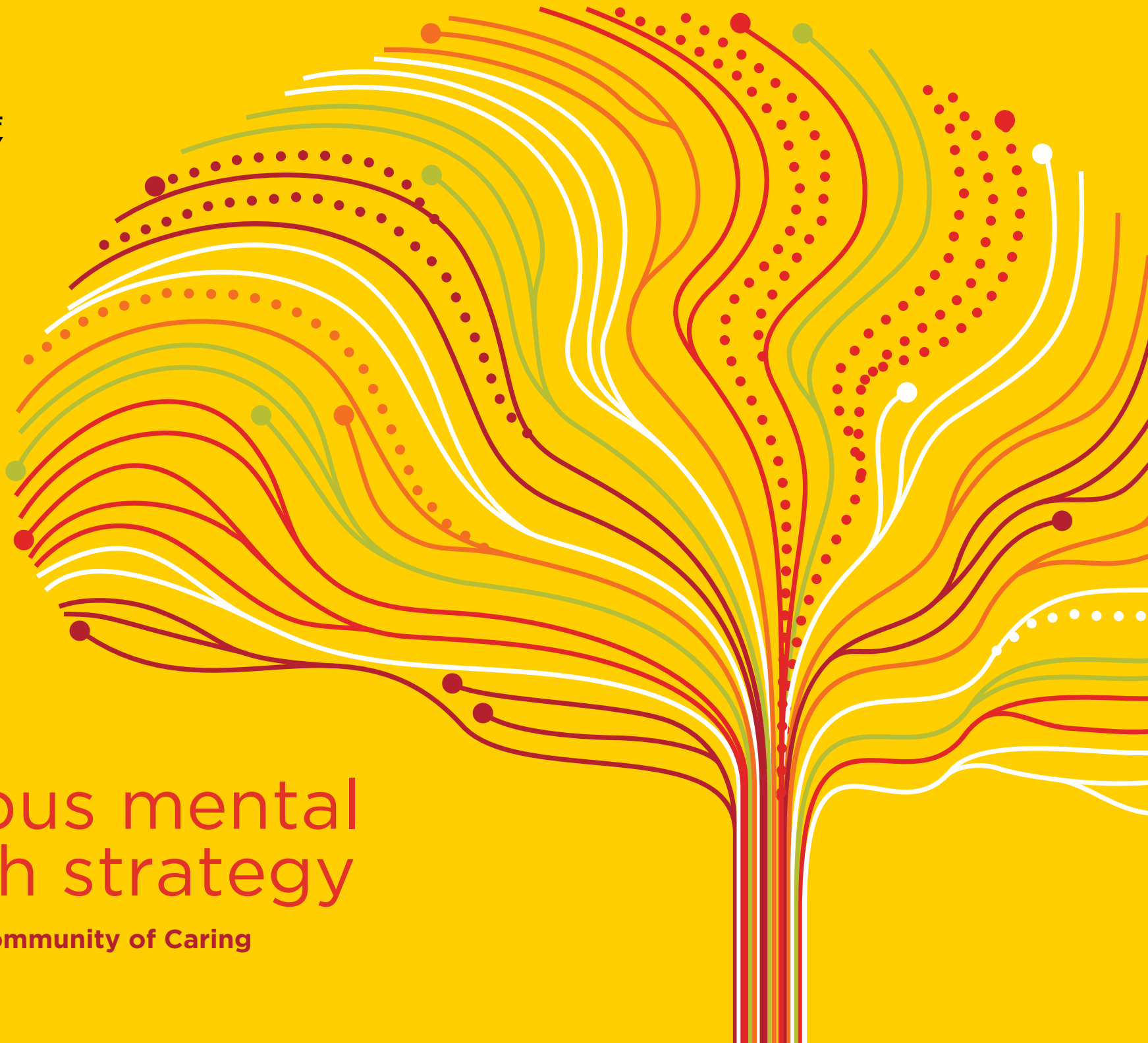




UNIVERSITY OF
CALGARY



campus mental health strategy

Creating a Community of Caring



executive summary

The promotion of mental health and well-being in our students, faculty, and staff is important to the University of Calgary. Given the symbiotic relation between health and education, Universities are increasingly recognized as places to promote the health and well-being of the people who learn, work and live within them. Research-intensive universities create cultures that demand high performance while promoting excellence and achievement, and also carry the risk of stress, stigma, and challenges to mental health. With the recognition of the importance of promoting mental health and intervening to address illness in a timely way, we join groups across Canada and beyond that are committed to enhancing the mental health of university students, faculty, and staff.

The University of Calgary struck a Mental Health Task Force in late 2014 to develop a comprehensive strategy on mental health. A healthy settings approach, which has its roots in the *World Health Organization Health for All* strategy, was used as a framework to develop recommendations. The healthy settings approach recognizes how the culture, structure and processes of an institution influence the creation of supportive environments. This approach encourages the development of comprehensive, multi-faceted and sustainable initiatives to promote mental health and well-being. Our Campus Mental Health Strategy builds on existing policies and programs but also unifies these

efforts to position the University of Calgary to take a leadership role in promoting mental health in our community, Calgary and beyond. This document presents the results of the efforts of the Task Force.

Approximately one in five people experience a mental illness in a given year, and almost everyone is affected by mental illness in a family member, friend or colleague — including students, faculty, and staff at the University of Calgary. In a campus-wide student survey on health completed in 2013, 18% of our respondents reported having been diagnosed or treated by a professional for a mental health condition, and 8% of students reported that they had seriously considered suicide. A majority of our students expressed feeling overwhelmed (90%), lonely (64%), very anxious (58%), or very sad (67%) at some point in the year prior to completing the survey. Mental health was the top presenting reason for employees at the University of Calgary accessing the Employee and Family Assistance Program in 2014, and 16% of employee sick leave cases and 33% of employee long-term disability cases result from mental illness. These statistics are consistent with other workplaces and post-secondary institutions. In addition, a recent experience galvanized the University of Calgary community, namely the April 2014 tragedy in which 5 young people, including 3 of our students, died violently at a party in a neighboring community. This shocking event, tied in part to mental illness, affected many of

our community members and has helped unite us in recognizing the urgency of promoting and supporting mental health on campus.

The Mental Health Task Force has created a vision and framework to optimize mental health at the University of Calgary. Our vision — to be a community where we care for each other, learn and talk about mental health and well-being, receive support as needed, and where individually and collectively we realize our potential — is aspirational and inspiring. This vision will place mental health as an institutional priority and will require culture change on our campus. Our framework is evidence-based, and comprises the following six interconnected strategic focus areas:

- raising awareness and promoting well-being;
- developing resilience and self-management;
- enhancing early identification and response;
- providing direct service and support;
- aligning institutional policies, processes and procedures; and
- creating and sustaining a supportive campus environment.

To inform the vision and framework, the Task Force reviewed current campus activities related to mental health, including research conducted and services offered. A working group completed literature reviews examining student and employee mental health challenges and solutions. The working group also conducted a gap analysis to compare the needs of the University of Calgary community with the services that are currently provided. Throughout the process to develop the Strategy, the Mental Health Task Force consulted broadly with individuals and groups, both internal and external to our campus. The Campus Mental Health Strategy has been reviewed by the various levels of University of Calgary governance.

Through the work of the Task Force, and as a result of the broad consultation process, twenty eight action-oriented recommendations were generated to address expansion, enhancement, or development of initiatives in each of the six strategic focus areas above. Through this Strategy, the University of Calgary commits to fostering a campus culture where students, faculty, and staff are supported, valued, included, connected and flourishing.

