



Mental Health and Well-being Strategy

2019/20 - 2023/24

physical

environmental

social

spiritual

occupational

intellectual

financial

emotional

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Executive Summary

NAIT'S commitment to supporting the mental health and well-being of students and staff is captured in our organizational promises to students, industry, Alberta, and staff and is consistent with our values of respect, collaboration, celebration, support, and accountability. The fulfillment of the responses within the strategy is also a fundamental element in supporting NAIT's vision to be one of the world's leading polytechnics.

The NAIT Mental Health and Well-being strategy is ambitious and aspirational. It identifies mental health and well-being as an institutional priority and lays the foundation for a cultural change on how mental health is perceived and how it is interconnected with overall well-being through education, stigma reduction, and direct support.

The Government of Canada has identified the availability of high-quality mental health services as a top priority in the new Health Accord¹ and in 2017, the Government of Alberta provided financial resources to post-secondary institutions throughout the province to improve mental health supports for their students.² In developing our mental health and well-being strategy, NAIT joins post-secondary institutes across Alberta and Canada in recognizing the interdependent relationship between mental health and academic success.

According to the Mental Health Commission of Canada:

- One in five people in Canada suffer from mental illness³
- The highest rate of mental health problems and illnesses is among young adults ages 20-29⁴
- For every dollar spent on providing psychotherapy, \$2 is saved⁵

A 2018 survey by the Academica Group discovered that during the 2017/18 academic year, 23% of respondents had seriously considered withdrawing from their educational institute. Forty percent (40%) of these students indicated that their reasons for considering withdrawal were "personal"; this included physical or mental health concerns that impacted their ability to continue their studies or a family crisis⁶.

There are eight dimensions that support mental wellness⁷: physical, social, emotional, spiritual, intellectual, occupational, financial, and environmental. NAIT's Mental Health and Well-being Strategy supports the dimensions of health through six initiatives:

1. Alignment of Institutional policy, procedures and processes
2. Awareness and well-being education
3. Resiliency and competency development
4. Early indication and response systems
5. Transition support, programming, and referrals
6. Supportive and inclusive campus environment

To inform the development of the Mental Health and Well-being Strategy, a working group, which included representatives from Student Advising, Aboriginal Liaison Services, Student Counselling, Health Services, International Programs and Services, Campus Recreation, and the Student Resolution office, was formed in fall 2017. The working group along, with the mental health coordinator, performed a review of current NAIT campus-based mental health and well-being activities, engaged with both internal and external stakeholders, and performed a gap analysis. Through this process, opportunities and responses were identified. A draft strategy was then reviewed by the NAIT Mental Health Strategy Advisory Group,

the Associate Vice President, Campus Life, and Campus Life Leadership. Next, the strategy was presented to NAIT's Academic Portfolio Leadership Committee. The Mental Health Advisory then reconvened to identify priorities within the strategy as high, medium, and less urgent and established an associated budget. Finally, the Mental Health and Well-being Strategy was presented to NAIT Executive for approval before being presented to the NAIT community.

The *Post-Secondary Student Mental Health: Guide to a Systemic Approach* framework developed by the Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA) served as the foundation for the development of NAIT's Mental Health and Well-being Strategy.

NAIT's Mental Health and Well-being Strategy is meant to guide a proactive and holistic approach to supporting the mental health and well-being of NAIT students and staff in order to foster a sense of community, safety and pride, and to develop a culture where all members of the NAIT community are able to thrive.

Success will be realized when all members of the NAIT community have improved mental health literacy. Our students, staff, and graduates will be well-informed of the resources available within NAIT as well as in the community. They will have improved their resiliency and coping skills which will enable them to better face adversity and challenges. The community will be educated on mental health illnesses which will result in reduced stigma. NAIT prepares our students for rewarding careers. Educating our students and staff on mental health literacy, health promotion, and illness prevention will positively impact the province, country, and beyond.

Rationale/Purpose

To develop and implement a mental health and well-being strategy that is championed by all NAIT students and staff in support of a resilient, inclusive, and thriving community.

