



CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH

CRAFTING CONNECTIONS

in a **LANDSCAPE**
of **UNCERTAINTY**

virtual conference
NOVEMBER 3, 2021

About CICMH

The Centre for Innovation in Campus Mental Health

The Centre for Innovation in Campus Mental Health (CICMH) is a partnership project involving Colleges Ontario, the Council of Ontario Universities, the Ontario Undergraduate Student Alliance, the College Student Alliance and the Canadian Mental Health Association, Ontario Division.

Our Mission

To engage and support Ontario colleges and universities in their commitment to student mental health and well-being.

Our Vision

Mental health and well-being across Ontario's post-secondary campuses.

What We Do

CICMH is working with its partners and stakeholders to:


- 1) Build the knowledge and skills of front-line staff and student leaders in post-secondary institutions to increase their capacity to address the mental health needs of students.
- 2) Foster innovation in collaboration that promotes systemic responses in the post-secondary system to address the mental health needs of students.
- 3) Develop strategic partnerships to leverage external knowledge, resources and relationships that address the mental health needs of students.

Who We Serve

CICMH's stakeholders include Ontario's post-secondary mental health service providers and partners, specifically, student services, counselling, accessibility, health, faculty, administration, student leaders and community partners.



Let's stay connected!

 [Visit our Website](#)

 [Find us on Twitter \[@CMHIInnovation \]](#)

 [Find us on LinkedIn](#)

Masters of Ceremonies

November 3, 2021 / 8:30 a.m. - 9:00 a.m.



Eunice Ojadejo
PRESIDENT, Ontario Undergraduate Student Alliance

Eunice is the Vice-President of External Affairs at the University Students' Council at Western and President at OUSA. She recently completed an Honours B.A. where she specialized in Political Science with a minor in Transitional Justice & Post-Conflict Reconstruction. She is particularly passionate about eradicating barriers that disproportionately disadvantage Black students, Indigenous students, and many students of colour.



Eli Ridder
ACTING PRESIDENT, College Student Alliance

Eli Ridder is on IGNITE's Board of Directors and the Acting President of the College Student Alliance. He is currently a 3rd-year Journalism student at Humber College.

Special Ceremony



Joanne (Okimawinew) Dallaire
**ELDER (KE SHAY HAYO) AND SENIOR ADVISOR
INDIGENOUS RELATIONS AND RECONCILIATION,
Ryerson University**

Joanne (Okimawinew) Dallaire has dedicated her career to counselling, advising and educating on indigenous concerns, empowering and capacity building and advocating for change in broader societal relationships between indigenous and non-indigenous people. Her 36-year social service career has contributed to transforming the lives of individuals, the culture of agencies, training on colonization and residential schools, the truth and reconciliation commission and the recognition and respect for indigenous contributions.

Opening Ceremonies

November 3, 2021 / 8:30 a.m. - 9:00 a.m.



Marija Padjen

DIRECTOR, Centre for Innovation in Campus Mental Health

Marija Padjen has been the Director for the Centre for Innovation in Campus Mental Health since the summer of 2017. She holds a B.A. from McGill University and a BSW and MSW from York University. She began her career as a front-line social worker before turning her skills to program development and management. She is very passionate about campus mental health and enhancing the capacity of Ontario's colleges and universities to support mental well-being.



Camille Quenneville

CEO, Canadian Mental Health Association, Ontario

Camille Quenneville is the CEO of Canadian Mental Health Association, Ontario Division (CMHA Ontario). Before joining CMHA Ontario, Camille channeled her passion for mental health care in senior leadership roles in the educational, governmental and children's mental health sectors. She served as Director of Policy and Communications at Children's Mental Health Ontario (2005-2012), Chief of Staff to Ontario's first Minister of Children and Youth Services (2003-2005), and Director of Policy at the Ontario Public School Boards' Association (1998-2003). Camille is an alumnus of the University of Windsor and the University of Toronto.



Honourable Jill Dunlop

Minister of Colleges and Universities

Jill Dunlop has been the Member of Provincial Parliament for Simcoe North since 2018. Born and raised in the Town of Coldwater in Simcoe North, Jill witnessed the importance of community and small local businesses early on, as her grandparents owned and operated the still thriving local Dunlop Plumbing, and her parents were actively engaged community members. Jill was also exposed to politics early on by both of her parents. Her mother, Jane Dunlop is a current Councillor and the Deputy Mayor of the Township of Severn. Her father is the former MPP and a predecessor representative of Simcoe North. Prior to being elected, Jill attended Western University, and later joined the faculty of Georgian College. She is also the mother of three postsecondary aged daughters, all giving her unique insights into the world of postsecondary education. In 2019, Jill was appointed as the Associate Minister of Children and Women's Issues in the Ministry of Children, Community, and Social Services. Most recently, in 2021 Jill was appointed as the new Minister of Colleges and Universities and has since spent time meeting and touring the province visiting Ontario's world-class postsecondary institutions.

Agenda

November 3, 2021

[Online version](#)

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Keynote Address

November 3, 2021 / 9:00 a.m. to 10:00 a.m.



JENN HARPER

Founder and CEO

*Cheekbone Beauty
Cosmetics INC.*

An award-winning social entrepreneur, Jenn Harper is the founder and CEO of Cheekbone Beauty Cosmetics INC. Cheekbone Beauty is a digitally native direct to consumer brand that is helping Indigenous youth see themselves in a beauty brand while using the concept of Life Cycle Thinking (LCT) in the brands ethos and in developing their latest line of products. Creating a new segment in the beauty industry - Sustainable Socially Conscious Beauty.

Jennifer Harper has been making a name for herself in the beauty industry for a number of years but has been gaining popularity quickly after being on the hit CBC show, [Dragons Den](#). Cheekbone Beauty's mission is to help every Indigenous youth see and feel their enormous value in the world while creating sustainable colour cosmetics.

During the development of Cheekbone Beauty, Jenn researched the current makeup landscape as well as charities that are helping close the educational funding gap that exists between Indigenous and non-Indigenous students. After in depth research, the Cheekbone team found the First Nations Child & Family Caring Society (FNCFCFS) and the connection between their mission and Jenn's family experience was serendipitous.

Cheekbone Beauty continues to support the FNCFCFS today by donating 10% of the profits to Shannen's Dream. During Cheekbone's infancy, Jenn endured a heavy personal loss with the suicide of her brother B.J. This loss, though difficult, has remained a driving force behind the desire to see Cheekbone Beauty succeed with its mission, to empower Indigenous youth.

In addition to Cheekbone's mission, she strives to educate as many people as possible about the Residential School System and the effects it has had on her family and friends through decades of generational trauma. She speaks regularly to university, college and high school students about social entrepreneurship, empathy and the history of her First Nations family. She has also been invited to speak to various entrepreneur groups, women in business associations, Apple Canada and First Nations organizations.

Learn more at: cheekbonebeauty.com

PRESENTATION

Helping the World See Indigenous Faces

Jenn Harper, the award-winning CEO of Cheekbone Beauty Cosmetics INC., started the brand to empower Indigenous youth by helping them see and feel their enormous value in the world while creating sustainable colour cosmetics. In her keynote address, she will share an overview of her company, the purpose behind the brand and the struggles she had to overcome to get there.

