Student Mental Health and Well-Being Strategy

2020/21 – 2023/24

Acknowledgements

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Laurie Purtell, Jeannette Miron, Mary Wabano, Michael Sawyer, Mike Miscio, Lise Paxton, Bradley Laughlin, Eleisha Collins, Cory Hobbs, Brandon Dadd, Caroline Corbett, Luke Jeffery, Mike Haines, Erin Plourde, Cindy Males, Terry Thomason, Shelley Busch, Sean Lougheed, Julie Gervais, Caitlin Munn, Claude Charland, David Morrissette, Trina St. Jacques and Ryan Drouin.

The scope of the Working Committee's mandate focused on developing a holistic approach to support the mental health and well-being of our campus community. As part of this initial developmental phase, activities of the Working Committee consisted of

- confirming and mapping the College's current suite of supports and services
- analyzing these against promising practices;
- identifying assets and improvement opportunities and that these ensure a culturally competent, holistic and community-based approach;
- focusing on a holistic approach, ensuring interventions support the intersections of students, faculty, employees and community partners;
- identifying the need for additional coordination of services that build upon best practices;
- establishing additional processes that support mental health promotion, prevention, early intervention and crisis response;
- recommending resources and/or additional assessment work to support the achievement of optimal campus mental health; and
- capitalizing on emerging opportunities and the innovative potential of the Organization such as the Village.

We are pleased to see our Strategy develop and start to take shape. It has created momentum to foster the conditions needed by our students to thrive as they learn. This is particularly important given the current pandemic context in which we find ourselves. It has accentuated unique social isolation challenges and limitations to delivering our programs and services. As we move forward with the additional steps of validating and confirming our goals, objectives and priorities, we will optimize the use of technology to mobilize our Strategy during this unprecedented time.

Introduction

Serving an approximate student population of 5,600, Canadore College provides access to full- and part-time studies across three campuses in North Bay (Education Centre, Aviation Campus and Commerce Court) and a campus located in Parry Sound. Our student population is diverse coming from over 400 communities across the Province, Canada and around the world. Indigenous students make up 25% of our student population, and every year, we attract about 500 international students. Approximately 2,751 students relocate to our communities and we offer on campus housing that can accommodate 675 students.

We acknowledge that the post-secondary experience is an exciting, transformative and demanding time. Juggling academic, social, financial and personal demands while also being away from home are new experiences common to many students. The transition to post-secondary life is a major developmental milestone and it can include a range of emotional challenges that span beyond academic transitions. We understand that during this transition, the risk for experiencing a mental health issues may increase, and if a mental health condition already exists, symptoms may intensify. Moreover, we understand that social determinants of health may create additional pressure and risks.

Our Student Mental Health and Well-Being Strategy outlines a systemic approach to promoting mental health and well-being. It is the realization of the first phase of a comprehensive three-year roadmap to support programs, services and campus activities that will enable all members of our community to realize their potential in an environment that conducive to mental health and well-being while learning, working and living and ensuring social connectedness.

At this stage, our Strategy is essentially a foundation to continue offering the most effective initiatives currently in place while providing direction for the development of new ones within an integrated and coordinated approach with a sharper focus on ensuring a strong campus culture is in place for recognizing, responding, referring and supporting students who need our assistance.

Our Approach

The Working Committee based its recommendations on the following working definition of mental health[1]:

> "The capacities of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity" (Human Face of Mental Health Government of Canada 2006).

This definition notably does not equate mental health with the absence of mental illness symptoms. Within the Healthy Campus framework, it is possible for those with serious mental illnesses to experience optimal mental health – that is to flourish, and for those with no mental illness symptoms to experience poor mental health – that is, to anguish[2]. This dual continuum served to remind us about the diverse experiences and states mental health. In addition, we chose to focus on well-being, which is defined by a state that includes positive emotions such as happiness, or 'feeling good on a regular basis', personal satisfaction, being optimistic and purposeful. We believe that a learning environment such as ours should generate a sense of community and belonging – one that promotes student 'well-being, fosters self-esteem, independence and resilience, and helps with coping – all of which are key to academic and personal success.

