

INLIGHT STUDENT MENTAL HEALTH
RESEARCH INITIATIVE

2025 ANNUAL RESEARCH SYMPOSIUM



February 27th, 2025
The Faculty Club
40 Willcocks St, Toronto, ON



UNIVERSITY OF
TORONTO



INLIGHT Student Mental
Health Research

WELCOME TO INLIGHT'S

ANNUAL RESEARCH SYMPOSIUM!

The 2025 Inlight Annual Symposium will provide the opportunity for students, staff, and faculty engaged in post-secondary mental health and wellness to connect and learn from each other about many of the innovative research activities happening across our community. The symposium aims to:

- Support networking of Inlight collaborator groups
- Enhance student engagement and knowledge user partnerships for post-secondary student mental health and wellness
- Enhance multi-disciplinary research by raising awareness of the breadth of research relevant to student mental health and wellness across UofTs campuses and divisions

ABOUT INLIGHT

The Inlight Student Mental Health Research Initiative is a tri-campus University of Toronto Institutional Strategic Initiative based at the Lawrence Bloomberg Faculty of Nursing. Inlight supports collaborative research that prioritizes student engagement. Inlight's mission is to improve student mental health and wellness outcomes by investing in high-quality, impactful research and driving scalable research innovations.

AGENDA

9:00 AM – REGISTRATION AND LIGHT BREAKFAST (Main Lounge)

9:15 – 9:45 am Upper Dining Room	Optional Wellness Section: Balanced living and learning Led by Lauren Brown, PhD
MORNING SESSION (Wedgewood Room) – 10 AM	
10 – 10:30 am	Welcoming Remarks
10:30 – 11:00 am	Student Empowerment: Increasing student engagement in mental health research Facilitated by the Inlight Student Advisory Committee Members
11:00 – 12:00 pm	Lightning Talks & Panels: Inlight Researchers and Fellows See next page for list of talks*
12:00 – 12:15 pm	Introduction to Afternoon Mapping Session
12:15 PM to 1:00 PM – LUNCH & NETWORKING (Main lounge)	
AFTERNOON SESSION (Wedgewood Room & Upper Dining Room) – 1 PM	
1:00 – 2:25 pm	Mobilizing student mental health research: Mapping the landscape at U of T Facilitated by the Inlight Student Advisory Committee Members
2:25 – 2:30pm	Closing Remarks

2:30 PM - NETWORKING AND LIGHT REFRESHMENTS (Main Lounge)

The Upper Dining Room will be reserved as a student-only space throughout the day

LIGHTNING TALKS CHART

CONFIRMED LIGHTNING TALKS

Prof. Daniel Grace (Dr. Sarah Smith)	Strengthening Services to Support the Mental Health Needs of Diverse 2SLGBTQ+ Students Across the University of Toronto
Dr. Sarah Brennenstuhl	Same Day Counselling at UofT: Results of a Novel Evaluation of the 'One-At-A-Time' (OAAT) Model in a Post-Secondary Context
Prof. Notisha Massaquoi	Ubuntu: I Am Because We Are – The Black University Student Mental Wellness Project
Prof. Anthony Ruocco	Capturing the Diversity of Student Experience to Enhance the Validity of Measures of Mental Health Symptoms
Prof. Emily Seto (Amika Shah)	Residence-Based Mental Health Literacy Education for International Students
Prof. Megan Boler	Scoping Review on Information Anxiety Among Postsecondary Student Populations
Prof. France Gagnon & Altea Kthupi (Dominick Roussel)	A Systematic Review and Meta-Analysis of the Variation of Mental Health Outcomes Among Post-secondary Students During the COVID-19 Pandemic
Dr. Lauren Brown	How Undergraduate Students Understand, Learn about and Act in Support of their Wellbeing: A Narrative Inquiry
Asma Shamim	Self-compassion, Wisdom, and Satisfaction with Life in Undergraduate Students with and without ADHD
Danika Quesnel	Multidisciplinary prevention for student athlete mental wellbeing: Introducing a student-led mental health program
JesusMiracle Chiadika	Understanding the Mental Health Experiences of Racialized Undergraduate Students
Melissa de Jonge	Leveraging the benefits of physical recreation: An experientially-informed co-design project for promoting post-secondary student mental health and well-being

