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SPEAKERS

Melodie, Helen

Melodie 00:12

Good morning everyone. Welcome and thank you for joining us this morning for our webinar. Follow up workshop getting started with the national Standard on your campus. It's great to see some familiar names in the chat box. I always picture everyone as I see your names pop up. My name is Melodie Esau and I'm the Operations Coordinator for Healthy Campus Alberta. I'm joined today by Helen Pethrick or Student Research & Knowledge Exchange Assistant who will be facilitating today's workshop. Welcome you to introduce yourself in the chat if you haven't already as we get started.

Melodie 00:59

And as we gather today in this virtual space, I recognize that we come from many different places and I want to take a moment to acknowledge the traditional territories of the peoples of Treaty 6, Treaty 7, Treaty 8 and Treaty 8 and Treaty 10. Alberta is a gathering place for First Nations people, Metis and Inuit. I'm calling in this morning from my home in the City of Calgary located on land adjacent to where the Bow River meets the Elbow River. The Bow River a known by the traditional name Moh-kins-tsis. I acknowledge the traditional territories of the peoples of Treaty 7 region, 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 Nations. The City of Calgary is also home to the Metis Nation of Alberta Region three. And as a settler I am very grateful to call the province of Alberta and the City of Calgary my home.

As we get started this morning, just a couple of housekeeping items. Audio will be enabled for presenters only and I invite you to use the chat to communicate questions or comments throughout the presentation. If you have any technical difficulty feel free to send us a message in the chat or start a private message with the Host. If you've logged in with the browser and are having any audio challenges, you may want to switch to the app or classic view. And you can do any of those things by clicking on the three dots at the top right of your screen. We do have live transcription available for this morning's workshop. There's a pod at the top of the show pod that has that link. If you click on it you're going to be redirected to a separate browser window with that will continue live transcription. As I mentioned, comments and questions are welcome throughout the presentation, feel free to use the chat box for those. And depending on how time goes we'll have a short Q&A at the end of today's session. Today's webinar will be recorded and the chat box will be removed from that recording. The recording will be sent to you by email as well as posted on our healthycampusalberta.ca website on the webinar page so that you can listen again or share with others. And with that, I'll pass things over to Helen.

Helen 03:29

Thanks, Melodie, and welcome everyone. It's great to see everyone introducing themselves in the chat. I'll start us off with some learning objectives for today. By the end of the webinar, you will be able to find resources for understanding and using the Standard, identify ways that the audit tool can be used to support alignment with the Standard and apply the audit tool to your campus context. I'll be starting us off with some background and context of the Standard and then we will move into an activity. There will be lots of polls and interaction throughout. So I hope you'll find today's webinar useful. It's kind of a workshop type webinar. As Melodie mentioned, I will be taking questions and comments in the chat throughout so I will be keeping my eye there, so if you have something to say or something to ask, just throw it in the chat there and I'll address it as it comes up. We will be going until 11:15 am Mountain Time today which I know is a little bit different from our usual. Webinars usually go an hour but today we're just adding on that extra 15 minutes to allow some time for our workshop activity.

So we are going to start us off with some poll questions which I'm just going to drag over right now. So first I'm curious as to whether you attended the HCA webinar about the Standard on February 4. So you can just let us know about where you're at with that. And then I'm curious about where you're at with the Standard so that's what this question should be here and the other question I have for you is whether you have heard of the Bell Let's Talk grants to support this Standard. So I'll just allow a little bit of time here and I'm also seeing that there's some campuses who have received a grant. That is awesome. So I'm just going to put this extra poll over here and I'm going to ask you, if you're on

campus did you receive a grant? What direction are you going in? What are you planning on doing with this grant? I'm just curious as to what you're going to doing with that.