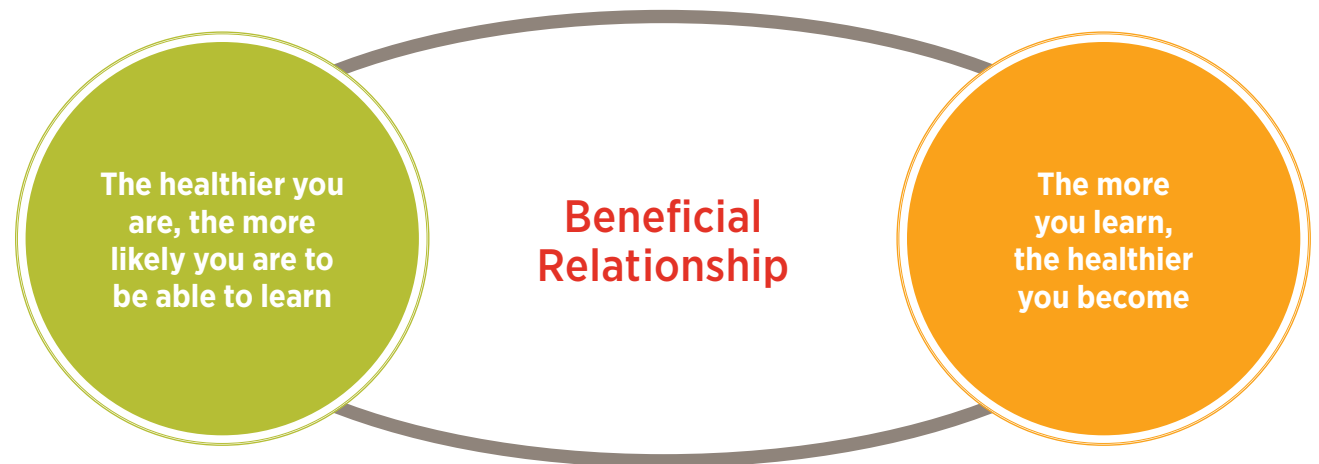




preamble

The University of Calgary is an aspirational, dynamic institution with a diverse community of individuals who come together to learn, work, connect, achieve, and flourish. Our campus community includes students, post-doctoral scholars, faculty, staff, volunteers and others who live, work and learn at the university. We are Canada's top-ranked young university, aiming to become one of Canada's top five research universities by our 50th anniversary in 2016. As part of this vision, the University of Calgary recognizes and supports its students, faculty, and

staff to thrive and reach their full potential. The development of a campus mental health strategy that includes the entire campus community reflects the core values of the university, including the importance of support, collaboration, and work-life balance for optimizing mental health. As illustrated in Figure 1, this strategy recognizes that the healthier we are, the more likely we are able to learn. Further, the more educated we are the more likely we are to be healthy.



*Figure 1: Healthy Settings Model
(Adapted from healthyuniversities.ac.uk)*

As a result of the symbiotic relation demonstrated in Figure 1, Universities are increasingly recognized as places to promote the health and well-being of the people who learn, work and live within them. Utilizing a settings-based approach, based on the World Health Organization Health for All strategy and particularly the 1986 Ottawa Charter for Health Promotion, post-secondary institutions can create processes and structures that are supportive of a commitment to health and well-being.¹ The settings-based approach takes a “whole campus” perspective, encouraging action across the entire campus to promote the health and well-being of students and employees. This approach is rooted in a holistic understanding of health and well-being, and encourages the development of comprehensive, multi-faceted and sustainable initiatives, as reflected in the University of Calgary Framework for Mental Health (Figure 2) and recommendations of the Mental Health Task Force.

There is now recognition of the pivotal role that mental health plays in the overall health and performance of students, faculty, and staff. Good overall health is a combination of physical, social, and mental well-being, and not simply the absence of disease.² Furthermore, positive mental health also includes the development of resiliency and the ability to overcome challenges. Within this context,

developing skills in managing moderate levels of stress can promote physical and mental well-being. Mental health and mental illness, although related, can be conceptualized along different continua. Keyes’ model emphasizes that mental health and mental illness occur on separate continua, such that people living with mental illnesses can still have good mental health.³ This model recognizes that promoting mental health is more than recognizing signs and symptoms of mental illnesses. A holistic approach to mental health is inclusive of emotional, social, and psychological well-being.

As approximately one in five Canadians experience mental illnesses,⁴ and the University has over 32,000 students and 6,500 full-time equivalent faculty and staff, we have a significant opportunity to enhance well-being amongst a large number of Calgarians. The Brentwood tragedy involving the deaths of University of Calgary students in a neighbouring community in April, 2014 was a significant event in the fabric of the school, and awareness of the struggles of other students and staff along with data from both within the University of Calgary and other North American institutions has also emphasized the urgency of addressing mental illness on campus. Recognizing this context, the University of Calgary struck a Mental Health Task Force in autumn, 2014.

This document summarizes the collective input of a group of community members with expertise in mental health, mental illness and well-being. The recommendations are based on current evidence and best practice. The campus mental health strategy considers the university and wider context, unifies existing mental health activities and initiatives, and provides a roadmap for future mental health endeavours. The University of Calgary’s campus mental health strategy will stimulate discussion about mental health and mental illness and encourage a campus culture with a flourishing, resilient, and healthy university campus community.



mental health task force

The Task Force was comprised of a steering committee and working group that represented stakeholders from across campus (Appendix 1). The Task Force took a collaborative and research-informed approach in developing this report, meeting bi-weekly from January to May 2015, and then throughout the summer months. The steering committee established the vision, developed the terms of reference, and provided guidance throughout the process. Working group members formed subcommittees focused on topics including framework development, research on campus, literature reviews, current programs and initiatives, as well as opportunities and gaps to develop this comprehensive campus mental health strategy.

This strategy document includes the following information:

- A summary of the purpose of the Task Force
- A vision for a Campus Mental Health Strategy for the University of Calgary, and principles related to mental health that can be enacted in the plan
- A review of relevant literature
- A gap analysis that identifies where development may be required
- A set of recommendations for the institution

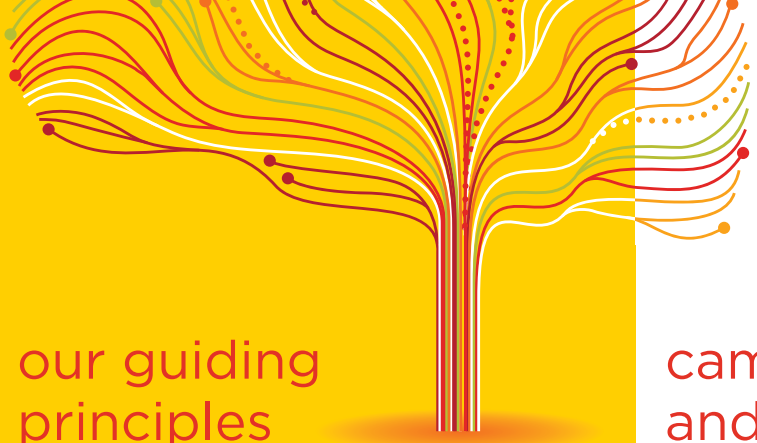
purpose, vision and principles

Statement of Purpose: To develop a mental health strategy for the University of Calgary that supports a flourishing, resilient and healthy campus community.

Vision: The University of Calgary is a community where we care for each other, learn and talk about mental health and well-being, receive support as needed, and where individually and collectively we realize our potential. We will achieve this vision as we:

- Promote strategies and programs for mental health and well-being
- Reduce stigma through awareness, education, and dialogue
- Develop early recognition systems for mental illness
- Align policies and procedures with the vision for promoting mental health on our campus
- Develop sustainable processes and structures to manage issues related to mental illness
- Provide direct service and support with those suffering from mental illness





our guiding principles

In promoting mental health, The University of Calgary aims to be:

Caring

We actively support and promote the mental health, well-being, and success of the campus community. We are an inclusive community that promotes mental health education, understanding, and awareness.

Collaborative

We leverage and contribute to local, national, and international evidence and perspectives to strengthen our collective capacity to support mental health.

Resilient

We build capacity and strengthen ourselves to inspire further growth and innovation in promoting and supporting mental health.

Responsive

We are responsive to the mental health needs of the campus community.

Continuously Improving

We commit to a culture of continuous improvement in the domain of mental health.

campus mental health and mental illness at a glance

The Human Face of Mental Health and Mental Illness provides the following definitions:⁵

- **Mental health:** “The capacities of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity.”
- **Mental illness:** “Alterations in thinking, mood or behaviour — or some combination thereof — associated with significant distress and impaired functioning. The symptoms of mental illness vary from mild to severe, depending on the type of mental illness, the individual, the family and the socio-economic environment. Mental illnesses take many forms, including mood disorders, schizophrenia, anxiety disorders, personality disorders, eating disorders, and addictions such as substance dependence and gambling.”

