

The AC Umbrella Project Toolkit

A Harm Reduction Strategy for Post-Secondary Institutions

March 2017



Acknowledgements

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The AC Umbrella Project Toolkit

A Harm Reduction Strategy for Post-Secondary Institutions

Background

The AC Umbrella Project is a College-wide project that provides training, workshops, education, awareness, and support services for students who use substances, and those who care for them.

Algonquin College undertook a two-year project funded by the Ministry of Advanced Education and Skills Development' Mental Health Innovation Fund with the goal of developing and building a sustainable harm reduction framework for post-secondary institutions. The AC Umbrella Project is focused on:

- Increasing awareness and education of how to reduce harms associated with substance use;
- Supporting students who are struggling with substance use to succeed in their college careers;
- Continuing Algonquin College's commitment to a healthy campus community.

Substance use among Ontario college students has been linked to increased incidences of assault, sexual violence, suicide, and violations of student conduct policies (American College Health Association, 2013). This project is a collaboration between Algonquin College Student Support Services, Algonquin College Partnerships and Applied Research, community partners Rideauwood Addiction and Family Services, Wabano Centre for Aboriginal Health, and Tungasuvvingat Inuit Community Centre.

Overview The AC Umbrella Project, a Mental Health Innovation Fund project, has created a successful model that embodies best practices to provide substance use prevention, awareness, and early intervention to emerging adults within a postsecondary setting.



Approach

The AC Umbrella Project addresses the mental health and addiction needs of emerging adults within a post-secondary institution.

The two-year project is built from best practices and evidence-based research and will lead to sustainable and effective strategies that will address students' harmful use of substances now and in the future. This project is structured on a socio-ecological model that meets students on various levels: individual, interpersonal, institutional, and community standpoint. Using a harm reduction approach to students' substance use allows us to follow the research and literature on best practices for intervention with post-secondary students.

With best-practices as the foundation, the AC Umbrella Project has built a General Advisory Committee for key campus stakeholders. This committee meets regularly to provide feedback and support for the implementation of various activities and discussions on campus.

The AC Umbrella Project is a College-wide campaign focused on awareness, risk, and harm reduction strategies. It is shifting the substance use culture on campus through:

- Training and consultation with the College's employees;
- A mechanism for providing the students with access to existing community-based substance abuse treatment resources:
- Digital program delivery strategies;
- An effective and supportive linkage between students transitioning from community substance support programs and the College.

Harm reduction is an umbrella term for policies and practices focused on reducing the problematic effects of alcohol and other drug use. (Erickson, Butters, & Walko, 2002).

Goals

- 1. Decrease barriers to academic success, and increase student retention and student graduations.
- 2. Increase skills, abilities, and confidence of College faculty and staff to address and support students who are struggling with substance use issues.
- 3. Enhance students' self-efficacy to self-assess and seek support.
- 4. Increase College resources to assist students in reducing harms related to substance use.

Harm Reduction as Best Practice

Harm reduction is focused on minimizing consequences without needing the activity to stop. Harm reduction is a well-researched, evidence-based approach shown to be effective in addressing substance related harms (minimizing death, disease, and injury). Harm reduction is the only global drug policy response that has proven to save lives and money at the same time as increasing quality of life (Stone & Sander, 2016).

Society actively embraces harm reduction in other areas where there is high risk for death and injury. For example:

Seat belts, air bags, helmets for bicyclists and motorcyclists are all examples of measures taken to reduce the severity of injuries in the event of collision or upset. These measures neither prevent crashes nor attempt to reduce the high-risk behaviours that lead to negative events. Once again, the primary goal is simply to reduce the likelihood and severity of injury. Not only have such measures proven effective and garnered widespread support, in many jurisdictions they have become legal requirements (National Treatment Strategy Working Group, 2008).

In this context, harm reduction refers to an umbrella term for policies and practices focused on reducing problematic effects of alcohol and other drug use (Erickson, Butters, & Walko, 2002). Harm reduction can take place on the individual, community, or societal level. Examples of familiar substance use harm reduction strategies include: Smart Serve for bartenders, which decreases the potential for public drunkenness and DUIs; needle exchange programs that reduce HIV transmission; no-smoking zones to limit second-hand exposure to smoke (Erickson, Butters, & Walko, 2002). It is a non-judgmental approach that opens up honest dialogue around drug (including alcohol) use and decreases stigma around those whose substance use has become problematic.

Key principles include:

- Acceptance that there are benefits and consequences of alcohol and other drug use, and that use has been around for thousands of years.
- Focus on decreasing more immediate harms vs. striving for a drug free society.
- Focus is on harms not the substance.
- Giving people choice and access to a broad range of options that help to keep people safe and alive and healthy.
- Making an individual's goals a priority and focusing on what they see is their most immediate need.
- Small gains add up over time.
- Recognizing that people know what is best for them and are doing the best they can
 with what they have.

HARM REDUCTION 101



Harm reduction decreases the health risks of any activity without requiring you to stop the activity itself. Some common examples include bike helmets, seat belts, oven mitts, and "Don't drink and drive" messages. Here is what you need to know about harm reduction and substance use:



1 IT WORKS!

Harm reduction is a well-researched, evidence-based approach shown to be effective in decreasing substance use related harms.



TO USE OR NOT TO USE

Harm reduction does not encourage substance use or force people to stop using; it is a non-judgmental approach that helps create opportunities for people to live healthier lives.



TWO SIDES TO EVERY COIN

Harm reduction accepts that people experience benefits as well as consequences when they use alcohol and other substances.



5

RIGHT HERE, RIGHT NOW

Harm reduction goals are about decreasing the more immediate harms and increasing the quality of life in the present. It is not concerned about striving unrealistically for a drug-free society.



THERE'S AN "I" IN WIN

Harm reduction respects each individual's goals and offers lots of choices. This allows people to focus on their most immediate need and have access to a broad range of options to help them stay safer and healthier. Small gains can lead to BIG successes!

Myths	Facts
Harm reduction is opposed to abstinence and therefore conflicts with traditional substance abuse treatment.	Harm reduction is not at odds with abstinence; instead, harm reduction includes it as one possible goal across a continuum of possibilities that include safe use and managed use.
Harm reduction encourages drug use.	Harm reduction is neither for, nor against, drug use. It does not seek to stop drug use, unless individuals make that their goal. Harm reduction focuses on supporting people's efforts to reduce the harms created by drug use or other risky behaviours.
	Numerous studies have demonstrated that harm reduction programs neither increase substance use, nor do they increase the number of new users. Some studies have shown that harm reduction programs actually increase exposure to treatment options.
Harm reduction takes money away from other programs.	In Canada, the trend has been that the vast majority of funds go toward enforcing the current drug laws. Only a small fraction (~2%) goes toward harm reduction programs or services.
By making condoms or safer drug use equipment available at program sites, programs will undermine policies that state that clients cannot have sex or use drugs on the premises.	Making harm reduction equipment and information readily available shows commitment to the health of the overall community. It demonstrates that you value individuals' health and well-being, and creates opportunities to have open and honest conversations about varying levels of risks associated with these practices.
	There is no evidence that making these tools available leads to an increase in the level of these activities either inside or outside programs.
	(Superior Points Harm Reduction Program)

Another way of looking at harm reduction is as secondary prevention. Primary prevention focuses on preventing the high risk behaviour or disease in the first place, secondary prevention focuses "on early detection and preventing progression and threats to the health of the individual" (National Treatment Strategy Working Group, 2008). In the case of post-secondary students, reducing the harms they may experience from the use of alcohol and other drugs, and identifying problematic use before it progresses into an addiction would be examples of secondary prevention.

Harm Reduction for Students

When the greater Canadian social context is examined, it is easy to see that the use of alcohol and other substances, like marijuana, is increasingly normalized as part of social interactions. Alcohol in particular is used to celebrate, commiserate, and socialize (National College Health Improvement Project, 2013). Alcohol has even begun to be present in traditionally non-alcohol related activities, such as paint classes and yoga. To expect post-secondary students to abstain from an activity that is ingrained in the culture and used by the general population is unrealistic. In addition, post-secondary education comes with its unique challenges:

"On campus, where the transition to adulthood and academic life can carry with it enormous social, academic, emotional and financial pressures, students often take drinking to the next level and drunkenness is increasingly becoming the norm" (Nova Scotia Department of Health and Wellness, 2012).

In the National College Health Assessment, over half of post-secondary students who reported drinking alcohol in the past 12 months reported experiencing one of the following: did something they later regretted, forgot where they were or what they did, got in trouble with the police, had sex with someone without their consent, someone had sex with them without their consent, had unprotected sex, physically injured themselves or another, seriously considered suicide (American College Health Association, 2016).

In the American survey which interviews approximately 70,000 randomly selected participants who are 12 and older; the National Survey on Drug Use and Health, found that many substance use problems reach their peak in transitional aged youth (typically defined from 18 to 24) where youth experience "rapid transitions into new social contexts that involve greater freedom and less social control than experienced during high school and earlier adolescence" (Administration, 2017)

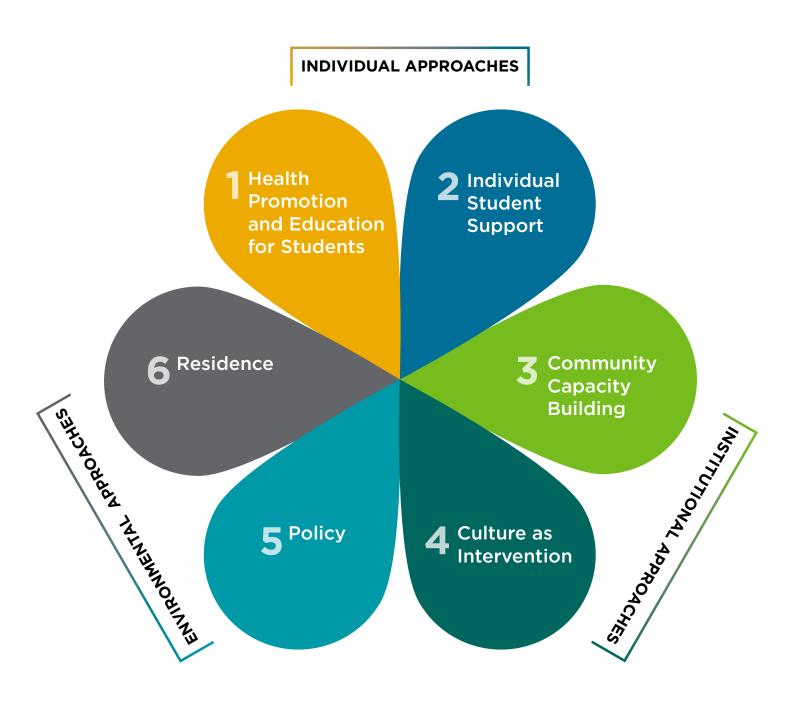
Clearly, harm reduction is warranted as a strategy for targeting college students and out-of-the-mainstream youth. One of the major goals of research on harm reduction pertaining to these groups of youth should be how to best tailor and deliver programs to effectively meet their needs (Poulin, 2006).

There is evidence that programs that reduce the short- and long-term harm to substance users benefit the entire community through reduced crime and public disorder, in addition to the benefits that accrue from the inclusion into mainstream life of previously marginalized members of society. The improved health and functioning of individuals and the net impact on harm in the community are notable indicators of the early success of harm reduction (Erickson, Butters, & Walko, 2002).

Key Resources

- National College Health Improvement Project (NCHIP)
- National College Health Assessment (AHCA-NCHA)
- Nova Scotia Department of Health and Wellness Mental Health (2012). Reducing alcohol harms among university students: A summary of best practices.
- <u>Acadia University (2012)</u> Reducing alcohol harms on university campuses: A summary of best practices Acadia University Response.
- Centre for Addiction and Mental Health (CAMH)
- <u>Centre for Addictions Research of BC (2008)</u>. Alcohol on campus: Programs and policies.
- <u>National Alcohol Strategy Working Group. (2012).</u> Reducing alcohol-related harm in Canada: toward a culture moderation. Ottawa, ON: Canadian Centre on Substance Abuse.
- <u>Changing the Culture of Substance Use</u>, Phase II Project Update, Prepared for: BC Ministry of Health
- Johnson, L. (2014) Learning Collaborative on High-Risk Drinking.
 Using a Public Health and Quality Improvement Approach to Address High-Risk Drinking with 32 Colleges and Universities. White Paper National College Health Improvement Program.

Six Strategic Areas



Algonquin College Harm Reduction Strategy 2015-2017

The AC Umbrella Project is creating a safer space on campus to discuss how the use of alcohol and other drugs impact students' lives and focuses on helping students reduce any problematic effects they may experience.

Polly Leonard, MSW, RSW Harm Reduction Project Manager Algonquin College



Strategic Area 1: Health Promotion and Education for Students

INITIATIVES INCLUDE:

- 1.1 Implement a National Addictions Awareness Week
- 1.2 Participate in Orientation programs
- 1.3 Key outreach during high-use times
- 1.4 Integrate Recovery Day Ottawa on campus and attend community event
- 1.5 Develop and promote marketing and educational material
- 1.6 Develop and ensure ongoing promotion of website
- Integrate e-CHECKUP to Go Alcohol and e-CHECKUP to Go Marijuana
- 1.8 In-class presentations
- 1.9 Gamification of harm reduction Rainy Daze



Strategic Area 3: Community Capacity Building

INITIATIVES INCLUDE:

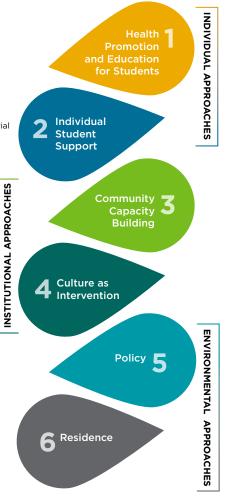
- 3.1 30-member General Advisory Committee
- 3.2 Provide student placement opportunities
- 3.3 Provide experiential learning opportunities
- 3.4 E-Learning Module for staff
- 3.5 AFIT Training for AC community
- 3.6 Knowledge sharing
- 3.7 Media recognition
- 3.8 Community Advisory Committee
- 3.9 Students' Association support and involvement
- 3.1.0 Students' Advisory Committee



Strategic Area 5: Policy

INITIATIVES INCLUDE:

- Provide recommendations for HS11 AC Alcohol Policy
- 5.2 Provide recommendations for Residence Student Handbook
- 5.3 Expand educational sanctions for students
- 5.4 Execute National College Health Assessment





Strategic Area 2: Individual Student Support

INITIATIVES INCLUDE:

- 2.1 Provide harm reduction consultations to students
- 2.2 SMART Recovery meetings for students on campus
- 2.3 Attend Make the Cut annually
- 2.4 Streamlined navigation system
- 2.5 Provide ongoing consultations for Counselling and Health Services
- 2.6 Create a staff information package for counsellors
- 2.7 Staff and faculty meetings



Strategic Area 4: Culture as Intervention

INITIATIVES INCLUDE:

- 4.1 Collaborative Mamidosewin student placement opportunities
- 4.2 Work closely with employees at the Mamidosewin Centre4.3 Provide policy recommendations for the Mamidosewin Centre
- 4.4 Coordinate Indigenous cultural safety training for AC staff
- 4.4 Coordinate Indigenous cultural safety training for AC staff4.5 Coordinate Inuit cultural safety training for AC staff
- 4.6 Research best practices
- 4.7 Partnership with Wabano Aborignal Health Centre -Cultural Safety Training Project
- 4.8 Events at the Mamidosewin Centre



Strategic Area 6: Residence

INITIATIVES INCLUDE:

- 6.1 Parent Pre-Move-In Newsletter
- 6.2 Training for all staff, RLCs, RAs, Managers, front door
- 6.3 On-site programming
- 6.4 Student placement opportunities
- 6.5 Educational sanctions
- 5.6 Weekly scheduled harm reduction consultations



Individual Approaches



Health Promotion and Education for Students

1. Orientation

Throughout the past two years, the AC Umbrella Project has integrated knowledge and raised awareness of harm reduction, as well as promoted services for students across the three Algonquin College campuses (Ottawa, Perth, and Pembroke). Various forms of student engagement and outreach, especially during Orientation weeks, have proven to be successful. Some of the materials created include lip balm with harm reduction messaging, a fully operational website, informational messaging for the LCD screens at Health Services and Counselling Services, Safer Use pamphlets, and e-CHUG and e-TOKE (online self-assessment tools) promotional material. Integration into Residence Orientation, including materials and resources in the Residence "swag bag," as well as student-led booths and Recovery Day Ottawa promotion and booths on campus, have culminated to create a visible harm reduction presence at the College.

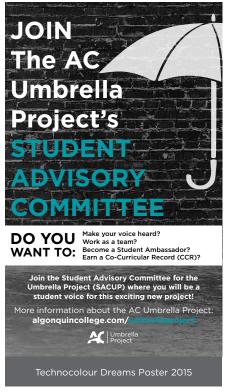
Orientation - September 2015 and 2016

- Orientation Day Tradeshow Outreach booth on campus, with educational and promotional material including lip balm, buttons, various harm reduction pamphlets (Safer Use series, Take Care with Cannabis, Canada's Low Risk Drinking Guidelines, BAC cards) Student Commons building
- Slide in the Orientation Day PowerPoint 2015
- Campus Village outreach booth on campus, front lawn and Student Commons building
- Recovery Day Ottawa Promotion at AC Mid September 2015 and 2016
 - http://www.recoverydayottawa.ca/
 - "Recovery Day Ottawa is an annual community event organized by CAPSA Ottawa in the month of September. Our purpose is to help reduce the stigma surrounding addiction and raise awareness about recovery in our community" (Community Ad dictions Peer Support Association, 2017).
 - Promotion of the #RecoveryAlly selfie campaign, taking pictures of students and staff holding the banner.

- 2015 Volunteer and Part-Time Job Fair promotion of the Safer Partying Team and the Student Advisory Committee
- 2015 Safer Partying Team at Paint Party handed out 500 water bottles with the AC Umbrella Project logo and the word Hydrate. This was a dry event, as no alcohol was being sold and none could be brought into the venue. Therefore, we decided to hand out water bottles to the students, as there is a potential for the consumption of other substances that could cause dehydration.
 - o Technocolour Dreams Outdoor Paint Party
 - September 24, 2015 @ 7:00 pm 10:30 pm
- 2016 Safer Partying Team handed out 300 water bottles at the outdoor AC Day 1 concert featuring Walk Off The Earth! (Ottawa Campus)





















Placement students and participating students loved the water bottles, September 2015







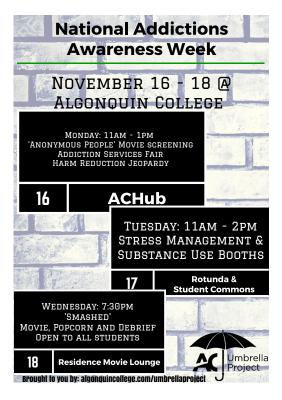
Pembroke Campus Outreach 2015 Orientation







2. National Addictions Awareness Week



2015 National Addictions Awareness Week

Having week-long awareness campaigns is often a common occurrence in post-secondary institutions. This format works well if effectively organized. A recommendation would be to delegate tasks and assign responsibilities to a team, instead of attempting to organize, coordinate, and participate without any support. In 2015, the first National Addictions Awareness Week was not as successful as we had hoped. This was due to having a very short time frame, as well as it being our first week-long event without much experience at the College, and the inability (given the short time frame) to engage other key stakeholders (namely the marketing and promotions team) to make it a success.

In 2015, the poster was created in-house, not by the AC Hub marketing team, and the promotion was also done individually. This resulted in low participation rates. Below is a snapshot of the activities we participated in throughout the 2015 National Addictions Awareness Week.

November 15-21, 2015

Monday, November 16:

Agency Fair: We invited Dave Smith Treatment Centre, a SMART Recovery representative, and Rideauwood Addictions and Family Services to participate in an agency fair. The fair was held in a multi-use space that students often use for discussions and studying.

Movie Screening: In the same venue as the agency fair, we had a large screen TV that was playing The Anonymous People movie (2013) with chairs where students could sit and watch. Below is a description of the movie from their website:

Historically, intense social stigma and discrimination have kept recovery voices silent. Mass media depictions of people with addiction have filled this vacuum, reinforcing stereotypes about people with a preventable and treatable health condition. There are over 23 million Americans in recovery from addiction to alcohol and other drugs. They, their family members, friends and allies are building a grass roots social justice movement. Courageous addiction recovery advocates have come out of the shadows and are organizing to end discrimination and the criminalization of addiction, and advance recovery-based solutions (Many Voices of Recovery, 2005).

Harm Reduction Jeopardy: https://jeopardylabs.com/play/safe-halloween-partying
The Child and Youth Care placement students, who were completing their placement on site at the Algonquin College Residence, had made a harm reduction jeopardy game from an online format. This game was geared towards Halloween Partying, however we used it again for this event. The game was the most attended part of the whole week. Using candy as prizes for answering questions, and having outgoing students engaging other students, proved very successful.

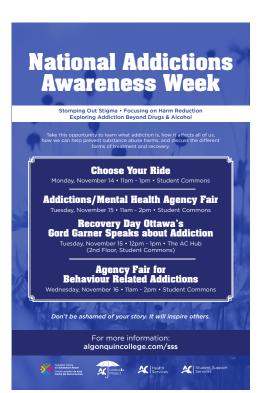
Tuesday, November 17:

Community Health Project – Stress Management and Prescription Drug Use: The students from fourth Year Nursing and third Year Dental Program participated in an outreach booth on campus around Stress Management and Prescription drug use. See Appendix 1.0

Wednesday, November 18:

Movie Night Smashed in Residence with debrief:

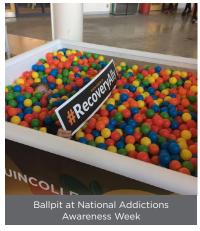
Along with the coordination and support from Residence staff and placement students, we showed the movie *Smashed* (2012). This movie is about a married couple whose bond is built on a mutual love of alcohol, gets their relationship put to the test when the wife decides to get (Internet Movie Database, 1990 - 2017). Free popcorn was provided to the students and a discussion was facilitated by the Harm Reduction Consultant after the movie.

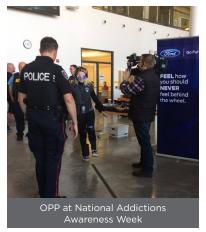


2016 National Addictions Awareness Week:

Given the lessons learned from the previous year, we began to plan well in advance. We were successful again in having three placement students working in different areas across the College and also working with the AC Umbrella Project. All were Child and Youth Care students; one was located primarily in Residence, one was at the Mamidosewin Centre, and one was at Health Services. Upon our initial meeting with these students in September, we let them know that we would like them to plan and coordinate the NAAW on their own. This worked out really well, although more communication at the beginning would have improved efficiency, as sometimes expectations can differ. However, it was a very successful week and saw a huge number of students in attendance on all four days. We promoted this week through online social media posts, posters around campus, event listings on the Blackboard message board to all students, and informed members of the faculty via emails. The three placement students wrote a report after the completion of the NAAW events.

See Appendix 2.0











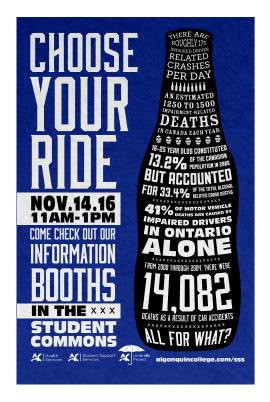


November 14-20, 2016

Monday, November 14

Choose Your Ride:

- This is an annual event Algonquin College has been hosting for several years.
- This event includes an exhibit of a smashed car on the front commons (due to drunk driving) with the Ottawa Police Services, "beer goggles", and a simulation suit for being high, plus educational booths.
- The AC Umbrella Project booth was present and included educational resources, as well as a "Blocky Stack" game from our RainyDaze app, but made with real cardboard blocks. With this game, participants placed the ways of consuming cannabis from least harmful to most harmful.



Tuesday, November 15

Gord Garner, Recovery Day Ottawa Chair and Algonquin College Grad, Speaks About Living in Recovery:

 This was a very well attended event. Having a few professors mention this in class, and suggest bonus marks for participation, is a great way to increase attendance.

Addictions/Mental Health Agency Fair:

This occurred alongside the guest speaker event, in order to provide more information to students. Agencies included:

- Recovery Ally Campaign Booth
- Umbrella Project Booth with games and prizes
- AC Counselling Services
- Royal Concurrent Disorders
- o Rideauwood Family Services
- Wednesday, November 16

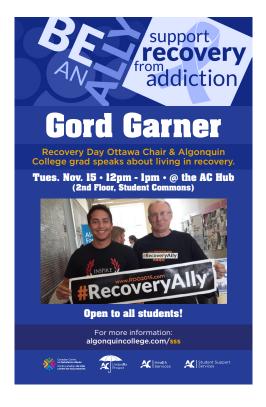
Agency Fair for Behaviour Related Addictions:

Agencies Included:

- OATC (Ontario Addiction Treatment Center)
- Centretown Community Centre
- Whitestone Sex Addiction Treatment
- o AC Umbrella Project Booth with games and prizes
- Thursday, November 17

Residence Night:

- Free popcorn and cotton candy
- Agency Fair with games and prizes
- Drunk goggles and Mario Kart
- Recovery Ally selfies and Rainy Daze challenges
- AC Umbrella Project Booth with games and prizes





Thurs. Nov. 17 • 5:30pm - 8:00pm Algonquin Residence

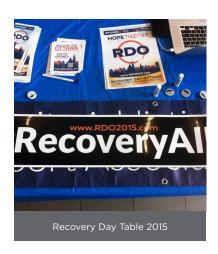


3. Key Dates for Increased Outreach

There are several times throughout the academic year that students' use tends to increase. These may differ from campus to campus, school to school. Outreach occurred both on campus and in Residence. The following were dates we focused our outreach efforts:

Orientation Week
Halloween
Thanksgiving
December exam period/before winter break
Before Reading Week
St. Patrick's Day
End of year/exam time

4. Recovery Day Ottawa







We partnered with Gord Garner and Jason Miller from Recovery Day Ottawa in order to promote this campaign on campus, as well as participated in the community event. Together, we successfully raised awareness about this campaign and attended the events in both 2015 and 2016. The community event is held at City Hall every September. It is an interactive event with a BBQ, games, and many child-friendly activities. There is also an agency fair with a variety of addiction and substance use related agencies from across Ottawa in attendance (including the AC Umbrella Project). It was a great chance for student involvement as they got to talk about the project as well as learn about other community resources.

"Recovery Day Ottawa is an annual community event organized by CAPSA Ottawa in the month of September. Our purpose is to help reduce the stigma surrounding addiction and raise awareness about recovery in our community. We endeavor to engage the broader community by building partnerships with local, provincial, and national organizations and raising awareness through the #RecoveryAlly campaign" (Community Addictions Peer Support Association, 2017).







5. Marketing and Educational Material

AC Umbrella Project

The AC Umbrella Project is creating a safer space on campus to discuss how the use of alcohol and other drugs impacts students' lives and focuses on helping students reduce any problematic effects they may experience. Throughout the year, the AC Umbrella Project provides workshops, classroom education sessions, awareness activities, and support services for stu-

Explore the Umbrella Project's website for

- Anonymous and confidential substance use self-assessments
- Strategies on how to reduce any unwanted risks when using alcohol and other drugs
- Student Advisory Committee opportunities
- How to create a personalized harm reduction plan with the support of a non-judgmental, experienced Harm Reduction Consultant
- On-campus and off-campus resources
- Student SMART Recovery® meeting schedule (SMART Recovery® offers support to individuals who have chosen to change an addictive behaviour. All students welcome)

To book an appointment for a Harm Reduction Consultation, contact the Welcome Centre at 613-727-4723 ext. 7200, or stop by in person (3rd Floor, Student Commons).

algonquincollege.com/ umbrellaproject

2016 - 2017 Algonquin College Student Services Brochure (p. 3 - left)

- Inclusion of information about the AC Umbrella Project.
- This brochure provides students with a personal guide to Student Services on campus.

2016 - 2017 Algonquin College Student Handbook (p. 89 - below)

Health Services, Counselling Services, and Welcome Centre - Slide Show September 2016

See Appendix 3.0



2015 Total	
500	Water bottles
2,000	Buttons
2,000	Lip balms
146	Take Care with Cannabis
200	Safer Use Series: Cannabis (Brochures)
200	Safer Use Series: Alcohol (Brochures)
200	Safer Use Series: Tripping (Brochures)
65	Blood Alcohol Content Info Cards - Men
58	Blood Alcohol Content Info Cards - Women
84	If You've Been Drinking - Magnets
56	If You've Been Drinking - Coasters
17	Keep It Classy Sunglasses
50	SODA Pens
100	Student Joining Cards
17	Hydrate Stickers
108	Canada's Low Risk Drinking Guidelines

"Very informative pamphlets" - Qualitative feedback from student, Nov. 17, 2015 Final Nursing Report

Some of the promotional materials were downloaded from various reputable sources.

Safer Use Pamplets:

- The Safer Use Series pamphlets, which were by far the most impactful for students as well as campus community members came from Centre for Addictions Research BC, and were then personalized by a graphic designer at the University of Victoria. This was done through emailing CARBC and requesting it. See Appendix 4.0
- One of the most well received pamphlets was Take Care with Cannabis, from Centre for Addictions Research BC. It can be downloaded here.
- Canada's Low Risk Drinking Guideline can also be <u>downloaded from the Canadian Centre for Substance Abuse.</u>

The Lip Balm:

- The promotional item that students seemed to be drawn to the most where the lip balms. We had 4 different messages on the lip balm, they were all the same flavor.
- Having 4 different messages meant that some students would want to take more than one, which is always good for promotional purposes.
- The lip balms have harm reduction messages on them.

Lip Balm Harm Reduction Messages	
Mind Your Mental Health	Not Too Much Not Too Often
Don't Hold Your Breath	Pick One

- Each one of the messages linked to a specific section in the website, where students could find out more information about that specific harm reduction technique.
- The choice for lip balm was due to the fact that lip balm is a harm reduction tool often used for the prevention of chapped lips in crack smoking, reducing the risk of HIV and Hepatitis C transmissions from blood due to chapped lips.
- The choice also came out of a desire to be original and have something different other than just buttons on hand for students. Students would be more likely to use and hang on to lip balm.

Harm Reduction T-shirts

- These T-shirts were worn by placement students and student volunteers who did outreach booths for the project.
- We also wore these T-shirts while presenting to different areas of the College. They were a fun way to visually show what we were about and engage with our audience.

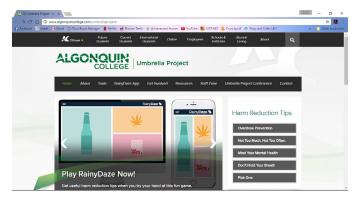




6. Website

AC Umbrella Project Website - Google Analytics

September 1, 2016 - February 1, 2017 compared to September 1, 2015 - February 1, 2016



Key stats:

- Page views are up 11.20% from 3,510 to 3,903 for the whole website
- Unique page views are up 28.22% from 2,569 to 3,294 for the whole site
- On-Campus Resources increased from 54 to 398 page views
- Marijuana and Alcohol Use Self Assess ments had 233 page views (wasn't cre ated the previous year, which is why the previous year says 0)
- SMART Recovery Meetings event post had 98 page views (on this website, it was also posted on the SSS online event calendar website)
 See Appendix 5.0

http://www.algonquincollege.com/umbrellaproject/

7. e-CHUG and e-TOKE

The AC Umbrella Project launched electronic self-assessments that were added to the Counselling Services, Health Services, Mamidosewin, and AC Umbrella Project websites. The eCHECKUP TO GO (e-CHUG) programs are personalized, evidence-based online behavior interventions developed by counselors and psychologists at San Diego State University. They are currently in use on over 600 universities and institutions in four countries (Counselling & Psychological Services San Diego State University).

The Electronic THC Online Knowledge Experience (e-TOKE) and the Electronic e-CHECKUP TO GO (e-CHUG) are interactive online marijuana and alcohol specific questionnaires and feedback tools for Algonquin College students that provide insight into marijuana use and alcohol use by using personalized information about students' behaviours and risk factors. The questionnaires take about 10-15 minutes and are self-guided making it quick, anonymous, and flexible.

After students have entered all their information, the e-TOKE and e-CHUG questionnaires generate a personal profile that identifies the students' marijuana or alcohol use patterns and compares it to local and national college and university norms. The profile reflects:

- Quantity and Frequency of Use
- Amount Consumed
- Normative Comparisons
- Physical Health Information
- Amount and Percent of Income Spent
- Negative Consequences Feedback
- Explanation, Advice, and Local Referral Information

The e-CHUG and e-TOKE online assessments have been active online since January 2016.





As of February 17, 2017:

369 students have completed the Alcohol eCHECKUP TO GO.

262 students have completed the Marijuana eCHECKUP TO GO.

8. RainyDaze

The AC Umbrella Project had the goal to develop an interactive web resource, including digital tools aimed at awareness and self-assessment for students.

The project was submitted to Algonquin College Applied Research and Innovation and a part-time professor was assigned to oversee the development of this technology with ARI students from May to August 2016.

Research was found that promoted the use of online, interactive interventions for the reduction of harm associated with alcohol and other substance use consumption especially among younger participants.

Some studies have found that computer-based programs can work, especially compared to no intervention at all. For example, one study found that youth (average age 11.6 years old) who got a computer-based intervention (both with and without parent involvement) had less alcohol, tobacco and marijuana use at a three-year follow up period, compared to youth who did not receive any intervention at all (Schinke, Schwinn, Di Noia, & Cole, 2004).

Rainy Daze Team:

- 1. Kevin Holmes, Applied Research and Innovation
- 2. Martha Marr, First Generation
- 3. Greg Beaton, Algonquin College Professor
- 4. Christopher Elliot, Professor | School of Media and Design, Principal Investigator | Applied Research and Innovation
- 5. Students
 - a. Erin Vincent (Interactive Multimedia and Design and Information Technology at Algonquin College and Carleton University)
 - b. Jordan Gignac (Computer Engineering Technology Advanced Diploma Computing Science, Algonquin College)

Students Erin Vincent and Jordan Gignac played a vital role in the design and creation and development of this game, which was named "RainyDaze". We had several focus groups with key informants (mainly students and near peers) who provided feedback on the direction and language used in the game.







About RainyDaze: RainyDaze is a harm reduction game intended to inform the user about harm reduction and harm reduction techniques. The game features a series of mini games built around specific harm reduction concepts. The game is targeted directly to the college student demographic and addresses specific situational awareness and provides the user non-judgmental feedback and positive reinforcement of established harm reduction approaches.

The RainyDaze online game was launched during Mental Health Awareness Week 2016. The online game can be played on mobile devices as well as on computers.

We sought media recognition through Algonquin College communications team, and were able to secure a CBC radio segment with Hallie Cotnam. You can listen to the segment here.

The students who were involved with the project were interviewed about their views on harm reduction and their involvement in the creation of the game.







RainyDaze got a special mention at the Applied Research and Innovation "Applied Research Day 2016."

The game can be found online here.





9. Classroom Presentations

One- to three-hour long presentations have been made in 17 different classes. Topics included an introduction of the AC Umbrella Project, understanding substance use from a biopsychosocial perspective, what harm reduction is and how to create a harm reduction plan, how addictions impact families and how to use the online self-assessment tools e-CHUG and e-TOKE. Classroom presentations were advertised on the website in the "Staff Zone", as well as through word of mouth. Many professors simply emailed us wondering if we could come in for a guest lecture.

Evaluations were completed, pre and post presentation. The overall satisfaction rate was very high and the majority of students benefitted from the presentation and had significant new learning. The Marketing Research and Business Intelligence students analyzed these evaluations. See Appendix 6.0

Presentations were made in the following courses during 2016:	
Jan. 19	Health Promotion Class
Feb. 3	Social Service Worker Program
Mar. 24	Police Foundations
Mar. 30	Police Foundations
Mar. 31	Child and Youth Care Program
Apr. 1	Child and Youth Care Program
Apr. 1	Nursing
Apr. 18	Police Foundations
Apr. 19	Police Foundations
Oct. 31	Police Foundations
Nov. 1	Massage
Nov. 23	Police Foundations
Nov. 30	Community Studies

Planned or completed presentations for 2017:	
Jan. 11	Nursing
Feb. 7	Sociology
Mar. 21	Police Foundations
Mar. 23	Child and Youth Care

Individual Student Support

1. Harm Reduction Consultations

The AC Umbrella Project provided a Harm Reduction Consultant (HRC), from Rideauwood Addictions and Family Services, onsite the Ottawa campus three days a week as well on an as needed basis at the Perth campus. At the Waterfront Campus in Pembroke, 90 minutes outside of Ottawa, the HRC worked with the local community addiction agency, Pathways Alcohol and Drug Treatment Services, and the Manager of Community and Student Affairs at Algonquin College to create similar services for students attending the Waterfront campus.

Harm reduction consultations provide the following:

- Assessment on student's use, motivation, and next steps.
- Expert student education and support on topics of substance use, addiction, and harm reduction.
- Best fit treatment recommendations, including referrals to community agencies.
- Capacity-building opportunities among staff with direct student contact.

Access to the harm reduction consultations took many different forms. Students could self-refer by requesting a harm reduction consultation through the Welcome Centre, the central booking desk for Student Services. Any staff and faculty member was able to inform and refer a student to make a harm reduction consultation appointment. Counselling staff (both Centre for Accessible Learning and Counselling Services) were regularly able to introduce harm reduction consultations to students they were connected with. Residence Life Coordinators and Residence Community Advisors incorporated the harm reduction consultations as part of educational sanctions for students living in Residence who were involved in incidences that involved alcohol and other drugs (for more information on this, please see Educational Sanctions in the Residence section).

All staff and faculty at the three Algonquin College campuses could also access the HRC should they have concerns that a student is being negatively affected by substance use. The HRC was available to discuss the situation and guide next steps.

Evaluation

The students who completed a harm reduction consultation were emailed a short survey to garner some feedback. Participation rate was low, but results were promising.

Harm Reduction Consultations - Follow Up, July 2016. Participants: 3 students

- 100% stated that they did receive the support and/or information that they wanted.
- 100% felt respected and supported by the HR counsellor.
- 100% of students felt that they were able to develop new or better skills for coping, and felt that they benefitted from the session.
- All students would recommend the sessions to a friend, and would like additional sessions.

Counsellors who booked harm reduction consultations for students, and then also participated in the consultations as observers, were also surveyed. See Appendix 7.0

Harm Reduction Consultations - Satisfaction Survey, April 2016. Participants: 7 Counselling Staff

- 80% stated that in their opinion the student benefitted from the consultation. Reasons they believed the student benefitted: strong knowledge transfer, the personality and approach of the counselor, and the warm referral.
- 100% stated that they (the counsellors) benefitted from the consultation, through learning a new approach, improving own counselling skills, and learning through observing.
- 80% where extremely satisfied with the consultation process.

Number of Harm Reduction Consultations Booked and Completed 2015 - 2017 See Appendix 8.0

2. SMART Recovery Meetings



Peer-led group recovery support meetings were held on campus. We were able to have three students trained online through SMART Recovery, and supervision of learning by The Royal. These students are from a variety of backgrounds and come to the AC Umbrella Project through a variety of activities; one is a placement student, one works in Residence, and one was a member of the Student Advisory Committee who is now an alumna working in the field.

Our first meeting was September 27, 2016. Support meetings were initially facilitated by Amanda Neilson while being observed and shadowed by the student volunteers. As the volunteers became more comfortable with the process, Amanda stepped away from the facilitator role, and the sessions became student run. Amanda served as the volunteer coordinator, making sure that there was at least one facilitator available every Tuesday.

Meetings were held every Tuesday from 12:00 – 1:30pm, in the same room every time. Promotion for the meetings was very much word of mouth, as well as through posters and social media. Pamphlets were also distributed throughout campus services. Two posters were created in order to potentially capture a variety of participants. Attendance was not very high, but it was consistent. On average between three and six people came to the meetings.







3. Streamlined Navigation System

The AC Umbrella Project established a navigational role for the Harm Reduction Consultant to make effective referrals among the College and community services. The overall harm reduction strategy was presented to the Addictions and Mental Health Network of Champlain region and formally recognize the roles and functions of Harm Reduction Consultant.

4. Referrals

Internal and external referrals were made through the harm reduction consultations. Internal College referrals included ongoing counselling with Counselling Services, on-site SMART Recovery meetings, e-TOKE/e-CHUG self-assessments, Centre for Accessible Learning, Acu-Bliss and the Mental Health Social Worker in Health Services.

External referrals were made to Ottawa Addiction Access and Referral Services, Rideauwood Addiction and Family Services (Young Adult, Adult, Family Member, Family Spiral, and Parent programs), Sandy Hill Community Health Centre, Wabano Aboriginal Health Centre (outpatient counselling, New Beginning's: Men's Healing Circle, Honouring Sisters in Recovery programs), and Mamarsarvik Healing Centre.

5. Ongoing Employee Support

To increase capacity building across campus, a SharePoint account was created to include resources on topics such as:

- · Harm reduction research and strategies
- Best Practices Addressing Substance Use in Post-Secondary Institutes
- Best Practices from an Aboriginal Perspective
- SMART Recovery information
- Worksheets and tools for students
- Drug information

This resource was provided to the staff and faculty in Student Support Services, Health Services, Health Promotions, Security, International Education Centre, members of the General Advisory Committee, Managers and Chairs of Retention and Student Wellness, Student Success Specialists, and Residence.

Staff and faculty could also consult with the harm reduction consultant directly regarding concerns with students or questions about the AC Umbrella Project and community resources.

6. Make the Cut

The AC Umbrella Project were participants in the Make the CUT (College and University Transition) semi-annual events at Carleton University and Algonquin College in November 2015 and May 2016. This is a one-day transition program for prospective students with a learning disability or ADHD. These events regularly include 120 students from high schools all around the Ottawa area. The goal of this day is to create a more comfortable environment for students who will be entering a post-secondary institution in the next year. At this event we had an outreach booth and gave out our promotional and educational materials to prospective students.

7. Staff and Faculty Presentations/Attendance at Meetings

Members of the AC Umbrella Project were asked to speak at many team and staff meetings for a variety of departments. These meetings are usually organized by the chair of the department. This service was promoted on the SharePoint site and our website and let employees know we can do staff presentations and facilitate discussions on how best to support students who might be struggling with substance use.

8. Direct Entry Support for Students

Outreach was conducted to direct entry students that were transitioning from secondary to post-secondary by leveraging Rideauwood's existing school-based counselling for substance abuse in high schools in Ottawa, Eastern Ontario, and province-wide. We presented and established roles and functions for guidance and mental health counsellors in Ottawa high schools.

Lessons Learned and Recommendations

Start with using resources (pamphlets, LCD systems etc.) already available on your campus Outline and then piggyback on events that are happening on campus.

In preparation for week long awareness campaigns, delegate tasks and responsibilities to several different departments involved in the event. Our Health Promotion and AC Hub teams were essential in helping to engage the student body to participate.

Peer to Peer education reigns as one of the most effective ways to engage other students and to share information. Placement students and students involved in community health projects were an extraordinary resource to not only implement awareness campaigns but even more importantly, creating them.

Map out the different awareness weeks and PLAN WELL IN ADVANCE!

Get to know your local addiction and mental health resources and invite them to events. You do not have to be the one with all the answers.

Think about promotion material (swag) that will provide sustainable messaging long after the chaos of orientation week is over.

Websites and online tools are essential.

Classroom presentations not only help educate the students but goes a long way to informing and engaging faculty.

Providing awareness is great. But if there are no supports in place to assist students once they are "aware", it can be detrimental. Have resources and referrals available.

Harm reduction consultations provide students with support, counsellors and Resident Life Coordinators with opportunities for knowledge exchange and skill building.



Instituational Approaches



Community Capacity Building

1. General Advisory Committee

Goal: To increase the effectiveness and sustainability of the Algonquin College harm reduction strategy. To reduce the harms associated with students' use of alcohol and other drugs.

Objectives:

- The members are to represent support staff, administrative staff, faculty. and students regarding their experiences with student substance use on campus.
- To provide feedback about the project and to discover new ideas that may be implemented into the project.
- To support the sustainability and effectiveness of the harm reduction project, to increase staff and faculty commitment and awareness of the strategy. To promote the AC Umbrella Project amongst departments and colleagues.
- To encourage and support the participation of Algonquin College in the National College Health Assessment (NCHA).
- To engage key decision makers to support the harm reduction strategy.

2015 - 2016 GAC - General Advisory Committee Members				
Amanda Neilson	Harm Reduction Consultant			
Polly Leonard	Harm Reduction Project Manager			
Ben Bridgstock	Manager, Counselling Services			
Jeff Agate	Associate Director, Student Support Services			
Joanne McDonald	Manager, Health Services			
Patricia Eng	Acting Emergency Management Coordinator			
Earl Green	Manager: Security Services			
Melissa Spears	Counsellor			
Jackie Tenute	Aboriginal Counsellor			
Shawna Davis	Counsellor, Perth Campus			
Sandra Fraser Pross	Disabilities Counsellor			
Carmen Hust	Coordinator Phase One RPN to BScN Program Nursing Professor			
Sandra McCormick	Chair, Wellness Research & Innovation			
Rami Farhat	Director, Students' Association			
Annie Thomlinson	Manager, Marketing and Communications Students' Association			

Martha Marr	Project Manager, First Generation/Youth/ Crown Ward and Applied Research and Innovation	
Jessica Ruttan	Creative & Technical Designer, the AC Hub	
Catherine Sugrue	Health Promotion Educator, Health Services	
Justine Marie Soepboer	Health Promotion Educator, Health Services	
Brittanie Walker - Reid	Brittanie Walker - Reid Residence Life Manager	
Cindy Bradley	Professor and Field Placement Coordinator for Fitness and Health Promotion Program	
Sherry Poirier	Professor, School of Nursing	
Alicia George	International Student Advisor, International Education Centre	
Brandon Jodoin	Child and Youth Worker Student Placement - Residence	
Josh Ryant	CYW Student Placement - Residence	

2. Student Placement Opportunities

Placement Students 2015 - 2016

Social Service Worker Student

- Worked at the Mamidosewin Aboriginal Student Centre
- Facilitated on-site programming
- Researched and created PowerPoint presentation using the medicine wheel to show harm reduction and stages of change
- Participated in student outreach and Student Advisory Committee

Child and Youth Care Students (2)

- · Worked in Residence
- Facilitated on-site programming
- Created a Jeopardy harm reduction game
- Participated in student outreach and Student Advisory Committee
- Created a concurrent disorders program for onsite programming in Residence called: High on Stress

Placement Students 2016 - 2017

Child and Youth Care Students (3)

- The three students were all working with the AC Umbrella Project, however they were based in three different areas
- One was with Health Services and worked as a health promotion student
- One was at the Mamidosewin Centre working with the Aboriginal students and support
- One was at Residence
- All three students worked collaboratively to create projects and booths throughout the vear
- Their main project was the National Addictions Awareness Week, which they designed and implemented

3. Experiential Learning Opportunities



Community Health Project 2015

University of Ottawa - Algonquin College Collaborative B.Sc.N NSG3323: Community Health Nursing Practicum Final Nursing Report

Project Title: Harm Reduction

Purpose: The purpose of this community group project was harm reduction and community engagement. Harm reduction is the use of strategic tools and techniques in order to minimize the harm to self. The use of harm reduction in this project is geared towards minimizing harm when using drugs and other substances. This project focused on marijuana and MDMA. The team collaborated with the Algonquin College

Umbrella Project in order to promote harm reduction in the Algonquin College student community. The goal of the AC Umbrella Project is to raise awareness to students of the increased risks when using substances and to educate them on how to minimize these risks if they do choose to use.

