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CAMPUSES**



Advancing Collective Action on Campus Mental Health and Substance Use

Cultivating a Campus Culture of Well-being with Intention: Aligning Policies, Practices and Core Mission

 healthycampuses.ca/summit/2016

 #hmhc2016



Summit 2016 Snapshot Report

Contents

Highlights	2
Executive Summary	4
Pre-Summit Workshops	6
CCSU Dinner and Dialogue	7
Change Dialogues	7
Keynote Presentations	9
Live Mapping to Support Action	10
Cultivating a Campus Culture of Well-being: Key Learnings	11
Deep Dive Working Sessions	13
Pop-up Market for Innovations	17
Mobilizing the Okanagan Charter	17
Open Space	17
Stay Connected	18



**Canadian Mental
Health Association**
British Columbia
Mental health for all



**University
of Victoria**

**Centre for Addictions
Research of BC**

The Healthy Minds | Healthy Campuses Summit was a synergistic multi-day event in March 2016 bringing together post-secondary community members from across British Columbia (BC) and beyond to explore the question:

“How can the policies, practices and core mission of post-secondary institutions intentionally create a culture of well-being on campus?”

Highlights

184
participants

25
BC public
post-secondary
institutions

10
other post-secondary
institutions from
across Canada

7
community and
government
organizations

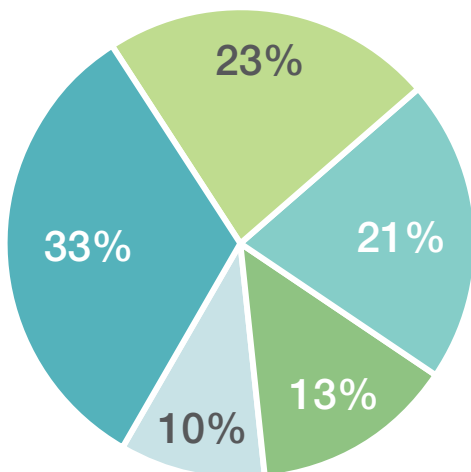
2.5
days

Summit Participants

Was this your first Summit?

yes  70%

no  30%



33% Student Services and
Human Resource Practitioners

23% Students, Recent Alumni,
and Student Associations

21% Student Service and Human
Resource Administrators

13% Community and
Government Organizations

10% Instructors and
Academic Administrators



99% of Summit
participants would or
already have recommended
attending the Summit
to a colleague or
other contact



91% of Summit
participants plan on
following up with
someone they met
at the Summit



What Summit Participants Said



"Amazing isn't enough to describe my experience at the Summit. I was so impressed to see the strong collaborative efforts of students, instructors, staff, and community members in an environment that was so united to promote mental health awareness and change."



"I returned to my campus and proposed that we make a huge change in the way our society has run to better align ourselves with the great examples of other societies at this event. Something that never would have happened without our experience at Healthy Minds | Healthy Campuses. We anticipate that our support services will take greater steps to ensure that we are better supporting our students."



"I had the opportunity to hear from people who struggle with mental health issues. I feel very honoured to hear what they shared and was incredibly moved by their courage and vulnerability."

Percentage of participants who strongly agreed or agreed with the following statements:

96%

"I learned something that is useful in my work at Summit 2016."

82%

"My participation at Summit 2016 has enhanced my confidence in applying a systemic approach to campus mental health and substance use."

96%

"My participation at the Summit has enhanced my sense of connectedness with other campus community members responding to the issues of campus mental health and substance use."

91%

"As a result of attending Summit 2016, I am likely to change my practice, decisions or involvement in some way."

Executive Summary

The 7th Annual Healthy Minds | Healthy Campuses (HM|HC) Summit took place on March 11–12 at the Morris J. Wosk Centre for Dialogue in downtown Vancouver with Pre-Summit workshops on the afternoon of March 10. The event was attended by 184 students, faculty, administrators, counsellors, government partners and community members to discuss possible methodologies for cultivating a campus culture of well-being. We were thrilled this year to have all 25 public BC post-secondary institutions, ten other post-secondary institutions and seven government and community organizations represented amongst the attendees.

One key objective for bringing together the community of practice was to examine how current policies and practices could better align with our overall goal of promoting student mental health and reducing risky substance use. The plenary dialogue, deep dive working sessions, social learning activities and evening sessions all sought to deepen our consideration of multiple perspectives, create connections between participants and inspire meaningful change at an institutional level.

The event began with two concurrent, Pre-Summit workshops. The first workshop affirmed the importance of implementing the National Standard for Psychological Health and Safety on Campuses and the second explored ways campuses can evaluate whole system approaches related to campus wellness. In the evening, members of the Changing the Culture of Substance Use Project (CCSU) were invited to participate in a Dinner and Dialogue to further explore what it means to change culture.

