

## Summit Agenda

Title	Time	Room
<b>Monday, February 22</b>		
<b>Indigenous Opening</b> by Elder Syexwalia, Sharon Hobenshield, Noelle Hanuse & Sara LaMarre	9:00am-10:00am	Plenary
<b>Translating Equity, Diversity &amp; Inclusion into Healthy Relationships &amp; Campuses</b> by Dr. Adrienne Chan	10:00am-11:30am	Plenary
<b>The Great Disconnect</b> Documentary	until 3:00pm	-
<b>Social Connection in Communities without Borders</b> by Diana Jung, Erin Smith, Tamer Solimon & Trevor Hancock	3:00pm-4:00pm	Plenary
<b>Tuesday, February 23</b>		
<b>Lateral Liberation</b> by Kim Haxton	10:00am-12:00pm	Plenary
<b>Campus Innovation Talks</b> (see program)	1:00pm-2:30pm	Breakout
<b>Wednesday, February 24</b>		
<b>Connecting with Campus: Undergraduate Student Challenges and COVID-19</b> by Dr. Nicole Malette	10:00am-11:30am	Plenary
<b>Diversity in Mental Health</b> by Seren Friskie, Amrita Sunner, Kulpreet Singh & Tricia-Kay Williams	12:30pm-1:30pm	Plenary
<b>HM   HC Talks</b> (see program)	2:30pm-3:30pm	Breakout
<b>Thursday, February 25</b>		
<b>Dialogue Sessions</b> (see program)	11:00am-12:30pm	Breakout
<b>So, how are we doing?</b> by Adriana Contreras & Dan Reist	2:00pm-4:00pm	Plenary

## Summit Program

### Monday, February 22

#### **Indigenous Opening** by *Elder Syexwalia, Sharon Hobenshield, Noelle Hanuse & Sara LaMarre*

The 2021 Healthy Minds | Healthy Campuses Summit will be opened by Elder Syexwalia with a traditional land acknowledgement. This will be followed by moderated panel by Sharon Hobenshield, Noelle Hanuse & Sara LaMarre from Vancouver Island University. Panelists will discuss and frame the Summit's posing questions and overarching theme through their perspective and lived experience. This panel will recognize the Land, surrounding Nations and well as students and staff demographics of our campus communities.

#### **Translating Equity, Diversity and Inclusion into Healthy Relationships and Campuses** by *Dr. Adrienne Chan*

In this keynote address, Dr. Chan will ask participants to consider the ways in which inequity, exclusion, and the promotion of uniformity/homogeneity all contribute to anxiety and unhealthy learning organizations and campuses. We then have to take action on how we can change this. To create healthy campuses in the post-secondary system, we all have a role to play, to support each other, and to create an environment of mental well-being.

#### **The Great Disconnect** *Documentary*

Wellness expert Tamer Soliman journeys through North American cities to meet with local citizens, community activists, and leading authorities on social, economic, and urban planning to discover the true factors that have profound and lasting impacts, not only on our health, but the health of the communities in which we live. This timely documentary invites us to reflect on the relationships we have with those around us and raises the question: is it possible to overcome our modern culture of disconnectedness and rediscover how truly essential we are to one other?

#### **Social Connection in Communities without Borders** by *Diana Jung, Erin Smith, Tamer Solimon & Trevor Hancock*

Join Tamer Soliman (Director of the Great Disconnect) and members from our community of practice for a roundtable discussion on how COVID-19 has impacted social connection and what is on the horizon as our communities extend beyond campus grounds.

## Summit Program

Tuesday, February 23

### **Lateral Liberation** by *Kim Haxton*

This workshop is intended for equipping campuses with the right tools for understanding the call to actions on Truth and Reconciliation, and begin to do the work to create new awareness within the structures and systems we find ourselves in. Through the collaboration and group process in reflection upon the 94 calls to action, including experiential activities, participants will leave with a clearer sense of purpose, capacity and connection to these relationships of being an agent of change to liberate the invisible beliefs and biases that separate us from being able to make structural shifts in our work in the world, ourselves and with each other.

### **Campus Innovation Talks - Room 1**

#### **Coping Through Covid Anxiety, using Anxiety Canada's Mindshift App** by **Mark Antczak**

Facing an unprecedented global pandemic has led to a seemingly endless amount of change in our day to day lives. Every day we're faced with uncertainty around the future events in our lives that often lead to worrying thoughts and catastrophic predictions. Join anxiety expert Mark Antczak to learn more about the way anxiety manifests itself in our lives and how we can use Anxiety Canada's Mindshift app to put evidence-based Cognitive Behavioural Therapy tools to help reduce the anxiety we deal with in our day to day.

#### **Zoom into Supportive Conversations: Virtual mental health and substance use screenings, education and debriefs at VIU and UFV** by **Sarah Hamid-Balma, Kamal Arora, Sara LaMarre & Priscilla Ang**

An interview with 2 innovative campus specialists who have modified Beyond the Blues events to account for the new COVID-19 reality. Beyond the Blues awareness events engage people to learn more about mental health, well-being, substance use mental health problems and related issues like risky drinking.

