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Acknowledgment

T Caro u G Su M a H a a W - Sa o u
 o a o ou o m a ou a m
 o Caro u H a M Go u , u o o m S o L a
 G u , E u a o L a Tam, o j a o C
 Bam a ou u o u o o u a m o
 o u o u o u a m u o m m u . lam a u o o u m a o .
 Y u a a a m o a o o o j !

No G o , M.A.

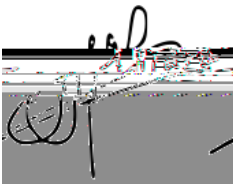


D o o S u S a R a ,
 Caro u G
 Ma , 2015

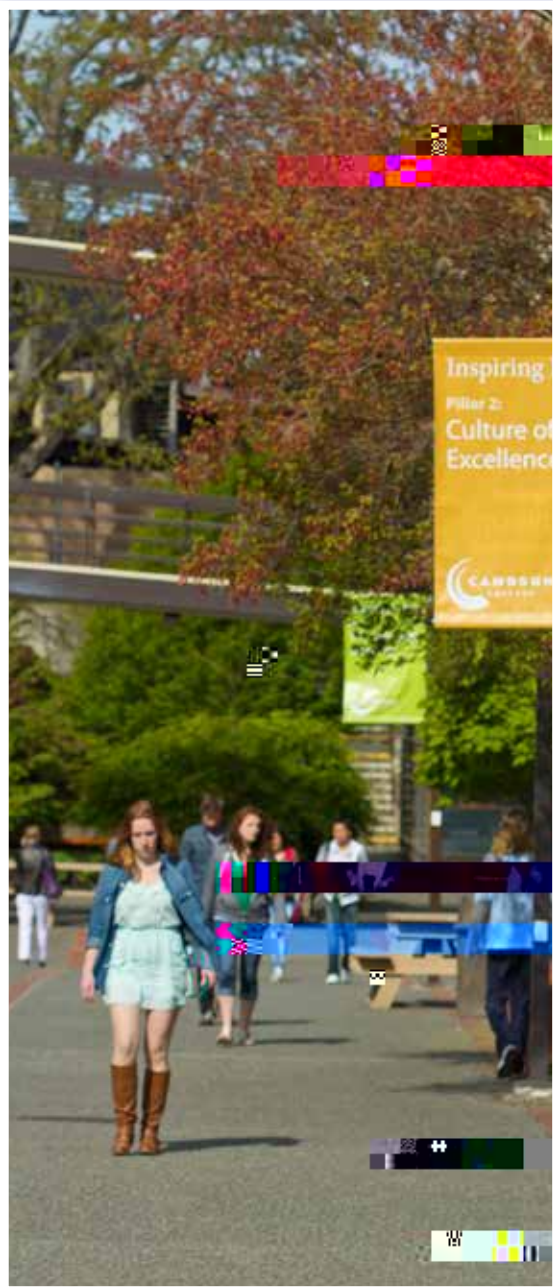
Endorsement

I o Caro u G ' Su M a H a a W - Sa o a a a m o a o u m . Caro u ' a a o
 o m a o a u a m a o a o o - o a m a a a o m m u m a u o o a o o o
 u o a a . G a u a o o Caro u G o a a o a o m a a m a a - o m o !

φ M , MA



S o D o ,
 Pu B , R a , a Pa
 Ca a a M a H a A o a o , B C D o
 Ju 10, 2015



Б у о о S a , a i o o i a a o , o u o
 a a o o u m a a a f - o a m u : B , o u a a ;
 S u o a m u o m a u o o ; M a a a , a m a u o ;
 C a m u m a a ; a S u o u - a - a o o .

Б а а о , о о о а а а :

1.

Goal: A a m a a a o o , a a o o , G
 o , a a o u o u o m a m a o o m a u m a
 - a C a o u G .

2.

Goal: C a a u a m u o m o u o u a m a o o
 a m u o m m u a o u u m a a a - .

3.

Goal: E a C a o u o m m u a o o a u a a o m m a o
 a o o u m a a a - , u o u o a o o a
 , a o m o a m u .

4.

Goal: E u o o o a u a , a , a o a m u m a a
 , m o a o a a u o o u o a
 o o a .

5.