The following day, the Summit was officially inaugurated by the Canadian Mental Health Association BC Division (CMHA BC) conference organizers Jonny Morris, Senior Director of Research, Policy and Planning, Shaylyn Matiichine, Provincial Coordinator of HM|HC, and Sarah Joosse, Knowledge Exchange and Social Learning Coordinator of HM|HC, who described the arc of the two-day event and welcomed participants who had traveled both near and far to connect, discover, inspire and co-create with other members of the community of practice. Barb Keith, Board Chair at CMHA BC, and Bev Gutray, CEO of CMHA BC, also took the opportunity



"I feel inspired to further the dialogue about mental health on my campus and to educate myself further to become a more well-informed advocate." — Summit Participant



to welcome participants and reflect on the history of the initiative over the last decade. Bev acknowledged the local, provincial and national influence of HM|HC, including its contributions to the Systemic Guide to Post-Secondary Student Mental Health and the Okanagan Charter, as well as its role in supporting Ontario, Alberta, Manitoba, and Atlantic Canada in establishing communities of practice of their own.

The attendees also had the opportunity to hear the recommendations of Honourable Andrew Wilkinson, the Minister of Advanced Education, who delivered a call to action, reiterating the need for effective mental health policies that contribute to supportive campus environments.

The two-day gathering included dialogic sessions focused on translating policy into practice in the promotion of well-being, keynote presentations on the philosophical underpinnings of wellness within higher education and the importance of creating policy that enables well-being, teachable moments on indigenizing campus culture and curriculum, and in-depth workshops focused on examining burning topics or questions that campus members were grappling with.

Participants were also invited to move through an innovative marketplace where promising practices from campuses were shared, as well as discuss important topics within their peer groups during Open Space.

The Summit had a very intentional focus on participant well-being, incorporating mindful moments, morning yoga, and a move and play energizer that had participants dancing throughout the plenary hall. During the evening reception, long-time community members Heather Hyde and Daniel Frankel were recognized for their significant contributions to the community of practice.

Jonny, a long-standing nurturer and steward of the HM|HC community of practice, described the Summit as a true distillation of the integrative and facilitative cross-institutional collaboration that makes our partnerships unique. At the Summit, elements of curiosity, optimism and reverence suffuse the atmosphere and effectively unite diverse persons with a shared vision. In this space hope can thrive and flourish, and collective action can be realized. In the eleven years the HM|HC community has been in existence, inspirational change has been proven to begin with meaningful connection.



“The food was amazing compared to any conference I have attended. I really enjoyed the format of the Summit, the chance to group together and share ideas, then break apart into smaller groups and really focus on issues that were most important to us. I really enjoyed each speaker as they presented and the Play Energizer was the perfect moment to get up and dance.” —Summit Participant



Pre-Summit Workshops

Implementing the National Standard for Psychological Health and Safety in the Workplace: Applying a Whole Campus Approach for All

Julia Kaisla, Director of Community Engagement at CMHA BC, and Sarika Gundu, Director of the Workplace Mental Health Program at CMHA National, ran a session on how campuses can build safe psychological environments for all. Using the Guide to the National Standard for Psychological Health and Safety in the Workplace, Julia and Sarika led the audience through the procedure for implementing a psychological health and safety plan. The goal of the session was to provide strategies for the prevention of psychological harms within the workplace and the promotion of psychological health utilizing workplace support.

Evaluation of Settings and Whole Systems Approaches—How do you know that your campus initiatives are making a difference?

Ben Pollard, Director of Strategic Initiatives and Vice-President of Students' Office at the University of British Columbia (UBC), presented on the procedure for evaluating policy and culture initiatives. The presentation explored three essential questions:

1. What are we trying to achieve?
2. How would we know if we are achieving it?
3. How do we know if what we are doing is achieving it?

The recommended approach involved understanding policy frameworks, assessing key components of policy in relation to desired outcomes, evaluating approaches for implementing changes in policy, and determining net impacts of policy initiatives.

What is the National Standard?



Changing the Culture of Substance Use Pre-Summit Dinner and Dialogue

The CCSU team hosted an intimate dinner with representatives from nine post-secondary institutions, as well as a representative from the BC Ministry of Health on the evening before the Summit. The participants were invited to connect with one another and engage in open dialogue guided by the following questions:

1. What do we really mean by changing a culture of substance use on campus?
2. What are the greatest challenges to taking a cultural approach to substance use on campus?
3. Who do we think would be pivotal on campus for helping to change a culture of substance use?
4. What do we think could be the most promising ways for changing a culture on campus?
5. What do we feel is still lacking in our efforts on campus around substance use?



