

Healthy Minds | Healthy Campuses



healthycampuses.ca
[@HealthyCampuses](https://twitter.com/HealthyCampuses)

Healthy Minds | Healthy Campuses



healthycampuses.ca
[@HealthyCampuses](https://twitter.com/HealthyCampuses)



**HEALTHY
MINDS**

**HEALTHY
CAMPUSES**

creating connections. inspiring change.

Healthy Minds | Healthy Campuses Canadian Mental Health Association, BC Division



Jonny Morris

Senior Director, Policy, Planning and Research

jonny.morris@cmha.bc.ca



Sarah Joosse

Provincial Coordinator

sarah.joosse@cmha.bc.ca



Amelia Hamfelt

Knowledge Exchange and Social Learning Coordinator

amelia.hamfelt@cmha.bc.ca

Overview

- About HM|HC
- Snapshot: Student Experience
- Our Framework
- Infusing Social Artistry
- Resources
- Questions?

About Us



Canadian Mental Health Association
British Columbia
Mental health for all

Association canadienne pour la santé mentale
Colombie-Britannique
La santé mentale pour tous

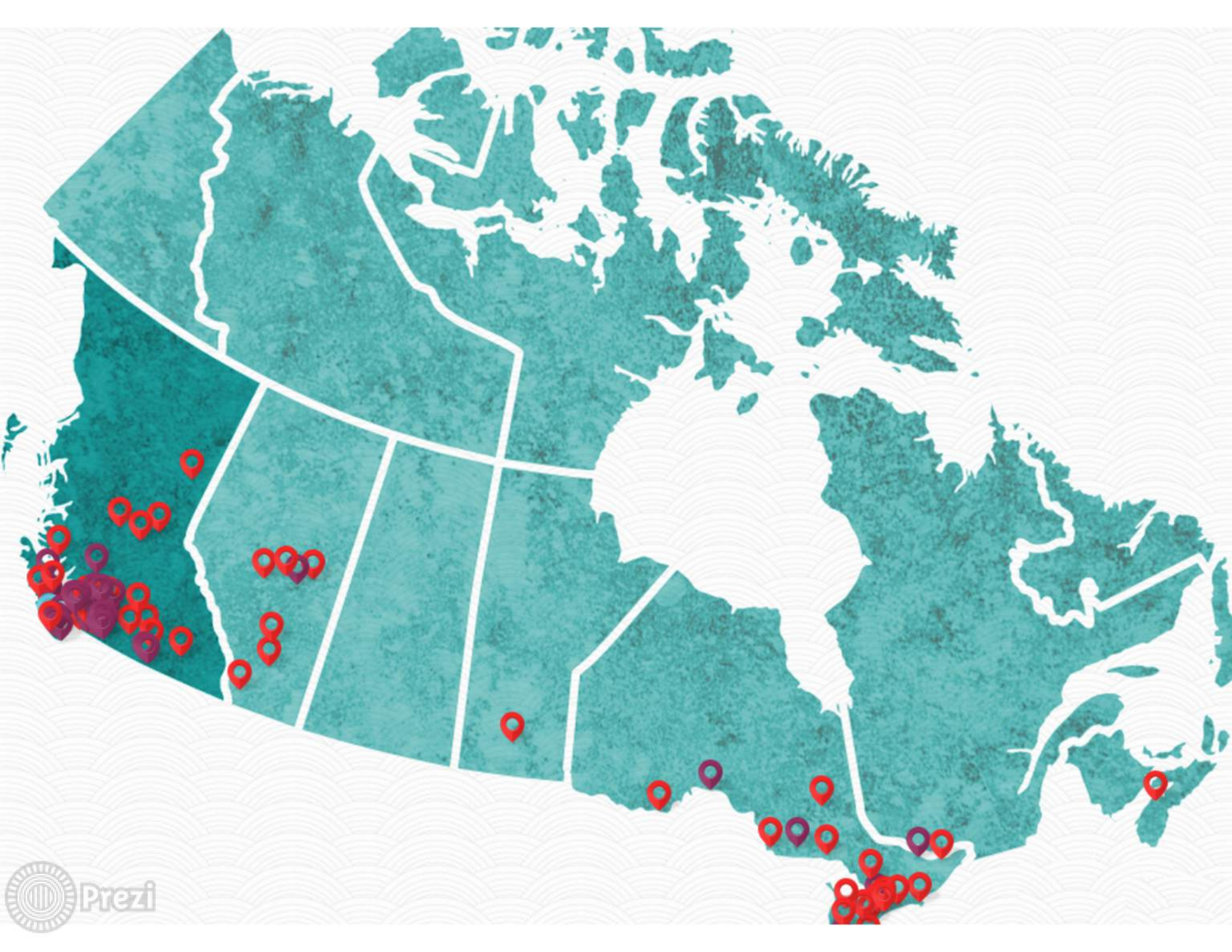


University of Victoria

Centre for Addictions Research of BC





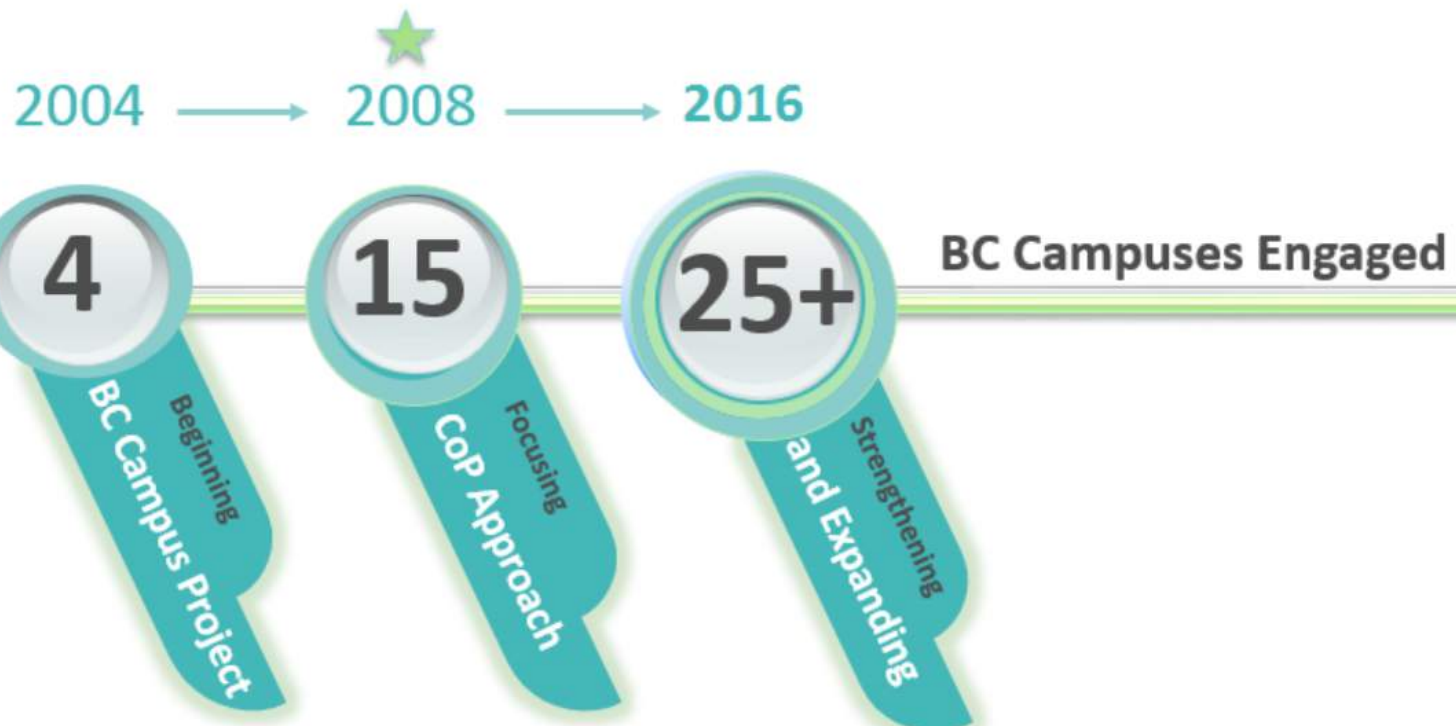


Our History

Healthy Minds | Healthy Campuses Initiative

2004 to Today

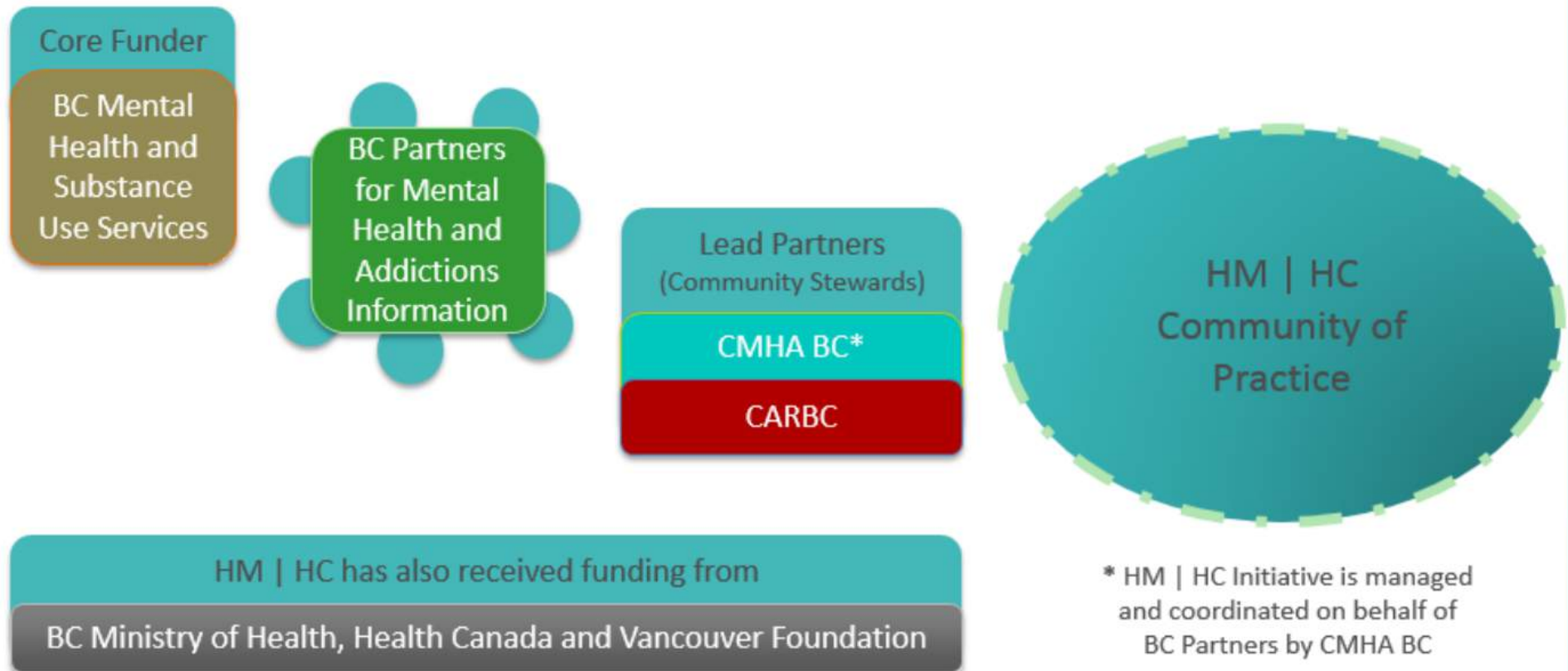
Campus community members from across British Columbia and Canada have engaged with our learning community!