#### **Youth and Anxiety in COVID-19- Cultivating connection through digital means** by **Rosemary Young & Eduardo Hernandez**

Promoting anxiety wellness and tools for resiliency is the cornerstone of the work Anxiety Canada's Youth Network does. In the Spring of 2020, the YN was set to launch in-person groups across Canadian campuses. However, pandemic restrictions encouraged Ambassadors to come up with creative ways within the digital landscape to bring youth together across campuses and in workplaces. The aim was to stay connected, continue the conversations around anxiety and anxiety management and foster a supportive national environment through these uncertain times. The YN created digital initiatives to sustain connectedness through Covid-19, raise awareness and build resiliency through stories and activities to build a community of peers across provincial borders.

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## Summit Program

Tuesday, February 23

### **Campus Innovation Talks - Room 2**

#### **Project Aurora: Empowering Innovation of Youth-Driven Mental Health Initiatives by David Kang, Emma Stanley & Bhaskar Yechuri**

Project Aurora, a BC non-profit organization, supports youth-driven mental health initiatives in the Lower Mainland. The presentation will include the journey that led to the creation of Project Aurora, the lessons learned throughout the journey of starting a mental health non-profit, showcase the incredible student-led projects and initiatives that are currently supported, as well as the organization's plans for continued growth of our virtual community of students who are passionate about mental health.

#### **Health Equity Impact Assessment of Virtual Programs by SFU's SHAC**

The Student Health Advisory Committee (SHAC) is conducting a Health Equity Impact Assessment to understand the experiences that students have had with Health & Counselling Services' (HCS) virtual programs through an online survey. Our hope is to assess the Equity, Diversity, and Inclusion (EDI) of virtual HCS resources and suggest ways to strengthen the EDI of HCS resources. Our session will discuss in depth the processes performed to choose our method of delivery, steps taken to develop and validate our survey, and the future provisions of virtual programs moving forward.

#### **Exploring strategies to promote student happiness and well-being in the classroom by Hasina Samji & Ladan Fathi**

This session will share our project exploring strategies to promote students' happiness and well-being in the classroom. The central idea of the project was that happiness can be learned. We provided students with strategies for promoting well-being and happiness through short presentations and interactive discussions borrowing concepts from positive psychology. The innovative idea behind this project was to implement short sessions during the class instead of only providing students with outside resources and supports for their mental health and well-being. We have completed student well-being assessments will discuss preliminary findings on the influence of the sessions on students' well-being in the context of the COVID-19 pandemic. We will also share students' experience of experiencing these sessions remotely.

#### **Chai Chats for BIPOC Students by SFU's Health Peers**

Introducing a new peer-led drop-in session created for BIPOC students attending SFU. We hope to explore the importance of creating spaces for BIPOC students to connect and hold dialogue on topics including body positivity, colourism, and mental health. In our session, we will also discuss ways to host outreaches that encourage collective healing, as well as foster cultural humility, acknowledge our own biases, and encourage one another to embrace one's cultural identity. This session will illustrate the importance of ensuring that services for students of colour are designed by and for BIPOC specifically.

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## Summit Program

Wednesday, February 24

### **Connecting with Campus: Undergraduate Student Challenges and COVID-19** by *Dr. Nicole Malette*

Going to university or college is supposed to be great: It's a chance to reinvent yourself, enjoy new freedoms, impress professors with your keen intellect and basically have the time of your life. But, how can this be true during COVID-19? Sometimes it's hard just to get out of bed to attend online classes, let alone juggle family expectations, a part-time job and midterm deadlines. This keynote session will discuss some of the most common wellness challenges undergraduate students face during the pandemic and strategies we (students, faculty, staff) can all draw on to support each other.

### **Diversity in Mental Health** by *Seren Friskie, Amrita Sunner, Kulpreet Singh & Tricia-Kay Williams*

Our backgrounds, cultures and the way we experience life around us influences our well-being and mental health. This panel invites BIPOC experts to discuss the importance of incorporating diverse perspectives and voices when it comes to promoting mental health on campuses and ways we can move forward collectively.

### **HM | HC Talks - Room 1**

#### **Accompaniment: How COVID-19 has brought us to new ways of being with each other** by **Christine Adams**

"Accompaniment" can be a useful way to examine how we move with each other through our days at work. We walk alongside each other through meetings and debriefs, into trouble spots and down rabbit holes, and into a deeper understanding of our work and our students' needs. COVID-19 has challenged us to move through our workdays without the physical accompaniment that we have grown accustomed to. Our interactions with our on-campus colleagues, our off-campus partners, and our students have for the most part moved to digital fora, and so we have had to adjust to new forms of accompaniment.

I believe that attending to the ways in which we accompany each other may be one way to support our return to campuses. Some of the components of accompaniment that I will explore in this session include hospitality, curiosity, pace and shared direction.

