

An Introduction to the New National Standard of Canada for M...

Thu, 2/4 10:05AM • 1:31:58

SUMMARY KEYWORDS

standard, mental health, institutions, post secondary institutions, inform, support, alberta, students, technical committee, people, student, andrew, opportunities, tool, starter kit, calgary, session, webinar, engage, engagement

SPEAKERS

Amy Fogarty, Andrew Szeto, Daniel Major, Melodie Esau, Helen Pethrick, Sandra Koppert

Helen 01:41

Good morning, everyone. My name is Helen Pethrick and I am the Student Research and Knowledge Exchange Assistant for Healthy Campus Alberta. Welcome and thank you for joining us this morning for our webinar, an Introduction to the New National Standard of Canada for Mental Health and Well-being for Post Secondary Students. If this is your first Healthy Campus Alberta webinar, we want to welcome you. HCA, as we call it is a community of practice focused on post secondary mental health in Alberta. We are very excited to have representatives from the Mental Health Commission of Canada and to HCA community members as presenters today. If you have not already done so, we do invite you to introduce yourself in the chat box.

Helen 02:32

Before we get started, I do want to go through some housekeeping items. Audio will be enabled for presenters only. If you have technical difficulties, feel free to send us a message in the chat or start a private message with the host. If you have logged in with a browser and are having any audio challenges, you might want to switch to the app or to the classic view. You can do this by clicking the three dots at the top right of your screen.

Helen 03:00

A live transcription pod is located above the chat pod, click on the link to be redirected to a separate browser window that will contain live transcription of today's webinar.

Helen 03:12

Comments and questions are welcome throughout the presentation. Please feel free to use the chat box to communicate these. We will have a q&a session at the end of today's webinar and at that time, we will ensure any questions posed throughout the presentation are addressed. The first portion of today's webinar will be a presentation that will be recorded and the chat box will not be included in the recording. The recording will be sent to you by email as well as posted on our website, healthy campus

alberta.ca on the webinar page, so you can listen again or share with others. The second portion of this webinar is more interactive and will not be recorded. We will let you know when the recording has been turned off.

Helen 03:58

I want to take the opportunity to acknowledge the traditional territories of the people of treaty 678 and 10 in Alberta, which is a gathering place for First Nations people, Métis and Inuit. We are gathered today in a virtual space and come from many different places. Today, I am joining you from Calgary, Alberta. I acknowledge the traditional territories of the Treaty 7 Region of Southern Alberta, which is home to the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3. The place we know as the City of Calgary is located on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Moh'kins'tsis". I am grateful for the privilege of working and learning on this land. I encourage you to learn about the traditional territories of the place where you are situated and you can visit visit.nativelands.ca to learn about Indigenous territories, people and languages across Alberta, and around the world.

Helen 05:10

With that, I do want to pass it off to our presenters for today's webinar. Just to give you a brief introduction from the Mental Health Commission of Canada, we have our two presenters, Sandra and Amy, and community members from the healthy campus Alberta community, your practice, Andrew and Daniel. So with that, I will pass it on over.

Sandra 05:35

Hi, there, this is Sandra speaking, we're so thrilled to be connecting with healthy campus Alberta. And a big thank you to Helen, Melodie and Jen for supporting this session. And I see a lot of great introductions in the chat. So it's great to connect with all of you today to discuss this new National Standard. I know that there's varying levels of engagement and awareness of this Standard. So we're happy to kind of bring you up to speed and, you know, continue the conversation since the standard was released several months ago. So we have a full agenda plan for today. But just wanted to give some further context that the standard was for, I guess, I'd like to say two years in the making, and that

Sandra 06:18

it is a voluntary standard led by the Canadian Standards Association, the CSA group, following their process, oops, I'm going too fast. But they told me not to do that.