★ Etienne Wenger facilitated workshop to help shape our CoP

Our Structure

Healthy Minds | Healthy Campuses Community Stewardship



What We Do

We Facilitate:

Dialogue

Learning

Access to Resources & Approaches

Knowledge Exchange

Snapshot: The Student Experience

What are post-secondary students currently experiencing?

Please type in your Internet browser:



kahoot.it





89.3 %

felt overwhelmed by all they had to do
in the last year

53.8 %

of Canadian students reported feeling
things were hopeless

70.8 %

of Canadian students have used
alcohol in the last 30 days

39.7 %

of students who drank alcohol in the
last year later regretted something
they did when drinking



National College Health Association (2013)



**felt so depressed it was
difficult to function**

37%

found academics to be
very difficult to handle



57%

Goal: Health

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

World Health Organization, 1948

Goal (health)

Domain: Mental Health



Domain (mental health)

Approach: Health Promotion

How we define the problem
that we want to fix
What we want to strive towards;
How we can translate this
into activities & actions
that we will do

Approach (health promotion)

Mechanism: Community of Practice



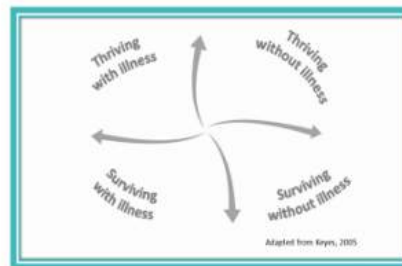
Mechanism (community of practice)

Goal: Health

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

-Preamble to the Constitution of the World Health Organization,
Official Records of the World Health Organization, no. 2, p. 100

