Welcome to Campus Exchange!

The Centre for Innovation in Campus Mental Health (CICMH) is thrilled that you've joined us as we work together to mobilize the exciting outcomes and resources created by the Mental Health Innovation Fund (MHIF) projects that have been implemented and evaluated across Ontario.

We hope you'll learn and take away ideas about:

• How the outcomes and learnings of the mental health innovation projects can inform your work on campus
• How you can collaborate with your colleagues to leverage innovative approaches and practices to better support student mental health
• How you can engage with the new round of MHIF projects that are taking shape in different areas across the province
• How CICMH can help you connect with ideas, information and expertise to maximize the impact of your efforts to enhance mental health and well-being on your campus.

General Information

REGISTRATION & INFORMATION DESK
Registration will be available in the mezzanine of the second floor of the Waterfront Campus Building from 8:30 – 11:30 each day. Stainless steel CICMH water bottles and reusable shopping bags are available to all conference delegates. Check them out at the registration desk!

DISPLAY BOOTHS
Several Mental Health Innovation Fund (MHIF) projects as well as community organizations that work with campuses and students will have display booths set up all day on Tuesday, June 9th. Representatives from each project will be present at their booths from 8:30 - 10:00 am and during two fifteen-minute breaks (at 11:15 am & 3:00 pm) to share resources, talk about their projects and answer questions.

INTERNET ACCESS
Wireless access is available throughout the campus as well as outside the building to at least the boundaries of the George Brown property to conference participants. To connect: Select the "Events" network, Password = Gbc234

RELIGIOUS PRACTICE
There is a multi-faith reflection room is located in Room 029.

PARKING
There are parking lots near the campus and also a couple of municipal parking lots just north of Queen’s Quay East at 2 Church St. ($9.00 daily maximum) and 1A Church St. ($20.00 daily maximum). There is also limited daily pay-and-display parking available in the underground garage of the Waterfront Campus ($12.00 / 12 HRS).

FOOD AND BEVERAGES
There will be complementary drinks and snacks available during the breaks and a full lunch served both days of the conference on the ground floor. Also, please join us for delicious appetizers, refreshments and a cash bar during the reception and overview of the Round 3 MHIF projects on June 8 from 5:45-7:00. Additionally, there are a few other food options on the campus:
• Pizza Pizza (10:30 – 2:30 – located in the main café on the first floor)
• Tim Hortons (7:00 am – 4:00 pm – located on the first floor)
• Against the Grain Urban Tavern (11:00 am – 1:00 am - located next door in the Corus Building on the waterfront)
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# PROGRAM AT A GLANCE

**GEORGE BROWN COLLEGE WATERFRONT CAMPUS:**
**51 DOCKSIDE DRIVE, TORONTO ON**

**MONDAY JUNE 8th, 2015**

<table>
<thead>
<tr>
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| 8:30 - 9:30 | Registration & Breakfast  
2nd FLOOR MEZZANINE                                                     |
| 9:00 - 5:00 | Ontario Counselling Centre Directors division meeting (OUCHA members only)  
RM 721                  |
| 9:30 - 10:45 | Workshop 1:  
Academic Accomodation for Students with Mental Health Disabilities:  
Findings and Recommendations  
RM 237                |
| 10:45 - 11:00 | Workshop 2:  
Insider and Out of Peer Navigation  
RM 711                |
| 11:00 - 12:00 | Workshop 1: Continued  
Workshop 2: Continued                                                 |
| 12:00 - 1:00 | LUNCH  
1st FLOOR GB CAFE                                                      |
| 1:00 - 1:30 | MENTAL WELLNESS ACTIVITIES  
Yoga & Mindfulness  
7th Floor Terrace  
RM 607                |
| 1:30 - 3:00 | Workshop 1: Continued  
Workshop 2: Continued                                                 |
| 3:00 - 3:15 | BREAK                                                                   |
| 3:15 - 5:30 | Workshop 1: Continued  
Workshop 2: Continued                                                 |
| 5:45 - 7:00 | Reception & Overview of New MHIF Projects (Round 3)  
1st FLOOR GB CAFE                                                  |
## TUESDAY JUNE 9th, 2015

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<td>8:30 - 10:00</td>
<td>Registration, Breakfast &amp; Display booths</td>
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<td><strong>MHIF WORKSHOPS (CHOOSE ONE)</strong></td>
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<td>1A Key Considerations for Designing and Implementing a Peer Mentoring Program</td>
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<td>1B Good2Talk</td>
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<td>1C Bridging the Gap from Hospital to University</td>
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<td>Yoga &amp; Mindfulness</td>
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<td>2D Sault College’s Mental Health Hub</td>
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<td>3A More Feet on the Ground Campaign</td>
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<td>3B Mental Health and Wellbeing Credit Course</td>
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<td>3C Bridging the Distance: Lessons Learned</td>
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<td><strong>4A Campus Mental Health Partnerships: Extending the Circle of Care</strong></td>
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<td>4B Speaking Your Language: A Pilot Program For Promoting Mental Health Awareness and Support for International Students and New Canadians</td>
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<td>4C A Campus Wide Approach to Addressing Postsecondary Student Mental Health</td>
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<td>4:30 - 6:30</td>
<td><strong>OUCHA Annual General Meeting</strong></td>
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WORKSHOP 1
Monday June 8th, 2015

Academic accommodation for students with mental health disabilities - findings & recommendations

The number of postsecondary students in Ontario with mental health disabilities registered with Disability Services Offices has increased by 67% over the last five years. Given this increase, it’s important for college and university administrators, staff and faculty to know how they can best respond to and support these students.

This workshop will share the newly released findings and resources from Queen’s University and St. Lawrence College’s MHIF project which reviewed the documentation standards and guidelines for academic accommodations for students with mental health disabilities.

In this session, participants will have the opportunity to view and learn about the following resources, recommendations and trainings:

1. Documentation Standards and Guidelines: Researchers will share their recommendations which are the result of extensive consultations with stakeholders across the province, with the Ontario Human Rights Commission, and with best-practice sites in Canada and the UK.
2. The Student Handbook on Post-Secondary Students with Mental Health Disabilities – A guide to academic accommodations and managing your mental health while on Campus. Copies of this guide will be shared with the participants
3. Information and training resources:
   Two resources have been developed and will be shared with the participants:
   a. Online training modules: Each of the eight short modules (3 to 5 minutes in length) addresses a specific accommodation issue and reflects best practice in how to accommodate students with mental health disabilities. The topics covered in these modules address the needs of students, disability advisors, faculty members and administrators. A selection of these modules will be shared with the participants
   b. Student of Concern Chart: This is a chart for faculty and staff which offers guidance on what to do in specific situations of concern.
   The template can be adjusted to reflect practices and services at each specific institution.

Presenters:
Dr. Mike Condra, Director of Health, Counselling and Disability Services, Queen’s University
E-mail: condram@queensu.ca
Eleanor Condra, Faculty Liaison, Disability Services, St. Lawrence College
E-mail: ECondra@sl.on.ca
Dr. Chiachen Cheng, Child & Adolescent, Adult Psychiatrist, Medical Director, CMHA Thunder Bay & co-chair of the Early Psychosis Intervention of Ontario Network
Sarah Gauthier, Research Assistant
Helen Gillis, Research Assistant
As students and professionals in leadership positions, we sometimes encounter peers who choose to confide their personal struggles with us. It’s not always easy to know how to respond effectively, so that students feel supported and are put in touch with appropriate resources and services. Inside and Out of Peer Navigation will teach student leaders and on-campus professionals how to be better prepared for these situations while maintaining our own wellness.