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Wednesday, February 24

### **HM | HC Talks - Room 2**

#### **Current Trends in Post-Secondary Student Mental Health by Dr. Elizabeth Cawley**

The post-secondary student landscape is always changing but given the current climate of the pandemic and the release of Canada's National Standard on Post-Secondary Student Mental Health and Well-Being there are many changes. This presentation will cover the current state of post-secondary student mental health, the impacts we have seen to date related to COVID-19, and the impact that the National Standard can have on improving mental health in this new environment.

### **HM | HC Talks - Room 3**

#### **Surfacing pandemic losses and gains and the impact on postsecondary mental health:**

#### **How do we apply this knowledge? by Dr. Katherine Martinez & Akash Adhikary**

This HM|HC 60" talk will highlight examples of the pandemic's impact on postsecondary students (including visible and invisible non-dominant groups) as well as their current and anticipated mental health needs. We will examine pandemic losses and gains and review some innovative methods to meet the mental health needs of diverse postsecondary populations as we move beyond the pandemic. Participant discussion will be woven in throughout. Using research studies, information from Statistics Canada, and clinical observations we will highlight what students may have lost and some areas of gain/gratitude. We will open up the "loss/gratitude" data to the audience to facilitate space for their personal reflections and related experiences, including their perceptions of barriers to mental health care for historically oppressed populations. Finally, we will promote a call to action for postsecondary administration, student leaders and counselling staff to utilize newer mental health platforms to support the emerging needs of students, including use of mental health apps, online self-help programming, tele-health, and greater inclusion of basic mental health care into routine campus activities.

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Thursday, February 25

### **Dialogue Session - Room 1**

**We are all related: Developing your own EDI-focused actions for community wellbeing by Miranda Massie, Alicia Hibbert & Truelove Twumasi**

Join members of UBC's Workplace Wellbeing team for an interactive dialogue session focused on putting inclusion strategies into action for IBPOC/BIPOC (staff/employee) wellbeing. Learn about our team's new IBPOC-focused workplan, including how we plan to measure, and report on, progress. Participants will be invited to engage in activities designed to prompt reflection, as well as identify key next steps for individual action. Participants will also take away some quick wins that can be implemented in their own professional practice and workplace units. Our team - with Black, Indigenous, and settler perspectives - is based in Human Resources. While our focus is typically faculty and staff, the activities and learnings in this session are generalizable across all areas of campus.

### **Dialogue Session - Room 2**

**Connecting Campuses on Suicide Prevention by Bakht Anwar & Kamal Arora**

In partnership with the Ministry of Mental Health and Addictions, HM|HC administered 25 campus suicide prevention grants to all public post-secondary institutions in British Columbia. This Dialogue Session will be a collaborative space for key stakeholders in this initiative to gather and learn from each other as campuses begin to implement their respective initiatives. Technical support will be available to assist campuses on how to reach and implement the granting goals as well as providing guidance on the progress reports due at the end of 20/21 & 21/22 fiscal year. Join HM|HC and other campus student services professionals to discuss best practices in campus suicide prevention, current initiatives, and potential future opportunities for collaboration.

### **Dialogue Session - Room 3**

**Diversity and Inclusion at BCIT: The Diversity Circles Initiative by Zaa Derik Gammel Joseph & Shannon Kelly**

BCIT's Diversity Circles is an Indigenous model for the campus community, using professional mentoring and community outreach for engaging student and campus diversity. At its core, it reflects complexity, diversity, and interconnectedness, providing a counterpoint to traditional institutional "outcome-based" or deficit models, where students don't measure up and are "weeded out." In contrast, a strengths-based model allows individuals to recognize and share their own strengths and gifts. The Diversity Circles framework flattens hierarchies and creates safe, productive spaces for conversations on diversity, inclusion, and equity. Join us to see the model in action and participate in Diversity Circles for yourself.

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## Summit Program

Thursday, February 25

### **Dialogue Session - Room 4**

#### **Applying Dialogue to Appreciate Diversity by Tim Dyck & Dan Reist**

Evidence suggests that stigma and discrimination undermines well-being related to mental health and substance use. Stigma and discrimination represent judgmental attitudes and unjust reactions to diversity and the range of human experiences. Successfully addressing these issues involves celebrating diversity, promoting collaborative processes and reflecting on the evidence. Engaging multiple stakeholders in dialogue within settings where stigma and discrimination may be present builds understanding that undermines the forces that contribute to stigma and discrimination. Through dialogue, simplistic explanations are replaced by greater awareness of complexity and increased empathy for the challenges others face. This session will explore the potential of dialogue for addressing stigma and discrimination on campus.

### **Dialogue Session - Room 5**

#### **Using Research-based Theatre to Generate Dialogue on Wellbeing and Equity, Diversity, and Inclusivity within Graduate Supervisory Relationships by Matthew Smithdeal, Susan Cox, Michael Lee & Tala Maragha**

Research-based Theatre (RbT) offers an innovative method of inquiry and knowledge sharing that uses embodied approaches to catalyze dialogue about difficult topics. This session will present a novel approach to using RbT in combination with facilitated small group discussion to generate dialogue between participants on graduate supervisory relationships. These relationships can have a profound impact on mental health and wellbeing and are often intricately related to equity and diversity related challenges faced by graduate students, faculty and staff. This session will begin with an overview of our RbT project, Rock the Boat, and the principles underlying it. Participants will then watch a scene depicting tensions emerging during an interaction between a graduate student and their supervisor. This will be followed by facilitated group discussion about the scene and an opportunity to debrief with participants about their perceptions of the experience of using theatre for this purpose.

