



bc healthy minds/healthy campuses summit 2014 snapshot report

From Vision to Action: Implementing a Systemic Approach

highlights

- 3 days
- Over 200 attendees
- 21 BC post-secondary institutions represented
- 8 out-of-province post-secondary institutions represented
- 21 organizations represented

The Healthy Minds/Healthy Campuses Summit was a dynamic 3-day gathering thoughtfully constructed to bring together a variety of post-secondary community members to respond to the call to action:

“How do we design post-secondary education and vibrant campuses that are conducive to—and foster—mental health and well-being, healthier relationships with substances, meaningful engagement and transformational learning?”

A systemic approach “is comprehensive, and views the whole campus as the domain to be addressed and as responsible for enhancing and maintaining the mental health of community members; extends the focus beyond the individual and strategies such as treatment, skill building and awareness to the whole campus including its environment, organizational structure, policies and practices.”

—Canadian Association of College and University Student Services and Canadian Mental Health Association, 2013



executive summary

The 5th Annual Healthy Minds/Healthy Campuses Summit took place on January 23rd-25th at the Coast Plaza Hotel and Suites in Vancouver, BC. This year's Summit brought together over 200 students, student service professionals, faculty, administrators, government and community partners to discuss mental health and substance use on campuses in BC and beyond. In attendance, there were 21 post-secondary institutions from BC, eight out-of-province post-secondary institutions and 21 community and government organizations represented. The goal in bringing the Community of Practice together over the three-day period was to explore how post-secondary institutions can be designed to be conducive to—and foster—mental health and well-being, healthier relationships with substances, meaningful engagement and transformational learning.



Matty Hillman shared his experience engaging other students around changing the culture of substance use at Selkirk College.

The Summit began with a Pre-Summit Session focusing on our Changing the Culture of Substance Use Project. Phase One and Phase Two campuses engaged in dialogue about substance use on their campuses and an interview panel was conducted with three campus professionals leading change on their campuses, which explored collective impact. To kick off the Summit, a Keynote Change Maker Panel presented attendees with a look at what Vancouver Island University has been working towards, and how, as they promote student mental health and seek to change campus culture.

As indicated by the Summit title, this year's goal was really to move from vision to action. As such, there were five key action areas that were addressed based on the components and steps outlined in the [Guide to a Systemic Approach](#) including:

- *Situational Assessment, Engagement and Planning*
- *Campus Policies*
- *Learning Environments*
- *Community Connectedness, Belonging and Inclusion*
- *Services and Supports*

Each of these action areas was introduced with a catalyst presentation that demonstrated examples of leading edge thinking and practice. The presentations were designed to highlight existing efforts while stimulating ideas for other campuses to consider. These presentations flowed nicely into the following day when participants were oriented to design labs, where they were invited to deeply explore a specific challenge and animate their ideas using simple tools and materials to represent what they wanted to achieve.

On the final day of the Summit, students and recent alumni were invited to present research and projects they had been working on related to campus mental health and substance use. Through eight inspirational presentations, students from four BC post-secondary institutions shared their findings and encouragement with other members of the Community of Practice.

To conclude the Summit, Jonny Morris moderated an Open Space session where participants brainstormed 12 provoking questions they wanted to explore deeper. With other interested attendees, individuals discussed methods to create positive change.

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keynote change maker panel

Jonny Morris facilitated a live interview panel with Patrick Donahoe, Executive Director of Student Affairs at Vancouver Island University, and Dustin Schmauder, Student at Vancouver Island University. This panel offered a unique opportunity for an up-close exploration of the processes of change making within a post-secondary context. The participants shared with audience members how change is taking place at Vancouver Island University.

Key Questions Addressed

- What are some of the conditions that help systemic change along?
- What obstacles should we be on the lookout for?
- How do we know change is starting to take hold?

“Conversations are the way we build stories. Small conversations can change culture. We need to have a respect for conversations that matter.”
— Robin Higgins, Counsellor,
Selkirk College



“Let’s normalize the bumpy road [of systemic change]. We all make mistakes. Let’s talk about it. We’re all fighting a mighty battle.”

—Patrick Donahoe, Executive Director of Student Affairs



Jonny Morris (Director of Public Policy, Research, and Provincial Programs, CMHA BC) and Shaylyn Streach (Coordinator of Healthy Minds/Healthy Campuses, CMHA BC)

catalyst presentations

In preparation for the design lab concept that revolved around the five action areas, leaders from each area were invited to present their most up-to-date knowledge and practices to highlight existing efforts and stimulate innovative ideas for other individuals at post-secondary institutions to consider.

