



CENTRE FOR INNOVATION IN
CAMPUS MENTAL HEALTH

Campus-Community Partnerships

Table of Contents

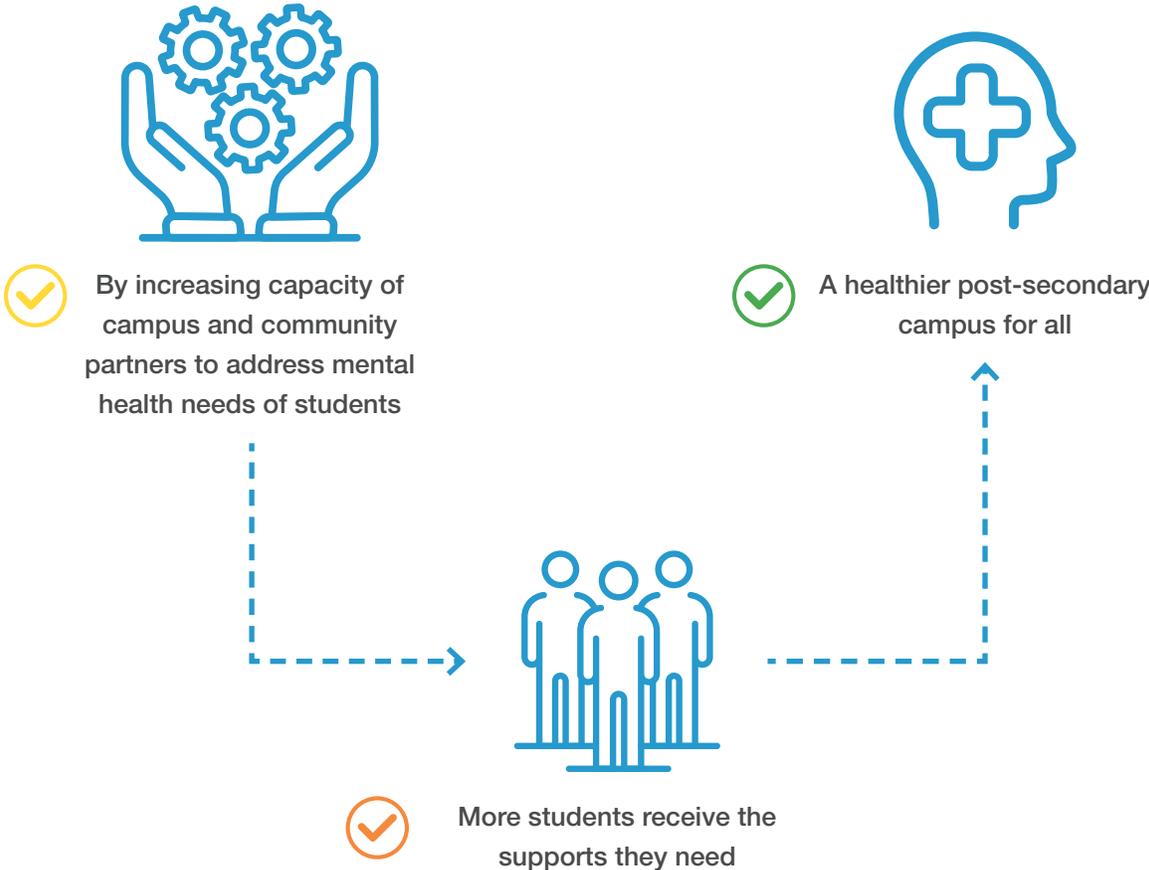
[3]	Introduction	[15]	Benefits and risks of partnerships
[5]	Types of campus-community partnerships	[16]	Tips for successful partnerships
[6]	Elements of an effective partnership	[17]	Supports from the Centre for Innovation in Campus Mental Health
	Effective partnership checklist...7	[18]	Resources
[8]	Steps to building a collaborative partnership	[19]	Partnership Case Studies
	Step 1: Determine the need and readiness..... 8	[20]	The Case of University of Windsor & CMHA Windsor-Essex
	Step 2: Recruit the right people and organizations 9	[22]	The Case of St. Michael's Hospital and CMHA Waterloo Wellington
	Step 3: Assess resources needed 10	[24]	The Case of LOFT Community Services and Ryerson University
	Step 4: Determine structure of the collaborative partnership .. 11	[26]	Appendix
	Step 5: Develop a communication strategy 12		MOU 1: Service agreement between COMMUNITY PARTNER and CAMPUS 27
	Step 6: Agree on and develop an action plan 12		MOU 2: Memorandum of understanding between COMMUNITY PARTNER and CAMPUS and CAMPUS STUDENT COUNCIL 30
	Step 7: Identify risk factors for the collaboration 13		
	Step 8: Create an open environment 14		
	Step 9: Celebrate successes .. 14		

Introduction

The demand for post-secondary student mental health services and supports is increasing. Campuses and community health organizations are struggling to meet this growing demand. Meanwhile, individual campuses and community agencies have unique skills, resources and/or approaches that would benefit other partners.