### **Dialogue Session - Room 6**

#### **Cultivating Inclusion Through lived Experience of Addiction and Recovery by Brittany MacCuspic & Sara Fudjack**

This session explores how inclusivity is the scaffolding that supports the Student Recovery Community (SRC). The SRC welcomes all students with lived experience of addictions and recovery or those looking to explore their relationships with drugs, alcohol, and other addictive behaviors. Cultivating inclusion in the SRC has enriched diversity in participation, has assembled a low-to-no barrier community and has fostered a safe space in which students, facing unique challenges, can feel comfortable to seek the level of support they require to improve their well-being and reach their full potential.

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Thursday, February 25

### **Dialogue Session - Room 7**

#### **Equity, Diversity and Inclusion on Campus: A Conversation by Cecilia Amoakohene**

In this dialogue session, we will come together to discuss the importance of engaging in equity, diversity and inclusion work on-campus, especially during these uncertain times.

Participants will have the chance to discuss how they are engaging in/ hope to engage in equity, diversity and inclusion work in their space and the barriers they face while doing this work. Participants will also get to learn more about the Centre for Innovation in Campus Mental Health's Equity, Diversity and Inclusion toolkit, our upcoming work on anti-oppressive practice and how they can utilize these resources in their efforts to support their communities.

### **Dialogue Session - Room 8**

#### **An introduction to the new National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students by Amy Fogarty**

During this session, participants will be introduced to the new National Standard for Mental Health and Well-Being for Post-Secondary Students, as well as the other complimentary supporting tools and resources available to post-secondary institutions. Then, participants will hear perspectives for getting started, and have an opportunity to connect and think through considerations related to aligning ongoing efforts with the Standard.

### **Dialogue Session - Room 9**

#### **Cultivating Community during COVID-19: A Year in Review by Phoebe Lo Solis Patigdas & Tracy Ho**

COVID-19 has brought on challenges, difficulties in our post-secondary education system. To say it was challenging seems like an understatement as we were forced to learn, teach, and operate in different ways than we were used to overnight. As we approach a full year of changes, many unknowns have been identified and the issues that greatly affected post-secondary education have been pushed to the surface. Every member of the PSI has worked hard to adapt and face the challenges, however during these times it was inevitable to sacrifice communication due to the then unnatural way of functioning. This session hopes to create dialogue in identifying issues that we faced, and together as a community develop guiding principles and best practices to move forward in order to better build the resilience of the campus community as a whole.

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## Summit Program

Thursday, February 25

### **So, how are we doing?** by Adriana Contreras & Dan Reist

Join us as the community of practice gathers to discuss the impact of Healthy Minds | Healthy Campuses. This will be an interactive session in which we construct the stories and narratives that reflect our experiences as a learning community. Input and contributions collected throughout the Summit will be used to stimulate the conversation and will be reflected in the stories we create together.

## Presenter Biographies

### **Christine Adams**

Since 2010, Christine has been a leader to the diverse team of professionals on campus that supports students' personal, academic, social and career development. Christine completed a Bachelor of Arts in English Literature at the University of Ottawa, followed by a Certificate in Teaching English as a Second Language (CTESL) and a Masters of Arts in Applied Language Studies at Carleton University. Her professional and personal passions coincide with one another. Christine loves to support students that don't traditionally have access to a post-secondary education, mentor young professionals and support initiatives that destigmatize mental illness.

### **Akash Adhikary**

Akash Adhikary is a first-year business student at the University of British Columbia. In his spare time, he enjoys playing guitar, skiing, and filling in crosswords. Though Akash is unsure of what he wishes to pursue in the future, he is interested in mathematics, teaching, and creative problem solving. Additionally, Akash is passionate about educating younger children on Autism Spectrum Disorder (ASD). He has done multiple presentations on ASD to elementary school children in Vancouver and hopes to continue educating others on the typically misunderstood condition.

### **Cecilia Amoakohene**

Cecilia Amoakohene is the Community Partnership Coordinator at the Centre for Innovation in Campus Mental Health. She is the lead on the Campus/Community Partnership Project and provides organizational and project management support to campuses and community organizations looking to engage in intentional partnerships. Prior to beginning her work at the Centre for Innovation in Campus Mental Health, Cecilia worked for several years in health promotion at the University of Toronto's St. George Campus.

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## Presenter Biographies

### **Mark Antczak**

Mark Antczak is a registered clinical counsellor and clinical educator with Anxiety Canada. He brings a decade of experience working with university students and supporting them through their mental health struggles, using his training in Cognitive Behavioural Therapy and specialization in the treatment of anxiety disorders from his private practice at the Vancouver CBT Centre.

