

2016 2020



## Contents

E u umma .....3  
 D j o .....3  
 S a .....9  
 P a ..... 9  
 Nao a G H a A m Sa ..... 10  
 Gu .....11  
 Ca o , o a , u o a p j  
 a o mm a o ..... 12  
 G u o .....27  
 R .....28

## 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

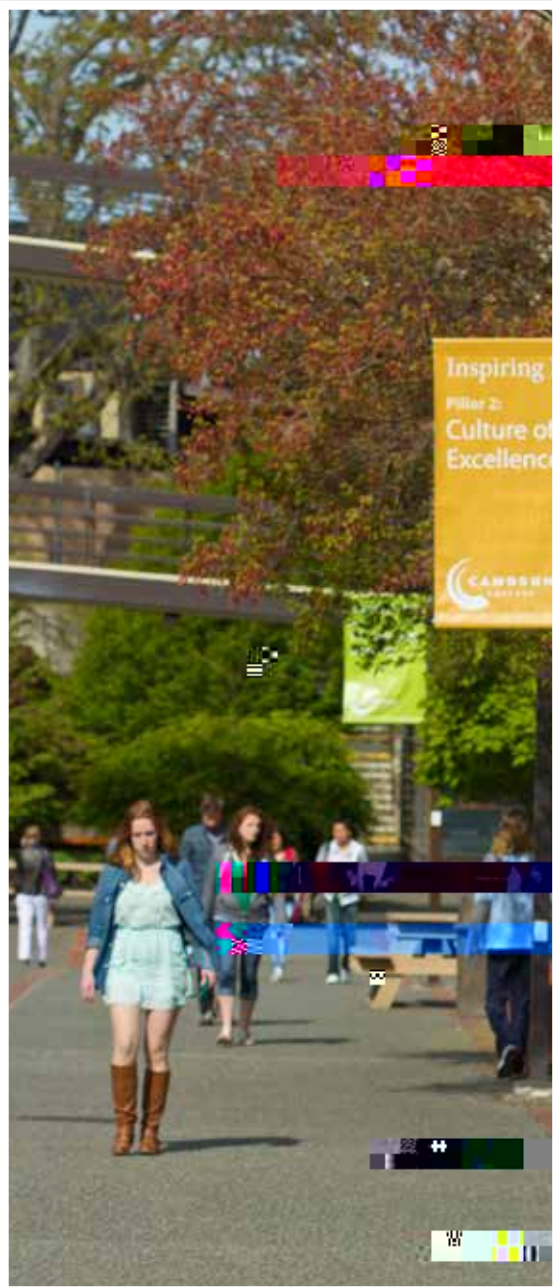
S o D o ,  
 Pu B , R a , a Pa  
 Ca a a M a H a A o a o , BCD o  
 Ju 10, 2015

## Executive Summary

Canada's Student Mental Health and Well-Being Strategy is a national, multi-sectoral, and multi-stakeholder approach to addressing the mental health and well-being of students in Canada. This strategy is a key component of the national mental health and well-being strategy, and is designed to support the development of a comprehensive and coordinated system of mental health and well-being services for students in Canada.

The strategy is a key component of the national mental health and well-being strategy, and is designed to support the development of a comprehensive and coordinated system of mental health and well-being services for students in Canada.

- **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 ao a o a 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**

A a m a a 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 mao o o o u u , mo 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 ma 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 mo a o u m a - , a o u a o a u uum.  
. 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 am , a - ao u o ao 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

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

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

Eua 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**

. Eoua o ma a o ma u o o ou u , ou a o o a .  
. I a o m o u u mu o o a , o am, u uuma  
a o , o u a a o a o u o m .

- **Peer support**

Eoua 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 mo  
am u .