Developing and strengthening partnerships between community mental health agencies and public post-secondary institutions can enable all service providers to better support the needs of post-secondary students.

Working together we believe more can be done to improve the mental health and wellness of students. The Centre for Innovation in Campus Mental Health has created this toolkit to support the development of campus-community partnerships.



Key outcomes of positive campus-community partnerships may include:

- increased number of students served
- decreased wait lists
- improved referrals to community agencies
- increased service options on and off campus
- improved transitions for students needing support

In the pages that follow, post-secondary institutions and community agencies may find useful information on:

- Types of campus/community partnerships
- Elements of an effective partnership
- Steps to building a collaborative partnership
- Benefits and risks of partnerships
- Tips for successful partnerships
- Supports from the Centre for Innovation in Campus Mental Health
- Additional resources

Together we can help to create a healthier post-secondary campus for all.



Types of campus-community partnerships

Campuses can leverage support and expertise of community agencies to augment and/or complement campus programs, services and supports. Examples of partnership activities can range from short-term training supports to more extensive program development and service delivery. For instance:

- Training for students as part of academic programming
- Training and/or supports for student leadership
- Promotion and awareness of community programs and services
- Training for campus staff and administration to support student mental wellness
- Training and/or supports for athletic teams
- Peer support training or development of programs (e.g. Mental Health First Aid) for students (student council, residence dons, etc.)
- Establish a campus/agency referral process
- Integrated planning sessions to address student mental health needs
- Consultation around specific issues (e.g. suicides, eating disorders)
- On-campus clinics during peak stress times (e.g. orientation and exams) or year round
- Integrated services support (e.g. embedded staff on campus)
- Crisis support advice
- Mobile clinics
- Clinics/counselling off-campus



Elements of an effective partnership



To identify, build and maintain an effective, sustainable and impactful partnership, the following elements are needed:



Adequate resources
(funds, staff, materials and time)
to invest in the relationship



Effective operations to develop and
manage collaborative projects or programs
as well as maintain partner engagement



Skilled leadership to guide
partnership and project activities



Engaged partners including students
who also have the skills, resources,
and commitment to support
the project and partnership

Effective partnership checklist

Effective operations	Skilled leadership	Engaged partners
<input type="radio"/> Shared vision and purpose	<input type="radio"/> Appropriate time to devote to partnership	<input type="radio"/> Share commitment to the project and vision
<input type="radio"/> Clear and attainable goals and objectives	<input type="radio"/> Knowledgeable about content area	<input type="radio"/> See partnership as being in their self interest
<input type="radio"/> Plan effectively and efficiently	<input type="radio"/> Flexible in accepting different viewpoints	<input type="radio"/> Share a stake in both process and outcome
<input type="radio"/> Strong leadership and co-ordination	<input type="radio"/> Promote equity and collaboration among members	<input type="radio"/> Have clear roles and responsibilities
<input type="radio"/> Administrative structures, governance, membership and decision-making processes	<input type="radio"/> Competent in negotiating, solving problems and resolving conflicts	<input type="radio"/> Efficient use of skills, interests and resources
<input type="radio"/> Mechanisms to solve problems and resolve conflicts	<input type="radio"/> Open and effective communications and meetings	<input type="radio"/> Actively involved in planning, implementation and evaluation activities
<input type="radio"/> Adept in garnering resources and allocating them fairly	<input type="radio"/> Value members' input and recognize their contributions	<input type="radio"/> Assume lead responsibility for tasks and share workload
<input type="radio"/> Commitment to evaluate processes and outcomes of project for continuous learning		<input type="radio"/> Develop trust and interpersonal connections
<input type="radio"/> Document accomplishments and celebrate milestones		<input type="radio"/> Communicate well with each other
		<input type="radio"/> Accept and acknowledge conflict will occur from time to time
		<input type="radio"/> Flexible and open to different approaches to how decisions are made or work is done

Steps to building a collaborative partnership

Good collaborative relationships are initially created by routine interactions between organizations both on and off campus. It's through these interactions that potential partners learn about one another, identify each other's expertise and interests and begin to build the essential foundation of trust and respect for one another. It's also through these experiences that organizations begin to identify potential candidates for partnership when the need for collaboration arises. Good community-campus partnerships are intentional, with a focus on [“careful preparation, excellent implementation and meticulous follow through,”](#) as well as evaluation of results.

The following building blocks take you through the necessary steps to build an effective and sustaining collaborative partnership.



Step 1: Determine the need and readiness

Is there a need for collaboration?

Consider:

- Do we need other people/organizations to achieve a goal/support our students?
- Does this need require other on-campus, off-campus and/or external organizations?
- What is the “added value” in partnering?
- What benefits will be gained in collaborating?
- What will the partnership be achieving?