“The setting and meal was superb! The discussion process and the information shared was informative and motivating.” — Dinner and Dialogue Participant

Change Dialogues

Promoting the Mental Health of BC’s Post-Secondary Students: An Interactive Look at Policy and Practice Shift

Jonny set the tone for the event by commending the work of the Summit participants and highlighting the institutional shift in student mental health over the last 11 years from threat assessment to comprehensive support structures centered on campus well-being. He encouraged participants to share ideas, make new connections and leverage collective impact to develop strategies for the promotion of mental health and healthy substance use on campus.

What would it take to realize a “strategy for change” in achieving education’s greater purposes in supporting campus well-being?

Jonny moderated a multi-stakeholder discussion panel to extend and expand upon a “strategy for change” in achieving education’s greater purpose of supporting campus well-being. The panelists were Claire Avison, Assistant Deputy Minister at the Ministry of Advanced Education, David Porter, Associate Vice President of Education Support and Innovation at British Columbia Institute of Technology (BCIT), Jane Fee, Vice Provost of the Faculty of Educational Support and Development at Kwantlen Polytechnic University (KPU), and Jenelle Davies, Secretary-Treasurer of the Canadian Federation of Students, who each shared his or her perspective on promoting meaningful change through mental health initiatives on campuses.

From this discussion, there were several key strategies that were proposed to make meaningful change on campuses including:

- Rethinking and reimagining student learning in the classroom
- Promoting determination and resilience
- Adopting an ecological, holistic view of higher education
- Localizing strategies within a given context
- Focusing on doing better, not more

Strengthening our Learning Community and Maximizing Collective Impact

Jonny co-hosted this “experience near” session with Sara Pedersen, Program Director of The Rossy Family Foundation, to reflect on the community’s achievement over the past 11 years. Chris Balmer, Counsellor at Camosun College, Chris Rogerson, Director of Student Success at BCIT, Tara Black, Associate Director of Health Promotion at Simon Fraser University (SFU), and Jesse McDonald, a student at Selkirk College and Board Member at CMHA BC, each contributed his or her reflections to accentuate the inclusive, inspirational, nurturing and cooperative work taking place within and across the different institutions. This panel discussion highlighted that the collaborative effort undertaken by our diverse stakeholders transcends institutional barriers, originates creative solutions to complex problems, fosters passion, and promotes optimism in the pursuit of collective well-being.

After the panel's remarks, Sara reflected on what makes the HM|HC community distinct. She identified the tenacity with which the members work to craft creative solutions to complex problems as their defining feature. They all share a commitment to improving well-being for students regardless of institutional boundaries, while the community as a collective encourages boldness and the sharing of ideas. Each member's passion is evident in the good work he or she accomplishes with limited funds, and the community recognizes the importance of, and nurtures the development of leadership at all levels. This is evidenced by the strong student voice in the community.

Sara then asked Jonny to reflect on his role as a nurturer and steward of the HM|HC community of practice. He identified a nurturer as someone who poses questions that invite people to reflect, creates spaces where hope can thrive, and optimistically believes that anything is possible through collective wisdom. A nurturer understands that hierarchy tends to create silos, and that safe spaces for community members must be created. A nurturer de-centers him or herself as the community leader and allows good work to develop organically, whilst playing a facilitative role that keeps the community moving forward.



“

“I feel more supported to reach my goals of integrating mental health and well-being in all areas of life.” — Summit Participant

“

“I felt connected, engaged and have learned in a deep way.” — Summit Participant



Keynote Presentations

Well-being and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes

In his eloquent address, Donald W. Harward, President Emeritus of Bates College, and Director of *Bringing Theory to Practice*, affirmed the importance of student well-being for learning, meaningful engagement and discovery of purpose. He advocated for an integrative paradigm to replace and reconstitute the disintegrative focus on credential acquisition dominating post-secondary institutions, concluding that student health and personal development should be at the heart of higher education.