Keynote Address

November 3, 2021 / 1:30 p.m. to 2:30 p.m.



PENNY PAUCHA, M.A.

Certified

Neuroleadership Coach

*Principal and Founder,
Instincts at Work Inc.*

Penny Paucha's passion is helping people grow past their limitations so they can experience a more fulfilling future.

After a decade as a front-line mental health counsellor, Penny wanted to have a greater impact in preventing mental health problems. With a love for neuroscience and a Master's in Applied Psychology, she took a leap into social entrepreneurship and started Instincts at Work, a neuroscience-based leadership development and coaching company that has helped thousands of people to evolve their thinking to lead effectively in complexity.

She is an accredited coach with the Neuroleadership Institute and a faculty member with the Ontario College of Family Physicians and the Dorothy Wylie Health Leaders Institute and has over a decade of experience as a facilitator, change management expert and leadership coach throughout the health system.

With the pandemic, the need for strong, effective and compassionate leadership has never been more critical. Penny would like to invite you to evolve your thinking to lead the change that you know needs to happen.

Learn more at: instinctsatwork.com

PRESENTATION

Leadership Inside and Out: Compassion, Community and the Science of Stress

In times of hardship and in our desire to serve, we often lose touch with the things that replenish us and support our growth. We know this, we teach this, but do we model it? Do we live it? Do we lead from it? This talk is an invitation to connect more deeply with yourself and your purpose while exploring the neurobiology of stress, and the need for connection and compassion. You will learn some practices to create more focus and help you on the path to create true communities of caring.



Concurrent Sessions

A1 - A5

Concurrent Sessions

A1 - A5 10:15 a.m. - 11:15 a.m.

A1

Combatting Racism: From Bystander to Upstander

COVID-19 has sharpened the structural and societal inequities that have long existed and permeated disproportionately across racialized communities. These inequities have been maintained by power dynamics that translate into a lack of access to resources and opportunities. This presentation describes the process, delivery, and outcome of a psycho-educational intervention which presenters ran in 2020-21. Facilitated by staff and faculty and offered through multiple formats, the intervention explored ways inequities are embedded in cultural ideas, artifacts, and symbols of the superiority of a specific culture and race. Involving audience through a real-time app (Mentimeter), the presentation will also share practical ways which can help a campus community to move from bystander to upstander—taking purpose and impactful actions to combat anti-Black, anti-Asian, and anti-Indigenous racism, as well as Islamophobia and other forms of oppression.

PRESENTERS

Chanda Chandalala, Tayyab Rashid and Kosha Bramesfeld | *University of Toronto Scarborough*

Chanda Chandalala holds a bachelor of arts in sociology from the University of Toronto and a post-graduate diploma in social service work from George Brown College. She is a registered social service worker who has worked as a case manager and crisis support worker for the last 10 years at CMHA Toronto. She is currently pursuing a bachelor of social work while working at the University of Toronto Scarborough campus' Health & Wellness Centre as the student welfare case co-ordinator. Chanda is a writer who is passionate about social justice and self-care.

Tayyab Rashid: using a culturally-contextualized, strengths-based approach, Dr. Rashid has worked on complex mental health issues with 9-11 families, survivors of the 2004 Indian Ocean tsunami and mass shootings, refugee families, and journalists reporting from the front lines. A recipient of the outstanding practitioner award from the International Positive Psychology Association, Dr. Rashid has trained professionals internationally. His work has been published in textbooks of psychiatry and psychotherapy. His book, *Positive Psychotherapy*, with Dr. Martin Seligman, has been translated into several languages.

Kosha Bramesfeld is an assistant professor, teaching stream, with the department of psychology at the University of Toronto Scarborough. Her scholarly interests focus on social and community psychology; psychology of privilege and oppression; immersive teaching and learning experiences; and teaching with technology.

Concurrent Sessions

A1 - A5 10:15 a.m. - 11:15 a.m.

A2

Normalizing Conversations about Substance Use Health: A Regional, Multi-Sectoral Approach

This panel presentation will discuss the implementation of a harm reduction partnership across three post-secondary institutions that increases substance use health through virtual education, naloxone training/distribution, peer-support, and student-led campaigns. Successful partnerships with research, peer-support and public health organizations supported post-secondary student leaders, faculty and other staff with evidence-based knowledge products and harm reduction activities informed by those with lived or living experience. Evaluations show that implementation increased faculty members confidence in supporting student's substance use health, including supporting students to navigate appropriate resources.

Panelists will describe current campus environments, barriers and facilitators to implementation, and lessons learned. This practice-based evidence will increase the capacity of other post-secondary campuses to foster a harm reduction culture that honours all pathways to increased substance use health, free from stigma or discrimination. All resources are accessible virtually, allowing for implementation during COVID containment measures.

PRESENTERS

Dillon Brady | *Carleton University*

Sarah Crawford | *Algonquin College*

Kim Hellemans | *Carleton University*

Tina White | *Community Addictions Peer Support Association*

Alisson Dykeman | *The University of Ottawa*

Dillon Brady is the manager of student conduct and harm reduction in the office of student affairs at Carleton University. Dillon's previous work at Algonquin College helped contribute to The Umbrella Project's harm reduction strategy. Dillon joined Carleton in 2019 as the student conduct co-ordinator with residence life services before assuming his current role in student affairs.

Sarah Crawford is the sexual violence prevention and harm reduction co-ordinator at Algonquin College. Sarah has a master of public health (sexology) from Curtin University. Sarah manages Algonquin College's harm reduction strategy, The Umbrella Project, which provides programming and training on harm reduction and safer substance use. Sarah has worked as a public health educator for over 10 years.

Kim Hellemans is a teaching professor in the department of neuroscience at Carleton University. Her current research focuses on student mental health with a focus on how current life stressors, cannabis use and social media among university students relate to mental health and academic outcomes. She has created several freely-available animations on the topic of neuroscience, addiction and stigma.

Tina White works as a systemic stigma navigator with the Community Addictions Peer Support Association and volunteers with them as a peer support meeting facilitator for their student All People All Pathways meetings. She is also a bachelor of social work student at Carleton University and works with their office of student affairs as harm reduction strategy support staff. Tina is a person with lived experience and is currently living well with substance use disorder.

Alisson Dykeman is a Health Promotion Specialist at the University of Ottawa. She manages the Health Promotion Department's harm reduction team as part of her Outreach and Education Portfolio. She holds an undergraduate degree from the University of Ottawa in Health Science. Alisson is a Master of Applied Health Services Research Candidate at Saint Mary's University with a research interest in large scale population health interventions.

Concurrent Sessions

A1 - A5 10:15 a.m. - 11:15 a.m.

A3

Defining Peer Support and its Impact on the Student Experience

Peer support programs are fast growing on campuses across the province. There is a growing body of evidence that backs peer support being an effective intervention for individuals coping with mental health concerns. This evidence, in conjunction with naturally occurring peer support on campus, makes the implementation and sustainability of formalized peer support programs a vital solution to the mental health demands that young adults are facing within a post-secondary setting. This panel will bring together three examples of how peer support can be implemented and used as an effective intervention for post-secondary students.

