

Activating the Okanagan Charter
in different areas of campus community

February 27 – March 1

Co-stewarded by



Canadian Institute for Substance Use Research

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Summit Agenda

Note 1: To join the sessions, attendees will receive an email with the Zoom links & associated Room#.

Note 2: All times are in Pacific Standard Time (PST).

Title	Time
Monday, February 27	
Plenary (Room 1)	
Welcome and Indigenous Opening (Room 1)	9:00-9:25 am
HM HC: A short summary (Tim Dyck & Mahboubeh Asgari)	9:25-9:40 am
Plenary Lead, Seeing the Whole Picture: the connection between mental health promotion and fostering well-being at a post-secondary college (Felicity Blaiklock)	9:40-10:30 am
Break	10:30-10:45 am
Plenary Keynote, Towards regenerative campuses: Implementing the Okanagan Charter to promote human and ecological wellbeing (Matt Dolf) (Room 1)	10:45 am-12:15 pm
Lunch	12:15-1:15 pm
Concurrent Dialogical Workshops	
<ul style="list-style-type: none"> Applying the Okanagan Charter in response to campus community psychoactive substance use (Tim Dyck) (Room 2) Intersectional Approaches to Understanding Mental Health (Truelove Twumasi-Afryie & Miranda Massie) (Room 3) 	1:15-2:45 pm
Break	2:45-3:00 pm
Concurrent Presentations (Room 2)	
<ol style="list-style-type: none"> Building capacity with the National Standard (Amy Fogarty & Sarah Ferguson) A powerful dyad: universal design for learning and mental health promotion (Natalie Frandsen) Building capacity through providing virtual mental health & substance use services within the Fraser Health Authority (Zohreh Yaghoub Zadeh & Lauren Gill) 	3:00-4:30 pm

<p>(Room 3)</p> <ol style="list-style-type: none"> Students as partners: Co-creating a community of good wellbeing (Julia Haas) The impacts of volunteering for mental health (Rishika Selvakumar, Moneeza Sami, Puneet Sidhu, & Emily Rowe) Stigmatized mental illnesses: how to support a peer (Miranda Teta, Manuella Katureebe, Sarah Belton, Olwyn Matthews, & Em Ison) 	3:00-4:30 pm
Tuesday, February 28	
HM HC Connects: craft time (Lehoa Mak) (Room 1)	8:30-9:00 am
Plenary	
Building Connections: Applying the 4 Rs to Creating Healthier Campus Communities (Patricia Hambler, Jennifer Anaquod, & Jessica La Rochelle) (Room 1)	9:00-10:30 am
Break 10:30-10:45 am	
Concurrent Dialogical Workshops	
<ul style="list-style-type: none"> Activating a whole university approach to mental health & wellbeing: lessons from the UK's Mental Health Charter (Leigh Spanner) (Room 2) 	10:45 am-12:15 pm
<ul style="list-style-type: none"> Co-creating spaces of belonging, connection and hope on campus through investments in peer support (Bonnie Lipton-Bos, Jennifer Doyle, & Esme Stumborg) (Room 3) 	10:45 am-12:15 pm
Lunch (Coffee Corner, 12:45-1:15 pm, Sarah Hamid-Balma) (Room 1) 12:15-1:15 pm	
Concurrent Dialogical Workshops	
<ul style="list-style-type: none"> Starting a conversation about suicide: foundational training for students (Matty Hillman & Dawn Schell) (Room 2) 	1:15-2:45 pm
<ul style="list-style-type: none"> A conversation about the diverse experiences of body image & eating disorder challenges of young adults (Joanna Zelichowska, Katheryn Iu, & Lauren Gula) (Room 3) 	1:15-2:45 pm
Break 2:45-3:00 pm	
Concurrent Presentations	
<p>(Room 2)</p> <ol style="list-style-type: none"> Teachers of tomorrow – a model for health promotion in post-secondary settings (Louise McClelland, Kerri Murray, & Shelly Russell-Mayhew) COVID-19 pandemic's impact on post-secondary student counselling services and health promotion strategies (Rosemary Vito) UBC HPE and embedded counsellors unite: a collaborative approach to action student wellbeing (Tam Uden & Freeman Woolnough) 	3:00-4:30 pm
<p>(Room 3)</p> <ol style="list-style-type: none"> Healthy transition from high school to university (Mary Beth Hall & Kayla Arnold) Amplifying health promotion and wellbeing in higher education through student-led food security initiatives (Kaitlin Wu, Cody Rector, & Min Kim) Building capacity for well-being: Tools for Well-being in the Classroom research project (Lehoa Mak, Alisa Stanton, & Sheri Fabian) 	3:00-4:30 pm
Wednesday, March 1	
Coffee Corner (Sarah Hamid-Balma) (Room 1)	8:30-9:00 am
Plenary	
Decrease the distance: well-being at the intersection of person, place and planet (Paula Swinford) (Room 1)	9:00-10:30 am
Break 10:30-10:45 am	