The subsequent sections describe the current experience of mental health and illness on campus and in the general population. Full background data are contained in Appendix II.

in canada

- 20% of the population experience a mental health problem or illness per year; with young adults and those in their early working years affected at higher rates.⁴
- 20% of Canadian university students have reported being diagnosed or treated by a professional for a mental health condition.⁶
- Within a previous 12-month period, 10% of students report that they seriously considered suicide and 1.3% reported that they attempted suicide.⁶
- 74% of employees thought their manager did not effectively manage mental health issues.⁷
- Mental illnesses cost \$51 billion in direct (e.g. hospital costs) and indirect (e.g., workplace disability claims) costs in Canada per year.⁸
- Alcohol abuse accounts for \$14.6 billion and illegal drugs for \$8.2 billion in direct (e.g., hospital costs) and indirect costs (e.g. productivity) in Canada per year.⁹

at the university of calgary

The University of Calgary participated in the *National College Assessment* survey for the first time in 2013. The University of Calgary data included in this report is based on a response rate of 18.5% from a random sample of 5000 students.¹⁰

- 18% of students reported having been diagnosed or treated by a professional for a mental health condition.
- Within the 12 months prior to the survey, 8% of students reported that they seriously considered suicide and 0.8% reported that they attempted suicide.
- The majority of students reported feeling overwhelmed by all they had to do (90%), lonely (64%), overwhelming anxiety (58%), or very sad (67%) at some point within the last 12 months.
- 25% of students who drink reported having had 7 or more drinks the last time they partied and socialized, and 33% of students who drink had consumed 5 or more drinks in a sitting.

The following statistics for employees from University of Calgary were collected from Human Resources and Staff Wellness in May, 2015.

- The top reasons employees access counselling services include stress, anxiety, and depressive symptoms.
- Mental health is the top presenting reason employees access the Employee and Family Assistance Program.
- 16% of employee sick leaves cases and 33% of employee long-term disability cases are due to mental illness.
- Leaves arising from mental illness are on average 60% longer in duration than other types of sick leaves, and result in high costs for the university.





background: review of literature

There is a paucity of best practice literature in postsecondary educational settings (but see University of Toronto & Toronto Public Health, 2014).¹¹ As part of the work of the Task Force, literature reviews were conducted that focused on the mental health of students, and separately, faculty and staff. The full reports can be found on the Campus Mental Health Strategy website.

Students

The National College Health Assessment⁵ collects data on students' habits, behaviours, and perceptions of common health topics. The 2013 survey reported that approximately 90% of Canadian students felt overwhelmed sometime during the last year. About 38% of students felt that they were so depressed it was difficult for them to function. Additionally, 57% of students had experienced overwhelming anxiety during the year and nearly 10% had considered suicide. When depressed or anxious, students have difficulty maintaining their grades and achieving their goals.^{12, 6, 13} Mental illness is associated with student drop out, isolation, increased substance use, poor sleep quality, less exercise, poor eating habits, and self-harm.^{14, 15}

University students are more likely to have a mental illness than the general population.¹⁶ Women are at a greater risk than men for depression, anxiety and eating disorders.^{17, 18} Male students are at a higher risk of death by suicide than females.¹⁹ In general, students who identify as an ethnic minority or Aboriginal are at higher risk for mental illnesses than Caucasian students.²⁰ Single status, self-identification as lesbian, gay, bisexual, transgender or queer (LGBTQ), international student status, and financial struggles increase the likelihood that a student will experience a mental illness.¹⁵

Young adults between the ages of 18-24 years are at highest risk for mental illnesses and substance misuse, and the majority of university students fall in this age bracket.¹⁵ The overall stress of being a university student, juggling multiple demands in association with an academic schedule, social life, and extracurricular activities, puts students in a vulnerable position.¹⁴

Most universities provide access to mental health support programs and resources, but the majority of students who struggle with a mental illness never seek help.^{13, 18} Only 20% to 36% of students actually receive professional help for their mental illness.²⁰ Stigma is often cited as a barrier for university students who hesitate to seek help for mental health concerns.²¹ Lack of timely access to services

and limited student knowledge about available services also impede use of mental health programs and treatment.

Faculty and staff

Despite the global interest that has emerged on workplace mental health (e.g. the *Mental Health Action Plan for Europe*, World Health Organization, 2013; *The National Standards on Psychological Health and Safety*, 2013), there is a paucity of research focused on the mental health of university faculty and staff, particularly in the Canadian campus context. Some Canadian universities have developed and implemented mental health strategies for students, but few have addressed the needs of faculty and staff or addressed the needs of the full campus community in a comprehensive document.

Data from the 2010 *Canadian Community Health Survey* indicated that employees who perceive their jobs as highly stressful are two to three times more likely to have a mood or anxiety disorder.²² Excessive workplace stress is associated with mental illnesses.^{22, 23, 24, 25, 26, 27} Canadian studies, some of which have been conducted by University of Calgary researchers, highlight the importance of providing resources to both minimize and mitigate the impacts of employee stress in the workplace.

The significant personal investment and ownership that accompany academic work may exacerbate stress levels for faculty. Several studies have described the importance of autonomy, or the ability for an employee to impact decisions over important aspects of their work, for university staff. Boyd and colleagues found that perceived high workloads when combined with pressure resulted in decreased feelings of autonomy and psychological strain among faculty.²⁸ In contrast, high perceptions of autonomy reduce negative physical and psychological symptoms among university staff.²⁹ Additionally, university faculty and staff may possess protective factors against mental illnesses as education and higher socioeconomic status are related to a lower likelihood of health problems.³⁰

Mental health knowledge is related to help-seeking among individuals, but one of the biggest barriers to help-seeking for a mental illness is stigma.^{31, 32} Stigma reduction programs are generally effective when they use contact-based education (e.g. someone with a mental illness speaking about their experiences).³³ Diet and exercise influence mental health and represent avenues for increasing the psychological health and wellness in the university environment.^{34, 35} Programs that target employee burnout and minimize the development of depression may improve mental health.^{36, 37, 38, 39}



Finally, an effective crisis management strategy is an important complement to programs and interventions that emphasize awareness, prevention, and early identification. Such strategies involve information related to crisis prevention and management, suicide prevention hotlines, and the formation of a crisis management team. These teams ideally take an inclusive approach and incorporate students, counsellors, security, staff, faculty, and student and staff services to foster interpersonal relationships and develop a flexible program for crisis management.⁴⁰

Knowledge gaps exist regarding how to optimize the mental health and well-being of university faculty and staff. In the voluntary standard on workplace

psychological health and safety, the Canadian Standards Association noted that an organizational culture that promotes respect, workload balance and protection of physical safety are elements of a supportive approach to workplace mental health.⁴¹ The Canadian Association of College and University Student Services and the Canadian Mental Health Association published *Post-Secondary Student Mental Health: A Guide to a Systemic Approach*, stressing that physical, cultural, spiritual, political, socio-economic, and organizational factors are significant for the well-being of students.⁴⁰ Existing research and initiatives provide a knowledge base for the University of Calgary to develop a systematic and integrated approach to mental health on our campus.

mental health research at the university of calgary

It is the creation of new knowledge in all forms that distinguishes us as a research university. Within the University of Calgary's *Strategic Research Plan*, one of the primary research themes is Brain and Mental Health. There are projects focused on brain and mental health across faculties, schools, and departments, including Education, Nursing, Kinesiology, Social Work, Medicine, Psychology, Sociology, Philosophy, and Community Health Sciences. The university's *Brain and Mental Health Research Strategy*, led by the Hotchkiss Brain Institute, is intended to unify and support this research at the University of Calgary, cultivating collaborative and interdisciplinary research on brain and mental health. We have already led a comprehensive survey of campus mental health initiatives and services at all 26 post-secondary schools in Alberta⁴² and have recently completed a national survey of Canadian post-secondary institutions. The *Brain and Mental Health Research Strategy* and the *Campus Mental Health Strategy* will reciprocally inform each other as the University of Calgary generates and disseminates information that will enhance student, faculty and staff mental health at our own and other institutions.

mental health framework at the university of calgary

The Framework for the Campus Mental Health Strategy reflects the dynamic nature of mental health within the University of Calgary's social, cultural, and physical environment. It considers elements from existing models and frameworks and reflects best practices in comprehensive approaches to student, faculty, and staff mental health.

An analysis (see web site) identified current areas of programming, areas in which we could expand on programs currently offered, areas of redundancy, and potential connections between services on and off campus. Further information on current wellness

initiatives and programs is contained in Appendix III. Our analysis resulted in six strategic focus areas that guide our recommendations and actions.

The framework in Figure 1 includes six strategic foci embedded within a context of continuous improvement, with ongoing collaboration across our institution and with the broader community. People within our community are at the core of the framework, symbolizing that flourishing students, staff and faculty are critical for us to achieve *Eyes High* and become the institution and workplace we aspire to be. The strategic foci are interconnected, and support the health and well-being of the University of Calgary community. They are rooted in our campus culture and values but the framework will be responsive to changing needs and emerging knowledge.



