

National Standards Toolkit



CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH



Canadian Mental
Health Association
Ontario

Table of Contents

- [3] Introduction
- [5] Environmental Scan
- [31] Rubric
- [36] Campus Mental Health Action Tracker
- [36] Mental Health Policy Inventory
- [40] Key Takeaways from the Project with the Social Research and Demonstration Corporation (SRDC) and the Centre for Innovation in Campus Mental Health (CICMH)
- [43] Infosheet
- [73] The Strategic Pillars of the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students
- [75] Mental Health Policy Inventory Reflection Questions



Introduction

In October 2020, the Mental Health Commission of Canada (MHCC) and the Canadian Standard Association (CSA) Group released the National Standard of Canada for Mental Health and Well-being for Post-Secondary Students (the Standard). The Standard provides Canadian post-secondary institutions with a set of voluntary, flexible guidelines that help support the mental health and wellbeing of their students. You can download a copy of the Standard [here](#).

In 2021, the Social Research and Demonstration Corporation (SRDC) and the Centre for Innovation in Campus Mental Health (CICMH) supported a consortium of Greater Toronto Area (GTA) colleges in exploring options on how to feasibly navigate and implement the Standard within their campus communities.

As a result of this work, CICMH has pulled together a toolkit to provide you and your post-secondary institution with information to build an understanding of the different components of the Standard to support both your thinking about and implementation of the Standard within your campus community. To that end, we have included the following in this toolkit:

Environmental Scan

Purpose: Supports your understanding of the national landscape.

The scan highlights the results of an environmental scan of exemplary practices at Canadian post-secondary institutions that align with the strategic pillars of the Standard, which are:

- Supportive, Safe, and Inclusive Post-Secondary Environment
- Literacy, Education, and Stigma Reduction
- Accessibility
- Early Intervention
- Mental Health Supports
- Crisis Management and Postvention

A printable highlight of the strategic pillars of the Standard can be found [here](#).

Rubric

Purpose: Provides your institution with a straightforward way to gauge alignment with the Standard.

The rubric was designed to create a starting point for post-secondary institutions, to be used as a high-level self-assessment in measuring the degree to which their existing practices, programs, and policies align with the Standard.

Campus Mental Health Action Tracker

Purpose: To support post-secondary institutions with aligning implementation of campus mental health efforts with the Standard.

The Campus Mental Health Action Tracker was designed as a tool to guide and support post-secondary institutions who are working to align their programs, policies, and practices with the Standard.

Mental Health Policy Inventory

Purpose: Illustrates how the Standard can inform internal policy.

The policy inventory reflects on how policies fall within the Standard and provides examples of reflection questions pertaining to policies within your own post-secondary institution.

Key Takeaways from the Project with the Social Research and Demonstration Corporation (SRDC) and the Centre for Innovation in Campus Mental Health (CICMH)

Purpose: Provides insight into implementing the Standard.

This section of the toolkit provides a background on how pieces of the toolkit came together. As you will see, SRDC and CICMH collaborated to identify and elaborate on different 'entry points' institutional stakeholders can take into the Standard and its implementation. This section provides a concise overview of the work, the collaboration, and the project outcomes.

Infosheet

Purpose: Highlights relevant resources.

The infosheet provides nationally available resources that can support the implementation of the Standard on Canadian post-secondary campuses.

Environmental Scan

Through a detailed overview of the mental health landscape in post-secondary institutions across Canada, the Environmental Scan provides examples of emerging and evaluated practices. The scan connects these practices with the six pillars from the Standard and provides concrete ideas on how to bring the Standard to life within your own institution.

Environmental Scan of Practices Aligning with the National Standard for Mental Health and Well-Being for Post-Secondary Students

Abstract:

In 2020, the Canadian Standards Association Group published the National Standard for Mental Health and Well-Being for Post-Secondary Students (“the Standard”), in partnership with the Mental Health Commission of Canada (MHCC). The Standard offers a set of guidelines to help post-secondary institutions and campuses support and promote the mental health of their students. This paper highlights the results of an environmental scan of Canadian exemplary practices aligning with the strategic pillars of the Standard. This scan was conducted using a two-pronged approach, involving a search of the academic literature for evaluated practices aligning with the Standard, as well as a comprehensive search of 148 anglophone-Canadian post-secondary institutions’ websites for emerging practices aligning with the Standard. Results indicate a dearth of both evaluated and emerging practices in the pillars of early intervention as well as crisis management and postvention. The authors recommend that post-secondary institutions focus their attention on these pillars in their implementation of the Standard on their campuses.

Introduction

In 2020, the Canadian Standards Association Group published the National Standard for Mental Health and Well-Being for Post-Secondary Students (“the Standard”), in partnership with the Mental Health Commission of Canada (MHCC). The Standard offers a set of flexible guidelines to help post-secondary institutions and campuses support and promote the mental health of their students.

According to a cross-sectional trend analysis of the NCHA II survey data on Canadian post-secondary student mental health and well-being, between 2013 and 2019, there were significant increases in the proportion of students reporting symptoms of psychological distress, mental illness diagnoses and help-seeking for mental health-related challenges (Linden et al., 2021). Since that time, the global

COVID-19 pandemic has posed a number of new challenges for post-secondary students' mental health. A meta-analysis examining the global prevalence of mental illness among post-secondary students during the COVID-19 pandemic found that 30% of post-secondary students experienced clinically elevated depressive symptoms, and 28% of students experienced clinically elevated anxiety symptoms (Zhu et al., 2021). These findings highlight the importance of the Standard in establishing guidelines for the provision of mental health services for post-secondary institutions.

Though the need for mental health services and programming has increased in recent years, many universities and colleges across Canada have begun to develop innovative strategies for addressing this need, and many have established programs that already align with the Standard. This paper highlights the results of an environmental scan of practices and programs that align with the Standard and which may serve as examples for post-secondary staff looking to implement the Standard on their campuses. This paper further evaluates strengths and gaps among those programs and practices to determine which elements of the Standard would benefit from further development across Canada.

Methods

This environmental scan was conducted using a two-pronged approach. The first was a review of the Canadian academic literature on mental health interventions for post-secondary students, employing the use of search terms from the strategic pillars of the Standard. In order for an article to be included in this collection of evaluated practices, the intervention needed to be studied in a Canadian post-secondary context, the intervention had to be supported by at least one Canadian research study as an effective strategy for improving student mental health, or suggest a benefit to students' well-being, and the intervention needed to align with at least one strategic pillar of the Standard. A total of 14 articles were selected for this section of the environmental scan. The search terms used in the Google Scholar platform to find these articles included:

- Mental health
- Post-secondary
- University
- College
- Canada
- Intervention
- Literacy
- Stigma
- Accessibility
- Disability
- Early intervention
- Crisis
- Suicide

The second prong to this environmental scan was a comprehensive review of 148 publicly-funded anglophone Canadian post-secondary institutions' websites, searching specifically for programs highlighted within the wellness, counseling, accessibility, and equity pages of the website.

A program or policy was considered an emerging practice when it demonstrated innovation or addressed student mental health outside of the typical student-counselor relationship. The list of post-secondary institutions was developed based on data from the Centre for Education Statistics at Statistics Canada and the membership list from Colleges & Institutes Canada. A total of 139 programs and policies were selected for this section of the environmental scan, and a thematic analysis was applied to those programs and policies to evaluate strengths and gaps in mental health support across Canadian post-secondary institutions.

Evaluated Practices

Supportive, Safe, and Inclusive Post-Secondary Environment

The first strategic pillar of the Standard involves the establishment of a supportive, safe and inclusive post-secondary environment. According to the Standard, this is an environment that “contributes to an institutional culture that is conducive to student mental health and well-being” (Canadian Standards Association [CSA], 2020). This pillar outlines the importance of inclusivity and safety within the physical, social, online, and academic environments.

One three-year intervention research project titled the Caring Campus Project aimed at promoting awareness about the intersections of gender, mental health and alcohol use was conducted on three Canadian university campuses (Stuart et al., 2018). The authors found that first-year male students were willing to take on leadership roles to promote mental health and healthier alcohol use among their peers (Stuart et al., 2018). The authors conclude that empowerment strategies successfully encouraged male students to recruit like-minded peers to advance men’s mental health at the university, and transform campus drinking cultures (Stuart et al., 2018). The empowerment strategies used included the use of student summits, contact-based education, the creation of a substance use continuum, and the dissemination of information about actual substance use patterns on campus, as well as perceptions of substance use, and positive social norms (Stuart et al., 2018). This particular intervention focuses on safety within the physical and social environments and therefore aligns with the first pillar of the Standard.

Another intervention that was evaluated in 6 Canadian provinces (Wei et al. 2021), and which targets resources students are already using to promote mental wellness, is the Go-To Educator Training program. This gatekeeper-type program trains educators whom students naturally gravitate to for support, in order to improve their mental health knowledge and early identification skills, and to decrease stigma (Wei et al. 2021). Wei and colleagues found that the program significantly improved knowledge and significantly decreased stigma among these educators, across the provinces.

By targeting the mental health knowledge of faculty, this intervention is likely to have the greatest impact on campus culture and to create safety within that culture, thus aligning with the first pillar of the Standard.

In a similar intervention, Algonquin college designed a one-hour online training course for faculty members to understand their role in supporting students struggling with their mental health, with the aim of improving attitudes that faculty have toward students with mental health problems. The course incorporates contact-based education in the form of video clips of students who have experienced a mental illness (Stuart, Koller & Armstrong, 2014). The results of the study investigating this intervention found that the program was highly successful in significantly improving the proportion of faculty members who answered at least 80% of the questions correctly (with non-stigmatizing answers) on the post-test compared to the pre-test, thus indicating lower stigma scores (Stuart, Koller & Armstrong, 2014). This program similarly targets the mental health knowledge of faculty, and will likely create safety in the academic environment, aligning with the first pillar of the Standard.

Literacy, Education, and Stigma Reduction

The second strategic pillar of the standard involves the promotion of mental health awareness and “understanding of the factors that contribute to positive mental health”(CSA, 2020), thus reducing stigma around mental health issues and contributing to a culture of help-seeking. This pillar focuses on increasing competencies and understanding among all members of the post-secondary community, including students, faculty, and staff. Some interventions from the previous pillar align with this pillar as well, namely the Go-To Educator Training program and the online training course designed by Algonquin college, both of which address stigma among faculty members.

Transitions is an evidence-based life-skills resource designed to help students transition from high school to college or university. Gilham et al. evaluated a series of peer-led mental health literacy seminars for students based on the mental health content from Transitions. The results indicated that after the training session, seminar participants had significantly improved knowledge scores and help-seeking efficacy scores (Gilham et al., 2018). These results suggest that using the Transitions resource and a brief PowerPoint presentation may be feasible to apply and may have a positive impact on the mental health literacy of college students (Gilham et al., 2018). This intervention, with its focus on increasing student competencies around mental health, aligns with the second pillar of the Standard.

In a similar vein, Queen’s University has established a for-credit mental health literacy course for undergraduate students, available as an interdisciplinary elective (King et al., 2022). The course aims to provide students with an evidence-based understanding of how to care for their mental health and well-being, recognize mental health concerns, and seek help when those concerns arise (King et al., 2022). In a pilot study evaluating the effectiveness of the course, students completed a survey before and after the 12-week course, which assessed their mental-health knowledge, emotional self-awareness, mental health, stigma, and other health-related measures (King et al., 2022). Course

participants had increased mental health knowledge and emotional self-awareness after the course was completed, were less likely to engage in cannabis or alcohol use, and had better sleep quality by the end of the term (King et al., 2022). Similarly to the previous intervention, this course focuses on increasing student knowledge of mental health and well-being, thus aligning with the second pillar.

Finally, The Inquiring Mind program is an evidence-based program by the Mental Health Commission of Canada, which is designed to promote mental health and reduce the stigma of mental illness in the post-secondary context (Szeto et al., 2021). Szeto et al. evaluated the effectiveness of The Inquiring Mind program in students across 16 Canadian post-secondary institutions using a meta-analytic approach. The results showed that The Inquiring Mind program both improved resiliency and decreased stigmatizing attitudes and that these effects were mostly retained after three months, suggesting that The Inquiring Mind is an effective mental health literacy program for post-secondary students (Szeto et al. 2021). Once again, this intervention has a focus on increasing student knowledge, and therefore aligns with the second pillar of the Standard.

Accessibility

The third strategic pillar of the Standard involves the “duty to accommodate free from discrimination and undue hardship” (CSA, 2020). The goal of this pillar is to help students remain within their post-secondary institutions and to provide the tools to allow them to flourish. There is a general paucity of research aiming to investigate the mental health impacts of academic accommodations and other accessibility considerations on post-secondary students in Canada. However, one study was found that evaluated an accessibility intervention for post-secondary students.

A case study at McMaster University investigated the experience of disabled students as they were invited to partner with accessibility services to user-test their accessibility website (Brown et al., 2020). Qualitative results from the study indicate that disabled students felt that their disability knowledge was affirmed as valuable, and that this increased their sense of belonging on campus (Brown et al., 2020). The authors conclude that a partnership approach that incorporates students with disabilities is beneficial, as it validates and draws on their specific expertise (Brown et al., 2020). This intervention, with its focus on increasing access for disabled students, clearly aligns with the third strategic pillar of the standard.

Early Intervention

The fourth pillar of the Standard involves equipping the post-secondary community “with the knowledge to recognize, respond, and refer students who are exhibiting warning signs of mental health and well-being issues to appropriate resources and services”. This pillar focuses on screening students for psychosocial needs, training the community on signs of declining mental health, and establishing navigators to help students connect to appropriate resources. Some interventions from

the previous pillars align with this pillar as well, specifically the Go-To Educator Training program, which targets educators' early identification skills.

Another intervention that aligns with this pillar is HEARTSMAP-U, a psychosocial self-screening and resource navigation support tool adapted for use by post-secondary students (Virk et al., 2022). The original HEARTSMAP assessment has demonstrated evidence for strong psychometric properties, high clinical utility, and user acceptability (Virk et al., 2022). The adaptation process for HEARTSMAP-U involved a cross-sectional expert review by Canadian mental health professionals as well as a series of focus groups with diverse post-secondary students, to refine the tool (Virk et al., 2022). Across the focus groups, most students felt that the tool's psychosocial areas applied to their lived experience and that HEARTSMAP-U captured the challenges they experience in the post-secondary context (Virk et al., 2022). This self-screening tool clearly aligns with the fourth pillar of the Standard.

Mental Health Supports

The fifth strategic pillar of the Standard involves the provision of mental health and well-being supports such as peer support, e-mental health, counselling, mindfulness, or outdoor programs, among others. This pillar focuses on the fundamental supports that provide care for student mental health.

One intervention that aligns with this pillar is the physical activity program that was evaluated by deJonge and colleagues (2021) at an unnamed Canadian university. This 6-week individualized and supervised program consisted of weekly hour-long sessions that included 30 minutes of engaging in physical activity behaviour change strategies followed by 30 minutes of physical activity training. Results of the study found that participants of the program had a significant reduction in anxiety symptoms, depression symptoms, and psychological distress, and overall that the program is an acceptable and effective holistic approach for improving student mental health (deJonge et al., 2021).

Another intervention aligning with the fifth pillar of the Standard is the Mindfulness Virtual Community program at York University. This web-based program is guided by mindfulness and cognitive behavioral therapy principles and aims to reduce symptoms of depression, anxiety, and perceived stress in students. While the program did not significantly impact depression, anxiety, or mindfulness scores, according to a study of the program's effectiveness, participants of the program did have significantly lower stress scores compared with wait-list control (Ritvo et al., 2021). With its emphasis on providing mindfulness and CBT supports to students, this intervention aligns with the fifth pillar of the standard.

In a similar intervention at Brock University, the Mindfulness Experiment was conducted in class and was led by the course instructor. The intervention included a presentation on mindfulness followed by a short (3-5 minute) group meditation, employing various breathing techniques to support students in maintaining awareness of the present moment. A study on the intervention's effectiveness was repeated in nine courses over four years (Gardner and Kerridge, 2019). The results show that the majority of participating students felt that the in-class meditation practice had a positive effect on their

mental health and learning, and further suggest that the practice helped to reduce feelings of anxiety and enhanced listening and attention among participating students (Gardner and Kerridge, 2019). This intervention represents a rare example of mental health supports being provided by faculty rather than counselling staff, still aligning with the fifth pillar of the Standard.

