

2016 2020



Contents

E u umma3
 D j o3
 S a9
 P a 9
 Nao a G H a A m Sa 10
 Gu11
 Ca o , o a , u o a p j
 a o mm a o 12
 G u o27
 R28

Acknowledgment

T Caro u G Su M a H a a W - Sa o u
 o a o ou o m a ou a m
 o Caro u H a M Go u , u o o m S o L a
 G u , E u a o L a Tam, o j a o C
 Bam a ou u o u o o u a m o
 o u o u o u a m u o m m u . lam a u o o u m a o .
 Y u a a a m o a o o o j !

No G o , M.A.

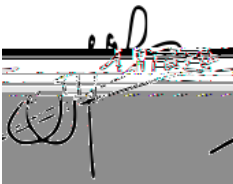


D o o S u S a R a,
 Caro u G
 Ma , 2015

Endorsement

I o Caro u G ' Su M a H a a W - Sa o a a a m o a o u m . Caro u ' a a o
 o m a o a u a m a o a o o - o a m a a a o m m u m a u o o a o o o
 u o a a . G a u a o o Caro u G o a a o a o m a a m a a - o m o !

φ M , MA



S o D o ,
 Pu B , R a , a Pa
 C a a M a H a A o a o , B C D o
 Ju 10, 2015

Executive Summary

Canada's Student Mental Health and Well-Being Strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and well-being of students in Canada. It is a comprehensive strategy that recognizes the unique challenges and needs of students and provides a framework for action. The strategy is based on the following principles: student-centered, evidence-based, and collaborative. It is a national strategy that recognizes the unique challenges and needs of students and provides a framework for action. The strategy is based on the following principles: student-centered, evidence-based, and collaborative.

- **Post-secondary Student Mental Health: Guide to a Systemic Approach**

Canadian Association of Universities and Colleges
Mental Health Association (BC)

- **Campus Mental Health Vision and Framework** Canada

- **Student Mental Health Strategy 2014 – 2017** University of Victoria

- **Student Mental Health and Wellness: Framework and Recommendations for a Comprehensive Strategy** Queen's University

- **Mental Health and Well-Being in Postsecondary Education Settings: Literature and Environmental Scan to Support Planning and Action in Canada.** McKee, G.

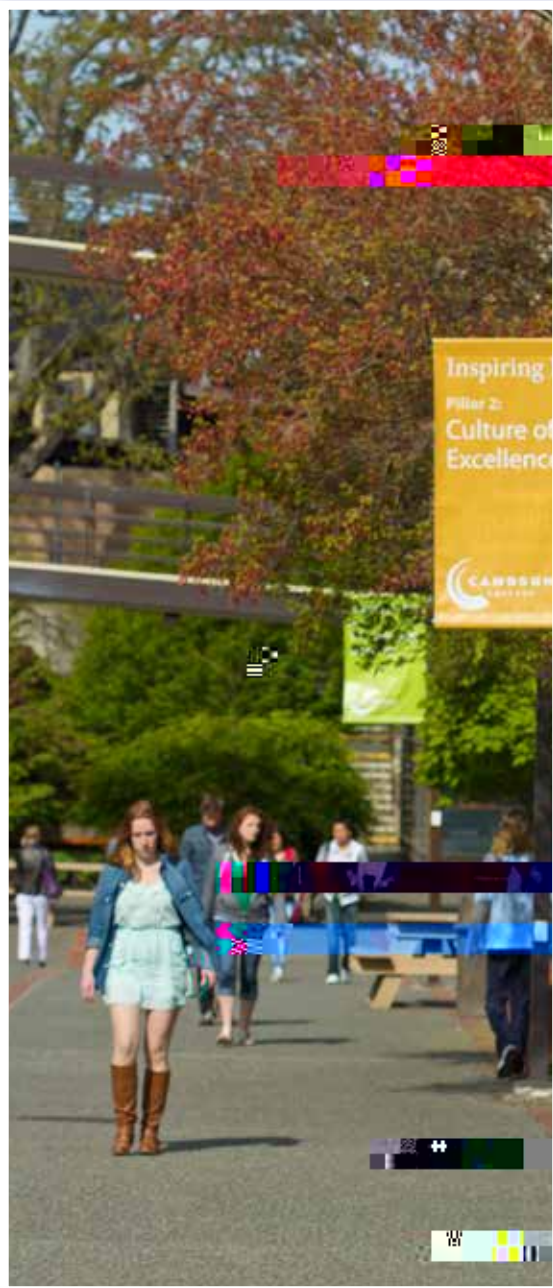
- **Mental Health Strategy** Simon Fraser University

