

2016 2020



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Acknowledgment

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No G o , M.A.

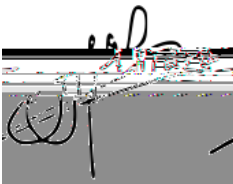


D o o S u S a R a ,
 Caro u G
 Ma , 2015

Endorsement

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 P u B , R a , a P a
 C a a a M a H a A o a o , B C D o
 Ju 10, 2015

Executive Summary

Canada's Secondary Mental Health and Wellness Strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and wellness needs of young people in Canada. It is a comprehensive and coordinated framework that guides the development and implementation of policies, programs, and services across all levels of government, education, and the community. The strategy is based on the following principles: equity, inclusion, and social justice; prevention and early intervention; and a focus on the social determinants of mental health and wellness. The strategy is a living document that will be updated as needed to reflect changes in the mental health and wellness needs of young people in Canada.

- **Post-secondary Student Mental Health: Guide to a Systemic Approach**

Canadian Association of Universities and Colleges
Mental Health Association (BC)

- **Campus Mental Health Vision and Framework** Canada

- **Student Mental Health Strategy 2014 – 2017** University of Victoria

- **Student Mental Health and Wellness: Framework and Recommendations for a Comprehensive Strategy** Queen's University

- **Mental Health and Well-Being in Postsecondary Education Settings: Literature and Environmental Scan to Support Planning and Action in Canada.** McKee, G.

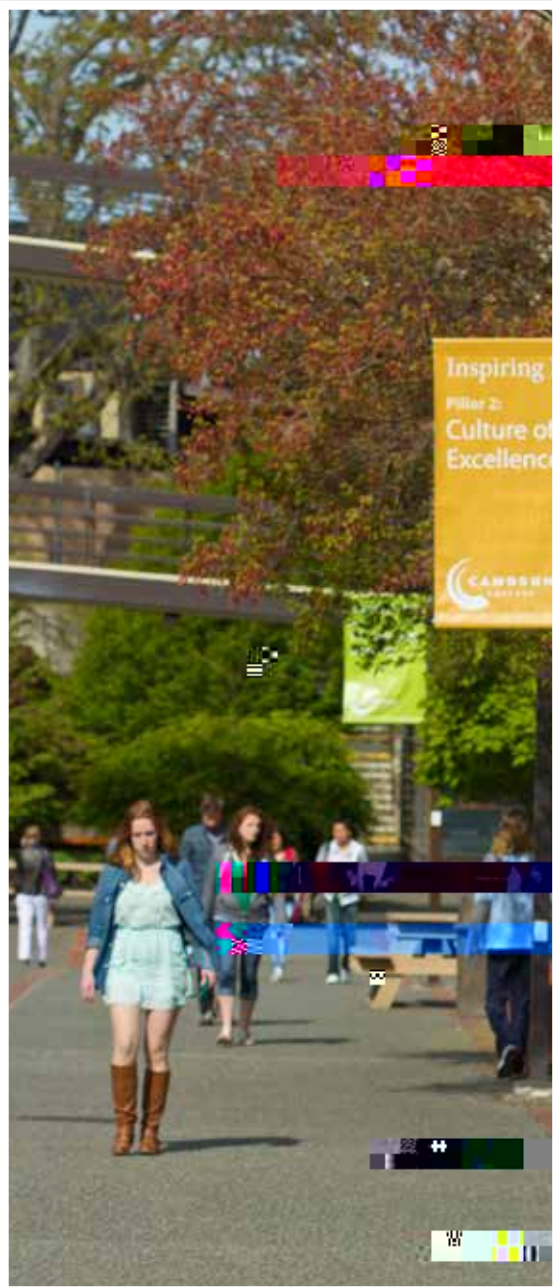
- **Mental Health Strategy** Simon Fraser University

- **Mental Health and Well-Being Strategy** University of British Columbia

- **Student Mental Health at the University of Alberta: Final report** University of Alberta

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-



Б у о о S a , a i o o i a a o , o u o
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 C a m u m a a ; a S u o u - a - a o o .

