Use of Mental Health Services		
Individual Meetings	11.0%	317
Emergency Individual Meetings	2.2%	63
Group Meetings	1.1%	32
Workshops	12.6%	362
None	1.10%	2359

Mental Health Services

Results

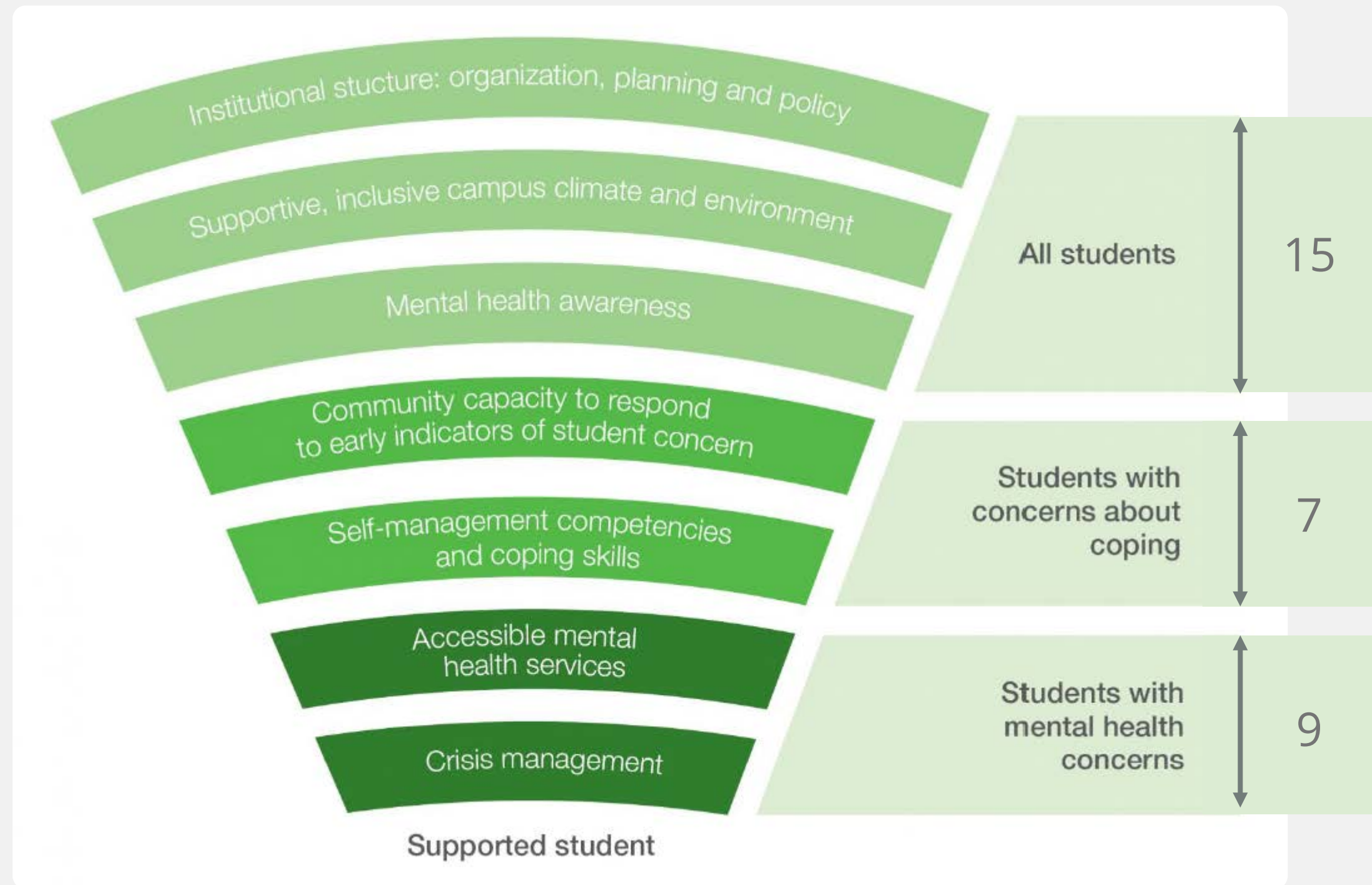


 **Q7** 34.3% of students requesting an individual meeting said the delay was too long or way too long compared to their expectations.