This workshop will explore two sides of peer navigation, examining important aspects of self-care and personal resiliency for peer leaders/mentors, and focusing on building skills in peer navigation to better serve students who are seeking guidance.

In the morning, Nichole Roy and Tiffany Wallace will provide Peer Navigation training based on the model developed at Northern College.

In this session, participants will learn:

• How to recognize and respond to a peer who may be struggling with mental health issues
• How to be provide appropriate support
• When to encourage a peer to seek professional help and how to help them access appropriate services
• How to create a map of local campus-based mental health and wellness services and supports in your own community.

The afternoon session will be led by Diana McIntyre and Robert Malowany, Coordinators of the Student Academic Success Initiatives and Peer Connect Programs at George Brown College. They will be joined by Peer Coaches who work with them in the Peer Connect program.

In this portion of the workshop, participants will have the opportunity to:

• Learn about a strengths-based approach to peer leading / mentoring
• Take part in a conversation about balancing demands of life (work, school, home, extracurricular activities, etc.) with self-care, which will lead to increased resilience and success
• Learn about a simple tool designed to increase awareness of the activities, situations and practices energize and deplete.

Facilitators:

Nichole Roy, Student Advisor & Mental Health First Aid Instructor, Northern College
E-mail: Royn@northern.on.ca

Tiffany Wallace, Student Representative, Northern College

Diana McIntyre, Coordinator, Student Success, George Brown College
E-mail: dmcintyr@georgebrown.ca

Robert Malowany, Counsellor, George Brown College
MHIF ROUND 3

As part of Ontario’s Comprehensive Mental Health and Addictions Strategy, the Mental Health Innovation Fund (MHIF) was created in 2012 to support innovative approaches that help postsecondary students, and those transitioning to college or university, access the mental health services they need.

The MHIF aims to:
- Identify and address gaps in mental health services on and off campus
- Facilitate and promote knowledge sharing and best practices from a system-wide and/or multi-institutional perspective
- Facilitate partnerships and linkages with other mental health care providers that reduce duplication of services and leverage cooperative, efficient approaches
- Support innovations in mental health service delivery
- Support improved measurable outcomes for postsecondary students.

Since 2012, the MHIF has supported 32 projects through 3 rounds of funding. The third round of funding was announced in early 2015 and will support 14 projects focusing on First Nation and Métis students, students with addictions issues, and students with mental health or addictions issues who are transitioning from secondary to postsecondary studies. Following is the summary of these 14 projects:

1. Enhancing mental health and wellness outcomes for Aboriginal learners

Contacts: Laurie Schnarr, MA - Director, Student Life, E-mail: lschnarr@uoguelph.ca; Cara Wehkamp, PhD - Manager, Office of Intercultural Affairs, E-mail: cwehkamp@uoguelph.ca

Summary
With a shared commitment to foster supportive and holistic learning environments, the Aboriginal Resource Centre at the University of Guelph, Six Nations Polytechnic, and Student Services at Mohawk College are uniquely positioned to facilitate the development of regionally focused and culturally responsive wellness and mental health supports that benefit Aboriginal learners. The goal of this initiative is to improve the preparedness, transition and success of Aboriginal learners, to manage and overcome mental health challenges.

Specific objectives of this initiative include:
- Ensuring the specific mental health needs of First Nations, Métis and Inuit learners are understood and addressed
- Developing and delivering innovative and culturally relevant training modules for mainstream counseling centres and resources for frontline staff, faculty and Knowledge Holders
- Supporting Aboriginal learners in gaining a greater understanding of and receptivity to wellness and mental health programs and services
- Providing intentionally designed wellness supports for Aboriginal Learners to facilitate their transitions and persistence
- Developing programs and services that support Aboriginal Learners’ ability to manage and overcome mental health challenges that impair their ability to thrive, and researching the impact that targeted interventions, resources and prevention strategies can have on Aboriginal student mental health and wellness in multiple postsecondary settings.

2. Strengthening campus mental health supports: Supporting Aboriginal university students

Contacts: Sarah Cantin, Manager, Student Counselling Services Nipissing University, E-mail: sarahcan@nipissingu.ca; Rachel Norman (Project Contact), Project Facilitator, E-mail: racheln@nipissingu.ca
Summary

Student Counselling Services (SCS) are an important part of the health supports provided to students at Nipissing University. The services are a key resource for many students in developing wellness and coping skills that will be used throughout their academic career and lifespan. Through consultation with campus partners, SCS became aware that Aboriginal students may have particular difficulty accessing supports available on campus. This project aims to identify and remove barriers that exist for Aboriginal students, which limit their utilization of mental health supports at the SCS.

**Phase 1:** The Project Facilitator will work within a consultative framework with an advisory body of regional stakeholders in Aboriginal student mental health to develop information gathering strategies, review applicable literature, gather information on service barriers, and create recommendations for changes that would eliminate or mitigate barriers.

**Phase 2:** The Project Facilitator will work with the advisory body and SCS to select recommendations for immediate implementation. The Project Facilitator will assist SCS in the appropriate implementation of select recommendations and gather data on the impact of these changes to service. The project will culminate with a wrap up event and report to share learnings and outcomes with stakeholders, community partners, and the postsecondary community.

3. Summer Aboriginal student transition program

**Contact:** Adam Hopkins, Director, First Peoples House of Learning, Trent University, E-mail: adamhopkins@trentu.ca

**Summary**

Trent University, in partnership with Fleming College, Curve Lake First Nation and Niijikwendidaa Anishnaabekkwewag Services Circle, will create a pilot project for an on-campus summer orientation program to help Aboriginal students transition to post-secondary education. Biishkaa (Ojibway for “rise up”) will take place during the three weeks before the start of the university and college semester. First year Aboriginal students from Trent University and Fleming College will have the opportunity to create mutually supportive bonds. The program will support a full time staff member to coordinate the program and 20 upper year student mentors to provide ongoing support and guidance throughout the school year. The program will be grounded in indigenous knowledge and experiential learning and focus on skills-building, individual success planning, campus orienteering and traditional teachings.

4. Developing and Implementing harm reduction strategies at Algonquin College

**Contact:** Jeff Agate, Manager, Counselling and Aboriginal Services, Algonquin College, E-mail: Ottawa agatej@algonquincollege.com

**Summary**

This project will create a sustainable, college-wide program to provide harm reduction strategies related to substance use. The project goals will be accomplished through:

- A college-wide campaign focused on awareness, risk, and harm reduction strategies
- Training and consultation with college employees
- A mechanism for providing students with access to existing community-based substance abuse treatment resources
- Linking students connected with secondary school-based treatment programs directly with postsecondary supports
- The development of e-learning, game development, and mobile app technologies to deliver resources to students and employees.