Is there already a collaboration elsewhere doing something similar?

Consider:

- Has research been done on whether other collaborative work is being done in this area?
- If so, have you considered opening a discussion with them about the possibility of becoming part of their partnership arrangement and potentially avoiding duplication of services/work?
- If not feasible, have you talked to them about their experiences and lessons learned as a useful tool in setting up a collaboration?

Is there commitment within your campus to support a partnership?

Consider:

- Have you identified potential partners to approach about the possibility of collaborating?
- What additional expertise or benefits would the partner organization bring?
- Is this being supported at the appropriate level of management on your campus?



Step 2: Recruit the right people and organizations

Start discussions with potential partners

Consider:

- Who should be involved in this collaboration and why?
- How many people/organizations should be involved?
- What level of involvement is needed?
- Are there any issues or history that need to be addressed before partnering?
- Is there an element of trust between each partner?
- What would each bring to the table that would be beneficial and complementary to a partnership?

Gather all potential partners together for discussion about elements of the collaboration

Consider:

- What are the main objectives of collaborating?
- At what level and function is the relationship (advisory, networking, service collaboration, joint working group, project-based, etc.)?
- What is our shared vision and goals?
- Who will take the lead?
- What governance structure and accountability arrangements need to be put in place?
- Do all members agree to these procedures?

Get commitment for proceeding from those agreeing to partner

Consider:

- Is the purpose of the collaboration clear with a genuine shared vision and goals identified?
- What will be the initial time commitment for the collaboration to achieve their aims?
- Is there consensus on what each organization is agreeing to in the collaboration?

It can be helpful at this stage to develop a clear written statement outlining what has been agreed to in the discussions, such as commitments, who will take the lead, main objectives, vision and goals, partnership structure and function, responsibilities and accountability arrangements to date. Then, share with potential partners.

- Is it a win-win relationship for all? Are all members satisfied with the benefits they will be receiving and giving?
- Are there monies or resources to maintain and sustain the collaboration? Does additional funding need to be sought out?



Step 3: Assess resources needed

Identify the skills and competences needed to manage and support the collaboration

Consider:

- What individual and/or organizational skills and resources are needed to be successful in this venture (human resources, financial, technical, others)?
- What can be leveraged from each organization to fulfill those needs (tangible and intangible)?
- How will this be funded or how will resources be realigned?
- Who are potential leaders and staff champions to actively advocate for and support the work?
- What training might be needed for individual staff or organizations?
- To whom are staff accountable?
- Are there additional resources to support the collaboration itself?

Identify any barriers that might be a risk to success for the collaboration

Consider:

- Is the collaboration congruent with policies and procedures of all partners?
- Have ground rules and norms for communication been established?
- Are all members committed to open, honest and transparent conversations? How do you know this?



Step 4: Determine structure of the collaborative partnership

Ensure there is clarity among partners as to the mission, values and principles that will guide the collaborative partnership

Consider:

- Is there a stated shared vision?
- Has a mission statement been devised (how the collaboration will achieve their vision)?
- Are there guiding principles for the collaborative partnership that have been agreed upon by members?

Set out the processes needed to manage and sustain the partnership

Consider:

- What will be the governance structure for the collaboration? Have the roles and responsibilities of all member organizations been defined and agreed upon?
- What shared or allocated resources have been agreed upon and how are they funded/realigned?
- How will the work get done and what structure is needed to ensure this happens (steering committee, advisory group, executive committee with work groups)?
- When, where and how will partners meet and who are the key people needed for meetings?
- Is there an agreed upon timeline of the partnership in terms of change, renewal and ending?
- Is there an accepted decision-making process?
- Who is the accountable individual or champion in each organization for this collaboration?
- Have accountabilities, roles and responsibilities for the lead organization (if applicable) and member partners been specified and is the reporting structure clear?
- Who will the partnership report to and is there a process in place to report on progress?
- Is there a process to resolve conflicts in a fair and productive manner?
- Have guidelines/ground rules for participation been established and agreed upon?
- How will intellectual property be determined, identified and used?

Ensure a formal written agreement incorporating the above has been developed and signed by all partners.

Consider:

- Are there any unresolved issues that need to be addressed before signing?
- Does the collaboration require a simple or more formal agreement?
- Which format best meets your need?



Step 5: Develop a communication strategy

Set up an effective communication plan between partners

Consider:

- What is the overall purpose for communicating and what does the partnership hope to achieve?
- Who is responsible for communication between partners?
- What type of information needs to be shared, with whom and how often?
- What needs to be documented, and how will it be shared?
- Are there additional funds and/or resources needed?
- Does the plan ensure consistent, transparent and timely communication?

Get consensus on the means and methods that will be used to communicate

Consider:

- What types of methods are available for communication and what would work best in this initiative?
- Are any technologies needed to do this successfully?
- Is any training needed for staff to use these means and methods effectively?
- Are communication systems compatible among partner organizations?
- What information needs to be protected and how will the partner member ensure its protection?



