

**HEALTHY
MINDS**

**HEALTHY
CAMPUSES**

creating connections. inspiring change.



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**

Executive Summary

Wellness should be at the center of post-secondary institutions. This message was reiterated throughout every session held at the Summit and resonated profoundly with our community members. Many Summit participants found inspiration in the campus initiatives taking place at other institutions and recognized the importance of learning from one another. Many were moved by the genuine candour of students suffering from mental illness and realized the importance of making their voices central to the conversation. All unanimously endorsed the concept of a comprehensive support structure that sustains well-being, rather than responds to crisis. Each and every representative affirmed his or her commitment to generating open dialogue, building community and adapting a holistic approach to learning, while turning a well-being lens onto existing policies and practices on their campuses.

An air of palpable determination suffused the Summit. If a community member was not reassured of the importance of his or her campus initiative, he or she was inspired to implement real changes that would actuate and sustain the teachings of the sessions. Administrators and faculty members vowed to implement wellness strategies that included (but were not limited to) resource guides, strategic conversations with stakeholders, and events modelled on the formats exemplified by other institutions. Students recollected the power of their own voices. Many pledged to become stronger advocates, while others sought to establish more robust peer-to-peer support networks. Everyone came away with an optimistic outlook towards the realization of a holistic approach to campus wellness.



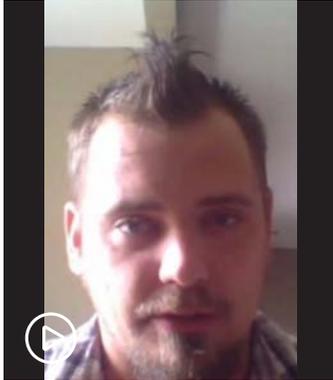
“For me these Summits have been life-changing and have shaped much of my philosophy around community development and well-being and I would love for more people to have the opportunity to engage deeply with this wonderful provincial community of students and educators.” —Summit Participant



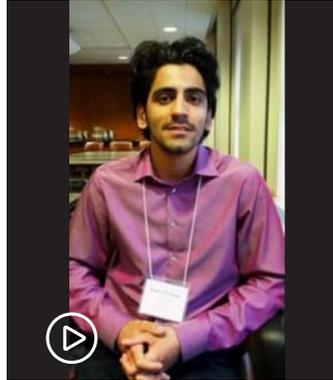
Student Testimonials

Listen to reflections from campus community members on their experience at the 2016 Healthy Minds | Healthy Campuses Summit.

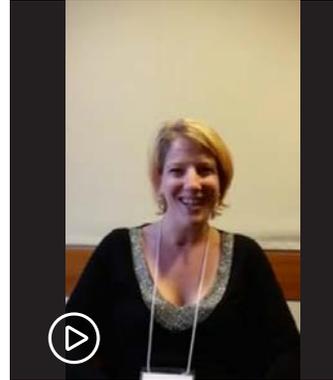
David's Reflections



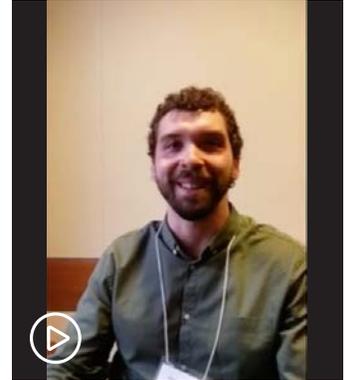
Karan's Reflections



Alysa's Reflections



Parker's Reflections



Watch all the reflections at healthycampuses.ca/learning-events

Following the Summit, participants were asked to respond to two key questions:

1. What was your key learning at Summit 2016?
2. Do you plan to implement any specific ideas, or change something at your institution as a result of what you learned at the Summit?



What Participants Said

CAMOSUN COLLEGE



“My key learning at Summit 2016 was to engage creatively. Be adaptable to students needs and try something different to support students. Take a risk. Creativity and innovation to engage students in their own learning.”