PRESENTERS

Teddy Kozela | *Carleton University*

Pratik Nair | *University of Toronto*

Ashley Cochrane | *Fanshawe College*

Teddy Kozela, RSW (she/her), is the Mentorship & Transition Support Coordinator at Carleton University. Teddy oversees mentorship, leadership, and peer support programs and training at Carleton. She is passionate about providing learning opportunities for students through these initiatives for all students involved. Teddy is currently the co-chair of the CACUSS Student Peer Support Programs Community of Practice.

Pratik Nair is a Health Promotion Specialist at the University of Toronto. In his role, he develops programs and communications to support student health. He oversees the Health & Wellness Peer Support Service at the University of Toronto—a non-clinical mental health service aiming to provide students with immediate emotional support and effective referrals to on and off campus resources.

Ashley Cochrane, MSW, RSW, is the Case Management Counsellor and Peer Support Program Lead at Fanshawe College. With work experience in both hospital and community services, she is passionate about Anti-Oppressive Practice, the power of peer support, and early intervention. She holds non-voting community membership with the Board of Directors at Anova, an organization that provides shelter and services to survivors of gender-based violence, and EPION (Early Psychosis Intervention Ontario Network).

Concurrent Sessions

A1 - A5 10:15 a.m. - 11:15 a.m.

A4

Adapting Campus and Community Collaboration to Support Students in Crisis

Increasing volumes of post-secondary students, changing student profiles and the recent challenges to accessing mental health supports have necessitated the development of increasingly-creative solutions. This interactive session explores the evolution and adaptation of the crisis support model for students developed in London, Ont. The partnership between Western University Students' Council, Western Society of Graduate Students, Western Student Health, King's University College, Fanshawe College Student Union, Fanshawe Counselling and Accessibility Services, Fanshawe Peer Supports and Canadian Mental Health Association (CMHA), Thames Valley has grown and transformed over the past three years. The presentation will share changes since the launch of evening crisis satellites on campuses, mental health literacy initiatives and transition to a flexible virtual service in response to COVID-19. Key elements of success, challenges, lessons learned, and outcomes will be shared. Participants will be engaged in exploration of innovative ways to further build on this model as the post-secondary landscape continues to change.

PRESENTERS

Nikki Ross | *Fanshawe College*

Lori Hassall | *CMHA Thames Valley*

Joanna Bedggood | *King's University*

Maddie Osborne | *University Students' Council of Western*

Nikki Ross, MEd, RP, is the manager of counselling services at Fanshawe College. Nikki has worked in post-secondary and community mental health for over 20 years. She has been involved in college and community partnerships over the past several years. Nikki is invested in identifying partnerships and service models that will contribute robust supports and advocacy for post-secondary mental health and wellness throughout the college community.

Lori Hassall, MSW, RSW is the director of crisis at CMHA Thames Valley and a part-time professor at the School of Social Work, King's University College. With 20 years clinical and leadership experience in hospital and community mental health, Lori is passionate about destigmatizing mental illness and working collaboratively to develop innovative mental health services, including London's 24-7 Mental Health and Addictions Crisis Centre.

Joanna Bedggood MSW, RSW is the Manager of Student Wellness at King's University College. Her interests include single session therapy, feminism and supervision. She has worked in a variety of social work settings since 1990 both in direct practice and leadership roles in mental health, woman abuse and counselling.

Maddie Osborne In her role as VP Student Support and Programming at the University Students' Council (USC) of Western, she is responsible for managing all of the student-run services and programs that contribute to a student's university experience. Prior to her role as VP, she was the AVP Peer Support, and was responsible for managing the day-to-day operations of the USC Peer Support Centre including event planning, promotional outreach efforts, and management of volunteers. Her passion lies in providing meaningful, intersectional, and dynamic wellness support to students. This has led Maddie to build a new branch of Peer Support wherein students can access support on the basis of their identity; develop an entirely new student leader training program through an intersectional lens; and lead the USC's Peer Support Network renovation.

Concurrent Sessions

A1 - A5 10:15 a.m. - 11:15 a.m.

A5

Supporting Survivors of Sexual Violence in a Virtual World

During these times of uncertainty, fear and isolation, the need to support survivors of sexual violence is at an all-time high. Students face various stressors in their lives, from their academic commitments, financial challenges and mental health struggles, therefore it is crucial that they receive appropriate and accessible supports. This presentation will provide participants with information regarding ways to successfully connect and engage with students who are survivors of sexual violence, off campus. Our panelists from the Durham Rape Crisis Centre, Durham College and Trent University are here to provide information regarding how to provide support to survivors through technology.

PRESENTERS

Isabella Giuga and Tanya Montebello | *Durham Rape Crisis Centre*

Tyler Creces | *Durham College*

Corinn Phillips | *Trent University Durham GTA*

Isabella Giuga, RSSW, presently serves as a counsellor for the Durham Rape Crisis Centre. She holds an honours bachelor of arts degree from Laurentian University and a social service worker diploma from Durham College. Isabella is passionate about violence against women (VAW) work and dedicates her career to supporting youth and women. She believes in being client-centred and empowering individuals through strength-based therapy.

Tanya Montebello, BA, BSW, MSW (ca.), RSW, serves as a Bilingual Clinical Counsellor at the Durham Rape Crisis Centre, specializing in human trafficking. She works extensively with youth/students and has completed studies in Cognitive Behavioural Therapy (CBT), Trauma, and Addictions. She holds committee memberships on Trent University's Social Work Advisory Council, the Concord Adex Survivors' Education Fund, and Durham Region's Francophone Community Health Table. Tanya also served in Afghanistan and Kuwait administering morale and welfare programs with the Canadian Armed Forces.

Tyler Creces presently serves as the sexual violence educator and support co-ordinator at Durham College, in the office of equity, diversity and inclusion. She holds a bachelor's degree in anthropology from the University of Guelph and a social service worker diploma from Durham College. She is passionate about supporting and advocating for survivors of gender-based violence and educating youth around consent.

Corinn Phillips, MA, RP is a registered psychotherapist with experience serving persons in a range of settings, including corrections, community mental health and addictions and post-secondary education. As a team lead, Counselling & Student Accessibility Services at Trent University Durham GTA, Corinn is passionate about providing a continuum of accessible, integrative, client-centred services to support student well-being and resilience. Corinn values developing intentional, collaborative community partnerships to enhance services available to students who attend the growing Durham GTA campus.



Concurrent Sessions

B1 - B6

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B1

Embedding EDI into TA Training to Promote Student Mental Health

This workshop showcases our discussion-based approach to embedding – not “adding on” – equity, diversity and inclusion (EDI) into our programs, workshops and resources for graduate students and postdoctoral scholars. Drawing on a theoretical framework that includes thriving (Schreiner, 2010), flux pedagogy (Ravitch, 2020) and accountable spaces (see Ahenkorah, 2020), discover how we use a trauma-informed, student-centred approach to a) model creating accessible and inclusive spaces; and b) embed active learning activities about EDI and mental health. This approach can inspire TAs, staff and college or university instructors to create inclusive spaces as they craft connections with their students. We invite you to learn how you can move equity goals from the margins to the centre of your existing student-facing resources. Together, we will create a list of concrete strategies to empower you to introduce new conversations and actions about EDI and mental health into your context on campus.