Б а а о , о о о а а а :

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3.

Goal: E a C a o u o m m u a o o a u a a o m m a o
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4.

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5.

Goal: D o a m a a a o o a a o - a u o o u a
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 m a a a o a m u o m m u .

Guiding Principles

1. O ma m a a a ma a o - a o o u u a m m a o a u o m o o - o a u .Caro u o ao a o mm o o a o ma m i .
2. Su m a a a - u ma o o - u u a ao @ a o m a o mmu .T ma a o o ma - u o o u o a a ,o mm m a a o u u o o u o a o a i .
3. Ao m ,o a - -o a o a o u m a a a - u o mm m a m a @ o mmu m m . E o a ao o a .T o o o o a a a u o ,o m a o a o ao u a o mo a m a o .
4. @ ,a u a o ,a Caro u u o u a o o u o a a a o , a u a o a o a a a o a o m a o u m m o Caro u o mmu .

Goals Key Objectives

1. Policies, Procedures and Practice

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Caro u @ .



- **College communication and information**
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o mmu ao a o m a o o o o u u , m o a u .
- **Policy review and development**
. R a u a u o a o : u m a a ; a a a u o ;
u o u ; o u a a a a a a a a o , o o u
u , u o a o m a u - .
. D m a o o a a o u m a a , u a u ,
o a a .Po o o m a a a .
- **Curriculum, instruction and evaluation**
. E o m a o m a u a a m a m o a o u m a -
, a o u a o a u u m .
. R a a m a - a a u a o o u o u a o o
u m a a a , a a o u o a a o m r o a o .
- **Program entry, exit and re-entry**
R o a m , a - a o u o a o a u o o a o a
a o m r o a o o u m a a a a a .

Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

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- **Space design and a climate of well-being**

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- **Student connections and engagement**

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. l a o m o u u m u o o a , o am, u u m a
a o , o u a a o a o u o m .

- **Peer support**

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a a , a u - .

- **Access to learning and community activities**

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3. Mental Health Literacy, Engagement and Support

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- **Mental health literacy and a culture of compassion**

P o o u o m o a u o a u o m a a a o m a a
a - , a o u a u , a o a m a a o m o a a o
u - a a u u o o m a o o am u .

- **Learning and well-being**

E a o o u o u o a a o m a a a , o
a o u a o m , a o u o u Cam u o .

- **Community Supports for distressed students**

P o m a a a o m a o , u o a o a a a o u a
o o u o m o a u o o o m m m a u o
u a o m o .

- **Collaboration with employee-designated/targeted mental health initiatives**

o u o o a o a , o - a a a o m a o o o o , a a a
a o o m m o m a a a - Cam u o m m u .

Goals

Key Objectives

4. Campus Mental Health Services

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a m o o a

- **Service information and promotion**

E a u o a o o o m a o o u a G m a a - a

- **Capacity, effectiveness and responsiveness of services**

. P b a u a a a a m a a - a a o o u o m o o
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a
. P b a a o m a o u o a m a a o u o m a
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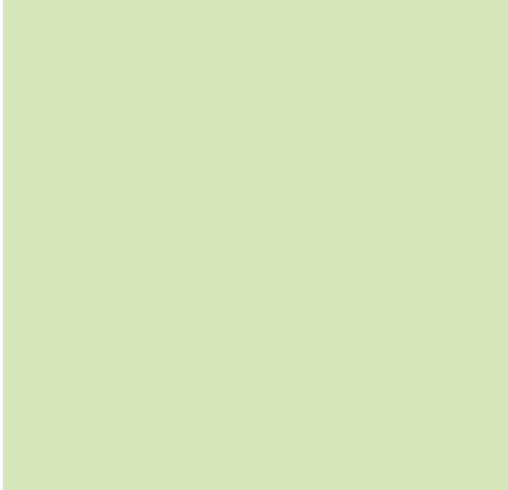
- **Consultation with employees**