“I plan on implementing several suggestions for engagement around flexibility and for adapting to learning needs—sometimes to break the rules! I like the use of contemplative worksheets to check in and spending time relationship building. The Summit was great in terms of connecting with others and linking policy to concrete support strategies.”

—Summit Participant (professional)

“My key learning at Summit 2016 was that I’m not the only student who struggles. It was interesting learning about other schools and what they are doing to support mental health on their campuses. I learned some interesting facts on student mental health and substance use, and the Summit really expanded my way of thinking about these core issues.”

“The Summit gave me some good ideas in regards to my campus. I would like to start some sort of peer connection/support group, as Camosun doesn’t really have a lot of peer support. The counsellors are great, but it would be really nice seeing people with lived experience helping other people with lived experience.”

—Summit Participant (student)



COLLEGE OF THE ROCKIES

“My key learning at Summit 2016 was related to the sexual violence policy in higher learning institutions (prevention and responses).”

“[I plan to implement] policy that relates to sexual violence and student wellness.”

—Summit Participant (professional)



“My key learning at Summit 2016 was that learning and wellness are connected.”

“I hope to make changes as a result of what I have learned. I am planning to join the wellness committee that will be implemented and also provide peer support if I can.”

—Summit Participant (student)

SELKIRK COLLEGE

“My learning came from gaining awareness that many students, faculty, and members of government are not only aware of the need for more attention to creating mentally healthy campuses, but are tirelessly invested in making that happen. I learned that I am not alone in my adversities, and that people are actively working to let me know that.”

“Members from my institution have met to debrief and plan how to use what we’ve learned to fuel our vision of a stigma-free, supportive, and mindfully diverse campus. We’ve discussed with our Dean a students’ lounge that’s relaxing and inviting for stressed out students. We’ve also have discussed outreach strategies for at-risk students.”

—Summit Participant (student)



“This Summit confirmed for me that building a campus culture is based on deep listening, fun, diverse ideas and keeping student voices at the center of our mandala.”

“I was impressed with the Associate Director of Health Promotion from Simon Fraser University, who talked about strategically planning conversations with diverse stakeholders, and then having coffee conversations that help bridge what people care about with healthy campus visions. I think she said she was changing culture one coffee conversation at a time. This is definitely an approach that we want to take in our next planning phases.”

—Summit Participant (professional)

“My key learning at Summit 2016 was that student well-being on campus is an inclusive affair. Specifically, 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. Staff health must also be promoted. It’s unrealistic to expect staff to support student health if they, themselves, are not supported. Well-being initiatives should support all members of a campus.”

“I plan on adapting the current Selkirk College wellness initiatives to seek out and include faculty and student leaders. Currently, the initiatives focus on students who self-identify as needing support. I would like to see these students gain the ability to connect with and establish supports with faculty and other students while also providing an experience in which to educate faculty and student leaders about wellness initiatives. I have hope that they will then begin to disseminate their learning, and, in doing so, improve campus health overall.”

—Summit Participant (student)

UNIVERSITY OF VICTORIA

"I learned how important it is to speak with other post-secondary institutions to learn from one another, reduce making the same mistake twice and share accomplishments, while gearing those learnings toward your institution in particular. I learned so many vital things, some of which apply directly to the University of Victoria and others that would need tweaking for the size of our institution. Other schools are our resources, not our competitors."

"I'm encouraged to apply for a job at the University of Victoria after I graduate. As a student, I was reminded how important peer-to-peer relationships are. I plan to be the best peer I can, and hope to work for the university one day."

—Summit Participant (student)



"The student leader speaker was great as she demonstrated how capable students are in leadership and in using a variety of engagement modes, such as activism, advocacy and collaboration. The increased need for student engagement is essential in moving forward with a healthy campus agenda."

"We have just launched a new student group called Student Health Ambassadors and Peer Educators (SHAPE) and we will focus on engagement."

—Summit Participant (professional)

THOMPSON RIVERS UNIVERSITY



"Don Harward's quote sums up everything: 'Institutions create context for liberation ... attending to well-being is to realize a fundamental purpose of higher education.'"