Interventions: Four interventions were implemented: two booths (one for safe partying and one for stress management) a four-part poster series, and pamphlets on safer use of cocaine and MDMDA.

"Great concept! Fantastic!"

"Very forward thinking"

"Awesome service. Keep up the good job!"

"It's really great what you're doing"

"Love the initiative"

Qualitative feedback from students, Nov. 17 2015 Final Nursing Report







Community Health Project 2016

Algonquin College

Nursing 3323 CHN Clinical Placement and DEN 4480 Oral Health Outreach I

Project Title: Safe Use of Cocaine, MDMA, & Other Illicit Drugs

Host Organization: The AC Umbrella Project

Dates of Placement: September 13 - December 6, 2016 **Clinical Preceptor/Advisor:** Amanda Neilson, Polly Leonard

Clinical Professor: Carmen Hust

Purpose of the Student Project: This project was to research harm reduction strategies based on safe use of cocaine, MDMA, and other illicit drugs for the Algonquin College student population. While working in affiliation with the AC Umbrella Project, resources were created to provide harm reduction strategies for safer drug use for Algonquin College students. See Appendix 9.0 and Appendix 10.0

4. E-Learning Module for Staff

A sustainable E-learning digital training module, Helping Students Succeed — Navigating through Problematic Substance Use, was created to deliver information on key features such as:

- The unique position of campus staff and faculty are in to support students
- Understanding substance use
- Harm reduction
- Identifying helpful ways to support students struggling with substance use

The Harm Reduction Consultant and Coordinator of Training at Rideauwood gathered and vetted the content, much of it based on Rideauwood Addiction and Family Services' full-day training ("Understanding Substance Use and Harm Reduction Training") that had been adapted for Algonquin College. A team was assembled from Algonquin College's Learning and Teaching Services and Curriculum Services, which included an E-Learning and Academic Application Systems Analyst, an Education and Curriculum Support Technology Integration Specialist, and an Educational Technologist and Curriculum specialist. The team designed and created the four-part module that will both engage and inform staff and faculty at Algonquin College. Check out the E-Learning Modules online.





5. Training for the AC Community

The AC Umbrella Project offers face to face training to the Algonquin community to increase awareness and education, fostering harm reduction on campus.

The AC Umbrella Project:

- Develops training modules for student support staff and faculty.
- Trains, coaches, and supervises counselling staff to support their capacity to address addiction issues.
- Conducts workshops and training sessions for students.

Training was divided into three modules, based on the Rideauwood training model (Addictions & Family Intervention Training). Day 1 and Day 2 have been developed and implemented. The content of the third day is currently being discussed and developed. This training was provided by Amanda Neilson, the Harm Reduction Consultant from Rideauwood and her colleagues Lisa Boulay, Andrew Mendes, and Lisa Zimmerman.

Promotion of the trainings was completed in several different avenues, from communication on MyAC (the online newsletter for the Algonquin College community), to direct email invitations, to emails sent to managers and chairs of departments. Interested individuals would sign up through Eventbrite.

Day 1 Substance Use and Harm Reduction Overview:

- The continuum from substance abuse to substance dependency/addiction; including impacts on the brain and the neurobiological development.
- Signs and symptoms of addiction. Potential psychological, social, and health impacts of addiction.
- Complexity of working with clients and families affected by chemical dependency.
- Risk factors and denial/defence systems associated with chemical dependency.

Day 2 Motivational Interviewing Overview:

Will provide participants with an understanding of specific common drugs of abuse and ways to promote internal motivation to move forward through the stages of change. We will also review recovery pathways and how to support your clients throughout the recovery process and addiction treatment system.

Clients with addiction issues can often provoke strong feelings of transference and counter-transference in helpers. Ways of coping with these feelings will be addressed.

Experiential activities include role plays and case studies for working with clients through the stages of change.

Participants included:

- Counselling Services
- Student Success Specialists
- Health Services
- Residence Life

- Security Services
- Professors
- Chairs
- Centre for Students with Disabilities
- International Education Centre
- Welcome Centre
- AC Hub student employees
- Nursing students
- Student Advisory Committee members

Participants of Substance Use and Harm Reduction Training and Motivational Interviewing at Algonquin College 2015 – 2017

Day 1	Day 2	Total
16 Sessions	8 Sessions	24 Sessions
293 Individiuals	114 Individuals	407 Total Staff and Faculty Trained 9.2% of the AC Community

Evaluations were completed and analyzed by the MRBI students. Appendix 11.0

1. Training Evaluations Immediate

By students: Anand Kumar and Spencer Frech in Marketing Research and Business Intelligence (MRBI), April 2016

- Understanding Substance Use and Harm Reduction Day 1
- Motivational Interviewing Day 2
- 2. Training Evaluations Follow Up (between one and 10 months)

By students: Anand Kumar and Spencer Frech in Marketing Research and Business Intelligence (MRBI), May 2016

I found the information about the brain and addiction very useful.

I am much more comfortable talking to students about harm reduction than strictly telling them to "just say no." (Participant from Day 1 training)

6. Knowledge Sharing

Knowledge sharing was facilitated through:

- The AC Umbrella Project website www.algonquincollege.com/umbrellaproject
- Social media accounts of Student Support Services and Residence
- SharePoint site that will be used by the members of the General Advisory Committee
- Online group on the MyAC forum page
- AC Hub Student Newsletter See Appendix 12.0

7. Media Recognition

Algonquin Times Articles See Appendix 13.0

"AC Umbrella Project Sparks Conversation on Drug Use" (November 17, 2015 by Jenna Guilbeault)

"Harm-Reduction Program Gets Money" (February 19, 2016 by Sami Alaoui-Martin)

CKDJ RADIO

November 24, 2015 - Amanda was interviewed on an Algonquin College radio show to talk about the AC Umbrella Project and how students can get support on campus.

8. Community Advisory Committee



- Ottawa Public Health
- Canadian Centre on Substance Abuse See Appendix 14.0

We had regular meetings every three or four months to discuss the work done at the College and the community level.

The AC Umbrella Project joined the Canadian Collaborative on High Risk Drinking (now The Postsecondary Education Partnership - Alcohol Harms)

The Postsecondary Education Partnership – Alcohol Harms (PEP-AH) is a partnership with universities and colleges across Canada and the Canadian Centre on Substance Abuse (CCSA). This group is collaborating to build an evidence-based framework for action to reduce harms related to alcohol consumption on campus. Member postsecondary institutions support campus team (made up of students, staff and faculty) that aim to implement the PEP-AH framework.

PEP-AH members share strategies, producing a collection of best practices for reducing alcohol harms on Canadian university and college campuses, and will pull together research to help member institutions better understand the underlying issues. PEP-AH works against an alarming backdrop. A survey of 43,780 students from 41 Canadian campuses, conducted by the Canadian Consortium of the American College Health Association — National College Health Assessment in 2016, identified many of the challenges faced by institutions: binge drinking with its associated harms is becoming more prevalent (Canadian Centre on Substance Abuse, 2017). See Appendix 15.0

9. Students' Association Support

The AC Umbrella Project attended Directors' Meeting - September 25 Algonquin SA presents Episode 15 of the Liv & Viv Show - AC Umbrella Project (This got 11,383 views on the SA Facebook Page)

The Algonquin College's Student Association web series did a show on the AC Umbrella Project. We were interviewed, and spoke with students about harm reduction.

"Algonquin College Umbrella Project hosted by Liv & Viv. The AC Umbrella Project is a student- and staff-centered project that provides training, workshops, education, awareness, and support services for students who use substances, and those who care for them. Liv & Viv take a lighter approach to inform students about the opportunities available to them. They enjoy entertaining and educating the student population" (Algonquin College Students' Association, 2016).

The video can be viewed here.

10. Student Advisory Committee

Student Engagement

"I smoke pot every day! Is that bad?"

Qualitative feedback from student, Nov. 17 2015 Final Nursing Report

Student Advisory Committee (SACUP)

Mission: To be the voice of the students for the AC Umbrella Project at Algonquin College.

Mandate: The focus of the Student Advisory Committee is to provide guidance and recommendations in order to ensure a strategy that is relevant and includes student participation. The members are to represent the students while discussing the student experience of substance use, prevention and awareness campaigns, and the effectiveness of the Algonquin College harm reduction strategy. Other responsibilities of the committee will be:

- 1. To provide feedback about the project and to discover new ideas that may be implemented into the project.
- 2. To support the sustainability and effectiveness of the harm reduction project.
- 3. To increase student commitment and awareness of the strategy.
- 4. To provide advice for ongoing harm reduction student activities.
- 5. The SACUP members will become educated on harm reduction activities and tools, and will be student ambassadors on campus.

Lessons Learned and Recommendations

General Advisory Committees can be a great opportunity to gather interested campus staff and faculty from all different departments to increase college engagement and investment. Also an unlimited resource for ideas on how to build, promote and implement a harm reduction framework on your campus.

Be prepared to facilitate harm reduction 101 for all meetings. When people understand what you are trying to achieve they are more likely to not only support the project but they also become a conduit of knowledge themselves.

Courses that have community health projects as part of their curriculum can be a source of student engagement.

In order for the student placements to be a success supervision for students needed to be share, as there were only two of us we knew we would not be able to take on that amount of responsibility.

Teaming up with other campus services or centres will create a richer and more effective student placement.

Student placements provide a great opportunity for students to learn about harm reduction and student substance use, while providing the other students with peers that they feel comfortable talking to about their experiences.

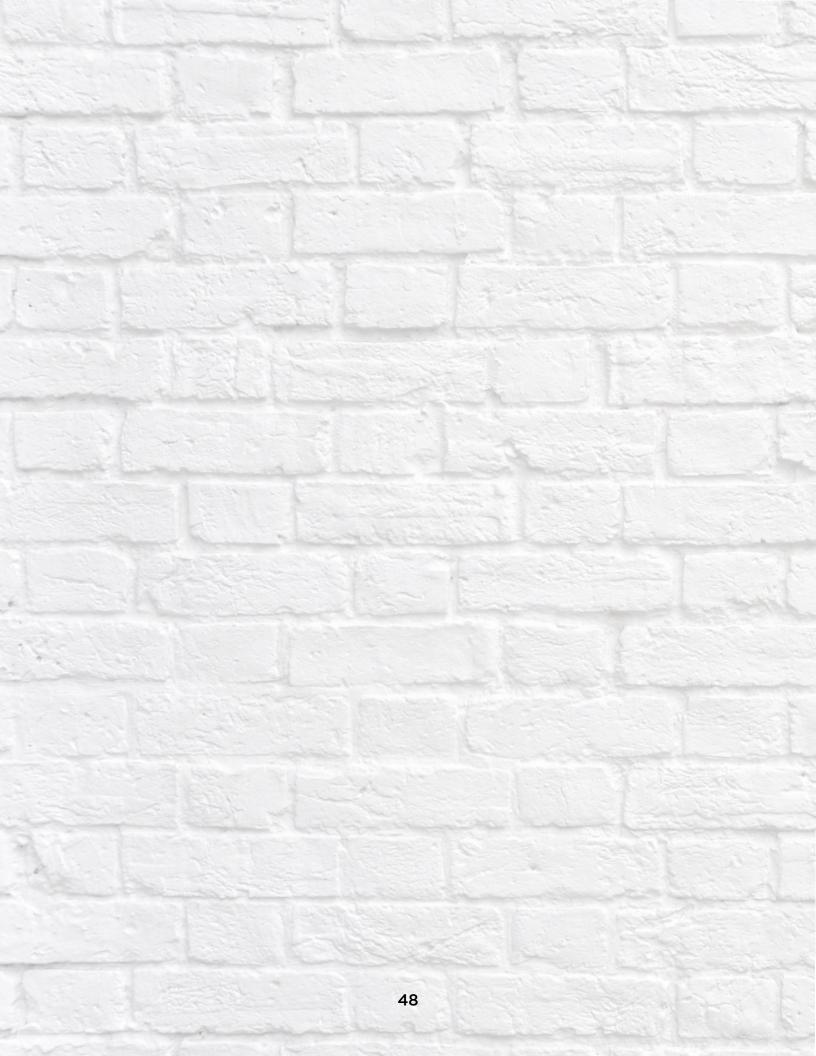
We noticed a huge impact on our ability to engage in awareness raising and educational activities by having the placement students. They were able to participate in many more events and student outreach activities that we would not have been able to do without their support.

Student placements can take a team of two people and make it look like a team of six, which for impact and awareness on campus is huge.

The more education provided to increase understanding of substance use and harm reduction there is available (online, in-house), the better. When you educate the educators and other staff members on campus, you are providing information and skills that can be transferred to the large network of students they have access to.

Colleges and universities have several different media outlets. Reach out and be seen and heard across campus.

Student Advisory Committees need to be more than a pool of students that information is downloaded too. We were not able to effectively use the Student Advisory Committee because we were limited in our time frame and clear objectives that needed to be completed. Students are a wealth of knowledge and creativity. They need the space and the freedom to be able to use them for true authentic participation.





Culture as Intervention



Collaborative Mamidosewin Student Placement Opportunities

As was previously mentioned, two placement students were working both at the Mamidosewin Centre and being supervised by the AC Umbrella Project to integrate a harm reduction approach into services and conversations at the Mamidosewin Centre.

2. Consultations with Mamidosewin Employees

The AC Umbrella Project provided consultations with the Mamidosewin Centre staff members to listen to their needs and support them with difficult conversations with their students. The employees were very supportive of the harm reduction approach and of the AC Umbrella Project; this worked well for having discussions about creating policies at the Centre.

3. Coordinate Indigenous Cultural Safety Training by Wabano Aboriginal Health Centre

2015 and 2016 Wabano Aboriginal Health Centre: Cultural Safety Training



- 30 people attended an all-day training on Aboriginal cultural safety
- One session took place in 2015 and another in 2016 See Appendix 16.0

4. Coordinate Inuit Cultural Safety Training by Mamisarvik Healing Centre

2016 Tungasavvingat Inuit: Mamisarvik Healing Centre



Tungasuvvingat Inuit

- 35 people attended an all-day training on Inuit Cultural Competency
 - See Appendix 17.0, Appendix 18.0 and Appendix 19.0

5. Research Best Practices

The recommendation was to research inclusive and culturally appropriate methods of service delivery for First Nations, Metis, and Inuit students while respecting their identity in a Risk and Harm Reduction framework of services and supports at Algonquin College. This includes outreach. (Aboriginal Educational Council, Wabano, TI).

Wabano Centre for Aboriginal Health and Tungasuvvingat Inuit Community Centre was consulted prior to the strategy being implemented. The project manager regularly integrated the AC Umbrella project Harm reduction strategy into the overall work of the Mamidosewin Centre at Algonquin College.

Much of the literature states that "culture as intervention" is the best practice approach to creating resilience in Indigenous populations when it comes to substance use (Marsh, Coholic, Cote-Meek, & Najavits, 2015; Aboriginal Healing Foundation, 2007).

With this in mind, the AC Umbrella Project did not want to create services or programming that were not complemented by the programming already on offer at the Mamidosewin Centre. Therefore, the AC Umbrella Project supported the preexisting programming and participated in many of the cultural events. Through this format, a harm reduction approach to substance use was presented in an informal manner to the students at the Centre.

6. Partnership with Wabano for the Cultural Safety Training Project

See next page for the letter to existing partners for the Cultural Saftey Project.



December 5, 2016

RE: Wabano Centre for Aboriginal Health – Cultural Safety Training Project

To: Algonquin College ATT: Polly Leonard

The upcoming Cultural Safety Training Project, facilitated by Wabano, is targeted to organizations that provide services to the Aboriginal population in the Ottawa region. Throughout our meetings and forums the call for cultural safety training classes has been heard over and over again, and as such we are thrilled to be able to provide such training.

This project seeks to educate and raise awareness on Aboriginal issues and the unique circumstances of Aboriginal people and their interests in Ottawa, as well as educating organizations on safe ways to work with the Aboriginal community, decreasing barriers and promoting understanding.

The training session will:

- Share information about Aboriginal people in Canada, in historical and contemporary contexts;
- Offer a simple, realistic and comprehensive way to support service providers to interact with Aboriginal people in a way that feels safe to them;
- Be consistent with the many other cultural safety curricula developed in urban centers across Canada while having a unique focus upon Ottawa;
- Provide service managers with key learning objectives in the domain of creating and maintaining cultural safety; and,
- Demonstrate the links to strategic action and priorities related to inclusion, equity and service.

More information, an agenda and scheduling of the training will be forthcoming in January/February 2017.

Should you feel that this Cultural Safety Training Project would benefit your organisation, and you would like to become a partner with the Wabano Centre for Aboriginal Health on this initiative, please contact Douglas Beaver, Cultural Coordinator at 613-748-0657 ext. 222 or by email at dbeaver@wabano.com.

Looking forward to hearing from you,

Douglas Beaver Cultural Coordinator, Wabano Centre for Aboriginal Health

WABANO CENTRE FOR ABORIGINAL HEALTH
299 Montreal Road, Ottawa ON K1L 6B8 Phone: 613.748.0657 Fax: 613.748.9364 www.wabano.com

7. Events at the Mamidosewin Centre

The AC Umbrella Project worked closely with employees at the Mamidosewin Centre to include outreach activities and awareness campaigns. The focus was on reaching First Nations, Métis, and Inuit students where they are, as well as through culturally appropriate means, which was implemented with success.



Harm Reduction Day:

February 9, 2016 | 11:00am-2:00pm

Explore harm reduction in an accessible, engaging, and non-judgmental environment with this joint partnership between the Mamidosewin Centre and the AC Umbrella Project.

The AC Umbrella Project follows a harm reduction approach by providing you with info and support to help reduce the harm of alcohol, marijuana, and other substance use. Think of it like a seat belt: wearing one doesn't stop the act from happening, but it mitigates the risks. With substance use this could be as simple as encouraging people to drink water in between drinks while they're partying, or to not combine multiple substances in one sitting. Harm reduction works on a continuum – it addresses the full spectrum of use (occasional, daily) and includes abstinence if that's something someone is working towards (or has achieved).

At Harm Reduction Day, there will be community outreach tables and low-key, no-pressure information sharing by the campus harm reduction consultant, who has 15 years of experience. Enjoy lunch and earn the chance to win prizes when you fill out a quick survey.





Lessons Learned and Recommendations

More regular AC Umbrella Project involvement could have occurred within the Mamidosew-in Centre.

Connecting with indigenous community resources increased the depth of information exchanged and significantly increased trained members capacity to understand and support indigenous students on campus.



Environmental Approaches



Policy

1. Implement the National College Health Assessment

The AC Umbrella Project completed an environmental scan to establish a baseline of potential prevalence of addictions challenges on Algonquin College campuses in the Ottawa Region.



The American College Health Association's National College Health Assessment (ACHA-NCHA) ran from March 7 to April 1, 2016 at Algonquin College. This survey was emailed to all Ottawa, Perth and Pembroke students who were over 18 and in full-time on-campus studies.

This survey is designed to assess student health behaviours in order to inform, refine, and better services and support for Algonquin College students. The information will be used to develop wellness programs and services for Algonquin College. The National College Health Assessment (NCHA) is a 73-question survey designed to produce a profile of the health of a post-secondary student population with respect to factors such as: sexual activity, mental health issues (including suicidal ideation), and substance use patterns. The survey was optional and confidential and was approved by the President's Council.

The result: 2,567 students participated from all 3 campuses

We cannot tell for certain which aspects of the promotion strategy had the most impact on survey respondents, but we do know that the targeted emails that the ACHA NCHA host sent out themselves received the highest spikes in participation.

Events where there was food, iPads and volunteers to explain the survey and the reasons for participating had a great impact on numbers of participants. Events such as: the promotion event at the Mamidosewin Centre (Nachos 4 NCHA), the promotion event at the AC Hub (free lunch), and the two events in residence (Nachos 4 NCHA), proved to be very successful. Students would be given food, either nachos or lunch and lent an iPad to fill out the survey while at the event. The residence numbers for these events reached over 200 students. The idea was that students wanted to receive something and we wanted to give them something in exchange for their participation.

We also included several prizes in our promotion strategy; these were listed in the emails, as well as the posters and any other materials about the survey. The prizes included one Go Pro Camera, 3 FitBits and 20 Tim Horton or Starbucks gift cards. In order to figure out what prizes students wanted, mini focus groups were created to gauge feedback from students.

Many students suggested tuition support and food as major motivators to complete the study. Unfortunately, we were not able to provide a tuition rebate, which might have proved a pretty big draw for many students.

Promotion Strategy:

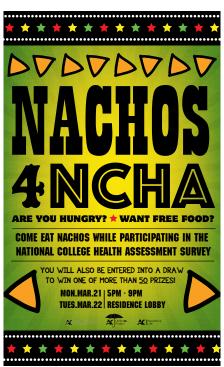
- Posters around school
- Emails to students Mailchimp and Flip Book See Appendix 20.0
- Emails to staff, faculty, employees Mailchimp and Flip Book See Appendix 21.0
- Promotion on Perth Campus Student Outreach booth
- Promotion cards handed out to students
- Social media campaign
- Promotion on website
- Customized thank you page after survey
- MyAC news post and posted to groups
- Specialized emails to students from volunteer coordinators
- Tent promo cards distributed in cafeteria and around campus
- TV slide for waiting area of Counselling and Health Services
- Promotion event at the Mamidosewin Centre (Nachos 4 NCHA free nachos for filling out NCHA)
- Promotion event at the AC Hub Health Promo Team (free lunch for filling out NCHA)
- Two promotion events in Residence (Nachos 4 NCHA)
- Total of seven promotional student outreach booths in high-traffic areas on campus
- Support from Health Promotion Team, Health Services, AC Hub, and placement students

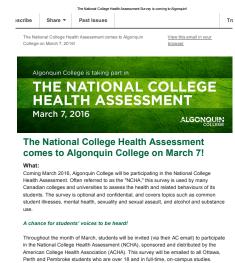








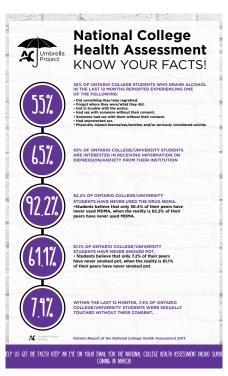




This survey is designed to assess student health behaviours in order to provide better services and support for Algonquin College students. The information will be used to develop wellness programs and services for Algonquin College. The National College Health Assessment (NCHA) is a 64-question survey designed to produce a profile of the health of a post-secondary student population with respect to factors such as sexual activity, mental health issues (including suicidal ideation), and substance use patterns.

All students who submit a survey will be automatically entered in a random drawing to win one of more than 50 amazing prizes! Prizes include a GoPro Camera, three FitBits and 40 Tim Hortons or Campus food cards.







2. Recommendations for HS11 AC Alcohol Policy

Preamble:

The three alcohol policies on campus were reviewed and policy changes were recommended. These policies are: the HS11 Alcohol on Campus 2011, the Algonquin Students' Association - House Alcohol Policy - August 2015, which is located online (http://www.algonquinsa.com/house-alcohol-policy/) and the Residence Handbook 2015 - 2016 Residence Community Living Standards. See Appendix 22.0

We reviewed the various alcohol policies while focusing on the recommendations from:

- Reducing alcohol harms among university students: A summary of best practices and recommendations for Acadia University Nova Scotia Department of Health and Wellness Mental Health, Children's Services & Addictions Branch, 2012.
- Reducing alcohol harms on university campuses: A summary of best practices Acadia University Response August 30, 2012.
- The Residence 2016 Carleton University Housing and Residence Life Services Handbook.

Using the Dr. Strange, 2012 Gold Standard Checklist, and the Canadian Low Risk Alcohol Drinking Guidelines, the policies on campus were reviewed and the recommendations were based on this checklist. The Dr. Strange Gold Standard Checklist was created in response to the alcohol-induced deaths of students at Acadia University. This checklist and the supporting documents have been verified and legitimized through the Canadian Postsecondary Education Partnership on Alcohol Harms (PEP-AH), membership includes national post-secondary institutions and is facilitated through the Canadian Centre for Substance Abuse. Forty-one Canadian institutions are members, Algonquin College became a member in 2016 and had President Jensen sign the Charter. See Appendix 23.0

Alcohol Policy Recommendations

For Algonquin College HS11 Alcohol on Campus Tuesday, September 27, 2016

- 1. Risk Criteria Assessment tool
- 2. Specific alcohol service recommendations
 - 1. Risk Criteria Assessment Tool

As suggested by the literature and the best practices from the Acadia University Dr. Strange report, campuses in Canada should have in place a risk criteria assessment tool in order to provide guidance to event organizers on how to reduce alcohol and other drug related harms. This tool should be used for all events on campus where alcohol will be served, or when it is a potentially high risk or high capacity event. The event organizers are to work closely with college employees to reduce risk to safety and security.

• <u>Carleton University</u>

Risk Management Forms (excerpted from Carleton University website)

University accredited Campus Groups, Academic Societies, or CUSA clubs must abide by all university policies at all times. Risk Management forms must be completed and submitted 10 days in advance of an on or off campus event, if the event has one or more of the following elements:

- More than fifty (50) people in attendance;
- Features a speaker from an external organization;
- Alcohol is being served;
- A sports-like physical activity is planned; and/or
- Any activity that has the potential to result in damage to individual persons, or physical property.

Failure to submit a Risk Management Form may result in any space booking requests being delayed or canceled and may impact an accredited or certified student organization's future space booking privileges.

Where Campus Safety or the University's Risk Management Committee mandates the presence of security for an event, such additional services (provided by Campus Safety or otherwise) will be at full expense of the organization sponsoring the event.

2. Specific Alcohol Service Recommendations

Mandatory training of Day 1 and Day 2 AC Umbrella Project training for all staff on campus that will be dealing with alcohol.

The *italicized* sections below are recommendations based on the Acadia University Dr. Strange report and the recommendations from the Gold Standard checklist for campus alcohol policies. These recommendations were suggested to all Canadian campuses by the Canadian Post-Secondary Education Collaborative on Reducing Alcohol-Related Harms (name before PEP-AH).

- Each liquor license permit holder will be accountable for using responsible serving practices in compliance with the law. At each location where alcohol is to be served, the following protocols will be followed:
 - Alcohol is to be served in a safe and responsible manner.
 - A monitoring plan is in place to ensure alcohol will not be served or consumed by:
 - ♦ Persons less than nineteen (19) years of age.
 - Persons who appear to be intoxicated.
 - Transportation plan is in place to ensure any person who is or appears to be intoxicated will not be permitted to leave until reasonable steps have been taken to ensure that the person can safely leave.
 - Servers of alcohol are to be certified with the Smart Serve Ontario Certificate Training Program.
 - Alternative beverages and food will be promoted and encouraged.
 - Promotion of drink specials, happy hours or discounts are not permitted.

- Where non-students are welcome, implement a 1-2 or 1-1 student/guest policy.
- Have other procedures for high risk periods (such as nights where it is known there will be heavy drinking), such as:
 - ♦ Service of all alcohol in plastic cups
 - ♦ Mandatory coat and bag check
- o Beverage Restrictions:
 - ♦ Limit the amount of drinks that can be purchased by any one person at any one time (i.e. if you have a pitcher it must be shared with 3 patrons, or no more than two drinks per patron per order).
 - ♦ No sale of caffeinated energy drinks (to prevent the mixing of alcohol with these beverages) and/or the sale of pre-mixed caffeinated alcoholic beverages.
 - ♦ Limit the size of drink containers (glasses, pitchers, etc.) to reflect standard drink sizes
 - ♦ Ban single shots of alcohol (i.e. no shooters)
 - ♦ Limit amount of spirits to 1 oz. in all drinks
 - ♦ Eliminate "last calls"
- Develop a Buddy System, or Bystander Intervention Program, or Designated Driver program for intoxicated patrons.
- Develop and enforce a policy for off-campus events where alcohol may play a significant role and where the sale of tickets occurs on campus or under the auspices of a university-related organization. (See Appendix D of the Queen's University Alcohol Policy for an example of such a policy.)

3. Recommendation for Residence Student Handbook to CLC

Alcohol Policy Recommendations

For Algonquin College Residence – Residence Handbook Tuesday, September 27, 2016

These recommendations are based on the Acadia University Dr. Strange report and the recommendations from the Gold Standard checklist for campus alcohol policies. These recommendations were suggested to all Canadian campuses by the Canadian Post-Secondary Education Collaborative on Reducing Alcohol-Related Harms, as well as from evidence-based research on reducing the harms of alcohol in residence.

- Mandatory Understanding Substance Use and Harm Reduction and Motivational Interviewing Training from the AC Umbrella Project to all staff at the Residence, including Residence Advisors, Residence Life Coordinators, Managers, Front Desk staff, and all other staff.
- Mandatory eCHUG or eTOKE for all incoming students can be done online, potentially with prizes or fees attached.

What not to bring (p. 8):

- Kegs of beer, beer bottles, single serving glass containers and case sizes larger than 24
- Drug paraphernalia

CHANGE:

- Do not bring glass bottles, and no case sizes larger than 6
- Drugs and drug paraphernalia

Smoking (p. 24)

Include hookahs, and joints, blunts, bongs, etc. (or marijuana smoking apparatus)

Overnight Guest Policy:

Currently the policy states that students can sign in two guests up until 2:30am in the morning.

p. 21 of the Residence Community Living Standards, 2015-16

No visitors will be granted access into the Residence after 2:30am.

Residents may sign-in up to two (2) guests at a time.

At the AC Umbrella Project, we believe that this allows students extra hours of drinking, and could result in sexual assault, as the guests and students who are up at 2:30am are likely to be under the influence and therefore unable to consent.

We recommend changing the time that allows students to sign in guests to 1:00AM, as well as changing the number of guests from two to one. This reduces the amount of time drinking off campus, resulting in less intoxication, and potentially less chance of bringing home strangers.

Concern over having the ability to sign in guests at 2:30AM also raises the questions of intoxication for the students as well as for the guests. Students who are intoxicated should not be able to sign in guests, and guests who are intoxicated should not be allowed entry into the rooms.

4. Expand Security Services Understanding to Reflect a Harm Reduction Approach



The AC Umbrella Project met with the head of Security Services a number of times throughout the two year. One of the members of the General Advisory Committee is also the Supervisor of Security Services and Risk Management. Most of the security personnel on campus have taken part in the training days that were offered. They also carried the harm reduction consultation cards on their persons to pass on to students who they had substance use concerns. The security personnel supported the AC Umbrella Project and had a greater understanding of harm reduction since taking the training.

Lessons Learned and Recommendations

Implementing the NCHA survey is a large undertaking and requires many key individuals on campus in order for it to be a success. Be sure to plan ahead and start early.

A large range of promotional strategies for the NCHA must be used in order to reach as many students as possible.

Prizes should be expensive enough that students are motivated to take the survey, while at the same time seem attainable. Therefore many medium sized prizes are necessary as well.

Classroom presentations across campus would have proved successful for increasing participation in NCHA, however this requires planning with professors and coordinators at least a month prior.

The vast amount of information gathered by the NCHA can be overwhelming. Create a plan to disseminate the data. There are benefits and disadvantages of the different levels of transparency.

Unfortunately, we did not have enough time to conduct thorough stakeholder focus groups with the residence staff, students and security. This would have proved beneficial in order to receive more participation and feedback from residence employees.

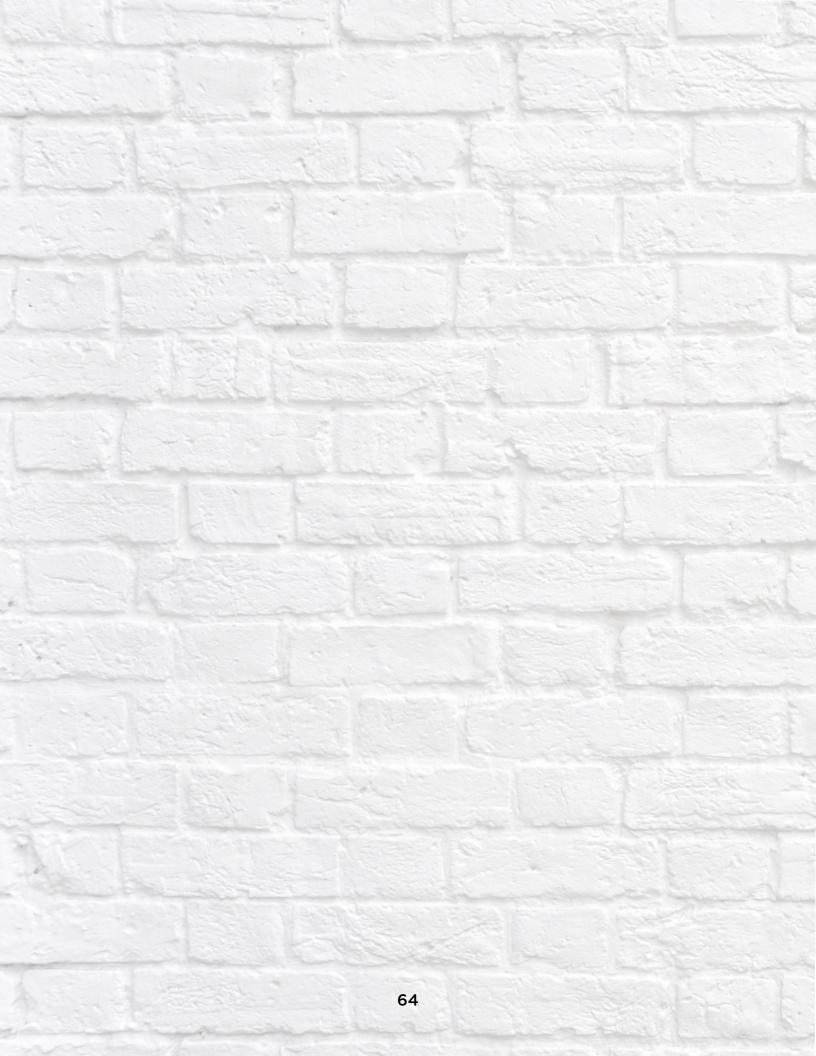
The recommendations for residence policy change were given quickly and without residence staff (managers, Resident Life Coordinators and Community Advisors) input. Structured discussions and brainstorming with all stakeholders would have provided a richer array of recommendations and increased comfort of implementation.

Changing policies does not create systemic change, trainings and planning must take place as well.

Stats, stats, and more stats. From everyone. For everything.

More planning, training and evaluation needs to be done in order to create a structural change.

A socio-ecological (multi-faceted/layered) approach is necessary for real change to occur.





Residence



On-Site Harm Reduction Consultations for Residence Students

After the first year of the AC Umbrella Project, it was noted that residence could require onsite support. It was thought that the easiest way for this to happen would be to have residence specific harm reduction consultations on site. One hour every Tuesday afternoon was held specifically for students living in residence. Tuesdays was timely as the weekends were often viewed as high risk times, and substance use events and incidences often occurred during this time. Residence Team meetings occurred on Mondays where students incidents would be triaged.

This special designated time for students who lived in residence proved beneficial and were booked often by the Residence Life Coordinators. More students living in residence had harm reduction consultations when in-residence support was provided than in the previous year. In addition students were more likely to attend the booked sessions, as they did not have to leave their building to attend.

See section 5. Educational Sanctions below for more information on the harm reduction consultations in residence.

Numbers:

- 2015-2016: data has not been differentiated, as the consultations for students living in residence were not on site, they occurred in the regular counselling services on campus.
- September 2016-February 2017: 14 student sessions booked

Reason For Referral	Harm Reduction Consult Booked
Incident involving alcohol and substance use	06-Oct-16
Disclosure of past addiction	03-Nov-16
Incident involving heavy marijuana use	08-Dec-16
Multiple incidents reports with alcohol involved	09-Nov-16
Incident involving alcohol and susbtance use	25-Sep-16
Disclosure of heavy marijuana use	17-Oct-16
Multiple incidents reports with alcohol involved	18-Oct-16
Multiple incidents reports with alcohol involved	10-Jan-17
Incident report involving alcohol use	30-Nov-16
Multiple incidents reports with alcohol involved	25-Oct-16
Sought support due to ongoing struggles with substance use	23-Nov-16
Multiple suspicion of marijuana reports. Sought support from Residence Staff	17-Jan-17
Concern for well-being. Substance use as a sole coping mechanism	07-Feb-17
Multiple incidents reports with alcohol involved	18-Oct-16

2. Training for All Staff

Multiple training days were designed specifically for the Residence Advisors and the Residence Life Coordinators and other Residence staff. All of the employees have been trained in "Understanding Substance Use and Harm Reduction and Motivational Interviewing", including specific trainings on Residence-focused situations.

3. On-Site Programming



It was essential to have a great collaborative relationship with the team in Residence. We have worked closely with Residence Life Manager, Brittanie Walker-Reid, to implement innovative harm reduction programming, educational sanctions, and special events in Residence. The team of Resident Advisors, Resident Life Coordinators, Community Advisors and two Child and Youth Care placement students have done some great work since the beginning of the project. It is clear that there is an understanding for the need of harm reduction education amongst employees as well as students. Trainings were well attended by Residence staff.

Key events:

September: Orientation – previously mentioned key tie-ins with the lip balm and other educational materials in the Residence "swag bags" and outreach booths during high traffic times.

National Addictions Awareness Week - as previously described.

Halloween - social media marketing and on-site programming, including "reverse" trick or treat bags that contained key harm reduction messaging, condoms, candy, and information on taxis and the bus system.

Consent Fest - outreach booths during this consent fair.

St. Patrick's Day - social media marketing and on-site programming, including outreach booths and key messaging around "green" beer.









Harm Reduction Booth Display











Keep It Classy Program in Residence

Algonquin College had a pre-existing alcohol awareness campaign in the Residence halls, called Keep It Classy. The following is the program overview as written by Stephen Marchment, Residence Life Coordinator.

The purpose of Keep It Classy is to establish and promote a positive and healthy culture around alcohol use within the Algonquin College Community and Residence. As a person implements this campaign at the start of the year, students will be aware of the drinking philosophy at Algonquin College and will hopefully align themselves with that philosophy at the beginning of the year resulting in routines that last year long. Students should be aware of how they form a "drinking identity" that will stay with them throughout the duration of the year in order to create positive self-practices. We want to challenge negative alcohol use with leadership and provide students with the ability to create the standard and model the way. Keep It Classy is meant to inspire a shared vision and challenge the process of combatting alcohol use at the post-secondary environment. The host is the leader in the community and we want them to enable others to act and encourage a positive position creating a readiness to have everyone move towards a positive culture together.

We supported this pre-existing initiative and were incorporated into their awareness posters.

4. Student Placement Opportunities

During the 2015 academic year and the 2016 academic year we were delighted to supervise placement students who worked in Residence and were partnered with the AC Umbrella Project.

The first year (2015) we had two students from the Child and Youth Care Program who worked exclusively on the AC Umbrella Project inside Residence. This was the first year that Residence supervised placement students, so it was really a great success. The students were able to create programming focused on harm reduction that met the needs of the Residence students. Both students were fully trained and received supervision from both the AC Umbrella Project and the Manager in Residence.

Activities included:

- Creating a safer atmosphere for students to feel comfortable talking about their substance use with the placement students.
- Having the ability to foster trustworthy relationships with the students.
- On-site programming, including speaking with students about the educational materials
- (e-CHUG and e-TOKE, and the Safer Use pamphlets).
- Participating in educational sanctions and harm reduction consultations with students.

The second year (2016) we had one placement student from the Child and Youth Care Program, who worked in Residence and also was part of our placement student team of three students. She did similar programming to the year before, and was able to provide more

outreach opportunities.

Having placement students work in Residence while creating and implementing the AC Umbrella Project into residence life proved very successful. The "near peers" of the students worked to create a safer space for students to discuss their substance use. In previous years, students were reluctant to talk about any substance use other than alcohol; since the integration of the AC Umbrella Project into Residence, there have been more open conversations about substance use.

5. Educational Sanctions

In collaboration with the Residence Life Manager, the Residence Life Coordinators, and the Residence Community Advisors, a harm reduction approach was integrated into sanctions for when students fail to comply with the Residence Community Living Standards. The use of the online self-assessments, e-CHUG and e-TOKE, were implemented for students to complete, with verification, when they had infractions related to alcohol and other substance use. A meeting with the Harm Reduction Consultant was also provided and encouraged as an option for to decrease sanctions for such incidents. The harm reduction consultation provided the student with a psycho-educational information session and options to create a harm reduction plan, plus recommendations and/or referrals to community supports. These harm reduction consultations were completed with the Residence Life Coordinator present to assist in capacity building among Residence staff. To decrease the harm reduction consultations wait times, a dedicated time slot was introduced and provided the Residence Life Coordinators the ability to book students as soon as possible. This dedicated time was thoroughly utilized.

Other important notes about this format of sanctions:

- Any time there are suspicion reports, a students is given the e-TOKE survey (at this point it is optional). If that student comes up again they are then required to do it as a sanction.
- Similarly with alcohol, if a student comes up in one report we typically send them the e-CHUG to sort of "check themselves." If that student comes up again in any alcohol-related incident, we then assign e-CHUG as a sanction.
- The use of these surveys has been very helpful for us with students at the Residence. We are able to have talking points with students that are personalized to their substance use. See Appendix 24.0

6. Parent Pre-Move In Newsletter

Prior to move-in day for Residence in September 2015, the Residence Life team sent out a parent newsletter. Two pages of that newsletter spoke about students' use of substances and how parents can talk to their children and approach the subject of over use. The newsletter also included on-campus and off-campus resources. This newsletter was sent in August 2015 to approximately 1,758 emergency contacts. In October, we wanted to evaluate the impact of the pre-move-in parent newsletter; we sent a survey out to all contacts and asked them three questions.

- 1. How helpful was this newsletter?
- 2. Have you already spoken to your young adult about substance use?

3. How likely will you talk to your young adult about the contents of this newsletter? The results suggest that a majority of parents found the information in the newsletter to be "very helpful," and 50% are likely to speak with their young adult about the contents of the newsletter.

The newsletter was recreated for September 2016, and garnered a higher number of parents wiling to engage with their young adults around substance use and harm reduction.

Fall 2015

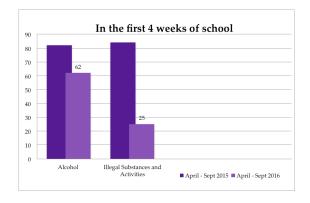
- 50.9% will definitely talk to their young adult about the contents of this newsletter
- 70.6% found the newsletter either Very Helpful or Helpful

Fall 2016

- 66% will definitely talk with their young adult about the contents of this newsletter
- 76% Found the newsletter either Very Helpful or Helpful

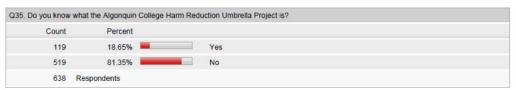
See Appendix 25.0

7. Evidence of Success

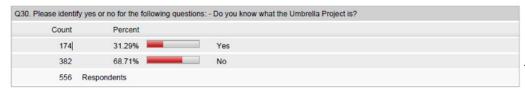


Decreasing Number of Violations in Residence 2015 - 2016

This couples with the data collected from the Residence move-in survey, which states that awareness of the AC Umbrella Project in Fall 2015 to Fall 2016 increased by 12.64%.



Awareness of the Umbrella Project among Residence students



Fall Move In 2015 -19% YES Fall Move In 2016 - 31% YES

Brandon Jodoin, Child and Youth Care Algonquin College Alumni, Residence Staff, 2016 - 2017

"The AC Umbrella Project has had a major impact on our staff and students at Algonquin College Residence. In my opinion, the benefits from the AC Umbrella Project has been very apparent. The biggest change I have seen is the comfort-ability for staff to have supportive conversations with students regarding their substance use/misuse.

Both our resident advisors and front desk staff have felt more comfortable speaking with students regarding substance misuse as well as knowing when to refer these students to Residence Life Management and/or Counselling services. This willingness to engage in these conversations on a front line level has allowed us the ability to intervene before situations involving substance use occur or escalate.

Overall I feel that the AC Umbrella Project has done a great job of creating a safe space for students to discuss their substance misuse and possible support plans. The AC Umbrella Project has taught staff to be more understanding of the signs and symptoms associated with substance misuse. In creating the awareness around substance misuse students have in turn become more open to discuss their concerns with staff in hopes of seeking support."

Lessons Learned and Recommendations

Focused residence on-site harm reduction consultations were success, had we known that there would be this need and this acceptance, we would have started these consultations in the first year.

Booking a specific time was thought necessary, as scheduling the Harm Reduction Consultant's time proved more and more difficult the greater the awareness of the service.

Regular presence in residence improved communications between us and the residence staff, which resulted in more students seeking support and increased capacity building with the residence staff.



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Appendix

Appendix 1.0



University of Ottawa – Algonquin College Collaborative B.Sc.N NSG3323: Community Health Nursing Practicum Final Nursing Report

Project Title: Harm Reduction

Host Organization: Algonquin College

Name of School and Course: Algonquin College NSG3323P and DEN4450

Date of Placement: Fall 2015

Team Members: Nursing: Rachael Moutoussidis, Nimo Osman, Luz Arcena, Jessica Vena, Chantal

Charron, Delaney Bernhardt, Aira Buenviaje, Candace Bachmann

Dental Hygiene: Naomi Hurtubise, Kendall Paolino, Marie Smith, Freya Potter

Clinical Preceptors: Polly Leonard, Amanda Neilson

Clinical Professor: Sherry Poirier

Purpose:

The purpose of this community group project is harm reduction and community engagement. Harm reduction is the use of strategic tools and techniques in order to minimize the harm to self. The use of harm reduction in this project is geared towards minimizing harm when using drugs and other substances. This project focuses on marijuana, and MDMA. The team collaborated with the Algonquin College Umbrella Project in order to promote harm reduction in the Algonquin College student community. The goal of the Umbrella Project is to raise awareness to students of the increased risks when using substances and to educate them on how to minimize these risks if they do choose to use.

Assessment:

The following includes secondary data that the students researched in preparation for planning the interventions.

UBC Healthy Mind Healthy Campus Initiative

An initiative implemented by the University of British Columbia to promote campus mental and physical health, in addition to promoting harm reduction strategies. There are four pillars of action that increase students overall health outcomes. The pillars are: healthy school policy, social and physical environment, partnership and services, and teaching and learning.

Centre for Addiction and Mental Health: Treatment

Mental health centre in Toronto that offers services for clients struggling with addictions. Some of the any services include: Addiction assessment services, Medical withdrawal unit, Metro Addiction Referral Service, and Metro Addiction Assessment Referral Service

• Changing the Culture of Substance Use - Phase II Project Update

A harm reduction initiative for postsecondary campuses across British Columbia. The goal is not to stop drug use, but to implement harm reduction strategies. The article refers not only to alcohol, however it does focus on it. "Dinner Basket" conversations are an initiative whose goal is to follow up with students regarding interventions. The Campus hub allows students to consume alcohol in a safe, secure environment.

UVIC Harm Reduction Activity

At the University of Victoria, there are students creating organizations to introduce the topic of drug use and how to reduce harm. At parties and raves on campus, volunteers are available to help participants make informed decisions about substance use.

Portugal – Harm reduction/ legalization strategy

Portugal decriminalised the possession of all drugs for personal use in 2001, which means that while it is no longer a criminal offence to possess drugs for personal use, it is still an administrative violation, and is punishable by penalties such as fines or community service. Portugal added to its policy of decriminalisation by expanding and improving prevention, treatment, harm reduction and social reintegration programmes. Portugal's shift towards a more health-centred approach to drugs, as well as wider health and social policy changes, are equally responsible for the positive changes observed since 2001.