Step 6: Agree on and develop an action plan

Develop an action plan to meet goals/objectives of collaborative partnership

Consider:

- Have benchmarks been established? Where we are now (the baseline) and what do we need to achieve (the objective)?
- What steps must be taken to reach these objectives?
- What is the desired timeline for how long it's likely to take?
- Who will be responsible for seeing the action is successfully completed?
- What resources are needed?
- Has the scope of the collaboration been identified? Which activities are inside the scope of the initiative and which activities are outside of it?

- What is the indicator (measurable outcome) to know the goal has been achieved?
- Has a plan been developed to evaluate the collaboration?
- Is there a plan in place for sustaining the partnership?

Review the objectives to determine if they are S.M.A.R.T.+C

- Specific
- Measurable (at least potentially)
- Achievable
- Relevant/realistic (to the mission)
- Timed (date for attainment)
- Challenging (requiring substantial effort)



Step 7: Identify risk factors for the collaboration

Make a list with partners of potential risks to the collaboration

Consider:

- What risks might be involved in setting up and starting the collaborative partnership?
- What risks might be involved in organizing the partnership?
- What risks might be involved in meeting the timelines for the collaboration?
- What risks might be involved in meeting the objectives of the collaboration?
- What risks might be involved in not having all the resources/funding needed to manage the partnership?
- Are there any liability issues (insurance, collective agreements, funding obligations, legal situations, confidentiality requirements, intellectual property)?
- Are there any other risks to consider?

Be proactive in developing strategies to deal with the risks

Consider:

- Have the partners concurred on methods to deal with the risks (accepting, transferring, mitigating or eliminating the risk)?
- Have specific steps been decided upon to address these risks?



Step 8: Create an open environment

Identify factors which create and build trust

Consider:

- What are behaviours that contribute to trust and good relationships between partners?
- Is there mutual accountability built into the processes of the collaboration?
- Is there expectation for self-interest disclosure and is this practiced?
- Is the group open to diverse thinking and alternative ways of working?
- Is diversity training available for support, if needed?
- Does the group look at conflict as an opportunity for collaborative discussion, problem solving and growth?
- Are all members respectful of the established, agreed upon ground rules?

Identify factors which cultivate and support equality and diversity

Consider:

- Is the group sensitive to cultural practices?
- Is the group cognizant of how personal and organizational power can impact a collaboration and is it openly acknowledged and dealt with if conflicts should arise from use of power?
- Does the group operate with a no-judgment attitude where members feel comfortable with diverse perspectives?
- Is there a culture where conflict and “turf” issues are seen as an opportunity for collaborative discussion and problem-solving?
- Is conflict in general acknowledged and dealt with openly and without favouritism?



Step 9: Celebrate successes

After all your hard work, remember the value of celebrating your success with the entire team involved in your collaboration. Celebrating accomplishments fosters the great alliances you have created, and it can also promote future successes for new and innovative partnerships.

Benefits and risks of partnerships



Before entering in, take the time to make sure you and your organization are ready. Like any relationship, there are pros and cons. Effective partnerships do not occur overnight. It takes time to build trust and understanding of how best to work together. Developing and maintaining partnerships requires ongoing commitment and effort. It’s important to choose the right partner at the right time for both your organizations.

During your initial discussions, be open and honest about your hopes, concerns and assumptions, so you can both enjoy the benefits and minimize the risks.

Benefits	Risks
Greater impact	Reputation impact
Greater reach	Loss of autonomy/decision making
Professional development of key personnel	Conflicts of interest
Better access to information and different networks	Burden of resource commitments
Improved operational efficiency	Implementation and co-ordination challenges
More appropriate and effective products and services	Reduction in independent decision-making
Greater innovation	Loss of competitive advantage in obtaining funding or providing services
Enhanced credibility	Insufficient influence in the partnership’s activities
Increased access to resources	Frustration with the collaborative process
New opportunities and pathways for products, services and partnerships	Unbalanced credit for contributions to the partnership

Tips for successful partnerships

Partnerships take time and effort. Thoughtful relationship-building strengthens trust, compatibility and, ultimately, the productivity of your partnership and the impact of your work together.



If it's a new relationship, take the time to learn about your partner's organization before you approach them. Research online, attend community events, talk to colleagues to learn more about the people and organizations you're approaching. If reconnecting, do this to better understand their current situations.



If you have trouble making contact, seek support from superiors, colleagues and the Centre for Innovation in Campus Mental Health to make the initial introductions.



Set up an exploration meeting to learn more about each other, what each can offer, strengths and weaknesses and potential partnership activities.



Start small. Take the time to know each other's organizations – how you work together, how to manage workload, how decisions are made, etc.



Keep colleagues and leadership informed as you may need and want their support or involvement to smooth out bumps in the road and/or celebrate your successes.