- **Mental Health and Well-Being Strategy** University of British Columbia

- **Student Mental Health at the University of Alberta: Final report** University of Alberta

- **0.45 0Td003Tj0v1 d003Tj0v1 d00i2s773prta**

-



Б у о о S a , a i o o i a a o , o u o
 a a o o u m a a a f - o a m u : B , o u a a ;
 S u o a m u o m a u o o ; M a a a , a m a u o ;
 C a m u m a a ; a S u o u - a - a o o .

Б а а о , о о о а а а :

1.

Goal: A a m a a a o o , a a o o , G
 o , a a o u o u o m a m a o o m a u m a
 - a C a o u G .

2.

Goal: C a a u a m u o m o u o u a m a o o
 a m u o m m u a o u u m a a a - .

3.

Goal: E a C a o u o m m u a o o a u a a o m m a o
 a o o u m a a a - , u o u o a o o a
 , a o m o a m u .

4.

Goal: E u o o o a u a , a , a o a m u m a a
 , m o a o a a u o o u o a
 o o a .

5.

Goal: D o a m a a a o o a a o - a u o o u a
 o u - a - a o o a m u - a a , a a ,
 m a a a o a m u o m m u .

Guiding Principles

1. O ma m a a a ma a o - a o o u u a m m a o a u o m o o - o a u .Caro u o ao a o mm o o a o ma m i .
2. Su m a a a - u ma o o - u u a ao @ a o m a o mmu .T ma a o o ma - u o o u o a a ,o mm m a a o u u o o u o a o a i .
3. Ao m ,o a - -o a o a o u m a a a - u o mm m a m a @ o mmu m m . E o a ao o a .T o o o o a a a u o ,o m a o a o ao u a o mo a m a o .
4. @ ,a u a o ,a Caro u u o u a o o u o a a a o , a u a o a o a a a o a o m a o u m m o Caro u o mmu .

Goals Key Objectives

1. Policies, Procedures and Practice

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ao o ,a a
o o o ,@ o ,
a a o u ,o u
o m o a ma a o
o ma u m a - a
Caro u @ .



- **College communication and information**
E u a a o a m a o a u o u m a - @
o mmu ao a o m a o o o o u u , m o a u .
- **Policy review and development**
. R a u a u o a o : u m a a ; a a a u o ;
u o u ; o u a a a a a a a o , o o u
u , u o a o m a u - .
. D m a o o a a o u m a a , u a u ,
o a a .Po o o m a a a .
- **Curriculum, instruction and evaluation**
. E o m a o m a u a a m a m o a o u m a -
, a o u a o a u u m .
. R a a m a - a a u a o o u o u a o o
u m a a a , a a o u o a a o m r o a o .
- **Program entry, exit and re-entry**
R o a m , a - a o u o a o a u o o a o a
a o m r o a o o u m a a a a a .

Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

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ou ama
o o am u
ommu, a o
u u ma a
a - .

- **Space design and a climate of well-being**

E u a a o a o o a o o a u a a u ,
a - a a a o u o o u u a a o ma u - .

- **Student connections and engagement**

. E o u a o m a a o m a u o o o u u , o u a o o a .
. l a o m o u u mu o o a , o am, u u u m a
a o , o u a a o a o u o m .

- **Peer support**

E o u a o m o u a a a u o o am a o m a a
a a , a u - .

- **Access to learning and community activities**

E u u a o a a a o m m u a o u m a a a a
a .

3. Mental Health Literacy, Engagement and Support

E a Cam u o m m u
a o o a u a
a o m m
a o a o m u
m a a a - ,
u o u o a
a o o a
, a o m o
am u .