Mission

Within its strategic plan, NAIT 2021, NAIT has outlined promises to students, industry, Alberta, and staff. The mental health and well-being strategy will support NAIT in achieving its promises through education, awareness, and direct support. NAIT acknowledges that its student and staff community is diverse and that unique attributes of each group must be recognized in order to offer a comprehensive well-being program that supports all aspects of health.

Guiding Principles

Mental health is interconnected with our sense of belonging⁸. Our guiding principles recognize that we are stronger and healthier when we have a sense of belonging to a greater community.

The success of the Mental Health and Well-being Strategy relies on the active participation by all members of the NAIT community. The responsibility for promoting and protecting overall well-being is shared by everyone at NAIT.

The guiding principles are directed by many of NAIT's values:

- Respect – We treat each other with respect, including behaviours of honesty, integrity, transparency, trust, and an appreciation for diversity.
- Accountability – We are accountable, individually and collectively, to each other and to NAIT for our actions and for achieving our promises.
- Collaboration – We work together and with external partners to advance NAIT and its academic mission in fostering relationships and in building community.
- Support – We support people through empowerment, providing a safe and caring workplace and providing opportunities for personal and professional growth.

Foundations

There are eight dimensions of wellness⁹ that support mental health. These are:

- 1) Emotional – feeling good and managing the ups and downs of life in a positive way
- 2) Environmental – living and traveling in safe and secure environments and being responsible for your impact on the world around you
- 3) Financial – satisfaction with current and future financial situations
- 4) Intellectual – recognizing creative abilities and finding ways to expand knowledge and skills
- 5) Occupational – having something to do and somewhere to go that is personally satisfying and gives you a sense of contribution or giving back to society
- 6) Physical – fitness, strength, flexibility, nutritious eating habits, adequate sleep, avoidance of harmful substances and seeking health care assistance when needed
- 7) Social & Cultural – interacting with others in a way that improves your sense of support and belonging
- 8) Spiritual – knowing yourself and what you believe in and making choices that support this

The fundamental difference between mental health and mental illness is that everyone has some level of mental health all of the time, just like physical health. Where it is not possible to be without mental health, it is possible to be without mental illness¹⁰.

Health, as defined by the World Health Organization, is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”.¹¹

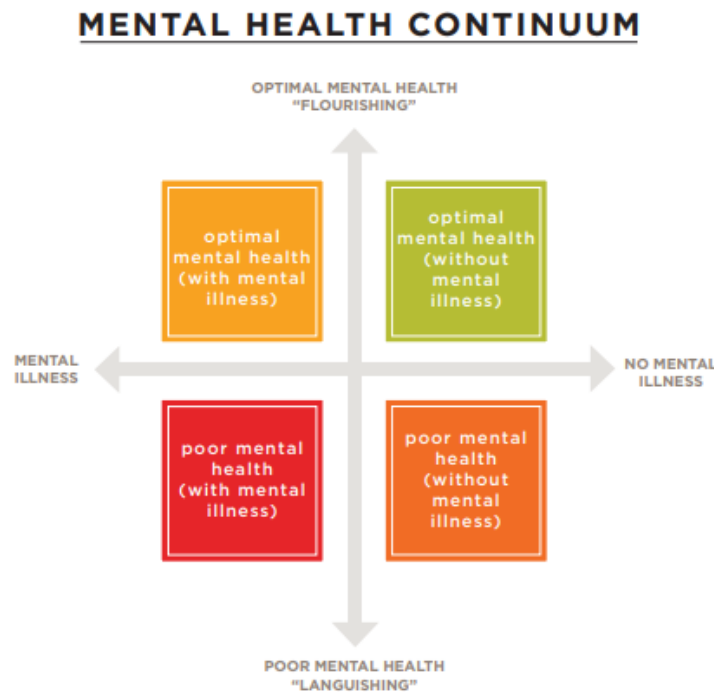
Mental health, as defined by the World Health Organization, is “a state of well-being where every individual realizes his or her own potential, can cope with the normal stresses of life, work productively and is able to make a positive contribution to his or her community”.¹²

Mental illness is characterized by changes in mood, thinking, and behaviors that are associated with a particular level of distress and/or dysfunction.¹³

Although the terms mental health and mental illness are often used interchangeably, it is important to understand the differences between the two concepts.