Another intervention that fits in this category is the Peer Support Centre at McGill University. The Peer Support Centre (PSC) works closely with the university's mental health services and professionals to provide free, one-on-one, non-directional active-listening support to McGill University students. The PSC has over 100 peer support volunteers who all undergo rigorous training and assessments to be able to support students. According to a study that investigated the viability of the peer-support model, the PSC is used by students of varying sexes, genders, and ethnicities (Suresh et al., 2021). Furthermore, evidence shows that students find the centre easy to use and they rely on it as an alternative form of support, particularly when they encounter barriers preventing them from accessing professional services such as therapy (Suresh et al., 2021). As peer support is explicitly named in the Mental Health Supports clause, this program clearly aligns with the fifth pillar.

Finally, the From Intention to Action (FITA) program is an evidence-based counselling and learning skills program developed by Carleton University and provided by graduate-level student trainees in counselling. FITA is a twelve-week individual counselling program that begins with a holistic assessment and feedback session. Results of a study evaluating FITA's effectiveness showed that participants who were referred to the program due to being identified as being overwhelmed, significantly improved their mental health and well-being over the course of the program (Bilodeau and Meissner, 2018). These results suggest that a program such as FITA may be a feasible approach to supporting vulnerable students in addressing their needs (Bilodeau and Meissner, 2018). Through its provision of direct counselling, this program aligns well with the fifth pillar of the Standard.

Crisis Management and Postvention

The sixth and final strategic pillar of the standard involves the effective response to crisis situations, as well as support following the crisis or critical event. This pillar focuses on the development of processes and protocols for crisis management, through awareness campaigns, training, and the provision of resources.

In 2006 the JED Foundation released their Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student. The framework was developed by a group of experts through a roundtable discussion model that included senior college administrators, college counselors and other mental health practitioners, as well as attorneys specializing in college issues. One article by Washburn and Mandrusiak (2010) outlined the implementation process for this framework at the University of British Columbia. The article highlights a number of new programs including a gatekeeper training, crisis intervention team, and enhanced crisis management policy and procedures, providing empirical support for these programs from the international literature (Washburn and Mandrusiak,

2010). Initial data collection from this implementation suggests that UBC's gatekeeper training has increased knowledge competencies and impacted attitudes favorably (Washburn and Mandrusiak, 2010).

Emerging Practices

Supportive Safe & Inclusive Environment

Programs and practices that align with the first pillar of the Standard were organized into themes based on their characteristics and the ways in which they foster a supportive, safe, and inclusive post-secondary environment for students. These themes included (a) workshops, (b) roles, (c) peer supports, (d) services, (e) spaces, and (f) alternatives.

WORKSHOPS

Workshops that created a supportive, safe and inclusive post-secondary environment were found on a number of university and college campuses, and often were aimed at educating staff, faculty, as well as students, on mental health and EDI principles. The Mental Health Series at St. Mary's University is a four-part series of workshops that aims to increase the confidence of faculty and staff in supporting students in distress, thus increasing the likelihood that students on that campus would feel safe and supported. Other workshops focussed more specifically on equity education, with some targeting students, such as the Our Shared Spaces at McGill University, an educational workshop series where students are empowered to create inclusive and equitable environments on campus. The workshop sessions aim to educate students on the best ways to incorporate anti-oppressive and anti-racist values into their everyday lives. Other equity-focused workshops targeted faculty and staff, such as the Workshops for Faculty and Staff at McGill University, including topics on access in the classroom, anti-racism in teaching practice, gender diversity and inclusive language, and harassment, discrimination, and sexual violence. Additionally, the FLEX Forward Accessible Education Training at McMaster University is an online training series on accessible teaching that is strongly encouraged for all instructional staff. The training outlines principles for accessible education, course design, student engagement, and accessibility in online and technology-enhanced learning. Finally, the Positive Space Education Program at Fleming College is an informative, interactive program that helps both students and employees to be better allies to 2SLGBTQ+ students.

ROLES

Some campuses opted to develop specific roles intended to cultivate a supportive, safe and inclusive environment, for instance, the Student Development Officer (SDO) for Students of African Nova Scotian and African Canadian Descent, whose job is to promote and honour the diversified culture of

the African Nova Scotian or African Canadian students at Cape Breton University. The SDO ensures that students are supported, guided, and encouraged throughout their post-secondary journey. Services provided by the SDO include one-on-one and group support to African Nova Scotian or African Canadian students, advocacy, and referrals to resources and opportunities. Alternatively, the Trans Care Team at the University of Western Ontario is a group of clinicians from Student Health Services and Psychological Services who create a specifically LGBTQIA2S+ affirmative environment in which to provide counselling and medical care to students. Physicians have received training from Rainbow Health Ontario on best practices in gender affirmative care, and they can refer to endocrine specialists or psychiatrists depending on student needs. While these roles target specific groups of marginalized students for inclusion on campus, other roles were more broad in their approach. The Wellness Supports Team at the University of Alberta works to strengthen individual and community mental health and wellbeing by providing holistic, inclusive support to students. Their services include mental health skills training for both students and staff, initiatives that challenge mental health stigma, individual support to bridge gaps and refer students to resources, facilitated peer-to-peer connection, and volunteer and outreach opportunities, among other events and activities. Similarly, the Student Support Case Management office at the University of Western Ontario helps students who are distressed, exhibiting disruptive behaviours, or struggling in some other way, by coordinating a response at both the individual and community level. Case managers provide outreach, referrals and support, working with students to explore their options and find a way forward. The role of NU Listener at Nipissing University is assigned to faculty or staff members who have been trained to provide supportive non-judgmental listening for students, and who can refer students to appropriate services. NU Listeners are identified to students by the NUListens desk sign in their office space.

PEER SUPPORT

Many peer support initiatives have been established that are targeted toward marginalized groups and therefore aim to create a more inclusive post-secondary environment. A number of these groups target racialized students, for example, Resiliency in Colour at St. Thomas University, a drop-in group on Microsoft Teams where individuals from the BIPOC community can come together in a casual setting. Similarly, the Black Student Support Program at Trent University is a confidential discussion group led by two student facilitators, which represents a safe space for Black Trent students to get support and engage in conversations about the Black experience at Trent. Or alternatively, the Black Student Success Network at George Brown College is a student-driven initiative based on academic tutoring, mentoring, information and referrals, and social engagement. Likewise, the Journey Together support group at the University of Western Ontario is a virtual support group for Black and Racialized students that aims to create a safe and healing space for participants to share race-related lived experiences.

Some student groups are broader in their support for marginalized students; for instance, the You Belong Here initiative at Trent University involves weekly interactive group sessions for 2SLGBTQ+ students, mature students, racialized students, and disabled students, among others. Similarly, the RISE program at Durham College offers mentorship one on one and group basis for students

that are part of equity-seeking groups such as disabled students, first-generation students, racialized students, newcomers to Canada, LGBTQ+ students, and low-income students. Other peer support initiatives target specific marginalized groups such as the Landing at the University of Alberta which offers support for gender and sexually diverse students through one-on-one peer support, events and services. Some peer support groups target disabled students, such as the PMC Mentorship Volunteer Program at Carleton University, which pairs mentors and mentees who share similar disabilities or areas of study, and Maccess at McMaster University, which offers peer support in order to create a sense of community for anyone self-identifying as having a disability. The Global Peer Advisors Lending Support (PALS) program at Carleton University connects international students with an upper year or graduate student who can provide them with insights and support with navigating the social, cultural, and academic transition to university life.

SPACES

Some initiatives at colleges and universities that encouraged a supportive, safe and inclusive environment were rooted in particular physical spaces on campus. The Post Alcohol Support Space (PASS) at the University of Calgary, for instance, is a medically supervised space on campus where students can go to sleep off the effects of alcohol and/or cannabis on Saturday nights. The service is confidential and open to everyone in the University of Calgary community. While this space offers a particular service intended to keep students safe, other spaces aim at generally improving students' mental well-being, such as the Purple Couch at Algonquin College, which is a physical couch that is moved around campus and provides students with the opportunity to grab a seat and chat with the person beside them, trained student leaders, or mental health professionals. Other spaces were intended for the purpose of stress reduction, such as the Well at Trinity Western University, which is a room dedicated to rest and relaxation, and the Breathing Space at Conestoga College, a room that is stocked with stress-busting activities and which runs wellness-focused drop-in groups throughout the week.

ALTERNATIVES

Finally, some alternative initiatives toward a supportive, safe, and inclusive environment were found that don't fit within the themes identified here. For instance, the Mental Health Forum at Dalhousie University is a monthly forum open to all students, faculty, and staff, which creates a platform for these stakeholders to share ideas and collaborate on mental health events, programs and campaigns. This initiative highlights the whole campus approach and is an innovative strategy to obtain student and staff input on mental health programming. The Inclusive Excellence Cohort Program at Wilfrid Laurier University, meanwhile, is an initiative to hire six new Indigenous faculty members as well as six new Black faculty members in an effort toward Indigenization, reconciliation, equity, diversity, and inclusion. This program ensures that Indigenous and Black-identifying students at Wilfrid Laurier can see themselves represented among the faculty. In an initiative aimed at engaging graduate students

in the development of mental health programming, the Graduate Student Wellness Initiative Fund at York University provides grants of up to \$1,500 to individuals and student groups wanting to develop programs that promote, raise awareness, or enhance the mental health and wellbeing of graduate students. This program allows graduate students the opportunity to feel engaged and included in their campus's mental health programming. Similarly, the Student Mental Health and Wellbeing Mini-Grant Pilot at the College of the Rockies offers students grants of \$500 to create projects that will foster resilience and well-being, decrease stress and anxiety, advance student wellbeing in the context of equity, diversity, and inclusion, increase peer-to-peer support, and de-stigmatize mental health issues. Some other alternative initiatives were aimed at marginalized students, such as the Say My Name campaign at George Brown College, an awareness campaign launched by the office of Anti-Racism, Equity and Human Rights, that aims to represent, learn, and celebrate the names of members of the community, particularly names that have been typically mispronounced. This campaign aims to create an inclusive environment where individuals feel accepted as their authentic selves. Meanwhile, the free chest binders and breast forms program at Brock University offers students the opportunity to receive these gender-affirming products from the Student Justice Centre after filling out a form online. This innovative program can help trans* Brock students to feel welcome and included on their campuses.

Literacy, Education, and Stigma Reduction

Programs and practices aligning with the second strategic pillar of the Standard were organized into themes according to the format through which they employ literacy, education, and stigma reduction strategies on campus. These themes included (a) events, (b) workshops, and (c) educators, with one alternative program that did not fit into these themes.

EVENTS

Events that focus on literacy, education, and stigma reduction were found on a number of university and college campuses. For instance, at Holland College, students faculty and staff are all invited to participate in Wellness Week, which includes a variety of events that promote well-being and bring awareness to the ways that individuals can support their health and wellness at the College. Similarly, the Acadia Mental Health Initiative at Acadia University includes Mental Health Week, which features a student resource fair, a community conversation, and two workshops. At the Toronto Metropolitan University, meanwhile, the organization Students for Mental Awareness, Support, & Health facilitates peer-to-peer support through events such as Chill Sessions or Mental Health Talks, which increase awareness of the importance of mental health and well-being and provide education and advocacy for students.

WORKSHOPS

The workshops aiming to improve mental health literacy and stigma reduction could be further classified into workshops targeting faculty and staff, workshops targeting students, and workshops aimed at everyone in the campus community. The Mental Health Series at St. Mary's University, mentioned in the previous section, is an example of a workshop series targeting faculty and staff.

Most of the rest of the workshops collected here target students for mental health education. For example, WellU Resilience at Lakehead University is an 8-week, evidence-based course designed to teach students to manage stress in healthy ways. The course includes videos, slideshows, skill-building activities, resources, and information to help students build resilience. The Student Wellness Centre at Wilfrid Laurier University has two certificate programs for students related to mental health and wellbeing: the Wellness Education Certificate, and the Skills to Thrive Certificate. Both are intended to provide strategies to stay well on campus, but can also be added to the Laurier Experience Record or one's resume in order to signal one's commitment to health and wellness. Similarly, the Faculty of Graduate Studies at York University offers a free certificate program in personal wellness and learning skills. The program includes five sessions offered weekly, with a focus on developing strategies to improve personal wellness while also building connections with other graduate students. Thriving in Action, a program created by Toronto Metropolitan University that has been implemented on several campuses, is an 8-10 week student group, designed to help students enhance their well-being and success at college, teaching skills such as self-compassion, perseverance, gratitude, and more.

Finally, the following programs are targeted at the entire campus community. At Algonquin College, the Umbrella Project is a program aiming to create a safer space on campus to discuss the use of alcohol and other drugs, and does so by providing training, workshops, awareness, and support services for both students and employees. Focusing more on acutely distressed students, the Recognizing and Responding to a Person in Distress Workshop from the University of Waterloo aims to provide both students and employees with the skills and confidence to support other students or colleagues who may be experiencing distress. Finally, the Centre for Innovation in Campus Mental Health offers a free virtual course for non-clinical staff and students to learn how best to support a colleague or student who is struggling with their mental health. The course teaches participants how to recognize the signs of someone struggling, respond with empathy, refer to resources, and reflect on their experience of helping.

EDUCATORS

Many colleges and universities have opted to create an educator role on campus in an effort to advance mental health literacy. Some of these roles have been assigned to employees of the college or university, though the majority have been assigned to student volunteers. Local Wellness Advisors at McGill University, for instance, are mental health clinicians who have been assigned to particular faculties and services at McGill University. These Local Wellness Advisors have similar educational backgrounds to counsellors, and they facilitate wellness programming that is specific to the faculty or community to which they are assigned. They also work with departments on wellness prevention and early intervention, as well as providing one-on-one appointments for students.

On the other hand, Peer Wellness Educator Volunteers at Brandon University are a team of students who plan and promote thematic outreach programs for students on wellness topics such as sexual health, emotional wellbeing, and stress management, among others. Similarly, the Health & Wellness Peer Educators at the University of Winnipeg are a group of students that focus on increasing campus awareness of the seven dimensions of wellness. The group promotes health and wellness education on campus by delivering outreach programs with the goal of encouraging the University of Winnipeg community to engage in positive, strength-based behaviours when faced with challenges. At the University of Saskatchewan, Peer Health is an initiative run by student staff and volunteers, which aims to help students develop health knowledge and skills, provide evidence-based health promotion programs based on current research, and to improve student leadership and personal growth. Peer Health volunteers offer a drop-in service for non-judgmental listening and support, but also create social media posts on health topics, run presentations, webinars, and panels, and offer campaigns, incentives and giveaways. Finally, Peer Health Educators at Ambrose University are students who are in their second year or higher, and who work with Student Life and the Wellness Office to promote the spiritual, social, emotional, physical and intellectual well-being of students. The Peer Health Outreach Team specifically helps raise awareness around mental health and wellness through different programming and events.

ALTERNATIVE

In a particularly innovative program aimed at improving mental health literacy on campus, Northern Lakes College offers students a Wellness Passport. The Wellness Passport is an introduction to the importance of participating in the 8 dimensions of wellness, and is a virtual passport-looking document available to all students. Each dimension of wellness is represented by a Wellness Journey, which includes several fun and interesting challenges and tasks for students to do that will improve their personal wellness. Students are encouraged to place a check mark or date next to the challenge each time they complete a challenge within each journey.

Accessibility

Programs and practices aligning with the third strategic pillar of the Standard were organized into themes according to the format through which they encourage accessibility on campus. These themes included (a) workshops, (b) lending, (c) services, (d) peer support, and (e) space, with two alternative programs that did not fit into these themes.

