



CENTRE FOR INNOVATION IN  
**CAMPUS MENTAL HEALTH**

2019 CONFERENCE

# Whole Campus Healthy Communities

## Contents

Click below to select

### Day 1

Tuesday, October 15, 2019

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### Day 2

Wednesday, October 16, 2019

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# Agenda

October 15 // Day 1

7:30 a.m. - 9:00 a.m.	<b>REGISTRATION AND CONTINENTAL BREAKFAST</b>
9:00 a.m. - 10:00 a.m.	<b>OPENING CEREMONIES</b>
10:00 a.m. - 10:30 a.m.	<b>KEYNOTE ADDRESS</b>  <b>Kim Moran, CEO, CMHO</b> Building a Stronger and More Connected Mental Health System for Young People
10:30 a.m. - 11:00 a.m.	<b>HEALTH BREAK</b>  Refreshments / Posters and Exhibitors
11:00 a.m. - 12:00 p.m.	<b>CONCURRENT SESSIONS</b>  TBA  Community Complex Case Management Services for Student Integrated Care  Destigmatizing the University Student Suicide Epidemic through Strategic Planning and Language  Alcohol: New Approaches to an Old Problem
12:00 p.m. - 1:00 p.m.	<b>BUFFET LUNCH</b>  Poster Presentations / Exhibitor <b>DÉJEUNER ENTRE FRANCOPHONES</b>  <b>MOOD WALK</b>
1:00 p.m. - 2:30 p.m.	<b>CONCURRENT SESSIONS</b>  Enhancing the Mental Health of South Asian Students in Post-Secondary Education  Grounding Mental Health in For-Credit Coursework: Practical Application  Campuses as Workplaces, Secondary Traumatic Stress and Compassion Fatigue for Campus Professionals  Clearing the Air: Informing Service Providers About Cannabis Use

# Agenda

October 15 // Day 1

2:30 p.m. - 3:00 p.m.

## HEALTH BREAK

3:00 p.m. - 4:00 p.m.

## CONCURRENT SESSIONS

Youth Voice: Supporting young people in changing mental health systems

Let's Put a Community Peer Worker on Campus!

Inventory of Antecedents to Problem Gaming

Applying a Wellness and Health Promotion Approach to Exam Facilitation

4:00 p.m. - 5:00 p.m.

## CONCURRENT SESSIONS

Creating a caring classroom: Designing and implementing courses to promote well-being while maintaining academic rigor in higher education

The Embedded Certificate in Mental Well-being and Resilience: A University-Level Program to Create Mental Health Champions in the Community

Applying LEAN & Stepped Care Methodologies to a College Counselling Service — A Brief History

Trauma-Informed Yoga for Mental Health & Addictions

# Agenda

October 16 // Day 2

7:30 a.m. - 9:00 a.m.

## REGISTRATION AND CONTINENTAL BREAKFAST

8:00 a.m. - 9:00 a.m.

## BREAKFAST SESSIONS

Stepped Care 2.0: Engaging Stakeholders on Care Options, Expectations and Responsibilities

The Standard for Psychological Health and Safety of Post-Secondary Students

Pawsitive Support

Mental Health Strategies – 3 Perspectives

9:15 a.m. - 9:30 a.m.

## OPENING REMARKS

9:30 a.m. - 10:30 a.m.

## KEYNOTE PANEL

How do we help students transition and thrive in the workplace?

10:30 a.m. - 10:45 a.m.

## ENERGIZER EXERCISE

10:45 a.m. - 11:00 a.m.

## TRAVEL TIME

11:00 a.m. - 12:00 p.m.

## CONCURRENT SESSIONS

OUSA's Stance on Campus Mental Health

Move Your Mind: A Physical Activity Peer Support Program to Promote Mental Wellness

Thrive at Centennial: Fostering Resilience, Building Capacity

TBA

12:00 p.m. - 1:00 p.m.

## BUFFET LUNCH

# Agenda

October 16 // Day 2

1:00 p.m. - 2:30 p.m.

## CONCURRENT SESSIONS

Movement and Mental Health

CICMH Evaluation Capacity Project

The Support Network: Adaptation of a Proven Peer Support Program

Supporting Student Wellness at Robarts Library: Meditation and Light Therapy

2:30 p.m. - 2:45 p.m.

## TRAVEL TIME

2:45 p.m. - 3:45 p.m.

## CONCURRENT SESSIONS

A Campus-Wide Approach: Strategies for Getting Others Involved

Making It Work: A Campus-Wide Approach to Career Advising

From Surviving to Thriving: Building Student Academic and Personal Resilience

Party n Play Your Way: Sex, Substance Use and Gay Men's Health

3:45 p.m. - 4:15 p.m.

## CLOSING REMARKS

# Keynote Address

October 15 // 10:00 a.m. - 10:30 a.m.



## Kim Moran

Chief Executive Officer, Children's Mental Health Ontario (CMHO)

### Building a Stronger and More Connected Mental Health System for Young People

Preparing for the next wave of post-secondary students requires an understanding of current trends in mental health and wellness, and of the child and youth mental health (CYMH) system. Kim Moran will speak about the landscape of the CYMH system, and current challenges and opportunities facing the sector. This session will challenge participants to think big and adopt a systems approach to mental health services for children and youth. We will think critically about roles and responsibilities of providers, transitions between service providers in the health system, and consider how we can ensure young people have access to all the services they need. We will discuss how, together, all partners - from CYMH agencies to colleges and universities — can collaborate to establish a truly client-centred mental health system for young people.

**Kimberly Moran** is dedicated to improving the lives of children and youth with a focus on strengthening healthcare policy, systems and patient outcomes in Canada and internationally. She is recognized as a leading and fierce advocate of access to quality and timely child and youth mental health. Her passion for improving the delivery of child and youth mental health treatment runs deep and is rooted in her family's lived experience with mental health as a mother of a daughter who became seriously ill.

An expert in designing integrated patient-centred systems of care, she is a sought after advisor and speaker on the topic. She has also worked extensively with and advised health system stakeholders at all levels of government in Canada and internationally.

Kim is currently CEO of Children's Mental Health Ontario, representing the province's largest provider of child and youth mental health services, supporting 120,000 children, youth and their families. She serves on the board of CMHA Toronto, and previously contributed to the North York General Hospital and SIM-one Simulation Healthcare Network boards.

Kim brings more than thirty years of senior leadership experience in the private and not-for-profit sectors. She is also a Chartered Professional Accountant which underlies her passion for developing effective and affordable healthcare systems.

Prior to CMHO, Kim held positions as Special Advisor to the Dean of the Faculty of Medicine, University of Toronto, Acting CEO and Chief Operating Officer at UNICEF Canada, and senior finance positions with TD Bank and Ernst & Young.



# Concurrent Sessions A1-A4

October 15 // 11:00 a.m. - 12:00 p.m.

A1

TBA

## Community Complex Case Management Services for Student Integrated Care

Ryerson University and the University of Toronto have partnered with LOFT Community Services on providing the Complex Case Management Services pilot. This innovative pilot will provide expanded case management services for students with complex mental health concerns that require additional community support above what they are presently receiving on campuses.

Through this pilot, LOFT has built and nurtured a support system for students who have been referred to case management. Eligible students will gain access to a mobile case manager who works in Toronto's communities and neighborhoods, who will monitor the student's involvement in psycho therapeutic services off- and on-campus, symptom reduction over time, and progress on pre-determined social determinants of health that are relevant to the students. These may include access to safe housing, involvement in criminal justice systems, and academics. This pilot will ensure seamless referral pathways to and from campus health services. All students will have access to all of LOFT services.