Sandra 06:29

And then that was made possible through a number of funders and key partners as well as numerous points of input and engagement for the Standard leading through the development to inform that the technical committee that was comprised of over 30, experts in the field related to post secondary student mental health, who actually had wrote the Standard based on their expertise and input that we hope to assemble over sort of that two year process. And we are very fortunate to have both Andrew

and Daniel from that technical committee joining us today as well. So we're really pleased to have a number of perspectives as well as your own, we really want this to be as sort of interactive as possible.

Sandra 07:09

So with today's agenda, we are going to do an overview hopefully bring us all more or less onto the same page of our understanding of this Standard, as well as a number of supportive resources if we try to help you navigate through the supports, and sometimes that can be a bit overwhelming as well. So it's just to be more aware of the standard itself, as well as the available resources. And I'm really starting to understand the implementation and how to get started and, and move through sort of the start and end through the process of your journey with this standard as well as have facilitated discussion, like I mentioned with Andrew and Daniel, but as well, we'll be looking to engage with you folks through the chat as well as some polling. So really looking forward to to this session and getting input from everyone along the way.

Sandra 07:58

So with that, I'm going to pass things over to my colleague, Amy Fogarty from the commission, and we're going to start things off with a poll.

Amy 08:06

Awesome. So thank you, Sandra. Hopefully everyone can hear me. Okay. So exactly, that's where we will begin is with a poll. So let's get those cursors. moving a little bit. You'll see the poll on your screen the plan. And we're curious to know, what steps if any, you've taken with the standard since it became available in October. So I see many of you are already clicking and selecting from the option. So either you've downloaded it and had some preliminary discussions about it or working with it. you've downloaded it and started working with it. You've been working with the Standard for a while and have made some progress or perhaps you've not had a chance yet to download it. So looking at those responses coming in. I know there's several of you on the call today. But I see quite a number it looks like quite a number have downloaded it, but have not started working with it yet. Some have not downloaded it. So it looks like a pretty interesting spread of participants today.

Amy 09:04

So thank you for responding to the poll that kind of gives us a sense of you know, who's had a chance to look at it and you know, have you even had a chance to look at some of the resources. So it really essentially mentions a few of the agenda items to begin is really focused on sharing information about the Standard, some of the most relevant details that allow for an introduction of this Standard. So more specifically, I'm going to provide a brief overview of of why the Mental Health Commission of Canada champion the development of the standard, what the standard is and how it can be used.

Amy 09:42

So rewinding a couple of years now as Andrew mentioned, it's been a few years in the making want to reflect on how this project came about. So the statistic on your screen at the moment reinforces the reason for this project, which is the opportunity to support

Amy 09:56

Students during a time when many may be developing mental health issues. There has been strong support for a number of years for the creation of a national framework, which would give institutions across Canada regardless of size each year complexity location, a guide to refer to and pull support from, to be able to support student mental health and well being. As for students we've known for quite some time now even before COVID-19, but they were reporting high levels of stress. And now even since last year, the pandemic has amplified stress and uncertainty for students, which can take a toll on mental health and well being especially for students with underlying conditions or who face additional difficulties due to disability, racial inequality or systemic inequities.

Amy 10:43

So early in 2018, when the project was announced, and really got underway, there was a literature review completed on emergent and best practices for mental health and well being of post secondary students. And that review was done by Dr. Heather Stewart and her team at Queen's University. And that was made available later in 2018.

Amy 11:05

Then in the fall of 2018, engagement events began to inform the Standard based on four research questions. And that was mainly about the urgent areas needed for support for student mental health and well being the short term and longer term needs and anything the standard should touch on.

Amy 11:25

These engagements continued throughout the summer of 2019, which produced a draft standard. And that was available in the fall of 2019, for public review for a period of 60 days. So I'd say the total engagement to inform the draft standard represented about 7500 individuals. This number includes students, faculty, researchers and mental health experts from across the country. And their perspectives were important to help the technical committee who wrote this standard, gain an understanding of the needs, the data, the research gaps, and how to address these moving forward. So Additionally, a number of activities have occurred to socialize the standard through conferences, do stakeholder meetings and other engagements, which further broadens the total reach of the Commission's effort to meet.