WORKSHOPS

A number of the workshops offered by colleges and universities were aimed at orienting students with disabilities to the offices for accessibility and accommodation. For example, the ABLE@Dal orientation is an event intended for Dalhousie and King's students with permanent disabilities entering their first year, that receive or intend to receive academic accommodations. The program is facilitated by faculty, staff and students, and centers around developing skills and learning strategies for academic success. Similarly, the Partners in Accessibility at Laurentian (PAL) program at Laurentian University is an orientation event for incoming Laurentian students with disabilities. During the event, participants learn about learning strategies, support services, and accommodation planning, as well as getting to experience a mock lecture and a student and faculty panel discussion. McMaster University offers a similar Transition Program, intended for incoming McMaster students with disabilities and accessibility needs. Students can access the live workshop or the online asynchronous workshop, which reviews university learning, the offerings of Student Accessibility Services, and accommodations. At Cambrian College, the Head Start program is a virtual week-long orientation session targeted at students registered with the Glenn Crombie Centre, aiming to help students get ready for college. Other workshops were aimed at encouraging accessibility in the classroom, such as the FLEX Forward Accessible Education training at McMaster University, an online training series on accessible teaching that is strongly encouraged for all instructional staff. The training outlines principles for accessible education, course design, student engagement, and accessibility in online and technology-enhanced learning. Finally, one workshop from Memorial University's student accessibility centre, in collaboration with the Newfoundland and Labrador Association for the Deaf, teaches American Sign Language for students over the course of 8 weeks. Participants learn an introduction to ASL and have the opportunity to increase their knowledge of the Deaf culture and community.

LENDING

Some institutions have established assistive technology lending programs, where students needing accommodations can borrow assistive technology to determine whether it meets their needs. The Assistive Technology Lending Library at Dalhousie University aims to reduce the financial burden for students who are trying out new supports and includes items such as ergonomic equipment, dictation software, recording devices, tablets, and screen magnifiers. Similarly, the Meighen Centre Lending Library at Mount Allison University has a variety of assistive technology available to loan to students

for a semester at a time, including smart pens, iPads, and laptops. McMaster University's Campus Accessible Tech Space is also able to loan assistive technology from their service desk, as does the Algonquin College Assistive Technology Lab. These programs increase the overall accessibility of learning at their respective institutions and therefore align well with the third pillar of the standard.

SERVICES

Other institutions have made particular services available to students with disabilities that can either help them to receive a diagnosis or cope with the demands of post-secondary education. The Adult ADHD Clinic at the University of Prince Edward Island, for example, sees patients 16 years or older who have ADHD, as well as adults who haven't been diagnosed but have symptoms of ADHD. The clinic can provide both diagnosis and treatment. Similarly at Holland College, assessment services are trained and qualified to administer, score and interpret psychological and educational tests, and can help students determine whether they have a learning disability. The diagnostic assessment occurs over a series of three to six meetings, after which a report is prepared. At the University of Manitoba, the Learning Disability Services Clinic is a service jointly run by the Student Counselling Centre and the Psychological Service Centre, which provides assessments for learning disabilities for University of Manitoba students, specifically related to reading, writing, math, and attention-related problems. Services which support students in managing their disability include the Learning Disability Enhanced Services at Brock University, which is made up of two different services. The learning strategist can complete a psycho-educational assessment with the student, and then use that with the student's program of study and individual needs to provide individualized academic strategies. Additionally, the assistive technologist can help students use their technology recommendations by providing technology demonstrations, training and general support.

PEER SUPPORT

A number of peer support initiatives have been established at post-secondary institutions that target the inclusion of students with disabilities. Carleton University's PMC Mentorship Volunteer Program, for instance, connects students with experience at the Paul Menton Centre (PMC) with new students to the PMC, to help students with disabilities feel comfortable in a university setting. The centre aims to pair students who share similar disabilities or areas of study. Similarly, Maccess at McMaster University is a peer support, advocacy, and community centre run by the McMaster Student Union for students who experience disability, chronic illness, mental health concerns, or inaccessibility. The centre offers programming and events to create a sense of community for anyone self-identifying as having a disability. Peer support is offered by trained volunteers with lived experiences of disability, chronic illness, mental illness, madness, mental health concerns, or neurodivergence. At the University of Toronto, the Peer Advisor Drop-In Sessions are group sessions facilitated by peer advisors, specifically for students who are registered with accessibility services, or who are considering registering with accessibility services. The sessions offer an opportunity for students to chat with

their peers and learn about how to use accommodations. One peer support initiative out of Humber College, the ASD Social Group, is intended for student who identify as living with an Autism Spectrum Disorder (ASD). The group provides students with an opportunity to connect with each other as they delve into topics related to communication and interaction. Sessions are delivered in a relaxed, visual, structured and interactive manner, as is the recommended learning style of people with ASD.

SPACE

Several institutions have established accessibility initiatives that are based on physical spaces on campus that can provide greater access to students with disabilities. McMaster University's Campus Accessible Tech Space is a wheelchair-accessible, scent-free space located in the Mills library. The space features a quiet conversation area, a silent study area, an aquarium, and private study booths that include height-adjustable tables with built-in digital memory controllers. Along those same lines, Dawson College's Inclusion Solution Assistive Technology Lab is equipped with six computers, height adjustable desks, a SmartBoard, and several specialized software packages and devices to address a wide variety of learning needs. Algonquin College has its own Centre for Accessible Learning Assistive Technology Lab, which features accessible workstations, a meeting room, lab monitors, transcription services, and an assistive technologist. Additionally, the Quiet Room at Champlain College, is a safe space dedicated to students who use the Student Access Centre (SAC), and features computers adapted to be accessible to all SAC students, equipped with specialized software such as Word Q, Antidote, Adobe Acrobat, and more. Toronto Metropolitan University, meanwhile, offers Access Tours, which are tours of the Toronto Metropolitan University campus with a focus on the campus' accessibility features, led by students and staff who identify as having disabilities and who benefit from the barrier-free routes and spaces that are featured in the tours. The tours are designed for students with mobility impairments but also address access for students with non-physical disabilities as well.

ALTERNATIVES

Two programs were found that addressed accessibility in a novel way that was not captured in the themes above. RyeACCESS is an initiative by the Toronto Metropolitan Students' Union, and represents one of the six equity service centres. The RyeACCESS team works through advocacy, campaigns, outreach, education, and events. Their focus is on both systemic and individual issues in order to promote the empowerment, autonomy, and freedom of students with disabilities. On the other hand, Strengthening Accessibility & Inclusion within Professional Programs is a virtual conference hosted every year by the University of Toronto accessibility office. The conference delves into the improvement of equity, accessibility, and inclusion in practicums and at experiential learning sites, creating opportunities for accessibility staff to learn best practices and better support students with disabilities, particularly those in professional programs.

Early Intervention

Programs and practices aligning with the fourth strategic pillar of the Standard were organized into themes according to the format used to encourage the early intervention of mental health struggles. These themes included (a) roles, (b) teams, and (c) online forms, with one alternative program that did not fit into these themes. Interestingly, the majority of early intervention programs collected here were developed by colleges in western Canada.

ROLES

Some institutions opted to develop a particular role intended to catch student distress early before it requires a crisis response. For example, the Local Wellness Advisor role at McGill University, mentioned in a previous section of this environmental scan, works with departments on wellness prevention and early intervention. Nipissing University's NU Listens program, also mentioned previously, includes the role of NU Listener, which is a faculty or staff member who has been trained to provide supportive, non-judgmental listening for students and can refer them to appropriate services if needed. At Capilano University, the Your Early Support (YES) program connects students to a trained student support advisor at the Office of Student Affairs, who can meet with them to discuss their identified needs and connect them to resources both on and off campus. Other roles are more specifically targeted at early intervention, such as in the ACCESS Open Minds program at the University of Alberta. ACCESS Open Minds at the University of Alberta represents a network of delegates from various health, academic and non-academic services who may encounter students struggling with their mental health, led by a group of ACCESS Open Minds clinicians. The network meets monthly to discuss the referral process, how to reduce barriers to accessing services, and trends in student concerns. While students can self-refer to the program, the majority of students are referred to ACCESS Open Minds clinicians through the network. Students then receive an initial session within 72 hours in which their needs are identified, and any referrals and case management work are conducted.

TEAMS

Some institutions have established entire teams of professionals who can support students in early intervention. For instance, the Early Assist Team at North Island College offers a 'one-stop shop' for connecting students with campus and community resources, whether they be personal or academic, and students can be referred to the team by faculty or staff. Selkirk College similarly offers the Early Alert Support System, which runs for the first weeks of the fall and winter semesters. In this program, instructors, support staff, and students can refer themselves or their peers to be connected to a member of the Student Access & Support team for early intervention support.

ONLINE FORMS

Many colleges have established online forms for the referral of students or community members in the early stages of struggling with their mental health. These forms are often triaged for follow-up by the appropriate student department. For instance, Keyano College’s Early Alert Referral Form collects information from either students or employees about struggling students. The British Columbia Institute of Technology offers Early Assist, which collects information about students struggling with their mental health in order to connect them with the appropriate resource. Early Assist staff can also be contacted by email and phone to answer questions about the program, including whether or when to submit a referral. At Coast Mountain College, the Early Alert Referral Form connects students with a Learner Services staff member who can help with the next steps. Early Alert at Vancouver Island University has an online form that is triaged by Student Affairs and connects students to counselling services, academic advising, accessibility services, financial aid and awards, and the Conduct and Care Office. Finally, one online form called the Mental Health Check at Bow Valley College acts as an educational mental health screening to help students determine whether they may need to reach out to a doctor or mental health professional.

ALTERNATIVE

In one innovative initiative by the University of Toronto, Navi is a chat-based wayfinder or navigator intended to guide students who are looking for mental health support at the University of Toronto. Navi works as a virtual assistant to quickly search and provide students with contact information and direct links to both on and off-campus mental health resources.

Mental Health Supports

Programs and practices aligning with the fifth strategic pillar of Mental Health Supports were organized into themes according to the format through which those supports are provided. These themes included (a) virtual, (b) teams, (c) support groups, (d) roles, (e) spaces, and (f) peer support, with two alternative programs that did not fit into these themes.

VIRTUAL

Virtual mental health supports have been growing in popularity over the last several years, particularly after many institutions pivoted to online learning over the course of the COVID-19 pandemic. One example of such a service is the Bridge the GApp Youth online app, developed by the government of Newfoundland and Labrador and offered at all Newfoundland and Labrador institutions. The app provides guidance and support around mental health and addictions, and users can access tools, mental health advice, inspiration, and directions for finding additional support. Similarly, Healthy Minds NS is a collection of virtual and telephone mental health resources accessible by all post-secondary

students in Nova Scotia in order to supplement the mental health supports and services available on Nova Scotian campuses. Alternatively, Nipissing University offers counsellor-assisted e-support, a flexible counselling option that allows students to work independently on their mental health through various mental health support modules created in-house, that combine psychoeducation, reflection, and practice of new skills. The program also offers bi-weekly contact with a counsellor for students to discuss their growth and attend to any challenges that have come up in their learning.

TEAMS

Some institutions have established multidisciplinary teams that directly offer support to students for their mental health, such as the Student of Concern Case Team at Mount Allison University. This team works closely with academic, administrative, and support departments, student groups, and other stakeholders to provide a coordinated response and support plan for students who have been flagged as being in distress. The team aims to prevent students from harming themselves, developing strategies and interventions to address each case. At the University of Alberta, the Wellness Supports Team works to strengthen individual and community mental health and well-being by providing holistic, inclusive support to students. Their services include mental health skills training for both students and staff, initiatives that challenge mental health stigma, as well as individual support to bridge gaps and refer students to resources. Similarly, the Coordinated Care program at the University of Calgary offers a team of Student Support Advisors, including registered social workers and one registered nurse, to support students with their academic and personal journeys as an alternative to one-on-one counselling. Advisors help manage stressors, provide practical problem-solving, engage in resource navigation, as well as providing referrals to on- and off-campus resources. Likewise, the CARE Team at Royal Roads University works to assess, refer, and respond to students who have been flagged as demonstrating distress or concerning behaviour. Students may be referred by anyone in the Royal Roads community, including other students.

SUPPORT GROUPS

A number of support groups have been established across Canadian post-secondary institutions, which offer both the opportunity for facilitated mental health support, as well as peer support in the form of validation and understanding from other students. At Bishop's University, the Eating Disorders Support Group is intended for students of all genders who are dealing with any type of disordered eating, with or without a diagnosis. The group creates a safe space where participants can explore the functions of disordered eating and get support in their recovery. McGill University runs both Masters and PhD support groups, intended for McGill graduate students who may be struggling to balance their academic and personal lives, or to retain their focus and motivation on their studies. The support group provides encouragement, guidance, and a sense of connectedness for students, and the sessions are facilitated by McGill Local Wellness Advisors. All People All Pathways is a program in partnership between the Community Addictions Peer Support Association (CAPSA) and Carleton

University, which offers weekly support meetings for folks on campus affected by substance use and addiction, facilitated by individuals with lived or living experience. Staff and faculty can also attend their own support meetings separate from students. Saskatchewan Polytechnic offers an IBPOC Gathering Group, which welcomes any student identifying as Indigenous, Black, or as a Person of Colour. The group offers a space to share experiences, foster community, and support well-being. The group is facilitated by Saskatchewan Polytechnic counsellors, but student input guides the group. Meanwhile, the Nursing Group at Medicine Hat College is a drop-in group exclusively for nursing students, that offers a safe space to talk about the stresses of their program and discuss ways to practice self-care. Langara College offers an Iranian Student Support Group, a confidential gathering space facilitated by two Langara counsellors that aims to provide a safe forum to share how Iranian events are impacting students. Finally, the University of the Fraser Valley has created the LGBTQIA2S+ Support Group, in collaboration with the UFV Pride Collective and UFV counsellors, a virtual safe space for queer UFV students which explores topics such as (not) coming out, demystifying sexuality, and more.

ROLE

A number of roles outside of the role of counsellor have also been created across universities and colleges in Canada that directly support students' mental health. The Local Wellness Advisors at McGill University, mentioned earlier in this environmental scan, have similar educational backgrounds to counsellors, but they facilitate wellness programming that is specific to the faculty or community to which they are assigned, and also offer one-on-one appointments for students. The University of Alberta also offers satellite psychologists that are assigned to particular faculties and provide counselling to students across campus. The program aims to help faculty and staff build skills to best support student mental health, as well as to increase access to psychological consultations for students. Access Case Managers at Simon Fraser University are staff that provide one-on-one support in a drop-in environment, helping students to navigate services and to feel heard and supported. Seneca College offers the role of Student Support & Intervention Specialists, who focus on providing a supportive, goal-oriented relationship with students to collaboratively develop a plan to support their success. They may work with students in consultation with faculty, campus resources, and external supports in the community to ensure students have appropriate support. Keyano College has also created the role of the Wellness Navigator, who supports students by connecting them with campus services, community organizations, or government programs that may be helpful for students.

SPACES

Several programs were found that provide mental health supports grounded in a physical space on campus, and all of those programs were based on providing light therapy lamps to students. The Light Therapy Lounge at Canadore College features specialty daylight spectrum lighting and lamps, designed to help combat a number of health and mental health challenges such as seasonal

affective disorder, general lack of energy, depression, and insomnia. The British Columbia Institute of Technology offers what they call Sun Stations, a collection of 11 full-spectrum lighting stations that don't require registration and are free for all community members to use. The University of Toronto offers light therapy lamps, designed to mimic spring and summer light levels, for student use at the Robarts library. Acadia University similarly offers light therapy lamps at the access desk of their Vaughan Memorial Library. At McGill University, students can loan light therapy lamps from the Post-Graduate Student Society for a period of up to 2 weeks. At the University of Ottawa, light therapy lamps are available to borrow from a number of different libraries for up to seven days, with one renewal available. At the University of British Columbia, two different libraries offer light therapy lamps that students can sign up to use on a first-come-first-served basis. Concordia University similarly offers students the opportunity to borrow light therapy lamps from the library for loans of up to one day. Finally, the University of Waterloo has set up two light therapy lamps in the third-floor lounge and computer workspace in the Psychology, Anthropology, and Sociology building for use by both staff and students.

PEER SUPPORT

Peer support initiatives were by far the most prevalent mental health supports available to students across Canadian post-secondary institutions. A total of 34 universities and colleges had peer support programs listed on their websites as an alternative form of mental health support to traditional counselling. The majority of peer support programs offered training for peer supporters focussed on active listening, boundaries, confidentiality, and referral to resources. Some peer support programs involved an element of supervision by a mental health professional, such as programs at the University of Ottawa and the University of Western Ontario. Other programs offered virtual peer support, such as the programs at the University of Windsor and Centennial College.

