

Building connections on campus: frameworks, examples and challenges



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My story



3 key messages around building connections

1. Socio-ecological lens = everything is connected!
2. Okanagan Charter = be strategic & coordinated
3. Challenges to building connections
 - integrating indigeneity
 - mental well-being
 - natural disasters

Socio ecological model



Dahlberg & Krug, adapted from Heise, Ellsberg & Gottemoeller (1999)

Socio-ecological approach to health promotion

- Ottawa Charter pre-requisites for health promotion are *peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice & equity* (Ottawa Charter, 1986)
- Settings-based approaches are underpinned by principles of *equity, community participation & sustainability* (Dooris, 2005), the same principles that underpin a socio-ecological approach
- *Includes biological, social and cultural* dimensions of health and addresses human health within the *context of a wider ecosystem* (Lang & Rayner, 2012)

Invert the triangle:

Increase the impact & lower the effort with population interventions



Raise your gaze: work across the continuum

- Campus interventions primarily focused at the individual level
(eg behavioral lifestyle programmes)
- Very few at community & public policy levels
- Despite evidence showing effectiveness of more comprehensive approaches, fewer than 10% of 157 articles between 1989-2008 used socio-ecological model as a basis for intervention (Golden & Earp, 2012)
- Personal skill programs must be combined with other strategies to be more enduringly effective

eg Reducing alcohol-related harm on campus <https://www.cph.co.nz/wp-content/uploads/AlcoholHarmTertiarySettingsNextSteps.pdf>

Socio ecological model and healthy campuses



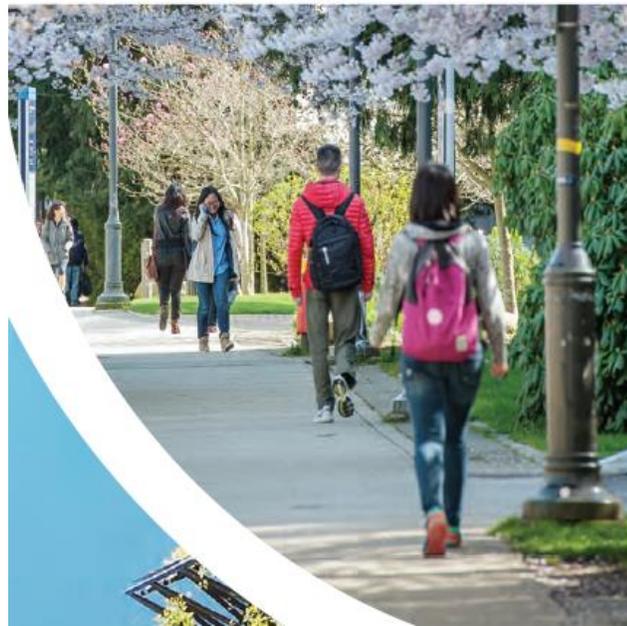
Build relationships locally
→ regularly engage with & consult local neighborhoods, residents associations, health & social services, tribal & territorial authorities

University as change agent → engage with public policies, as major educational institutions with knowledge expertise

Create a connected campus → comfortable indoor & outdoor spaces & opportunities for students & faculty, families & communities

Diverse student & staff wellbeing in university setting → policies, healthy environments, services, health promotion knowledge

Support student & staff personal development → mental fitness skills & cultural/environmental competence



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

The Okanagan Charter: an aspirational document

“Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates.

By doing so, health promoting universities and colleges

- enhance the success of our institutions;
- create campuses of compassion, well-being, equity and social justice;
- improve the health of people who live, learn, work, play and love on our campuses; and
- strengthen the ecological, social and economic sustainability of our communities and wider society.”

Okanagan Charter, 2015 <http://hdl.handle.net/2429/54938>



1st Call to Action: Embed health into campus culture

- 1.1 Embed health in all campus policies
- 1.2 Create supportive campus environments
- 1.3 Generate thriving communities & a culture of wellbeing
- 1.4 Support personal development
- 1.5 Create or reorient campus services

Okanagan Charter, 2015 <http://hdl.handle.net/2429/54938>



2nd Call to Action: Lead health promotion action & collaboration



2.1 Integrate health, wellbeing & sustainability in multiple disciplines to develop change agents

2.2 Advance research, teaching & training for health promotion knowledge & action

2.3 Lead & partner towards local & global action for health promotion





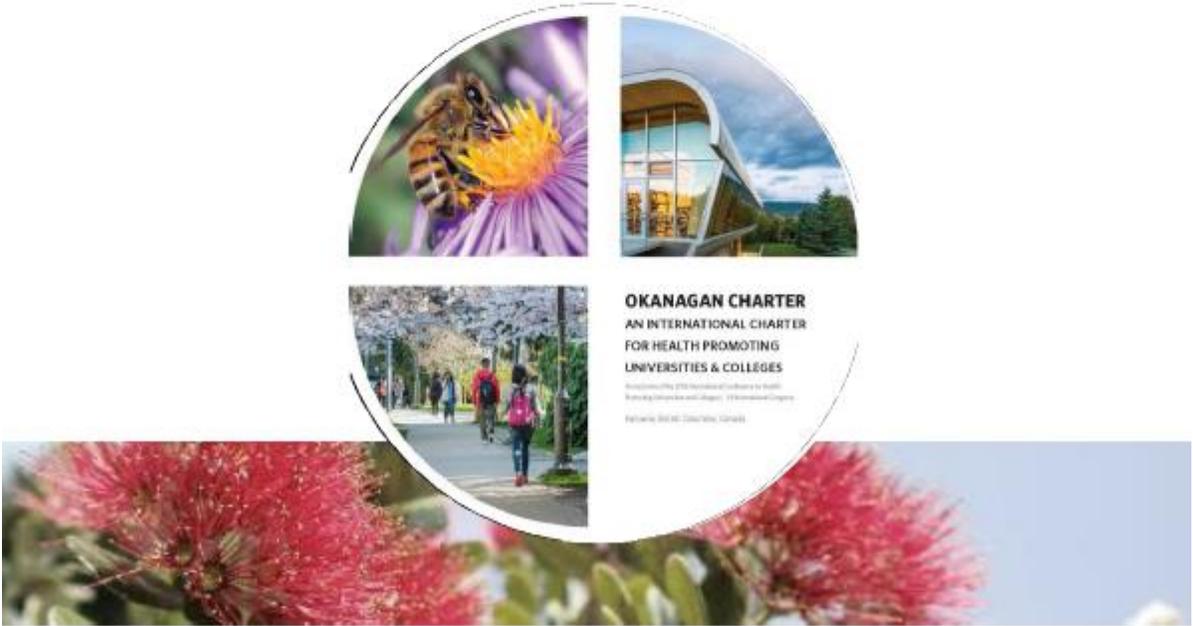
Tertiary Wellbeing Aotearoa New Zealand

www.twanz.ac.nz

Guide applying the Okanagan Charter to NZ campuses

Applying the Okanagan Charter for health promoting campuses in Aotearoa New Zealand