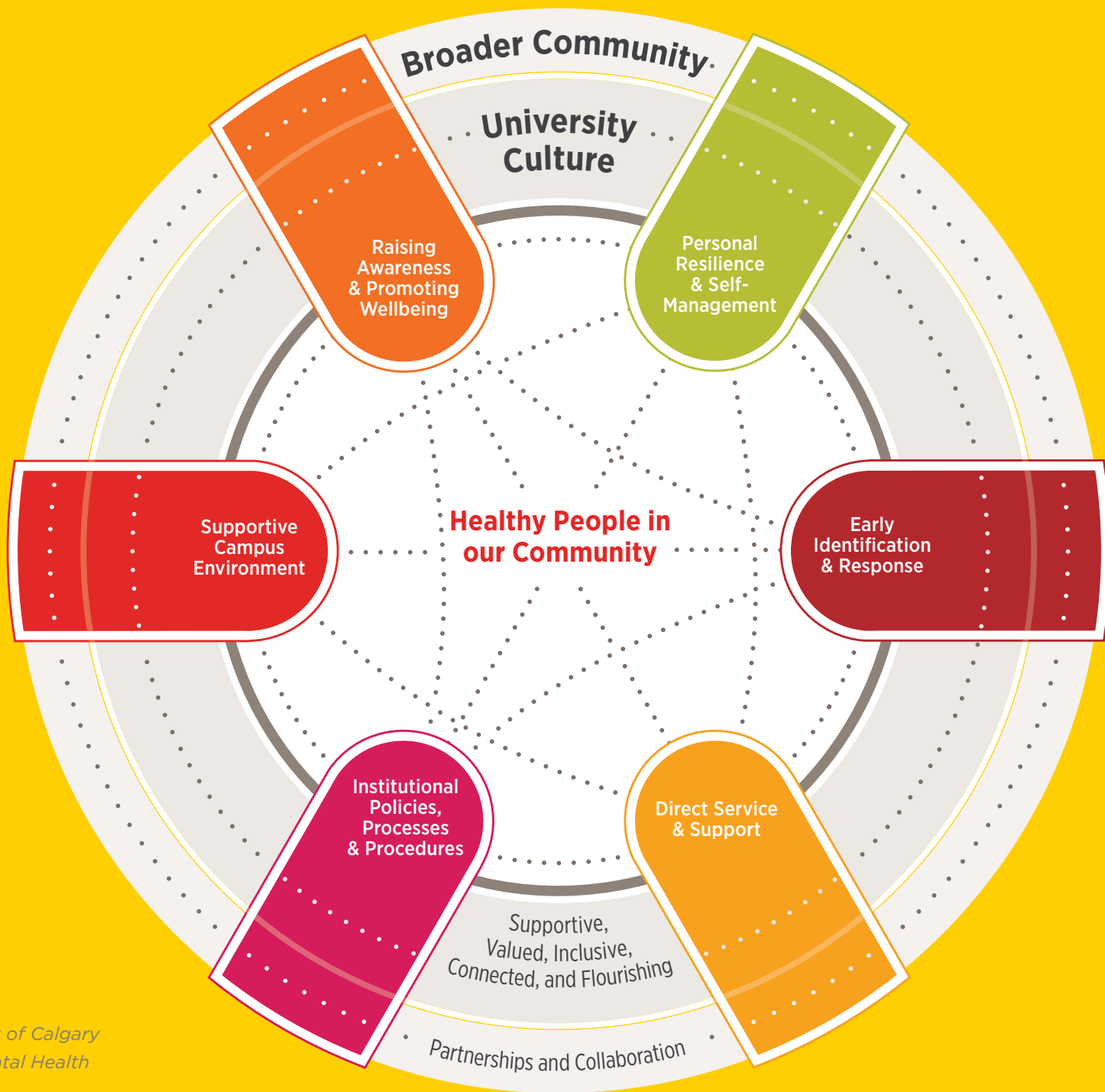


Figure 2: University of Calgary Framework for Mental Health

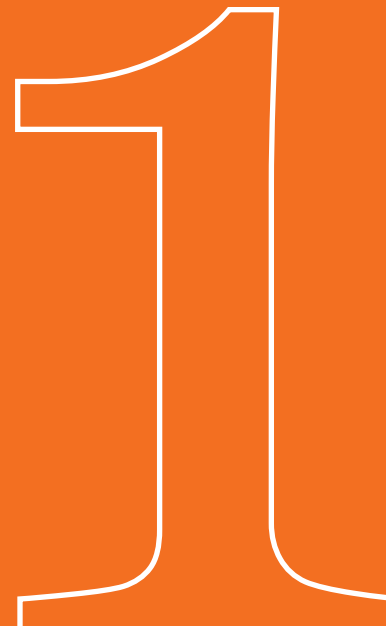
strategic focus area

Raising awareness and promoting well-being

Wellness initiatives enhance understanding and change perceptions of mental health problems. They are critical to reducing stigma and promoting early help-seeking. Promoting well-being increases skills and knowledge for practicing self-care and healthy behaviours.

Opportunities and gap analysis:

- Some students, faculty, and staff lack awareness of existing campus resources, programs and services related to mental health and well-being.
- Enhanced anti-stigma programs would support our mental health promotion strategies.
- Mental health programs on campus have increased in recent years; they involve multiple partners and multiple activities. Aligning offerings, communications and evaluation would enhance the efficiency, long term sustainability and impact of the programs.



KEY FOCUS AREA ELEMENTS	CURRENT CAMPUS INITIATIVES	
Mental Health Awareness	<ul style="list-style-type: none"> • Mental Health Awareness Week for students • Promoting Calgary Counselling Centre's National Depression Screening Day along with Calgary Counselling Centre, Calgary Chamber of Commerce and other post-secondary institutions • Student health outreach team (Wellness and Health Awareness Team) • Online resources: Wellness Guide and Wellness Workshops; Employee and Family Assistance Program resources 	<ul style="list-style-type: none"> • Mental health champion programs: student Champions for a Healthy Campus; faculty and staff champion programs, wellness committees • Outreach through Faith and Spirituality Centre • UFlourish Week: a series of events and activities aimed at building positive mental health at the University of Calgary
Educational Programs	<ul style="list-style-type: none"> • Mental health and wellness workshops and training for students, faculty, and staff using internal (Continuing Education, Faculties, Student and Enrolment Services) and external resources 	<ul style="list-style-type: none"> • WRAP UP (wellness and academic support activities during final exam period)
Stigma Reduction	<ul style="list-style-type: none"> • Student-led Outrun the Stigma during Mental Health Awareness Week • Voices of Mental Health — Personal Experiences with Stigma; Life Coach series — an Alberta Family Wellness Initiative • Student Mental Health Summits 	<ul style="list-style-type: none"> • Student video competition — “Dear Stress” • Mental Health Commission of Canada's The Inquiring Mind and The Working Mind stigma reduction programs • Established campus champions
Mental Health Literacy	<ul style="list-style-type: none"> • Employee and Family Assistance Program (books, articles, CDs kits, and other resources) • Annual Provincial Post-Secondary Wellness Summit supported by Alberta Health's Mental Health and Addictions grant 	<ul style="list-style-type: none"> • Provincial Post-Secondary Mental Health Framework, supported by UCalgaryStrong
Personal Well-being	<ul style="list-style-type: none"> • Stress Less Week for students • Faculty and Staff Wellness Fair • Active Living programs and facilities available to all • Active Living's Level Up Program 	<ul style="list-style-type: none"> • Sexual Wellness and Gender Awareness activities with Calgary Sexual Health, Alberta Health Services, AIDs Calgary, Calgary Communities Against Sexual Abuse • Faith and Spirituality Centre programming • Native Centre programming
Evaluation and Continuous Improvement	<ul style="list-style-type: none"> • Mental health and well-being programs and initiatives are evaluated through feedback forms, research, participation numbers, consultation with participants, etc. 	<ul style="list-style-type: none"> • The Centre for Innovation in Campus Mental Health in Ontario has been working on evaluation metrics for campus programs and we have contributed to that project and will adopt best practice approaches as available across the country.

RECOMMENDATIONS

Expand what we offer

- 1.1 Mental health literacy programs should be expanded to include diverse, vulnerable, and at risk populations.
- 1.2 Anti-stigma initiatives, including contact-based and online anti-stigma programs should be expanded, utilizing internal and externally developed resources, such as peer support resources.

Enhance what we do

- 1.3 Develop a robust evaluation strategy to measure the long-term impact and sustainability of the collective mental health and well-being initiatives.