People always leave, so try to ensure the relationship is deeper and broader than just one person in each organization.



Be open, flexible and patient.



If it's not working, talk about it. If it's not working after discussions between parties, don't be afraid to take a pause or part ways.



Have fun.

Supports from the Centre for Innovation in Campus Mental Health

A strategic priority for the Centre for Innovation in Campus Mental Health is to enhance campus community partnerships to address student mental wellness. We're here to help.

Our Community Partnership Coordinator, Cecilia Amoakohene, supports the building and maintenance of partnerships by acting as a matchmaker/administrative support for partnerships in the following ways:

- Identifying potential community or campus partnerships
- Facilitating introductions with community and campus contacts and set up meetings
- Helping to define mutual goals within the partnership
- Facilitating the creation of partnership documents (e.g. MOUs)
- Providing resources to help develop programs or services (materials, tool kits, handbooks, research, etc.)
- Providing resources to support developing and strengthening more effective partnerships
- Facilitating communications and knowledge sharing with other agencies with experience in a proposed project area

To learn more, contact Cecilia at camoakohene@campusmentalhealth.ca.

Resources

[Health Nexus: Supporting Partnerships](#)

[National Collaborating Centre for Methods and Tools: Partnership development tools](#)

[Participating Effectively as a Collaborative Partner: A United Way Toronto Toolkit](#)

[Centre for the Advancement of Collaborative Strategies in Health: Partnership Self-Assessment Tool](#)

[Public Health Agency of Canada, Canadian Best Practices Portal: Partnerships, Collaboration and Advocacy](#)

[Tamarack Institute: Building Bridges to Collaborative Success](#)

A person's hands are shown typing on a laptop keyboard. The image is overlaid with a semi-transparent blue filter. In the foreground, a spiral-bound notebook and a pair of glasses are visible on a desk. The text 'Partnership Case Studies' is prominently displayed in the center-left area.

Partnership Case Studies

The Case of University of Windsor & CMHA Windsor-Essex

[After-hours counselling during exams]



Partnership background

The relationship between the University of Windsor (UW) and CMHA Windsor-Essex has existed for 20 years and encompasses a variety of projects. This particular project took place during two exam periods (December 2018 and April 2019).



Why did they come together?

The University of Windsor recognized a need for after-hours counselling appointments for students at peak times. Due to a lack of capacity from the service providers on campus to hold after-hours appointments, UW partnered with CMHA Windsor-Essex to increase their capacity to provide support to students.



Partnership roles

The University of Windsor provided space for the counselling sessions and marketed the program to students. CMHA Windsor-Essex provided after-hours counselling staff.



Benefits of the partnership/program

- An increase in the capacity of the campus to provide counselling services for students during peak times because of the increase in human capital.



Lessons learned

- Program branding — some students were unsure if they were using CMHA services or campus services when attending the program. Furthermore, some felt that CMHA services were for students with higher needs, and therefore did not access these services. Clearer advertising of the program mitigated student uncertainty.
- Promotion – the partners felt that starting the advertising earlier in the year would engage a greater number of students. The partners recommend solidifying partnership details early in the school year to maximize marketing time.
- Year-round offerings — the partners felt that students would have the opportunity to become familiar with the counselling program and have more of a chance to access the after-hours crisis counselling started earlier in the school year. This way, students would be able to attend after-hours counselling sessions before the stress of exams became too high.

The Case of St. Michael's Hospital and CMHA Waterloo Wellington

[Skills for Safer Living Program]



Partnership background

To address the growing number of deaths by suicide and, in particular, the number of student deaths in the Waterloo-Wellington region, a partnership between St. Michael's Hospital and CMHA Waterloo Wellington was formed in 2017. This project, which involved a combination of a 20-week skills-based group and a peer support group for individuals with recurring thoughts and behaviors about suicide. This program was created for university students, but the partners found that the groups often attracted university and college-aged people who weren't currently enrolled in school.



Partnership roles

St. Michael's Hospital provided the training and expertise around peer support for suicide. CMHA Waterloo Wellington helped with the group facilitation and supervision. Wilfred Laurier University provided space for the group to be held.



Resources created/shared

A collaborative guide written by Dr. Bergmans from St. Michael's Hospital and some of her clients was created. This resource has been shared with each person that has completed the training.



Benefits of the partnership/program

- A new mental health intervention specific to suicide is now being offered within this community. Previous groups were focused on talking about suicide, but this group was specifically meant to support people who have attempted suicide.
- CMHA Waterloo-Wellington was able to obtain funding to sustain the program.



Lessons learned

- Supervision needed – the program ran best when there was both contact with a clinical supervisor from St. Michael's Hospital on a monthly basis and weekly supervision of the groups by either a qualified staff person from a partner organization or St. Michael's hospital.
- Adequate training time needed – the practitioner/team training was extended from two days to five days in order to accommodate the full range of topics.
- Lived experience is essential – people with lived experience of suicide were a critical part of the facilitation team.
- Research – in order to consistently conduct pre- and post-surveys, you need to have dedicated research support.
- Support from all sides – those in management positions should be on board with supporting the program and its facilitators.
- Staying connected – the program ran best when management got regular updates and was able to voice any questions or concerns.