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

Po 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**

Po 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

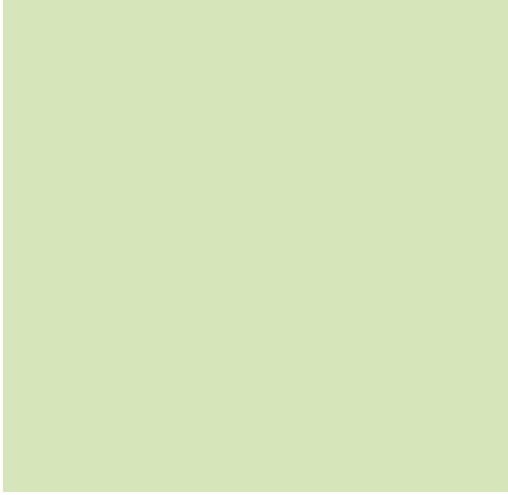
- **Consultation with employees**

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





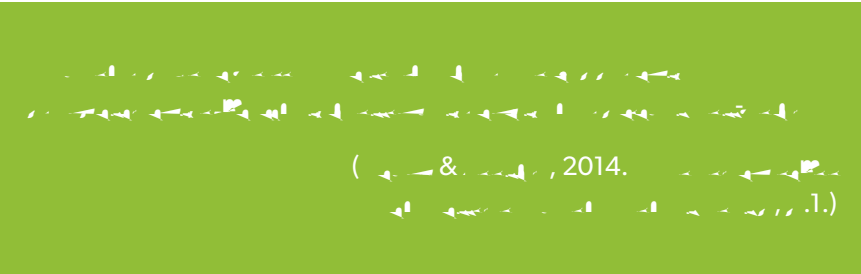


# STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

## Preface

Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին:

Ի 2005, Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին:



Ի 2009, Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին:

## 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 Welfare Information Gateway, 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 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 Planning and Institutional Effectiveness, Office of the Vice President for Quality Assurance, Office of the Vice President for Research and Creative Activity, Office of the Vice President for Safety and Security, Office of the Vice President for Student Services, Office of the Vice President for University Advancement, Office of the Vice President for University Relations, Office of the Vice President for University Sustainability, Office of the Vice President for University Technology, Office of the Vice President for University Wellness, Office of the Vice President for University Workforce Development, Office of the Vice President for University Writing Center, Office of the Vice President for University Writing Center, Office of the Vice President for University Writing Center.

## 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 Health and Safety 2013).
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.
- ✓ The Student Support Services Program, which provides academic and personal support to students.

## Key Objectives and Recommended Actions:

1. College communication and information

### 1.1 College communication and information

1.1.1. College communication and information

#### Recommended Actions:

- 1.1.1.1. College communication and information
- 1.1.1.2. College communication and information
- 1.1.1.3. College communication and information

### 1.2 Policy review and development

- 1.2.1. Policy review and development
- 1.2.2. Policy review and development

### 1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning and assessment, and use a variety of assessment methods.
- Review and evaluate the effectiveness of the curriculum, instruction, and assessment methods used.

#### Recommended Actions:

- X Provide a variety of learning activities that promote learning and assessment, and use a variety of assessment methods.
- X Review and evaluate the effectiveness of the curriculum, instruction, and assessment methods used.
- X Assess the effectiveness of the curriculum, instruction, and assessment methods used.

### 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 used.

#### Recommended Actions:

- X Develop a variety of program readiness, entry, exit and re-entry practices that promote learning and assessment, and use a variety of assessment methods.
- X Review and evaluate the effectiveness of the program readiness, entry, exit and re-entry practices used.



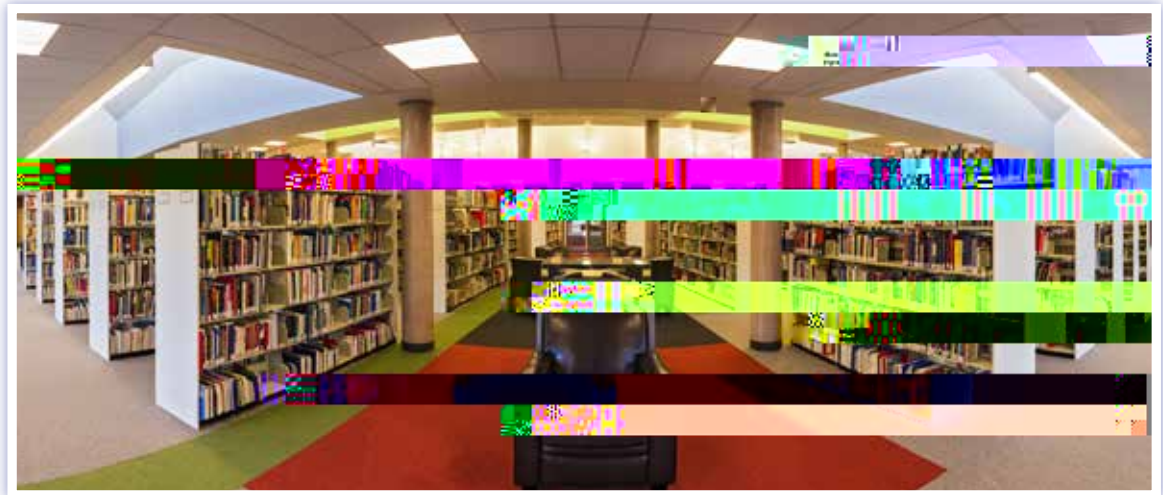


## 2. Supportive Campus Environment and Student Connections

**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:

2.1 Space design and a climate of well-being

2.2 Student connections and engagement

### 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 b , 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 o a o m u o a u o a L a G m m o j u a o .

