

**HEALTHY
MINDS**

**HEALTHY
CAMPUSES**

creating connections. inspiring change.

2025 Summit

Achieving whole campus
community engagement
in mental health promotion

February 25–27, 2025

Virtual | British Columbia



Co-stewarded by



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



**University
of Victoria**

Canadian Institute for
Substance Use Research

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**Provincial Health
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Summit Overview

From February 25th to 27th, 2025, campus stakeholders—including students, senior administrators, faculty, and staff from across British Columbia and beyond—gathered online for the biennial Healthy Minds | Healthy Campuses (HM|HC) Summit to encourage broader collaborative efforts in advancing wellbeing in their institutions. They virtually attended 3 days of interactive sessions, with thoughtful keynotes, stimulating panels, inspiring presentations, and practical workshops with reflective breakouts.

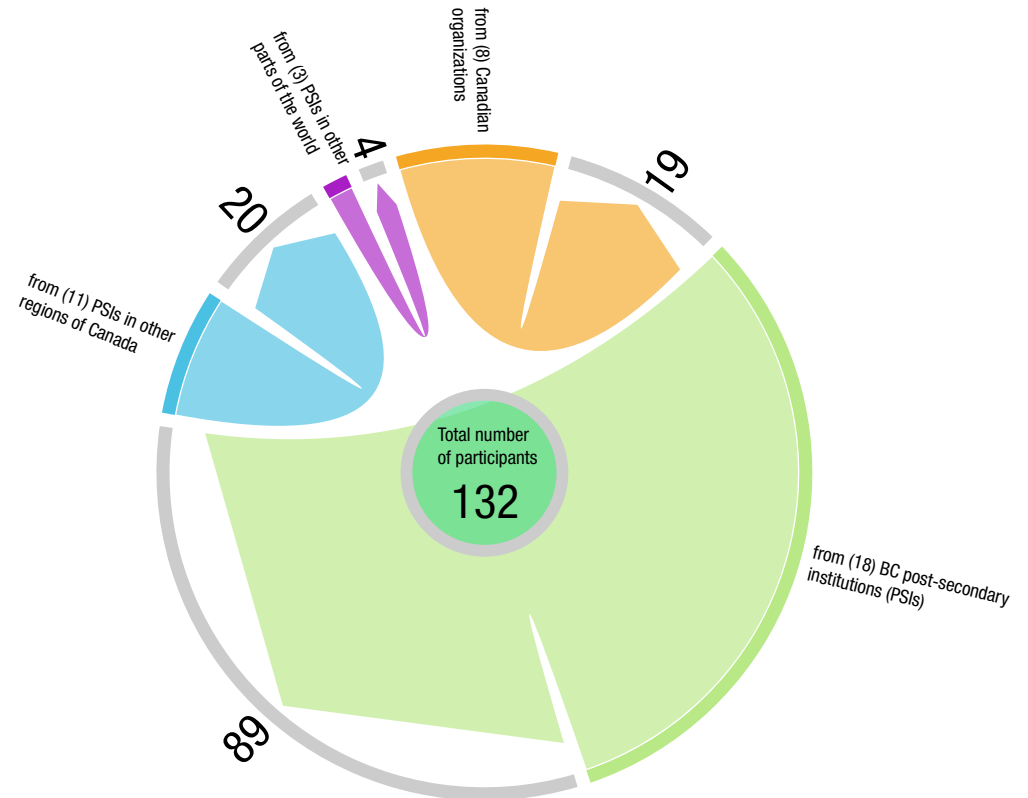
Theme

In keeping with a major thrust of our current HM|HC Strategic Plan, the theme for this Summit was **“Achieving whole campus community engagement in mental health promotion in our post-secondary settings.”**

This theme emphasizes the importance of creating a campus-wide approach to mental health promotion that goes beyond traditional models of focus on individual deficit. Our intent and desired impact for the Summit was to further:

- Empower post-secondary institutions to engage all members of the campus—students, faculty, staff, and administration—as peers in fostering an inclusive, supportive environment where mental health and safer use of substances is prioritized and linked to other aspects of wellness.
- Encourage shared responsibility across the campus, where mental health is embedded in institutional culture and student development, fostering a resilient, supportive community.

Participants



Content sessions

The Summit program included plenary segments on these topics:

- **Promoting holistic health and wellbeing on and through our campuses – reflections, challenges and opportunities**
- **Considerations for campus senior leaders in support of wellbeing promotion**
- **Health promoting campuses in action: a conversation**
- **Bridging perspectives: fostering holistic support through Indigenous knowledge and campus collaboration**
- **Engagement in the age of cognitive overload**

As well, the Summit included:

- 6 dialogical workshops:** Workshops were 90 minutes in length and meant to create dialogue with and among attendees. Open questions posed in each session invited attendees to participate in joint discussion during breakout groups if not already during the session.
- 14 short presentations:** Presentations were for 20 minutes, with a view to enhancing campus members' personal and shared wellbeing. The sessions included response time for Q&A at the end of sessions.