The Case of LOFT Community Services and Ryerson University

[Community-based complex case management]



Partnership background

The partnership between LOFT Community Services and Ryerson University began in 2017 and continues today, having expanded to include the University of Toronto – St. George Campus in 2017 with the same model being used on that campus. Its purpose is to serve students with complex care needs.



Partnership roles

Ryerson University brought forward their ideas of what they envisioned for their students with complex care needs and LOFT offered them a variety of resources to meet those needs. Ryerson counselling staff provided student referrals to LOFT by screening students and then providing a one-page report to LOFT for students who were deemed eligible for their services. LOFT then provided those students with direct services based on their specific needs. All of LOFT's on-site services were available to Ryerson students. These services include access to a psychiatrist, various forms of therapy groups and dialectical behaviour therapy (DBT).



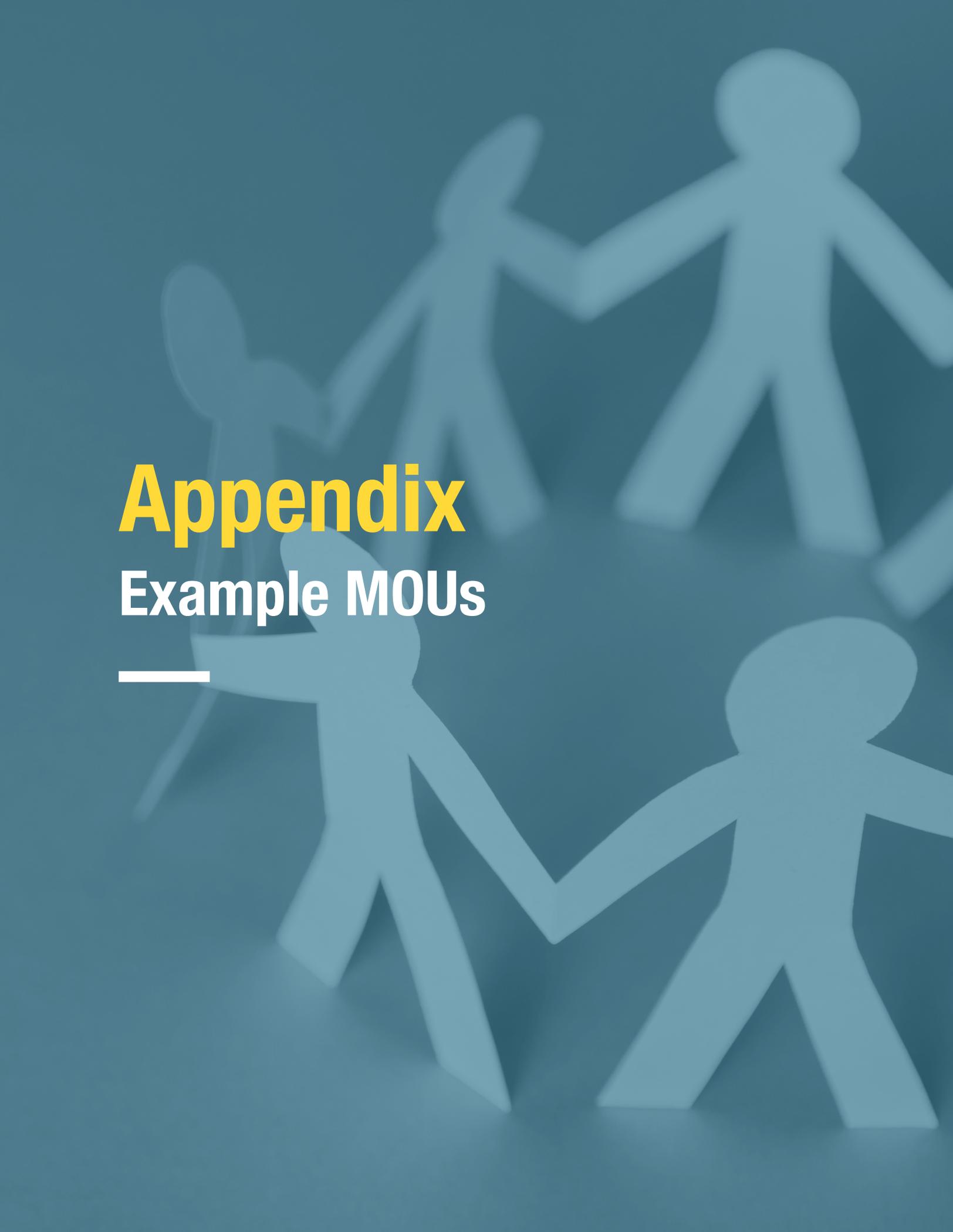
Benefits of the partnership/program

- Capacity – this program provides students with complex needs access to services in a timely manner. It has also increased the capacity of Ryerson to meet the needs of students with less complex needs through on-campus programming.
- Transitions – students are still able to engage with the services at LOFT even after they've left school.



