

# healthy minds/healthy campuses

a community of practice to promote campus mental health

January 23–25 | Coast Plaza Hotel & Suites, Vancouver, BC

## summit 2014 program

**CONNECT**

**LEARN**

**SHARE**

**INSPIRE**

**REFLECT**

**CO-CREATE**



*Special thank you to Joshua R. Behary  
(mh pov.com) for designing the summit logo*

[www.healthycampuses.ca/summit-2014](http://www.healthycampuses.ca/summit-2014)

#summit2014

funders



**BC MENTAL HEALTH  
& SUBSTANCE USE SERVICES**

*An Agency of the Provincial Health Services Authority*

annual sponsor



Thursday, January 23

**Pre-Summit Session: Changing the Culture of Substance Use Phase 1 and Phase 2 Campuses**

7:30–8:30am	Registration and Breakfast
8:30–8:45am	Context Setting and Introductions
8:45–9:30am	History of Change Interview Panel
9:30–10:15am	Knowledge Exchange Speed Dating
10:15–10:30am	Break
10:30–11:15am	Exploring Collective Impact
11:15–11:55am	Collaborative “Learning Agenda” Formation
11:55–12:00pm	Closing Statements and Wrap Up
12:00–12:45pm	Lunch
<hr/>	
11:00–1:00pm	<b>Registration Desk Open</b>
1:00–1:15pm	<b>Welcome and Opening Remarks</b> <b>xwmuthkwey’um Musqueam Elder Shane Pointe (Te Ta-in) Acknowledgement of Coast Salish Territory</b> Aidan Scott, Board Member, Canadian Mental Health Association, BC Division (CMHA BC) Jonny Morris, Director, Public Policy, Research and Provincial Programs, CMHA BC Shaylyn Streach, Coordinator, Healthy Minds/Healthy Campuses Dan Reist, Assistant Director, Knowledge Exchange, Centre for Addictions Research of BC (CARBC)
1:15–1:30pm	<b>Vision for Healthy Campus Communities</b> Healthy Minds/Healthy Campuses is 10 years old and this is our 5th Annual Summit! Over the past decade, you have helped us to collectively design a vision for healthy campus communities across British Columbia and beyond. This segment features a re-telling of the vision you’ve helped to co-create as a vibrant community of practice. Help us to celebrate 10 years of learning and acting together. Jonny Morris, Director, Public Policy, Research and Provincial Programs, CMHA BC Shaylyn Streach, Coordinator, Healthy Minds/Healthy Campuses
1:30–2:30pm	<b>Keynote Change Maker Panel</b> This live interview provides a unique opportunity for an up-close exploration of the processes of change making within a post-secondary context. Vancouver Island University has recently started to convene around, plan for, and implement Post-Secondary Mental Health: Guide to a Systemic Approach (CACUSS & CMHA, 2013). Often the processes underpinning systemic change are obscured and less visible to the outsider. We think there is a lot to learn about how change makers convene, steward, leverage, and plan to promote student mental health and change campus culture. What are some of the conditions that help systemic change along? What obstacles should we be on the look out for? How do we know change is starting to take hold? How do we prevent overwhelm from getting the upper hand? Join Patrick Donahoe and Dustin as they catch us up about their work at Vancouver Island University. Summit participants will be invited to reflect upon the dialogue and pose questions, as well as share examples of change processes unfolding at their campuses. Patrick Donahoe, Executive Director, Student Affairs, Vancouver Island University Dustin Schmauder, Student, Vancouver Island University Moderator: Jonny Morris, Director, Public Policy, Research and Provincial Programs, CMHA BC
2:30–2:45pm	<b>Break</b>
2:45–2:50pm	<b>Introduction to Catalyst Presentation Session</b> In preparation for the Design Labs on Friday, we have invited five case study presentations demonstrating leading edge thinking and practice related to each of the action areas for the summit. The catalyst presentations are designed to highlight existing efforts while stimulating ideas for other campuses to consider. Shaylyn Streach, Coordinator, Healthy Minds/Healthy Campuses

## Thursday, January 23 (continued)

### 2:50–3:15pm **Action Area: Situational Assessment, Engagement and Planning**

This presentation will give a brief overview of the dynamic, systemic program of research called VOICE, which began in 2006. This study combines Community Based Participatory Action Research, Youth Adult Partnership theory, and Health Promotion strategies with the intent to engage and activate the population to create and sustain health promoting change on campus. This presentation will discuss methods of assessment used, current actions and give participants tools for engaging the campus community.

