



Flourishing Campuses Programme 2014

DoubleTree Hilton,
November 6th & 7th



CENTRE FOR INNOVATION IN
Campus Mental Health



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DOUBLETREE HILTON FLOORPLAN



PROGRAM AT-A-GLANCE

Day 1: Thursday November 6th, 2014

8:30 - 9:00	Registration	Victoria Foyer
9:00 - 9:30	BREAKFAST	Victoria Foyer
9:30 - 4:30	Introduction to Dialectical Behaviour Therapy (DBT) for counsellors Toronto Ballroom	Evaluating Student-Led Mental Health Promotion Initiatives for Student Leaders Denver Room
12:00 - 1:00	LUNCH BREAK	Victoria Foyer
1:00 - 4:30	The Evolving Landscape of Accommodations Victoria Ballroom	
5:00 - 7:00	General Reception Ottawa Foyer	Open Space for Counsellors Toronto Ballroom

NOVEMBER 6 WORKSHOPS

FULL DAY
9:30 - 4:30

Introduction to Dialectical Behaviour Therapy (DBT) for counsellors Toronto Ballroom

This full-day workshop will provide an interactive introduction to Dialectical Behaviour Therapy (DBT). Participants will learn what a DBT program entails, why it is effective and what types of clients benefit from this kind of therapy. Participants will also have the opportunity to learn and practice DBT skills that can be helpful with a variety of client populations. This workshop will be facilitated by Dr. Nathalie Lovasz and Dr. Andrew Spice from Toronto's Mindfulness Clinic. Post-secondary case studies will be integrated into the training workshop. This workshop has been approved by the Canadian Counselling and Psychotherapy Association (CCPA) and participants will receive eight (8) continuing education credit hours.

Evaluating Student-led Mental Health Promotion Initiatives Denver Room 26th floor

This interactive session is designed for students and others involved in youth-led mental health promotion initiatives that want to learn more about how to design and implement evaluations, and mobilize evaluation knowledge to strengthen programs. Facilitators from the Ontario Centre of Excellence for Child and Youth Mental Health and the Students' Commission will engage participants in understanding the importance of evaluation, and in exploring the basic concepts and uses of evaluation in the youth-led context. The session will introduce new measures and tools for evaluating youth-led initiatives that break the mold of traditional surveys and questionnaires, and allow students to get creative in designing their evaluations. Participants will have the opportunity to apply this learning to their own projects or initiatives, and will collaborate with other student leaders to design practical evaluation plans for real-life projects.

HALF DAY
1:00 - 4:30

The Evolving Landscape of Accommodations Victoria Ballroom

Researchers Dr. Michael Condra and Eleanor Condra will share data from the environmental scan that was carried out during the winter of 2014. Input was gathered from 2000+ respondents in the postsecondary education sector through focus groups and an on-line survey. The following stakeholders participated; students with mental health disabilities, faculty members, disability advisors, administrators and campus physicians. Emerging themes will be shared and their implications will be discussed for guiding best practices in accommodating students with mental health problems and disabilities.

EVENING
5:00 - 7:00

Networking event for Counsellors Toronto Ballroom

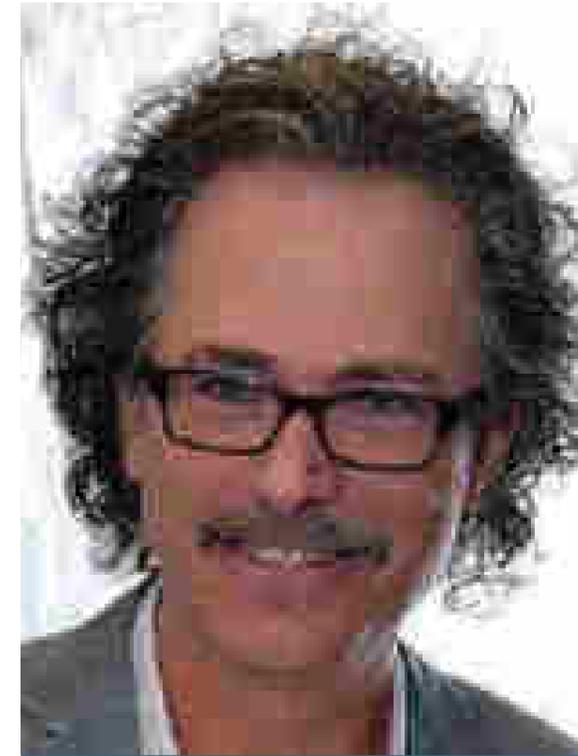
Networking Reception Ottawa Lounge

Wrap-up your day of professional development by attending our evening networking event! Share conversation and perspectives with your campus mental health colleagues from across the province. Hors d'oeuvres and refreshments will be provided.

PROGRAM AT-A-GLANCE

Day 2: Friday November 7th, 2014

8:00 - 8:30	Breakfast / Registration		Mandarin Foyer
8:30 - 9:00	Welcome from CICMH		Mandarin Ballroom
9:00 - 10:00	Keynote: Corey Keyes		Mandarin Ballroom
10:00 - 11:00	Putting Students at the Centre: Engaging Students in Planning, from Service Design to Campus Policy		Mandarin Ballroom
11:00 - 11:15	MORNING BREAK		
11:15 - 12:30 CHOOSE ONE	Counselling & Case Management Service Delivery Models & Practices in Post Secondary Mandarin Ballroom	Peer Support on Campus: The Benefits & Challenges Toronto Ballroom	Diversity, Equity & Inclusion: Sharing Promising Practices Victoria Ballroom
12:30 - 1:30	LUNCH BREAK JED Foundation Address: Building a Campus Mental Health Movement		
1:30 - 2:45 CHOOSE ONE	Building Effective Campus-Community Partnerships Toronto Ballroom	Measuring 'Flourishing' to Make Students Matter Mandarin Ballroom	Updates on the Accommodations Project Victoria Ballroom
2:45 - 3:00	AFTERNOON BREAK		
3:00 - 3:15	Mindfulness Reflection		Mandarin Ballroom
3:15 - 4:00	Building a Community of Practice / Closing Remarks Mandarin Ballroom		