Develop new initiatives for the campus community

- 1.4 Create a strategy to promote responsible alcohol use, accessing the experience of internal and external community.
- 1.5 Develop a centralized website to provide efficient and effective access to mental health information for students, faculty, and staff. Incorporate on-campus champions in programming, planning and marketing initiatives.

strategic focus area

Developing personal resilience and self- management

Self-management competencies and coping skills strengthen student, faculty, and staff resilience and their ability to manage the multiple demands in their lives.

Opportunities and gap analysis:

- There is an opportunity to promote a broader range of strategies to support resilience and enhance mental health on campus, consulting with community partners.
- There are campus initiatives that can be leveraged to promote interpersonal competence and personal resilience.
- Transitional points for students, faculty, and staff can strain coping strategies and diminish mental health. With support, transitions may provide opportunities to build awareness and personal management skills. Integrating family support during the transition to university can be strengthened.



KEY FOCUS AREA ELEMENTS	CURRENT CAMPUS INITIATIVES	
Intrapersonal development	<ul style="list-style-type: none"> • Stress Less Week for students • Active Living's Level Up Program • Mindfulness Programs 	<ul style="list-style-type: none"> • StrengthsQuest • Roots of Resiliency Program
Interpersonal competence	<ul style="list-style-type: none"> • Student Orientation • Mental Health Commission of Canada's Working Mind Program 	<ul style="list-style-type: none"> • Respect in the Workplace Program • Staff and Faculty Onboarding
Personal skill development	<ul style="list-style-type: none"> • Online mental health, well-being, self-assessment, and life change resources and tool kits • Career counselling/advising • Self-management programs 	<ul style="list-style-type: none"> • Health Checks • First Year Family Guide and Parent Orientation

RECOMMENDATIONS

Expand what we offer

- 2.1 Increase availability of programming and training for students, faculty, and staff to build personal resilience and wellness and to promote academic and professional success.
- 2.2 Expand available resources and programming for parents/families of students.
- 2.3 Increase engagement in a full range of holistic health promoting activities.

Enhance what we do

- 2.4 Enhance support during critical transition times for all members of the campus community.

Develop new initiatives for the campus community

- 2.5 Develop a for-credit resiliency and wellness course.

strategic focus area

Enhancing early identification and response

It is important that community members recognize and respond to early signs of distress. Those who interact with students, faculty, and staff in the course of their day are in the best position to notice early indications of concern.

Opportunities and gap analysis:

- Self-screening options are not readily available on campus to support early identification of mental health concerns.
- Students, faculty, and staff may lack knowledge or skills to recognize and respond to early indicators of distress.
- While many campus and community resources exist, members of the campus community are not always aware of these resources.



KEY FOCUS AREA ELEMENTS

CURRENT CAMPUS INITIATIVES

Increase ability to recognize early indicators of distress as well as indicators of more serious distress

- Student-at-Risk Team
- Thrive Academic Early Alert Program
- Mental Health Commission of Canada's Working Mind Program
- Community Helpers Program

Build campus community members' capacity to reach out to a student or co-worker in a supportive manner, to help connect them to appropriate resources/supports

- Bystander Intervention Program
- Applied Suicide Intervention Skills Training, developed by the Centre for Suicide Prevention
- Wellness Workshops/Webinars and Lunch and Learns

Screening for early identification, self-management and referral

- Mental Health Triage
- Counsellor-in-Residence Program
- Depression Screening
- Employee and Family Assistance Program
- Health Needs Assessment
- Health Checks
- True North (Self-awareness discussion group)

RECOMMENDATIONS

Expand what we offer

- 3.1 Increase educational programming to enable students, faculty, and staff to identify signs of mental distress in both self and others. Ensure programming and on-line resources are easily accessible to families.

Enhance what we do

- 3.2 Support the implementation and expansion of an early alert program for students who are academically at risk.
- 3.3 Enhance and promote a student case management strategy to ensure needs of individuals are being met and concerns are monitored.

Develop new initiatives for the campus community

- 3.4 Establish supportive response mechanisms to check-in with students, faculty, or staff in cases of concern or unreported absences.
- 3.5 Adopt and promote web-based self-screening programs for students, staff and faculty.

strategic focus area

Providing direct service and support

Mental health services support student, faculty, and staff through the full range of mental health issues and the recovery process, as well as provide specialized programs to meet the needs of specific populations.

Opportunities and gap analysis:

- There is a need to be flexible in responding to peak demand times to ensure capacity for addressing mental health problems.
- There are subgroups of students who may benefit from targeted initiatives, including peer support and mental health resources.
- Coordination among providers on and off campus is important to ensure needs of students, faculty, and staff are met.
- Service location and hours may create an access barrier for students, faculty, and staff.
- Stigma is a barrier to help-seeking.
- Crisis management protocols and training for the campus community are important.



KEY FOCUS AREA ELEMENTS	CURRENT CAMPUS INITIATIVES	
Confidential, accessible clinical care including counselling, medical, and psychiatric services	<ul style="list-style-type: none"> Wellness Centre: counselling services, general practitioners, psychiatrist, massage, chiropractic care, nutrition, Student Medical Response Team, group support Sports Medicine Centre: Physiotherapy, massage, nutrition 	<ul style="list-style-type: none"> Student, faculty, and staff health and dental plans Employee and Family Assistance Program (EFAP), including counselling and telephone assistance
Crisis intervention and management services	<ul style="list-style-type: none"> Risk Assessment: Student-at-Risk Team, Threat Assessment Team, Campus Security Critical incident support: Wellness Centre, Staff Wellness, EFAP 	<ul style="list-style-type: none"> Well defined emergency response structure, including Crisis Management Team and Emergency Operations Group
Peer support programs	<ul style="list-style-type: none"> Peer helper and student mentorship programs, including support through International Student Services and the Native Centre Professional networks 	
Effective referral protocols to specialized services	<ul style="list-style-type: none"> Early Alert Programs Student-at-Risk and Threat Assessment Teams Wellness Centre: Counselling, Health Promotion, Case Management, physicians 	<ul style="list-style-type: none"> Staff Wellness Ability Management Team Employee and Family Assistance Program Personal and community based support

RECOMMENDATIONS

Expand what we offer

- 4.1 Work with external partner organizations to expand support in faculties, alternate locations, and through various modalities and hours of services including the provision of 24-hour access to mental health resources on campus and within the community.
- 4.2 Strengthen targeted mental health supports for vulnerable populations or at risk subgroups, considering specific mental health issues at key transition points.

Enhance what we do

- 4.3 Optimize referral protocols in counselling and case management systems.
- 4.4 Enhance training in crisis management for managers and campus leaders.

Develop new initiatives for the campus community

- 4.5 Develop inter-cultural competence in mental health promotion and in service delivery, working with internal and external partners.

strategic focus area

Aligning institutional policies, processes, and procedures

The structure of a post-secondary institution and its strategic goals, policies, and practices influence student, faculty, and staff mental health.

Opportunities and gap analysis:

- As change is a stressor, we need to consider how change is communicated and managed.
- There is an opportunity to consider mental health in the regular review of policies, procedures, and processes.
- The university has a duty to accommodate and therefore ensure there are appropriate policies, guidelines and training in place for accommodations and return-to-work/school processes.



KEY FOCUS AREA ELEMENTS

CURRENT CAMPUS INITIATIVES

Apply a mental health lens to campus policies, processes, and procedures

- University policies, units, and initiatives help to protect the health and well-being of campus community members including: Student-at-Risk Policy; Student Non-Academic Misconduct Policy; Code of Conduct; Employment Equity Policy; Absence from Work Policy; Sexual Harassment Policy; Occupational Health and Safety Policy; Student Accommodation Policy; Alcohol Use Policy; Workplace Violence Policy

- Student Ombuds Office
- Respect in the Workplace Program developed by Respect Group Inc.
- Office of Diversity, Equity and Protected Disclosure

University vision, mission and strategic goals

- *Eyes High* Strategic Plan
- Academic Plan and Research Plan
- Comprehensive Institutional Plan

Assess workloads and academic expectations

- Programming and support for academic success (e.g., MyGradSkills, Skills for Success)
- Student Accessibility Services
- Faculty tenure and promotions processes

RECOMMENDATIONS

Expand what we offer

- 5.1 Promote integrated response options and supportive change management processes including expanded consultation and feedback mechanisms for new processes.

Enhance what we do

- 5.2 Promote broad-based training and provide guidance on compliance with policy and legislative requirements.