Dr. Daniel Grace

Strengthening Services to Support the Mental Health Needs of Diverse 2SLGBTQ+ Students Across the University of Toronto

This project aims to bring together key stakeholders (eg., counsellors, social workers, nurses, doctors, psychiatrists, and administrators) to inform our ongoing research about the experiences of 2SLGBTQ+ students with mental health care services at the University of Toronto. The purpose of this project is to support novel partnership development and knowledge mobilization strategies to supplement and extend existing knowledge regarding how diverse 2SLGBTQ+ students experience university mental health care at the University. By bringing together key stakeholders through an advisory committee and a series of in-person and virtual networking events, we seek to better understand the role of these key stakeholders in the organization of mental health care at the university for 2SLGBTQ+ students, and to build relationships to facilitate the mobilization of knowledge gathered from students to better inform university policies and practices regarding 2SLGBTQ+ student mental health care.

Dr. Sarah Brennenstuhl

Same Day Counselling at UofT: A Novel Evaluation of the 'One-At-A-Time' (OAAT) Model in a Post-Secondary Context

In response to findings from the 2022 Student Perception of Mental Health Care survey, an evaluation of OAAT counselling was launched in the summer of 2024. With very few examples of evaluation frameworks for OAATs used in the post-secondary sphere, a novel repeated measures model for UofT was co-designed with a group of 15 students. Findings revealed a significant decline in distress pre-session to two weeks post-session, and immediately before to immediately after the session. They also demonstrated collection of student self-reported data was feasible and could be integrated into the clinical workflow. The findings suggest the OAAT model is effective in post-secondary settings. Dissemination of findings to external audiences and students is being planned.

Dr. Notisha Massaquoi

Ubuntu: I Am Because We Are – The Black University Student Mental Wellness Project

This student-led mixed methods study investigates the need for and access to mental health services for Black University of Toronto students. The administered survey (N=200) uses PHQ-9 and GAD-7 measures of general anxiety, the Everyday Discrimination Scale, and sociodemographic information to paint a picture of Black students' experiences while attending U of T. The survey will be followed by qualitative interviews examining barriers and facilitators to accessing mental health services on and off campus. Combining quantitative data with qualitative insights provides a holistic understanding of Black students regarding mental health services. The study will allow for statistical analysis to identify patterns and prevalence rates of anxiety, depression, and experiences of discrimination while delving into the nuances of personal experiences, attitudes toward seeking help, and specific barriers. We hope to offer valuable insights that inform policies or interventions to support the mental health needs of Black students at U of T.

Dr. Anthony Ruocco

Capturing the Diversity of Student Experience to Enhance the Validity of Measures of Mental Health Symptoms

Measurement-based care (MBC) is an empirically promising practice in mental health treatment that continually assesses the clients' symptoms, behaviours, and functioning via questionnaires to help clinicians make treatment decisions. However, traditional student mental health questions are framed without consideration of the cultural and environmental contexts in which students are immersed. Thus, this project will develop and validate context-specific mental health questionnaires by asking students to report if they capture their experiences and identities more accurately than traditional assessments, while analysing which is superior in predicting key student-related outcomes. Ultimately, we hope to provide insight into students' intersectionality with mental health experiences.

Dr. Emily Seto

Residence-Based Mental Health Literacy Education for International Students

International students are a growing population at the University of Toronto, with further growth recognized as an institutional priority. Research highlights that international students encounter additional barriers to accessing mental health care and lower mental health literacy compared to their domestic peers. Despite this disparity, few mental health promotion strategies exist to address the unique needs of this diverse and heterogeneous population, especially in the residence context where many international students live. The objective of this project is to co-design targeted mental promotion strategies for international students living in residence. Utilizing a co-design approach, prototypes of mental health promotion strategies suitable for international students will be developed. To complement engagement with students, engagement with residence student leaders, staff, and student affairs professionals will promote the appropriateness of the designed mental health promotion initiatives, their integration with existing campus supports, and feasibility of delivery within a residence setting.

