

Mental Health  
Commission  
of Canada

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# Your Voice Matters: A Dialogue about Student Mental Health

Standard for Psychological Health and Safety of Post-Secondary Students

Polly Leonard, MSW RSW, Program Manager | Mental Health Commission of Canada  
Punit Virk, PhD Candidate, UBC, | Technical Committee Member

ORDER OF EXCELLENCE



MENTAL HEALTH AT WORK® RECIPIENT

# Land acknowledgment

We would like to begin by acknowledging that the land on which we gather is the unceded territory of the Coast Salish Peoples, including the territories of the x<sup>w</sup>məθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

# Today's dialogue: Agenda

1. Welcome
2. Warm-up activity
3. Why a Standard
4. Group discussion / roundtable check-ins
5. Wrap-up and final remarks

# Materials

## Hybrid

### Print: Folder on Table

1. Participant Worksheet
2. Practices Profile Form

### Online: Hello Crowd

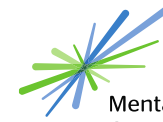
1. Safer Spaces Guidelines
2. Participant Worksheets
3. Practices Profile Form
4. Online Survey

# Safer Space Guidelines

- Respect others' physical and emotional boundaries.
- Respect others' identities and backgrounds, including pronouns and names.
- Do not assume or make judgments on anyone's gender identity, sexual preference, survivor status, health status, economic status, religion, background, beliefs, opinions, etc.
- Respect others' right to privacy both during this dialogue and beyond.
- Be aware that your actions and words have effects on other people.

# Safer Space Guidelines

- Avoid raising your voice, interrupting or talking over anyone else, and make sure everyone gets a chance to speak.
- Assume positive intent.
- Remember we are all learning.
- Take care of your own safety.
- If you witness any abusive or other inappropriate behaviour, let the facilitator know.



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# Warm Up Activity

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# Why a Standard?

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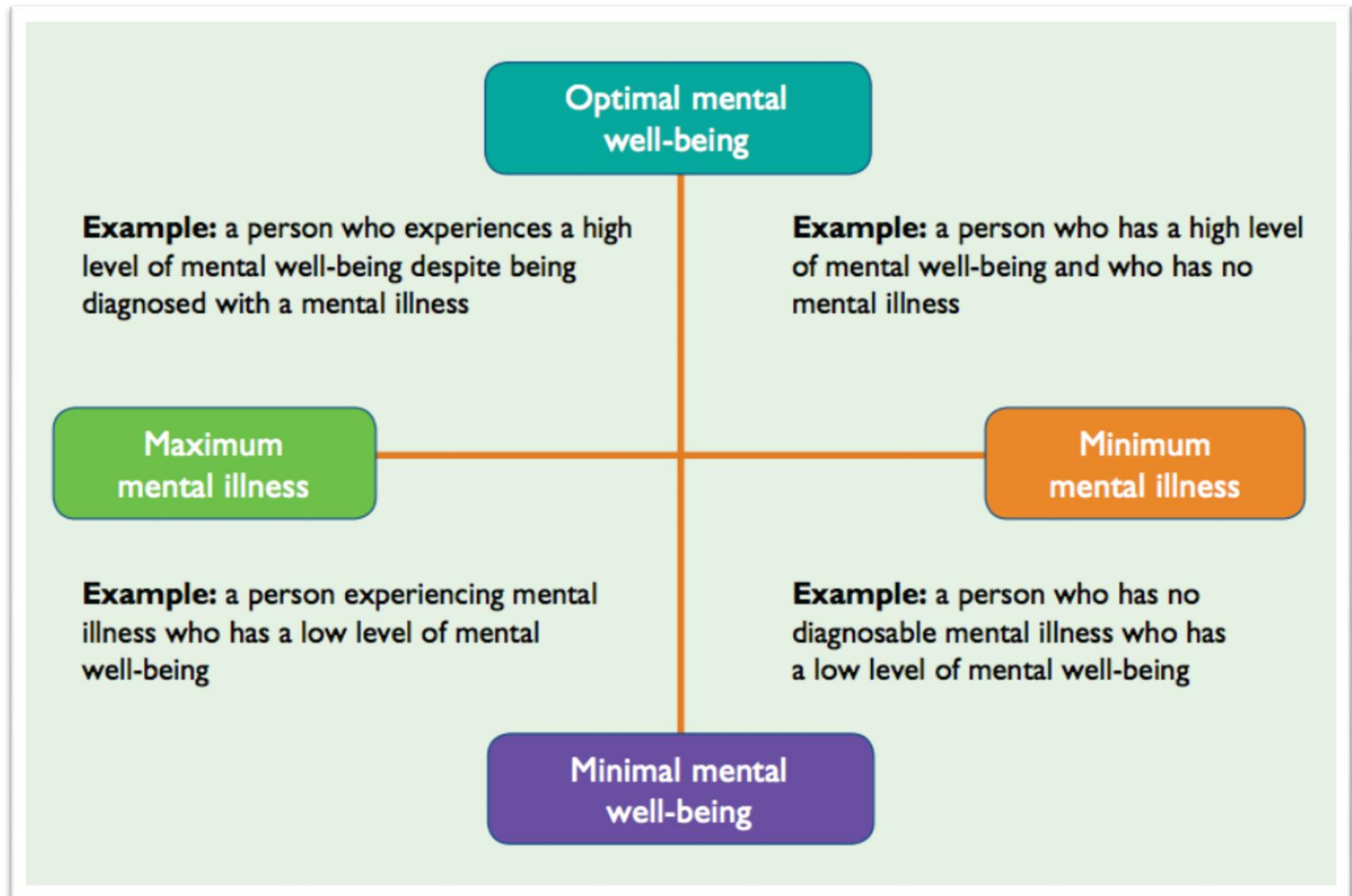