Amy 12:13

So what is the Standard? Many see the Standard and think, oh, wow, these are mandatory guidelines, when in fact, that's not the case. The Standard is an instrument to ignite further action, providing voluntary guidance, with an emphasis on continuous improvement to address the factors relevant to mental health and well being of post secondary students. So again, the Standard is a set of voluntary flexible guidelines. And really, it's an opportunity for post secondary institutions to reaffirm their commitment that was well underway before 2020 to promote student mental health and well being.

Amy 12:47

And as soon as you mentioned, the Standard was written by a technical committee of 35 experts in the field from across Canada. They collectively over the course of almost three years access all of the evidence, including many examples of the great work being done across the country, to make up one national framework. They also drew upon key evidence models, which provide perspectives that

empower post secondary institutions to develop and sustain an environment that supports mental health and wellbeing for students.

Amy 13:16

The Standard also recognizes a notion of shared responsibility that post secondary institutions cannot meet this growing challenge alone, and approach to supporting student mental health. And well being that encompasses all students, faculty and staff within the post secondary community, in addition to all stakeholders in the broader community is vital.

Amy 13:40

So how can the standard be used

Amy 13:45

this graphic, hopefully, it is legible. And you can actually see it on your screen, but you'll find it in the you'll find this graphic in our starter kit, which is available and I'll speak more about that shortly. But we just want to touch on, you know, the standard I mentioned, it was voluntary. That means different institutions can have different starting points. However you decide on establishing your foundation, you'll want to think about taking stock of your ongoing work is to be the Standard to determine if you've actually already met and or exceed the Standard. And you'll also think about what opportunities lie ahead. Of course, in this there's that coordinate of continuous improvement around tracking and evaluating your results, your results and progress.

Amy 14:29

By embedding mental health and well being into learning environments into everyday operations into business practices and policies and academic mandates, post secondary institutions will inspire lifelong learning and foster creative and innovative communities. So this standard seeks to undermine the need to work in respectful collaboration with Canada's diverse communities from coast to coast to coast.

Amy 14:51

So before I tell you a bit more about the standard, I want to highlight some of the benefits of actually working with the

Amy 14:57

Standard. So the Standard is expected to help institutions first and foremost, raise awareness and reduce stigma around mental illness. Also to provide healthier and safer learning environments

Amy 15:11

to improve opportunity for student flourishing,

Amy 15:16

and also to promote life and resilience skills that students can use for school, work and in their daily lives.

Amy 15:27

Now, I want to spend a few moments teasing out some of the sections of this Standard that might entice you to glance at it. You'll notice on each of the slides that there's a clause number that will allow you to reference where to find this within the standard at a later time.

Helen 15:40

15:40

Amy 16:22

So just a pause there and thank you for sticking in with us. So I wanted to start by speaking about the six guiding principles of the standard they played a large role in how the standard was developed. So first and foremost, that notion of student centeredness that students are getting involved throughout all steps of the planning, implementing and evaluation process. Secondly, equity diversity and inclusion. So the Standard sets the expectation that the institution is inclusive and mindful of all students and their mental health and well being. The third principle is knowledge informed that the Standard and its application in Canada includes evidence informed trauma violence informed practice informed and Indigenous ways of knowing. The fourth guiding principle is health promotion and reducing harm.

Amy 17:07

So there is about using an approach that aims to promote health as well as reduce harms with a focus on programs policies and practices.

Amy 17:16

The fifth guiding principle is about thriving community and a culture of well being. So key priority here is to encourage learning environments that are conducive to helping people to be healthy and engaged.

Amy 17:28

And last but not least, and you'll hear this term quite a bit is about continuous improvement. So making ongoing improvements to all processes to support the mental health of students. So a model that is planned do check act.