Alright, so I'm seeing here that we have several people who attended live or watched the recording from the earlier HCA webinars, one who attended another learning opportunity and some haven't yet, and that's fine because this webinar is intended to kind of build upon our last, our last learning opportunity about the Standard but it's still standalone. So if you haven't had a chance yet to learn about the Standard, that's okay. We'll be going over some background and then I'm seeing several people who have downloaded the Standard already. Maybe you're familiar with it then, working with the Standard for a while. What we have is a range of various, lots of expertise and experience with the Standard. It's been it's awesome to hear. We also have 11 campuses present who have received and that is awesome. And thank you for those of you who are willing to get going. I see lots of kind of gap assessments, recommendations, research and surveys, hiring a student to do a needs assessment. Who is the one that's very detailed here? Helping an implementation framework to integrate all of these various different strategies and pieces. So it is very exciting to hear about all of the things that you're planning on doing with these grants. If you haven't heard of them yet, I will be doing just a really brief overview of what they are and how to access more information about that. But this is really great. Thanks everyone for filling out these introductory polls. It's good to hear where everyone is. I'm just going to quickly hide these. If you're still typing something in the poll, if you received a grant, it's going to be there for a few more seconds and if it disappears before you finish sharing, you can just share that in the chat because we'd love to hear what you're doing with those grants. And I see here someone's hiring a mental health strategist. So we see some hiring of personnel. We also see some working with current things that are on campuses to do a needs assessment. That's really great to hear it.

Helen 07:59

All right. So I am going to be starting with some background about the Standard. Really the movement to develop this Standard about student mental wellbeing came out of the need to have something similar based on the success of The National Standard Of Canada For Psychological Health And Safety In The Workplace. So building upon that, there were two years of development with a technical committee of folks from across Canada, which included literature review by Heather Stewart and colleagues at Queen's University and stages of engagement with stakeholders across the country. Building upon this the Standard was released in October 2020. And it was developed in collaboration with the Mental Health Commission of Canada and CSA group. So what is the status? They're just a

really brief overview of its kind of purpose. It is a voluntary and flexible Standard so institutions can choose where to begin. How they want to engage with the Standard and how to prioritize is what they want to do with it. It's not a creation process. Not like a certification and the benefit of this is that institutions can really have a lot of autonomy with how they want to engage with the Standard. This is meant to be a supportive tool with evidence based best practices to refer to when developing or improving existing policies, programs and services.

So to access your copy of this Standard, you can click on that link that's On the slide there, but I'll also post the link to this landing page on the MHCC website. To access your copy of the Standard, you do you need to go through a few steps so you can make an account at The CSA Group website to download a PDF document. Just a note the PDF does come with additional security features, so I found that it works best to save that document to PDF to my desktop, rather than on cloud storage or just to log back into that CSA group site and access it from there. The other thing I want to mention is the Bell Let's Talk Post-Secondary Fund Kickoff Grants, which were released in April, over more than \$3 million was awarded to 123 post-secondary institutions to help them implement the national Standard. And we were really excited when we saw the press release come out that there were many Alberta institutions on that list. And I think from our poll question we had about 11 campuses somewhere around there of people who are in the room right now who received those grants and some who are planning on applying to the next stage. So there is going to be a second phase of funding later in 2021 that will support new initiatives aligned with the Standard. I'm just going to put a link in the chat to the press release about these grants if you'd like to learn more and access more information

Helen 11:06

Another piece of background is the webinar that Healthy Campus Alberta hosted in February 2021. This was an introduction to the Standard and it did really provide an overview, featuring some folks from the Mental Health Commission of Canada who joined us as well as Healthy Campus Alberta community members, Daniel Major and Andrew Szeto. We talked about the development and uptake of the Standard with them. We do have a recording available. I know that some of you have accessed it already. If you will like to go and take a look at that and really go into this deep dive about the development of context with a Standard I would recommend that you check it out. As I mentioned before, this webinar is meant to build upon our previous learning opportunity, but it also was standalone. So if you haven't had a chance to check it out yet, it's completely okay. You're still going to be able to get the most out of this webinar. There are a few different products associated with the Standard. So first is the Standard itself, which you see on the far left hand side of the screen. Then