Lessons Learned

- Connecting with students – because students’ schedules are very busy, it can be difficult to connect with them in a timely fashion. Flexibility around the times of day that services are offered may help with mitigating this.
- Funding – sustained, consistent, long-term funding helps to prevent gaps in service provision due to contracts ending and waiting for funding renewals.
- Service turnaround – since these students require longer-term supports, there’s a longer turnaround period for services. Therefore, wait lists occasionally form.



Appendix

Example MOUs

MOU 1

Service agreement between COMMUNITY PARTNER and CAMPUS

Background

The Campus and its partners wish to develop and deliver effective student mental health services and awareness programming between May 1, 2017 and March 31, 2018.

The Community Partner wishes to develop and deliver this programming in partnership with the Campus and its partners.

Purpose

The purpose of this agreement is to establish a framework for the proposal and delivery of services that may be delivered by the Community Partner to the Campus and its students between June 1, 2017 and March 31, 2018

Terms

1. The Mental Health Educator will work directly with the Director of Student Services and the Student Services Advisor for the planning and implementation of mental health education programming.
2. The campus will require the Mental Health Educator to co-ordinate and deliver the Program, including workshops and events, working with the identified Mental Health Champion to schedule the trainings needed. As the mental health coach, the Mental Health Educator will make any necessary referrals needed if approached by an athlete. The Campus will supply all athlete, coach and staff training materials.
3. The Mental Health Educator will deliver up to four safeTALK training sessions to staff and students (not including the workshops). Training session requests will be reviewed and confirmed by the Mental Health Educator and the Director of Student Services. The Campus will supply all training materials.
4. The Mental Health Educator will deliver up to four Mental Health First Aid training sessions to staff and students. Training session requests will be reviewed and confirmed by the Mental Health Educator and the Director of Student Services. The Campus will supply all training materials.

5. The Mental Health Educator will organize and deliver mental health education programming on campus two days per month between the last week of August and April (December and April only two days). An additional one day per month of planning would also be provided by the Mental Health Educator.
6. The Mental Health Educator will provide the Campus with a mental health education programming plan for the last week of August through April prior to June 30th in order for it to be reviewed by the Director of Student Services. Each event will include a budget, details of the program, location, partners and resources required.
7. The Campus shall provide feedback and work with the Community Partner to make any necessary adjustments to the programming plan within a timely manner.
8. The Campus shall provide the Community Partner with its requirements and its feedback on any prior delivered services on a periodic and ongoing basis during the term of the agreement.
9. During the months of May and June, the Mental Health Educator will be required to design the last week of August through April period programming, assist in the development of transition programming and deliver staff training sessions as outlined in Terms 3 and 4.
10. The Campus will provide the Community Partner with an on-campus work space, parking tokens, office equipment as required, and information about additional student education, programming needs and its operation as required.
11. The Campus shall not enter a similar framework agreement for similar services during the term of this agreement , though is free to retain other service providers to deliver student mental health and addictions programming and communication during the term of this agreement.
12. The Community Partner will supply the Campus with a Mental Health Educator as required above for the term of this agreement. The Community Partner will deliver monthly invoices for the services provided by the Mental Health Educator at a cost \$XX per month. Approved additional supplies delivered under this agreement will be invoiced on a monthly basis, with all fees charged in arrears. The Mental Health Educator will be an employee of the Community Partner and will be expected to follow all policies/procedures as set by the Community Partner and the Campus.
13. The Community Partner will provide the Campus with valid copies of any required instructor's certification of their Mental Health Educator.
14. Supervision of the Mental Health Educator will be provided by the Community Partner. The Campus will report issues of concern to the Community Partner for disposition.
15. The Community Partner shall use and disclose any student personal information it receives under this agreement strictly for the purpose of delivering services and shall secure such information reasonably and in accordance with the Campus' direction.