KEYNOTE SPEAKER COREY KEYES

"FLOURISHING IS THE 4TH AIM OF EDUCATION"

MANDARIN

BALLROOM

9:00 - 10:00

This presentation will connect the study of happiness, or student well-being, with the objectives of education. Three traditional education objectives are briefly reviewed – epistemic (knowledge and learning skills), vocation (economic, work), and civic (citizenship). I argue that well-being is a new and necessary objective of education, because it addresses the need to engage the whole student in the aim of leading a more meaningful life. The author's conception of "flourishing" and its connection to the two ancient traditions or approaches of happiness, as well as its measurement and findings in youth and adolescents, will be

discussed. To date, youth and students who are flourishing report less deviance, less depression, greater school integration, more mastery and self competence, more process than outcome motivation, less procrastination, greater curiosity, more openness to experience, and more malleable mindsets (they believe their talents and intelligence can be changed through challenge and effort, in contrast to those who believe their talents and intelligence are fixed, unchangeable). In addition to being the fourth aim of education, flourishing may also be the means for students and teachers to achieve the traditional aims of education.

Corey Keyes is a full professor of Sociology at Emory University, where holds adjunct positions in Psychology and in Public Health, and holds the Winship Distinguished Research Professorship. He was a member of the MacArthur Foundation Research Network on Successful Midlife Development, and the National Academies of Science Keck Future's Initiative on The Future of Human Healthspan. Corey's research centers on illuminating the "two continua" model of health and illness at the genetic and phenotypic levels. This work has revealed that the presence of genetic risk for mental illness does not mean the absence of genetic propensity for flourishing, which itself is highly heritable and shares less than half of its genes with mental illness. Moreover, the absence of mental illness does not mean the presence of flourishing mental health, the absence of good mental health is as problematic as the presence of depression, and many of the mechanisms that lower mental illness do not promote flourishing mental health. This work is being applied to better understand resilience, prevention of mental illness, and informs the growing healthcare approach called "Predictive Health," which seeks to map and monitor the presence of positive physical and mental health and to develop and apply novel responses to correct early deviations to it to maintain health and limit disease and illness.

NOVEMBER 7 WORKSHOPS

MORNING
11:15 - 12:30

Promising Counselling and Case Management Service Delivery Models **Mandarin Ballroom**

This panel discussion will highlight promising service delivery models and practices that have been successfully implemented in post-secondary institutions to support students in times of distress. Panelists will share various models and practices including: roles and functions, intake, assessment, triage, case management protocols, and campus referral processes, and internal and external collaborative efforts. The panel will spotlight the development of different models based on the unique nature of each school - geographical location, student population and existing internal organizational structures.

Promising Peer Support Programs: The Benefits and Challenges **Toronto Ballroom**

While peer support programs are increasingly common in post-secondary settings, they often look very different from one campus to the next. This session will explore a range of approaches to providing peer support and some of the complex legal and administrative dynamics that can challenge its success.

Diversity, Equity & Inclusion: sharing promising practices **Victoria Ballroom**

How can campuses become more inclusive? How can we ensure equitable access to mental health services for populations that have often been marginalized within the post-secondary context? This panel will share perspectives and promising approaches to meeting these challenges, with a particular focus on LGBTQ communities, International students and students who are living with mental illness or substance use issues.



AFTERNOON
1:30 - 2:45

Building Effective Campus-Community Partnerships **Toronto Ballroom**

To support students' mental health effectively, especially those students who may have more complex needs, campus-based providers must work in partnership with community-based services. This workshop will explore the interface between campus and community, providing participants with an opportunity to hear about some of the important considerations in effective partnership building: referral processes and agreements, key community agencies and networks. Participants will also have a chance to reflect on their own campuses communities and create action plans to help build and sustain effective partnerships to better serve students.

Measuring 'flourishing' to make students matter **Mandarin Ballroom**

This workshop, led by Dr. Corey Keyes will present findings on the rates and correlates of flourishing and mental disorders from US and Canadian universities. We will review the core features of flourishing and other evidence that could inform efforts to promote and protect flourishing in a university or college setting. Breakout groups will be assigned specific features of flourishing to promote and then to brain storm possible projects and ways to promote these flourishing features in their setting. We will further refine these ideas as each group reports back to the session participants.

The Evolving Landscape of Accommodations: High Level Updates **Victoria Ballroom**

This session led by Dr. Michael and Eleanor Condra will provide a high school summary of their comprehensive research project on mental health accommodations in the post - secondary sector.

NOV 6

INTRO TO DBT

TORONTO

BALLROOM

9:30 - 4:30

Introduction to Dialectical Behaviour Therapy (DBT) for Counsellors

This full-day workshop will provide an interactive introduction to Dialectical Behaviour Therapy (DBT). Participants will learn what a DBT program entails, why it is effective and what types of clients benefit from this kind of therapy. Participants will also have the opportunity to learn and practice DBT skills that can be helpful with a variety of client populations. This workshop will be facilitated by Dr. Nathalie Lovasz and Dr. Andrew Spice from Toronto's Mindfulness Clinic. Post-secondary case studies will be integrated into the training workshop. This workshop has been approved by the Canadian Counselling and Psychotherapy Association (CCPA) and participants will receive eight (8) continuing education credit hours.