Algonquin College is partnering with established community service providers to develop this project. It will be delivered in a manner that is reflective of the needs of Algonquin’s Aboriginal and non-Aboriginal students. Algonquin College will share this program with all colleges and universities through MTCU’s Mental Health Innovation initiative.
5. Extending the circle of care: A case management approach to transitions and addictions on campus

Contacts: Michelle Delrish, Centennial College Project Lead, E-mail: MDelrish@centennialcollege.ca; Karyn Baker, Georgian College Project Lead, E-mail: Karyn.Baker@GeorgianCollege.ca

Summary
The goal of this project is to enhance, design and implement a case management service approach for students with mental health and addiction concerns during their entire lifespan, as a student beginning from Grade 12, transitioning to postsecondary, and through their journey as a student until they graduate. Centennial College will build upon the capacity generated during the previous MHIF project in order to improve access to community based transitional age youth and addictions services and to build professional training, support and collaboration. Georgian College will focus on community collaborations and extending the circle of care outside the campus. Georgian will hire a Youth Transition worker to support local school boards and community agencies build mechanisms to assist with transitions and support.

6. McMaster’s arrive and thrive

Contact: Catharine Munn, Lead Psychiatrist, Student Wellness Centre, McMaster University, E-mail: catharinemunn@hotmail.com

Summary
Arrive and Thrive is designed to engage students and multiple campus and community partners in the creation and implementation of a program comprised of the following three components:
1. Arrive and Thrive Online is a website that will engage students in transition to and during their attendance at university to evaluate their coping abilities, including risk for addictive behaviours, and then provide immediate feedback and linkage with resources and support on-line, on campus and in the community.
2. Pause (via Arrive and Thrive Online and McMaster partner referrals) is an opportunity for those entering or attending McMaster who are at-risk for an addiction or with maladaptive coping to meet individually with a counsellor. The counsellor will assess coping, substance use and other behaviours, and mental health concerns in a structured manner, then provide feedback, resources and referral or ongoing support, as appropriate.
3. Change the Channel (via Pause) will provide or link to campus and community counselling options for students, particularly for those with substance use issues. This will include individual and group interventions on campus and in the community and will build provider capacity on campus.

Together, these components will promote positive and adaptive coping, prevent addictive behaviours and offer appropriate, youth-centred and evidence-based interventions for students in transition to and in postsecondary environments that will close current service gaps. The program’s tools and methods will be able to be adopted individually or as a package by other secondary and postsecondary schools at its completion.

7. Sault College’s mental health hub

Contact: Morgan Levy, Mental Health Counsellor & Supervisor of the Mental Health Hub Project, Sault College, E-mail: Morgan.Levy@saultcollege.ca

Summary
Sault College, in partnership with Algoma University, Sault Area Hospital, CMHA Algoma, Algoma District and Huron Superior Catholic District School Boards and St. John’s Ambulance will continue to build on the operations of the existing Mental Health Hub. The model will be enhanced by providing cultural competency training to staff, including Aboriginal services, expanding services for students with substance use issues and those in residence, developing transition programming for students in secondary school, developing and implementing service measures, and developing a service model framework to be shared with other postsecondary institutions.
8. Campus Groups: A postsecondary schools, community services, and hospitals partnership for substance use and addictions

Contact: Su-Ting Teo, Director, Student Health and Wellness, Ryerson University,
E-mail: s4teo@ryerson.ca

Summary
The project is an expansion of the Evening Treatment Program for Transitional Age Youth: A Community and Hospital Partnership. This program is a partnership between LOFT Community Services to Ryerson University, University of Toronto, OCAD University, and George Brown College. The new project will allow for young-adult-appropriate supports and treatments for substance use and addictions, to be accessible on campus. This project will also build the capacity for campus health providers to screen, address, and refer students with substance use and addictions appropriately. With LOFT as the hub organization, youth and young adults with substance use issues from high schools and postsecondary schools will be supported as they transition between schools, hospitals, and the community.

Key elements of the program:
- Diana McIntyre, M.ED has 20 years experience as an educator and corporate trainer. Diana’s expertise lies in challenging individuals to examine their “mental models” around strengths and to develop a campus community that enables students and staff to play to their strengths. Diana has done extensive work in the training and development of project teams within corporate and educational environments to maximize individual and team performance through strengths.
- Robert Malowany, M.ED., M.R.E., has been leading and facilitating training for various groups for approximately 20 years. He has an extensive background in conducting training and workshops in a variety of areas, including personal development, team building and management, leadership, strengths development, career development and career satisfaction. Robert has a strong passion and interest in discovering interventions related to Positive Psychology and Wellness. For 11 years Robert has provided counselling and psychotherapy for students at George Brown College.

Currently, both Diana and Robert work as Student Success and Engagement Coordinators at George Brown College. They predominantly work with first year students and their programs to design and implement learning and wellbeing strategies as well as the development of soft skills that will increase student success, overall satisfaction with their college experience and better prepare them for the world of work.

9. Successful transitions online and mentoring program (STOMP)

Contact: Alana Holmes, Psychologist and Manager, Northern Ontario Assessment and Resource Centre (NOARC), E-mail: Alana.holmes@cambriancollege.ca

Summary
The Successful Transitions Online and Mentoring Program (STOMP), is being created and delivered through a partnership formed by the Northern Ontario Assessment and Resource Centre (NOARC), the Regional Assessment and Resource Centre (RARC), and the National Educational Association of Disabled Students (NEADS). Our goal is to address current gaps in post-secondary transitions for students with mental health issues through the provision of an on-line transitions program.

The youth of today spend most of their time online and often prefer this medium to gather knowledge and information. NOARC, RARC and NEADS will work with representatives from local and regional mental health agencies and local school boards to develop a consistent, evidence-based, accessible, transition program for Grade 12 high school students with mental health issues who are planning to attend college or university. A mentoring component and an updated psychological assessment will also be included. STOMP will be designed to work collaboratively with school boards so that students will complete the program as part of their school-based transition plan and with the support of their trusted school support network. The STOMP transition program will run in Sudbury and Kingston, Ontario, for the next two years, through NOARC and RARC respectively.
10. The Flourish Program: Helping high school students transition to postsecondary education

**Contacts:** Tayyab Rashid, Psychotherapist, Health & Wellness Centre, University of Toronto Scarborough (UTSC), E-mail: trashed@utsc.utoronto.ca; Ruth Louden, Career Counselor, University of Toronto Scarborough, E-mail: rlouden@utsc.utoronto.ca

**Summary**

Flourish is a collaborative project at UTSC involving six academic and student services departments. The goal of this strength-based project is to facilitate students growth intellectually, socially and emotionally and to translate this into action, habit and purpose. Expanding this collaboration, with MHIF support, the program will train professional staff and student peer leaders from UTSC, mental health staff the Shoniker Clinic, Rouge Valley Hospital, and teachers and student support services staff at the Toronto District School Board. The training will enable these professionals to conduct skill-based, experiential interventions, especially for students with mental health concerns, who are transitioning from secondary to postsecondary setting. The program will help students in both secondary and postsecondary settings to assess their levels of stress, well-being, character strengths and student engagement. Following the assessment, students will be offered various levels of interventions, based on the severity of psychological distress and level of well-being. The ultimate goal is of the program is help students learn skills to understand their stressors as well as strengths, risks as well as resources, and vulnerabilities as well as a values, to build psychological, physical and academic resilience.

The program plans to build a rich repository of online multi-media and educational resources for students, teachers and parents so that they have accessible information regarding mental health and how it impacts academics and social life. A sample of this repository can be viewed at www.utsc.utoronto.ca/projects/flourish/resources/. The program has been recently been recognized through the Excellence in Innovation Award from the University of Toronto and CACUSS’s Innovation Award.

