

2016 2020



Contents

E u umma3
 D j o3
 S a9
 P a 9
 Nao a G H a A m Sa 10
 Gu11
 Ca o , o a , u o a p j
 a o mm a o 12
 G u o27
 R28

Acknowledgment

T Caro u G Su M a H a a W - Sa o u
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 o Caro u H a M Go u , u o o m S o L a
 G u , E u a o L a Tam, o j a o C
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No G o , M.A.

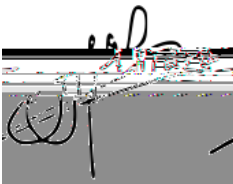


D o o S u S a R a,
 Caro u G
 Ma , 2015

Endorsement

I o Caro u G ' Su M a H a a W - Sa o a a a m o a o u m . Caro u ' a a o
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φ M , MA



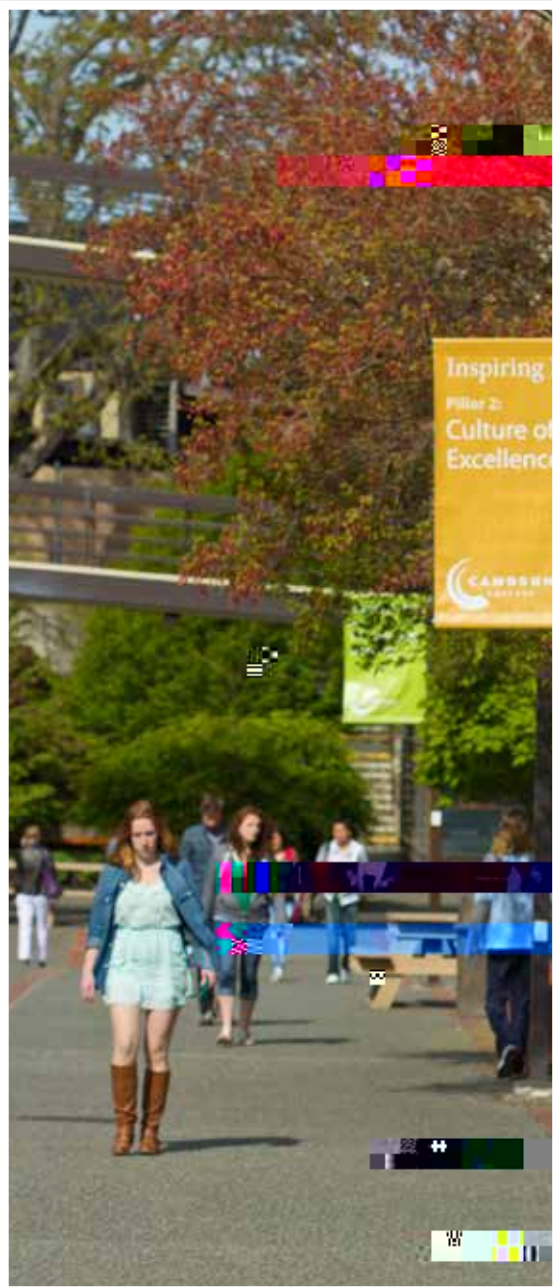
S o D o ,
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 Ju 10, 2015

Executive Summary

Canada's Secondary Mental Health and Well-being Strategy is a national, multi-sectoral, and multi-stakeholder approach to addressing the mental health and well-being of young people in Canada. This strategy is a key component of the national mental health and well-being strategy, and is designed to support the development of a comprehensive mental health and well-being strategy for young people in Canada.

The following are the key components of the strategy:

- **Post-secondary Student Mental Health: Guide to a Systemic Approach** [Canada's Association of Universities and Colleges](#) (BC)
- **Campus Mental Health Vision and Framework** [Canada's Association of Universities and Colleges](#)
- **Student Mental Health Strategy 2014 – 2017** [The University of Victoria](#)
- **Student Mental Health and Wellness: Framework and Recommendations for a Comprehensive Strategy** [The University of Alberta](#)
- **Mental Health and Well-Being in Postsecondary Education Settings: Literature and Environmental Scan to Support Planning and Action in Canada.** [Mackay, G.](#)
- **Mental Health Strategy** [Simon Fraser University](#)
- **Mental Health and Well-Being Strategy** [The University of British Columbia](#)
- **Student Mental Health at the University of Alberta: Final report** [The University of Alberta](#)
- **0.45 0Td003Tj0v1 d003Tj0v1 d00i2s773prta**
-



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 C a m u m a a ; a S u o u - a - a o o .