### **Elizabeth Cawley**

Dr. Elizabeth Cawley has a PhD in Psychiatry from McGill University, specializing in post-secondary student mental health. She was the Medavie Healthy Campuses Coordinator for the Association of Atlantic Universities (AAU) from 2017-2020, and is currently an expert member on the Technical Committee developing Canada's National Standard for the Mental Health and Well-Being of Post-Secondary Students. She works with ASEQ | Studentcare to analyze the specific needs of Canadian students in order to build them a comprehensive program of resources and tools.

### **Adrienne Chan**

Dr. Adrienne Chan is Professor Emeritus at the University of Fraser Valley with over 30 years of experience in equity, diversity and inclusion. Prior to her retirement, Dr. Chan was a professor at the School of Social Work and Human Services as well as Associate Vice-President of Research Engagement and Graduate Studies. Over her career, Dr. Chan developed the Master of Social Work Program at UFV, is the founding member of the Race and Anti-Racism Network (RAN), and recently was Chair of the President's Task Force on EDI from 2019 – 2020. Dr. Chan's research and teaching specializations include: diversity, equity, gender, multiculturalism, anti-racism, academic culture, institutional change/culture, educational studies, educational policy, organizational behaviour, and social justice. Dr. Chan is an award-winning leader in her field and has published as well as presented locally and internationally.

### **Adriana Contreras**

I am a bilingual Graphic Recorder and Illustrator (English and Spanish). As a Visual Practitioner, my role is to listen deeply, gather information, help make connections, tell stories and communicate ideas. I draw on my training and experience as a visual artist, graphic designer, and facilitator to support and collaborate with leaders in the fields of Racial Equity, Migrant Justice, Cultural Safety, Food Sovereignty, Arts and Culture, History, Health, Education, and Community Engagement, among others. I was born in Bogotá, Colombia and immigrated to Canada in 1998. My journey as a first-generation immigrant profoundly informs my work and my commitment to social justice at a local and global level.

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## Presenter Biographies

### **Susan Cox**

Susan Cox is an Associate Professor in the W Maurice Young Centre for Applied Ethics and the School of Population and Public Health at UBC. She is a qualitative health researcher and her current projects focus on mental health and wellbeing in the context of graduate supervisory relationships and understanding what it means to live well with dementia to the end of life. Both projects employ arts-based forms of inquiry and offer innovative methods of knowledge exchange.

### **Ladan Fathi**

Ladan Fathi is a Psy.M. and a first-year Ph.D. student in the school of interactive arts and technology at Simon Fraser University. She is an interdisciplinary researcher with a primary research focus on learning analytics, the application of psychological science, and students' data to improve teaching and learning. She has expertise in exploratory studies of user experiences and studies the use of motivational elements in educational dashboards.

### **Amy Fogarty**

Amy Fogarty, Manager, Programs and Priorities at the Mental Health Commission of Canada, currently oversees several key initiatives including the world's first Standard for Mental Health and Well-Being for Post-Secondary Students, as well as work related to child and youth, justice and chronic diseases. Amy's passion for workplace wellness and mental health led her to the Commission in 2016, where she spent several years promoting training programs including The Working Mind, The Inquiring Mind and Mental Health First Aid.

### **Seren Friskie**

Seren is a student in the psychology program at Thompson Rivers University. She holds various research positions, including roles with the Impacts Project, CMHA's BounceBack® Youth Advisory Council and the University of British Columbia's Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC)

### **Sara Fudjack**

Sara Fudjack is a registered clinical social worker with over a decades' experience working alongside folx struggling with addiction and mental illness. She is the founder and Program Manager of Canada's first Student Recovery Community at The University of British Columbia. Sara provides consultation and educational support to post-secondary institutions interested in cultivating inclusive campuses for students who experience(d) addiction. As a PhD Candidate, her research addresses the impact of elevated levels of stigma within postsecondary settings toward students who struggle(d) with addiction.

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## Presenter Biographies

### **Trevor Hancock**

I am a public health physician and health promotion consultant and in July 2018 retired from my position as a Professor and Senior Scholar at the School of Public Health and Social Policy at the University of Victoria. My main areas of interest are population health promotion, healthy cities and communities, public health, healthy public policy, environment and health, healthy and 'green' hospitals, health policy and planning, and health futurism. I am one of the founders of the (now global) Healthy Cities and Communities movement, co-authoring with the late Len Duhl the original background paper for the European Regional Office of the World Health Organisation in 1986. Over the past 30 years I have worked as a consultant for local communities, municipal, provincial and national governments, health care organizations, NGOs and the World Health Organization.