Harm Reduction on International Campuses

Many campuses around the world have initiated harm reduction strategies. University of Oxford provided Counselling and self-help, in addition to the addiction workbook, which is a step-by-step guide to quitting alcohol and drugs. Night line is an intervention run by students where one can talk about anything via Skype, mobile, or drop in for "coffee and a chat". The Little Green Safety Book' incorporates a "Broad range of guidance documents that you may need to refer to during your time at Cambridge." The Australian National University has an online interactive program called The Desk, which is a free online program providing Australian post-secondary students with strategies and skills for successful wellbeing.

Safer Use of Cannabis

Cannabis is the most commonly used illicit substance in Canadian youth (ages 15-24). People use cannabis for a variety of reasons such as: to relax and decrease anxiety, relieve stress, have fun, as a coping strategy, for spiritual purposes, or to reach an altered state of consciousness. Although it is unrealistic to stop all youth from using cannabis, education can be provided about safer ways to use and therefore prevent some of the negative outcomes. Some harm reduction strategies include: using only one substance at a time, ensuring a safe way home, a safe environment, and take shallow puffy instead of deep inhalations.

Molly

Molly is a nickname for MDMA, a synthetic compound. MDMA is pure crystal powder but is commonly sold as pills. Ecstasy refers to pills containing MDMA and other additives including amphetamines, caffeine, ketamine and ephedrine. Harm reduction strategies with molly include: staying hydrated while using, staying in one location and using with familiar people, taking supplements post trip to restore serotonin levels, c hew gum to help with jaw clenching, and allow time between trips to allow brain to restore serotonin levels

ACHA-NCHA

The NCHA is a national survey conducted periodically in order to better understand students' health and wellness. Some of the topics included in this survey are the general health of college students, disease and injury prevention, academic impacts, violence, abusive relationships and personal safety, alcohol, tobacco and other drug use, sexual behaviour, nutrition and exercise, mental Health, sleep and marijuana use. The statistics for marijuana use found that:

Never Used: 60.1%

Male: 57.5 % Female: 61.3 %

Used in the last 30 days: 16.0 %

- Male: 19.3 % - Female: 14.5 %

Canadian Centre on Substance Abuse

This is organization based in Ottawa that provides guidance on addiction and substance use. Over the past decade there has been an increase in alcohol and drug use in Canada. From 1994 to 2004, current use went from 72% to 79% for alcohol use, from 7% to 14% for marijuana, from less than 1% to almost 2% for cocaine/crack use and from 1.1% to 1.3% for LSD/speed/heroin. About 25% of Canadians occasionally or frequently use alcohol in a way that can increase complications. Youth alcohol consumption which is ages 15-24 is at 83% which higher than the general population. Of that 83%, 37% reported binge drinking. Canada is aiming to create environments that promote health in individuals, families and communities to help prevent substance abuse and reduce the harms associated with substance abuse across Canada. The areas of priority for this organization includes increasing awareness and understanding of problematic substance abuse through public education, sending a message that substance abuse can be linked to mental illness and other health issues, promoting a general agreement around common terms such as misuse, abuse and addiction, getting the people who are most affected involved in making the message and providing education for Health professionals and public on harms connected with problematic use of pharmaceuticals

The Acadia Strang Report

Acadia University released a summary of best practices and recommendations for alcohol use. The report discusses the harms associated with binge drinking, mixing caffeinated beverages with alcohol, the incidence of assault, motor vehicle collision, sexual assault, and unprotected sex. The report presents a framework that can be used to create programs and policies that may help to decrease harm focusing on three interventions. These include individual to decrease the demand for alcohol and harms that result from over drinking. The second intervention is environmental, which is to decrease the supply of alcohol (on/near campus). The third intervention is systems, which is to broaden community support at a higher level such as provincial or federal that regulate alcohol policies.

Toking and Driving

There was an exploratory pilot study conducted to investigate the characteristics of Canadian university students who drive after cannabis use. This study revealed that the number of university students who drive after using cannabis has dramatically increased over the past decade. The highest use prevalence levels (29–47%) are concentrated in the age group of 15–24 years, including secondary and post-secondary student populations. Interventions need to aim at shaping awareness and decision making in these particular sociocultural contexts.

Analysis:

The Umbrella Project is a two year campaign that is being run at Algonquin College. The Nursing and Dental Health students' project is part of the first quarter of this project. The students only conducted secondary data and based on the data collected, the group decided to hold two campaign days in order to raise awareness about harm reduction strategies for drug use. It was found that one of the most effective ways to engage college students is to use games, bright colours, prizes and giveaways. This is how the students decided to design our campaign days in attempt to get as much participation as possible, while spreading our message to as many people as possible. As a result, a four-part poster series, and two pamphlets regarding safer use of MDMA and cocaine were created. Following the work

done by the nursing and dental health students, The Umbrella Project will be continued on and primary data will be conducted in January through the implementation of a survey at the college.

Interventions:

Four interventions were implemented: two booths (one for safe partying, and one for stress management) a four part poster series, and pamphlets on safer use of cocaine and MDMDA

Intervention 1: Booth Day #1: October 20, 2015

On this day, the nursing students and dental hygiene students help two campaign booths (one in the Student Commons and one in the B-building). The purpose of these campaign booths were to raise awareness about harm reduction strategies for drug use. The focus of the teaching at theses booths were on drugs related to partying (marijuana and MDMA) because it was a week before Halloween when many people go to parties. The games that were made to encourage participation included harm reduction strategies focused on doing drugs at parties (Ex. Find a safe ride home). In order to engage people to come to the booths, the students decorated the tables with Halloween decorations, used bright colours on the posters and worse Halloween costumes. Also, the students handed every person a loot bag with Halloween candy, an Umbrella Project pin or lip balm, and a Handout with 5 Tips to Harm Reductions and Addiction Resources on it. In addition, as an incentive to play the game at the booths, if the guest participated in the game, they were entered in a draw for one of the many prizes (2 T-shirts, 2 one-month gym memberships and 2 water bottles).

Student Commons Booth Game

 At this booth, the students had a matching game as a teaching aid when speaking with people about harm reduction. There were 10 pairs of matches with statements about harm reduction strategies and information about The Umbrella Project. To play this game, the guest would have to attempt to match as many pairs as possible.

B-Building Booth Game

At this booth, the students had a Jeopardy-style game, where on the poster, there were
questions about harm reduction strategies and The Umbrella Project.

Intervention 2: Booth Day #2: November 17, 2015

On this day, the nursing and dental health students held two campaign booths (one in the Student Commons and one in the B-building). The purpose of these campaign booths were to raise awareness about harm reduction strategies for drug use. The focus of the teaching at these booths were on drugs related to stress relief (caffeine, stimulants, marijuana) because at this time of year many students have midterms and upcoming final exams. The games that were made to encourage participation included harm reduction strategies focused on doing drugs in order to study or relieve stress (Ex. Don't pull 'all-nighters'). In order to engage people to come to the booths, the students decorated the tables with calming decorations such as candles and neutral colours. Also, the students handed every person a loot bag with an herbal tea bag, cookies, an Umbrella Project lip balm, and a handout with Safe Study Tips and Addiction Resources on it. In addition, as an incentive to play the game at the booths, if the guest participated in the game, they were entered in a draw for one of the many prizes (2 canisters of tea and 2 massage gift certificates). The teaching methodology at both of these campaign days

was through conversations with the guests; during the games if they got anything correct or incorrect, the students would explain to them the meaning of each question/match, and also, the students welcomed any questions that the guests had.

Student Commons Booth Game:

At this booth, the students had a matching game as a teaching aid when speaking with people about harm reduction. There were 12 pairs of matches with statements about harm reduction strategies and information about The Umbrella Project. There were matches included in this game that focused on exam stress and drug use. To play this game, the guest would have to attempt to match as many pairs as possible. The

B-Building Booth Game:

At this booth, the students had a Jeopardy-style game, where on the poster, there were questions about harm reduction strategies and The Umbrella Project. There were also questions included in this game that focused on stress relief and drug use.

Intervention 3: Four Part Poster Series

The purpose of this intervention was to provide the preceptors with a deliverable that can be used for future portions of The Umbrella Project. The function of the posters was to act as a way to communicate small health promotion acts with regards to the use of alcohol and drugs. Additionally, the purpose of the posters are to spread awareness about The Umbrella Project. Each poster focuses on one of the four main slogans of The Umbrella Project which are: pick one, don't hold your breath, mind your mental health, and not too much not too often. During the planning process for designs, observations of posters already present on The Algonquin Students' Boards were examined. The writers concluded that a simple design and straight forward messages on posters were most effective. Each poster will be individually described below.

Pick One

The premise of this poster was aimed to touch upon the use of multiple drugs simultaneously. The design of the poster is meant to lead the viewer to understand that if an individual were to use drugs, to only pick one rather than use two drugs together; hence the split road sign depicting one way is to choose marijuana and the other is alcohol. A short message was provided on the poster to include some teaching, "Things that don't go good together: alcohol and any other drug including caffeine".

Don't Hold Your Breath

The basis behind this slogan is to teach students to not hold their breath when they smoke THC. Marijuana is absorbed instantly when inhaled and if the user were to continue to hold their breath, based on the assumption that one gets "higher" when holding their breath, they damage their lung tissue. When one holds their breath it allows the toxins to sit and stay longer in the lungs. On the image of the poster, the Umbrella logo is used to represent the lungs. This combination is aimed at incorporating the Umbrella projects harm reduction ideals along with the basis of protecting the lungs in this specific example. The respective message depicted is,

"You're not going to get any higher! THC only takes a few seconds to absorb into your system".

Mind Your Mental Health

The information that this posters intends to convey is around the basis of mental illnesses following the use and abuse of alcohol and drugs. To support this information the poster focuses on the mental wellness of college students. The image of this poster depicts the Umbrella project logo acting as a reminder to protect ones mental health. A small message added onto this poster is, "Take notice of how you are feeling before, during and after using alcohol or other drugs".

Not Too Much Not Too Often

This message describes the importance of moderation when using alcohol or drugs. Constantly consuming alcohol or using drugs impacts the body in many negative ways. The image of the poster embodies the aspect of constantly consuming alcohol and its negative effects on the liver. The Umbrella logo is placed in the general area of the liver, but can also be interpreted as protecting the body in general. The message chosen for this poster is, "Consuming less alcohol and using less of a drug reduces the chances of you trending on social media for all the wrong reasons".

Intervention 4: Pamphlets on Cocaine and MDMA

The information for the cocaine pamphlet was obtained from several evidence-based web sources. The MDMA information was chosen from a variety of evidence-based sources on the web as well as obtained from the Molly power point information provided by Jess Vena. The content selected for the pamphlets was chosen because it was felt that the most important information to provide in terms of the Umbrella Project's harm reduction strategy. It was attempted to keep the content clear, understandable and directed at our target audience of college students. The team followed the layout of the other current pamphlets in circulation so that the Umbrella Project would have a cohesive set of handouts.

Evaluation:

Intervention 1: Booth Day #1: October 20, 2015

This Halloween-themed booth day which ran on October 20th, was a huge success. The main substances that were focused on were MDMA and marijuana. These drugs were chosen as the topic of focus at this time since they are considered party drugs. At the student commons booth 137 candy bags, 100 condoms and 300 pamphlets were distributed to the students. In regards to raffle prizes, 51 ballots were submitted and 3 winners were chosen. The raffle prizes consisted of a one month membership, water bottle and t shirt for the Algonquin gym. The team members at this booth quickly found that sticking the matching cards onto the poster board was not very effective. Instead, matching the sets on the table where the cards could easily be manipulated worked much better. It was also discovered that simply playing one game at a time was not adequate for the amount of participants that were interested in playing the game. A journalism student approached Jess, Rachael and Delaney to take their picture for the Algonquin Times, which was printed on October 29/2015. The team decided to split up the matching sets so that two games could be played at a time instead of one. Therefore, there were five matching sets

per game instead of ten for one game. The booth set up in the B cafeteria distributed 150 candy bags, 134 condoms and 300 pamphlets. The same raffle prizes as listed above were distributed to 3 winners from the 85 ballots submitted. A few of the questions for the jeopardy game seemed to be misunderstood by the students, so they ended up being removed from the game. In the debrief both groups agreed that the easiest way to engage students was to approach them and ask, "Do you want to play a game about drugs?" Incorporating Halloween costumes and decorations into our booth displays attracted the target population. Providing students with goodie bags including candy was an effective way of attracting the clients. Students approached the booths in interest as to what was being done as many people would ask "What are you guys doing?" Some comments the groups received regarding the games were that they were informative and fun. The team decided for the next booth day that it would be beneficial to keep a log of comments and feedback from the students.

• Intervention 2: Booth Day #2: November 17, 2015

This booth day ran on November 17th and was themed around coping skills during the exam period. The tone was much different than the first booth day. The goal was to promote a more relaxed and calming atmosphere as opposed to one of partying. The students achieved this through decorating the booths with candles, having neutral coloured table cloths and dressing in professional clothing. This time on the ballots, the guests were asked to rate on a scale from 1-5 how beneficial the booth was to them and provide a comment. The student commons booth counted 65 ballots: 38 people rated a 5, 13 rated a 4, 9 rated a 3, 1 rated a 2 and 0 rated a 1. The B cafeteria booth counted 90 ballots: 44 rated a 5, 16 rated a 4, 12 rated a 3, 1 rated a 2 and 0 rated a 1. In the debrief, the team discussed that advertising the opportunity to win a massage was effective. The groups found that many students did not want the goodie bags when we said we had cookies and tea. Therefore it was discovered that giving out candy is a more effective way of attracting students. Various comments the team had heard from the students included "refreshing" "love the initiative" "good job" "I smoke pot every day, is that bad?" "Great info". The booth in the student commons had a different population this day due to an entrepreneur fair occurring behind the booth. Therefore there were many middle aged adults approaching as opposed to just students. This group of individuals was interested in what the group was teaching as well as playing the games. There was not found to be any judgement or discrimination regarding harm reduction strategies.

• The posters and pamphlets regarding safer cocaine and MDMA use have not been distributed to the public and therefore cannot be evaluated.

Recommendations:

There are a few recommendations that would make the remaining 75% of the project more effective. The recommendations will be split into two categories: one for the safe partying booth, and the second for stress management; following the recommendations the authors will discuss measures to ensure project continuity.

Safe Partying Booth

Students running the booth were dressed up in cat costumes to promote Halloween spirit. While they did entice an audience (70% of which were male) it could be argued that they were oversexualized. Going forward, the authors would recommend all black business casual attire instead, in addition to having male students help run the booths as well. Also, pre-emptively training students how to effectively deal with sexual harassment would made the students feel more prepared. Continue to decorate the booth festively, as it was aesthetically pleasing and helped draw a crowd in. Continue to keep the mood light and fun, meet the booth goers where they are in terms of use, and address harm reduction tips specifically for partying (i.e.: finding a ride, going out with friends)

Stress Management Booth

The students were dressed in professional, business casual attire and were still harassed. Again, training students how to deal with sexual harassment before the booths would have made them feel more prepared. Provide more education about "hidden drugs" for example some students were surprised to hear that energy drinks were actually drugs because they are so often consumed. Open the dialogue about abusing prescription drugs because although statistics show that they are misused as study aids, no one admitted to their use.

Project Continuity

To ensure continuity of the AC Umbrella Project, the project was passed onto Social Work students. Rachael Moutoussidis met with the students and taught them how to use the posters, set up the booths, and use the games; the students were provided with written instructions in case of further questions. Rachael also attended the AC Umbrella Project Student Advisory Committee in order to engage other students. The students at the advisory committee agreed that if they could: engage the community, receive and document positive feedback, spread awareness of the project and ensure that students were aware of the safe spaces on campus and resources available, that the committee would be meeting the projects expectations of being "for the students, by the students" and hopefully be able to implement the project permanently.

Appendix A Booth Day 1 – Matching Game

- The Umbrella Project Algonquin College's drug harm reduction campaign
- Student Support Services Algonquin College Counselling
- Signs that you've taken too much nausea, vomiting, difficulty breathing and confusion
- Additives in Drugs Ketamine, ephedrine and amphetamines
- Holding your breath gets you higher False
- Pick One Substance The more drugs you mix, the more unpredictable your trip
- Harm Reduction A way of staying safe
- Find a Ride Drugs decrease reaction time, impair vision and impair judgement
- Don't hold your breath THC is absorbed within seconds
- Drinking water Can prevent dehydration

Appendix B Booth Day 1 – Jeopardy Game

Trick, Tips and Fun Facts	Witch's Brew	Candy, Pills and Other Party Treats	Dragon's Breath
What is Harm Reduction – Verbally explain harm reduction to guest	What percentage of college students on average in one month drink every day? – 1%	Pharmaceuticals should not be mixed with any other drug	Why would you not want to hold weed smoke in your lungs? — It does not increase your high, just toxins and take breaths between puffs
What decreases the chances of you using more than you planned? – Buying less	What percentage of college students drank and drove on average in one month? – 19%	What should you always bring when you go out to a party? – A condom, a friend, a plan	Weed and tobacco combination increases your risk of what? – Addiction
Alcohol goes really well with what other drug? - None	Why should women drink less than men? – Women have less fluid in their bodies to dilute alcohol with, and less of an enzyme that breaks down alcohol	What substance is a harm reduction tool for any drug? – water	What percentage of college students have never used weed? – 60%

Appendix C Booth Day 2 – Matching Game

- The Umbrella Project Algonquin College's drug harm reduction campaign
- Student Support Services Algonquin College Counselling
- Signs that you've taken too much nausea, vomiting, difficulty breathing and confusion
- Additives in Drugs Ketamine, ephedrine and amphetamines
- Holding your breath gets you higher False
- Pick One Substance The more drugs you mix, the more unpredictable your trip
- Harm Reduction A way of staying safe
- Find a Ride Drugs decrease reaction time, impair vision and impair judgement
- Don't hold your breath THC is absorbed within seconds
- Drinking water Can prevent dehydration
- Don't pull "all-nighters" Sleeping after studying helps your brain retain information
- Stay off campus if you choose to use Suspicious behaviours on campus can be reported

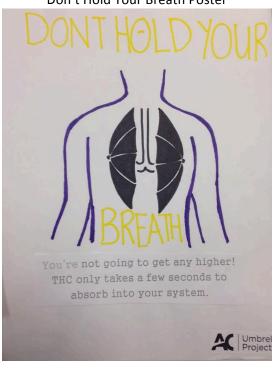
Appendix D Booth Day 2 – Jeopardy Game

Rest and Relaxation	Dealing with Stress	Ups and Downs	Coping Strategies
Sleeping after studying helps your brain retain info? – True	What is the second most popular drug used by college students? – Highly caffeinated energy drinks	If you or a friend used a drug and are feeling out of control or unwell who should you call? – 911	What are some ways to cope with uncomfortable emotions? – Open for discussion
Give 2 reasons why you should not pull "all-nighters" – open answer for discussion	Only 1 in 5 students meet the daily physical activity guideline, which is 60 minutes a day – True	College Students are twice as likely to use stimulants for non-medical reasons compared to those not in college – True	Drinking or using other drugs to get rid of anxiety, anger or depression can increase the same feelings you are trying to get rid of? – True
What are some things you can do if someone is having a bad trip due to drug use? – Open for discussion and provide resources to them	What are the recommendation on the maximum number of alcoholic drinks per week for a man or woman? - 15 for a man, 10 for a woman	Although stimulants may help you study, they can also cause anxiety and increased risk of dependence – True	Feelings of paranoia, extreme sadness, and anxiety can occur with drug use. How can you cope with these feelings? – Open for Discussion

Appendix E
Mind Your Mental Health Poster



Appendix F Don't Hold Your Breath Poster



Appendix G Not Too Much, Not Too Often Poster



Appendix H Pick One Poster



Appendix I Evaluation of Booth Day 1

Halloween Candy Giveaway - focused on partying and drug use.

B-Building	Student Commons	
150 bags to start	150 bags to start	
Gave away all (150 bags)	Gave away 127 (23 leftover)	

Appendix J Evaluation of Booth Day 2

Stress Reduction Cookie & Tea Giveaway

B-Building	Student Commons	
140 bags to start + 11 leftover from 1 st	140 bags to start + 12 leftover from 1 st	
booth=151 total	booth=152 total	
GAVE AWAY ALL (151 bags)	GAVE AWAY ALL (152 bags)	

BALLOT STATS:

B-Building	# ballots filled	# of 5 star	# of 4 star	# of 3 star	# of 2/1 star
	out	ratings	ratings	ratings	ratings
	90	44	16	12	0

Appendix K Qualitative Statements

Verbal Statements:

- o "I smoke pot every day! Is that bad?"
- o "That's interesting to know" (regarding 'don't hold your breath')
- o "That's unique to do that. You're brave!"
- "I work for the AC Hub. I was in the meeting where we came up with the name 'Umbrella Project'"
- "I like that you guys are doing this. I like seeing this here"
- o "Great concept! Fantastic!"
- "It's really great what you're doing"
- "Very forward thinking"
- o "Awesome service. Keep the good job!"
- "Love the initiative"

Written Comments on Ballots:

- o "Refreshing!"
- o "Great!"
- o "Rushing!!!"
- "Great info and stuff!"
- "Good job guys!"
- o "Well done!"
- o "Thanks"
- o "Good"
- o "Meh"
- o "Great game!"
- o "Cool!"
- o "Great enthusiasm!"
- o "Great awareness!"
- o "Fun!"
- o "Keep going!"
- "Very informative pamphlets"



Appendix 2.0

National Addictions Awareness Week

This report is to assist with planning and implementation of National Addictions Awareness Week.

Before starting please ensure you have a full understanding of what National Addictions Awareness Week is about. A great source is the canadian center on substance abuse website

(http://www.ccsa.ca/Eng/newsevents/national-addictions-awareness-week/Pages/default.aspx).

Each year a new theme is posted and is usually posted a couple of weeks prior to the event. The event is held every year between november 12- 18. This site is also a great source to assist you in planning for

your event as well as finding material such as email and media publication.

Once you have completed your research and have a bit of understanding on what the event is about, have a meeting with Polly, Amanda and Justine to ask any questions you may have. This would be a great time to understand what was done the years prior, what went well, and areas that can be improved. In this report we have put together our version of the event in hopes that it will assist future students.

Due to our placement days being Monday to Wednesday we were able to split the event days in three sections.

Day 1

Day one was composed of a Choose Your Ride event, organized by Justine (health services). The choose your ride event was successful. There were police officers that brought in simulators such as drunk goggles, body weights etc. The purpose was to allow students to understand how the consumption of drugs/alcohol can impact individual's physically and what would happen if you were to be pulled over by the police in an impaired state. We also had an Umbrella Project booth where we chatted with students, played games, and gave out prizes. The games were "blocky stacky game" from the umbrella project's rainy daze app. We also had students try on the drunk goggles and walk a straight path, as well attempting to put a condom on a water bottle. The purpose of this was to engage students in a fun manner while educating them and bringing awareness to the effects of drugs/alcohol.

Day 2

Day two consisted of an agency fair. We reached out to different agencies in the community such as the royal ottawa concurrent disorders program, Recovery ally, and Rideauwood addiction and family services. This gave us a wonderful opportunity to network with the staff representing these agencies. It was also an opportunity to become knowledgeable of the services they offer to better assist students who may be seeking treatment outside of the college. Recovery ally was a great resource that had a powerful message surrounding de-stigmatization of addiction. Recovery Ally campaign did this by engaging students in an energetic and inviting manner while taking photos with students that held a "Recovery Ally" sign. All of the photos are posted on Recovery Ally's Facebook page for people to like and share. We also had a presentation by Gord Garner, the chair and advocate for Recovery Day Ottawa. We also utilized the services offered within the college that would reflect the principles of National Addictions Awareness Week, we reached out to counselling and health services to participate in the agency fair.

Day 3

On day 3, we decided to focus on behavioural addictions such as gambling, sex addiction and eating disorders. We reached out to the LESA addictions services (offered through Centretown Community Centre), Whitestone sex addiction services and Ontario Addictions Treatment Centre (OATC). Day 3 was not as successful in terms of student engagement. Although day 3 was not as successful as day 1 and 2, it was a learning opportunity for us. For example, we noticed a few students were not approaching booths because they did not feel the services were relevant to them which gave us an opportunity to have a discussion around the reasons that it might be important to know what resources are in the community, whether for themselves or a loved one. This would give students the information needed to help those around them.

Day 4

On day 4, we held an event in the evening at Algonquin College residence. The Recovery Ally team was there again, taking photos of students with the "Recovery Ally" sign and educating students on what it means to be an ally of recovery. We were there representing the Umbrella Project, playing games and

chatting with students about safer drug and alcohol use. We also held a Mario Kart tournament with the

students wearing "drunk goggles". "Drunk goggles" simulate physical and visual symptoms of being

intoxicated. The purpose of this game was to simulate drunk driving and give opportunities to have

discussions with students about the impacts and consequences of driving while under the influence. We

also had a popcorn machine. In order to get the popcorn, students would first have to play a game and/or

answer a myth-busting question about different types of addictions and become a recovery ally by taking

a photo. This was a great incentive and tactic to get students involved. This tactic is very useful with this

demographic. College students LOVE free food!

Although we encountered some pitfalls, the event was successful and we were able to reach some

students. Below we have listed some tips to help the next NAAW be a success too!

General Thoughts

- Still able to connect with some people
- Had parents come up and ask about harm reduction information
- Take care with cannabis The police were shocked to see our resources that were seemingly "drug positive". However, this gave us an opportunity to communicate with the officers about the idea of harm reduction, instead of shaming drugs and the individuals who use them.
- Opportunity for networking with community agencies
- · Blocky stack game worked very well
- · Having a speaker that has good community relationships is an advantage in getting more people, therefore more conversations and engagement
- · Choose your ride was very beneficial
- · Important to have all the community organizations come together
- Having the Recovery Ally campaign each day would have been an advantage
- The photo portion of Recovery Ally was really engaging students
- Could have mixed and mingled each day (not categorized things) and brought more agencies each

Volunteers

We reached out to Lisa Roots and she provided student volunteers from first year Community and Justice Services. Volunteers can be super helpful in engaging with students and staff about the topic of addiction if you brief them well, also they can assist in the setup and teardown of your event.

Recommendations

- 1. Residence night cotton candy machine did not work out, it was super heavy and very difficult to transport. Would recommend testing the machine ahead of time and reviewing how it works with somebody who knows how to operate the machine.
- 2. Communication at the very beginning at the beginning it was a bit unclear as to what the expectations were. It was uncertain whether we had just a table for our event, or multiple tables and more space. In the future it is recommended that you make sure what space you are going to have so you can contact agencies earlier on.
- 3. Planning definite meet up times Among placement students it would be more effective to set a schedule for organizing committee and then committing to meeting times and places. For example, putting in your schedule to meet each week on Wednesday in Health Services from 12-3pm.
- 4. Our day 3 did not have a main event (ie. guest speaker), it is recommended for future NAAW to have a main event for each day.
- 5. We would also recommend creating interactive games for each agency to draw students in. A lot of students were interested in talking to us at the Umbrella Project table because of the games and incentives (lip balms, pins etc.) If a volunteer or event facilitator is running a game for at least every 2 agencies we think it will increase engagement and student interaction with each agency.
- 6. There was an agency that confirmed in the beginning and then closer to the event, we did not hear back from them. We encourage consistent and clear communication about times, dates and locations

National Addiction Awareness Week 2016 Hamda Gele, Kailey McLeod, Jasmine Bourguignon

Child and Youth Care Program

between you and the agencies. As well, making sure you have the same with the co-facilitators of this

event. Communication is very important when planning an event of this size.

7. Utilize the resources of the college, there is a ball pit, there is a cotton candy machine in Residence.

There are many options and opportunities (without spending a fortune), just go for it!

What went well:

- 1. Conversations
- 2. Blocky Stack
- 3. Mario Kart was pretty great
- 4. Recovery Ally
- 5. Big prizes worked really well. Prizes included chocolate bars and mugs with goodies in them. The trick to giving out prizes is including resources in all prizes, each prize included Umbrella Project swag and pamphlets for services offered through the college and Umbrella Project in relation to substance use.
- 6. Gord Garner speaker in the AC Hub went really well

Agenda for National Addiction Awareness Week

Day 1:

- Choose your ride program
- Ottawa Police and RCMP
- Umbrella Project Booth with games and prizes

• MADD Booth

Day 2:

- Gord Garner from recovery ally as a guest speaker in the AC Hub
- Recovery Ally Campaign Booth
- Umbrella Project Booth with games and prizes
- Counselling Services
- Royal Concurrent Disorders
- Rideauwood Family Services

Day 3:

- OATC (Ontario Addiction Treatment Center)
- Centretown Community Centre
- Whitestone Sex Addiction Treatment
- Umbrella Project Booth with games and prizes

Day 4, Residence Night:

- Recovery Ally Campaign
- Umbrella Project Booth with games and prizes
- Mario kart with drunk simulation goggles



Appendix 3.0





Harm Reduction

is an umbrella term for policies and practices focused on reducing the problematic effects of alcohol and other drug use.

HARM REDUCTION 101

Harm reduction decreases the health risks of any activity without requiring you to stop the activity itself. Some common examples include bike helmets, seat belts, oven mitts, and "Don't drink and drive" messages. Here is what you need to know about harm reduction and substance use:









































IT WORKS!

Harm reduction is a well-researched, evidence-based approach shown to be effective in decreasing substance use related harms.

TO USE OR NOT TO USE

Harm reduction does not encourage substance use or force people to stop using; it is a non-judgmental approach that helps create opportunities for people to live healthier lives.

TWO SIDES TO EVERY COIN

Harm reduction accepts that people experience benefits as well as consequences when they use alcohol and other substances.

RIGHT HERE, RIGHT NOW

Harm reduction goals are about decreasing the more immediate harms and increasing the quality of life in the present. It is not concerned about striving unrealistically for a drug-free society.

THERE'S AN "I" IN WIN

Harm reduction respects each individual's goals and offers lots of choices. This allows people to focus on their most immediate need and have access to a broad range of options to help them stay safer and healthier. Small gains can lead to BIG successes!

Everything You Wanted to Know...

(...but didn't want to ask.)





These interactive, online questionnaires related to marijuana and alcohol use are available as feedback tools for all Algonquin College students.

They provide insight into alcohol/marijuana use, using personalized information about your behaviours and risk factors.

The questionnaires take about 10-15 minutes each and are self-guided, making it quick, anonymous, and flexible to fit your free time and location.

The AC Umbrella Project is creating a safer space on campus to discuss how the use of alcohol and other drugs impact students' lives. It also focuses on helping students reduce any problematic effects they may experience.



To learn more, make an appointment with:

Health Services X 7222
Counselling Services X 7200

Check out the website:

www.algonquincollege.com/umbrellaproject



Appendix 4.0

THINGS TO AVOID ...

Drinking regularly (and especially getting drunk) before early adulthood

Drinking regularly to cope with negative moods or as a major form of recreation

Driving after drinking, or riding in a vehicle with someone who's been drinking

Trying to keep up with your friends who drink more or more often than you do

DID YOU KNOW?

Men and women absorb alcohol differently. Women have less fluid in their bodies to dilute alcohol, and less of an enzyme that breaks down alcohol. So women feel more of the effects, and for a longer time, than men who drink the same amount.

IF SOMEONE PASSES OUT OR ODS ON ALCOHOL...

- Roll the person on their side (so they won't choke if they throw up)
- Call out for help—stay with the person who's in trouble
- Call (or get someone else to call) 911
- Tell paramedics as much as you can

GETTING HELP

On Campus Resources:

The AC Umbrella Project: www.algonquincollege.com/umbrellaproject

AC Counselling Services: CONFIDENTIAL, non-judgemental, free counselling for students. 613-727-4723 ext. 7200.

Mamidosewin Counselling Services: CONFIDENTIAL, non-judgemental free counselling with an Aboriginal Counsellor. 613-727-4723 ext. 7186.

Health Services: 613-727-4723 x.7222

Off Campus Resources:

Rideauwood Addictions and Family Services: 613-724-4881 http://www.rideauwood.org/

Ottawa Addictions Access and Referral Services: 613-241-5202

Centre for Addiction and Mental Health: www.camh.ca

The Drug and Alcohol Helpline: 1-800-565-8603 (Toll Free)

www.drugandalcoholhelpline.ca

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Here to Help is a project of the BC Partners for Mental Health and Addictions Information. This brochure was developed by the Centre for Addictions Research of BC, a member of the BC Partners.



SAFER DRINKING

BEER, WINE AND SPIRITS



REDUCE YOUR RISK
OF PROBLEMS RELATED TO
DRINKING TOO MUCH, TOO OFTEN
OR IN RISKY ENVIRONMENTS



YOU AND SAFER DRINKING

When you enjoy alcohol, it can be easy to get into a routine of drinking too much, too often or in risky environments. Here are some simple things you can do to reduce your risk of harm from alcohol.

BEFORE YOU START ...

Be clear about why you want to drink

Is it going to help you in some way or make things worse?

Eat something Food reduces the speed at which your body absorbs alcohol.

Know the strength of your alcohol Look on the label for the percentage of alcohol.

Set limits on how much you're going to drink And, commit to sticking to your plan.

WHILE DRINKING ...

Measure and keep track of your drinks

This will help you avoid drinking more than you wanted.

Drink slowly Alternate drinks with water or other non-alcoholic beverages to avoid drinking too much.

Stay in the company of trusted friends

That way, you won't have to cope alone if something goes wrong.

WHEN GOING OUT ...

Choose drinking places with care Look for clean surroundings, good lighting, open queuing, comfortable seating, pleasant noise levels and lots of space. Things can get out of control in places that are too crowded and chaotic.

Plan a safe way to get home before you even get to your destination You'll be less tempted to make bad choices if you have a good plan.

Avoid getting drunk in public Stay within the national low-risk alcohol drinking guidelines of 4 drinks for men, 3 drinks for women, on any one occasion. Drinking over these limits puts you at risk of making bad choices that may seem fun or funny at the time but may cost you later in terms of your health, relationships, money or the law.

ONE STANDARD DRINK IS:

Beer 350 ml (12 oz) at 5% alcohol

Wine 150 ml (5 oz) at 12% alcohol

Spirits 40 ml (1.5 oz) at 40% alcohol



IF YOU'RE PLANNING TO DRINK A LOT...

Drink with a buddy in a safe place It may be best to stay at home.

Stick to one substance at a time Alcohol can magnify the effects of cannabis and some other drugs in unpredictable ways.

Stay away from the steering wheel Stay where you are or make plans to get around by bus, taxi, or ride with someone who hasn't been drinking.

Avoid having sex with an unfamiliar partner Carry condoms just in case.

CHOOSE "NO ALCOHOL" WHEN...

- driving or operating machinery
- needing to be alert, like at work or school
- using other drugs, including medications
- pregnant or breastfeeding
- experiencing health problems (mental or physical)

TO REDUCE LONG-TERM HEALTH RISKS...

Avoid daily or almost-daily drinking Keep one or two days per week alcohol-free, and have no more than 15 drinks per week if you're a man, 10 per week if you're a woman.

IF YOU'RE HAVING A BAD TRIP...

- Go to a safe environment (if you're not already in one) and play calming music.
- Surrender to the experience (rather than trying to control it).
- Try to meditate or relax.

The only way to guarantee you won't have a bad trip is to not use hallucinogens.

If someone else is having a bad trip...

- Take them to a calm, safe environment.
- Reassure them that you're their friend and that in time the experience will pass.
- Help them meditate or relax.



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5AFER TRIPPING

MAGIC MUSHROOMS, LSD, AND OTHER HALLUCINGGENS



REDUCE YOUR RISK
OF BAD TRIPS (SCARY AND
STRESSFUL EXPERIENCES), INJURIES
FROM FALLS OR ACCIDENTS, AND
MENTAL HEALTH PROBLEMS



YOU AND SAFER TRIPPING

Using hallucinogens is always risky because they are illegal drugs. You can never know for sure what you're buying or using. There are other risks too. Some are related to how hallucinogens affect your mind and body. Others are related to your relationships with people. Here are some ways you can reduce those risks.

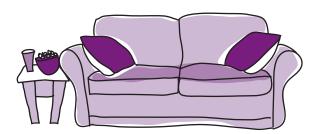
BEFORE YOU START ...

Think about why you want to get high It's best not to use hallucinogens as a way of avoiding or coping with problems.

Know your dealer It's best to choose someone you feel safe with and who knows about the drugs they sell.

Find a buddy (who won't be tripping) Using alone can mean coping by yourself if you get injured or have a bad trip.

Plan your trip Choose a safe, peaceful place to hang out, knowing that most trips last 8-12 hours. Talk to your friend about things you could do if you have a bad trip.



WHEN YOU'RE TRIPPING ...

Be sure you're in the right frame of

mind Using hallucinogens can be fun, spiritual or educational if you embrace the experience. It can also be scary, especially if you try to control rather than "roll with it."

Avoid bad experiences Steer clear of climbing up on things, looking in the mirror, or having sex with anyone other than a comfortable, familiar partner. These activities can have unpleasant or unexpected results.

Stick to one substance at a time Using cannabis and alcohol while tripping can change your experience in unpredictable ways.



Stay away from the steering wheel Your judgment and coordination may be greatly impaired.

THINK ABOUT NOT USING HALLUCINGGENS IF...

- you or a family member have a history of mental health problems Hallucinating can trigger symptoms of a mental health problem.
- you're living with a heart condition Many hallucinogens affect blood pressure and heart rate.
- you're experiencing symptoms of a mental health problem This includes depression or anxiety. Hallucinogens may interact with mental health medications.
- you can't keep yourself or others safe while using hallucinogens Safety needs to be a main priority.
- you're using hallucinogens too often It's best not to use drugs as your main way of having fun or handling boredom, unhappiness or stress in your life.
- you're concerned about people finding out about your use of hallucinogens Having and maintaining good relationships with your family and friends is more important.



THINGS TO AVOID

Using regularly at an early age Human brains are not fully developed until early adulthood.

Using cannabis daily or almost daily

Regular habitual use can lead to dependence, meaning you feel you need to use it just to feel normal.

Using cannabis as your main way of having fun or coping with stress There are healthier ways to enjoy yourself or deal with negative moods.

Using cannabis with alcohol The effects of cannabis are intensified and may last longer than expected or wanted if you drink alcohol or use other drugs at the same time.



Using cannabis when you are at risk of a mental health problem Cannabis use may increase the risk of psychotic symptoms for those with a pre-existing vulnerability to psychosis. And, it may worsen the symptoms of psychotic disorders.

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SAFER CANNABIS USE

MARIJUANA, HASH, HASH OIL



REDUCE YOUR RISK
OF LUNG PROBLEMS, MENTAL HEALTH
PROBLEMS AND LEGAL ISSUES



YOU AND SAFER CANNABIS USE

While using cannabis may be safer than using some other drugs, there are things about using cannabis that can be harmful. Here are some things you can do to reduce your risk of harms and bad experiences.

BEFORE YOU START ...

Be clear about why you want to use

Is it going to help you in some way or make things worse?

Be sure you trust your source Since cannabis is illegal, it is unregulated. Some buds may contain fungi or bacteria. To be safe, heat cannabis in a 70-90 degree Centigrade oven for 10 minutes.

Try a small amount to test the strength

Some strains of cannabis may have higher THC content and may have a stronger effect than you were expecting. If you know it's a stronger strain, you can use less and avoid unnecessary smoke and toxins in your lungs.

Indicas are more relaxing and can help control nausea, improve appetite and help with sleep.

Sativas can lighten your mood, improve your appetite and make you laugh and talk.

WHEN USING CANNABIS ...

Be discreet Unless you're authorized to use cannabis for medical purposes under Canada's Marihuana Medical Access Program, you are breaking the law by possessing and using it. Keep your stash in a safe place and only use it in front of people you know and trust.

Avoid cannabis smoke if possible Cannabis smoke contains tar and toxins. The safest choice is to use a vaporizer—it delivers the THC in mist form instead of smoke. But they cost a lot of money—\$300-800. The second best choice is to smoke it in the form of a joint.

Prevent burns on your lips or fingers Use a small piece of rolled unbleached cardboard as a filter. Avoid using cigarette filters—they remove 60% of the THC but leave the toxins.



Take shallow puffs, not deep inhalations

About 95% of the THC in the smoke is absorbed in the first few seconds so you don't need to puff hard or hold your breath.

Leave tobacco out of the mix Tobacco contains many cancer-causing toxins, so it's safer to smoke cannabis by itself.



IF EATING OR DRINKING CANNABIS...

Take your time It can be hard to find the right dose when eating cannabis cookies or drinking cannabis tea. You may get much higher for much longer than you wanted to. To prevent this, use a small amount and wait at least one hour to feel the effects before using more.

CANNABIS AND DRIVING ...

Stay away from the steering wheel

Cannabis can impair your motor coordination, judgment and other skills related to safe driving. It's safest to wait three to four hours after using cannabis before driving or operating machinery.

DID YOU KNOW ...?

Water bongs are not as safe as joints

Bongs filter out more THC than tars since water tends to absorb THC. This requires you to puff harder, increasing the amount of tar that is inhaled.

Some pipes and bongs give off toxic fumes If using a bong, avoid those with a plastic bottle, rubber hose or aluminum cone. If using a pipe, make sure it's made of glass, stainless steel or brass (avoid wood and plastic).



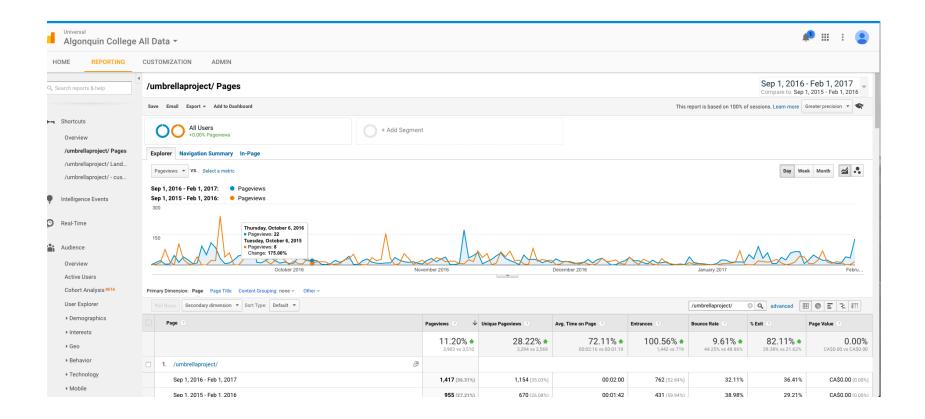
Appendix 5.0

Umbrella Project Website – Google Analytics

September 1, 2016-February 1, 2017 compared to September 1, 2015-February 1, 2016

Key stats:

- Pageviews are up 11.20% from 3,510 to 3,903 for the whole website
- Unique pageviews are up 28.22% from 2,569 to 3,294 for the whole site
- On-Campus Resources increased from 54 to 398 pageviews
- Marijuana and Alcohol Use Self Assessments had 233 pageviews (wasn't created the previous year, which is why the previous year says 0)
- Smart Recovery Meetings event post had 98 pageviews (on this website, it was also posted on the SSS online event calendar website)



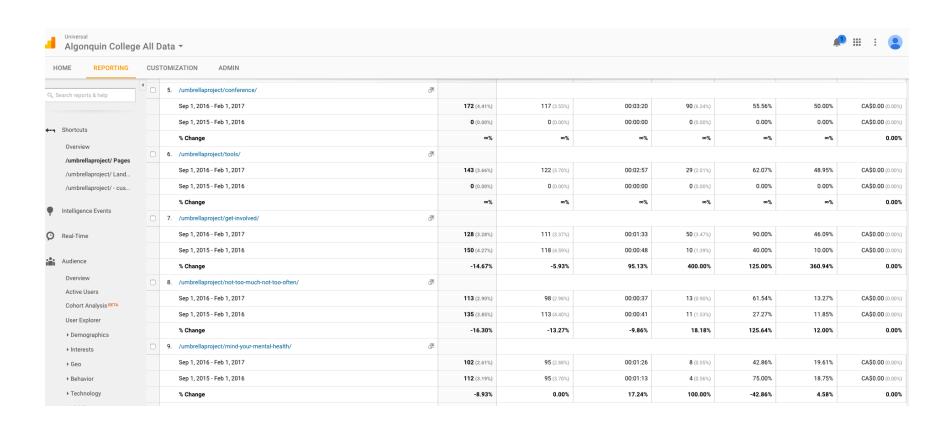
№ :: : Algonquin College All Data ▼ HOME REPORTING CUSTOMIZATION ADMIN Pageviews ? Unique Pageviews Avg. Time on Page Entrances % Exit Page Value Q, Search reports & help 11.20% • 28.22% • 100.56% • 9.61% • 82.11% • 0.00% 72.11% 📤 00:02:16 vs 00:01:19 1,442 vs 719 Shortcuts ☐ 1. /umbrellaproject/ æ Overview Sep 1, 2016 - Feb 1, 2017 1,417 (36.31%) 1,154 (35.03%) 00:02:00 762 (52.84%) 32.11% 36.41% CA\$0.00 (0.00%) /umbrellaproject/ Pages Sep 1, 2015 - Feb 1, 2016 955 (27.21%) 670 (26.08%) 00:01:42 431 (59.94%) 38.98% 29.21% CA\$0.00 (0.00%) /umbrellaproject/ Land... 48.38% 72.24% 17.60% 76.80% 0.00% -17.62% 24.65% % Change /umbrellaproject/ - cus.. 2. /umbrellaproject/about/ Intelligence Events Sep 1, 2016 - Feb 1, 2017 446 (11.43%) 392 (11.90%) 00:03:25 79 (5.48%) 62.03% 47.98% CA\$0.00 (0.00%) Sep 1, 2015 - Feb 1, 2016 277 (7.89%) 224 (8.72%) 00:01:01 20 (2.78%) 45.00% 22.74% CA\$0.00 (0.00%) Real-Time % Change 61.01% 75.00% 234.48% 295.00% 37.83% 110.97% 0.00% Audience 3. /umbrellaproject/on-campus-resources/ Overview Sep 1, 2016 - Feb 1, 2017 398 (10.20%) 358 (10.87%) 00:02:01 206 (14.29%) 52.43% 47.24% CA\$0.00 (0.00%) Active Users Sep 1, 2015 - Feb 1, 2016 54 (1.54%) 43 (1.67%) 00:01:03 0.00% 7.41% CA\$0.00 (0.00%) 0 (0.00%) Cohort Analysis BETA 637.04% 732.56% 90.27% 537.69% 0.00% % Change ∞% ∞% User Explorer 4. /umbrellaproject/resources/marijuana-and-alcohol-use-self-assessments/ ▶ Demographics 233 (5.97%) 203 (6.16%) 00:04:52 58 (4.02%) 45.00% 51.50% CA\$0.00 (0.00%) Sep 1, 2016 - Feb 1, 2017 ▶ Interests Sep 1, 2015 - Feb 1, 2016 0 (0.00%) 0 (0.00%) 00:00:00 0 (0.00%) 0.00% 0.00% CA\$0.00 (0.00%)

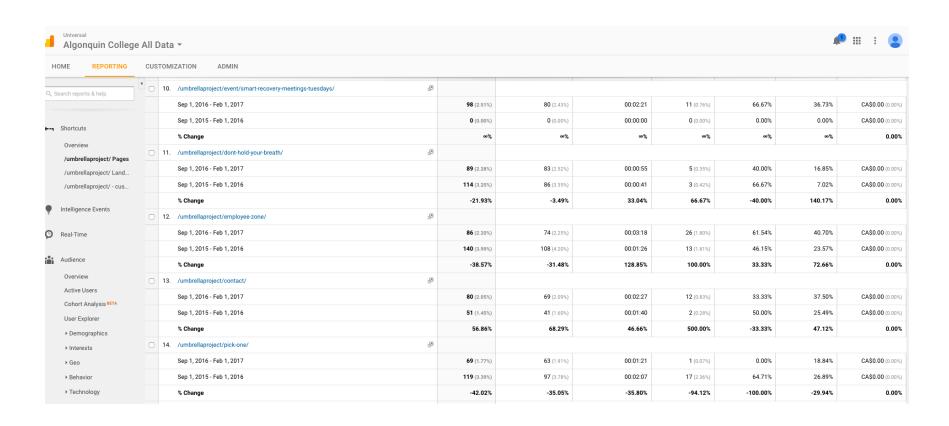
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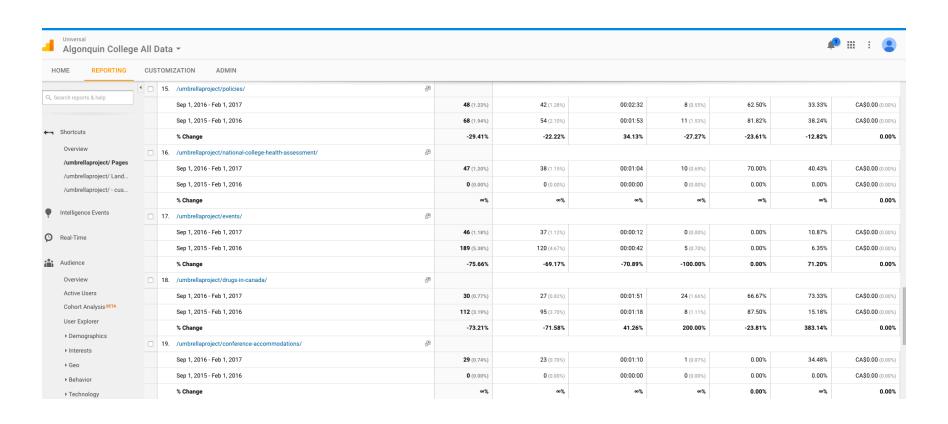
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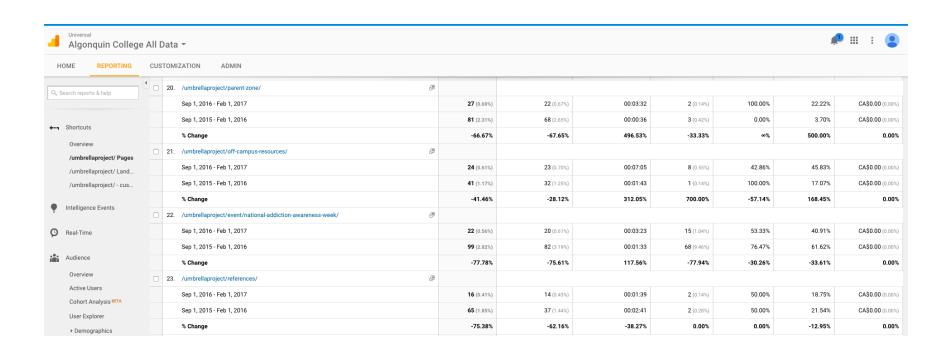
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% Change











Appendix 6.0

Child are



By: Anand Kumar and Spencer Frech

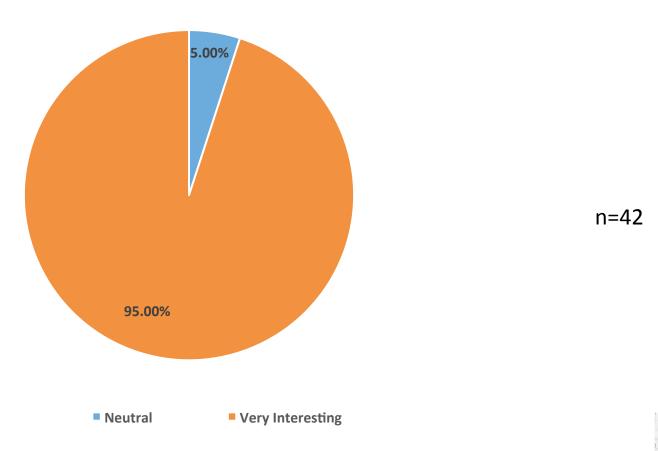
Program: Algonquin College, Marketing Research and Business

Intelligence (MRBI)

Date: 14th April, 2016

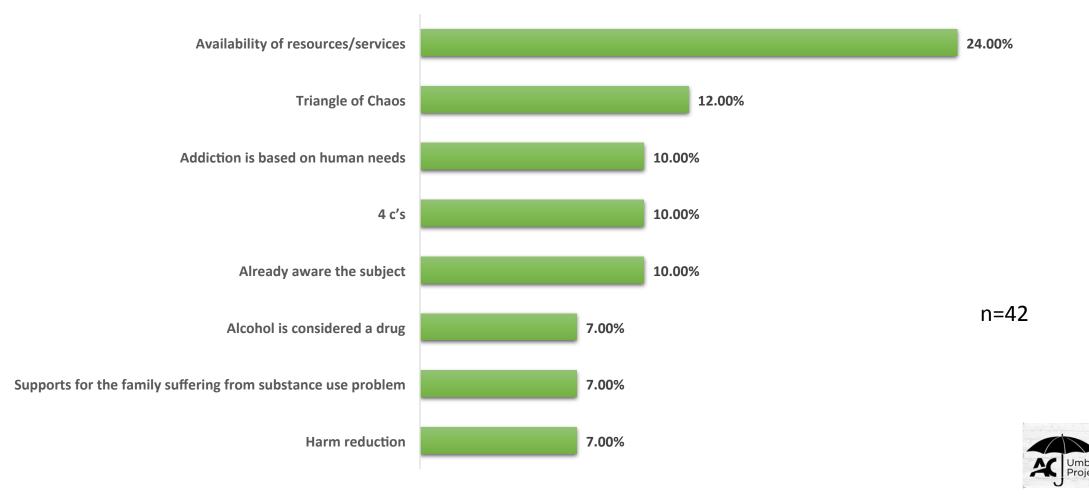


How interesting was the Harm Reduction and AC Umbrella Project presentation?