PRESENTERS

Dr. Lisa Aikman, Dr. Melanie-Anne Atkins | *Western University*

Dr. Sanja Ivanov | *University of Waterloo*

Dr. Sanja Ivanov is an Online Learning Consultant at the Centre for Extended Learning at the University of Waterloo. She previously worked as an Educational Developer, International TA Programs, at Western University's Centre for Teaching and Learning. Sanja holds a Ph.D. from the University of Toronto and is passionate about fostering a sense of belonging for underrepresented students, including international students, on campuses in Canada

Dr. Lisa Aikman is the educational developer, TA Programs, at Western University's Centre for Teaching and Learning. She holds a PhD in theatre studies from the University of Toronto and is passionate about universal design for learning and empowering students as partners in their own education.

Dr. Melanie-Anne Atkins is the acting associate director, graduate programs at Western University's Centre for Teaching and Learning. She previously led the creation and development of Western's Wellness Education Centre into a student-led wellness education innovation hub, teaching evidence-based strategies to improve the mental health and wellness of the Western University community.

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B2

Working for Change: Non-Indigenous Community Members Supporting Reconciliation

Our Indigenous student support staff, faculty, Elders, and Knowledge Keepers are being stretched more and more. Requests to organize and run memorials for residential school victims are demanding time, resources, and emotional energy. They are retraumatizing. Tragically, we will continue to see discoveries of unmarked graves, and uncovering of further atrocities at former residential school sites, and we do not want these to be diminished or dismissed. There are many ways that non-Indigenous community members can take on responsibility for engaging in ongoing memorialization and support activities, in culturally appropriate and action-oriented ways.

Join Dawn Lavell-Harvard (Director of First Peoples House of Learning) and Nona Robinson (Associate Vice President Students) for a guided discussion in ways to provide support for Indigenous members of your institution's community, and to memorialize in ways that move beyond token activities in order to work for change. They will share initiatives taking place at Trent University, ways to ensure consultation and protocols are being respected and followed, and educating for allyship. They will also facilitate sharing ideas, and help with brainstorming projects that can be effective at your institution.

PRESENTERS

Dr. Dawn Lavell Harvard and Dr. Nona Robinson

Dr. Dawn Lavell Harvard, Ph.D., is a proud member of the Wiikwemkoong First Nation, on Manitoulin Island, the first Aboriginal Trudeau Scholar, and has worked to advance the rights of Aboriginal women as the President of the Ontario Native Women's Association since 2003. After serving as Vice-president of the Native Women's Association of Canada for three years, Dawn was elected National President at the 41st Annual General Assembly, July 11, 2015 in Montreal, Quebec. After fulfilling her promise to see the MMIWG Inquiry initiated, in October 2016, Dawn left her role as National Leader and took on the role of Director at the First Peoples House of Learning at Trent University.

Dr. Nona Robinson is the Associate Vice President Students at Trent University. Prior to that, she was the Dean of Students at University College at the University of Toronto. She has a masters and PhD in higher education from the Ontario Institute for Studies in Education, with her research focusing on elected student leaders for her MA and on the values of student affairs practitioners for her PhD. She has presented on a wide range of student support topics at the Canadian Association of College and University Student Services (CACUSS), as well as written for their national magazine, and has authored a chapter in the book *Achieving Student Success: Effective Student Services in Canadian Higher Education*. In 2019, she developed and facilitated the national CACUSS Law and Policy Institute, with a focus on legal cases affecting students, human rights, and restorative justice approaches.

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B3

Eating Disorders: Lessons from NEDIC's Capacity-Building Trainings on Our Post-Secondary Campuses

Eight-to-17 per cent of post-secondary students are affected with an eating disorder, yet many campuses are under-resourced to handle these concerns. Over the last year, the National Eating Disorder Information Centre (NEDIC) has worked to deliver 28 educational sessions to post-secondary institutions across the country, aiming to fill a gap by bringing awareness of our free services to students across Canada and facilitate access to support by equipping campus stakeholders with information to refer. In this one-hour workshop, attendees will learn about the lessons from this initiative, the impact of COVID-19 and virtual delivery of mental health services on eating disorders and will be invited to take a whole-campus approach to engage in the conversation so that students who suffer from eating disorders are recognized and are able to receive effective support.

PRESENTERS

Ary Maharaj | *National Eating Disorder Information Centre*

Ary Maharaj is a registered psychotherapist (qualifying) and a graduate of the University of Toronto's master of education in counselling & psychotherapy program. He currently works as NEDIC's outreach and education co-ordinator, where he strives to take a preventative, proactive approach to helping people with their relationship with food and weight, while buffering them from developing an eating disorder.

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B4

The 3 Cs: Community, Campus and Co-Design

This presentation will describe the partnership arrangement and co-collaboration that took place between Stella's Place and the University of Toronto Mississauga Students' Union (UTMSU) to successfully co-design, create, implement, enhance and operate a student-run peer support program. Presenters will provide an overview of the lessons learned, the impacts seen and the mistakes that were made along the way, as a means of helping others understand best practices in the co-creation of mental health and substance use programming on campus. They will highlight the value of the partnership that has been created between UTMSU and Stella's Place through their funder, the CICMH.

PRESENTERS

Asante Haughton | *Stella's Place*

Asante Haughton (he/him) combines the tenets of peer support with community building, collectivist thinking and storytelling to uncover the strengths we all have developed on our life journeys. Asante believes that community and clinical knowledge can intersect to find the changing mental health solutions.

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B5

A Holistic Approach to Responsive Virtual Mental Health and Accessible Learning Services

From 2018 to 2019, Centennial College's Centre for Accessible Learning and Counselling Services (CALCS) had undertaken a significant effort to implement a new service model for student mental health and accessible learning services. This model centred on same-or next-day, drop-in intake and brief counselling supports for students experiencing immediate distress, and those accessing services for the first time, coupled with responsive development of an accommodation plan or personal care plan depending on a student's presenting challenges and goals. This service model enabled the elimination of waitlists across five campuses in fall 2019. During winter 2020, we rapidly adapted this service model to offer our full range of services within a virtual care environment. This session will share key insights and outcomes related to our revitalized service model and share tools and promising practices for delivering responsive mental health and accessible learning services in a multi-jurisdictional, virtual environment.

PRESENTERS

Dr. Rick Ezekiel and Catherine Chen | *Centennial College*

Dr. Sterling Crowe | *Humber College*

Dr. Rick Ezekiel is the director of equitable learning, health and wellness at Centennial College. His research and work focus on student mental health within post-secondary learning environments, with a focus on students holding one or multiple marginalized identities. Rick led the co-construction and design of the revitalized service model within CALCS, enabling responsive and robust mental health and accessible learning services for Centennial students.

Catherine Chen is a counsellor and the co-ordinator of intake and scheduling within the Centre for Accessible Learning and Counselling Services at Centennial College. Catherine brings significant direct experience with provision of psychotherapeutic services and systems design in both community and post-secondary settings. Catherine has engaged in significant work over the past two years to develop intake and scheduling approaches to enable same-day / drop-in supports for new students and those experiencing immediate distress. Catherine played a significant leadership role in the implementation of a robust electronic health record, including the launch of virtual care.