Domain: Mental Health

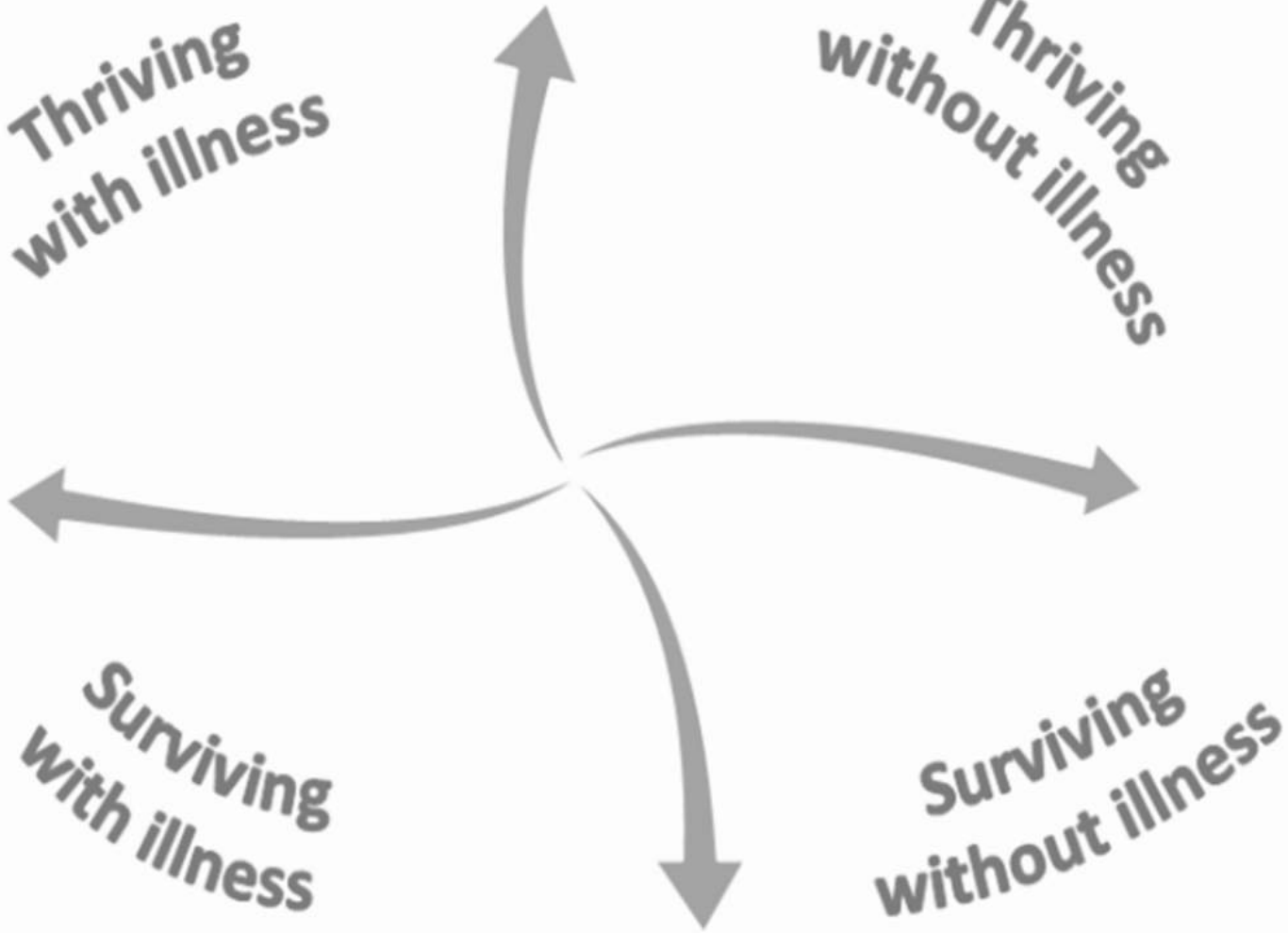


**Thriving
with illness**

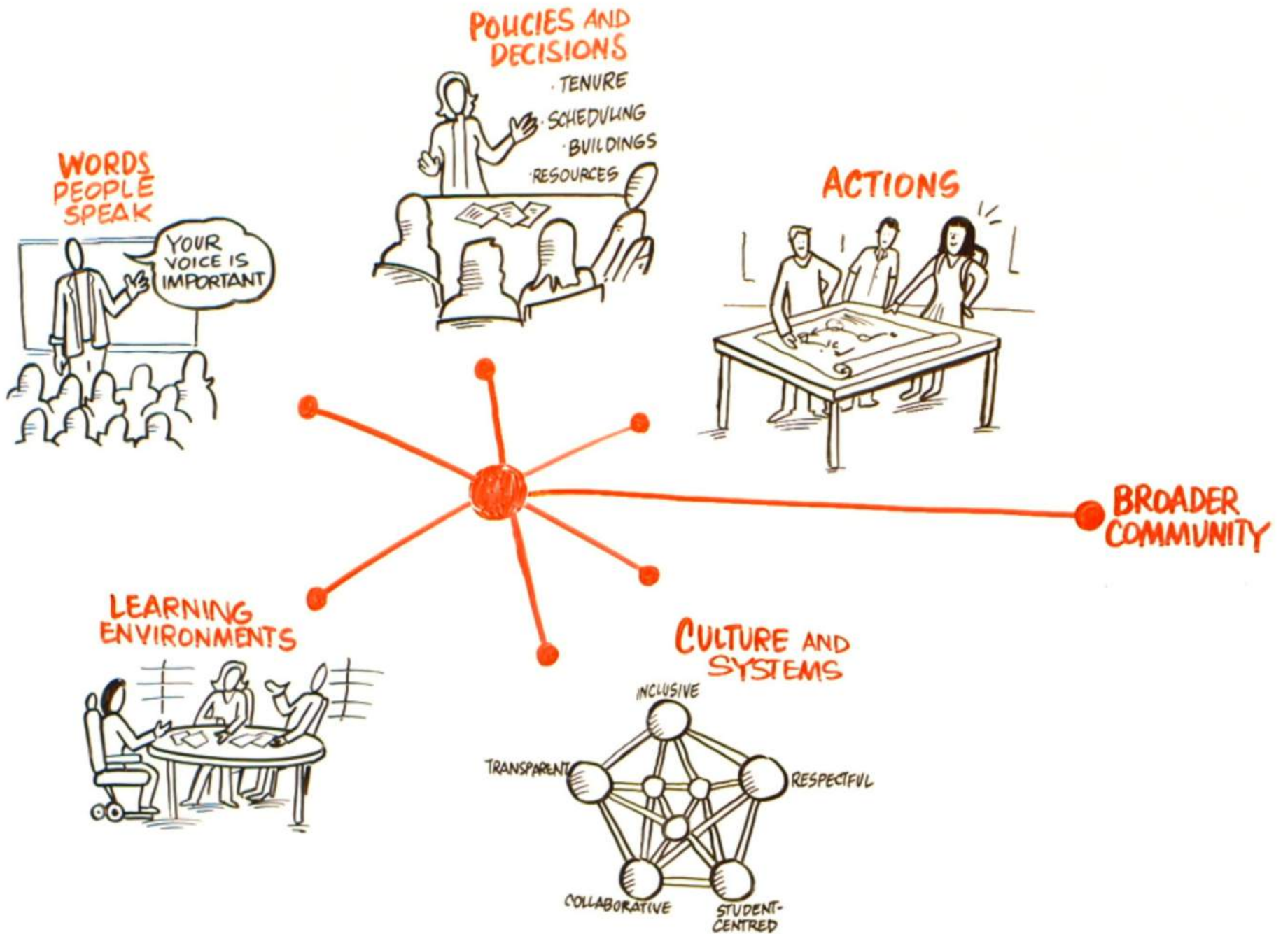
**Thriving
without illness**

**Surviving
with illness**

**Surviving
without illness**

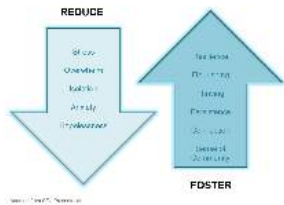


Adapted from Keyes, 2005





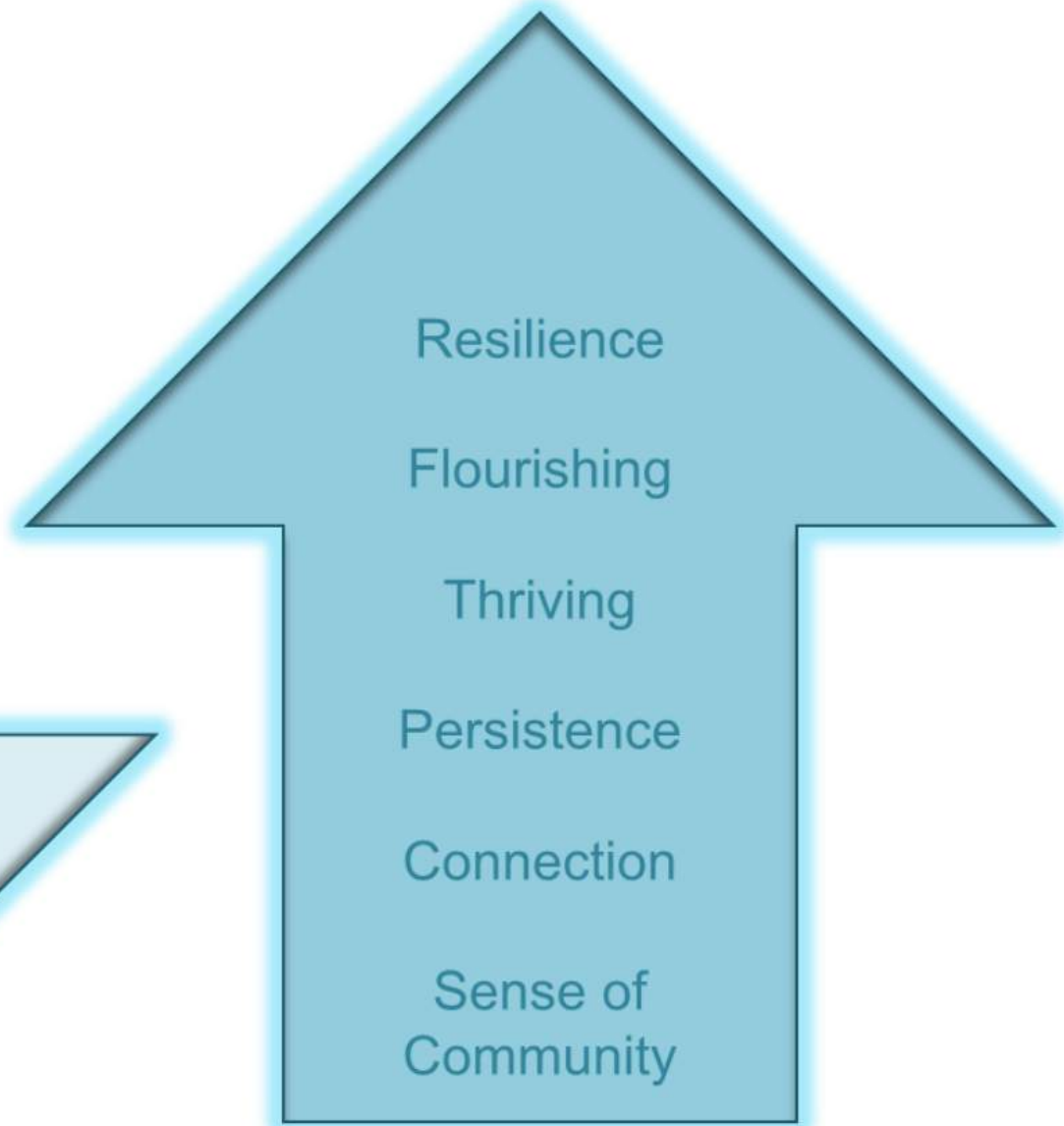
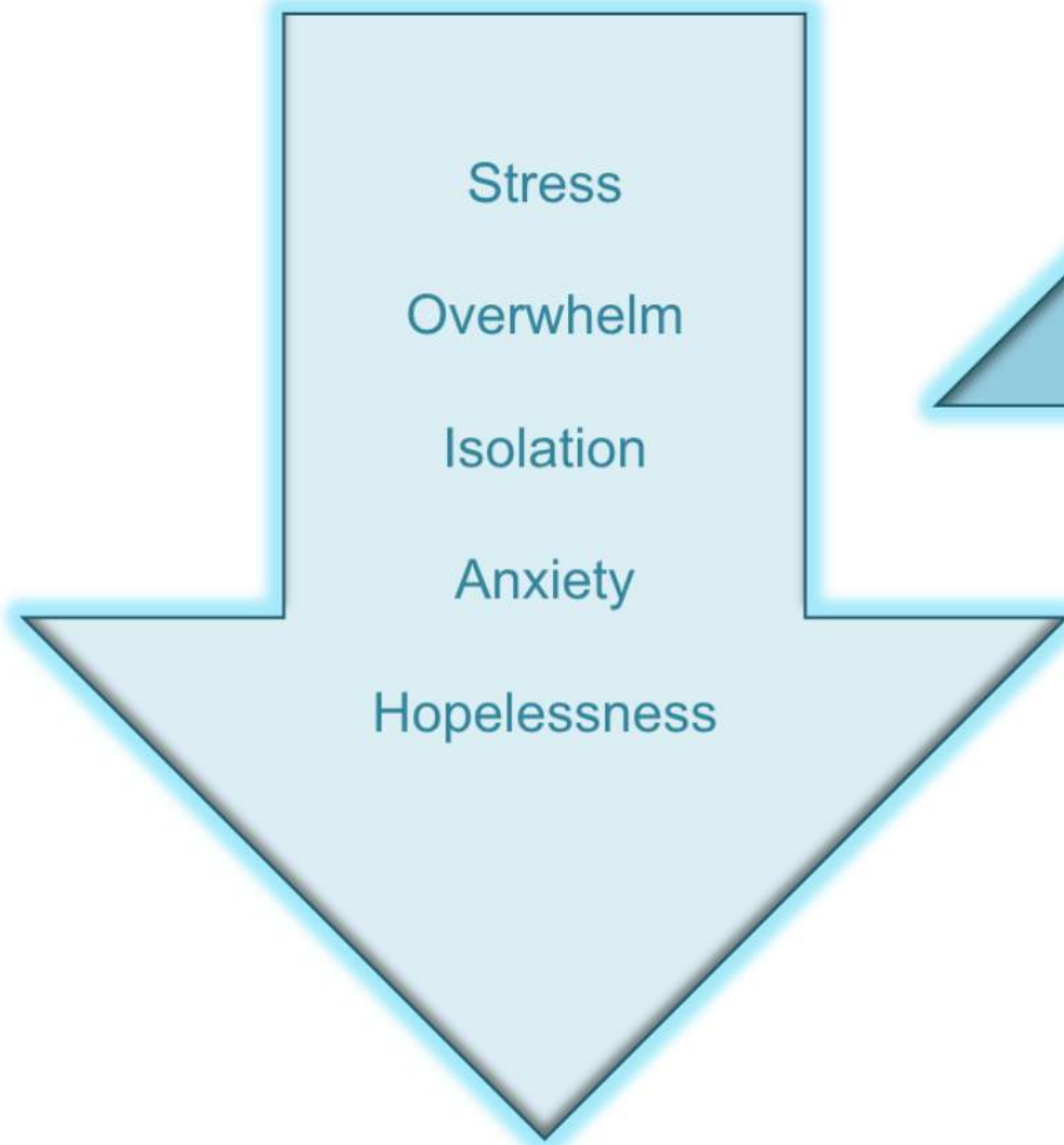
Approach: Health Promotion



How we define the **problem**
that we want to fix
(or what we want to **strive** towards)
influences the potential
interventions & actions
that come into view