Goal: D o a m a a a o o a a o - a u o o u a
 o u - a - a o o a m u - a a , a a ,
 m a a a o a m u o m m u .

Guiding Principles

1. O ma m a a a ma a o - a o o u u a m m a o a u o m o o - o a u .Caro u o ao a o mm o o a o ma m i .
2. Su m a a a - u ma o o - u u a ao @ a o m a o mmu .T ma a o o ma - u o o u o a a ,o mm m a a o u u o o u o a o a i .
3. Ao m ,o a - -o a o a o u m a a a - u o mm m a m a @ o mmu m m . E o a ao o a .T o o o o a a a u o ,o m a o a o ao u a o mo a m a o .
4. @ ,a u a o ,a Caro u u o u a o o u o a a a o , a u a o a o a a a a o a o m a o u m m o Caro u o mmu .

Goals Key Objectives

1. Policies, Procedures and Practice

A a m a a ao o ,a a o o o ,@ o , a a o u ,o u o m o a ma a o o ma u m a - a Caro u @ .



- **College communication and information**
E u a a o a m a o a u o u m a - @ o mmu ao a o m a o o o o u u , m o a u .
- **Policy review and development**
. R a u a u o a o : u m a a ; a a a u o ; u o u ; o u a a a a a a a o , o o u u , u o a o m a u - .
. D m a o o a a o u m a a , u a u , o a a .Po o o m a a a .
- **Curriculum, instruction and evaluation**
. E o m a o m a u a a m a m o a o u m a - , a o u a o a u u m .
. R a a m a - a a u a o o u o u a o o u m a a a , a a o u o a a o m r o a o .
- **Program entry, exit and re-entry**
R o a m , a - a o u o a o a u o o a o a a o m r o a o o u m a a a a a .

Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

Caau am u
om ou
ou ama
o o am u
ommu, a o
u u ma a
a - .

- **Space design and a climate of well-being**

E u a a o a o o a o o a u a a u ,
a - a a a o u o o u u a a o ma u - .

- **Student connections and engagement**

. E o u a o m a a o m a u o o o u u , o u a o o a .
. l a o m o u u mu o o a , o am, u u u m a
a o , o u a a o a o u o m .

- **Peer support**

E o u a o m o u a a a u o o am a o m a a
a a , a u - .

- **Access to learning and community activities**

E u u a o a a a o m m u a o u m a a a a
a .

3. Mental Health Literacy, Engagement and Support

E a Cam u o m m u
a o o a u a
a o m m
a o a o m u
m a a a - ,
u o u o a
a o o a
, a o m o
am u .

- **Mental health literacy and a culture of compassion**

P o o u o m o a u o a u o m a a a o m a a
a - , a o u a u , a o a m a a o m o a a o
u - a a u u o o m a o o am u .

- **Learning and well-being**

E a o o u o u o a a o m a a a , o
a o u a o m , a o u o u Cam u o .

- **Community Supports for distressed students**

P o m a a a o m a o , u o a o a a a o u a
o o u o m o a u o o o m m m a u o
u a o m o .

- **Collaboration with employee-designated/targeted mental health initiatives**

o u o o a o a , o - a a a o m a o o o o , a a a
a o o m m o m a a a - Cam u o m m u .

Goals

Key Objectives

4. Campus Mental Health Services

Eu o o o
 a ua ,a ,
 a o am u
 m a a - a ,
 mo a
 o a a
 u o o u o
 a m o o a

- **Service information and promotion**

Eu a uo a o o o ma o o u a m a a - a

- **Capacity, effectiveness and responsiveness of services**

. P b a ua a a a m a a - a a o o u o mo o
 u a u a Da Rou ,o a u u o o , a
 a
 . P b a a o m a o u o a m a a o u o ma
 o