Of note, Carleton University offers three different peer support programs with different aims. Community Connections is a year-long peer mentorship program intended to provide Carleton students with resources, skills and tools to improve their well-being and connections within the campus community. There are two pathways that students can register in: Community Building & Belonging and Positive Mental Health & Well-Being, each providing different kinds of support. Community Connections has also created partnerships to offer Peer Mentorship programs for Indigenous students, Muslim students, 2SLGBTQ students, as well as African, Caribbean, and Black students. The Global PALS program at Carleton University, mentioned earlier in this environmental scan, connects international students with an upper-year or graduate student who provides them with insights and support in navigating the social, cultural, and academic transition. And finally, Mental Wellness Mentors are Carleton University students who provide non-judgmental and confidential mentorship to students in residence, specifically around their transition to university. The peer mentors offer coping strategies and other supports to help students with their mental wellness.

The University of British Columbia, on the other hand, offered peer support in a slightly different format. The UBC Student Recovery Community is an inclusive space designed for students who are either in recovery or are open to exploring their relationship with alcohol, drugs, and/or addictive behaviours such as disordered eating, gaming, and gambling. The program works on a peer support model that is evidence-based and intended to empower students with lived experience to support each other in their individual recoveries and is open to all pathways of recovery, including abstinence as well as harm reduction.

ALTERNATIVES

Two programs were found that offered direct mental health support in formats that did not fit within the themes noted above. At Royal Roads University, when students are experiencing an unexpected stressful situation, such as the loss of a family member or friend or similar circumstances, Royal Roads counsellors may provide a Letter of Consideration to encourage instructors to provide flexibility in assignments, particularly when students feel uncomfortable reaching out directly to their professor. Students may then work with both the counsellor and instructor to develop a plan to complete their work. Meanwhile, Lakehead University offers WellU Resilience, an 8-week, evidence-based course designed to teach students to manage stress in healthy ways. The course includes videos, slideshows, skill-building activities, resources and information intended to help students build resilience. Participants learn skills and habits that have been proven to increase life satisfaction and resilience.

Crisis Management and Postvention

Programs and practices aligning with the sixth and final strategic pillar of the Standard were organized into themes according to the format through which crisis management was coordinated. These themes included (a) teams, and (b) phone lines, with several alternative programs that did not fit into these themes.

TEAMS

Some universities and colleges have opted to develop teams of professionals that can respond to students in crisis. For example, the Student at Risk Team at the University of Calgary is a multidisciplinary team of campus staff that respond when a student is identified as being “at risk” by other students, faculty, or staff. The team will conduct an assessment and ensure that the student has the necessary supports, preventing the situation from escalating. The CARE Team at Royal Roads University, which has been mentioned earlier in this environmental scan, works to assess, refer, and respond to students who have been flagged as demonstrating distress or concerning behaviour. Students may be referred by anyone in the Royal Roads community, including other students. The Student of Concern Case Team at Mount Alison University, also mentioned earlier in this environmental

scan, works closely with academic, administrative, and support departments, student groups, and other stakeholders to provide a coordinated response and support plan for students who have been flagged as being in distress. The team aims to prevent students from harming themselves, developing strategies and interventions to address each case. Finally, the Student at Risk Support Team at Medicine Hat College responds to concerns around mental and physical well-being, security and academic issues, and can help students find the appropriate supports on campus.

PHONE LINES

One college and one university in our search have dedicated phone lines available that students in crisis can call. Students at Brock University can contact the Crisis Phone Line, which is available all year, 24 hours a day and seven days a week. Similarly, at Algonquin College, students have access to the Student Distress Line, which enables them to get an immediate appointment with Counselling Services during hours of operation.

ALTERNATIVES

Two programs were found that address crisis management in a format not captured by the themes above. The University of Calgary maintains a Suicide Awareness and Prevention Framework based on the principles within the Zero Suicide Framework. The seven-stage framework prevents suicides by providing personalized support through crisis and connecting suicidal students to resources that maintain their recovery. Meanwhile, the University of British Columbia has developed an introductory course on suicide awareness and intervention for UBC students, faculty, staff, and alumni that is specific to the post-secondary context and is trauma-informed and culturally competent. The course contains one asynchronous on-demand section, followed by a synchronous facilitated section.

Limitations

While this environmental scan may provide examples of exemplary mental health-related programs and practices on Canadian post-secondary campuses, some limitations have been identified which constrain the scan's usefulness in evaluating strengths and gaps in practice. One major limitation of this scan was the fact that emerging practices were collected from post-secondary institutions' websites, which may not be up to date with mental health programming, potentially providing information on programs that no longer exist or not providing information on new programs or practices. Furthermore, every institution's website was navigated differently, with different departments and different web pages, and it is, therefore, possible that some programs listed on the websites were missed. Consequently, the collection of emerging practices in this environmental scan does not represent an exhaustive list, and some programs may exist that have not been captured here.

Conclusion

This environmental scan represents a collection of evaluated and emerging practices aligning with the strategic pillars of the National Standard for Mental Health and Well-Being for Post-Secondary Students. Many strategic pillars of the Standard were well represented in this scan. A supportive, safe and inclusive post-secondary environment was established on many campuses through the use of workshops, roles, peer supports, services, and spaces. Mental health literacy and education were promoted on campuses through events, workshops, and educators. Access for students with physical and mental health disabilities was established through workshops, lending programs, services, peer support, and space-based programs. Finally, mental health supports were provided to students by virtual means, teams of professionals, support groups, non-counsellor roles, space-based programs, and peer support. One of the strengths identified across Canadian post-secondary institutions was the provision of peer support programs, with 34 universities and colleges listing those services on their website, and one evaluated practice being the peer support program at McGill university.

Strategic pillars of the Standard that were less well represented and which could benefit from further development of resources and programs include early intervention, which only consisted of two evaluated and twelve emerging programs, and crisis management and postvention, which consisted of one evaluated and eight emerging programs. While some institutions did address early intervention on their campuses using roles, teams, and online forms, these initiatives were geographically centered in western Canada, with fewer programs identified in the east. The National Standard recommends early intervention approaches that encourage student agency and assist students to self-identify mental health needs, include navigators from the post-secondary community to help students connect to appropriate resources, screen students for psychosocial needs when they seek primary care services, and train the post-secondary community to help recognize and respond to signs of declining mental health. With respect to crisis management and postvention, some institutions did address this pillar with the use of teams and phone lines, however these programs were limited in number, and a majority of institutions had no in-house student-crisis initiatives listed on their websites. The National Standard recommends that post-secondary institutions create transparent processes and protocols for crisis management, including training and role clarity for the post-secondary community on emergency procedures and crisis response, efforts to support cross-training, communication, and coordination with community partners, as well as resources to support students and the community after a critical event.

References

Brown, K., De Bie, A., Aggarwal, A., Joslin, R., Williams-Habibi, S., & Sivanesanathan, V. (2020). Students with disabilities as partners: A case study on user testing an accessibility website. *International Journal for Students as Partners*, 4(2), 97–109. <https://doi.org/10.15173/ijasp.v4i2.4051>

Canadian Standards Association (2020). *Mental health and well-being for post-secondary students* (CAN/CSA Standard No. Z2003). Retrieved from <https://www.csagroup.org/store/product/CSA%20Z2003%3A20/>

deJonge, M. L., Jain, S., Faulkner, G. E., & Sabiston, C. M. (2021). On campus physical activity programming for post-secondary student mental health: Examining effectiveness and acceptability. *Mental Health and Physical Activity*, 20, 100391. <https://doi.org/10.1016/j.mhpa.2021.100391>

Gardner, P., & Kerridge, K. (2019). Everybody Present: Exploring the Use of an In-Class Meditation Intervention to Promote Positive Mental Health Among University Students. *Canadian Journal of Community Mental Health*, 38(1), 9–21. <https://doi.org/10.7870/cjcmh-2018-022>

Gilham, C., Austen, E. L., Wei, Y., & Kutcher, S. (2018). Improving Mental Health Literacy in Post-Secondary Students: Field Testing the Feasibility and Potential Outcomes of a Peer-Led Approach. *Canadian Journal of Community Mental Health*, 37(1), 1–12. <https://doi.org/10.7870/cjcmh-2018-002>

King, N., Linden, B., Cunningham, S., Rivera, D., Rose, J., Wagner, N., Mulder, J., Adams, M., Baxter, R., & Duffy, A. (2022). The feasibility and effectiveness of a novel online mental health literacy course in supporting university student mental health: A pilot study. *BMC Psychiatry*, 22(1), 515. <https://doi.org/10.1186/s12888-022-04139-z>

Linden, B., Boyes, R., & Stuart, H. (2021). Cross-sectional trend analysis of the NCHA II survey data on Canadian post-secondary student mental health and wellbeing from 2013 to 2019. *BMC Public Health*, 21(1), 590. <https://doi.org/10.1186/s12889-021-10622-1>

Ritvo, P., Ahmad, F., El Morr, C., Pirbaglou, M., Moineddin, R., & MVC Team. (2021). A Mindfulness-Based Intervention for Student Depression, Anxiety, and Stress: Randomized Controlled Trial. *JMIR Mental Health*, 8(1), e23491. <https://doi.org/10.2196/23491>

Stuart, H., Chen, S.-P., Krupa, T., Narain, T., Horgan, S., Dobson, K., & Stewart, S. (2018). The Caring Campus Project Overview. *Canadian Journal of Community Mental Health*, 37(3), 69–82. <https://doi.org/10.7870/cjcmh-2018-017>

Stuart, H., Koller, M., & Armstrong, A. W. (2014). Opening Minds in a Post-Secondary Environment: Results of an Online Contact-based Anti-stigma Intervention for College Staff – Starting the Conversation (p. 11). *Mental Health Commission of Canada*.

Suresh, R., Karkossa, Z., Richard, J., & Karia, M. (2021). Program evaluation of a student-led peer support service at a Canadian university. *International Journal of Mental Health Systems*, 15(1), 54. <https://doi.org/10.1186/s13033-021-00479-7>

Szeto, A. C. H., Henderson, L., Lindsay, B. L., Knaak, S., & Dobson, K. S. (2021). Increasing resiliency and reducing mental illness stigma in post-secondary students: A meta-analytic evaluation of the inquiring mind program. *Journal of American College Health*, 1–11. <https://doi.org/10.1080/07448481.2021.2007112>

Virk, P., Arora, R., Burt, H., Gadermann, A., Barbic, S., Nelson, M., Davidson, J., Cornish, P., & Doan, Q. (2022). HEARTSMAP-U: Adapting a Psychosocial Self-Screening and Resource Navigation Support Tool for Use by Post-secondary Students. *Frontiers in Psychiatry*, 13, 812965. <https://doi.org/10.3389/fpsy.2022.812965>

Washburn, C. A., & Mandrusiak, M. (1969). Campus Suicide Prevention and Intervention: Putting Best Practice Policy into Action. *Canadian Journal of Higher Education*, 40(1), 101–119. <https://doi.org/10.47678/cjhe.v40i1.1571>

Wei, Y., Kutcher, S., Baxter, A., & Heffernan, A. (2021). The program evaluation of ‘Go-To Educator Training’ on educators’ knowledge about and stigma toward mental illness in six Canadian provinces. *Early intervention in psychiatry*, 15(4), 922–931. <https://doi.org/10.1111/eip.13037>

Zhu, J., Racine, N., Xie, E. B., Park, J., Watt, J., Eirich, R., Dobson, K., & Madigan, S. (2021). Post-secondary Student Mental Health During COVID-19: A Meta-Analysis. *Frontiers in Psychiatry*, 12, 777251. <https://doi.org/10.3389/fpsy.2021.777251>

Rubric

While the Environmental Scan puts a lens on the national landscape, the Rubric helps put a lens on your institution. As another significant takeaway from the SRDC and CICMH project, institutions can use the Rubric to gauge alignment with the Standard and the exemplary practices identified in the Rubric. As such, the Rubric provides a starting point to identify which practices, policies, and programs are working well and which ones have room for growth. The rubric can be viewed below or downloaded [here](#).

Exemplary Programs, Policies and Practices in Post-Secondary Student Mental Health

Analytic rubric

Best practices are not necessarily the most popular, most frequently implemented, or most creative/innovative. They are strategies that can move institutions to a higher level of achievement in attaining health promotion outcomes in their student populations (CICMH, 2015). Overall, that means the “exemplary level” in the following rubric is achieved for a given policy, practice, or program if it:

- ✓ Integrates as many socio-ecological levels as possible to achieve systemic change; that is, aiming for changes beyond the individual- level and looking to increase information/collaboration/coordination within the institution and/or with the community;
- ✓ Incorporates as many points of view and types of evidence as possible, especially from students and from marginalized groups, *ranging from ethical considerations to design, to implementation, and to evaluation*;
- ✓ Has a clear review process for continuous improvement (re: design, implementation, outcomes), including considerations for sustainability and scaling-up (if applicable).

To get more guidance on what an “exemplary” practice look likes re: the strategic pillars, please refer to the Standard:

- Supportive, safe, and inclusive post-secondary environment (Clause 5.4.2)
- Literacy, education, stigma reduction (Clause 5.4.3)
- Accessibility (Clause 5.4.4)
- Early intervention (Clause 5.4.5)
- Mental health supports (Clause 5.4.6)
- Crisis management and postvention (Clause 5.4.7)

Rubric

CRITERIA	EXEMPLARY PRACTICE	PROFICIENT PRACTICE	LIMITED OR NO PRACTICE
	<p>Presence of elements that goes beyond the Standard (i.e., evidence of “should”)</p>	<p>Presence of elements meeting the “shall.”</p>	<p>Does not meet elements of the Standard</p>
<p>1. Practice is knowledge-informed using multiple types of sources to define and address needs</p> <p>Gathering data 5.3.3</p> <p>Clause 4.2 General Principles-Knowledge informed</p>	<ul style="list-style-type: none"> Addresses a need or issue that has been identified through assessment across at least three socio- ecological levels (individual, interpersonal, and institutional factors) to bolster systemic change (Clause 5.3.3.5). Multiple sources of evidence are used in combination (research, practical experience, lived experience or traditional knowledge & teachings). 	<p>The initiative is derived from an assessment of at least one type of psychosocial factors (Clause 5.3.2.2).</p>	<p>May have a clearly identified audience, but the rationale for intervention and the needs assessment process is unclear or inadequately executed.</p>
<p>2. Students have been meaningfully involved at multiple stages (from design to evaluation)</p> <p>Clause 5.2.5– Stakeholder participation and engagement</p>	<ul style="list-style-type: none"> Mental health support is designed in consultation with students, from a student-centered focus approach (Clause 5.4.6.5) and encourage student agency; Students from diverse groups concerned by the program policy or practice are involved at all stages beyond design– implementation, operations, and evaluation. 	<p>Students from diverse groups concerned by the program, policy, practice participated in the process of at least one component of the following: planning, development, implementation, operations and evaluation.</p>	<p>Some groups of students participated in the process of at least one component of the following: planning, development, implementation, operations and evaluation but the extent to which diversity of perspectives have been gathered is not demonstrated.</p>