The National Guide for a Systemic Approach for Post-Secondary Mental Health[3] was used by the Working Committee to review and analyze the College's current state. The Guide's Conceptual Framework facilitated the alignment of growth opportunities with promising practices[4] as well as with the needs of all students, students with concerns about coping and students with mental health concerns.

Recommended goals, objectives and improvement activities are presented in our Strategy as pillars to reflect the key components of the National Guide's Framework: 1) Institutional Structure, Organization, Planning and Policy; 2) Supportive, Inclusive Campus Climate and Environment; 3) Mental Health Awareness; 4) Community Capacity to Respond to Early Indications of Student Concern; 5) Self-Management Competencies and Coping Skills; 6) Accessible Mental Health Services; and 7) Crisis Management. Components 3 and 4 were combined. We found there was overlap between these two and therefore developed our Strategy on six pillars.

The following documents influenced the Working Committees' recommendations:
- Post-Secondary Student Mental Health: Guide to a Systemic Approach (Canadian Association of College and University Student Services and Canadian Mental Health Association (BC). Available at https://healthycampuses.ca/wp-content/uploads/2014/09/The-National-Guide.pdf

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[1] Government of Canada. The Human Face of Mental Health and Mental Illness in Canada. (2006).© Minister of Public Works and Government Services Canada, 2006. https://www.phac-aspc.gc.ca/publicat/human-humain06/pdf/human_face_e.pdf

[2] Keyes, C. (2002). The mental health continuum: From languishing to flourishing in life. Journal of Health and Social Science Research, 43, 206-222.

[3] College Student Services & the Canadian Mental Health Association. (2014). Post-Secondary Student Mental Health: Guide to a Systemic Approach Supporting the creation of a campus community that is deeply conducive to transformative learning and mental health https://healthycampuses.ca/wp-content/uploads/2014/09/The-National-Guide.pdf

- Centre for Innovation in Campus Mental Health Environmental Scan of Promising Practices and Indicators Relevant to Campus Mental Health May 26, 2015. Available at https://campusmentalhealth.ca/wp-content/uploads/2018/03/Final-Environmental-Scan-Report-May-26-2015-PDF.pdf#page18
- The Centre for Innovation in Campus Mental Health. Available at https://campusmentalhealth.ca/
- An Environmental Scan of Canadian Campus Mental Health Strategies, June 2019: Best Practices in Canadian Higher Education: Making a Positive Impact on Student Mental Health. Available at https://bp-net.ca/program/an-environmental-scan-of-canadian-campus-mental-health-strategies/

Moreover, in light of the pending 2020 launch of the National Psychological Health and Safety of Post-Secondary Students (PSS) by the Mental Health Commission of Canada, it will be highly beneficial to review our Strategy against the guidelines of the new PSS Standard. As such, this document should be considered dynamic and will be adapted as we collect further input and perspectives from stakeholder engagement sessions.

While many elements in this roadmap are very apparent in need and implementation, others require additional definition and modification based on feedback from various stakeholders including students, staff and community partners.   Such input may also further inform and prioritize the recommended activities outlined in our three-year implementation plan.

The implementation of the Strategy may be organized with the support of work groups and/or champions responsible for each pillar. An accompanying document is available to facilitate this work. Supporting rationale is provided for each goal along with a list of possible performance indicators and references on promising practices and resources collected from a review of the literature and other campus mental health initiatives.

Purpose Vision and Guiding Principles

Purpose

Tailored to our needs, and informed by promising practices, our Mental Health Strategy provides a proactive comprehensive approach to ensuring our campus community has access to coordinated, integrated, safe and effective programs and services that are conducive to learning, working, living and connecting with others.

Vision

To foster a thriving campus community by actively supporting mental health and well-being, and supporting opportunities for student success.

Guiding Principles

The following principles will inform our actions and reinforce our commitment to student mental health and well-being.

Supportive
We create opportunities to empower students, and foster a caring and trusting environment that allows them to thrive and develop a sense of belonging.