11. Safer and accepting campuses for two spirit students

**Contact:** Jeremy Dutcher, Development Coordinator & Aboriginal Outreach, Egale Canada Human Rights Trust, E-mail: jducher@egale.ca

**Summary**

Egale’s round 3 initiative focuses on Mental Health for students who identify both as indigenous and LGBTQ and/or Two Spirit and is an acknowledgement of the unique challenges, barriers to access and resiliency of Two Spirit youth within postsecondary institutions in Ontario. Working with LGBTQ and Aboriginal student groups on campus will allow us to bolster supports and foster inclusion for these students. This project will see the creation of resources, provide in-house training and strengthen collaborations for both student populations in four select regions.

12. iConnect: Online tool for young adults with mental health issues

**Contact:** Natasha Pechmann, Project Manager, iConnect, E-mail: npechmann@stellasplace.ca

**Summary**

The iConnect Project, a collaboration between George Brown College and Stella’s Place, will be an online ‘front door’ to connection, assessment, peer support, and recovery services for young adults (ages 16-29) with mental health concerns who are in transition between various life stages (e.g. into college, into the workplace, or into mental health services). The solution will include a customizable web-based platform and mobile app that can be integrated into the existing websites of participating postsecondary, mental health, and addictions organizations in Ontario. Young adults will be fully engaged as partners throughout the planning and development process to ensure the solution meets their needs. More than an information and resource platform, iConnect will offer online chat with trained peer mentors and professional counsellors, user submissions, multimedia blogs, mental health tools, and relevant training materials. The solution will be a gateway to much needed services and supports for young adults in Ontario.
13. Summer transition program for students with mental health issues

Contact: Bruno Mancini, Director Counselling & Student Accessibility Services, University of Guelph,
E-mail: bmancini@uoguelph.ca

Summary
This project focuses on facilitating transition for students with mental health issues from the secondary school system to university and college. It brings together the University of Guelph, the Upper Grand Wellington School Boards (both Catholic and public boards) and Conestoga College. This 2-year project will have three phases including research, program development, program implantation and evaluation.

Phase 1. During the winter of 2015 we will identify factors and ingredients required to implement a successful transition program, through student input and reviewing the literature and best practices.

Phase 2. Using the information gleaned in Phase 1, we will develop a 2-part summer transition program over the summer, 2015. Part 1, called LaunchPrep, will be held at the University of Guelph. Although the target population will be secondary students transitioning to Guelph or Conestoga, LaunchPrep's goals are generic to the postsecondary experience and therefore accessible to a wider range of college and university students. Part 2 will be designed to help students become acquainted and transition to Conestoga (STEPS) or Guelph (GPS2) and will occur over the three days prior to their Orientation weeks.

Phase 3. The evaluation of the summer transition programs will be carried out from a number of perspectives including the measurement of student outcomes related to the transition experience. Students will be given pre and post self-assessments focused on their academic, social and personal progress over the first year. Because the transition program brings together college and university bound students, the evaluation results will be relevant to all postsecondary institutions. During the fall and winter of 2015/2016 students will also receive ongoing support and programming.

14. Training youth to tackle the transition to postsecondary education

Contact: Charlene Mahon, Professor of Psychology/ MHIF Project Lead, Lambton College
E-mail: Charlene.Mahon@lambtoncollege.ca

Summary
The transition from high school to postsecondary education is one of the most difficult developmental challenges for youth. Knowing that the demographic of 15-24 year olds are at risk for mental distress and potential suicidal ideation, it is essential for transitioning students to build resilience and a repertoire of coping strategies to adequately prepare them for adult life. A pilot project was launched in 2012-2013 by Lambton College to address the mental health concerns of secondary school students transitioning beyond high school. Called, “From Tension to Triumph”, a select group of college students designed and implemented a 70 minute assembly with a follow-up in-class presentation on the challenges that impact mental health during the transition phase, the development of awareness of signs of mental distress, and how to strengthen internal and external sources of support. This innovative approach leverages the experience of peers making the message more appealing and realistic for youth. The goal is to normalize stress so students do not feel alone, reduce the stigma associated with mental health problems, and to encourage students to seek help before a crisis occurs. Lambton College, in conjunction with King’s University College at Western University, is building upon this model and designing a curriculum that links postsecondary students with senior secondary school students to strengthen mental health in the transition phase beyond high school. The ultimate goal of this project is to replicate the curriculum and provide for province-wide implementation of the “From Tension to Triumph” program by invested and trained regional college and university students.
Queen's University received funding from the Mental Health Innovation Fund to design and pilot a peer mentoring program to support students with mental health problems/disabilities. The program matched students who have a mental health problem with an upper-year student mentor who provided personal support and suggests learning and coping strategies through weekly meetings. The M2 Peer Mentoring Program was designed and rigorously evaluated with the intention of sharing the program model and materials with colleges and universities across the province.

The presenters will share high-level findings from the pilot program and key considerations for designing and implementing this type of program, including:

**Program Development**

The presenters will describe the steps necessary to design and implement a peer mentoring program specifically for students with mental health issues.

**Peer Mentor Training.** The presenters will describe the curriculum framework, learning outcomes, and delivery methods used for peer mentor training.

**Program Resource Manual**

The project team will be launching a comprehensive program resource manual (consisting of all recruitment and training materials, program policies, and resources) with colleges and universities across Ontario. Participants will learn more about this resource and how to access it once it is published.

By the end of the session, participants will be familiar with key considerations and best practices related to designing and implementing a peer mentoring program specifically for students with mental health issues.

**Presenters:**

**Mira Dineen,** Coordinator, M2 Peer Mentoring Program

Mira Dineen received her BA degree in global development studies and human geography from Queen's University. She is currently the Coordinator of a peer mentoring program for students with mental health issues at Queen's University.

E-mail: mira.dineen@queensu.ca

**Dr. Mike Condra,** Director, Health, Counselling and Disability Services

Mike Condra received a B.A from the National University of Ireland, and a M.A. and Ph.D. from Queen's University in Kingston, Ontario, Canada. He is currently the Director of the Department of Health, Counselling and Disability Services, and an Adjunct Assistant Professor in the Department of Psychology at Queen's University.

E-mail: condram@queensu.ca
In 2013, Kids Help Phone, ConnexOntario, Ontario211 and the Ontario Centre of Excellence for Child and Youth Mental Health partnered to begin Good2Talk, a new helpline which provides free, professional counselling and information and referrals for mental health, addictions and well-being to Ontario post-secondary students. Good2Talk, which is fully funded by the Ontario Government, and delivers service in both English and French, received nearly 13,000 calls in its first year, providing essential support to students. As the first helpline of its kind in Canada, and one of the first in the world, Good2Talk is paving the way to understanding how best to provide professional counselling and information and referrals to students when on-campus services are unavailable.

In this presentation, participants will learn about Good2Talk's first three years of service delivery. In addition, preliminary evaluation results will be presented which demonstrate the impact of the services delivered by the helpline.

Presenters:

**Alisa Simon**, Vice President, Counselling Services & Programs, Kids Help Phone

As Vice-President of Counselling Services and Programs at Kids Help Phone, Alisa Simon heads the organization's evaluation and knowledge mobilization work, and is also responsible for its organization-wide counselling. Alisa often speaks on behalf of Kids Help Phone at national and international conferences, representing Kids Help Phone with organizations such as Child Helpline International and the National Alliance for Children and Youth, where she currently serves on the board of directors.