<p>3. Practice(s) use an anti-oppressive lens</p> <p>Clause 4.2 General Principles-Equity diversity inclusion</p> <p>Clause 5.4.6.2 Equity</p> <p>Clause 5.4.2.3 Safeguards from all forms of violence</p> <p>Clause 5.4.6.5 Engaging in a collaborative process and partnerships in the community with culturally appropriate service providers, spiritual leaders, Elders</p>	<p>Implementation of strategies such as:</p> <ul style="list-style-type: none"> • Cluster hiring • Incorporation of cultural humility/self-reflection practices for staff/service providers • Safeguards from all forms of violence (Clause 5.4.2.3); • Engaging in a collaborative process and partnerships in the community with culturally appropriate service providers, spiritual leaders, Elders (Clause 5.4.6.5) 	<p>Evidence of:</p> <ul style="list-style-type: none"> • Co-creation process (see above) addressing mindful language and outreach strategies to increase access for racialized groups • steps to be taken, so students feel safe and comfortable. • Process in place for equitable access to wellbeing and mental health supports that are culturally inclusive, and trauma and violence informed in the community. 	<p>Evidence of awareness and acknowledgment of core elements of an anti-oppressive lens but does not have actionable strategies/ resources in place yet.</p>
<p>4. Clear consent processes and/ or confidentiality procedures have been introduced into practice</p> <p>5.2.4.2 Principles and intended outcomes</p> <p>5.2.4.2 Informed consent</p>	<ul style="list-style-type: none"> • Evidence of an external or internal formal review process to revise consent, procedures, and tools. • Monitoring and follow-up on privacy breaches with different subgroups groups to improve processes. 	<p>Interactions, processes, and protocols involving students re: principles of privacy and confidentiality apply to the entire post-secondary community and are provided in plain language and available on hand (Clause 5.2.4.2).</p>	<p>Application of principles of privacy and confidentiality in processes and protocols involving students re: is limited to the school and/or are difficult to find/understand.</p>
<p>5. Practice encourages an inclusive environment and equitable access</p> <p>5.4.2 Supportive, safe, and inclusive post- secondary environment</p>	<ul style="list-style-type: none"> • Evidence of transformational learning environments* (defined below), efforts to aim at changing culture for subgroups identified (Clause 5.4.2.3). 	<p>Evidence of efforts are directed at creating or improving one or more of the physical, social, online, academic, learning environments conducive to mental health and wellbeing (Clause 5.4.2.1).</p>	<p>Principles of inclusion for equitable access are available for one or many of the learning environments targeted by the intervention but do not cover all relevant and lack clarity about subgroups' needs.</p>

<p>6. Practice(s) encourages accessibility</p> <p>5.4.4 Accessibility</p>	<ul style="list-style-type: none"> • Includes innovative ways (e.g., training and education) to improve a shared understanding of accommodation policies, or consistency of application across the post- secondary community (Clause 5.4.4.3) <p>AND/OR</p> <ul style="list-style-type: none"> • Accommodations to improve access covers a broad range of key elements* 	<p>Accommodation policies and procedures are clear, transparent, and accessible (e.g., using plain language and without ambiguity) and consistent for those students who disclose disabilities/mental health concerns or not (Clause 5.4.4.2).</p>	<p>Accommodation policies and procedures are inconsistent, unclear or are not applying or partially applying to those students with mental health concerns who don't have documentation yet.</p>
<p>7. Practice is monitored and evaluated to support the learning process.</p> <p>5.5.1 General</p>	<ul style="list-style-type: none"> • Existence of structure, processes, and outcome indicators, drawing on quantitative and qualitative information (Clause 5.5.2.2) and at various levels (individual, interpersonal, institutional, community, and societal/cultural. (Clause 5.5.2.4) • Include knowledge-to-action strategies for the dissemination and sharing of results with the post- secondary community and broader stakeholders (e.g., CoP (Community of Practice), training development, roundtables, advocacy, etc.). 	<ul style="list-style-type: none"> • The evaluation plan considers the planning and implementation stages as well as outcomes and dissemination strategies (Clause 5.5.2.1) • Evidence of a participatory approach to determine what needs to be monitored and measured, when, and with which methods. (Clause 5.2.5) 	<p>Little information is available about a review process, no learning opportunities for continuous improvement in place or focus on outcomes solely.</p>
<p>8. Practice(s) are supported by the institution and align with strategic goals</p> <p>5.2.2.2 Responsibilities</p>	<ul style="list-style-type: none"> • Evidence that practice[s] aimed at sustainability in informed PSIs' strategic goals and/or support capacity-building and communications among the post-secondary • Have full transparency in operation and communications [e.g., roles and responsibilities are clearly defined and effectively communicated], communication opportunities to enhance the initiative, includes feedback from the post-secondary community (Clause 6.1.2.3) 	<p>There is a clear endorsement from the direction (Clause 5.2.3.3) by the way it promotes and communicates practice(s) allocates human and financial resource (including for evaluation) and is committed to drive and sustain practice(s) across the institution.</p>	<p>The direction is aware and supports the practice(s) while not clearly allocating resources from planning to evaluation or is not proactive at communicating/ demonstrated its commitment.</p>

Definitions and Examples

Anti-oppressive lens – an approach that requires giving up power, being inclusive of all groups, including marginalized groups, having representation from these groups and joint decision-making about policy, procedures, and practices [Source: www.oacas.org]

Cultural safety – an approach that considers how social and historical contexts, as well as structural and interpersonal power imbalances, shape health and health care experiences. It is created through an environment that is emotionally, linguistically, physically, psychologically, socially, and spiritually safe for people; where there is no assault challenge or denial of their identity, of who they are, of what they experienced, and what they need. It is about shared respect, shared meaning, shared knowledge, and experience of learning together.

Note: Practitioners are self-reflective/self-aware with regards to their position of power and the impact of this role in relation to patients. “Safety” is defined by those who receive the service, not those who provide it. [Source: www.heretohelp.bc.ca]

Cultural humility – culture humility is characterized by principles of mutual learning and critical self-reflection, recognition of power imbalances, and the existence of implicit biases (Ranjbar et al., 2020).

Examples of transformational learning environments*:

- Student “hubs” (e.g., Student wellness and equitable learning Center (SWEL) aiming at providing under one roof students services (from college reps)
- Application of Universal Design for Learning or other accessibility learning principles (from college reps)
- Mentorship, peer-support, and student life programs,
- Processes and features that encourage empathy, kindness, and civility
- Processes that recognize and mitigate barriers for students with disabilities, such as informing students with disability about their rights against prejudice and discrimination and their choice of mental health resources and supports;
- A culture that recognized that the entire post-secondary is responsible for the mental health and wellbeing of its members and that mental health affects learning

Examples of accommodations to improve access covering a broad range of key elements*:

- excused absences for mental health and physical health treatment;
- flexibility in class schedules;
- flexibility in learning assignment formats and pedagogical design;
- mental health leave; and
- service animals in housing or institutional facilities

The Campus Mental Health Action Tracker

The Campus Mental Health Action Tracker is an implementation tool used to guide and support post-secondary institutions that are in the process of aligning policies and procedures with the National Standard for Mental Health and Well-Being for Post-Secondary Students. It is a practical way to collaboratively document and assess the implementation of the Standard over time. The Tracker allows users to collaborate on assessments and generate customizable reports on their institution's progress with the Standard. The Tracker is free, online, and is available in both [English](#) and [French](#).

Mental Health Policy Inventory

Introduction

Just as the Rubric can inspire reflection and change regarding different mental health services and programs at your institution, this section supports an investigation into your policies. While you navigate how your post-secondary institution can implement the Standard, it is important to reflect on the present and the future.

Questions to ask Yourself

Presently, what policies, services, and programs within your campus community connect with the six pillars identified in the Standard? And in future, what changes or additions do you need to make to these policies, services, and programs to better align with these pillars:

- Supportive, Safe, Inclusive Post-Secondary Environment
- Mental Health Literacy, Education, and Stigma Reduction
- Accessibility
- Early Intervention
- Mental Health Supports
- Crisis Management and Postvention

When assessing your post-secondary institution's current policies, it may be helpful to:

1. Create an inventory of current policies, understanding how they align with the Standard;
2. Have some key questions in mind that will help identify which of your institutions policies affect the mental health and wellbeing of students and, to that end, what policies may be missing;
3. Group the mental health and wellbeing policies under the appropriate pillar(s);
4. Identify which pillars your policies most strongly align with, and which they do not yet connect with.

The following guiding questions can serve as a tool for reflection on your post-secondary institutes' mental health and health-adjacent policies.

- What policies support the mental, physical, emotional, and social health needs of your students?
- What new or recent policies within your post-secondary institute have the potential to benefit students' mental health?
- What policies are foundational to mental health programming and/or practice within your campus community?
- What is your institution's understanding of how to use inclusive language, specifically within policies?
- What do you notice when you examine mental health policies and compare them to policies that impact mental health (e.g., an **exam policy**)?
- What existing policies are in alignment with the pillars of the Standard?
- What are some overlooked areas in which policies make a difference to students' mental health?
- What policies are missing? Which pillars are emptier than others?
- How do the policies consider the varied lived experiences of equity-deserving groups?

A fillable sheet with these questions is available [here](#).

Exam policy example: There is a policy in place where a student can only request to change their exam schedule if they have 3 exams within a 24 hour time period. If a student has 3 exams within 25+ hours, this policy doesn't allow the student to change their schedule. The stress and anxiety of having those exams in a small period of time, because of this policy, can negatively impact their mental health.

Example Policies

Below is a set of example policies that align with each of the six pillars named in the Standard. Many policies could fit under each pillar, and some could fall under more than one. The purpose of these examples is to help you reflect on:

- the current policies within your campus community;
- potential opportunities or additions that can strengthen your campus community's commitment to the Standard.

Pillar: Supportive, Safe, Inclusive Post-Secondary Environment

Sample Policy: Sexual Violence

To encourage a more supportive and safe campus, embed a sexual violence policy within your campus community. This policy can encourage victims of sexual violence to come forward and know that their stories are being heard and validated. Furthermore, the policy can include an inquisition process that protects the rights of the affected individual(s) and holds the individual(s) who committed the act accountable for their actions.

Pillar: Mental Health Literacy, Education, and Stigma Reduction

Sample Policy: Diversity, Equity, and Inclusion

Embedding anti-stigma and anti-discriminatory perspectives into a post-secondary policy that focuses on stigma reduction and can broadly promote, educate, and inform all members of the campus community on the importance of mental health. This type of universal policy recognizes mental health and wellbeing instead of stigmatizing it.

Pillar: Accessibility

Sample Policy: Academic Accommodation

The policy could focus on differentiating between accessibility, which focuses on proactively designing programs and services with as few barriers as possible; and academic accommodations, which focuses on individualized plans for students seeking accommodations. Academic accommodation is an umbrella term that can encompass all services, strategies, and adaptations to curriculum deliverables that provide the student seeking accommodations with equal opportunity to meet the academic standards required of them. This policy supports students seeking accommodations by promoting a safe and respectful campus.

Pillar: Early Intervention

Sample Policy: Wellness Check

A wellness check policy and procedure help ensure that early, quality care is provided equally across campus to all students showing early signs of distress. A wellness check policy ensures that there is a standardized procedure for assessing students' mental health and wellbeing, which allows for an effective and thorough assessment. Following this initial assessment, an effective policy might also have a designated set of resources that are accessible within the community and post-secondary institute, as well as a follow-up procedure implemented within the policy to guarantee the student(s) are well supported.

Pillar: Mental Health Supports

Sample Policy: Care Coordination

Given the complex and diverse needs of students, care coordination -- a synchronous delivery of support and resources from different providers and specialists from both the campus and community -- can positively impact students. Embedding a care coordination framework allows for efficient response time that improves student wellbeing and instills a collaborative approach that reduces the degree to which the campus community works in silos. Areas of care coordination can include sustaining mental health and wellness through supportive environments, using a whole campus approach, and fostering a collaborative environment between multiple domains of health and wellness.

Pillar: Crisis Management and Postvention

Sample Policy: Suicide Postvention

A referral pathway, that is, the specific mechanisms that connect students, along with a follow-up procedure for students following a suicide threat or attempt within your campus community, creates a supportive and sustainable process for all individuals involved when embedded in policy. This policy involves campus-wide support and creating partnerships with local community mental health agencies to help ensure that students referred to treatment are getting the help they need and are assisted throughout the process. Within the policy, you can also implement a procedure for following up with those who were affected by the suicidal individual (e.g., family, witnesses, friends); they can be made aware of the support available and how to access it.

Key Takeaways from the Project with the Social Research and Demonstration Corporation (SRDC) and the Centre for Innovation in Campus Mental Health (CICMH)

Introduction

In 2020, the Canadian Standards Association (CSA) Group published the Standard, formally known as the National Standard for Mental Health and Well-being for Post-Secondary Students, in partnership with post-secondary sector stakeholders and the Mental Health Commission of Canada (MHCC). The Standard provides post-secondary institutes with guidelines for improving and strengthening the mental health of their students.

In 2021, a consortium of GTA colleges came together to explore options in how to both navigate and implement the Standard within their campus communities. With funding from Bell Let's Talk, these post-secondary institutions worked with SRDC – a non-profit research organization – and the Centre for Innovation in Campus Mental Health (CICMH) to facilitate discussions and the use of best practices in terms of implementing the Standard across campuses in a way to meet the diverse and complex needs of post-secondary students.

Process

At the start of this project, representatives of participating post-secondary institutions conducted self-assessments of the current state of their campus' policies, programming, and practices relating to mental health. These post-secondary institutions used the Campus Mental Health Action Tracker, a self-assessment tool newly developed by SRDC (available in [English](#), [French](#), and this toolkit). Through working sessions, the participating post-secondary institutes collaboratively assessed the strength of their mental health initiatives relating to the Standard and areas they wanted to work on.

Environmental Scan

CICMH produced an environmental scan by using a two-pronged approach. The first part consisted of reviewing Canadian academic literature on mental health interventions involving post-secondary students, with the search terms correlating to the pillars of the Standard. The second part consisted of a scan of 148 Canadian post-secondary institutions' websites, looking for programs within their wellness, equity, and accessibility pages. To ensure a fulsome scan, CICMH and SRDC also conducted interviews with the post-secondary consortium stakeholders.

Rubric

The SRDC and CICMH collaboratively developed a rubric of exemplary practices using language from the Standard and the Campus Mental Health Action Tracker. The purpose of this tool was for the participating post-secondary institutions to identify areas of strength and needed growth in their institutions' practices and programming. By using this rubric to assess their practices at a high level, these institutions identified areas they felt aligned with the Standard, where there were gaps due to unmet needs, and the types of resources needed to meet those needs.

An exemplary practice, policy, or program was highlighted in the rubric as one that:

- Integrates as many socio-ecological levels as possible to achieve systemic change; that is, aiming for changes beyond the individual-level and looking to increase information, collaboration, and/or coordination within the institutions and/or with the community;
- Incorporates as many points of view and types of evidence as possible, especially from students and from equity-deserving groups, ranging from ethical considerations to design, to implementation, and to evaluation;
- Has a clear review process for continuous improvement (re: design, implementation, outcomes), including considerations for sustainability and scaling-up (if applicable).

For more information, the full rubric can be viewed [here](#).

Policy Discussion

As the project's final part, participating post-secondary institutions were asked to provide examples of existing mental health and/or health-adjacent policies within their institution for discussion among the group. The objective was to build an inventory of policies that spanned across the pillars (Supportive, Safe, and Inclusive Post-Secondary Environment, Literacy, Education, and Stigma Reduction, Accessibility, Early Intervention, Mental Health Supports, and Crisis Management and Postvention) to provide room for future collaboration on policy creation and revision. Discussion points covered policies that benefit mental health, those that impact mental health, and any perceived gaps within the pillars.

Recommendations

- Trust, support, and feedback from people at all levels of the institution are integral to effective program implementation and to continue, scale, or improve upon pre-existing programs to better align with the Standard.
- When supporting the implementation of the Standard, a foundational framework is essential to delivering a consistent program.
- There is a need for more knowledge on how campuses can incorporate an anti-oppressive lens into their practice, policies, and programming in a way that aligns with the Standard.
- The political and fiscal climate and economic strain can add additional constraints when expanding access to resources.
- The campus community must be involved in broadening the scope to increase the diversity of students reached by an institution's programming through developing guiding principles, incorporating evaluative methods, targeting certain faculties, reaching across different campuses, and involving more equity-deserving groups.
- Mapping the current mental health practices, programs, and policies within your institutions under each pillar ensures an understanding of whether your institute represents all strategic pillars within the Standard.

Conclusion

Designed to support students' mental health and wellbeing on campuses across Canada, the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students is the first of its kind in the world. In being the first, the Standard creates an opportunity for universities, colleges, CÉGEPs, Indigenous institutions, polytechnics, and other post-secondary institutions to consider new, innovative approaches to campus mental health. This toolkit aims to provide different entry points in implementing the Standard by first looking outward at the national landscape and then by looking inward at how campuses align with the Standard. Through reflection on and changes to our policies, procedures, and services offered, post-secondary institutions can collaborate to ensure that students' ever-evolving needs are being met throughout their post-secondary chapter.