- **Mental health literacy and a culture of compassion**

P o o u o m o a u o a u o m a a a o m a a
a - , a o u a u , a o a m a a o m o a a o
u - a a u u o o m a o o am u .

- **Learning and well-being**

E a o o u o u o a a o m a a a , o
a o u a o m , a o u o u Cam u o .

- **Community Supports for distressed students**

P o m a a a o m a o , u o a o a a a o u a
o o u o m o a u o o o m m m a u o
u a o m o .

- **Collaboration with employee-designated/targeted mental health initiatives**

o u o o a o a , o - a a a o m a o o o o , a a a
a o o m m o m a a a - Cam u o m m u .

Goals

Key Objectives

4. Campus Mental Health Services

E u o o o
a ua ,a ,
a o am u
m a a - a ,
mo a
o a a
u o o u o
a m o o a

- **Service information and promotion**

E a u o a o o o m a o o u a G m a a - a

- **Capacity, effectiveness and responsiveness of services**

. P b a u a a a a m a a - a a o o u o m o o
u a G u a D a R o u , o a u u o o , a
a
. P b a a o m a o u o a m a a o u o m a
o

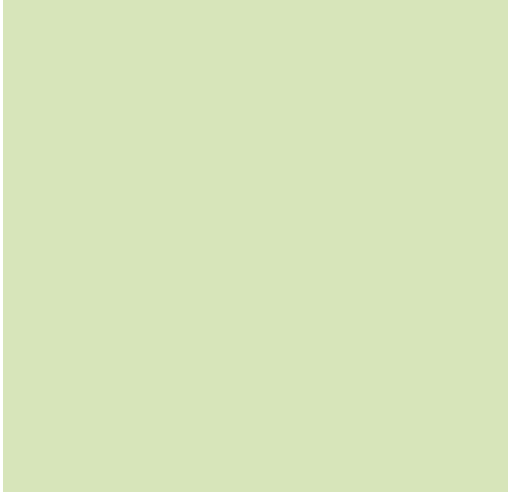
- **Consultation with employees**

M a a o m m u a o m a a u G . P b m a o
o u a o a u o G m a a - a o G m o o o u
u o o a

- **Connections with professional, Provincial and community resources**

E u m a a o o u o o G m a a - a a
o o a a o a o , P b a o u o a a o a a o o a o m m u m a
a o u





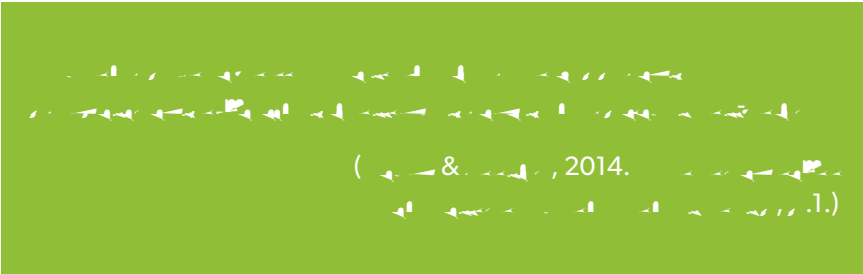
STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

Preface

U - o - o a f o m a a o o a a
o .Su o ou o ao a o o ama
a o .T o m a a o m o m a a o
a a o .T m o m a a
a a f o f a o a a .T a f o o
f u o m o a u a .

l o o u a a u f a a
o a o a f .D u o a u '
a a o a j u a o a , o m m a a a , o m
u a u u o , a o m a , a m o m .l a o ,
a u m u a u 18o 25a a , a o o u
Cam u u o u a o , u a o j f f m a o
a m o m o m a .

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m m a a u , a a o a u a
u o u a .



l 2005, Cam u G ' D o o Su S o a o -
o u r o u m a a .O a o a o a
a a m a a m a r o u f
m a a a o a m u , a a m a a a
m o a .

A a : G m o o a G m R o Pa Su o
Su M a H a G a o u .R a a u a
o u a u o m a a o m o a m o , a
a o a m , a u a Su P o R o u C ' [SPRC]
o u m : P o r o M a H a a P Su G
a G m m u S [2004], a J E D o u a o : F a m o o
D o l u o a P o o o A u D o S u a G
Su [2005].

l 2009, a m o a a o o o u A Cam u M a
H a F a m o o Cam u G . A u a a o u 2011:
D a a Cam u G M a H a G o u a Cam u M a H a
F a m o , a o m o u u a o
G a a m .