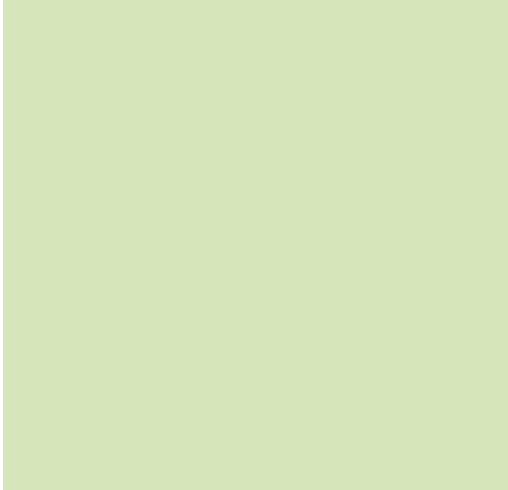
- **Consultation with employees**

Ma a o mmu ao m a a u m a o
 o u ao a u o m a a - a o m o o o u
 u o o a

- **Connections with professional, Provincial and community resources**

Eu ma a o o u o o m a a - a a
 o o a o a o , P b a o u o a a o a o o a o mmu m a
 a o u



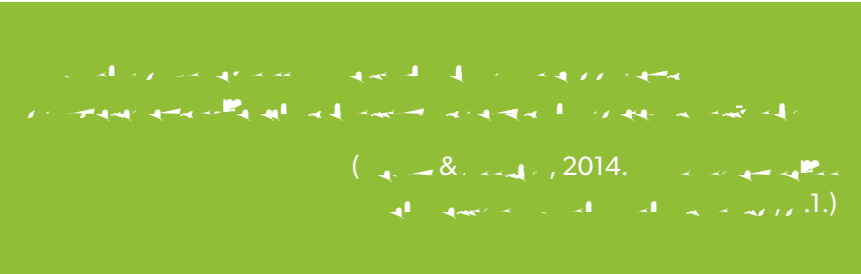


STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

Preface

Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2014 թ. 11.11) պահանջներին:

Ի 2005, Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2005 թ. 11.11) պահանջներին:



Ի 2009, Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին: Գրքի ներածությունը համապատասխանում է Հայաստանի Հանրապետության կրթության նախարարի հրահանգի (2009 թ. 11.11) պահանջներին:

Current National Trends

U.S. national trends in child abuse and neglect are characterized by a decline in the overall rate of child abuse and neglect from 2004 to 2005. This decline is primarily due to a decrease in the rate of physical abuse and neglect. [Child Abuse and Neglect Statistics, 2004-2005].

Guiding Principles

T o o a a o a u , a a o m m a o *Post-Secondary Student Mental Health: Guide to a Systemic Approach* (2013). T o r o u o m m m , a o a a o a r o o a o a o j a o m m a o o S u M a H a a W -B S a :

1. O m a m a a a m a a o o a - a o o u u a m m a o a u o m o o - o a u . C a r o u o a o a o m m o o a o a o u .
2. S u m a a a - u m a o o - u u a a o a o m a o m m u . T m a a o o m a - u o o u o a a , o m m m , a a u u o o u o a o a j .
3. A o a - o , o m a o a o u m a a a - u o m m m a m a a o m m u m m . E o a a o o a . A u j o o o a a a o m a o a , u o o a o u a o m u a m a o .
4. o , a u , a o , a C a r o u u o u a o o u o a , a o , a a u a o a a o a a o m a o u m m o o u o m m u .

Strategy Development Process

I J a u a 2015, S u S D a m a C B a m ,

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning and development, and assess their progress.
- Review and evaluate the effectiveness of the curriculum, instruction, and evaluation processes.

Recommended Actions:

- X Provide a variety of learning activities that promote learning and development, and assess their progress.
- X Review and evaluate the effectiveness of the curriculum, instruction, and evaluation processes.
- X Assess the effectiveness of the curriculum, instruction, and evaluation processes.

1.4 Program readiness, entry, exit and re-entry practices

- Review and evaluate the effectiveness of the program readiness, entry, exit, and re-entry practices.

Recommended Actions:

- X Develop a variety of learning activities that promote learning and development, and assess their progress.
- X Assess the effectiveness of the program readiness, entry, exit, and re-entry practices.