Infosheet

Using any or all the tools in this toolkit can help you identify potential gaps in your institution's policies, procedures, programming, and services in terms of their alignment with the Standard.

Once you have completed that assessment, this infosheet provides a wealth of resources to help you continue to implement the Standard.

The purpose of this infosheet is to provide nationally available resources that can support the implementation of the Standard on Canadian post-secondary campuses. The resources are organized according to the mental health and wellbeing framework available in the Standard.

Currently, many of the resources collected in this infosheet are only available in English. Regardless, we encourage you to use this infosheet as inspiration in your journey to implement the standard on your Francophone campus.

Getting Started

This section contains resources and information on getting started with the National Standard of Canada for Mental Health and Well-being for Post-Secondary Students.

[The National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students](#)

Your copy of the Standard can be accessed for free on the Canadian Standards Association (CSA) Group website (account creation required). If you download the document, please note that internet access and the Adobe Acrobat application are required to open it.

[Starter Kit: For the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students](#)

The Mental Health Commission of Canada (MHCC), in collaboration with CSA Group, has championed the development of the National Standard of Canada for Post-Secondary Mental Health and Well-Being. In addition, MHCC has invested in a Starter Kit to support institutions to align their efforts with the Standard. Of relevance is the Audit Tool (pp. 37-53), which is a practical tool for assessing alignment with the Standard or conducting a needs assessment.

[Webinar: Getting Started with the Standard within the COVID-19 Context and Beyond](#)

CICMH webinar discussing the MHCC's Starter Kit to support institutions in aligning their efforts with the Standard. This session will be useful to those who are considering working with this voluntary standard, with a special focus on the impacts the global pandemic has had on post-secondary institutions.

[Webinar: An Introduction to the National Standard](#)

Healthy Campus Alberta (HCA) webinar introducing the Standard, featuring an Alberta student, faculty panelists, and representatives from MHCC. The webinar reviews available tools and resources to support campuses' alignment with the Standard.

[Follow-Up Workshop: Getting Started with the National Standard](#)

Webinar facilitated by the HCA team providing an overview of the Audit Tool within the context of assessing alignment with the Standard. Includes some practical ideas for working with the Audit Tool.

[Keeping Student Mental Health at the Heart of Post-Secondary Education](#)

This short video by the MHCC provides an overview of the Standard, highlights its relevance in supporting mental health in post-secondary education, and outlines three key resources/actions to get started.

[Promoting and Strengthening Post-Secondary Student Mental Health](#)

Another short video by the MHCC about the importance of mental health promotion on post-secondary campuses. Can be helpful for making the case for implementing the Standard.

[Psychological Health and Safety Standard for Post-Secondary Students - 2020 Launch](#)

Another short video by the MHCC making the case for implementing the Standard.

[National Standard for Psychological Health and Safety of Post-Secondary Students Scoping Review](#)

This report investigates themes common to the discussion around post-secondary student mental health, both nationally and internationally. A detailed scoping review of the literature was undertaken, exploring peer-reviewed academic sources and grey literature. The main themes of interest to this report were selected in collaboration with the Executive Advisory Committee (EAC), the MHCC, and Bell Canada.

[A Standard for Post-Secondary Mental Health – One Year Later](#)

This report celebrates the success of campuses across Canada working with the Standard one year since its release in October 2020.

[Webinar: The Campus Mental Health Action Tracker](#)

Representatives of the MHCC and the SRDC join this CICMH webinar to discuss the Campus Mental Health Action Tracker. Learn about the Standard, how to use the Tracker, the benefits of using it, and how it came to be.

Dimension 1: Institutional Factors

This section contains resources on the following Standard clauses: leadership, commitment, policy, and practices, confidentiality, and stakeholder engagement.

[Okanagan Charter: An international charter for health promoting universities & colleges](#)

A new international charter, an outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress, signals a challenge to post-secondary institutes to create healthier campuses and communities. Individuals from 45 countries drafted the Charter, indicating a global desire to confront increasingly complex issues related to the health, wellbeing, and sustainability of people and the planet.

[First Nations Mental Wellness Continuum Framework](#)

Summary report created by Health Canada and Assembly of First Nations. Mental wellness is supported by culture, language, Elders, families, and creation, and is necessary for healthy individual, community, and family life. First Nations embrace the achievement of whole health — physical, mental, emotional, spiritual, social, and economic wellbeing — through a coordinated, comprehensive approach that respects, values, and utilizes First Nations cultural knowledge, approaches, languages, and ways of knowing.

Leadership

[Webinar: A Health Promoting Campus - What is your role?](#)

This CICMH webinar will help leaders and administrators understand what it means to become a health promoting campus and how understanding the Okanagan Charter is a crucial step to creating a campus plan for wellbeing. An information sheet on this topic can be found [here](#).

[Webinar: Optimizing Outcomes Through Trauma-Informed Leadership](#)

Post-traumatic growth is a concept that is relevant in a time when collective trauma and returning to “normal” are a part of conversations on post-secondary campuses. This HCA webinar provides an overview of emerging research related to post-traumatic growth to foster trauma-informed leadership in post-secondary settings. This webinar explains how stress and adversity can foster strength and resiliency, and how it can improve outcomes and satisfaction. A resource sheet on trauma-informed practice can also be found [here](#).

Post-Secondary Student Mental Health: Guide to a Systemic Approach

This guide, created by Canadian Association of College & University Student Services (CACUSS) and Canadian Mental Health Association (CMHA), illustrates a framework for addressing student mental health in post-secondary institutions. The purpose of the guide is to be used as a tool to support the creation of campus communities that are deeply conducive to transformative learning and mental wellbeing through a systemic approach to student mental health in post-secondary institutions across Canada.

Student Mental Health Framework 2022-2026

The Student Mental Health Framework emerged from the need to continue the conversation of wellbeing and mental health on the Carleton University campus that started with the first Student Mental Health Framework in 2009. The scope has since expanded to include proactive and preventative strategies in building a holistic, campus-wide approach to mental health and wellbeing.

Psychologically Safe Leader Assessment

The National Standard of Canada for Psychological Health and Safety in the Workplace requires leaders to be competent to manage employees (in the case of institutions, faculty, and staff) in a way that is psychologically safe. This assessment will help leaders identify and strengthen competence in this area.

Thriving in the Classroom

This toolkit, developed by a diverse team of post-secondary faculty, mental health professionals, learning experts, and community partners, is designed to support post-secondary educators in promoting student wellbeing and resilience in the virtual or in-person classroom. This toolkit offers practical resources which can easily be inserted directly into your curriculum, resources to support you in designing a curriculum, utilizing pedagogical approaches that promote resilience, and in-depth research for those interested in learning more about student resilience. A webinar on this toolkit in practice can be viewed [here](#).

Developing Leadership & Governance for Healthy Universities

This UK-based project aims to strengthen the English National Healthy Universities Network, generate, and disseminate web-based guidance tools and case studies, and support further national developments.

Commitment, Policy, and Practices

[An Environmental Scan of Canadian Campus Mental Health Strategies](#)

The Best Practices Network reviewed Canadian campus mental health strategies existing from 2009-2019 to support post-secondary institutions in their institutional mental health and wellness strategy development. This environmental scan can be helpful to explore other campuses' approaches to student mental health policies and practices.

[Wellbeing Through SFU Policies & Procedures: A Guide for Action](#)

This document provides a framework to intentionally consider how policies and procedures impact the physical, social, and mental wellbeing of students, to be used when reviewing and creating new policies and procedures. A worksheet is also available [here](#).

[Cannabis Legalization: An Opportunity for Healthier Relationships with Cannabis on Campus](#)

This Healthy Minds | Healthy Campuses resource is meant to help campuses pursue and implement a health promotion approach to cannabis. This guide encourages efforts to understand cannabis use in the campus context, build shared and personal literacy around cannabis among campus members, foster connectedness, and engagement to facilitate collaborative action, and apply judicious regulation that recognizes diversity, upholds individual autonomy, and elicits social responsibility. Campuses can thereby fulfil their educational mandate and lead the public as called for by the Okanagan Charter.

[Policy Approaches to Post-Secondary Student Mental Health: A Scan of Current Practice](#)

OCAD University and Toronto Metropolitan University have committed to working together in collaboration around the strategic development of campus wide mental health initiatives. The project has a special focus on post-secondary mental health policy development, service and system design approaches to student-centered care, and the application of design and visual thinking to campus mental health.

[Health and Wellbeing Checklist for University Decision Making](#)

Developed by the University of Sydney, this PDF checklist encompasses an evidence-informed reflective process that will assist decision-making groups in considering the impact their decisions may have on health and wellbeing.

Reducing Cannabis Harms: A Guide for Ontario Campuses

This CICMH toolkit explores issues related to cannabis use and provides readers with an overview of health approaches that can reduce the harms and risks associated with it. Any campus professional — whether faculty, academic advisor, counsellor, or student services professional — working with students who use cannabis will be able to refer to the toolkit for information. A webinar is also available [here](#).

Harm Reduction: A Guide for Campus Communities

This Healthy Minds | Healthy Campuses resource places harm reduction within a health promotion approach as a fitting application of its values and implications. This resource includes strategies explicitly relating to members' substance use in general as well as to situations of concern around specific substances. All such efforts fall within a frame of nurturing community, promoting literacy, and attending to settings. Cited examples draw on a modest scan of what BC post-secondary institutions have done.

Equity, Diversity, and Inclusion Toolkit

A toolkit on supporting students prepared by CICMH and the Canadian Mental Health Association, Ontario Division.

Webinar: Equity on Campus - Creating Policies and Practices to Support Mental Health

This CICMH webinar discusses the relationship between equity and mental health, highlighting the social determinants of health that most impact mental health.

Supporting Mental Health and Wellbeing Among Students in Higher Education

The North American Observatory on Health Systems and Policies (NAO) conducted a scoping review of academic and grey literature to understand (1) how post-secondary institutions support mental health among students, and (2) how governments are working to improve mental health and wellbeing in post-secondary education settings.

Environmental Scan of Promising Practices and Indicators Relevant to Campus Mental Health

This 2015 scan commissioned by CICMH identifies provincial, national, and international promising practices and indicators that would be useful for post-secondary institutes to facilitate the development and evaluation of campus-based mental health programs and services. Key informant interviews were conducted with experts within and outside the post-secondary sector. The final component of the project is a framework for post-secondary institutions to gather and compile data on student mental health services.

Tools for Success: Models for Exemplary Student Mental Health Initiatives at Alberta Post-Secondary Institutions

This toolkit presents case study examples of promising practices from 11 Alberta institutions related to themes of overall institution structure, policies, processes, programming, outreach, direct care for students, and crisis management. The case studies are a resource for a variety of audiences within a post-secondary environment in the planning and implementation of effective initiatives.

Anti-Oppressive Practice Toolkit – Part One

This first part of the Anti-Oppressive Practice toolkit, prepared by CICMH, aims to help those who support students on campus better understand what anti-oppressive practice is, how it intersects with mental health, and why it is important to embed anti-oppressive practices into our work on campus.

Anti-Oppressive Practice Toolkit – Part Two

The second part of CICMH's Anti-Oppressive Practice toolkit dives deeper into colonialism and colonization, the impact this can have on students, and provides individuals with some resources that allow for critical self-reflection.

Other relevant resources mentioned earlier in the document:

Post-Secondary Student Mental Health: Guide to a Systemic Approach **First Nations Mental Wellness Continuum Framework**

Confidentiality

[Webinar: Health Privacy Issues on Campus](#)

Clinical and non-clinical staff on campuses across Ontario support students while navigating and respecting their privacy daily. At times, this can lead to questions and confusion. This CICMH webinar will provide them with information on how the Personal Health Information Protection Act, 2004 (PHIPA) and the Health Care Consent Act, 1996 (HCCA) apply to campuses, and how common campus scenarios play out under Ontario's privacy and consent legislation.

Provincial laws that set rules for the collection, use, and disclosure of personal health information:

- Newfoundland and Labrador - [Personal Health Information Act, 2011](#)
- Prince Edward Island - [Health Information Act, 2021](#)
- Nova Scotia - [Personal Health Information Act, 2013](#)
- New Brunswick - [Personal Health Information Privacy and Access Act, 2009](#)
- Quebec - [Act Respecting the Sharing of Certain Health Information, 2021](#)
- Ontario - [Personal Health Information Protection Act, 2004](#)
- Manitoba - [The Personal Health Information Act, 2022](#)
- Saskatchewan - [Health Information Protection Act, 2003](#)
- Alberta - [Health Information Act, 2001](#)
- British Columbia - [Personal Health Information Access and Protection of Privacy Act, 2008](#)

Stakeholder Engagement

Truth and Reconciliation Commission of Canada: Calls to Action

To redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes 94 calls to action in various areas, including education, language and culture, and health.

Post-Secondary Experience of Indigenous Students Following the Truth and Reconciliation Commission - Summary of Survey Findings

In July and August of 2018, Indspire sent a survey to 2000 First Nation, Inuit and Métis students enrolled in post-secondary programs across Canada. The aim was to gain insight and perspective on how the Calls to Action released by the Truth and Reconciliation Commission in 2015 had affected their educational experience.

Invisible Intersections: A Toolkit on Supporting 2SLGBTQ+ Students on Campus

Queer identity is not something inherently visible, though through personal style, community markers, and active acts of visibility they are able to highlight and make public our positionality. This toolkit addresses the ways in which students may be faced with challenges and barriers on campus due to their queer identity, how those challenges may be invisible to those in positions of support and provides recommendations to better support 2SLGBTQ+ students.

Webinar: Two-Eyed Seeing - Supporting Indigenous Students Mental Health

Indigenous post-secondary students face multiple systemic barriers as they work towards their educational goals, including racism, intergenerational trauma, mental health issues, cultural shock and isolation, and colonial violence. Despite these barriers, they continue to demonstrate resiliency, success, and personal growth if they are supported in spaces that honour their identity as Indigenous peoples. Counsellors have an ethical obligation and are mandated by the Truth and Reconciliation Commission's 94 Calls to Actions to ensure that they are providing culturally safe spaces for Indigenous students. This CICMH webinar focuses on perspectives of holistic wellness infused with Indigenous knowledge to support Indigenous student mental health. An information sheet on this topic can be found [here](#).

LGBT Youthline

This youth-led organization provides resources and support for 2SLGBTQ+ individuals across Ontario. LGBT Youthline provides a variety of resources on different topics such as sex and sexual health, government form information for name/gender/sex changes, physical and mental health, and more.

[Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities](#)

This report by the National Educational Association of Disabled Students (NEADS) provides a thorough examination of the current landscape of accessibility, services, accommodations, technical equipment, and supports for students with disabilities at publicly funded post-secondary institutions across Canada.

[Webinar: Supporting International Students](#)

International students face many challenges during their transition to a new country and educational system. This CICMH webinar looks at some of the barriers to access, including stigma of mental health issues, differing cultural perceptions of the definitions, causes, and handling of mental health, and a lack of awareness of supports offered on and off campus. CICMH discusses ways to overcome these barriers while considering the cross-campus collaborations needed to enhance support for international students.

[Webinar: Supporting International Students - Part 1 and 2](#)

While positive student experience continues to be a top priority for Canadian post-secondary institutions, international students have unique needs and face many challenges as they adjust to living and learning in Canada. As such, it is vital for institutions to ensure there are meaningful, appropriate, and culturally responsive supports in place to better provide for the holistic wellbeing of their international student population. This HCA webinar focuses on some of the unique challenges international students may face while living and learning in Canada, the impact COVID-19 has had on international education and the international student experience, as well as recommendations for building more holistic and culturally responsive approaches to supporting international students.

[Webinar: Engaging Student Voice to Cultivate Wellness Culture](#)

Organizational wellness culture can support mental health and wellness in day-to-day practices and broader policies. This webinar explored HCA's student staff strategy that cultivates a wellness culture, engages the student voice, and promotes student learning.