there is the Starter Kit, which was developed to acknowledge the COVID-19 related pressures on post-secondary institutions. It was developed over the latter half of 2020 during the pandemic to support institutions and to begin their work with the Standard. So this was released along with the Standard in October. With both of these resources is the Sample Internal Audit Tool, which is a practical tool meant to help institutions get started with the Standard. And this is really what we're going to be focusing on today. So once again, if you do want to access the Starter Kit, you can just go to that landing page that it's the first link that I've put in the chat there. And you can download both of those and take a look more at The Internal Audit Tool which I believe is on page 31 of the main Standard document. So now I have another poll question for you. Just before I start diving into some of this background about The Audit Tool. I'm curious about where you are at with the Audit Tool. Have you heard of it before? Have you used it at all, but you're not aware of it at all, just curious about where our knowledge is at today. And if you did use the Audit Tool I'm curious if you'd be willing to just type a sentence in the chat. What did you use it for? How did you use it?

Helen 13:54

Alright so we have several people who have accessed the Audit Tool but haven't used it yet. And then we have some who have actually used it. So we have someone saying here that they've developed a mental health task force to go through the audit together and still currently looking through it. And then we also do have some people who aren't aware of the audit tool and that's completely okay because we will be going over it together today, really explaining some background about it and also explaining a bit about how you can use it, for how to use it knowing that might already have some ideas about or have already used it in your campus context. I also see that someone is using it as a planning tool. So yes, there are lots of different ways that this Audit Tool can be used. I'm just going to hide our poll here so we can move on. So let's talk a little bit about an overview of the Standard. So to understand the Audit Tool, this is where we're going into a little bit more background here, we first have to understand the structure of the Standard. If you haven't looked at the document yourself or haven't seen it in a while, I will give a brief overview. So essentially, the Standard is made of a series of numbered sections, which are called clauses. So sections zero through four are really introductory and goes over some background and history of what the Standard explains, its scope, gives a few references and definitions and also provides some guiding principles and models. I would say that sections five through six are kind of the meat of the Standard. This is where you're probably going to find the most direct guidance to support the implementation of the Standard or do some of this overviewing and planning. I want to explain some of the guiding rules and support and models that you probably should be familiar with if you've been working with post-secondary student mental health for a while. I think it is really

important to go over some of these guiding principles to really understand the basis and the foundation of the Standard. So these if you're looking for them in the document are under Section Number four. So first we have the dual continuum of mental health, which you can find on page 18. And this build upon builds upon the work of Cory Keyes and also you can probably recognize a lot of these dual continuum models from other frameworks you might have encountered. For example, the Alberta Post-Secondary Mental Health And Addictions Framework includes a diagram that's really similar to this. If you would like to see it described more in depth in the Standard itself then you can check out the page that I've referenced here, and I do have kind of recreated some of these models myself, but there are diagrams actually in the Standard that explain this more in depth. So briefly the dual continuum of mental health kind of places, mental health and mental illness on separate but related continuums So you can see on the one axis here, we have optimal mental health and then poor mental health, which can fluctuate between states that we can refer to as flourishing to those that are languishing and then on the other axis we have the presence and absence of mental illness symptoms. So the idea with this is that individuals can fluctuate through the state through of their life. And even in the presence of mental illness symptoms, flourishing is always possible. The next guiding principle over here is the socio-ecological model. And once again I've kind of created my own version of This model but there is a more in-depth model and explanation in the Standard on page 19. So here you can see kind of have these nested layers that we need to consider when approaching and addressing student mental health on our campus. So we have the individual, interpersonal, institutional, societal, and community level. So we need to address all of these layers. But we also need to understand that they are nested in each other and to address one layer includes addressing all of the other layers. So this socio-ecological model is one thing that we really need to focus on.