Holistic
We view our mental health strategy holistically, acknowledging underlying determinants of mental health and addressing the intersecting factors that contribute to mental health concerns.

Universality
We take actions to foster access, social inclusion and navigational resources for all students and employees and remove barriers for those who may be at risk and/or adversely impacted by mental health concerns.

Collaboration
We use collaborative relationships and processes to provide coordinated organizational services and supports in an effort to build capacity across all systems and levels of our campus community, promoting mental health and, recognizing and responding to mental health concerns.

Responsiveness
We are mindful that our strategy is dynamic and will evolve based on emerging needs and promising practices.

Sustainability
We are committed to safeguard the longevity our strategy by putting mechanisms in place for continuity.

Quality
We believe the development, implementation and measurement of our campus strategy is an opportunity for innovation and continuous improvement.

Mental Health and Post-Secondary Education

In Canada, young people between 15 and 24 years of age are more likely to report mental illness and/or substance abuse disorders than other age groups. Suicide is the leading or second leading cause of death among this age group. In the most recent Canadian National College Health Assessment (ACHA, 2016),

- 59.6% of students reported having felt hopeless in the preceding year

- 64.5% reported experiencing "overwhelming anxiety"

- 44.4% reported feeling so depressed that they had difficulty functioning

- 13% had seriously considered suicide and

- 2.1% had attempted suicide

It is important to note that all of these numbers increased since the last ACHA survey in 2013, with the biggest increases in reports of overwhelming anxiety (8.0%), debilitating depression (6.9%), and hopelessness (5.8%). More and more students are requesting mental health assistance and using on-campus counselling services than ever before.

Student emotional health has been found to be directly related to academic performance and retention[5]. It has further been found that students with mental health issues and disabilities are at greater risk for non-completion of their studies[6].