"As the TRU Wellness Coordinator, I use a myriad of strategies to try to implement well-being on campus each and every day. What I will do is reach out to those I made connections with to help create a deeper understanding of what has worked well (or not so well) on their campuses in order to refresh and re-energize what we have been doing on ours."

—Summit Participant (professional)

"Hearing the vast number of experiences of other individuals involved in the mental health field was very eye-opening for me. Most of my knowledge involves how my institution has been endeavouring to promote well-being. I found the innovations of other institutions inspiring, and was so amazed to experience how devoted Canada is as a whole to challenging current mental health standards."

"During the next academic year, I would like to incorporate the feeling of 'home' into one of our events during mental health week."

—Summit Participant (student)



ROYAL ROADS UNIVERSITY



“Being a small university with only one half-time counsellor (and two contracted counsellors for additional support when needed), we tend to focus on responsive support as our resources allow. I took away the value of re-focusing away from a ‘safety net’ approach and moving toward a ‘scaffolding’ approach. I also took away the value of including students in key conversations, events and activities related to wellness.”

“Since the conference, the three of us who attended—a student association representative, the manager of student engagement and myself—have met twice to do planning around strategic wellness at Royal Roads University. We’re currently putting together a wellness events calendar to ensure we follow through with some of our new ideas and continue to discuss new partnerships between our student association and student services. We have also discussed the idea of developing a mental health strategy in the upcoming year with our director and proposed the idea of a wellness committee, but have decided that might be step two of our strategy.”

—Summit Participant (professional)

“My key learning at Summit 2016 was the importance of inclusion of well-being in post-secondary education. The importance of educating students about personal well-being. The importance of health, community and an inclusive environment where students can be encouraged to speak and act in regards to health and overall well-being. Lastly, a key takeaway was the inclusion of staff and faculty through their willingness and desire to assist students. Students and staff should be able to have an open and transparent dialogue. Another key takeaway was that mental awareness should be actively promoted within every department and should not be considered demeaning. In fact, health and wellness on campus should be seen as a privilege and incorporated in every aspect of post-secondary education, from aiding the student who is learning to maintaining the well-being of the staff, who are the teachers.”

“I plan to begin a campus wellness walk on my school grounds. I will be able to utilize space and accessibility that we have on campus, specifically with our on-site Hatley Gardens. I also plan to partner with student services staff to gain their feedback on working with students and improving wellness for students and staff.”

—Summit Participant (student)



UNIVERSITY OF BC—OKANAGAN



“I had some great takeaways related to well-being, promoting environments in the classroom, and how faculty can play an important role.”

“I am presenting at the University of British Columbia Okanagan Learning Conference on how to implement the Okanagan Charter in a classroom environment as a professor.”

—Summit Participant (student)

UNIVERSITY OF NORTHERN BC

“This was my first experience being part of the HM|HC Summit! As a delegate from the University of Northern BC, it was an honour to work and learn alongside other passionate institutional and community members across Canada. As a member of a smaller sized institution, it was absolutely incredible to have the opportunity to hear the implemented frameworks, practices, and policies that other institutions around BC have been working on. Summits like HM|HC 2016 are incredibly valuable to our community. One big takeaway from the Summit is that we are a community of practice and continually learning. We will face challenges along the way, but we will continue to grow and learn from not only those challenges, but also the work of other institutions. This Summit was a great opportunity to network with other community members, and learn from their findings and experiences. We need to be bold, work together and realize that we are in it for the long haul.”



“As a new professional, I walk away from this Summit with an open mind, a deeper understanding and a drive to implement change. I walk away from this Summit with a notebook full of notes and a LinkedIn account full of new connections. The Pop-up Market for Innovations was a great example of a session that allowed for many ideas to be shared amongst peers. In this session, I managed to travel from booth to booth learning about successful initiatives. In my own way, I managed to take key information from many of these sessions, and create a mosaic of possibilities that I can see my institution striving towards in the next few years.”