Amy 17:44

Also want to touch on two models within the standards. So the development that's informed by two models that institutions may use for their own decision making, planning and designing other mental health and wellness strategies. However, there are other excellent and appropriate models that can be used, and we encourage you to do this. So first and foremost, the mental health dual continuing, so about mental health promotion and protection is premised on a dual continuum model, and aims to improve mental health of all members of the population. So this is a model reproduced with permission from Dr. Corey Keyes, it's a reminder that a person can be flourishing and experiencing a high level of mental health and well being with the presence of mental illness symptoms. There's also a socio ecological model that guides the recommendations of the standard by considering the complex

interplay between the individual, interpersonal, institutional community and social system factors that impact mental health and an individual's ability to flourish.

Amy 18:44

So continuing on, if you were to be, you know, browsing through the Standard on page 20, and onwards is where you'll find key actionable areas which are elaborated in the 17 pages that follow some of these just on your screen, you can see institutional level activities, that's clause 5.2. Planning, which is clause 5.3. framework for mental health and well being 5.4. Evaluation and reporting is clause 5.5. And finally, 5.6 is continuous improvement, and sustaining efforts. So you'll find that elaborated from page 22, about 37 of the Standard.

Amy 19:23

We heard on numerous occasions throughout the development of the Standard of the importance of precise language. Again, the Standard is voluntary. And it acknowledges that most institutions will take action on the Standard over a period of time, rather than trying to implement all at once. So here are some of the terms in the Standard that would be important to note around when you see the word shell that's used to express a requirement. So at minimum institutions should consider this guidance and action, the shell clauses to be in alignment with the Standard whereas when

Amy 19:57

term should appears it's usually used to express a recommendation. So it's not something that's required, but something that is advised.

Amy 20:07

So with different priorities and different starting points, institutions will likely have different approaches. So some institutions may look to the shell clauses, whereas some may look specifically at an area that they're already taking action to ensure they're aligning with the best practice guidelines. And that's another great benefit of a voluntary standard that can layer over the great work that's already been done and allow for continuous improvement.

Amy 20:34

So by now, you've heard a lot about the Standard, which again, is available for complimentary download if you're among those who have not had a chance to access your own copy. But we want to highlight a couple other great resources today as well. And I mentioned earlier a starter kit that acknowledges the COVID-19 related pressures on post secondary institution. And that extra that starter kit was developed over the latter half of 2020 to support institutions and beginning to work with the Standard.

Amy 21:04

So you'll be able to find those links on our website, which will be provided to following this session. So with the starter kit, we were very grateful to have had the opportunity to get input from six post secondary institutions to inform the content, and it is available for access for free on our website.

Amy 21:23

So included in the starter kit are a variety of resources such as a very handy at quick glance summary of the Standard. There's also a great piece, which is a customizable slide deck to support any presentations you might wish to make for getting buy in. And there's also content on COVID lessons learned. So looking at 2024 institutions learning from that experience.

Amy 21:49

Today, I want to encourage you to join the Center for Resources and Engagement to find other supporting resources, including a companion series, which was written by the technical committee. So companions are additional guidance on a variety of topics that can further help institutions and working with the standard.

Amy 22:08

You'll find a list of the companions on the handout for core as part of the package of materials provided. Following this,

Amy 22:15

this session, and you'll get a sense of what's available in there. Also, in core, you'll find relevant news articles in the unity news feed. So this is a section that's curated with content specific to the post secondary education sector. So we encourage you to please join core today and click the Follow button when you sign up to ensure you get updates about new features and content that we'll be sharing. I'm really, really looking to create engagement in this space in 2021 and beyond.

Amy 22:44

also wanted to mention the sample internal audit tool that's available on page 31 of the Standard. So this is a simple checklist that walks through the various requirements, recommendations and best practices in the Standard.

Amy 22:58

Also, we've been working on a more elaborate tool to help institutions and their own assessments as they start to work with the standard. So this tool aims to provide some benchmarks to identify strengths and gaps and offer an overall simple quantitative assessment of current levels of progress with respect to the standard. So we've been working on that since last summer with another not for profit organization to develop this tool, which was researched, developed, reviewed and piloted with the help of a reference group of post secondary institutions. So far, the feedback has been positive. And now we're looking to work on a next version that to make it available later in the year.