Overall, post-secondary students are at high risk for developing mental health issues, conditions that may affect their ability to think and feel, and their ability perform daily functions and, develop and maintain interactions with other members of their community.
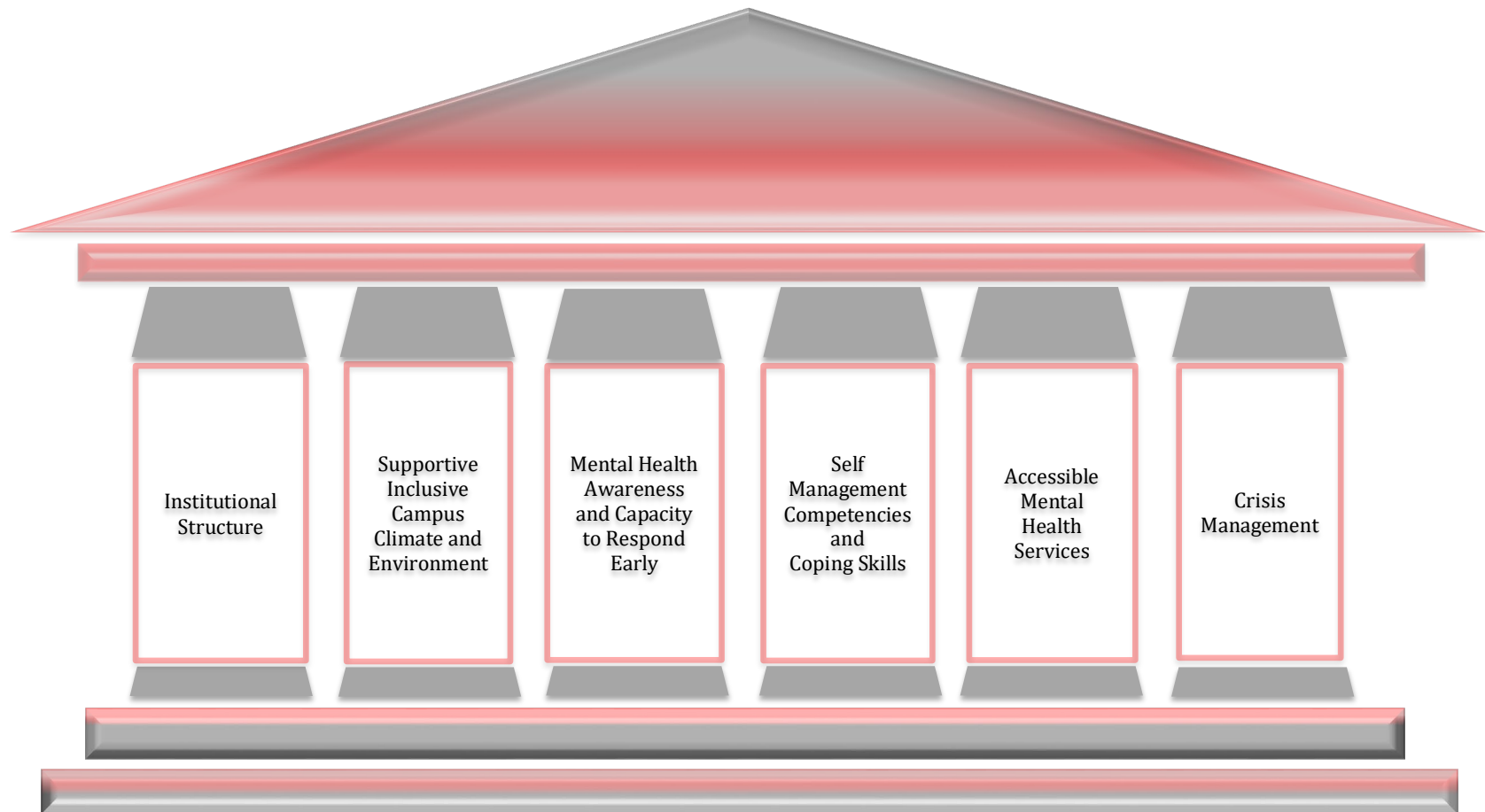
[5] Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: A longitudinal study of retention. *Journal of Counseling and Development, 72*(3), 281-288; Pritchard, M. E., & Wilson, G. S. (2003). Using emotional and social factors to predict student success. *Journal of College Student Development, 44*(1). 18-28; and Van Brunt, B. (2008). Retention and college counseling centers. *Recruitment & Retention in Higher Education, 22*(5), 1-3.
[6] O'Keeffe, P. (2013). A sense of belonging: Improving student retention. *College Student Journal, 47*(4), 605-613.

Our 6 Mental Health and Well-Being Pillars

Recognizing the need and to strengthen our ability to address and promote student mental health and well-being across our campus community, the following six foundational pillars were selected to guide our work.

Institutional Structure

Supportive Inclusive Campus Climate and Environment

Mental Health Awareness and Capacity to Respond Early

Self Management Competencies and Coping Skills

Accessible Mental Health Services

Crisis Management

Pillar No. 1. Institutional Structure

This first component is about identifying and addressing institutional barriers and opportunities, as the structure of a post-secondary institution and its strategic goals, policies and practices can positively impact student mental health, which in turn, impacts student learning. Mainstream and mental health polices of the College were compared against the Spectrum of Campus Mental Health Policies[7] and related growth opportunities are outlined in the table below.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: We cultivate a culture that recognizes the relationship between student mental health and learning, and integrates mental health awareness at all levels of the College by ➢ providing leadership and support to implement the mental health strategy ➢ aligning student mental health and well being with the College's strategic and business plans ➢ embedding student mental health within program reviews ➢ reviewing and developing policies and practices with a mental health and well being lens ➢ increasing data collection and assessment of key indicators of student mental health	Establish an overarching infrastructure which may include working groups assigned to the implementation of the mental health strategy. Ensure working groups use key considerations of the Framework and promising practices and recommended resources to complete their work. Develop an evaluation framework and select key performance indicators to create baseline information on all indicators of the strategy, and, monitor and measure its impact and the wellbeing of students. Establish an institutional policy to ensure the mental health strategy is maintained as a formal structure with an accountability and reporting relationship to the senior executive team. Develop a communication and promotion plan to support the strategy and related working groups, and adjust it accordingly over time. Select and/or develop a framework or assessment/rubric tool for staff to apply a mental health lens when developing, reviewing and revising policies and practices. Review and revise institutional and academic policies with a mental health and well being lens including a mental health accommodation policy. Ensure a suite of mental health policies are developed and disseminated.	Existence of an overall plan with measurable objectives. Designated staff/champion/infrastructure to manage/implement/monitor the m health strategy. Evidence that student mental health / wellness is included in the College's business / strategic plans. A core set of identified and agreed mental health indicators are identified, collected and reported annually.