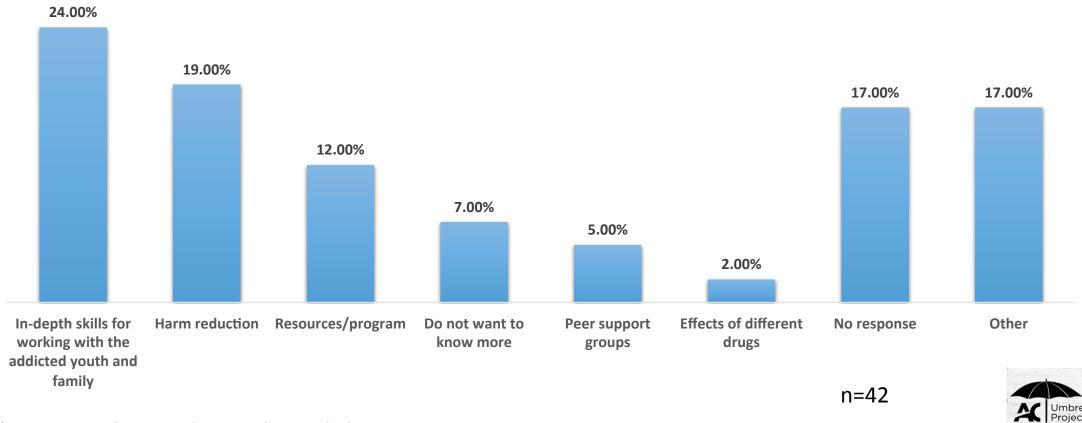


Things participants didn't know until this presentation



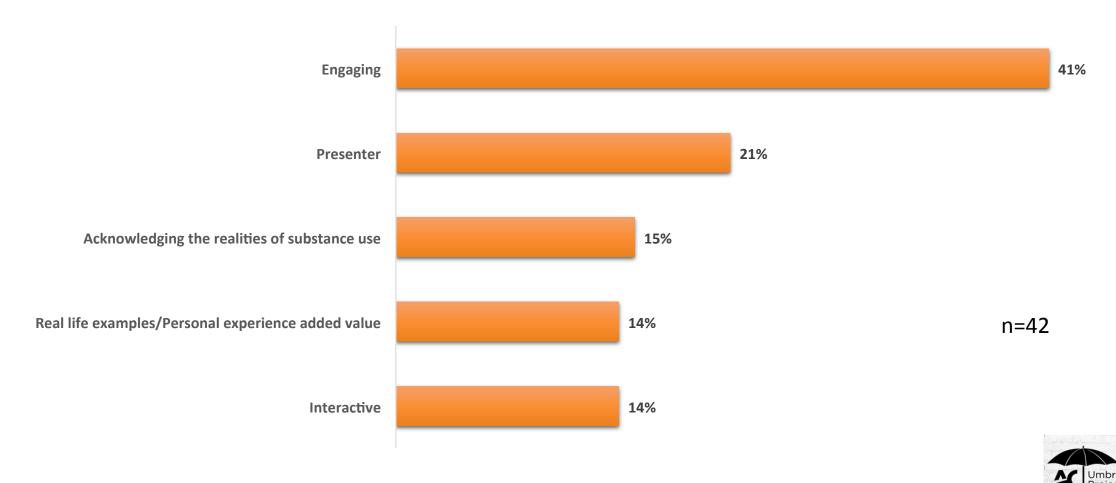
^{*} Percentage total is less than 100%

Things participants would like to know more



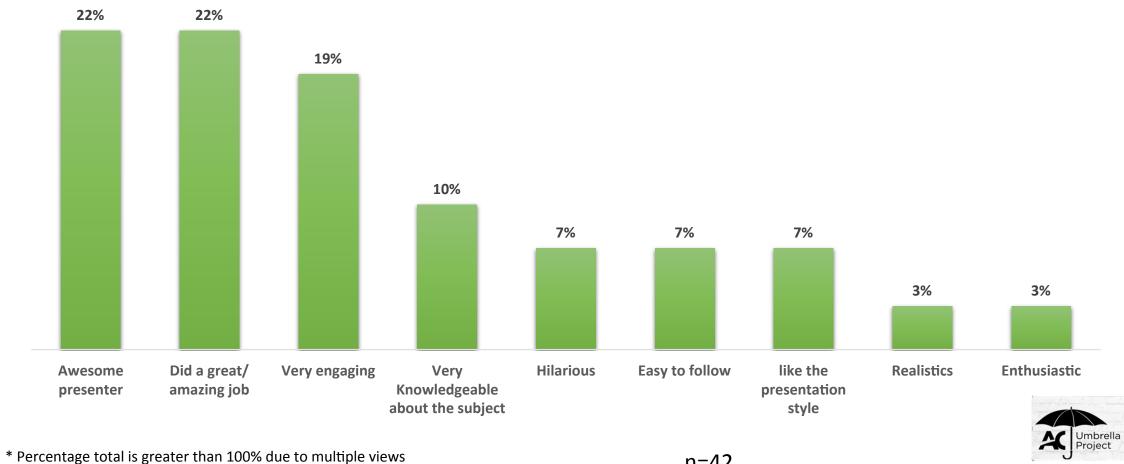
^{*} Percentage total is greater than 100% due to multiple responses

Top five factors that made presentation different from other presentations



^{*} Percentage total is greater than 100% due to multiple factors

Views toward Presenter



Summary

- Almost everybody felt that presentation was very interesting.
- Many of the participants did not know about the resources/services available for substance addiction.
- Participants would like to know more about various techniques for working with addicted youths and families.
- Presentation with real life examples by presenter was very engaging and interactive.



Recommendations

- More workshops should be done to make people aware of the resources availability of the substance addiction.
- Workshops should include more real life examples and various techniques to work with addicted people.
- The Presenter must follow the same practice for the upcoming workshops and presentations.





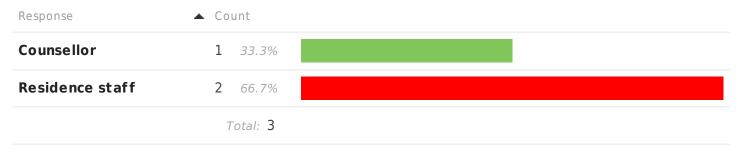




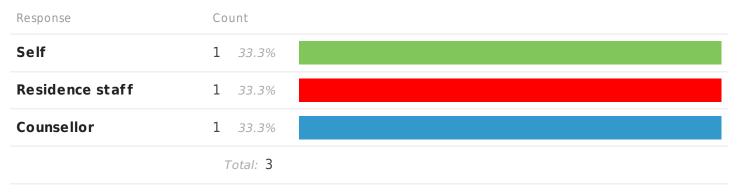
Appendix 7.0

2016 - 2017 Immediate Dec2016

1) How did you find out about Harm Reduction Consultations:



2) Who referred you to the Harm Reduction Consultation?



3) Did you receive the support and/or information you wanted?

Response	Count
Yes	3 100.0%
	Total: 3

4) Did you feel respected and supported by the Harm Reduction Consultant?

Response	Count
Yes	3 100.0%
	Total: 3

6) Was the Harm Reduction Consultation helpful?

Response	Count
Yes	3 100.0%
	Total: 3

7) What key thing(s) did the Harm Reduction Consultant do or say that assisted you with your concerns?

Response	Count
	2 responses
Resources	1 50.0%
Voice heard, concerns appreciated. Personal information divulged without judgement. Harm reduction techniques and information around substance use issues.	1 50.0%

8) Were you given any recommendations or referrals?

Response	Count
Yes	3 100.0%
	Total: 3

9) Would you recommend the Harm Reduction Consultation at Algonquin College to others?

Response	Count
Yes	3 100.0%
	Total: 3

10) Would additional sessions be helpful?

Response	Count
Yes	2 66.7%
No	1 33.3%
	Total: 3

What additional feedback would you like to share?

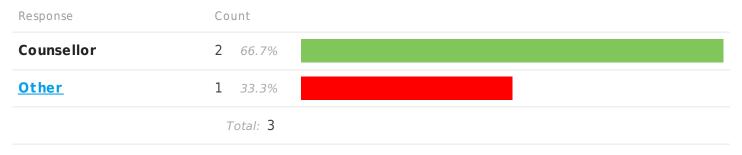
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Resources Helped me find resources

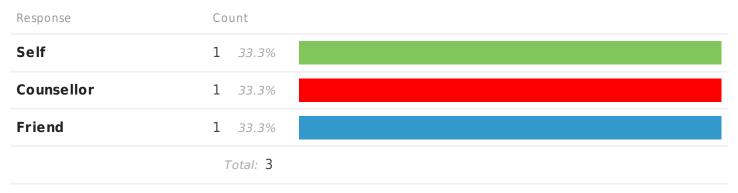
Voice heard, concerns appreciated. Personal information divulged without judgement. Harm reduction techniques and information around substance use issues. My concerns were appreciated. My voice had the room providing me the opportunity to let more personal information out without judgement. I was able to learn knew ways to deal with issues and received more of an understanding in regards to the issues i am currently having.

Student feedback July 2016

1) How did you find out about Harm Reduction Consultations:



2) Who referred you to the Harm Reduction Consultant?



3) Did you receive the support and/or information you wanted?

Response	Count
Yes	3 100.0%
	Total: 3

4) Did you feel respected and supported by the Harm Reduction Consultant?

Response	Count
Yes	3 100.0%
	Total: 3

5) Do you feel that you were able to develop new or better skills for coping with your concerns as a result of consultations?

Response	Count
Yes	3 100.0%
	Total: 3

6) Was the Harm Reduction Consultation helpful?

Response	Count
Yes	3 100.0%
	Total: 3

7) What key thing(s) did the Harm Reduction Consultant do or say that assisted you with your concerns?

Response	Count
	2 responses
Review of Harm Reduction	1 50.0%
Talking through problems	1 50.0%

8) Were you given any recommendations or referrals?

Response	Count
Yes	3 100.0%
	Total: 3

9) Were you able to follow through on them?

Response	Count
Yes	3 100.0%
	Total: 3

10) If you did not follow through on them, what were the reasons?

	No data available to display
11) Would you recom	mend the Harm Reduction Consultation at Algonquin College to a friend?
Yes	3 100.0%
	Total: 3
12) Would additional	
Response	Count
Yes	3 100.0%
	Total: 3
	back would you like to share? No data available to display
Prior knowledge Prio	or knowledge of counselling services
Talking through prob	Talking through problems
	As someone fairly well versed in harm reduction coming into this services, it was have the core tenets of harm reduction reviewed.



Harm Reduction Consultations at Algonquin College

Amanda Neilson is a harm reduction consultant from <u>Rideauwood Addiction and Family Services</u> available on site three days a week to all staff and faculty at Algonquin College. Should you have concerns that a student is being negatively affected by substance use, their own or someone else's, Amanda is available to meet with you to discuss the situation and guide next steps.

Amanda is able to complete substance use/harm reduction specific psycho-educational sessions and assess the student's current situation. The best treatment recommendations can be determined based on use/motivation and clients preference.

Amanda is also available to meet with you and the student together to provide consultations if;

- a) The student agrees to a meeting
- b) An ROI is signed
- c) A private and confidential space is provided i.e. (faculty/counselling/security office).

Amanda is not available to provide addictions treatment onsite at this time. Any student seen by Amanda will be provided with all appropriate Ontario treatment resources that may or may not include Rideauwood Addiction and Family Services. Please note, for Rideauwood referrals Amanda will need to meet with the student to fast track the process.

Making an appointment:

- If you would like **the student to meet** with Amanda, please contact the Welcome Centre at ext 7200. Please ask for a harm reduction consultation.
- If you would like **to consult with Amanda without the student** she can be reached at ext. 7343 and neilsoa@algonquincollege.com.

Online Resources for Students:

The Alcohol eCHECKUP TO GO (e-CHUG) and the Electronic THC Online Knowledge Experience (e-TOKE) are interactive, online questionnaires related to marijuana and alcohol use that can be used as feedback tools for Algonquin College students. They provide insight into alcohol/marijuana use, using personalized information about your behaviours and risk factors. The questionnaires take about 10-15 minutes each and are self-guided, making it quick, anonymous, and flexible to fit your free time and location.

After you have entered all your information, the e-CHUG/e-TOKE questionnaires generate a personal profile that identify your alcohol/marijuana use patterns, and compare them to local and national college and university norms. Remember, the questionnaires are anonymous and no one but you will have access to the results. The information is displayed in an easy-to-read format and is designed to give you the most helpful information.

Marijuana and Alcohol Self-Assessments can be found at: Health Services Website, Counselling Website, Mamidosewin Website as well as the AC Umbrella Project's Website.

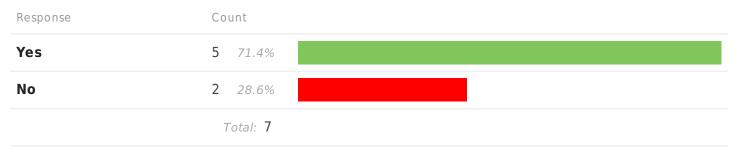


Appendix 8.0

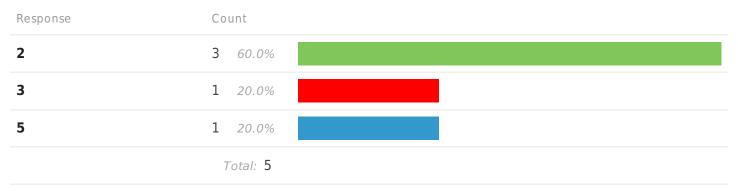
Harm Reduction Consultations - Satisfaction Survey April 2016

64% response rate: 7 responses

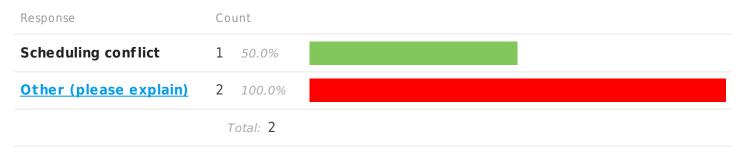
1. Have you had a harm reduction consultation with Amanda and a student?



2. If yes, how many?



3. If no, how come?



4. In your opinion, did the student benefit from the consultation?

Response	Count
Yes	4 80.0%
Hard to tell	1 20.0%
	Total: 5

Care to expand?

Response	Count	
	6 respons	es
<u>knowledge</u>	4 40.0%	
mandated clients viewed as unmotivated	2 20.0%	
<u>personality</u>	2 20.0%	
warm referall	2 20.0%	

5. Did you benefit or learn anything from the consultation?

Response	Count
Yes	5 100.0%
	Total: 5

Care to expand?

Response	Count	
	4 responses	
<u>approach</u>	2 40.0%	
improved own counselling skills	1 20.0%	
<u>learning through</u> <u>observing</u>	2 40.0%	

6. Overall what level of satisfaction do you have with your experience of the actual consultation, minus the booking?

Response	Count
	5 responses
4: Satisfied	1 20.0%
5: Extremely Satisfied	4 80.0%

7. Would you book another consultation?

Response	Count
Yes	7 100.0%
	Total: 7

8. What would improve the consultation process?

Response	Count		
	5 responses		
Greater access to Amanda	1 25.0%		
<u>Mandated clients -</u> <u>better policy</u>	2 50.0%		
<u>Materials, handouts</u>	1 25.0%		

9. How was your experience with making a booking?

Response	Count
	7 responses
3: Neutral	2 28.6%
4: Good	1 14.3%
5: Excellent	4 57.1%

10. How can we make the booking process easier?

Response	Count				
	6 responses				
already simple	2 33.3%				
personal booking easy, when others book complicated	1 16.7%				
welcome centre does it	2 33.3%				
would like to meet with student prior to meeting with amanda	1 16.7%				
Cancelled or no show Stude	nt was booked in and then cancelled				
Cancelled or no show Schedule 2 sessions booked in as initial assessments however both students no showed					
knowledge personality Her knowledge and personality (approachable, empathetic) create a quick, positive rapport					
mandated clients viewed as unmotivated In the urgent role, the students that I see for specific substance use issues are usually mandated to come by residents. Because they are mandated and not coming by their own free will I feel that they aren't super motivated to follow through on treatment. I think the consultations are a great resource and if I had more students that would benefit I would use them more.:)					
warm referall Students appeared more willing and interested in going to Rideauwood (warm transfer). Both students did not complete referral and both had large relapse.					
knowledge personality She does a great interview bringing out key aspects of their drinking in a non-threatening way.					
knowledge warm referall One student was eligible for the fast-tracking service in to Rideauwood. Another was able to understand his level of risk much better after Amanda drew her awesome diagram					
knowledge mandated clients viewed as unmotivated Yes and No. Mostly NO for the mandated cleints from residence. Definitely YES for the clients who arrived voluntarily					

approach The order and approach in framing responses to students' questions learning through observing Just good to watch how it is done. improved own counselling skills | learning through observing | Absolutely!!!!!!! I have expanded my "addictions vocab" when talking to students and am more knowledgeable about how to explain levels of potential risk given the symptoms of use as described by the student. I am able to exlain biological aspects of addiction in a very simple way that students can begin to consider. Amanda rocks and has improved my counselling skills!

approach Interesting to incorporate a psycho-educational component to the work. Also good to see that compare with the supportive ongoing relationship.

5: Extremely Satisfied 5

5: Extremely Satisfied 5

5: Extremely Satisfied 5

5: Extremely Satisfied 5

4: Satisfied 4

Honestly can't think of any way of making it better.

Materials, handouts materials and handouts

Mandated clients - better policy We need to have some written info about the student (like an intake) when they are booking the consults from Rez or wherever....we should not have to go in blind.

Also, some bookings were made, from wherever, and the student did not show (at least 2 or 3 times i think)...So the problem seems procedural rather than content.

Greater access to Amanda Having both of us be employed full time at Algonquin. Then we could collaborate much more frequently and help a greater number of students at risk.

Mandated clients - better policy I'd like to see something different in how to engage the mandated clients. Residence rules and Counselling Services' mandate don't seem to mix well in this.

5: Excellent 5	
3: Neutral 3	
5: Excellent 5	
4: Good 4	
5: Excellent 5	
5: Excellent 5	
3: Neutral 3	

already simple I think it's as simple as possible, given our scheduling constraints and booking process.

would like to meet with student prior to meeting with amanda I think if we ensure the student meets with the counsellor first before a meeting with Amanda (I know this is now the case, whereas it was not when first implemented), then it makes it a little easier to determine if the student is wanting it. Some examples have been staff bringing student down and saying they need a meeting focusing on harm reduction (Amanda) and they tried to get in directly with Amanda, and when explained a counsellor needed to be there, it was booked in with both, but the student was not ready and did not show.

Not sure.

personal booking easy, when others book complicated when i make it, it is easy...when others do it...dunno what is happening...no info supplied prior, etc.

already simple welcome centre does it Works well for me. The Welcome Centre staff are awesome, always patient with my questions, and very professional. I dig them. A lot.:)

welcome centre does it I let the Welcome Centre staff and the client take this challenge on. I just kept checking in to see whether it got done.



Appendix 9.0

Running head: SAFE USE OF COCAINE, MDMA & OTHER ILLICIT DRUGS

University of Ottawa - Algonquin College Collaborative B.Sc.N

NSG3323: Community Health Nursing Clinical Practicum

DEN4480: Oral Health Outreach I

Final Nursing Report

Project title: *Safe use of cocaine, MDMA, & other illicit drugs*

Host organization: The Umbrella Project

Name of school and course: Algonquin College – Nursing 3323 CHN Clinical Placement and

DEN 4480 Oral Health Outreach I

Dates of placement: (September 13th – December 6th, 2016)

Team members: Steph Dupelle, Amanda Hohban, Kalen Smith, Fatima Bahia, Marisa Shaver

and Aline Ha

Clinical preceptor/advisor: Amanda Neilson, Polly Leonard

Clinical professor: Carmen Hust

Purpose of the student project:

This project was to research harm reduction strategies based on safe use of cocaine, MDMA, and other illicit drugs for the Algonquin College student population. While working in affiliation with the Umbrella Project, resources were created, to provide harm reduction strategies for safer drug use for Algonquin College students.

Assessment:

The focus for this project was to find harm reduction strategies for individuals who use cocaine, MDMA and ecstasy. We worked with the Algonquin College Umbrella Project, a harm reduction program on campus. The focus population is Algonquin College students, who either live on campus or solely attend classes. We used the resource National College Health Assessment (NCHA) to help determine the use of MDMA, cocaine and ecstasy on campus. Based on the NCHA survey completed in 2016, it was shown that 12% of males and 8% of women have used MDMA and 9% of males and 6% of females have used cocaine within Canada. (American College Health Association, 2016). These statistics provided us with research that motivated us to implement harm reduction strategies for the population. Currently, at Algonquin College, there are no strategies in place specific to MDMA, ecstasy or cocaine use. While these numbers are relatively low, it demonstrates that students are still using and should be given the tools for safer use. During our environmental scan of Algonquin College, only two posters regarding harm reduction were found and they were not very visible. This shows there are few strategies in place to encourage students to use drugs safely. Working under the Umbrella Project, we created two pamphlets that provide students with harm reduction strategies while using MDMA, ecstasy and Cocaine. One pamphlet was specific for Cocaine use, while the other pamphlet focused on MDMA and ecstasy. By creating these pamphlets, we are helping promote a healthy campus environment where students are able to talk freely about harm reduction strategies.

Analysis:

Upon discussion with our preceptors, we discovered that there are some statistics of illicit drug use within student populations. The statistics found using NCHA broadly analyzed the student population within Canada. Unfortunately, there was no specific statistics based on drug use within Algonquin College available. However, we were able to interact with Algonquin students during our clinical experience. We ran an activity for students to test their harm reduction knowledge. We conducted a quick survey with students who passed by our table to let us know of at least one new thing they learned from our tabling. Based on the feedback students provided on the activity, they were unaware of many harm reduction strategies for drug use, and they also tended to overestimate the amount of drug use in this demographic. This feedback that we received proves that our statistic we retrieved from NCHA is valid and applicable to this specific demographic of Algonquin College students; students overestimated their knowledge of safe drug use techniques, as well as overestimated the use of drugs amongst their peers. As a result, secondary research was conducted and resources were created to create strategies for safe use of cocaine, MDMA, ecstasy and other illicit drugs.

Planning and/or Implementation:

We teamed up with the Umbrella Project in order to further examine and explore resources that could be provided to students on the safe use of MDMA and cocaine. The Umbrella Project identified some of their current resources available to students including pamphlets regarding Safer Tripping, Safer Drinking and Safer Cannabis Use and requested that we develop pamphlets regarding information on safe MDMA and cocaine use. We begin our project by conducting research through peer reviewed articles. This gave us the foundational information for this topic.

We further consulted other resources, specifically online sources that contained harm reduction strategies. We also as a group participated in a Harm Reduction information session with one of our preceptors, Amanda Neilson. This prompted our discussion as a group to further investigate helpful strategies Algonquin students can use. Having both Bachelor of Science in Nursing and Dental Hygiene students collaborating together promoted a wide range of knowledge and specialty to be applied to these pamphlets. This interprofessional collaboration experience allowed us to consider new approaches to care and increased our appreciation and understanding of other disciplines. We brainstormed strategies together, then followed the outline of the pamphlets already provided to create two new ones for MDMA/Ecstasy and cocaine use. We used a model to help organize our ideas on the pamphlets. The model we used is "Plan, Do, Study, Act". We created a final rough draft of both pamphlets and sent them to our preceptors for feedback. We have received positive feedback about the layout and the strategies provided for safer use. At this point, the Umbrella Project will be finalizing both pamphlets and will be distributing them to students.

Evaluation:

A draft of the two pamphlets was submitted to the Preceptors, who gave positive constructive feedback regarding the information provided. They thought the harm reduction strategies were effective and presented appropriately for the target audience. At that point, edits to the pamphlets were done following their recommendations and submitted a final draft for approval. We believe our pamphlets will be beneficial to Algonquin College students and we are hopeful that it will implement safer drug use. Throughout the process of creating our harm reduction strategies, we have come to realize the importance of these safer use strategies. We as a group were surprised with the results of our findings from interacting with the population. This shows that our previous assumptions about drug use at Algonquin College were incorrect. From this, we felt that it was important to implement simple strategies that could be useful for safe use of drugs.

Recommendations

Team members who work within the Umbrella Project in the future could focus more on presentations and displays of awareness, as well as promoting the resources available to students and keeping them informed about safe ways to approach drug use. One recommendation is to have more harm reduction posters available around campus. Creating more posters will help increase harm reduction awareness within Algonquin College's student population. We realized after interacting with the population, many students of Algonquin College are not aware of what harm reduction is and what its benefits are. Students should be informed of what harm reduction is, and be provided with techniques and strategies to safely use. For future Nursing and Dental Hygiene students who may work with the harm reduction team, a project that focuses on creating and providing 'Safe Kits' could be beneficial to the population who are using. These kits could include alcohol swabs, clean straws, packs of gum, water and contact information about harm reduction resources. Another project that could be worked on, is the 'Trick Or Treat' board that we had on display in Student Commons. This board included harm reduction facts about Marijuana and Alcohol use. A new board that includes MDMA, cocaine and ecstasy facts and harm reduction strategies could be developed.

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Appendix 10.0





SAFER COCAINE USE 4th year BScN & 3rd year Dental Hygiene students



Things to avoid:

- -Combination drug use: the effects of cocaine can be toxic if mixed with other substances
- -Being alone while using: always have someone with you while you plan to use, in case of an emergency

Bad experience?:

- -Remove yourself or the person you know from a setting that may encourage further drug use
- -Have a buddy during a bad experience
- -If someone overdoses:
 - Call 911
 - Roll the person on their side (to avoid choking if they vomit)
 - Stay with the person until help arrives

GETTING HELP:

Self-help tools:

www.heretohelp.bc.ca www.carbc.ca

Alcohol and Drug Information and Referral Service:

1-800-663-1441 (BC) 604-660-9382 (other than BC)

SAFER COCAINE USE

By: Fatima Bahia, Steph Dupelle, Amanda Hohban, Kalen Smith (4th year BScN); Aline Ha, Marissa Shaver (3rd year Dental Hygiene)

You and safer Cocaine use!

Cocaine is a mind-altering drug that causes positive feelings. Due to the potential addictive nature of cocaine and its cost, it's important to know there are some tips to consider while using cocaine to help reduce your risk of harms and bad experiences.

Before you start...

Be clear about why you want to use

Is it going to help you in some way or make things worse? It's important not to use cocaine as a way of avoiding or coping with problems.

Know your dealer.

Only buy when you trust the supplier.
Cocaine can be cut with other substances, such as fentanyl, to cut down on production costs. It's best to choose someone you feel safe with and who knows about the drugs they sell.

Plan a safer environment.

Before using, plan to be at a safer place for the duration of your high. Plan to have a sober ride home and make sure to buddy with a friend who doesn't plan on using. This can increase safety and support during your high.

When you're using Cocaine:

- -Stay hydrated and take multiple breaks:
- -Bring your own equipment such as a straw or post-it note. This will help limit the spread of infection.
- -Finely grind cocaine to avoid damage to nasal passage.



Things to Consider...

Be prepared. If you're planning on snorting, have a clean straw to use and don't share with others. Being able to snort lukewarm water between bumps could also decrease the risk of nosebleeds.

Be aware of your health. If you have a known heart condition or family history of heart conditions, you should be aware that cocaine could increase the risk of heart attacks. Symptoms of mental illnesses, including depression, can increase when under the influence.

Buy less so you do less.

If you're a first time user, only take a quarter of the amount suggested. Test how you react to the drug before by using a smaller dose. Since everyone's body tolerates drugs differently, it's important to test how your body handles its effects.





What to avoid:

- -Impulsivity: these drugs have been proven to increase one's impulsivity that may lead to irrational decision making -Using multiple substances (vs. medications): the effects of alcohol can be toxic if mixed with other substances (other drugs or medications) -Being alone while using: always have
- -Being alone while using: always have someone sober with you while you plan to use, in the case that support is needed.

Know the signs of overdose and what to do:

-Signs of overdose: overheating, dehydration, nausea, headache, confusion, restlessness, seizures -Call 911; stay with the person overdosing, there will be help shortly -Keep the person moving around or try to keep them awake if they remain conscious



SAFER MDMA/MOLLY/ECSTASY USE 4th year BScN & 3rd year Dental Hygiene students



GETTING HELP:

Self-help tools:

www.heretohelp.bc.ca www.carbc.ca

Alcohol and Drug Information and Referral Service:

1-800-663-1441 (BC) 604-660-9382 (other than BC)

SAFER MDMA/ MOLLY/ ECSTASY USE

By: Fatima Bahia, Steph Dupelle, Amanda Hohban, Kalen Smith (4th year BScN); Aline Ha,

You and safer MDMA use!

MDMA is a mind-altering drug that can cause feelings of happiness and freedom. It is a stimulant and hallucinogen that can alter our senses and perceptions. Here are some things you can do to lower the risk of bad experiences with these drugs and encourage safer use.

Before you start...

Be clear about why you want to use. Is it going to help you in some way or make things worse? It's important not to use these drugs as a way to avoid or cope with problems.

Know your dealer. Make sure you choose someone you know and trust. Since MDMA/ecstasy/molly are illegal, it's hard to ensure you're getting the safest product.

Plan your trip. Tell friends if you are planning on using so that you have people to look out for you and make sure that your whole group has a safe way to get home.



When you're using MDMA/ Molly/Ecstasy:

- -Swallow MDMA instead of snorting since it is the safer route.
- -Stay hydrated and take breaks. While using MDMA, your temperature can increase leading to overheating and dehydration.
- -Avoid drinking alcohol, using drugs, including caffeine to minimize side effects on the body.
- -Start with half a pill.



"Did you Know.."

The National College Health Assessment Survey 2016 shows that less than 12% of college students in Canada have tried MDMA/Molly/Ecstasy. Things to consider...

Be aware of your health. If you have a known heart condition or family history of heart conditions, you should be aware that MDMA could increase the risk of heart attacks. (Dance Safe, 2016) Symptoms of mental illnesses, including depression, can increase when using psychoactive drugs. (Dance Safe, 2016) It's recommended to treat MDMA as a 2 day experience, block off the day after using as you will need to hydrate, rest and eat.

Know the dose. Play it safe with doses and only re-dose once your high reduces. If it's your first time using, try to stick with less than half a tab and re-dose with half the original dose after.

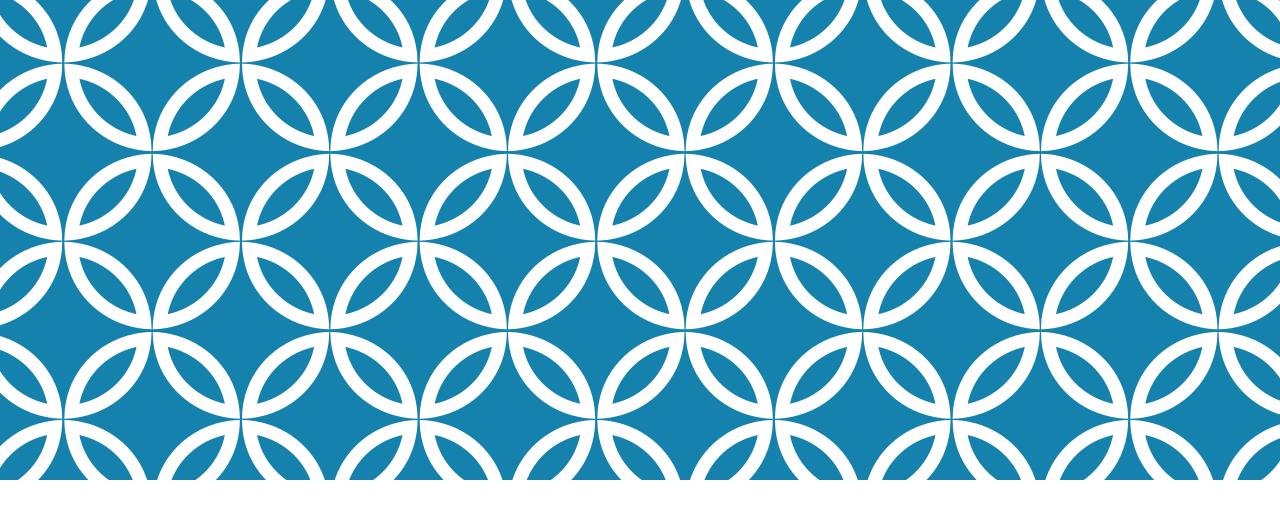
Be prepared. MDMA causes dry mouth and jaw clenching/ grinding. Have water or sugar free gum to relieve dry mouth. Have a soother/ sucker to help relieve jaw muscle tenderness.

Test it before you ingest it: drug checking kits available at Aids Committee of Ottawa-\$15

http://aco-cso.ca/drug-checking/



Appendix 11.0



UMBRELLA PROJECT HARM REDUCTION TRAINING DAY 1

By: Spencer Frech and Anand

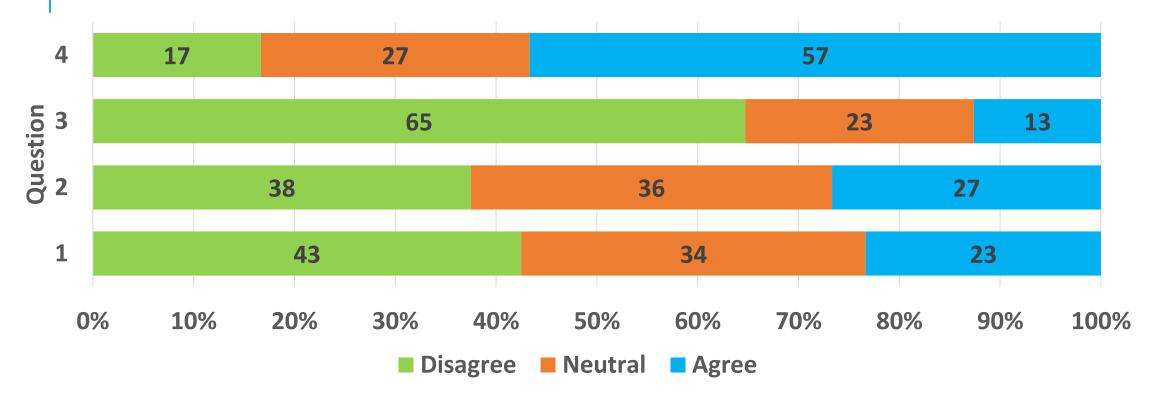
Kumar

Program: Algonquin College, Marketing Research and Business

Intelligence (MRBI) Program

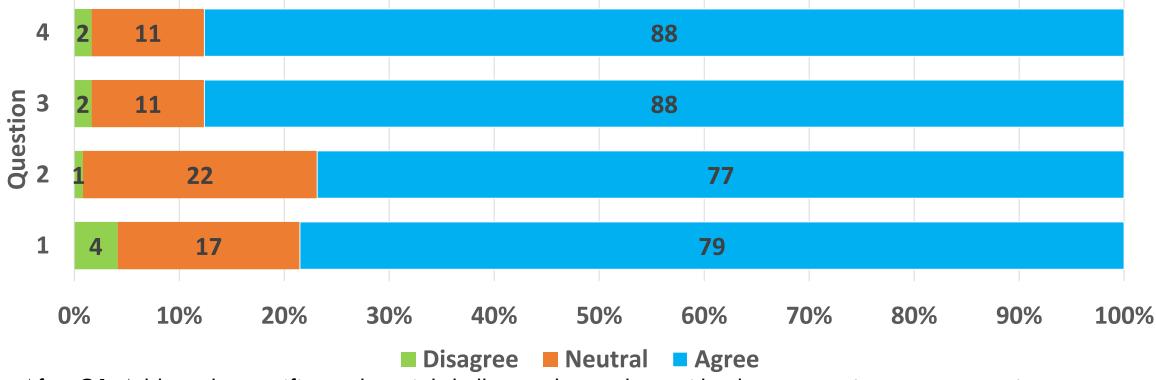
Date: Feb 29, 2016

DAY 1 BEFORE TRAINING



- Before Q1: Address the specific psychosocial challenges that students with substance use issues may experience.
- Before Q2: Provide information and resources about substance use/abuse/addiction.
- Before Q3: Develop and maintain a risk reduction plan with students who struggle with their substance use
- Before Q4: Provide an environment in which students feel comfortable to disclose to me, their issues with substance use.

DAY 1 AFTER TRAINING

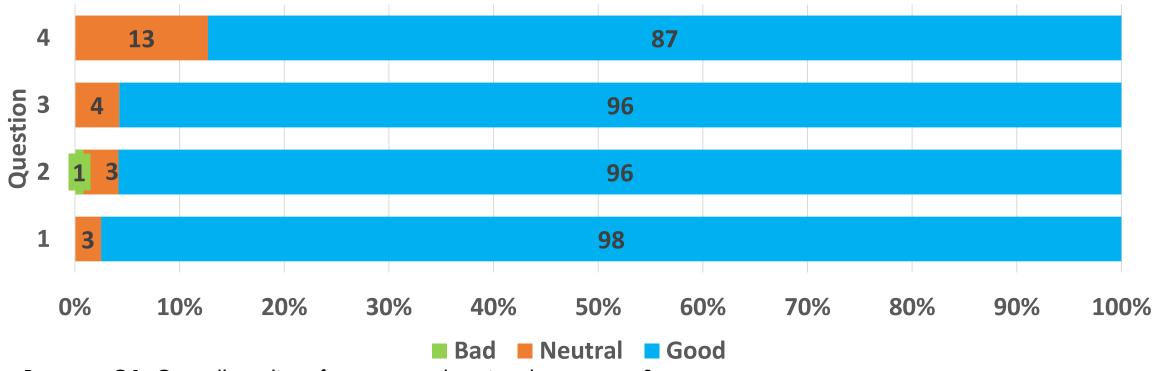


- After Q1: Address the specific psychosocial challenges that students with substance use issues may experience.
- After Q2: Provide information and resources about substance use/abuse/addiction.
- After Q3: Develop and maintain a risk reduction plan with students who struggle with their substance use
- After Q4: Provide an environment in which students feel comfortable to disclose to me, their issues with substance use.

RESULTS AFTER TRAINING

- After the training session there was a large increase in the percentage of people that agreed they were confident in dealing with each issue related to substance use.
- Q1: Address the specific psychosocial challenges that students with substance use issues may experience. Pre-training 57% agreed, Post-training 88%.
- Q2: Provide information and resources about substance use/abuse/addiction. Pretraining 13% agreed, Post-training 88%.
- Q3: Develop and maintain a risk reduction plan with students who struggle with their substance use. Pre-training 27% agreed, Post-training 77%.
- Q4: Provide an environment in which students feel comfortable to disclose to me, their issues with substance use. Pre-training 23% agreed, Post-training 79%.

DAY 1 PROGRAM/EDUCATIONAL CONTENT



- Program Q1: Overall quality of program educational component?
- Program Q2: Overall quality of program format and presenters?
- Program Q3: How well did the program meet your overall educational needs?
- Program Q4: How likely are you to apply changes to your work based on the knowledge, attitude or skills obtained in this program?

WHAT DID PEOPLE LEARN OR FIND HELPFUL?

- Harm Reduction 24%
- That the presenters did a good job or were knowledgeable 17%
- Triangle of Chaos/Drama Triangle 9%
- Impact of substances of the family 7%
- Substance effects on the brain 7%
- Resources/information to help with addition/substance use 7%
- Interaction with audience 5%
- Denial system 4%
- 20% Did not respond, 6% Other (different comment)

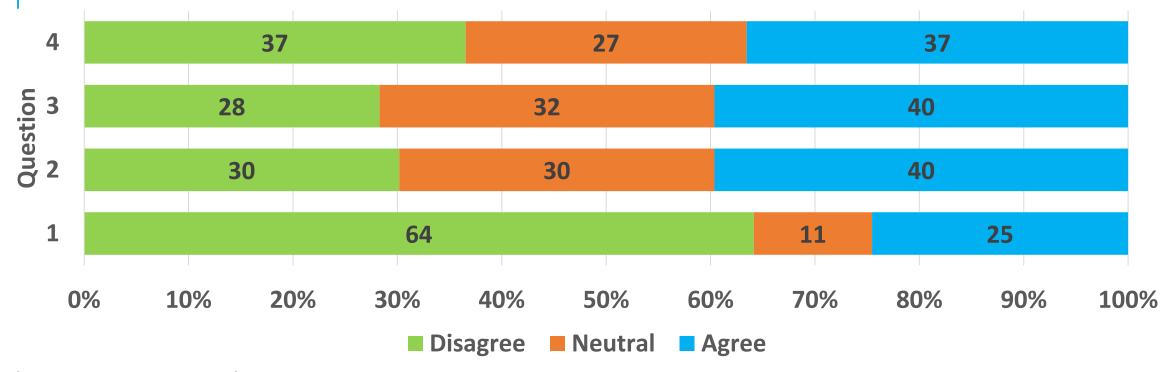
WHAT WAS MISSING AND HOW WOULD YOU IMPROVE THIS PROGRAM?

- More discussion and group interaction/exercises 10%
- More ways to apply information in the workplace 6%
- Sessions were too long 5%, more breaks 4%
- •Greater focus on students and college life 4%
- Pamphlets or information sheet 3%
- More examples on harm reduction such as role playing 3%
- •How to talk with people about addiction 2%, Creating or implementing strategies for harm reduction 2%, Identifying signs of addiction 2%
- No response 38%, Nothing 16%, Other 5%, Good job (looking forward to the next day) 4%

IN PART 2 OF THIS TRAINING, WHAT WOULD YOU LIKE TO SEE?