Helen 18:42

Now we're moving into Section Five. So we're starting to get into some of this more specific guidance and I really like this model about a planned approach to developing an institutional mental health and wellbeing framework. Once again, this is on page 21 of the Standard and the full diagram it is more complicated than this but I really have simplified it and boiled it down so that we can understand what this model looks like. So at the very top, you can see that we have the vision here. Maybe I'll just turn on the highlighter function so you can see what I'm doing. Right so at the top here, we have the vision and as you can see on the right hand, I put this kind of explanation over here. So our vision ultimately is a post-secondary environment that promotes positive mental health and wellbeing, which enables student success. And then following from that vision, we have these kind of other layers. So you can maybe see some language here that has been pulled from the socio-psychological framework that we

really had the institutional level activities at the top. From that flows our socio-ecological based framework and there are a number of activities associated with that as well. Then, from there flows cycles of social factors. We also have essentially have integration and evaluation. So integration kind of has this positive feedback loop was our socio-ecological based framework. And we're always focused on I'm really into reading all of those different levels. And then evaluation connects back in a positive way feedback loop with these institutional level activities, ensuring that our evaluation or planning and whatnot on recording as well is really connected back to the institution. Then you can also see on the right hand side here, that I have these clauses that are slightly different layers. So if you're looking at the diagram that's in the Standard really, the 5.2 and 5.4 clauses are identified there. But I also looked for some aspect that might relate back to the psychosocial and integration and evaluation. So if you're kind of one looking for a way to look at all of these many states since they're included in all these different clauses and how they relate back to this larger framework, then you might find this diagram helpful to understand how you might want to kind of relate those statements back to a larger framework. So I really like this planned approach because as I said, it connects everything back to a larger vision. So I hope that this model kind of makes sense to you. If you are looking for a more in-depth explanation I would recommend going over into the Standard and looking at it there.

So let's dive into what some of these causes that I've been talking to look like. This as I said, is the meat of the Standard, it is where a lot of this guidance, the specific guidance for your institutions might exist. So let me read out these two clauses for you. The first one is about accessibility. It says here, "a post-secondary institution shall establish a supportive, safe and inclusive environment that contributes to an institutional culture that is conducive to students mental health and wellbeing." And then we have another clause here about mental health support services, it says that "mental health support services should be timely coordinated and accessible. These mental health supports may include institutional services, external providers, and community-based services." So you can see that I've bolded a few key words here and You can understand these clauses and how should be used by identifying these key words of "shall" "should" and "may".

Helen 22:53

And so essentially recommend requirements, sorry, are expressed as "shall" throughout the Standard, these are mandatory aspects that are required in order to implement The Standard. Then the next level is recommendations expressed with "should" that suggest aspects that are deemed valuable for full implementation of the Standard, they're just not at the same level as requirements. And then next we have options or best practices expressed with "may" and these include things that are nice to have.

They're best practices that are parts of the socio-ecological framework for mental health and wellbeing. So you can see from looking at these clauses here that accessibility is really a requirement. We need to have a supportive, safe, and inclusive environment. And then we also have a mental health support services. So you can see that this is a recommendation that may be timely coordinated and accessible and then we have some suggestions so they may include some of these institutional services, external providers, and community-based services. And I'm also realizing that this clause up here is actually not about accessibility, sorry I misspoke there. It's actually about supportive environments. So I hope that these different layers you'll see that language repeated throughout the Standard and help you understand which kind of thing you might want to prioritize more as you're focusing on implementation and which things you might want to see as recommendations or best practice options. So this brings us now to the Sample Internal Audit Tool. Now that we've gone over this background, we really have the things that we need to understand how to use the Sample Internal Audit Tool. The purpose of this tool is to be able to conduct internal audit and assess alignment with the Standard. As some of you, identified with what you're doing with your grants, they may also be used as a gap analysis tool. We also have some people in the chat who identified that they are using it as a part of a task force, they're using it as a planning tool. So it really is meant to be multipurpose. So you can see in the Audit Tool when you look through it, we do have these three different all levels, remember we had our requirements, our recommendations, and our best practice options, so you'll see those expressed as A, B and C respectively. So, let's take a look at the Audit Tool. I have a quick screenshot here you can find on page 46 if you are looking for it. I'm just once again going to use the highlighter tool to show you how this is kind of structured. So, in the first column, we really have the item. So you'll see all these different clauses. It really draws upon clause five through six and then we might have like a heading of this like really broad category of literacy education and stigma reduction. And then we have different causes specific causes related in the following cells. So you can see here that this clause is about the post-secondary institution shall identify and deliver initiatives that promote an optimal mental health environment these lines are Level A and you can know that because it says here the institution shall do this. And then we have level here in the next row about some recommended initiatives and you can see that these are recommended so they are level B. The idea of how to use this is that you might want to use it as kind of a yes, no checklist. So for example, maybe you do have some of these initiatives you can check it off there. But maybe you've identified you don't have initiatives that align with the social determinants of health. So you can just check no there. So the audit tool is quite long. This table goes on for several pages. So it really is quite comprehensive. And once you've looked at the entire document together, or maybe just if you're focusing on a single section, you can then type in some findings and comments. So this tool can take quite a while to go through that, like I see the one