Dr. Megan Boler

Scoping Review on Information Anxiety Among Postsecondary Student Populations

In the context of the burgeoning influx of information generated by artificial intelligence (AI), this project aims to conduct a scoping review focusing on information anxiety among students—a form of distress caused by the overwhelming quantity and complexity of information available. The rise of generative AI has exponentially increased access to vast amounts of information, heightening the potential for such anxiety, especially among postsecondary students. The project aims to map the current landscape of information anxiety, identifying its prevalence, causes, and effects on student populations. This comprehensive review will analyze existing literature, highlight gaps in research, and propose areas for further investigation, laying the groundwork for subsequent research exploring coping strategies employed by postsecondary students to manage information anxiety. This future study will aim to develop practical, evidence-based interventions to assist students in navigating the increasingly complex information environment, thereby contributing to the enhancement of academic performance and overall well-being."

Dr. France Gagnon & Altea Kthupi

A systematic review and meta-analysis of the variation of mental health outcomes among post-secondary students during the COVID-19 pandemic

Our research examines changes in mental health symptoms of post-secondary students amidst the COVID-19 pandemic, a time marked by inconclusive findings. Despite numerous studies analyzing the pandemic's effects on students' mental health, discernible trends remain elusive. Some research points to exacerbated depression, anxiety, and other mental health symptoms, while others suggest improvement or stabilization. A literature review and meta-analyses are essential to synthesize evidence, identify patterns, and inform research, as findings highlight the need to understand context-dependent pandemic reactions, mental health shifts, and factors affecting student resilience and susceptibility. Our systematic review and meta-analysis findings could shape future postsecondary policies concerning resource allocation during various pandemic phases and identifying at-risk student populations.

Dr. Lauren Brown

How Undergraduate Students Understand, Learn about and Act in Support of their Wellbeing: A Narrative Inquiry

Dr. Brown's doctoral research investigates how undergraduate students define wellbeing, how they learn about wellbeing, and how they manage their own wellbeing. Her study is a narrative inquiry which means she gathers and analyzes the stories of students' lived experiences during their years at the University of Toronto. Nine upper-year undergraduate students have generously contributed their heartfelt stories and hard-won insights allowing her to learn about their strengths and the learning experiences that contributed to their knowledge. The goal is to improve how we teach the subject of wellbeing in order to improve students' mental health outcomes across the lifespan.

Asma Shamim

Self-compassion, Wisdom, and Satisfaction with Life in Undergraduate Students with and without ADHD

Post-secondary students with ADHD fail certain tasks, and face rejection which is related to higher levels of stress and poor satisfaction with life (SWL) compared to students without ADHD. However, a few of these adults cope well and report higher SWL. Research has focused on deficit-based models rather than taking a strength-based approach to ADHD. Hence this study aims to understand the relationship of self-compassion and wisdom (positive psychological resources) to SWL in ADHD and non-ADHD undergraduate students at the University of Toronto. Preliminary results of study 1 suggest self-compassion and wisdom predict higher SWL in both groups. Self-compassion was lower for the ADHD group and, surprisingly, ADHD symptoms were not related to SWL. Study 2 (qualitative) will be focused on understanding factors related to better student life outcomes, and improved SWL, in these students (n =50), by diving deeper in their lives via semi-structured interviews (analyzed using thematic analysis).

Danika Quesnel

Multidisciplinary prevention for student athlete mental wellbeing: Introducing a student-led mental health program

There are a multitude of reactive and treatment-focused approaches to athlete performance deficits and injury risk at the expense of prevention efforts that mitigate sport challenges before they become unmanageable. In the current proposal, the end goal is a preventative athlete wellbeing strategy that merged the clinical psychology expertise and health and exercise sciences. This proposed project will develop a prevention workshop to disseminate to athletes in order to mitigate risk factors for mental health difficulties that athletes are susceptible to. Further, the workshops will be led by the clinical psychology student, which who will also offer peer support through the program. Together, we measure athlete knowledge and wellbeing along with student satisfaction to determine how the program can be tailored and expanded.