The mental health continuum model, developed by Corey Keyes, conceptualizes the components of mental health. Keyes’ model reveals that mental health and mental illness occur on intersecting continuums which range from languishing (poor mental health) to flourishing (optimal mental health) and that those living with mental illness can flourish, while those without mental illness can languish.

Early identification and treatment of mental health concerns can prevent a person from languishing and assist them to return to or remain in a healthy state of being.



Dual continuum model of mental health. Adapted from the Post-Secondary Student Mental Health: Guide to a Systemic Approach; based on the conceptual work of Corey Keyes.

MENTAL HEALTH @

Mental health impacts all of us. NAIT has committed to supporting the mental health and well-being of students, faculty and staff. While we've made great strides towards this commitment, there's still more we can do.

RESPONDENTS TO THE 2010 NCHA SURVEY REPORTED:



ACADEMIC IMPACTS DUE TO:
STRESS: 35.8%
SLEEP DIFFICULTIES: 30.6%
ANXIETY: 28.4%



48% FOUND THEIR FINANCIAL SITUATION TRAUMATIC OR DIFFICULT TO HANDLE

STUDENT COUNSELLING APPOINTMENTS:



2017/18: 2808
2018/19: 3429
22%

MARCH 2010 NAITSA SURVEY STUDENT RESPONDENTS:



OVER 60% RATED THEIR STRESS LEVEL AS HIGH OR VERY HIGH



51.1% RATED THEIR ANXIETY LEVEL AS HIGH OR VERY HIGH

2017 INTERNAL COMMUNICATIONS SURVEY STAFF RESPONDENTS:



84% FELT THAT HEALTH AND WELL-BEING IS VERY OR MODERATELY IMPORTANT



PERSONAL STRESS WAS THE **SECOND HIGHEST CONCERN** FOR PEOPLE CONTACTING NAIT'S EMPLOYEE AND FAMILY ASSISTANCE PROGRAM FOR COUNSELLING SERVICES



1/5 Canadians experiences a mental health problem or illness within a given year. ¹
Every week 500,000 Canadians are unable to work due to mental health problems or illnesses. ²
Suicide is **#2** leading cause of death among Canadians aged 15-24. ³

1. Smetanin, P., Stiff, D., Briante, C., Adair, C., Ahmad, S. & Khan, M. (2011). The life and economic impact of major mental illnesses in Canada: 2011 to 2014. RiskAnalytics, on behalf of the Mental Health Commission of Canada
2. <https://www.mentalhealthcommission.ca/English/focus-areas/mental-health-matters>
3. Statistics Canada. Table 102-0561. Leading causes of death, total population, by age group and sex, Canada. CANSIM [database]. Last updated 2015.

Initiatives, Gaps and Opportunities, Responses

An analysis of current programs offered and services available to NAIT students and staff confirmed that supporting the mental health and well-being of the NAIT community is an institutional priority and that great work has already taken place. It was also acknowledged that there are areas for improvement and that gaps in service exist.

Current initiatives provide a snapshot in time. Initiatives are constantly being evaluated for effectiveness and impact. While initiatives may change, the intent is to be proactive in our approach to mental health and well-being with supports available for members of the NAIT community.

In 2019, NAIT administered its first American College Health Association – National College Health Assessment (ACHA-NCHA) survey. Almost 850 students responded to the survey and the results from that survey were considered when identifying initiatives that are of the highest priority.

NAIT recognizes that the NAIT Students' Association is a fundamental partner in supporting the mental health and well-being of NAIT students. While specific activities may be led by either group, collaborating in support of the greatest possible impact and outcome will serve to have the most significant benefit.