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### PRESENTERS

**Darlene Coppens** | *LOFT Community Services*

**Charlotte Booth** | *LOFT Community Services*

**Dr. Laura Girz** | *Ryerson University*

**Sunday Kayaras** | *University of Toronto*

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**Darlene Coppens** graduated in 2000 from the Child and Youth Worker program at George Brown College, continued her studies and graduated in 2009 at Ryerson in the B.A Child and Youth Worker Program. She has worked at LOFT Community Services since 2000 in multiple roles such as residential worker, community support worker, coordinator and interim program director with multiple population experiencing mental health and addiction challenges from youth to adults to seniors. In 2015 was the Project lead for the substance use recovery groups program funded by the Centre for Innovation in Campus Mental Health. Currently she is the Coordinator at LOFT for the transitional age youth program.

**Charlotte Booth** is a Registered Social Worker with a Master of Social Work from the University of Toronto. Charlotte is currently employed at LOFT Community Services as a Community Support Worker and provides case management services to transitional aged youth at the University of Toronto. She is passionate about empowering youth, fostering resilience, and using inter professional collaboration to support client needs.

**Laura Girz** is a registered Psychologist who completed her PhD in Psychology at the University of Toronto. She is currently a counsellor at the Centre for Student Development and Counselling at Ryerson University, and provides group and individual counselling to students. Additionally, Laura holds key responsibilities for system and program planning, as well as evaluation at the Ryerson counselling centre.

**Sunday Kayaras** is a Client Care Coordinator in the Health & Wellness Centre, University of Toronto, supporting students in distress, with complex mental health needs. She previously worked in hospital inpatient settings, supporting chronically ill, at-risk and marginalized client populations. Sunday earned her Master of Social Work from Wilfrid Laurier University and is a Registered Social Worker with the OCSWSSW and the OASW.

## Destigmatizing the University Student Suicide Epidemic through Strategic Planning and Language

Suicide is the second leading cause of death among ages 15-34 (Statistics Canada, 2009). While institutions have been coming under fire lately, due to perceived lack of empathy in response to student deaths by suicide, there is no causal relationship between suicide and the university environment. Students are pushing for more transparency when one of their peers dies “suddenly”, however they do not always understand the multi-layered factors that determine how suicide deaths are reported. Family wishes, medical profession consensus, and media guidelines all influence reporting decisions. To counteract the rising numbers of mental health crises on-campus, Western University is taking a proactive approach, including a new Mental Health and Wellness Strategic Plan and suicide alertness training for staff, faculty, and students. While it may not be possible to reduce suicide stigma through the language used in reporting, through educational initiatives we can normalize mental health challenges in vulnerable youth as they transition to adulthood, making it easier for struggling students to get the help they need.

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### PRESENTERS

**Rebecca Smith** | *Western University*

**Erin Anderson** | *Western University*

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**Rebecca Smith** is an experienced student affairs professional who works with high achieving students. In addition, Smith is an engaging facilitator who trains faculty, staff and students in various wellness topics, including safeTALK, ASIST and a new program created by Smith in partnership with Western’s Director of Health Services. Leadership in Wellness is a proactive and research-based training designed to assist campus leaders in promoting wellness within their professional roles.

**Erin Anderson** is a fourth-year English and writing student and certified peer educator. She has lived experience with mental illness and is passionate about using her knowledge to help others navigate the system. Her focus is on how the language used in narratives of mental health can be utilized to increase awareness and reduce stigma.

A4

## Alcohol: New Approaches to an Old Problem

In this workshop, Ben Bridgstock will outline the scope and extent of alcohol use in Canada's post-secondary institutions and the harms it causes, then share information regarding new approaches, evidence-based practices, peer projects, new uses of technology and examples of innovative and creative approaches documented internationally that are positively impacting this long-term campus problem.

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### PRESENTER

**Ben Bridgstock** | *Algonquin College*

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**Ben Birdgstock** has an MSc in Psychology, a BA in Counselling and over 20 years experience in the substance use and mental health fields. In 2019, Ben will publish his book on harm reduction in the post-secondary environment.

# Déjeuner entre francophones

October 15 // 12:00 p.m. - 1:00 p.m.

Passez par le buffet et rejoignez-nous pour une session de réseautage avec vos collègues francophones de l'Ontario. Pauline facilitera l'exercice du cercle de réciprocité qui permettra d'identifier les défis uniques rencontrés par notre communauté et réfléchir à des solutions potentielles.

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### PRESENTERS

**Pauline Spiess** | *CISMC*

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**Pauline Spiess** est la responsable pour la recherche et l'échange de connaissances au Centre d'innovation en santé mentale sur les campus (CISMC), qui fait partie de l'association canadienne pour la santé mentale (ACSM), division de l'Ontario. Le CICSMS est un partenariat unique entre l'Association canadienne pour la santé mentale (Ontario), Collège Ontario, College Student Alliance, le Conseil des universités de l'Ontario et l'Ontario Undergraduate Student Alliance. Pauline facilite les activités de partages de connaissance - incluant les webinaires et trousseaux d'outils - afin d'améliorer la santé et le bien-être de tous les étudiants de niveau postsecondaire en Ontario.



# Mood Walks

October 15 // 12:00 p.m.

Mood Walks is an initiative of the Canadian Mental Health Ontario that promotes physical activity in nature, or “green exercise,” as a way to improve both physical and mental health by combining the know benefits of exercise, nature and social inclusion.

**Jim Harris** is the Director of Operations for the Canadian Mental Health Association Ontario Division. In this role Jim is responsible for a variety of provincial program initiatives including Mood Walks. Jim has worked in the mental health and addiction field for over 20 years. During this time he has been an active participant in service planning, design and delivery at the provincial, regional and local level. Most recently Jim worked with a variety of partners including the Centre for Innovation in Campus Mental Health, and representatives from Colleges and Universities to introduce the Mood Walks for Campus Mental Health program to 25 campuses across Ontario.

**Deena Kara Shaffer**, PhD, MEd, BEd, (Hons)BA, OCT is the Coordinator of Student Transitions and Retention in Ryerson University’s Student Affairs. Whether by immersion in nature, somatic programming, digital strategies, or arts-based provocations, Deena helps students learn how to learn. Formerly a learning strategist with Ryerson’s Disability Services Office, Academic Accommodation Support, and a skilled OCT teacher, Deena offers a holistic, empathic, and joy-based pedagogical stance. Deena is co-creator of Thriving in Action, and oversees the Portage paddling program and Mood Routes campus st/rolling initiative. She is the President of the Learning Specialists Association of Canada and owner of Awakened Learning, resilience-based learning coaching, training, and consulting.

# Concurrent Sessions B1-B4

October 15 // 1:00 p.m. - 2:30 p.m.

B1

## Enhancing the Mental Health of South Asian Students in Post-Secondary Education

The presenters in this workshop will draw on research and practice-based learnings to describe strategies for inclusive mental health and well-being programming for South Asian students in post-secondary institutions. They will lead attendees through exercises to identify key barriers to implementing inclusive programming, as well as share best practices to implement in their own settings.

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### PRESENTERS

**Dr. Gursharan Virdee** | *CAMH*

**Herleen Arora** | *Ryerson University*

**Bareera Sial** | *CivicAction*

**Mariyam Lightwala** | *Roshni Project*

**Sarah Mohammed** | *Roshni Project*

**Dr. Jaswant Kaur Bajwa** | *George Brown College*

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**Dr. Gursharan Virdee**, D.Psy., C.Psych. (Supervised Practice), Researcher, CAMH

**Herleen Arora**, Educator, Researcher, and Consultant

**Bareera Sial**, Hons BSc Biology & Psychology, Project Coordinator, CivicAction

**Mariyam Lightwala**, MSc Global Health, Research Assistant on the Roshni Project

**Sarah Mohammed**, Volunteer on the Roshni Project

**Dr. Jaswant Kaur**, Ph.D., RP., Professor/Coordinator, Center Preparatory and Liberal Studies at George Brown College

## Grounding Mental Health in For-Credit Coursework: Practical Application

Creation of for-credit mental health/well-being courses overcomes a major hurdle: the expectation that students will be able to access services on their own.