JesusMiracle Chiadika

Understanding the Mental Health Experiences of Racialized Undergraduate Students

Despite advances in the support of student mental health in Canadian universities, research indicates that there are two crucial issues impacting the effectiveness of these interventions. First, the increase in complexity and demand for services outweigh the resources that universities can provide. Secondly, there remains a reluctance from many students experiencing mental health challenges to seek help. Some of the most pertinent reasons include stigma, and a lack of culturally-adept supports to meet the diversity of students' needs. Although all students may experience stigma, research suggests that the consequences of stigma are worse for racialized students as they also experience other challenges including racism and discrimination. To address this, this mixed-methods research study will seek to understand how racialized students engage with mental health resources, centralizing Intersectionality (1991) and Bronfenbrenner & Morris' (2006) socioecological systems to understand the mental health experiences of racialized undergraduate students at the University of Toronto.

Melissa de Jonge

Leveraging the benefits of physical recreation: An experientially-informed co-design project for promoting post-secondary student mental health and well-being

70% of students report feeling lonely and students' social inclusion in the campus climate and social space is now a consistent prominent concern. Uncontested evidence supports physical recreation for promoting mental health, social connectedness, and engagement in valued social activities. Yet, limited research has targeted physical recreation on-campus, and these spaces may serve to exclude equity-owed student groups. To optimize physical recreation for mental health, examining processes for facilitating student engagement and social inclusion in the design and development of services is critical. Drawing on systemic and whole-campus approaches, the proposed project will co-design a framework with students centered on fostering social inclusion and mental health through on-campus physical recreation services. Applying youth co-design principles and using a grounded theory approach, the co-designed framework will aim to inform an implementation toolkit to promote widespread dissemination of physical recreation and social inclusion practices for fostering mental health across Canadian post-secondary campuses.

DISCUSSION LEADER BIOS

LEADERSHIP TEAM

Kristin Cleverley

Inlight Director & Chair



Professor Kristin Cleverley is the CAMH Chair in Mental Health Nursing Research and Associate Professor in the Faculty of Nursing and Department of Psychiatry at the University of Toronto and Senior Scientist in the Margaret and Wallace McCain Centre for Child, Youth & Family Mental Health at CAMH. She is the Chair of the University of Toronto Student and Youth Mental Health Research Initiative and Co-Chaired the Ontario Health Quality Standard on Youth-to-Adult Health Care Transitions. Prof. Cleverley's research engages students, youth, and caregivers in the co-design of novel clinical and health system interventions to improve continuity of care.

Professor Amanda Uliaszek

Inlight Associate Director, Research



Amanda Uliaszek has been the director of the STEPP (Study and Treatment of Emotion Dysregulation and Personality Pathology) Lab at the University of Toronto since 2011. She received her Ph.D. in clinical psychology from Northwestern University and completed her predoctoral residency at the University of Illinois Chicago Medical Center. Prof. Uliaszek has obtained international recognition for her research on psychotherapy mechanisms and outcomes, with a specific focus on improving treatments for children, youth, and university students. Prof. Uliaszek is a registered psychologist in Ontario, with an expertise in the delivery of dialectical behavior therapy and cognitive-behavioral therapy.

Professor Julius Haag

Inlight Associate Director, Training & Education



Julius Haag is an Assistant Professor, Teaching Stream in the Department of Sociology at UTM, where he teaches courses in policing, urban life and public policy, and youth gangs. Prior to joining Inlight, Prof. Haag contributed to several campus-based initiatives, including as the session lead for Race Based Data Collection at the National Dialogues and Action for Inclusive Higher Education and as a review panel member for the U of T review of the Role of Campus Safety Services in Student Mental Health. His research interests include policing, youth justice, gangs, racialization, ethnicity, criminalization, and teaching and learning.

STUDENT ADVISORY COMMITTEE

Bilal Ahmed Qureshi

MASTERS OF CEREMONY

Inlight Student Advisory Committee 2024-2025



Bilal A. Qureshi is a second-year undergraduate student at the University of Toronto Scarborough, majoring in Neuroscience and Human Biology. He has research experience in neuropharmacology, focusing on gene therapies for autism, behavioural neuroscience, and cognitive neuroscience, particularly in decision-making and motivational conflicts. Currently, Bilal works in two cognitive neuroscience labs at UTSC. A recipient of the Budding Scholar Award, he aspires to pursue a PhD and become a professor. His goal is to translate his research into discoveries that impact academic and global communities, with a focus on improving mental health outcomes through neuroscience.