# A critical time for youth

- Many mental health illnesses are first diagnosed between the ages of 16 and 24
- Those diagnoses are happening during what is already a major transitional period
- This makes it critically important for post-secondary institutions to support student mental health

# Mental health is a continuum

(Keyes, 2002)



# Stress has consequences



# Three areas of focus



Equity Seeking Groups



Coping & Help seeking



Programs & Interventions

# A multitude of needs

Campus  
environment

Standard

Partnerships

Substance use  
and harm  
reduction

Whole-campus  
approach

Student  
centeredness

Prevention to  
treatment

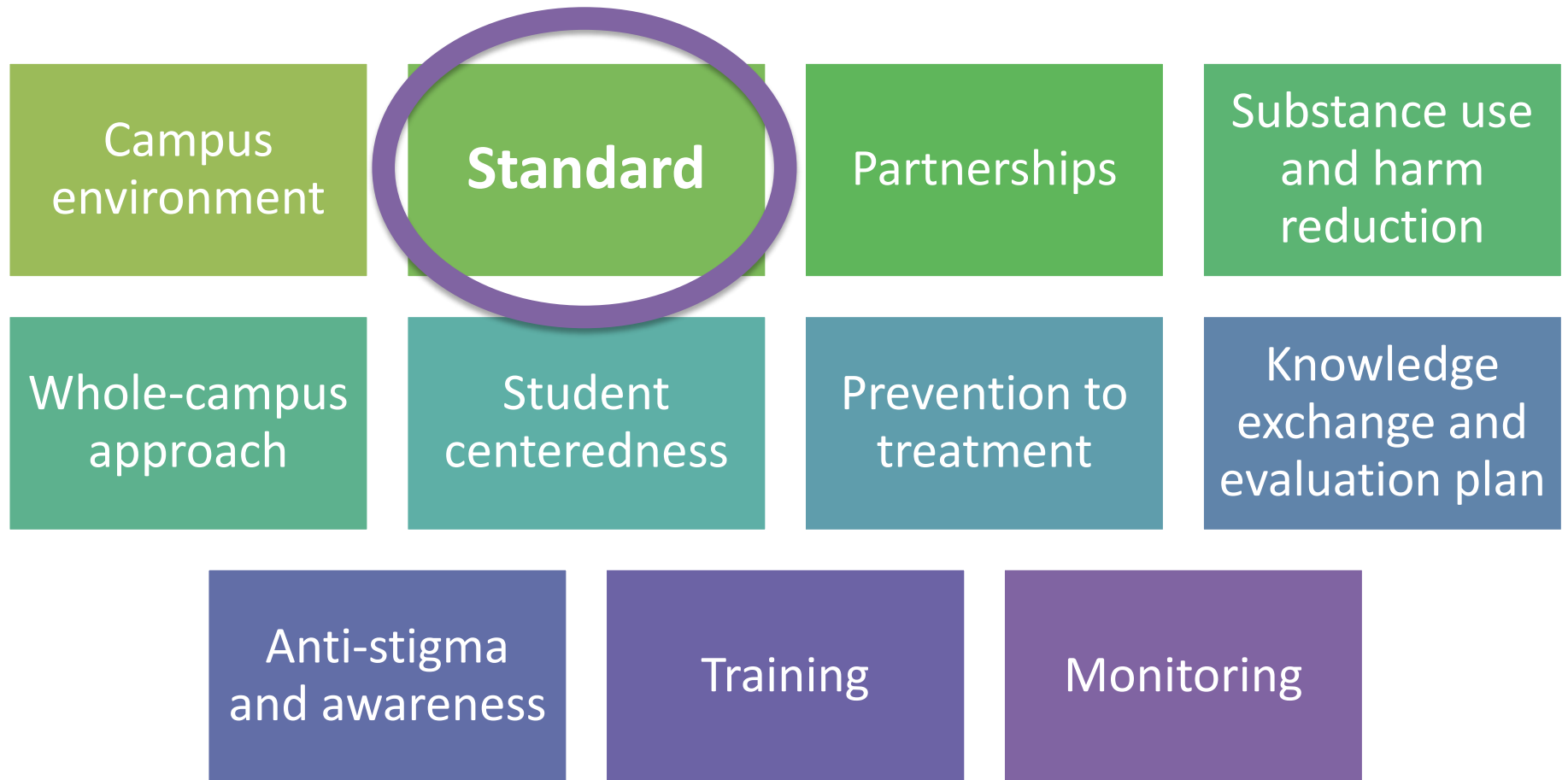
Knowledge  
exchange and  
evaluation plan