Social sessions

- **Coffee Corner** was an unstructured time for the participants to simply hang out with other colleagues across campuses and get to know each other better.

Plenary sessions may be viewed in recordings accessible through links supplied in the Post Summit section of the 2025 Summit webpage.

[2025 summit achieving whole campus community engagement in mental health promotion in our post secondary setting](#)

Slides (when used) for plenaries, workshops and presentations are accessible through embedded hyperlinks for individual entries provided later in this report. Summit registrants have access to workshop and presentation recordings via the 2025 Summit webpage

[2025 summit achieving whole campus community engagement in mental health promotion in our post secondary setting](#)

Plenary Contributors

Day 1

Welcome (Mahboubbeh Asgari & Tim Dyck) and Indigenous Opening (Elder Carleen, TsleilWaututh Nation)

Plenary 1

Keynote: Promoting holistic health and wellbeing on and through our campuses – reflections, challenges and opportunities

Speaker: Mark Dooris, Emeritus Professor in Health & Sustainability, University of Central Lancashire

In this presentation, Mark reflected on the history and development of the Health Promoting Campuses movement, exploring what it means to adopt whole campus and whole system perspectives in the pursuit of holistic health. Drawing on insights gleaned from working at local, national and international levels, he discussed challenges and opportunities for post-secondary settings seeking to promote the wellbeing of people, places and the planet.



Plenary 2

Panel: Considerations for campus senior leaders in support of wellbeing promotion

Speakers: Ajay Patel, President, Vancouver Community College; Laureen Styles, Special Advisor, President's Office, Capilano University; Jennifer White, Special Advisor to the Provost on Overdose Prevention and Harm Reduction, University of Victoria

This conversation among veteran administrative personnel and with Summit participants took up various challenges for institutional leaders, relating to, e.g., personal exemplification of wellbeing, elaboration of its value, justification of investment in wellbeing, its place in decision-making, its relationship to sustainability, conditions for entrenching wellbeing, achieving transformation and perceiving progress.

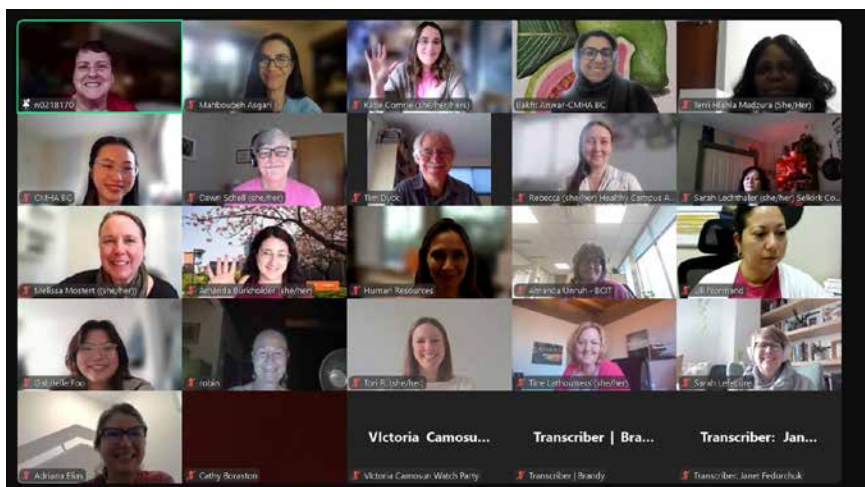


Plenary 3

Conversation: Health promoting campuses in action: a conversation

Speakers: Ainsley Carry, Vice President, Students, UBC; Chad London, Provost & Vice President, Academic, Mount Royal University; Paola Ardiles Gamboa, Senior Advisor-Equity and Wellbeing Initiatives, to the Vice President People, Equity and Inclusion, Simon Fraser University; Matt Dolf, Director, Office of Wellbeing Strategy, UBC

This session was a conversation with senior leaders from three Canadian universities for insights on fostering health and wellbeing across post-secondary institutions. Through sharing their extensive experience leading health promoting campus initiatives and drawing on the Okanagan Charter for inspiration, participants explored themes of embedding health promotion across campus culture and operations, addressing evolving community wellbeing priorities, advancing equity in campus wellbeing strategies, fostering student engagement, and bridging academia and operations.