2018



Okanagan Charter guide - Key recommendations

- Strategic
- Coordination - Well-being Coordinator has a key role
- Action orientated
- Developed in partnership with diverse range of students & staff
- Use indigenous wellbeing frameworks with the Okanagan Charter
- Supported and championed by senior management
- Evidence based & evaluated



South Island Tertiary Health and Well-being Survey

- Survey of health and wellbeing activity with 7/8 South Island universities & polytechnics in 2016
- Structured around the Okanagan Charter and its 8 action areas
- Strengths-based appreciative enquiry approach
- Recommendations aligned with each Action Area in the Okanagan Charter

www.cph.co.nz/wp-content/uploads/SITertiaryHealthWellbeingSurvey.pdf



Tertiary survey - Key findings



- Okanagan Charter fitted with campus wellbeing frameworks
- At that time (2016) the Okanagan Charter had not been ratified by any participating institution*
- Institutions were interested in further alignment with the Charter
- Much policy development evident, including in Well-being policy
- Move towards formal & informal Well-being Committees
- Well-being activity on campus was influenced by institutional size
- Staff well-being and stress may challenge institutions to implement Charter action areas

* 4 NZ universities have or are in the process of ratifying the Okanagan Charter

Vol. 25, Issue 1, 2017

Applying the Okanagan Charter in Aotearoa New Zealand

Craig Waterworth , Anna Thorpe

March 31, 2017

april 2017

Campus toolkit to address sexual violence



Challenges to building connections on campus

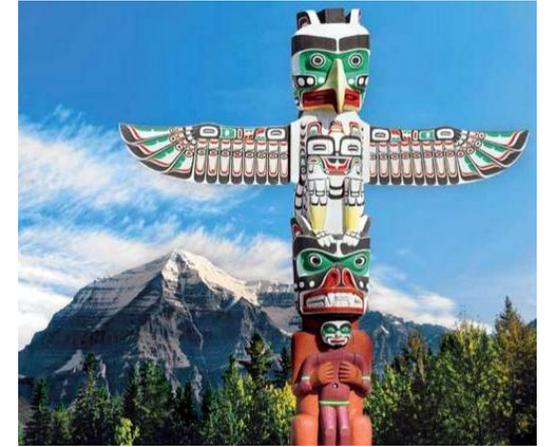
1. Integrating indigeneity
2. Mental wellbeing
3. Disasters



Connection Interruption !



Integrating indigeneity



- One of the Okanagan Charter's 8 principles is to ***value local and indigenous communities' contexts and priorities***
 - This applies to local cultural priorities, languages & approaches
- Universities often do not reflect the indigenous population in their student & staff numbers
- In NZ the indigenous Māori population is 15% but only 1 university has more Māori students & the rest have between 7-10% (excluding trade campuses)
- It is similar in Australia & in BC

Aboriginal Post-Secondary Education & Training Policy 2020





Treaty of Waitangi



A legally binding agreement between the British Crown and more than 500 Māori chiefs in 1840 IN New Zealand

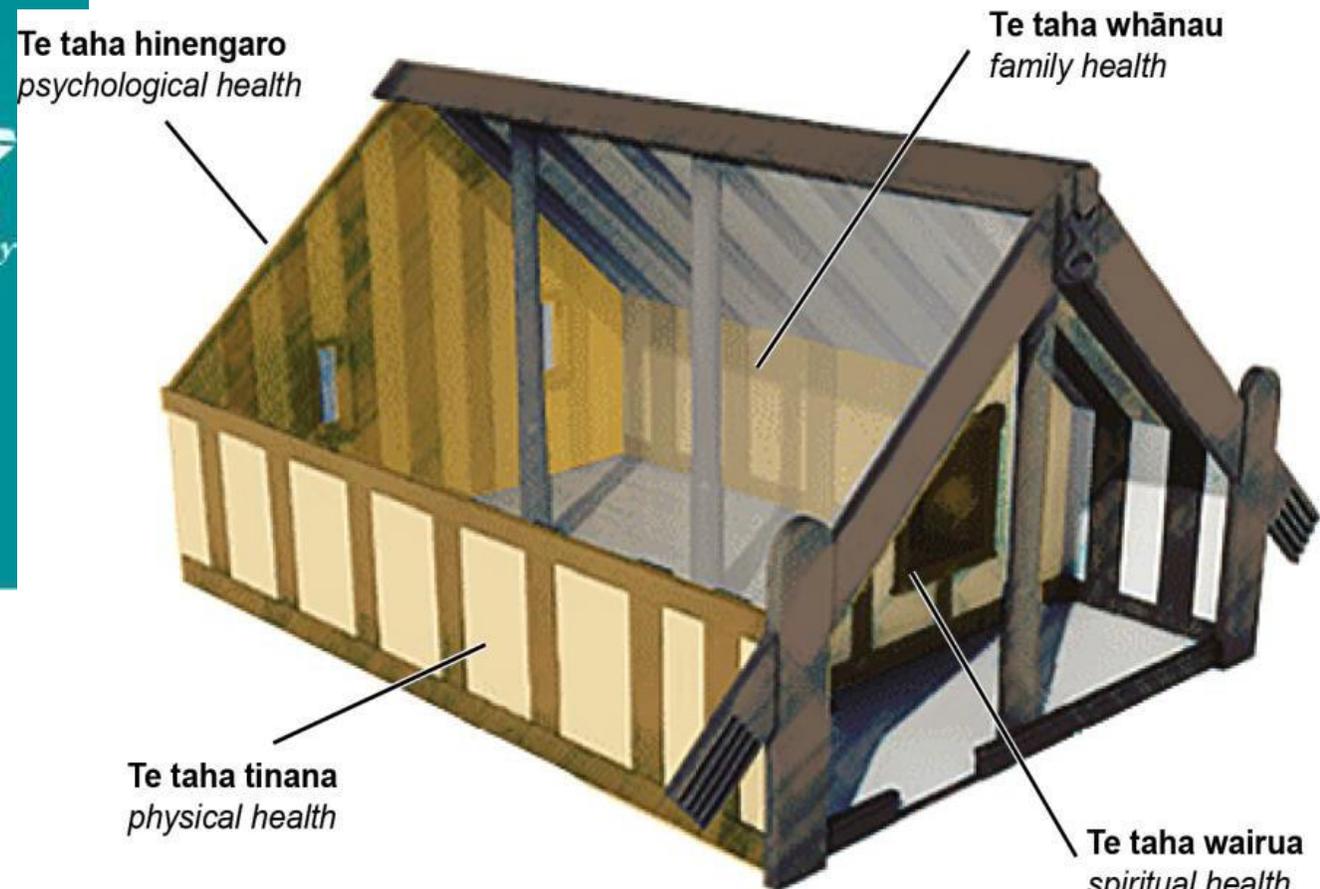
- declaration of British sovereignty over New Zealand guided by the 3 principles of partnership, participation & protection
- Lays out the basic relationship between Māori and the Crown and is the foundation document of contemporary Aotearoa New Zealand
- Today the Treaty is referred to in relation to land ownership; land use; ownership & use of other natural resources; & the economic, social & political status of Māori
- Tribal claims for breaches of the treaty, including land illegally taken, are still underway