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[7] Policy Approaches to Post-Secondary Student Mental Health A Scan of Current Practice OCAD U and Ryerson College Campus Mental Health Partnership Project April 2014. http://campusmentalhealth.ca/wpcontent/uploads/2014/05/Policy-Approaches-to-PS-student-MH.FINAL_April15-2014.pdf

Strategic Pillar No. 2. Supportive, Inclusive Campus Climate and Environment

A supportive campus climate and environment supports student engagement. Creating conditions for meaningful participation in the campus community helps students feel connected. The National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention (CDC; Centers for Disease Control and Prevention, 2008) and the National Strategy for Suicide Prevention (United States Department of Health and Human Services, 2001) have highlighted promotion of connectedness as a strategic direction for suicide prevention. This new prevention orientation also grows out of an intuitive understanding that healthy development and well-being are intrinsically linked to a sense of belonging and meaning within larger social and community groups (Baumeister & Leary, 1995). As such, this key component is examined and presented from the explicit lens of connectedness which can confer either protection or risk (when absent) for young people for a variety of adverse outcomes including emotional distress, drug use and academic issues to name a few.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: We provide a welcoming, supportive and inclusive campus environment to help build meaningful connections, positively influence student mental health and promote awareness about the relationship between of mental health and learning by: ➢ creating feedback mechanisms that allow students to voice their concerns and suggestions about campus mental health ➢ embedding the social determinants of health in our campus environment ➢ optimizing opportunities for students to connect to an integrated network of programs, services, supports and activities that enhance their personal and academic success ➢ promoting the importance of connectedness for all students with other students, faculty, staff, and, services, resources, and groups	Take stock of current campus activities and events from a connectedness framework and with the engagement of students, ensure they are relevant and create a sense of belonging by way of ongoing evaluations. Explore ways in which the College can create conditions inside the classroom that can lead to positive mental health outcomes such as developing and designing learning outcomes and curriculum and embedding language that emphasizes the importance of student well-being in course materials, learning outcomes, in the design, and delivery of educational curriculum. Explore the student parent population and their needs for adjustments with class schedules and childcare campus guided supports. To keep pace with the rapid growth of international students, ensure admission and academic constructs are sensitive to their transition and needs. In partnership with The Village Collective Impact Project, adopt a post-secondary student connectedness and social inclusion framework to guide the delivery and mobilization of a campus mental health promotion programming. Continue reviewing and supporting processes and practices to identify and mitigate barriers for students with mental health concerns and disabilities. Identify and support the promotion of mental health among certain career paths who may be more vulnerable including first responders, the trades etc.	Student level of belonging and connectedness Evidence in college's strategic plan re: commitment to sustain welcoming, supportive, inclusive campus environment and climate