[Melissa Feddersen](#), VOICE Research Coordinator, University of British Columbia—Okanagan Campus

### 3:15–3:40pm **Action Area: Campus Policies**

Why address campus policies to impact student mental health? What are the institutional structures that need to be navigated? How are policies developed, approved and implemented at post-secondary institutions? What are the issues to consider when reviewing existing campus policies and trying to apply a health lens? This presentation will be a springboard to start tackling the complicated world of campus policies and their intersection with student health and well-being. Relevant to conversations gaining momentum in BC, the Ontario College of Art and Design and Ryerson University have developed a backgrounder that summarizes campus mental health policies in Canada and the United Kingdom along with best practices to consider. Conceptual frameworks from the draft will be shared to start the dialogue about ways that campuses can foster “healthful” policy.

[Robert Cliff](#), Confederation of University Faculty Associations Of British Columbia

[Su-Ting Teo](#), Director, Student Health and Wellness, Ryerson University

### 3:40–3:45pm **Mindfulness Moment**

### 3:45–4:10pm **Action Area: Learning Environments**

Learning environments can have a powerful impact on student well-being—either positively or negatively. SFU Health Promotion has undertaken an initiative to work with instructors to create more supportive classroom environments. Through a process of engaging with instructors and educational specialists, reviewing literature and interviewing students, we have identified aspects of learning environments that impact well-being, and have designed related tools and resources for instructors. We are also engaged in a research project to formally explore these themes. In this session, we will share our process, resources and learnings to date.

[Tara Black](#), Associate Director, Health Promotion, Health and Counselling Services, Simon Fraser University

[Alisa Stanton](#), Health Promotion Specialist, Health and Counselling Services, Simon Fraser University

### 4:10–4:30pm **Action Area: Community Connectedness, Belonging and Inclusion**

Human beings thrive when they feel a deep sense of connection with each other and their environment. What are the ingredients that create a sense of belonging on our campuses? What can we do as individuals to initiate the kinds of conversations, activities and learning events that build healthy relationships and networks? This presentation will share how Selkirk College is experimenting with a variety of methods such as world cafes, appreciative inquiry, food and dialogue, to help create a culture of connection and inclusion.

[Robin Higgins](#), Counsellor, Selkirk College

### 4:30–4:55pm **Action Area: Services and Supports**

University of Victoria Student Affairs is underway with renewal of services and resources to enhance student health and well-being, and support student success. This presentation focuses on our Healthy Campus approach and the progress made to date in engaging campus and community leaders, creating collaborative partnerships, shifting policies and practices, increasing our knowledge base for promoting health and wellness, and reorienting services and academic resources. As a main focus, the session will explore 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.

[Judith Burgess](#), Director, Health Services, University of Victoria

### 4:55–5:00pm **Wrap Up and Preview of Day Two**

[Jonny Morris](#), Director, Public Policy, Research and Provincial Programs, CMHA BC

[Shaylyn Streach](#), Coordinator, Healthy Minds/Healthy Campuses

### 5:00–6:30pm **Post-Secondary Counsellors' Association Executive Meeting**

### 7:00–9:00pm **Coffee House**

Hosted on the 35<sup>th</sup> floor with a stunning view of the city from wrap-around windows, don't miss this opportunity to unwind, soothe your soul and network with new and old colleagues. The evening will feature entertainment by local up-and-coming songstress Lydia Hol ([www.lydiahol.com](http://www.lydiahol.com)) and poetry by Samuel Stevenson. Have an old iPod hanging around? Bring it with you to donate to the iPod Pharmacy program run by Music Heals ([musicheals.ca/ipod-pharmacy](http://musicheals.ca/ipod-pharmacy)). Coffee, tea and treats, as well as a cash bar, will be available.