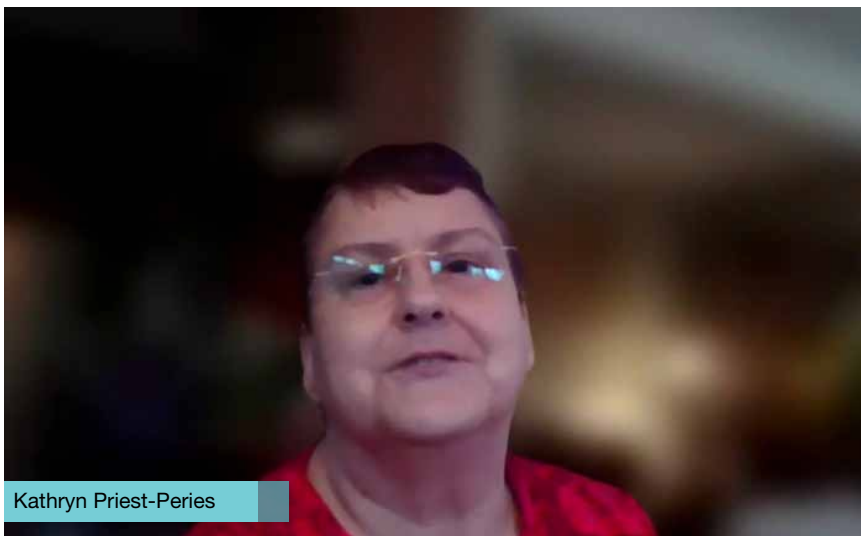
Day 2

Plenary 4

Presentation: [Bridging perspectives: fostering holistic support through Indigenous knowledge and campus collaboration](#)

Speakers: Kathryn Priest-Peries, registered clinical counsellor and social worker; Fernanda Paré, Elder in Residence, North Island College

In the spirit of reconciliation and community building, this session explored how Indigenous perspectives and practices can enrich mental health promotion in post-secondary settings. The session delved into the unique challenges and opportunities faced by students, emphasizing the interplay of cultural identity, accessibility, financial stability, and holistic well-being. Through guided discussions, and shared experiences, Kathryn and Fernanda aimed to foster understanding and inspire actionable strategies that integrate Indigenous ways of knowing into campus-wide mental health initiatives.



Day 3

Plenary 5

Keynote: [Engagement in the age of cognitive overload](#)

Speaker: Aftab Erfan, Executive Director, Wosk Centre for Dialogue, Simon Fraser University

We often assume that if everyone could contribute to mental health promotion in their own small ways, we would make significant progress in addressing the challenges of overwhelm, social isolation, and mental illness on our campuses. The idea that "many hands make light work" is appealing, yet engaging the many hands proves to be a heavy task in itself. The growing demand for individuals to engage in more issues beyond their capacity may be a key factor contributing to this sense of overwhelm. In this interactive plenary session Aftab invited participants to collectively explore this dilemma, and aimed to uncover new perspectives and insights that would help us navigate the complexities of engagement in an increasingly demanding world.



Dialogical Workshops

The following six workshops were organized to promote a deeper understanding of the Summit theme by creating dialogue with and among attendees. During their 90-minute sessions, the facilitators posed some open questions and encouraged the audience to participate in discussion during the session and in breakout groups.

Workshop 1

Building COMMUNItY through COMMUNlCation skills

Facilitator: Michael Cheng, Langara College

As a counsellor at a post-secondary institution and with a history of working in addictions, Michael has seen the grave effect that loneliness has had on his students and clients. In his workshop, participants explored the reasons why students are struggling, what the participants are noticing in their families/friends/coworkers, and learned skills to be more effective communicators, supporters, and conflict managers. They also collaborated on strategies for each of us to build better communities within our own lives.

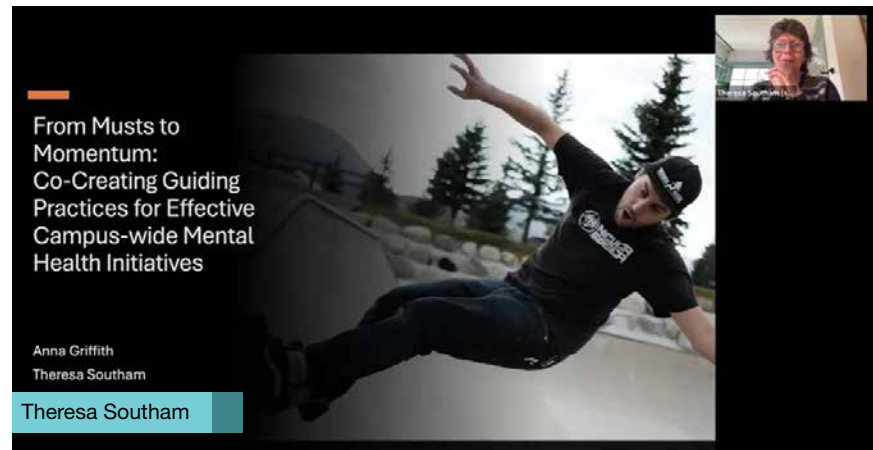


Workshop 2

From Musts to Momentum: co-creating guiding practices for effective campus-wide mental health initiatives

Facilitators: Theresa Southam, Selkirk College; Anna Griffith, University of the Fraser Valley

Inspired by the Minimum Specifications liberating structure, this dialogue allowed Summit participants to collaborate on guidelines for developing campus-wide mental health initiatives. Theresa and Anna used futures and systems thinking to help clarify and consider the guidelines from various perspectives. Participants left with actionable practices to support students and a collectively created set of guidelines for mental health initiatives.