[Complex Collaboration Toolkit](#)

This HCA toolkit describes a framework for establishing and maintaining cross-campus or multi-institutional collaborations. The Complex Collaboration Model shows the typical stages of a collaboration and how to navigate those stages.

Webinar: Indigenizing Mental Health Care Within the Post-Secondary Setting

This CICMH webinar dives into what decolonizing and indigenizing mental health care can look like within the post-secondary context. Within this webinar, key elements of Indigenous worldview are discussed that could be incorporated into services and programs, benefitting Indigenous and non-Indigenous students alike.

Student Led Initiatives Toolkit

This HCA toolkit provides strategies for engaging with students and empowering student-led mental health initiatives. Within the toolkit, the Student Leader Guide is designed to assist student government leaders with implementing initiatives to support student mental health. Alongside, the Student Journey Map can help understand when and how to engage with student stakeholders.

Jack.org Youth Voice Report 2021-2022

Every year, Jack.org releases the Youth Voice Report. The Youth Voice Report 2021-22 reflects the voices of young people from every province and territory, sharing their experiences and perspectives on what causes mental health struggles in their communities and what prevents young people from accessing the help they need. The goal of this report is to help ensure youth experiences and thoughts are considered and included in any solutions built to address youth mental health. CICMH also has a webinar with Jack.org that discusses the 2019 Youth Voice Report, which can be viewed [here](#).

Student Engagement Toolkit

The Student Engagement Toolkit by CICMH aims to provide an understanding of what student engagement means within different campus contexts, key practices to increase student engagement and spotlights on initiatives that are currently successful. The content within this toolkit may be relevant for post-secondary staff within various departments such as career services, student wellness, learning services, higher level academic administrators such as the dean, as well as faculty.

Webinar: Striking a Balance: Tips and Tricks for Effective Youth Engagement

Many campuses have innovative mental health services and programs in place for their students, but sometimes struggle with student engagement. Some challenges involve building awareness of these services and ensuring that they meet evolving student needs. This CICMH webinar talks about engaging students in promotion, design, and delivery. CICMH discusses some best practices in outreach and engagement, including lessons learned from national youth capacity building programs.

Graduate Student Mental Health Toolkit

A CICMH toolkit focused on improving graduate student mental health, with recommendations for policy and program considerations. A webinar on putting the toolkit into practice can also be viewed [here](#).

Other relevant resources mentioned earlier in the document:

- [Equity, Diversity, and Inclusion Toolkit](#)
- [Webinar: Equity on Campus - Creating Policies and Practices to Support Mental Health](#)
- [Student Mental Health Framework 2022-2026](#)
- [Anti-Oppressive Practice Toolkit – Part One](#)
- [Anti-Oppressive Practice Toolkit – Part Two](#)

Dimension 2: Planning

This section contains resources on the following Standard clauses: psychosocial factors, gathering data, objectives, and targets, action plan, supportive/safe/inclusive environment, education and stigma reduction, and accessibility.

[An Environmental Scan of Canadian Campus Mental Health Strategies](#)

Developed by the Best Practices Network, the purpose of this scan is to support post-secondary institutions in their institutional mental health and wellness strategy development, by reporting on a review of Canadian campus mental health strategies. The Best Practices Network conducted an environmental scan of existing post-secondary mental health strategies across Canada from 2009 to 2019 and identified common and differing themes with respect to their development process, organizational structure, strategy components, key recommendations, and evaluation.

[Webinar: Creating the Roadmap to a Campus Mental Health Strategy](#)

In this webinar, jointly hosted by CICMH and HCA, participants learn about practical principles that can be applied to diverse campus environments when developing a mental health strategy and hear from two experienced campus community members as they highlight key learnings from their own campus journeys through facilitated (virtual) breakout rooms.

[In It Together: Foundations for Promoting Mental Wellness in Campus Communities](#)

Recognizing that Ontario must be proactive in addressing current challenges and responding to future challenges, the College Student Alliance, the Ontario Undergraduate Student Alliance, Colleges Ontario, and the Council of Ontario Universities have come together to develop an action plan on post-secondary student mental health.

[University of Victoria Student Mental Health Strategy](#)

Framework to provide direction for the Division of Student Affairs and the broader University of Victoria community to review resources and opportunities comprehensively and proactively for mental health promotion, planning, and responsiveness in support of the student community. It is intended as a framework for the development and implementation of action plans to support positive student mental health and wellbeing to enhance all students' potential for success.

Psychosocial Factors

[Factors that can Affect Mental Health](#)

Along with the social determinants of health, other factors may increase our stress levels and negatively impact our sense of wellbeing. This does not necessarily mean, however, that these factors will bring about a mental health condition. This More Feet on the Ground webpage is here to help you keep in mind how our mental health can sometimes be impacted when we go through common life experiences.

[Individual, Interpersonal, and Institutional Level Factors Associated with the Mental Health of College Students](#)

This USA-based study investigates the individual, interpersonal, and institutional level factors that are associated with overall mental health among college students. Data was collected from an online cross-sectional survey of 2,203 students currently enrolled at a large public United States university. The results showed that combined effects of individual and institutional level measures were associated with student mental health. Limited coping abilities and a perceived racially tense campus climate contributed to the psychological distress of college students. The study concluded that simultaneously addressing the individual and institutional level influences on mental health offers the most promising help for students.

Gathering Data, Objectives, and Targets

[Webinar: Canadian Campus Wellbeing Survey](#)

Healthy Minds | Healthy Campuses co-hosted a CICMH webinar on the Canadian Campus Wellbeing Survey (CCWS). The CCWS helps post-secondary institutions better assess student health and wellbeing on campuses, identify priorities for intervention, and increase capacity to link research with policy and practice.

[Developing a Coordinated Canadian Post-Secondary Surveillance System: a Delphi Survey to Identify Measurement Priorities for the Canadian Campus Wellbeing Survey \(CCWS\)](#)

Interventions that promote health and wellbeing among young adults are needed. Such interventions, however, require measurement tools that support intervention planning, monitoring, and evaluation. The primary purpose of this study is to describe the process in developing a framework for a Canadian post-secondary health surveillance tool, known as the Canadian Campus Wellbeing Survey.

[National College Health Assessment Executive Summary 2022](#)

The National College Health Assessment (NCHA) is a national research survey developed by the American College Health Association (ACHA), to collect data about student's behaviours and perceptions on various health topics. This executive summary highlights the results of that survey.

[Webinar: National College Health Assessment Information](#)

This webinar hosted by HCA is an informative session on preparing and implementing the 2019 NCHA on campus.

[Webinar: Compassionate Data Collection - Promoting Equity in Evaluation](#)

This CICMH webinar discusses the importance behind collecting demographic data and how this data can be effectively used to promote equity in supporting students with their mental health.

[NCHA Post-Data Collection: Analysis, Dissemination and Mobilization Webinar](#)

In 2019, the NCHA proved to be an indispensable resource for many institutions in informing programming and engaging stakeholders around wellness. In this interactive webinar by HCA, guests explore ways to use the NCHA results.

[Alberta Post-Secondary Mental Health and Addiction Framework](#)

This framework outlines key concepts, considerations, and action strategies for addressing student mental health and addiction problems in post-secondary institutions. This collaborative document represents the perspectives of many stakeholders across the province. The goal of the framework is to provide comprehensive, systemic, and Alberta-specific ideas for the creation of healthy, inclusive, and resilient campus communities.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Student Mental Health Framework 2022-2026](#)
- [Supporting Mental Health and Wellbeing Among Students in Higher Education](#)

Action Plans

[Inventory for Campus Mental Health](#)

This inventory is supplementary to the Post-Secondary Student Mental Health: Guide to a Systemic Approach (under Dimension 1: Leadership). It expands on Appendix C of the Guide into a process that aims to help you assess strengths, areas of growth, and identify potential campus-specific outcomes regarding student mental health.

[A Guide to Campus Mental Health Action Planning](#)

The Campus Mental Health Action Planning (CampusMHAP) Guide is a publication developed by The Jed Foundation (TJF) and Education Development Center (EDC), providing users with principles and recommendations to help post-secondary faculty and staff develop a plan to effectively promote mental health within their campus community. The CampusMHAP Guide accompanies a series of four webinars produced by TJF and EDC, Inc., archived on TJFs website.

[FITA Manual: Translating Institutional Mental Health Intention into Program Action](#)

This manual offers a clear model of student service that can be employed in starting up similar programs in post-secondary institutions and high schools. The research indicates that the From Intention to Action (FITA) program can make significant changes in the lives of students and the educational institutions that are central in building human capital. This program adds to the capacity to support highly vulnerable students and to improve mental health, achievement, and over time, retention.

Other relevant resources mentioned earlier in the document:

- [Alberta Post-Secondary Mental Health and Addiction Framework](#)
- [Student Mental Health Framework 2022-2026](#)
- [Supporting Mental Health and Wellbeing Among Students in Higher Education](#)

Supportive, Safe and Inclusive Post-Secondary Environment

[Creating Wellbeing Through Physical Spaces at SFU](#)

Learn how to enhance wellbeing through the design of new or existing physical spaces. Principles can be viewed [here](#), and an infographic can be viewed [here](#).

Webinar: Six Principles to Inform Action - Creating Inclusive Campuses for Autistic and Neurodivergent Students

This HCA webinar informs you of the six key principles, developed in collaboration with a team of autistic self-advocates, that support greater understanding, acceptance, and valuing of autism and neurodivergence. The principles of: Communication, Structure, Flexibility, Environment, Emotion and Connection will be shared, and each principle will include information and easy to implement strategies. The end goal is to be able to walk away empowered to action a variety of ally-based actions that create and foster environments where everyone can thrive at building healthy relationships, collaboration, and identifying and implementing proactive strategies for inclusion. A guide can also be found [here](#).

Learning Shock

As numbers of international students increase within post-secondary institutions, learning shock or academic shock may be a prevalent phenomenon. Learning shock can occur among students when there is a notable change in the teaching or learning methods, depending on a change in geography, culture, or situation (pandemic or war). This CICMH infosheet explains what learning shock is, how learning and teaching methods can differ across cultures, how to support international students as they learn to navigate these changes and some resources to better equip yourself.

Mental Health and the Learning Environment Toolkit

This CICMH toolkit will help faculty and teaching staff take steps within the classroom in a collective effort to support student mental health. Webinars on this topic can also be viewed [here](#) and [here](#).

Webinar: Accessibility and the Neurodiverse Campus Community

This CICMH webinar speaks about increasing accessibility to a full neurodiversity of thinkers in post-secondary spaces. The webinar dives into the concept of neurodiversity and discusses how we can incorporate this lens in building accessible practices throughout a campus community.

Embedding Conditions for Wellbeing in Academic Settings

This casebook highlights how conditions for wellbeing can be embedded within academic units. Conditions for wellbeing are defined, along with opportunities for action and examples from Simon Fraser faculties and departments. The examples included are not a comprehensive list but are instead intended to celebrate successes and inspire further action.

Graduate Students Mental Health and Wellbeing: A Toolkit

The National Graduate Caucus (NGC) of the Canadian Federation of Students engaged in a one-year research project to develop a graduate student mental health toolkit. This toolkit aims to equip graduate students' communities to evaluate and improve the state of graduate students' mental health and wellbeing at Canadian post-secondary institutions.

Intersectional Approaches to Mental Health Education: A Facilitators Guide

Developed by the University of British Columbia (UBC) Equity and Inclusion Office, this guide is designed to help support facilitators in supporting mental health literacy education from a place of equity, inclusion, and diversity. This guide looks at the intersections between mental health and other aspects such as race, sexuality, and gender, and aims to help support health promotion professionals in having conversations about the impacts of risk factors, stigmas, and discriminations as they relate to mental health.

International Students Toolkit

Over the past several years, there has been a marked increase in the recruitment of international students to Ontario's post-secondary institutions. The mental health and wellbeing of international students are important topics for post-secondary institutions to address. Being far away from their home communities and cultural differences in the understanding of wellness make international students an important population for institutions to consider when developing supportive mental health and wellbeing services and programming. This toolkit, created by CICMH, aims to dissect key issues, and provide a fulsome understanding of how the unique vulnerability of international students intersects with daily life to mold mental health outcomes.

Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities

This report presents synthesized perspectives on crisis management, how to respond to vulnerable students, and ensuring accessibility, inclusion, and ethos of social justice from multiple perspectives. This report includes voices of a nationally representative sample of mental health professionals and insights from emerging research findings. Towards the end of this report there are pragmatic ideas, suggestions, and recommendations to leave readers with ideas for actions to shape their campus-based mental health services according to the evolving circumstances of the COVID-19 pandemic.

Sexual Violence Response on Campus

Created by CICMH, this toolkit targets stakeholders working in sexual violence offices across Ontario. The toolkit aims to provide campus stakeholders with the information necessary to improve or develop their sexual violence response programming, as well as to best support students who have experienced some form of sexual violence. The toolkit highlights the mental health impacts of sexual violence, the nuances of collecting data on sexual violence, and a collection of best and promising practices in sexual violence response.

Creating an Online Community

Learning online can be an adjustment for some students. The following tips for building an online community in your class can not only help students overcome feelings of isolation – the community can also enhance the learning experience for everyone in the class. By engaging learners as part of the group, learning can become both an active and interactive process, helping staff and students reach and achieve higher-order learning outcomes.

Racism Impacts Mental Health

This infographic, created by Alberta Health Services, Provincial Addiction & Mental Health – Knowledge Exchange, outlines the impact of racism on mental health, different forms of racism, harms of racism on mental health, racism in mental health services, and resources to learn additional information.

Webinar: Mental Health Supports for BIPOC Students

This CICMH webinar invites a panel of advisors, directors, and facilitators from numerous post-secondary Black, Indigenous, and People of Colour (BIPOC) support programs from around the country to discuss their programming, why it is vital to support BIPOC students, gaps in current services, challenges, and how they would improve their own programming.

Other relevant resources mentioned earlier in the document:

- [Equity, Diversity, and Inclusion Toolkit](#)
- [Webinar: Equity on Campus - Creating Policies and Practices to Support Mental Health](#)
- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Webinar: Two-Eyed Seeing - Supporting Indigenous Students Mental Health](#)
- [Graduate Student Mental Health Toolkit](#)
- [Student Mental Health Framework 2022-2026](#)
- [Invisible intersections: A Toolkit on Supporting 2SLGBTQ+ Students on Campus](#)
- [LGBT Youthline](#)
- [Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities](#)
- [Webinar: Supporting International Students](#)
- [Anti-Oppressive Practice Toolkit – Part One](#)
- [Anti-Oppressive Practice Toolkit – Part Two](#)
- [Webinar: Indigenizing Mental Health Care Within the Post-Secondary Setting](#)
- [Webinar: Compassionate Data Collection - Promoting Equity in Evaluation](#)

Literacy, Education, and Stigma Reduction

[Webinar: Embedding Wellness in Post-Secondary Learning and Experience - For-credit Wellness Courses](#)

For-credit wellness courses accompany and help accelerate a paradigm shift in institutions' priorities, services, and curricula. Embedding topics of mental health, wellbeing, and identity into the core curricula of post-secondary institutions helps generate a campus-wide culture of wellbeing and proactively sets students up for success. An information sheet on this topic can also be found [here](#).

[Webinar: Knock-out Stigma - Promoting Athlete Mental Health on Campus](#)

Post-secondary athletes often face significant stress. Not only are they facing the pressures of excelling at their sport, but they are also doing so during a critical educational period in their life. From balancing their practices and class schedules to completing assignments and studying for exams, the mounting stress they experience can lead to anxiety and depression and impact their overall mental health and performance. This CICMH webinar aims to show how Talk Today, one of the most comprehensive mental health/sport-related programs in Canada, is breaking down the stigma of seeking help and promoting a safe environment for athletes to speak about their mental health challenges.

[Webinar: Embedding Mental Health & Wellbeing in Higher Education Learning Environments](#)

This webinar, hosted by Healthy Minds | Healthy Campuses, invites the University of Victoria and Simon Fraser University to discuss some key examples of how mental health & wellbeing have been embedded in higher education learning environments.