Concurrent Presentations	
(Room 2) 1. Harm reduction programs at UBC Vancouver (Amanda Unruh) 2. The VCC journey to creating its first mental health and well-being framework (Clayton Munro & Elaine Pedersen) 3. Responsive evaluation: an approach to assessment especially apt for health promotion initiatives? (Tim Dyck & Trudy Norman)	10:45 am-12:15 pm
(Room 3) 1. Collaborative development of unique multimedia resources for suicide awareness (Patty Hambler, Tam Uden) 2. CAREing at North Island College: Activation of the Okanagan Charter through Community Empowerment (Rachel Birch, Meesbah Jiwaji, & Lela Kulesh) 3. Breaking the Closet (Alfie Esperanza, & Mercedes Dysserick)	10:45 am-12:15 pm
Lunch (HM HC: craft time, 12:45-1:15 pm, Lehoa Mak) (Room 1)	
12:15-1:15 pm	
Concurrent Dialogical Workshops	
<ul style="list-style-type: none"> • Building a healthier McGill: Embedding resilience within the university to support student mental health & wellbeing (Vera Romano, Samantha Goldberg, Psegga Jones, & Lumine Egan) (Room 2) 	1:15-2:45 pm
<ul style="list-style-type: none"> • Doing well and feeling well in student success: contributions of stress and learning regulation practices on social emotional and academic outcomes (Meg Kapil) (Room 3) 	1:15-2:45 pm
Break	
2:45-3:00 pm	
Plenary (Room 1)	
Evaluation	3:00-4:30 pm
Closing Remarks	

Summit Program

Monday, February 27	
Welcome and Indigenous Opening, 9:00-9:25 am (Room 1)	
HM HC: A short summary, (Tim Dyck & Mahboubeh Asgari) 9:25-9:40 am (Room 1)	
Plenary Lead, 9:40 am-10:30 am (Room 1)	
<p>Seeing the Whole Picture: the connection between mental health promotion and fostering well-being at a post-secondary college (Felicity Blaiklock, North Island College)</p> <p><i>In this presentation, we will look at how the Okanagan Charter encourages post-secondary institutions to recognize the importance of supporting students who face specific mental health challenges, while also creating environments where well-being is prioritized for all students.</i></p>	
Plenary Keynote, 10:45 am-12:15 pm (Room 1)	
<p>Towards regenerative campuses: Implementing the Okanagan Charter to promote human and ecological wellbeing (Matt Dolf, UBC)</p> <p><i>The Health Promoting Campuses movement, guided by the Okanagan Charter, offers a paradigm-shifting framework to foster health and wellbeing through a whole university and settings-based approach. In the face</i></p>	

of the global COVID-19 pandemic and renewed urgency to address systemic racism, colonialism, and the climate emergency, we have an increasing imperative to act collectively and decisively.

However, mobilizing meaningful change across higher education institutions is complex. We need to collectively shift from an emphasis on treating illness, or “un-wellbeing,” to taking a salutogenic approach to promote health and wellbeing in settings where people live, learn, work, and play. We also need to broaden our focus to the wellbeing of all campus community members, our places, and our species. This keynote will share learnings from UBC’s approach - offering insights into opportunities for taking a whole university approach to collective action.