Six overall initiatives have been outlined in support of building and maintaining a resilient, inclusive, and thriving community. Each initiative contains responses that will be measured for success through both qualitative and quantitative methods. Once approved, working groups will be formed for the responses within the strategy, outcomes will be mapped to the Mental Health strategy, key metrics will be developed and defined to track progress toward our mental health goals at NAIT.

While development and maintenance of programs and initiatives may live with specific stakeholders, incorporating the strategy into the culture of work and school life is the responsibility of the entire NAIT community.

Although the strategy supports both staff and students, the oversight for the strategy will be the responsibility of Polytechnic Education and Student Success. A central coordination point will oversee response actions, lead the strategy, champion unity of programs, and collect and analyze data on initiatives to ensure they continue to meet their objectives and the needs of the NAIT community. This central point of coordination will also assume responsibility for reporting on the strategy.

Initiative 1: Alignment of Institutional policy, procedures and processes

The policies, procedures, and processes of the institute contribute to an organization's culture and are reflective of its values. Ensuring alignment between policy, procedures and processes and strategic goals that support mental health contributes to the well-being and engagement of the campus community.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
NAIT Vision	✓	✓	All
Strategic Plan 2021	✓	✓	All
The NAIT Way: People Matter	✓	✓	All
Collective Agreements		✓	All
Performance Enhancement Process		✓	All
Policy Review and Revision	✓	✓	All
Internationalization Strategy		✓	All
Aboriginal Strategy		✓	All
Student Rights and Responsibilities	✓	✓	Environmental Social
Respectful Workplace		✓	Environmental Social

Opportunities and Current Gaps	Response	Priority
Mental health programs on campus are increasing, but lack coordination, consistency, and sustainability.	Centralize coordination of mental health and well-being activities in order to align offerings, communication, and evaluation as well as to create efficiencies.	High
While the NAIT community has made strides to foster an inclusive environment by recognizing and removing barriers, efforts have not been part of a broad, institutional strategy.	Develop a Diversity and Inclusion Strategy.	High
There is an opportunity to consider mental health in the regular review of policies, procedures, and processes.	A guide will be created to use when developing policy, procedure and processes that ensures mental health is considered in the development process.	Lower
The nature of educational delivery can negatively affect mental health.	Critically evaluate systemic factors in the delivery of education to determine factors that negatively impact mental health and well-being. Develop strategy to remove or lessen the impact of these factors.	Lower
Departments and schools strive to provide students with the tools and skills to be successful, but there exists the opportunity	Develop a Student Success Strategy.	Lower

to develop a collaborative and harmonized strategy between all schools and departments.		
Poor or lack of sleep is a top health concern for students, impacting academic success and stress levels.	Investigate if current policies and procedures or facilities enable students' poor sleep habits.	Lower

Initiative 2: Awareness and well-being education

Mental health awareness and well-being programs endeavor to improve mental well-being through increased knowledge and understanding of the factors that contribute to well-being. Programming also strives to educate the community on the nature, impact, prevention, and management of mental health concerns. This deepened understanding is a proponent in reducing stigma, normalizing mental health conversations, and encouraging early help-seeking.

Promoting overall well-being through initiatives that reflect the eight dimensions of mental health encourages self-care and healthy behaviours.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
Student Counselling Centre	✓		Emotional
Health Services	✓	✓	Physical
Recreation and Fitness Programming	✓	✓	Physical
Registered Dietician	✓	✓	Physical
Employee Family Assistance Plan (Morneau Shepell)		✓	Emotional Financial Occupational Physical
PAWS with Flynn	✓	✓	Emotional
Chaplaincy Services	✓	✓	Spiritual
Safe Spaces and pride week activities	✓	✓	Environmental Social Spiritual
Tough Enough to Talk About it	✓		Emotional Intellectual Occupational
Mental Health First Aid	✓	✓	Emotional Intellectual
The Inquiring Mind	✓		Emotional
Bell Let's Talk Day	✓	✓	Emotional Intellectual
Make Some Noise for Mental Health	✓	✓	Emotional Intellectual Social
Pink Shirt Day	✓	✓	Environmental Social Spiritual
Well-being Day		✓	All
Orange Shirt Day	✓	✓	Environmental Social Spiritual
Movember	✓	✓	Emotional Physical Social