[The Inquiring Mind](#)

Developed by MHCC, the Inquiring Mind is an evidence-based program designed to promote mental health and reduce the stigma of mental illness in post-secondary settings.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Student Mental Health Framework 2022-2026](#)
- [Reducing Cannabis Harms: A Guide for Ontario Campuses](#)
- [Webinar: Indigenizing Mental Health Care Within the Post-Secondary Setting](#)
- [Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities](#)
- [Intersectional Approaches to Mental Health Education: A Facilitators Guide](#)
- [National College Health Assessment Executive Summary 2022](#)
- [International Students Toolkit](#)
- [Sexual Violence Response on Campus](#)

Accessibility

[Recommendations for Documentation Standards and Guidelines for Academic Accommodations for Post-Secondary Students in Ontario with Mental Health Disabilities](#)

This report outlines a series of recommendations for the post-secondary sector arising from a research study carried out by researchers from Queen’s University and St. Lawrence College. Funding for this 30-month project, was provided by the Ontario Ministry of Training, Colleges, and Universities under the Mental Health Innovation Fund.

[Webinar: Supporting Students with Autism Spectrum Disorder](#)

Many adults with autism struggle with the organizational and planning skills that fall under the umbrella of ‘executive function.’ These struggles become more problematic when young adults begin living apart from their parents and need to adapt to classes with less structure than in high school. An understanding of the needs of students with autism, along with support for their difficulties, can go a long way toward helping them succeed in institutions of higher education. This CICMH webinar looks at programming catered to students with autism spectrum disorder (ASD) at the post-secondary level.

[Webinar: Intersecting Approaches to Student Wellness and Accessibility Services](#)

Post-secondary students are increasingly seeking support for their mental health needs and their accommodation/accessibility needs – and often both. In this collaborative webinar, HCA and the Post-Secondary Accessibility and Disability Resource Association – Alberta (PADRA) communities explore approaches at the intersection of campus student wellness services and student accessibility services.

[Post-Secondary Students with Mental Health Disabilities: A Guide to Academic Accommodations and Managing your Mental Health While on Campus](#)

This guide is the product of a research study, undertaken jointly by Queen’s University and St. Lawrence College, and funded by the Ministry of Training Colleges and Universities through the Mental Health Innovation Fund. The document has been reviewed by students with mental health disabilities, whose careful comments helped to shape the definitive version. While not legal advice, the legal section of the guide was reviewed by the law firm Hicks Morley.

[Accessibility and Accommodations Toolkit](#)

This CICMH toolkit is a guide for everyone in the campus community outside of accessibility services to learn how best to support post-secondary students with disabilities. This includes faculty, administrative staff, student leaders, student services, counselling services, health services, and others. The aim of the toolkit is to provide the campus community with a fulsome understanding of disability, accommodations, and accessibility, provide support and referrals to students when necessary, and to design their programming in the most accessible way possible. A webinar on this topic can also be found [here](#).

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities](#)
- [Supporting Mental Health and Wellbeing Among Students in Higher Education](#)
- [Invisible intersections: A Toolkit on Supporting 2SLGBTQ+ Students on Campus](#)
- [Creating Wellbeing Through Physical Spaces at SFU](#)
- [Wellbeing Through SFU Policies & Procedures: A Guide for Action](#)
- [Health and Wellbeing Checklist for University Decision Making](#)
- [Webinar: Accessibility and the Neurodiverse Campus Community](#)
- [FITA Manual: Translating Institutional Mental Health Intention into Program Action](#)
- [Webinar: Indigenizing Mental Health Care Within the Post-Secondary Setting](#)

Dimension 3: Components of a Socio-Ecological Framework

This section contains resources on the following Standard clauses: early intervention, mental health supports, crisis management, and postvention.

Early Intervention

[More Feet on the Ground](#)

This website by CICMH offers training for non-clinical staff on how to recognize, respond, and refer students to services, as well as reflect on their interactions with students. You can watch a train-the-trainer workshop webinar [here](#).

[Webinar: The 3 R's - How to Recognize, Respond and Refer Students Experiencing Mental Health Issues on Campus](#)

This CICMH webinar explores the 3 R's: recognizing indicators of mental health challenges, responding in a way that is appropriate to the indicators that are present and the relationship you have with the student, and referring to the appropriate resources if needed, so that student can access the services available to them.

[Early Alert System in Post-Secondary Campuses Infosheet](#)

Research indicates that high attrition rates are caused by stress, burnout, and mental health issues. It is especially prominent amongst first-year students and international students in their transition period into post-secondary life who have not developed a sense of belonging and do not feel connected yet to campus life.

[Mental Health Crisis Response on Campus Toolkit](#)

This CICMH toolkit is designed to support faculty, staff, and campus administration in moving from a siloed-departmental approach to mental health crisis response, to a whole-campus approach where everyone plays a part.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities](#)
- [Student Mental Health Framework 2022-2026](#)

Mental Health Supports

Programming

[Campus Peer Support Toolkit](#)

This CICMH toolkit provides ways to implement and operate peer support programs on campus. A webinar on getting started with peer support can be viewed [here](#).

[Stepped Care for Post-Secondary Campuses Toolkit](#)

This CICMH toolkit provides an overview of mental health service delivery on campus, steps to implement Stepped Care 2.0, and a review of challenges that stakeholders may experience during the implementation of Stepped Care 2.0.

[Webinar: Meeting the Demand for Post-Secondary Student Concerns in Health and Mental Health Centers - Thinking Through a Clinical Triage Model](#)

This CICMH webinar will help leaders and administrators understand what it means to become a health promoting campus, and how understanding the Okanagan Charter is a crucial step to creating a campus plan for wellbeing.

[Webinar: Walk-in Counseling on Campus](#)

This CICMH webinar looks at the walk-in model at York University and how the model was adapted to meet the needs of the institution and its students. This webinar provides a brief outline on the structure of walk-in therapy and what staff and students can expect at a session.

[Supporting Students in Distress Programs and Resources](#)

The Bp-Net.ca Team is curating programs and resources on how to assist students in distress. This webpage provides links to resources at post-secondary institutions across Canada.

[Webinar: Thriving in Action, From There to Here to Next - The Story of a Ryerson Resilience Intervention](#)

This CICMH webinar presents compelling pre- and post-research findings exploring the impacts of Thriving in Action upon students' agency, CICMH's Thriving in Action Training Institutes and growing community, arts-based mentorship and peer support Thriving in Action initiatives, and the Thriving in Action Online project.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Student Mental Health Framework 2022-2026](#)
- [Supporting Mental Health and Wellbeing Among Students in Higher Education](#)
- [Webinar: Indigenizing Mental Health Care Within the Post-Secondary Setting](#)
- [Accessibility and Accommodations Toolkit](#)

COVID-19

[Campus Mental Health Across Canada: The Ongoing Impact of COVID-19](#)

This MHCC report describes the findings of a survey of 69 Canadian post-secondary institutions, conducted by the Campus Mental Health Community of Practice from the Canadian Association of College and University Student Services (CACUSS). The report explores COVID-19 experiences in the 2020-21 academic year and in the planning period for the 2022 fall semester, and data on the utilization of the Standard. The French version can be found [here](#).

[Webinar: Delivering Virtual Counselling and Care to Post-Secondary Students](#)

The emergence of COVID-19 has had a significant impact on the delivery of in-person mental health service delivery across Canadian campuses. To continue to meet the needs of students, many counseling departments are rapidly moving to deliver care through e-mental health technologies. This three-hour CICMH webinar will provide an opportunity to discuss system and practice level changes that can support the transition to virtual care and provide much needed supports to students.

[Tips on Talking to Someone in Crisis During COVID-19](#)

The COVID-19 pandemic was, and continues to be, a source of anxiety for people across the country, and your colleagues, friends, or family may reach out to you for support. How should you respond? Use these active listening tips to navigate these sensitive conversations with more confidence. Also available in French [here](#).

[Coping with Stress, Anxiety, and Substance Use During COVID-19](#)

This infographic provides an overview of facts, tips, and resources to help Canadians cope with stress, anxiety, and substance use during COVID-19. Topics covered include the signs and symptoms of anxiety or stress and coping mechanisms like square breathing. Also includes advice on monitoring substance use in times of stress and reducing harms. Also available in Inuktitut [here](#), translated by the Nunaliitqait Ikajuqatigiit Inuit Association.

[Being in an Abusive Home During COVID-19: Tips and Resources](#)

Public health measures to fight COVID-19 have forced most of us to isolate indoors. But for individuals living in an abusive home, confinement can have profound consequences. If you are isolated with an abuser, use these tips and resources to protect your physical and psychological wellbeing.

[Taking Charge of What You Can: A COVID-19 Toolkit](#)

We all need to find a sense of control. This toolkit is designed to help you focus on the parts of your life that you can take charge of and stop spending energy on the things you cannot control

[COVID-19 Impact on College Student Mental Health](#)

Active Minds surveyed 2,086 USA college students in April 2020 regarding the impact of COVID-19 on their mental health. This infographic illustrates the survey's findings.

Other relevant resources mentioned earlier in the document:

- [Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities](#)

Other

[From Surviving to Thriving: Developing Personal and Academic Resilience](#)

This resource can help you move from merely surviving your post-secondary experience, to thriving, by helping you build resilience and plan for stressful situations. Developing a plan to get through potentially stressful situations can have a positive impact on both your personal and academic life.

[Webinar: Student Food Insecurity and the Impacts on Mental Health](#)

Food insecurity on post-secondary campuses is a serious but overlooked issue, rarely being talked about from an institutional perspective. It is often left for campus food banks to address. The mental and physical health impacts of food insecurity are significant and can lead to poor academic performance, and poor health outcomes for students and their families. This HCA webinar provides an overview of student food insecurity and its drivers, the impact this has on mental health and wellbeing, and offers some solutions to increase recognition of the issue.

[Campus-Community Partnerships Toolkit](#)

This CICMH toolkit provides campuses and community agencies with a step-by-step process for developing effective partnerships. A webinar on the topic can be viewed [here](#).

[Webinar: Increasing Capacity to Support Students with an Eating Disorder](#)

This CICMH webinar aims to increase the confidence of the many student services professionals — from residence and student life to campus mental health providers — who feel uncertain about how to best support these students. An information sheet on this topic can be found [here](#).

Crisis Management Postvention

[Webinar: Campus Suicide Prevention and Postvention](#)

Suicide is the second leading cause of death among Canadian youth, which any post-secondary institute may confront on their campus. This CICMH webinar highlights best practices in life promotion, prevention, risk management, and postvention strategies that go into creating campus policies around student suicide.

[Webinar: Campus Suicide Prevention and Postvention, Part II](#)

Part II of this CICMH webinar offers specific examples of policies from campuses that have established prevention and postvention strategies.

[Creating a Campus Suicide Prevention Framework](#)

This HCA webinar reviews the process of developing and implementing a campus suicide prevention framework, getting buy-in from campus stakeholders, and integrating the framework into whole-campus strategies.

[Suicide Prevention for International College Students](#)

This Ohio State University's brochure focuses on suicide prevention for international college students. This brochure has a list of resources, warning, risks, and signs regarding suicide.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Student Mental Health Framework 2022-2026](#)
- [Campus Mental Health in Times of COVID-19 Pandemic: Data-Informed Challenges & Opportunities](#)
- [Mental Health Crisis Response on Campus Toolkit](#)
- [Sexual Violence Response on Campus](#)

Dimension 4: Evaluation and Reporting

[Evaluation Toolkit](#)

CICMH is invested in growing the capacity of front-line staff at Ontario post-secondary institutions to effectively evaluate the impacts of their mental health and addictions services and initiatives. This toolkit discusses what evaluation is, planning evaluations, conducting evaluations, sharing, and learning.

[Webinar: Evaluation 101: Learning How to Conduct Evaluation of Programs and Services](#)

This CICMH webinar introduces evaluation as a powerful tool to tell the story of the difference that can be made through services provided on campus. Topics include why evaluation matters, asking the right evaluation questions, and developing meaningful evaluation plans that will help you understand and measure your success in the work you do.

[Webinar: Evaluation 3.0 Workshop](#)

This third installment, hosted by CICMH, focused on developing and implementing program evaluation projects on campus. This series is a complement to CICMH's Evaluation Champion program which partners a seasoned program evaluation professional with a campus partner to turn program evaluation projects into a reality. Debbie Chiodo, one of CICMH's dedicated Evaluation Champions, hosts this workshop series.

[Campus Mental Health Action Tracker Tool](#)

The tracker tool offers an interactive dashboard for documenting and assessing implementation progress.

Other relevant resources mentioned earlier in the document:

- [Post-Secondary Student Mental Health: Guide to a Systemic Approach](#)
- [Student Mental Health Framework 2022-2026](#)
- [Webinar: Canadian Campus Wellbeing Survey](#)
- [Developing a coordinated Canadian Post-Secondary Surveillance System: a Delphi Survey to Identify Measurement Priorities for the Canadian Campus Wellbeing Survey \(CCWS\)](#)



The Strategic Pillars of the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students

Supportive, Safe, and Inclusive Post-Secondary Environment (Clause 5.4.2)

A post-secondary institution shall establish a supportive, safe, and inclusive environment that contributes to an institutional culture that is conducive to student mental health and well-being. Creating a supportive post-secondary environment can include efforts directed at the physical, social, online, academic, and learning environments. Physical spaces that promote positive interactions between members of the post-secondary community help create a positive sense of community, minimize stressors or risk factors, and promote a health environment. Efforts directed at key transition times in the student life cycle (e.g., admission, orientation, transfers, graduation) are also essential to enhancing a flourishing and supportive learning environment.

Literacy, Education, and Stigma Reduction (Clause 5.4.3)

Mental health awareness and understanding of the factors that contribute to a positive mental health, are essential to creating and maintaining a healthy, supportive, and inclusive environment. Promoting mental health awareness plays a role in reducing the stigma around mental health issues and contributes to a culture of help-seeking.

Accessibility (Clause 5.4.4)

While respecting human rights legislation and legal obligations, post-secondary institutions shall include the duty to accommodate free from discrimination and undue hardships. Post-secondary institutions shall ensure that their policies, programs, environments, and initiatives provide respectful, equitable access to learning environments without compromising the quality or integrity of education/programming. The ultimate goal is to help students remain within their post-secondary institutions, to feel respected and supported while providing the tools to allow for flourishing within their personal and academic journey.

Early Intervention (Clause 5.4.5)

Post-secondary institutions shall implement systems and programs to equip the post-secondary community with the knowledge to recognize, respond, and refer students who are exhibiting warning signs of mental health and well-being issues to appropriate resources and services. Post-secondary institutions shall focus on screening students for psychosocial needs, training the community on signs of declining mental health, and establishing navigators to help students connect to appropriate resources.

Mental Health Supports (Clause 5.4.6)

Mental health and well-being supports are a critical component of a systemic and holistic approach to mental health and well-being for post-secondary students. These may include, but are not limited to

- access to a broad range of services such as peer support;
- e-mental health;
- substance use and addiction counselling;
- harm reduction;
- mindfulness;
- sweat lodges;
- smudging spaces;
- outdoor programs such as land-based initiatives and walking sessions; and
- professional counselling and psychiatric services

Crisis Management and Postvention (Clause 5.4.7)

Crisis management processes enable the post-secondary institution and community to respond effectively to crisis situations, which often involve acute distress or imminent risk harm to self or others. Such situations require an elevated level of response to ensure the safety of all involved, as well as postvention to provide support following a crisis or a critical event.

These strategic pillars were taken from the National Standard for Mental Health and Well-Being for Post-Secondary Students, which can be found [here](#).



Mental Health Policy Inventory Reflection Questions

We encourage staff to use this fillable sheet to reflect upon your institution’s current mental health and health-adjacent policies.

What policies support the mental, physical, emotional, and social health needs of my students?

What new or recent policies within my post-secondary institute have the potential to benefit students’ mental health?

What policies are foundational to mental health programming and/or practice within my campus community?

What is my institution's understanding of how to use inclusive language, specifically within policies?

What do I notice when I examine mental health policies and compare them to policies that impact mental health?

What existing policies are in alignment with the pillars of the Standard?

What are some overlooked areas in which policies make a difference to students' mental health?

What policies are missing? Which pillars are emptier than others?

How do the policies consider the varied lived experiences of equity-deserving groups?