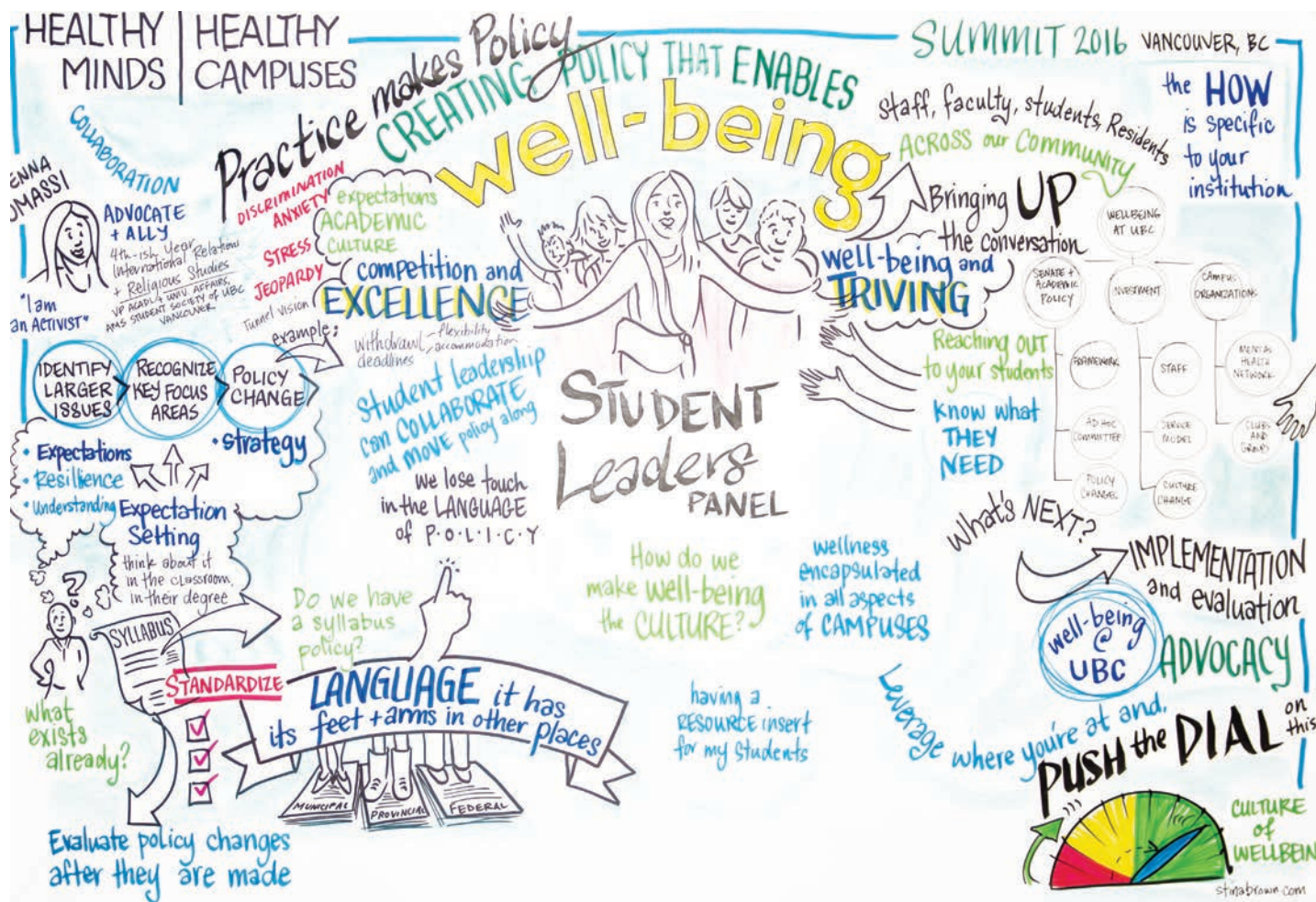
Practice Makes Policy: Creating Policy that Enables Well-being

Jenna Omassi, Vice President of Academic and University Affairs in the AMS Student Society of UBC, addressed the barriers hindering the effective translation of policy into practice. She identified the diffuse and dynamic nature of policy making as a challenge for both interpretation and implementation on the level of engagement. Institutional policies, she adjured, can only succeed if administrators connect with students, understand their struggles, reflect on the larger issues and place advocacy in the foreground.

Following Jenna's keynote presentation, students from the delegation were invited to participate in a dialogue sharing their own experiences of policy change at their institution and their reflections on the keynote presentation.



"It's time to change the mandate of higher education from the acquisition of credentials in a specific time-frame to achieving significant learning outcomes that support well-being, development of the whole person, and exemplary citizenship." —Donald W. Harward

