



Canadian Mental
Health Association
British Columbia
Mental health for all



University
of Victoria

Centre for Addictions
Research of BC



Representatives from Phase I Campuses

Changing the Culture of Substance Use Phase II Project Update

Prepared for: BC Ministry of Health

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BACKGROUND

Project Overview

In September 2012, the Centre for Addictions Research of BC (CARBC) in partnership with the Canadian Mental Health Association-BC Division (CMHA-BC) with funding provided by the Ministry of Health, launched the Changing the Culture of Substance Use (CCSU) Project within the BC Healthy Minds/Healthy Campuses (HM/HC) Community of Practice (CoP). The ultimate goal of the project is for post-secondary students in British Columbia to experience and exhibit healthy relationships with alcohol and other substances within the context of a healthy campus culture. To help achieve this goal, the project aims to build local capacity among stakeholders at British Columbia's post-secondary institutions and collaboratively develop new mechanisms of change to promote healthier relationships with alcohol and other substance use on campuses.

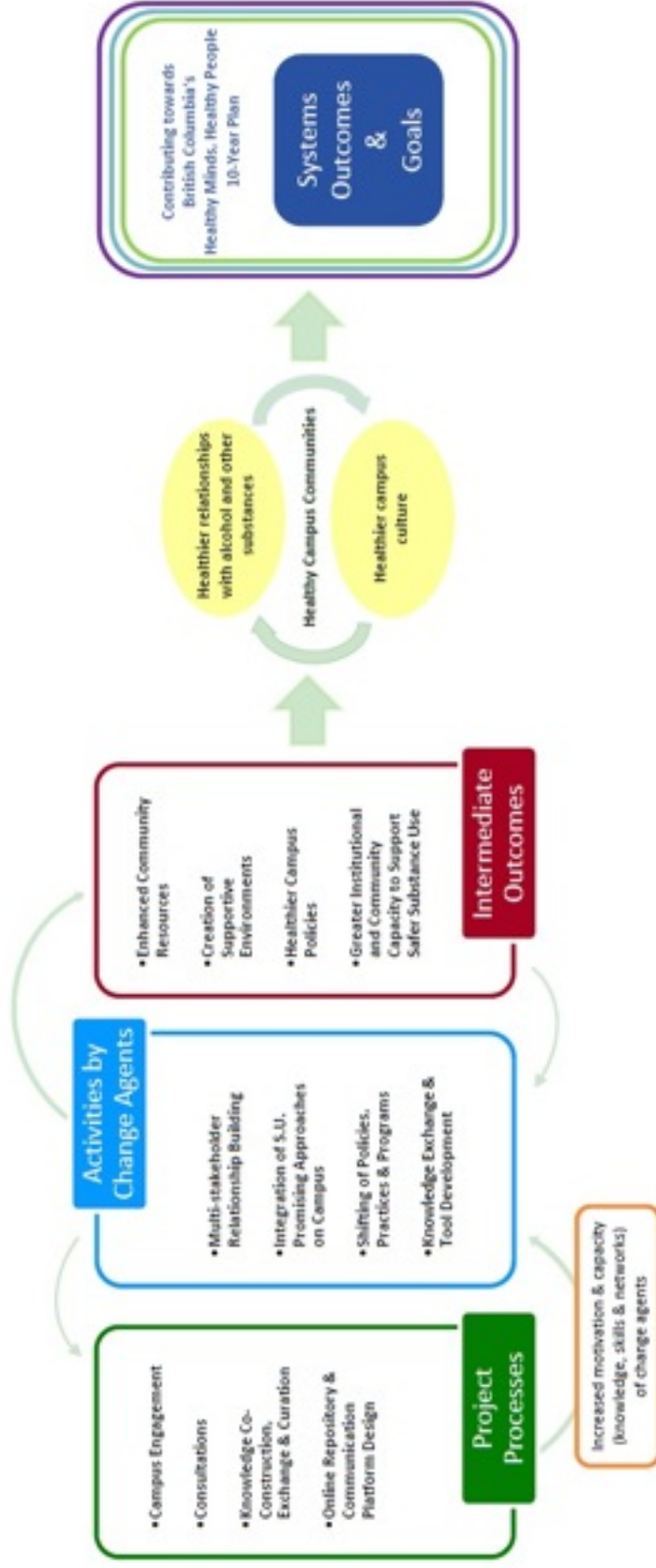
Through consultations, knowledge exchange between campuses, and co-creation of evidence-based resources, the project is designed to facilitate action by campus change agents and a provincial infrastructure of support. A repository to share new resources and tools, paired with an online communication platform for the community of stakeholders, will facilitate ongoing knowledge exchange and the mobilization of promising approaches, practices, programs and policies throughout the project and beyond. Collectively, changes on campuses across the province will contribute to the goals of the Ten Year Plan to Address Mental Health and Substance Use in British Columbia (BC Ministry of Health Services and Ministry of Children and Family Development, 2010).

Pursuing post-secondary education isn't a simple experience for students. This major life transition may mean leaving home, learning how to live with others, building new support networks and finding a place in the world. This is coupled with the new demands, costs, campus processes, norms, competition and job uncertainty often associated with post-secondary education today. These experiences can challenge wellbeing and impact learning, but they also present opportunities to explore new ways to stay well on campus and engage all stakeholders in bringing about positive change. Helping to build resiliency in a student's life is a unique opportunity and is critical to future wellbeing and the health of our communities.