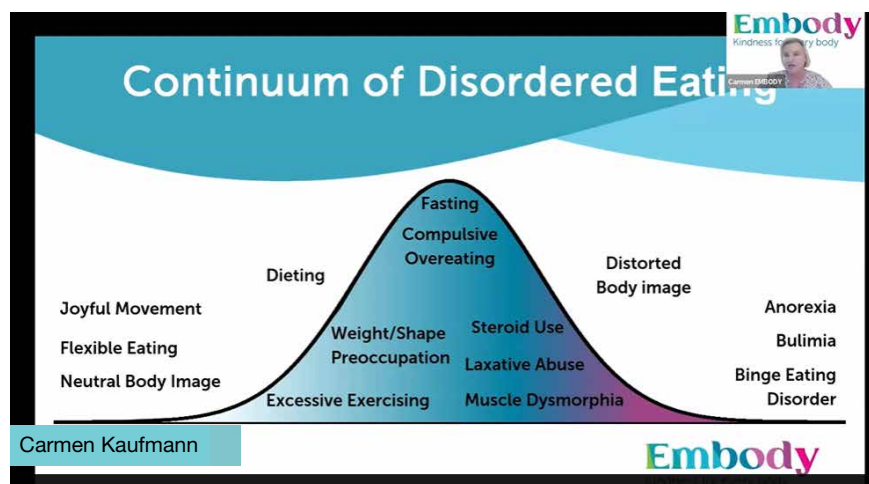


Workshop 3

Thriving at every size: redefining health and wellness for all bodies

Facilitators: Carmen Kaufmann, Embody BC; Anne Merrett-Hiley, Vancouver Coastal Health Child and Youth Mental Health

Health at Every Size is an inclusive model of health celebrating the diversity of bodies. Carmen and Anne examined the intersectionality of the components of health ranging from the individual to the societal. Specific learning objectives included: (1) What is and how to apply the "health at every size" approach, (2) Beginning to have an awareness of our own biases, (3) How does this impact our relationship to self and our relationship to others.

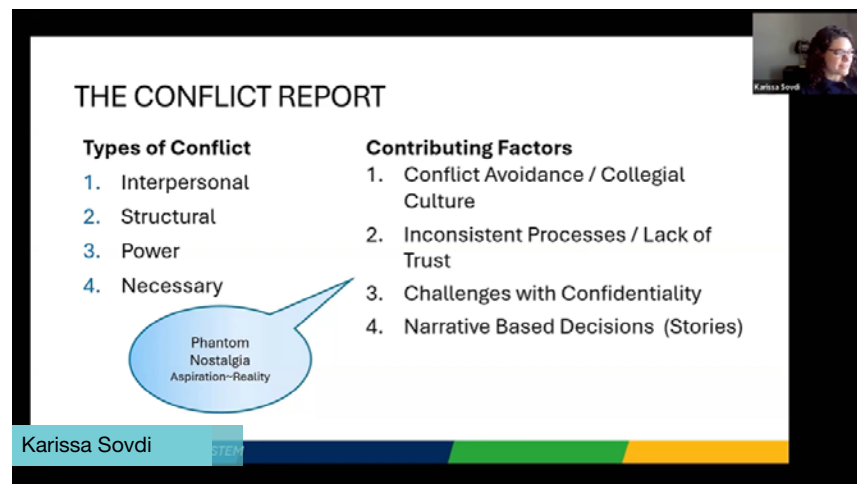


Workshop 4

Healthy campuses can't exist without conflict

Facilitator: Karissa Sovdi, University of Victoria

Healthy campuses depend on strong workplace relationships and effective communication. To engage in strategic work, research, and student support in diverse environments, employees must learn to navigate conflict respectfully. Karissa's session used The UVic Conflict Project as a case study, showcasing UVic's conflict management framework and the research behind it. Participants explored tools, principles, and processes to improve conflict resolution within their own organizations.

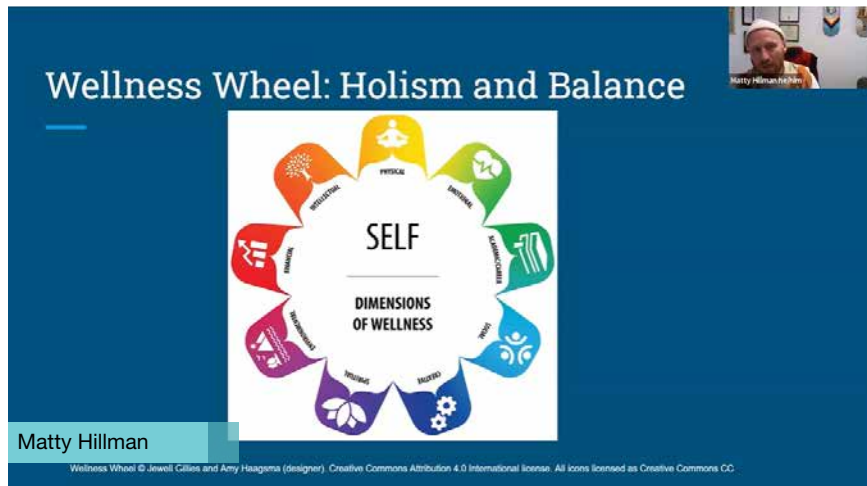


Workshop 5

Trauma-Informed Education: how connection across an institution facilitates safety, connection, and growth