Treaty of Waitangi 1840

Māori wellbeing frameworks: Te Pae & Te Whare Tapa Whā



Durie, 1999 & 1982



Campus examples of integrating indigeneity

- Significant Māori input into policy development
 - Treaty of Waitangi visible
 - Māori wellbeing frameworks incorporate holistic models of health
 - Māori language used
- Consult and engage with Māori in service development & review
- Teaching & learning services targeted to Māori staff & students
- Māori health and wellbeing promotion integrated into the curriculum
- Senior staff represent Māori interests & priorities
- Support for Māori research
- Culturally appropriate, accessible services
 - Targeted staff, efforts & resources
- Te Reo language & cultural competency education
- Relationships with local tribal groups, marae & schools



Connect -Me Whakawhanaunga

Marae on campus



- Focal point of Māori life on campus
- Support and benefit all campus community
- Formal welcome of visitors onto campus

In NZ, under-representation of Māori on campus is driven by deprivation & colonization

NZ western-style universities

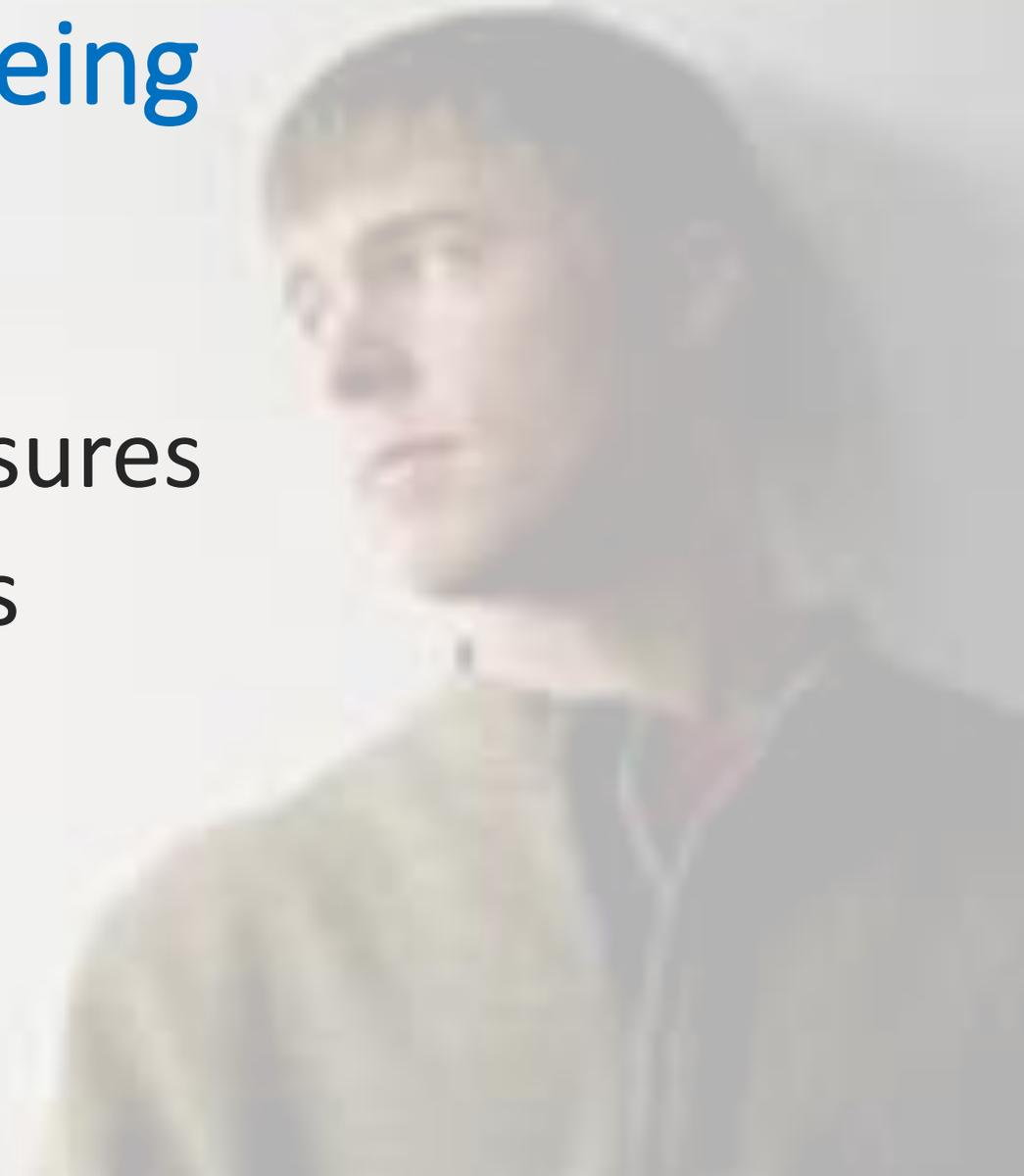
- (i) assume a Western intellectual tradition, rather than an indigenous or Southern one
- (ii) a general lack of staff knowledge & acknowledgement of indigenous wisdom and knowledge, including holistic conceptions of health & education
- (iii) a lack of attention from staff & students given to indigenous customs, rituals & protocols and
- (iv) a low take up from staff & students to learn and engage with indigenous people, ideas & events