## Friday, January 24

7:30–8:30am	Breakfast
8:30–9:00am	<b>Orientation to Design Labs and Agenda for the Day</b> Sherry Lin, Creative Director and Partner, archiTEXT Jonny Morris, Director, Public Policy, Research and Provincial Programs, CMHA BC Shaylyn Streach, Coordinator, Healthy Minds/Healthy Campuses
9:00–9:15am	<b>Design Lab Selection</b> Participants select one of five concurrent design labs linked to the action area of their top interest.
9:15–10:25am	<b>Define the Context</b> Get to know the current efforts in the landscape, the issues they address and the challenges they face. A multi-component session that utilizes the methodology of systems mapping. Participants will synthesize the knowledge and experience of their peers in order to understand where the gaps and opportunities are in the landscape are and to begin to develop a design brief. A rigorous analysis and thoughtful brief allow for the creative space from which breakthrough ideas emerge.
10:25–10:40am	<b>Break</b>
10:40–12:10pm	<b>Frame the Opportunities and Brainstorm Ideas</b> Framing the design brief into provocative questions, participants will begin to generatively develop ideas based on the insights gathered. How can the ideas address the gaps and opportunities in the system? What exists that we can build upon? What is currently working and not working? True innovation challenges the status quo, the ideas creatively disruptive. Using a variety of generative design tools, this high engagement session encourages participants to come up with as many ideas as possible. “To have a good idea you must first have lots of ideas.” —Linus Pauling, scientist and two-time Nobel Prize winner.
12:10–12:50pm	<b>Lunch</b>
12:50–1:05pm	<b>Movement/Fresh Air Opportunity</b>
1:05–2:35pm	<b>Prototype</b> Taking the best ideas from the ideation session, participants will begin to actuate the ideas. Central to this process is prototyping, whereby the participants will animate the ideas using simple tools and materials to represent what they are trying to achieve. Prototyping can validate a component of a system, visualize a solution for an opportunity or detail the interaction between two users. This is an opportunity for experimentation and failure, a concept that, while difficult to accept, is just as important as success. Prototyping, in all of its successes and failures, is a critical part of the creative process, not simply a way to validate finished ideas.
2:35–2:45pm	<b>Break</b>
2:45–3:35pm	<b>Gather Feedback and Refine the Prototype</b> Through a series of peer-to-peer interactions, participants will test out their prototypes, gather feedback and have an opportunity to refine their experiments. Just as critical as prototyping, having the opportunity to test out an experiment and refine the prototype allows a designer to uncover unforeseen implementation challenges and unintended consequences in order to have more reliable long-term results.
3:35–4:25pm	<b>Group Presentations</b> Plenary presentations of the prototype ideas.
4:25–4:30pm	<b>End of Day Summary: Slam Poetry</b> Samuel Stevenson, Spoken Word Poet, Kutenai Art Therapy Institute