Dr. Sterling Crowe is the associate dean, student wellness and equitable learning at Humber College. Sterling's scholarly and professional work has focused on change leadership to offer high quality student services and engagement opportunities, from orientation and leadership through mental health and accessible learning services. Prior to moving to Humber, Sterling played a significant role in leading implementation of the CALCS electronic health record, service model and health and wellness education programming.

Concurrent Sessions

B1 - B6 11:30 a.m. - 12:30 p.m.

B6

Importance de la socialisation et de l'engagement pour le bien-être en temps de pandémie: perspective de mentorée et d'étudiants-mentor

Notre atelier mettra l'accent sur l'importance de la socialisation et de l'engagement des étudiants spécialement en temps de pandémie.

Notre expérience en tant que mentoré et étudiant-mentor démontrera comment l'engagement social et académique contribue à une meilleure santé mentale, spécialement en temps de COVID, ainsi qu'à la connaissance de soi et au développement de la communauté. En s'engageant, on ne s'isole pas, on contribue à faire avancer les choses, on apprend, on développe un esprit créatif et curieux, et on soigne son bien-être et sa santé mentale. Nous montrerons également comment la collaboration entre les professeurs et les étudiants-mentor contribue à l'engagement social des étudiants ainsi qu'à la dynamique des étudiants dans leur réussite académique. Enfin, compte tenu du fait que la population étudiante de l'Université de Hearst est à majorité internationale, un accent particulier sera mis sur la perception de la santé mentale dans la communauté noire.

PRESENTERS

Simone Amagnamoua and Jean Jacques Fouda | *Université de Hearst*

Simone Amagnamoua est étudiante dans le programme psychologie. Elle participe à l'organisation et l'animation des sessions Psy pour les étudiants en psychologie. Elle est l'une des initiatrices du projet café-étudiant. En tant qu'étudiante mentore, elle offre de l'accompagnement et du soutien académique aux étudiants en psychologie. Elle a remporté le deuxième prix du concours national de l'entrepreneuriat des universités francophones du Canada en mars 2021.

Jean Jacques Fouda est un étudiant de l'université inscrit au programme d'administration des affaires et gestion. Il fait partie de l'une des références en ce qui concerne l'appui académique des étudiants inscrits en administration des affaires. Il occupe le poste de mentor et participe aux préparations des activités organisées par le mentorat. Dans la communauté, il fait partie du comité de réflexion de lutte contre le racisme et la discrimination et il est membre de l'alliance francophone de la ville de Timmins. Il est aussi bénévole au sein de la communauté.



Concurrent Sessions

C1 - C6

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C1

Student Voices on Campus Mental Health: Perspectives of Marginalized Groups

The Ontario Undergraduate Student Alliance (OUSA)'s presentation will draw from their own published policy papers, written and informed by students, to discuss the role of equity, diversity and inclusion (EDI) in accessing on-campus mental health support for students from marginalized and under-represented backgrounds. The presentation will explore the barriers these students face such as the inadequate provision of culturally-relevant and sensitive care, and the lack of diverse representation among campus counsellors. The presentation will also highlight how systemic issues like racism, religious discrimination, accessibility barriers, homophobia and transphobia disproportionately impact students from marginalized backgrounds and further exacerbate mental health challenges. Student-driven policy recommendations that actively incorporate EDI principles will be discussed, demonstrating the ways that the government can support institutions to create more equitable access to services and programming that support the mental health of students from marginalized groups.

PRESENTERS

Eunice Oladejo and Malika Dhanani | *Ontario Undergraduate Student Alliance (OUSA)*

Eunice Oladejo is the Vice-President of External Affairs at the University Students' Council at Western and President at OUSA. She recently completed an Honours B.A where she specialized in Political Science with a minor in Transitional Justice & Post-Conflict Reconstruction. She is particularly passionate about eradicating barriers that disproportionately disadvantage Black students, Indigenous students, and many students of colour.

Malika Dhanani is a research and policy analyst with the Ontario Undergraduate Student Alliance. She holds a master of social work from the University of Toronto, graduating from the social justice and diversity field of study. She supports student leaders from across the province in their development of government-targeted policies, completing research to inform student-driven policy advocacy initiatives.

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C2

Leaning into Art: Indigenized Art Therapy

This presentation will be interactive and demonstrate what Indigenized art therapy is and its relevance and efficacy in post-secondary settings. The presenter will introduce participants to an eco-arts activity using water and other materials that people have access to. The main objective of this workshop is to show how creating and making is an integral part of healing.

PRESENTER

Leanna Marshall | *Confederation College*

Leanna Marshall works as an Indigenous counsellor at Confederation College. Leanna is both Anishinaabe and English. She was born and raised in Thunder Bay, Ont. Her community and family roots are connected to Kitchenuhmaykoosib Inninuwug (KI) located in Treaty #9. She is also a practicing artist which influences how she works with students at the college. She is currently in year two of the inaugural Indigenized art therapy diploma program at WHEAT (base in Winnipeg). Leanna lives in Thunder Bay and is a mother to two vibrant daughters.

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C3

Unexpected Lessons: Embracing Virtual Suicide Prevention Initiatives

The current pandemic has necessitated reimagining the delivery of health promotion programs and pivoting to online delivery for a range of wellness topics including suicide prevention. LivingWorks Start is an asynchronous online suicide prevention training that presents an alternative to the in-person safeTALK training that was a staple of so many institutions' pre-pandemic suicide prevention strategies. This session will highlight lessons learned from implementing LivingWorks Start with faculty, staff and students at three Ontario post-secondary universities amid COVID-19. An analysis of pre-and post-training survey data from 800+ individuals will be used to report on the training's efficacy and participants will be presented with strategies for contextualizing and deepening participant learning. Workshop attendees will learn why the presenters plan to continue to offer LivingWorks Start even after a return to in-person learning and will be provided with a framework for considering whether to adopt this training on their own campuses.

PRESENTERS

Chad Jankowski and Melissa Fernandes | *University of Toronto*

Chad Jankowski (he/him) is the mental health programs officer in the Faculty of Arts & Science at the University of Toronto. His role builds mental health literacy within academic units by providing training and programming to faculty, staff and researchers. Chad also serves as a systems navigator, helping to connect individuals to mental health resources and services.

Melissa Fernandes (they/she) dabbles in the worlds of queer youth health, supporting survivors and is an experienced student affairs professional across three post-secondary institutions. Currently, Melissa is the mental health programs officer at U of T's Faculty of Applied Science & Engineering and here she exercises her specialty of taking health promotion knowledge and turning it into action.

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C4

Addressing Loneliness on Campus: A conversation with post-secondary and community partners

Even before the pandemic, loneliness was on the rise among Canadians. While it touches everyone, loneliness is a shared experience heightened on post-secondary campuses. A 2016 survey across Canadian universities found that nearly 70 per cent of students felt lonely throughout the school year and subsequent polls since the start of the pandemic have highlighted even higher numbers. This panel will bring together various campuses and community organizations to discuss the issue of loneliness on campuses and emerging and best practices to address it.