Pillar No. 3. Awareness, Literacy and Capacity Building

Mental health literacy is defined as having the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems. Enhanced mental health literacy appears to confer a range of benefits: prevention, early recognition and intervention, and reduction of stigma associated with mental illness Raising awareness is a contributing factor to the creation of a healthy, supportive and inclusive campus environment because it acknowledges the importance mental health has on student success. It is important to build capacity to recognize early indicators of concern as a means of preventing students from reaching the point of distress. Early identification of a mental health issue usually predicts better outcomes and prevents the exacerbation of the problem. Increasing this capacity should include faculty, staff as well as students to help them recognize early signs for themselves and their peers, and take appropriate measures. With increased mental health literacy, it is anticipated that students are more likely to seek help.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: We support a campus environment that fosters mental health awareness and the capacity for effective and timely responses to student mental health issues by: ➢ continuing to work on raising mental health awareness ➢ enhancing anti-stigma programming and campaigns ➢ promoting and reinforcing help-seeking and helping behaviours ➢ increasing knowledge of available campus and community services ➢ creating resources and tools to improve the navigation of both campus and community services ➢ clarifying and strengthening the process for identifying and supporting students who need to be connected to campus and community services ➢ addressing mental health concerns and disability through curriculum design to create a more inclusive learning environment ➢ educating and equipping students, staff and faculty on when and how to respond	In partnership with students and staff, evaluate the effectiveness of current initiatives, such as Not Myself Today, iCanLead Student Leadership Team, Frosh Events, Light Therapy Room, Big White Wall, Bounceback and Mental Health First Aid, and make necessary adjustments. Informed by the results of the review in No. 1 and based upon the success of other campus initiatives such as the sexual consent strategy, develop and disseminate an annual action plan and schedule for all mental health campaign like activities. In partnership with community agencies, provide a mental health services fair early in each semester. Develop a professional development series on the relationship between mental health and student success. Incorporate anti-stigma messaging, and help-seeking behaviours in all awareness events, workshops, communication strategies and campaigns that reflect student diversity and using many channels and dovetailing these with existing processes at key intervals throughout the academic year. Evaluate the ways in which program and course design (including assignment / project / exam schedules) reduce or increase academic stressors. Continue developing the Assessment Care Team as an option for faculty to discuss student behaviours of concern and ensure the development of practice guidelines to support this structure and process.	Implementation of communication campaign about the mental health strategy Increase in student awareness about mental health # of education / training sessions for students, peer mentors, staff # of awareness campaigns Availability of education and information about campus and community resources Availability of practice guidelines and protocols re: early detection and intervention # of incidents related to mental health issues # of referrals from faculty # of student self-referrals

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
to early warning signs of mental health difficulties and distress	In partnership with staff and union executives and other related stakeholders, foster the importance of mental health awareness and early intervention. Building upon the current guidelines for intervention used by Security, create and provide staff with mandatory training to recognize, respond, direct, refer and report students experiencing mental health difficulties and improve their confidence when directing students to the most appropriate services. Building upon the current guidelines for intervention by Security, develop appropriate supporting practice guidelines and protocols for responding and reporting to escalating issues.	

Pillar No. 4. Resilience, Self-Management Competencies and Coping Skills

Resilience is in part about a person's capacity to cope with changes and challenges, and to bounce back during adversity. Resilience is also about the community's ability to provide meaningful health-sustaining resources. Attending a post-secondary institution is an important life transition and milestone that can be a challenging on a number of fronts including meeting and making new friends, living independently, planning their career all while balancing academic requirements. These challenges can be exacerbated by the need to juggle work and supporting family members. These stressors can impact emotional, mental and physical health including social connectedness and academic success.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: We foster an environment that promotes the development of personal resilience and coping strategies by: ➤ developing mental health literacy programming across all campuses ➤ incorporating themes of overcoming feelings of loneliness and isolation into awareness activities and into programs ➤ creating learning opportunities about emotional resiliency and coping skills to successfully navigate the post-secondary experience ➤ ensuring all mental health literacy, emotional resilience and self-management competencies are sensitive to the cultural diversity of students and the social determinants	Educate the campus community throughout the year on major transition points into, through and out of post-secondary. Consider a social norms campaign using data from the National College Health Assessment (NCHA) to demonstrate to students that their peers are experiencing similar stressors and emotions. With input from students and faculty, develop a life skills 101 GED course, and embed it into the orientation, transition programming and program delivery. Measure the impact of the proposed 101 GED course. Create life skills guidelines for each program as a means of fostering the socio-ecological approach to resiliency. Foster the ongoing availability of self-awareness, leadership and teamwork programs ensuring barriers to access these are mitigated. Determine best practices in peer support programs and develop a comprehensive program to train mental health student peer mentors in order to create outreach supports across all campuses and residences. Explore the model of providing peer support by connecting / pairing 2nd to 1st year students. Provide mandatory emotional resiliency, mental literacy training and strategies for trauma sensitive teaching to all staff. Using a mental health promotion lens, consider the effectiveness of using the "Be Canadore Ready" survey results when planning supports for new students and make necessary adjustments.	Increased sense of self-management and coping Increased sense of preparedness / readiness for post-secondary school Availability of student led initiatives to improve life skills Availability of peer to peer programs Student perception of peer to peer effectiveness Availability of life skills programs and guidelines Increase in "Be Canadore Ready" survey respondents # and participation rates in resiliency and mental health literacy training, lectures, events. Availability of a centralized web page on mental health/wellness for students, staff and parents.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
	Explore and use innovative ways to disseminate information tailored to promote mental health literacy in general and for groups where stigma may be more prevalent (i.e., male dominated work environments) Develop a centralized webpage to provide access to comprehensive information on well-being and mental health to students, staff and parents. Provide a means for students to voice their concerns and meaningfully engage them about addressing the structural barriers that currently make personal resilience difficult (i.e., tuition, OSAP, income, rent subsidies, child care, lack of access to support, loneliness, social isolation/alienation).	Impact of initiatives on campus culture and well-being.