Opportunities and Current Gaps	Response	Priority
Mental health programs on campus are increasing but lack coordination and consistency, and sustainability.	Centralize management of mental health and well-being activities under one coordinator in order to align offerings, communication and evaluation.	High
Poor mental health literacy and the stigma associated with mental health illness prevent those in need from seeking help.	Implement education programming to reduce stigma, increase mental health literacy and promote awareness of the importance of supporting mental health.	Medium
A sense of isolation and a lack of belonging result in populations in the NAIT community not engaging in or not having access to well-being supports.	Purposefully engage affected populations in relevant and meaningful ways.	Medium
Some students and staff are unaware of many of the services, resources and supports related to mental health and well-being available on and off campus.	Develop a centralized website which lists all external and internal campus mental health and well-being initiatives and programs, regardless of owner, in one location. Implement a robust awareness campaign.	Lower

Initiative 3: Resiliency and competency development

Mental health is not static – it lies along a continuum and changes depending on the challenges we face. The ability to achieve a state of well-being is dependent on one’s capacity to cope with external demand factors and to create an internal sense of well-being through learned and developed skills such as resiliency and coping abilities. It also contributes to one’s ability to find meaning and purpose in life.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
Student Counselling Centre	✓		Emotional
Chaplaincy Services	✓	✓	Spiritual
Recreation and Fitness Programming	✓	✓	Physical
Employee Family Assistance Plan (Morneau Shepell)		✓	Emotional Financial Occupational Physical
Personal and professional development opportunities offered through Organizational Development Services		✓	Intellectual Occupational Social
Life After NAIT	✓		Occupational
Resume review and mock interviews	✓		Occupational
International Peer Mentor workshops and programming	✓		Intellectual Social
Newcomer booster: Preparing students for academic success	✓		Occupational Social
Learning Services	✓		Intellectual
Essential Career Skills	✓		Intellectual

Opportunities and Current Gaps	Response	Priority
A structured, cohesive, and centralized resiliency program for students and staff is not in place.	Investigate, create and implement resiliency programming for students and staff.	High
Times of transition can strain coping strategies and diminish mental health.	Identify opportunities to enhance support during times of transition to build personal coping and management skills.	High
There is an opportunity to customize mental health and well-being programs based on institutional needs.	Collect and analyze data on current participation rates in mental health and well-being activities to purposefully offer programming that is of the greatest interest and benefit to the NAIT community.	High
After academics, finances are the second biggest stressor that students classify as traumatic or difficult to handle.	Develop financial literacy programming for students and staff.	High

Initiative 4: Early indication and response systems

Educating students and staff on how to identify and respond to early signs of distress is essential as those who interact with others in the community on a daily basis are in the best position to notice early indications of concern. To effectively identify and respond to distress, adequate and appropriate response systems must be in place and the NAIT community must be educated on how to access them.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
Student Counselling Centre	✓		Emotional
Health Services	✓	✓	Physical
Learning Services	✓		Intellectual
Hub and Spoke Advising Framework, Academic Advising	✓		Intellectual Occupational
International Student Advisors	✓		Intellectual Occupational
Employee Family Assistance Plan (Morneau Shepell)		✓	Emotional Financial Occupational Physical
Behaviour Intervention and Support Team	✓		Environmental
Mental Health First Aid	✓	✓	Emotional Intellectual
The Inquiring Mind	✓		Emotional
Settlement and Transition Tool - International	✓		Environmental Financial Social
Outreach and Well-being Leaders	✓		Emotional Environmental Occupational Physical Social
International Peer Mentors	✓		Emotional Environmental Occupational Physical Social
Aboriginal Peer Mentors	✓		Emotional Environmental Occupational Physical Social