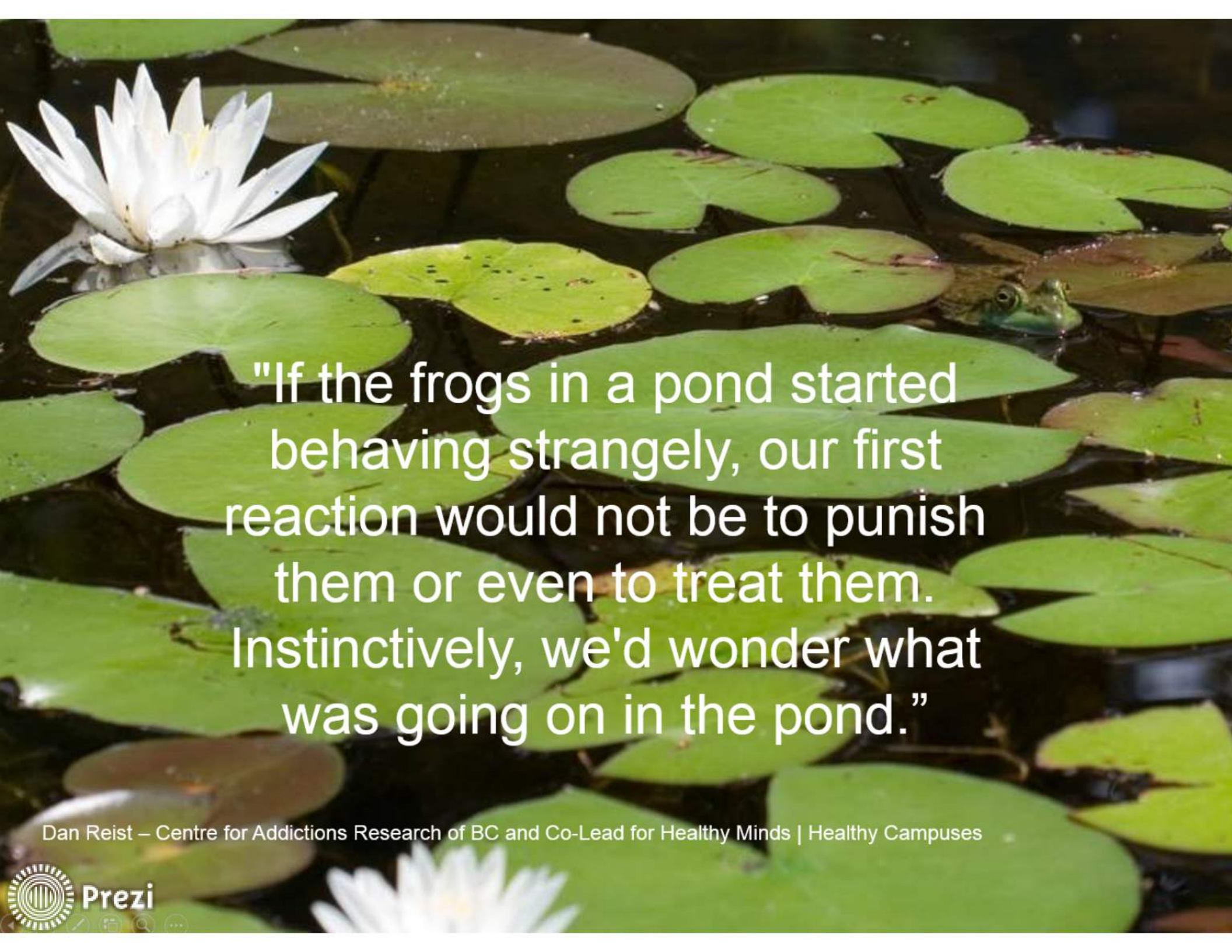


REDUCE



FOSTER

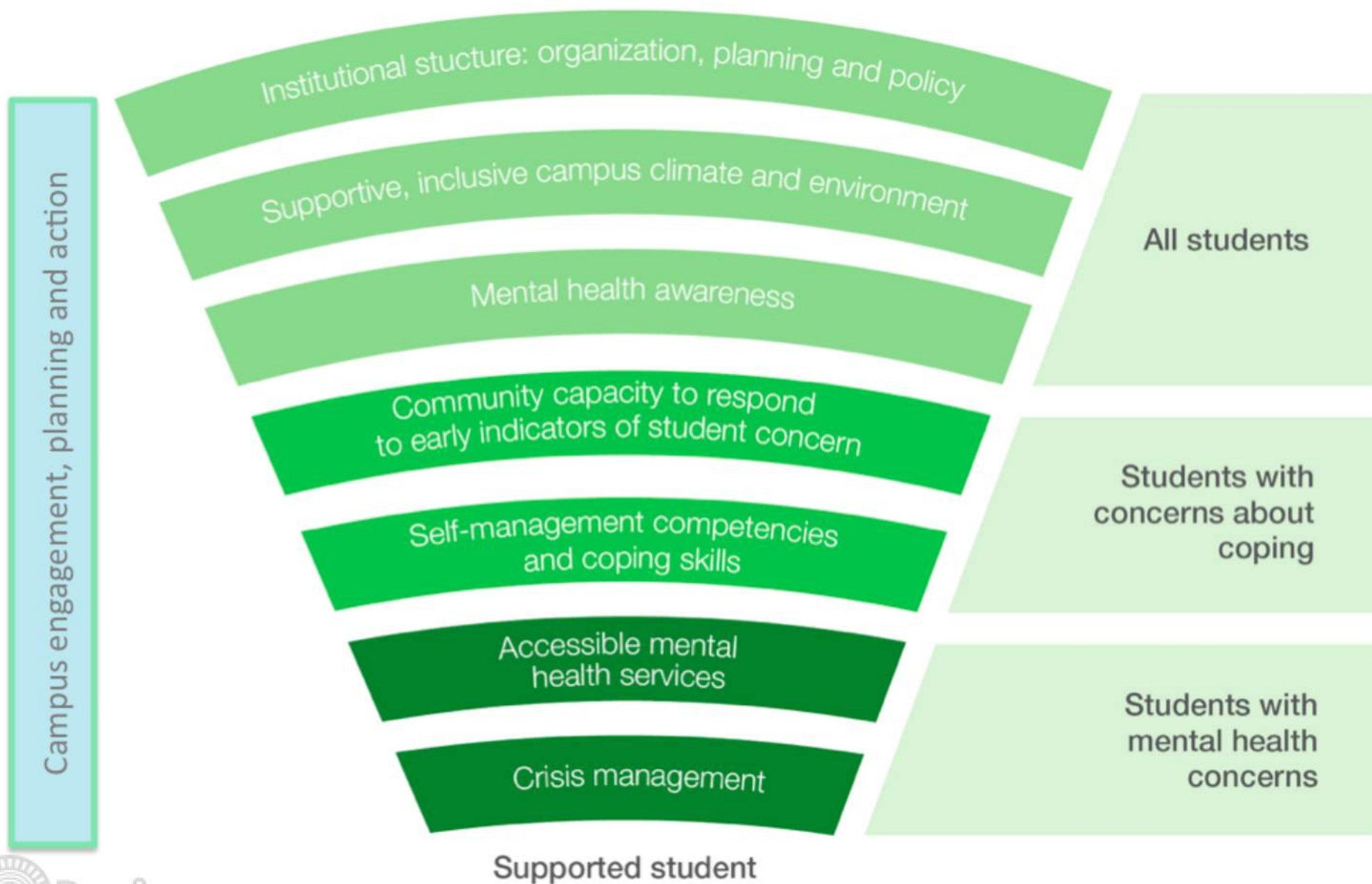


A photograph of a pond with several green lily pads floating on the water. A white water lily flower is in bloom on the left side. A green frog is visible on the right side, partially obscured by a lily pad. The text is overlaid in the center of the image.

"If the frogs in a pond started behaving strangely, our first reaction would not be to punish them or even to treat them. Instinctively, we'd wonder what was going on in the pond."

Dan Reist – Centre for Addictions Research of BC and Co-Lead for Healthy Minds | Healthy Campuses

Figure 2: Framework for Post-Secondary Student Mental Health



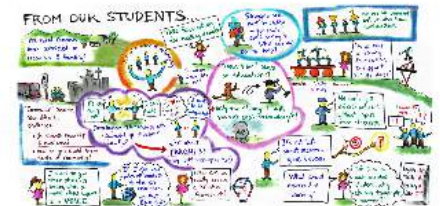
Mechanism: Community of Practice



**HEALTHY
MINDS**

**HEALTHY
CAMPUSES**

creating connections. inspiring change.




Participate in a Focus Group for Young Adults

Published August 4th, 2016

Unique opportunity to join the Prime Minister's Youth Council

HEALTHY MINDS | HEALTHY CAMPUSES
creating connections, inspiring change.



Participate in a Focus Group for Young Adults

Speak out about health priorities and challenges for young adults

Dear Community of Practice Members,

Are you a young adult? Would you like to have your voice heard? There a number of upcoming opportunities that offer you the chance to express your opinion on important health issues. First, the BC Centre for Disease Control is hosting focus groups with young adults to determine current health concerns and priorities. Second, the Prime Minister is composing a Youth Council to advise him on national issues of importance. We hope you'll consider pursuing one (or both) of these opportunities.

Your voice is important. Speak out and be heard.

If you know of a student or youth who may be interested in these opportunities, please consider sharing the information below. We hope to encourage all eligible youth to participate.

Overview

- Focus Group for Young Adults
- Prime Minister's Youth Council

"Every single person on campus, regardless of role, contributes to the overall well-being of students. If we're going to improve well-being on campus, we must engage students, student leaders, faculty at all levels, and auxiliary staff."
- Student Leader

Share Tweet Forward +1 Read Later

Focus Group for Young Adults


Open the Newsletter →

Celebrate and Support LGBTQ+ Students

Published July 29th, 2016

How are LGBTQ+ students supported on your campus?

HEALTHY MINDS | HEALTHY CAMPUSES
creating connections, inspiring change.



Have Pride in Your Campus

Celebrate and Support the LGBTQ+ Community

Dear Community of Practice Members,

The 2016 Canadian Association of College and University Student Services conference featured Jack Saddleback, a transgender, gay man, who spoke eloquently about embracing two-spirits, conquering mental health and finding one's identity. He called "to step up and talk about these issues" inspired the collection of resources featured in this newsletter.

If you find yourself inspired, consider attending one of the upcoming Pride events. This Sunday is the 30th Annual Pride Parade in Vancouver. CMHA BC will be proudly participating and we hope some of you will join us.

"We need to ensure our campus community is looking after the mental health of individuals."
- Jack Saddleback

Overview

- Resources
- Webinar Series
- Campus Safe Spaces
- Community Networks
- Editorials
- BC Pride Events

Share Tweet Forward +1 Read Later

Relevant Resources

Breaking Through the Binary: Gender Explained Using Continuum

Sam Killerman, social justice Canadian, explains the differences between gender identity, gender expression, biological sex, and sexual orientation with playful examples and humor. He reminds us that all people exist on these sliding continuum and emphasizes the necessity of


Open the Newsletter →

Mental Health Disability Accommodations

Published July 5th, 2016

Nael Dhanota uses the right to nondiscrimination of mental health disability

HEALTHY MINDS | HEALTHY CAMPUSES
creating connections, inspiring change.



Mental Health Disability Accommodations

Navigating Post-Secondary Support Systems

Share Tweet Forward +1 Read Later

Dear Community of Practice Members,

The end of the academic year has blurred into the hazy months of summer, and the long days filled with sunlight have gifted us with the opportunity to reflect on the challenging issues that face us. There is no better time to consider the complex dilemmas facing students with mental health disabilities. How might these students be accommodated? We invite you to consider this question as you look through the different resources collected within this newsletter.

From the 14 recommendations outlined within the *Guidelines for Academic Accommodations* to the inspiring story of Nael Dhanota, a student who victoriously fought for the right not to disclose her mental health disability, we hope you'll find some thought-provoking evidence for the conscientious administration of academic accommodation.