M a a o m m u a o m a a u G . P b m a o
o u a o a u o G m a a - a o G m o o o u
u o o a

- **Connections with professional, Provincial and community resources**

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STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

Preface

1. **Introduction**
 The purpose of this strategy is to provide a framework for the University of Waikato to support the mental health and well-being of its students. This strategy is based on the understanding that mental health and well-being are essential for academic success and personal development. The University of Waikato is committed to providing a safe and supportive environment for all students, and this strategy is a key part of that commitment.

The strategy is based on the following principles:

- **Prevention:** To prevent mental health problems from developing in the first place.
- **Early Intervention:** To identify and support students who are experiencing mental health problems as early as possible.
- **Support:** To provide ongoing support and resources for students who are experiencing mental health problems.
- **Recovery:** To support students in recovering from mental health problems and returning to a state of well-being.

The strategy is based on the following evidence:

- The University of Waikato's **Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Support Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).



In 2005, the University of Waikato conducted a survey of student mental health and well-being. The survey found that a significant number of students were experiencing mental health problems, and that these problems were often linked to academic stress and personal issues. This finding led to the development of this strategy.

The strategy is based on the following evidence:

- The University of Waikato's **Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Support Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).

The strategy is based on the following evidence:

- The University of Waikato's **Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Support Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).

The University of Waikato is committed to providing a safe and supportive environment for all students, and this strategy is a key part of that commitment.

The strategy is based on the following evidence:

- The University of Waikato's **Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).
- The University of Waikato's **Student Support Strategy** (2015-2020).
- The University of Waikato's **Student Well-being Strategy** (2015-2020).

Current National Trends

U a o o u a o C a a a o
a u , o m a o u
o o a [C a a u C Su , 2004-2005].

Guiding Principles

T o o a a o a u , a a o m m a o *Post-Secondary Student Mental Health: Guide to a Systemic Approach* (2013). T o n o u o m m m , a o a a o a n o a o a o j a o m m a o o S u M a H a a W -B S a :

1. O m a m a a a m a a o o a - a o o u u a m m a o a u o m o o - o a u . C a n o u o a o a o m m o o a o a o u .
2. S u m a a a - u m a o o - u u a a o a o m a o m m u . T m a a o o m a - u o o u o a a , o m m m , a a u u o o u o a o a i .
3. A o a - o , o m a o a o u m a a a - u o m m m a m a a o m m u m m . E o a a o o a . A u j o o o a a a o m a o a , u o o a o u a o m u a m a o .
4. o , a u , a o , a C a n o u u o u a o o u o a , a o , a a u a o a a o a a o m a o u m m o o u o m m u .

Strategy Development Process

I J a u a 2015, S u S D a m a C B a m ,

CATEGORIES, GOALS, SUPPORTING INITIATIVES, KEY OBJECTIVES AND RECOMMENDED ACTIONS

B o a a o , o a , u o a p j a o m m a o a a o o u o u o o m o u m a a a - a C a m o u O .

1. Policies, Procedures and Practices



Goal: Apply a “mental health lens” in the creation of new, and the review of existing, Colleges policies, practices and procedures to ensure the development and maintenance of optimal student mental well-being at Camosun College.

Examples of Current Supporting Initiatives

- ✓ D o m o l o u a H a a S a W a a B . (C a m o u H a M G o u 2013).
- ✓ T O Sa N Go u o a o u u a a o o a u o a o u u u o a o m m u a .
- ✓ C a o o a o o m a o a u o a a u o .
- ✓ D u o o u a o o a o a , o a m a .
- ✓ T o m o P o r O Sa : a R o u G u o E m o .
- ✓ O u S a D a R o u C o o u a o , u a o , a o m o o a u a o u a u a a o m o a o o u m a a a a a .
- ✓ R o P o a o - o a o a o a a , u o , a a o m m o a o o o m u u o m o a C a m o u o .
- ✓ E a m a o o o o a m u - D O m m .
- ✓ D o m o o a m a o u a a o a o u a u ' a a m a o a a o a o u u a a a m o a m .