E-mail: Alisa.simon@kidshelpphone.ca

**Tara McFadden**, Program Associate, The Ontario Centre of Excellence for Child and Youth Mental Health

Tara McFadden is a Program Associate at the Ontario Centre of Excellence for Child and Youth Mental Health and is the project lead for the Good2Talk evaluation. She holds a M.Ed. from the University of Saskatchewan in School and Counselling Psychology. Prior to working at the Centre, Tara worked in the education system as a Psychometrist using assessment to identify, support and advocate for students and their individual learning needs.

E-mail: tamcfadden@cheo.on.ca
The NAvigaTe Project is a partnership between Ryerson University, University of Toronto, Women’s College Hospital and York University, funded through the Mental Health Innovation Fund, from 2013 to 2015. The program was designed to provide post-secondary students who have had a hospital stay with:

1. A better understanding and ability to manage their illness/issues, medication (if applicable) and symptoms
2. An understanding of how to best utilize available resources on and off campus in order to return to and continue their studies
3. Support in their reintegration to their academic and social environments
4. An understanding of early signs and when to seek out the support they need.

The workshop will focus on describing the program, presenting quantitative and qualitative data collected as well as lessons learned from the program’s first year. The session will also include a walk-through of the care pathway and the toolkit using case examples. Participants in this session will learn:

1. The unique challenges and needs that post-secondary students face when transitioning back to school after a stay in hospital for a mental health reason
2. The key steps in developing the program model from planning and design to implementation and evaluation
3. Our approach and recommendations for building working relationships with community health/mental health services and the importance of those relationships in effectively supporting students transitioning from hospital to school
4. The strengths and challenges of a case management approach to supporting students transitioning from hospital back to PSE.

Presenters:

Dr. Su-Ting Teo, Director of Student Health and Wellness, Ryerson University
Su-Ting Teo is the Director of Student Health and Wellness at Ryerson University with almost 15 years’ experience in Student Affairs as a physician and administrator. Dr. Teo has been involved in advocating for, collaborating on, and leading post-secondary health and mental health initiatives at the local, provincial, and national levels.
E-mail: s4teo@ryerson.ca

Sarah Bell, NAvigaTe Transition Coordinator (Registered Nurse)
Sarah Bell has been the Transition Coordinator for the NAvigaTe Program since February 2014. She is a graduate of the Bloomberg Faculty of Nursing at the University of Toronto and has previous degrees in Kinesiology and Health Science from York University, and a Masters in Public Administration from Queens University.
E-mail: sarahv.bell@utoronto.ca
This presentation will describe Thought Spot, a student-led digital innovation project. The purpose of Thought Spot was to bring students together to address barriers to accessing mental health and addictions-related services by using web-based and mobile interactive mapping technologies. Taking a holistic, wellness-oriented approach, CAMH, along with partners at Ryerson University, OCAD University, the University of Toronto and Connex Ontario, provided resources to participating students to create mythoughtspot.ca. What resulted was a dynamic, interactive, updatable map that can be crowd-sourced, which includes over 1000 “thoughtspots”: mental health, addictions and wellness services across the GTA.

Launched in August, 2014, the website was then the focus of a November, 2014 hack event called Hackathought, where 14 student-led teams were challenged to create innovative mobile approaches to the mythoughtspot website. The winning project, “Check it!”, interfaces directly with the Thought Spot map and allows participants to map and share wellness walks across the GTA. The project was integrated into a native mobile application (iOS and Android) that will be made available in May, 2015.

Participants will learn in this workshop is that student groups are hungry to participate in finding solutions to system-level challenges in the mental health field, and that the solutions they create are best suited and accepted by youth as end-users, as they often leverage their intimate familiarity with digital/social media.

**Presenter:**

Andrew Johnson, Manager, Client and Family Education, Centre for Addiction and Mental Health.

Andrew has been mental health professional for over 15 years. His work has focused on capacity-building/knowledge exchange projects in the areas of methadone-maintenance treatment, mental health and addictions treatment within family health teams and digital innovation projects aimed at serving transition-aged youths.

E-mail: andrew.johnson@camh.ca
This workshop will describe the Holistic Wellness Initiative and how it builds upon an Aboriginal understanding of wellness, which views mental health from a holistic perspective that involves the four aspects of wellbeing: emotional, intellectual, physical, and spiritual.

Presenters will demonstrate the online Interactive Portal and Wellness Wheel will be demonstrated, and participants will be invited to ask questions and provide feedback.

Participants will be asked to offer their own views on how to address the four aspects of wellbeing within their own post-secondary settings. **Participants will also learn about the key components that have been critical to the project's success, including:**

1. The universality of the Niagara Holistic Wellness support model (for all students, all people)
2. The development of a Wellness Directory and the practice of referral to professional practitioners
3. The input of Aboriginal elder, students and community members
4. The face-to-face component
5. Partnership activities with Niagara College.

**Presenters:**

**Jill Brindle,** Manager of Brock University's Learning Services and Aboriginal Student Services.
Jill has also been project lead in developing the Niagara Post-Secondary Holistic Wellness Project. This program builds upon an Aboriginal understanding of wellness, viewing mental health holistically and taking into account emotional, intellectual, physical, and spiritual aspects of wellbeing.
E-mail: jbrindle@brocku.ca

**Sandra Wong,** Brock University's Aboriginal Academic Support Program Coordinator,
Sandra has helped build into this program a response to the common and unique wellness needs of Aboriginal, Metis, and Inuit students, as well as incorporation of the active knowledge and supports of Elders, Knowledge Keepers, and Service providers.
E-mail: swong2@brocku.ca
The From Intention To Action Program (FITA) has completed 4 years of service to students who self-referred as “overwhelmed”. This program sees students over 12 sessions, primarily with unpaid graduate level interns who develop effective therapeutic alliances. FITA is based on findings from LOFT research and includes assessment, feedback, and commitment on the part of students. Significant improvements in grade point averages, improved study skills, increased time spent in studies, and improved mental health scores resulted.

This presentation will focus on:
1. Recent research conducted by FITA on overwhelmed students and outcomes measured at the end of the year
2. How intervention improves mental health and academic achievement
3. The role of therapeutic alliance in a holistic approach.
4. The implications for colleges and universities that are better able to serve and retain vulnerable students
5. The need to help students develop resilience which includes changing the narrative of incoming students regarding the challenges they will face and the need for self-care
6. The need to develop a systemic response to support the needier students in post-secondary education (PSE) across Ontario
7. The development of a FITA consortium among schools running pilots of this model and the distribution of resources to this group.

Participants will be invited to ask questions and join the consortium if interested.

Presenters:

**Dr. John A Meissner, C.Psych.** – FITA Project Leader,
John is a psychologist working to find real world solutions to problems that integrate research evidence into a program that creatively addresses struggles faced by students.
E-mail: john.meissner@carleton.ca

**Larry McCloskey**, Director of the Paul Menton Centre (PMC)
Larry has worked to make accessibility effective and universal as the co-developer of FITA, the instigator of the Research and Educational in Accessibility Design (Carleton University Read Initiative) and the originator of 24-7 support services.
E-mail: larry.mccloskey@carleton.ca
Sault College's Mental Health Hub project aims to provide on-campus supports for students experiencing mental health challenges. The hub has been supported by the Mental Health Innovation Fund, and has been extended through the next two years in order to continue to provide and expand on these vital services, and to measure the success of the model.