Overview

- Mental Health Disabilities
- Accommodation Resources
- CMHC Presentation
- Webinar on Accommodations
- Featured Stories in the News

Open the Newsletter →



14 Recommendations

Temporary Accommodations

Oct 28, 2015

Webinar: Academic Accommodation for Postsecondary Students with Mental Health Problems

View Event

OSD Hub for Students with Disabilities

Learning Disabilities and Attention Deficit Hyperactivity Disorder

Feb 11

Feb 11, 2016

National Campus Webinar: Addressing Policy Through a Wellbeing Lens

View Event

Apr 9

Apr 9, 2015

Webinar: Student Voice & Advocacy on Campus

View Event



HEALTHY MINDS | HEALTHY CAMPUSES
 creating connections. inspiring change.

Annual Summit

Advancing Collective Action on Campus Mental Health and Substance Use

Cultivating a Campus Culture of Well-being with Intention: Aligning Policies, Practices and Core Mission





Advancing Collective Action on Campus Mental Health and Substance Use

Cultivating a Campus Culture of Well-being with Intention: Aligning Policies, Practices and Core Mission

Program-at-a-Glance 2016

Friday, March 11-Saturday, March 12
Morris J. Weck Centre for Dialogue
580 W Hastings Street, Vancouver
(Seymour Street Courtyard Entrance)

Pre-Summit Workshops
Thursday, March 10 in the afternoon
Metropolitan Hotel Vancouver
645 Howe Street

healthycampuses.ca/summit/2016
#hmc2016

Funders: BC MENTAL HEALTH & SUBSTANCE USE SERVICES, BRITISH COLUMBIA, University of Victoria, Centre for Addictions Research of BC

We are grateful for the additional financial support provided by the Rossy Family Foundation.

Canadian Mental Health Association British Columbia. Mental health for all.

Annual Sponsor: University of Victoria, Centre for Addictions Research of BC



Advancing Collective Action on Campus Mental Health and Substance Use

Cultivating a Campus Culture of Well-being with Intention: Aligning Policies, Practices and Core Mission

healthycampuses.ca/summit/2016
#hmc2016

Summit 2016 Snapshot Report

Contents

- Highlights 2
- Executive Summary 4
- Pre-Summit Workshops 6
- CCSU Dinner and Dialogue 7
- Change Dialogues 7
- Keynote Presentations 9
- Live Mapping to Support Action 10
- Cultivating a Campus Culture of Well-being: Key Learnings 11
- Deep Dive Working Sessions 15
- Pop-up Market for Innovations 17
- Mobilizing the O'Keagan Charter 17
- Open Space 17
- Stay Connected 18

Canadian Mental Health Association British Columbia. Mental health for all.

University of Victoria | Centre for Addictions Research of BC



Summit 2016 Participant Reflections

"I feel great knowing that currently there is so much support going towards students' well-being on campus and I think it's only the beginning. There is so much more that we can put into action on our campuses to ensure a healthy environment in every department of the school." - Summit Participant

Canadian Mental Health Association British Columbia. Mental health for all.

University of Victoria | Centre for Addictions Research of BC

Creating connections. Inspiring change



Student Leaders And Recent Alumni



Policy Wellbeing Lens – National Incubator



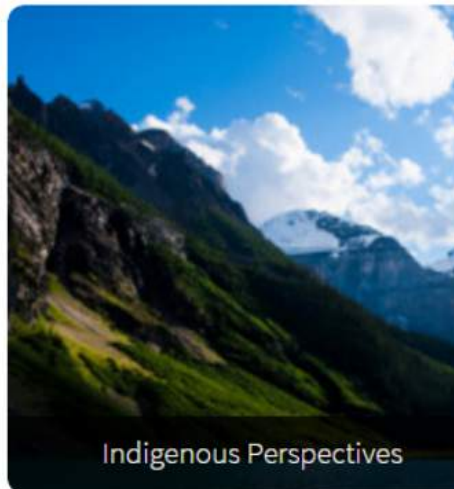
Well-Being In Learning Environments



E-Counselling In Post Secondary



Post-Secondary Peer Support Programs



Indigenous Perspectives



Self Care

FROM OUR STUDENTS...

Are rural campuses more restricted in resources & funding?



"Commuter" campuses have different challenges

- do students know help is available?
- how do you build strong sense of community?

I want to give other students dealing with a mental illness support & a VOICE

Take Responsibility for making changes

Extend a sense of belonging...

...So no one feels left out!

It's less scary now

I can help

I ♥ my Mom & Dad...

I want to be independant

Developing relationships with

- advanced yr. students?
- faculty?

OR

what about PARENTS? (they might need support too!)

If I give you piles of books & guides as resources - is that ENOUGH?

How can we really create a holistic framework?

Struggles are part of reality - you can't avoid seeing it... ...What can we do to help?

"DARWIN-ian" sense of education?!

only the strongest will survive post-secondary?!

It's not just about academic goals & success...

What about experiential learning?

We are all different but we also have similarities

Do we have a strong foundation to support our students?

policies faculty & staff environment

We can't just enforce policies without input from students...

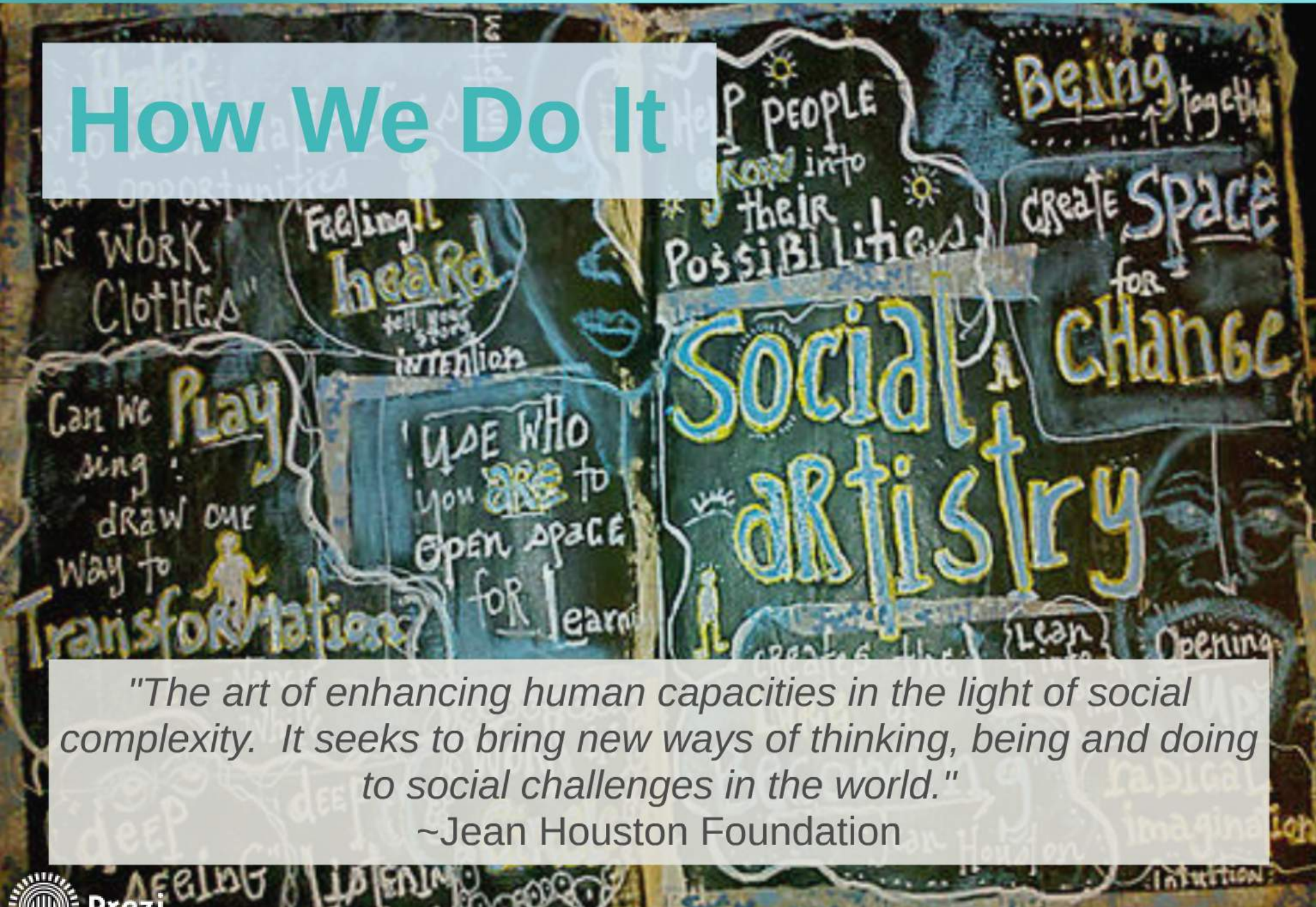
students need... ?!

If I'm a well-rounded student, why do only transcripts matter?!

English	A+
Math	A
History	A
Life	F?



How We Do It



"The art of enhancing human capacities in the light of social complexity. It seeks to bring new ways of thinking, being and doing to social challenges in the world."