- ▶ 1/5 adults in BC experience mental health or substance use problems over the course of 1 year
 - ▶ 70.8% of Canadian students have used alcohol in the last 30 days
 - ▶ 26.8% reported that the last time they socialized/partied, they had 7 or more drinks
 - ▶ 39.7% of students who drank alcohol in the last year later regretted something they did when drinking alcohol
 - ▶ 53.8% of Canadian students reported feeling things were hopeless
 - ▶ 89.3% felt overwhelmed by all they had to do in the last year
- (American College Health Association, 2013)

Healthy Minds/Healthy Campuses Changing the Culture of Substance Use Project

Logic of Change



Project Process Examples: Awareness raising & recruitment, intercampus relationship building, consultations, capacity building events (retreats, summits, synchronous collaborative learning events via teleconference/webinar), dissemination of news & resources, primary research, development of evidence-based guides, evaluation

Change Agent Activity Examples: Multi-stakeholder engagement, formation of cross-campus committees/local CoPs, application of new language & approaches to substance use, application of socio-ecological model for promoting health, assessment & action planning, policy development/visions, new/improved programs (e.g. in residence, dinner basket program, social norms campaigns, websites), changes to campus services

Intermediate Outcome Examples: Increased quantity, quality & accessibility of resources, strong provincial network, campus inclusion & social connectedness, vibrant gathering places, evidence-based healthy campus policies & innovative programs, safer use & norms regarding substance use, enhanced services & supports (from health & counselling to residence, security, transportation), student leadership, institutional & community support for culture change initiatives

A Brief History up to March 2014

2012

- ▶ Minister of Health announces funding for CCSU project on September 27 during opening remarks at HM/HC Summit
- ▶ 4th Annual Summit includes workshop on addressing substance use on campus alongside settings-based capacity building and action planning for healthy campus communities
- ▶ Project planning and campus recruitment processes

2013

- ▶ Early 2013 six Phase I campuses join project and engage in needs assessments, consultations and workshop on Outcome Mapping Approach
- ▶ Campus representatives attend project launch retreat focused on capacity building, knowledge exchange, outcome planning and network development
- ▶ Project Advisory Committee established
- ▶ Key project areas identified
- ▶ Phase II recruitment of new campuses
- ▶ Fall 2013 five Phase II campuses join project
- ▶ Synchronous collaborative learning events (via teleconference/webinar):
 - ▶ What does it mean to change a culture?
 - ▶ Using NCHA data to examine a culture of substance use
 - ▶ Provincial liquor legislation, regulation, and policy: Exploring campus impacts and considerations
 - ▶ Restorative justice vs. zero tolerance policies in residence
 - ▶ Project platform consultation
 - ▶ Situational assessment: Part 1
 - ▶ Situational assessment: Part 2

2014

- ▶ CCSU Pre-Summit held with over 50 participants from 11 institutions
- ▶ 5th Annual Summit attracts over 200 participants with a focus on substance use and implementing a systemic approach
- ▶ Synchronous collaborative learning events (via teleconference/webinar):
 - ▶ Using appreciative inquiry as an engagement, situational assessment and planning method: Selkirk College case study

Our Approach

The CCSU project draws from a wide variety of theoretical models; however, it finds its primary theoretical roots in Systems Theory and the Socio-Ecological Model (Bronfenbrenner, 1994), Diffusion of Innovations Theory (Rogers, 2003) and Community of Practice Theory (Lave & Wenger, 1991). These theories inform the project processes and areas identified for action on campuses. The goal of the project is cultural change and it must be acknowledged that the mechanisms for changing a culture are complex. Changing a culture is an iterative and long-term process that requires engagement from several levels of society, including communities, organizations and individuals. There is additional complexity in particular around changing a culture of alcohol and other substance use. We all have relationships with substances and we often encounter significant ambivalence in response to the question of whether those relationships can and should be changed. Therefore, the CCSU team has also incorporated Miller and Rollnick's (1991) Motivational Interviewing to inform engagement with project participants, as this approach has been proven to reduce resistance to change while increasing motivation and readiness for change.

Humans have been using a wide variety of psychoactive substances for various reasons for thousands of years. This is not about to change. If anything, our modern culture is promoting the use of psychoactive substances at an unprecedented level. As a result, policies and practices related to substance use need to have as their explicit goal the promotion of wellness and the reduction of harm rather than the elimination of use.

Health is not merely the absence of disease but the presence of opportunity, capacity and activity to enjoy a situation of holistic well-being. Health promotion from this vantage point involves “enabling/empowering individuals and communities to gain control over the determinants of health and thereby improve their health” (Rootman et al., 2001).

The CCSU project is a population-level approach to health behaviour change, which applies the Prevention Paradox (Rose, 1981). It intends to ultimately result in small changes over a significantly large group of the population, as this will result in an overall greater impact than targeting a high-risk group and seeing significant change within that small group. Using Diffusion of Innovation Theory as a model for theorizing the dissemination of ideas and motivation to change the culture of alcohol and other substance use in the project, the CCSU team began by strategically targeting interested and motivated stakeholders working within post-secondary institutions. The team then worked extensively with these stakeholders to understand where the opportunities for change existed within their institutions.

The CCSU project is situated within the larger Healthy Minds/Healthy Campuses community and uses Community of Practice Theory to inform how the community operates. Campuses collectively work together around a shared goal of promoting healthier relationships with alcohol and other substances, developing innovative tools and ideas as they learn together and take local action. As the community continues to strengthen, the impact of the project expands, resulting in positive change on campuses across the province.

Changing a culture is complex because culture silently influences behaviour and is simultaneously shaped by behaviours.

Furthermore, culture is shaped by policies, environments, norms, dialogue, beliefs and assumptions, which become important avenues for bringing about change (Schein, 2010).