They also begin to change campus culture by communicating an institutional prioritization of mental health and well-being. For these reasons, embedding well-being courses into the curriculum is desirable by many schools. However, it is not easy.

After a global search for exceptional programs, Canadian stakeholders identified a for-credit wellness course out of the University of Chicago-Illinois, as having high potential for impact and feasibility for implementation in Canada.

For anyone interested in learning about bringing such a model to their campus, the coordinator, Leah Goodman, will lead this action-oriented workshop. After a brief presentation of the innovator, the workshop will guide participants through a process to understand the conditions necessary for scaling, and allow them to walk away with ideas on implementing similar initiatives.

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### PRESENTER

**Dr. Leah Goodman** | *McConnell Foundation*

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**Dr. Leah Goodman** is a clinical instructor at the University of Illinois-Chicago. She teaches “Promoting Well-being,” an evidence-based course developed out of a comprehensive literature review about mental health needs among college students, a campus-wide needs survey to students with disabilities, and a series of focus groups and quantitative data analysis.

## Campuses as Workplaces, Secondary Traumatic Stress and Compassion Fatigue for Campus Professionals

Campus professionals working directly with students tend to be the first point of contact for students experiencing emotional, mental and physical difficulties. Providing this level of constant care is demanding and can encroach upon the personal well-being of staff if adequate support measures are not in place. Mental Health Works (MHW) is a social-enterprise of the Canadian Mental Health Association that delivers mental health training to organizations nationwide. This MHW workshop touches on awareness building, responding skills, and collaborative change. It presents an overview of secondary traumatic stress and compassion fatigue that might impact campus professionals working to support students. This workshop is a great learning opportunity for campus staff that provides tangible tools to support mental health and contribute to everyone's well-being on campus.

By the end of this session, participants will be able to: be exposed to an accessible and evidence-based introduction to compassion fatigue and condary traumatic stress; begin to see the ways in which they can implement protections in the workplace; and start to understand how to talk openly about compassion fatigue with colleagues.

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### PRESENTERS

**Pearlyn Ng** | *CICMH*

**Pauline Spiess** | *CICMH*

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**Pearlyn Ng** and **Pauline Spiess** are the Research and Knowledge Exchange Coordinators at the Centre for Innovation in Campus Mental Health (CICMH) based at the Canadian Mental Health Association, Ontario Division. CICMH is a partnership project involving Colleges Ontario, the Council of Ontario Universities, the Ontario Undergraduate Student Alliance, the College Student Alliance and the Canadian Mental Health Association, Ontario Division. Pearlyn and Pauline run all the knowledge sharing activities at CICMH – such as hosting webinars and writing toolkits – to help Ontario's colleges and universities enhance their capacity to support student mental health and well-being.

## Clearing the Air: Informing Service Providers About Cannabis Use

Given the recent legalization of recreational cannabis in Canada, mental health and addictions service providers working with youth under 25 years need up-to-date information on the links between mental health and substance use (particularly cannabis use), and guidance on evidence-informed targeted prevention and harm reduction programs and strategies to address cannabis use and mental health. In this presentation, the presenters describe a collaborative project that included the development of an evidence paper and a learning resource that brings together the latest knowledge on the links between mental health and cannabis use in youth. This work was developed with guidance from experts in addictions, mental health, education, justice and public health sectors along with input and consultation from youth and family members across the province. This presentation intends to provide an overview of our findings along with the impact of these resources on mental health and addictions service providers to date. It discusses how service providers can build their capacity through our findings and gain access to tools and resources to inform their practice. Although their work discusses developmental stages for youth under 25 years, this presentation will identify specific findings and resources around cannabis use among youth in post-secondary institutions.

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### PRESENTERS

**Shruti Patel** | *Ontario Centre of Excellence for Child and Youth Mental Health*

**Dr. Purnima Sundar** | *Ontario Centre of Excellence for Child and Youth Mental Health*

**Kyle Ferguson** | *Ontario Centre of Excellence for Child and Youth Mental Health*

**Lynette Katsivo** | *Addictions and Mental Health Ontario*

**Jessica Petrillo** | *Addictions and Mental Health Ontario*

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**Shruti Patel** is a Registered Nurse with clinical experience in adolescent mental health, specifically in the areas of eating disorders and mental health crisis and psychosis support. At the Centre, she is a Program Associate where she performs activities related to research, product development along with knowledge mobilization.

**Purnima Sundar** (PhD) is the Director of Knowledge Mobilization at the Centre. She leads a team of experts to support practitioners to gather, share and use relevant information to strengthen services for children, youth and families, and works with government partners to facilitate knowledge mobilization within Ontario's child/youth serving sectors.

**Kyle Ferguson** is a Research Assistant at the Centre with 5 years' experience in child and youth mental health and two years' experience in hospital operations. Additionally, he spent four years as a Crisis Intervention Team Leader at the Distress Centre of Ottawa and Region.

**Lynette Katsivo** is the Manager of Policy at Addictions and Mental Health Ontario. In her role as policy manager, Lynette works with community mental health and addiction providers to develop policies that could better support and improve outcomes for people living with mental health and addiction issues in the community.

**Jessica Petrillo** has a background in social work and front-line service provision in the mental health and addictions sector. She brings her front-line service experience and knowledge of research and policy to her role as a policy analyst at AMHO.

# Concurrent Sessions C1-C4

October 15 // 3:00 p.m. - 4:00 p.m.

C1

## Youth Voice: Supporting young people in changing mental health systems

For years at Jack.org, they have trained and empowered young people to improve mental health knowledge and change attitudes among their peers. Over the years, this work has been incredibly impactful, and now their network of 2800 young people recognize that their peers are more knowledgeable about their mental health than they have ever been, and are more likely to seek help during a struggle than ever before. Still, in communities across Canada, young people believe that services that meet their needs simply do not exist, or systemic factors that create mental health struggles continue to persist in their communities. To address this need, they developed tools and training to support young people in changing systems to better support their mental health. One of these tools, the Campus Assessment Tool (CAT), is being piloted in 10 chapters across Canada, with young people gathering important information about mental health service availability and accessibility, their peers' satisfaction with these services, and broader campus policy (and how it may impact youth mental health). At this workshop, they will share learnings from engaging young people in systems change work, and also share results from the CAT pilot.

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### PRESENTERS

**Pratik Nair** | *Jack.org*

**Sarah Mughal** | *Jack.org*

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**Pratik Nair** is the Evaluation and Knowledge Translation Lead at Jack.org. In this capacity, Pratik conducts evaluations and produces deliverables (tools, reports, presentations) to inform and support Jack.org programs. His approach to this kind of work involves illuminating practice with theory and reimagining theory in light of practice.

**Sarah Mughal** is the Director of Programs and Evaluation, she oversees the design, delivery, and evaluation of Jack.org's programs to build youth capacity for community-centred mental health advocacy across Canada. She is also responsible for the ongoing formative research and for ensuring that Jack.org is consistently aligned with evidence-based practices.

## Let's Put a Community Peer Worker on Campus!

In August 2018, Conestoga College and CMHA Waterloo Wellington began a two-year pilot project imbedding a CMHA mental health peer support worker on Conestoga College's main campus. This presentation will share an overview of services offered, how students are involved in creating a peer support space and peer support services, peer navigator and project manager perspectives, evaluation outcomes, how the partnership works, and how the project aligns with the campus mental health strategy and other campus wellness services.