Develop new initiatives for the campus community

- 5.3 Develop a process to ensure that relevant campus policies and processes are supportive of mental health.
- 5.4 Create a committee responsible for implementation of the Campus Mental Health Strategy, and report outcomes at least annually.

strategic focus area

Creating and sustaining a supportive campus environment

A supportive and collaborative campus enhances engagement and positively impacts academic success, staff and faculty performance, and overall satisfaction. Both literature reviews highlighted the importance of creating physical spaces that promote positive interactions between faculty, staff and students; create a positive sense of community; minimize stressors; and encourage a healthy lifestyle. Factors such as civility, respect, and recognition along with safe, healthy, and welcoming physical spaces create a supportive campus.

Opportunities and gap analysis:

- There are opportunities for collaboration with the academic community to implement and evaluate campus mental health initiatives.
- There may be opportunities to design spaces and facilities that support mental health.
- Student life programming is an integral component of creating a supportive campus environment for students.
- Curriculum and instructional design impact student mental health and well-being.
- An assessment of workplace psychological risk factors would provide greater understanding of the impact of workplace environment on faculty and staff well-being.



KEY FOCUS AREA ELEMENTS**CURRENT CAMPUS INITIATIVES**

Campus design, including physical spaces and built environment

- Design of the Taylor Institute for Teaching and Learning and Schulich School of Engineering, which will increase natural light to office and academic space and encourage casual interactions to help promote a sense of community
- New residence buildings – including intentional design for living and learning communities

- Design Charrettes for new spaces involving participants who will be working and studying in those spaces
- Space guidelines and consultation process, including guidelines for the development of informal spaces throughout campus

Social environment, including robust student life programs and opportunities for the campus community to connect

- Space to support social interactions
- Student leadership and personal development opportunities
- Faculty and staff initiatives

Respectful, warm and welcoming learning and working environments

- Welcome Centre
- Student Orientation

- Respect in the Workplace Program, developed by Respect Group Inc.
- Staff and faculty onboarding and orientation

Recognition and reward programs for students, faculty, and staff

Student recognition programs:

- President’s Award for Student Leadership
- Student Activities Fund
- Alyson Woloshyn Legacy of Leadership Award
- Volunteer recognition

Faculty and staff recognition programs:

- U Make a Difference
- GREAT supervisor awards
- Supervisor Appreciation Week
- Long term service awards
- Teaching awards
- eNotes recognition

Growth and development opportunities

Students:

- Emerging Leaders Program
- Sophomore Leaders Program
- ucalgarycares
- SU Clubs
- Clubs Week
- MyGradSkills programming

Faculty and Staff:

- U-Fundamentals, U-Lead, U-Begin
- Academic Leadership Academy
- Professional associations
- Tuition Support for mental health related credit and continuing education courses
- Professional development support

RECOMMENDATIONS**Expand what we offer**

- 6.1 Expand conditions for meaningful participation in the campus community by promoting mentorship and peer support programs, building community inside and outside the classroom/ workplace, and providing spaces to build connections.

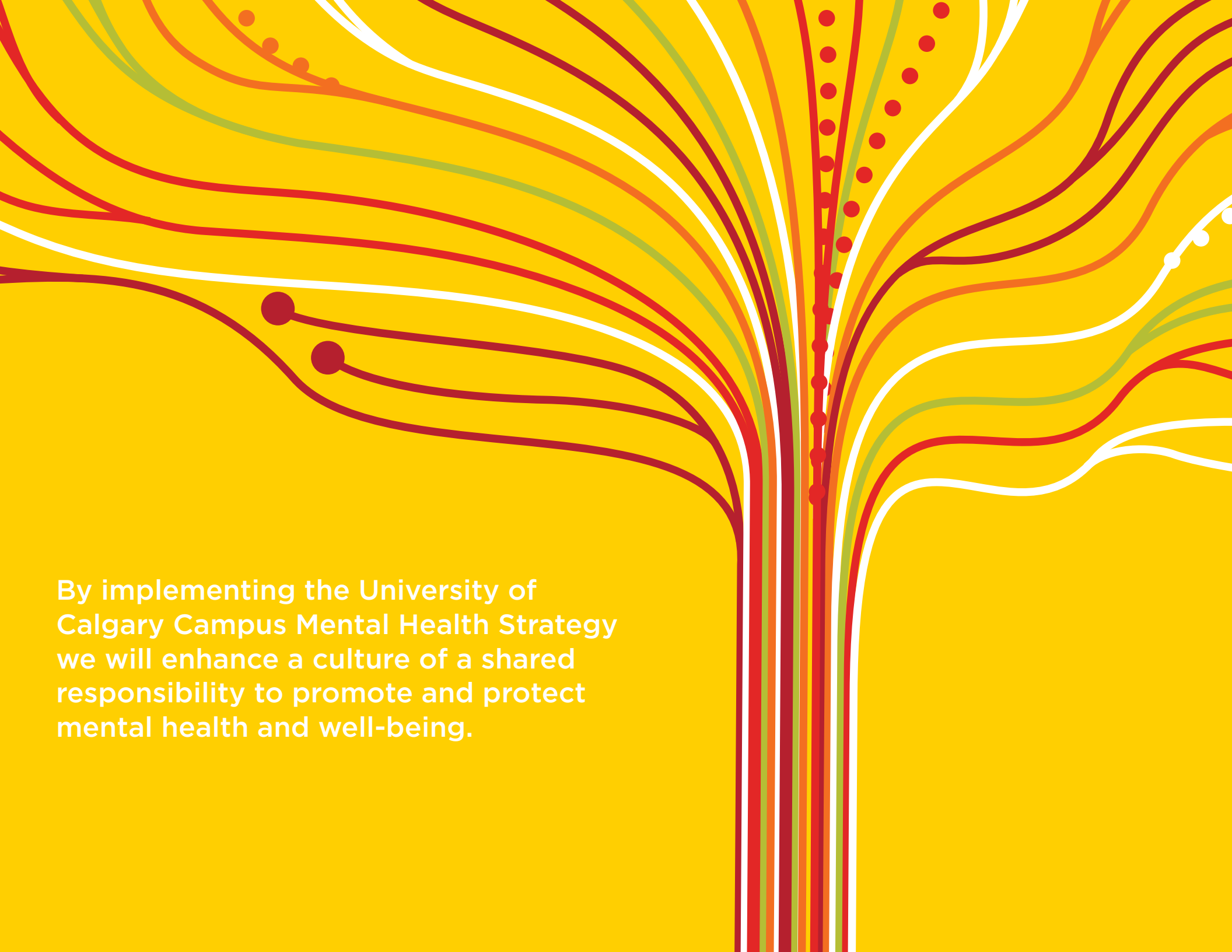
Enhance what we do

- 6.2 Ensure that design standards are in place when creating informal and formal learning and working spaces to consider the impact of the built environment on mental health.

- 6.3 Promote teaching and learning practices that integrate inclusive curriculum and pedagogy and that include concepts of mental health and wellness.

Develop new initiatives for the campus community

- 6.4 Ensure psychological health and safety is recognized by adopting the Standard for Psychological Health and Safety on campus.



By implementing the University of
Calgary Campus Mental Health Strategy
we will enhance a culture of a shared
responsibility to promote and protect
mental health and well-being.

next steps

Eyes High established our strategic vision and the Academic and Research Plans provided a roadmap to achieve that vision. The Campus Mental Health Strategy is a foundational document that will guide the development of a dynamic environment that enables and supports mental health within a resilient and flourishing community. The University of Calgary acknowledges the contributions of a large and diverse team in developing and supporting the Campus Mental Health Strategy.

The implementation of the strategy will include a robust communication plan to ensure the engagement of the whole university community and collaboration with our external partners. This strategy builds upon many existing programs, services, and external partnerships and will serve as a platform to deepen our partnerships with supporting organizations. Through the Mathison Centre for Mental Health Research and Education in the Hotchkiss Brain Institute, as well as the Alberta Children's Hospital Research Institute, we have close ties with clinician scientists who develop, coordinate and evaluate clinical programs for youth and young adults. Some task force members are working with

Alberta Health Services and are also members of the Addiction and Mental Health Strategic Clinical Network for Alberta Health Services, ensuring that we are connected to provincial mental health initiatives. Through already established provincial and national relationships, we are positioned to both benefit from and contribute to an emerging understanding of best practices for the post-secondary environment.

An implementation committee reporting to the Provost will establish priorities and oversee progress. We will continuously evaluate our performance using rigorous metrics that are aligned with emerging national standards. A review of the Campus Mental Health Strategy and implementation will be provided annually to the General Faculties Council and Board of Governors.