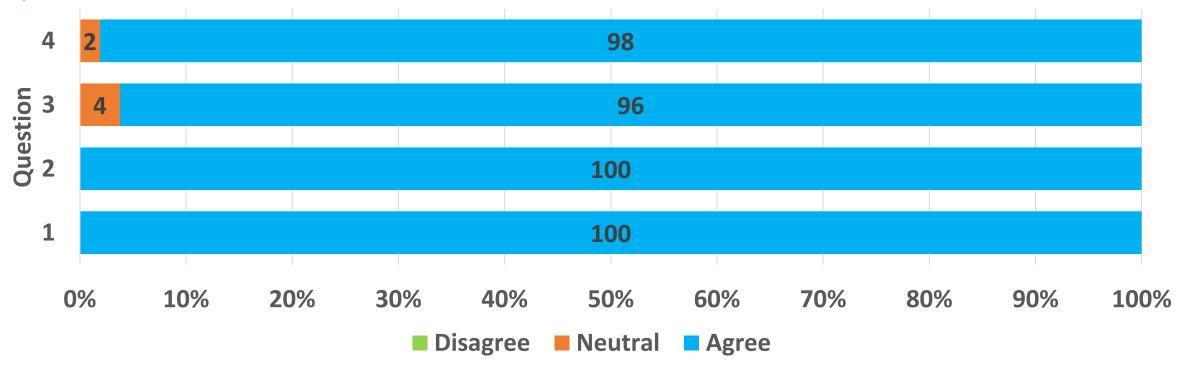
- Concrete training, strategies or practice to help/support the students with addiction 17%
- *How to interact or talk with students about substance abuse and addiction (including how to help) 14%
- More examples/case studies/strategies (activities, interaction, role playing, videos, scenarios or conversations) 13%
- More interaction between participants 1%
- Reformed addict guest speakers 1%, real life stories 1%
- No response 62%, Nothing specific 1%, Other 7%

STUDENTS DAY 1 BEFORE TRAINING



- Before Q1: I am aware of the Algonquin College Umbrella Project
- Before Q2: I understand what harm reduction is and how to use it.
- Before Q3: I feel comfortable providing information and resources about substance use/abuse/addiction to other students.
- Before Q4: I am aware that there are private, online questionnaires that can provide me/others with individual feedback of my use.

STUDENTS DAY 1 AFTER TRAINING

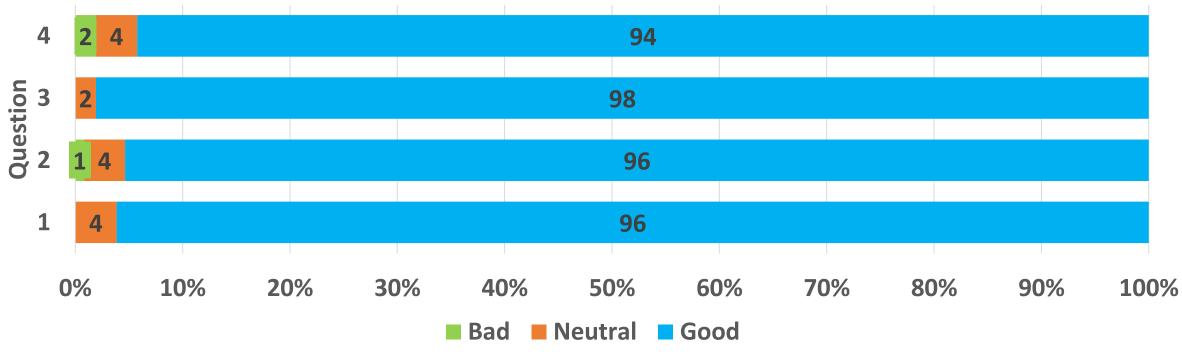


- After Q1: I am aware of the Algonquin College Umbrella Project
- After Q2: I understand what harm reduction is and how to use it.
- After Q3: I feel comfortable providing information and resources about substance use/abuse/addiction to other students.
- After Q4: I am aware that there are private, online questionnaires that can provide me/others with individual feedback of my
 use.

STUDENTS' RESULTS AFTER TRAINING

- After the training session there was a large increase in the percentage of students that agreed with each of these statements.
 - Before Q1: I am aware of the Algonquin College Umbrella Project. Pre-training 37% agreed, Post-training 96%.
 - Before Q2: I understand what harm reduction is and how to use it. Pre-training 40% agreed, Post-training 98%.
 - Before Q3: I feel comfortable providing information and resources about substance use/abuse/addiction to other students. Pre-training 40% agreed, Post-training 100%.
 - Before Q4: I am aware that there are private, online questionnaires that can provide me/others with individual feedback of my use. Pre-training 40% agreed, Post-training 100%.

STUDENTS DAY 1 PROGRAM/EDUCATIONAL CONTENT



- Program Q1: What did you think about the educational portion of today's training?
- Program Q2: What did you think about the format and presenters?
- Program Q3: How useful was this training?
- Program Q4: How likely are you to apply changes to your work based on the knowledge, attitude or skills obtained in this program?

WHAT DID STUDENTS LEARN OR FIND HELPFUL?

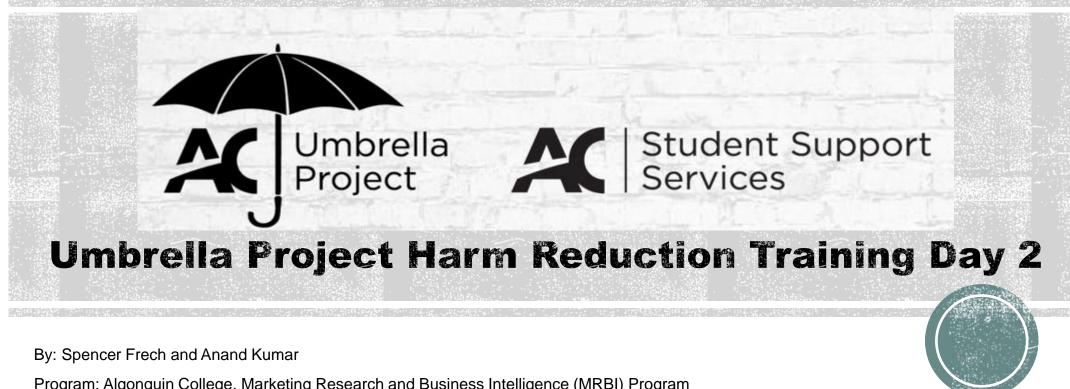
- Survey/questionnaire/quiz at the end 11%
- Resources/information to help with addiction/substance use 11%
- Harm reduction 9%
- That the presenters did a good job or were knowledgeable 8%
- •Umbrella project (and college initiative) 6%
- Reducing stigma/being non-judgmental 6%
- Visuals 4%, Interaction with audience and discussions 4%
- Perception vs facts/reality of substance use 2%, Triangle of chaos/Drama Triangle 2%, Website and information provided during presentation 2%
- No response 38%, Other 2%

WHAT WAS MISSING AND HOW WOULD YOU IMPROVE THIS PROGRAM?

- Pamphlets of information sheet 6%
- How to talk with people about addiction 2%
- *How to create/implement strategies for harm reduction 2%
- No response 62%, Other 9%, Nothing specific 9%

SUMMARY

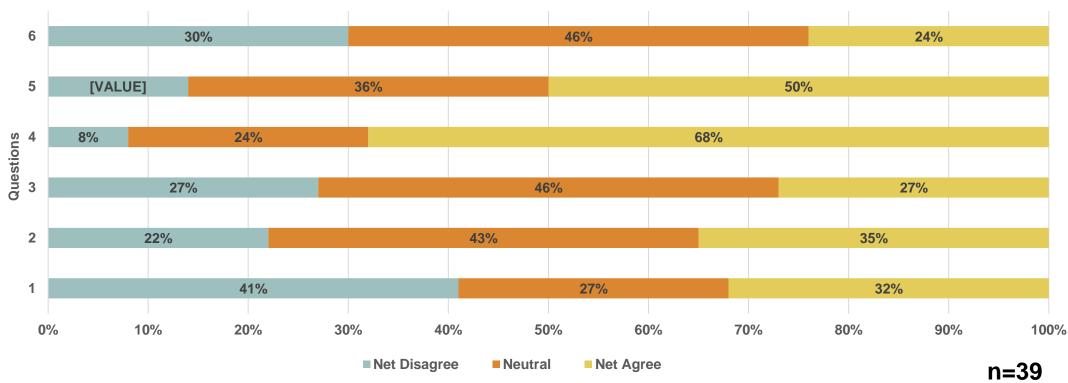
- Both students and non-students found the seminar very helpful for learning how to deal with addiction.
 - Both are more confident in dealing with issues surrounding addiction afterwards.
- •Helpful/learned: Harm reduction, Resources/info to help with addiction/substance use, Umbrella Project, Interaction with audience, Substance effects on brain (plus mental and psychological issues).
- Suggestions to improve: More discussion/group interaction, add more breaks, make sessions more interactive more exercises and examples, focus on how to create a strategy to deal with addiction and talk with people about it.



Program: Algonquin College, Marketing Research and Business Intelligence (MRBI) Program

Date: Feb 29, 2016

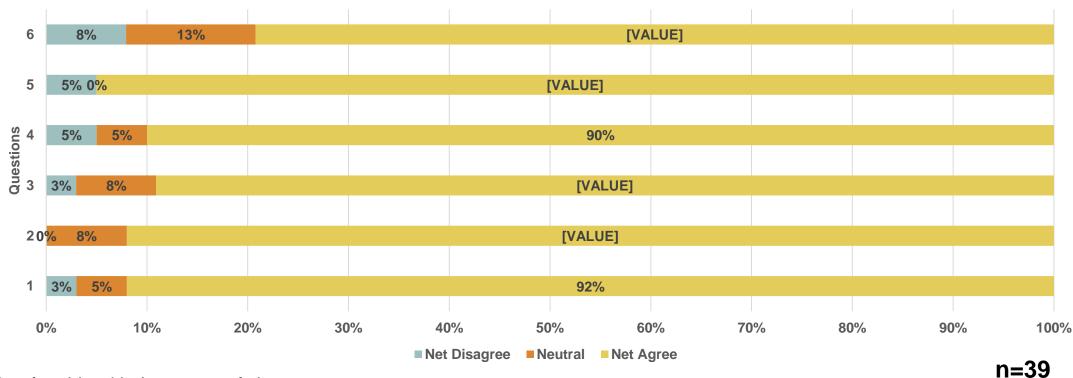
Pre Training



- Q1:Comfortable with the stages of change concept
- Q2:Comfortable in recognizing and working with students at various Stages of Change
- Q3:Comfortable with the principles of Motivational interviewing
- Q4:Comfortable using open ended questions, affirming, reflective listening, summarizing
- Q5:Comfortable in practicing engaging, focusing, evoking and planning process
- Q6:Comfortable using Motivational Interviewing Techniques with students



Post Training



- Q1:Comfortable with the stages of change concept
- Q2:Comfortable in recognizing and working with students at various Stages of Change
- Q3:Comfortable with the principles of Motivational interviewing
- Q4:Comfortable using open ended questions, affirming, reflective listening, summarizing
- Q5:Comfortable in practicing engaging, focusing, evoking and planning process
- Q6:Comfortable using Motivational Interviewing Techniques with students

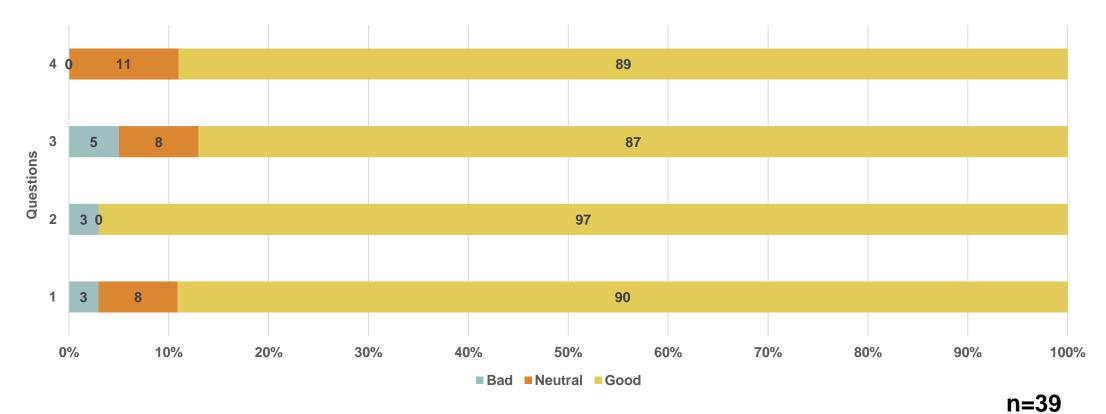


Results Post Training

- After the training session there was a large increase in the percentage of people that agreed they were confident in the concepts and techniques of Stages of change and Motivational interviewing.
- Nine out of ten participants are agreed that they are comfortable with
 - Stages of changes. Pre-training 32%
 - recognizing and working with students at various Stages of Change. Pre-training 35%
 - principles of Motivational interviewing. Pre-training 27%
 - using open ended questions, affirming, reflective listening, summarizing. Pre-training 68%
- 95% participants agreed that they are comfortable in practicing engaging, focusing, evoking and planning process. Pre-training 50%
- 80% participants agreed that they are comfortable using Motivational Interviewing Techniques with students. Pre-training 24%



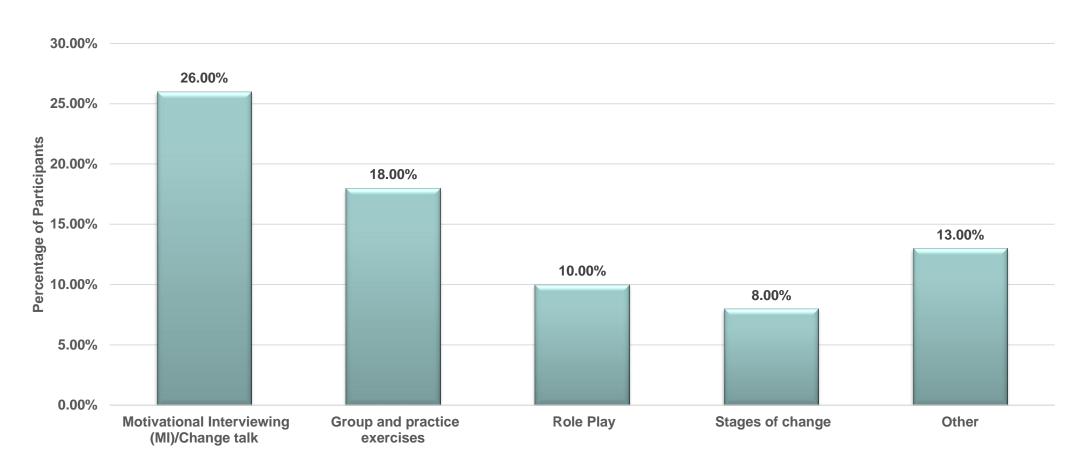
Program/Educational Content



- Q1: Overall quality of program educational component?
- Q2: Overall quality of program format and presenters?
- Q3: How well did the program meet your overall educational needs?
- Q4: How likely are you to apply changes to your work based on the knowledge, attitude or skills obtained in this program?



What Did People Learn or Find Helpful?





What was missing and how would you improve this program?

- More practice and information by using more case studies/group activities/Videos/scenario 21%
- Gap in understanding and training for counselors and non-counsellors 10%
- Other 23%
 - Nothing was missing
 - Slides typo
 - Advanced training specifically for counsellors
 - List of recommended reading etc.
- No response 51%



Summary

- Majority of the participants agreed post training they became comfortable with the concepts and techniques of Stages of change and Motivational interviewing.
- Helpful/learned: Motivational Interviewing (MI)/Change talk, Group and practice exercises, Role Play, Stages of change
- Suggestions to improve: More case studies/group activities/Videos/scenario to practice, different training for Counselors and non-counselors.



Thank you!

Training Feedback Results

Training conducted throughout July 2015 – April 2016

Feedback survey conducted May 2016

By: Anand Kumar and Arhammoizali Sorangwala

Program: Algonquin College, Marketing Research and Business Intelligence (MRBI)

Presented by:

Polly Leonard, MSW, RSW

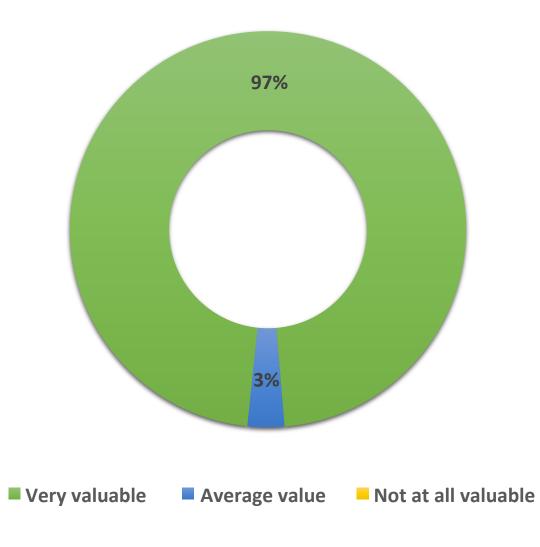
Harm Reduction Project Manager

Algonquin College



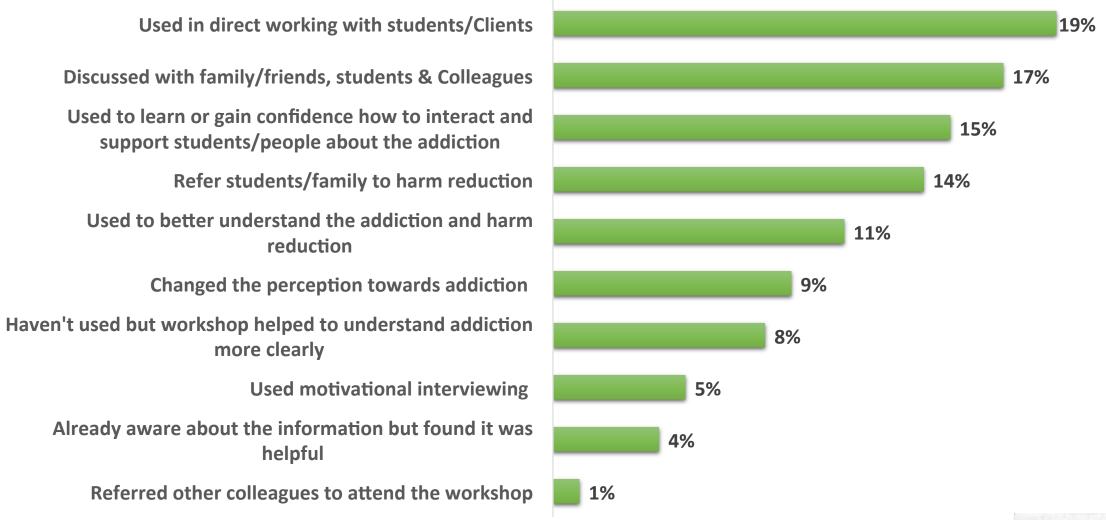


Value of the training





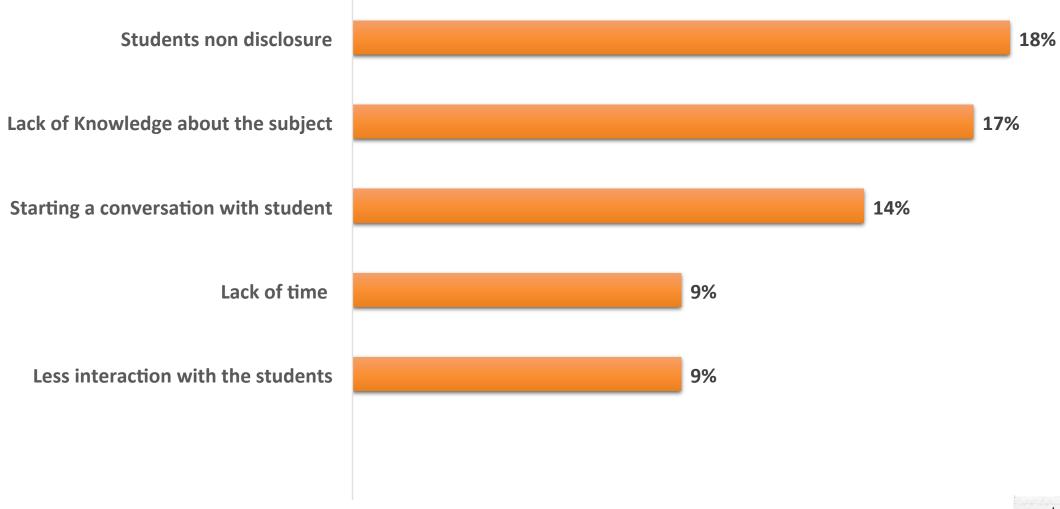
How have participants used the knowledge they gained at the workshop?



^{*} Percentage total is greater than 100% due to multiple responses



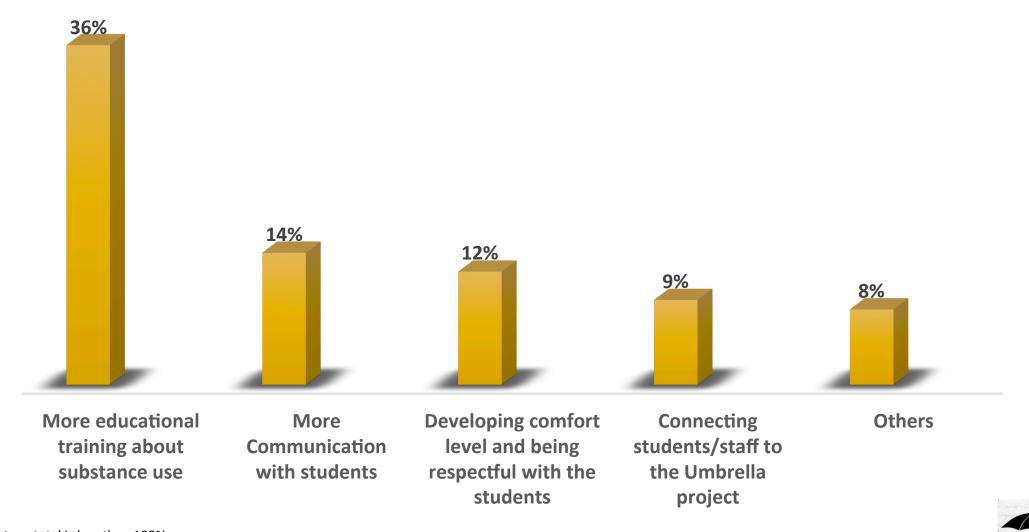
Main five Barriers in applying the gained knowledge



^{*} Percentage total is less than 100% because chart represents only main barriers

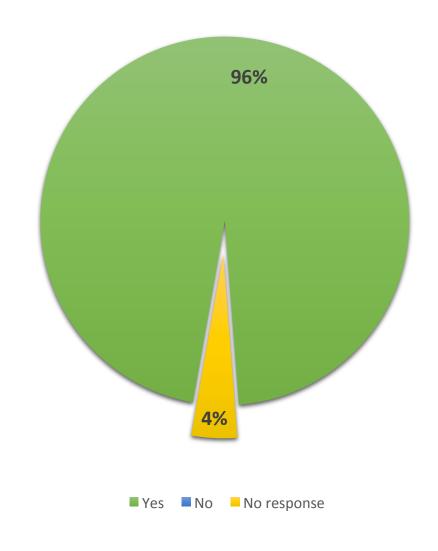


Way's to reduce the Barriers



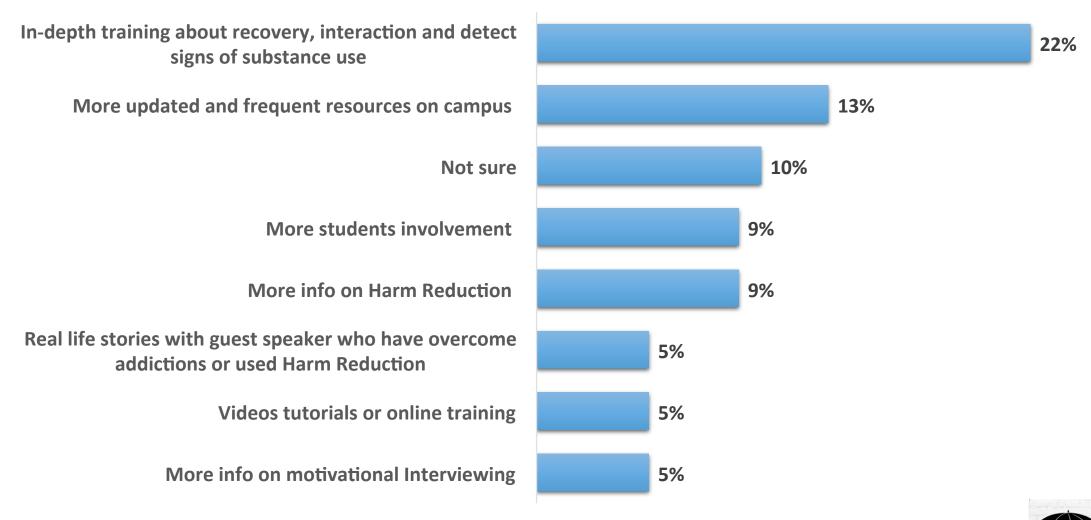
^{*} Percentage total is less than 100%

Recommendation of this training to other employees of Algonquin College



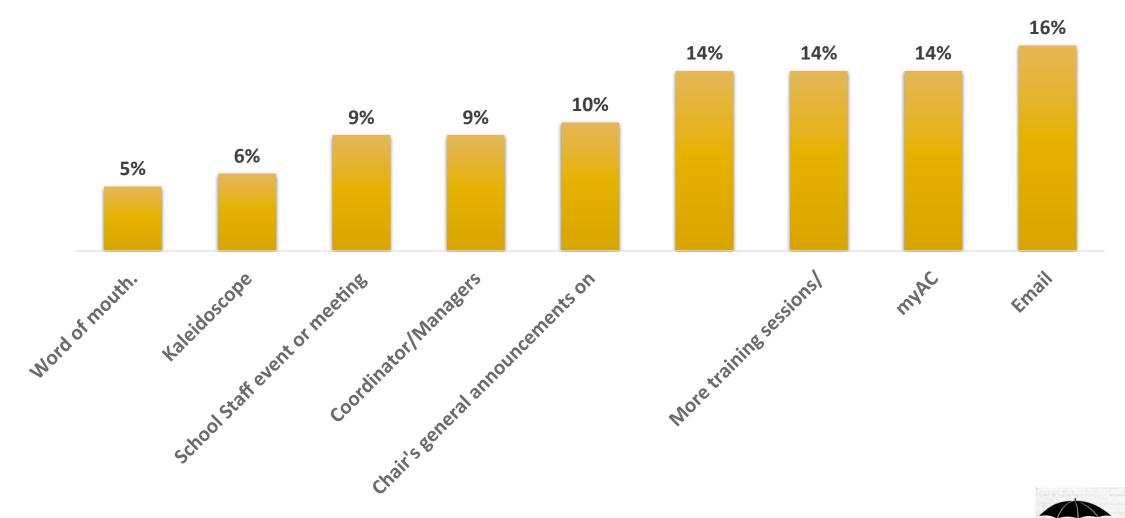


Resources participants want to see to increase their understanding of harm reduction and students' substance use



^{*} Percentage total is less than 100%

Best possible ways to reach Algonquin College faculty and staff members



^{*} Percentage total is less than 100%

Summary

- Almost every participant felt training was very valuable.
- The participants not only used the gained knowledge to work with addicted students (or people) but they also discussed it with others to help them understand addiction. They also referred students for harm reduction session with Amanda.
- Students non-disclosure and limited knowledge about the subject among the staff members were two main barriers which limit participants in applying the gained knowledge.
- Participants felt more educational training about substance use and more communication with the students would help to reduce the barriers.
- Almost every participants want to recommend this training to other AC employees.
- Participants would like to see in-depth training about recovery process, how to interact and sign detection of substance use and frequent updated resources in college to increase their understanding of harm reduction.
- According to participants, email, myAC, more workshops and promotions in college could be the best way to reach other Algonquin College faculty and staff members.



Recommendation

- More in depth training and workshops on various aspects is required to enhance the understanding of staff members
 - How to start the conversation with the students?
 - How to identify the addicted students?
 - Sign detection of substance use.
 - Understanding of recovery phase.
- More respectful communication with students will definitely help in developing comfort level and reduce the student non disclosure barrier.
- College should use email, myAC portal, more workshops and promotion on social media to reach a broad range of faculty and staff members and let them know that Algonquin College supports a harm reduction approach to substance use.
- College need to have more updated and frequent resources on the campus about substance use through blog and library.



Thank you!





Appendix 12.0



Student Services Staff Spotlight

Amanda Neilson, Harm Reduction Consultant, Student Support Services

Tell us a bit about your position at Algonquin College, and how long you've been in this role.

I am the Harm Reduction Consultant from Rideauwood Addiction and Family Services that is helping to create and build the AC Umbrella Project, which began in April 2015. I have worked as a substance use/addiction counsellor for almost 15 years and bring a lot of knowledge and experience to this project. The AC Umbrella Project believes that using a harm reduction approach with alcohol and other drugs helps everyone stay safer.

Is the work you do now related to your post-secondary education?

My Child and Youth Worker diploma gave me the hands-on skills that I use every day and my Bachelor of Social Work gave me the broader understanding of the bigger picture. Combined, they allow me to help individuals and communities be as healthy as they can be.

What is the most common misconception that people have about harm reduction?

That if you talk about how to use alcohol and other drugs in a way that reduces risk you are encouraging students to use. We want students who are already using to stay as safe and healthy as possible. Harm reduction information opens up the conversation and provides realistic strategies students can use, which allows them the opportunity to take care of themselves in the best way possible.

What is the one thing you want your colleagues to know about the Umbrella Project?

We believe that Algonquin staff and faculty make a huge difference in students' lives so there are two days of FREE training provided on campus. The first day of training provides a deeper understanding of substance use and harm reduction on campus and the second day is practical training using Motivational Interviewing. The next dates these sessions are offered are November 8 and 28 – check out MyAC for more info.

You deal first-hand with students talking about harm reduction strategies, issues, and concerns. What has surprised you most about speaking to students about this topic?

Just how open they are to share their experiences and to learn how to stay safer and where to get support if they need it. The student response has been overwhelmingly positive. It shouldn't be all that surprising, as that's what the research shows, but it's pretty amazing.

How would you describe your approach to dealing with students?

Non-judgmental, compassionate, and informative in a respectful manner. It is very important to acknowledge the challenges and realities that students live with.

What is one challenge about your job? Trying to create long-term and sustainable campus culture shift in just two years, with funding that ends March 30, 2017.

What's the best part about your job?

Working with Polly Leonard, the project manager for the AC Umbrella Project. Her passion for harm reduction and ability to keep the project moving forward is incredible. It is amazing to be a part of such a dynamic team!

What has been your biggest success at Algonquin so far?

It's impossible to name just one – it has been an amazing 18 months! Here are a few initiatives I'm most proud of:

- · The RainyDaze online game
- Harm reduction consultation for students on site through Counselling, Centre for Accessible Learning, Mamidosewin Centre, and Residence
- Algonquin College participation in the National College Health Assessment
- Providing E-CHUG/E-TOKE, personalized safer-use guides on our website
- Students-only SMART Recovery meeting on campus every Tuesday from 12-1:30pm in T106
- The support from President Jensen and the Algonquin College community

National Addictions Awareness Week takes place November 13 to 16. What is the Umbrella Project working on to commemorate this month?

On Monday, November 14, we will be a part of Algonquin College's "Choose Your Ride" event. And we are so excited this year to have three Child and Youth Care students from the Mamidosewin Centre, Health Services, and Residence all working on other great events throughout the week in Student Commons and Residence. Look for the AC Umbrella!



What's one piece of advice you try to live by?

"I was born to make mistakes, not fake perfection."- Drake

I've learned that when I am kind towards myself and reassure myself that I am a fallible human being, I am able to be even more kind and understanding to the human-beingness of others.



Student Services Staff Spotlight

Martine Plouffe, Coordinator, Financial Aid and Student Awards



What's the most important lesson you've learned through the course of your career?

Being a Student Success Specialist (which was my job prior to this one) taught me to have patience, to understand and appreciate that everyone has a different perspective and their own personality.

What's one thing people would be surprised to know about you?

That I joined a book club. I haven't read a single one of the books since I've joined (still working on reading through my personal collection). We mostly get together and socialize.

Tell us a bit about your position at Algonquin College, and how long you've been in this role.

I am the Coordinator for Financial Aid and Student Awards. I have been in the role for just over two months. Currently, I'm acting as the right hand for Krisha Stanton [Manager, FASA], so I do a little of everything. But I have been given the task of rolling out a financial literacy program for Algonquin students, which is very exciting.

What does a day in your job look like?

Right now, it's training every day. Since I'm still new, I have to learn more about every aspect of the services we provide, whether that's bursaries, OSAP, or emergency loans. I also spend lots of time doing research on our services. There is something new to learn and be part of every day.

What would you like your colleagues in Student Services to know about FASA? Just that we're here and we're available

Just that we're here and we're available to help. We're not just about process. With financial aid there is such a human element. We're here to help and give advice.

What project are you working on now with FASA that you're most excited about?

Content videos! I'm working with marketing to produce some videos for prospective students. The videos offer information on Financial Aid and Student Awards and advice on financial planning.

What has been your professional highlight at Algonquin so far?

My Star Award! Just knowing that my fellow colleagues nominated me, it means so much to me. It's really great to be recognized in that way. Plus, President Jensen was so lovely and kind when she presented me the award.

What personal or professional goals would you like to achieve in the next five years?

Become the President of Algonquin College! Well, that or the Prime Minister of Canada. Either one will do. Back in reality, I'd like to finish my project management certificate (I'm only one credit shy), and I'd like to do a Master's in Online Learning.

We're looking for staff members to profile for the Staff Spotlight! Want to give your colleagues a peek into your work for Student Services? Or know someone we should highlight?

Send your suggestions to: hubmail@algonquincollege.com



Upcoming Events

Here's a peek at the Student Services event calendar - events are added regularly, so check back often and share with students!

Tie into Business Networking

AC Hub (2nd Floor, Student Commons • Ottawa Campus)

Thursday, November 10 • 6pm - 8pm

Remembrance Day Service

Gymnasium (Pembroke Campus)

Friday, November 11 • 10:45am - 11:45am

TEDxPembroke

The Landing/Gymnasium (Pembroke Campus)

Saturday, November 12 • 3pm

Community Project: Tool Library

Meet at the AC Hub for transportation (Ottawa Campus)

Sunday, November 13 • 9:30am - 12:30pm

Health Care Job Fair

Marketplace Food Court (D Building • Ottawa Campus)

Monday, November 14 • 12pm - 4pm

Spirit of the Drum

Spiritual Centre (Room E211 • Ottawa Campus)

Monday, November 14 • 4pm - 5pm

Paws4Stress

Room E206 (Ottawa Campus)

Wednesday, November 16 • 1pm - 3pm

Wind Down Friday: AC Spa Special Edition

AC Salon, Spa & Boutique (Room A107 • Ottawa Campus)

Friday, November 18 • 12:15pm - 4:15pm

Bubble Soccer

Gymnasium (A Building • Ottawa Campus)

Friday, November 25 • 10:45am - 12:45pm

Student Success Workshops: Avoiding Procrastination

Room C210 (Ottawa Campus)

Tuesday, November 29 • 5pm - 6pm

Campus Ministry Coffee & Discussion Group

Spiritual Centre (Room E211 • Ottawa Campus)

Ongoing • Wednesdays • 10:30am - 1pm

Knit'n'Knatter

Spiritual Centre (Room E211 • Ottawa Campus)

Ongoing • Thursdays • 11am - 1pm

Pass the Feather

Mamidosewin Centre (E122 • Ottawa Campus)

Ongoing • Thursdays • 9am - 10:30am

For ongoing and weekly events, please see the Student Support Services event calendar.

Things to Know from the RO

November 11 Last day to withdraw from 2016 Fall

courses without academic penalty.

November 15 Tuition due date for 2017 Winter Term (returning students). Deposit due date for new students for 2017 Winter Term.

November 28 Application processing begins for 2017/2018 cycle.

The Fall 2016 Bursary Application cycle closed with 6,797 online applications and approximately 200 paper applications!

November is Financial Literacy Month. This year's theme is "Managing money and debt wisely: It pays to know!" More information to come!

We're Social! algonquincollege.com/sss





AlgonquinSS





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Appendix 13.0

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NEWS SPORTS ENTERTAINMENT OPINIONS SOCIAL ISSUES INNOVATIONS
FULL EDITIONS GALLERY ACTIVITIES CLASSIFIEDS PLACE AN AD

RECENT STORIES

Imost complete upset.

Push to the post-season

Men lose back-to-back

AC Umbrella Project sparks conversation on drug use

Posted On 17 Nov 2015 By: Jenna Guilbeault

Comment: 0

A new college project that encourages open conversation about alcohol and drug use has generated significant interest and has put Algonquin at the forefront of supporting students.

The AC Umbrella Project is a two-year, province-funded project being largely managed by college harm reduction specialists, Polly Leonard, who is the project manager, and Amanda Neilson, who is a consultant.

"Most colleges and universities only have programs that speak to the issue of alcohol use and they are just starting to branch in to drug use," said Leonard. "We're really being quite innovative by talking about the student realities of what's happening now."

The project, now in its third month of operation, has been working diligently to raise awareness about substance use on Algonquin's campuses.

"Our main goal is to open up the conversation about substance use on campus and when I say substance I mean both drugs and alcohol," said Neilson. "We've focused on taking a harm reduction approach with this project and the response has been fantastic."

Harm reduction aims to reduce the negative effects associated with drug and alcohol use by embracing a non-judgemental environment where students can openly talk about what issues they're facing.

"Harm reduction is meant to decrease immediate consequences such as losing a wallet all the way to things such as driving under the influence," said Neilson.

And Leonard says that they've been able to reach out to students through several events on campus.

"We had booths at orientation, the campus village, the volunteer job fair," said Leonard. "We've also been present at events such as the paint party."

Leonard also said that the project incorporates First Nations, Métis and Inuit perspectives on substance use, and is working with the Mamidosewin Centre as well as Wabano and Tungasuvvingat Inuit Centre. Training sessions focused on cultural competency, including history and communication style, will be provided in January 2016.

As this project is aimed at three campuses, Neilson and Leonard are also working closely with Perth and Pembroke staff.

According to Leonard, there is an enthusiasm among staff to be involved and everyone is bringing resources together to make this project happen.

"This is not just a student services project, this is an Algonquin College project," said Leonard.



About the Author

The Algonquin Times is a newspaper produced by journalism students for the Algonquin College community.

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FULL EDITIONS GALLERY ACTIVITIES CLASSIFIEDS PLACE AN AD

RECENT STORIES

: melts for Winterlude

Dealing with body positivity

Police foundations w

Harm-reduction program gets money

Posted On 19 Feb 2016 By: Sami Alaoui-Martin

Comment: 0 Tag: Sami Alaoui-Martin

Algonquin has put in place a two-year funding plan a harm reduction program, which was established in April 2015.

With this funding, the project's staff will aim to create a harm-reduction framework for the college.

"We have pursued funding for two years to give us the time to create something sustainable for the rest of Algonquin's existence" said Amanda Neilson, the project's Harm Reduction Consultant.

"One of our main goals is also to be able to support all students at the college," she added.

The Umbrella Project is available to all students, whether they consume drugs or not. Students can see it as a type of learning experience.

The staff members organize tabling where they provide students with pamphlets and flyers. These sheets give them extra information on the project and on how people can reduce the problematic effects of drug use.

Their most recent initiative has been the addition of the e-TOKE and e-CHUG on the college's website. These are online surveys that students can fill out with personal or random information from which the questionnaire builds a profile to compare with local and national college and university norms.

"When the students understand the risks that are involved, then they're able to make the best choices for their lives," said Amanda Neilson.

Contrary to what many may believe, the Umbrella Project's goal is not to counter the use of drugs. The main objective is to raise awareness about the negative effects that drug use can have on life in general.

"We want to make the students' lives better, whether it's at school, at work or in their relationships," said Neilson.

The National College Health Assessment (NCHA) is the next step for this project. On March 7, this nation-wide online health survey will be available to students on all three Algonquin campuses.

The project manager, Polly Leonard, and other consultants say that they will need a minimum of 800 students to take the survey.

That would allow them to better understand the different needs of Algonquin students and therefore be able to design effective support services.

Leonard believes that the staff's enthusiasm will make the project go a long way and make it last for a long time.

The only thing left to do now is to make sure that students will participate in the completion of the NCHA so that they can help students understand the risks and live better lives.

"I think this project is going to go very far," said Neilson.

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FULL EDITIONS GALLERY ACTIVITIES CLASSIFIEDS PLACE AN AD

RECENT STORIES tes culture Let's take flight From back seat to the big screen No c

Learning to take it slow

Posted On 17 Mar 2016 By: Bishop Deneumoustier

Comment: 0



Polly Leonard, left, and Amanda Neilson are working with the AC Umbrella Project to help ensure students are able to talk and learn about their substance abuse in a safe space. Neilson says college students are especially at risk for substance abuse problems

Often, students can find themselves experimenting with alcohol and other substances, and the AC Umbrella Project is here to help make sure they do so safely and responsibly. Amanda Neilson is a harm reduction consultant from Rideauwood Addiction and Family Services who is cooperating with Algonquin College in the AC Umbrella Project, a service to help students make safer choices when it comes to substance use.

"Holidays like Christmas, St. Paddy's Day and 4/20 tend to inspire more use," said Neilson.

However, habitual use can be just as bad as the binge drinking and indulgence in other substances that come with the holidays.

"It's really not about how much you're using, or how often you're using, but what are the effects?" said Neilson. "If every time a person's going out, they're drinking and they lose their keys, they lose their phone or if they get in fights with friends, then that's a problem." College students are especially at risk for substance abuse, use and dependency that will cause problems for them later on in life. Neilson feels that one of the many pitfalls for students are the expectations of what college life is like.

"There's also this idea that everybody uses at college, and so when we feel like everybody's doing something, our decisions tend to be weighed by that. There's this idea that college life is supposed to be 'let go, let's get wild, everybody's doing it!'" said Neilson, though she stated these perceptions are actually incorrect. "We know through surveys of college students, only 16per cent of students have smoked pot. And that's

through the National College Health Assessment, that's information that we received. But a lot of times, when you talk to students, they believe everybody's smoked pot in college." The Umbrella Project also has some tips for students who do want to be safer when it comes to party-time.

"For students who want to moderate their intake, there's a couple of different strategies." There's drinking light beer, or drinking beverages that have a lower alcohol percentage," said Neilson. "There is being able to have a plan: 'how much am I going to have to drink tonight? I'm going to stop after I've had that much'."



About the Author

The Algonquin Times is a newspaper produced by journalism students for the Algonquin College community.





















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Technology among other issues addressed at Student Forums

Posted On 31 Mar 2016 By: Bishop Deneumoustier

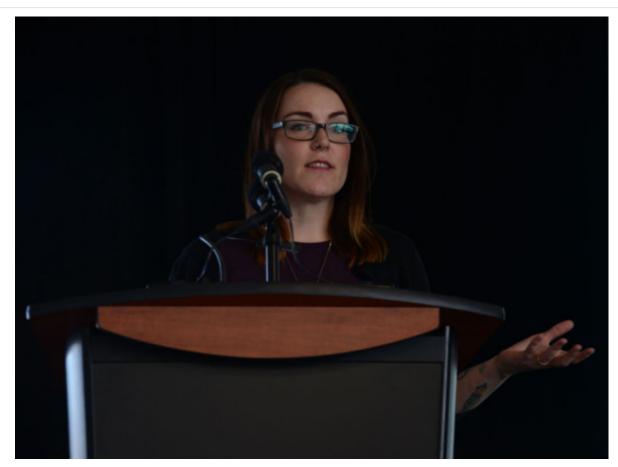
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Problems with the Woodroffe campus' wi-fi coverage was among theissues brought forward at a students' forum March 23

Many students felt that the wi-fi within the school – with special emphasis of the T and H buildings – was less than satisfactory. The other main technology-related issue is a program called Textidium.

"Textidium is an e-text service and a lot of students are having trouble with it," said Jason Tonini, a student representative for the first-year tourism and travel program. "Last semester, they didn't have page numbers."

Sara Grainger, the Students' Association President, said that the SA has been looking at improvements and that they were coming soon.



Polly Leonard talks harm reduction strategies and management at the Student Forums. Wi-fi problems were cited as a major issue for students on campus.

However, though some students said that they would like a return to Bookshelf, an older e-text resource, the SA was unable to promise that they would be ditching Textidium.

Another focus of the forum were the plans for a proposed Athletics and Recreation Complex, Woodroffe Campus' new athletics facility. Suggestions for the complex included: a swimming pool, an air-hockey tables and an indoor tennis court.

Yet, the SA felt it was important to emphasize that the ARC is not just going to be an athletics facility, but also a leisure one. Bowling lanes and billiards tables are some of the planned additions to the complex.

"We are trying to approve a policy that the fee will be included in the tuition," said Charlene Dygos, a director and future vice president of the SA. "If you graduate before it opens, you won't have to pay."

The forum also included a visit from the AC Umbrella Project's Polly Leonard, a harm reduction strategist dedicated to helping students mitigate damage to themselves when they use substances like drugs and alcohol, and a "breakout discussion" where students

could talk among themselves, get food and decide on what issues matter to them the most.



About the Author

The Algonquin Times is a newspaper produced by journalism students for the Algonquin College community.



















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Appendix 14.0

Hi Polly,

As a member of the Advisory Committee for the Algonquin College Umbrella Project, I would like to offer my strong support for the continuation of this Project. The Umbrella Project models a unique, integrated approach to address substance use and mental health issues in a post-secondary education setting. It provides an example to other campuses of a harm reduction framework approach which can be shared through the national network of campuses; the Post-secondary Education Partnership – Alcohol Harms (PEP-AH), of which Algonquin College is now a member. I encourage you to attend the annual meeting of PEP-AH and Canada's national addictions conference, Issues of Substance to present and share your work.

Considering the short timeframe of this project, an amazing amount has been accomplished to engage both students and faculty to increase the awareness and understanding about substance use and how to decrease harms. From your reports during our meetings, I have learned that this has helped to reduce the stigma around conversations about substance use and extend them beyond the 'just say no' approach. I was pleased to see the use of self-assessment tools (e-CHUG and e-TOKE) and the creative innovation of tools for students such as the RainyDaze app to help students have a better understanding of their personal behavior and knowledge around substance use. I am impressed by the scope of reach of the activities during the past year targeting a range of audiences from new students, residences, students in transition, parents, as well as faculty.

An important element of this work is measurement and the participation of Algonquin College in the National College Health Assessment survey is important in establishing some baseline measurement to be able to assess the impact of these activities over time and to help focus next steps. Shifting culture change towards a harm reduction approach takes time and building on the success that has been achieved there is an opportunity to take this work to the next level for longer term, sustainable change. Therefore, I support the continued resourcing of the Umbrella Project, and encourage you to examine the Framework we have developed to guide PEP-AH to be able to identify areas of opportunity to ensure a systematic, coordinated approach to reducing harms. CCSA would be pleased to continue to be involved on the Advisory Committee and ensure you are linked to the broader activities of other campuses.

Best regards, Cheryl

Cheryl Arratoon M.Sc.