Dialogical Workshop, 1:15-2:45 pm (Room 2)

Applying the Okanagan Charter in response to campus community psychoactive substance use

(Tim Dyck, Canadian Institute for Substance Use Research, University of Victoria)

While there is no direct reference to substance use in the Okanagan Charter, what are the implications of the Charter’s vision, aspirations, purpose, calls to action and key principles for appropriate response to use in the post-secondary context? What are the corollaries of the Charter’s frame and thrust for recognition and appreciation of substance use, outcomes from it and focus in addressing it? What follows from the Charter’s emphasis on transformative education for what is needed to develop substance use literacy in the campus community as a collective and among its individual members? What is the upshot of the Charter’s cultural consciousness for relating to substance use as a social practice and individual behaviour? How should the Charter’s communal outlook bear on engagement of campus stakeholders in conversations and decisions around practices, policies and programs that relate to substance use? What indications does the Charter give regarding an apt approach to assessing the value and success of initiatives attending to substance use? Questions of this sort will be posed to and discussed by participants in this workshop with a view to consistent appropriation of the Okanagan Charter’s orientation and perspective to the phenomenon of and concerns around substance use in the campus community setting.

Dialogical Workshop, 1:15-2:45 pm (Room 3)

Intersectional Approaches to Understanding Mental Health (Truelove Twumasi-Afriyie & Miranda Massie, UBC)

In recent years, mental health has become a topic more accepted and discussed in our society. Yet, most educational campaigns and media articles still talk about it in generalities. Research shows that mental health challenges impact us all, but that these impacts are compounded for people also experiencing stigma and discrimination as a result of intersecting identities (race, gender, class, ability, sexuality, etc.). In order for us to build a more caring and empathetic world, we must create space to talk about the impacts and experiences of intersecting identities as they relate to mental health.

Presentations (a set of 3 presentations), 3:00-4:30 pm (Room 2)

Building capacity with the National Standard (Amy Fogarty & Sarah Ferguson, Mental Health Commission of Canada)

The past two years have highlighted new opportunities for post-secondary institutions (PSIs) to support student mental health and well-being. As PSIs respond to the evolving needs of their student body, they can continue to rely on The National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students (The Standard) for guidance.

The first of its kind in the world, the Standard is an evidence-informed set of flexible, voluntary guidelines to help post-secondary institutions support the mental health and well-being of their students. Since its release in

2020, many institutions across Canada are using the Standard to evaluate and implement policies, programs, and services; support new partnerships; and inspire collective action.

The Okanagan Charter and the Standard have similar aims: to promote health on post-secondary campuses, focusing on holistic and upstream approaches. As PSIs implement the Standard, they can be assured their work aligns with the Okanagan Charter. This brief presentation from the Mental Health Commission of Canada (MHCC) will highlight key aspects of the Standard and showcase an implementation resource to support and guide PSIs' work with the Standard around four key themes: learning environments; mental health supports; individual and interpersonal factors; and equity, diversity, and inclusion.

A powerful dyad: universal design for learning and mental health promotion (Natalie Frandsen, University of Victoria)

As post-secondary institutions continue to offer more online and hybrid courses and as more students live with mental health related challenges, the need to provide mental health promoting and accessible learning environments is critical. Findings from an exploratory study focused on influences on learning for students with mental health related disabilities will be shared, followed by a discussion focused on how we can create more inclusive and mental health-promoting communities of learning.

Building capacity through providing virtual mental health & substance use services within the Fraser Health Authority (Zohreh Yaghoub Zadeh & Lauren Gill, Fraser Health Authority)

Due to Covid-19, various mental health and substance use programs (MHSU) in the Fraser Health Authority began offering services virtually to ensure continuity of care while adhering to physical distancing. This allowed for a new opportunity to assess the quality of services provided virtually, with goals of making system level changes and building capacity in providing mental health and substance use services. To understand the quality of virtual health (VH) services, the first phase of evaluation included conducting semi-structured interviews with 81 MHSU managers, coordinators, and physicians. This was followed by surveying VH clients and service providers to understand their experiences and perspectives on the quality, barriers, and accessibility of virtual health services. 308 individuals responded to the client survey and 121 service providers responded to the staff survey. The findings of this evaluation were used to improve the quality of virtual services, including providing appropriate technology, training, and enhancing on-site environments to be more conducive to virtual health. The positive experiences expressed by VH clients contributed to changing care at the system level to be optimized for convenient, efficient and high-quality services. Our findings revealed that clients favoured a hybrid system including both virtual health and in-person services. Also, service providers did not expect virtual health to replace in-person services, but believed virtual health could reduce accessibility barriers. Based on the findings from this evaluation, a system-level change involved administering virtual Group Therapy Service (GTS) to provide access to all clients across the region.