Our Impact

When thinking about change in a complex system or organization, we must consider the limitation of resources available for exacting change and consider where we might see the greatest impact for our efforts. By building capacity within the motivated stakeholders in our Community of Practice, we have helped develop them into agents of change in their institutional environments. They have then identified where the greatest impact can be made, pinpointing areas of action and levers of change in their institutions. These lever points can be powerful in influencing widespread change, since they impact the environment in which the campus members live, learn and work, which ultimately influences campus members' behaviour.

The CCSU project is building campus change agents' capacity to take a 'Collective Impact Approach' to change. This approach engages stakeholders from different sectors (in our case, stakeholders from different sectors on a campus) to impact a complex social problem (alcohol and other substance use). This type of approach is gaining recognition in communities and provinces across North America for its significant potential to influence complex social outcomes (Kania & Kramer, 2011). Measuring the change in a complex social outcome holds

"Give me a long enough lever and a place to stand, and I will move the earth." ~Archimedes

significant challenges requiring time and effort as well as engagement from multiple stakeholders. It also requires a common understanding of what measurement indicators can be used at a given stage of a complex project. FSG, a consulting group that assists organizations in taking a Collective Impact Approach to change, has developed a Theory of Change Evaluation Model with markers as to which indicators can be useful for measuring change at particular points in time.

Engaging 130 Change Agents at 11 Post-Secondary Institutions Reaching 300 Key Campus Stakeholders

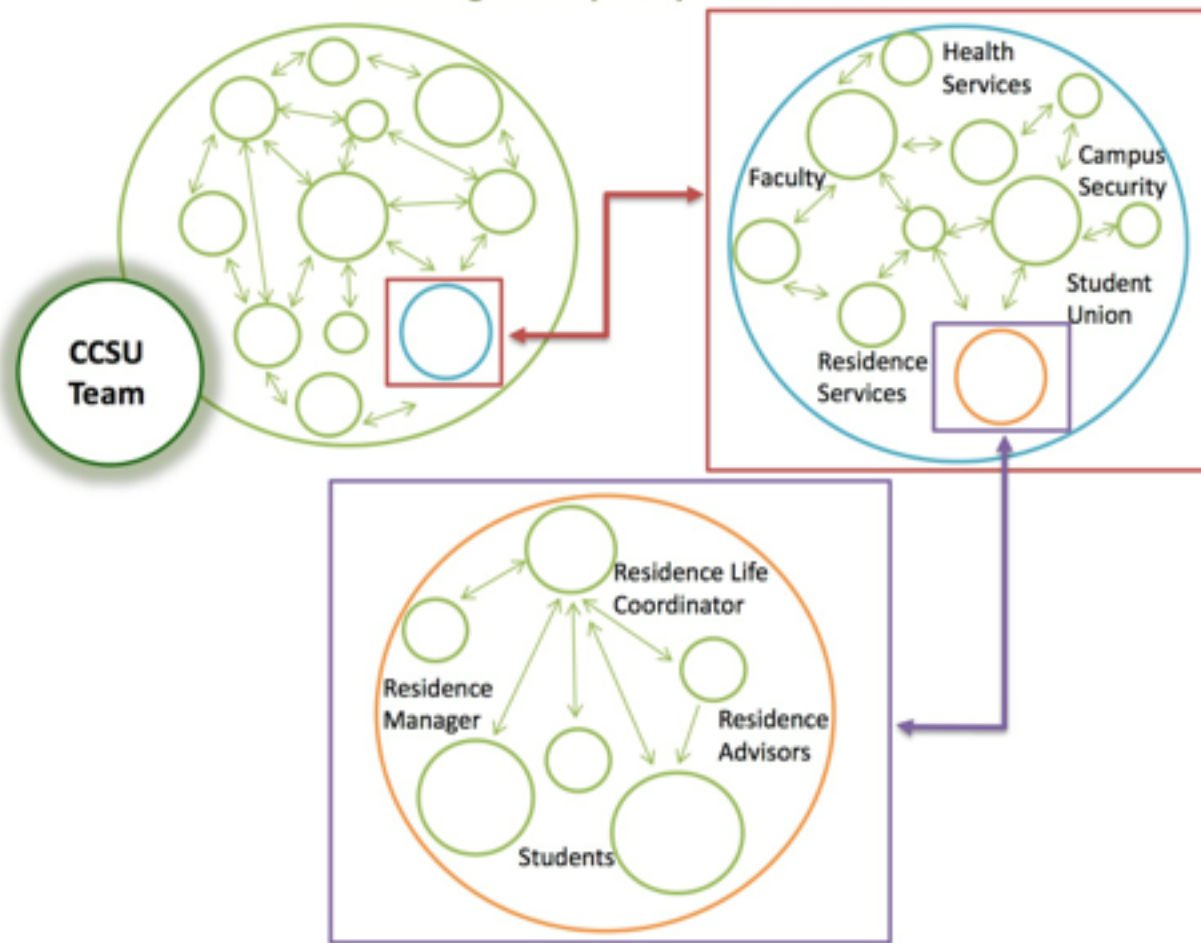


Figure 1: Example of Capacity Building and Knowledge Exchange and Sharing in CCSU Project

FSG emphasizes that it is important to be attending to all indicators throughout a change process; however, we are more likely to gain reliable feedback on our progress on early performance indicators at an earlier stage of the project and on impact outcome indicators at a later stage (10 years or so). Therefore, the CCSU team has been monitoring early performance indicators, including the processes and partner activities in the project, as well as indicators of behaviour change and systems change, during the early stages of our work. Examples of early indicators for this project include the number of key change agents engaged in this work, changes in language being used by stakeholders (e.g. substance use vs. misuse or abuse), changes in programs and policies in the institution towards ones that are aligned with research and evidence-based approaches promoted by the CCSU team and changes in practices both within our community and beyond (e.g. from working only with members of their department towards a cross-sectoral approach on campus). We are also developing long-term outcome and impact indicators to be collected in the future.