Senior Advisor, Strategic Partnerships and Knowledge Mobilization/ Conseillère principale, Partenariats stratégiques et mobilization des connaissances



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Appendix 15.0

Canadian Post-Secondary Education Collaborative on Reducing Alcohol-Related Harms Project Charter

Introduction

Canadian colleges and universities are taking steps to collectively address the shared concern of reducing alcohol-related harms on campus.

A survey of 34,039 students from 32 Canadian campuses, conducted by the Canadian Consortium of the American College Health Association — National College Health Assessment in 2013, identified many of the challenges faced by institutions; for example, just over one quarter (26.8%) of students who drink reported drinking seven or more drinks the last time they "partied" or socialized, well above the limits recommended by Canada's Low-Risk Alcohol Drinking Guidelines of no more than two drinks for women and three for men on a given day. Students also reported negative consequences from their drinking, most commonly: doing something they later regretted (38.5%); forgetting where they were or what they did (31.2%); having unprotected sex (20.8%); or physically injuring themselves (19.9%).

The need for a collaborative framework to help address alcohol-related harms on Canadian college and university campuses was recognized in November 2014 when nearly 40 university and college leaders, supporting organizations and national public health organizations met in Ottawa to establish a Canadian collaborative on alcohol-related harms. The formation of this collaborative was inspired by a similar group in the United States, the National College Health Improvement Program (NCHIP), a consortium of 31 universities dedicated to sharing best practices in an attempt to reduce alcohol harms. Acadia University, the only Canadian member, and a founding member of NCHIP, took the initiative to establish a similar collaborative in Canada.

The Canadian Post-Secondary Education Collaborative on Reducing Alcohol-Related Harms (the Collaborative) will provide a framework to encourage and support post-secondary educational institutions in efforts such as evidence-informed decision making in the application of alcohol policies, the sharing of best practices, and regular evaluation of efforts, all working toward reducing alcohol-related harms on campus.

Stakeholder organizations involved in the efforts include the Canadian Centre on Substance Abuse, Universities Canada, the Canadian Association of College and University Student Services and the Canadian Alliance of Student Associations.

Mission

To maximize the positive development, success and general wellbeing of students, the Collaborative aims to reduce harms related to alcohol consumption at Canadian universities and colleges. The Collaborative will make use of a socio-ecological framework, an evidence-based approach, common indicators, and an open sharing of strategies and results. The Collaborative will offer its members and partners knowledge and experience to reduce alcohol-related harms at universities and colleges across the country.

Vision

Colleges and universities are identified as communities where serious harms related to alcohol consumption do not happen. Students can expect to join a learning environment that does not encourage use of harmful levels of alcohol.

Values

- 1. We ensure that students will not only be partners in all aspects of the initiative, from planning to the implementation of programs, but will be champions and leaders.
- 2. We respect student privacy and confidentiality.
- 3. We respect institutional privacy and confidentiality. We do not use data in ways that pit one institution against another or create negative comparison.
- 4. We are committed to developing and implementing new strategies and approaches, even if they are not always successful, in order to more quickly find the methods that do work.
- 5. We will measure results and report on agreed-upon common indicators with other members to learn from our collective experiences.
- 6. We will work with partners who can help us achieve our vision.

Objectives

Year 1 Objectives

The Collaborative will aim to achieve the following objectives:

- 1. Each member's President will sign off on the Charter.
- 2. Each member will establish its campus team.
- Members will agree on a measurement plan and begin measuring and reporting.
- Each member will be ready to report on at least one alcohol harms reduction strategy at the annual national meeting.

Year 5 Objective

The Collaborative will have a full college and university cycle of student alcohol use data and will be sharing best practices. More specifically we will:

- 1. Develop a repository of strategies, case studies, best practices, policies and conversation.
- 2. Publish our first report on Canadian best practices in harm reduction efforts based on collected data.
- 3. Develop a baseline understanding of the Canadian university and college environment as it relates to alcohol harms.

Obligations and Expectations of Member Institutions

- 1. Agree to a minimum five year commitment to this initiative, at which point the initiative will be evaluated and assessed.
- 2. Demonstrate institutional commitment by having the President sign off on the Charter.

- 3. Contribute, if necessary, to the Collaborative by way of a small operations fee (estimate of between \$500 and \$1,000) annually.
- 4. Ensure development of a campus team, which will include one senior administrator, to lend energy and provide focus to the work of the Collaborative.
- 5. Participate in an annual national meeting to share ideas and reflections on strategies.
- 6. Ensure the collection of the data necessary to meet the nationally approved measurement plan.
- 7. Interact with partners and relevant provincial and federal agencies.
- 8. Contribute aggregate and de-identified data as prescribed within the Charter.

Governance and Steering Group

The Collaborative will require volunteers from institutions and partner organizations to serve on a national committee to steer the work of the Collaborative.

Suggested committee membership:

- 1 Chairperson
- 1 Vice-Chairperson
- 4 regional representatives (Atlantic, Quebec, Ontario, West)
- 4 regional student representatives (Atlantic, Quebec, Ontario, West)
- 1 data management specialist
- 1 support person (if needed)
- 1 Canadian Centre on Substance Abuse representative
- 1 Universities Canada representative
- 1 Colleges and Institutes Canada representative

Membership

After initial membership is solidified, new members will be considered on an annual basis, ensuring work continues at an efficient pace. New members will be required to apply by February 1 to be added to the Collaborative at the May (spring) annual national meeting. This requirement will allow the Collaborative organization to ensure an appropriate transition process so that the new members can engage in the Collaborative with ease.

As the Collaborative moves forward and becomes more operationalized, member institutions might be asked to contribute a small membership fee to support a part-time support person, administrative cost or other priorities. The fee is estimated to be between and not expected to exceed \$500 to \$1,000.

Partnerships

The Collaborative will include partnerships with organizations that share similar mission and values. Inaugural partners could include Universities Canada, Canadian Association of College and University Student Services, Canadian Centre on Substance Abuse, Colleges and Institutes Canada, and regional and national student associations.

Critical Success Factors

- Student leadership
- · Partner engagement
- Member engagement and sharing
- Campus-wide commitment
- a) High level (president and vice-president) buy-in at all member institutions:
- b) Students play a leadership role, championing programs and change;
- c) Faculty and staff involvement and leadership;
- d) All participants recognize the importance of this work as a public health issue;
- e) Integration of harms reduction with campus safety efforts;
- f) Consideration of social norms and perceptions for each institution's environment;
- g) Campus outcomes need to be broad to fit aims;
- h) Collaboration across the country;
- i) A commitment to regional efforts will be required;
- j) Reporting of programs attempted and associated learning for the benefit of all members;
- k) Commitment to Plan-Do-Study-Act training for improvement strategies;
- I) Agreement on core measurement and feedback questions to enable aggregate results; and
- m) A willingness to play a leadership role in cultural shifts.

President's Signature:

Institution:

Algonquin College

(() enver)
Date:

Queux 30, 2016.



Appendix 16.0



Cultural Safety Training Session

Agenda

9:00 am – 9:20 am Greetings/Introduction – Victoria Tenasco & Albert Dumont

9:20 am – 9:40 am Group Introductions and Expectations

9:40 am – 10:00 am About the training/Background

10:00 am – 10:30 pm Bundle One - Helpers

10:30 am - 10:45 am BREAK

10:045 am – 11:30 am **Bundle Two - Wisdom**

11:30 am – 12:00 pm Bundle Three - Love

12:00 pm – 1:00 pm LUNCH

1:00 pm – 1:30 pm Bundle Four – Respect

1:30 pm – 2:00 pm Bundle Five – Courage

2:00 pm – 2:30 pm **Bundle Six – Honesty**

2:30 pm – 2:45 pm BREAK

2:45 pm – 3:15 pm Bundle Seven – Humility

3:15 pm – 3:45 pm Bundle Eight – Truth

3:45 pm – 4:00 pm Questions/Discussion

4:00 pm – 5:00 pm Sharing Circle and Closing



Appendix 17.0

Inuit Cultural Competency Training Algonquin College January 8, 2016

AGENDA

9:00 am

Welcome, Introductions and Agenda

Lighting the Qulliq

Presentation on Inuit Cultural Competency

BREAK

Continue Presentation

CBC documentary on Mamisarvik Healing Center

Questions/discussion

NOON - LUNCH

1:00 pm

Panel Presentation: Tips for Working with Inuit Students

Movie

Qimmit: A clash of Two Truths

Discussion/Questions on movie

BREAK

Introduction to Inuktitut: key phrases, word game

Wrap up, final questions

4:00 pm

Thank you and Good-byes



Appendix 18.0

Building Inuit Cultural Competency at Algonquin College

Tungasuvvingat Inuit – Mamisarvik Healing Center

Reepa Evic-Carleton, Coordinator

Pam Stellick, Director

Vicki Adams, Intake



Lighting of the Qulliq





Who are Inuit?



- Inuit Inuktitut for "the people" are an Indigenous people, the majority of whom inhabit the northern regions of Canada.
- The Inuit homeland is known as Inuit Nunangat, which refers to territories in the Arctic region.
- However there is a growing number of Inuit now living in urban centers in southern Canada

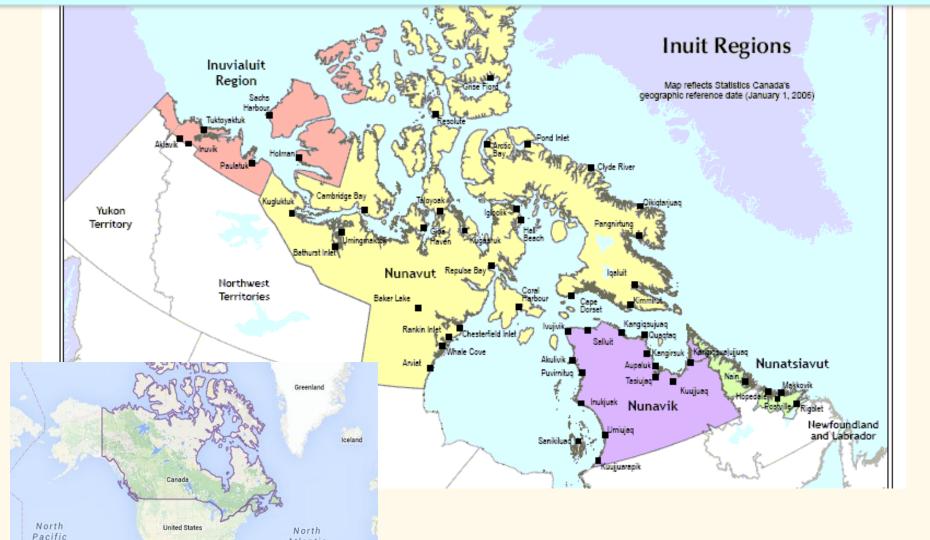


Where are Inuit from? Inuit Nunangat

Ocean Map data ©2015

Ocean





What is Tungasuvvingat Inuit?



"a place where Inuit are welcome"

Mission Statement

"Tungasuvvingat Inuit provides Inuit specific programs, services, and support to empower and enhance the lives of Inuit."



- Incorporated in 1987, track record of accountability and success
- •48 staff, majority are Inuit
- Canadian leader in Inuit specific, grass roots, holistic and integrated service approaches

Tungasuvvingat Inuit Services



Inuit Blanket Toss

Like the Inuit blanket toss game, TI "catches" anyone in need of our support. The integration of programs is the cornerstone of our community of services





www.tungasuvvingatinuit.ca

Mamisarvik Healing Center (MHC)



- Mamisarvik means a healing place in the Inuktitut language.
- The Mamisarvik Healing Center has developed an effective, culturally specific treatment program to help Inuit heal from the impacts of colonization, personal experiences of trauma and alcohol and substance abuse.
- It has provided services to over 1,000 Inuit since 2002 resulting in significant improvement in the lives of individuals, families and communities.

Mamisarvik Healing Center



MHC Mission Statement

•To implement and deliver high-quality treatment services that embrace and reflect Inuit culture, language and values, supports Inuit clients, their families and communities and reduces the harms caused by alcohol, drugs and traumatic life events.

MHC Vision

•More healthy Inuit free from, or less troubled by, the harms associated with substance abuse/addictions and trauma and the development of a full continuum of accessible, culturally specific, treatment services for Inuit.

Mamisarvik Healing Center Treatment Approach



- Trauma recovery is a hallmark of the MHC treatment approach
- Alcohol and drugs often used as a maladaptive way of coping with negative outcomes of traumatic experiences and events.
- MHC's Inuit-specific, bio-psycho-social-spiritual treatment approach:
 - Values Inuit culture and language as necessary pre-requisites for healing
 - Recognizes the relationship between substance abuse and traumatic experiences
 - Places healing within a cultural and historic context
 - Uses community and person-centered psychology and evidenced based interventions
 - Is choice based, inclusive of harm-reduction approaches

Mamisarvik Healing Center Treatment Program Overview



- 53 day residential or day treatment for Inuit men and women
- Intensive individual and group therapy: anger management/assertiveness, addictions, cultural empowerment, trauma recovery, relationships/gender
- Structured program includes 4 hours of daily group therapy
- On the land component: intensive therapy
- Inuit Elders provide support and healing
- Weekly Continuing Care group
- Medical services through partner agencies
- Cultural and recreational activities
- Inuit country food



MHC Client Demographics



- All clients are of Inuit descent and are 18 years of age and older average range is from 25 to 35 years
- Majority of clients come from Nunavut, the Ottawa region and through referrals from Correction Services Canada
- 100% are either survivors of Canada's Residential School system or have been intergenerationally impacted
- Approximately 95% of clients have experienced physical or sexual abuse as children
- 90% of offenders in the program have been sentenced for sexual offences
- Approximately 85% of clients screen high for Post-traumatic Stress Disorder
- Primary substances of choice are alcohol and marijuana

History of the Inuit People



- Inuit are incredibly resilient people who are making one of the most rapid cultural transitions from traditional to modern life of any culture in the world.
- The Inuit people experience specific and systematic cultural oppression in the 1950s and 1960s, which has had a lasting impact on their cultural identity

Healing through knowledge of Inuit History



- •Specialized therapeutic program on socio-cultural and historical factors impacting Inuit society, communities and families: colonization and oppression
- •Knowledge of historical impacts still affecting Inuit families and communities is tool for change embedded in the current realities and history of Inuit culture.
- •Healing through education and increased awareness of the impacts of cultural trauma and oppression on Inuit society, communities, families and individuals
- Creating a safe place to break the silence
- Shedding light and creating deep understanding "aha!" moments
- Knowledge leads to empowerment, cultural strength and movement towards change: personal, family and community
- Compassion and understanding develops along with a feeling of being understood "I've never felt accepted until I came here".
- •Used in conjunction with other interventions such as cognitive behavioural therapy, story telling, trauma therapy to reduce symptoms resulting and heal from traumatic personal and intergenerational events caused by colonization and drug and alcohol abuse

Contact and Re-gaining Control

Pre-contact Inuit had **Explorers** Power, Control, Whalers Independence **Traders Missionaries** Education Health Care 1903 Military **RCMP** Federal Government 1930 Economic Crash Apology Nunavut 1999 **The Great Depression Dog Teams Killed Land Claims** Late 90's 1950 Government 1982 Constitution **Policies** Relocation Commission 1978 **Residential Schools** Regional Inuit Org. Formed in 1950 **TB Treatment** ITK Early 70's **Fur Traders Inuit Organizations Formed** 1500's 1900's 1960's 1970's 1990's 2000's

History Of Trauma & Loss in Inuit Communities

- Relocations
- Epidemics
- Hospitalizations
- Residential schools
- Relocations into communities
- Loss of autonomy
- Loss of identity
- Shooting of the dogs

- Physical, Emotional, Sexual and Spiritual Sexual abuse
- Loss of culture and language
- Traumatic injuries and death
- Suicide
- Dependence of government for survival
- Loss of traditional ways
- Others?



Impact on Inuit People

What Inuit Felt Then:

- Anger, Frustration
- Hopelessness, Fear
- Confused, Overwhelmed
- Humiliation, Desperation
- Worthlessness, Shame
- Loss of Identity
- Rejection, Discrimination

- Environmentally Shocked
- Betrayed, Used
- Loss of Independence, Loss of Control
- Oppression, Powerlessness
- Insecure, Low Level of Confidence

What Inuit Feel Today:

Many of the same emotions, but also:

- Racism
- Vengeance
- Jealousy

- Isolation
- Worthlessness
- Shame



Current Cultural Considerations

- The Government of Canada apologized to Inuit in 2010 for forcible relocation to the High Arctic for sovereignty purposes. The Quebec Government apologized to Inuit in 2011 and paid \$3 million in compensation for systematically killing sled dogs in an attempt to move nomadic people into settlements
- As a people, Inuit are working on (re)developing many if the skills that were taken from them:
 - Expressing Their Feelings
 - Giving Themselves A Voice
 - Sharing Their Thoughts and Emotions

- Taking Risks
- Increased Pride as Inuit
- Fostering Hope



Mamisarvik Healing Center A client experience....



"No wonder my parents and grandparents were drinking. They were angry. They couldn't do anything about it. My mother lost our three dogs when she went to get wood for the fire. The RCMP shot them still in their harness. The old patterns I learned are going to stop with me. I came here for my drinking problem and went through healing I didn't expect. I think I've opened the door for my family. I feel rich in my heart."

Iceberg Teachings





1. An iceberg floating in water.

2. The part of the iceberg beneath the surface of water represents the inner person (heart) that holds issues that aren't visible to the eye.

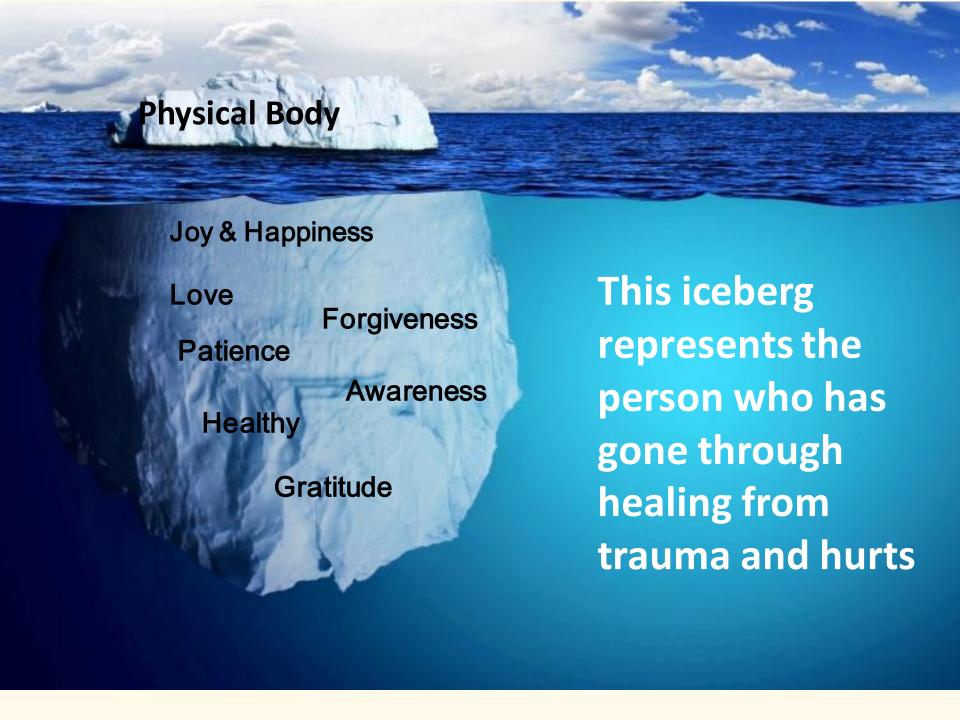
- a) Grief
- b) Pain
- c) Anger
- d) Unhappiness
- e) Shameful deeds

3. What we hold in our inner heart is not visible – it goes very deep within our soul/spirit.

Broken Pieces

- crying, no one to help, lost something, I feel lost, why?, it did not happen, grief, no hope, I am alone, I feel lost, afraid, angry, there is no god, I don't fit in, abused, I am going crazy, abused, guilty, rejected, scared, I am embarrassed, I can't be helped, loss of a loved one, taken advantage of, I want to scream, unworthy, I want to become invisible, I don't belong, feel like giving up, I was wronged, I'm broken





A sailboat can only move forward if there is a breeze to propel it forward: southward or sideways. And the only way the boat can sail properly is if there is a person to steer it, to propel it slowly to where it should go. The sailor gets to know how the rudder works and will sail the boat with ease.

If a boat has no equipment - no sail, no rudder, no motor - it will just float on the water and would be blown in any direction by the wind.

Another example: if you are a boat sailing towards a destination and you have to steer the boat not just with a rudder but also with your sail. In the same way you're in control of where you travel in your life, leaving things behind that will get further and further away. Letting go of your bad experiences that you've dealt with along the way that are no longer affecting you; you are healing. A person carries loads that are not good for him, just like a boat can be laden with unhealthy things. However, that person can unload them and load on good, healthy things in their place along life's travels with self-help and accepting help from others. You will eventually reach the destination you strive for by letting go of the toxins in your life that were bringing you down.

Enjoying your life by safely travelling.

Maintaining Inuit Heritage

Despite the many challenges, Inuit culture is flourishing.

"Inuit continue to maintain their unique culture...Despite modern influences and conveniences, Inuit have retained their language, core knowledge and beliefs.

Family is the foundation of Inuit cultureInuit families are large and interconnected as intricate bonds are formed through childbirth, marriage and adoption.

Hunting is still one of the most important aspects of Inuit culture and lifestyle...Inuit continue to rely on country food as a source of nutrition and clothing.

Elders are given the utmost respect in any community.... Their continuous contribution has kept the Inuit tradition alive.

Many families leave permanent communities during the spring and summer to set up camps. This is an important part of Inuit tradition. Far from modern distractions, the young are immersed in their language, developing their skill and helping to ensure the long-term survival of the culture."

Tungasuvvingat Inuit

Recent Accomplishments



Official establishment of Nunavut as a territory in 1999, by a small group Inuit leaders leading a population the size of North Bay, ON, covering an area larger than Mexico, is an incredible constitutional accomplishment.

Some 63 per cent of Inuit can converse in Inuktitut, the highest rate of any First Peoples' language, and wide-spread efforts are under way to increase that number: Nunavut's Inuit Language Protection Act, instruction in Inuktitut from kindergarten to grade three.

Growing Inuit education, business development, music, film, sports and television sectors developing in the North and the South:

- Jordin Tootoo made history as the first Inuk to play for the NHL.
- Singer / songwriter Susan Aglukark is one of Canada's most unique artists and a leading voice in Canadian music.
- Zacharias Kunuk produced and directed the award winning film Atanarjuat:
 The Fast Runner, the first feature film produced entirely in Inuktitut and a Canadian box-office success.
- Many Inuit-owned companies: airlines, fisheries, mining, retail, communications, transportation, construction, tourism, etc.

Current Challenges

Due to the history of severe, Inuit-specific trauma from cultural oppression, and the lack of resources in The North to address it, Inuit are in a high-needs situation.

When the United Nations ranked Canada as the best country in the world to live in several years in a row during the early 2000s, Inuit Tapiriit Kanatami, the national Inuit organization, ran Canada's 53 Inuit communities through the same 40 health, education and economic indicators used by the UN.

Because of a severe lack of resources in The North, the Inuit communities would have ranked 93rd in the world, if they were a country.

Tungasuvvingat Inuit

Inuit Population Demographics and Trends

- The Inuit population is one of the fastest growing and youngest segments of the Canadian population total population of Inuit 59,500
- Median age of Inuit → 23 years of age
- Use of mother tongue \rightarrow 63% almost universal among Inuit in Nunavut (91%).
- Rate of growth of population → 32% growth between 2001-2011
- Rate of growth outside of Inuit Nunaagat → from 14% in 2001, to 27% in 2011



Inuit in Ottawa



- Ontario's Inuit population has grown from less than 100 in 1987 to an estimated 3,500 today. The vast majority live in the National Capital area, making it the largest Inuit community outside of The North
- Ottawa has the most Inuit specific services available in southern Canada and is home to one of the largest urban populations.
 - The community includes people who come from the North temporarily, those who come and stay and, increasingly, those who have lived here most or all of their lives.

Social Determinants of Health: Needs of the Inuit Population

Tungasuvvingat Inuit

The Inuit population has disproportionate representation in the following areas

- Homelessness and those who are at risk of homelessness
- Food security
- Children and Youth in care
- Individuals utilizing emergency shelters
- Health needs
- Education levels
- Suicide rates

Contact Information



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Questions?

Qujannamiik!

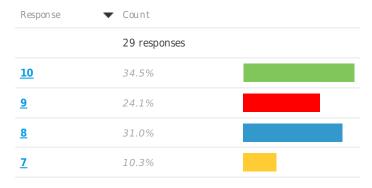
Thank you!



Appendix 19.0

Mamisarvik Inuit Training Evaluations Jan 2016

Question 1: On a scale of 1-10, 10 being "A Lot," how much did this training increase your understanding of Inuit culture?



Question 2: On a scale of 1-10, 10 being "Very Well," how well did the content meet your overall educational/professional needs?

Response v	Count	
	29 responses	
<u>10</u>	31.0%	
<u>9</u>	6.9%	
<u>8</u>	24.1%	
<u>7</u>	24.1%	
<u>6</u>	6.9%	
<u>5</u>	6.9%	

Question 3: On a scale of 1-10, with 10 being "Very Likely," how likely are you to recommend this training to a colleague?

Response ▼	Count	
	29 responses	
<u>10</u>	55.2%	
<u>9</u>	6.9%	
<u>8</u>	13.8%	
<u>7</u>	13.8%	
<u>6</u>	6.9%	
<u>4</u>	3.4%	
9 8 7	55.2% 6.9% 13.8% 13.8% 6.9%	

Question 4: What did you find most helpful?

Response	Count	•
	28 responses	
Personal History	20.7%	
<u>Presenter</u>	15.5%	
History of the Inuit People	15.5%	
Cultural awareness	13.8%	
<u>Understanding</u>	8.6%	
<u>Learning</u>	8.6%	
<u>Video</u>	6.9%	
Support students	6.9%	
<u>Perspective</u>	3.4%	

Question 5: What was missing or what would you like further information on?

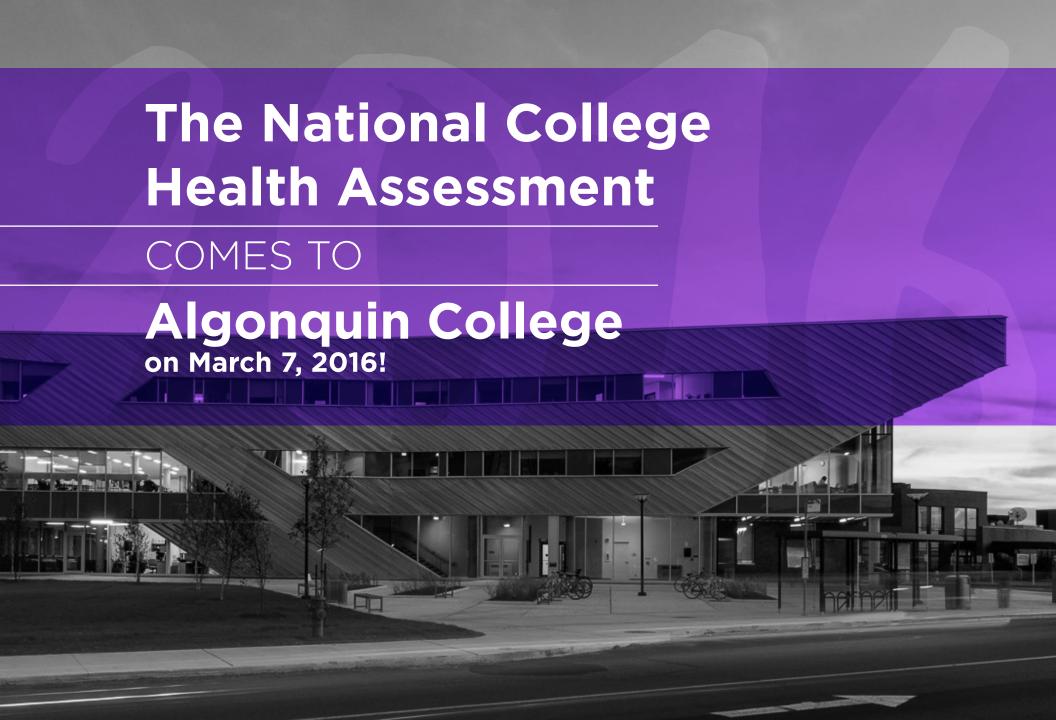
Count Response 24 responses More specific strategies for 23.3% supporting <u>students</u> More details 11.6% and stats Mental Health 11.6% Inuit Students 11.6% <u>Culture</u> 9.3% **Spirit ual** 7.0% <u>Beliefs</u> **Nothing** 7.0% <u>Abuse</u> 7.0% Community 4.7% Time for 2.3% Questions More speakers 2.3% **How to get** 2.3% involved!

Any additional comments or feedback

Response	Count		
	23	responses	
Thank you	10	22.7%	
<u>Learning</u>	6	13.6%	
Great Training	6	13.6%	
<u>Enjoyable</u>	5	11.4%	
Presenters were Great	3	6.8%	
More specifics on how to support students	3	6.8%	
<u>Inuit Students</u>	3	6.8%	
Wonderful Cultural Experience	2	4.5%	
Really Appreciated	2	4.5%	
More training days!	2	4.5%	
More activities	2	4.5%	



Appendix 20.0



A (HANCE FOR STUDENTS' VOICES TO BE HEARO!

Coming March 2016, Algonquin College will be participating in the National College Health Assessment.

Often referred to as the "NCHA," this survey is used by many Canadian colleges and universities to assess the health and related behaviours of its students. The survey is optional and confidential, and covers topics such as common student illnesses, mental health, sexuality and sexual assault, and alcohol and substance use. This survey will be emailed to all full-time, on-campus Ottawa, Perth, and Pembroke students who are 18 years and over.

The survey is designed to assess student health behaviours in order to better inform and refine existing services and supports for Algonquin College students. All students who submit a survey will be automatically entered in a random drawing to win one of more than 50 amazing prizes. Prizes include a GoPro Camera, three FitBits, and 40 Tim Hortons' or Campus food gift cards.

The survey and accompanying promotion will run from March 7 to March 28 2016.

The survey responses are used to generate a personalized Algonquin College report that provides:

- 1. A comprehensive description of the health behaviours and experiences of the Algonquin College student population.
- **2.** A health profile of Algonquin College's student population that can be compared to post-secondary student populations of Ontario and Canada to identify deviations and unique needs.

3. A baseline profile that will allow Algonquin College to track trends in the health of AC students over time by re-administering the survey in the future.

MORE INFO

The American College Health Association has been conducting the NCHA on campuses across North America since 2000. The survey was last administered in Canada in 2013. That year, more than 16,000 students from 16 Ontario universities and colleges participated in the NCHA. For 2016, the Ontario cohort is proving much larger.

It is estimated that the survey will take up to 30 minutes to complete. Upon completion, students

will be provided with links to campus resources in the event that the survey questions have triggered a need for support.

For more information, visit **ACHA-NCHA online** (www.acha-ncha.org) where you will find Canadian and Ontario reports from 2013.

HOW (AN I HELP?

Talk to your students about the National College Health Assessment. Encourage them to participate.

Allow your class representatives a chance to speak for a few minutes in your class about the survey.

If students want to talk about the survey, or any possible emotional reactions, be sure to refer them to Counselling Services.

Algonquin College Counselling Services Ottawa Campus: Student Commons, 3rd Floor, 613-727-4723 ext. 7200.

Perth Campus: Counselling, Shawna Davis, 613-267-2859 ext. 5610.

Pembroke Campus: Counselling, Jasmine Cady, 613-735-4700 ext. 2804.

CONTACT INFO

Jeff Agate, Associate Director

Student Support Services agatej@algonquincollege.com 613-727-4723 ext. 5245

Polly Leonard, Harm Reduction Project Manager

The AC Umbrella Project leonarp@algonquincollege.com 613-727-4723 ext. 6856









Appendix 21.0



TELL US HOW YOU REALLY FEEL!

This is the first time ever that Algonquin College is participating in the National College Health Assessment, which is a Canada-wide student survey.

Check your AC email on March 7, and throughout March, for an email from the National College Health Assessment.

The questions in this survey relate to health and wellbeing. The answers will help inform and refine

existing services and supports for you and all students!

So sit down, get a snack, and take the survey – it does take around 30 minutes to complete. You can start and pause the survey whenever you like. Once you are finished you will be automatically entered into a random drawing to win one of more than 50 great prizes. Prizes include a GoPro Camera, three FitBits, and 40 Tim Hortons' or Campus food gift cards.

Your participation is completely voluntary and confidential.

To ensure confidentiality, email addresses are destroyed by the American College Health Association, which administers the survey, before data are compiled and shared with Algonquin College. The raw data file that is shared with Algonquin College will not contain any unique identifiers. If you feel that answering specific demographic questions might reveal your identity, you may leave them blank.

You may answer only some questions, or you may choose not to participate in the survey at all. Any reports or publications based on this research will use only group data and will not identify you or any individual as being affiliated with this project.

The survey and accompanying promotion will run from March 7 to March 28, 2016.

COME VISIT US!

Be sure to check out some of the promo booths on campus:

March 3	Perth Campus
March 7	Student Commons from 11am-2pm
March 9	J & N Link from 11am-1pm
March 14	Student Commons from 11am-2pm
March 16	Pembroke Campus
March 16	J & N Link from 11am-1pm
March 16	AC Hub from 11am-2pm F000 AND PRIZES!
March 17	Mamidosewin Centre from 11am-2pm MA(HO'S NA(HOS FOR N(HA
March 23	J & N Link from 11am-1pm
March 28	Student Commons from 11am-2pm

CONTACT INFO

Jeff Agate, Associate Director

Student Support Services agatej@algonquincollege.com 613-727-4723 ext. 5245

Polly Leonard, Harm Reduction Project Manager

The AC Umbrella Project leonarp@algonquincollege.com 613-727-4723 ext. 6856

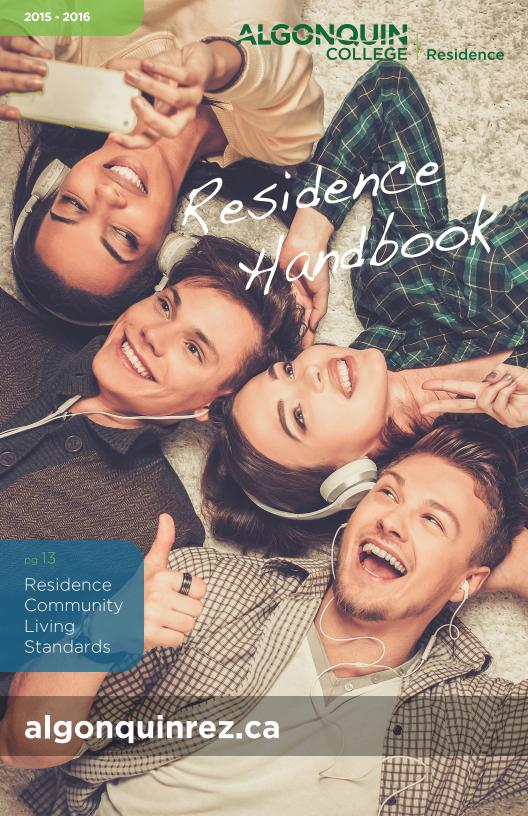








Appendix 22.0



WELCOME TO RESIDENCE!

Dear Students,

Welcome to the Algonquin College Residence. As the General Manager, it is my hope that your time here is not only educational, but also an enjoyable experience that includes the excitement and diversity of living in residence!

While some students may consider staying in Residence based on what it can offer socially, others will chose residence for what it can offer academically. Regardless of which category you fit into, our Residence Staff are committed to providing you with what you need.

Our in-house Residence Life professionals work tirelessly to provide a variety of events that never keep you waiting for something new to do. With over 1,000 students you will be able to share these experiences with a diverse population of on-campus students. Whether your idea of fun is staying in to watch a movie or going out with friends, Residence has got you covered.

Many of the events that are hosted by our Resident Advisors (RAs), focus on the academic side of the Residence experience. With peer tutorial space, as well as space for group work and seminars, you can experience everything from program specific study groups to lifestyle skills.

So if you are simply looking for a safe environment next to your classrooms, or if you are looking for an experience that you will remember the rest of your life, you have made the right choice by choosing residence.

Sincerely,

Sophie Galván General Manager

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CAMPUS MAP

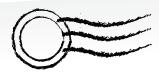
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CONTACT INFORMATION

YOUR MAILING ADDRESS IS:



POSTCARD



Dear Mom,

It's only the second day, but I'm having such a good time that I forget I only got here yesterday.

Your Name, Suite Number Algonquin College Residence 1385 Woodroffe Avenue Ottawa, ON K2G 1V8

Phone: 613-727-7698 (+ extension)



Mail is delivered on weekdays and can be picked up from your mailbox located on the first floor or at the front desk. If you receive a parcel, it will be held at the front desk and a message will be left in your mail box. Stamped outgoing mail can be dropped off at the front desk and will be sent out daily.

IMPORTANT DATES

SUMMER SEMESTER 2015

March 31, 2015 Summer Acceptance Package Distributed

April 15, 2015 Summer Residence Fee Deadline

May 2, 2015 Summer Move-In day

May 3, 2015 Summer Room Inspection Form Deadline

August 16, 2015 Move-Out Day

FALL SEMESTER 2015

September 5 - 6, 2015 Residence Move In Weekend

September 7, 2015 Orientation Activities September 8, 2015 College Orientation

September 9, 2015 Classes begin for most Fall 2015 Term Programs

October 2, 2015 Second Residence Fee Payment Due for payment option 3

December 1, 2015 Application for Winter Break Stay Due
December 5, 2015 Acceptance for Winter Break Stay
December 12 - 19, 2015 Final Fall Exam Week for most programs

December 21, 2015 Winter Break Residence Closure

WINTER SEMESTER 2016

January 9, 2016 Residence re-opens from Winter Break

January 11, 2016 Classes begin for most Winter 2016 Term Programs

January 23, 2016 Final Residence Fee Payment due for payment options 2 and 3

January 22, 2016 Resident Advisor Applications Due

February 5, 2016 Applications available for Academic 2016-2017 year

February 6 - 7, 2016 Resident Advisor Hiring Weekend

February 15-20, 2016 Algonquin College Study Break Week. Please confirm

test/assignment dates with your professors before making any

travel plans

February 19, 2016 Winter Move-Out Package Forms Distributed
March 10, 2016 Academic Year Move-Out Package Forms Due
April 23 - 30, 2016 Final Winter Exam Week for most programs

May 1, 2016 Final Day to Move-Out

^{*}Please be advised that these dates are subject to change.

LIVING IN RESIDENCE

WINTER & SUMMER SEMESTER MOVE-IN DAY PROCEDURES

Unless notified otherwise, the first official move-in day commences on the Saturday before classes begin. Prior to moving in, please contact the Residence at least 24 hours before to confirm your arrival.

- Students will arrive and temporarily park in the designated area.
- They will unload their belongings from their vehicle.
- Students will proceed to the Residence Front Desk to be checked into the Residence.
- At this point the student will:
 - Pay all outstanding fees
 - Ensure all paperwork is completed
 - Receive a move-in package
- Students will then move their cars into the parking lot and finish moving their belongings into their room.

STUDENT RESIDENT AGREEMENT (SRA)

Your SRA is a legal contract. You received this contract while completing your application process through the portal. The SRA outlines your financial obligations as well as the rules and regulations we expect you to follow in order to maintain a secure and pleasurable living environment. It is your responsibility to read the SRA carefully and refer to it throughout your stay. If you have any questions regarding the contents of the SRA, please speak to a Manager at the Front Desk. Please ensure you have a copy of your SRA for your records. If you do not have a copy, see the Front Desk.

ROOM INSPECTION FORM

When you take occupancy of your room, you have 24 hours to complete a Room Inspection Form and return it to the Front Desk. When you move out, you will be charged for all dirty, damaged, and missing assets within your suite that you have not listed on the Room Inspection Form, so it is in your own best interest to conduct a thorough inspection.

INSURANCE

You are responsible for arranging adequate insurance coverage for all of your belongings. The Residence's insurance policy does not cover damage to or loss of your personal items. You should contact your family insurance agent to determine if you are covered under your parent/guardian's home insurance and if so, for what amount.

APPLIANCE INFORMATION

Other than the fridge supplied in the room, no other refrigeration appliances are to be brought into the Residence. Open element hotplates, deep fryers, indoor barbeques, and fondues are prohibited because of potential fire and health hazards (i.e. hot oil, open elements/flames, smoke.) Irons, toaster ovens, Foreman grills, electric frying pans, coffee makers, electrical kettles that are protected by an "automatic shut-off feature" may be used. A visible serial number and a CSA or UL identification tag must be present.

SUPPORTING YOUR SUCCESS - PERSONALLY & ACADEMICALLY

Moving into residence is an exciting time, but it can also be difficult. Our Residence Life Program offers you many different resources and services to help you be successful. Go to our website, www.algonquinrez.ca to learn more about these programs.

CHECK YOUR DRINKING

How much do you drink? Do you drink too much? How do you compare to the average college/university student? Take five minutes to fill out this survey and learn a little about your perceptions and habits related to alcohol. Once you complete the survey it will give you information that may have a positive impact on your perceptions and habits.

iCopeU

Stressed out? Anxious? Feeling down? Or, simply curious to learn more about how to effectively cope with the challenges of student life? This interactive website has games, videos, and multiple resources that will help you cope with some of the things that you may find challenging or stressful while living in residence.

LIVING WITH YOUR ROOMMATE

Many residents come to college / university with great expectations about their roommate. Hopefully these impressions will be true, but stress levels have a tendency to increase during certain times of the year (i.e. exams). It is important to be aware and appreciate these stressful times as you and your roommate may experience some rough spots. It is very important that you communicate about things early so you can begin to understand each other.

DISCUSS ISSUES THAT WILL AFFECT BOTH OF YOU

- Cleanliness
- Study habits
- Sleep habits
- Music preferences and volume
- Sharing personal belongings
- Overnight quests

THINGS TO REMEMBER

- Keep communication lines open.
- Be honest about how you feel and what you are thinking.
- Be willing to compromise.
- Give your roommate the respect, consideration, and understanding you want in return.
- Discuss problems as they arise with your roommate, not with other residents.
- If things change, be sure to let your roommate know. It is normal for your ideas, feelings, or even habits to change situations change too.
- Ask your RA for help if you need it.

ROOMMATE CONFLICT

If you have problems with your roommate we recommend that you speak to your RA, they may be able to help mediate the conflict. If this step is unsuccessful please feel free to come to the Residence Life Office and speak with your Residence Life Coordinator.

Roommate changes are the last step in the roommate conflict mediation process and are subject to availability of rooms. Roommate changes are put on hold for the month of September.

WHAT TO BRING

- Bed linens, towels, comforter, pillows, blankets
 (suitable for a double-width, queen-length bed 54 inches by 80 inches)
- Cleaning products: dish soap, mop, bucket, broom, dustpan, rags, etc...
- Alarm clock/radio
- Computer ensure computer has an Ethernet card and Ethernet cord, modems do not work at the residence
- Toaster, coffee maker, kettle, iron, toaster oven, foreman grill, etc...
 (no hot plates of any kind this is for your safety)
- Laundry detergents and fabric softener
- Pots, pans, dishes, glasses, utensils, dish rack, garbage bags, etc...
- Toilet paper, plunger, shower curtain, first aid kit, personal hygiene items, etc...
- All school supplies required
- Small furniture items: bookshelf, night table, or small dresser.
- BLU ray player, gaming system, or DVD player Please note, not all TV's have the required connections, adaptors may be needed.

WHAT NOT TO BRING

- Animals/pets, with the exception of fish in one small aquarium, no larger than 3 gallons.
- Weapons: hunting knives, swords, firearms, replica weapons or display samurai swords
- Hot plates and deep fryers or appliances with open elements
- Candles and incense
- Kegs of beer, beer bottles, single serving glass containers and case sizes larger than 24
- Drug paraphernalia
- Hooks or nails that will be placed in the wall
- Refrigerators or freezers
- Large musical instruments (drum kits or pianos), surround sound systems and subwoofers

DECORATING YOUR SUITE

- All decorations must be appropriate and nothing offensive should be visible to anyone outside of the room
- Nothing is to be affixed to your window to deface or compromise the general aesthetics of the outside of the building
- The only acceptable form of affixing items to walls is the use of white sticky tack
- You may not decorate the outside of your suite door, unless for special occasions approved by the management
- Posters within the Residence that advertise for any group or personal reasons must be pre-approved by the Residence Life Coordinator or General Manager
- Decorations should be fire-retardant or flame-proof
- Strings of indoor lights should not be in direct contact with any flammable materials and should not be left on while the room is unattended
- Real trees/plants are not permitted in the Residence
- Artificial snow is not permitted in the Residence

^{*}Please keep in mind that absolutely nothing is to be pinned, taped, screwed, nailed, or stapled into any wall or furnishing within your Residence room.

HEALTHY LIVING

In a Residence environment it is much easier for communicable diseases to spread. Here are some strategies to help keep you healthy and avoid catching some of the germs that may be prevalent from time to time:

- Keep up to date on your immunizations
- Wash your hands frequently
- Don't share drinks or cigarettes
- Limit your contact with others when you are ill
- Get plenty of rest
- Eat a balanced diet
- Live a balanced life
- Maintain a clean suite

PERSONAL SAFETY

- For safety reasons, lit candles, cigarettes or incense are not permitted in the building.
- You risk your life and others if you tamper with fire equipment.
- If you bring friends into Residence you are responsible for their actions and conduct.
- Over consumption of alcohol can lead to harm or death.
- Illicit drugs are not welcome in Residence. Do not bring them to Residence and do not use them.
- If you are concerned about your safety or anyone else's, talk to the RA on duty.
- Be sure to keep your door shut at all times
- Safe decisions regarding sex require a clear mind. Alcohol inhibits your ability to hear and give consent.

WITHDRAWAL FROM RESIDENCE

If you find yourself in a situation where you can no longer live in Residence, you must speak with a Manager immediately. Moving out of Residence early does have financial implications. Please refer to the SRA for an explanation of your financial obligations.

MOVE-OUT

You will be required to move out of the Residence 24 hours after your last exam. If you decide to remain in the Residence after this time you may be charged a "Late Move-Out" fee of \$30.00 for each additional night. Review the Move-Out Package that you receive prior to your move out day. Please note that it will take approximately six to eight weeks after your departure for you to receive your \$500.00 Deposit refund, less any outstanding fees or damages. Care must be taken to avoid damage to doors, frames, walls, floor coverings, and any part of the Residence during your move-out. Please note that "23 Hours of Quiet: will be in effect throughout the exam week(s).

EXTENDING STAY - SUMMER TERM

During the Summer Semester the Residence is open to the general public for accommodation. It is procedure at this time to move all students to a designated student floor(s). Therefore, if you are living on another floor, by the end of the Winter Semester you will be required to move for the Summer Semester. In your Move-Out Package you will be required to fill out a Mandatory Deposit Form that will allow you to transfer your security deposit to the summer term. If accepted, you will be required to fill out the Summer Acceptance Package.

WINTER BREAK RESIDENCE CLOSURE

Please be advised that the Residence will be

CLOSED

the following dates:

December 21, 2015 to January 8, 2016 inclusive

The Residence will reopen at 11:00am on January 9, 2016

All Student Residents must vacate their suite on the earlier of;

Twenty Four (24) hours after your last exam

OR

By 11:00am on December 21, 2015

If you need to continue to reside at the Residence past December 21, 2015, or if you must return prior to January 9, 2016, please submit a written request to the General Manager at the Front Desk on or before December 4, 2015. (If your reason for staying late, or returning early is due to academic obligation, please submit a letter to the front desk from your program coordinator to avoid any charges).