The hub model focuses on the provision of clinical services, internal/external partnerships, mental health education, stigma reduction, culturally diverse service options, non-clinical supports, institutional support, and fiscal sustainability. This workshop will describe the model, and will provide context and insights based on lessons learned in the set-up and first two years of operation.

**Presenter:**

Morgan Levy, Mental Health Counsellor

Morgan 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. As a native of Northern Ontario, where service and referral options are limited, Morgan's passion is developing accessible mental health services for students in rural areas.

E-mail: Morgan.Levy@saultcollege.ca

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**DID YOU KNOW?**

The Centre for Innovation in Campus Mental Health's (CICMH) stakeholders include Ontario's post-secondary mental health service providers and partners, specifically, student services, counselling, accessibility, health, faculty, administration, student leaders and community partners.
The More Feet on the Ground Campaign was created with the intention of offering a comprehensive, interactive and effective approach to educating and training campus community members. Deliverables of the campaign included an online training module, an on-campus psycho-educational workshop series, and a regional mental health forum.

This presentation seeks to provide an overview and demonstration of the components of the More Feet on the Ground campaign.

Online Training Module: Presentation includes an overview of the purpose, development, implementation, and impact of an online mental health education training module.

Psycho-Educational Group Information and Skills Development Series: Presentation includes an overview of the purpose, development, implementation, and impact of the psycho-educational group information and skill development series facilitated at Brock University and Niagara College. Best-practices and opportunities for replication on other campuses will be explored and demonstrated.

Regional Mental Health Forum: Presentation will highlight the results and impact of hosting a regional mental health forum for postsecondary institutions, mental health service providers, and community service agencies. Participants will engage in a live demonstration of the online training module including display of videos and quizzes; a live demonstration of psycho-education workshop series including preview of content and video testimonial of students with lived experience, and will earn how the resources can be useful to them in their own campus settings.

**Presenters:**

**Les McCurdy-Myers**, Manager of Personal Counselling & Leadership Development, Brock University
Les has been counselling students for over 40 years. In addition to overseeing Brock’s Counselling Service he developed and manages Brock’s student leadership service which provides skills based training through the Foundations in Leadership Practicum series.
E-mail: lmccurdy@brocku.ca

**Melodie Shick-Porter**, Director, Student Health Services, Brock University
Melodie is the Director of Student Health Services, at Brock University and Co-Director of Leave The Pack Behind. She has worked in health care and nursing for over 35 years which extends from hospital-emergency experience, Public Health to Student Health Services (Brock and Concordia University). Melodie is instrumental in providing leadership to clinical student mental health. management, health promotion and our peer educational team.
E-mail: mshickporter@brocku.ca
PSYC*1400 Mental Health and Wellbeing is a credit course recently developed in a partnership with Student Life, Student Accessibility Services and the Department of Psychology, for students at the University of Guelph who have an identified mental health challenge. The presentation will provide an overview of the course procedures, content and evaluation.

There are three central aims of the course including increased mental health/illness knowledge and understanding, increased academic self-efficacy in the context of mental health challenges, and awareness/practice at skills for improving wellbeing. Additionally, the course provides the opportunity to orient students to important supports available on campus, in the community and online.

Participants will learn about the approach and content of the course, and the experience of implementing and evaluating the course at Guelph University, and the benefits of offering a for credit course as a powerful way of reaching students with important learning related to their mental health and academic self-efficacy. Participants will be invited to consider the suitability of offering this or a similar course for their setting.

**Presenter:**

Dr. Margaret N. Lumley, Ph.D. C.Psych, Associate Professor, Department of Psychology, University of Guelph

Dr. Margaret Lumley is an Associate Professor in the Clinical Psychology program at the University of Guelph. Dr. Lumley’s research examines the cognitive, emotional and interpersonal factors that contribute to emotional problems and also that support resilience and wellbeing among youth. Her research work has been funded by the Ontario Mental Health Foundation, Canada Foundation for Innovation and Ministry of Education.

E-mail: mlumley@uoguelph.ca

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**DID YOU KNOW?**

CICMH hosts online connections, learning opportunities and co-creation of solutions through their Campus Mental Health Community of Practice. For more information or to join go to www.campusmentalhealth.ca
Bridging the Distance is about creating a safe, welcoming environment where students in distress can seek immediate assistance, come together to talk about mental health to reduce stigma and plan to create a positive climate. The Red Couch is the symbol of comfort and a focus for dialogue.

Presenters will outline each of the activities that comprise the pillars of the project. Each of the four partners developed a specific activity: distance delivery of counselling/advising services; developing a peer mentoring program; providing staff training and policy development; and the creation of an engaging website. The website was designed as a first level of support for students experiencing difficulties and provides a repository of activities and resources.

Participants will learn:
1. How to promote the website to students as a first level of response; and how to use the portal in an ongoing support to help students maintain their mental health.
2. Best practices in setting up a robust distance counselling/advising program across multi campuses utilizing video conferencing systems
3. How to set up a peer mentoring program with a mental health component provided by CMHA in our peer portal
4. How to use the website to create opportunities for faculty and staff training, including a repository for helpful information such as a draft mental health policy development.

Presenters:

Project Team:
Colin Kelly, Director, Applied Research, Confederation College
E-mail: Colin.kelly@confederation.on.ca
James Lees, Coordinator/Counsellor, Counselling Services, Confederation College
E-mail: James.lees@confederation.on.ca
Carol Prechotko, Interim Director, Counselling and Student Disability Services, Cambrian College
E-mail: Carol.prechotko@Cambriancollege.ca
Kim LaPierre, Team Lead, Student Success Services, Canadore College
E-mail: Kim.lapierre@canadorecollege.ca
Sherri Pinder, Mental Health and Wellness Navigator, Canadore College
E-mail: Sherri.pinder@canadorecollege.ca
Nichole Roy, Mental Health Project Coordinator/Student Advisor, Northern College
E-mail: Royn@northern.on.ca
Susan Alcorn MacKay, Project Activities Coordinator
E-mail: sam.associates510@gmail.com
WORKSHOP 4A
Tuesday June 9th, 2015

Extending the Circle of Care: A case management approach

Case Management is an effective approach to supporting students with complex mental health issues. This workshop will share learnings from Georgian and Centennial Colleges’ Mental Health Innovation Project – Extending the Circle of Care: A Case Management Approach to Postsecondary Student Mental Health.

Participants will learn about:
1. The importance of the Case Manager role on Campus
2. Issues to consider when implementing case management on campus
3. The barriers and benefits of internal and external partnerships
4. Frameworks and survey tools for professional development and collaborative practice

The workshop will include small group activity based on the case scenario. The activity will encourage participants to explore ways in which a case management approach can be used to effectively support students with complex mental health issues.