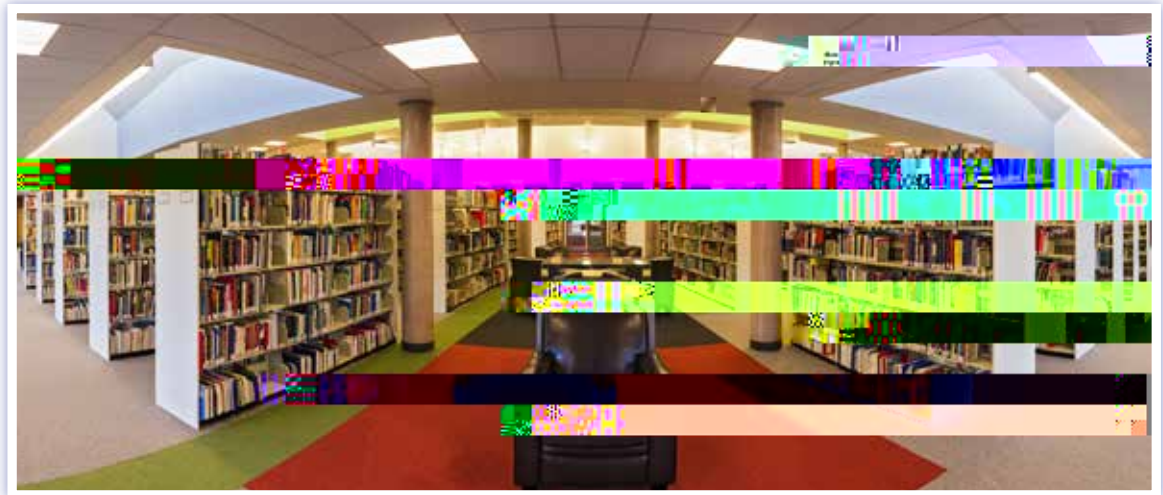


2. Supportive Campus Environment and Student Connections

Goal: Create an inclusive campus environment which is conducive to student engagement and connections within the campus community that will positively influence student mental health and well-being.

Examples of Current Supporting Initiatives

- ✓ T a a - a o u o o
La o Cam u L a a L a
G mm u a ao
a o o a o ma a o m
a n .
- ✓ T ao o a o m o u
o m o Cam u u
m a a a .
- ✓ T ao a o m o o a a a
o u m a a u o o a m a
(H a M Am a ao ,2015)
- ✓ T Cam u l ao a P G o
Pb am, a a o o , u o
a a o a a j u m o ao a
u .
- ✓ Su -a a a , u a ou a o u a o o a u o u , u u o ao . E .CCSS
o u :P ;Su ()A ;a F Nao .Ao :Cam u 4 a Ju Cu .
- ✓ P o- u ao a ou a o o a a G u S a o u o m o : . .R ao ;B u Ba Y a;
Su E am W ;a L W .
- ✓ T ao a u o Na' a' ma Ga Pa E S ' C o l o u E u ao & G mmu G o .
- ✓ T o o o ao o l u a Cam u C Su S a ao a a a a u o o u .
- ✓ T o j u ao o Cam u l ao a' la o Cam u mu u o a a a o m a o a u o o .
- ✓ T E S ' o a La o am u o ao mmu a a o l o u u o a .



Key Objectives and Recommended Actions:

1. To ensure that all students have access to a safe and healthy learning environment.

2.1 Space design and a climate of well-being

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.

Recommended Actions:

- X Assess the current physical environment and identify areas for improvement. This includes assessing the safety, health, and well-being of the physical environment.
- X Provide a safe and healthy learning environment for all students. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.
- X Implement measures to improve the physical environment. This includes implementing measures to improve the safety, health, and well-being of the physical environment.
- X Engage students in the process of improving the physical environment. This includes engaging students in the process of identifying areas for improvement and implementing measures to improve the physical environment.

2.2 Student connections and engagement

Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.

Recommended Actions:

- X Create a safe and healthy learning environment for all students. This includes ensuring that the physical environment is safe, healthy, and conducive to learning.
- X Implement measures to improve the physical environment. This includes implementing measures to improve the safety, health, and well-being of the physical environment.
- X Engage students in the process of improving the physical environment. This includes engaging students in the process of identifying areas for improvement and implementing measures to improve the physical environment.



2.3 Peer supports

E o u a o m o u a a - a u o o a m a o r o m a a a a a a u - .

Recommended Actions:

X W o S u o a - a u u o o u (. o o), o o / u o G u S . E o u a ,
o o a o r o u m a a a o u a u a / o a m u .