comment in the chat, they're still working through this. It is meant to be flexible, and it is meant to be supportive.

Helen 27:39

And it really just supports the kind of voluntary implementation of the Standard. So, the idea is that there can be at many different ways of using this many different activities associated with it. And what I want to do today is to go over an activity and a way that you might use it. So this activity is going to be in three parts, we're going to kind of layer our activity here. So the first part is going to, we're going to really zoom in on this one clause here. You might recognize it from the screenshot in the last in the last section. So this clause here is: "The post-secondary institution shall identify and deliver initiatives that promote an optimal mental health environment." When you see initiatives here, maybe just to get your brain going we can think about programming or services, communication, you might put it out workshops, or events that you might offer. That's really what we mean by initiatives. So as we know notice the very first section here is just checking a yes or no. Does your institution align with this? So I am going to drag over a poll question here so we can kind of simulate this, I also added in an not sure option. If you'd like to check here think about your specific institution. Does it identify and deliver initiatives that promote an optimal mental health environment? So I'll just allow you a few moments to fill out the poll before I broadcast the results.

Helen 29:35

Alright, so I'm going broadcast the results. We do have a majority yes here, if you'd like to, I'll just still keep this open for a few more minutes, and we do have one not sure. But overall we can see that we essentially have identified that our institutions are aligning with this. So that really is the first step, a simple yes or no. Then we might also want to go a little bit deeper as well. I just want to quickly hide this poll. We might want to think of about some specific initiatives that are offered on your campus. So we're going to go into the second part of this activity, which is an information gathering stage. So I'm going to pull over this

Helen 30:27

whiteboard here.

Helen 30:29

And I want you to think of some specific initiatives that your institution offers. You can write them on the whiteboard. So for example, if I thought of peer support group that was on my campus, I would just

want to click the T on the left hand side and then type "peer support group" and then I can just click outside of the text and Put it there. I see someone figured out how to put theirs on there. You can just type it and leave it there and I will organize it together. I'm just gonna allow a few moments for this To fill in on the board.

Helen 31:32

We have so many that are coming in here and don't worry If yours is overlapping with someone else. I'm just doing my clicking around. I'm here to make sure that we have some in a nice little list. And then you can also think about some activities that you're aware of, but maybe not directly involved in. So for example, if you're someone who's coordinating that peer support group, maybe you're also aware that your institution does offer counseling for example, even though you might not be directly involved. So you can feel welcome to just think about anything that might exist on your campus that is an initiative to promote mental health. I love how much everyone is including here. This is awesome.