Б а а о , о о о а а а :

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Guiding Principles

1. O ma m a a a ma a o - a o o u u a m m a o a u o m o o - o a u .Caro u o ao a o mm o o a o ma m i .
2. Su m a a a - u ma o o - u u a a o @ a o m a o mmu .T ma a o o ma - u o o u o a a ,o mm m a a o u u o o u o a o a i .
3. Ao m ,o a - -o a o a o u m a a a - u o mm m a m a @ o mmu m m . E o a a o o a .T o o o o a a a u o ,o m a o a o a o u a o mo a m a o .
4. @ , a u a o ,a Caro u u o u a o o u o a a a o , a u a o a i a a a a o a o m a o u m m o Caro u o mmu .

Goals Key Objectives

1. Policies, Procedures and Practice

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Caro u @ .



College communication and information

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Policy review and development

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. D m a o i o a a o u m a a , u a u ,
o a a .Po o o m a a a .

Curriculum, instruction and evaluation

. E o m a o m a u a a m a m o a o u m a -
, a o u a o a u u m .

. R a a m a - a a u a o o u o u a o o
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Program entry, exit and re-entry

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Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

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- **Space design and a climate of well-being**

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- **Student connections and engagement**

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- **Peer support**

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a a , a u - .

- **Access to learning and community activities**

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3. Mental Health Literacy, Engagement and Support

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am u .

- **Mental health literacy and a culture of compassion**

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a - , a o u a u , a o a m a a o m o a a o
u - a a u u o o m a o o am u .

- **Learning and well-being**

E a o o u o u o a a o m a a a , o
a o u a o m , a o u o u Cam u o .

- **Community Supports for distressed students**

P o m a a a o m a o , u o a o a a a o u a
o o u o m o a u o o o m m m a u o
u a o m o .

- **Collaboration with employee-designated/targeted mental health initiatives**

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a o o m m o m a a a - Cam u o m m u .

Goals

Key Objectives

4. Campus Mental Health Services

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- **Service information and promotion**

Eu a uo a o o o mao o u a G m a a - a

- **Capacity, effectiveness and responsiveness of services**

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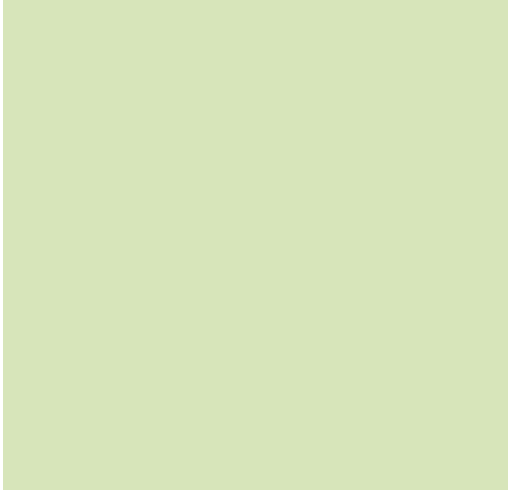
- **Consultation with employees**

M a a o m m u a o m a a u G . P b m a o
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- **Connections with professional, Provincial and community resources**

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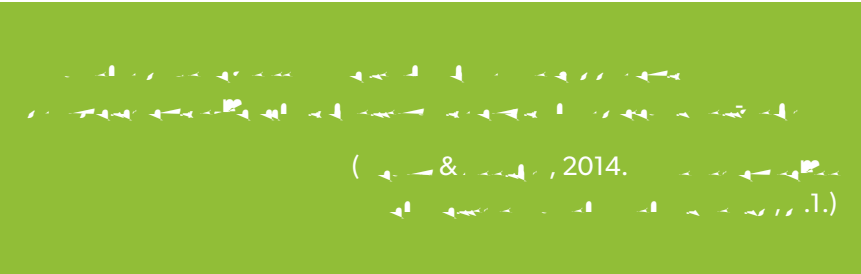




STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

Preface

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 a o a m , a u a S u P o R o u C ' [SPRC]
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 a G m m u S [2004], a J E D o u a o : F a m o o
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 S u [2005].
 I 2009, a m o a a o o o u A C a m u M a
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 G a a m .
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 G o u a J u 2011. T o u a a o a
 a a a m u - a a a m , u a m o . I
 J a u a , 2015 u a o o o o o m o T
 C a m u G S u M a H a a W - S a .



Current National Trends

U a o o u a o Ca a a a o
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oo a [Ca a a @ u C Su , 2004-2005].