Presenters:
Karyn Baker MSW, RSW
Karyn is the Project Lead for the Campus Mental Health Partnerships project at Georgian College. Karyn has worked in community mental health for 30 years and was the Executive Director of the Family Outreach and Response Program in Toronto for 15 years. Karyn also works as a consultant and trainer in the area of mental health recovery
E-mail: Karyn.baker@georgiancollege.ca

Michelle DeIrish, MEd, CCC
Michelle is the Centennial College Lead for the Campus Mental Health Partnerships project. Michelle has worked as a community-based mental health clinician, practice leader and consultant for the past eight years
E-mail: MDelrish@centennialcollege.ca

DID YOU KNOW?
CICMH houses an online database of resources and promising practices to help Ontario's post-secondary institutions enhance capacity to support student mental health and wellbeing. Check us out at www.campusmentalhealth.ca
WORKSHOP 4B

Tuesday June 9th, 2015

Speaking your language: Promoting mental health awareness and support for international students

Workshop overview

The Speaking Your Language project is a tri-campus initiative between Ryerson University, OCAD University, and the University of Toronto that aimed to identify the barriers that exist for international students accessing mental health support services on campus. Working from an extensive literature review, student survey and feedback from focus groups we piloted two models of support for this vulnerable population. This session will highlight the prominent research on international student mental health, their help seeking behaviours, perceptions of counselling, and how we managed to engage them in conversations about mental health and educate them about the realities of North American counselling practices.

Participants in this session will:
1. Learn to recognize language that international students use to talk about mental health and incorporate this into your interactions with them
2. Learn about international students’ key challenges and perceptions towards mental health
3. Discuss opportunities and challenges in culturally or linguistically specific or counselling-centered approaches.

Presenter:

Arif Abu, Coordinator, International Student Services, Ryerson University

Arif is responsible for managing, developing and implementing all ISS services to enhance and support the academic and personal success of over 2000 international students at Ryerson.

Arif has previously worked at the University of Victoria, UBC (Okanagan), and most recently at UOIT all in roles supporting international students. His knowledge about international students comes from firsthand experience as well as his academic studies at the University of Windsor. Arif is the co-Chair of Internationalization of Student Affairs committee of CACUSS and founder of INTL a professional network dedicated to building next generation of international educators.

E-mail: Arif.abu@ryerson.ca
In 2012, OCAD University and Ryerson University embarked on an ambitious project to implement campus-wide, multi-level health promotion activities and mental health services on their urban commuter campuses. Their goal necessitated work on the systems-level and a need to bring together and inspire stakeholders towards a common vision of healthy campuses.

This workshop will discuss how two universities well known for being hotbeds for innovation, achieved their goal, the lessons (and failures) they learned along the way, and the significant accomplishments they achieved together, and on their respective campuses.

Participants will learn about the major accomplishments and outputs of the project, such as earning a Statement of Commitment on Mental Well-being for Executive Offices, and inspiring the operationalization of mental health within a University’s Academic Plan. Additionally, participants will have a chance to interact with project resources such as:

1. Campus Mental Health Policy Review: Policy Approaches to Post-Secondary Student Mental Health: A Scan Of Current Practice
2. Mental Health Training Brief: Mental Health Training in the Postsecondary Sector
3. System design mapping project: Underpinning Student Success: Opportunities for increasing mental health resiliency in first-year undergraduate students (The Gigamap)
4. Crisis Support Package: Supporting Students in Distress

**Presenters:**

**Dr. Jennifer Robinson, PhD (candidate)**
Clinical Director at the Health and Wellness Centre
E-mail: jrobinson@ocadu.ca

**Dr. Su-Ting Teo MD** is Director of Student Health and Wellness at Ryerson University with almost 15 years’ experience in Student Affairs as a physician and administrator. Dr. Teo is involved in advocating for, collaborating on, and leading post-secondary health and mental health initiatives at local, provincial, and national levels.
E-mail: s4teo@ryerson.ca

**DID YOU KNOW?**

CICMH is currently building an online toolkit for Ontario’s post-secondary service providers to enhance their capacity to support students with complex mental health and/or addiction concerns through coordinated on-campus and off-campus care.
CICMH is pleased to be able to facilitate meetings for several stakeholder and professional associations at the Campus Exchange event. These will include a meeting for the NCHA and Postsecondary Case Managers working groups, formed through the CICMH's online Community of Practice. In addition, the Ontario University and College Health Association (OUCHA) will be holding an all-day meeting for the Ontario Counselling Centre Directors Division on Monday June 8th, meetings for all five divisions as well as their Annual General Meeting on Tuesday June 9th.

## MEETING SCHEDULE

### MONDAY JUNE 8th, 2015

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>9:00 - 5:00</td>
<td>OUCHA Ontario Counselling Centre Directors Division Meeting (members only)</td>
<td>RM 721</td>
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<tr>
<td>12:30 - 1:30</td>
<td>CICMH COP NCHA Group Meeting</td>
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### TUESDAY JUNE 9th, 2015

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<tr>
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<tr>
<td>8:30 - 10:00</td>
<td>OUCHA Ontario Counselling Centre Directors Division Meeting</td>
<td>RM 203</td>
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<tr>
<td></td>
<td>CICMH COP Postsecondary Case Manager’s Group Meeting</td>
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<tr>
<td>8:45 - 10:00</td>
<td>OUCHA Nurses Division Meeting</td>
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<td>OUCHA Health Promoters Division Meeting</td>
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<td></td>
<td>OUCHA Directors and Doctors Division Meeting</td>
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<td>9:00 - 10:00</td>
<td>OUCHA Administrators Division Meeting</td>
<td>RM 601</td>
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<tr>
<td>4:30 - 6:30</td>
<td>OUCHA AGM</td>
<td>RM 203</td>
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Mental Health Innovation Fund (MHIF) projects as well as community organizations that work with campuses and students will have the following display booths will be set up all day on Tuesday, June 9th. Representatives from each project will be present at their booths from 8:30 - 10:00 am as well as the two fifteen minute breaks (11:15 am & 3:00 pm) to share resources, talk about their projects and answer questions.

1. Provincial Mental Health First Aid Initiative: Delivering on existing best practice now

Supported by the Mental Health Commission of Canada, Mental Health First Aid (MHFA) is a program designed to train people to provide help to a person developing a mental health problem or experiencing a mental health crisis. Humber coordinated the delivery of Mental Health First Aid training to post-secondary employees across the province. The project increased mental health literacy and provided sustainable, ongoing education on effective ways to help students who may be struggling with mental health issues. Humber's booth will provide an overview of, and data associated with, the Mental Health First Aid project. Provincial outcomes, key learnings, and participant feedback will be highlighted.

Maureen Carnegie, B.S.W., M.Ed., Mental Health First Aid Project Facilitator
E-mail: maureen.carnegie@humber.ca

2. Mental health screening tool & mindfulness based supports for students with Autism spectrum disorder

The goals of this project were to develop, pilot, and evaluate an approach for engaging and supporting post-secondary students with (ASD) who are experiencing mental health concerns. To meet these goals we developed and evaluated a set of related approaches to mindfulness training for young adults with ASD. Our developmental evaluation identified structural barriers that can prevent students from participating in traditional in-person training groups, and we investigated two alternative approaches that held promise for addressing these barriers. We also adapted our training materials into an e-learning package that allows students to access mindfulness training at times that are convenient for them. This e-learning product can be disseminated provincially as an additional resource for both secondary and post-secondary institutions. Our display booth will include a summary of our findings as well as a demonstration of the e-learning module.