New Zealand Prime Minister Jacinda Ardern announcing free tertiary education for first year students

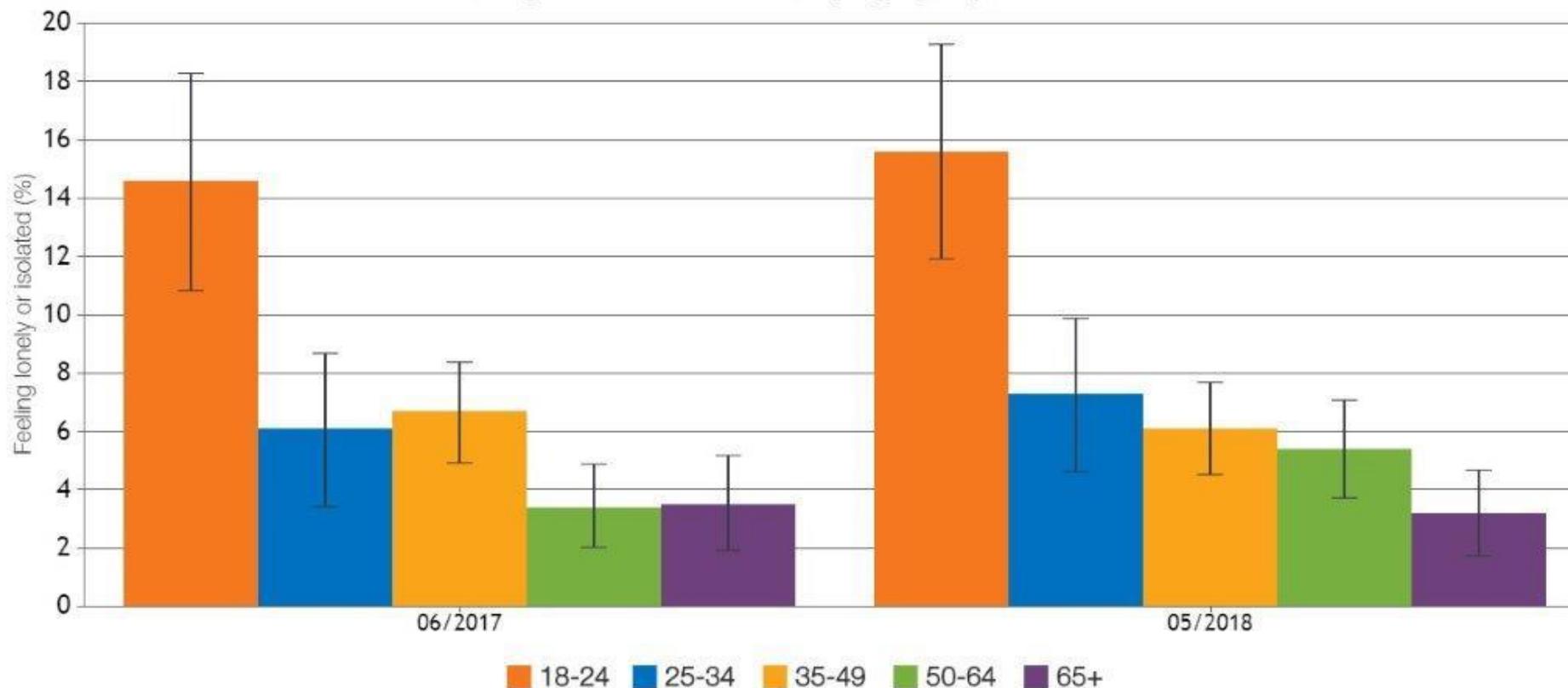
Mental Well-being

- Lonely
- Achievement pressures
- Financial pressures
- Housing pressures



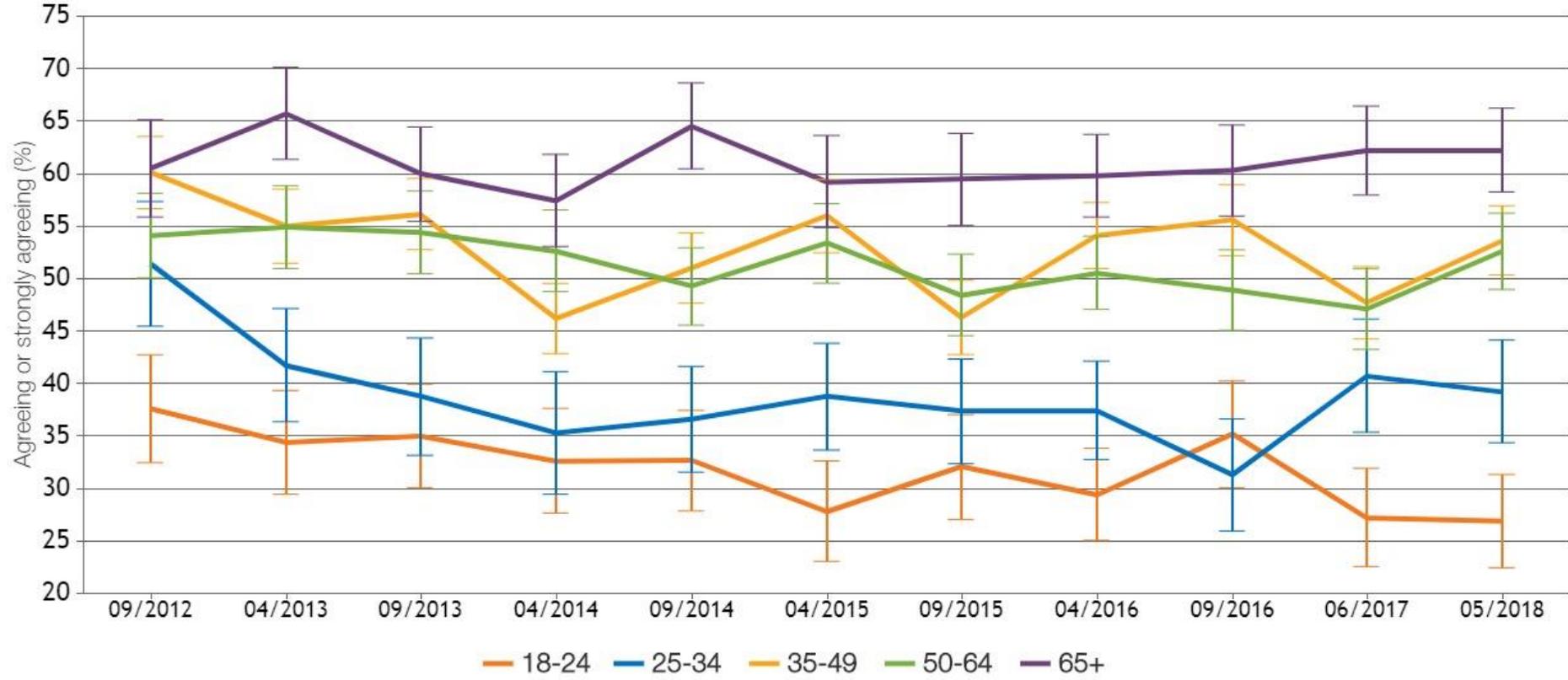
Young people are the most lonely & isolated