Guiding Principles

T o o a a o a u , a a o m m a o *Post-Secondary Student Mental Health: Guide to a Systemic Approach* (2013). T o n o u o m m m , a o a a o a n o a o a o j a o m m a o o S u M a H a a W -B S a :

1. O m a m a a a m a a o o a - a o o u u a m m a o a u o m o o - o a u . C a n o u o a o a o m m o o a o a o u .
2. S u m a a a - u m a o o - u u a a o a o m a o m m u . T m a a o o m a - u o o u o a a , o m m m , a a u u o o u o a o a i .
3. A o a - o , o m a o a o u m a a a - u o m m m a m a a o m m u m m . E o a a o o a . A u j o o o a a a o m a o a , u o o a o u a o m u a m a o .
4. o , a u , a o , a C a n o u u o u a o o u o a , a o , a a u a o a a o a a o m a o u m m o o u o m m u .

Strategy Development Process

I J a u a 2015, S u S D a m a C B a m ,

CATEGORIES, GOALS, SUPPORTING INITIATIVES, KEY OBJECTIVES AND RECOMMENDED ACTIONS

Board of Trustees, Office of the President, and the Office of the Vice President for Student Affairs - Camosun College.

1. Policies, Procedures and Practices

Goal: Apply a “mental health lens” in the creation of new, and the review of existing, Colleges policies, practices and procedures to ensure the development and maintenance of optimal student mental well-being at Camosun College.

Examples of Current Supporting Initiatives

- ✓ Domestic Violence and Sexual Assault (Camosun Health & Safety 2013).
- ✓ The Student Union's role in providing a safe and supportive environment for all students.
- ✓ The Office of the Vice President for Student Affairs' role in providing support and resources to students.
- ✓ The Student Union's role in providing a safe and supportive environment for all students.
- ✓ The Student Union's role in providing a safe and supportive environment for all students.
- ✓ The Student Union's role in providing a safe and supportive environment for all students.
- ✓ The Student Union's role in providing a safe and supportive environment for all students.
- ✓ The Student Union's role in providing a safe and supportive environment for all students.

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning and development, including self-reflection, peer review, and student feedback.
- Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

Recommended Actions:

- X Provide students with opportunities for self-reflection and peer review, and encourage them to provide feedback to their peers.
- X Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.
- X Assess student learning outcomes and provide feedback to students on their progress.

1.4 Program readiness, entry, exit and re-entry practices

- Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

Recommended Actions:

- X Develop and implement a variety of activities that promote learning and development, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and consistency, and provide constructive feedback to students.

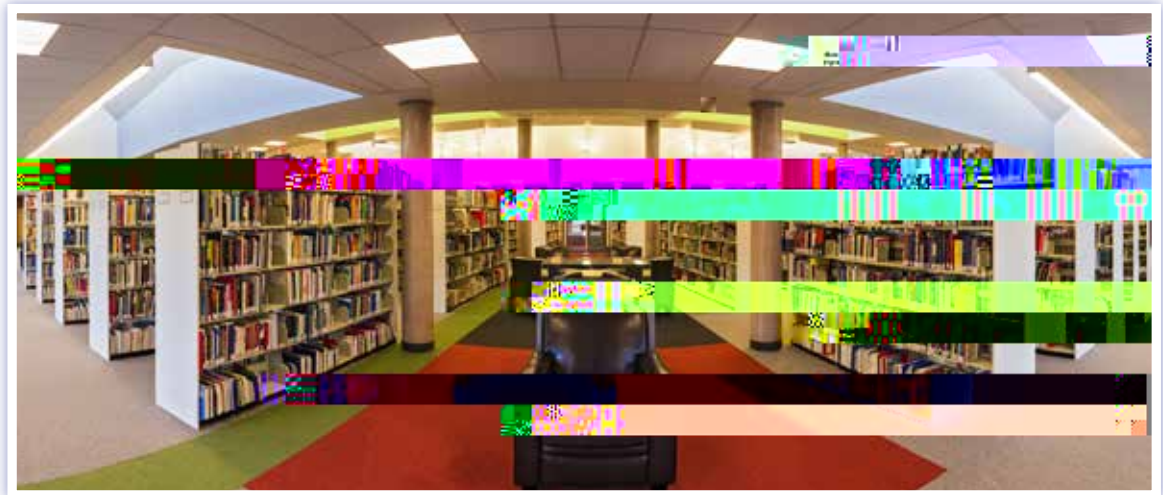


2. Supportive Campus Environment and Student Connections

Goal: Create an inclusive campus environment which is conducive to student engagement and connections within the campus community that will positively influence student mental health and well-being.