16. The Community Partner, at the request of the Campus, shall cause its employees or contractors who access student personal information for the purpose of delivering services to sign a reasonable confidentiality acknowledgement.
17. The Community Partner will not provide any ongoing direct counselling service to students or staff of the campus but will make appropriate internal and external referrals.
18. The Community Partner will provide proof of liability insurance and hereby releases each the Campus and its respective agents, officers, employees and any other person, corporation , firm, partnership or other entity or group thereof for whom the Community Partner is legally responsible from any liability for loss arising in any way out of the performance of this agreement or out of the contractor's occupation and/or control of the services which the Community Partner provides to any student, whether on or off the premises.
19. The Community Partner indemnifies and saves harmless the Campus and its respective agents, officers and employees and any other person, corporation, firm, partnership or other entity or group thereof for whom the Campus is legally responsible, against any and all claims, actions, damages, losses, liabilities and expenses in connection with loss of life, bodily injury, personal injury or damage to property arising from or out of the occupancy or use by the Community Partner of the premises or the services provided or not provided by the Community Partner occasioned wholly or in part by any act or omission of the Community Partner or its respective officers, employees , agents, customers, contractors or other invitees, licensees or concessionaires or due to or arising out of any breach of, or any claim by a third party inconsistent with, any of the terms and provisions of this or any other agreement to be observed and performed on the part of the Community Partner.
20. This agreement will terminate on March 31, 2018 unless terminated earlier by the parties.
21. Either party may terminate this agreement by providing 60 days written notice to the other party.
22. This agreement constitutes the entire agreement between the parties and supersedes any prior oral or written agreements related to its subject matters.

MOU 2

Memorandum of understanding between COMMUNITY PARTNER and CAMPUS and CAMPUS STUDENT COUNCIL

This Memorandum of Understanding (MOU) sets out the terms and understanding between the Community Partner and Campus with regard to a pilot project for a Community Partner Satellite Crisis Service to be situated on campus during November and December of 2016.

Background

The Community Partner and Campus both identify a significant increase in students accessing services for mental health issues. This coincides with the recent NCHA survey of over 25,000 post-secondary students where 65% endorsed overwhelming anxiety, 46% felt so depressed it was difficult to function, 13% had seriously considered suicide and 11% disclosed they had attempted suicide.

Although there are excellent mental health supports available at the Campus during the day, there are currently no crisis supports on campus during the evening hours, a time when youth often present in crisis. This pilot project will address this identified need by piloting a Community Partner Crisis satellite office on campus during November mid-term and December exams.

Purpose

This MOU will outline the partnership between the Community Partner, the Campus and the Campus Students' Council, specifically support offered by the Community Partner on campus during the pilot period.

Hours of operation will be between 5 p.m. and 9 p.m. Tuesday, Wednesday and Thursday beginning on November 15, 2016 until December 15, 2016 inclusive.

Two regulated health professionals from the Community Partner Crisis Assessment Team with experience working with youth, will provide walk-in crisis assessment and intervention out of the Peer Centre in the University Community Centre with the support of one or two volunteers from the Peer Support Centre. We will begin with one crisis staff on per night, however if demand warrants, we will increase the staff complement to two Crisis Assessment Team members each shift.

The Community Partner crisis staff will document as per agency requirements in the Community Partner electronic record. If the students are connected to Student Health Services or the Student

Development Centre and provide consent, the crisis worker will provide the written consultation and plan to the appropriate supports. If students are not already connected, but are open to follow-up with Student Health Services or Student Development, written consent to share information will be sought and the consultation note will be shared with the appropriate service.

Protocols regarding processes for students requiring assessment in the Emergency Department will be developed collaboratively.

The Manager of the Crisis Centre will provide supervision and support to Crisis workers in regard their role at the Community Partner Satellite office at the Campus.

The Director of the Peer Centre will provide supervision and support to the Peer Volunteers.

Representatives from the Community Partner and the Campus will work collaboratively on a communications plan.

The Manager and/or the Director of Crisis Services at the Community Partner and the Campus Students' Council/the Campus leads for the pilot will communicate regularly to ensure the coordination and collaborative success of the services.

Reporting

Through meetings, each party reserves the rights to advise the other party of any compliments and complaints with respect to the pilot. The Parties will use reasonable efforts to resolve issues and complaints.

The Community Partner will collect data regarding the number of students accessing the service and will share this information with the Campus partners. A satisfaction survey will be offered to students accessing the service and results will be shared with the Campus partners. Other evaluative criteria may be developed collaboratively.

Funding

The Community Partner will fund the crisis staff for the pilot unless other appropriate funds come available prior to the pilot launch.

Duration

This MOU may be modified by mutual consent of authorized officials from the Community Partner and the Campus. This MOU shall become effective upon signature by the authorized officials from the Community Partner, Campus Students' Council and the Campus and will remain in effect until December 31, 2016.

Termination

If either party wishes to terminate the agreements prior to the expiry of the agreement they shall do so with no less than 30 days written notice.

Insurance

Both Parties remain responsible for the provision of services and as per the scope of their practice. Each will insure that appropriate liability insurance is in place and neither organization is responsible for any abhorrent activities of the other.

Privacy

The Parties strictly protect the confidentiality of client health and personal information and business information, therefore no identifying information will be shared without written consent of the individual receiving service or the individual's substitute decision maker.

Contact Information

Sample Communications plans

https://www.canadahelps.org/media/C-Helps-webinar_CommsPlan_KF_ENG_Feb10.pdf

<http://toolkit.providencehealthcare.org/sites/toolkit.providencehealthcare.org/files/PlanTemplate-Communication-2015-02-04.doc>