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appendix i: task force membership

Steering Committee:

Name	Unit
Dru Marshall, Co-Chair	Provost and Vice President (Academic)
Glenda MacQueen, Co-Chair	Cumming School of Medicine
Debbie Bruckner	Wellness Centre
Beverly Adams	Alberta Health Services
Gayla Rogers	Academic Leadership Academy
Marcia Buchholz	Human Resources
Andrew Estefan	Faculty of Nursing
Keith Dobson	Faculty of Arts
Susan Barker	Student Experience
Courtney McVie	Office of the Provost

Working Group:

Name	Unit
Debbie Bruckner, Chair	Wellness Centre
Jonah Ardiel/Kirsty McGowan	Students' Union
John Baker	Faculty Association
Shawna Bava	Wellness Centre
Troy Brooks	Student Services (Conduct Manager)
Katie Chapman	Human Resources (Work life and Well-Being)
David Este	Faculty of Social Work
Marina Geronazzo	University Relations
David Hodgins	Faculty of Arts (Psychology)
Ashley Humeniuk	Wellness Centre
Monique Jericho	Cumming School of Medicine/AHS (Psychiatry)
Natasha Kenny	Teaching and Learning (Taylor Institute)
Danica MacDonald	Graduate Students' Association
Rhonda Pylychaty	Human Resources
Margaret Savard	AUPE
Marc Simard	Staff Wellness
Andrew Szeto	Faculty of Arts (Psychology)
Jennifer Thannhauser	Wellness Centre (Psychologist)
Lianne Tomfohr	Faculty of Arts (Psychology)
Danielle Tougas	Residence Education Team
Kristin von Ranson	Faculty of Arts (Psychology)
Carol Wert	MaPS
Penny Werthner	Faculty of Kinesiology
Michael Zwiers	Werklund School of Education (Counselling Psychology)
Heather Smith-Watkins	Office of the Provost

appendix ii: background of mental health at the university of calgary

Mental Health in Canada

- 20% of Canadians will experience a mental health problem or illness per year, with those in their early working years being most affected.¹
 - 4.7% will have major depression, 4.4% will have substance abuse disorder, 2.6% will have generalized anxiety disorder.²
- Of the total cost of mental illness to the Canadian economy—about \$51 billion per year—a staggering \$20 billion stems from workplace losses.³
- The context of mental health also includes people's perceptions and attitudes about mental health and illness:
 - “Just half of Canadians would tell friends or co-workers that they have a family member suffering from a mental illness (50%), as compared to wide majorities who would discuss diagnoses of cancer (72%) or diabetes (68%) in the family.”⁴
 - 46% agree or somewhat agree with the statement “We call some things mental illness because it gives some people an excuse for their poor behaviour and personal failings.”⁴
 - 27% of Canadians completely agree (8%) or somewhat agree (19%) to the statement “I would be fearful being around someone who has a serious mental illness.”⁴
 - “Despite the distress often associated with the experience of mental illness, only 32% of those who had feelings and symptoms consistent with the surveyed mental disorders or substance dependencies saw or talked to a health professional during the 12 months prior to the survey. These professionals include a psychiatrist, a family physician, a medical specialist, a psychologist or a nurse.”⁵

Workplace Mental Health

Canadian Context

- 44% of employed Canadians say they have had a mental illness or currently experiencing one.⁶
- Only 26% of employees feel their manager effectively manages mental health issues.⁶
- “Mental health problems and illnesses account for approximately 30% of short – and long-term disability claims and are rated one of the top three drivers of such claims by more than 80% of Canadian employers.”^{7, 8}
- Mental health problems and illnesses are estimated to account for nearly 70% of all disability costs.⁹

The longer someone is away from work due to illness, the less chance there is of a successful return in the workplace (6 months off – 50%, 9 months – 10%).¹⁰

University of Calgary Context

- In 2014, mental health was the second highest cause of employee short-term disability claims (16%) and was the number one leading cause of long-term disability claims (33%), both of which are likely higher because of the comorbidity with mental and physical disorders.
- In 2014, mental health was the second highest cause of short-term disability claims, next to musculoskeletal injuries, and was the number one leading cause of long-term disability claims.
- Mental health short-term disability claims tend to be nearly 60% longer in duration than other types of short-term disability leave.
- In 2013-2014, the percentage of employees that accessed the Employee and Family Assistance Program was slightly higher than the program provider's book of business average utilization rate and the Employee Assistance Trade Association's estimated industry standard for all organizations.
- The top reasons why employees seek support or counseling from the Employee and Family Assistance Program are similar to other workplaces:
 - The top presenting issues why employees seek support:
 - General Mental Health
 - Family Related
 - Work Related
 - Based on the clinical assessment data of closed cases, the top reasons why employees accessing counseling services are:
 - Individual Issues (including stress, anxiety, depressive symptoms)
 - Family Issues
 - Work-related issues (including occupational stress, and work-life balance)

Student Mental Health

Canadian Context

- Young adults aged 15 to 24 are the most likely to experience mood disorders or substance abuse problems, and suicide is among the leading cause of death in 15 to 24 year old Canadians.⁵
- General trends indicate that the number of university students experiencing mental health problems as well as the severity and complexity of the cases being presented is increasing.¹¹
- Within the college population certain sub-groups have a higher prevalence of mental health problems (e.g., ethnic minorities, students of lower socio-economic status).¹²
- The 2013 National College Health Assessment Canadian (NCHA) reference group data indicates that 19.8% of Canadian university students reported being diagnosed or treated by a professional for any mental health condition, within the past year.¹³
- Stress, anxiety, sleep difficulties and depression were among the top five factors that students reported as having a negative impact on academic performance (having a cold/flu was the other top factor).¹³
- The majority of Canadian university students reported feeling overwhelmed by all they had to do (89.3%), lonely (63.9%), overwhelming anxiety (56.5%), or very sad (68.5%) within the last 12 months.¹³
- 9.6% of students reported that they seriously considered suicide and 1.3% reported that they attempted suicide within the last 12 months.¹³

University of Calgary Context

- NCHA data from the 2013 University of Calgary¹⁴ survey indicates similar trends to the Canadian data reported above. Specifically:
 - 18.2% of University of Calgary students reported being diagnosed or treated by a professional for any mental health condition, within the past year.
 - Stress was the number one factor negatively affecting academic performance reported by 41.7% of students.
 - The majority of University of Calgary students reported feeling overwhelmed by all they had to do (90.3%), lonely (64.0%), overwhelming anxiety (57.9%), or very sad (67.2%) within the last 12 months.
 - 8.2% of University of Calgary students reported that they seriously considered suicide and 0.8% reported that they attempted suicide within the last 12 months.
 - Students reported being diagnosed with or treated for the following top four concerns: anxiety (10%), depression (9.1%), panic attacks (4.8%), insomnia (4.1%), and other mental health conditions (3.0%).
 - Female students reported that anxiety, eating disorder/problems, learning disabilities, and stress affected their academic performance more than males, whereas male students found ADHD to impact academic performance more than females.
 - 55.5% of students reported that academics were traumatic or very difficult to handle within the last 12 months.
- The SU Wellness Centre counselling data collected indicates that in 2013-2014, the top reasons students sought counselling was for:
 - Relationship concerns 63.9%
 - Anxiety/Stress 56.1%
 - Depression/Grief 46.3%
 - Academic Concerns 30.9%
 - Sense of Self 19.7%
- In a 2013 SU Wellness Centre counselling needs assessment, the CORE-GP was used to determine the prevalence of psychological distress in the general student population. The findings indicated that 42% of males and 43% of females (total sample 400 students) met the criteria of clinical levels of psychological distress.