2.4 Access to learning and community activities

E u u a o a a a o m m u a o u m a a a a a .

Recommended Actions:

X H a a a / a o a a a a a o o m o u o m a a a a , a a o m a a o a o o m .
X R u a o a / o m u a o a u a o o a m u o I u a C a m u .



Key Objectives and Recommended Actions:

☞ : 6 u o ' o a m o m m a o a [a]

3.1 Mental health literacy and a culture of compassion

☞ o o u o m o a u o a u o m a o a a a o m a a a - , a o u a u a o a m a a o m o a a o u - a a u u o o m a o o a m u .

Recommended Actions:

X Ha u a a a a m a a a a o m o u - , a u a u , a a m u u o .

X Ha m a a m u - m a o a o u S a D a R o u C , a o o m a o a o a .

X u a o o u Ha M A m a a o a o a m o m a a - a a , o a o m o a u o a a a a a , u - o a o .

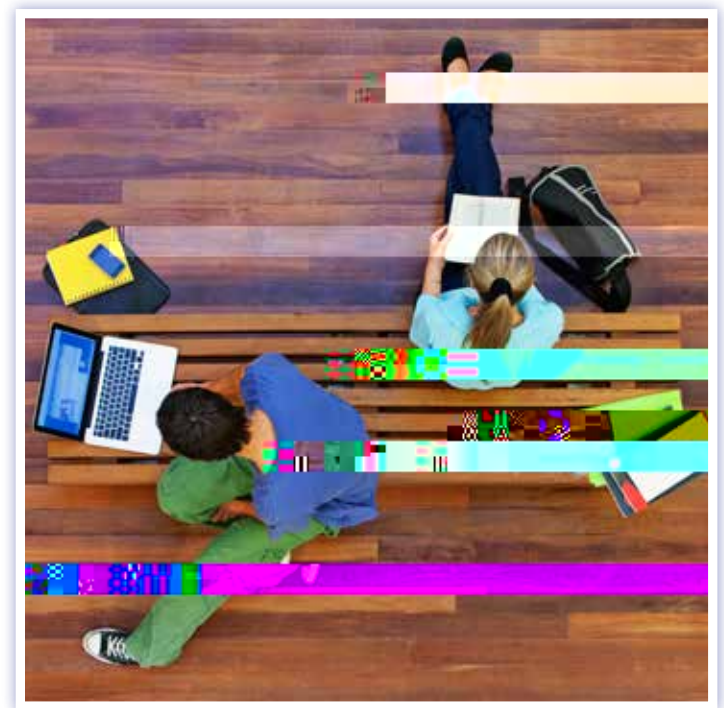
3.2 Learning and well-being

E a o o u o u o a a o m a a a , a o u a o m , u C a m u u a o a .

Recommended Actions:

X ☞ a o o u a a u u , m a - a a o a a m u . ☞ a / a o o a u a o m u - a m a a . I a m a a a a a u o a o a o o m a .

X I u m a a - a o m a o a u o u o a m o a o .



3.3 Community supports for distressed students

Provide a safe space, support, and resources for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

Recommended Actions:

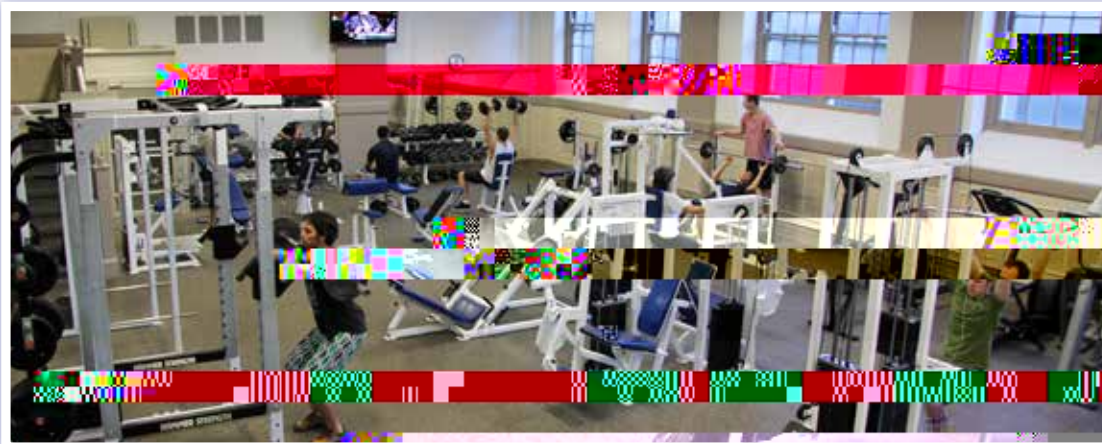
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

3.4 Collaboration with employee-designated/targeted mental health initiatives

Collaborate with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.