Examples of Current Supporting Initiatives

- ✓ T a a - a o u o o
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G m m u a a o
a o o a o m a a o m
a n d .
- ✓ T a o o a o m o u
o m o Cam u u
m a a a .
- ✓ T a o a o m o o a a a
o u m a a u o o a m a
(H a M A m a a o , 2015)
- ✓ T Cam u l a o a P G o
P b a m , a a o o , u o
a a o a a j u m o a o a
u .
- ✓ S u - a a a , u a o u a o u a o o a u o u , u u o a o . E . CCSS
o u : P ; S u () A ; a F N a o . A o : Cam u 4 6 a J u C u .
- ✓ P o - u a o a o u a o o a a G u S a o u o m o : . . R a o ; B u B a Y a ;
S u E a m W ; a L W .
- ✓ T a o a u o N a ' a ' m a G a P a E S ' C o l o u E u a o & G m m u G o .
- ✓ T o o o a o o l u a Cam u C S u S a a o a a a a u o o u .
- ✓ T o j u a o o Cam u l a o a ' l a o Cam u m u o a a a o m a o a u o o .
- ✓ T E S ' o a L a o a m u o a o m m u a a o l o u u o a .



Key Objectives and Recommended Actions:

1. To ensure that all students have access to a safe and healthy learning environment.

2.1 Space design and a climate of well-being

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the learning environment is clean, safe, and healthy, and that it provides a climate of well-being for all students.

Recommended Actions:

- X Assess the current state of the learning environment and identify areas for improvement. This includes conducting a risk assessment, a health and safety audit, and a student survey.
- X Develop a plan of action to address the identified areas for improvement. This plan should be based on the findings of the assessment and should include specific actions, timelines, and responsibilities.
- X Implement the plan of action and monitor progress. This includes regular communication with staff and students, and regular reporting on progress.
- X Evaluate the effectiveness of the plan of action and make adjustments as needed. This includes conducting a review of the plan of action and making adjustments as needed.

2.2 Student connections and engagement

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the learning environment is clean, safe, and healthy, and that it provides a climate of well-being for all students. This also includes ensuring that all students have access to a safe and healthy learning environment, and that it provides a climate of well-being for all students.

Recommended Actions:

- X Conduct a survey of student connections and engagement. This survey should include questions about student connections and engagement, and should be conducted regularly.
- X Develop a plan of action to address the identified areas for improvement. This plan should be based on the findings of the survey and should include specific actions, timelines, and responsibilities.
- X Implement the plan of action and monitor progress. This includes regular communication with staff and students, and regular reporting on progress.
- X Evaluate the effectiveness of the plan of action and make adjustments as needed. This includes conducting a review of the plan of action and making adjustments as needed.



2.3 Peer supports

E o u a o m o u a a - a u o o a m a o r o m a a a a a a u - .

Recommended Actions:

X W o S u o a - a u u o o u (. o o), o o / u o G u S . E o u a ,
o o a o r o u m a a a o u a u a / o a m u .

2.4 Access to learning and community activities

E u u a o a a a o m m u a o u m a a a a a .

Recommended Actions:

X H a a a / a o a a a a a o o m o u o m a a a a , a a o m a a o a o o m .
X R u a o a / o m u a o a u a o o a m u o I u a C a m u .



Key Objectives and Recommended Actions:

☞ : 6 u o ' o a m o m m a o a [a]

3.1 Mental health literacy and a culture of compassion

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Recommended Actions:

X Ha u a a a a m a a a a o m o u - , a u a u , a a m u u o .

X Ha m a a m u - m a o a o u S a D a R o u C , a o o m a o a o a .

X u a o o u Ha M A m a a o a o a m o m a a - a a , o a o m o a u o a a a a a , u - o a o .