~Jean Houston Foundation

Strategy Development

Withdrawal + accommodation
Policies
(research + guide → new in Ontario)

Assessment Tools

Culture + Substance Use

Learning activities

Peer support models

LEARNING

Anti-Stigma

AGENDA

Learning Environments
engaging faculty



Workplace health
(whole campus)

Policy review + development
→ creating a well-being lens

Evaluation
+ metrics

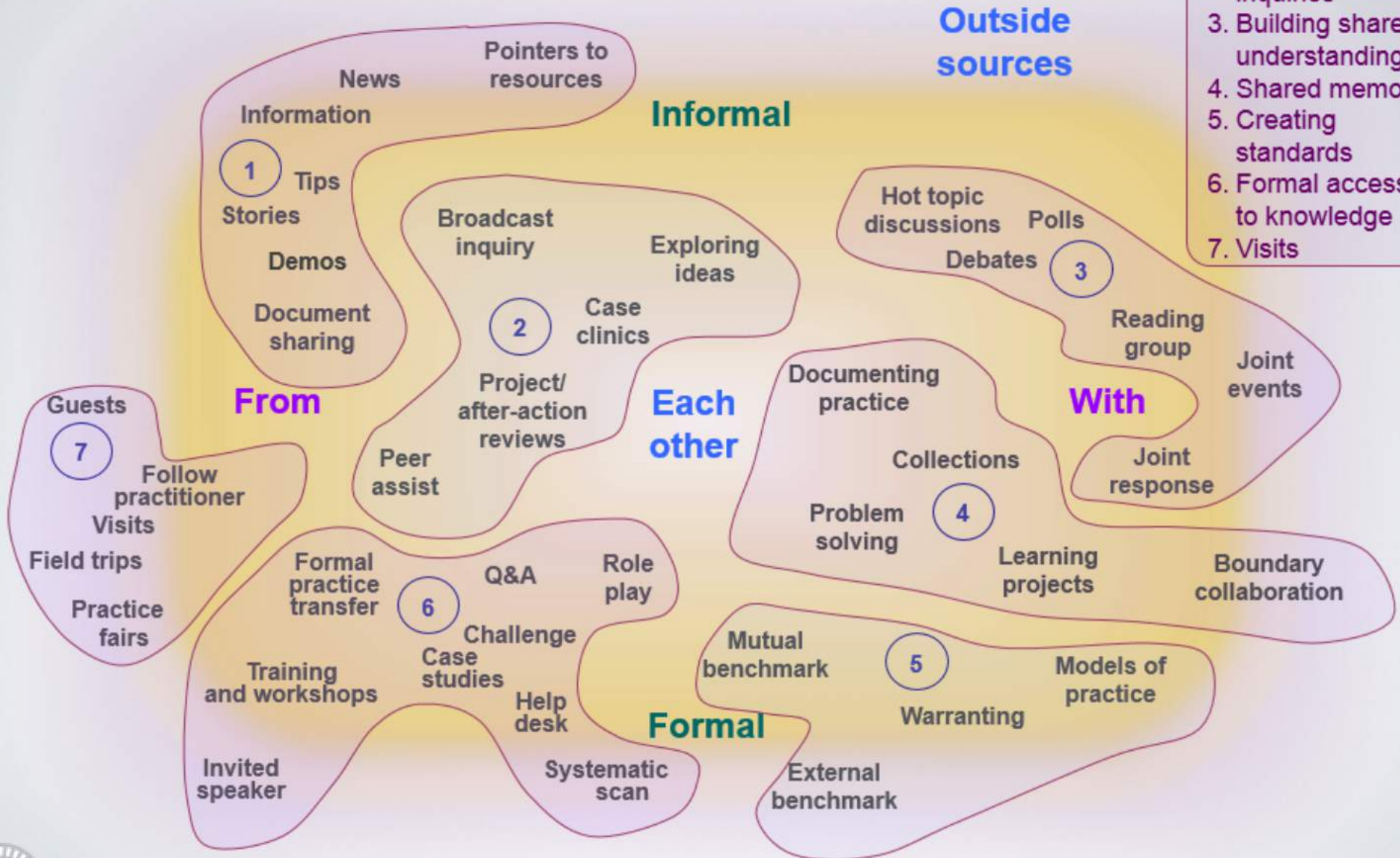
Continuity of Care



Learning activities

a great variety

1. Exchanges
2. Productive inquiries
3. Building shared understanding
4. Shared memory
5. Creating standards
6. Formal access to knowledge
7. Visits



Facilitating group activities

formats for engaging community members

one-to-many

Presentations and Q&A

- ❑ Traditional
- ❑ TED talks
- ❑ Ignite presentation
- ❑ Multimedia tools
- ❑ Brown bag lunches

Enactments

- ❑ Forum theatre
- ❑ Role play
- ❑ Character archetypes

one-to-one

Mutual learning

- ❑ Apprenticeship
- ❑ Peer mentoring
- ❑ Buddying

whole-group

Mutual discovery

- ❑ Fair/booths
- ❑ Quick booth scan
- ❑ Gallery walk
- ❑ Social network mapping
- ❑ Matrix of practice

Networking

- ❑ Ice breakers/intro
- ❑ Speed dating
- ❑ Geek dating
- ❑ Knowledge market
- ❑ Breaks

small-groups

Large conversations

- ❑ World café
- ❑ Discussion guides
- ❑ Fishbowl
- ❑ Panel/Round table
- ❑ Debates
- ❑ Talk show
- ❑ Hot buttons
- ❑ Conversation guides

Visioning

- ❑ Appreciative Inquiry
- ❑ Envisaging the future
- ❑ Time line
- ❑ Design templates

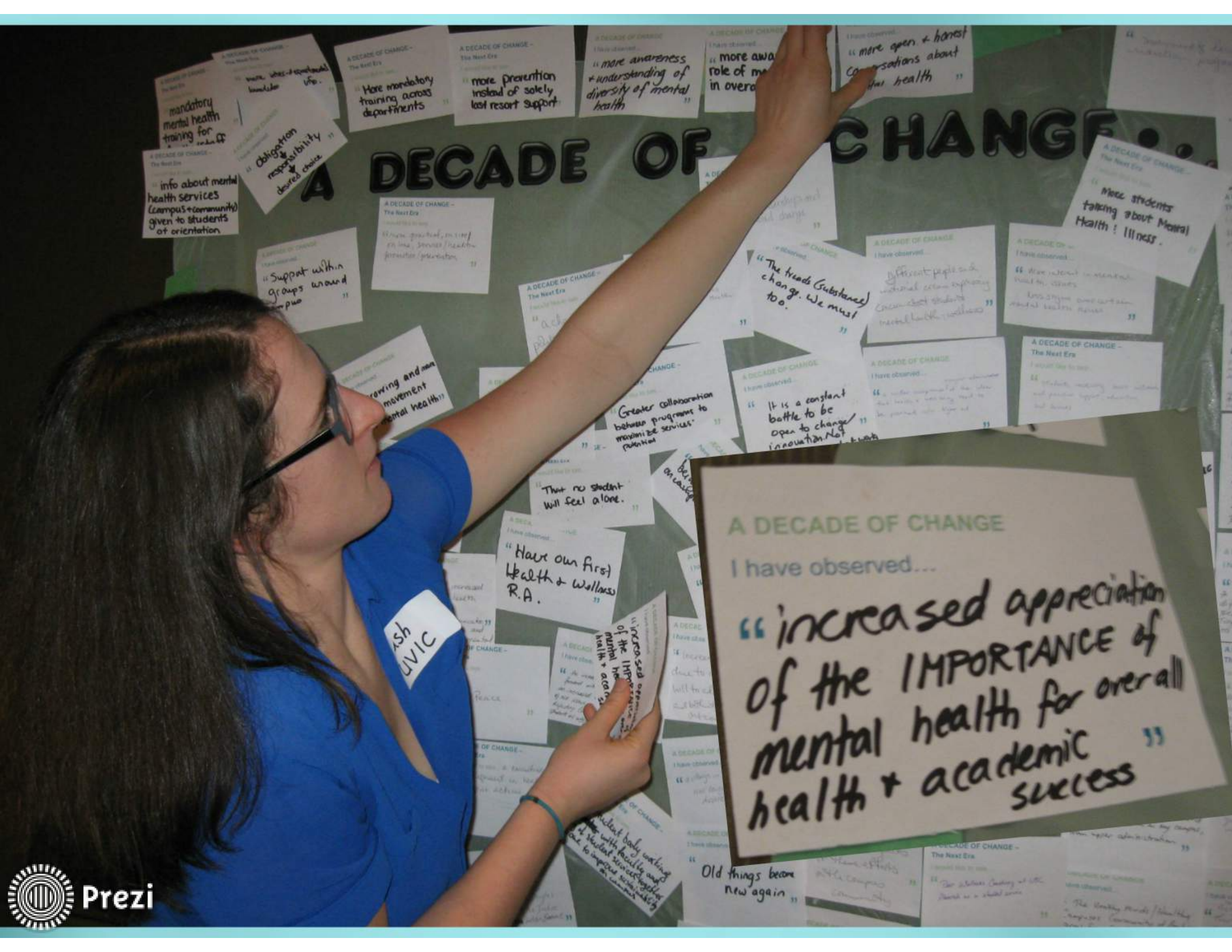
Working together

- ❑ Open Space
- ❑ Leadership groups
- ❑ Discussion groups
- ❑ Working groups

many-to-many

few-to-few





A DECADE OF CHANGE

- more inter-departmental knowledge
- mandatory mental health training for all students
- info about mental health services (campus + community) given to students at orientation
- Obligation responsibility desired choice
- Support within groups around campus
- growing and movement mental health
- That no student will feel alone.
- Have our first Health & Wellness R.A.
- increased awareness of the importance of mental health + academic success
- Old things become new again
- more awareness + understanding of diversity of mental health
- more prevention instead of solely last resort support
- more open + honest conversations about mental health
- more awareness role of mental health in overall well-being
- The Heads (Substance) change. We must too.
- It is a constant battle to be open to change/innovation. Not just in the classroom but in the community.
- increased appreciation of the importance of mental health for overall health + academic success
- More students talking about Mental Health: Illness.
- different people such as mental health advocates, counselors, and students
- Greater collaboration between programs to maximize services potential
- It is a constant battle to be open to change/innovation. Not just in the classroom but in the community.
- more mandatory training across departments
- more prevention instead of solely last resort support
- more awareness + understanding of diversity of mental health
- more open + honest conversations about mental health
- more awareness role of mental health in overall well-being
- The Heads (Substance) change. We must too.
- It is a constant battle to be open to change/innovation. Not just in the classroom but in the community.
- increased appreciation of the importance of mental health for overall health + academic success
- Old things become new again
- more mandatory training across departments
- more prevention instead of solely last resort support
- more awareness + understanding of diversity of mental health
- more open + honest conversations about mental health
- more awareness role of mental health in overall well-being
- The Heads (Substance) change. We must too.
- It is a constant battle to be open to change/innovation. Not just in the classroom but in the community.
- increased appreciation of the importance of mental health for overall health + academic success
- Old things become new again

Ash LUVIC

A DECADE OF CHANGE
I have observed...
"increased appreciation of the importance of mental health for overall health + academic success"