Recommended Actions:

- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Engage with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress.
- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.



Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

Е a o , u o , a o o o m a o o u o 6 m a a - a .

Recommended Actions:

X P b a a , o o m a o a o u o m a a , a a o o o , u a a o a o m , a o o m u o m a o o a o .

4.2 Capacity, effectiveness and responsiveness of services

. P b a u a a a a m a a - a a o o u o m o o u a 6 u a .
D a R o u , o a u u o o a .

. P b a a o m a o u o a m a a o u o m a o .

Recommended Actions:

X P b a u a u o u m a a a o j 6 u S a D a R o u C m a m a a u o f o o a a f u u a o - o a u u o .

X E u a m u m a a o m a a u o o , a a o u o - o o o a o m a - a o o u .

X E o a o a a o a m u .

X H a o o u o u a o a u m m o o a o u a o a o u o , u u o a o o o u o .

X E o o a j o a a a a u o 6 u S . H a 6 u S o o u o o u o u .

X E u o o o o u o u o a a u u o a o a u f m a a u a a j u m o m a o o a u a , u u a u o m .



4.3 Consultation with employees

Pō mō o u ao a u o ̄ m a a - a a ̄ m o o o u u .

Recommended Actions:

- X Ha o u o a o u a o ̄ o am, u ua o o o mao ,m a a o ao o a u ,a o ma a m / u ao o u m ,o a o o o m u .
- X E o i o m u o mao a a o ao ao o o Da Rou C a ̄ u S .

4.4 Connections with Provincial and community resources

E u o m o a ao ̄ m a a - a a Pō a o u o a ma a ao a a o o o o m m u m a a o u .

Recommended Actions:

- X E u m a a o ma a a a o m o o a a o ao ,Pō a o u ,o a u o - o a u o a o m m u o u a .



5. Supporting Students-at-risk and Responding to Crises

Goal: Develop and maintain effective and responsive processes and action-based supports for individual college “students-at-risk” and in response to campus-based critical incidents, crises and threats, maintaining the safety of the campus community.

Examples of Current Supporting Initiatives

- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.
- ✓ The Center for Student Support and Success provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic advising, tutoring, and financial aid counseling.

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

5.1 College Safety Net and supports for “at-risk” students

. 0 u o o o 0 Sa N o u am u am o a o u u a a
o a o a a o u o a a o o o .

. E o a o a o m u m- u o a a m o u -a- .

Recommended Actions:

X 0 u o a o o u o u a o , o , a o -a m o u o u a m o , o a a o u u
m a o o a m a a m .

X E o a o a 0 a u - u o E a A P b a m o a o m u o o u o o a .

X P b a m a o a o a u a a o u o a a a o u a o a a a m o o m a u a m o o u
o a a o u .

5.2 Communication, training and roles within the college community

E a o m m u a o a o u o o 0 Sa N a u a m o a o a m a o , a o m o a
o m a a u a o u a m a a o a m u .

Recommended Actions:

X H a m o m a o a a o o o o a o a - u a o u a o o a a o u u o a
a o u a a o u a .

X D a 0 u S a C a m u S u , a a u o , a o , o u a o o a a o o o o
m o , a - u m a a u a a o u a a .