Key Objectives and Recommended Actions:

№ :@ u o ' o a m o m m a o a [a]

1.1 College communication and information

E u a a o a m a ƒ o a u o u m a - @ o m m u a o a o m a o o o u .

Recommended Actions:

X P b m o o a o a o a o o o u o o u , ƒ a m o m a a u o a a o m n o a o a o u ƒ m a a a a a .

X P b m a a o m a o a m a o a u a o m a a a , u - a u o , m a a m a a a a u o a a a a a m a a o u u m .

X P b m a a o m a o a m a o u a o u u m a u o o u , a a o u u o o m a , o a , a a m , a o o m u o a a u a a o o m .

1.2 Policy review and development

. R a u a u o a o u m a a , a a u o o u a , u o u , o u a a a , a u a o o u u , u o a o o u o o m a u - .

. D m a ƒ o a a o u

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning and development, including self-reflection, peer review, and student feedback.
- Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

Recommended Actions:

- X Provide a variety of learning activities that promote student engagement and learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.
- X Assess student learning and development through a variety of methods, including self-reflection, peer review, and student feedback.

1.4 Program readiness, entry, exit and re-entry practices

- Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

Recommended Actions:

- X Develop a variety of learning activities that promote student engagement and learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

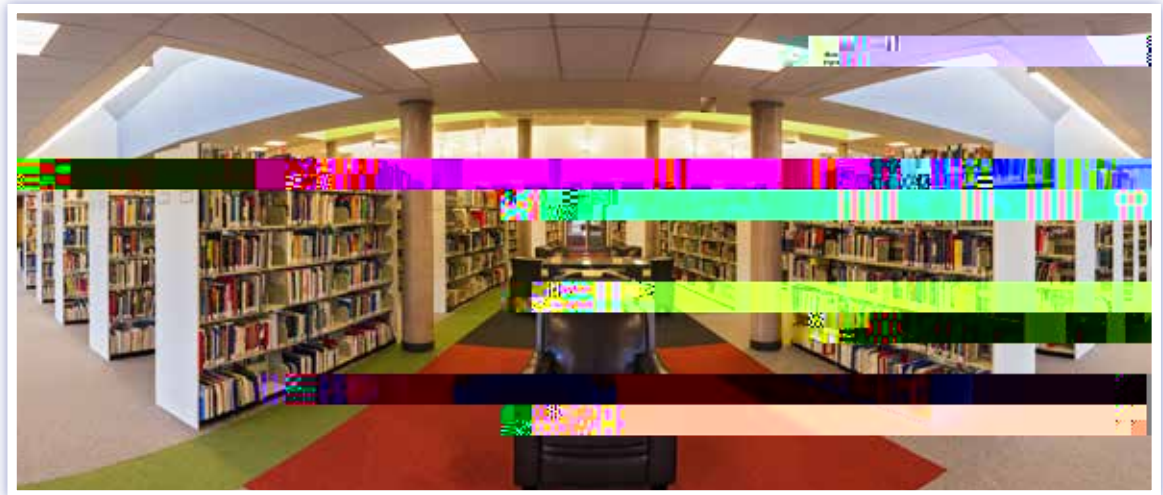


2. Supportive Campus Environment and Student Connections

Goal: Create an inclusive campus environment which is conducive to student engagement and connections within the campus community that will positively influence student mental health and well-being.