Situational Assessment, Engagement and Planning

Melissa Feddersen, VOICE Research Coordinator from the University of British Columbia, Okanagan Campus, gave an overview of the dynamic, systemic program of research called VOICE. Melissa highlighted Community Based Participatory Action Research, Youth Adult Partnership Theory, and Health Promotion strategies that are used as a means of activating the population to create and sustain health promoting change on campus.



Melissa Feddersen shared the cross-campus process the University of British Columbia, Okanagan Campus has applied since 2006 to assess priorities and bring about change.

Campus Policies

Michelle Olding, Project Assistant at OCAD University, Su-Ting Teo, Director of Student Health and Wellness at Ryerson University, and Robert Clift, Executive Director from the Confederation of University Faculty Associations of British Columbia, explored the question of why and how do we change campus policies that impact mental health.



Tara Black and Alisa Stanton from Simon Fraser University highlighted new resources for faculty they are developing with their Teaching and Learning Centre.

Learning Environments

Tara Black and Alisa Stanton from the Health Promotion Team within Health and Counselling Services at Simon Fraser University shared how they are working with instructors to highlight and support actions that create conditions for well-being in learning environments.

Community Connectedness, Belonging and Inclusion

Robin Higgins, Counsellor at Selkirk College, shared how her institution is experimenting with a variety of methods such as world cafes, appreciative inquiry, and food and dialogue, to help create a culture of connection and inclusion.

Services and Supports

Judith Burgess, Director of Health Services at the University of Victoria, explored the role of University Health Services in employing a primary health care improvement process to address both patient care and population health needs of post-secondary students.

“Seeing all the work being done at other schools is very inspiring and the passion and enthusiasm of the presenters and participants increased my own confidence that this is something our school can and should do.” — Summit participant

design labs

On the second day of the Summit, Sherry Lin, Creative Director and Partner of archiTEXT introduced design labs to participants. Participants were divided into five rooms based on the key action areas and were led through a series of steps by Sherry who was projected on the screen in each room. Participants were encouraged to:

- *Define the Context*
- *Frame the Opportunities and Brainstorm*
- *Build Physical Prototypes*
- *Gather Feedback and Refine Prototypes*
- *Present their Prototype Ideas*

“The pot was stirred in new ways and we have more administrative commitment to move ahead on some initiatives. The attendees raved about the success of HM/HC 2014. Honestly... you hit a home run with this event!”

— Summit participant

In working together with small teams on a specific topic, teams were able to use generative design research tools to develop innovative prototypes that they shared with all Summit attendees to inspire change. Videos of the prototype presentations are available on our website.



Participants used Design Thinking and Systems Thinking processes to creatively develop new prototype ideas.

student presentations

On the final day of the Summit, students and recent alumni from the University of British Columbia, Simon Fraser University, University of Victoria and Selkirk College shared information about their current research and projects they have been working so diligently on.

After working group members Kyle Horvath and Caroleena Khayette welcomed the student presenters, Kimberley Carter opened with a presentation titled, *“Breaking Down the Silo Effect: Students Leading the Change towards Campus Collaboration for Advocacy and Action.”* Kimberley spoke of the University of British Columbia’s Mental Health Network and encouraged student leadership for organizational growth and excellence.

Next, students from Simon Fraser University presented on the Hi F.I.V.E. Movement, which is a cross-campus initiative involving SFU faculty, staff and students who

are working towards eliminating stigma against mental illness and encouraging compassion in the community. The group shared online resources and toolkits for all community members to access.

Recent alumna Dana Wilson shared her findings on mental health in British Columbia’s public post-secondary institutions’ disability policies (of which only 14 out of 25 mentioned mental health or mental illness). Dana’s research and analysis pointed to policy alternatives that aim for universal design for learning alongside targeted interventions.

Amanda Slaunwhite from the University of Victoria shared her experience with building collaborations across campus for enhancing mental health research, knowledge exchange and resource development. She highlighted the University of Victoria’s efforts in research and strategic design to bring attention to the

student presentations (cont.)

topic of mental health, and thereby reduce stigma, improve awareness, and enhance supports through the implementation of a student wide mental health strategy.

Presentations continued with Simon Fraser University Alumnus, [Vitaliy Chernenko](#), who highlighted a research project looking at the adaptation of a workplace tool to better understand the factors that impact student well-being within higher education settings.

A Selkirk College Alumnus, [Matty Hillman](#), stepped up to share his experience working from an appreciative inquiry approach to explore the culture of substance use on a rural campus through community building.