### **Noelle Hanuse**

Hello, my name is Noelle Hanuse, and I am from the Wuikinuxv and Klahoose Nations of BC and have been a visitor on the beautiful territory of Snuneymuxw since January 2017. I am hired as the Indigenous counsellor, and I also see domestic and international students for counselling. I regard counselling as a healing art that I am honored and privileged to do and feel so blessed when I am able to help in some way. My educational and personal journey is wide-ranging, as I hold a Bachelor of Education Degree from the University of British Columbia's NITEP program (Indigenous Teaching Education Program), as well as a Master of Education in Indigenous Education and Leadership from Simon Fraser University, and a Master of Arts in Counselling Psychology: Indigenous Community Counselling Program (ICCP) from the University of Victoria. I also hold diplomas in Progressive Counselling, Natural Spiritual Healing and Transformation Hatha Yoga from the Self Realization Meditation Healing Centre in the United Kingdom. I am a lifelong learner and well-suited to supporting post-secondary students in their goals to realize their dreams.

### **Kim Haxton**

Kim Haxton is a multifaceted, multidimensional educator, rooted in knowledge and steeped in community. She is Potawatami from Wasauksing. She has worked across Turtle Island and abroad in various capacities, always emphasizing local leadership development toward genuine healing. In her work with Indigeneyez, a creative arts based organization she co-founded, Kim works with Indigenous communities toward decolonization and liberation. Grounded in the arts and the natural world for embodied awareness and facilitated rites of passage, Kim develops de-escalation skills, trauma recovery, diversity and anti-oppression education. She had been working with traditional plant medicines. Kim has developed and facilitated programs internationally, and has been working in land-based education and leadership in corporate and non-profit agencies for the past 25 years.

## Presenter Biographies

### Health Peers at SFU

The Health Peers work with SFU Health and Counselling Services to enhance student well-being and resilience at SFU through community engagement, collaboration, and health education outreaches. The Chai Chat Crew, a subgroup of the Health Peers, focuses on creating outreaches tailored for BIPOC students. The members of the Chai Chat Crew that will be delivering this presentation are Aleisha Fernandes, Jaskaren Gill, Jessica Kwun and Sonia Heer.

### Eduardo Hernandez

Eduardo is a UBC Alumnus with a B.A in Psychology. Eduardo hopes to use his communication abilities, organizational skills, and Psychology background to help the Anxiety Canada Youth Committee organize outreach events. As a result of his lived experiences, Eduardo is passionate about raising awareness around anxiety. Eduardo strives to decrease the stigma associated with anxiety, specifically among men, by encouraging people to share their stories and seek treatment. He hopes that being open and honest about his struggles will help encourage others to do the same.

### Alicia Hibbert

My name is Alicia Hibbert and I am Métis through my mom's side – I was born in Treaty 1 territory and was raised and built relationships in Treaty 6, working in collaboration with Indigenous communities for more than 9 years. Since 2019, I have been a guest living and working with gratitude on the traditional, ancestral, unceded territory of the xʷməθkʷəyəm (Musqueam), sə́lilwətaʔ (Tsleil-Waututh), and skwxwú7mesh (Squamish). I value working relationally and with reciprocity, and I am passionate about individual, workplace, and community wellbeing. My role on our team is an agile project manager and I have an MA and CAPM (Certified Associate in Project Management) accreditation.

### Sharon Hobenshield

Sharon's traditional name is Ha-Youly and belongs to the Wilp Malii from the Gitksan First Nation on her mother's side and is of German ancestry on her father's side. She has a B.A., B.S.W., M.Ed. and EdD. Her dissertation titled, Haq wil la hlo is sim: Walk Slowly on the Breath of your Ancestors was an examination of gift giving within Post-Secondary Education. Sharon has worked at Vancouver Island University since 2006 as the Director of Aboriginal Education and prior to that she worked in the field of social services and education, working and teaching with both urban and rural Indigenous communities throughout the province of BC. She believes strongly in the spirit and resiliency of Indigenous people and advocates for Indigenous led program development and community relevant services to support Indigenous learners access and success in their learning journeys. Sharon is a proud mother of twin girls and makes her home in Nanoose Bay with her partner and mother.

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## Presenter Biographies

### **Zaa Derik Gammel Joseph**

Zaa Derik Gammel Joseph is a member of the Tl'azt'en Nation. Zaa has been an Advisor in the BCIT Indigenous Services department since 2008. He is also a committee member of BCIT's Indigenous Advisory Council responsible for the first Aboriginal Strategic Plan (2010-2013), was a Director-at-Large for BCIT's Faculty and Staff Association (2013-2019) and sits on the Canadian Association of University Teachers (CAUT) Equity Committee and Aboriginal Post-Secondary Education Working Group (2018-present). Zaa is the co-founder of Diversity Circles at BCIT.

### **Diana Jung**

Diana Jung is an experienced health promotion specialist with health promotion and education at the University of British Columbia Vancouver campus. Diana engages and partners with staff, faculty, and student leaders to build the capacity of the campus community and embed health as a priority in all areas of campus. Over the last eight years, she has provided leadership in a series of research projects on student mental health and well-being in learning environments. As a student affairs professional, Diana is experienced in facilitating learning opportunities for students through guidance and program development. She takes a strengths-based approach to fostering student mental health and is passionate about diversity and inclusion in higher education. Diana holds a Master of Arts in community psychology and a Master of Arts in counselling psychology.