T j m o m u - a Cam u G M a H a
G o u a Ju 2011. T o u a a o a
a a a m u - a a a m , u a m o . l
J a u a , 2015 u a o o o o o m o T
Cam u G Su M a H a a W - S a .

Current National Trends

U.S. national trends in child abuse and neglect are characterized by a decline in the overall rate of child abuse and neglect from 2004 to 2005. This decline is primarily due to a decrease in the rate of physical abuse and neglect. [Child Abuse and Neglect Statistics, 2004-2005].

Guiding Principles

T o o a a o a u , a a o m m a o *Post-Secondary Student Mental Health: Guide to a Systemic Approach* (2013). T o n o u o m m m , a o a a o a n o a o a o j a o m m a o o S u M a H a a W -B S a :

1. O m a m a a a m a a o o a - a o o u u a m m a o a u o m o o - o a u . C a n o u o a o a o m m o o a o a o u .
2. S u m a a a - u m a o o - u u a a o a o m a o m m u . T m a a o o m a - u o o u o a a , o m m m , a a u u o o u o a o a i .
3. A o a - o , o m a o a o u m a a a - u o m m m a m a a o m m u m m . E o a a o o a . A u j o o o a a a o m a o a , u o o a o u a o m u a m a o .
4. o , a u , a o , a C a n o u u o u a o o u o a , a o , a a u a o a a o a a o a o m a o u m m o o u o m m u .

Strategy Development Process

I J a u a 2015, S u S D a m a C B a m ,

CATEGORIES, GOALS, SUPPORTING INITIATIVES, KEY OBJECTIVES AND RECOMMENDED ACTIONS

Board of Trustees, Office of the President, Office of the Vice President for Academic Affairs, Office of the Vice President for Student Affairs, Office of the Vice President for Financial Affairs, Office of the Vice President for Information Technology, Office of the Vice President for International Affairs, Office of the Vice President for Legal Affairs, Office of the Vice President for Operations, Office of the Vice President for Public and Community Relations, Office of the Vice President for Safety and Security, Office of the Vice President for Student Health Services, Office of the Vice President for Student Support Services, Office of the Vice President for Student Success, Office of the Vice President for Student Transportation, Office of the Vice President for Student Wellness, Office of the Vice President for Student Workforce Development, Office of the Vice President for Student Leadership, Office of the Vice President for Student Organizations, Office of the Vice President for Student Government, Office of the Vice President for Student Government, Office of the Vice President for Student Government, Office of the Vice President for Student Government.

1. Policies, Procedures and Practices

Goal: Apply a “mental health lens” in the creation of new, and the review of existing, Colleges policies, practices and procedures to ensure the development and maintenance of optimal student mental well-being at Camosun College.

Examples of Current Supporting Initiatives

- ✓ Domestic Violence and Sexual Assault (Camosun College 2013).
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ Camosun College's Student Support Services.
- ✓ Domestic Violence and Sexual Assault (Camosun College 2013).
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.
- ✓ The Safety and Security of our Students, Staff and Community.

Key Objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

1.1 College communication and information

E u a a o a m a # o a u o u m a - 6 o m m u a o a o m a o o o u .

Recommended Actions:

X P b m o o a o a o a o o o u o o u , # a m o m a a u o a a o m n o a o a o u # m a a a a a .

X P b m a a o m a o a m a o a u a o m a a a , u - a u o , m a a m a a a a u o a a a a a o u u m .

X P b m a a o m a o a m a o u a o u u m a u o o u , a a o u u o o m a , o a , a a m , a o o m u o a a u a a o o m .

1.2 Policy review and development

. R a u a u o a o u m a a , a a u o o u a , u o u , o u a a a , a u a o o u u , u o a o o u o o m a u - .

. D m a # o a a o u

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of learning activities, including self-paced learning, collaborative learning, and experiential learning.
- Review and evaluate the effectiveness of the curriculum, instruction, and evaluation processes.