Presentations (a set of 3 presentations), 3:00-4:30 pm (Room 3)

Students as partners: Co-creating a community of good wellbeing (Julia Haas, King's College London)

The King's College London Students' Union (KCLSU) Wellbeing team is a unique sector-leading, student-led wellbeing service in the UK that is funded by the university to sit in the student union. A team of three professional staff and 14 student staff equip and empower 100s of student leaders to build a community of good wellbeing across King's through student-led health promotion activities, resources and peer support. In this short presentation, we will describe how this service works as part of a whole university approach to wellbeing promotion – in partnership with students themselves.

The impacts of volunteering for mental health (Rishika Selvakumar, Moneeza Sami, Puneet Sidhu, & Emily Rowe, Anxiety Canada)

For the theme of health and wellbeing promotion, we believe something we can discuss is how joining mental health groups can improve one's own mental health. This could promote people at the summit to get further involved within their community, and encourage them to contribute to mental health initiatives. We hope to

discuss our personal experiences as mental health ambassadors. This would for example include our experience as an Anxiety Canada Ambassador, and how it has given us increased knowledge about anxiety, allowed us to explore various resources, and given us the chance to bond with individuals with shared experiences and passions for mental health.

Stigmatized mental illnesses: how to support a peer (Miranda Teta, Manuella Katureebe, Sarah Belton, Olwyn Matthews, & Em Ison, UBC- AMS Peer Support Club)

Our proposed contribution will open up a short discussion on seeking help, finding the right resources and approaching the topic of mental health in a safe environment. It will focus on breaking down the issues surrounding stigmatized mental illnesses and how stigma is perpetuated in the media and in day to day life. It will also provide some general strategies for helping to support a peer with a mental illness. In addition to providing general strategies, specific strategies for supporting peers with mania, psychosis, and Cluster A, B, and C traits are shared. The presentation will close with a peer sharing their lived experience with mental illness with the objective of destigmatizing and informing.

Tuesday, February 28

HM | HC Connects: craft time, 8:30-9:00 am (Lehoa Mak) (Room 1)

Bring a craft that supports your creative wellness (i.e. writing, yarn stuff, doodling, drawing, movement, recycled materials, etc.) and do it in the comfort of your own space while being with others in this online community. If you need an idea, a doodling prompt will be offered; all you need is something to draw/write with and something to draw/write. Cameras and sharing are optional.

Plenary, 9:00 am-10:30 am (Room 1)

Building Connections: Applying the 4 Rs to Creating Healthier Campus Communities (Patricia Hambler, Douglas College, Jennifer Anaquod, UBC, & Jessica La Rochelle, SFU)

In our work to transform our university and college communities to healthier spaces for all, the Okanagan Charter calls for us to “advance health promotion through engagement and an informed understanding of local and Indigenous communities’ contexts and priorities”. Although specific Indigenous communities will have differing contexts and priorities, our work is grounded in shared principles, such as the 4 R’s: Reciprocity, Relevance, Respect, and Responsibility. These principles can inform how the work is done in a good way. In this session, three Indigenous higher education professionals will share their stories about how these principles inform their efforts to create healthier campuses and how they build connections and break down boundaries to make impactful change.

Dialogical Workshop, 10:45 am-12:15 pm (Room 2)

Activating a whole university approach to mental health & wellbeing: lessons from the UK’s Mental Health Charter (Leigh Spanner, UBC Mental Health Charter & Healthy Environments in Academic Research Teams/HEART)

The Student Minds University Mental Health Charter was created to support UK universities to adopt a whole-university approach to mental health and wellbeing, building on the foundations of the Okanagan Charter before it. Sixty universities across the UK have now committed to implementing the Charter and have started a process of ongoing reflection and improvement to drive real cultural change. Together, we will explore the enablers and challenges to activating real change when embedding health and wellbeing across university campuses. We will reflect on the lessons learned from implementing the University Mental Health Charter in the UK and invite participants to share and learn from each other’s experiences. Finally, participants will identify actions that they can take to activate change when implementing the Okanagan Charter and the National Standard for Mental Health on their own campuses.