Another team from Simon Fraser University presented on a learning environment project called "[Student Voices](#)." In this project, student opinions were obtained to discover what they consider to be positive aspects of their classroom environment.

Finally, [Ashley Whillans](#) and [Bob Zhao](#) from the University of British Columbia presented preliminary results of their study and offered an opportunity to discuss how to increase student engagement on large campuses for students across various majors and educational trajectories.



Participants wrote their burning questions down during the Open Space session.

open space

Strategically positioned at the end of the Summit, the Open Space session created an opportunity for participants to self-organize discussion groups around hot topics they wanted to focus on. This technique—which is optimal for issues that include complexity, diversity and urgency—has become a valued component of our Summits due to its real-time responsiveness for collaborative learning, exploration and planning.

Burning questions identified by attendees included:

1. Teamwork means conflict “storming.” We don’t equip students to resolve conflict. How do we change this?
2. How can we reduce/control over-drinking?
3. How can we get universities and colleges to work together?
4. How do we harness the positive power of alcohol use?
5. How do we deal with the unique challenges and opportunities in a college (vs. university) environment?
6. How can we create community campus relationships that youth innovate?
7. How do we give a sense of direction to students nearing graduation?
8. How do we change or create new policies to positively impact well-being and learning? (continuing the design lab conversation)
9. What are the most inspiring examples of learning experiences that make you feel well?
10. How can we eliminate heterosexism in our classroom cultures?
11. How do we use harm reduction and restorative justice with a zero tolerance punitive rule book?
12. How do we help faculty teach introverts?

Participants were able to share their questions, brainstorm ideas and problem-solve potential solutions to the issues they experience on their campuses. Each table took notes on their discussion to share their innovative ideas with the remaining members of the Community of Practice.

reflections

The 2014 Summit was summarized by spoken word poet Samuel Stevenson, who acknowledged the hard work that had been occurring over the 3-day Summit and he re-emphasized the participants' desire to create a change in the culture of post-secondary campus communities. Samuel highlighted the creative process that attendees took on in hopes of making a positive difference, by moving from a vision to a concrete action. Participants were provided with numerous examples from both professionals and students of what positive things are happening on campuses across Canada, heard about the barriers and challenges others have encountered (such as a lack of resources or funding) and had an opportunity to deeply explore one action area with meaningful questioning and open discussions. Participants had the opportunity to share their learning together using the Wiki space, where documents were uploaded to be shared in each of the action areas. Further, participants voiced their opinions on the Summit on the Healthy Campuses Twitter page, where new insights, meaningful quotations and innovate new links were shared with other members of the community. It is our hope that the community will continue to work together as we move forward in turning our visions into actions.



*“You’ve been working hard
To create change.*

A holistically significant difference.”

*— Samuel Stevenson, Spoken Word Poet,
accompanied by Lydia Hol on guitar*

what participants had to say

As a result of Summit 2014:

- I have a sense of coming home to a community I didn't know I had.
- I was inspired to put more of a focus on alcohol and mental health culture in my campus community.
- I have more ideas for student engagement and mediums to hear student voices.
- I've learned about some really amazing initiatives already happening that I can lend my support to.
- I plan to work more collaboratively across institutions.
- I feel re-invigorated to make a difference at my campus to systemically enhance student well-being.
- I have a renewed mind. My perspectives have changed and my inspiration to bring awareness and support to my campus is fired up and excited for the future.

“I recognize that our school can learn a lot from what others are doing or considering and can focus on tailoring our efforts without needlessly reinventing every step of the process. Our work is part of a larger body of work and we are supported by many students and professionals working toward shared goals.”

“Lots still needs to be done but this collaboration can really help make change.”

moving forward: working together

As the Community of Practice continues to work together to improve campus mental health and reduce risky substance use, we will continue to be a leader in connecting people, research and ideas across campuses and encouraging dialogue throughout the year. To help facilitate these connections, Summit attendees received a contact list with each participant's contact information to allow conversations to continue to blossom. In addition, participants have access to our open Wiki site, where they can continue to share resources and ideas with one another.

We are also very excited to launch a custom-built online social learning platform this summer for all members of our Healthy Minds/Healthy Campuses Community of Practice. The exclusive online community space will seamlessly allow members to connect with one another, share resources, discuss content, ask questions, collaborate and generate new ideas. To further support shared learning and knowledge exchange, we will also host webinars throughout the year on a variety of priority topics identified by the Community of Practice.

acknowledgements

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