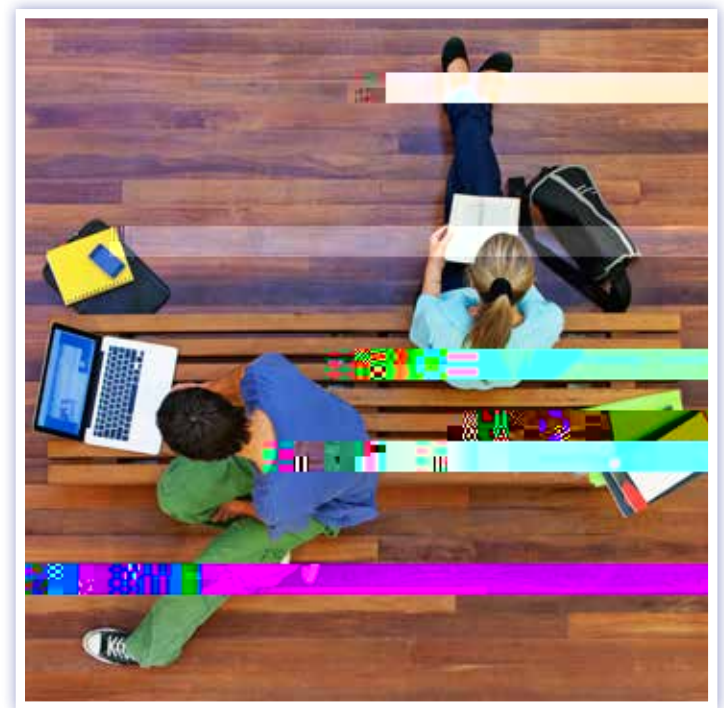
3.2 Learning and well-being

E a o o u o u o a a o m a a a , a o u a o m , u C a m u u a o a .

Recommended Actions:

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X I u m a a - a o m a o a u o u o a m o a o .



3.3 Community supports for distressed students

Provide a safe space, support, and resources for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

Recommended Actions:

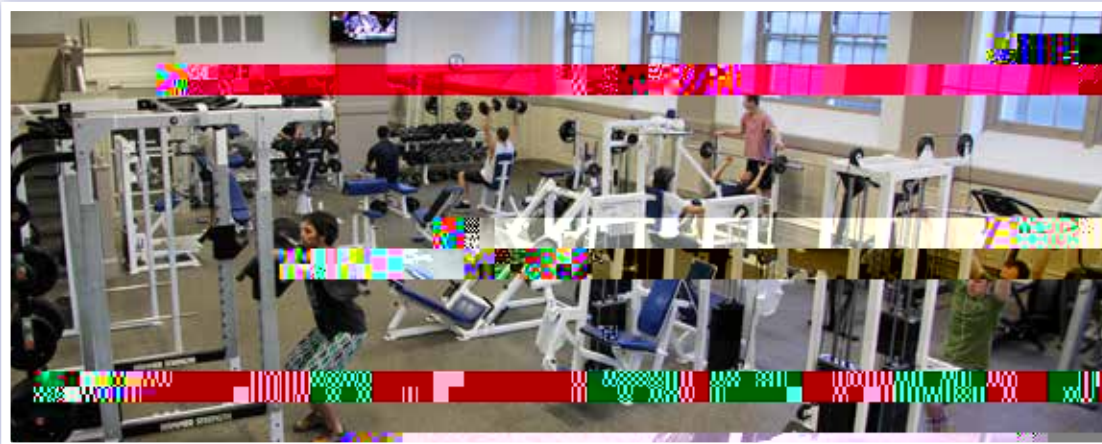
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

3.4 Collaboration with employee-designated/targeted mental health initiatives

Collaborate with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.

Recommended Actions:

- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Establish a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.



Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

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Recommended Actions:

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4.2 Capacity, effectiveness and responsiveness of services

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. P b a a o m a o u o a m a a o u o m a o .

Recommended Actions:

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X E f o a o a a o a m u .

X H a o o u o u a o a u m m o o a o u a o a o u o , u u o a o o o u o .

X E f o o a j o a a a a u o 6 u S . H a 6 u S o o u o o u o u .

X E u o o o o u o u o a a u u o a o a u f m a a u a a j u m o m a o o a u a , u u a u o m .



5. Supporting Students-at-risk and Responding to Crises

Goal: Develop and maintain effective and responsive processes and action-based supports for individual college “students-at-risk” and in response to campus-based critical incidents, crises and threats, maintaining the safety of the campus community.

Examples of Current Supporting Initiatives

- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a variety of support services for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a variety of support services for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a variety of support services for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a variety of support services for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a variety of support services for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

5.1 College Safety Net and supports for “at-risk” students

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. E o a o a o m u m- u o a a m o u -a- .

Recommended Actions:

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m a o o a m a a m .

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X P b a m a o a o a u a a o u o a a a o u a o a a a m o o m a u a m o o u
o a a o u .

5.2 Communication, training and roles within the college community

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Recommended Actions:

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a o u a a o u a .