Thanida Kamchokchai

MASTERS OF CEREMONY

Inlight Student Advisory Committee 2024-2025



Thanida is a second-year undergraduate student specializing in mental health studies, with an interest in clinical neuropsychology and abnormal psychology. Her passion for mental health motivated her to undertake a research internship focused on assessing vocational skills and work preparedness in individuals with ASD. She has a strong interest in severe mental disorders such as BPD, bipolar disorder, and schizophrenia, as well as self-injury among adolescents. With aspirations to become a clinical neuropsychologist and researcher, Thanida aims to open her own private practice in the future. Currently, she volunteers as a crisis responder, dedicating her time to supporting individuals in urgent need.

Aden Ahmed

Inlight Student Advisory Committee 2024-2025



Aden Ahmed is currently pursuing a master's degree at the University of Toronto in Counseling Psychology with a focus on Global Mental Health. He has previously served as a Graduate Wellness Ambassador at the University of Toronto Mississauga – Health & Counseling Center and currently holds the position of Mental Health Crisis Support Case Manager for the African, Black & Caribbean Program at the Fred Victor Organization. Aden completed his undergraduate studies at the American University of Beirut in Lebanon, where he earned his BA in Psychology. He is deeply passionate about the field of Global Mental Health and aspires to contribute to the United Nations to effect meaningful changes in mental health policies in low-income countries.

Alanna Sethi

Inlight Student Advisory Committee 2024-2025



As the Founder & CEO of HOPE (Helping Our Planet Earth), Alanna Sethi is an award-winning mental health consultant. For her exceptional achievements, in 2024 she was named one of the Top 10 Finalists for the Chegg.org \$100,000 Global Student Prize, Global Citizen Youth Leaders Award, Sustainable Action Award, Scholar-in-Residence and Dean's List Scholar. Other achievements include being a 2023 Liv Magazine Platinum Youth Wellness Mentor of the Year and receiving the 2022 Women of Wellness: Changemaker Award among others. She has also been featured in Insauga, CBC Metro Morning, 680 News Radio and NewsTalk 1010.



Claire Zhang

Inlight Student Advisory Committee 2024-2025

Claire Zhang (she/her) is a second-year medical student at the University of Toronto. Among her research interests, she is especially intrigued by the role of compassion and self-compassion in undergraduate medical education, and its impacts on student mental well-being. Claire hopes her research will contribute to undergraduate curricular change and relevant, accessible, upstream mental health resources. Ultimately, Claire aspires to shift the hidden curriculum and medical culture to genuinely valuing the well-being of learners.



Liz DaMaren

Inlight Student Advisory Committee 2024-2025

Liz DaMaren (she/her) is a PhD Candidate in Mechanical Engineering at the University of Toronto and is part of the Collaborative Specialization for Engineering Education. Her research investigates student engagement in computer-aided design software education, with a focus on equity considerations such that all students are able to authentically engage in their learning. She is passionate about mental health and well-being, which she enacts through her roles as a teaching assistant and her involvement in the outdoors community at UofT.



Khushi Patel

Inlight Student Advisory Committee 2024-2025

Khushi Patel is a undergraduate Computer Engineering student at the University of Toronto St.George campus. She is currently on her 16-month CO-OP year where she is working at BMO as a Cloud Engineer. She is currently working as the Skule Mental Wellness Director this year, excited to improve mental wellness within UofT Engineering. She has also worked with first year students through various roles and hopes to contribute to research and initiatives related to student mental health.



Meagan Muscat

Inlight Student Advisory Committee 2024-2025

Meagan Muscat (she/her) is an Indigenous woman pursuing her EdD in Counselling Psychology at the Ontario Institute for Studies in Education (UofT). Her research seeks to understand how to engage Indigenous populations in receiving mental health support. Meagan is a counsellor on the OISE and Graduate Education Council at UofT. Ultimately, Meagan hopes to educate others on the intersection of Indigenous ways of knowing and mental health.