PRESENTERS

Karen Beitel | *CMHA York and South Simcoe*

Catherine Poulton | *Cambrian College*

Rebecca Shields | *CMHA York and South Simcoe*

Sarah Versteeg | *University of Waterloo*

Karen Beitel is the Loneliness Project Consultant at the Canadian Mental Health Association York and South Simcoe. She has deep experience in design, facilitation and solution-focused processes that support system change and innovation in health, mental health and community care settings. Over the last ten years, Karen has supported more than 50 strategy change initiatives with public sector organization across Ontario.

Catherine Poulton is the Wellness Coordinator at Cambrian College. Catherine has a Bachelor of Arts degree in Psychology and Law from Laurentian University, Bachelors and Masters of Education. She is a Certified Resilience Trainer, and certified in Applied Positive Psychology. Under Catherine's leadership as Wellness Coordinator, Cambrian has created a culture of wellness on campus, based on eight pillars: social, intellectual, financial, emotional, spiritual, career, physical, and environmental.

Rebecca Shields is the CEO of the Canadian Mental Health Association York and South Simcoe. Rebecca has been in senior leadership positions for over 24 years. She has earned nation-wide recognition for her leadership in community development, inclusion for persons with disabilities, LGBTQ rights, support for youth at risk, mental health and addictions, cultural competency, and innovation.

Sarah Versteeg is a Researcher at the University of Waterloo School of Pharmacy leading and supporting rural health focused research projects. In addition to applying a research lens to rural health, she also coordinates and co-develops community services that address social isolation among rural communities in her role as Program Coordinator of the Lonely No More Program and Co-Developer of Connectedness Coaching.

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C5

The Jack.org Framework on Effective Youth Engagement in Mental Health

Jack.org is a national charity that works with young people to identify and dismantle barriers to positive mental health and youth help-seeking across Canada. One of the key principles of their work involves youth engagement: bringing youth voices and expertise to the table to ensure that they have meaningful input into the programs they deliver. They have developed a youth engagement framework to ensure ongoing accountability to the youth that they serve. In this presentation, Jack.org staff and youth network representatives will present this framework and describe one of their programmatic activities as a case study. They will also reflect on past limitations, challenges and key learnings on our youth engagement journey. Finally, they will provide space for attendees to share their own lessons in youth engagement so that they may all learn from one another.

PRESENTERS

Taylor Montgomery, John Labao and Aswani Siwakoti | *Jack.org*

Taylor Montgomery: as a program lead, Taylor leads Jack.org's network representative program and works to adapt and implement Jack.org's youth engagement strategy and best practices. Taylor completed her undergraduate degree at Carleton University in sociology and psychology. Since university, Taylor has found her passion for mentoring and training youth to ensure their crucial voices and lived expertise are brought forward in our work.

Aswani Siwakoti was born in Nepal and currently lives in Toronto, where she completed her undergraduate degree in psychology at the University of Toronto. She grew up without the right tools or language to express her struggles, motivating her to advocate for mental health education. Studying psychology armed her with the ability to understand mental health and illnesses but Jack.org has given her a platform to put her knowledge to practice. Breaking down barriers one conversation at a time, Aswani plans to continue her mental health advocacy in her future endeavours. In her free time, she enjoys painting, cycling, cooking and baking.

Concurrent Sessions

C1 - C6 2:45 p.m. - 3:45 p.m.

C6

The High Stakes of Gambling, Substance Use, and Mental Health Challenges during the Pandemic

Public health restrictions due to COVID-19, like stay-at-home orders, have impacted Ontarians. In particular, many young adults have turned to online gambling. With an expanded, regulated online gambling environment and the recent government approval of single-event sports betting, incoming changes to the gambling landscape will be significant. This session will challenge attendees to think about why problem gambling should be addressed and included in on-campus harm reduction efforts.

PRESENTERS

Lisa Couperus, Sasha Stark, and Alex Price | *Responsible Gambling Council (RGC)*

Lisa Couperus is a program manager with RGC, with more than 20 years of experience creating and delivering successful prevention and awareness initiatives for youth and young adults.

Sasha Stark is an experienced researcher with a long history of working in the area of gambling and problem gambling research in both academic and non-profit settings.

Alex Price is a senior researcher with 15+ years of experience in public health research, policy analysis and strategic planning.



Concurrent Sessions

D1 - D6

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D1

Young Caregivers Connect: Recognizing and Supporting Young Caregivers

There are an estimated 500,000 caregivers under the age of 25 in Ontario (YoungCaregiversConnect.ca). Many young caregivers struggle to manage the demands of caregiving alongside school and/or work. Until recently, there have been no provincial resources available to support young caregivers. This presentation will highlight some of the unique challenges that young caregivers face and describe the process that the Ontario Caregiver Organization (OCO) took to engage young caregivers in developing the YoungCaregiversConnect.ca resource. This presentation will help front-line service providers, faculty and staff recognize and support young caregivers. This presentation will also demonstrate the importance of engaging with youth in the development of programs and services and provide some suggestions for successful collaboration. Attendees will leave this presentation with a better understanding of how to recognize a young caregiver, respond to their needs and understand what support is available to them.

PRESENTERS

Micaela Harley and Kathleen Slemon | *Ontario Caregiver Organization*

Micaela Harley (she/her) is a strategic change-maker in the youth mental health and substance use system, with a focus on the inclusion of lived experience. Micaela's passion for change stems from her experiences as a service user and a youth providing care to a loved one who was struggling. Micaela is a registered social worker and is completing her master of applied health sciences at Western University.

Kathleen Slemon, MA (she/her) is the peer support program lead at the Ontario Caregiver Organization. Kathleen was a young caregiver during her undergraduate and master's degrees, both of which she received from the University of Guelph. She is passionate about leveraging lived experience to develop effective programs and supports.

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D2

8th Fire Ogimaawag (Anishinaabek Leaders): The Teachings of Generosity

8th Fire Ogimaawag is a program of service for Indigenous and settler students based on findings of a research survey using Indigenous student's qualitative responses (Algonquin College, 2021). The program of service integrates traditional Indigenous medicine wheel teachings and incorporates concepts of belonging, mastery, independence and generosity based on the Circle of Courage model created by Brokenleg, M. (2013). Using the Circle of Courage model in association with the foundational teachings of the medicine wheel can foster Indigenous students' empowerment and life-long successes based on traditional Indigenous and Anishinaabek teachings. The 8th Fire Ogimaawag challenges current held mainstream concepts of success, and it introduces holistic Indigenous resilience and empowerment strategies to create a welcoming doorway that nurtures Indigenous initiatives and worldviews.

PRESENTERS

Jackie Tenute | *Algonquin College*

Jackie Tenute, MA individual and couple counselling, RSW (she/her), is Anishinaabe Kwe, Thunderbird Clan from Neyaashiinigimiing First Nation. She is the Aboriginal counsellor at Algonquin College. Jackie provides culturally-appropriate counselling services that blend mainstream clinical skills and traditional knowledge. She offers cultural sensitivity workshops, full moon and other ceremonies to support students, staff and faculty at the college.