Facilitator: Matty Hillman, Selkirk College

Trauma-informed education is more than an approach to teaching. It requires a collective approach across all departments of a learning institution. Matty's workshop considered a community of practice model for increasing a culture of mental wellness in post-secondary environments. Participants explored the ways in which post-secondary institutions can become more trauma-informed across various departments and individual roles. After a brief review of trauma-informed principles, small groups of participants discussed strategies and barriers for mental wellness promotion within their personal, professional and institution experiences.



The slide features a central graphic titled "Wellness Wheel: Holism and Balance". The graphic is a circular wheel with ten segments, each containing an icon and a label: Physical (person running), Emotional (heart), Intellectual (lightbulb), Spiritual (flame), Environmental (leaf), Social (group of people), Financial (dollar sign), Occupational (gears), Creative (pencil), and Health (first aid kit). The center of the wheel contains the text "SELF" and "DIMENSIONS OF WELLNESS". A small video inset in the top right corner shows Matty Hillman. The name "Matty Hillman" is displayed in a teal box at the bottom left. At the bottom, a small line of text reads: "Wellness Wheel © Jewell Gillies and Amy Haugema (designers). Creative Commons Attribution 4.0 International license. All icons licensed as Creative Commons CC."

Workshop 6

Building Healthy Trades: promoting mental health, wellness, and equity in the trades at North Island College

Facilitator: Sierra Gale, North Island College

The Building Healthy Trades program at North Island College promotes mental health, wellness, and equity within the trades community. By integrating wellness into campus life and fostering an inclusive environment, the program helps students thrive personally and professionally. Sierra discussed how strengthening connections between NIC's trades campus, community partners, and student services creates meaningful change and empowers students as individuals and future trades professionals.



The slide features a title "Building Healthy Trades at NIC" in large white font. Below it is the subtitle "Promoting a Culture of Wellness, Respect, and Equity in the Trades". The North Island College (NIC) logo is in the top right corner. A circular photo of Sierra Gale is on the left. A small video inset in the top right corner shows Sierra Gale. The name "Sierra Gale" is displayed in a teal box at the bottom left. A white wavy line graphic is on the right side of the slide.

Presentations

There were 14 short presentations provided at the Summit within 5 different 90-minute sessions. Presentations were for 20 minutes, relevant to the Summit theme. The 90-minute sessions included a 30-minute response time for Q&A at the end of the session.

Presentation 1

Day 1

Early Assist: empowering student success through proactive support

Presenter: Hope Lewis, North Island College

In this session, Hope explored how Early Assist fosters a supportive campus culture through early interventions and collaborative support. Attendees learned about the program's comprehensive services, strategies for connecting students to resources, and how these efforts enhance student success and engagement.



Presentation 2

Showing Up: maintaining positive work culture in times of change through mental health initiatives

Presenter: Michael McMahon, University of Windsor

Participants who attended Michael's presentation learned about how the University of Windsor senior leadership team approached addressing staff and faculty mental health through the creation of employee mental health ambassadors, how student support networks such as their unique Lancers Recover program address substance abuse and how they've broken down financial barriers by creating their thriving Lancer Fit brand of group fitness offerings. Participants learned about opportunities at their campus that might be a first step towards integrating mental health programs and how creating an environment of support is a key to success.

Presentation 3

The role of inclusive recreation in supporting mental health and community on campus

Presenter: Megan Vlahotis, University of Victoria

Megan discussed how inclusive programs are designed to support the mental health and well-being of students, ensuring they feel safe and supported. The role of EDI staff is vital to the mental health ecosystem on campus; we advocate for marginalized communities and create pathways for all students to access wellness resources in an equitable way. Unfortunately, without strong institutional support, this work can be vulnerable to disruption or discontinuation. In her presentation, she candidly discussed the fear of EDI work being rolled back and its potential consequences, as well as highlighted how the worry of this challenge has shaped her work.

Presentation 4

Interpreting flourishing (optimal mental health) at work through a Buddhist lens

Presenter: Amrit Mundy, UBC/SFU

Amrit's presentation explored how experiences of flourishing and agency (or lack thereof) in volatile work environments may be interpreted through a Buddhist lens, particularly the concepts of Nibāṇna (freedom from craving, awakening) and Anicca (impermanence). This perspective reframes flourishing as a dynamic, agentic practice of responding wisely to life's inherent impermanence, challenging its traditional framing as an outcome. She outlined her conceptual framework, examining how a Buddhist lens could enrich discussions on flourishing, agency, and well-being in volatile workplace settings.