Examples of Current Supporting Initiatives

- ✓ T a a - a o u o o
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G mm u a ao
a o o a o ma a o m
a n .
- ✓ T ao o a o m o u
o m o Cam u u
m a a a .
- ✓ T ao a o m o o a a a
o u m a a u o o a m a
(H a M Am a ao ,2015)
- ✓ T Cam u l ao a P G o
Pb am, a a o o , u o
a a o a a j u m o ao a
u .
- ✓ Su -a a a , u a ou a ou a o o a u o u , u u o ao . E .CCSS
o u :P ;Su ()A ;a F Nao .Ao :Cam u 46 a Ju Cu .
- ✓ P o- u ao a ou a o o a a G u S a o u o m o : . .R ao ;B u Ba Y a;
Su E am W ;a L W .
- ✓ T ao a u o Na' a' ma Ga Pa E S ' C o l o u E u ao & G mmu G o .
- ✓ T o o o ao o l u a Cam u C Su S a ao a a a a u o o u .
- ✓ T o j u ao o Cam u l ao a' la o Cam u mu u o a a a o m a o a u o o .
- ✓ T E S ' o a La o am u o ao mmu a a o l o u u o a .



Key Objectives and Recommended Actions:

1. To ensure that all students have access to a safe and healthy learning environment.

2.1 Space design and a climate of well-being

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.

Recommended Actions:

- X Assess the current state of the physical environment and identify areas for improvement.
- X Provide a safe and healthy learning environment for all students.
- X Ensure that the physical environment is safe, healthy, and conducive to learning.
- X Engage students in the design and development of the physical environment.

2.2 Student connections and engagement

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.

Recommended Actions:

- X Create a safe and healthy learning environment for all students.
- X Engage students in the design and development of the physical environment.
- X Provide a safe and healthy learning environment for all students.



2.3 Peer supports

E o u a o m o u a a - a u o o a m a o r o m a a a a a a u - .

Recommended Actions:

X W o S u o a - a u u o o u (. o o), o o / u o G u S . E o u a ,
o o a o r o u m a a a o u a u a / o a m u .

2.4 Access to learning and community activities

E u u a o a a a o m m u a o u m a a a a a a .

Recommended Actions:

X H a a a / a o a a a a a o o m o u o m a a a a , a a o m a a o a o o m .
X R u a o a / o m u a o a u a o o a m u o I u a C a m u .



3. Mental Health Literacy, Engagement and Support

Goal: Engage the Camosun community in a process of valuing and initiating the recommended actions that promote student mental health and well-being, support students who are experiencing psychological distress, and connect them to campus services.

Examples of Current Supporting Initiatives

- ✓ The Student Union, a student-led organization, has been instrumental in raising awareness of mental health issues on campus.
- ✓ The Camosun Community of Practice (COP): Well-Being & Learning Environment, a cross-departmental initiative, focuses on creating a supportive campus environment.
- ✓ The Office of Student Support Services, in partnership with the Student Union, has implemented the 'Mental Health First Aid' program since 2015, training students to recognize and assist peers in need.
- ✓ The Student Union has established the 'Mental Health Support Network', a peer support group for students.
- ✓ The Office of Student Support Services has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Student Union has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Office of Student Support Services has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Student Union has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Office of Student Support Services has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Student Union has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.
- ✓ The Office of Student Support Services has implemented the 'Mental Health Literacy' program, providing resources and training to the student body.



Key Objectives and Recommended Actions:

☞ : ⑥ u o ' o a m o mm a o a [a]

3.1 Mental health literacy and a culture of compassion

☞ o o u o mo a u o a u o mao a a a o m a a a - , a o u a u a o a m a a o mo a a o u - a a u u o o m a o o a m u .

Recommended Actions:

X Ha u a a a a m a a a a o mo o u - , a u a u , a a m u u o .

X Ha mo a a m u - m a o a o ⑥ u S a D a R o u C , a o o m a o a o a .

X ⑥ u a o o u Ha M A m a a o a o a mo o m a a - a a , o a o m o a u o a a a a a , u - o a o .