Figure 3.4: Proportion of those aged 18 years and over reporting feeling lonely or isolated always or most of the time, in greater Christchurch, by age group, 2017 and 2018



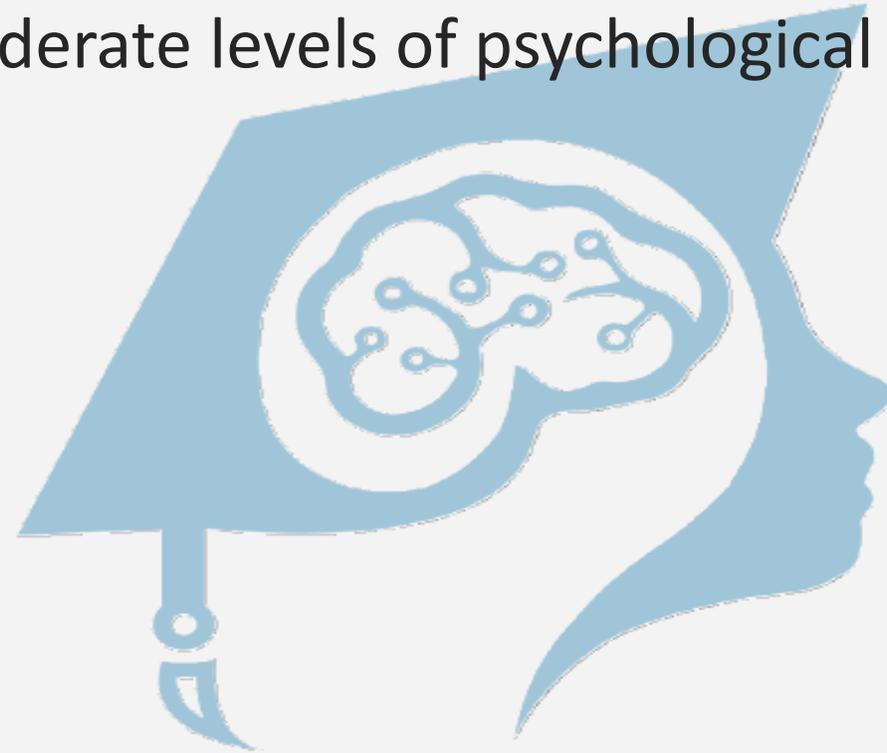
Young people are less connected with their communities

Figure 1.4: Proportion of those aged 18 years and over agreeing or strongly agreeing that they feel a sense of community with others in their neighbourhood, in greater Christchurch, by age group, 2012–2018



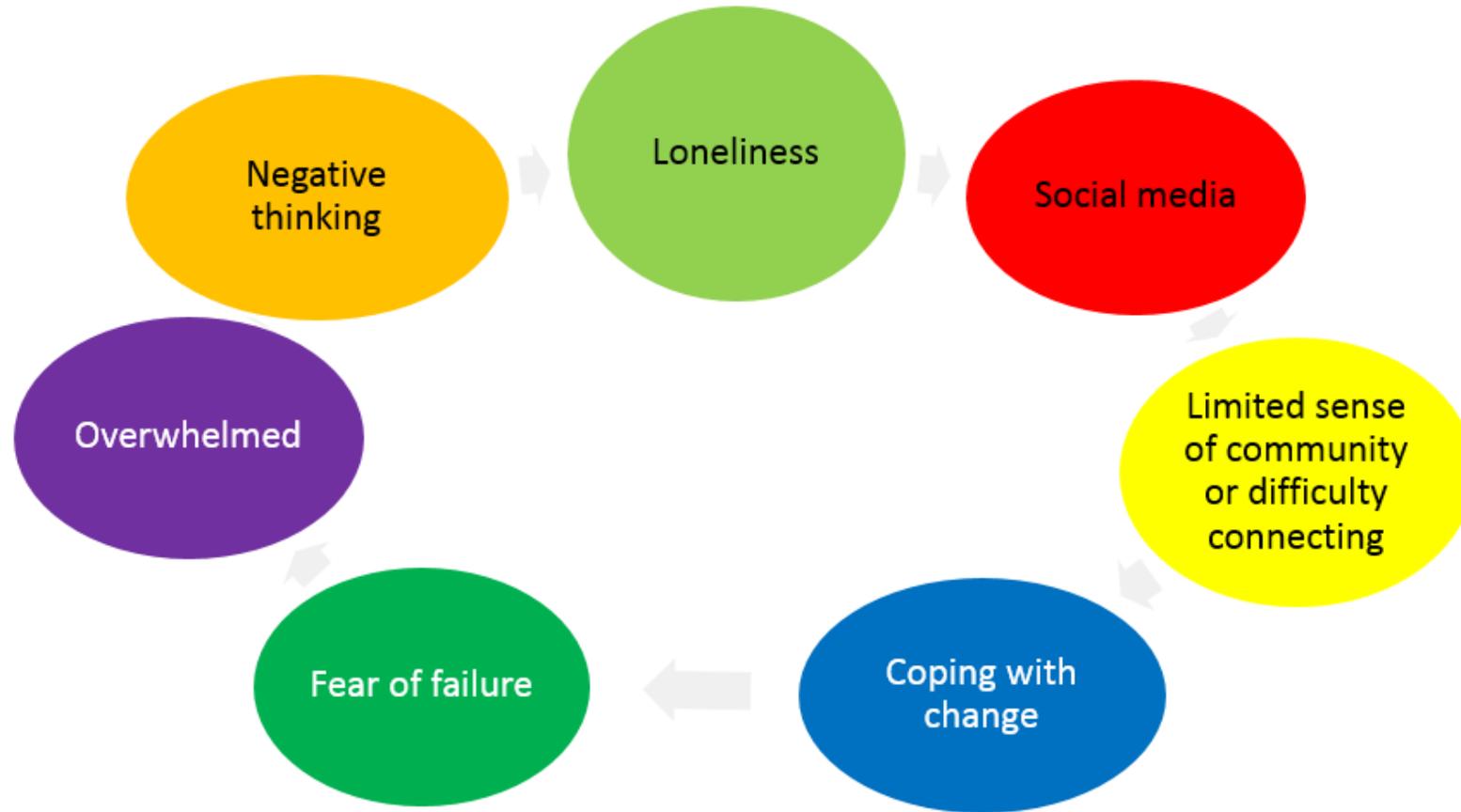
KEI TE PAI?