Amy 23:39

In partnership with the Canadian Association of University and College Students Services, otherwise known as CACUSS, we've actually started to offer workshops to help institutions get started and working with the Standard, including one just last week.

Amy 23:54

There will be another workshop in a few weeks, and the topic will be using the Standard to inform strategies to create supportive, safe and inclusive learning environments. So you can register on the courses website if you're interested in joining us to continue to learn more about the standard.

Amy 24:10

Also, perhaps our paths will cross again at some of the upcoming conferences this year that we hope to be involved in. Or if you're interested in bringing a session about the standard to your institution, you're welcome to connect with us via email. We'll share that with you following this session.

Amy 24:27

Now, I promise we're just a few more slides away from hearing about and directly from the stars of this session, especially if you signed up for this session hoping to hear advice about implementing the Standard from esteemed technical committee members. So that's just moments away.

Amy 24:42

And we do want to take a moment to recognize we're just really in the early days of the Standard with it just being released in October last year. So we are interested, and we're just starting to hear about how institutions are thinking about how they might get started and aligning their ongoing efforts.

Amy 24:57

And their existing mental health strategies, which is standard.

Amy 25:01

So it's really important to understand that the Standard is a voluntary flexible framework. Each institution is unique and can determine their own priorities to address. The great thing about this standard is that it can provide inspiration in different areas. So there's really no need to try to focus on, you know, the whole standard at once.

Amy 25:21

With a Standard will be a journey that requires planning and a flexible multi year approach. So I wanted to show this graphic again, as I mentioned earlier, that's part of the starter kit, just as a reminder that the early days of implementing can follow these five stages, starting with establishing a foundation and building towards continuous improvement.

Amy 25:43

Many institutions are already sharing that getting buy in is essential to move forward with this Standard. So buy-in comes when people who understand why mental health matters, and how the Standard can help. We've highlighted the specific areas of the Standard that relate to this to make it easy for you to flip to the parts of the Standard that are most relevant to you, and where your institution is at today. As I mentioned earlier, we also created a customizable slide deck that you can use, and adapt for presentations about the Standard to those you want to engage with.

Amy 26:20

Once you started your journey towards aligning with the Standard, the next step is developing a clearer sense of your current situation. What's unique to your institution, the mental health and well being of your students and other factors and start building your plans and strategies for implementation.

Amy 26:37

The best plans are informed by data such as the current state of your student mental health, at your institution, the services and programs you have in place now, and opportunities for improvement. So with that information, you can identify these set priorities and even develop a plan based on the framework proposed by the Standard.

Amy 26:58

There's also a sample internal audit tool that can be found within the Standard. So that's really a simple checklist that walks through the various requirements, recommendations, and best practices in the Standard. And again, you'll find that on page 31, specifically of the Standard.

Amy 27:17

I will have to say again, continuous improvement, that guiding principle of the Standard is very important to understand at the outset, what you are doing today will evolve and change as do the needs of your institution over time. So it will be important to ensure that your plans include time to come back and reassess.

Amy 28:10

So I hope this information has been helpful, perhaps got you interested in further exploring the Standard. And now I think for this portion of the session, it will allow us to shift to a bit of a q&a format with our guest speakers. And with that, I will turn the audio over to Sandra.

Sandra 28:33

It was a great presentation. And it really does help to sort of break up the pieces, still high level at this point. But hopefully, you know, digestible enough for you folks to be able to start to take this in and appreciate the Standard in the key components there. But we also want this to be you know, more of a discussion and to hear from those who have been involved in the development of the standard, like I mentioned with the technical committee, but are also you know, kind of have that real world real life experience. Working with the standard, as well. So it's so great to have to be joined by Daniel and Andrew. So thank you for joining us. And we're gonna just do a little bit of a q&a with both of you before we turn it towards engaging with with the with the audience. But first, I thought just to get started, if you could both or to introduce yourselves your involvement with the standard, I guess via the technical committee and just sort of your your role, as well. So maybe you can kick things off.