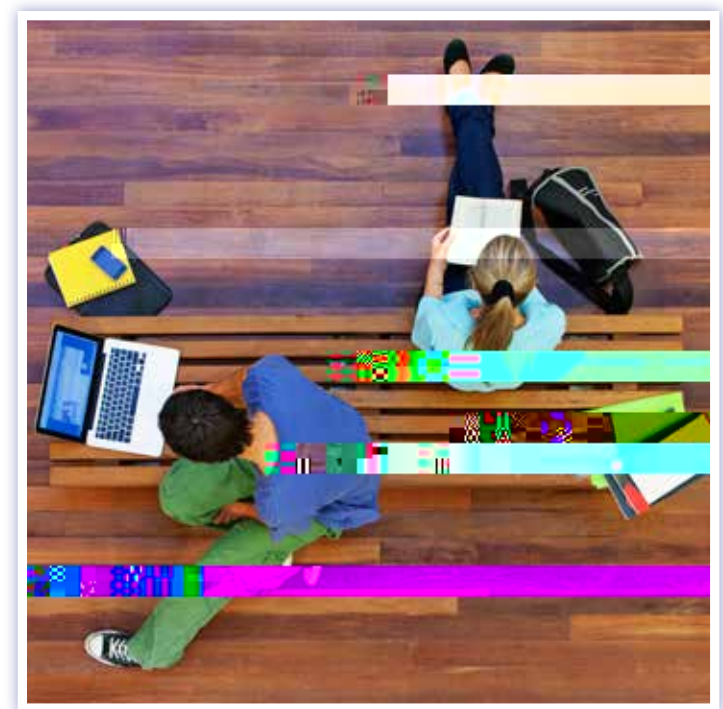
3.2 Learning and well-being

E a o o u o u o a a o m a a a , a o u a o m , u C a o u ⑥ u a o a .

Recommended Actions:

X ☞ a o o u a a u u , m a - a a o a a m u . ☞ a / a o o a u a o mo u - a m a a . I a m a a a a a u o a o a o o m a .

X I u m a a - a o m a o a u o u o a m o a o .



3.3 Community supports for distressed students

Provide a safe space, support, and resources for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

Recommended Actions:

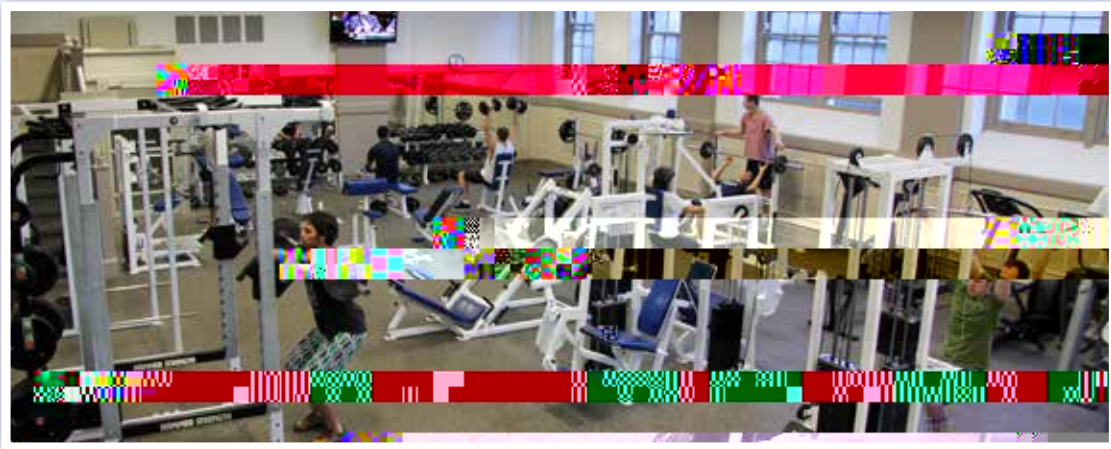
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

3.4 Collaboration with employee-designated/targeted mental health initiatives

Collaborate with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.

Recommended Actions:

- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Establish a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.