Dialogical Workshop, 10:45 am-12:15 pm (Room 3)

Co-creating spaces of belonging, connection and hope on campus through investments in peer support

(Bonnie Lipton-Bos, Campus Peer Support, CMHA National; Jennifer Doyle, & Esme Stumborg, UBC)

Innovation in wellness on campus requires meaningful roles for students in the design, delivery, and evaluation of services. Students are uniquely positioned to inform equitable access and build communities of connection and belonging on campus. CMHA National is invested in developing the potential of students with lived experience of struggle and resilience. The Campus Peer Support Pilot prepares Canadian post-secondary students who have faced mental health and/or substance use health challenges to draw from their lived experience and intersecting identities to support their fellow peers on campus. Join us to hear how the UBC Student Recovery Community, one of our five pilot partners, is amplifying the voices of students with lived experience to break down stigma, promote connection, and create a self-sustaining community of peer-led support.

Coffee Corner, 12:45-1:15 pm (Sarah Hamid-Balma) (Room 1)

An unstructured time to simply hang out with colleagues across campuses and get to know each other. Warm beverages optional. (Gently facilitated. Breakout rooms will be offered if the group is large.)

Dialogical Workshop, 1:15 pm-2:45 pm (Room 2)

Starting a conversation about suicide: foundational training for students (Matty Hillman, Selkirk College & Dawn Schell, University of Victoria)

This BC Campus training offers sensitive, respectful, and detailed training on suicide awareness and response. It can be offered by counsellors and other trained staff to post-secondary students interested in creating safe and supportive environments on their campuses. Handouts will be provided.

Dialogical Workshop, 1:15 pm-2:45 pm (Room 3)

A conversation about the diverse experiences of body image & eating disorder challenges of young adults

(Joanna Zelichowska, Jessie's Legacy Eating Disorders Prevention Program, Family Services of the North Shore; Katheryn Iu, UBC & Lauren Gula, Adler University)

This session will explore diverse body image and disordered eating experiences that are often not represented in mainstream media portrayals. The format of the session will be rooted in dialogue and the exploration of questions that evoke the personal wisdom, stories, and lived experiences of the speakers. Our diverse panel will discuss how the intersections of the multiple communities and identities they occupy impacted their journey with their bodies.

Presentations (a set of 3 presentations), 3:00 pm-4:30 pm (Room 2)

Teachers of tomorrow – a model for health promotion in post-secondary settings

(Louise McClelland, Ever Active Schools & Kerri Murray, Shelly Russell-Mayhew, Werklund School of Education)

The Teachers of Tomorrow project has piloted a model for health promotion in post-secondary settings modeled after the internationally recognized Comprehensive School Health framework. Six education faculties across British Columbia and Alberta have successfully piloted this model and are continuing to improve well-being in their programs for the students, staff and faculty. This model involves forming meaningful partnerships, across and beyond campus, supporting healthy school policies, creating healthy social and physical environments, and supporting teaching and learning strategies. Through engagement with the Teachers of Tomorrow project we've guided participating sites to create coursework around health promotion, address faculty and staff wellbeing, revise faculty strategic plans to prioritize wellbeing, and increase social engagement opportunities for students. During this presentation we will overview the model and highlight ways in which we have seen success in cross faculty/campus partnerships and discuss the national network,

including over 20 institutions, that has formed from this work. Focusing in on Education faculties has the opportunity for a great upstream effect, supporting future children and youth who interact with teachers that graduate from programs that prioritize their well-being. We are confident that this model, and process, can support other faculties and areas of campus communities to support health and wellbeing in an effective and sustainable way.

COVID-19 pandemic's impact on post-secondary student counselling services and health promotion strategies (Rosemary Vito, King's University College School of Social Work)

The COVID-19 pandemic and transition to online learning have exacerbated mental health issues for post-secondary students, with a resulting impact on university counselling services. This presentation will provide a comparative review of post-secondary students' presenting issues and usage of counselling services both before and during the pandemic period at King's University College in London, Ontario. The King's Mental Health Wellness Framework will also be shared. Secondary data was analyzed over three years (2018-2021) and illustrated with an applied case study. The purpose of this research was to better understand the trends in how students coped with stress before and during the pandemic, and to consider service use needs afterwards. Key findings indicate there has been a substantive drop in the number of students seeking assistance during the pandemic, despite a dramatic increase in the number of presenting issues raised. The most prominent counselling issues were resiliency/coping/stress, mood and emotions, university life, and relational concerns. There was also a noteworthy increase in diversity-related issues over the three-year period. Strategies to promote health and well-being will be highlighted, including providing more outreach, support and resources to students; targeting resources to the most prominent issues; faculty support of students' mental health and wellness; and prioritizing vulnerable student populations to ensure equitable service. These implications may be helpful for those working in other post-secondary counselling departments, mental health professionals, administrators, faculty, and students.