Jas Chhetri

Inlight Student Advisory Committee 2024-2025

Jas Chhetri is a third-year undergraduate student in the molecular biology program at UTSC. Jas is involved in advocacy work and community based peer support, especially in spaces for queer and disabled students. Jas continues to advise as a student mental health advisory committee member for the project Mapping Services to Support the Mental Health Needs of Diverse 2SLGBTQ+ Students Across the University of Toronto.

Olena Zubrytska

Inlight Student Advisory Committee 2024-2025



Olena is in her final year of the accelerated nursing program at the University of Toronto. As a research assistant at Toronto General Hospital, she contributes to cardiology and nephrology research, and is involved with traditional complementary and integrative medicine (TCIM) research with University Hospital Tübingen. Her research interests extend to mental health, where she investigates mental health outcomes of newly arrived Ukrainians in Canada and volunteers with children of individuals living with a cancer diagnosis. Olena is excited to serve on this year's Inlight Student Advisory Committee to explore youth and adolescent mental health and contribute to research in this field.

Sacha Samouk

Inlight Student Advisory Committee 2024-2025



Sacha Samouk (she/her) is an undergraduate student at the University of Toronto Mississauga, specializing in Anthropology and minoring in Education Studies. Sacha has worked as a Research Assistant on projects such as "Inequality, Historical Oppression, and BIPOC Peoples in the Americas" with Dr. Jerry Flores and "Coastal Climate Kids" with Dr. Cassie J. Brownell, where she utilized qualitative and quantitative research methods to address social disparities and promote community well-being. Her involvement as a Peer Mentor with Accessibility Services demonstrates her dedication to supporting students' transitions to university life through academic skills workshops and wellness activities, directly aligning with the Inlight Team's mission of fostering a supportive campus environment. Furthermore, Sacha's role as a student representative on the University of Toronto's Governance Council reflects her commitment to advocating for academic policies and student support, ensuring that student voices are heard and prioritized. Through these experiences, Sacha contributes to the holistic understanding of student mental health, leveraging her interdisciplinary background to support the Inlight Team's research goals.

Yuening Chen

Inlight Student Advisory Committee 2024-2025



Yuening Chen (she/her) is an M.A. student in Archaeology at the University of Toronto Mississauga, integrating psychological perspectives into archaeological research. Her work focuses on enhancing methodological rigour by applying insights from human factors and decision-making processes. Drawing from her diverse experiences as a tutor, field technician, and student organization associate, Yuening has developed a strong commitment to mental health advocacy and cultural sensitivity in research. She is dedicated to creating inclusive strategies that address the unique needs of underrepresented groups in academia. She aims to promote innovation and empathy in research practices, working towards a more equitable and supportive academic environment.

STUDENT FACILITATORS



Rya Buckley

Student Facilitator & Inlight Student Advisory Committee 2023-2024

Rya is a second-year PhD student in the School and Clinical Child Psychology program at the Ontario Institute for Studies in Education. Her research interests are broadly in the area of marginalized students' mental health and support-seeking experiences. Her master's thesis work focused on the experiences of racialized university students accessing wellness and mental health supports on campus. She was a recipient of the 2022 Inlight Research Fellowship and a 2023-24 Student Advisory Committee member.



Dinarshan Chandrakumar

Student Facilitator & Inlight Student Advisory Committee 2023-2024

Dinarshan is a second-year Psychology student at the University of Toronto, passionate about mental health and well-being. His goal is to pursue further education in the mental health field, with a focus on making a positive impact through research, therapy, or clinical practice. Currently, he has dedicated his time to helping the community through roles as a Bridging Pathway Mentor and a Health & Counselling Volunteer.