Presentation 5

Through the lens of social justice and mindfulness: imagining a holistic mental health approach that recognizes the impacts of systemic oppressions

Presenter: Sarah Lefebure, Okanagan College

In Sarah's presentation, attendees used the lenses of social justice and mindfulness to inform and resource them as they looked at the impacts of systemic oppression (including colonization, racism, misogyny, homophobia, transphobia and ableism, to name a few) for the mental health of individuals and for our communities. These lenses offered attendees a pathway to: (1) acknowledge and name the systemic oppression that exists in our institutions and the harms that stem from it, (2) start dismantling barriers for folks who haven't traditionally felt safe/welcome or seen themselves represented in wellness/mental health spheres, and (3) support health and healing for all members of our campus communities.

Presentation 6

Designing holistic wellness retreats for graduate students: insights from a campus-wide survey

Presenters: Jeenat Mehareen & Nazafarin Esfandiari, UBC

Graduate students face academic, financial, and emotional challenges that affect their well-being, but little is known about addressing these needs. The Graduate Student Society at the University of British Columbia surveyed 210 students, highlighting the need for holistic wellness support. Jeenat and Nazafarin presented on wellness retreat initiatives, such as camps and nature-based programs, to create supportive spaces for students.

Day 2

Presentation 1

The art of facilitating campus conversations that inspire connection and action

Presenter: Robin Higgins

Robin shared her recently completed Facilitation Manual of Social Emotional Learning Activities, developed from workshops and community events worldwide. The session aimed to help campus community members build confidence in hosting dialogues on wellbeing. Key objectives included introducing the manual, discussing the role of facilitators in health promotion, and highlighting activities that foster community connection and action.



Presentation 2

Peer Listening Program | Sidewalk Talk

Presenter: Amanda Burkholder, Langara College

In Amanda's presentation, she shared the program design, implementation, and metrics of starting a Peer Listening Program | Sidewalk Talk. Participants learned how to plan, recruit and execute a peer listening program. The training requirements for new student workers/volunteers to run a peer listening program were also explored. Finally, she covered the resources and supports required to run a peer listening program.

Presentation 3

Navigating Mental Health: challenges and support for international students in Canada

Presenter: Melissa Mostert, University of Calgary

International students contribute significantly to Canada's academic and economic sectors, but their transition often presents challenges that impact their mental health and well-being. A national survey explored the experiences of post-secondary international students, focusing on those with and without families, to identify barriers to mental health support. Using an intersectional approach, it examined disparities based on gender, immigration status, and living arrangements. Melissa related on research findings and how they can help institutions, immigrant-serving agencies, and policymakers develop culturally sensitive mental health strategies to better support this growing population.

Presentation 4

Lower risk cannabis use guidelines for youth, by youth: Cannablitz – the need to talk about weed

Speakers: Cecilia Benoit & Andrea Mellor, CISUR

When asked, youth report they weigh potential harms and benefits before making the decision to use cannabis, but that information about cannabis is often unreliable, inaccessible, or not relevant to their current realities. Cecilia and Andrea summarized a project to engage youth themselves in addressing those liabilities. These guidelines were developed to provide under-aged youth with practical and feasible strategies to encourage informed decision-making regarding cannabis use and how to reduce cannabis related harms.

Presentation 5

EMPHASize: increasing education and awareness of weight stigma, bias and eating disorders to address better mental health in higher education institutions

Presenter: Sally Stewart, UBC Okanagan

Eating disorders (EDs) impact various aspects of life, including mental and physical health, productivity, relationships, and increase the risk of other health issues. Barriers to accurate diagnosis include stigma, stereotypes, complex symptoms, and co-occurring conditions like depression and anxiety, which lead to delays in treatment. Given the high prevalence among post-secondary students, Sally discussed the importance of increasing education on EDs and weight bias to reduce misdiagnosis and delays in care. The EMPHASize project aims to create and evaluate educational modules on EDs and weight bias to enhance student learning and support timely treatment.