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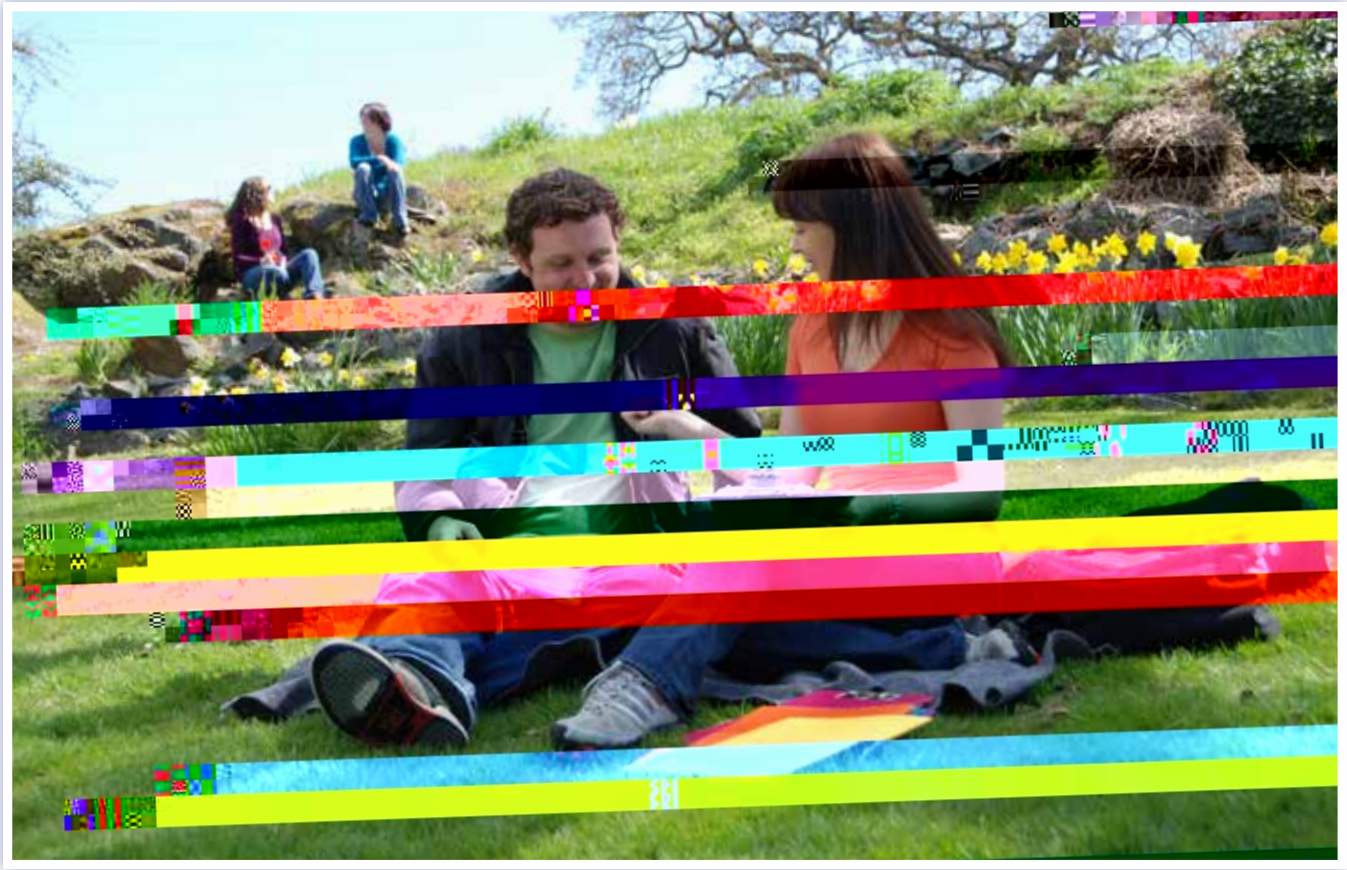
X P b o a o m a o u o o u o a o u o 0 Sa N , a u a o u a o , o u m a o a a , a
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a o u .

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

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u - a u omm m a a o a m m o Caro u ommu .A uu m , a ao o u
ao o u o o m o a .W a m uma o a a ma j a o o m .



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Am a G H a A o a o .(2013).Am a G H a A o a o -Nao a G H a A m Il:Ca a a R Go u DaaR o S 2013.Hao ,MD:Am a G H a A o a o .R o m: [:// .a u .a/_L a /o um /NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_DATA_REPORT.](http://.a u .a/_L a /o um /NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_DATA_REPORT.)

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