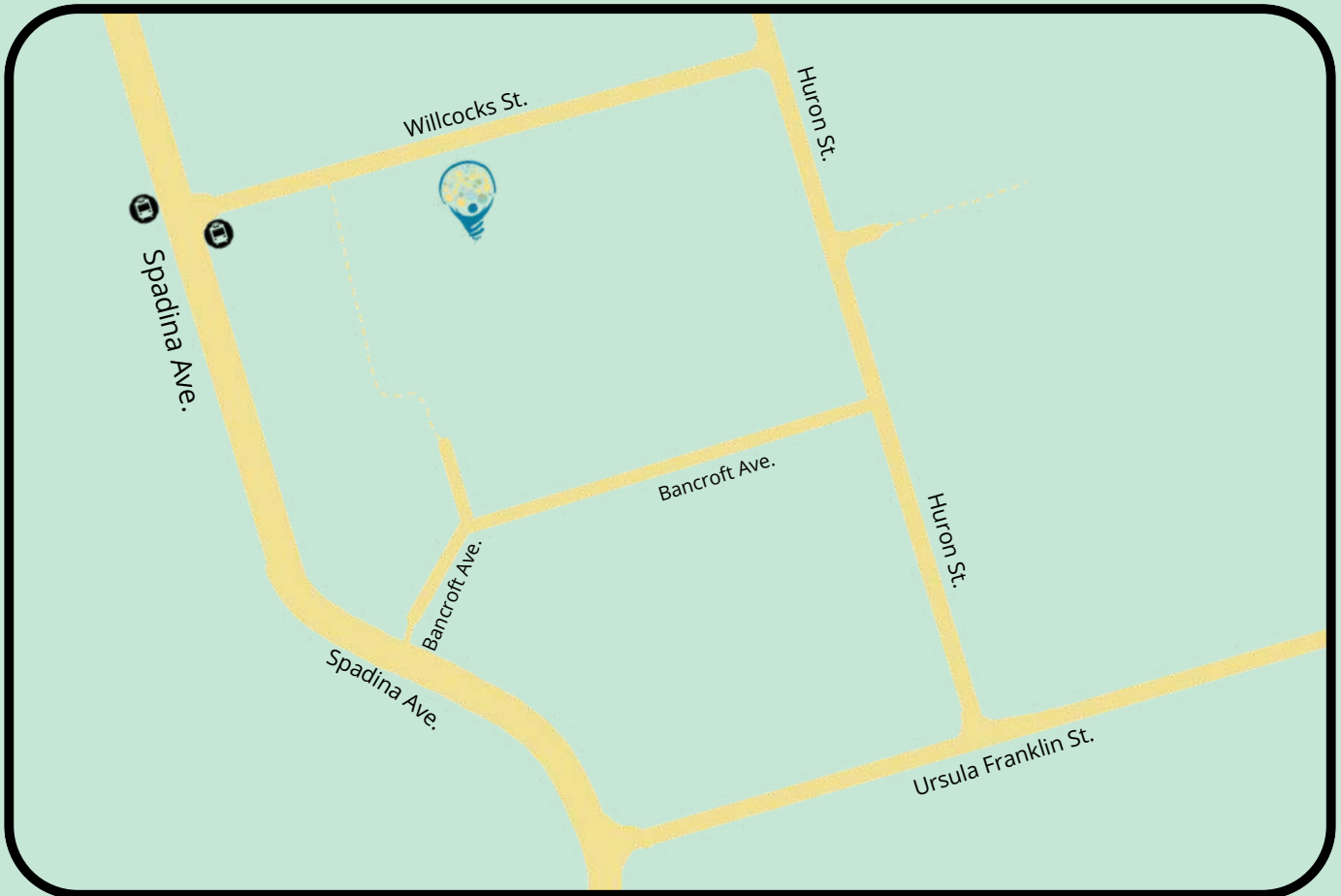
Dela Farzanfar

Student Facilitator & Inlight Student Advisory Committee 2023-2024

Delaram Farzanfar is a PhD student in the Department of Psychology at the University of Toronto. Her research focuses on understanding brain activity during creative experiences and their implications for improved well-being. Dela is a registered psychotherapist in Ontario and has experience working in mental health in public institutions in Toronto. She is a junior fellow at Massey College, graduate fellow at the School of Cities, and serves on the Program Committee at the International Neuroethics Society. She hopes to improve long-term access to psychotherapy in Canada.

THE FACULTY CLUB

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Toronto, ON M5S 3G3



Public Transport & Parking

Subway: Exit at Spadina Station (11 min. walk, 5 min. bus ride)

Nearest Bus Station: 510 - Spadina ave. & Willcocks st. (1 min. walk)

Parking: U of T offers paid parking in several locations across campus. The closest parking lot is located at 17 Glen Morris St.

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