This project harnesses the expertise of the Centre for Excellence in Peer Support and brings a successful model of community peer support to a campus setting. It addresses common issues with peer support on campus, such as turnover of student peer mentors and lack of knowledge of best practices in mental health peer support. By utilizing a staff peer worker, sustainability is provided and best practices are adhered to.

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### PRESENTERS

**Keely Phillips** | *CMHA Waterloo Wellington*

**Kayleigh Hilborn** | *Conestoga College*

**Heather Callum** | *Conestoga College*

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**Kayleigh Hilborn** is a CMHA Waterloo Wellington Peer Navigator based at Conestoga College. Kayleigh has worked in mental health peer support for nine years and is a Social Service Worker. Kayleigh uses her past experiences of attending college while living with mental health issues in the support she provides to current college students.

**Heather Callum** is Project Manager of Student Wellness at Conestoga College. Heather manages a student wellness centre at Conestoga, oversees Peer Support services at Conestoga, and is leading Conestoga's community in creating a Student Mental Health Strategy. Heather has a master's in social work from Wilfrid Laurier University and a background in research, community planning, evaluation and project management within multiple sectors.

**Keely Phillips**, MSW, is the Manager of Self Help & Peer Support and the Centre for Excellence in Peer Support at CMHA Waterloo Wellington. Keely has worked in peer support for 11 years and is a Peer Support Canada certified mentor, author of many resources on peer support.

## C3

### Inventory of Antecedents to Problem Gaming

Video gaming addiction, formally recognized as gaming disorder, is characterized as those who have impaired control over video game play where gaming takes precedence over other activities and continues despite negative consequences. Both functional and psychological impairments have been identified with problem gamers. However, evidence-based assessment tools are currently lacking. The aim of this knowledge translation project is to develop a tool that assesses clients' triggers to gaming using a mixed-methods study design. This research will result in an assessment tool that identifies antecedents to gaming problems that may be used for treatment planning, management of gaming disorder, or as an educational tool to bring awareness to the possible triggers to video game play.

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#### PRESENTERS

**Dr. Jing Shi** | CAMH

**Dr. Nigel Turner** | CAMH

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**Dr. Jing Shi** worked for several years as an occupational therapist in the private health care sector before pursuing research in the field of behavioural addictions. She is currently a postdoctoral fellow at the Centre of Addiction and Mental Health and an assistant clinical professor (adjunct) at McMaster University. Her main research interests include video gaming disorder and problem gambling.

**Dr. Nigel Turner** is an Independent Scientist with the Institute for Mental Health Policy Research at CAMH. He is also Assistant Professor in the Dalla Lana School of Public Health at the University of Toronto. Dr. Turner has a PhD in cognitive psychology. He has published over 80 peer reviewed publications, mostly on gambling addiction, but also on substance abuse and excessive video gaming.

## C4

### Applying a Wellness and Health Promotion Approach to Exam Facilitation

In this session, the presenters will preview their soon-to-be released 'Self Study Guide to Applying a Wellness Approach to Exam Facilitation'. The guide helps post-secondary institutions consider how different exam experiences can affect student wellness, and how applying a wellness and health promotion approach can enhance the experience for both the institution and students. Using a hands-on workshop format, participants will engage with the Self-study Guide to gain insight in how it could be applied within their post-secondary environment to enhance practices and procedures that support student mental health

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#### PRESENTERS

**Dr. Jennifer Gillies** | University of Waterloo, AccessAbility Services

**Dr. Geoffrey Shifflett** | University of Waterloo, AccessAbility Services

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**Dr. Jennifer Gillies** is the Associate Director and **Dr. Geoffrey Shifflett** is the Manager of Student Services for AccessAbility Services at the University of Waterloo. As part of their roles, they oversee and manage the University's Exam Centre, which facilitates over 17,000 tests a year for approximately 2,600 students with academic accommodations.

# Concurrent Sessions D1-D4

October 15 // 4:00 p.m. - 5:00 p.m.

D1

## Creating a caring classroom: Designing and implementing courses to promote well-being while maintaining academic rigor in higher education

University campuses have seen a rise in reported mental health issues and there are likely many students that are not seeking available support. The proposed workshop aims to discuss effective strategies that can be incorporated into curriculum design and classroom culture to promote student well-being and openly discuss mental health issues. The strategies were implemented in upper-year medical science courses at Western University after observing that students reported challenges related to a shift in higher-order expectations and uncertainty following graduation. Results of a mental health inventory will also be presented along with plans to address the findings. Lastly, the session will discuss faculty well-being and how to manage an increase in responsibility while navigating traditional boundaries of the role.

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### PRESENTER

**Dr. Nicole Campbell** | *Western University*

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**Nicole Campbell** is an assistant professor at Western University. She obtained her PhD in Biomedical Sciences in 2012 and has recently completed a Master of Education (Queens, 2018). Nicole is one of 11 Teaching Fellows at Western University and her 3-year project focuses on making students more aware of the knowledge and skills they acquire during their degree.

D2

## The Embedded Certificate in Mental Well-being and Resilience: A University-Level Program to Create Mental Health Champions in the Community

The University of Calgary's Campus Mental Health Strategy strives to create a culture where their students learn and talk about mental health and well-being and are able to flourish. Building this, they developed an embedded certificate in Mental Well-being and Resilience, which is a first among Canadian post-secondaries. Those enrolled in this university-level certificate will develop a research-informed, multidisciplinary understanding of mental well-being through six courses. Students will develop resilience skills to support their own well-being, as well as knowledge to better support others. In the experiential learning-based capstone, students will engage with the campus community to complete a mental health-related project. Certificate graduates will become mental health champions who promote healthy coping and resilience in others and contribute to build a strong workplace and community. This workshop will provide guidance on how one can develop a similar for-credit program and how to incorporate mental wellness into university courses.

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### PRESENTER

**Dr. Melissa A. Boyce** | *University of Calgary*

**Brittany Lindsay** | *Graduate student*

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**Dr. Melissa Boyce** is Academic Coordinator of the Embedded Certificate in Mental Well-being and Resilience at the University of Calgary. Her research focuses on predictors of student satisfaction and engagement.

**Brittany Lindsay** is a graduate student who has been involved in several projects aimed at stigma reduction and mental health resiliency.

D3

## Applying LEAN and Stepped Care Methodologies to a College Counselling Service – A Brief History

In 2008/09 the Algonquin College Counselling Services team began using LEAN tools to inform improvements to the service delivery, with great effect. In 2017/18 as the numbers of students presenting at Counselling Services continued to rise the decision was made to implement the Stepped Care 2.0 model at the College. This presentation will review changes made over the 10 years and outline the spectacular results that have followed.

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### PRESENTER

**Ben Bridgstock** | *Algonquin College*

**Doug Stringer** | *Algonquin College*

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**Ben Bridgstock** has an MSc in Psychology and a BA in Counselling. Ben has worked as a manager or director of various counselling services for over 15 years and brings a wealth of experience from both the UK and Canada to this topic.

**Doug Stringer** is the manager of Counselling Services at Algonquin College. Prior to becoming the manager, he worked as a counsellor in the college and helped plan the initiation of the Stepped Care model. He now has the responsibility of the implementation of the model. He brings to this role significant experience in managing teams as they go through change.

D4

## Trauma-Informed Yoga for Mental Health and Addictions

This workshop reviews the manifestation of anxiety, depression and post-traumatic stress in the body and mind. With an integrated approach to breathing exercises, movement and meditation, this exploratory workshop will cultivate awareness and reduce stress. Mind-body practices will help participants reset their nervous system, reconnect with their bodies, and increase their ability to be in the present moment.