Pillar No. 5. Accessible Mental Health Services

Mental health services are a critical part of a systematic approach to supporting student mental health. Providing a stepped approach (matching the level of support to the complexity of the need) and making thoughtful referrals means students will have the support they need from the most appropriate service. It is also important for the College to ensure expectations of its services on campus and monitor any wait time in order to ensure students are supported to navigate those barriers.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: We continue to build our campus community's ability and capacity to support students with accessible, adequate, effective, interconnected and evidence informed campus mental health services by: ➢ enhancing the campus community's ability to provide holistic and integrated student support services ➢ promoting services and expectations of these to the campus community ➢ communicating / posting on the web the means by which students can access, and how staff can refer students to these services ➢ measuring service demand and responsiveness ➢ exploring and developing formal partnerships with community mental health agencies ➢ maintaining effective liaison and referral protocols between student services and with community mental health agencies	Review the composition of the mental health team to ensure the provision of critical services including specialized mental health counselling; cultural support Indigenous Elders; and other appropriate resources to support the growing International student cohort. Review the current service volume for navigator services. Monitor and measure scope of practice and workload measurement to ensure appropriate workload distribution and adequate staffing. Review and revise the current service delivery model against promising practices such as the Stepped Care Model. Continue to ensure the current clinical campus triage approach is meeting the needs and is informed by best practice standards. Measure the uptake and effectiveness of OTN services. Review and evaluate the utilization of online services (e.g., Big White Wall, Bounceback) and make necessary adjustments Ensure access to ongoing professional development for Student Success Services staff to keep pace with new clinical tools and therapeutic interventions. Consider the promotion of motivational interviewing (MI) principles to reinforce help seeking behaviours. Foster coordination and integration between all student services including health services by developing a centralized student tracking system. To further coordinate and integrate student support, explore the concept and elements of creating a Hub of services with outreach supports to programs.	% of students seeking campus mental health services % of students with accommodations due to mental health concerns and mental illness average # of visits per student # of counselling hours # of referrals from self, and staff # of referrals to and from community agencies # of MOUs with community agencies wait time quality of the experience with mental health services in real time

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
	To improve student and staff knowledge about campus and community resources, and with input from students design an illustrated (as well as text based and/or compatible screen reader versions) care pathway with key infographics about mental health and the post-secondary experience. Develop MOUs with community partners for additional capacity and competency development. With input from students and in partnership with community agencies, assess the need for, and establish and evaluate the impact of on campus psychoeducation sessions Consider student led supports for students under the supervision of a mental health specialist. Consider a mental health services advisory committee with student representatives to provide the team with the opportunity to develop a shared understanding of the changing needs of students and the quality of the services.	