Leanne Gosse, Project Manager and Instructor, Conestoga College
E-mail: lgosse@conestogac.on.ca
3. Early Psychosis Intervention Ontario Network

The Early Psychosis Intervention Ontario Network (EPION) is a provincial coalition of over 40 early psychosis intervention (EPI) programs, one of the most comprehensive EPI networks in the world. In 2012, EPION formed a working group called Community of Interest (CoI), to increase collaboration and awareness around the key role that mental health issues play in the academic, social, and emotional lives of secondary and post-secondary students. Some CoI activities to date have included the development of infographics on psychosis in six languages, and a webinar, in collaboration with EENet and CICMH. The webinar focused on providing campus-based service providers with information about:

1. Early detection and facilitation of access to EPI services;
2. Partnering with local EPI services,
3. Working effectively with families,
4. Reintegrating into campus life/classroom, with attention to specific accommodations.

This booth will host the infographics, the slideshow presentation of the webinar, and the CoI poster that has been used at the International Early Psychosis Association conference, Tokyo 2014 that highlights the initiatives to date of the CoI.

Sarah Bromley, chairperson of EPION’s Community of Interest (CoI) and Occupational Therapist at CAMH’s First Episode Psychosis Clinic
E-mail: sarah.bromley@camh.ca

4. ConnexOntario Health Services Information

ConnexOntario Health Services Information operates the Mental Health Helpline, the Drug and Alcohol Helpline, and the Ontario Problem Gambling Helpline. Our information and referral specialists (IRS) live-answer calls and webchats 24/7/365, and service may be provided, via telephone interpreter, in over 170 languages. All IRS staff is certified with the Alliance of Information and Referral Systems (AIRS), and has Applied Suicide Intervention Skills (ASIST) training. ConnexOntario is also a partner in the Good2Talk Postsecondary Helpline, where we provide our information and referral services to student callers seeking help for addictions and/or mental health. Our database contains over 3000 off-campus mental health and addiction programs, and over 700 on-campus programs. Program information is validated on an annual basis to ensure accuracy.

Andrew George, Health Data Liaison with ConnexOntario Health Services Information,
E-mail: ageorge@connexontario.ca

5. Campus Vibez

Campus Vibez was established to help high school students with their postsecondary decision-making and transition through the use of educational technology. Postsecondary education is one of the most important and emotional decisions facing high school students, and Campus Vibez is their one stop shop to get the real vibe of each campus – directly from students that go there. We aspire to be the prime channel that connects high school students with university students, and allow for authentic, genuine information regarding postsecondary life (including the social/student life aspects – an immensely important value of a university/college degree) to be communicated through our website via videos and one-on-one mentorship. This booth will highlight Campus Vibez’s peer-to-peer mentorship program, and how we may be able to get students who can help address mental health issues involved.

Ali Badruddin, CEO and Co-Founder, Campus Vibez,
E-mail: ali@campusvibez.ca

Jack Chapters exist primarily to promote the idea that everyone has mental health and everyone needs to care of it. Because of stigma, many students feel that mental health is not relevant to them. Jack Chapters aren’t working against those who feel this way. Instead, we’re using fun, loud, and engaging activities to bring everyone into the conversation and fundamentally shift how people think about mental health. Jack Chapters are present on 40 college and university campuses and at 27 high schools across the country.

Sarah Mughal, Jack Chapter Program Lead, Jack.org,
E-mail: sarah.mughal@thejackproject.org

Brittany Danishevsky, Student Representative, University of Guelph.

7. Leave The Pack Behind

Leave The Pack Behind (LTPB) provides evidence-based, age-tailored tobacco control interventions to young adult smokers across Ontario through strong effective partnerships with 44 post-secondary institutions including Campus Health Services, 36 Public Health Units, and numerous organizations and community agencies, including Smokers’ Helpline, TEACH, Family Health Teams, Cancer Care Ontario, Registered Nurses Association (Ontario), allied health professional associations and others. LTPB implements innovative ways to reduce tobacco use among 18-to-29 year olds through these core strategies: province-wide social and digital marketing campaigns and the provision of brief and offering intensive smoking cessation programs and services to all 18-29 year old smokers in Ontario. This booth will highlight our work with young adults, provide attendees with evidence-based age-tailored smoking cessation resources and discuss how post-secondary health professionals can access our resources to support students in staying or becoming smoke-free.

Shona Lyons, Research Coordinator, Leave The Pack Behind, Brock University,
E-mail: slyons@brocku.ca
YOGA & MINDFULNESS WITH SARAH BROSE  

Yin Yoga - A practice designed to rejuvenate both the physical and emotional body. A yin practice increases functional mobility of the deeper connective tissues of the body. By working slowly and kindly, a yin approach promotes flexibility in areas often perceived as non-malleable, particularly in the hips, pelvis and lower spine. Due to the slower nature of the practice, practitioners have the space to listen to the subtle sensations of their body from a place of non-judgement. When listening from a place of non-judgement, practitioners move towards acceptance and eventually, compassion.

DRUMMING CIRCLE WITH RIPPLE RHYTHM  

This drumming circle playshop includes djembes (West African drums) and an assortment of hand percussion. You’ll learn about the history of the drums, how to hit them and play a game to practice, learn a rhythm and end with the group creating their own original in-the-moment music together.

LAUGHTER SESSION WITH RIPPLE RHYTHM  

Laughter really is the best medicine. It lowers stress, works your core muscles, boosts your mood and improves overall mental wellness. This laughter session will be led by Tim from Ripple Rhythm and will include a series of games and activities to get everyone laughing contagiously.

YOGA & MINDFULNESS WITH SARAH BROSE  

Mindful meditation - This is a transformative practice for anyone looking to cultivate more ease in their own sense of self and their interpersonal relationships. By cultivating awareness, we can become brave enough to listen to the unique ways our body communicates. When we truly listen to what our body is saying, we can become more conscious in how we respond. When we become more conscious in how we respond, we are more likely to cultivate compassion. It is only once we begin to offer compassion towards ourselves that we can begin to offer compassion to others.

Sarah Brose: Sarah’s teaching journey began with Moksha in the fall of 2012. Since then, she has studied over 800+ hours and today, she teaches a variety of styles with a specific emphasis on the therapeutic benefits of a mindful practice. Deeply passionate about yoga’s ability to turn inner peace into outward action, Sarah also works as a Birth Doula and is involved in non-for profit organizations like New Leaf Yoga Foundation and the Toronto Distress Centre. She is currently continuing her education in Women and Gender studies at the University of Toronto.

Tim Gentle: Drumming together is an ancient pan-cultural past time that relieves stress, boosts your mood, concentration, creativity, and even strengthens your immune system! Ripple Rhythm is a mobile company that designs interactive freestyle percussion playshops for all types and sizes of events throughout the GTA – schools, team building, parties and performances, as well as therapy for seniors and people with special needs. Tim Gentle, Ripple Rhythm’s owner has theatre degrees and over ten years of experience facilitating group drumming and wellness activities. Check out ripplerhythm.com for more information.
THE CICMH TEAM

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.
E-mail: JMcPhee@campusmentalhealth.ca

Meredith Kushnir, Marketing and Community Engagement Coordinator
Meredith Kushnir joined the CICMH team in April 2015 and brings with her more than 8 years of experience of project management, community engagement and knowledge exchange. She has worked in Canada and internationally in several developing countries on a range of initiatives related to community development, health equity, social determinants of health and mental health and addiction. Meredith holds a MA from York University and BA from the University of Guelph in Development Studies.
E-mail: mkushnir@campusmentalhealth.ca

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.
E-mail: ARaimundo@campusmentalhealth.ca
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