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appendix iii: current wellness initiatives and programming at the university of calgary

NAME OF INITIATIVE/PROGRAM	DESCRIPTION
Academic Leadership Academy	<i>Eyes High</i> initiative that offers opportunities for new and experienced academic leaders to advance their leadership expertise.
Active Living's Level Up Program	In addition to regular health and recreation programs open to students, staff, alumni and the public, this tool is used to reward students for participating in various activities that enhance their well-being and overlapping university experience.
Applied Suicide Intervention Skills Training	Two-day training program, developed by the Centre for Suicide Prevention, facilitated by the Wellness Centre teaching students and staff how to recognize and review risk, and intervene to prevent the immediate risk of suicide.
Bystander Intervention Program	A UCalgaryStrong initiative that prepares students, faculty and staff to be proactive and help those around them, by intervening if they witness situations involving violence, bullying or see signs of loneliness or distress.
Champions for a Healthy Campus	Student led projects supported by the SU Wellness Centre that contribute to a health campus community
Community Helpers Program	Training program for staff, students and faculty that equips them with the skills and tools needed to help others who are experiencing a problem or are in distress.
Counsellor-in-Residence Program	Initiative to support students' mental well-being in residence through a partnership with the Wellness Centre.
"Dear Stress"	Video competition launched by the Wellness Centre and students in the Faculty of Nursing for students to share their experiences and learn new strategies for coping with stress.
Emerging Leaders Program	Annual cohort of approximately 300 first-year students dedicated to exploring their leadership potential through mentorship and developmental opportunities.
Employee and Family Assistance Program	LifeWorks provides support, advice and resources to help employees manage their work and personal life so that they can focus on what's important. They offer support in-person, on the telephone, through research requests, booklets, CDs and kits, or via the web site.
Faculty and Staff Wellness Fair	Annual fair for staff and faculty that promotes health and wellness and includes information booths, resources, health screenings, and workshops.
Faculty and staff recognition programs	
U Make a Difference	Award program that recognizes individuals and teams who exemplify excellence and the ability to reach above and beyond the expected to "Make a Difference" in the University of Calgary community.
GREAT supervisor awards	Annual awards that recognize nominated graduate supervisors.
Supervisor Appreciation Week	Annual week-long campaign that recognizes graduate supervisors.
Long term service awards	Award that recognizes employees with 15 and 25 years of service with the University of Calgary
Teaching awards	Awards that recognize and celebrate outstanding contributions to teaching and learning at the University of Calgary.
eNotes recognition	Tool used for employees to show appreciation to their co-workers.

Faith and Spirituality Centre	The Faith & Spirituality Centre is a religion positive space that welcomes people from all religious, spiritual, secular-based and questioning or seeking viewpoints.
First Year Family Guide	The First Year Family Guide provides a month-by-month overview of the student experience during the first year and provides information about a wide variety of programs and services available to new students.
Health Checks	Event offered by the Wellness Centre in collaboration with Human Resources and Active Living that includes simple screening tests, lifestyle questionnaires and wellness stations.
The Inquiring Mind and The Working Mind stigma reduction programs	Training programs for managers, employees and students developed by the Mental Health Commission of Canada and offered by the Wellness Centre and Human Resources that aims to promote positive mental health and reduce stigma in the workplace and on campus.
Life Coach series	A screening of a new comedy series related to mental health. This series of three short (and hilarious) episodes provides an original and insightful perspective on addiction as is an Alberta Family Wellness Initiative.
Mental Health Awareness Week for students	Annual event facilitated by Wellness Centre to gather partners, clubs and student groups to increase awareness of mental health.
Mental Health Triage (Student Support and Outreach)	The SU Wellness Centre recognizes the importance of ensuring students have timely access to relevant support. To support timely access, SU Wellness Centre has implemented a variety of student support options including: case management, outreach, brief intake (triage), and group support (both therapeutic and psycho-educational).
MyGradSkills programming	Workshops, events, and services offered by the Faculty of Graduate Studies in partnership with multiple organizations on and off campus to help graduate students acquire professional and academic skills.
Mindfulness Programs	Offered by the SU Wellness Centre, these programs teach mindfulness techniques which can be used to cope with stress and handle life challenges.
National Depression Screening Day along with community partners	Promotion of Calgary Counselling Centre's annual free, online, anonymous depression screening test.
The Native Centre	The University of Calgary welcomes, respects, and supports the rich diversity of Aboriginal learners, their communities, cultural traditions, and aspirations in post-secondary education.
Office of Diversity, Equity and Protected Disclosure	Office that provides education, identifies policies, produces annual reports and provides a confidential forum on issues related to diversity, equity, or protected disclosure.
Outrun the Stigma	Annual run/walk organized by the Distress Centre Club on Campus and Mental Health Awareness Club that strives to build awareness, end stigma, and raise funds for the Distress Centre of Calgary.
Peer helper and student mentorship programs	Non-paid leadership positions, open to all University of Calgary students that create immersive, meaningful learning opportunities within a variety of departments and offices.

Provincial Post-Secondary Mental Health Framework, supported by UCalgaryStrong	A dedicated team of representatives from across the province (including post-secondary, government and community partners, including Canadian Mental Health Association and Alberta Health Services) are engaging in various activities to create an Alberta-specific framework on how we address mental health and addiction issues on our campuses. The framework document is the result of an extensive consultation and research process. It is currently in a final review and feedback process and will be launched this fall.
Provincial Post-Secondary Wellness Summit by Alberta Health's Mental Health and Addictions grant	Annual Summit hosted by the Wellness Centre that brings together diverse stakeholders to discuss strategies, share ideas, and inspire action around mental health and addiction issues on campus.
Respect in the Workplace Program	Program for University of Calgary employees, developed by Respect Group Inc. that helps create a workplace that respects and promotes human rights, personal dignity, and health and safety.
Roots of Resiliency	A seven week program to improve personal wellness and build resilience for students.
Sexual Wellness and Gender Awareness	An annual week hosted by the Students' Union, SU Wellness Centre and the Women's Resource Centre (WRC) featuring workshops, lectures and discussions covering sex, sexuality, healthy relationships and more.
Sophomore Leaders Program	Advanced leadership program open to all second and third year students with a focus on improving team and community leadership skills and setting the foundation of their career.
Staff Wellness Ability Management Team	Team that provides consulting services and support to employees and their department during times of injury or illness.
StrengthsQuest	A UCalgaryStrong initiative that uses an online assessment tool called StrengthsQuest that allows students to discover their top-5 strengths and explore how they can be used in different areas of life.
Stress Less Week for students	A week full of stress relieving and fun activities at the end of the fall and winter semester organized by the Students' Union.
Student Accessibility Services	Student Accessibility Services (formerly the Disability Resource Center) works collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development.
Student-at-Risk Team	Multidisciplinary campus resource that responds to reported concerns about Students-at-Risk.
Student Mental Health Summit	Student-focused summit "Meet Your Monkey" aimed at gathering students' thoughts, concerns and ideas for solutions on mental health topics through interactive activities and group discussion.
Student Ombuds Office	Safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems.
Student Orientation	Annual event that welcomes new students and includes a week full of events and activities that allow students to become more familiar with campus and meet others.

Student recognition programs:

President's Award for Student Leadership	Award presented to graduating students who during their years at the university have combined academic achievement with outstanding co-curricular contributions to the university.
Student Activities Fund	Financial support through the Leadership & Student Engagement Office that funds student initiatives that promote student engagement, allowing students to participate in experiences that enhance their leadership, educational, and professional development goals.
Alyson Woloshyn Legacy of Leadership Award	Award through the Leadership & Student Engagement Office that recognizes an outstanding continuing undergraduate student whose contributions to the University and Calgary community mirror Alyson Woloshyn's legacy.
Student Success Centre Programming and support for academic success (e.g., My Grad Skills, Skills for Success)	Whether you're an undergraduate, graduate, international, or open studies student, the Student Success Centre will help you pursue your academic goals while expanding your learning opportunities.
SU Clubs	Over 300 clubs on campus that students can join to get involved, meet friends and enhance their university experience.
Thrive Early Alert Program	The THRIVE Priority Support Network pilot has been created to help students perform at their best. By identifying signs of academic difficulty early and connecting students with the right resources on campus, we can help students identify challenges and build strategies to achieve their full potential.
True North (Self-awareness discussion group)	Discussion groups to develop strong and genuine connections as well as build greater self-awareness.
Tuition Support	Tuition support is available to eligible staff and faculty and their dependents through the University of Calgary Benefits plan for approved undergraduate and graduate courses and courses through Continuing Education.
UFlourish Week	The goal of UFlourish Week is to increase knowledge, awareness and capacity for improved mental health in students, faculty and staff. The week's events and activities are designed to promote a flourishing lifestyle and are based on five key factors: playing, learning, interacting, helping, and connectedness.
U-Fundamentals, U-Lead, U-Begin	Programs and services for new employees, support staff, managers, and leaders to assist with the ongoing development of their capabilities.
ucalgarycares	Series of service-learning opportunities where students study and learn about important social issues through working with community organizations.
Welcome Centre	Spring and summer term service that provides support and programming for new-to-Calgary students.
Wellness and Health Awareness Team	Student led health outreach team supported by the Wellness Centre.
Wellness Committees	Faculty and department led wellness committees implement wellness initiatives in the workplace and promote existing wellness programs and services on campus or in the community.
Wellness Guide and Wellness Workshops	Online resources and workshop offered by the Wellness Centre that cover various dimensions of wellness and provide tips and strategies to improve health and well-being.
W ² RAP UP (Writing, Wellness, Research, Academic, Peer-Assisted Study Sessions)	Wellness and academic support activities during final exam period offered in partnership by the Student Success Centre, Libraries and Cultural Resources, and Wellness Centre.