Recommended Actions:

- X Provide a variety of learning activities, including self-paced learning, collaborative learning, and experiential learning.
- X Review and evaluate the effectiveness of the curriculum, instruction, and evaluation processes.
- X Assess the effectiveness of the curriculum, instruction, and evaluation processes.

1.4 Program readiness, entry, exit and re-entry practices

- Review and evaluate the effectiveness of the program readiness, entry, exit, and re-entry practices.

Recommended Actions:

- X Develop a variety of program readiness, entry, exit, and re-entry practices.
- X Assess the effectiveness of the program readiness, entry, exit, and re-entry practices.

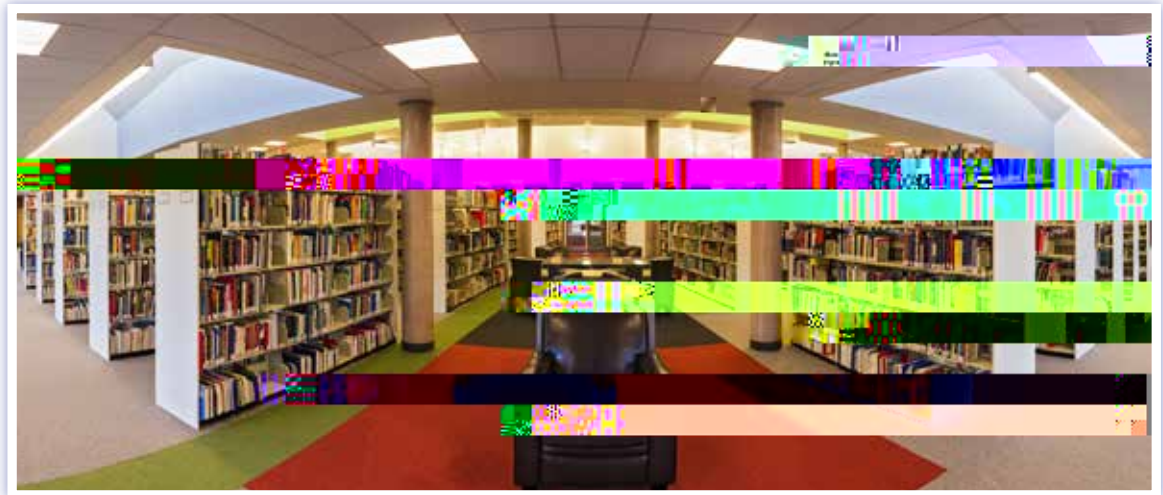


2. Supportive Campus Environment and Student Connections

Goal: Create an inclusive campus environment which is conducive to student engagement and connections within the campus community that will positively influence student mental health and well-being.

Examples of Current Supporting Initiatives

- ✓ T a a - a o u o o
La o Cam u L a a L a
G mm u a ao
a o o a o ma a o m
a n .
- ✓ T ao o a o m o u
o m o Cam u u
m a a a .
- ✓ T ao a o m o o a a a
o u m a a u o o a m a
(H a M Am a ao ,2015)
- ✓ T Cam u l ao a P G o
Pb am, a a o o , u o
a a o a a j u m o ao a
u .
- ✓ Su -a a a , u a ou a o u a o o a u o u , u u o ao . E .CCSS
o u :P ;Su ()A ;a F Nao .Ao :Cam u 46 a Ju Cu .
- ✓ P o- u ao a ou a o o a a G u S a o u o m o : .R ao ;B u Ba Y a;
Su E am W ;a L W .
- ✓ T ao a u o Na' a' ma Ga Pa E S ' C o l o u E u ao & G mmu G o .
- ✓ T o o o ao o l u a Cam u C Su S a ao a a a a u o o u .
- ✓ T o j u ao o Cam u l ao a' la o Cam u mu u o a a a o m a o a u o o .
- ✓ T E S ' o a La o am u o ao mmu a a o l o u u o a .



Key Objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

2.1 Space design and a climate of well-being

E u a a o a o o a o o a u a a u , a - a a a o u o o u u a a o m a u - .