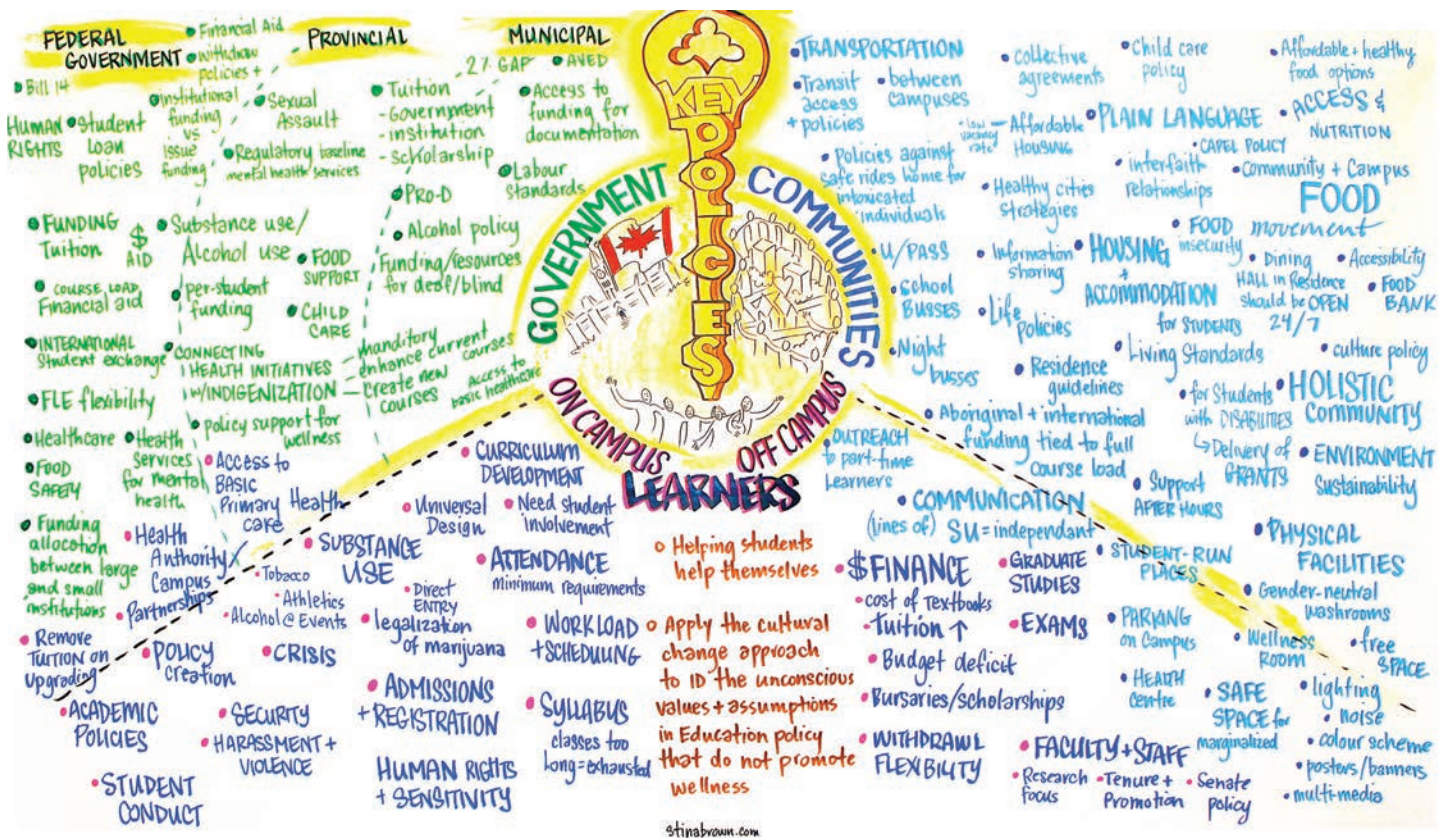


Live Mapping to Support Action

Identifying the Big “P and Little “p” Policies within Institutions, Communities and Government

Shaylyn and Sarah invited participants to collectively pinpoint key policies—within post-secondary institutions, surrounding communities and government—that impact mental health,

well-being and substance use in the campus context. Using Think-Pair-Share, participants were encouraged to brainstorm ideas, discuss with a partner, and share the policies they had identified. A graphic recorder then captured participants' ideas and made a live map of policies, which will serve as a resource moving forward.



Changing the Culture of Substance Use Project

Tim Dyck, Research Associate at the Centre for Addictions Research of BC, moderated a discussion amongst members of the CCSU Project, which seeks to promote healthy relationships with substances within the context of a healthy campus culture. Campus members reflected on their experiences implementing a cultural approach for minimizing risky substance use, engaging students with institutional initiatives, and facilitating meaningful dialogue with student leaders. CCSU community members expressed surprise and delight at students' desire for, and willingness to engage in conversations about substance use.