DR. ANDREW SPICE

1 Dr. Andrew Spice helped to establish and is the head of the Adolescent Dialectical Behaviour Therapy (DBT) program at The Mindfulness Clinic, one of the only comprehensive DBT programs for adolescents in Toronto. Dr. Spice is a psychologist in supervised practice registered with the College of Psychologists of Ontario, and holds a PhD in Clinical Forensic Psychology from Simon Fraser University. He was trained in DBT by Canada's top experts, who themselves were trained by Dr. Marsha Linehan, the creator of DBT. Dr. Spice has provided DBT to adults, adolescents, and their families in the context of private practice, outpatient hospitals, and community mental health clinics. He has also assessed and treated justice-involved adolescents and adults in forensic settings, and completed his residency at the Borderline Personality Disorder Clinic at the Centre for Addiction and Mental Health. Dr. Spice's research on remorse, risk assessment, personality disorders, and adolescent development has been presented at international conferences and published in peer-reviewed scientific journals.



DR. NATHALIE NOVACZ

2 Dr. Nathalie Lovasz is the head of the DBT program at The Mindfulness Clinic, where she has established and now runs one of the few comprehensive Dialectical Behavior Therapy (DBT) programs in the city of Toronto. Dr. Lovasz is a psychologist in supervised practice registered with the College of Psychologists of Ontario. During her graduate work at Simon Fraser University, she received training from some of Canada's top experts on Borderline Personality Disorder and DBT, who themselves were directly trained by Dr. Marsha Linehan, the creator of DBT during their postdoctoral fellowships. Dr. Lovasz has provided DBT in private practice, inpatient and outpatient hospital settings, community mental health clinics and in the context of treatment research for over six years. She is passionate about providing comprehensive, adherent and effective treatment to clients with multiple and complex mental health needs. Her research on DBT and other clinical topics has been presented at international conferences and published in scientific journals.

STUDENT-LED INITIATIVES

DENVER ROOM

26TH FLOOR

9:30 - 4:30

Evaluating Student-led Mental Health Promotion Initiatives

This interactive session is designed for students and others involved in youth-led mental health promotion initiatives that want to learn more about how to design and implement evaluations, and mobilize evaluation knowledge to strengthen programs. Facilitators from the Ontario Centre of Excellence for Child and Youth Mental Health and the Students' Commission will engage participants in understanding the importance of evaluation, and in exploring the basic concepts and uses of evaluation in the youth-led context. The session will introduce new measures and tools for evaluating youth-led initiatives that break the mold of traditional surveys and questionnaires, and allow students to get creative in designing their evaluations. Participants will have the opportunity to apply this learning to their own projects or initiatives, and will collaborate with other student leaders to design practical evaluation plans for real-life projects.



SHARIF MAHDY

3 Sharif Mahdy has been working with youth for over 10 years and joined the Students Commission of Canada in 2010. Sharif supports various national, provincial and local youth-focused projects. Projects have included: Influence in Action (critical thinking and drug awareness program), Blueprint project (Preventing Violence Against Young Women), Health Canada's Youth Action Committee (YAC) (tobacco awareness program), the RCMP's Youth Leadership and Development Workshop, the development of a mental health and wellness workshop and a variety of national and provincial conferences. He also coordinates the evaluation and research activities of the Centre of Excellence for Youth Engagement with a specific focus on the Sharing the Stories research and evaluation platform. Sharif graduated from the University of Western Ontario with an Honours Bachelor of Health Sciences degree in Health Promotion.



JULIA GANDY

4 Julia Gandy is a Learning and Development Specialist at the Ontario Centre of Excellence for Child and Youth Mental Health, focusing on promoting youth engagement in the child and youth mental health sector. Julia came from an English and Communications background and found her passion in mental health research after a volunteer opportunity as a youth. She has been part of this field for almost four years and has seen first-hand how youth have been a driving force in positively changing the system. As part of her current role, she is working to increase the capacity of youth, organizations and systems to evaluate youth-led initiatives in meaningful and valid ways.

NOV 6

EVOLVING ACCOMMODATIONS



ELEANOR CONDRA



MIKE CONDRA



JIM LEES



ERIC DUNN



SARAH THOMPSON

VICTORIA
BALLROOM

1:00 - 4:30

The Evolving Landscape of Accommodations

Researchers Dr. Michael Condra and Eleanor Condra will share data from the environmental scan that was carried out during the winter of 2014. Input was gathered from 2000+ respondents in the postsecondary education sector through focus groups and an on-line survey. The following stakeholders participated; students with mental health disabilities, faculty members, disability advisors, administrators and campus physicians. Emerging themes will be shared and their implications will be discussed for guiding best practices in accommodating students with mental health problems and disabilities.

8

Eleanor Condra worked as a professor in the School of Community Services at St.

Lawrence College for more than two decades. During the academic year 2005/2006, while on sabbatical she researched best practices in accommodating students with disabilities. In 2006, she was appointed to the position of Faculty Liaison for Accessibly Services. In this role, she assumed responsibility for faculty and administrator training on disability issues and consulted on issues related to academic accommodations. Eleanor is currently employed as a Research Consultant on one of the MTCU projects funded under the Mental Health Innovation Fund: "Developing Documentation Standards and Guidelines for Academic Accommodation for Students with Mental Health Disabilities". Eleanor holds a Masters of Education degree from Queen's University.

9

Dr. Condra is an Assistant Professor in the Departments of Psychology and Psychiatry and Director of

the department of Health, Counselling and Disability Services at Queen's University. He worked for ten years in the Department of Psychology in Kingston General Hospital prior to joining Queen's in 1992 as Director of the Counselling Service. As well as providing counselling to students on a wide range of personal issues, Dr Condra has taught in the undergraduate and graduate programmes in the Department of Psychology at Queen's and in the faculties of Education and Law. He consults with the university's senior administration on issues involving mental health and lethality.

5

Jim Lees is Coordinator/Counsellor in the Student Success Centre at Confederation

College in Thunder Bay, Ontario. He has worked in the college system since 1987 as a teacher, counsellor and a manager in student services. Eventually trained as a social worker, his journey through post-secondary has included studying politics, economics, outdoor recreation and community development. Currently Jim is an active member of the Ontario College Counsellors (OCC) where he serves on the Executive, a member of the Mental Health in Ontario Postsecondary working group (MHOP) and was appointed to the Advisory Committee of the Centre for Innovation in Campus Mental Health (CICMH) in 2013.