## Saturday, January 25

7:30–8:00am	<b>Yoga</b> Morning yoga session looking out at the garden terrace from the Barclay/Gilford room on the main conference level. Open to all participants. Please bring your own mat or towel if desired.
8:00–9:00am	<b>Breakfast</b>
9:00–9:05am	<b>Introduction of the Healthy Minds/Healthy Campuses Student Leaders and Recent Alumni Group</b>
9:05–9:15am	<b>Welcome by the HM/HC Student Leaders and Recent Alumni Group</b>
9:15–9:40am	<b>Breaking Down the Silo Effect: Students Leading the Change towards Campus Collaboration for Advocacy and Action</b> Since February 2011, student leaders of the University of British Columbia Mental Health Network (UBC MHN) have been working towards co-creating “a community that supports a culture of holistic wellbeing.” As such, Network membership, including student governments and clubs as well as university services and resources, has strategically grown in the past three years from 6 organizations to 23. In addition, the UBC MHN evolved to include the MHN Team working committee, Mental Health Ambassador program, Advisory Board and the only paid position—the Alma Mater Society (AMS) Mental Health and Wellbeing Commissioner—a position born out of a Memorandum of Understanding between the UBC MHN and AMS. In this presentation, the Chair, Kimberley Carter, a current UBC student motivated to join this movement due to her own experience with mental illness, will discuss the evolution of the organization that has been instrumental in campus-wide collaboration. She will discuss the importance of student leaders as co-creators and designers of healthy campuses through her experience and perspective of leading this group of 23 organizations, 80 volunteers and 1 student-staff. Finally, she will share how to get involved, the importance of innovative leadership for organizational growth and excellence, and the power of young leaders. <a href="#">Kimberley Carter</a> , University of British Columbia
9:40–10:05am	<b>Hi F.I.V.E. Movement—#SFUOpensUp</b> Hi F.I.V.E. (Friendship, Invite conversation, Value the gift in everyone, Eliminate stigma against mental illness) is a multi-sectoral initiative involving SFU faculty, staff and students that works towards eliminating stigma against mental illnesses and encouraging compassion in the community. Conceptualized in January 2013 and launched in September 2013, its objectives include: Creating a safe space for those dealing with mental health distress by motivating members of the campus community to speak openly and respectfully about mental health issues; fostering the growth of friendships, dialogue and respect towards those struggling with mental or psychological distress; and shifting cultural beliefs and attitudes about mental health and accessing mental health resources. Students and staff alike are encouraged to display the Hi FIVE safe space symbol on office door signs and buttons in order to publicly show their allegiance to making SFU a safe space for those dealing with mental health issues. Other unique student-led initiatives include travelling diaries and a corresponding online blog, outreaches, and advocacy for a Safe Space in the Student Union Building. Future plans include a careers in mental health speakers panel, a visual arts and mental health display, and a mental health week in the spring. Ultimately, the power of the Hi FIVE movement is not simply in its position against stigma or acceptance of those experiencing mental or psychological distress as other organizations adapt. Most importantly, its potential lies in its stance of benevolence, understanding, and embracing the gift in everyone’s differences. <a href="#">Vivien Low</a> , <a href="#">Dhylan Verzosa</a> , <a href="#">Christine Jamieson</a> and <a href="#">Emily Hirst</a> , Simon Fraser University
10:05–10:30am	<b>Mental Health in British Columbia’s Post-Secondary Institutions’ Disability Policies</b> In British Columbia’s public post-secondary institutions, the needs of students living with physical or psychological disabilities are usually addressed through a dedicated disability policy. This approach focuses on making accommodations for eligible students but because mental illness is often less visible than physical impairment, it tends to be forgotten in policy design. As a result, students living with mental illness do not receive a comparable level of institutional support. This inadvertent exclusion creates a service gap that disadvantages students living with mental illness because of the very policies that are meant to support them. This presentation will highlight the results of a Masters Capstone project that set out to develop policy alternatives focused on shrinking the service gap that students living with mental illness currently face. Based on a review of existing post-secondary disability policies in BC, supplemented by academic literature on post-secondary mental health and stakeholder interviews, three policy alternatives were evaluated. An overview of this analysis and summary of the recommendations will be shared. <a href="#">Dana Wilson</a> , Simon Fraser University Alumna
10:30–10:55am	<b>Break</b>

10:55–11:20am

**Building Collaborations Across Campus for Enhancing Mental Health Research, Knowledge Exchange, and Resource Development at the University of Victoria**

In recent years, there has been growing attention to the mental health of Canadian post-secondary students following the release of a national mental health strategy, and enhanced institutional awareness that mental health is a key contributor to academic success in the post-secondary environment. University of Victoria leaders have actively sought to leverage existing resources across campus and build capacity for greater information on the mental health of students using the National College Health Assessment. By employing in-depth data analysis, specific issues and populations are being identified, which enable leaders to target strategies and opportunities to improve the mental health of students. This presentation will highlight UVic efforts in research and strategic design to bring attention to the topic of mental health, and thereby reduce stigma, improve awareness, and enhance supports through the implementation of a student wide mental health strategy. The importance of champions, persons with lived experience, and evidence-based practice in aiding these efforts will be highlighted with the goal of providing participants with an improved understanding of how systems/institutional level change can be supported by community members that actively and creatively seek out research and mobilization opportunities to bring mental health “out of the shadows at last.”