### 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 mental health services to students.
- ✓ The Camosun Community of Practice (COP) Working Group, a group of staff and faculty members, is working to create a supportive environment for students.
- ✓ The Office of Student Support, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.
- ✓ The Student Support Services, in partnership with the University of Victoria, has been providing mental health services to students since 2015.



## 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 .

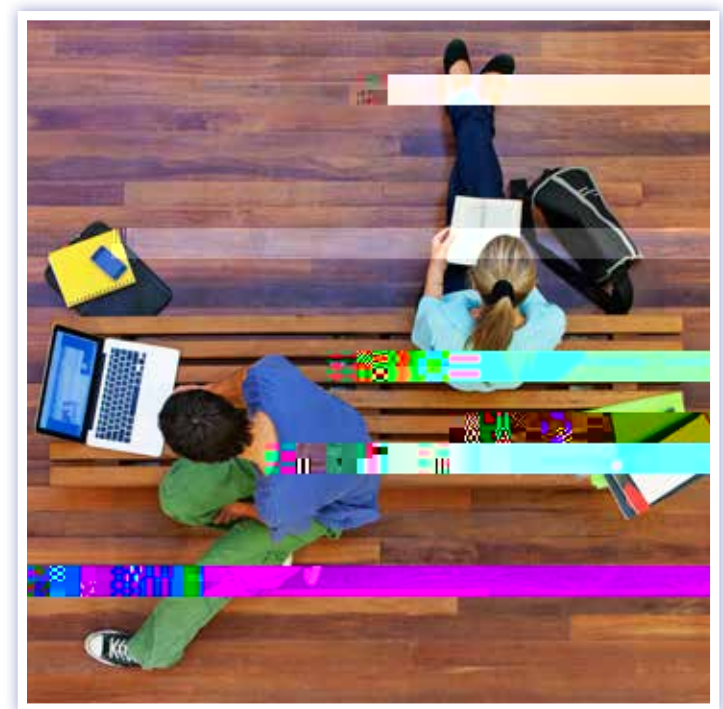
### 3.2 Learning and well-being

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:

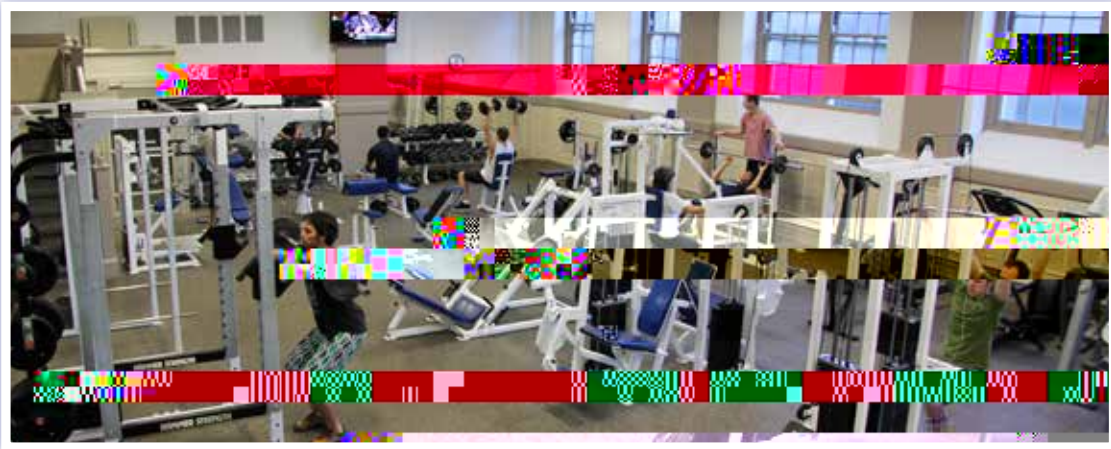
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop 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 Engage with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.
- 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** **Community Center** **University of Miami**.
- ✓ **University of South Florida**, **Dade County Community Center**, **University of Miami**, **University of North Florida**, **University of South Florida**, **University of Miami**, **University of North Florida**.
- ✓ **University of South Florida**, **Dade County Community Center**, **University of Miami**, **University of North Florida**, **University of South Florida**, **University of Miami**, **University of North Florida**.
- ✓ **University of South Florida**, **Dade County Community Center**, **University of Miami**, **University of North Florida**, **University of South Florida**, **University of Miami**, **University of North Florida**.