Participants will experientially learn how trauma-informed yoga uniquely enhances the brain's capacity to heal itself by rewiring stress response pathways and why trauma-informed yoga is taught functionally, rather than aesthetically. Participants will not only learn how to activate the parasympathetic nervous system through breath, movement, meditation and mindfulness but also how to balance the mind and body to reduce anxiety, sharpen concentration, and increase motivation.

Participants will learn a variety of self-care and self-regulation tools that can be applied on a daily basis, on and off the yoga mat.

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### PRESENTER

**Sarah Yeung** | *flexyogaTO*

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As a social worker and trauma-informed yoga teacher with lived experience, Sarah's passion is bridging the gap between mind-body practices and mental health programs on campus. Sarah promotes breathwork, meditation and mindful movement as practical tools for self-care and healing. Sarah is proud to work with the following like-minded communities: CAMH, Seneca College, Ryerson University, TDSB & Mount Sinai Hospital.

# Breakfast Sessions BP1-BP4

October 16 // 8:00 a.m. - 9:00 a.m.

BP1

## Stepped Care 2.0: Engaging Stakeholders on Care Options, Expectations and Responsibilities

Stepped Care 2.0 is allowing campuses to organize wellness care more intentionally and with greater flexibility. Students have a wider range of options and greater decision-making power in selecting approaches that fit with their level of readiness or motivation. Informed consent for the options includes specifying, at first point of contact, how stepped care works, as well as both the expectations and responsibilities assumed by providers and clients. Given that Stepped Care 2.0 is a new system of care unfamiliar to many stakeholders, multiple strategies are needed for communicating information about care options, processes, as well as expectations and responsibilities. The session will begin with an overview of Stepped Care 2.0 and then outline strategies adopted by several campuses for explaining the model to clients, colleagues, staff, the public, and funders.

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### PRESENTER

**Peter Cornish, PhD** | *Memorial University of Newfoundland*

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**Dr. Peter Cornish** is an Associate Professor and former Director of the Student Wellness and Counselling Centre (SWCC) at Memorial University of Newfoundland. He is the founder of Stepped Care 2.0. His clinical and research interests include online mental health, mental health service innovations, and interprofessional team functioning.

## The Standard for Psychological Health and Safety of Post Secondary Students

The Mental Health Commission of Canada is working with the CSA Group, Canada's leader in the development of standards, to develop a Standard on Psychological Health and Safety for Post-Secondary Students. One of the decisions is whether to implement the workplace standard ahead of the student standard, simultaneously or after the student standard – what are the challenges and opportunities? When students have experienced mental health support from their institution, will they seek out psychologically healthy and safe employers and bring their experience and perspective to the workplace? We are seeking the perspective of the attendees on aligning the student standard and the workplace standard, as well as the challenges that students are experiencing as they transition to the workplace.

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### PRESENTER

**Amy Fogarty** | *Mental Health Commission of Canada*

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**Amy Fogarty**, Manager, Programs and Priorities at the Mental Health Commission of Canada, oversees several key initiatives including the development of a Standard on Psychological Health and Safety for Post-Secondary Students, as well as work related to child and youth, justice and chronic diseases. Amy has extensive experience in stakeholder relations, business development and strategic planning in workplace mental health, leadership and human resources. Amy's passion for workplace wellness and mental health led her to the Commission where she spent several years promoting training programs including The Working Mind, The Inquiring Mind and Mental Health First Aid. While her professional beginnings were in marketing, Amy spent the last decade working in business development and outreach roles in the non-profit sector.

## Pawsitive Support

There is increasing awareness and documented evidence of the effectiveness of Animal-Assisted Interventions in Canada, ranging across many fields and facilities, including post-secondary campuses. What is commonly known is a recognition of the animal-human bond and the reciprocal impact on well-being. The Carleton University Therapy Dog program is creating a “pawsitive” approach to mental health on their campus by rooting its implementation in their campus Mental Health Framework, and they will demonstrate how this initiative directly supports their strategy.

They have created an alternative service model; doing more with what they already have. The Carleton Therapy Dogs program is an innovative Mental Health program focused on help-seeking and connection to resources and is a true demonstration of a whole campus coming together. With staff and faculty directly involved as handlers with their own trained and evaluated dogs, they are engaging with students in a highly personable way, and subtly integrating the conversation about mental health at a grassroots level. They are intentionally creating an environment which encourages students to seek support. With their program serving as an example, in this workshop they will initiate a discussion around how you can bring tangible ideas back to your campus and inspire participants to capitalize on “hidden” resources that may already be available.

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### PRESENTERS

**Shannon Noonan, Vicki Boman and Allie Davidson** | *Carleton University*

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**Shannon Noonan** is an experienced program manager working on Student Mental Health Engagement initiatives, as well as coordinating the Carleton Therapy Dogs program. She is a new evaluator with Ottawa Therapy Dogs and obtaining professional certification in dog training, making her aptly suited to helping people and dogs learn. It was through her work with her dog, Blue, that she recognized the gap just waiting to be filled on campus by a cross-breed of university professionals who are dog-lovers in their spare time.

**Vicki Boman** has been working in the field of education for 19 years. As the Manager of Student Care and Support, she has been supporting the Mental Health Framework for all Carleton students. Vicki brings a wealth of knowledge of campus mental health, special education, and specializes in training faculty and staff on supporting students in distress.

**Allie Davidson** is an Educational Technology Development Coordinator at Carleton. She is a leader in ePortfolio support at the University, consulting with instructors on their use of educational technology to enhance teaching and learning experiences at Carleton. Ask about her work with her dog, Murphy, as a mobile Therapy Dog integrating with Faculty members on campus.

**Blue** is a great-dane/pointer mix who loves to spread happiness, love, and cheer to Carleton students and community members who might be stressed, missing home, or just feeling a little “blue”. His favorite things are squirrels, watermelon, and running fast!

**Murphy** is a Golden Mountain Dog mix (Golden Retriever, Bernese Mountain Dog, Lab, and Border Collie) and he broke down barriers as the youngest member of the inaugural Carleton Therapy Dog team.

## Workshop Presentation

Carol Dweck's (2016) work on mindset illustrates the difference between a fixed and growth mindset and demonstrates how a growth mindset is instrumental in fulfilling our human potential and setting us up for academic and personal accomplishment. This workshop includes a discussion on the different ways in which the Student Wellness and Accessibility Centre at Brock University is implementing Growth Mindset across three sectors of the university – health service providers, the students they serve, and the university community at large. Hands-on activities will explore the questions: What is Growth Mindset? Why use it in post-secondary settings? What are the practical applications? Participants will look at where to start, desired outcomes and future goals, and ways to address structural challenges at the institutional level.

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### PRESENTERS

**Suzanne Zook-Johnston and Dawn Shickluna** | *Brock University*

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**Suzanne Zook-Johnston** holds a doctorate degree in Marriage and Family Therapy and is a Registered Psychotherapist, adjunct professor at NU and clinical director of NRHC. She has 20 years of experience in psychotherapy and currently works in the Student Wellness Centre at Brock University.

**Dawn Shickluna** is a Registered Psychotherapist, consultant and clinical director of Human Connections with 20 years' experience in community mental health and social development. She works at Brock University doing outreach and stakeholder engagement for the Student Wellness Centre. Dawn is a PhD candidate at the University of Toronto, researching violence and trauma.

## Workshop Presentation

As part of a stepped-care model, a new form of peer mentorship program has emerged on post-secondary campuses as an approach to better support students with identified mental health issues. This presentation will address the question: are there intrinsic psychological benefits provided to mentees who are engaged in mental health-based peer mentor programs? Research, although limited, has found that student mentees benefit from peer-provided support through increased self-efficacy, development of coping and interpersonal skills, and an improved ability to reframe negative experiences. These findings can be applied in order to elevate and transform on-campus mental health services.