Helen 33:11

Hey thanks everyone so much for including all of these on our whiteboard I know let's see, I think we have 27 participants the room right now so I think that definitely everyone has contributed at least one, two ideas on the whiteboard here, so this is so amazing. Thank you very much for typing these all down and offering some of your expertise. So what we've really engaged in here is an information gathering process. So we looked at everyone who is in the room and we said, okay, what are you doing? What are you aware of? So we do have this huge list of different things that are available on different campuses. So this is going to bring us to another stage in our... I'm just gonna move this over here. So when we look at the Standard, we do have this overarching clause. Then underneath this clause we do have a series of recommended initiatives. So If you're looking for this in the Standard it is on page 46 to 47. You can see that we have this huge list of recommended activities so it's social determinants of health, mental health literacy, harm reduction, implementing anti-stigma programming, raising mental health awareness, having consistent messaging, activities that are culturally inclusive, help-seeking behaviors, community resources, referral pathways, and responding to early warning signs. So, you can see that this is a quite an exhaustive list and this is really another place where you can assess alignment. Now that we've thought about some initiatives that actually do exist on our campuses, we can see whether these initiatives align with what the Standard has recommended. So, I'm going to just set up our whiteboard here.

Helen 35:27

And go over to this next slide. For the purposes of time here we're not going to assess alignment with every single I'm with every single aspect but that we are going to do is just look at the first four here, so training on the social determinants of health, training on mental health literacy, training on harm reduction, and anti-stigma programming and campaigns. So I'm just going to click on our whiteboard over here. Actually, if I could just get a participant if you're here I would like you to just type in the chat. Can you still see those four items on the slides as well as the whiteboard? Just type yes or no. Awesome once again, thanks everyone.

So, what I want us to do is we're going to do a quick little, you can call it a dotmocracy activity or something with that, but what we're going to do is look at these various initiatives and we are going to think about... Okay, thanks, thanks, Megan, I'll make that a little bit smaller. What we're going to do is think about these initiatives, how these initiatives might align with these items that we've brainstormed on the whiteboard. So if you think an initiative might align with one of these, I'd like you to put a dot or a checkmark next to it in the corresponding color. So I'll explain to you how to do this. So for example, I see one right at the top that is about mental health literacy. So I'll click on the pen icon on the left and then I can change the color by just clicking on the color box and clicking on the color and then I can say okay, Inquiring Mind is definitely about mental health literacy. So I can just put like a check there, or for example, like I see another Inquiring Mind here. So we can just put like a dot there. And I see someone else has already figured out how to do this. So, if you're still having questions or it's unclear about how to do this, just write something in the chat and I can show you how to do it again. But go for it. Start identifying how some of these initiatives might align with these four areas. I'm just going to turn off my mic for a while and just let you kind of silently read through these things here and do some alignment assessing.

Helen 38:06

I also see that someone found how to do like an actual check mark. So there is also an option if you want to click on like the shapes, there is a check mark shape if you'd like to do that as well but the pen is also just an easy way to do that.

Helen 38:45

I see so many checkmarks and dots that are coming in. And since we've kind of color coded these, we can take a look back and start assessing, you know, maybe there's any gaps in here. The other thing to note as well is, since we're not using this kind of exhaustive list that goes all the way from A through K, on the Standard, there might be some initiatives that you mentioned here that don't align with one of

these four areas but might align with another one that's further down on the list. I think if we included all of them, we'd run out of colors. And we'd also run out of time and space as well. So I think it's okay if you there's some here that maybe don't have a checkmark or a dot on them. And also, we see some that have aligned with multiple. So for example, our online resources here are both social determinants, mental health literacy, and anti-stigma as well. So I think we kind of have here is like a very brief overview, maybe take a look back and squint a little bit, you can start seeing maybe where some gaps might exist. So I noticed we did, for example, have a few things about harm reduction, and I see someone filling in more harm reduction things as I'm speaking, but maybe we can see that all of the things here, the least we have are around harm reduction. That being said, maybe harm reduction is something that's quite specific. So it's okay, if we only have a few initiatives that are around that. But it's important that we are kind of checking that box. And maybe if we see that we have a really like broad overview, we have a lot of everything, we might want to take kind of a more of a micro lens and look at a specific initiatives that we have. So for example, in our peer health education, we have here I'll just put in a highlight color. So you can see that I'm looking at this peer health education over here. And actually someone we've all identified that it aligns with all four of these. So maybe if you're doing a peer health education initiative, you can say, okay, well, maybe it could, we could expand it so that it does, for example, include training on harm reduction, if it doesn't already does that, if that kind of makes sense.