## 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 u a o o o mao ,m a a o ao o a u ,a o m a 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 D a R o u 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 m a 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 m a 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 Services, provides a comprehensive support system for students with mental health concerns. This includes a dedicated support team, crisis intervention services, and a network of campus resources.
- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health Services, provides a comprehensive support system for students with mental health concerns. This includes a dedicated support team, crisis intervention services, and a network of campus resources.
- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health Services, provides a comprehensive support system for students with mental health concerns. This includes a dedicated support team, crisis intervention services, and a network of campus resources.
- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health Services, provides a comprehensive support system for students with mental health concerns. This includes a dedicated support team, crisis intervention services, and a network of campus resources.
- ✓ The Center for Student Support and Success, in partnership with the Office of Student Health Services, provides a comprehensive support system for students with mental health concerns. This includes a dedicated support team, crisis intervention services, and a network of campus resources.

## 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 b a m o a o m u o o u o o a .

X P b 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 m 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 m 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 , 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 b 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 .

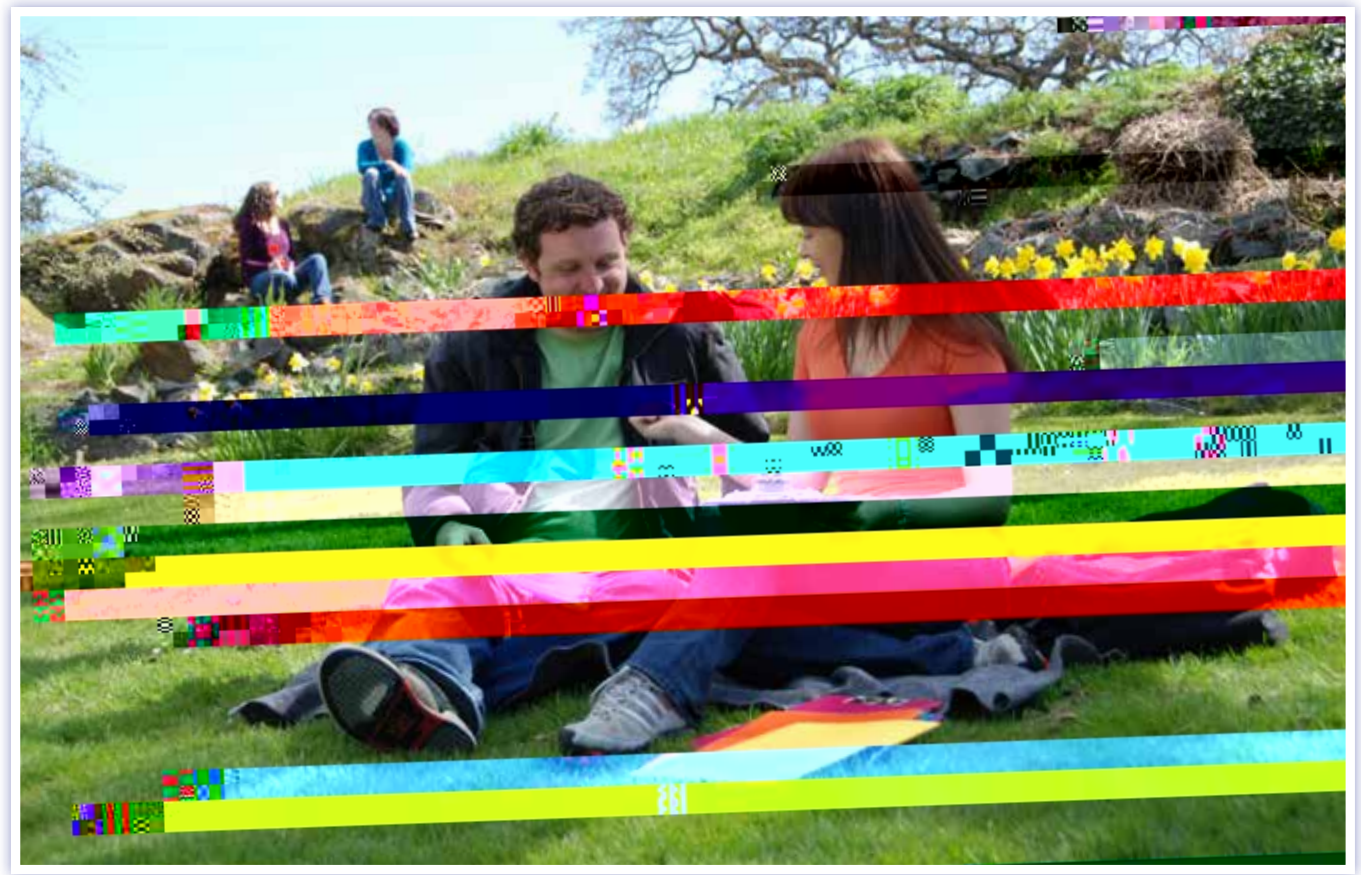
X P b i o m o m a a u a o a o o u o o o o a o o o u o a  
a o u .