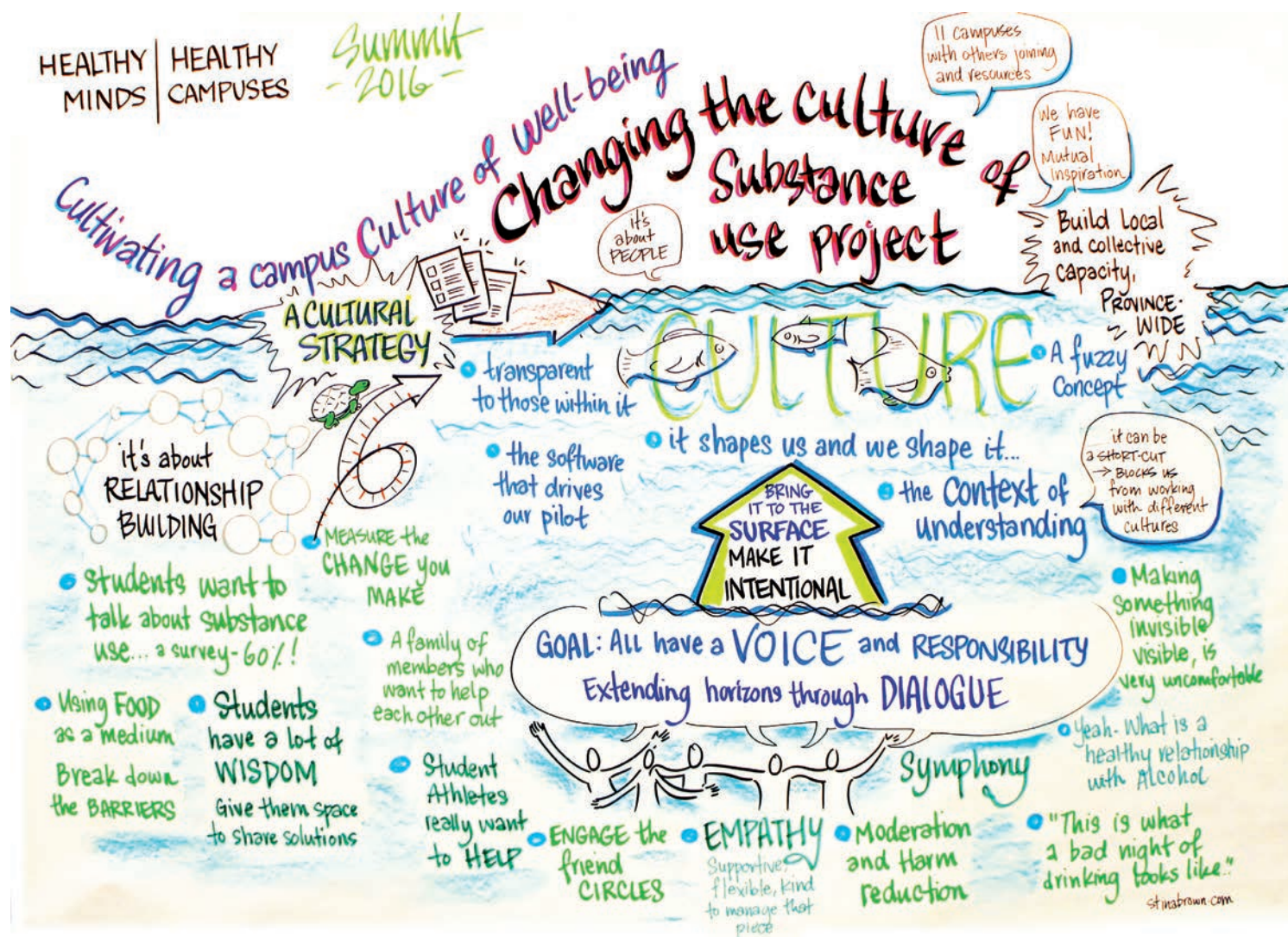


Exploring and Experiencing “Forum Theatre” as a Means of Promoting Social and Political Change

Mary Harber, Program Leader and Instructor at Camosun College, led a group of participants through a dramatic exercise that focused on open dialogue around mental health and substance use. A scene was set, an action put into motion, and an actor poised to contribute his or her next line, when an audience member was encouraged to interrupt and propose alternate solutions and responses. This spontaneous participation generated rich conversation and provided strategies for intervention in times of crisis.



“The CCSU project seeks to build community on campuses that is more intentional, more thoughtful about all those things we normally don’t think about relating to substance use.” —Dan Reist



Deep Dive Working Sessions

Summit participants had the opportunity to leverage their experience and skills by joining interactive, dialogic sessions co-developed by campus stakeholders from various institutions around emerging areas of policy and practice. The sessions allowed participants to explore an idea that they've been grappling with, a question they've been pondering, or a resource they've been working on. Over the two days there were eight concurrent sessions offered.



96% of participants stated that the Deep Dive sessions they attended contributed to their learning

Alcohol: Coming out from behind closed doors

Vancouver Island University

Faye Shedletzky—Counsellor, Student Affairs
Kelly Muir—Assistant Manager of Residence Life

This session explored the adoption of open alcohol use policies on campus with the intention of reducing risky alcohol use, and promoting responsible drinking. The emphasis was placed on addressing the root cause of risky drinking amongst students and establishing a safe environment in which help is always accessible.