Opportunities and Current Gaps	Response	
Self-screening options are not readily available on campus to support self-	Promote web-based self-screening programs for students and staff.	High

awareness of contributors to poor mental health.		
Staff may be unaware of learning accommodations that students have in place.	Create a process to ensure that staff have access to relevant student information as it affects their education.	High
Students and staff may lack knowledge of how and where to refer colleagues when a mental health concern is identified.	Develop a resource and/or provide training that offers guidelines on how to make a proper referral and identifies the breadth of resources available as well as when each resource would be an appropriate referral.	High
Students and staff may lack knowledge of how to identify early signs of mental health concerns.	Increase awareness of educational programming to enable students and staff to identify signs of mental distress in both self and others. Ensure programming and on-line resources are easily accessible to families.	Medium
The opportunity exists to create an early indication system for identifying mental health, academic, or other concerns.	Support the phased implementation of an early alert program to proactively identify those who are at risk of not thriving.	Medium

Initiative 5: Transition support, programming, and referrals

Accessible mental health and well-being services are a critical part of a systemic approach to supporting mental health. Services and programming must be uniquely placed in order to support students and staff on many levels and at different stages of the student and staff life cycle.

Members of the NAIT community that require services beyond the scope of NAIT resources will be referred to the full range of supports and programs available externally. Support, flexibility, and collaboration through periods of change will assist with smooth transitions.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
Student Counselling Centre	✓		Emotional
International Student Centre counsellor (dedicated)	✓		Emotional
Health Services	✓	✓	Physical
Employee Family Assistance Plan (Morneau Shepell)		✓	Emotional Financial Occupational Physical
International Student Advisors	✓		Occupational
Behaviour Intervention and Support Team	✓	✓	Environmental
Chaplaincy Program	✓	✓	Spiritual
Athletics	✓		Occupational Physical Social
Respectful Workplace		✓	Environmental Social
Women in Non-traditional programs	✓	✓	Environmental Occupational Social
Kickstart		✓	Financial Occupational
Student Awards and Financial Aid	✓		Financial
Hub and Spoke Advising Framework, Academic Advising	✓		Intellectual Occupational
Career Services	✓		Occupational

Opportunities and Current Gaps	Response	Priority
The scope of on-campus mental health supports is limited.	Work with external partner organizations within Edmonton and surrounding areas to expand support and to increase access to mental health resources through alternate service models and at alternate locations.	High

Transition between services may lead to interruption in service or a strain on the individual's coping mechanisms.	Develop stronger coordination between on-campus and off-campus services to support community needs being met without interruption.	High
Students may be uncomfortable discussing financial difficulties.	Equip staff to initiate safe financial conversations with students.	Medium
The NAIT community is diverse. Intersecting identity factors and lived experience profoundly affect an individual's response to policies, programs and initiatives.	Engage an intersectional approach when considering mental health supports and well-being initiatives to ensure they take into consideration individual needs.	Lower

Initiative 6: Supportive and inclusive campus environment

A supportive and collaborative campus enhances engagement, creates a sense of community¹⁴, and may also positively impact academic success and improve staff performance and job satisfaction.

Generating conditions for meaningful participation in the campus community and intentionally creating physical spaces that are gathering places may promote positive interactions, minimize stress, and encourage well-being.

Current Initiatives and Supports	Student	Staff	Reflected Dimension(s)
Centre for applied Technology Gold LEED certified	✓	✓	Environmental
International Student Centre and programming	✓	✓	Emotional Environmental Financial Occupational Social
Nisôhkamâtôtân Centre and programming	✓	✓	Emotional Environmental Occupational Social
Long Service Awards		✓	Social
Staff Well-being and PD Days		✓	All
Safe Spaces and pride week activities	✓	✓	Emotional Environmental Social
Mosaic Festival	✓	✓	Social
Reflection Rooms	✓	✓	Spiritual
Women in Non-traditional programs	✓	✓	Environmental Occupational Social
Well-being lounge	✓		Physical
Recreation and Fitness facilities and programming	✓	✓	Physical Social
New Student Orientation	✓		Financial Social
Welcome Week	✓		Social
New Staff Celebration		✓	Social