**5.3 Responding to campus-based crises and critical incidents**



## CONCLUSION

W BC o - o a o , Carø u G a a a a ma uao o oa a o o a a  
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 .



## References

Am a G H a A o a o .(2013).Am a G H a A o a o -Nao a G H a A m Il:Ca a a R Go u DaaR o S 2013.Hao ,MD:Am a G H a A o a o .R o m: [:// .a u .a/\\_L a /o um /NCHA-II\\_WEB\\_SPRING\\_2013\\_CANADIAN\\_REFERENCE\\_GROUP\\_DATA\\_REPORT.](http://.a u .a/_L a /o um /NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_DATA_REPORT.)

Bam ,C. (2005).G mo o a G m R o Pa Su o Su M a H a G .U u a . Cam u G

Bam ,C. (2009).ACam u M a H a Fam o o Cam u G .U u a .Cam u G

Bam ,C. (2011).D a a Cam u G m a a o u a am u m a a am o .U u a .Cam u G Ca a a A o a o o G a U Su S ,&Ca a a M a H a A o a o (BC).(2013). B o a Su M a H a :Gu o a S m A o a .Va o u ,BC:Ca a a A o a o o G a U Su S ,&Ca a a M a H a A o a o (BC).

Co ,S.,&W a N. (2006)Ca a a G u C Su 2004 2005.R o m: [:// .a u .a/\\_L a /o um /Su R u Ju 06.](http://.a u .a/_L a /o um /Su R u Ju 06.)

Du ,L.A.,&K ,R.P.(2014).AS a P m o G Su M a H a .R o m: [:// .a a / u / /a /2014/10-14/o -m a- a .](http://.a a / u / /a /2014/10-14/o -m a- a .)

G m o Ca a a.(2006).T Huma Fa o M a H a a M a l Ca a a.M o Pu V a G m S Ca a a.R Ma 19,2013 o m [:// .a -a . .a/ u a/ uma - uma 06/ / uma \\_a \\_ .](http://.a -a . .a/ u a/ uma - uma 06/ / uma _a _ .)

T J B u a o .(2006).Fam o o o u o a o o o a u o u a o u .N Y ,NY: T J B u a o .R o m: [://i o u a o o /a /P a m /P a m\\_o o a /Fam o \\_ .](http://i o u a o o /a /P a m /P a m_o o a /Fam o _ .)

K ,C.L.M. (2002).T M a H a G uum:F o m L a u o F u L .f u a o H a a B a R a ,43,207-222.

M K a ,G. (2011).M a a a - o - o a u a o :A a u a o m a a o u o a a a o Ca a a.P a o Ju 2011CACUSS -o o o o m a a ,D o o ,ON.

M Ma U .(2015).Su M a H a a W -B S a .R o m: [://m a a a .m ma .a/ a . m .](http://m a a a .m ma .a/ a . m .)

M a H a G mm o o Ca a a.(2012).C a D o /C a L :AM a H a S a o Ca a a .R o m: [://a .m a a o mm o .a/ / a -ma - .](http://a .m a a o mm o .a/ / a -ma - .)

OCADUa R o U Cam u M a H a Pa P o j .(2014).B a o a o o o a u m a a : A a o u a .R o m: [://am u m a a .a/ -o /u o a /2014/05/B -A o a o -PS- u -MH.FINAL\\_A\\_15-2014.](http://am u m a a .a/ -o /u o a /2014/05/B -A o a o -PS- u -MH.FINAL_A_15-2014.)

Qu U .(2012).Su m a a a :Fam o a o mm a o o a o m a .R o m: [://.u u .a/ m / /CMHF a R o](http://.u u .a/ m / /CMHF a R o)