Daniel 29:34

Sure. Hello, everybody. Thanks, Sandra. Amy, you've gotten really good at talking about this standard over time. So great job. So my name is Daniel. I'm

Daniel 29:48

in my fourth and final year of a science program Cellular Molecular Biology major at Mount Royal University. I didn't

Daniel 29:57

mental health advocate from

Daniel 30:00

basically the beginning of my post secondary degree at Mount Royal

Daniel 30:07

based on some lived experience that I had in a previous degree at another university and

Daniel 30:14

contributed a number of ways to mental health on campus, a lot of peer,

Daniel 30:20

peer to peer involvement, classroom presentations,

Daniel 30:27

workshop delivery, that kind of thing. But yeah, that's my introduction. It's my pleasure to join us this morning.

Sandra 30:35

We're thrilled to have you with us. And Andrew, well connected with you as well, if you can introduce yourself.

Andrew Szeto 30:43

Sure. Thanks, Sandra. And good morning, everyone. Glad to be here to chat a little bit about the standard and what we're doing at our institution and insurance on the bar.

Andrew 30:56

I am the Director of Mental Health Strategy at the University of Calgary. I am also a an associate professor in the Department of Psychology at Ucalgary. And, you know, a lot of my research revolves around the stigma of mental illness as well as various programs, evaluating them that have programs for arm that

Andrew 31:18

is used to improve mental health and resilience and reduce stigma,

Andrew 31:23

and love grief, things like that. So, you know, part of the reason why I'm here is as well, because I'm like, Daniel, I was part of the technical committee for developing the Standard. And it was an excellent experience to get to connect with everybody. The experts there, Daniel, was awesome. And, yeah, it

was just a great experience. And I'm really happy to share, you know, our experiences from that as well. But yeah, happy to be here.

Sandra 31:49

Thank you. So both wonderful perspectives, expertise, but also just true champions, for post secondary student mental health.

Sandra 32:01

I'm getting a bit of feedback for myself. So hopefully everyone else can hear me okay. But just to get started, and I guess we'll start with Andrew, if you can give us a bit more insight at a higher level in terms of, I'm just at University of Calgary, you're getting started with your use of this standard. We know that, you know, this isn't a brand new topic for you, folks, nor for probably anyone but just how you're sort of early days with the standard are looking.

Andrew 32:26

Yeah, happy to share our experiences currently.

Andrew 32:31

Amy mentioned the pilot tool that was the online tool or self assessment tool. So we did engage with that and go through that, as well, we have downloaded the standard, we have been using the audit tool, but but kind of a hybrid version of it, you know, the standard is flexible. And you know, the tools in there are great starting places. But I think you know, the audit tool is as a checklist, and I wanted to go and prove it further than that. So we kind of created our own

Andrew 33:03

way of using the audit tool and provided different categories of where we're at, with each of the clauses and each of

Andrew 33:12

the lines within that audit tool. So we've gone through the audit to learn identify gaps and areas where, you know, we are doing great, but yet also areas where we can do a little bit more. So we're currently going through that right now. And really assessing,

Andrew 33:30

again, the strengths, the gaps, and really thinking about where to move forward with this article and its findings, we are going to convene a committee to work on the Standard. And this can be will be composed of various stakeholders across campus, including C-level services, you know, as well as all the stakeholders who are involved, you know intimately with them student mental health, but yet also we are implementing the National Standard for Psychological Safety in the workplace as well. And we've been doing that for quite a while. And I imagine that we can have some stakeholders who are implementing that as well, because the standard does do Center does suggest that we implement both and integrate them. So I think this subcommittee will be great to, you know, align both Standards as well.