- Students commonly experienced moderate levels of psychological distress, especially if
 - Younger
 - Sexual orientation
 - Parents separated
 - Worked 20+ hours a week
 - Regularly smoking marijuana
 - Coping with student life
 - Academic anxiety



Report on Student Mental Health in Aotearoa

Student mental well-being



5 Ways to Well-being



ĒTAHI ARA E RIMA KI TE NGĀKAU ORA WHAKATŌKIA NGĀ RAUTAKI MĀMĀ NEI KI TŌ AO KIA RONGO AI KOE I NGĀ PAINGA

AWHITIA TE WHEAKO HOU, KIMIHA NGĀ ARA HOU, ME OHORERE KOE I A KOE ANŌ
ME AKO TONU

ME KŌKERO, ME WHAKARONGO, ME WHAKAWĀTEA I A KOE
ME WHAKAWHANAUNGA
ME RONGO I TE WHANAUNGATANGA

WHĀIA TE MEA KA TĀEA E KOE, KIA PĀREKAREKA TĀU I WHĀIA
ME KORI TONU
KIA PAI AKE Ō PIROPIRO

ME ARO TONU KI NGĀ MEA MĀMĀ NOA
ME ARO TONU
I NGĀKAU HĀRIKOA AI KOE

TE WĀ KI A KOE, Ō KUPU, KO KOE TONU
TUKUA
TE REG © MENTAL HEALTH FOUNDATION OF NZ 2015

Mental Health Foundation
mauri tu, mauri ora
www.mentalhealth.org.nz

5 Ways to well-being on campus



TALK & LISTEN,
BE THERE,
FEEL CONNECTED

It's **All Right** if you're
feeling **challenged, excited,**
brave, unsure, stoked or
overwhelmed today.

However you're doing, you can reach out or
help out, and there is always someone to talk to.