Helen 41:09

So I absolutely love this whiteboard and I think that we had some really great responses from everyone about initiatives that exist on your campus. And then this alignment activity I'm glad that you all figured out how to use the pen and fill it out. So I want to thank you for contributing to this activity. And, you know, if I imagine that if we were all like one team or one campus all together here, then that's kind of like one way that we could be looking at what exists on our campus and how we might align with the Standard. So I'm going to drag this whiteboard over to the presenter area so that it's hidden for you.

Helen 41:53

Here we go. And then I'm just going to drag our slides down again. So we can kind of get into a little bit of debrief. So if you remember, we had two parts of this activity before. So first was just a really brief, kind of yes, no. And then in our second part, we brainstormed some initiatives. And then we assessed whether they aligned with what's in the Standard. And then our part three of the activity is the kind of gap analysis part, you might be able to think once you've completed the kind of brainstorming and assessment, there might be some gaps that you've identified, there might be some pieces that are

missing, and some things you might want to include. Then you might also want to think to yourself, we have a lot of expertise in the room here. But maybe there are some other places where we can look for this information. So for example, this section on mental health literacy might be really easy to complete within a team of wellness staff, for example, because we're really talking about mental health specific initiatives. But for example, there's a clause on accessibility. In this one, you might be helpful to engage another group of stakeholders, your accessibility services staff, if you have them. You might have also already gathered data and lists of what you're doing on your campus to support student mental health. So in this way, you can think of some things that might be off the top of your head. But you also might have already done some of this information gathering. You can think about maybe grant reports or proposals that you might just have written, or perhaps institutional reporting. So you might already have a list like what we made on the whiteboard. Maybe these things are even like listed on your websites or your internal reporting as well. You might also want to think about who you can engage, who might have a different perspective on this. So this is where we get into, you know, maybe we want to engage people who are outside of the wellness services, engaging with faculty, particularly engaging with students and their lived experience of these various different aspects that are addressed within the Standard.

So the activity that we just completed, can be scaled to complete on your campus. And some of you I know, you're already in the midst of engaging with your, with your campus, with groups of them or a task force, or maybe you've hired some staff to specifically work on this, so just acknowledging that maybe you have your own way of doing this. And that is completely fine. And this kind of way that we've done this activity, you can do this specific activity, and mirror it and do something similar. But you can also think about maybe the structure of the activity that we did today, I've kind of been guiding you through the different stages. And it's really this iterative process of gathering information, assessing alignment, and then engaging stakeholders. So for example, we started off with, first of all, we started off with assessing alignment. So I asked you yes or no, do you have initiatives that relate to the optimal mental health environment? And then we actually moved over into gathering information, I asked you what specific initiatives exist. And then we moved back into assessing alignment, where we did our dotmocracy activity. And throughout the whole process, we were engaging you, you were kind of standing in for the stakeholders. So you can see it's this kind of iterative process of gathering, assessing, and engaging. So in that way, this activity could be scaled to be on your campus in whatever way kind of makes most sense for where you're at with your engagement and how you want to take up the Standard and the Audit Tool. So I've listed a few ideas here for scaling these activities. So how are we wanting to maybe if you're looking at engaging with stakeholders, or even just engaging your team, maybe some students as well. I really think the key here is intentionality. So who are you

going to ask, and who is appropriate to ask about what? So as I mentioned, maybe mental health literacy, and education, you can start just directly within your team. But maybe when we get into some kind of bigger picture things, talking about the institution, or things that might be outside of your direct team and department, you might want to engage with some other folks on your campus.