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### PRESENTER

**Sean Connors** | *Mohawk College*

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**Sean Connors** holds the position of Student Wellness Coordinator at Mohawk College where his primary role is to aid in the development, implementation and oversight of wellness initiatives on campus. This includes sexualized violence and consent messaging, as well as helping to coordinate a number of student and staff lead health promotion teams, including a new mentorship program developed to support students facing mental health issues. Prior to his current position, Sean worked as a Residence Life Coordinator for five years, where he played a pivotal role in supporting student mental health and well-being at Seneca College, Georgian College, and most recently, Mohawk College. Sean recently completed his Master of Education degree through Memorial University with a focus in post-secondary education.

## Workshop Presentation

How do we build a holistic, integrative, and innovative strategy to boost the mental well-being and resilience of our campus community? This workshop will explore this question through shared learnings from the University of Guelph, and facilitated discussions of workshop participants. Participants will learn about the successes and setbacks of developing, implementing, and evaluating a variety of mental well-being and resilience initiatives at the University of Guelph. From interactive resilience workshops rooted in positive psychology and embedded wellness curricula, to communities of practice and collaborative faculties forming research centres, participants will learn about the tools, resources, as well as experiential and academic learning opportunities to build well-being and resilience on campuses. This workshop will also include a discussion of training opportunities to increase mental health literacy, and the use of multiple approaches to promote easily accessible and digestible well-being messaging.

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### PRESENTER

**Sara Kafashan** | *University of Guelph*

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**Dr. Sara Kafashan** is the Mental Well-Being Facilitator working within the Wellness Education and Promotion Centre at the University of Guelph. Sara holds a doctorate in Applied Social Psychology. Using her background in research, Sara works with student, staff, and faculty collaborators to identify gaps and opportunities for growth, as well as develop and evaluate evidence-based mental well-being and resilience boosting initiatives.

# Keynote Address

October 16 // 9:30 a.m. - 10:30 a.m.

## How do we help students transition and thrive in the workplace?

While much discussion is taking place on helping students transition into post-secondary institutions, there is also growing pressure to prepare our graduates to enter the workforce. For many, this time can be overwhelming. As they prepare to enter the workforce, uncertainty and anxiety can set in when students encounter new challenges such as, job hunting, interviewing, finding a place to live, budgeting, and balancing personal life with work demands.

This panel brings together leaders in this field from the Royal Bank Foundation and the Ontario Chamber of Commerce who will discuss how their programs are preparing and supporting a thriving future workforce.

**Discoverability/Ontario Chamber of Commerce:** The network brings together service providers, employers, post-secondary and other stakeholders to help businesses connect with the talent they need and jobseekers access employment opportunities. It is a one stop portal where businesses can post jobs and job seekers can post resumes. The technology matches talent to jobs and automatically sends job ads to qualified individuals. Discover Ability is a free online portal and resource that connects Ontario businesses directly to people with disabilities. The online portal includes a 6-step hiring road map that acts as a great resource for employers and provides answers to many questions employers may have when hiring and retaining employees with disabilities.

**Website link:** [Windsor.Discoverability.network](https://www.windsordiscoverabilitynetwork.com)

**Royal Bank of Canada:** RBC recognizes the importance of mental well-being on a young person's ability to achieve success and their success directly impacts the strength of our workplaces, schools and communities. RBC facilitates access to mental health supports and services to help address barriers for young people with mental health struggles, including the low recognition of early signs and symptoms of mental illness, a lack of peer support networks and a disconnected system of care. RBC Future Launch is supporting young people achieve mental well-being so that they can reach their potential. Learn why a corporation like RBC is funding youth mental health programs in the community and what RBC has learned in the process. Also hear about some of the lessons learned from RBC's own mental well-being strategy as an employer.

**Mental Health Works – CMHA Ontario:** This session will explore the challenges facing Ontario's emerging workforce, and the unique stressors convocating students have in entering the job market given the lack of supportive psychological care. It will amplify existing work being done by the Canadian Mental Health Association in the post-secondary sector and connect those programs to the overall workplace initiatives being run across the country. Utilizing emerging best practices, participants will take away a targeted understanding of the concepts of resilience, workplace mental health, emerging workforces, and the duty-of-care all managers have in the workplace.

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## PRESENTERS

**Louis Di Palma** | *Vice President of SME Programs*

**Cindy Chao** | *Senior Manager, Youth Strategy and Innovation, RBC's Future Launch Initiative*

**Lawrence Blake** | *Mental Health Works, CMHA Ontario*

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As the Vice President of SME Programs, **Louis Di Palma** is responsible for developing and implementing initiatives of the Ontario Chamber of Commerce that are designed to strengthen the business climate of Ontario and support our members by providing them with access to resources. In recent years, he has led the development of the Discoverability portal which helps dispel myths and supports the hiring of persons with disabilities. During his career with the Government of Ontario, Louie held a number of senior management positions in policy, planning and direct operations with several Ministries including the Ministry of the Solicitor General and Correctional Services, the Ministry of Tourism and Recreation and the Ministry of Health Promotion.

In his leisure time, Louie can be found supporting youth development through his efforts as a soccer coach in his local community, an activity he has been involved with for the past 25 years.

**Cindy Chao** is a Senior Manager of Youth Strategy and Innovation for RBC's Future Launch initiative and has over a decade of experience in professional services and Corporate Citizenship strategies. She has national responsibility for executing two programmatic areas under, RBC Future Launch, a \$500MM investment to ensure that young Canadians are ready for the future of work. Specifically, she is responsible for development and execution of the strategy to increase access for young people to practical work experience as well as mental well-being supports and services.

**Lawrence Blake** currently manages the Canadian Mental Health Association Ontario's nationwide workplace mental health program, Mental Health Works. As part of his role, he regularly liaises with regulators and governments in order to speak on and about mental health in the workplace. In addition to his role with CMHA, Lawrence has spent ten years in the Canadian Armed Forces in both Ontario and New Brunswick serving as an Infantry Officer, presently as Officer Commanding D Company, 48th Highlanders of Canada, a Primary Reserve Unit in Toronto.

# Concurrent Sessions E1-E4

October 16 // 11:00 a.m. - 12:00 p.m.

E1

## OUSA's Stance on Campus Mental Health

This workshop will focus on the concerns discussed in OUSA's student-written policy paper on campus health and wellness. These concerns include: insufficient mental health care, inadequate substance abuse education, lack of adequate medical accommodations and insufficient OHIP+ coverage, and insufficient sexual health education.

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### PRESENTER

**Ryan Tishcoff** | *Ontario Undergraduate Student Alliance*

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**Ryan Tishcoff** is a Research & Policy Analyst at the Ontario Undergraduate Student Alliance (OUSA). He holds a law degree from the University of Ottawa and an Honours Bachelor of Arts in Philosophy from the University of Toronto. Passionate about campus mental health, Ryan served as a Wellness Mentor in law school and helped his peers develop mindfulness practices to reduce stress.

## Move Your Mind: a physical activity peer support program to promote mental wellness

Move Your Mind is a program offered by the Department of Athletics and Recreation at the University of Waterloo that aims to help students experience all the mental health benefits of physical activity by using peer support and coaching to remove any barriers that might exist for their participation. Using a one-on-one, peer-to-peer approach, Move Your Mind creates unique success plans for students struggling with mental health. It aims to help them find an activity they love to do while encouraging them to build self-efficacy and confidence by creating healthy routines and habits involving physical activity. In this workshop, the presenters will share the journey to develop Move Your Mind, the successes and challenges of this program and the tools and strategies they use to ensure success and continued development. They will guide workshop participants through the steps to developing a peer-support program on their university campus.