Opportunities and Current Gaps	Response	Priority
There are opportunities to collaborate with students and staff to evaluate campus mental health and well-being initiatives.	Review current student and staff surveys to identify additional opportunities to measure effectiveness of programming as well as overall well-being of the NAIT community.	Medium

<p>Opportunities to improve physical spaces to facilitate and support mental health.</p>	<p>Create design standards that consider space impacts on mental health to be used when creating informal and formal learning and working spaces.</p>	<p>Lower</p>
<p>Poor or lack of sleep is a top health concern for students, impacting academic success and stress levels.</p>	<p>Provide a quiet space on campus for students to rest. Educate students on the importance of sleep and the impacts of lack of sleep on well-being and academics. Investigate possibility of instructors not setting project deadlines of midnight.</p>	<p>Lower</p>

Next Steps

The NAIT Mental Health and Well-being Strategy is a holistic guide that serves to document the current state of mental health and well-being at NAIT, to identify gaps and opportunities and to elucidate our desired future state. It also provides a dynamic roadmap that enables the flourishing and thriving mental health of the NAIT community.

As new information and emerging needs are identified through Advanced Education, surveys of post-secondary students, publication of the National Standard for Psychological Health and Safety of Post-Secondary Students and other means, the strategy will undergo revisions to guarantee it remains relevant, connected, and topical.

Execution of the strategy will begin with working groups being formed and tasked with defining performance indicators, outlining assessment tools, and implementing effective responses. A robust communication plan will be developed to ensure the engagement of the entire campus community and promote our partnerships with external organizations.

Initiatives identified within the strategy will be implemented and experience success through accountability, support and collaboration among stakeholders, including the Mental Health and Well-being Advisory Group.

Acknowledgements (Resources)

Canadian Association of College and University Student Services and Canadian Mental Health Association (2013). *Post-Secondary Student Mental Health: Guide to a Systemic Approach*

University of Calgary campus mental health strategy: Creating a Community of Caring

¹ A New Health Accord (2018). Retrieved from <https://www.liberal.ca/realchange/a-new-health-accord/>

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³ Mental Health Commission of Canada (2017). *Report: Strengthening the Case for Investing in Canada's Mental Health System: Economic Considerations*. Retrieved from: https://www.mentalhealthcommission.ca/sites/default/files/2017-03/case_for_investment_eng.pdf

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⁵ Mental Health Commission of Canada (2017). *News Release: Smart Public Spending in Mental Health Spells Long-term Savings, Says New MHCC Report*. Retrieved from <https://www.mentalhealthcommission.ca/English/case-for-investing-news-release>

⁶ Academica Forum (2018). *Article: Should I stay or should I go? A look at students who consider leaving their school*. Retrieved from: https://forum.academica.ca/forum/should-i-stay-or-should-i-go-a-look-at-students-who-consider-leaving-their-school?utm_source=Academica+Top+Ten&utm_campaign=3781409af4-EMAIL_CAMPAIGN_2018_05_02&utm_medium=email&utm_term=0_b4928536cf-3781409af4-51968529

⁷ Substance Abuse and Mental Health Services Administration (2017). Retrieved from: <https://www.samhsa.gov/wellness-initiative/eight-dimensions-wellness>

⁸ Social Science & Medicine, Volume 214 (2018). Retrieved from: www.sciencedirect.com/science/article/pii/S0277953618303551

⁹ Wellness Network Edmonton and the University of Oklahoma. Adapted from: <http://wellnessnetworkedmonton.com/wellness-dimensions/> and <http://www.ou.edu/wellness/8-dimensions-of-wellness>

¹⁰ Canadian Mental Health Association. Retrieved from: <https://reddeer.cmha.ca/wp-content/uploads/2017/04/mental-health-and-mental-illness.pdf>

¹¹ WHO (2014). *Mental health: A state of well-being*. World Health Organization. Retrieved from: http://www.who.int/features/factfiles/mental_health/en/

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