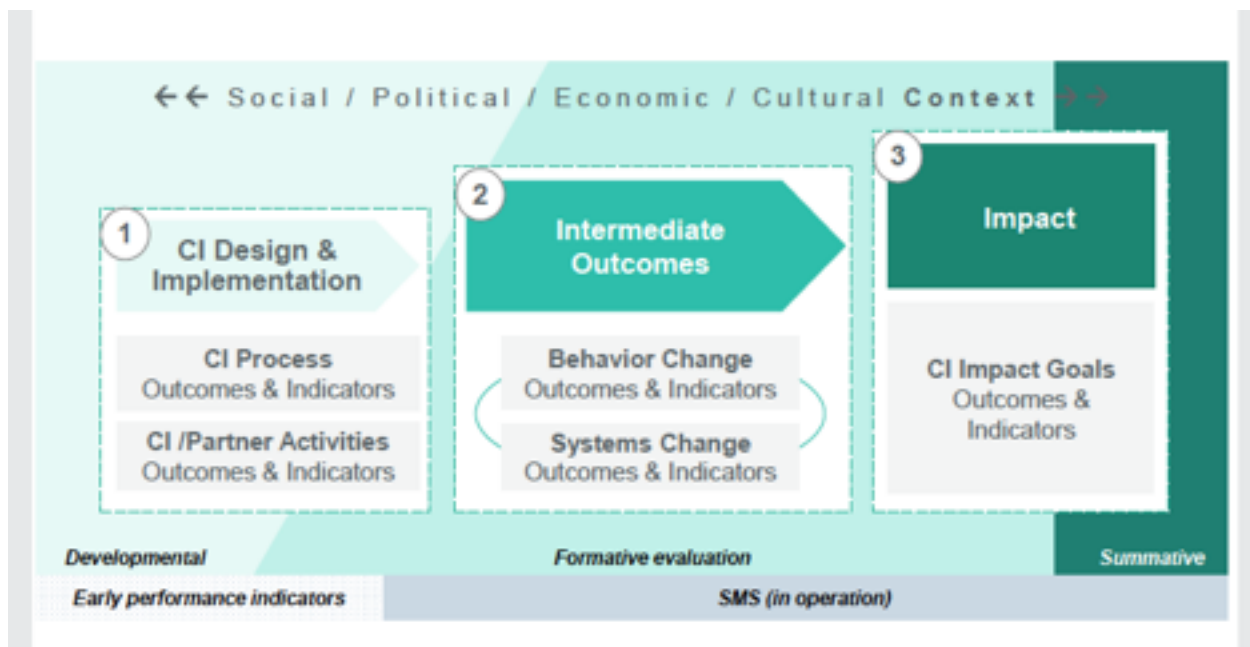


Figure 2: Evaluation Logic Model for Collective Impact (Hanleybrown, 2014)

What Participants Have Said

“Involving students in our work has been absolutely fulfilling. They are so knowledgeable, resourceful, helpful, and the mobilizing of student-led power can be incredible.”

“I think that I have always known that community building and reducing isolation are important in encouraging healthy relationships with substances, but I have been convinced by the student feedback that this is by far the most important aspect of this project.”

“Our NCHA data dialogue with Health Services resulted in an in-depth discussion of how to engage students in self-assessment and seek more in-depth conversations with physicians about healthy change.”

“Conversations are the way we build stories. Small conversations can change culture. We need to have a respect for conversations that matter.”

CAMPUS ENGAGEMENT

The CCSU project has engaged eleven institutions across the province, with a potential reach of 47% (see Figure 3) of BC's campus population. The project now includes representation from every health region in the province, with virtually every type of campus represented in the community, including large research-based universities, technical institutions, colleges, new universities, and institutions serving the Northern, and Interior communities as well as Vancouver Island. The project further disseminates knowledge to non-active campuses through the broader HM/HC Community of Practice, providing resources in an online repository and a platform for sustainability and increasing reach.

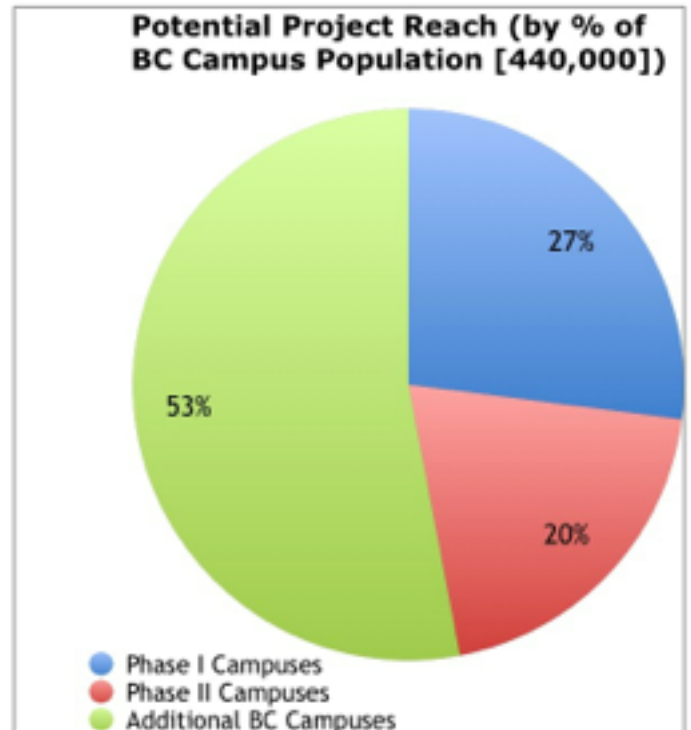


Figure 3: Potential Reach of the CCSU Project

Post-secondary institutions involved in the project include:

- ✓ British Columbia Institute of Technology
- ✓ Okanagan College
- ✓ Thompson Rivers University
- ✓ University of Victoria
- ✓ Camosun College
- ✓ Simon Fraser University
- ✓ UBC-Okanagan
- ✓ Vancouver Island University
- ✓ Capilano University
- ✓ Selkirk College
- ✓ University of Northern British Columbia



A recent survey of the project participants shows that key campus stakeholders represented in the project include counselling services, residence life services, health and wellness services, nursing departments, faculty members, human resources, student unions, health promotion staff, administration, judicial affairs, social work departments, child and youth care departments, student access, support and disability services, enrolment and retention committees, and continuing education and adult upgrading and undergraduate and graduate students. The project team now regularly interfaces with 130 key change agents from the eleven institutions, who subsequently have directly involved over 300 key stakeholders in their own on-campus CCSU community-related activities.

Mechanisms of change in the CCSU project look different from campus to campus, and the CCSU team has employed a participatory approach to identification of those potential mechanisms, avoiding one-size-fits-all solutions and capitalizing on the existing knowledge in our community. The members are experts on their own campus environment. Some campuses have focused on dialogue to engage students and other campus members, encouraging them to think critically about their alcohol and other substance use. Other campuses have focused on assessing the culture of alcohol and other substance use on campus, using innovative approaches to data collection, which will give them a fuller picture of their campus and data to engage in discussions about what changes might be required. Although many strong relationships have been formed as a result of the Changing the Culture of Substance Use project, two post-secondary institutions are highlighted to serve as examples of how the project has influenced key stakeholders to make systemic change.

Example: The University of Victoria

Our key liaisons at the University of Victoria (UVic) have been the Director of Health Services and Director of Counseling Services. By working with these two individuals directly, we have 1) created the possibility of change in two significant areas of the campus that reach a large number of students (Health and Counselling Services) and 2) created the possibility of wider impact through these individuals' interactions with other significant change agents on their campus. For instance, our UVic liaisons recognized residence as a key environment on campus that could influence the culture of alcohol and other substance use on campus. As part of their efforts towards culture change, they have taken steps to engage the Manager of Residence Services in their conversations and have been developing a plan of change in residence. The CCSU team has been in tandem engaged in a scan of promising principles and practices to promote healthy relationships with alcohol and other substances in residence, gathering data from institutions across BC and Alberta. Once the scan and resulting guide are produced, the UVic residence staff will use the findings to inform the changes they make on

their campus. Thirty-two hundred campus members live in residence at the University of Victoria. Changes in this area of the institution would impact not only students currently living in residence, but also every subsequent cohort of students that enters and lives in these facilities.

It is important to note the role that such changes in a more contained environment, like student residence, can have on the broader campus community. Residence environments are often a significant contributor to the reputation of a campus with respect to ‘partying.’ By creating a residence environment that promotes safer alcohol and other substance use, our project is potentially contributing to a change in the campus’ reputation overall. This can impact the expectations of students joining the UVic community, current student attitudes towards alcohol and other substance use and the overall atmosphere of the campus. This is what it means to change a culture.

Example: Selkirk College

Selkirk College’s experience in the project has offered a compelling example of how engaging a select number of individuals on a campus can result in significant organizational change. Selkirk College articulated their initial goals as the intention to build a CoP on their campus and hold a retreat of their own, with the purpose of engaging students and identifying their areas of focus, which they accomplished in August 2013. During the retreat, they applied an appreciative inquiry approach to subsequently develop a list of goals for their campus, which included: creating a welcoming and inclusive environment, creating a social, cultural campus space that allowed alcohol use, and promoting meaningful events for student engagement on campus. Following this event, Selkirk College capitalized on this early momentum by applying for, and successfully being awarded, a \$12,000 grant from the Columbia Basin Trust to support their progress towards their campus goals.

At the outset of the project, the CCSU team worked primarily with a Counselor and Faculty member on two campuses at Selkirk. As a result of their involvement in the project, these two individuals created a variety of programs and approaches to promoting conversations about alcohol and other substance use between students, often using food as a mechanism for engagement. One example is the “Dinner Basket” conversations that were recorded and reflected on by students. These conversations led to some profound insights on alcohol and other substance use by the students – both about their own experiences with use and how these are impacted by institutional factors. For instance, student Matty Hillman reflected after his “Dinner Basket” conversation that, “It seemed nearly unanimous that for most in college (and for some before) consuming [alcohol] is a rite of passage marked by substantial peer pressure to conform. This could be exacerbated when considering the isolation and immaturity

that can accompany the first time college experience.” Another example includes the explorations that were undertaken by students in a class on addiction studies. Students were encouraged to design campus alcohol harm reduction programs for their final papers, with the most noteworthy ideas being integrated into Selkirk’s CCSU strategy. Feedback on the class demonstrated that this approach was truly impactful on the students. The course instructor noted that it was “a great learning [experience]... in our end of semester circle time, students talked about how they had changed their substance use significantly because of the conversations and explorations that we had in class.”