Recommended Actions:

- X A a m a a a u a o a a o u a a u m a m u m a o u a a o u a a a m , o u o a a o , o , a o a o o o u .
- X P o , m u u a o o m a a o o a o a o u o . H a a , a a a a o G u a D R C o u o j a . E o o o u o o a o a .
- X H a a o a o m o a u o u a , o a / m a o , a a - u a a o o m o a o m m o a a u o u o o u a - .
- X E o - o a o o u S u S m a a o o a o m u o a u o a L a G m m o j u a o .

2.2 Student connections and engagement

. E o u a o m a a o m a u o o o u u , o u a o o a .
 . I a o m o u u m u o o a , u u m , o a m , a o m o o u a a o a o u o m .

Recommended Actions:

- X C a o , o m a u o o u o , o m a o . P o m o - a a u o a a u o a a a a G a o D a o u o a a u a a o m m u a u .
- X H a a u o m a o u / a o a a o a m a .
- X H a u o a u a a o m a o a o o a u o a m o a u o u .



2.3 Peer supports

E o u a o m o u a a - a u o o a m a o r o m a a a a a a u - .

Recommended Actions:

X W o S u o a - a u u o o u (. o o), o o / u o G u S . E o u a ,
o o a o r o u m a a a o u a u a / o a m u .

2.4 Access to learning and community activities

E u u a o a a a o m m u a o u m a a a a a a .

Recommended Actions:

X H a a a / a o a a a a a o o m o u o m a a a a , a a o m a a o a o o m .
X R u a o a / o m u a o a u a o o a m u o I u a C a m u .



3. Mental Health Literacy, Engagement and Support

Goal: Engage the Camosun community in a process of valuing and initiating the recommended actions that promote student mental health and well-being, support students who are experiencing psychological distress, and connect them to campus services.

Examples of Current Supporting Initiatives

- ✓ The Association of Human Resources, a local community mental health organization, has been working with the University of Victoria to provide support and resources for students.
- ✓ The Camosun Community Outreach Program (COP) provides a range of services, including peer support, crisis intervention, and referrals to campus and community resources.
- ✓ Peer support programs, such as the Health and Wellness Peer Support Program, provide a safe and confidential space for students to share their experiences and receive support from trained peer supporters.
- ✓ The Association of Student Mental Health Advocates (ASMA) provides a platform for students to share their experiences and advocate for mental health services on campus.
- ✓ Peer support programs, such as the Peer Support Program, provide a safe and confidential space for students to share their experiences and receive support from trained peer supporters.
- ✓ The University of Victoria provides a range of mental health services, including individual counseling, group therapy, and crisis intervention.
- ✓ The University of Victoria provides a range of mental health services, including individual counseling, group therapy, and crisis intervention.
- ✓ The University of Victoria provides a range of mental health services, including individual counseling, group therapy, and crisis intervention.
- ✓ The University of Victoria provides a range of mental health services, including individual counseling, group therapy, and crisis intervention.
- ✓ The University of Victoria provides a range of mental health services, including individual counseling, group therapy, and crisis intervention.



Key Objectives and Recommended Actions:

☞ : 6 u o ' o a m o m m a o a [a]

3.1 Mental health literacy and a culture of compassion

☞ o o u o m o a u o a u o m a o a a a o m a a a - , a o u a u a o a m a a o m o a a o u - a a u u o o m a o o a m u .

Recommended Actions:

X Ha u a a a a m a a a a o m o u - , a u a u , a a m u u o .

X Ha m a a m u - m a o a o u S a D a R o u C , a o o m a o a o a .

X u a o o u Ha M A m a a o a o a m o m a a - a a , o a o m o a u o a a a a a , u - o a o .