[Amanda Slaunwhite](#), University of Victoria

11:20am–11:35am

**The Adaptation of a Workplace Tool to Better Understand Student Well-being Within Higher Education Settings**

This presentation will highlight a research project that was the basis for the presenter’s honours thesis and a collaborative effort between him, Simon Fraser University Health & Counselling Services and the Faculty of Health Sciences. This research was an adaptation of the Guarding Minds @ Work survey tool to a University context. Researchers surveyed 690 SFU students with a 73% response rate. The results of this investigation provide important information that can help university staff and administrators understand which aspects of the psychosocial environment within a higher education context may be contributing most significantly to students’ experiences of well-being. This information contributes to a greater understanding of what changes need to occur within the higher education context to better support students’ overall well-being and success through a systemic and settings-based approach to health promotion. This research builds upon literature from workplace and school settings and provides a first step in using a survey instrument to identify factors within the systemic structures of higher education contexts that can be altered to positively impact student well-being and student success. This information is potentially relevant to all higher education institutions interested in improving student wellbeing through a systemic and campus wide approach. The results of this research were published in the Journal of Education and Health September of 2013.

[Vitaliy Chernenko](#), Simon Fraser University Alumnus

11:35–12:00pm

**Exploring the Culture of Substance Use on Rural Campuses through Community Building**

Working from an appreciative inquiry approach, students, educators and community members from the West Kootenay region met several times over the last six months to discuss possible approaches to creating healthier and more inclusive campus environments where students enjoy a healthy relationship with substances. Through the creation of dream murals and anecdotal expressions from those closest to the student body, a few major themes began to emerge regarding both what the use of substances provided for students, as well as how these needs in formative college years could be filled in other, healthier ways. One of these themes related to the sense of isolation and lack of community connection that can accompany a student’s college life, especially in rural regions. As part of this presentation the audience will be led through some of the above mentioned activities and innovations that have been part of the local community of practice at Selkirk College.