TORONTO BALLROOM

Open Space / Reception for University & College Counsellors Cash Bar

6

Eric Dunn M.A. is currently Chair of the Ontario College Counsellors/Conseillers et conseillères des col-

lèges de l'Ontario (OCC/CCCO). OCC/CCCO is an organization dating from the inception of the Colleges of Applied Arts and Technology system. Its purpose is to promote high standards of ethics and practice in college counselling services, to contribute to the professional development of OCC-CCCO members and to facilitate effective working relationships among members of OCC-CCCO and between college counselling services and other organizations.

Eric currently serves as a counsellor at Centennial College

5:00 - 7:00

Following up on a successful open space discussion during May's Ontario University and College Health Association's annual conference (OUCHA), this facilitated session will provide an opportunity for counselling staff from university and college campuses to meet, mingle and discuss common opportunities and challenges. Refreshments will be provided.

7

Sarah is employed as a clinical psychologist and is the Clinical Coordinator of the

Centre for Student Development and Counselling at Ryerson University. She completed her doctoral studies in Counselling Psychology at the Ontario Institute for Studies in Education at UofT. With an undergrad in Astronomy and Physics, Sarah is energized by system management, efficiencies, and logic. At the same time, Sarah has a passion for trauma-informed counselling with a focus on emotion-focused and experiential approaches to therapeutic change. She strives to balance work with play including epic Star Wars battles with her five-year-old son, weekly hockey with the Women's Hockey Club of Toronto, and time enjoyed with family and friends.

NOV 7

PUTTING STUDENTS AT THE CENTRE

TORONTO
BALLROOM

11:15 - 12:30

Engaging students in planning, from service design to campus policy

Student engagement is an increasingly common feature of campus life, from planning activities and services, to co-developing policy and curriculum. This panel, moderated by student leaders, and comprised of representatives of key initiatives and projects that put students at the centre, will explore a variety of effective approaches. The audience will be invited to participate and reflect on the implications of student engagement for creating campus settings that support mental health and well-being.



SEAN MADDEN



MATT CARON



SARAH MUGHAL



ADAM STARKMAN



KATHLEEN MCGEAGH

10 **Sean Madden** is currently the Executive Director of the Ontario Undergraduate Student Alliance. Prior to that, Sean worked as a governance and government relations consultant with Pressing Matters Consulting. Sean studied Communication Studies and Management at Wilfrid Laurier University in Waterloo, where he was active in student government and advocacy. Sean originally hails from Nova Scotia, but has felt very welcomed during his 5 years in Ontario. He's very interested in empowering students to self-advocate and to develop their own innovations in their education. His work with the Centre has shown him just how passionate and creative students are in helping their peers cope with mental health issues.

11 **Matt Caron** attended St. Clair College, receiving diplomas in Law & Security and Police Foundations, and a certificate in Office Administration. During his studies, Matt served as a Board Member, External Vice-President, and President of the St. Clair Student Representative Council. He also acted as Student Governor on St. Clair College's Board of Governors. Most recently, Matt served as the MPP Liaison in the Office of the Minister of Children and Youth Services and the Minister Responsible for Women's Issues. With Matt has a strong understanding of the college system, hands-on experience in student government, and extensive knowledge of the Ontario government.

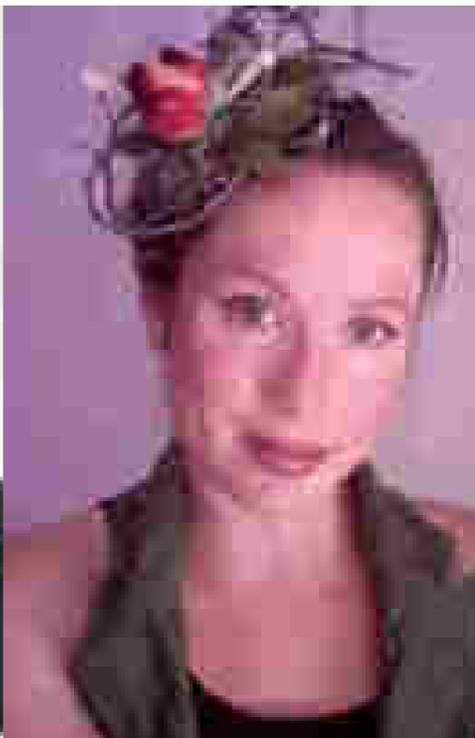
12 **Sarah Mughal** works as a Project Lead with Jack.org, a charity dedicated to empowering youth across Canada to have open conversations about mental health. In her role, she coordinates the Jack Chapter program where she offers guidance and support to students wanting to challenge stigma in their individual school communities through a variety of student-led campaigns and initiatives. Prior to this role, she attained a Masters of Public Health degree from Simon Fraser University focused on adolescent mental health promotion, and has worked in a variety of youth mental health education programs. She is passionate about sharing her experiences of childhood adversity, mental illness, and recovery to raise awareness of youth vulnerability and mental health support.

13 **Adam Starkman** is currently completing the Masters of Strategic Foresight and Innovation program at OCAD University. His research focuses on service design in the health care sector, with a particular interest in the patient experience. He is part of a team that is working to redesign the user experience of Mental Health Services within OCAD University's Health and Wellness Centre. He is co-author on a paper titled "Human-centred mental wellness: Discovering touchpoints before a service encounter" that was published in Touchpoint: The Journal of Service Design.

14 **Kathleen McGeagh** is an Occupational Therapist - Case Manager with the Seniors' Community Psychiatry Program at St. Joseph's Care Group in Thunder Bay and a part-time faculty member at Confederation College. In her recent past position as Mental Health Research Intern at Confederation College, she coordinated the development of a student mental health strategy. As part of a collaborative process involving varied stakeholders from across the college, she was responsible for coordinating the efforts of 4 working groups and engaging students and other community members in applied research projects.