### **Shannon Kelly**

Shannon Kelly, faculty in the BCIT Communication department, co-founded Diversity Circles with Zaa Joseph in 2015, achieving SSHRC (Social Sciences and Humanities Research Council of Canada) funding to help the BCIT community address the increasing diversity on campus. Diversity Circles has most recently received Equity, Diversity, and Inclusion (EDI) federal funding through the Canada Research Chairs Program. Diversity Circles strives to build relationships with many people in the BCIT community and wider communities to do this work in safe, respectful, equitable ways.

### **Michael Lee**

Michael Lee is an Associate Professor of Teaching with the Department of Occupational Science and Occupational Therapy. He is also the Associate Head of Educational Affairs of the Master of Occupational Therapy program. As an occupational therapist, his clinical focus is on mental health and recovery. He has been an advocate for university students' wellbeing, in particular developing teaching practices that support student wellbeing. One of his current projects is on graduate supervisory relationships.

## Presenter Biographies

### **Brittany MacCuspic**

Brittany MacCuspic is a 3rd-year student in the School of Social Work at UBC currently engaged in a field placement practicum with the Student Recovery Community and UBC. Brittany has worked for the last 10 years as a Registered Massage Therapist and is now pursuing a degree in Social Work inspired by her lived experience of mental health and addictions.

### **Nicole Malette**

Dr. Nicole Malette just completed a PhD in the department of Sociology at the University of British Columbia. Her dissertation work focused on how university environments impact varying rates of undergraduate student mental health stigma, service use and illness in Canada and the US. She is currently an instructor at UBC and post-doctoral researcher for The Gateway Cities Project at McMaster University, investigating national and international comparisons of equity issues related to student access to post-secondary education. Dr. Malette is also the author of the book *It's All Good (Unless It's Not): Mental Health Tips and Self-Care Strategies for your Undergraduate Years* which was published by UBC Press in 2020. In her new book, she draws on her own experiences and findings as a student, undergraduate instructor, and researcher to explore frequent sources of undergraduate distress – such as social isolation, academic stress, parental pressure, and financial difficulties. She outlines concrete steps you can take to meet common challenges head-on – and where to turn when you need more support. Along the way, she shares the latest research about how your family background, cultural identity, or sexuality can influence your experiences of university.

### **Tala Maragha**

Tala Maragha is an MSc student in Craniofacial Sciences at UBC Dentistry, with a focus on mental health and wellbeing in dental education.

### **Katherine Martinez**

Dr. Martinez specializes in cognitive-behavioural assessment and treatment of anxiety, mood, and developmental disorders in youth, provides parent training to families, and conducts workshops and in-service trainings on CBT. Dr. Martinez also writes for professional audiences, co-authoring the book, *Your Anxious Mind: A teen's guide to anxiety and panic* (Magination Press, 2009), and is currently writing a workbook to support teens coping with intolerance of uncertainty (New Harbinger, in press 2021). She is a consultant at CBT Connections providing evidence-based training for Canadian health professionals, and writer and educator to Anxiety Canada, a charitable organization and leader in developing online, self-help, and evidence-based resources on anxiety and anxiety disorders. She is an avid supporter of social justice and becoming comfortable with discomfort as we unlearn implicit racist, sexist, and other biases. As Maya Angelou said, “when you know better, you do better.”

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## Presenter Biographies

### **Miranda Massie**

A rare born and raised Vancouverite, Miranda feels fortunate to have lived, played and worked as an uninvited guest on the unceded lands of the  $xw\text{m}\text{ə}\theta\text{k}\text{w}\text{ə}\text{y}\text{ə}\text{m}$  (Musqueam),  $s\text{ə}\text{l}\text{i}\text{l}\text{w}\text{ə}\text{t}\text{ə}\text{ł}$  (Tsleil-Waututh),  $skwxw\text{ú}7\text{mesh}$  (Squamish) and Kwantlen peoples her whole life. By day, Miranda works with an awesome team as a Workplace Wellbeing Consultant with UBC HR. This work involves supporting learning practices & curriculum workplace wellbeing and mental health literacy. Outside of work Miranda is a community sexual health educator and teaches Polynesian dance at a local family-run studio. Miranda's wellbeing gets a boost anytime she can have her bare feet in the grass, preferably somewhere that's nestled between the mountains and the sea.

### **Phoebe Lo Solis Patigdas**

Phoebe Lo Solis Patigdas is the Organiser-Campaigns of the Students' Union of Vancouver Community College (SUVCC). She has been a long time education and mental health advocate starting from her involvement in the Vancouver Island University Students' Union and the BC Federation of Students. Using her educational background in Bachelor of Science in Psychology and her advocacy experience, she actively participates in committees, working groups, and organizations within a post-secondary system, from policy to on-the-ground engagement work.