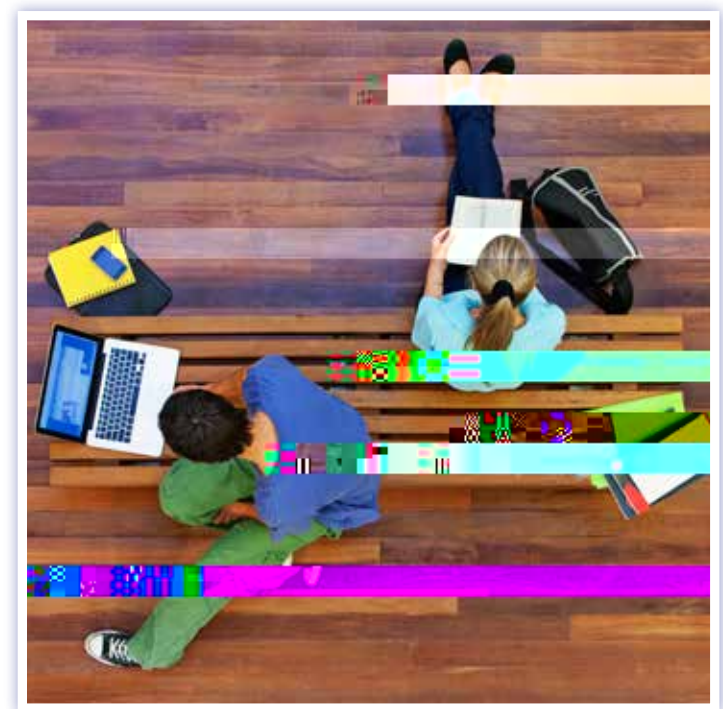
3.2 Learning and well-being

E a o o u o u o a a o m a a a , a o u a o m , u C a m u u a o a .

Recommended Actions:

X ☞ a o o u a a u u , m a - a a o a a m u . ☞ a / a o o a u a o m u - a m a a . I a m a a a a a u o a o a o o m a .

X I u m a a - a o m a o a u o u o a m o a o .



3.3 Community supports for distressed students

Provide a safe space, support, and resources for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

Recommended Actions:

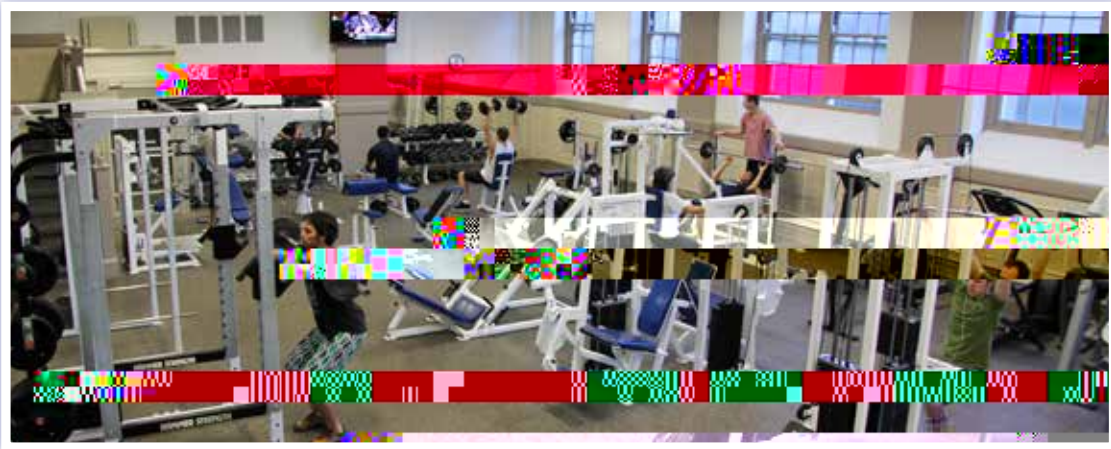
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

3.4 Collaboration with employee-designated/targeted mental health initiatives

Collaborate with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.

Recommended Actions:

- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Establish a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.



4. Campus Mental Health Services

Goal: Ensure the provision of accessible, effective, interconnected campus mental health services, which employ “best practice” knowledge and strategies in the support of students who are experiencing psychological distress.

Examples of Current Supporting Initiatives

- ✓ **University of South Florida**, **University of Miami**, **University of North Florida**; **Dade County** **University of Miami**.
- ✓ **Tampa Bay** **University of South Florida**, **University of Miami** **University of North Florida**.
- ✓ **University of South Florida** **Dade County University of Miami**, **University of North Florida**, **University of South Florida**.
- ✓ **Faulkner University** **University of South Florida** **Dade County University of Miami**.

Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

Е a o , u o , a o o o m a o o u o 6 m a a - a .

Recommended Actions:

X P b a a , o o m a o a o u o m a a , a a o o o , u a a o a o m , a o o m u o m a o o a o .

4.2 Capacity, effectiveness and responsiveness of services

. P b a u a a a a m a a - a a o o u o m o o u a 6 u a .
D a R o u , o a u u o o a .

. P b a a o m a o u o a m a a o u o m a o .

Recommended Actions:

X P b a u a u o u m a a a o j 6 u S a D a R o u C m a m a a u o f o o a a f u u a o - o a u u o .

X E u a m u m a a o m a a u o o , a a o u o - o o o a o m a - a o o u .

X E o a o a a o a m u .

X H a o o u o u a o a u m m o o a o u a o a o u o , u u o a o o o u o .

X E o o a j o a a a a u o 6 u S . H a 6 u S o o u o o u o u .

X E u o o o o u o u o a a u u o a o a u f m a a u a a j u m o m a o o a u a , u u a u o m .



4.3 Consultation with employees

Pō mō o u ao a u o ̄ m a a - a a ̄ m o o o u u .

Recommended Actions:

- X Ha o u o a o u a o ̄ o am, u ua o o o mao ,m a a o ao o a u ,a o ma a m / u ao o u m ,o a o o o m u .
- X E o i o m u o mao a a o ao ao o o Da Rou C a ̄ u S .

4.4 Connections with Provincial and community resources

E u o m o a ao ̄ m a a - a a Pō a o u o a ma a ao a a o o o o m m u m a a o u .

Recommended Actions:

- X E u m a a o ma a a a o m o o a a o ao ,Pō a o u ,o a u o - o a u o a o m m u o u a .



5. Supporting Students-at-risk and Responding to Crises

Goal: Develop and maintain effective and responsive processes and action-based supports for individual college “students-at-risk” and in response to campus-based critical incidents, crises and threats, maintaining the safety of the campus community.

Examples of Current Supporting Initiatives

- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health and Wellness, provides a comprehensive network of support services for students at risk of academic or personal distress. This includes academic coaching, tutoring, and mental health services.
- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health and Wellness, provides a comprehensive network of support services for students at risk of academic or personal distress. This includes academic coaching, tutoring, and mental health services.
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- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health and Wellness, provides a comprehensive network of support services for students at risk of academic or personal distress. This includes academic coaching, tutoring, and mental health services.

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

5.1 College Safety Net and supports for “at-risk” students

. 0 u o o o 0 Sa N o u am u am o a o u u a a
o a o a a o u o a a o o o .

. E o a o a o m u m- u o a a m o u -a- .

Recommended Actions:

X 0 u o a o o u o u a o , o , a o -a m o u o u a m o , o a a o u u
m a o o a m a a m .

X E o a o a 0 a u - u o E a A P o a m o a o m u o o u o o a .

X P o a m a o a o a u a a o u o a a a o u a o a a a m o o m a u a o o u
o a a o u .

5.2 Communication, training and roles within the college community

E a o m m u a o a o u o o 0 Sa N a u a m o a o a m a o , a o m o a
o m a a u a o u a m a a o a m u .

Recommended Actions:

X H a o m a o a a o o o o a o a - u a o u a o o a a o u u o a
a o u a a o u a .

X D a 0 u S a C a m u S u , a a u o , o a o , o u a o o a a o o o o
m o , a - u m a a u a a o u a a .

X P o a o m a o u o o u o a o u o 0 Sa N , a u a o u a o , o u m a o a a , a
o m o o u a o u a / o o a a - u o a m a u o .

X P o j o m o m a a u a o a o o u o o o o a o o o u o a
a o u .

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

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o u o a m a a , aoua, a o aju m a .T a o u a a a u j o , a
o j ,a o omm ao o oa a o u a a o u - ouo ommu .Ma
o omm ao o u m a a a a a u a .T a ao a o j a oa -o ,om a oa o
u - a u omm m a a o a m m o Carø u ommu .A uu m , a ao o u
ao o u o o m o a .W a m uma o a a ma j a o o m .



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