MARK FREEMAN



LAURA BURKE



MANDIE ROBERTSON



JUANNITTAH KAMERA



ALISE DEBIE



MIRA DINEEN

15

Mark Freeman is the Executive Director of the Self-Help Resource Centre and the Editor-

in-Chief of online mental health community Everybody Has a Brain. He previously struggled with a range of mental health issues and now focuses on helping others find their own path to recovery and well-being.

16

Laura Burke is a Peer Support Mental Health Co-Coordinator for the Dalhousie

Student Union. She is also a therapist, mental health advocate, peer support worker, spoken word and theatre artist, and researcher. Laura is a faculty member at the Atlantic Contemplative Centre and is training in Acceptance and Commitment Therapy, and Developmental Transformations, a form of improvisational drama therapy. It is her passion to help support people and to guide them in the process of discovering their own inner resources and self-healing potential through the arts.

17

Mandie Robertson has lived, studied, and worked in Ottawa for the past 10 years.

She has been a Professional Counsellor at the University of Ottawa's Counselling & Coaching Service for the past 5 years providing one-on-one emotional support to U of O students. She has worked with the University of Ottawa's Peer Counselling program for the past year and a half, training and supervising a team of upper level university students. Mandie holds an undergraduate degree in Psychology, a Master's degree in Educational Counselling and is currently pursuing a Diploma in Couples Counselling.

18

Juannittah Kamera is a Registered Nurse overseeing Ryerson University's

Health Promotions unit. She engages and collaborates with students, staff and faculty to address the numerous issues that challenge students and impede their ability to perform at their best. With a Masters in Health Promotion and Public Health her work contributes to establishing Ryerson University as a healthy campus community where students can flourish and succeed.

19

Alise deBie Crazy person, lunatic-at large, "Coordinator" of the Hamilton Mad Students

Collective, "Chair" of Mad Pride Hamilton, "Editor"/Headcase of the magazine This Insane Life, batty button-maker, occasional PhD student at McMaster University, peer researcher, mentally ill research subject, social worker, ex-social worker. Loves purple and spy shows and building Mad student blanket tea forts in my TA office (totally evidence-based and supported by the literature - we use textbooks to hold it up).

20

Mira Dineen completed a B.A. at Queen's University. During her

time as a student, she was extensively involved in student government and supervised a student-run, drop-in Peer Support Centre. She is a co-author of Persistent Poverty: Voices from the Margins, an analysis of Ontario's social welfare system. Mira is the program coordinator of the M2 Peer Mentoring Program, a pilot program and research study led by Dr. Mike Condra at Queen's University.

NOV 7

PEER SUPPORT ON CAMPUS

TORONTO

BALLROOM

11:15 - 12:30
Peer Support: The Benefits and Challenges

While peer support programs are increasingly common in post-secondary settings, they often look very different from one campus to the next. This session will explore a range of approaches to providing peer support and some of the complex legal and administrative dynamics that can challenge its success.

CASE MANAGEMENT PANEL

MANDARIN

BALLROOM

11:15 - 12:30

Promising counselling and Case Management Service Delivery Models

This panel discussion will highlight promising service delivery models and practices that have been successfully implemented in post-secondary institutions to support students in times of distress. Panelists will share various models and practices including: roles and functions, intake, assessment, triage, case management protocols, and campus referral processes, and internal and external collaborative efforts. The panel will spotlight the development of different models based on the unique nature of each school - geographical location, student population and existing internal organizational structures.

NOVEMBER 7



ADRIENNE LUFT

21

Adrienne Luft is the Mental Health Student Support Coordinator

at Laurier. In her role, she has worked in a Student Affairs context, and now works within the Student Wellness Centre. Adrienne provides case management support for students experiencing mental health challenges, particularly those who may need support with transitions-hospital to campus, campus to home. Her role also involves development and provision of mental health education on campus, and development of peer mental health initiatives. Adrienne also develops community partnerships to enhance mental health supports for students both on campus and in the community. Her background prior to this role includes work at Laurier's Accessible Learning Centre as a Disability Consultant, and she has an extensive experience working with families experiencing trauma.



DIANNE NORMAN

22

Dianne Norman is the Student Case Manager at Ryerson University

which is a non-clinical role within the Ryerson Community reporting to the Director of the Office of the Vice Provosts, Students. She holds an MA in Philosophy (ethics) from the University of New Brunswick and BA in Political Science and Ethics from Laurentian University. Prior to her role at Ryerson University, Dianne was the Manager of Student Dispute Resolution at Dalhousie University. She has additional training and certification in Restorative Practices, Dispute Resolution and Facilitation. Dianne is also involved with various training initiatives and workshops on campus including mental wellbeing and communication. Dianne has a keen interest in the role of communication, empathy and engagement as key components to dispute prevention.



MICHELLE DEIRISH

23

Michelle Delrish is the Centennial College Project Lead for the MHIF

Campus Mental Health Partnerships project. She is currently on leave from her position as a case manager at the Canadian Mental Health Association - Halton Region Branch. She also works as a consultant in the areas of mental health, recovery and suicide intervention. Michelle was the mental health advisor on The Next Day, a TVO/National Film Board of Canada interactive documentary and graphic novella on suicide that was selected for The New York Times Summer Reading List.



ANH BROWN

24

Anh Brown, has been in the role of Campus Student Case Manager at

Western University since the position was developed in 2011. Within this role, she works with students who are experiencing a wide variety of difficulties impacting on their personal and/or academic life goals to support them in connecting to services and resources both on-campus and in the community. An important component of this includes liaising and coordinating services with the hospital and community agencies. Anh completed both her Bachelor and Master degrees in Social Work at King's University College and has previous experience in the fields of mental health, employment, and working with newcomers to Canada.