Sandra 34:22

Wonderful. Thank you, Andrew. Daniel, can you give us any insights from your perspective in terms of getting started with the Standard?

Daniel 34:31

For sure, it's always so great to hear Andrew talk. He's such a leader in this field, and the University of Calgary they're just driving change. And so I'm just a huge fan. But

Daniel 34:44

it's it's really early days, I think, as we've talked about and

Daniel 34:51

you know, it is and it isn't somehow this bizarre coincidence.

Daniel 34:57

The release of the Standard happens in the midst of a global pandemic and the challenges that that's introduced to post secondary institutions. And the theme that sort of comes to mind for me is

Daniel 35:12

If not now, then when, like, there's never been a more important time to consider a really holistic, robust, consider considerable approach to student mental health on campus, so.

Daniel 35:28

So this is really the time but in terms of implementation, and getting started with this work, I think it's just about trying to find

Daniel 35:39

places or content within the standard that can really match your current efforts. And then slowly building momentum toward

Daniel 35:51

implementing things one at a time getting people talking about the standard, I know, that's something that's happening within our Wellness Department at Mount Royal is having conversations with it during development of the Standard I was in communication with, and we had local discussions at our university about what needs to be in the standard. So it is a Standard that is informed by the needs of people all around the country. And, and but I think it's important for us to say one step at a time, look at what can serve us in terms of implementation, and get people realizing the value in it.

Daniel 36:36

That's great. Thanks, Daniel. Andrew mentioned, forming a committee and you of course, are alluding to engage your engagement as well. And so can you give us a sense, Daniel is like who some of those key players could or should be in terms of engaging or especially in the early days?

Daniel 36:53

For sure, I think, I mean, people, people like, like, who are in this meeting, right now who are in this webinar, it's it's so important that the the frontline,

Daniel 37:06

student facing people are really

Daniel Major 37:11

seeing and acknowledging the parts of the Standard that they'll be able to use. This is definitely the wellness departments, I've been in contact with our Director of Wellness, who is going to be a champion for this work. And some of our health promotion people. I think the students associations are an essential source of engagement. And they're a tremendous advocates for student mental health, and they can bring these things to Faculty Council and, and other other areas like that. And they have a lot of leverage. So I think

Daniel 37:44

that's what I would say.

Sandra 37:46

That's, that's great. Andrew, do you have anything to add here any sort of, we're speaking about your, your, the committee that you're putting together and some of that representation? Is there any more insights on that, that you'd like to share?

Andrew 37:58

Yeah, and then I really, you know, like, what Daniel is saying, you know, get to know all those, you know, groups units, or individuals that are doing these things on camps are addressing mental health, on your campus. And I think, you know, I've said this before, the importance of building these relationships is so vital for the implementation of the Standard in multiple ways, right? Whether it be,

Andrew 38:24

you know, implementing programming, or initiatives, but yet also, you know, especially in the early stages, and can, you know, going through the audit tool and doing the self assessments, it's important to build these relationships and understand,

Andrew 38:39

you know, who holds the data who holds, you know, who collects the information? Because you will be going to them and asking for, you know, what have you been doing? And, you know, can you? Can we see some of your data, things like that. So, it's so important to build these relationships early. And to get an understanding of who holds the data, what is being collected, this will help inform the audit tool, or, you know, going through the audit tool and inform the, you know, what's going on currently on your campus, as well as inform what the opportunities are to move forward with implementing the Standard?

Sandra 39:19

Yeah, I think that's really great. And really just being tied to that strategic approach. And I think there's also a, you know, I would also encourage those to kind of go where the interest is, at least in the early

days, but I think through this process, it can help to assess that as well in terms of where the support is, and where there might be more work needed sort of building that building that support, but it makes me think of even with us at the Commission during the development of the Standard in our own stakeholder mapping, you know, who are all the different sort of perspectives that we certainly want to engage with and get input from to help inform the standards but it's also going through a similar exercise, I think at the institution level as well.