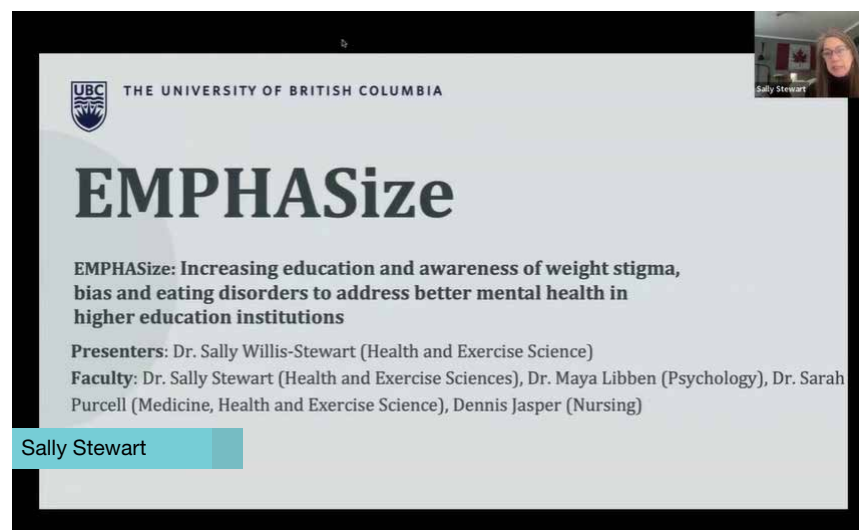
Presentation 6

Quarterlife at quarter century - supporting post-secondary students coming of age in 2025

Presenter: Eithne Hunt, University College Cork, Ireland

Note: Eithne was unable to present, but her slides are available

Both our “stage in life” and the “times we live in” shape our daily experiences. Bookended by puberty and culturally defined adult roles, it is now argued the stage of life of adolescence extends from 10-24 years. In Canada, 65% of post-secondary students are still adolescents, with cognitive, social, emotional and self-regulatory capacities that are still developing. However, the role of adult learner is often conferred upon post-secondary students, who are expected to quickly transition into successful independent living and learning on campuses, often away from established support systems. Understanding the neurobiology of the critically important stage of life of adolescence can help us think differently about students and student life in post-secondary institutions. Furthermore, understanding the temporal contexts, the times in which students live and learn and the opportunities and challenges they are meeting is vital for student success and wellbeing.



THE UNIVERSITY OF BRITISH COLUMBIA

EMPHASize

EMPHASize: Increasing education and awareness of weight stigma, bias and eating disorders to address better mental health in higher education institutions

Presenters: Dr. Sally Willis-Stewart (Health and Exercise Science)

Faculty: Dr. Sally Stewart (Health and Exercise Sciences), Dr. Maya Libben (Psychology), Dr. Sarah Purcell (Medicine, Health and Exercise Science), Dennis Jasper (Nursing)

Sally Stewart

Presentation 7

Suicide prevention for campuses - tips for building a whole campus approach

Presenter: Matt Treble, CMHA BC

Matt hosted a brief session on campus suicide prevention, outlining best practice and ideas for action/implementation. This included an overview of how institutions can engage people across campus (i.e. engaging a whole campus approach) to create multiple access points/layers of support. Specific learning objectives included: (1) learning an overview of best practice for campus suicide prevention/suicide prevention more generally, (2) gaining an understanding of resources available to support suicide prevention in workplaces, (3) learning some basic myths vs. facts about suicide.

Presentation 8

NaloxHome Society: mobilizing youth-to-youth health promotion

Presenter: Chloe Goodison, NaloxHome

NaloxHome Society has reached over 30,000 BC students with free, science-backed drug education, including naloxone training. In this session, Chloe shared that youth-to-youth models of drug education are effective in increasing relatability and engagement. Additionally, ensuring the material is science-based and regionally relevant is crucial for successful knowledge transmission and supporting harm reduction practices among youth.

Presentation 9

Experiences with early intervention for youth and navigating access to mental health and substance use services

Presenters: Rahme Daoud & Kristen Hart, the Canadian Institute for Health Information

As Rahme and Kristen shared, CIHI aims to understand experiences when accessing mental health and substance use services by collecting data from two self-reported indicators through a survey. The information gathered is used to calculate measures of: (1) Navigation of Mental Health and Substance Use Services and (2) Early Intervention for Mental Health and Substance Use Among Children and Youth.



Evaluation & Closing

Day 3

We ended our Summit with a closing plenary session, inviting participants to have a dialogue on their overall take on proceedings and on HM|HC as well as future possibilities for activating the Okanagan Charter in local PSIs, and more.

Overall, our Summit took a responsive evaluation approach, conducted in the following formats:

Padlet

Throughout the Summit, the participants had the opportunity to use the virtual bulletin board, Padlet, to register their experience, impressions, questions and takeaways. Over the course of three days, 14 responses were recorded. In addition, another Padlet page was used at the closing plenary session and received 9 responses. The responses were anonymous. ([Padlet 1](#), [Padlet 2](#))

I'm struck by how much good work is being done and creating a space to sharing it could be inspiring. Thinking like a blog or something concise and personal.

I found it valuable to connect with people who do [a] similar job as me from other communities to share ideas.

Post-event Survey

To help us further assess the Summit, all the attendees were invited to share their responses to a brief survey at the end of the Summit.

Based on Padlet feedback and the survey responses, participants found the Summit to be informative, engaging, supportive, and insightful. The sessions were highly appreciated for their quality and organization. Participants also valued the opportunity to network with others in similar roles from different locations, as well as the resources shared and discussed during the Summit.