NOTE: Your financial account at the Residence must be brought up to date prior to your departure for the Winter Break. Student Residents with outstanding accounts may not be granted access to their suite upon return from the Winter Break until their account is brought up to date.



HAVE A SAFE & HAPPY HOLIDAY!

WINTER BREAK INSPECTION CHECKLIST

Room Inspections will take place during the Winter Break. Please ensure that the following checklist is completed before your departure.

YOU MAY RETURN TO RESIDENCE ON JANUARY 9, 2016 The Residence will be open at 11:00am.

THE WINTER BREAK INSPECTION CHECKLIST IS IN YOUR STUDENT HANDBOOK

✓	TASKS
	Clean bedroom and common areas (Kitchen and bathroom)
	Please ensure that the area directly in front of the Fan Coil or Heating Unit is open to allow maintenance to change air filters. (Failure to do so may result in an additional \$25.00 charge to be applied)
	All garbage and recycling removed from suite and properly disposed of (This includes alcoholic beverage containers)
All perishable food items should be removed from the refriger (Meats, milk, fruits, vegetables, etc.)	
	All windows closed and secured
	Remove all personal items from sink/vanity, shower shelves, and counters (This will allow housekeeping to complete proper cleaning)
	Turn off all lights
	Unplug your computer (In the event of a storm, this will protect your computer from a potential power surge)

DO NOT UNPLUG YOUR REFRIGERATOR

ROOMS WILL BE INSPECTED WHILE YOU ARE AWAY OVER THE HOLIDAYS FOR GENERAL CLEANLINESS, AND FOR ROUTINE CLEANING AND MAINTENANCE

NOTE: If a Residence suite is left dirty during the holiday break (ie. dirty dishes left in sink, garbage left behind in kitchen and/or bedroom, open food in bedroom, etc.) Residence staff will clean and/or remove these items from your suite immediately and you may be subject to an additional cleaning charge payable when you return.

HAVE A SAFE & HAPPY HOLIDAY!

MOVE-OUT CHECKLIST

A little something to help make things easier! Unfortunately the time to say goodbye is approaching quickly. As you gear up for your final month and are preparing for exams, time seems to be going by so fast. To help you organize your time we have created a checklist to guide you through your move-out process.

ALL THESE FACTORS AFFECT YOUR DEPOSIT THE MOVE-OUT CHECKLIST IS ALSO IN YOUR RESIDENCE HANDBOOK

✓	TASKS
	PLACE ALL SUITE FURNITURE IN ITS ORIGINAL POSITION Check the entire suite for all, if any, faults to ensure that you receive your full security deposit refund.
	BEDROOM – BED Do not remove mattress pad or bed bug cover.
	CLEAN DESK Pull out the drawers of the dresser and remove any fallen items. While drawers are out, wipe them clean.
	CLEAN BATHROOM Remove shower curtain and hooks. Thoroughly clean your bathroom: sink, shower, and toilet. Don't forget the mirror and the counter top. Clean under the sink as well.
	CLEAN MICROWAVE Pull out the glass plate in the microwave and wash it. Wipe the inside of the microwave (including the door) while the plate is out. Clean the exterior of the microwave.
	CLEAN KITCHENETTE If applicable, pull out the kitchen drawers and remove any fallen items. Clean out the sink, as well as the counter top and shelf. Clean under the sink. Once the refrigerator has been emptied please remove the bottom drawers (crispers) and clean it. Wash out the entire inside and outside of the refrigerator. Please clean and remove all the contents within the freezer compartment. DO NOT UNPLUG REFRIGERATOR.
	CLEAN SUITE All floors must be swept/mopped and/or vacuumed.
	REMOVE GARBAGE All garbage must be removed from the suite and taken to the dumpster.
	CLOSE WINDOWS All windows are to be closed and locked securely.
	LOCK YOUR BEDROOM DOOR Please ensure the bedroom door is locked and ready for a residence staff member to inspect for damages/cleanliness.
	TURN OFF LIGHTS Turn off all the lights within the suite.
	HAND IN THE "MOVE-OUT" FORM Hand in the "Move-Out/Move-Out Late" form. If you do not hand in this form at the front desk, your refund may not go to your correct address
	PAYMENTS DUE All outstanding payments are due. Check with the front desk for any outstanding payments (i.e. Overnight charges, lock-out fee)
	MOVE-OUT DAY Unless arrangements have been made with the front desk, you must vacate your room within 24 hours of your final exam.
	FINAL ROOM INSPECTION Notify the front desk when you are ready for your room inspection.
	HAND IN ITEMS Hand in your Room Key, Mail Key and any other required items – Failure to do this will result in a charge against your security deposit.

RESIDENCE COMMUNITY LIVING STANDARDS

The residence community is a place that promotes a safe and peaceful environment that supports the academic success of Residents as well as their personal and social development. We aim to ensure that it is inclusive, responsible, and respectful. The Residence Community Living Standards (RCLS) has been created in consultation with students and staff at colleges and universities across Canada to ensure the residence environment achieves this goal.

Within the RCLS, the following items are discussed and defined:

- 1. The People in the Residence Community (the Residence Staff and their roles)
- Objectives of the Residence Community Living Standards (our goals for the community)
- Rules that Affect You in Residence (residence rules, Algonquin policies & Canadian laws)
- 4. Residence Citizenship (your rights, responsibilities and privileges)
- **5. Offenses and Sanctions** (rules and consequences)
- **6. Judicial Procedures** (incident reports, meetings, and appeals)

1. THE PEOPLE IN THE RESIDENCE COMMUNITY

Our Residence Staff work hard to ensure that you have a positive experience in residence while studying at Algonquin College. Below is a list of some of those people and their roles. The objectives of the RCLS, which is explained in the next section of this document, is our expression of the commitment we make to ensuring everyone has a positive experience in residence.

GENERAL MANAGER (GM)

The General Manager is responsible for the operation of all facets of the Algonquin Residence. The GM is committed to ensuring that your overall experience in residence is a safe, enjoyable and successful one.

RESIDENCE LIFE MANAGER (RLM)

Many of the day-to-day activities associated with 'Residence Life' are overseen by the RLM, including overseeing the judicial process associated with the Residence Community Living Standards.

RESIDENCE LIFE COORDINATOR (RLC)

The Residence Life Coordinators are responsible for all matters related to student life, including overseeing the residence life program and providing support services to students. The RLCs also supervise the Resident Advisors and volunteers working in the residence

RESIDENCE LIFE STAFF (RLS)

Resident Advisors (RA), Resident Academic Leaders (RAL) and Community Advisors (CA).

The role of Residence Life Staff is filled by returning students who live in the building and plan educational and social activities in the residence. They provide valuable support and guidance to residents, while at the same time acting as a liaison with Residence Management. They complete nightly rounds of the building and are available through the Residence Life Office or the Front Desk. They have the tools and knowledge to get you the answers, direction and/or assistance you need, or can simply be someone to talk to.

2. OBJECTIVES OF THE RESIDENCE COMMUNITY LIVING STANDARDS

- To create a safe, secure, responsible and respectful community by outlining
 the positive standards of behaviour expected within the residence community.
 Residents and their Guests are held accountable for behaviour that violates these
 standards and encouraging Residents to resolve their community living issues in
 a mature fashion.
- To create an environment conducive to academic success by promoting behaviour among Residents and their Guests that creates an effective learning environment.
- To create an environment conducive to personal growth and development by educating Residents about the effect that their choices may have on themselves and others around them and providing Residents with an opportunity to learn from their behaviour.
- To create a fair environment by following the Principles of Natural Justice and Procedural Fairness and clearly defining the standards and processes that Residents, Guests and Staff are expected to follow.

3. RULES THAT AFFECT YOU IN RESIDENCE

Residence policies and procedures are related to where and how a student lives in residence on Algonquin's campus. These are detailed in the Student Residence Agreement, the Residence Handbook and RCLS. Algonquin policies and procedures are related to an individual's status as a student of Algonquin and their behavior on campus, which includes residence. Therefore, as a residence student, your actions in residence can also affect your academics status.

Municipal, Provincial and Federal laws and by-laws are related to you being a citizen in the city, province and country. The standards outlined by Residence and Algonquin are informed by these laws. Residence and Algonquin Staff aim to ensure that all of these standards of behaviour are respected and maintained.

Normally the Residence policies and procedures and Algonquin's policies and procedures act independently of one another. However, Residence shares incident reports alleging Level 2 and 3 offences with Algonquin. In situations that create a concern for the safety and security of students in residence and on campus, all important information will be shared between appropriate Residence and Algonquin officials. In serious cases, allegation(s) may be investigated by both the Residence and Algonquin and the student will be subject to the sanctions under both sets of policies and procedures.

SCOPE & APPLICATION

The RCLS applies to all Residents and their Guests. They are in effect:

- (a) on Residence property, including in all Residence buildings and the grounds of the Residence;
- (b) at off-campus events sponsored by Residence or a recognized student leadership groups in residence;
- (c) when the conduct of a Resident has a substantial link to Algonquin, direct implications for the proper functioning of Residence; the well-being of Residents; the educational mission of Algonquin; or the interests or reputation of Residence and/or Algonquin. This includes any behaviour observed or carried out through an online medium, by using text, audio, video or images, including but not limited to Facebook, YouTube, Instagram, and Twitter will be treated as an Offense detailed within these standards.

AUTHORITY

The RCLS are intended to be clear to all readers. If you have a question, consult a Residence Staff member, as they have the authority to interpret the Standards.

The RCLS attempts to identify a range of behaviours that constitute Offenses. Residence reserves the right, in extraordinary circumstances, to identify and sanction conduct that may not be specifically described, but which clearly does not support the stated Objectives of the RCLS or Algonquin Polices.

PROTECTION OF PRIVACY

Residence respects the privacy and personal information of residence students and will comply with the Freedom of Information and Protection of Privacy Act regarding the gathering, retention, safeguarding and disposal of personal information.

All concerning behaviours and allegations of offenses documented in Incident Reports will be made available to the Resident, Campus Security and the Office of the Vice President, Student Affairs.

All Residence reports, files and records, both paper-based and electronic, will be kept for a period of one (1) year after the termination of the Student Residence Agreement. Files related to an eviction will be kept for seven (7) years.

4. RESIDENCE CITIZENSHIP

You are a citizen of the residence community and a student of Algonquin. You therefore have certain rights and responsibilities. Your privileges are yours to maintain by respecting the rules of Residence and Algonquin. Rights should NOT be confused with Privileges.

As a good citizen of our Residence Community, you acknowledge in a responsible way your rights, responsibilities and privileges as well as the rights, responsibilities and privileges of others. We hope that you participate in the community in a positive way and you do your part to create and maintain an environment that encourages academic success and social growth.

RESIDENTS' RIGHTS

Within the Residence Community you, as a Resident, have the right to:

- enjoy the rights and freedoms recognized by law, subject only to restrictions that ensure the welfare and advancement of the Residence Community, as detailed in the RCLS,
- (b) be free from discrimination, on the basis of race, ancestry, religious beliefs, physical ability, marital status, colour, place of origin, gender, mental disability, family status, source of income, age or sexual orientation,
- (c) enjoy an atmosphere intended to remain free from behaviour which is reasonably interpreted as unwelcome; including (but not limited to) remarks, jokes or actions which demean another person and/or deny individuals their dignity and respect,
- (d) study, work, read and sleep in your unit/suite/room without undue interference from roommates or others.
- (e) occupy your assigned unit/suite/room and use its furniture, effects and services,
- (f) access to your assigned room/unit,
- (g) expect that unit/suite/room mates will respect your personal property,
- (h) expect reasonable cooperation from others when you are sharing common rooms/facilities,
- (i) live in a clean environment, requiring a joint and equitable effort from you and your unit/suite/room mates,
- (j) reasonable privacy from unit/suite/room mates or others,
- (k) have your concerns considered by Residence Staff,
- have all reported offenses investigated in a reasonable amount of time and efficient manner,
- (m) expect confidentiality from Residence Staff with regards to all personal and student conduct related information.

RESIDENTS' RESPONSIBILITIES

With your rights come corresponding expectations of behaviour within the Residence Community. As a Resident you have the responsibility to:

- (a) read, understand and abide by the Algonquin Calendar, codes, policies and regulations, guidelines and processes, including the Student Residence Agreement, Residence Student Handbook, and RCLS,
- (b) recognize the authority of all Residence and Algonquin Staff acting in the scope of their position and to be responsive and cooperative in all dealings with them,
- (c) treat with respect, civility, courtesy and consideration all Residents, Residence staff and Algonquin Officials, and conduct yourself in a way that permits them to be successful academically and/or perform their duties,
- (d) take all actions associated with good citizenship, including reporting violations of Residence and Algonquin policies, and taking all reasonable measures to ensure the safety and security of the Residence Community,
- (e) seek help or resources to protect and ensure your personal health, safety and wellbeing, including addressing issues of self-harm which have the potential to occur by action or neglect, including self-abuse, eating disorders, suicide attempts, underage drinking, alcohol abuse or negligence related to health, hygiene or medications,
- (f) attempt to resolve unit/suite/room/community problems on your own before you ask your RA to assist you in this process,
- (g) conduct yourself and contribute in a positive and productive way to the Residence Community through active participation,

- (h) respect the rights, privileges and privacy of your unit/suite/roommates and, work with them cooperatively to keep your unit in a clean and tidy condition
- respect the rights, privileges and property of all other Residents and their Guests, and of the neighbouring community,
- (j) take full responsibility for the conduct of Guests, accompany them at all times within the Residence Complex and ensure that Guests are aware of, and abide by, Residence and Algonquin policies,
- (k) conduct yourself in a way that ensures the Residence facilities and grounds are kept in good condition, including keeping your assigned room and suite common areas in a clean and sanitary condition,
- (I) secure your personal property and obtain personal contents insurance,
- (m) permit Residence or Algonquin Staff or its officers entry when there is a reasonable apprehension of danger or harm, or for the purpose of inspecting the condition of the unit/suite/room and its contents,
- (n) be solely liable to Algonquin for any loss or damage to your room and its furniture, telephone and effects of Algonquin; liable for loss or damage to the public facilities, furniture and equipment of the Residence, including Common Areas; and liable for any damages caused by Guests,
- (o) actively check your Algonquin email account for messages from Residence Staff,
- (p) carry your Algonquin ID and show it when requested by Residence or Algonquin Staff.

RESIDENTS' PRIVILEGES

Privileges enhance the lifestyle in Residence because they add to the pleasure of the academic and social experience. Privileges are granted to Residents upon arrival, based on the principle that Residents are expected to conduct themselves in accordance with the RCLS. There is an important difference between Rights and Privileges. You can expect your Rights to be respected all the time, and you can maintain Privileges with behaviour in accordance with our RCLS. Privileges can be taken away through the judicial process if conduct does not comply with our RCLS.

It is a privilege for you to:

- (a) live in Residence,
- (b) use the Common Areas and Facilities and their furniture, equipment, effects and services.
- (c) have unit/suite/room assignments to live with your friends,
- (d) to live in Residence in future years,
- (e) consume alcohol within your assigned unit/suite/room or as a Guest in another Residents unit/suite/room, and only if you are of the legal drinking age,
- use sound broadcast equipment, approved musical instruments or computer speakers or subwoofers,
- (g) invite and host Guests in Residence,
- (h) be a Guest in areas outside your assigned room/unit/building and/or enjoy access to the Residence Complex, outside your assigned room/unit/building,
- (i) participate in events and activities facilitated or sanctioned by Residence.
- (j) to use and take advantage of the resources provided in residence.

5. OFFENSES AND SANCTIONS

An offense is any unacceptable conduct, actions or neglect that violates the RCLS, Student Resident Agreement or Algonquin's policies. Offenses are described and classified based on three levels of increasing severity. Sanctions are the consequences for offenses, which are described in detail in subsequent sections of the RCLS. At each level of offense and/or after repeated offenses the severity of the sanctions will increase.

Level 1 Offenses: Actions that interfere with the rights of another individual or community to the peaceful use and enjoyment of their space in residence. **Normal Point Range: 1-2**

Level 2 Offenses: Actions that create a significant nuisance and/or disturbance to an individual or community and/or repeated level one offenses. **Normal Point Range: 2-4**

Level 3 Offenses: Actions that endanger the safety and security of an individual; significantly compromise or damage personal or Residence/Algonquin property; attack the dignity/integrity of an individual; contravene the laws of the land; and/or repeated level two offenses. *Any Level 3 Offense may warrant an eviction. Normal Point Range: 4-6

THE POINT SYSTEM

The point system is designed to help define the seriousness of specific behaviours and where a Resident stands in the disciplinary process (i.e. how far away they are from eviction). All offenses are associated with points ranging from a value of 1 through 6. All offenses have a minimum value of one point. The assigned number of points will depend upon the incident and/or its severity. Points remain on record for 365 days from the date of the sanction, or as stipulated upon eviction. After a Resident has been found responsible for an offense, the Resident will usually also be responsible for educational, restorative, or punitive sanctions. In some circumstances, points may be removed after the completion of educational or restorative sanctions. Within the Point System, the progressive disciplinary process is summarized by the following table:

Points Accumulated	Stage in Disciplinary Process
1-3	Warning
3-5	On Notice
5-8	On Probation (Typically includes Behaviour Contracts and/or Suspensions)
9+	Eviction (Exception: Any Level 3 Offense could warrant an eviction even if the point accumulation is less than 9)

OFFENSES

The offenses listed in the RCLS summarize policies stated in the Student Residence Agreement (SRA) and are found to be consistent with Algonquin policies and values. Where applicable, reference is made to these policies.

1) Advertising, Soliciting, Campaigning and Selling

Note: Residents or other community members who wish to campaign or advertise activities associated with the Residence or Algonquin are required to speak with a Residence Staff member to seek permission to do so.

	a)	Displays in windows or other prominent places promoting alcohol, illegal	
(1 - 2		substances, pornography, or other inappropriate activities or messages.	
points)	b)	Unauthorized advertising, soliciting, promoting, or selling of products,	
		events and services in Residence.	
	c)	Unauthorized campaigning in Residence.	

2) Alcohol

Level 1 (1 - 2 points)	a) b) c) d)	Open alcohol, where prohibited. Alcohol is only permitted to be consumed in individual residence rooms/suites. Possession of single serving glass containers (i.e. beer bottles, coolers). Glass bottles are often broken in residence and create a safety hazard. Possession of drinking paraphernalia. Examples of drinking paraphernalia include funnels and beer bongs. Possession of 'common source' large volume alcohol containers that encourages swift or high volume consumption of alcohol. A large volume alcohol container is defined as: (a) a container that holds more than 500mL of beer or (b) a container that holds more than 1.18L (40 ounces) of any type of alcohol other than beer (such as wines and spirits). Examples of 'common source' alcohol containers include kegs, mini kegs, and Texas Mickey's.
Level 2 (2 - 4 points)	e)	Residence Orientation is alcohol free. No resident or guest is permitted to possess or consume alcohol in residence between September 3, 2015 and September 10, 2015.
Level 3 (4 - 6 points)	f) g) h) i) j)	Consumption or possession of alcohol by residents and guests under the legal drinking age or those on alcohol probation. Drinking games or promotion of a social function which has the consumption of alcohol as its central focus or purpose, because these activities promote irresponsible and dangerous alcohol consumption. Imposing the physical effects of intoxication on the Residence Community, for example vomiting, passing out, aggressive or significantly disruptive behaviour, or needing medical assistance. Making or selling alcohol in residence. Purchasing or supplying persons under the legal drinking age with alcohol.

3) Cleanliness

Leve		a)	Littering
(1 - :		b)	Failure to keep your Room in a clean and sanitary condition.
poin	ıts)	c)	Improper disposal of refuse, including leaving garbage bags outside of
			your room or the garbage room/chute.
		d)	Collection of empty containers, bottles or cans that is judged by
			Residence Staff, for sanitary reasons, to be beyond recycling purposes.

4) Damages and Vandalism

Level 2 (2 - 4 points)	a) b) c)	Marking any surface through action or neglect, that is not deemed normal wear and tear. Actions or neglect that leads to or has the potential to lead to damaging, offensive, or harmful problems in Residence, including water damage, odours, and insect/rodent infestation. Failure to keep your furniture, fixtures and appliances in a good state of repair.
Level 3 (4 - 6 points)	d) e)	Behaviour that causes, or has the potential to cause significant damage through action, carelessness or negligence. Willful damage, vandalism or graffiti or neglect that leads to serious damage to Algonquin or private property.

5) Disruptive Behaviour

Level 1 (1 - 2 points)	a) b) c)	Throwing, dropping, kicking or knocking objects from residence buildings, windows, or stairwells, whether intentional or unintentional. Throwing snowballs or other objects at residence buildings. Participating in physically-active games or sports inside Residence or within the Residence grounds which could disturb residents, staff or the surrounding community or cause damage to facilities or personal injuries.
Level 2 (2 - 4 points)	d)	Creating or permitting behaviour in Residence which is a nuisance or annoyance to Residents, Residence Staff, the surrounding community, or to the supplier of services authorized by Residence or Algonquin. This includes pranks/raids or similar actions that could be damaging to personal, Residence or Algonquin property or reputation.

6) Facilities and Furniture

Level 1 (1 - 2 points)	a)	Removal of furniture, appliances, window screens or other fixtures from assigned rooms/units or common spaces and placing them elsewhere.
Level 2 (2 - 4 points)	b) c) d)	Alteration, renovation or removal of Rooms, furniture, or equipment. Installation of unauthorized furnishings, equipment or devices. This includes internet, phone, and cable. Failure to keep access clear to electrical panel, heating unit and maintenance access.

7) Guests & Visitors

- 1. Residents must sign in their guests at the front desk before they enter the residence.
- 2. The guest must leave one piece of photo identification with the front desk staff.
- 3. No visitors will be granted access into the Residence after 2:30am.
- 4. Residents may sign-in up to two (2) guests at a time.
- 5. While each guest is in the Residence, the Resident must remain in the company of the guest at all times until the guest is signed out.
- 6. Guests are permitted up to a maximum of two (2) consecutive nights or no more than ten (10) nights in any one (1) given month.
- 7. Guests should not in any way interfere with the rights of a roommate or other Resident to privacy, access, sleep or study at any time or anywhere within the Residence.
- 8. A guest is any non-resident of the Residence building, or any resident of the building visiting within your residence suite. Anyone (non-resident or resident) who is invited to, accompanied on, accepted or admitted to the residence property is deemed to be a guest of that Resident.
- 9. Failure to be present does not mitigate or relieve the Residents responsibility for their guest's behaviour. Residents are responsible for their guest's behaviour whether they participated in, condoned or were aware of that guest's behaviour or not. The specific sanction(s) will be determined by the list of possible sanctions for the offense(s) committed by the guest.
- 10. The Residence Manager and the Institution may amend the terms of the RCLS (and the guest policy) from time to time and may post the amendments in the Residence. This includes reduced or suspended guest privileges for students during peak times of the year (Orientation Week, Exams, Halloween, St. Patricks Day, Last Blast, etc.).
- 11. The Residence Manager or the Institution may deny guests entrance into a residence building at any time when their conduct is not in alignment with the Residence Community Living Standards.
- 12. The Residence Manager requires any guests 16 years or younger visiting the residence without a parent/guardian to have a signed form of consent from their parent/guardian. This form will also include contact information for the parent/guardian. The Residence reserves the right to call a parent/guardian in the event of a medical emergency or due to behavioural conduct.

Level 1 (1 - 2 points)	a) b) c)	Failure to sign-in Guests at the front desk. Failure of Resident to be with their Guest at all times in Residence. Permitting a guest to stay over the limit of two (2) nights consecutively or ten nights (10) in any given month (1) without approval from management.
Level 2 (2 - 4 points)	d) e)	Hosting a Guest during Algonquin's Orientation Week, when Exam Quiet Hours are in effect, any time when guest privileges are reduced or suspended, or when an individual has been banned from the residence. Living or permitting someone else to live in a room/unit without an approved assignment from Residence.
Level 3 (4 - 6 points)	f)	Hosting a guest who violates any RCLS sanction including alcohol, illegal substances, respect and cooperation, disruptive behaviour, harassment and discrimination, noise and quiet hours, weapons, smoking etc. All residents are responsible for the actions and behaviours of guests signed in with them at all times while in the Residence.

8) Harassment and Discrimination

Note: Every individual has a right to a safe, respectful environment that is free from attacks on their dignity/integrity. Harassment is defined as any attention or conduct (oral, written, graphic, electronic or physical) by an individual or group who knows, or ought to reasonably know, that such attention or conduct is unwelcome, unwanted, offensive or intimidating. Bullying and hazing will be considered harassment under this policy.

Level 2	a)	Failure to abide by Algonquin's Code of Conduct or related legislation
(2 - 4		which defines harassment and discrimination.
points) & 3 (4 - 6	b)	Any conduct that could be deemed as bullying or cyber bullying, via a
& 3		group or an individual.
(4 - 6	c)	Any statement that could be deemed as inappropriate or derogatory
points)		towards an individual or a group

9) Illegal Substances & Activities

	Note: Any observations about the behaviour, speech, odours or physical surroundings of an individual that cause suspicion of illegal activity will be investigated and/or reported.		
Level 1 (1 - 2 points)	a)	Possession of paraphernalia associated with the use of illegal substances (e.g. bong, pipe, roach clip, hookah, and grinder)	
Level 3 (4 - 6 points)	b) c) d)	Possessing, using or being under the influence of an illegal substance in Residence. Possession of an illegal substance for the purpose of selling. Making or selling of an illegal substance.	

Any behaviour or activities that contravene the laws of the land (i.e. gambling)

10) Noise and Quiet Hours

e)

Noise levels at any time should not detract from any Residents ability to pursue academic endeavours or to enjoy a peaceful living environment. An individual's right to reasonable quiet supersedes another's right to make noise. The following items are prohibited: large musical instruments (i.e. drum sets), surround sound systems or noise producing devices such as subwoofers and PA systems.

Consideration Hours are in effect 24 hours a day, 7 days a week.

Quiet Hours are observed in Residence: Sunday to Thursday: 11:00pm – 8:00am; Friday and Saturday evenings: 1:00am – 8:00am.

Exam Quiet Hours begin 1 week prior to the exam start dates in both December and April. Quiet Hours are extended to 23 hours a day. Residence will define a Relaxed Hour during the evening when programming by Residence Staff may occur.

As a general rule, noise from your room/unit that is audible outside your room, including in hallways, common areas, neighbouring units or buildings, will be addressed by Residence Staff during quiet hours.

Level 1 (1 - 2 points)	a) b)	Non-compliance with Consideration Hours or Quiet Hours. Possession of, or use of, large musical instruments, such as pianos and drum sets.
Level 2 (2 - 4 points)	c) d)	Non-compliance with Exam Quiet Hours. Excessive noise that interferes with the academic work of Residents and/or significantly disturbs the residence community and/or our neighbouring communities.

11) Pets

Level 2	a)	Keeping any animal or pet in residence, with the exception of fish in one
(2 - 4		small aquarium, no larger than 3 gallons.
points)		

12) Respect and Cooperation

Level 2 (2 - 4	a)	Failure to respond to the written or verbal direction of Residence or Algonquin Staff.
points)	b) c) d)	Demonstrated lack of respect, civility, courtesy or cooperation with a member of the residence community, including residents, visitors, residence staff, and Algonquin Staff. Failure to provide identification, or providing false identification when asked from a residence or Algonquin Staff. Providing a false report of an incident.

13) Restricted Areas & Unauthorized Entry

Level 3	a)	Unauthorized entry into restricted areas of Residence, including rooftops,
(4 - 6		basements, utility rooms, offices, etc.
points)	b)	Entry into another Residents Room without the consent of that Resident.

14) Safety, Security and Fire Prevention

Level 1 (1 - 2 points)	a) b) c)	Propping open a fire door, which includes room doors. This may include using the deadbolt or another item to prevent it from locking and/or to hold the door open. Improper use of an emergency exit. Entering and exiting of Residence through windows.
Level 2 (2 - 4 points)	d) e) f) g) h) i)	Possession or use of candles, incense, lava lamps, hot plates, flame cooking devices, indoor barbeques, deep fryers and the like are prohibited. Covering or removing smoke and/or heat detectors. Blocking hallways, stairwells, exits and access to fire safety equipment. Permitting entry of any individual (Resident, non-Resident or other) into Residence, either by opening a door or giving Residence keys or swipe cards to that individual. Overloading or tampering with electrical systems. Tampering with video surveillance equipment or systems.

Level 3	j)	Possession or use of explosive or flammable material (i.e. firecrackers,			
(4 - 6		fireworks and barbecue propane tanks).			
points)	s) k) Discharging, tampering with, covering or operating any fire preventi				
	detection equipment for any purpose other than the control of a fi				
	1)	Actions or neglect that leads to a fire.			
	m)	Failure to evacuate during an alarm.			
	n)	Careless driving on Residence grounds.			
	0)	Actions, carelessness or neglect that causes an elevator to stall and/or			
		require repair.			

15) Smoking

Level 2	a)	Smoking in residence is not permitted, including but not limited to the	
(2 - 4		use of cigarettes, e-cigarettes and vaporizers.	
points)	b)	Smoking in an outdoor location on Residence Grounds not permitted by	
		Residence or Algonquin.	

16) Technology Misuse

Level 2 (2 - 4 points)	a)	Failure to abide by Algonquin's technology and internet policies.
Level 3 (4 - 6 points)	b) c)	Interference with the technology of the Residence, Algonquin or another Resident. Copyright infringement (i.e. illegally downloading music, movies or other media using the Residence internet connection).

17) Unauthorized Activities

Note: All organized events, activities or gatherings that have the potential to cause a disturbance, or involve alcohol must be approved by Residence Management to ensure compliance with liquor, fire safety, noise and other applicable policies.

Note 2: Maximum capacity of a residence room is defined as the number of Residents that live in the room plus 2 Guests each.

Level 2	a)	Any gathering over the maximum capacity of a residence room.
(2 - 4	b)	Any organized event, activity or gathering that has not gained the
points)		approval of Residence Management.

18) Unauthorized Articles and Theft

Note: Only Refrigeration appliance supplied with the Room are to be used. No others, including mini fridges, are to be brought into the Room. Irons, toaster ovens, coffee makers, electric kettles protected by an automatic "shut off" may be used. Each Residence must identify and register their appliances with the Front Desk. In order for appliances to be approved for use in the Residence, they must bear a visible serial number and a CSA or RL identification tag.

Level 1	a)	Possession of equipment, keys, appliances or furnishings not authorized
(1 - 2		by Residence or Algonquin.
points)		,

Level 3	b)	Theft or possession of stolen property.
(4 - 6		
points)		

19) Violence and Aggression

Note: In violent or potentially violent situations residents are strongly encouraged to go to a safe place or vacate the premises if it is safe to do so and call for assistance.

Note 2: Violence is not tolerated in residence and as a result any offenses of this nature will have serious consequences.

Level	(
(4 - 6	
points	S)

- a) Any communication or behaviour that is perceived as offensive, abusive, aggressive or threatening.
- b) Any physical aggression or violent behaviour (consensual or not) that causes or has the potential to cause physical or emotional harm. These behaviours include, but are not limited to: sexual assault, hitting, punching, slapping, kicking, pushing, pulling, bullying, stalking, fighting, retaliation and threats of violence.
 c) Any behaviour deemed to be a physical or sexual assault.

20) Weapons

Note: A weapon is defined as any device that is designed for (or could be used for) the purpose to intimidate, threaten, harm or kill. Examples of weapons include and are not limited to handguns, rifles, air guns, pellet guns, paintball guns, BB guns, plastic guns, crossbows, swords, hunting knives, fishing knives, martial arts weapons, brass knuckles, baseball bats, replica weapons, imitation weapons or any other prohibited device as defined in the Criminal Code of Canada.

Note 2: Weapons are not tolerated in residence. All reports of weapons in residence will be investigated swiftly and will have serious consequences.

Level 3 (4 - 6 points)

a) Possession, storage, use or threatened use of a weapon. Weapons are prohibited in residence because they disproportionately increase the potential for harm to self and others.

SANCTIONS

Sanctions are consequences for behaviour that violates the RCLS, Student Residence Agreement, or Algonquin policies. These sanctions are explained in detail, including any relevant deadlines or payment information in a Decision Letter written by Residence Staff. Sanctions are intended to be primarily educational and restorative in nature. Sanctions may be used independently or in combination for any single violation. Repeated and/or multiple violations shall increase the severity of sanctions applied. In most circumstances, the following range of sanctions may be applied at each level of offense.

LEVEL 1

- (a) **Warnings** a verbal or written caution that continuation or repetition of the offending behaviour will constitute more serious sanctions in the future.
- (b) Community Service tasks or roles assigned as sanctions, which contribute positively to the reputation, welfare or condition of the Residence or surrounding community.
- (c) **Confiscation** removal of items from the possession of Residents that violate the Residence Community Living Standards.
- (d) **Educational** tasks assigned as a sanction designed to promote learning and development.

- (e) **Fines** a sanction applied to a Resident whereby they are required to pay a monetary fee.
- Loss of Privileges a sanction that places restrictions on certain privileges of the Resident.
- (g) Restitution payment for damage or loss experienced by Algonquin, Residence, Residents, Guests or others.
- (h) Wellness Agreements a signed agreement between a Resident and Residence Management that outlines a Resident's commitment to follow a set of guidelines to ensure their personal wellness in residence.

LEVEL 2

- (i) All level 1 sanctions.
- (j) **Communication Ban** a sanction that limits the privilege of a Resident to communicate freely with another Resident.
- (k) **Transfer/Relocation** a sanction that will reassign accommodation either within the Residence Complex or to a location off campus
- (I) Persona non grata (PNG) or Trespass Notice a sanction given to an individual who is denied the privilege to enter Residence. The PNG individual is also prohibited from attending any residence events which occur outside of the building. A copy of the PNG letter is filed with Campus Security. A PNG individual found or seen in residence at any time will be reported to Campus Security and may be subject to further sanctions under Residence or Algonquin policies.
- (m) **Denial of Readmission to Residence** a sanction given to a Resident who will not be permitted to live in residence in the future.

LEVEL 3

- (n) All level 1 and 2 sanctions.
- (o) Behaviour Contract a signed agreement between a Resident and Residence Management, to comply with established conditions of conduct and to refrain from specified conduct, often used when a student is placed on Residence Probation; the last step before eviction.
- (p) **Residence Probation** a sanction applied as a serious warning against future Offenses, usually leading to eviction when the next Offense (at any level) occurs.
- (q) **Eviction** termination of the Resident's Student Residence Agreement (contract) with the Residence.
- (r) Recommendation for charges of non-academic Misconduct a sanction where Residence Staff make a formal recommendation to Algonquin to investigate and/or charge the Resident with non-academic misconduct.

PRIMARY AND SECONDARY CONTACTS

Every resident is required to identify two people as their Primary and Secondary contacts. It is suggested that these people are parents or legal guardians of the resident, as they serve as emergency contacts. They may be also contacted if any other significant concerns or problems arise with the resident, such as significant violations of the residence rules, late payments or fees, or concern for their well-being. Sections 5.01 and 5.02 of the SRA provide more details about the Primary and Secondary Contacts.

6. JUDICIAL PROCEDURES

PRINCIPLES OF NATURAL JUSTICE AND PROCEDURAL FAIRNESS

The Principles of Natural Justice and Procedural Fairness must prevail in Judicial Procedures to uphold the principle that justice must not only be done, but be seen to be done. The principles are explained below:

- (a) The Resident has the right to be informed of the allegation(s) of Offense(s).
- (b) The Resident is entitled to an opportunity to respond to allegation(s) of Offense(s) at a meeting with Residence Staff and is also entitled to a reasonable notice of the time, place and nature of the meeting.
- (c) The Resident is presumed not to be guilty of the alleged Offense(s) until an impartial and unbiased Decision-maker has determined the Offense(s).
- (d) The Resident is entitled to reasonable disclosure of evidence of the Incident Report prior to a decision. Fact-finding occurs at a meeting with the Decision-Maker.
- (e) At meetings to discuss level three offenses, the Resident is entitled to call a reasonable number of witnesses to the meeting to discuss alleged Offense(s). This must be arranged with the decision-maker prior to the meeting.
- (f) The Resident is entitled to be advised in writing of the Decision about the alleged Offense(s) and the Sanction(s) applied, (if any). The Decision about guilt or innocence and any associated Sanction(s) should be made within a reasonable time.

STANDARD OF PROOF

The information necessary to prove that an offense has occurred is referred to as the standard of proof. Outside of a court of law, the model used by College's and Universities is called the Balance of Probabilities. The standard of proof has been met if at the conclusion of an investigation, based on all credible information, the Residence Staff believes that the incident reported probably occurred. This means that the information provided in the Incident Report and in the judicial meeting demonstrated that the violation is more likely than not to have occurred. The standard of proof for criminal cases is beyond a reasonable doubt, which does not apply in Residence Judicial Procedures.

INCIDENT REPORTS AND JUDICIAL MEETINGS

A summary of the Judicial Process is presented in the chart following this section.

Residence Staff will record behaviours, actions or negligence that may be Offenses against the RCLS in Incident Reports. When necessary, the Incident Report may also include appendices, such as e-mails, photographs, or Security, Police, or Fire reports. Residence Staff will notify the Resident(s) of the alleged Offense(s) and will notify them of a meeting to discuss the matter.

The purpose of a Judicial Meeting between a Resident and a Residence Staff member is to investigate allegations of offenses detailed in an Incident Report. This is the opportunity for Residents to be heard and explain their behaviour to the Residence Staff member. While these meetings must comply with the Principles of Natural Justice and Procedural Fairness and may result in formal sanctions, they are not designed to be highly formal in nature. At the conclusion of the meeting the Residence Staff member will follow-up with the Resident in writing with a Decision Letter, which will outline all necessary decisions about offenses, sanctions and any related deadlines. If the Resident fails to attend the Judicial Meeting with the Residence Staff member, the Residence Staff member may choose to proceed and make a decision based upon all evidence available.

COMMUNICATION BETWEEN RESIDENT(S) AND RESIDENCE STAFF

Residence Staff will endeavour to communicate with Residents via several methods to discuss Incident Reports, deliver Decision Letters, and any other important aspects of the judicial process: (a) an e-mail to their Algonquin e-mail account or the account provided in their application, (b) a letter placed in a Residents mailbox or under a Residents room door, or (c) in person. An attempt to contact and communicate with a Resident is deemed to be satisfactory when any two of the above methods have been used by Residence Staff

ALGONQUIN RESIDENCE JUDICIAL PROCESS

Incident Report

Alleged violations of the RCLS are documented by Residence Staff in an Incident Report

Alleged Level 1, 2 & 3 Offences: Judicial Meeting with RLC/RLM (or designate)

Resident(s) meet with the RLC/RLM to review the Incident Report.

Alleged violations of Behaviour Contracts and/or serious Level 3 Offences: Judicial Meeting with RLM/GM (or designate)
Resident(s) meet with the RLM/GM to review the Incident Report

Decision Letter

RLC communicates decision about allegations, offences, and sanctions to Resident(s) in writing.

Incident Referred to RLM/GM (or designate) In situations where

Resident(s) have violated Behaviour Contracts or when serious Level 3 offences are assessed, the Incident will be referred to the RLM/GM.

Decision Letter

RLM/GM communicates decision about allegations, offences, and sanctions to Resident(s) in writing.

RESIDENCE EMERGENCIES

Although the three levels of Offences and the Judicial Procedures are intended to apply to most situations related to behaviour, there are conditions that warrant a heightened level of concern for safety, security, health and wellbeing. These conditions require special authority and guidelines. The following definitions and procedures ensure a swift, effective response to conditions to protect Residents, guests, staff, the community and the Institution. In consultation with the College and its threat assessment and emergency procedures, the General Manager is granted extraordinary authority to respond to Resident Emergencies.

DEFINITION OF A RESIDENCE EMERGENCY

In consultation with the Institution, the Director of Residence is authorized to determine if Residence Emergency conditions exist, which is defined by any one of the following:

- (a) evidence that a Resident, student, or staff has been harmed or appears to be in danger of harm,
- b) evidence that a Resident, student, or staff has harmed or poses a threat to harm another individual or the community,
- c) evidence that a Resident, student, or staff has inflicted self-harm or appears to be in danger of doing so.

RESIDENCE EMERGENCY PROCEDURES

In consultation with the College, the General Manager is authorized to:

- (a) suspend other rules in order to effect a swift response to a Residence Emergency
- (b) turn the matter immediately over to appropriate authorities
- (c) immediately relocate the Resident(s) involved within the Residence or off campus, pending a meeting with the Resident
- (d) authorize an Exclusion, which takes effect immediately and without notice, pending a meeting with the Resident. This means that the individual:
 - i. is prohibited from accessing any service or facility of the Residence
 - ii. may be escorted from the Residence and/or the campus
- (e) determine Sanction(s) at Levels 1, 2, and 3, following a meeting with the Resident.

APPEAL PROCEDURES

- (a) The Principles of Natural Justice and Procedural Fairness must prevail in Appeal Procedures to ensure compliance with the principle that justice must not only be done, but be seen to be done.
- (b) Any resident found in violation of the Residence Community Living Standards is entitled to submit an appeal.
- (c) A Resident has 72 hours from the date they receive their decision letter to start the appeal process. Depending on the original decision rendered, the appeal process proceeds as follows (see Appeal Process Chart):
 - The first stage is the informal appeal, where the resident contacts the Decision-maker in writing to appeal the decision. The resident may present new information and/or alternate sanctions for the Decisionmaker to consider. The Decision-maker may alter the decision and/or sanctions.
 - If the resident determines outcomes of the informal appeal are not satisfactory and they have grounds for a formal appeal they may complete the formal appeal request form and submit it to the Residence Life Office.
 - iii. In the event of an eviction, there is no informal appeal. If the resident has grounds for an appeal, the resident may complete the formal appeal request form to the Residence Life Office/ Front Desk to the attention of the change to Director, Ancillary Services (or designate), care of the General Manager.
 - iv. The resident requesting an appeal must demonstrate in their appeal request that they have grounds for a formal appeal, which includes providing evidence of one of the following items:
- (d) The Resident requesting an appeal must demonstrate in their appeal request that they have grounds for a appeal, which includes providing evidence of one of the following items:
 - Bias: Reasonable apprehension of bias of the decision-maker who imposed the Sanction(s).
 - ii. Procedural Fairness: Failure by the decision-maker to comply with the Principles of Natural Justice and Procedural Fairness, which may have affected the decision.
 - iii. New information: New evidence which could not have been available to the decision-maker when making the decision.
- (e) Once an appeal request is received, the Resident will be contacted in writing within 72 hours to set-up their appeal meeting or to notify them if their request for an appeal will be granted. In the case of eviction appeals, if the appeal is

granted, the Director (or Designate) will set-up the Appeal Committee, which will be comprised of 3 members of the Residence Steering Committee. One of the members of the committee must be a student. The Resident will be provided with additional information about Appeal Meeting procedures when the meeting is set-up.

- (f) The individual or committee considering the appeal may, after reviewing the case:
 - i. uphold the findings and/or sanctions;
 - ii. reverse the findings;
 - iii. reverse or modify the sanctions;
 - iv. determine that there was a procedural error and ask the original decision-maker to rehear the case.
- (g) During an appeal, all sanctions (minus financial sanctions) remain valid until they are reversed or modified by the individual or committee hearing the appeal.
- (h) All decisions made after an Appeal Meeting are final and are not subject to further appeals.

ALGONQUIN RESIDENCE APPEAL PROCESS				
Outcome of Judicial Process	Decision Letter from RLC/RLM for Level 1 & 2 Offences	Decision Letter from RLC/RLM for Level 3 Offences		from RLM/ GM viction
Informal Appeal	Resident and RLC/ RLM Meeting Resident presents new information and/or alternate sanctions to RLC for consideration.	Resident and RLC/RLM Meeting Resident presents new information and/or alternate sanctions to RLM for consideration.	No Informal Appeals	
Formal Appeal	Formal Appeal Request Form Resident completes this form to request a Formal Appeal Appeal Meeting with RLM (or designate) Appeal Meeting with GM (or designate) Appeal Meeting (or designate) Reviews the Grounds for the Appeal			llary Services) Reviews the
, ippour	Resident presents new information and/or alternate sanctions to RLM for consideration	Resident presents new information and/or alternate sanctions to GM for consideration	Appeal Denied	Eviction Appeal Hearing

APPEAL HEARING PROCEDURES

In this section, the resident appealing the eviction is referred to as the appellant and the residence staff whose decision is being appealed is referred to as the respondent.

- The hearing will proceed as scheduled, even if the appellant or the respondent does not attend.
- The appellant and respondent may bring witnesses to the appeal hearing.
 Participation of witnesses shall be limited to providing evidence and responding
 to questions from the appeal committee. Witnesses may be present at the
 hearing only when providing evidence or responding to questions from the
 appeal committee.
- 3. The appellant and respondent may bring one support person to the appeal hearing; however, support persons shall not participate in the appeal unless called on by the Chair to do so.
- 4. Neither the appellant nor the respondent shall have the right to representation by legal counsel during appeal hearings.
- 5. The appeal hearing shall proceed as follows:
 - a. An initial briefing and review of the case by the committee members;
 - b. Presentation of the case by the appellant;
 - c. Presentation of information by the respondent;
 - d. Subsequent re-examination of either party or any witnesses if required.
- 6. Each appeal shall be considered independently and on its own merits.
- 7. The Appeal Committee will carefully consider only:
 - a. The appeal grounds;
 - b. The evidence supporting the grounds presented orally (during the hearing);
 - c. The written evidence presented in the appeal letter, appeal request form and supporting documents;
 - d. The written evidence presented in the respondent's response submission;
 - e. Any written evidence accepted by the appeal committee from the appellant or respondent during the hearing, providing that the appellant and respondent both had a reasonable opportunity to read, understand and respond to the document.
- 8. At no time should the committee deal with any matter outside the specific concerns set out in the request for appeal.
- 9. The burden of proof in a disciplinary appeal rests with the appellant, who must make a case to convince the appeal committee to decide in the appellant's favour.
- 10. All information reviewed and discussed during an appeal shall remain confidential.
- 11. In addressing the appellant's specific concern(s), the appeal committee should feel free to direct the parties to provide and produce additional material or witnesses directly related to the appeal.

PERSONAL RESPONSIBILITY

RESIDENCE SECURITY

The Residence offers great security from the moment you pass through the controlled main entrance, until you slide your electronic card into your suite door to let yourself in. We believe the safety and security of our students and staff is paramount. To that end, we require that all visitors in the building be registered prior to entry and provide a valid piece of photo-identification. All of the common areas are video recorded and we have staff on duty 24 hours a day.

Safety and security is also the responsibility of every resident. All the safeguards and rules put in place by the Residence management and the Institution are for your safety and protection. Circumventing rules by lending key cards or letting in visitors without permission can only lead to problems. Lock your suite door at all times and do not leave your valuables unattended as neither the Residence nor the Institution is responsible for missing items.

Do not leave your suite door open at anytime. This would include having your door "propped open".

WHY CAN'T YOU LEAVE YOUR DOOR OPEN OR PROPPED OPEN?

Each suite is equipped with a fire rated door that allows for a barrier if a fire was to happen in Residence. The suite door must be kept closed in order to allow for this barrier to work. Staff will remind residents to close their suite door while doing their rounds or close any unlocked door as required.