KARYN BAKER

AMANDA YOUSSEF

NOV 7

DIVERSITY & EQUITY PANEL

VICTORIA

BALLROOM

11:15 - 12:30

Diversity, Equity & Inclusion: sharing promising practices

How can campuses become more inclusive? How can we ensure equitable access to mental health services for populations that have often been marginalized within the post-secondary context? This panel will share perspectives and promising approaches to meeting these challenges, with a particular focus on LGBTQO communities, International students and students who are living with mental illness or substance use issues.

25

Karyn Baker is the Project Lead for the Campus Mental Health Partnerships project at

Georgian College. This Mental Health Innovation funded project in partnership with Centennial College is developing a system delivery model of triage, care and partnership which can be disseminated to other post-secondary institutions. Karyn has worked in community mental health for 30 years and is presently on leave from her role as Executive Director of the Family Outreach and Response Program in Toronto. Karyn also works as a consultant and trainer in the area of mental health recovery. Karyn is also an adjunct lecturer at the University of Toronto.

26

Amanda Youssef completed her undergraduate degree in Psychology

at York University and her Masters in Counselling Psychology at the University of Toronto. She has specialized training in Emotion-Focused Therapy, Imago Couples Therapy, Motivational Interviewing, Gestalt Therapy, and Solution-Focused Brief Therapy. She practices from a Feminist theoretical orientation, and has a special interest working with relationship conflict as well as with eating disorders. In addition to her individual and couples work, she is an experienced group facilitator, and has authored manuals for two psycho-educational therapy groups. Amanda is a Counsellor in the Student Wellness Centre at McMaster University. She has been working at McMaster for four years, providing individual, couple, and group counselling to the student population.

27

Alex Irwin is Director of the School of Immigrant & Transitional Education at

George Brown College. The School supports students facing barriers to further education or work, including immigrants and individuals dealing with mental health and/or addictions challenges. The School offers programming that is flexible and individualized, with tailored supports such as added counselling, individualized learning plans, and specialized services. Alex is involved in a number of access-related initiatives at George Brown, including as co-chair of George Brown's annual mental health conference, which had a 2013 theme of "The healthy campus – post-secondary mental health and student success". Before joining George Brown College in 2011, Alex worked for 11 years at the Open Society Institute/Soros Foundation in New York City where he oversaw education and human rights related grants and programming internationally. Alex has a B.A and M.A. in English Literature, and a Masters in Social Work.

28

Jaswant Kaur is a Professor and Coordinator for Transitions to Post-

Secondary program, a program for people with mental health and/addiction challenges at George Brown College. She has been working at the college since 1998. She is trained as a clinical psychologist with PhD in Clinical Psychology. She has been involved in research projects with Canadian Council for Learning, CAMH and Schizophrenia Society of Ontario. Her research interests include quantitative and qualitative research in the field of mental health and social determinants of health including poverty and violence, examining mechanisms of resilience among marginalized persons, and the effectiveness and ethics of psychiatric rehabilitation interventions. She chaired the Research Ethics Board at George Brown College from 2007 to 2011. Her clinical interests include complex trauma, mindfulness, and emotion-focused therapy.

29

Leslie Cringan is a feminist activist presently enrolled in the

Transitions to Post- Secondary Education Program at George Brown College. She has a keen interest in women like herself, who have been medicated, institutionalized, and marginalized because they didn't conform to what was expected of them or deemed the norm. The TPE program works because it teaches from a holistic perspective that recognizes individual differences including race gender and class and works together to move forward with them and to re-frame once felt limitations into positive building block for a future that for many was never even a dream.

ALEX IRWIN



JASWANT KAUR



LESLIE CRINGAN



NOV 7

DIVERSITY & EQUITY PANEL

VICTORIA BALLROOM

11:15 - 12:30
Diversity, Equity & Inclusion: sharing promising practices

How can campuses become more inclusive? How can we ensure equitable access to mental health services for populations that have often been marginalized within the post-secondary context? This panel will share perspectives and promising approaches to meeting these challenges, with a particular focus on LGBTQ communities, International students and students who are living with mental illness or substance use issues.



MEG HOUGHTON

34

Meg Houghton is the Director of Student Access, Wellness and Development at Humber College. Over the past 15 years, Meg's work in higher education has focused on inclusive design and the enhancement of social determinants of health for post-secondary students.



NOEL A.J. BADIOU

33

Noël A. J. Badiou BA - Collège Universitaire de Saint Boniface (U of Manitoba), LLB - Université de Moncton and MPA - University of Winnipeg/ University of Manitoba. Noël practiced law for several years with the Winnipeg Firm Perlov Stewart Lincoln in the areas of Civil Litigation including human rights cases. Was a Complaints Investigator with the Discipline Department at the Law Society of Manitoba and then Manager of Investigations and Mediations with the Manitoba Human Rights Commission. Joined the Court Challenges Program of Canada as Executive Director in 2001 (The Court Challenges Program of Canada was a federal program that oversaw the funding of socially important equality and language rights cases under the Canadian Charter of Rights and Freedoms and the Canadian Constitution.) In 2008 Noël took up his current position as Director of York University's Centre for Human Rights.



PRATISHTHA KOHLI

32

Pratishtha Kohli is a third year student at the University of Toronto, double majoring in Psychology and Criminology. She has worked in the past at NGOs that aid homeless women with mental disorders all around India. She also works towards increasing inclusiveness and creating alternative solutions for solving mental health issues amongst international students in post-secondary institutions.



MICHELLE GREEN

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Michelle Green is the Project Co-ordinator for "Speaking Your Language - a pilot program for promoting mental health awareness and support for international students and new Canadians," launched in May 2014. She brings experience in both managing and teaching in post-secondary access programs, as well as counselling and staff training. Michelle recently completed a Masters in Leadership, Higher, and Adult Education and is particularly interested in wellness curriculum, resiliency, examining diversity from multiple perspectives, and giving voice to non-traditional student experiences.