4. Campus Mental Health Services

Goal: Ensure the provision of accessible, effective, interconnected campus mental health services, which employ “best practice” knowledge and strategies in the support of students who are experiencing psychological distress.

Examples of Current Supporting Initiatives

- ✓ **University of South Florida** - **University of South Florida** provides a comprehensive mental health services program, including a 24-hour crisis line, a walk-in crisis center, and a variety of counseling and support services.
- ✓ **University of South Florida** - **University of South Florida** provides a comprehensive mental health services program, including a 24-hour crisis line, a walk-in crisis center, and a variety of counseling and support services.
- ✓ **University of South Florida** - **University of South Florida** provides a comprehensive mental health services program, including a 24-hour crisis line, a walk-in crisis center, and a variety of counseling and support services.
- ✓ **University of South Florida** - **University of South Florida** provides a comprehensive mental health services program, including a 24-hour crisis line, a walk-in crisis center, and a variety of counseling and support services.

Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

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Recommended Actions:

X P b a a , o o m a o a o u o m a a , a a o o o , u a a o a o m , a o o m u o m a o o a o .

4.2 Capacity, effectiveness and responsiveness of services

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D a R o u , o a u u o o a .

. P b a a o m a o u o a m a a o u o m a o .

Recommended Actions:

X P b a u a u o u m a a a o j 6 u S a D a R o u C m a m a a u o f o o a a f u u a o - o a u u o .

X E u a m u m a a o m a a u o o , a a o u o - o o o a o m a - a o o u .

X E o a o a a o a m u .

X H a o o u o u a o a u m m o o a o u a o a o u o , u u o a o o o u o .

X E o o a j o a a a a u o 6 u S . H a 6 u S o o u o o u o u .

X E u o o o o u o u o a a u u o a o a u f m a a u a a j u m o m a o o a u a , u u a u o m .



4.3 Consultation with employees

Pō mō o u ao a u o ̄ m a a - a a ̄ m o o o u u .

Recommended Actions:

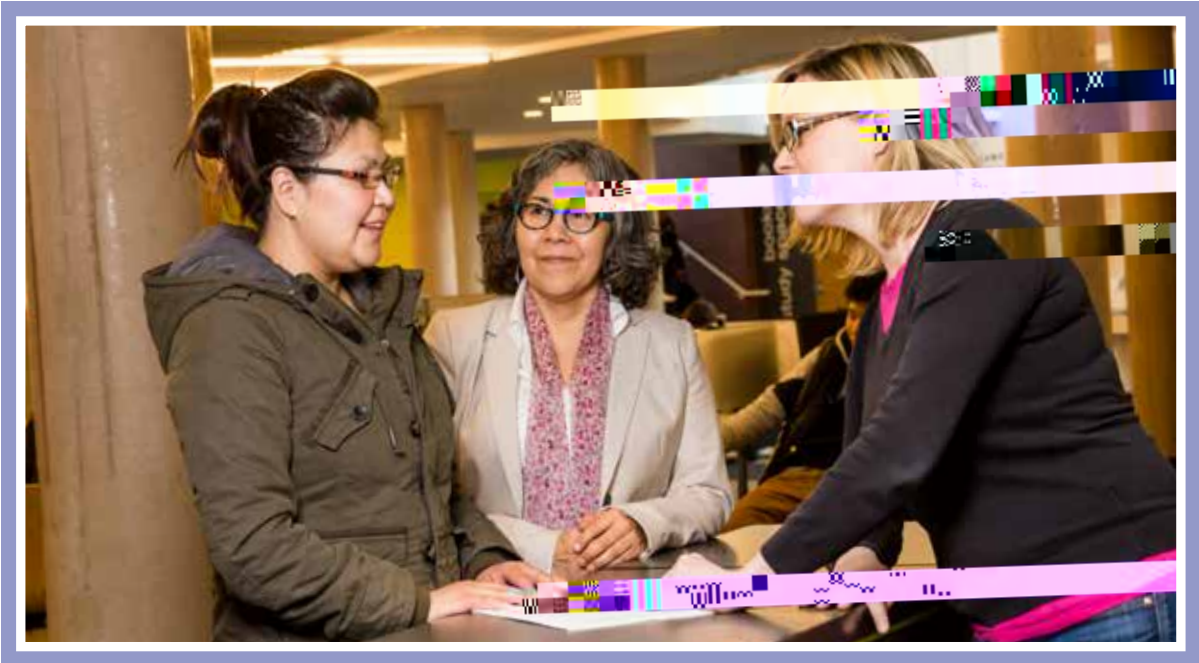
- X Ha o u o a o u a o ̄ o am , u u a o o o mao , m a a o ao o a u , a o ma a m / u ao o u m , o a o o o m u .
- X E o i o m u o mao a a o ao ao o o Da Rou C a ̄ u S .