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D3

Improving Timely Access to Support Using Virtual Single Session Counselling

In response to the steady increase in the number of students reaching out for mental health supports, the University of Calgary Student Wellness Services pivoted to the use of the single-session therapy model (SSTM) as an additional service that is client-centred and efficient for mental health support. The SSTM was offered online due to the rapid shift of campus mental health services to the virtual world during the COVID-19 pandemic. This panel will compare the SSTM to other therapy models (such as brief psychotherapies), explain the challenges with the virtual SSTM and provide recommendations to improve current offerings of SSTM online. This presentation will also provide attendees with lessons learned on 1) student perception of support, efficacy and engagement in the virtual SSTM; 2) co-ordination between student needs and recommended supports in the virtual SSTM; and 3) evidence to support the effectiveness of the virtual SSTM in diversifying services.

PRESENTERS

Claire McGuinness, Kelsey Friesen, Melissa Mueller, Dr. Jennifer Thannhauser | *University of Calgary*

Claire McGuinness is currently completing her PhD in school & applied child psychology at the University of Calgary. She has worked on the program evaluation team at UCalgary's Student Wellness Services for the past three years. As a program evaluator, she assesses the need for a program, the impacts of a program and the achievement of the program's objective.

Kelsey Friesen is currently a PhD student in the school & applied child psychology program at the University of Calgary. Her research and clinical work have primarily focused on supporting the mental health and well-being of children and youth with neurodevelopmental disorders and their families.

Melissa Mueller is currently a PhD student in the school & applied child psychology program at the University of Calgary. Her research primarily focuses on the interplay of factors in screen time and child development. Melissa works at The Family Psychology Place in Calgary conducting assessments with a wide range of clients and areas of need.

Dr. Jennifer Thannhauser is associate director (counselling) and a registered psychologist with UCalgary's Student Wellness Services. She uses a strengths-based and holistic approach to mental health. Her research focuses on programming that fosters resilience in post-secondary students.

Contributor: **David Norstokke**

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D4

Impact of the COVID-19 Global Pandemic on People Who Use Drugs (PWUD) Substance Use, Supply, and Service Access: A National Qualitative Assessment

The COVID-19 pandemic has had an unprecedented impact on people's lives and has disproportionately affected people who use drugs (PWUD) who are at an increased risk of experiencing related consequences. The present study qualitatively examined the impacts of COVID-19 on PWUD's substance use, supply and access to key services among 200 PWUD from across Canada. Results highlight increased substance use and a toxic supply, combined with an inaccessibility of critical services, which consequently resulted in increases in relapse, withdrawal and unattended overdose events. These findings warrant the need for accessible supports/services for PWUD during the pandemic and beyond.

PRESENTERS

Cayley Russell and Farihah Ali | *Centre for Addiction and Mental Health (CAMH)*

Cayley Russell is a research co-ordinator at CAMH. She has a master's degree in criminology and addictions studies from the University of Toronto. As a qualitative researcher, her research focuses on the intersection of mental health and addictions among people who use drugs. She has published numerous articles and reports, primarily examining opioid and cannabis-related health harms in Canada.

Farihah Ali is the manager for the Canadian Research Initiative in Substance Misuse (CRISM) Ontario Node. She has her PhD in health policy and equity. Her current work focuses on substance misuse, harm reduction and specialty-based addiction treatment. She is currently supporting the Ontario CRISM Node with various knowledge translation projects including the impact of COVID-19 on PWUD.

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D5

Lessons Learned from the COVID-19 Pandemic: Focusing on Graduate Student Health

The COVID-19 pandemic has had deleterious effects on student mental health. In conversations about student wellness, undergraduate and graduate students are often grouped together. However, graduate students face unique stressors that impact their mental well-being (such as competitive atmosphere, conflict with supervisors) and it is imperative to have discussions specifically regarding graduate students' academic experiences. In this workshop, the presenters will present data on pre- to post-COVID-19 changes in mental health and well-being among psychology graduate students at a Canadian university. These findings will serve as a starting point in an interactive discussion examining individual and campus-level changes in mental health due to the pandemic, and the lessons we can learn from this experience.

Discussion questions will include:

- How can we support students when 'business as usual' is not feasible?
- How has the pandemic highlighted missing needs in graduate student experiences?
- How can departments maintain sense of community in a virtual environment?

PRESENTERS

Katey Park and Annabel Sibalís | *Ryerson University*

Katey Park is a PhD candidate in psychology at Ryerson University. Her research interests include body image, eating behaviour, engagement in exercise and investigating these constructs during the COVID-19 pandemic. She is also passionate about advocating for improved mental health in academia and is the co-lead evaluator on Ryerson University's evaluation of the mental health and well-being of graduate students.

Annabel Sibalís is a PhD candidate in psychology at Ryerson University. Her research investigates youth mental health and uses electroencephalographic methods to investigate the neural underpinnings of attention and their relation to mental well-being. She also investigates student wellness in academic spheres and is the co-lead evaluator on Ryerson University's evaluation of the mental health and well-being of graduate students.

Concurrent Sessions

D1 - D6 4:00 p.m. - 5:00 p.m.

D6

From "They to Ze"

This workshop will help to increase our understanding and importance of using preferred pronouns to create safe inclusive spaces. We will discuss the grammatical use of gender-neutral pronouns and break down the steps to creating safe spaces for the 2SLGBTQ+ community.

PRESENTERS

Tyler Creces and Shauna Moore | *Durham College*

Tyler Creces presently serves as the sexual violence educator and support co-ordinator at Durham College, in the office of equity, diversity and inclusion. She holds a bachelor in anthropology from the University of Guelph and a social service worker diploma from Durham College. She is passionate about supporting and advocating for survivors of gender-based violence and educating youth around consent.

Shauna Moore, MEd, is an equity, diversity and inclusion advisor at Durham College and facilitates the RISE (Reach, Include, Support, Elevate) program. Through this role, Shauna has worked closely with several community service agencies within Durham Region, and has first-hand experience with increasing access to post-secondary education for youth facing barriers to educational success. She also plans many of the diversity initiatives and celebrations for staff and students at Durham College.



The image is an abstract graphic. It features a large, stylized pyramid shape. The top of the pyramid is a solid blue triangle. The base of the pyramid is a large orange shape. The background is composed of several overlapping, semi-transparent geometric shapes in shades of yellow and orange, creating a layered effect. Two small, stylized human figures are depicted climbing the pyramid. One figure is at the top of the blue triangle, and the other is on the orange slope. A thin red line connects the two figures, suggesting a rope or a path. The text 'Lunch Sessions' is written in a large, white, sans-serif font, slanted upwards, across the orange slope. Below it, the text 'LS1 - LS2' is written in a smaller, white, sans-serif font, also slanted upwards.

Lunch Sessions

LS1 - LS2

Lunch Sessions

LS1 - LS2 12:45 p.m. - 1:30 p.m.

LS1

Mindful Movement for Those Who Can't Meditate

Mindfulness is about tuning into the present moment. You do not have to be a good meditator or sit still and focus on your breathing to achieve the benefits of mindfulness. Mindfully walking or running, yoga, or many types of movements can help you be more aware of your body. Mindful movement can support stress reduction.

This workshop focuses on how to manage our own unique stress responses by exploring movements that can help regulate experiences of over-stimulation (hyper-arousal) to feelings associated with burnout and low energy (hypo-arousal).