TY SMITH

30

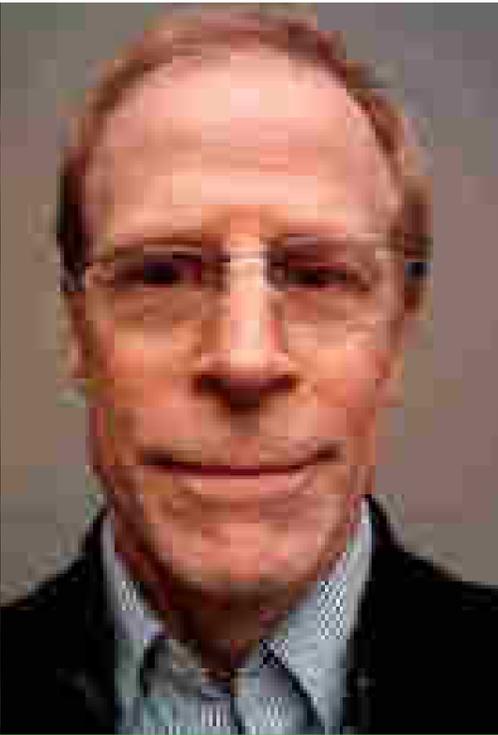
Ty Smith has worked with not-for-profit organizations and groups to develop and implement forums, trainings, partnerships, strategic plans, programs, resources, polices and community-based research focused on youth, women, newcomer and LGTTQQ2S communities for over fifteen years. Ty's work has focused on anti-racism and anti-oppression, social determinants of health, equity and inclusion. He is a board member of Community One Foundation and Co-Chairs the Rainbow Grants Committee that provides seed funding to LGBTQ2S projects within the GTA. Ty is currently the Director of Programing at Egale, Canada's only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement.

CAMPUS - COMMUNITY PARTNERSHIPS PANEL

NOVEMBER 7



MORGAN LEVY



GORDON LANGILL



LESLEY BEAGRIE



ANDREW GEORGE

35

Morgan Levy holds an M.A. in Counselling Psychology and is currently working

at Sault College as both the Mental Health Counsellor and Supervisor of the Mental Health Hub Project (MHIF). In addition to these roles, Morgan has taught both Developmental Psychology and Abnormal Psychology at the Post-Secondary level in the Early Childhood Education, Social Service Worker, and Bachelor of Science in Nursing programs. Morgan's passion is to help improve the mental health of Post-Secondary students and reduce the stigma they face when experiencing mental health problems. As a native of Northern Ontario, where service and referral options are limited, Morgan is especially interested in developing accessible services for students in rural areas.

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Gordon Langill has been providing mental health services since 1980,

primarily to young people, in various settings, including the wilderness, the street, group homes, schools, hospitals, community mental health programs and private practice. He earned his BA in 1980 at Queen's University in Kingston and his MSW at Carleton University in Ottawa, 1995. Gordon helped to develop Early Psychosis Intervention Programs near Peterborough and across Ontario. He currently chairs the provincial EPI Standards Implementation Steering Committee. Gordon is a Director of Programs and Services at Canadian Mental Health Association, Haliburton Kawartha Pine Ridge branch, and continues to serve young people in his counseling practice.

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Lesley Beagrie, is directly responsible for engagement and community for students on campus. Her background

is in academic nursing education, receiving her PhD in nursing from Case Western Reserve University in Cleveland. Her career has involved significant contributions to program development in administrative positions in 4 universities, directing and implementing nursing curricula. She is the founding director of the Nursing school at Trent University, and has recently completed a 5-year term as Associate Dean for community and international programs in the Faculty of Health at York. Presently she is the co-chair of the pan-university mental health steering committee, providing oversight and implementation of an integrated mental health strategy for the university, addressing staff, faculty and student well being. She has been a member of key provincial, national and international associations including leadership positions in interprofessional groups addressing team approaches to wellness.

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Andrew George has worked with ConnexOntario for six years, starting as an Information

& Referral Specialist for the Mental Health Helpline, and now as the Health Data Liaison for LHINs 5, 6, 7, & 8. Andrew holds a Bachelor of Arts in Comparative Literature and Culture and a Diploma in Public Relations, both from the University of Western Ontario. Prior to joining ConnexOntario, Andrew was the Student Coordinator of The Pride Library at Western. In addition, Andrew has contributed his time to numerous committees and initiatives, including the Addictions and Mental Health Ontario conference planning committee, and the Mississauga Halton LHIN System Access Model work group. A resident of London since university, Andrew grew up in and around Toronto.

TORONTO

BALLROOM

1:30 - 2:45

Building effective
Campus - Community
Partnerships

This workshop will explore the interface between campus and community, providing participants with an opportunity to hear about some of the important considerations in effective partnership building: referral processes and agreements, key community agencies and networks. Participants will also have a chance to reflect on their own campuses communities and create action plans to help build and sustain effective partnerships to better serve students.

NOVEMBER 7 WORKSHOPS

FINALE

AFTERNOON
3:00- 3:15

Mindfulness Reflection Mandarin Ballroom

Amanda Youssef, M.Ed., C.C.C. Student Wellness Centre, McMaster University
Amanda will lead delegates through a moment of mindful reflection and relaxation, to thoughtfully wrap-up our day of collaboration and innovation.

AFTERNOON
3:15 - 3:45

Building a Community of Practice: Next Steps Mandarin Ballroom

The Flourishing Campuses event is an opportunity for Ontario's post-secondary campus mental health stakeholders to learn, network, and collaborate in a shared environment. But, how can we ensure this work continues after the event ends? This workshop will spotlight Ontario's new online campus mental health community of practice platform. Participants will learn how to use the platform and its many features, how to contribute to discussions, create new discussions, view and share resources, seek advice from members and co-create documents.

This session will also provide an opportunity for participants to share their feedback, ideas and strategies to take the community to the next level – to ensure that the platform is engaging and helpful in their daily work, and that it provides a critical space to advance the common goal of promoting mentally healthy campuses.