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### PRESENTERS

**Kristen Leal and Robbyn Hesch** | *University of Waterloo*

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**Robbyn Hesch** is passionate about student mental and physical health. She completed her Master of Public Health degree at University of Guelph and her Bachelor of Science degree at University of Waterloo. Robbyn recently joined University of Waterloo as a Health Promotion and Evaluation Specialist supporting both the Athletics and Recreation and Campus Wellness departments.

**Kristen Leal** is a physical activity and mental wellness advocate. She completed her Bachelor of Science at the University of Waterloo and has continued to be on campus as the Group Fitness, Aquatics, and Instructional Program Coordinator for the Department of Athletics and Recreation for the past four years.

## Thrive at Centennial: Fostering Resilience, Building Community

Thrive was developed by the University of British Columbia in 2009 as a campus-wide initiative to promote positive mental health and well-being. It has now expanded nationwide, with over 12 participating universities and colleges across Canada.

At Centennial, Thrive is intended to foster resilience and encourage conversations about mental health, healthy living, community engagement, social support, diversity and inclusion. In this session, participants will share their experience of engaging student leaders, academic stakeholders, student life/services teams and their Human Resources department to plan and host over 85 Thrive Week events during their first two years.

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### PRESENTERS

**Michelle Delrish and Eric Schwenger** | *Centennial College*

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**Michelle Delrish** is the Manager, Student Experience and Ethics at Centennial College and Development Lead for the Canadian Association of College and University Student Services (CACUSS) Student Case Managers Community of Practice.

**Eric Schwenger** is the Coordinator, Co-Curricular Student Engagement and Co-Chair of Centennial College's Research Ethics Board.

**E4**

**TBA**

# Concurrent Sessions F1-F4

October 16 // 2:00 p.m. - 2:30 p.m.

F1

## Movement and Mental Health

Truth: today's world can be intense for university and college students. Academics, performance, workload, time management, social networks, time with friends, authenticity, and (dare we say) FUN? Positive mental health requires students to have a positive sense of self, spirit and belonging, yet through the juggling act of the activities above, many of our students are stumbling through their post-secondary experience. In this interACTIVE workshop, you'll gain a better understanding of mental health and the factors that affect it. Get ready to experience practical activities that use movement to promote and foster positive mental health, by addressing the cognitive, social, physical and emotional domains of well-being.

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### PRESENTER

**Mélanie Levenberg** | *PL3Y Inc.*

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**Mélanie Levenberg** is an international speaker, TEDx presenter and Chief PLAY Officer at PL3Y International Inc, a Vancouver-based company that provides fitness and physical literacy programming to schools and recreation centers across the world. A certified trainer and fitness instructor, Mélanie holds a Master of Education in Curriculum, Teaching and Learning, a B.Ed. in Health and Physical Education and B.A. Hrs in Kinesiology. Applying best practices in positive thinking, personal development, fitness, health and physical education, she has created various physical literacy programs that inspire kids, teens and adults to get active as they claim their Bubble of Awesome and live the 3 Rules of PLAY: Be Positive. Be Fun. Be Yourself.

F2

## CICMH Evaluation Capacity Project

In 2018, the Centre for Innovation in Campus Mental Health launched its Evaluation Project with the primary objective of building the capacity of colleges and universities across Ontario to evaluate diverse mental health and addiction services and initiatives. One of the project's most exciting features was the provision of tailored, site-specific coaching, provided by evaluation experts in the post-secondary sector. Two mental health and addiction support/counselling services on two different campuses (i.e., Durham College and George Brown College) and one staff person responsible for developing a campus-wide Mental Health Strategy (Northern College) were given access to a coach/champion who worked with them consistently over 10 months to provide support to develop and implement evaluation activities at their sites. The results from all three sites proved to be very successful.

This panel session provides a brief overview of the evaluation project but focuses on the lessons learned from the champion initiative in particular. Evaluators and campus staff will share their collective experiences in developing and implementing evaluation activities on campuses.

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## PRESENTERS

**Dr. Debbie Chiodo** | CAMH

**Dr. Tayyab Rashid** | University of Toronto, Scarborough Campus

**Dr. Sandra Yuen** | University of Toronto

**Dr. Andrew Szeto** | University of Calgary

**Nichole Roy** | Northern College

**Ali Dohadwala** | George Brown College

**Darlene Heslop and Nicole Daniel** | Durham College

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**Dr. Debbie Chiodo** holds a PhD in Educational Psychology and is an Evaluator with the Provincial System Support Program at the Centre for Addiction and Mental Health and Assistant Professor at Western University. Her research interests focus on understanding the implementation and sustainability of evidence-based interventions in schools and communities.

**Dr. Tayyab Rashid** is a licensed clinical psychologist and an associate faculty at the University of Toronto Scarborough has expertise in positive psychology interventions, resilience, and mental health of young adults. Dr. Rashid has worked for more than 15 years with young adults experiencing complex mental health issues including psychosis, complex trauma, grief, borderline personality disorder and severe depression. Rashid's work has been published in academic journals and has been included in text books of psychiatry and psychotherapy

**Dr. Sandra Yuen** has 18 years' experience in post-secondary student mental health as an administrator, manager, program evaluator, and clinical psychologist. She oversees a team of psychologists, social workers and psychotherapists, who are part of a larger interdisciplinary team consisting of primary care and mental health professionals.

**Dr. Andrew Szeto** is the Director of the University of Calgary's Campus Mental Health Strategy and responsible for the implementation of its 28 recommendations. He is also a Principal Investigator at the Mental Health Commission of Canada and an Assistant Professor in the Department of Psychology at the University of Calgary. Dr. Szeto's research has focused on the evaluation of mental illness anti-stigma and mental health promotion programs.

**Nichole Roy** is Mental Health Lead at Northern College. Nichole's role in campus mental health focuses on building a college-wide strategy, training, gathering resources and establishing community partnerships. The Lead role is also dedicated to developing and discovering creative, effective and feasible approaches to support student well-being.

**Ali Dohadwala**, M.A., R.P. is a full-time counsellor at George Brown College who also has also worked in the past in medical research. Ali has taken an active role in leading his team in processes to evaluate the counselling service to determine how it can better meet student needs.

**Darlene Heslop** is a Registered Nurse with a Master of Business Administration. She is the Director of the Campus Health Centre. Darlene empowers the multidisciplinary team to provide the most appropriate Mental and Physical supports to the Students/staff at Durham College and Ontario Tech University.

**Nicole Daniel** is a Registered Nurse with a Master of Nursing in Health Care Policy and Education. She wears many hats at Durham College as a Campus Health Nurse, Mental Health Strategist, and faculty member. Nicole is always exploring new and innovative ideas to create environments where students can thrive on campus.

## The Support Network: Adaptation of a Proven Peer-Support Program

After a global search, Canadian stakeholders identified The Support Network, out of the University of Michigan, as having high potential for impact and feasibility for implementation in Canada.

The Support Network is a program comprised of peer-facilitated support groups, which has generated evidence of deep success. It eliminates social stigmas, financial burdens, and accessibility inconveniences often associated with mental health help-seeking.

In this workshop, participants will learn to: understand how this peer-to-peer support program functions; detect conditions and adaptation necessary to make such an innovation work on your campus; identify challenges for implementing peer support programs, and how to overcome them; and map stakeholders and possible allies to implement such a program.