I am a first timer! The summit was insightful and the topics for each session were thoughtfully curated. Aside from the excellent content and panelists, I appreciate that the event was virtual.

It's hard to be online for 3 days! I think one day online for a conference and then smaller meetups.

The Summit was really great! I loved the topics that were covered and the presenters were all very knowledgeable.

My experience was great! Very informative sessions and the super presenters. Great interaction too!

“Aha! moments” for attendees included the importance of empowering individuals and communities to take charge of their wellbeing, and recognizing valuable insights from other institutions facing similar challenges. Inspiring plenaries and sessions on topics like campus conversations, mental health work, and conflict resolution provided practical strategies. Key takeaways included integrating mental health into course design, listening to the community, and focusing on holistic wellbeing through nutrition, exercise, sleep, and fun. The analogy of four legs of personal wellbeing including good nutrition, exercise, sleep and fun appealed to listeners. CMHA's support for suicide prevention programs was also highlighted, and it was uplifting to see improvements in student wellbeing.

I liked the empathy among the group of members while engaging in discussions.

Things have certainly changed for the better in many ways since I was a student. A very good thing!

Survey respondents shared plans to apply Summit insights by implementing new campus programs, proposing community engagement ideas, and incorporating concepts like the "sacred circle" into counselling. While some are still considering how to apply the knowledge, they mentioned plans to watch missed sessions, network with peers, and explore CMHA's suicide prevention resources. Overall, attendees found the Summit both personally supportive and professionally valuable.

We plan on using some of the resources that were discussed during the Summit and will be implementing some new programs on campus.

My first plan is to watch the sessions that I couldn't attend in real time. I REALLY appreciate the effort it must take to make it all available after the fact - but I'm really looking forward to watching them when I have time.

I don't know yet. I found the sessions personally supportive and helpful, so I think they will show up in my work in some way.

I plan to read more resources about suicide prevention on the CMHA website and reach out for support if need be.

Participants suggested future HMHC events focus on mental health in trades, substance use and recovery options, and on fostering community. They also expressed interest in addressing de-polarizing campus life, loneliness, and incorporating mental health into course design. Additionally, there were calls for sessions on Black mental health in a multicultural society and mental health for minority and equity-deserving populations in Canada.



Some presenters also shared reflections on their experiences with the Summit through follow-up emails, offering thoughtful feedback and appreciation.

Thank you for all your thought, care, and support leading up to the Summit, and all your help during it. Thank you also for the opportunity to participate :). It was a wonderful experience and an amazing community that you are creating.

Thank you for organizing a wonderful event. ... I thoroughly enjoyed the panel, as well as the sessions I was able to listen in to (not enough unfortunately). Thanks for your thoughtful event design and for the important knowledge and capacity building work you do for our campuses. Invaluable.

In closing, the 2025 HM|HC Summit experience for many is perhaps best summed up in these words from one participant:

I found the Summit to be positive and insightful. The sessions were informative, and I valued the opportunity to learn from a variety of perspectives. Having Mark Dooris was especially valuable, as were the plenaries with the administrators and other panelists. They left me feeling inspired and with a deeper appreciation for the ideas shared.



The closing Summit session also included invited remarks from Elder Carleen of the Tsleil-Waututh Nation and from CMHA BC's CEO (and a former HM|HC Coordinator), Jonny Morris. Various event contributors were also gratefully acknowledged.

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Stay connected

Summit participants are encouraged to build on the momentum from the Summit not just by visiting the [HM|HC website](#), subscribing to the [e-newsletter](#) and keeping up with any social media communications, but also by maintaining contact and collaborating with each other. We look forward to formally connecting again with Summit delegates at future learning events.

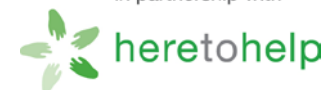
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Sign up for our [mailing list](#)

About HMIHC

Healthy Minds | Healthy Campuses (HM|HC) is a province-wide community of practice (CoP)—a group of people in BC who share the common goal of promoting mental health and healthier relationships with alcohol and other psychoactive substances at their post-secondary institutions. We believe that wellbeing is everyone's business, so our community members include students, campus services professionals, faculty, and administrators. We are interested in working with community partners who wish to come alongside and collaborate with us on initiatives tailored for appropriate implementation in our contexts. Healthy Minds | Healthy Campuses is proud to be affiliated with HeretoHelp. HeretoHelp is a project of the BC Partners for Mental Health and Substance Use Information. The BC Partners are funded by the Provincial Health Services Authority.



University
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Thank you to the 2025 Summit organizers

HM|HC Support Team (ST):

Mahboubeh Asgari, Tim Dyck,
Gabrielle Foo, Bakht Anwar,
Sarah Hamid-Balma

Special thanks to our HM|HC Leadership Committee (LC)

Summit volunteers: Yuna Chen,
Michael Cheng, Katie Comrie,
Nazafarin Esfandiari, Mez Jiwaji,
Liisa Robinson, Dawn Schell,
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