Live Audience Participation

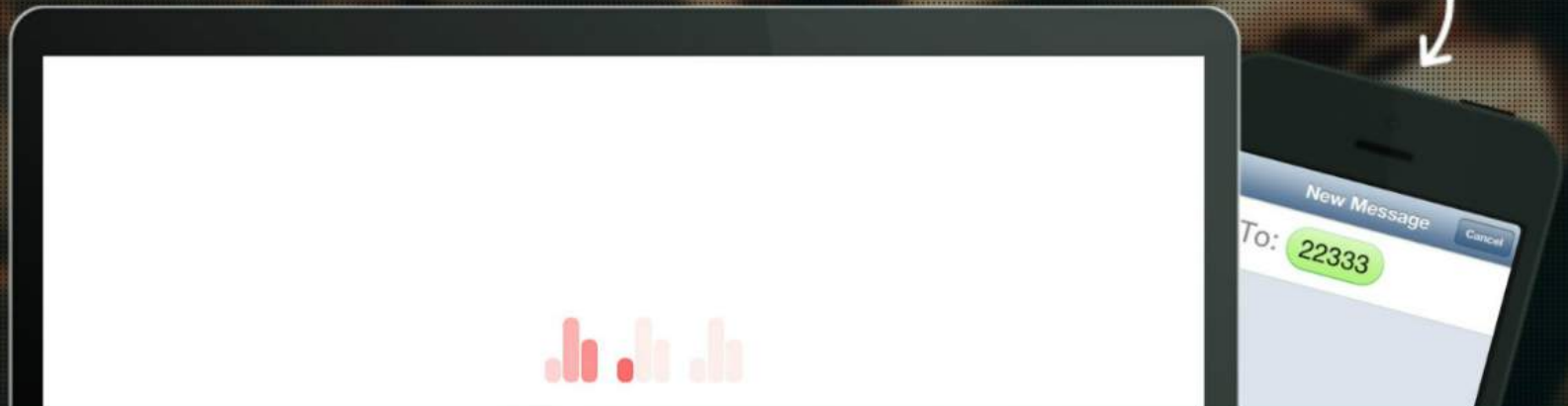
Poll Everywhere lets you engage your audience or class
in real time

[Create your first poll](#)

Takes 30 seconds. No signup required

[Watch our 1 min video](#)

Use your phone
to text a vote
now!











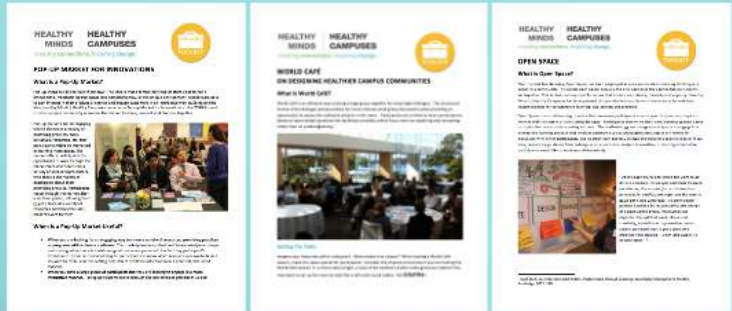
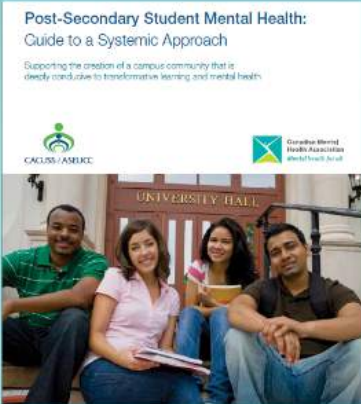
A background image showing a group of people at a summit. In the foreground, a woman with blonde hair is looking to the right. To her right, another woman with long dark hair is partially visible, wearing a white shirt and a pink name tag that reads "Melissa Goulet". The background is slightly blurred, showing other people and what appears to be a presentation screen.

Testimonials

"I have a sense of coming home to a community I didn't know I had. I feel motivated and inspired to share the experience of being welcomed, belonging, and working together to support healthy campuses with my college community."

- Summit 2014 Participant

Resources





A Vibrant Community of Practice

To promote campus mental health and reduce risky substance use



A Vibrant Community of Practice

Healthy Minds | Healthy Campuses Community of Practice members are students, staff, faculty, administrators, government and community partners from across British Columbia and beyond.

[READ MORE](#) →

Healthy Minds | Healthy Campuses

Co-led by the Canadian Mental Health Association BC Division and the Centre for Addictions Research of BC, Healthy Minds | Healthy Campuses (HM | HC) is a vibrant province-wide community of practice that engages students, campus professionals, faculty, administrators and community partners. This initiative facilitates creative and collaborative learning opportunities to build capacity in mental health promotion and reducing risky substance use. For 10 years we have worked with campus stakeholders to bring research and theory into practice and inspire innovation towards systemic, sustainable change with an ultimate goal of creating conditions that enhance student well-being and learning.

[About Us](#) ↻

Join or Log In Today

[Join](#) 

[Login](#) 

Join or login today for complete access to our comprehensive online community

[FORGOT YOUR PASSWORD](#) ?



Project Overview

The Hi F.I.V.E. campaign aims to eliminate stigma towards those who are experiencing mental health distress or illness (now or in the past). All campus communities are invited to take the pledge and respect and embrace anyone experiencing mental health distress or mental illness.

Provincial interest in developing this campaign to raise awareness and eliminate stigma against those experiencing psychological and mental health distress at BC post-secondary institutions emerged at the Healthy Minds | Healthy Campuses Summit in 2010. Since then, a Simon Fraser University (SFU) led committee made up of members from many post-secondary institutions across BC has been working together to put ideas into action and bring Hi F.I.V.E. to life.

Tools and Resources

Hi F.I.V.E. Implementation Toolkit

If you are an institution or workplace interested in adapting the Hi F.I.V.E. initiative to your environment, please feel free to download the toolkit. This toolkit includes: Initiative Objectives, Implementation Ideas, the Pledge, Logo, Door Signs, Button Templates and Pin Cards.



[Download Tool](#) 

Safe Space Sign

Hi F.I.V.E. SPACES provide safe places for those who struggle and or experience mental health distress to seek support and friendship. Download the PDF and put it on your door to signal that you are offering a Safe Space for anyone who is in need.



**Hi F.I.V.E.
Safe Space**

Friendship leads connection. Take everyone's gift. Everyone signs.

Resources



create an account
CONNECT



check out resources
DISCOVER



join the conversation
INSPIRE



learn from others
CO-CREATE



HEALTHY MINDS | **HEALTHY CAMPUSES**
creating connections. inspiring change.

Clearing the Air: Lower-Risk Cannabis Use on Campus

HEALTHY MINDS | **HEALTHY CAMPUSES**
creating connections. inspiring change.

Balancing our Thinking around Drinking: Low-Risk Alcohol Use on Campus

A Guide to Promoting Healthier Residence Environments



CONTENTS AT A GLANCE

- Supporting Healthier Relationships with Alcohol and Other Substances in Residence 2
- Hallmarks of Authentic Community 2
- Promising Practices for a Healthier Residence Environment 3
 - 1. Embed "health" in institutional identity
 - 2. Focus on listening connection
 - 3. Invest in residence staff
 - 4. Are integrated into healthier campus communities
 - 5. Create a safe, inclusive environment for everyone
 - 6. Offer welcoming and engaging environment
 - 7. Offer a range of housing options for students
 - 8. Adopt more balanced substance use policies
 - 9. Focus on "the little things" to create a climate of caring
 - 10. Provide a stimulating and aesthetically pleasing environment
 - 11. Offer supportive options for struggling students
 - 12. Use a staged approach and consider using restorative justice
 - 13. Experiment with potential solutions
- References and Resources 11
- Appendix: Residence Scan Methodology 12

This guide, produced as part of the **Healthy Minds | Healthy Campuses** community of practice initiative, is one in a series of resources intended to serve a comprehensive approach to promoting healthier relationships with alcohol and other substances in post-secondary settings. Grounded in evidence and theory, it features ideas and suggestions for supporting the creation of a healthier residence community, gathered through focus groups with students and other residence stakeholders from 8 campuses across BC and Alberta (see Appendix for methodology). Rather than a "to do" list of prescribed steps to success, the content is offered for consideration and is intended to inspire residences to imagine what small (and large) changes they can make on campus.

Clearing the Air: Lower-Risk Cannabis Use on Campus



Helping campuses promote the safer use of alcohol and other drugs.

This is one in a series of resources meant to guide the development of specific tools to promote elements of a comprehensive approach to psychoactive substance use within a post-secondary institution's community.

The current atmosphere around cannabis on Canadian campuses and in surrounding society is hazy. This is partly the result of conflicting messages around the impact of consumption on those who use the substance. Conventional messaging from health organizations and regulatory bodies has tended to emphasize harm/hurts (leaving the impression "it's all bad"). Conversely, proponents and defenders of use have accentuated benefits (suggesting "it's all good"). Competing values add further to the haze. For some the use,

production and trade of cannabis ought to be regarded as a right since it poses no clear threat to public welfare. This contrasts with support for a long-standing but recently abandoned policy stance of the federal government that the illegal status of cannabis must be maintained in order to adequately protect Canadians. These conflicting perspectives often leave post-secondary institutions and individuals in a fog about appropriate thinking, messaging, regulation and enforcement related to cannabis.

Balancing our Thinking around Drinking: Low-Risk Alcohol Use on Campus



Helping campuses promote the safer use of alcohol and other drugs.

This is one in a series of resources meant to guide the development of specific tools to promote elements of a comprehensive approach to psychoactive substance use within a post-secondary institution's community.

Consuming alcohol is a popular pastime in post-secondary settings, as it is in society in general. Alcohol often helps people relax, socialize and celebrate. But drinking also carries some risk and can at times result in harm. With this understanding, Canada has adopted low-risk drinking guidelines (LRDGs) that both respect personal choice and attempt to mitigate health and safety concerns. People who choose to follow them can enjoy the benefits of drinking while minimizing potential for problems. Such guidelines can be used as a health literacy tool, advice to encourage people to reflect on their own drinking patterns and become more intentional in their use of alcohol.

The more people on campus who adopt low-risk drinking practices, the healthier and safer the learning environment can be. But getting buy-in from the campus community at large requires more than messaging around how to regulate personal use. It involves a combination of interconnected environmental and individual-focused initiatives that address various factors of influence on drinking. Guidance on lowering risk in use of alcohol can be a useful component in health promotion within a more comprehensive campus health strategy.