Bridging Stories—Building Understanding

Centre for Addictions Research of BC

Dan Reist—Assistant Director

The focus of this session was developing strategies for building functional communities in which diverse persons, despite their divergent perspectives, can achieve an ideational integration that does not involve compromise or conversion. To foster this type of dialogue, participants were encouraged to be aware of their own ideas and reflect on them, while listening to others with the intent to understand and consider, rather than disagree. The intended outcome was a mutual deepening of understanding.



"I will be approaching my work with a renewed sense of vigour, knowing that there are others out there who I can call upon for ideas, support, and encouragement, who understand the context in which I work." —Summit Participant



Developing Holistic Approaches: Exploring sexual violence at the intersections of mental health and well-being

University of British Columbia

CJ Rowe—Diversity Advisor for Sexual Assault
Intervention and Prevention

Lucia Lorenzi—Teaching Assistant, Department of English

Mount Royal University

Kandi McElary—Director of Wellness Service

Rachelle McGrath—Healthy Campus Team Lead

This session addressed the sobering statistic that 25% of female students and 6% of male students report experiencing some form of sexual violence or assault during their university career. The need for policies and programs on campus to protect students is paramount. The speakers advocated for customized training and outreach events, as well as response protocols, committees, and education initiatives that aim to elevate the conversation on campus, and provide a safe, supportive space for victims.

Degrees of Well-Being: Designing learning environments and engaging faculty members

Simon Fraser University Health and Counselling

Alisa Stanton—Health Promotion Specialist

Rosie Dhaliwal—Health Promotion Specialist

University of British Columbia

Karen Smith—Lecturer, Department of Microbiology
and Immunology

Kathleen Lane—Project Manager of Teaching Practices
and Student Well-being

Patty Hamblen—Associate Director of Strategic Initiatives
and Special Projects

This session advocated for flexible learning environments that incorporate inclusivity, real-life learning, positive classroom culture, optimal challenges, adequate support services, and social connection to promote well-being amongst faculty members and students. Faculty are a crucial component in campus well-being, and their teaching practices, as well as their capacity to respond to challenges, impact student health. Holistic campus well-being therefore depends on the well-being of the faculty who support the wellness of students.



“My a-ha moment was recognizing ‘the importance of including students in the process of developing a mental health strategy, and of ensuring all points of view are considered for each action undertaken.’” —Summit Participant



“Rollin’ in the Deep”: Navigating the waters of implementing post-secondary mental health strategies

University of British Columbia

Cheryl Washburn—Director of Counselling Services

Camosun College

Chris Balmer—Counsellor

British Columbia Institute of Technology

Chris Rogerson—Director of Student Success

University of Victoria

Rita Knodel—Director of Counselling and Chaplaincy Services

This session focused on developing comprehensive mental health strategies that create a “scaffold” for students, rather than a “safety net” to support them in achieving and maintaining a holistic sense of well-being. Co-facilitators shared a number of promising practices offered at their institutions in moving towards a more comprehensive approach to student mental health.

Developing a “Well-being Lens” for “Reviewing Post-secondary Policies

University of British Columbia

Jenna Omassi—AMS Vice-President of Academic and University Affairs

Canadian Mental Health Association, BC Division

Shaylyn Matiichine—Provincial Coordinator of HM|HC

Simon Fraser University

Tara Black—Associate Director of Health Promotion

This session discussed the ways in which considerations of student mental health could be embedded within existing initiatives and policies to create a holistic framework that supports well-being. For policy implementation to be effective, the process must come from the ground up and be supported by decision makers. Efforts must be made to build partnerships with champions and include stakeholders that regularly interact with policy in the consultation process.



Message in a Bottle: Insights related to Changing the Culture of Substance Use

Thompson Rivers University

Brandon de Krieger—Residence Services Supervisor

University of Northern British Columbia

Brenda Slomka—Assistant Director of Student Affairs

Emily Gadzala—Residence Life Coordinator

Jeff Chu—Student

Sarah Hanson—Manager of Wellness Services

Selkirk College

Robin Higgin—Counsellor

David Felton—Student

Representatives from Selkirk College, Thompson Rivers University (TRU) and University of Northern British Columbia (UNBC) each utilized this session to present their unique initiatives that actively seek to engage students and staff in an ongoing dialogue about changing the culture of substance use. Selkirk College presented on their Dinner Basket Conversations, a way to cook communally and engage in meaningful conversations about substance use over a shared meal. UNBC shared their experience engaging varsity athletes in dinner conversations. Finally, TRU presented on their Drink with Class initiative, which aims to shift the focus on substance use in residence. After the presentations, audience members were invited to

participate in “World Café” to reflect on the culture of substance use at their own institutions, and share ideas on how they might create safe spaces on campus where people can explore their relationship with substance use.