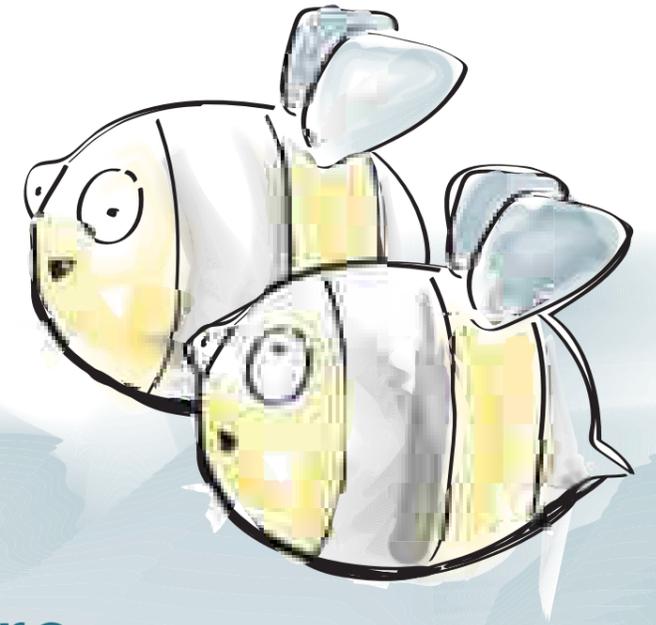
AFTERNOON
3:45 - 4:00

Closing Remarks and Narrative Reflections Mandarin Ballroom

Dr. Craig Stephenson, (VP, Student & Community Engagement, Centennial College) co-Chair of CICMH's Advisory Committee, will provide brief closing remarks and acknowledgements.

Laura Burke, (therapist, mental health coordinator, peer supporter, mental health advocate and spoken word artist) will share a narrative reflection of the day's events and outcomes.

See what all the buzz is about!



Connect, share, learn & co-create solutions for priority areas in campus mental health.

Join Ontario's Online Campus Mental Health Community of Practice at www.connects.campusmentalhealth.ca



CENTRE FOR INNOVATION IN
Campus Mental Health

THE CICMH TEAM

CATHERINE WILLINSKY



Catherine Willinsky, Director

Catherine has worked in the field of community mental health for over 20 years, leading a range of innovative projects, provincially and nationally, in the areas of mental health promotion, education, and youth engagement. In her past positions with CMHA, CAMH, the Psychology Foundation and the Schizophrenia Society of Canada, Catherine's work focused on promoting social inclusion, mental health literacy, and capacity building. Catherine brings her passion for social justice and health promotion to her role and is honoured to be working with a wonderful team of colleagues at the Centre.

JENNIFER MCPHEE



Jennifer McPhee, Knowledge Exchange Lead

Jennifer has 14 years of experience working in the field of mental health and addictions including: National and provincial project management, quantitative and qualitative research, knowledge translation, and clinical training and experience in evidence-based therapies. Jennifer holds a MSc in Counselling and a BA Hons in Psychology. Prior to her role at CICMH, Jennifer worked for York University coordinating a National CIHR/MHCC knowledge mobilization project and helped co-develop evidence-based resources that help young adults, students and services providers make informed choices around treatment and support for depression.

JASON OLIVER



Jason Oliver, Project Coordinator

Jason's previous work experience includes research and communications-based positions with CAMH, the AIDS Committee of Toronto, Ontario AIDS Network, United Way/Centraide Ottawa, and UNA-Canada. Amongst his professional passions is the empowerment of marginalized communities towards meaningful citizen participation. In the post-secondary context, this includes empowering students as full citizens and advocates in their own healthcare. Jason holds a M.Ed. in Adult Education from University of Toronto. Jason is pleased to be a part of this critical movement in post-secondary mental health.

ALICIA RAIMUNDO



Alicia Raimundo, Community Engagement Lead

Alicia has been described as a "mental health superhero", battling serious bouts of anxiety, depression and a suicide attempt since the age of 13. More recently, she used her experience as a student at the University of Waterloo as a catalyst to seek help, and eventually, to help others living with mental health issues. Alicia is active in a number of mental health organizations, and does a lot of public speaking about her experiences, and creating a better, healthier world. And sometimes, she delivers these messages hanging upside down from a trapeze as a circus performer.

SCOTT STE. MARIE



Scott Ste Marie, Project Assistant

As a residence don at the University of Waterloo in his final year, Scott has firsthand experience dealing with students with mood disorders, which sparked his interest in campus mental health. Upon graduating with a Bachelor's degree in Environment and Business, Scott started seeking positions in the mental health sector to expand his knowledge and plan his next steps. His skills in web design and digital marketing have contributed to CICMH's success throughout 2014. He continues to be a mental health advocate and combatting stigma in his personal online blog community.



MANY THANKS FOR HELPING US FLOURISH

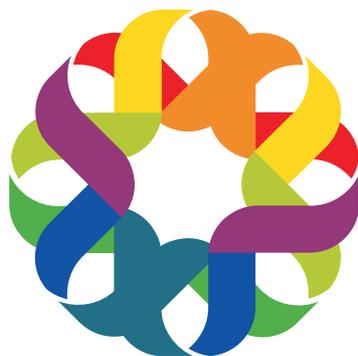
The Centre for Innovation in Campus Mental Health would like to recognize and thank the contributions of all those who made Flourishing Campuses possible

In particular we would like to thank:

Members of our Executive and Advisory Committees, all of the presenters and workshop facilitators, our student volunteers and CICMH partner organizations: The Canadian Mental Health Association, Ontario; Colleges Ontario; the College Student Alliance; the Council of Ontario Universities & the Ontario Undergraduate Student Alliance.

The Centre for Innovation in Campus Mental Health is Funded by the Ontario Government's Mental Health Innovation Fund.

www.campusmentalhealth.ca



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