UBC HPE and embedded counsellors unite: a collaborative approach to action student wellbeing (Tam Uden & Freeman Woolnough, UBC)

UBC Health Promotion and Education (HPE) in collaboration with UBC Counselling Services, Embedded Program have demonstrated an integrative wellbeing service supporting enhanced mental health literacy and a strong network of intra-campus support. This collaboration embodies the Okanagan Charter's (2015) call to "embed health into all aspects of campus.....". Embedded wellbeing counsellors are currently embedded in 10 faculties and 6 departments across UBC. The embedded counsellor, working alongside undergraduate and graduate staff and faculty members, and alongside student groups foster an environment which fundamentally weaves student wellbeing into its daily structure and promotes a holistic community-based wellbeing service for the students. Working directly alongside HPE, the embedded counsellors are able to provide tailored wellbeing strategies and psychoeducation to reduce challenges and increase supports for personal growth and academic performance. The presentation will focus on sharing the impact of intra-campus collaboration on student wellbeing in a decentralised service provision.

Presentations (a set of 3 presentations), 3:00 pm-4:30 pm (Room 3)

Healthy transition from high school to university (Mary Beth Hall & Kayla Arnold, British Columbia Schizophrenia Society)

I (Mary) currently run a youth program with the B.C. Schizophrenia Society called Teens in Control that encourages boundary-setting and communication, amongst other mental health and wellbeing skills, for youth who have a family member with a mental health or substance use issue. I understand on a personal and professional level the transition from high school to university learning and environment is huge for young adults, especially if they're living away from home. My presentation will highlight some of the skills youth can draw upon to enjoy a healthy transition to campus life. I'll talk briefly about the self-care techniques we work on in our group, such as recognizing unhealthy coping and substituting healthier coping mechanisms, to help our youth take care of themselves and their mental health.

Amplifying health promotion and wellbeing in higher education through student-led food security initiatives (Kaitlin Wu, Cody Rector, & Min Kim, UBC)

With insufficient finances and escalating costs of housing, tuition, and now more than ever, food, many students are experiencing extreme levels of stress and anxiety affecting their overall health and wellbeing. The Okanagan Charter provides a framework for tackling complex challenges like food insecurity utilizing a whole campus, salutogenic approach. We are presenting two Okanagan Charter-informed case studies on the UBC campus for promoting food security through the operation of a student-led cafe and a student-led at-cost grocery store. Agora is a quick service restaurant that is operated and governed by a 200+ person volunteer team and serves ~150 meals per day at \$5 or less. Last semester Agora gave away more than 1000 free meals from the profits of its operation. The Food Hub Market (FHM) is an at-cost grocery store run by 50 volunteers and is governed by an advisory board of student leaders and university staff. The FHM sells groceries to students for the same price it acquired it for while also providing resources for improving food literacy and improving students' overall feeling of support and belonging within the UBC community. In just two months of operations, the market has provided at-cost groceries to over 3000 students and recent survey results show that 92% of students agree that accessing the FHM reduces their stress and anxiety. We will discuss learnings from these student-led establishments and share our insights on how to create models similar to these at academic institutions across the country to promote food security and wellbeing.

Building capacity for well-being: Tools for Well-being in the Classroom research project (Lehoa Mak, Alisa Stanton, & Sheri Fabian, SFU)

Tools for Well-being in the Classroom is a capacity-building initiative and research project that offers a toolkit of well-being check-in strategies and a community of practice for faculty and instructional staff to take action to support student well-being in learning environments. Part of the initiative is a research component that aims to measure impact on students and instructors. Join us to learn more about this initiative, key outcomes, and learnings so far. Reflect on ways in which well-being check-in strategies can be used in the learning environments (classes, meetings, tutorials, sessions, etc.) you are part of, and how this contributes towards embedding well-being and a community of care into campus culture.

Wednesday, March 1

Coffee Corner, 8:30-9:00 am (Sarah Hamid-Balma) **(Room 1)**

An unstructured time to simply hang out with colleagues across campuses and get to know each other. Warm beverages optional. (Gently facilitated. Breakout rooms will be offered if the group is large.)