Helen 46:27

And then in terms of different ways that you might want to offer these types of activities. So really I've designed this right now is like a learning activity. And you can definitely do it in more informal ways as well. You might want to think about synchronous or asynchronous options, what kind of makes the most sense. And these can all easily be done online. So I know that there's lots of whiteboard options on various online meeting platforms that can be easily used. You can also do, you know, like tables and things like that, that you can then get compiled together. So, surveys and polls can also be a way to do this as well. So asynchronous surveys might look like, you know, surveying a group of students, students on your campus, or polls might be synchronous in a meeting or in a discussion. And I think spaces for open discussion as well are particularly important. Maybe if we were all part of the same team right now we would be able to have that kind of open discussion really, today we focused on synchronous online activity with whiteboards and polls, so you can kind of mix and match these different activities and ways of doing things to engage with this Audit Tool. So I hope you can kind of see from this that the audit tool is meant to be this kind of flexible and practical way of thinking about how the Standard could apply to your campus context, and I did want to share as well when we were kind of running this by the team at the Mental Health Commission of Canada is that there are going to be resources that are kind of coming out throughout this. So it's really great that we have lots of support that is going to be released to help implement the Standard. So the next tool that you might want to keep your eye out for is the Progress Tracker Tool, which the MHCC is currently developing to be a more comprehensive tool that builds on the checklist that is offered within The Audit Tool. It really helps guide institutions through the journey of the Standard. So, this has been researched, developed and reviewed with the help of a reference group of a dozen post-secondary institutions and it is expected to be available later this year. So you can keep engaging with the Audit Tool in the way that you have been an also keep your eye on this new tool the Progress Tracker Tool as well, that will be released later this year. Alright, so we are kind of getting to the close here. So I have some questions for you. This is also your chance if you would like to ask questions of us. You're welcome to do that if there's still questions you have remaining or a challenge or something that you'd like to share. So, first thing I'd like to know from you is how can HCA support your work with the Standard? We asked this question in our last webinar, and we're just curious to know if there are other ways that you could be supported in

your journey with the Standard, especially now that some of you might have started working with it. The other thing we're wondering as well, is when it might be most helpful to connect with HCA next. We do know that there we will hold more learning opportunities about this. Usually summer is a little bit quieter and we know that lots of folks are on vacation and whatnot but if this work is going to be happening during the summer, during say you're planning phases we'd like to know if it would be helpful to have a learning opportunity during the summer and if there's enough interest, we can definitely offer that. So the other thing that I'd like to note is that you can also check multiple options on this one, would it be helpful so if you'd like to meet with us multiple times, that's great. The other thing I'd like to know as well is if you'd be interested to join a contact list of staff working on the Standard. So if you check yes here it is an anonymous poll and I'm not going to broadcast the results either.

Helen 50:34

If you've checked yes to this we can see who responded and we'll compile the list and can connect with you at a later date. Just curious as to who is specifically working with this and who would like to connect with others. We're just going to quickly broadcast our results there.

Melodie 51:30

Thanks, Helen. And I just want to say thanks to Helen as well for the time that she's put into reviewing the Standard and getting familiar with it and putting together this workshop today. Thank you everyone for your participation and your feedback on ways that we can continue to support this process. As we wrap up we want to hear from you. Just a reminder to complete the feedback survey for today's webinar, the link is in the chat. This is our last webinar for this year, but based on feedback today, we'll look at putting in a Standard workshop in the summer, but it's our last official webinar for this year. And we're excited about things that we're talking about and working on for September. So watch for more news on that in the fall.

June is our annual Wellness Summit and we're really excited this year about how this theme of "Telling Our Stories Processes Of Reflection And Growth" is coming together and the guests and speakers that we have lined up, activities that we have lined up for that week. Registration is open until June 7, so I encourage you to visit that link and register if you have not already. And then lastly we want to hear from you about the impact of HCA and things that would like to see in the future. We recognize that the Healthy Campus Alberta Community of Practice is made up of stakeholders that include students, staff, faculty, and community members from across the province and it's important that we have your voice represented in what HCA looks like, the things and topics that we're discussing and other things, we

would love to have your feedback. That survey that will be open until June 25. It takes about five to 10 minutes to complete and we appreciate it. could take a couple of minutes to do that as well. All right that's all for me. So thank you so much for joining us today.