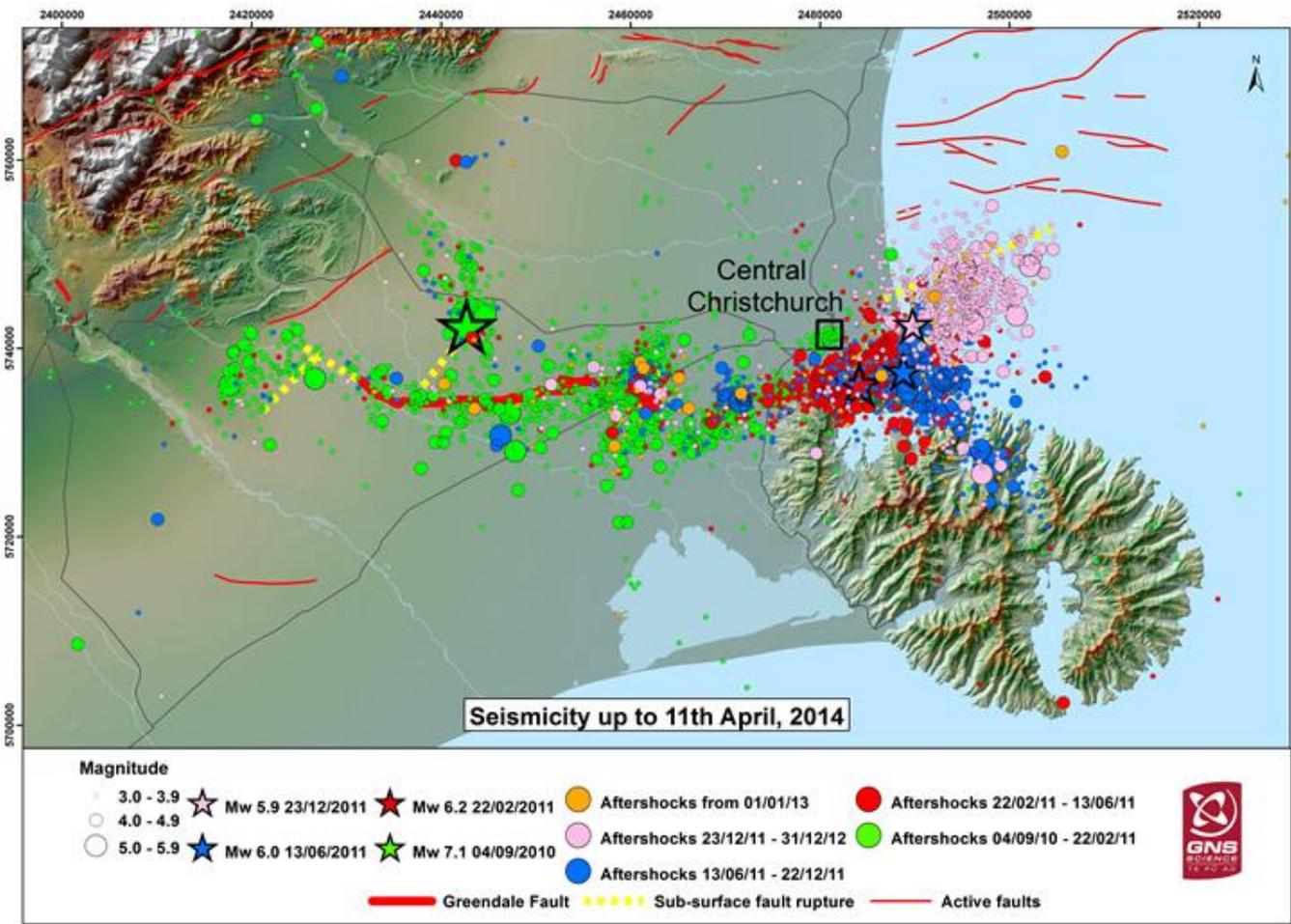
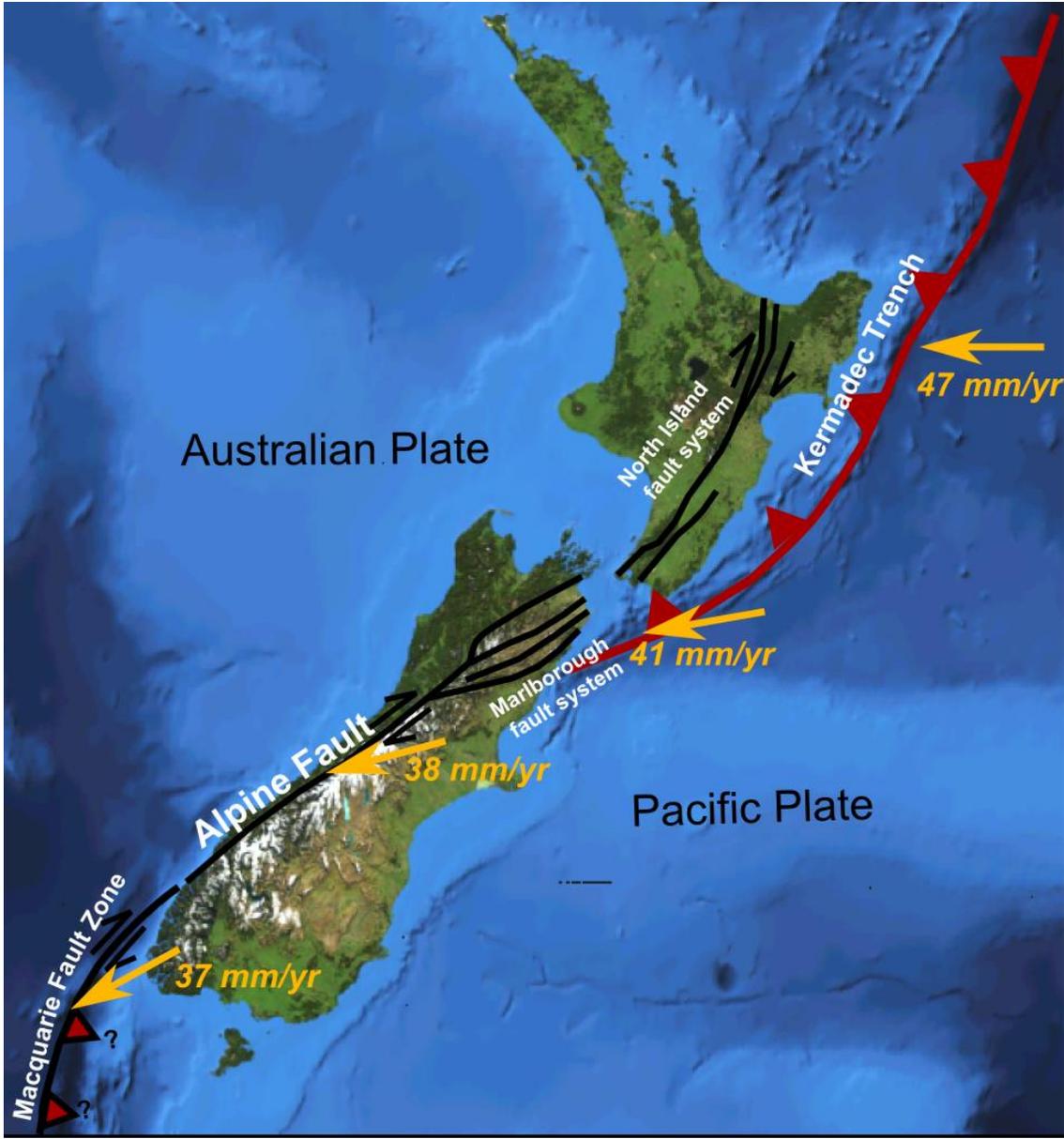
canterbury.ac.nz/student-support



*all
right?*

Disasters





2010-2018

14,000+
aftershocks

7000+ homes
'redzoned'