Dinner and Dialogue Engaging Community in Conversations about Drinking Culture



DINNER & DIALOGUE INGREDIENTS

- What is a Dinner and Dialogue? 2
 - Why talk about alcohol?
 - Why talk about our drinking culture?
 - Is there a "recipe" for holding a dinner and dialogue?
- Planning a Dinner and Dialogue 5
 - Consider the nature and scope of your event
 - Prepare participants for dialogue
 - Tips to enhance your event
 - Using the 4-phase dialogue model
- Facilitating a Dinner and Dialogue 9
 - Art of dialogue
 - Spirit of motivation
 - Reflecting on the dialogue
- Conclusion 11
- Appendix A: Sample Facilitation Guide on Drinking Culture 12
- Appendix B: Debate vs. Dialogue Guide 16
- Appendix C: Community Conversation Starters on Alcohol Culture 17

This is a guide on how one might host a dinner and dialogue on the culture of alcohol with members of the community. The first part of the guide outlines the reasons one might host a dinner and dialogue, as well as a potential planning and facilitation approach to a dinner and dialogue. The appendices include a sample guide for facilitators to inspire how they might structure a dialogue using the 4-phase model and sample articles that could be used to help stimulate conversation on this topic. We hope you enjoy the guide and that it inspires you to explore "meeting and eating" with others in your community. Bon appétit!

Healthy Relationships with Food and Substances on Campuses—Framework for Moving Forward

Eating and substance use are associated with health issues on college campuses. Like sex and other feel-good things in life, food and psychoactive substances change the way people feel. And, just as food and substances have benefits, they can also lead to health and social problems.

The Centre for Addictions Research of BC (CARBC), Jessie's Legacy Eating Disorders Prevention Program (JL), and the Canadian Mental Health Association, BC Division (CMHA BC) invited BC post-secondary institutions to help us think through the issues related to the intersection of substance use and eating in campus settings.

We held four focus groups with campus members, including students, residence staff, health promotion staff and counsellors, to explore the following questions:

- How do campus members experience their relationships with food and substances and the intersection of these relationships?
- Why do these intersections exist (what is influencing these experiences in the campus environment)?
- How can campuses be supportive in creating healthier relationships with both food and substances?

This framework is meant to reflect back what was discussed in the focus groups, and to give others a sense of what was shared. The intent is to use these ideas and observations to help

campuses determine how they want to move forward with health promotion in this area and how the partners (CARBC, JL, CMHA BC) can support them.

Experiences and Perspectives

Focus group participants were asked to talk about their perspectives, experiences and observations on how relationships with food and substances play out on campus. Some common themes emerged:

- Across the consultations, there was a general sense that students experience a variety of relationships with food and substances, including disordered eating and unhealthy substance use. The literature suggests that most people who have some form of disordered eating behaviours or who use alcohol in risky ways fall short of clinical disorder diagnoses. Nonetheless, they often face struggles that undermine well-being.¹⁻⁶
- It was noted that substance use and food intersect when students anticipate drinking alcohol and engage in practices to avoid taking in more calories or to influence the effects. For instance, eating before drinking to avoid a hangover or restricting food to get drunk faster on an empty stomach. This intersection of drinking and compensatory tactics is consistent with studies reported in the literature. Participants also mentioned that substance use and disordered eating intersect after using cannabis or drinking alcohol. For example, getting the "munchies" and making

Mental Health Disability Accommodations Scenarios

A Campus Workbook



THE OKANAGAN CHARTER

AN INTERNATIONAL CHARTER FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health Promoting Universities and Colleges/ VII International Congress

Kelowna, British Columbia, Canada

Calls to Action

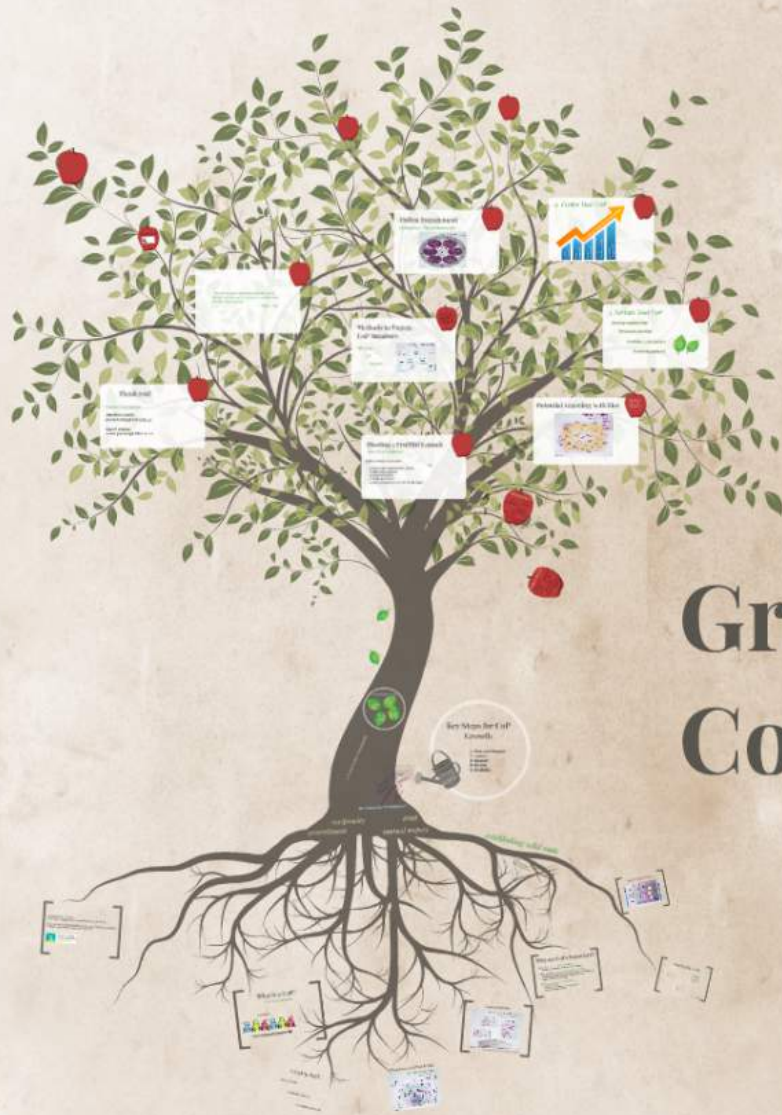
The Charter has two Calls to Action for higher education institutions:

1. Embed health into all aspects of campus culture, across the administration, operations and campus mandates.
2. Lead health promotion action and collaboration locally and globally.

Calls to Action

The Charter has two Calls to Action for higher education institutions:

- 1.** Embed health into all aspects of campus culture, across the administration, operations and campus mandates.
- 2.** Lead health promotion action and collaboration locally and globally.



Growing a Vibrant Community of Practice

Post-Secondary Student Mental Health: Guide to a Systemic Approach

Supporting the creation of a campus community that is
deeply conducive to transformative learning and mental health





POP-UP MARKET FOR INNOVATIONS

What is a Pop-Up Market?

Pop-up shops are all the rave these days! The idea is that a temporary shop or store appears for a limited time, transforming that space into something new. In this unique environment, retailers are able to gain interest in their product or service and engage customers in an interactive way. Building on this idea, Healthy Minds | Healthy Campuses launched a Pop-up Market for Innovations at the 2016 Summit to offer campus community members the chance to share, connect and discover together.

Pop-up markets are an engaging way to showcase a variety of promising practices, tools, initiatives, resources, etc. that participants might be interested in learning more about. The market offers participants the opportunity to walk through the marketplace and hear from a variety of speakers/presenters, who share a short pitch or description about their promising practice. Participants move through the market after a set time period, allowing them to get a taste of a variety of resources and tools that are most relevant to them.



When is a Pop-Up Market Useful?

- **When you are looking for an engaging way to share a variety of resources, promising practices or programs with a diverse audience.** The marketplace lends itself well to knowledge exchange and sharing when there is a wide range of resources you would like to bring participant's attention to. It can be overwhelming for participants to know which resources are available and relevant to them, and this setting helps them distill the information in a practical, bite-sized manner.
- **When you have a large group of participants that you are looking to engage in a more interactive manner.** Having participants move through the marketplace gets them up and



WORLD CAFÉ ON DESIGNING HEALTHIER CAMPUS COMMUNITIES

What is World Café?

World Café is an effective way to bring a large group together for meaningful dialogue. The structured format of the dialogue process allows for more intimate small group discussions while providing an opportunity to access the collective wisdom in the room. Participants are invited to have conversations based on open-ended questions the facilitator provides, which focus more on exploring and innovating rather than on problem-solving.



Setting the Table

Imagine your favourite café or restaurant. What makes it so unique? When hosting a World Café session, make the space special for participants. Consider the physical environment you are hosting the World Café session in - is there natural light, a view of the outdoors and/or some greenery indoors? You may want to set up the room to look like a café with round tables. Get **CrEaTive!**



OPEN SPACE

What is Open Space?

Over the last few decades, Open Space has been employed as a means for democratizing thinking and action in a community. It's called Open Space because the only agenda is the agenda the participants set together. This technique is optimal for issues that include complexity, diversity and urgency. Healthy Minds | Healthy Campuses has incorporated this practice into our Summits because of its real-time responsiveness for collaborative learning, exploration and planning.

Open Space is a social learning practice that convenes participants around specific questions, topics or themes with the intent of stimulating dialogue. Participants determine their own learning agenda based on topics that are most interesting to them. The methodology encourages participants to engage in a democratic learning process that involves autonomously pitching questions, topics or themes for discussion with other participants. Topics often vary but may include showcasing a specific idea or focus area, requesting guidance from colleagues on a particular project or question, or sharing an initiative participants would like to work on collaboratively.



"Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday. It's been called passion bounded by responsibility, the energy of a good coffee break, intentional self-organization, spirit at work, chaos and creativity, evolution in organization, and a simple, powerful way to get people and organizations moving -- when and where it's needed most."¹

¹ April, Kurt, Carol Garelick, Nick Milton. *Performance through Learning: Knowledge Management Practice*. Routledge, 2012. 370.

Connect With Us

healthycampuses.ca

community.healthycampuses.ca

@HealthyCampuses

Join or Log In Today

Join



Login



Join or login today for complete access to our comprehensive online community

Subscribe 

Join our mailing list to get the latest Healthy Minds | Healthy Campuses information.

Full Name:

Your first and last name

Email Address:

Enter your email address

Institution/Organization/Other:

Your institution/organization/other

Position/Role:

Your position/role

Sign up

Healthy Minds | Healthy Campuses



healthycampuses.ca
[@HealthyCampuses](https://twitter.com/HealthyCampuses)