Pillar No. 6. Crisis Management

Acute distress and imminent risk of self-harm have a significant impact on students and their academic experience. Response to crisis situations are often complicated and require the support and perspectives of multiple individuals across campus. Crisis management requires well-documented protocols to ensure clarity of roles and a coordinated and effective response. The protocols should also reflect the fact that crisis situations affect others and/or the entire campus. It is essential that all staff understand their role within the College's crisis management protocols.

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
Goal: Enhance support for students who are experiencing distress or in crisis by: ➤ promoting awareness about the signs of mental health crises and suicidality among students and staff ➤ proactively support students who may be at risk of distress ➤ developing a comprehensive crisis management procedure from identification and response to postvention ➤ supporting ongoing capacity building across the campus community for the provision of a coordinated and consistent approach when responding to students in distress / crisis ➤ providing the campus community with clearly articulated crisis management procedures and protocols	Develop a guiding document to support students in distress, and disseminate this resource across campuses. Provide broad campus training for staff to discriminate between non-urgent and urgent distress, emergency procedure and crisis response. Develop and provide students with resources to build their capacity to identify, assist and refer students in distress or in crisis to appropriate services. Ensure emergency numbers are communicated to all staff and students including strategic signage across all campuses. Provide wrap around supports for students at risk and regular follow-up such as the Assessment and Care Team. Explore in collaboration with community partners and with input from students the need for follow-up supports post ED visits / inpatient stays. Continue developing and launch the tiered response tool designed by the Assessment Care Team ensuring a guiding document is in place and shared with staff. Ensure cross-training sessions for campus security, residences and all student services to build strong relationships and coordinated responses. Building upon the current processes and guidelines, develop and launch an inter-departmental crisis response approach across all campuses. Explore the provision of effective training models (using blended and/or online learning opportunities) for staff in terms of providing them with the support the need when responding to students in distress/crisis.	% of students referred to hospital as a result of a mental health crisis % of students who report self-harm student suicide rate % of students with suicide ideation % of students who attempt suicide mean and median wait time for treatment for students in crisis % of at-risk students

Goal and Objectives	Recommended Improvement Activities	Possible KPIs
	Develop a comprehensive postvention practice guidelines for crises and critical incidents. In partnership with community mental health agencies, ensure the provision of effective referrals. Foster partnerships with community agencies to ensure a coordinated response for students in need of mental health services and supports. Explore the need for after hours campus crisis support and required resources.	

Implementation and Evaluation

Canadore College is committed to providing an educational environment that supports student mental health and well-being and provides opportunities for growth and development.

For many years, Canadore students have enjoyed access to a wide range of academic and support services. However, in order to meet the changing needs of students, we have designed this strategy as a work in progress with a framework that fosters a refocus on student support with a systemic and holistic lens.

As we turn our attention to implementation, we will use our stakeholder engagement sessions to further inform and prioritize the recommendations, assign ownership, and create timelines within the three-year timeframe. Corporate ownership of the Strategy will continue lie with the Vice-President Enrolment Management, Indigenous & Student Services. There will be ways for employees and student to be actively involved as we move forward with the Strategy. Standard progress and annual reports on the Strategy's performance and accomplishments will ensure and maintain sustainability and transparency.

The evaluation of the Strategy will be based on key performance indicators selected for each of the Strategy's six foundational pillars. Our aim is to ensure we measure the impact and effectiveness of our activities. Ongoing adjustments will be made where needed. New research and other promising practices will continue to inform the implementation and evaluation of our Strategy.

Our priority is to ensure that our Strategy is considered a living document, ensuring it is reviewed and revised to remain relevant and supportive of our campus community.

In Summary

This strategy provides us with a shared vision, objectives, and recommendations to broaden and deepen the influence we can have on student mental health and well-being across our college community. The wide range of objectives in this initial roadmap reflect the need for us to take a comprehensive approach. We acknowledge that while many of the recommendations contained in this document support mental health initiatives currently in place, others provide the necessary scaffolding we need to support the development of new ones. We believe the investment in fostering the human potential of our campus community will reap many benefits in the years to come.