Anti-stigma  
and awareness

Training

Monitoring

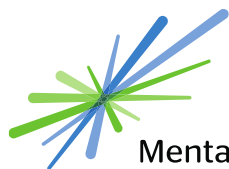
# One key need: A Standard



# Who is involved?

## *Project leads*

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## *Funding partners*



## *Other partners*



Colleges and Institutes Canada  
Collèges et instituts Canada



Universities  
Canada. **Universités  
Canada.**

# Executive Advisory Committee members



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MHCC Youth Council



Association canadienne  
pour la santé mentale  
Division du Québec et Filiale de Montréal  
*La santé mentale pour tous*





# Who is on the Standard development Technical Committee?

## User interest

- Representing the interests of students (and their families as support)

## Organization interest

- Representing post-secondary institutions (functional)

## Government interest

- Provincial, Federal and Territorial agencies supporting mental health and/or post-secondary institutions

## Service providers

- Representing the interests of those providing services to Post-secondary institutions (organizational) and to students (response/ treatment)

## General interest

- Academics/researchers in the Post-Secondary health field

# What's the goal?

Student success!



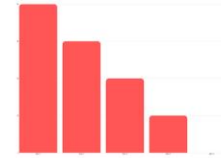
**Identifying**



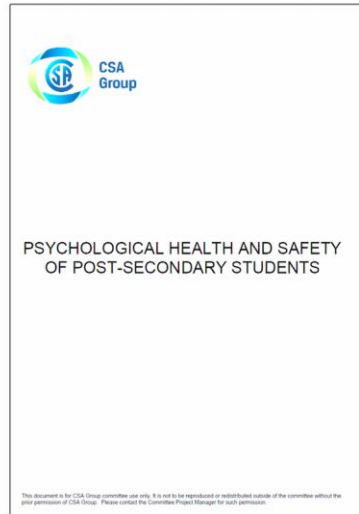
**Assessing**



**Reducing**



## **Risks to student psychological health and safety**

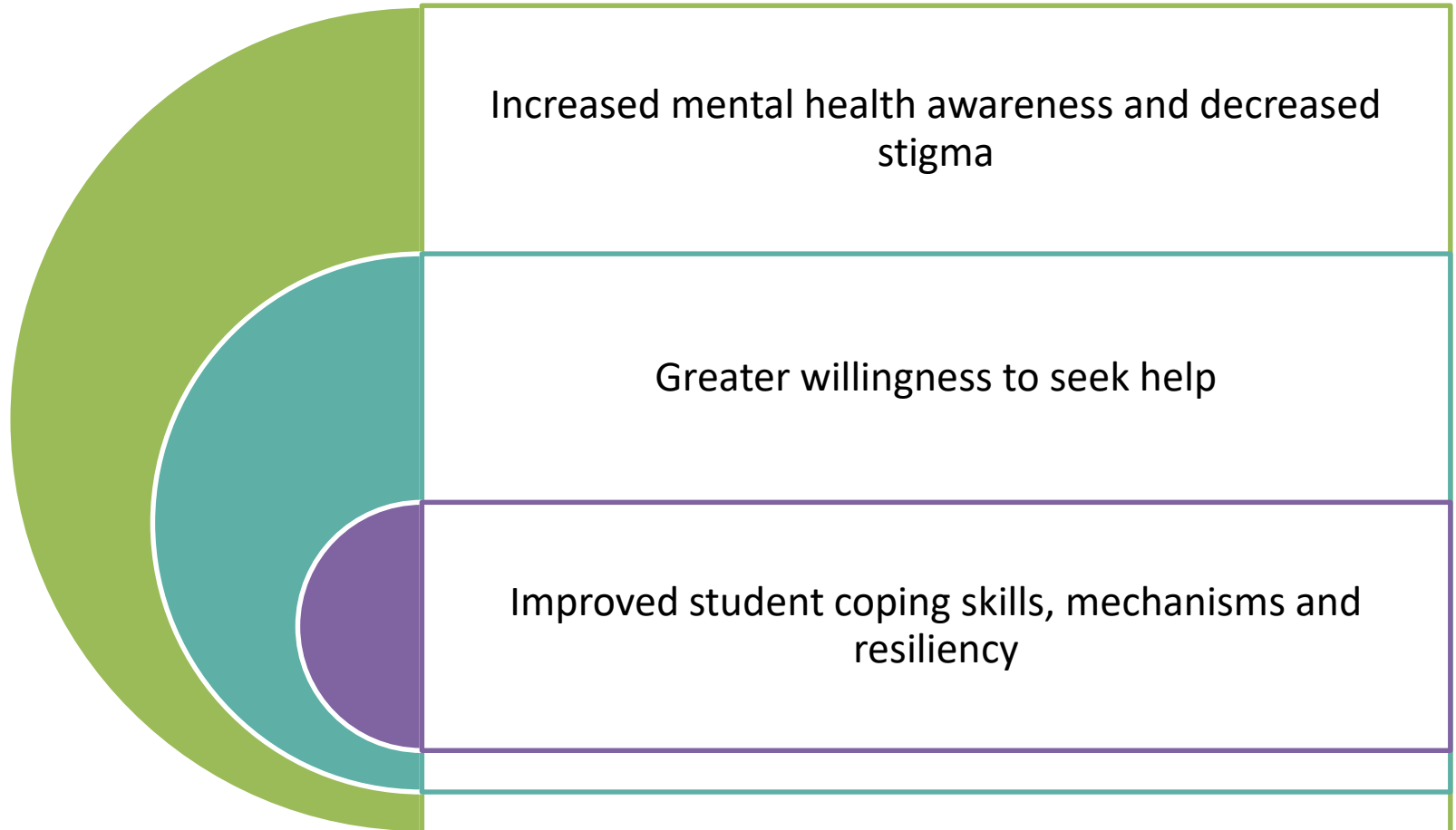


## **Offering guidance to post-secondary institutions**



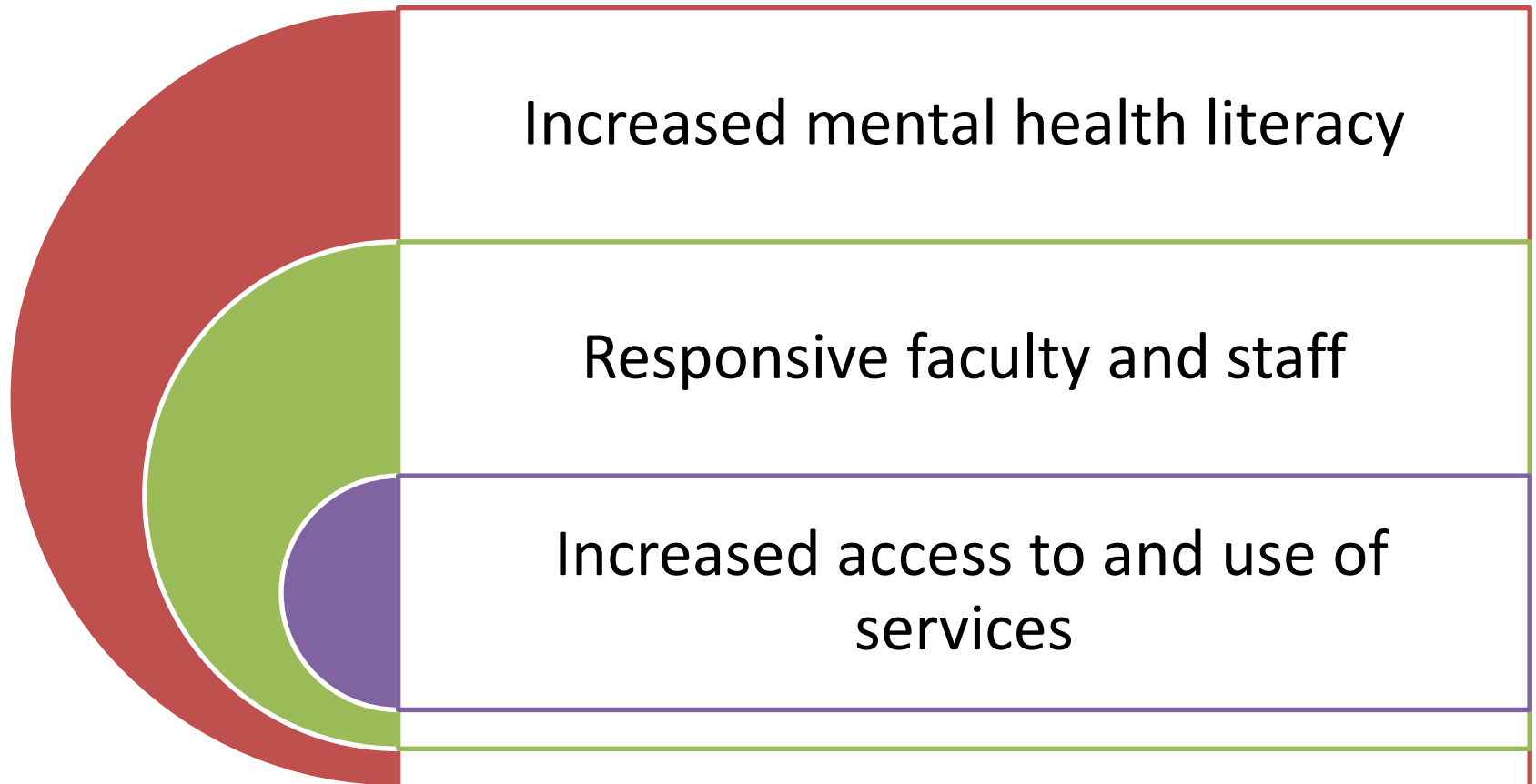
# How a Standard will help

## Benefits for students



# How a Standard will help

## Benefits for institutions



# Our dialogue

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# Question 1

- a) Small table discussion: participant worksheet online or paper
- b) Larger group report back: using flipcharts

# Group discussion

Question to consider

In your experience, what works well to promote student mental health?



# Question 2

a) Flipcharts – with markers

b) Larger group report back review flipcharts

# Group discussion

Question to consider

Which promising or best practices are you aware of that are helping to promote and support student mental health?

# Question 3

- a) Small table discussion: participant worksheet online or paper
- b) Larger group report back: using flipcharts

# Group discussion

Question to consider

What barriers do students face in seeking to attain optimum mental health?

# Question 4

- ✓ prioritization on flipcharts

# Group discussion

Question to consider

What would you like post-secondary institutions to address to better support students and their mental health needs?

# Thank you and next steps

Hand in your *Participant Worksheets* – via email or in hand.

Please send me an email and I can send you the *online survey* link to send out to key partners (students, service providers, faculty, admin etc.).

*Public review* stage – coming August – October

# Stay involved

## On social media

 @MHCC\_  /theMHCC  /Mental Health Commission of Canada

 @theMHCC  /1MHCC



*#StudentSuccess*

## By email



studentstandard@mentalhealthcommission.ca