Sandra 40:15

So we know that there's existing strategies, we know that there's work being done out there. And so with this new Standard, like, how does it complement those existing strategies? And, and I think, at that point to focusing on that nobody should feel that they're necessarily starting from scratch or that anything they're doing now is now considered irrelevant or, or have to be sort of thrown aside to make everything a new. So I'm wondering if you both can speak to that and continuing on with you, Andrew?

Andrew Szeto 40:44

Yeah, for sure. I am happy to talk a little bit about that. I think you raise a very important point about, you know, your very last point about how the Standard isn't about throwing things away. But I think

Andrew Szeto 40:56

the Standard actually is there to help recognize all the great things that institutions are doing prior to the Standard. So and, you know, and collecting them in and really acknowledging them in within one specific framework. So I think that's the power of the Standard in that sense. But really, going back to your question about how Standard fits in to, you know, we do have an ad, have been having a strategy for about five years now we're at the point where it's time to really think about, you know what to do next, with the standard with our I'm sorry, with our strategy. And we're currently going through some processes of self serving self assessment, and renewal of our capital strategy. The Standard fits perfectly into this process, and especially going through the audit tool. Again, it helps us identify all the good things that we're doing currently, but yet also the gaps and opportunities for us. And these identify gaps and opportunities will really help shape where we move forward within, you know, with our campus, but our strategy, and identify recommendations, or next iteration of our campus mental strategy, whatever that looks like. So I think, again, it comes at a perfect time in place for us. And if it's well within our shipping.

Sandra 42:11

That's great. Thank you, Andrew. Daniel, do you have anything to add?

Daniel 42:17

Yeah, I mean, I hope the Standard isn't, isn't perceived.

Daniel 42:23

You know, before you've had a chance to read it as just another item on your huge list of things that you have to, you have to look at now. It's been designed with flexibility in mind. And as you said, Sandra, and as Andrew was saying,

Daniel 42:39

It's we haven't reinvented the wheel, we've listened to perspectives, we've adopted what we have felt, to be to be best practice into the pages of the standard. And I anticipate that a lot of what's written in the Standard should actually validate

Daniel 42:56

the people reading it saying, well, you weren't already doing a lot of these things. And that's fantastic. Because you're meeting what we are saying are very achievable, attainable benchmarks, for post secondary institutions, as a goal to work towards. We were intentional in not being too aspirational with the Standard, because we want it to be accessible, flexible to meet the needs of the people who would be using it.

Sandra 43:24

Amazing. I connected with you both so many times. And you still wow me so so this is great. And I guess he wasn't kidding when she said that you would be the the winner what she said, but you're certainly our superstars for this session. So much so that even though we're going to move on, you are going to continue to continue to engage with you both throughout this session. So don't go too far away from your,

Daniel 44:22

this comes I guess, with a disclaimer that this isn't something that we necessarily have all sorted out just yet. But certainly with this being a national Standard, we really want this to be a national conversation and to learn from each other, regardless of

Daniel 45:14

you know, was was, was a driving force behind, you know, wanting a national Standard as well, a working group, focus on projects and creating resources to support the support the standard. And you know, that's something while the standard itself is a standalone document that can be used to guide.

Daniel 45:30

Folks that is, and we've seen that with the Workplace Standard, too, is that having those additional resources where there might be some gaps and challenges and points to support further, you know, we've already been doing so we already went through with you, but we are looking for other opportunities as needs arise. So this is great input. Thank you, everyone.

Daniel 45:59

And now I think Helen is going to be joining us.

Helen 46:05

Thank you so much for that really great presentation, kind of explaining some of the history and background, more about the Standard and some lived experience with the standards, development and implementation as well. I'm not seeing a lot of questions coming in from the chat right now. But I am seeing lots of really positive feedback, especially with regards to the experiences that Daniel and

Andrew have shared and knowing that we're getting lots of kind of discussions started in the chat. I wonder if we could pass it over to our facilitated discussion. How does that sound?

END