Plenary 9:00 am-10:30 pm **(Room 1)**

Decrease the distance: well-being at the intersection of person, place and planet
(Paula Swinford, University of Southern California)

Presentations (a set of 3 presentations), 10:45 am-12:15 pm **(Room 2)**

Harm reduction programs at UBC Vancouver (Amanda Unruh, UBC)

An overview of the substance use health and harm reduction programming at UBC Vancouver piloted in the past 2 years. This includes test strips, drug checking, naloxone distribution, and overall communications relating to decriminalization.

The VCC journey to creating its first mental health and well-being framework (Clayton Munro & Elaine Pedersen, Vancouver Community College)

Vancouver Community College recently embarked upon a journey to create its first campus wide Mental Health and Well-being Framework. In this session, the Co-Chairs of this initiative representing People Services and Student Services will share their step-by-step journey from establishing a steering committee, right

through to framework development and launch. An overview of the actual framework will be provided as well as an update on efforts that have progressed since its launch last May.

Responsive evaluation: an approach to assessment especially apt for health promotion initiatives?

(Tim Dyck & Trudy Norman, Canadian Institute for Substance Use Research, University of Victoria)

Health promotion initiatives are complex endeavors that seek enhancement of capacity on the part of individuals and communities to manage and improve personal and shared well-being and positively influence factors that bear on that well-being. Appropriate assessment of advancement in ability of such agents – persons with autonomy to reflect and act on their values, reasons for, experience in and sense of benefit from involvement in endeavors – would seem to call for evaluation not confined by positivist constraints that apply a narrower instrumental paradigm of measuring behavioural cause and effect. Responsive evaluation aims to understand, appreciates interdependent social practice and attends to participants' own interpretation of involvement. Does it do more justice to situated human existence with its diverse perspective and allow a richer capture of meaning and impact for stakeholders than more experimental approaches with generalizing pretensions that impose criteria of externally pre-determined markers of outcome? Is the responsive process of partnering with participants in open dialogue over scope, goals, process, methods and findings of evaluation more fitting and fruitful than evaluative processes that are closed off by procedural dictates governed by desire to control conditions and ensure conclusions? This presentation will raise such issues in the course of introducing responsive evaluation as a well-suited orientation and collaborative means for examining and appraising health promotion efforts.

Presentations (a set of 3 presentations), 10:45 am-12:15 pm (Room 3)

Collaborative development of unique multimedia resources for suicide awareness (Patty Hambler, Douglas College & Tam Uden, UBC)

Educators and facilitators can use these videos in workshops, classrooms, social media campaigns and more. Filmed with the latest research into suicide prevention in mind, they include content warnings and directions to resources for immediate support. The project was funded through the B.C. Campus Suicide Prevention Grant, which was awarded to various colleges and universities in 2021 by CMHA BC in partnership with the Ministry of Mental Health and Addiction (MMHA). This presentation is linked to the Summit theme as the development process for the resources embodied many of the Principles of the Okanagan Charter and the final products serve as examples of mental health literacy resources that can be used openly by schools and organizations across Canada to educate youth and young adults about how to reach out for help and how to help others who may be struggling with suicidal ideation.

CAREing at North Island College: Activation of the Okanagan Charter through Community Empowerment (Rachel Birch, Meesbah Jiwaji, & Lela Kulesh, North Island College)

The CARE2 Plan provides a framework for the activation of the Okanagan Charter at North Island College. Recognizing that NIC has a small Student Life Department and serves a diverse student population, we worked with our colleagues across departments to deliver values-based events and programming. In this presentation, we will share three strategic initiatives that focus on our key values- collaboration, active listening and empowerment. 1. The Care2 Grants invite applications from NIC staff and faculty and prioritize funding for projects that would improve the health and well-being of members of our college community. 2. Student Leadership Projects are a partnership between students in the Health and Human Services and the Student Life Department. These student-led projects deliver output that is relevant and responsive to the community. 3. The Early Assist program at NIC provides a one-stop shop for information about campus and community resources. This confidential and personalized service encourages help seeking behaviour and empowers students to enhance their academic and mental well-being. By prioritizing key values, the Student Life Department activates the Okanagan Charter and promotes health and well-being at North Island College.