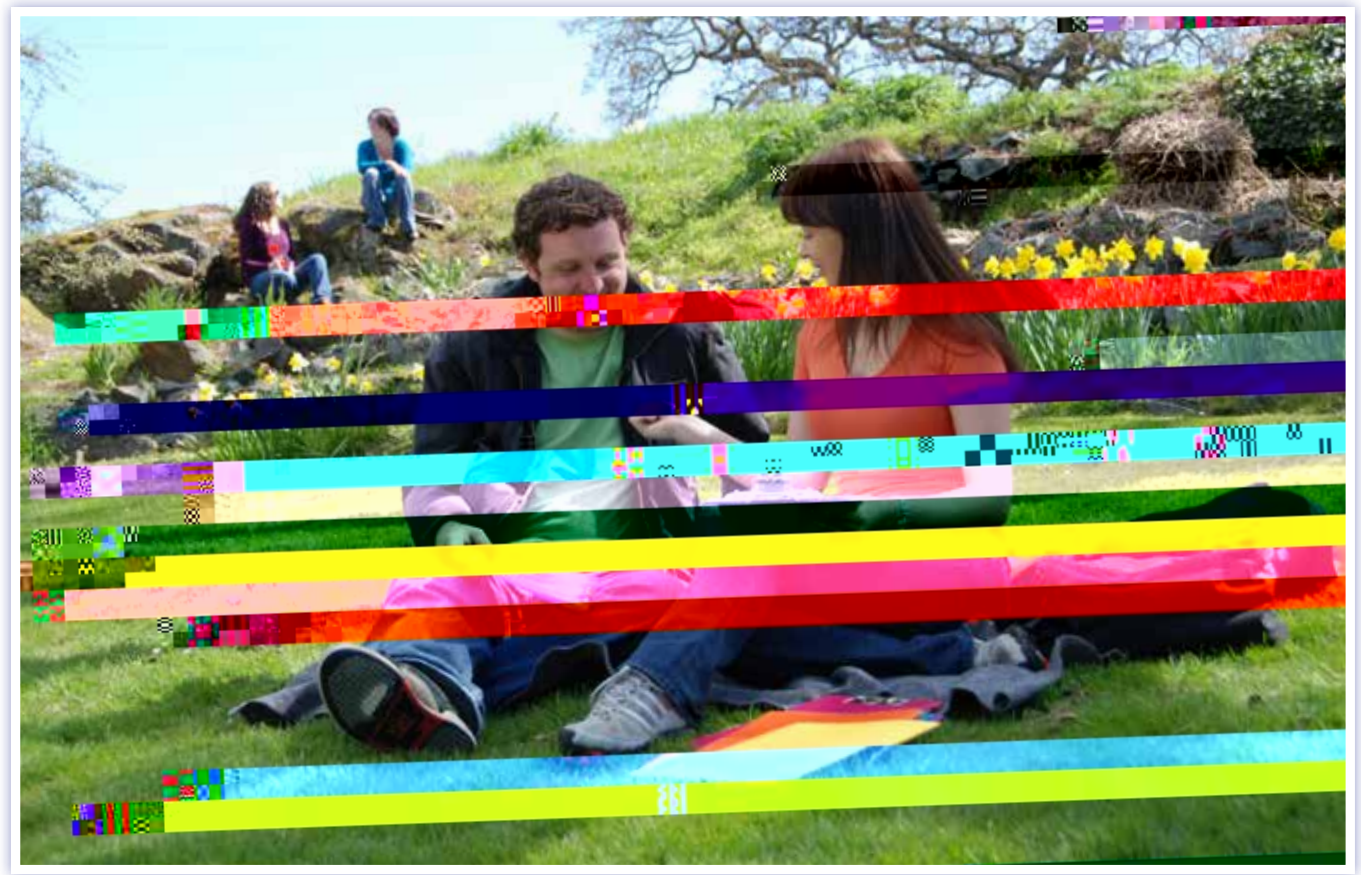
X P b o a o m a o u o o u o a o u o 0 Sa N , a u a o u a o , o u m a o a a , a
o m o o u a o u a / o o a a - u o a m a u o .

X P b i o m o m a a u a o a o o u o o o o a o o o u o a
a o u .

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

W BC o - o a o , Carø u G a a a a ma uao o oa a o o a a
o u o a m a a , aoua, a o aju m a .T a o u a a a u j o , a
o j ,a o omm ao o oa a o u a a o u - ouo ommu .Ma
o omm ao o u m a a a a a u a .T a ao a o j a oa -o ,om a oa o
u - a u omm m a a o a m m o Carø u ommu .A uu m , a ao o u
ao o u o o m o a .W a m uma o a a ma j a o o m .



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