[Matty Hillman](#), Selkirk College Alumnus

12:00–12:45pm

**Lunch**



**Saturday, January 25 (continued)**

12:45–1:10pm	<p><b>Student Voices: A Learning Environment Project</b></p> <p>According to Simon Fraser University’s annual student surveys, students feel that there is a lack of opportunity for building connections with peers and professors. While the problem is known, the solution is harder to come by. A major barrier inhibiting improvement to student engagement programs is the survey itself. These surveys are impersonal and often cursory, only giving school administrators an idea that a problem exists rather than any good idea of how to fix it. While student surveys point out deficiencies, the category of engagement is too broadly defined to begin creation of targeted solutions. Hence, a change in focus is in order. For our project, we decided to obtain student opinions of what they consider to be positive aspects of their classroom environment. The use of key stakeholder interviews as an engagement technique allowed us to not only establish a more personal connection with students but gave them the opportunity to publicly voice their concerns or stories. Further, using this process, we were able to recognize successes within learning environments rather than just existing faults, giving us something to emulate. Through these conversations we gained an understanding of university life deeper than what could be revealed through impersonal surveys and, more importantly, gain an understanding of methods to bolster student engagement on campus and formulate ways to improve student experiences.</p> <p><i>Calvin Chou, Rachel Sawires, Priya Verma and Joanna Wong</i>, Simon Fraser University</p>
1:10–1:25pm	<p><b>Promoting Student Engagement within Large Research-Focused Departments</b></p> <p>Promoting student engagement and success are important and challenging obstacles at most large research-focused universities. While programs designed to increase engagement for majors in large research focused departments exist at many universities, these programs tend to be limited in size, thus benefiting a small number of high-achieving students (e.g., honours students). The present study evaluates the extent to which a cohort-based program consisting of student-gearred events bolsters success for psychology students early on in their degrees. Through participation in our program, we predict that students will show improvements in academic outcomes (e.g., grades) and increased awareness of available opportunities and resources. Currently, 33 second-year students are participating in our program and 45 students are participating in a control group. Participating students have completed an initial online questionnaire and an orientation session. Students will also complete five events and two academic social events and fill out an exit survey. The control group have completed the identical department orientation and will also complete the same surveys as students participating in the program. By connecting students with key initiatives in our department, we expect students to experience benefits related to academic achievement, increased knowledge about career opportunities and graduate school, and feelings of engagement compared to our control group. This presentation will highlight our preliminary results and offer an opportunity to discuss how to increase student engagement at large campuses for students across various majors and educational trajectories.</p> <p><i>Ashley Whillans and Bob Zhao</i>, University of British Columbia</p>
1:25 – 1:55pm	<p><b>Opening Space</b></p> <p>As a valued feature by Summit participants every year, delegates are invited to pitch hot topics and recruit other participants in the act of co-developing a double round of concurrent sessions.</p> <p>Facilitator: <i>Jonny Morris</i>, Director, Public Policy, Research and Provincial Programs, CMHA BC</p>
1:55 – 2:00pm	<p><b>Mindfulness Moment</b></p>
2:00 – 2:40pm	<p><b>Open Space Session 1</b></p>
2:40 – 3:20pm	<p><b>Open Space Session 2</b></p>
3:20 – 3:30pm	<p><b>Closing remarks</b></p>



The 5<sup>th</sup> Annual Healthy Minds/Healthy Campuses Summit is 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?**

# “From Vision to Action: Implementing a Systemic Approach”

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 & University Student Services and Canadian Mental Health Association, 2013

## Planning Committee

Julie Adams (Ministry of Health)  
 Chris Balmer (Camosun College)  
 Holly Bradley (VIU)  
 Kimberley Carter (UBC)  
 Paul Clarke (Ministry of Advanced Education)  
 Michelle Daoust (VIU)  
 Derek Doige (Okanagan College)  
 Tim Dyck (Centre for Addictions Research of BC)  
 Daniel Frankel (Capilano University)  
 Ycha Gill (VIU)  
 Robin Higgins (Selkirk College)  
 Erika Horwitz (SFU)  
 Heather Hyde (BCIT)

Rita Knodel (UVic)  
 Linda Pardy (University of the Fraser Valley)  
 Dan Reist (Centre for Addictions Research of BC)  
 Catriona Remocker (Centre for Addictions Research of BC)  
 Cliff Robinson (TRU)  
 Manik Saini (Ministry of Health)  
 June Saracuse (UVic)  
 Alisa Stanton (SFU)  
 Sandra Strate (Douglas College)  
 Shaylyn Streach (CMHA BC)  
 Cheryl Washburn (UBC)

## Student Leaders and Recent Alumni Summit Working Group

Angela Bello (UVic Alumna)  
 Kimberley Carter (UBC)  
 Vitaliy Chernenko (SFU Alumnus)  
 Calvin Chou (SFU)  
 Christine Edgecombe (University of Calgary and Douglas College)  
 Alexa Geddes (UBC-O)  
 Kyle Hovarth (Brock University Alumnus)  
 Sarah Irving (UBC)  
 Christine Jamieson (SFU)  
 Caroleena Khayatte (UVic Alumna)  
 Lehoa Mak (SFU)  
 Jasper Moedt (UFV)  
 Salona Nainar (SFU)  
 Emily Rogers (UVic)  
 Brent Seal (SFU Alumnus)  
 Dana Wilson (SFU Alumna)  
 Tracy Windsor (Langara/UBC)