### **Project Aurora**

Bhaskar Yechuri is a Co-Founder and Director of Project Aurora. He graduated from UBC in 2020. Emma Stanley graduated from UBC in 2020 and is currently Project Aurora's Marketing Manager. David Kang is a co-founder and director of Project Aurora and current UBC student

### **Hasina Samji**

Dr. Hasina Samji an Assistant Professor in the Faculty of Health Sciences at Simon Fraser University and a Senior Scientist at the BC Centre for Disease Control. She studies healthcare access for underserved populations, including people living with HIV, people who use drugs, and children and youth. Dr. Samji leads the Youth Development Instrument (YDI), a study measuring predictors of positive youth well-being, mental health, and development in high school students in collaboration with the Human Early Learning Partnership (HELP-UBC), community partners, and youth themselves. In the context of the COVID-19 pandemic, she is a co-PI of a provincial study to measure the mental health impacts of the pandemic on children, youth, and caregivers.

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## Presenter Biographies

### **SHAC at SFU**

Student Health Advisory Committee (SHAC) contributes to the Healthy Campus Community (HCC) initiative under the supervision of the Simon Fraser University Health Promotion Team. This initiative takes a systemic, campus-wide approach to create conditions that positively enhance health and well-being of students. The current committee members include: Sarah Chae (Co-Lead), Aleisha Fernandes (Co-Lead), Elisabeth Avery, Serena Bains, Misha'a Khan, and Shabnam Raufi.

### **Kulpreet Singh**

In 2010, Kulpreet Singh founded the South Asian Mental Health Alliance (SAMHAA) – initiative to get BC's South Asian communities talking about mental health and wellness.

### **Erin Smith**

Erin is a counsellor at Douglas College and the President of BC's Post-Secondary Counsellors' Association.

### **Matthew Smithdeal**

Matthew Smithdeal is a PhD candidate in Philosophy of Psychiatry and Psychology at the University of British Columbia, as well as a Fellow at the Centre for Applied Ethics. They are involved in a range of wellbeing and EDID related projects on campus and they co-lead an organization, the Graduate Student Wellbeing Network, which uses grassroots advocacy to push for systemic change in approaches to understanding and improving graduate student wellbeing.

### **Tamer Soliman**

Tamer is a passionate social entrepreneur and neighbouring enthusiast who strongly believes that healthy communities have the power to heal. In fact, he's convinced that the only way we will solve the pressing health, social, and environmental issues that we are facing today is by building strong, inclusive and sustainable communities. Through filmmaking, Tamer has connected with community activists, experts and citizens from all over North America, which has allowed him to see first-hand what makes neighbourhoods and cities thrive - and the unfortunate consequences of community breakdown and social isolation. If he has one message to share with you, it's this: In order to be well, we need to come together. Our society as a whole depends on it.

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## Presenter Biographies

### **Elder Syexwalia**

Elder Syexwalia (Ann Whonnock) Skwxwu7mesh Uxwumixw (Squamish Nation) As taught by her late grandparents, Syexwalia supports families and shares cultural teachings and protocols within and outside of her community. Her passion is to see that Squamish culture, language and ceremonies continue to be the cornerstone of the Nation for future generations and the culture carried on by future generations and her snichim (language) to be used, not only by herself, but for all the families and future generations in their daily lives and ceremonies. Let's not let our Culture and Snichim die out!

### **Truelove Twumasi**

Truelove Twumasi is a Ghanaian born immigrant, living and working on the traditional, ancestral and unceded territory of the Musqueam, s'Ćəwaθenaʔ təməxw (Tsawwassen) and S'ólh Téméxw (Stó:lō) and Squamish peoples. With a background in public health, I have a passion for community wellbeing and committed to bringing an equity lens to my health promotion work. At UBC, I am the Workplace Wellbeing Programs Specialists developing, implementing, evaluating, and analyzing outcomes for a variety of workplace wellbeing programs, initiatives, projects.

### **Tricia-Kay Williams**

Tricia-Kay Williams has a BA degree in Psychology from the York University in Toronto O.N. and an MA degree in Counselling Psychology at the Adler University in Vancouver B.C. Tricia has extensive experience counselling individuals and families and is skilled in treating: Trauma, Anxiety, Transitional/Career and Relational issues. She is also an active community and social services professional who worked for some years as a Residential Youth Worker. Tricia is an advocate for anti-racism that affects BIPOC individuals and consults with organizations to foster a more anti-racist approach. Tricia is the owner of a counselling practice called Metamorphose Counselling and is the host of a YouTube channel called Meta Transitions.

### **Rosemary Young**

Rosemary recently completed her undergraduate degree in International Development and Globalization at the University of Ottawa. Rosemary served as a co-lead for Anxiety Canada's Youth Network until August 2020, when she became a member and Ambassador for the Youth Network. In this role, Rosemary helps facilitate and promote Anxiety Canada's Youth Network through events, social media campaigns, and talks. Her lived experience with anxiety has motivated her to raise awareness around mental health issues; to encourage others to seek support and fight internalized stigma. Rosemary was born and raised in Halifax, NS, where she is living now. Outside of her volunteer work with Anxiety Canada, she loves to cook, be active, spend time with loved ones, and of course, drink coffee!

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