4.4 Connections with Provincial and community resources

E u o m o a ao ̄ m a a - a a Pō a o u o a ma a ao a a o o o o mmu m a a o u .

Recommended Actions:

- X E u m a a o ma a a a o m o o a a o ao , Pō a o u , o a u o - o a uo a o mmu o u a .



5. Supporting Students-at-risk and Responding to Crises

Goal: Develop and maintain effective and responsive processes and action-based supports for individual college “students-at-risk” and in response to campus-based critical incidents, crises and threats, maintaining the safety of the campus community.

Examples of Current Supporting Initiatives

- ✓ T @ a ao - a @ Sa N Go u , o o o /o m a ao u u o u a
ao u.T o u a , m a o a o a u o ,o mmu a a o o o a ua
a - - a a .Caro u ' Po ro @ Sa Gu a o u o u .
- ✓ T Caro u Ha M Go u a a a o a o u a o a o .T o u o m a o ama a a
oo a o o o o u o o o mmu m m o ao a a am u o a .
- ✓ T @ a a Em Ma a m Po o a o u a o a a u a a a ua .R ua a ua
a a .
- ✓ M m o @ Sa N Go u a a a a o a a m a o o K Cam o ,a o
Ca a a f i o o - o a a o .
- ✓

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

5.1 College Safety Net and supports for “at-risk” students

. 0 u o o o 0 Sa N o u am u am o a o u u a a
o a o a a o u o a a o o o .

. E o a o a o m u m- u o a a m o u -a- .

Recommended Actions:

X 0 u o a o o u o u a o , o , a o -a m o u o u a m o , o a a o u u
m a o o a m a a m .

X E o a o a 0 a u - u o E a A P o a m o a o m u o o u o o a .

X P o a m a o a o a u a a o u o a a a o u a o a a a m o o m a u a o o u
o a a o u .

5.2 Communication, training and roles within the college community

E a o m m u a o a o u o o 0 Sa N a u a m o a o a m a o , a o m o a
o m a a u a o u a m a a o a m u .

Recommended Actions:

X H a o m a o a a o o o o a o a - u a o u a o o a a o u u o a
a o u a a o u a .

X D a 0 u S a C a m u S u , a a u o , a o , o u a o o a a o o o o
m o , a - u m a a u a a o u a a .

X P o a o m a o u o o u o a o u o 0 Sa N , a u a o u a o , o u m a o a a , a
o m o o u a o u a / o o a a - u o a m a u o .

X P o j o m o m a a u a o a o o u o o o o a o o o u o a
a o u .

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

W BC o - o a o , Carø u G a a a a ma uao o oa a o o a a
o u o a m a a , aoua, a o aju m a .T a o u a a a u j o , a
o j ,a o omm ao o oa a o u a a o u - ouo ommu .Ma
o omm ao o u m a a a a a u a .T a ao a o j a oa -o ,om a oa o
u - a u omm m a a o a m m o Carø u ommu .A uu m , a ao o u
ao o u o o m o a .W a m uma o a a ma j a o o m .



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