—Summit Participant (professional)

“The key learning from the Summit for me was on day one during the keynote talk given by Donald Harward. Donald’s idea about promoting engagement on campus by encouraging students to take on a more proactive approach towards getting involved in campus initiatives was inspiring. Particularly, I was moved by how he emphasized the importance of getting students to ask big questions about meaning and fulfilment, and how these ideals can be achieved through community involvement. It starts with a conversation, with anyone, anywhere, to prompt openness, and a willingness to share our thoughts and ideas about how we think we can contribute to making our communities better. I found this approach to be especially empowering for students who want to make a difference in their communities. Another key learning I had from the Summit is realizing that there are so many people out there that care about promoting health and well-being on their campuses, and that it is important to connect with these people for the purpose of building a diverse network of leaders. Having the opportunity to meet and interact with so many other students and faculty members who are passionate about education and improving their campus cultures, to share experiences and brainstorm ideas together, and to do so in such a complimentary setting as the one provided at the Summit was a privilege to be part of.”



“Through connecting with other members who participated in the Summit, I realized that they too believe that students have great potential to step up in their communities and contribute to making it better in some way. That many of these students have the potential to do great things, but just need some encouragement, direction, and perhaps some incentive. One of the ideas I plan to implement on my campus is advocating for more resources and opportunities for student leaders to get involved in campus initiatives. This does not have to be solely through funding, but can be as simple as current student leaders recruiting other potential leaders to come together and work towards improving the culture on campus. I plan to personally get involved in the student leader recruitment process, so that I can offer other students the chance to get involved in improving the quality of their communities, as well as improving themselves.”

—Summit Participant (student)

VANCOUVER ISLAND UNIVERSITY

“My key learning at Summit 2016 was the important role of an Indigenous Elder presence for students away from their communities—to advocate, to listen, to make changes in curriculum and in lifestyles while students are away from their own communities can be very stressful.”

“At Vancouver Island University we are using our Gathering Place as the central meeting place for all students away from home for cultural nights, feasts, etc.”

—Summit Participant (professional)



“The key learning for me was focused on the building of community and family on a campus basis. I found the positive outlooks and inclusion of all opinions on equal ground beneficial. I quite enjoyed being part of a holistic approach to learning where mental health is taken into account, as well as academic success.”

“Specifically, I have been working on dancing a little more around the office and between my classes. I have been asking how my fellow colleagues—students, faculty and administration alike—are doing with what they have going on at work, as well as how they find balance in their personal lives. I’ve been promoting happiness and inclusion and, above all, face-to-face connections and the importance of personal engagement.”

—Summit Participant (student)

NORTHWEST COMMUNITY COLLEGE



“My key learning at the Summit was how we can all learn how to best support students on campus.”

“I plan to share the learning experience from the Summit with our leadership team.”

—Summit Participant (professional)

“My key takeaway at Summit 2016 was learning about policy—how mental health is relevant in policy-making and the need for evaluating existing policy.”

“As a student, I would have enjoyed more strategies around how students can help implement these mental health strategies within their campuses and student unions.”

—Summit Participant (student)



What is Healthy Minds | Healthy Campuses?

Healthy Minds | Healthy Campuses (HM|HC) is a vibrant, province-wide Community of Practice that has engaged a diverse group of campus community members from across British Columbia and beyond. We believe that well-being is everyone's business, so our community includes students, faculty, campus professionals, administrators, governments, researchers, community members and more. All community members share the common goal of promoting campus mental health and reducing risky substance use.



What Do We Do?

HM|HC facilitates creative and collaborative learning opportunities to build capacity on post-secondary campuses. The initiative helps bring research and theory into practice and inspires innovation towards systemic, sustainable change. HM|HC hosts a variety of in-person and virtual learning events throughout the year including webinars, teleconference consultations, workshops, networking opportunities and our annual Summit.

When you join our community you gain access to a network of people from across the province and beyond!



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