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### PRESENTERS

**Samuel Orley and Max Rothman** | *Wolverine Support Network*

**Kelly Hodgins** | *McConnell Foundation*

**Assiri Valdés** | *UpSocial*

**Geraldine Cahill** | *UpSocial Canada*

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**Samuel Orley**, Founder, Wolverine Support Network

**Max Rothman**, Founder, Wolverine Support Network

**Kelly Hodgins**, McConnell Foundation

**Assiri Valdés**, Consultant, UpSocial

**Geraldine Cahill**, Consultant, UpSocial Canada

## Supporting Student Wellness at Robarts Library: Meditation and Light Therapy

Student mental health and well-being has become a prime consideration in post-secondary institutions. The University of Toronto has been promoting initiatives which provide a wide range of supports and programs beyond mental health counselling services. These initiatives recognize the need to continue and expand programs that are preventative in nature. Such programming develops resilience in students, equipping them with the tools to effectively manage the challenges of university life.

The library has launched initiatives to improve the quality of the student environment so that it is conducive to well-being and academic success. They recently opened a Reflection Room and installed light therapy lamps at Robarts Library, a major, 24/5 student hub on campus. The Reflection Room, a space for spiritual and secular practices, is equipped with meditation benches, yoga equipment and reference books. Noise cancelling headphones and iPods loaded with yoga and meditation sequences are available for loan.

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### PRESENTERS

**Margaret Wall, Christina Tooulias-Santolin and Susan Gropp** | *University of Toronto Libraries*

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**Margaret Wall** is a librarian at the University of Toronto. In her role she provides research support to library users and is cross-appointed to library administration in a patron relations role. She is trained in mental health first aid.

**Christina Tooulias-Santolin** is a user services librarian with 18 years of experience at Robarts Library.

**Susan Gropp** is Manager of Security, Health & Safety for the central library system at University of Toronto. She is trained in de-escalating potentially violent situations, in mental health first aid and in crime prevention through environmental design.

# Concurrent Sessions G1-G4

October 16 // 2:45 p.m. - 3:45 p.m.

G1

## A Campus-wide Approach: Strategies for Getting Others Involved

This presentation will focus on ways to foster campus-wide participation in mental health support. While supporting student mental health is often seen as the job of counseling staff, students are best served by a supportive community of care. The presenters will introduce participants to the eight key elements of a comprehensive approach to enhancing student mental health, and will provide real-life examples to inspire participants to think about what might work on their campuses. Additionally, they will discuss how to build a team of stakeholders to improve collaboration among different departments. Presenters will share personal experiences in mental health strategic planning and invite participants to engage in brainstorming activities so everyone can leave the session with ideas of what to do next.

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### PRESENTERS

**Laura Swanson** | *SUNY Geneseo*

**Erica Riba** | *The Jed Foundation*

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**Laura Swanson**, LCSW, is a clinical social worker at the State University of New York at Geneseo. In addition to providing counseling to students, she chairs a campus-wide Mental Health Task Force and oversees the school's mental health strategic plan.

**Erica Riba**, LCSW, LMSW, is a clinical social worker and a Senior Campus Advisor at The Jed Foundation (JED). As a campus advisor at JED, she supports and provides assistance to colleges and universities by assessing and enhancing mental health programming, emotional health and reducing risks of substance use and suicide.

## Making It Work: A Campus-wide Approach to Career Advising

Graduate employment is an institutional priority and perhaps an ethical responsibility because many students view education as a pathway to future economic and social well-being. In a disruptive economy and ever-changing employment landscape, students are ambivalent and increasingly anxious as they prepare for the school-to-work transition. The National College Health Assessment (2016) results indicated that 42% of Centennial College's students experience career anxiety as one of their top stressors. Given the multiple touch points for students throughout their academic journey and the need for efficient use of resources, Centennial adopted a holistic and integrated approach to career education. The model engages various stakeholders who influence students' career decision-making and employment prospects. Presenters will share the framework that guides a holistic approach to advising, enhances engagement throughout the student life cycle, and supports the development of career self-management competencies. They will highlight strategies to engage campus partners in realizing the vision.

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### PRESENTERS

**Tracey Lloyd and Becky Robinson** | *Centennial College*

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**Becky Robinson** is a Career Counsellor with Career Services and Co-operative Education. Becky has worked in postsecondary career services for 10+ years and aims to build students' competencies and confidence to take charge of their career journeys. She holds a master's degree in Counselling and a graduate certificate in Career Development.

**Tracey Lloyd** is the Director of Career Services and Co-operative Education at Centennial College. Tracey has over 20 years of experience in career education and employment services, working in both the non-profit and postsecondary sectors. Tracey holds a PhD in Adult Education from OISE/University of Toronto. Tracey also co-chairs Centennial's Graduate Employment Task Force.

## From Surviving to Thriving – Building Student Academic and Personal Resilience

In 2018, a resource was developed to help build student resilience. A pilot analysis was done by McMaster University which resulted in significant updates. The updated version was then put through an evaluation study led by Dr. Heather Stuart from Queen's University. The result is a free resource that can result in statistically significant improvement in both reducing distress and increasing healthy coping strategies in students immediately upon completion and potential for longer term development of resilience. The panel will help explain how it works and why you should be using this on your campus. A version is also available for staff and faculty because a mentally healthy campus includes all stakeholders.

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### PRESENTER

**Mary Ann Baynton** | *Great-West Life Centre for Mental Health in the Workplace*

**Dr. James Gillett** | *McMaster University*

**Natasha Sheikhan** | *Former McMaster Student*

**Brooke Linden** | *Queen's University Evaluation Study*

**Sami Pritchard** | *Former representative for Ontario with the Canadian Federation of Students*

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**Mary Ann Baynton** MSW, RSW is the Program Director for Workplace Strategies for Mental Health which develops and provides free tools and resources for anyone who wishes to prevent, manage or improve psychological health and safety at work.

She has served as co-chair of the Technical Committee for the National Standard of Canada on Psychological Health and Safety in the Workplace, a member of the Mental Health Commission of Canada's Workforce Advisory Committee, and a member of the Employment Standards Committee for the AODA. Mary Ann is also a founder of Mindful Employer Canada and continues as an advisor to this not-for-profit organization.

**James Gillett** is the Associate Dean, Graduate Studies and Research in the Faculty of Social Sciences at McMaster University. He draws upon social psychological and sociological theories and perspectives in research primarily using qualitative and interpretive approaches. His key areas of interest include: mental health and well-being; human-animal relationships; sport, leisure and recreation; media and communication; and inquiry as an approach to education and learning.

**Natasha Sheikhan** recently finished her first year at the Dalla Lana School of Public Health, where she is completing her Masters of Public Health in the field of Social and Behavioural Health Sciences (Health Promotion stream) with a specialization in Addictions. Previously, she obtained her Bachelor of Arts in Health Studies from McMaster University, minoring in Mental Health, Addictions, and Society. Currently, Natasha is working at the Centre for Addiction and Mental Health (CAMH), in the Provincial Systems Support Program (PSSP). She also works as a research assistant at McMaster University, applying her skills and theoretical understandings of mental health and resilience to various ongoing research and institutional projects on student mental health. Beyond research, she is lead author of a chapter on Mood Disorders for a textbook called Social Dimensions of Mental Health.

**Brooke Linden** – Queen's University Evaluation Study

**Sami Pritchard** – Former representative for Ontario with the Canadian Federation of Students.

G4

## Party n Play Your Way: Sex, Substance Use & Gay Men's Health

During this interactive workshop, participants will go 'between the sheets' to explore and unpack contemporary issues and trends in the use of drugs by gay, bisexual and queer men. Expect to increase your knowledge, develop new skills and feel more confident in your work with sexual minority men.

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### PRESENTER

**Dane Griffiths** | *Gay Men's Sexual Health Alliance*

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**Dane Griffiths** is the Associate Director at the Gay Men's Sexual Health Alliance of Ontario (GMSH). He coordinates the planning, implementation and evaluation of gay men's health campaigns and knowledge transfer/exchange activities to strengthen the response to gay men's health in the province.