These powerful engagement activities also encouraged students to reflect on potential areas of change on the campus. Students suggested that, “community building events may help alleviate feelings of isolation... mural and art projects, community gardening. Things that may either taper use or encourage completely different alternatives to use.” This innovative approach to dialogue with students has allowed Selkirk to effectively identify potential areas of action and has attracted the attention of campus administrative officials who are interested in becoming involved with the activities and potentially creating sustainable support mechanisms for the CCSU project work on the campus. Our campus liaisons report that 132 students have now been involved in “Dinner Basket” conversations. It is their goal to now follow up with these students to get a sense of what lasting changes there have been in their thinking since the conversations and whether they have continued these conversations with others on campus, in hopes of getting a better sense of the program’s overall impact. In the future, the Selkirk liaisons aim to take on larger projects to impact alcohol and other substance use on campus, including the creation of a campus hub that would allow students to consume alcohol in a safe, secure environment, supported by a vibrant cultural atmosphere. The creation of a campus space such as this is based on the best evidence about how to promote healthy relationships with alcohol and other substances. Additionally, Selkirk is using an online robust blog to capture, share and inspire further critical reflection, dialogue and action. This will increase reach and impact, as well as enhance the sustainability of the activities and capacity.

CCSU PROJECT AREAS

Campuses involved in the CCSU project are now working in a wide variety of areas aligned with CCSU goals. As campuses engage in on-the-ground activities, the CCSU team supports them in this work by providing consultation and direct involvement, while developing evidence-based resources and guides, which will help facilitate the current processes as well as disseminate the learnings to the broader community to influence further change. A micro-grant process has also been introduced to support campus change agents’ activities.

Current areas of inquiry and development within the project include:

- ▶ Situational Assessment
- ▶ Creating Healthier Residence Environments
- ▶ Building Campus Community and Connectedness
- ▶ Campus Alcohol Policies
- ▶ Creating Safer and Healthier Campus Orientation
- ▶ Promoting Safer Use on Campus

Situational Assessment

A situational assessment is like a “snapshot of the present” that can be used to plan for the future. It involves gathering, analysing, synthesising, discussing and communicating data for the purpose of informing planning decisions about goals, objectives, audiences, promising strategies and activities. Since the goal of CCSU is “changing the culture,” a relevant situational assessment must consider “culture” and the processes for “culture change.”

According to Australian biologist Richard Eckersley, culture is a “fuzzy, complex, dynamic and multi-faceted thing. [It is] variably distributed, locally influenced and intimately connected to history, politics, economics and other social factors.” The Centre for Intercultural Learning offers, “Culture rules virtually every aspect of our life...[it] is vital because it enables its members to function with one another without the need to negotiate meaning at every moment” (2011). Cross-cultural psychologist Gert Hofstede contends that, “culture is the software of the mind” (Lonner & Hayes, 2007). Essentially, what this all means is culture influences our behaviour without us generally being aware of it.

DATA DIALOGUES

Following their completion of the National College Health Assessment survey, UVic analyzed the substance use data gathered through the survey and has used the findings to hold “data dialogues” on the campus with various key campus stakeholders. This has resulted in the development of a multifaceted strategy on campus to target residence, alcohol policy and campus athletics. The dialogues have also informed changes to intake protocols in health and counseling services.

SOCIAL NORMS

British Columbia Institute of Technology (BCIT) has been working with their housing services to carry out a social norms survey on campus to gain a better understanding of the role norms are playing to influence student drinking on campus. The survey has offered BCIT significant value in reflecting on how to move forward on campus. Following the initial results, it was identified that a need for a broader survey that captures a bigger picture perspective might be preferred. BCIT is now examining the potential of being involved in the National College Health Assessment (NCHA) survey to better capture a picture of the campus mental health and substance use climate.

“THEATRE OF THE OPPRESSED”

As part of the CCSU project, Capilano University and Camosun College are developing a Situational Assessment methodology using “Theatre of the Oppressed” to engage the campus community in a critical assessment of their substance use culture. The Illuminations Project states, “the use of interactive theatre on campus directly engages the campus community, develops student leadership, creates an inclusive campus climate and promotes respectful dialogue around controversial issues.” This vibrant mechanism for the assessment of substance use culture will be developed by the involved campuses into a new tool that can be used by all BC campuses and will be made available through the HM/HC website and online platform, as well as through webinars and workshops offered to campuses.

TOOLS FOR ENGAGEMENT

UBC-O has been working for many years on engaging students and campus stakeholders through participatory action research methods in order to better understand the mental health and substance use needs on campus and promote a healthy campus environment. The CCSU team will be working with them to document and create vibrant tools from their learnings, which have included surveys, community dialogue and photovoice projects.

While targeting cultural change may not be the only way we can influence human behaviour, it is one potential way to influence it that is likely to have a broad impact on a lot of people in our community. In this context, a situational assessment seeks to identify and measure the various cultural influences that shape the behaviours of people on campus and to suggest ways we might consciously influence these influences. Useful data in this regard will include quantitative data related to patterns, trends and perceptions of alcohol and other substance use. In particular, identifying and understanding differences related to particular groups or places are important in a cultural assessment. Beyond this, a cultural assessment will necessarily involve using various qualitative and mixed methods to understand the “software” operating on our campuses.

The CCSU Situational Assessment project seeks to explore various ways to conduct cultural assessments that can inform planning decisions and help develop promising strategies and activities to change the culture of alcohol and other substance use on campus. To date, BCIT, TRU, VIU, Camosun College, Capilano University and UBC-O have identified Situational Assessment as a priority action area. In addition to tools co-developed by campuses, the CCSU team will collect and share existing tools and resources relevant to conducting situational assessments.