Breaking the Closet (Alfie Esperanza, Nursing students, - Breaking the Closet Project, North Island College)

Inspired by works such as Walk with Me and Humans of New York, two students reached out to GSR (Gender Sexuality Romantic) identifying peers with an invitation to share their story on campus. The goal was to

promote inclusion, visibility and empathy within the community and the end product was a twelve chapter audiobook that delved into nuanced and sometimes controversial takes on the GSR student experience. Stories spoke of love, loss, discrimination, acceptance, friendship, and above all, humanity. Our motivation in sharing this project is to encourage similar undertakings, in which diverse student voices and experiences are explored and uplifted. We will share the blueprint of our work in hopes that it is taken up by others with unique perspectives who come from any number of communities.

HM | HC Connects: craft time, 12:45-1:15 pm (Lehoa Mak) (Room 1)

Bring a craft that supports your creative wellness (i.e. writing, yarn stuff, doodling, drawing, movement, recycled materials, etc.) and do it in the comfort of your own space while being with others in this online community. If you need an idea, a doodling prompt will be offered; all you need is something to draw/write with and something to draw/write. Cameras and sharing are optional.

Dialogical Workshop, 1:15-2:45 pm (Room 2)

Building a healthier McGill: Embedding resilience within the university to support student mental health & wellbeing (Vera Romano, Samantha Goldberg, Psegga Jones, & Lumine Egan, McGill University)

There has been a recent focus in supporting students' mental health as demonstrated by Quebec's 2022 Action Plan to increase mental health services, and the development of the National Standard for Mental Health and Well-being for Post-Secondary Students. Consistent with these campus-wide frameworks, McGill University's Student Wellness Hub (SWH) was developed to increase community and the capacity to respond to student mental health using a holistic wellness framework. Many institutions have highlighted the importance of resilience and health promotion to enhance student well-being and created courses on building resilience and managing stress. As opposed to students seeking out additional opportunities for resilience, the SWH implemented an innovative approach to embed resilience within the university culture. This presentation will explore the creation and implementation of the SWH's framework for Building, Enhancing, and Achieving Resilience (BEAR) in the university, and how this framework guides our health promotion and communications strategy. Specific learning outcomes include: (1) Develop an understanding of the foundation for our resilience framework, which is based on the student life cycle to determine when and how to integrate positive psychology themes, programming, and resources throughout the academic year to support student wellness and build resilience; (2) Discover strategies for how the SWH includes peer supporters as part of the ongoing co-design process for outreach initiatives; and (3) Review the importance of collaboration among faculty, staff and students within different faculties and areas in carrying out this resilience model.

Dialogical Workshop, 1:15-2:45 pm (Room 3)

Doing well and feeling well in student success: contributions of stress and learning regulation practices on social emotional and academic outcomes (Meg Kapil, University of Victoria)

Adaptive coping is critical for student success as students are navigating a post-secondary context characterized by increased stress, academic demands, mental health concerns and corresponding interactions between stress, learning, and mental health. This presentation shares research that integrates findings across several areas of study including; self-regulated learning, stress optimization theory, and mental health, for a novel understanding of student success in the current context. Current approaches to student success include both (a) social emotional or feeling well components, and (b) academic or doing well components. Integral to both types of outcomes is stress, and appraisals of stress that shape how the expected academic stress is managed. While undergraduate university students in particular report high levels of stress, an emphasis on eliminating stress for students is (a) not possible or practical and (b) counterproductive. When managed well, stress in academic settings is important for achieving goals that are important for both academic and social emotional outcomes. Also included in this research is the mediational role of what students actually do to handle academic demands, or self-regulated learning practices. This presentation will include research findings, suggestions and implications for practice, and an applied example of stress education and support

within the school context. This research takes a practical approach that recognizes that (a) student success will include stress, (b) stress can have a positive or negative impact depending on how it is regulated, and (b) student experiences of and expectations about stress matter for both social emotional and academic outcomes.

Plenary, 3:00-4:30 pm (Room 1)

Evaluation

This session will provide opportunity for Summit attendees to relate their experience at the event and sense of benefit from it as well as express their perspective on value of being part of the larger HM|HC initiative. Such input will be very helpful to the HM|HC Leadership Committee and Support Team in regard to ongoing efforts in pursuit of HM|HC's mission. Your contribution to assessment is important and appreciated!

Closing Remarks