Our other researches:

- ⚙ **Best practices on mental health :**
 - 31 Intervention Components
- ⚙ **Portrait of Quebec services :**
 - Services provides within these 31 Intervention Components
 - Waiting list delays
 - Internal politics
 - Action plans
 - And more

Best practices :



Goal of this presentation :

- ⚙ Cultural change comes when ...
- ⚙ Sensitize to issues



Association générale des étudiants en génie
de l'Université de Sherbrooke

AGFG

Association générale des étudiants en génie
de l'Université de Sherbrooke

CFES

CANADIAN FEDERATION
OF ENGINEERING STUDENTS



FCEG

FÉDÉRATION CANADIENNE
ÉTUDIANTE DE GÉNIE

Impacts of Excessive Workload on Student Mental Health Part 2 – Zenon Kripki, CFES President

Engineers Canada Board Meeting – Ottawa – 26 Sep 2017

AGENDA

1 Overview of the CFES National Survey

What is it?

What are we asking and why?

How are we distributing the survey?

2 Expected Outcomes

What deliverables can be expected?

3 Look Ahead

What will we do with the results?

SURVEY OVERVIEW

LINK TO OUR MISSION

Skill Development

- Leadership
- Communication
- Professional & Ethical Qualities
- Engineering Identity
- Technical Proficiency

Student Representation

- Taking stances on nationally relevant issues for students
- Working with other organizations pursuing similar goals

Information Sharing

- Promoting the free exchange of ideas
- Supporting the constant evolution of student environments across Canada

NEW FOCUS

“The CFES is working to give engineering students a voice on issues that affect us all”

Stance on Diversity

Stance on Environment

Stances on Academic Integrity

“Our goal with stances is to become an active stakeholder that is well prepared, informed, and ready to contribute positively to the discussion.”

DVOUCACY

student voice for Canadian issues that affect us all”

(30)

Sustainability

ies

NATIONAL SURVEY

What is it?

A voluntary survey open to all undergraduate engineering students in Canada from mid-September to early October to gather information about their experiences with their programs

Input and Support

- ▶ CREIQ Survey was used as basis for the CFES Survey
- ▶ CREIQ's recommendations for future surveys were implemented
- ▶ VPA, Advocacy Working Group compiled questions for the survey
- ▶ Final draft reviewed by Public Policy Masters students, Psychology Professor, Research Ethics Board

NATIONAL SURVEY

General Parameters

- ▶ University
- ▶ Program of Study
- ▶ Year in Program
- ▶ Gender
- ▶ Age
- ▶ Int'l or Domestic Student

Structure

- ▶ 26 Questions spread across 4 categories (in addition to above 6)
- ▶ Mix of multiple choice, select all that apply, agreement scale
- ▶ 1 Open response question

NATIONAL SURVEY



Student Workload

Normal, reduced, increased course load?

Hours a week spent in class, on assignments, at a part-time job, extra-curriculars, with family and friends?

Stress levels and mental health during the semester?



Teaching Quality

Availability of professors outside lectures, labs?

Experiential vs. Traditional learning methods?

NATIONAL SURVEY



Coop Issues

Ease of obtaining co-op positions?

Perceived issues with co-op program?



Language Electives

Availability of language courses?

OUTCOMES

2

GOALS OF SURVEY

▶ Replicate CREIQ's findings on student workload at the national scale

▶ Support our members in making informed decisions on stances

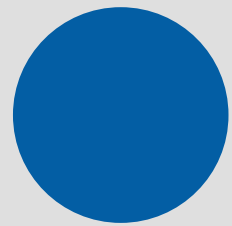
▶ Guide further research on student issues

▶ Contribute to current improvements in Engineering education with quantitative and objective data

TIMELINE

CFES Members
pass mandate,
research begins

Jan '17



Survey results are compiled,
reviewed, and analyzed by
internal and external parties

Oct-Dec '17



Presentations to
External Interest
Groups?

Feb '18



Sep '17

Survey launched across
country, open for 3 weeks;
CFES VP Academic conducts
frequent follow-ups with
members



Jan '18

Data Report and Analysis
Report are presented to
members at CFES AGM
(Congress)



LOOK AHEAD

INTEREST GROUPS



Engineers Canada Board

Brief presentation of full results, analysis at Board Meeting



Accreditation Board

Presentation of results, analysis for workload at CEAB Meeting
Discussions on workload and collaboration with AU Task Group



NCDEAS

Presentation of full results, analysis; Future collaboration



Regional Student Associations

Further research and collaboration on other relevant issues

QUESTIONS?
PRESIDENT@CFES.CA