Creating Healthier Residence Environments

Residence is a particularly impactful environment for introducing culture change around alcohol and other substances. The residence environment is one wherein the institution can exert some of the

greatest influence over students' use of substances, with the ability to develop policies, programs, practices and a built environment that are supportive to creating a healthy environment. An institution's residences also often help define the broader culture and reputation of the institution. As such, the CCSU team has been working with UVic to develop a strategy around creating healthy relationships with alcohol and other substance use in residence. A promising principles and practices guide that is based on the available literature, current promising practices in BC and Alberta and global evidence is under development as a means to assist this process at UVic, as well as other PSIs. As the guide is being completed, UVic has already begun to engage in research around efforts to enhance their own residence services operations. Since the birth of this project area, Vancouver Island University and TRU have both expressed interest in developing a targeted residence strategy.

RESIDENCE STRATEGIES

UVic has been engaging with their residence personnel to create a broad strategy for shifting residence drinking culture. Their initiatives thus far have included revamping residence alcohol policy and the residence website to reflect these changes, introducing the eChug program into residence and conducting a rigorous research study to document findings, and integrating social norms-informed programming into their residence life community. Findings and results will be shared with the CCSU community and will be used to gain further momentum for their work on campus.

Building Campus Community and Connectedness

Building community and connectedness on campus is a key focus area for the CCSU project. Community connectedness and social support are overwhelmingly supported by the literature and identified by campuses as a pivotal area for helping students develop healthier relationships with alcohol and other substances, as well as a whole host of other issues. The CCSU project has supported campuses to develop grassroots initiatives in collaboration with students that promote collective dialogue on campus around substances, food, health, wellness and connectedness. The response from these efforts has been overwhelmingly positive and has captured the attention of senior leadership at some institutions. The CCSU team is working with campuses involved in this area to capture the learning resulting from these initiatives to develop tools for engagement that can be utilized by post-secondary institutions across BC. These tools will include interactive webinars, engaging videos, dialogue sessions, guides and workshops delivered by community members to the broader community.

“DINNER BASKET” PROGRAM

Selkirk College has capitalized on the power of food to engage and connect students with one another on campus. Using “Dinner Baskets,” which offer students the opportunity to prepare and enjoy a meal together, while exploring and reflecting on the culture of substance use on campus and beyond, Selkirk has helped promote critical dialogue and community connection among their student body. Initiatives like the “Dinner Basket” program have captured the attention of senior leadership at Selkirk College, who are interested in supporting the continued work of the CCSU community members on campus.

STAKEHOLDER ENGAGEMENT

Students, staff and faculty at Capilano University have been engaging in conversations about creating a healthier campus community. Using existing opportunities, such as faculty PD days, Capilano has been asking the members of their campus community to consider what health means to them and how they can be part of creating a healthier campus climate. Students have become integral to this effort, involved in every aspect of planning, documenting and promoting these efforts on campus. Most recently, students created a short film documenting responses to the question, “What makes a healthy campus community?” at their campus “Ode to Spring” event.

Thus far, several institutions within the project have identified campus community building and connectedness as a priority within the CCSU project. Selkirk College, UBC-O and Vancouver Island University in particular are currently creating and evaluating tools that can be applied both to this project and to the situational assessment, which will be made available to other campuses.

Campus Alcohol Policy

The CCSU team initially began work on a resource for this action area in recognition (with the CCSU Community of Practice) of the reality that policy can be a strong contributor (or inhibitor) to healthy campus environments. The primary focus of some advocates for a guide was issues specifically around alcohol use (and there is a strong consensus that this particular substance deserves special attention in view of its popular profile and considerable impact). A decision was made, however, to create the guide in an inclusive manner addressing the broader phenomenon of substance use within the postsecondary constituency and situating policy responses to alcohol within an overall frame of reference for regulatory measures relating to use of psychoactive drugs in the campus setting.

The guide will reflect several premises around a socio-ecological approach to health promotion in regard to alcohol and other substances, including appreciation that collective agreement on how best to formally respond to challenges posed by alcohol and other substances is attained not merely by imposition of prescriptive stipulations but also by efforts to engage community members in dialogue and reach shared perspective and joint commitment to uphold together certain standards of behaviour.

Without such voluntary collective consent, cultural change cannot be expected to occur. It is expected that this guide, besides alluding to constructive principles and process considerations, will provide a positive framework for reflecting, discussing and deciding on alcohol and other substance use-related policy rather than prescribing a set of particular positions that campuses must adopt and implement. The guide will identify and discuss areas where policy commitments seem particularly appropriate and point to issues and possibilities within such thrusts as:

- ▶ Enhancing social connectedness (by various means across a range of campus relationships)
- ▶ building competence/capacity to manage and enhance health (e.g. by way of intervention, education and social norms initiatives)
- ▶ regulating use and promotion (with consideration for particularities around different substances and contexts)

CCSU campuses are interested in policy issues and can be expected to contribute to discussions around options outlined in the guide in its provisional stage of development and advise on revision. The larger HM/HC CoP has also identified other individuals desirous of being involved in dialogue and deliberations with regard to policy who can be readily recruited not only for feedback on the early expression in the emerging guide but also for engagement in an exercise to enhance it for greater usefulness to our campuses.

Creating Safer and Healthier Campus Orientation

This is an area of the project that is still prospective in its development. Several campuses have identified orientation week as a potential area for change, but thus far, TRU is the only campus that has demonstrated specific intention to move forward in this area, specifically in the residence setting. Our team believes it's an area worth keeping on our radar for future development of a guide that might aide campuses in making choices about how they conduct student orientation to promote safety and the minimization of harms resulting from excessive alcohol consumption.

“DRINK WITH CLASS!”