This physically-engaging workshop explores mindful movement such as wavy and fluid motions for self-soothing and calming. In contrast, participants will also explore more energizing movement vocabulary and core engagement to support burnout. It helps participants deepen their inner relationship to their embodied experience from both a cognitive, emotional and sensory perspective. Although this workshop is loosely dance-based, no dance experience is required. There will be accessible prompts given to all mobility needs.

PRESENTER

Shaila Khan | *York University*

Shaila Khan is a health educator & training specialist at York University. She delivers wellness and mental health programs to staff, students and faculty. She has a master's degree in dance and is completing her designation as a dance movement therapist (DMT) from Les Grands Ballets Canadiens in Montreal. Her passion is facilitating mindful movement practices that support well-being from an embodied experience.

Lunch Sessions

LS1 - LS2 12:45 p.m. - 1:30 p.m.

LS2

The UWorkItOut UWin Program: Improving the Mental Health of Students

The UWorkItOut UWin team will discuss the value an exercise and counselling program brings to a campus mental health strategy. Despite various approaches to improving student mental health, exercise remains an effective method (Huang et al., 2018). The six-week UWorkItOut UWin program has shown to decrease psychological distress and increase psychological well-being. In collaboration with student counselling services and the many students employed to deliver the program, the presenters have successfully implemented this program over nine semesters. Throughout this panel discussion, they will 1) provide an overview of the program, detailing the counselling sessions and the exercises used in the one-on-one training; 2) highlight the feedback from clients' exit interviews; 3) discuss the importance of social support; and 4) provide future directions. This evidence-based program relies on students, under the supervision of faculty, to improve the well-being of their peers where students serve as program co-ordinators, personal trainers and exercise counsellors.

PRESENTER

Melissa Pare, Irene Muir, Dr. Krista Munroe-Chandler, Dr. Todd Loughead, Chad Sutherland | *University of Windsor*

Melissa Pare is a PhD student in the Faculty of Human Kinetics at the University of Windsor and a program co-ordinator for the UWorkItOut UWin program. Her research interests include exercise and mental health, psychosocial strategies use in sport injury rehabilitation, and sport psychology education for injury rehabilitation professionals.

Irene Muir is a PhD candidate in the Faculty of Human Kinetics at the University of Windsor and a program co-ordinator for the UWorkItOut UWin program. Her research interests include the effects of exercise on mental health, and the use of dance imagery. She also works with local municipalities and school stakeholders to promote active transportation in children.

Dr. Krista Munroe-Chandler is recognized for her work in the psychology of sport, exercise and performance. She is a full professor in the Faculty of Human Kinetics and co-director of the Sport Psychology and Physical Activity Research Collaborative (SPPARC) at the University of Windsor. In addition to her lead role in the UWorkItOut UWin program, her research interests include mental imagery and mental skills training.

Dr. Todd Loughead is a full professor of sport, exercise and performance psychology in the Faculty of Human Kinetics and co-director of the Sport Psychology and Physical Activity Research Collaborative (SPPARC) at the University of Windsor. Dr. Loughead's research uses a group dynamics perspective to examine human behaviour.

Chad Sutherland is the director of operations for the Centre for Human Performance & Health, in the Faculty of Human Kinetics. He has developed various sport and exercise programs to improve the physical and mental health in various local community groups. Chad's research focuses on strength & conditioning programming and athletic testing, to maximize performance and minimize injury risk.



Poster Presentations

PP1 - PP20

Poster Presentations

PP1 - PP20

PP1

Mental Health Care Help-Seeking Among Post-Secondary Students: A Scoping Review on Barriers and Facilitators

PRESENTERS

Caitlin Pugh and Punit Virk
University of Alberta

PP2

Impacts of the Pandemic on Substance Use

PRESENTER

Eliza Brown
Algonquin College

PP3

The Sense of Belonging: Equity, Diversity and Inclusion on Post-Secondary Campuses

PRESENTERS

Jessica Lott and Katherine Woodburn-Chambers
Trent University

PP4

The PEER (suPporting mEntal hEalth in spoRt) Network

PRESENTER

Jessica Murphy | *Brock University*

PP5

Stigma Ends at CU

PRESENTER

Justin P. K. Shimizu
Carleton University

PP6

Supporting Students with Substance Use: A Kingston Community Collaboration

PRESENTERS

Tania Nicholls
St. Lawrence College

Chelsea Stelmach
Queen's University

Heather Robinson
Addictions and Mental Health Services, KFLA

Contributors: Belinda Holmes and Mary Gauthier

PP7

HEARTSMAP-U: A Digital Psychosocial Self-Screening Tool for Post-Secondary Students

PRESENTERS

Punit Virk, Heather Burt and Ravia Arora
University of British Columbia

Quynh Doan
B.C. Children's Hospital Research Institute

Poster Presentations

PP1 - PP20

PP8

Our New Virtual World: The Substance Use Wellness Tool

PRESENTERS

Rashi Ramchandani, Majid Babaei, Kathryn Humphrys and Dr. Heather Stuart
Queen's University

PP9

Evidence + Capacity + Support = High-Quality Virtual Mental Health Care for Young People

PRESENTERS

Dr. Purnima Sundar and Dr. Jaime Brown, Dr. Evangeline Danseco and Jana Kocourek
The Ontario Centre of Excellence for Child and Youth Mental Health

PP10

Press Pause: Self-Help Toolkits for Students

PRESENTER

Taylor Jackson
Press Pause Inc.

PP11

SCHW'S Guide to Surviving and Thriving during Time of Change

PRESENTER

Stephanie Cheung
York University

PP12

Best Virtual Practices

PRESENTER

Sarah Stapleton
University of Toronto (OISE)

PP13

The Brain Health Rewards Program

PRESENTERS

Erica McGill and Courtney Sheedy
Acadia University

PP14

Reimagining the Role of Student Voice in Campus Mental Health Research

PRESENTERS

Emma McCann, Lauren Hudak, Dr. Kristin Cleverley
University of Toronto

Poster Presentations

PP1 - PP20

PP15

Introduction of Living Life to the Full – CMHA BC Division

PRESENTERS

Melodie Koster and Anne-Laure Combet
CMHA BC Division

PP19

Biphobia: A Comparative Study Between Indian Cis-Heterosexual and Queer Youth

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Harshvardhan Sharma and Dr. Usha Sharma

PP16

First Steps Toward Stepped Care

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Melissa Philpott and Louise Shearman
Carleton University

PP20

Post-Secondary Students' Mental Health Experiences Inside and Outside the Classroom

PRESENTER

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PP17

Bypassing the Distance & Creating Connection

PRESENTERS

Jessica Campbell and Laura Cauchi
Adler Graduate Professional School

PP21

The Family Navigation Project: Improving access to mental health and/or addictions care for youth and their families

PRESENTERS

**Sugy Kodeeswaran, Roula Markoulakis and
Michelle Di Febo**
*Sunnybrook Health Sciences Centre – Family
Navigation Project*

PP18

Telemental Health Support for Post-Secondary Students during COVID-19 Pandemic

PRESENTERS

**Yukari Seko, Julien Meyer, Romaine Bonghanya
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