160k+ property
insurance
claims

26 + schools
closed

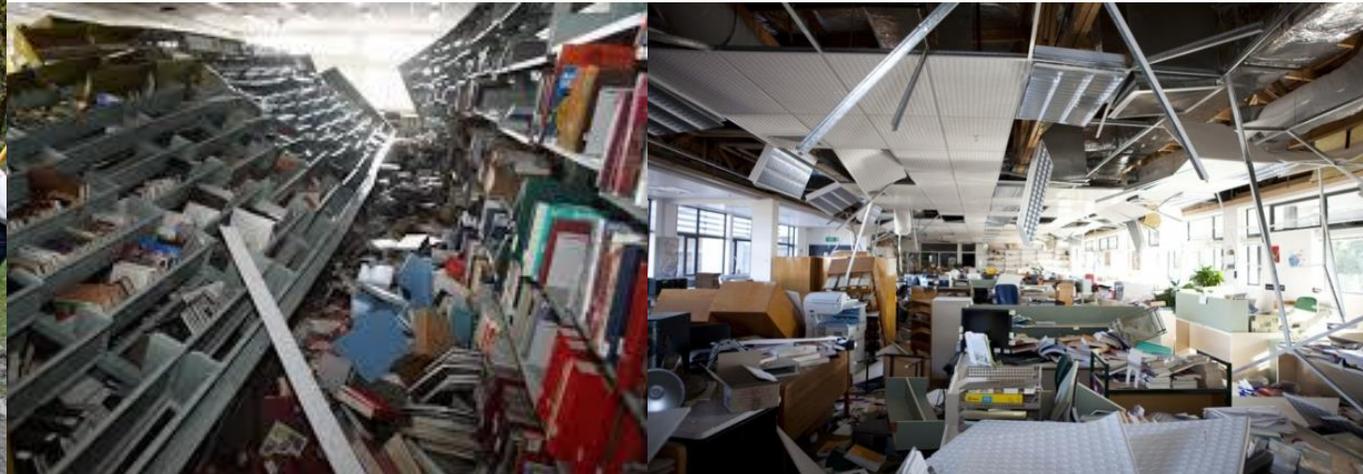




Earthquake impacts on universities

University of Canterbury

- over \$500 million of earthquake damage to buildings
- 25% reduction in first year enrolments
- 15% loss of students
- Staff redundancies & restructuring
- Working our of prefabs for 7 years



WELLBEING



TIME

Heroic Phase

Adrenalin is running high with a focus on saving each other and property.

Cantabrians did some amazing things during our heroic phase, some saved lives.

Honeymoon Phase

A lot of hope and optimism when there's a lot of help available. People feel lucky to have survived the event.

There's a feeling that things will return to normal soon.

Disillusionment Phase

People start to realise how long recovery will take the red tape involved... the length and severity of this phase depends on the extent of loss and help available, but it can last several years.

Reconstruction Phase

Good news... this sees us gradually adapt to a new environment, often with improved skills to cope with future stressors.

All Right?: Ingredients for a post-disaster well-being program

1 Clear mandate

2 Ongoing funding

3 Research & evaluation

4 Established practice models & theories

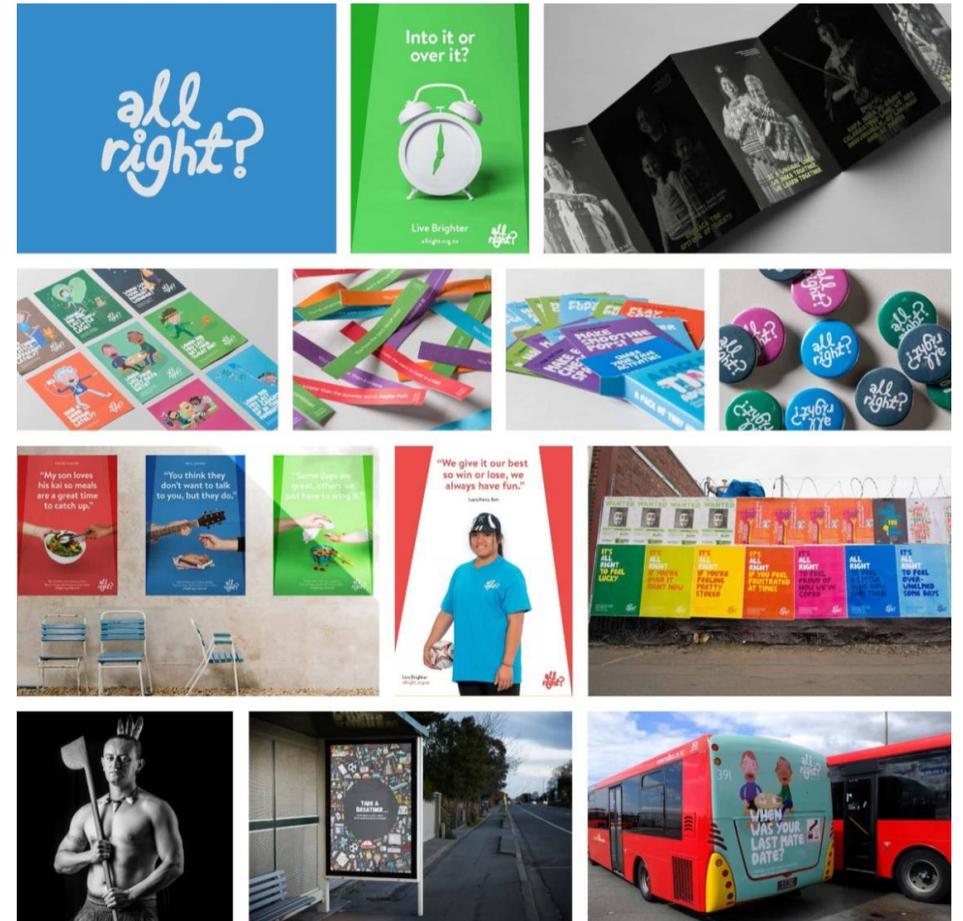
5 Diverse, multidisciplinary team

6 Responsive, adaptable approach

7 Community involvement & trust

8 Tools to promote engagement

- A creative approach
- Communications & marketing
- Targeted resources & collaboration



allright.org.nz/

In summary: 3 key messages around building connections

1. Socio-ecological lens = everything is connected!
2. Okanagan Charter = be strategic & coordinated
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International Health Promoting Campuses Symposium

Sunday 7th April in Rotorua, New Zealand

- The day before the IUHPE conference
- Prof Trevor Hancock, Dr Gerry Eijkemans, Prof Sue Powell, Dr Matt Dolf, Prof Denise Wilson, Yuking He, Karen Hicks, Josephine NwaAmaka Bardi
- NZ \$100 general and \$30 students
- Registrations at <https://www.eventbrite.co.nz/e/international-health-promoting-campus-symposium-registration-54743941603?aff=ebdshpsearchautocomplete>



Whakatauki



*Ehara taku toa i te toa takitahi
engari he toa takimano*

My strength is not that of an individual but
that of a collective

Māori proverb