Thompson Rivers University (TRU) has undertaken an initiative to revamp the culture of drinking in residence using their new “Drink with Class” campaign. This multipronged effort will involve targeting students during their first six weeks in residence with multiple programs, policies and strategies to encourage thinking about drinking and using alcohol with “class”. TRU will be evaluating the initiative rigorously to determine the effects of positive culture change on student behaviour. Their findings and materials will be shared with the broader CCSU community.

Promoting Safer Use on Campus

The CCSU team developed a plan to create several engaging guides in order to provide students with a summary account of considerations relevant for making more informed, health-supporting choices around alcohol and other substance use and consistent with the collaborative socio-ecological model of health promotion.

Guides under development include:

- ▶ promotion of low-risk drinking
- ▶ supporting lower-risk cannabis use
- ▶ promotion of blood alcohol concentration management
- ▶ encouraging a healthier outlook on non-medical use of pharmaceutical stimulants and opioids
- ▶ engaging in social norms correction initiatives
- ▶ promotion of more extensive practice of screening and brief intervention
- ▶ primary principles and promising practices for campus residences toward healthier relationships with substances

The guides are envisioned as:

- ▶ reflective of concerns that have also been raised by campus colleagues and ministry partners
- ▶ influenced by what strikes us as sound theory and instructive research
- ▶ consistent with our thrust to pursue wellness, reduce harm and advance change in culture
- ▶ meant to relate to campus members who are interested in collaboratively promoting health
- ▶ about ways in which individuals can be supported and the campus community strengthened
- ▶ attempts to enhance literacy (individual and collective ability to manage health, influences)
- ▶ suggestive frameworks in which campus members can reflect, dialogue and act
- ▶ broad profiles of fitting directions and illustrative possibilities for strategic plans
- ▶ resources generated in consultation with campus collaborators
- ▶ provisional working drafts for refinement through various local adaptive applications

Initial response to the guides when circulated in provisional form has ranged from quite favorable to very enthusiastic about their potential value. As a next step, the team is developing the Safer Use guides into Prezi presentations for webinars that will be used to

engage CoP members with the materials. This engagement will provide feedback for refinement of both the guides and the Prezi presentations, prior to releasing the final versions. It will also allow the team to promote the guides, build capacity, engage the CoP in dialogue while increasing knowledge of evidence-based recommendations and will hopefully spark interest in piloting them on campuses.

KNOWLEDGE EXCHANGE AND DISSEMINATION

Front Door Website and Communication Platform

HM/HC has been building relationships and fostering intra/inter-campus community knowledge exchange and mobilization in British Columbia over the last ten years, with an enhanced, focused effort through the CCSU project. As campuses develop tools and resources to share with other members of the community and as the CCSU team engages members in a variety of learning events, there is a great need for an online repository to facilitate knowledge exchange across British Columbia. There is a great opportunity to design a virtual community space where all Community of Practice members have the ability to interact with one another, and information, in meaningful ways at their convenience. As HM/HC is a vibrant Community of Practice that continues to grow with each new year, there is a need for a sustainable online social learning platform that stores content and allows community members to connect, share, learn and co-create. The purpose of the platform will be to connect community members, share and access resources and examples, ask questions and generate innovative ideas.

In addition to the platform, we will also be designing a new website for HM/HC that will highlight the Changing the Culture of Substance Use Project. The website will be launched during the fall semester, and will provide a seamless connection to the online social learning platform, for members to navigate easily between the two. The website will serve as the public face of HM/HC and the CCSU Project by highlighting key resources and providing an overview of the work we do as well as our theoretical and evidence-based foundation. Visitors will have easy access to key information, resources and tools. Together, the website and platform will function as an integrated, easy to use, interactive provincial resource centre and knowledge exchange virtual infrastructure that will be maintained and updated on an ongoing basis through HM/HC to support sustainability and further impact the investment in the CCSU project.

Visions Journal Article

An article on the CCSU project was published in CMHA-BC's Visions Journal in May 2014. The article introduces the idea of culture change and how it can be applied in post-secondary. The article is part of the project's movement into the next phase of its development, as we begin to

build recognition for our work and public will for change. The article can be found here: <http://www.heretohelp.bc.ca/visions/culture-vol9/the-influence-of-culture-on-campus-substance-use>.

2014 Engagement Scholarship Consortium

The CCSU Project Planning Committee will conduct a workshop at the 15th Annual Engagement Scholarship Consortium Conference titled, “Engaging for Change: Changing for Engagement.” The conference will be held in Edmonton, Alberta on October 7-8th, 2014 and will connect academics and community members to explore, discuss, debate and demonstrate why and how communities are changing. The workshop is titled “Using the Art of Motivation to Create Healthier Campus Communities” and the goal of our workshop is to provide background and principles on how the “Art of Motivation” can be used collectively for engagement. Through critical dialogue and reflection, participants will be engaged in meaningful conversation to help them explore how this approach might be applied to their community engagement goals, using the CCSU Project as a case study. This workshop will allow us to highlight key project areas we have been working on and share our experiences of using the “Art of Motivation” with a dynamic Community of Practice. The conference will also serve as an opportunity to engage with and learn from a wide variety of stakeholders from around the globe who are also working to make systematic and cultural change.

CONCLUSION AND ACKNOWLEDGEMENTS

The CCSU Project team is extremely appreciative of the hard work and support of all members of this community, including funding from the Ministry of Health and the hard work of the members of our participating campuses. This project could not succeed without the dedication of all those who have been involved. We look forward to the future months and continued progress of the project.

For any questions about any aspect of this update, please inquire to Catriona Remocker at remocker@uvic.ca.



Learn more about the 5th Annual Healthy Minds/Healthy Campuses Summit in the “[Summit 2014 Snapshot Report](#).”

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