More than Cat Pictures: e-Counselling in the post-secondary environment

British Columbia Institute of Technology

Alayna Kruger—Counsellor

University of British Columbia

Cheryl Washburn—Director of Counselling Services

Thompson Rivers University

Cliff Robinson—Counsellor

University of Victoria

Dawn Schell—Counsellor and Training Specialist

This session discussed the advantages and disadvantages of implementing an e-counselling approach, affirming that the increased flexibility, rapid response times and extended reach may outweigh fears of security breaches and considerations of limited technological resources. Participants felt that such implementation would require an environmental scan of available platforms/programs, a framework that defines appropriate/safe issues for e-support, and some means for following-up with students regarding local resources.



“I found the Summit more than fulfilled its promise. Each presentation and workshop I attended, I left with useful tools, information or perspectives to apply in my work and life.”

—Summit Participant



Pop-up Market for Innovations

During the Pop-up Market for Innovations, delegates had the opportunity to learn about a variety of promising practices *across the continuum*—from crisis response and services to supportive environments—that campus and local community members from British Columbia showcased. Every time the chime would ring, participants were encouraged to move to a new market stall to ensure they were able to visit as many promising practices as possible.

Mobilizing the Okanagan Charter

Shaylyn outlined the shared intentions of the Okanagan Charter and set about introducing its key tenets. The recently released document incorporates the perspectives of stakeholders from 45 countries to confront increasingly complex issues around health, well-being and sustainability. Higher education plays a unique role in establishing key principles for action, generating dialogue and research, and mobilizing cross-sector integration of health policies and practices.



Open Space: Solution Seeking and Sharing Among Peers

The Summit's last session invited participants to spark conversations with their peer group and to use Open Space methodology to self-organize into small discussion groups around a chosen topic of interest. This technique has become a valued component of the annual HM|HC Summit due to its real-time responsiveness to collaborative learning, exploration and planning. Participants were able to share their questions, brainstorm ideas and problem-solve potential solutions on the issues they experience on their campuses.

The peer groups consisted of:

- Students, Recent Alumni, and Student Associations
- Instructors and Academic Administrators
- Student Services and Human Resource Practitioners
- Student Service and Human Resource Administrators



Pop-up Market Promising Practices

- **“Blowing your TAT to BITS:” Moving threat assessment into behaviour intervention**
Douglas College
- **Bounce Back Virtual Coaching**
Canadian Mental Health Association
- **Rapid Access to Psychiatry for Students with ADHD**
Langara College
- **Peer Support Programs on Campuses**
Healthy Minds | Healthy Campuses
- **Living Life to the Full**
Canadian Mental Health Association
- **Student Mental Health Literacy Program for Faculty and Staff**
University of Victoria
- **Early Alert**
University of British Columbia
- **Unmasking Distress—Online Tool and In-person Workshops**
British Columbia Institute for Technology
- **Beyond the Blues: Education and Screening Days**
Canadian Mental Health Association
- **Collaborative Consent and Cori the Consent Corgi**
Jaedyn Starr Workshops
- **Dinner Basket Conversations**
Selkirk College
- **Cooking Workshops for Social Connection**
Simon Fraser University
- **It Starts in the Classroom: Exploring how instructional practices can enhance student wellbeing**
University of British Columbia
- **Staying Juicy—Keeping Creativity Alive**
Selkirk College
- **Healthy Campus Community Initiative**
Simon Fraser University
- **Academic Plan**
Kwantlen Polytechnic University



“I feel re-energized and inspired to tackle the tough systemic problems on our campus that impact student well-being.”
—Summit Participant

Stay Connected

Participants are encouraged to continue the momentum from the Summit by joining the HM|HC online social learning community, where members can create and join working groups, pose questions, share resources and collaborate with others from across BC and beyond. We look forward to connecting again with all Summit delegates at our next learning event!



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healthycampuses.ca



join

community.
healthycampuses.ca



sign up

for our mailing list



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Planning Committee

Thank you to everyone who helped organize the 2016 Summit. The Summit would not have been possible without your creativity, energy and support.

- » Barbara Binczyk (Ministry of Advanced Education)
- » Brandon de Krieger (Thompson Rivers University)
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- » Chris Balmer (Camosun College)
- » Cliff Robinson (Thompson Rivers University)

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- » Gerald Thomas (Ministry of Health)
- » Jane Fee (Kwantlen Polytechnic University)
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- » Maija Wiik (Vancouver Community College)
- » Patty Hamblar (University of BC)
- » Rita Knodel (University of Victoria)

- » Robin Higgins (Selkirk College)
- » Sadeem Fay (Simon Fraser University)
- » Sarah Joosse (CMHA BC)
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