Lock your suite door at all times and do not leave your valuables unattended. You must have a valid room access key to enter any of the corridors and your key will only grant you access to your own room and the common areas.

SMOKE FREE FACILITY

We are a smoke free facility. Please respect the other residents of the building by smoking in designated areas outside the residence and disposing of cigarette butts in the containers provided. Smoking is not permitted anywhere in the Residence, or on or about the lands on which the Residence is situated, except as permitted by the Institution or municipal by-law.

KEYS

ROOM KEYCARD

Upon Move-In, you will be given an electronic room keycard. Keep your keycard with you at all times as it is your access into Residence, your room, and common areas. Residence Managers and / or staff are not responsible for letting you in your room if you misplace your keycard. Residents are responsible for the cost of replacing lost keys. The cost of a new keycard is \$20.00. If you are locked out of your suite, you will need to contact the Front Desk or your roommate to gain access. Residence Staff and Security reserve the right to see your key card while you are in the building.

Do not lend your keys to anyone! This is a violation of security and you will be subjected to disciplinary sanctions.

MAIL KEY

In your Move-In Package, you will be assigned a Mailbox Key. You will share a mailbox with your roommate and each of you will have a copy of the key. If the Resident loses the Mail Key, the Resident will pay \$20.00 for replacing the Mail Key.

NOISE

The key to successful Residence living is in cooperation with, and respect for, other students. The volume of voices, TV's, and stereos must be contained within your room at all times

ALCOHOL AND ILLEGAL ACTIVITIES

ALCOHOL USE

Alcohol may be consumed only by those persons, whether a resident of the Residence or not, who have attained the minimum age under applicable provincial law and shall be consumed only in such areas of the Residence as may be designated by the Institution or the Manager. Residents and their visitors who violate this policy may have any and all alcohol confiscated by the Manager. The Resident accepts responsibility for any damage resulting from the use of alcohol anywhere in the room or in the Residence. Alcohol sold in individual single serving glass containers (i.e. beer bottles, coolers, etc.) or kegs (of any size) are prohibited from entering the Residence and will be confiscated by the Manager. Residents are permitted to bring plastic or aluminum cans into the Residence. As the safety of the Resident and the Residence community is paramount, the illegal use or abuse of alcohol will not be tolerated. Residence Orientation is alcohol free. No resident or guest is permitted to possess or consume alcohol in residence between September 5, 2015 and September 14, 2015

ILLEGAL ACTIVITIES

While in the Residence, the Resident and the Resident's visitor(s) shall not use, consume nor permit to be used or consume any illegal, controlled or banned narcotics or substances, or engage in or permit to be engaged in any illegal activity of any kind anywhere in the Residence. The Resident acknowledges that the Manager or its agents may enter the Room without prior notice (whether or not the Resident is present). Any Resident charged and convicted under the Criminal Code of Canada as a result of any of the above will have their residency terminated immediately, without any financial compensation to the Resident.

RESIDENCE SERVICES

PARKING

All students parking on campus must purchase a parking permit. Residence students will be given a parking permit identifying their vehicle and enabling them to park in Lot 11 (the Residence parking lot). Parking passes can be obtained through Parking Services located in Building C, room C044a. Please visit www3.algonquincollege.com/parking for more information. If you would like to purchase a parking permit, please visit: www3.algonquincollege.com/parking/parking-services/online-services.

Parking is limited, so get your permit early. In order to control the Residence lot, everyone who does not have a Residence pass will receive a ticket. The College will not withdraw tickets for improperly displaying your permit. IT MUST BE VISIBLE.

GUEST PARKING

Guest parking is located in the pay and display section of Lot 10 located beside Residence. Guests are responsible for any charges incurred from parking there. Tickets are issued to vehicles parked in unregistered areas. For further information on overnight parking please visit www3.algonquincollege.com/parking/parking-services/overnight-parking

DESK SERVICES

Lounges, study rooms and playing equipment can be signed out at the Residence Front Desk. Other items, such as mops, brooms, dust pans, vacuums, and plungers are also available at the Front Desk for use by signing them out. To sign them out, you must provide valid photo ID.

LAUNDRY

Laundry rooms are located on the main floor of the Residence. Your Student ID is part of the One Card system, and will act as your laundry card during your stay in Residence. The machines are not coin operated. It will be your responsibility to put money on your One Card using the kiosk located in the Main Lobby of the Residence, or online at www3.algonquincollege.com/card-services. Please be sure to clean the lint trap before and after every load in the dryer. Be considerate by not using all the washers or dryers at one time, and do not leave your clothes in the machine past the end of the cycle. Please note that the Residence is not responsible for any lost or stolen items from laundry left unattended.

KITCHEN

You will have access to the common kitchens 24 hours a day. There are two common kitchens on the first to fourth floors, and one common kitchen on the fifth floor. Cookware is not provided, therefore students must bring their own (such as pots, pans, cutlery etc.). Please make sure that you leave the kitchen in the same condition as you found it. Do not leave your cooking unattended at any time. If you experience excess smoke while cooking in the kitchen, please close the door firmly, turn on the fan, and call the Front Desk. Do not prop the door open, as escaping smoke may set off the fire alarm.

LOUNGES

There are multiple common areas on all floors available for use by all Residents and their guests. Each lounge offers different furnishings and themes to suit varying tastes - ranging from quiet areas to study to rooms where groups can gather to watch movies or sporting events. Take some time to explore your new home and see what it has to offer. Absolutely no glass or alcohol is permitted in any of the common areas. Furniture should not be removed from the Lounges for any reason.

VENDING

The coin operated vending machines located within the Residence offer pre-packaged snacks and beverages available for purchase.

HOUSEKEEPING

A housekeeper will come into your suite once every two weeks and clean your kitchenette and washroom. Your bi-weekly cleaning is not optional. To prepare your suite for cleaning, please ensure the counter, sinks, shower, and cabinets are clear of any dishes, appliances or any other personal items. Please ensure that your suite is free of garbage. Housekeepers do not clean bedrooms, nor will they wash your dishes. During the bi-weekly cleaning, the housekeepers will inspect the rooms. If your room is unacceptable you will have 24 hours to clean it, or a staff member will clean it for you at a minimum cost of \$25.00. Residents cannot deny housekeeping from entering their suites. **Please note:** vacuums, dust pans, brooms and mops can be signed out at the front desk. Cleaning of student rooms will end two weeks prior to the end of the school year.

MAINTENANCE

Should you require routine service of any kind (i.e. electrical, mechanical, heating, plumbing), please make a request at Front Desk. While tending to maintenance issues, Residence Staff have the authority to enter your room (usually between the hours of 8am – 4pm unless there is an emergency). Should the toilet in your suite become plugged, it is your responsibility to clear it – plungers are available at the Front Desk for sign out. The common areas of the suite are the collective responsibility of both you and your roommate. Charges for any damage incurred to these areas will be shared between the both of you. Damages that can be traced to an individual will be billed to that individual only. All damage to the bedrooms of the suite will be billed to the resident living in that bedroom. If you and/or your guest(s) cause damage to the Residence building or property, you will be responsible to pay for the damages.

GARBAGE/RECYCLING

Garbage and recycling bins are located on each floor. If garbage is left anywhere aside from these areas, you will receive a \$50.00 fine. All cardboard must be broken down and put into the bin marked cardboard. Please do not throw garbage into the cardboard bin. Please be kind to the environment and recycle the following: plastic bottles, glass bottles, magazines and books, newspapers and food cans.

PHOTOCOPY/FAX/PRINTING

If a student wishes to print their work, they can go to any of the common computer labs located on the campus. These are open 24 hours a day.

TELEVISION REMOTE

Included in your suite will be a television and remote. All residents must keep the television provided in their suite – even if they bring their own from home. If you are missing a remote control in your suite when you move in, you MUST include that on your inspection form. Upon move out, if the remote control is missing and this was not mentioned on the inspection form, the resident will be charged to replace it.

TELEPHONE

External local calls can be made by dialing 9, then the area code and the number. There is no charge for making local calls.

To make a collect call, dial 8-1-800-555-1111 + the number.

Long Distance Access

The 35th Street Market and Connections – The Campus Store on campus sell long distance phone cards.

INTERNET ACCESS

Internet access is available in each bedroom and is included in your residence fees. You will require an Ethernet cord in order to connect to the internet. These can be purchased from the New Technology Store located in the Robert C. Gillett Student Commons. To plug into the internet, you must plug your Ethernet cord into the back of your computer and then into the appropriate connection in the back of your telephone. You should then be able to turn on your computer, click on your web browser and receive an internet response. If you are using Windows XP or newer, it should do the entire configuration for you. Please contact IITS at ext. 5555 when experiencing internet connection problems and service concerns.

WIRELESS ACCESS

The wireless network "AlgSecureWLAN" is available throughout campus. For students, their network logon information can be obtained from their ACSIS account. See www. algonquincollege.com/its/support/wireless/index.htm for more information.

PROTECT YOUR PC!

STEP 1: GET OPERATING SYSTEM UPDATES

The Microsoft Windows® XP operating system includes the Automatic Updates feature, which can automatically download the latest Microsoft security updates while your computer is on and connected to the Internet. Other operating systems may require you to update your software manually. All users should confirm that their Operating System is up-to-date by going to: http://windowsupdate.microsoft.com

STEP 2: USE UP-TO -DATE ANTIVIRUS SOFTWARE

Help your computer stay healthy by ensuring that you have antivirus software installed. Many major computer manufacturers include at least a trial version of a popular antivirus package on new computers.

To look for Antivirus software:

 Click Start, and then click Programs. Look for an item in the list with the word "antivirus" in it, or for McAfee, Norton, or Symantec, which are manufacturers of popular antivirus products.

- If you don't have antivirus software installed, check out the following antivirus software companies for special offers on their products:
 - Symantec www.symantec.com
 - McAfee www.mcafee.com
 - Grisoft AVG www.free.grisoft.com (FREE)
 - Computer Associates www.antivirus.ca.com
 - (FREE Online Scan http://www3.ca.com/securityadvisor/virusinfo/scan.aspx)
- If you already have antivirus software installed, but you want to install a new product from a different company, be certain to uninstall your current product before installing the new one.
- Leaving the previous version installed can cause conflicts on your system.
- Is your antivirus software up to date?
- Out-of-date antivirus software means ineffective antivirus software. Antivirus software relies on regular updates to help protect against the latest threats. If you aren't subscribing to these updates, your computer may be vulnerable to threats.
- Make sure you have activated a subscription for continuous updates of your antivirus software.
- Most antivirus software updates itself when you are connected to the Internet.
 To ensure your software is up to date, open your antivirus program from the
 Start menu or the taskbar notification area and look for update status. If you still
 aren't sure if your antivirus software is up to date, contact your antivirus soft ware provider.

STEP 3: USE AN INTERNET FIREWALL

Before you connect your computer to the Internet, you should install a firewall. This is a piece of software that helps protect your PC against hackers and many computer viruses and worms. If you have the Microsoft Windows® XP operating system, you can use its built-in Internet Connection Firewall. Using a firewall is an important first line of defence for computer security. Software firewalls are available from several vendors, including:

- Symantec www.symantec.com
- Computer Associates (12 months free) www.ca.com
- McAfee Security www.mcafee.com
- Zone Alarm www.zonelabs.com

STEP 4: USE ANTI -SPYWARE SOFTWARE

In order to ensure that your PC operates as quickly and efficiently as possible it is now becoming extremely important to install Antispyware software. Spyware and adware are quickly becoming as problematic as viruses, trojans, and other malicious software. A few of the recommended anti spyware suites are:

- Ad-Aware Lavasoft www.lavasoft.com
- Microsoft Defender www.microsoft.com/downloads
- Webroot www.webroot.com

By following the above steps you have taken precautions to help ensure that your computer runs trouble-free on the Residence network. These steps should be completed prior to, or as soon as your computer is connected to the internet, as It only takes a few infected computers on the network to degrade overall performance for everyone. If you are running a version of Microsoft's operating system please visit http://www.microsoft.com/security to learn more about how to protect yourself, as well as download tips and tools.

RESIDENCE LIFE

OPEN RESIDENCE FORUM

To increase open communication between Residents and Management, a forum will take place within the Residence. Residents will have the opportunity to express their thoughts and to provide recommendations to improve the quality of life within the Residence. If residents do not feel comfortable attending the meeting, they are able to contact a forum representative (i.e. a Residence Council Member) to express their concerns and suggestions for improvement.

STUDY BUCKS

How do you earn Study Bucks?

Study Bucks are awarded by Residence Life Staff and are earned by making a positive contribution to the Residence Community. This can be done in various ways: through active participation in an educational workshop, being found studying in a common area or receiving a grade over 73%/B/3.0 and showing your RA.

What can you get with Study Bucks?

When you each Study Bucks, you will write your name and room number on the front of it. There will be a ballot box that the Front Desk where you can submit your study bucks. Twice a semester names will be drawn to win study packs.

What else do you need to know?

Study Bucks are handed out by Residence Life Staff members. This includes Resident Advisors, Community Advisors, Residence Life Coordinators and the Residence Life Manager. They all live and work in the building, so you never know when they might be doing a round with some Study Bucks in their pockets!

WORKSHOPS

Seminars and workshops will be offered to students with topics ranging from nutrition to stress management, to safe sex and personal finance. Residents are encouraged to attend all sessions. Dates and times for these workshops will be posted around the Residence and in our monthly newsletter.

EMERGENCY PROCEDURES

FIRE

If there is a fire in your suite:

- Advise all suite occupants to leave
- Close all doors behind you
- Pull the fire alarm on your floor and yell "FIRE"
- Leave the building using the nearest stairwell
- Contact the fire department
- Meet the firefighters at the front entrance and tell them where the fire is located

IF YOU HEAR THE FIRE ALARM:

Check the door to your suite. If smoke is entering from around the door, do not open it. Protect yourself from smoke inside your suite as described under the Alarms/Smoke Detectors section. If there is no smoke, brace yourself, and open the door a little. If you see smoke or feel heat, close the door quickly and protect yourself. If the corridor is clear, take your keycard, close your door behind you and leave the building using the nearest exit.

DO NOT USE THE ELEVATOR!

Check the nearest stairwell door for heat and smoke, if not hot to touch, open the door carefully and use the stairwell to leave the building. If there is smoke or the door is hot, do not enter. Close the door and try other stairways. If there are no other stairways, return to your suite and protect yourself from the smoke.

Never go to the roof. Smoke usually rises to the top of the stairway. Doors leading to the roof are locked and you could be trapped. Remember, if there is smoke stay low and crawl under it

IF YOU REMAIN IN YOUR SUITE:

You must protect yourself from smoke by staying low. Stay in your suite until you are rescued or until you are told to leave. This may take time. Do not try to leave your suite a long time after the alarm has sounded because there is greater the risk that heavy smoke has spread into the hallways.

To keep smoke from entering your suite, use duct tape to seal the cracks around the door, air vents and ducts, and place wet towels at the bottom. If smoke enters your suite, phone the fire department and tell them where you are. If there is no smoke coming in from outside, open the window for fresh air. Show your rescuers where you are by hanging a sheet from the window.

DO NOT RETURN UNTIL IT IS DECLARED SAFE DO TO SO BY A FIRE OFFICIAL.

RESIDENTS WITH DISABILITIES

For residents with mobility impairments, please contact the Residence management upon move-in to discuss evacuation procedures. Residents with a hearing impairment will be placed in a suite that is equipped with a strobe light that will notify them of a fire alarm.

HEALTH EMERGENCY PROCEDURES

Take the proper steps if you or a friend needs emergency health care while in the Residence. Call "0" for all concerns in the Algonquin College Residence and the Front Desk Representative and request that an ambulance be contacted. Provide the Front Desk with your name, room number, location, and brief details of the problem. This will allow us to direct emergency service personnel to you as quickly as possible. Remember that the Residence Staff are trained and are available to you 24 hours a day. Put your safety first!

ALARMS/SMOKE DETECTORS

Residence suites are equipped with two types of fire alarms, both an audible smoke detector and a heat detector. The smoke detector is activated by minor smoke within the suite. Once the smoke detector has been triggered, only the alarm within the suite will be activated. Do not open the door to the hallway. Open your windows and turn on the bathroom fan to clear the smoke from the room. If the smoke is serious, exit the room and inform the Front Desk. The heat detector is set off by excessive heat within the suite. Once the heat detector has been triggered, it will set off the main building alarm, and everyone must evacuate the Residence.

The Residence hallways are equipped with a smoke detector/heat sensor. Minor smoke or excessive heat will activate the building alarm. Everyone must evacuate the Residence immediately. If someone activates the building alarm; under the Provincial Fire Code, a fine could be applied.

The Fire Department has a zero tolerance regarding smoke alarms that are tampered with. Please note the Residence staff will be testing the smoke detector bi-weekly in your suite. Testing the smoke detector ensures that it has not been intentionally disabled. Any occurrence could result in disciplinary sanctions from Management and/or a charge under the Fire Protection and Preventions Act with a maximum fine of \$25,000.00.

ENERGY AND WASTE REDUCTION

We at Residence and Conference Centres are dedicated to saving energy and helping the environment. Because of rising costs of energy and depletion of natural resources we are trying to be a more energy efficient/conscious building. Please read over these tips and try to put them to use.

ENERGY CONSERVATION

HEATING & COOLING

- To reduce energy consumption, lower the temperature in your room when you're away.
- Keep blinds, shades, and drapes closed during the hottest part of the day in the summer. (And open blinds on sunny winter days!).
- Do not block your vents, the vents allow air to circulate.
- You can turn off the AC when you leave for the day. Contrary to popular belief, this
 method uses less electricity than having the AC constantly maintain a cool temperature!

WATER HEATER

• Let us know if your faucets are leaking – the little drip can add up.

REFRIGERATOR

- Set the temperature for only as cold as you need.
- Don't overfill the refrigerator, as this blocks air circulation.
- Conversely, a full freezer will perform better.
- Allow hot foods to cool before putting them in the refrigerator.

STOVE/OVEN

- When using the stove, be sure to put lids on pots in order to keep the heat in the pot.
- Use an electric kettle or microwave to boil water not the stove, which is less efficient.
- Don't use a bigger pot than you need, and match it to the right size element.
- A general rule: for smaller cooking jobs, use smaller appliances (i.e. instead of the stove, use the electric kettle, toaster oven, or microwave).
- Microwave ovens use up to 75% less energy, so whenever possible use a microwave instead of your stove or oven.

CLOTHES WASHER

- Run full loads whenever possible but don't overload the machine.
- Try using cold or warm water, instead of hot water. Hot water shrinks and fades your clothes, and wears them out more quickly.

CLOTHES DRYER

- Separate loads into heavy, medium, and lightweight items lighter loads will take less drying time.
- Clean the lint filter after every load. A clogged lint filter can increase energy use up to 30%, and may be a fire hazard!

MISCELLANEOUS

- Computers and related components use electricity even when they are not in use.
- Use a power bar that can be shut off.
- Make sure you enable your computer's energy-saving features.
- Be sure to at least shut off the computer screen, as 60% of the power used is by the monitor!
- Less energy is consumed when computers and monitors are turned on and off (as
 often as required) then when left on over time. In fact, all electronic devices use
 more energy when left on, as opposed to being turned on and off as needed.

LIGHTING

- Turn off lights whenever you leave a room or don't need them, even for just a few minutes.
- Opening your blinds is a great way to brighten up a room with natural light.
- Keep light fixtures clean a cleaner fixture is a brighter fixture.
- Contrary to popular belief, less energy is consumed when lights are turned on and off as you come and go than if a light is left on all the time.

HELP SAVE ENERGY!

- 1. Turn off lights when you leave.
- 2. Turn off televisions, computers, and radios when you leave.
- 3. Turn thermostat down or off when you leave.
- 4. Keep air circulation vents unobstructed.
- 5. Conserve water wherever possible.
- 6. Use windows and blinds for natural lighting and climate control whenever possible.

RECYCLING

Ontario's Blue Box program is one of the best in North America. It has helped reduce Ontario's waste going to disposal by 35 per cent since 1987. Thanks to the Blue Box, in 1997, 600,000 tonnes of garbage was kept out of landfills. This is equal to filling the Rogers Centre full of garbage three times!

Recycling is important for a lot of other reasons. Every recycled glass jar, pop can or newspaper helps to protect the environment. For example:

- Using recycled paper to make paper products requires 65 per cent less water;
- Recycling 1 tonne of newsprint saves 19 trees;
- Recycling 1 tonne of glass reduces the equivalent of 1,057 kilograms of carbon dioxide emissions (carbon dioxide is one of the greenhouse gases which causes global warming)
- Recycling 1 pop can saves enough energy to power the average television set for 108 minutes.

WHAT CAN I RECYCLE?

- Metal cans
- 2. Glass jars and bottles
- Plastic containers
- 4. Aluminum trays and foil
- 5. Newspapers, magazines, books, phone books
- 6. Milk and Juice cartons
- 7. Cardboard

WHAT I CAN'T RECYCLE

1. Coffee cups, Styrofoam, dishes, plastic tubs (used for leftovers)

FREQUENTLY ASKED QUESTIONS

WHEN IS THE FRONT DESK OPENED?

We are available for questions, comments and/or concerns at anytime as the Front Desk is open 24 hours a day, 7 days a week.

HOW MANY SPACES ARE THERE IN RESIDENCE?

There are 525 suites in the Residence, resulting in a total of 1050 available beds.

WHAT IS THE \$500.00 SECURITY DEPOSIT USED FOR?

A security deposit of \$500.00 is required with all applications for Residence. Once you have moved into Residence, your security deposit is used as a damage deposit for your room. It is returned to you less any charges owing after you have moved out. You will be required to fill out a room inspection form upon arrival to the Residence. This form will be held on file for the duration of your stay with us, and once you have moved out, we will compare your room inspection form to the current state of your room.

WHAT PUBLIC TRANSIT OPTION ARE ON THE CAMPUS?

There is a OC Transpo bus terminal located just beside the ACCE building, on the north end of the campus, about a 4 minute walk from Residence. For detailed information about the routes, schedules and prices, check out OC Transpo's website: www.octranspo.com

CAN I VISIT THE RESIDENCE?

We would be happy to have you visit the Residence over the summer months. Contact the Front Desk and request a tour of the building.

CAN I STAY OVER THE SUMMER?

The Residence offers accommodations over the summer for both short and long term stays. Whether you are in school, on a co-op term or just visiting the City, we offer great rates on summer accommodations.

ARE THERE GYM FACILITIES ON THE CAMPUS?

There are gym facilities on campus – the campus has a gym called the Algonquin fitness Zone, to which you are able to purchase a membership. The Residence has a low impact workout room for Residents to use free of charge.

WHAT SECURITY FEATURES DOES THE RESIDENCE HAVE?

The Residence offers great security from the moment you pass through the controlled main entrance, until you slide your student card into your suite door to let yourself in. We believe that your safety is very important. To that end, we require that all visitors in the building be registered prior to entry, and that they provide a valid piece of government issued photo identification, or a current Algonquin College Student Card. Please note that Health Cards and out of date High School Student Cards are not accepted as valid pieces of identification. All of the common areas are monitored by CCTV, and there are staff on duty in the Residence 24 hours a day.

Safety and security is also the responsibility of every Resident. All of the safeguards and rules that are put in place by Residence Management and the College are for your safety and protection. Circumventing the rules by lending student cards/key cards or

letting visitors in without permission can only lead to problems. Ensure that your suite door is fully closed at all times and do not leave your valuables unattended as neither the Residence nor the College is responsible for missing items.

DO I HAVE TO WALK ALONE ON CAMPUS?

Absolutely not. At any point, if you wish to walk around campus and you do not feel comfortable going alone, there is a Campus Safety Walk program that has been put into place. As well, there are emergency stations equipped with direct lines to Campus Security all around the Campus in common areas and are easy to locate. Campus Security is a very important priority at Algonquin College.

VARSITY TEAMS AND TRYOUTS

www.algonguinsa.com/athletics/vairsity-tryouts.aspx

TELEPHONE DIRECTORY

INSTITUTION

Algonquin College	613-727-4723
The Observatory	ext. 5327
Counselling Services	ext. 7200
ITS Service Desk	ext. 5555
Security Information	ext. 5010
Students' Association	ext. 7711
Meal Plan Office	ext 5723
*For further information see www.alg	onquincollege.com

RESIDENCE

Residence Number	613-727-7698
Front Desk	ext. 0
Residence Life Office	ext. 6501

EMERGENCY

Fire/Police/Ambulance	911
Security Services (Emergency)	ext. 5000
Queensway Carleton Hospital	613-721-2000
Police	613-236-1222

MEDICAL

Health Services (on campus)	ext 7222 (room C141)	
Office Hours Monday-Friday	8:30am - 4:45pm	

College Square Medical (Loblaws)	613-224-6606
Monday-Thursday	9:00am – 8:00pm
Friday	9:00am – 6:00pm
Saturday-Sunday	10:00am - 3:00pm

TRANSPORTATION

Blueline Taxi	613-238-1111
Westway Taxi	613-727-0101
DJ's Taxi	613-829-9900

OC Transpo 613-741-4390 www.octranspo.ca Via Rail Canada 1-888-842-7245 www.viarail.ca GreyHound Canada 613-238-6668 www.greyhound.ca

FOOD

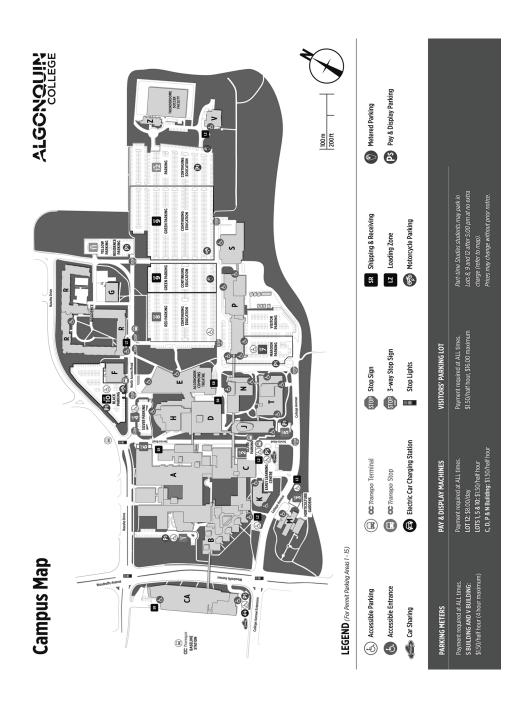
Pizza Pizza	613-737-1111
Gabriel Pizza	613-310-7777
Toppers Pizza	613-236-7171
Cathay (Sezchuan)	613-228-2228
New Hong Kong	613-723-8808
Yorgo's (Greek)	613-820-8200
Chances R'	613-225-6887
East Side Mario's	613-274-746
Lone Star Texas Grill	613-224-4044
Summerhayes	613-228-6049

DIRECTIONS

EASTBOUND 401:

- Take Exit 721A onto Highway 416 North towards Ottawa
- Continue to Exit 75B onto highway 417 East towards Ottawa
- Take Exit 127 for Woodroffe Ave. South
- Turn left onto Baseline Road
- Turn right onto Navaho Drive
- Continue through the 4 way stop into campus
- Residence is located on the right hand side.

CAMPUS MAP



NOTES

-		



Important Contacts

EMERGENCY

Fire/Police/Ambulance 911
Security Services (Emergency) ext. 5000
Queensway Carleton Hospital 613-721-2000
Police 613-236-1222

MEDICAL

Health Services (on campus) ext 7222 (room C141)
Office Hours Monday-Friday 8:30am - 4:45pm

INSTITUTION

Algonquin College 613-727-4723
Counselling Services ext. 7200
Security Information ext. 5010

RESIDENCE

Algonquin College Residence
1385 Woodroffe Avenue
Ottawa, ON K2G 1V8
Phone: 613-727-7698
Fax: 613-727-7647
Email: info@algonquinrez.ca
Web: www.algonquinrez.ca

Last Updated: April 2015



Appendix 23.0

GOLD STANDARD CHECKLIST- For Campus Alcohol Policies – Nova Scotia Dr. Strange

Best Practices Recommendations - General 1. Develop with students, faculty and staff a comprehensive standalone alcohol policy that is easily accessible and widely communicated across campus. 2. Draw from the research and evaluation expertise on Evaluation Strategy from the research committee campus to collect data and regularly monitor and evaluate interventions. NCHA March 2016 3. Communicate and enforce municipal and provincial Raise awareness about policies on campus drinking age, no sale to underage drinkers, and education on student liability for harms/damage caused by alcohol use, noise disturbances, etc. **Systems Approaches to Reduce Harmful Drinking** 4. Work with the students' union, local municipality, and the General Advisory Committee – includes broader community to develop and implement a range of SA, and employees Public Health support? alcohol policies at the local level. CCSA support? a. Hold broad conversations around alcohol-related harms in the community. b. identify and implement community-based strategies to reduce the harms. c. Develop and implement a range of alcohol policies at the local level. Collaborate with regional, provincial and/or national AC is not part of the Canadian Federation university and student associations for the purposes of of Students sharing best practices PSE Canadian Collaborative on Campus Alcohol Culture Meetings with Carleton University Encourage and support the provincial and federal governments to implement population level and targeted

best practice alcohol policies		
Environmental Approaches to Redu	ice Harmful Drinking	
 Integrate alcohol policy into a broad university health promotion framework that supports healthy decision- making, relationship building and connection to community. 	 the Canadian low risk drinking guidelines are being promoted through Keep It Classy – health promotion promote AC policy to students it is on the website 	
8. Implement a range of effective policies for the use of alcohol in residences. Ensure policies are enforced	-review, consult and evaluate the policy. Measure the awareness of the alcohol policy. - AC does not have power of policies in residence – residence policies are by the corporate – Residence Community Living Standards	
 Implement a range of effective policies that regulate access to and the service of alcohol in licensed establishments on campus and for events that are held off campus. Ensure that policies are enforced 	 Review the SA alcohol policy as well as the AC policy. Evaluate the policy, training and enforcement of all policies on campus. 	
10. Partner with local and provincial emergency health services to enhance on -campus safety and ability to respond to medical emergencies related to alcohol.	 AC Security are being trained Look at incident stats 	
11. Develop and implement an alcohol advertising policy that serves to ban alcohol industry sponsorship of campus events and restricts the promotion of and/or marketing of alcohol on campus	HS11 Alcohol on Campus Advertising 8. All advertising of alcohol-related events must conform to the regulations of the Liquor License Act and the Alcohol and Gaming Commission of Ontario Advertising Guidelines. Sponsorship of alcohol-related events by breweries, distilleries, or manufacturers of alcohol beverages must first receive APRC Approval.	
12. Develop with students, faculty and staff a broad university health promotion policy, with corresponding programs and activities, which cultivates student connectedness and contributes to a sense of community		
Best Practices Recommendations – Alcohol Service		

13. Require all staff who may serve alcohol, including those who work in athletics and in food and beverage services, to be certified in responsible beverage service. Smart Serve.

HS11 Alcohol on Campus

4.4. Servers of alcohol are to be certified with the Smart Serve Ontario Certificate Training Program.

Algonquin Students' Association - House Alcohol Policy

The Algonquin Students' Association (SA) abides by

	the Liquor Licence Act of Ontario and employs fully trained, Smart Serve certified professional staff to ensure the safe and responsible service of alcohol at all times within our licensed venues. With your cooperation, the staff of the Algonquin Students' Association will follow these rules:
14. Require that any time a function is organized on campus where alcohol will be served and/or where the event is likely to be potentially high risk and/or high capacity, the organizers work closely with university safety staff to reduce risk to safety and security. A risk criteria assessment tool should be developed to guide event organizers on how they can reduce alcohol-related harm.	Need a risk management tool
15. Develop policies around alcohol service that will red following measures as possible:	
a. Reduced hours of operation	Algonquin Students' Association - House Alcohol Policy
	All patrons must carry photo identification (ID) when in an SA licensed venue, and all patrons who appear to be under the age of 25 will have their ID checked – although the SA reserves the right to ID any patron at any time. When door security staff are not required on

	c. No admittance to large facilities after 12 a.m.	4.2 A monitoring plan is in place to ensure alcohol will not be served or consumed by: - persons less than nineteen (19) years of age - persons who appear to be intoxicated. N/A
	d. Implement a 1-2 or 1-1 student/guest policy	
	e. Have other procedures for high risk periods (such as nights where it is known there will be heavy drinking), such as:	Algonquin Students' Association - House Alcohol Policy In order to maintain a safe, fun, and efficient environment, we must deny entry when the premises are at our venue capacity – please note that some event set-ups can reduce our capacity limits.
	1. Service of all alcohol in plastic cups	
	2. Mandatory coat and bag check	Algonquin Students' Association - House Alcohol Policy Patron & bag checks will be carried out to ensure that patrons are not under the influence of alcohol and/or drugs, or possessing any prohibited items.
	f. Beverage restrictions:	
i.	Limit the amount of drinks that can be purchased by any one person at any one time (i.e. no more than one pitcher to one patron, or no more than two drinks per patron per order).	Algonquin Students' Association - House Alcohol Policy - Any alcohol consumed on premises must be purchased from the licensed venue. - All guests must be at least 19 years of age or older with approved government issued photo ID to be served and to consume alcohol. - No individual guest will be served more than 2 drinks at a time. - The Algonquin SA reserves the right to limit the number of drinks sold to each patron at any one time. - Bar service staff will not serve patrons to the point of intoxication, and have the right to refuse service to any guest.
ii.	Regulate service of alcohol after 12 a.m. (i.e. further reductions in the number of drinks that can be sold to one patron after 12 a.m.).	Close at 10pm
iii.	No sale of caffeinated energy drinks (to prevent the mixing of alcohol with these beverages) and/or the sale of pre-mixed caffeinated alcoholic beverages	

iv.	Limit the size of drink containers (glasses, pitchers,	
10.	etc.) to reflect standard drink sizes	
	etoly to remote standard anims sizes	
V.	Ban single shots of alcohol (i.e. no shooters)	
vi.	Limit amount of spirits to 1 oz. in all drinks	
	·	
vii.	No discount sales and "happy hours"	AC Delian A C
		AC Policy 4.6
viii.	Eliminate "last calls"	
		Algonquin Students' Association - House Alcohol
	g. Ensure that non-alcoholic beverages are always	Policy
	available and that they are less expensive than the	Licensed vanues will always offer food and non
	alcoholic beverages.	Licensed venues will always offer food and non- alcohol beverages at competitive prices to patrons.
		Food will be available until the service of alcohol is
		completed.
		Algonquin Students' Association - House Alcohol
		Policy
	h. Refuse service to intoxicated persons (and safely	If any person is intoxicated before entry,
	remove them from the premises and ensure safe	security staff will deny them entry to the licensed
	arrival back at place of residence).	Security staff will determine if a patron will
		be allowed access to the venue/event. If a person is
		belligerent prior to entering the licensed venue, they
		will be denied entry.
		Algonquin Students' Association - House Alcohol
		Policy
		 Staff will always assist customers who inform them that they need a safe way
		home. Patrons are encouraged to ask a staff
	i. Develop a Buddy System, or Bystander	member for assistance.
	Intervention Program, or Designated Driver program	- The Observatory & The Landing will offer
	for intoxicated patrons.	designated drivers 2 free fountain drinks at
	To intoxicated patrons.	events. The designated driver will need to
		identify themselves to the bar staff and turn
		in their car keys. At their time of departure,
		if they have not consumed any alcohol they will receive their keys back. If they have
		consumed alcohol, they will have to return
		the next day to retrieve their keys.
		Algonquin Students' Association - House Alcohol
	j. Allow for the monitoring of licensed premises by	Policy
	those other than the provincial or municipal	During licensed events, our venues will have
	authorities, such as campus security.	licensed security staff placed at the entrances and
	•	exits to ensure the safety of patrons, maintain order,
		prevent situations that may lead to bodily harm or physical damage, and attend to individuals as
		physical damage, and attend to mulviduals as

16. Develop and enforce a policy for off-campus events where alcohol may play a significant role and where the sale of tickets occurs on campus or under the auspices of a university-related organization. (See Appendix D of the Queen's University Alcohol Policy for an example of such a policy.)

required

HS11 Alcohol on Campus

Off-Campus Events

6. The use of the College name for a special occasion permit for an off-campus event in a location other than a private residence, a licensed establishment, or under the authority of a caterer's endorsement is subject to the approval of the Vice President, Administration.

Best practices recommendations – Residences

The following range of residence alcohol policies have been cited in the research and/or are being implemented at Canadian and American university and college residences. They are primarily designed to reduce the likelihood for overconsumption of alcohol and to strengthen oversight available in residences to reduce alcohol related harms. University administrators can work collaboratively with students and staff to identify those policies that will work for their specific campus environment.

17. Limit were alcohol can b	be	consumed.*
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Residence Handbook

Level 1

(1 - 2)

points)

a) Open alcohol, where prohibited. Alcohol is only permitted to be consumed in individual residence rooms/suites.

Level 2

(2 - 4)

points)

e) Residence Orientation is alcohol free. No resident or guest is permitted to possess or consume alcohol in residence between September 3, 2015 and

September 10, 2015.

18. *If a university does not want to ban drinking in common private spaces, other policies should be implemented that discourage binge drinking generally. These measures should be in place to protect the safety of students who drink heavily, and to provide a safe and comfortable living environment for students who choose not to drink, or who drink lightly.

Residence Handbook

Level 3

(4 - 6

points)

- f) Consumption or possession of alcohol by residents and guests under the legal drinking age or those on alcohol probation.
- g) Drinking games or promotion of a social function which has the consumption of alcohol as its central focus or purpose, because these activities promote Irresponsible and dangerous alcohol consumption.
- h) Imposing the physical effects of intoxication on the Residence Community, for example vomiting, passing out, aggressive or significantly

disruptive behaviour, or needing medical assistance. i) Making or selling alcohol in residence. j) Purchasing or supplying persons under the legal drinking age with alcohol. **Residence Handbook** 19. Limit the number of persons who can be in any private room (to avoid having parties in private rooms). 6 guests for double rooms 17) Unauthorized Activities Note: All organized events, activities or gatherings that have the potential to cause a disturbance, or involve alcohol must be approved by Residence Management to ensure compliance with liquor, fire safety, noise and other applicable policies. Note 2: Maximum capacity of a residence room is defined as the number of Residents that live in the room plus 2 Guests each. Level 2 (2-4 points)a) Any gathering over the maximum capacity of a residence room. b) Any organized event, activity or gathering that has not gained the approval of Residence Management. 20. Implement beverage limitations (to discourage the swift **Residence Handbook** or high volume consumption of alcohol or risk of alcohol WHAT NOT TO BRING harms): • Kegs of beer, beer bottles, single serving glass containers and case sizes larger than 24 a. No drinking games or use of drinking game paraphernalia. • Drug paraphernalia b. No bulk alcohol containers, such as kegs or Level 1 "Texas Mickey's" (1 - 2)points) c. No consumption of pre-mixed caffeinated c) Possession of drinking paraphernalia. Examples alcoholic beverages or mixing of alcohol with of drinking paraphernalia include funnels and beer caffeinated energy drinks. bongs. d. Limit the size of alcohol beverage containers or d) Possession of 'common source' large volume quantity (e.g. no more than 500 ml. or six 12 oz. alcohol containers that encourages swift or high bottles/cans of beer) allowed in private rooms volume consumption of alcohol. A large volume or at events. alcohol container is defined as: (a) a container that holds more than e. No alcohol in glass bottles. 500mL of beer or (b) a container that holds more than 1.18L (40 ounces) of any type of alcohol other than beer (such as wines and spirits). Examples of 'common source' alcohol containers include kegs, mini kegs, and Texas Mickey's.

b) Possession of single serving glass containers (i.e.

	beer bottles, coolers). Glass bottles are often broken in residence and create a safety hazard.
21. Have additional policies for special residence events where alcohol will be available. These could include:	
 a. Limits on the size, type and duration of parties/special events involving the consumption of alcohol in residence; implement noise controls. 	
 Designated "event staff" who are required to work with the University to complete a risk assessment and implement appropriate levels of risk management measures. 	
c. No self-serve events and a requirement that servers are trained in responsible beverage service for any event where alcohol will be present.	
d. Requirement to have food and non-alcoholic beverages available and at lower cost than alcoholic beverages.	
22. Require the holding of regular parties/events that are non-alcoholic.	
23. Develop and implement a policy for off-campus residence-associated events where alcohol is involved. (See the Queen's University Alcohol Policy, Appendix I, for an example of such a policy.)	
Best practices recommendations – Education	/Risk Management
28. Conduct regular (annual or bi-annual) surveys to develop an accurate picture of drinking patterns, attitudes and harms on campus to inform other interventions such as personalized normative reeducation campaigns	NCHA
29. Develop resources for parents of first year students the help them engage their children in making safe decisions about alcohol consumption and on how they can help to prevent harmful drinking at university. Ensure updated resources are made available to parents on an ongoing basis.	Make sure to send the Parent Newsletter again – and to all first year students' parents Continuously update website
27 Some Universities have developed a risk management	Create Risk Management forms

criteria check-list or a Risk Management Assessment Tool that students have to fill out with university staff in advance of any party, alcoholic or non-alcoholic. This helps students think about risks and to implement strategies to reduce risks. See Queens University Alcohol Policy. The University of Wollongong in Australia also has a good tool called the Risk Criteria for Events Serving Alcohol.	
30. Require mandatory, annual training on alcohol use for all major student associations and organizations, including those in athletics, orientation, and residences, etc. Training should be for staff and volunteers.	Require Echug and Etoke training AFIT for Residence and SA, HUB, class reps?
31. Ensure the wide availability and access to evidence-based cognitive behavioural skills-based programs and brief intervention tools for students, including high-risk groups. Ensure staff, faculty and student peers are trained to deliver programs and able to use tools effectively to engage students.	Continue with AFIT to all employees -maybe do a refresher – or extended training in the new year
32. Where resources are available, support interventions by carrying out broad-based social norms campaigns.	Use NCHA resources for social norms marketing
Best practices recommendations – Other in	ndividual approaches to reduce harmful drinking
34. Develop a multi-component cognitive	Require Echug and Etoke training
behavioural skills-based program that can be delivered to students during orientation, in residences, and during peak drinking periods throughout the year and upon request.	AFIT for Residence and SA, HUB, class reps?
35. Develop and embed personalised normative reeducation programs into other interventions such as screening and/or brief motivational interventions.	Online e-learning module
36. Implement a diversely accessed at-risk alcohol screening program to identify who may benefit from alcohol supports and services.	Echug and Etoke
37. Complement the screening with a range of brief motivational intervention programs and opportunities, including in-person and on-line, for the at-risk and heavy drinker target populations.	
38. Educate/train staff, faculty, and peer educators on how to conduct brief motivational interventions and how to engage students in conversations about	

alcohol	
39. Provide access for all students to appropriate education related to the safe and moderate service and consumption of alcohol. Focus on new students and high-risk groups such as sport teams (where there may be a heavy drinking culture).	Workshops on Harm Reduction

Alcohol Policies on Campus:

HS 11 Alcohol on Campus

Classification: Health, Safety and Security

Responsible Authority: Director, Ancillary Services Executive Sponsor: Vice President, Administration Approval Authority: President's Executive Committee

Date First Approved: 2005.01.04 Date Last Reviewed: 2011.11.23 Mandatory Review Date: 2016.11.23

Algonquin Students' Association - House Alcohol Policy - August 2015

Residence Handbook 2015 - 2016 Residence Community Living Standards



Appendix 24.0



[DATE]
[LAST NAME], [First Name]
[ALG - xxxx]

RE: DECISION LETTER

Dear [Student],

This letter confirms you were scheduled and missed a meeting on **[DATE]** regarding an incident report that had been added to your residence file. This Incident Report was written because the Residence Community Living Standards were not maintained.

Every student is responsible for reading, understanding and adhering to the Student Resident Agreement, which can be found at http://goo.gl/VQdtlM, and the Residence Community Living Standards, which can be found at http://goo.gl/6XNbKQ. The purpose of the Residence Community Living Standards is to assist all students to develop an awareness of how behaviour impacts the Residence Community and outline expectations, consequences and judicial processes.

Decision

My decision is based on the following information:

- The report written by Residence Staff
- The conversation had with [Residence Life Staff Members, Security Services Reps] on [DATE].
 - o In our discussion, you confirmed you were drinking in residence while underage

Based on these facts you have been found in violation of the following Residence Community Living Standards:

• **Level 1 Disruptive Behavior a):** Throwing, dropping kicking or knocking objects from/at residence buildings, windows, or stairwells, whether intentional or unintentional.

Sanction

As a result of these incidents, you are responsible for the following sanctions:

- **ASSIGNED POINTS** Your discipline record now totals **one (1)** point. Please note that a full description of the point system is outlined on page eighteen (18) of the Residence Handbook. Should your point total reach or exceed nine (9) points you will be subject to termination of your residence agreement.
- **EDUCATIONAL SANCTION** You are required to complete the "E-Chug" Survey and review your results with myself, Brandon Jodoin. E-mail me to schedule this meeting. Bjodoin@algonquinrez.ca

<u>Note:</u> Successful completion of these educational sanctions may result in a lowering of the assigned points. This potential reduction will be dependent upon the quality of the completed sanctions.

Please be aware that this incident may be shared with the Institution regarding Section 6.01 in your Student Resident Agreement. The sanction(s) given to you in this letter may not be the final



sanction for this incident, pending the decision of the College. The Institution may contact you to investigate violations of the Code of Conduct. Information will be shared with the College upon request.

Every student has the right to appeal within 72 hours. The grounds for an appeal, and the appeal process are described in the Residence Community Living Standards on page twenty-nine (29) of the Residence Handbook. Please note that you have 72 hours from the date of this letter to begin the appeal process. Appeal request forms can be found at http://goo.gl/Za30oK

I trust that this has been a learning experience for you and that there will not be any other incidents for the remainder of the year. Should you have and further questions or concerns, please do not he sitate to contact me.

Sincerely,

Brandon Jodoin Community Advisor

Algonquin College Residence and Conference Centre 1385 Woodroffe Avenue Ottawa Ontario, K2G 1V8 bjodoin@algonquinrez.ca

613.727.7698 ext. 4987



[DATE]
[LAST NAME], [First Name]
[ALG - xxxx]

RE: DECISION LETTER

Dear [Student],

This letter confirms our discussion on **[DATE]** regarding an Incident Report that was filed on **[DATE]**. As discussed, this Incident Report was written because the Residence Community Living Standards were not maintained.

Every student is responsible for reading, understanding and adhering to the Student Resident Agreement, which can be found at http://goo.gl/VQdtlM, and the Residence Community Living Standards, which can be found at http://goo.gl/6XNbKQ. The purpose of the Residence Community Living Standards is to assist all students to develop an awareness of how behaviour impacts the Residence Community and outline expectations, consequences and judicial processes.

Decision

My decision is based on the following information:

- The report written by Residence Staff
- The conversation had between [(Residence Life Coordinator)], [(Community Advisor)], [Security Services Rep] and [Student (Resident of ALG-xxxx)] on [Date].
 - In our discussion you confirmed that you had drug paraphernalia present in your room
 - o In our discussion you confirmed that you smoke marijuana frequently when drinking alcohol

Based on these facts you have been found in violation of the following Residence Community Living Standards:

• 9) Illegal Substances & Activities Level 1 A- Possession of paraphernalia associated with the use of illegal substances (e.g. bong, pipe, roach clip, hookah, and grinder)

Sanction

As a result of these incidents, you are responsible for the following sanctions:

- For the above offense you have been assigned 2 points
- You have the opportunity to lower the number of assigned points to **[x points]** by completing the following educational sanction by **[DATE]**
 - This will leave you with a total of [x points]
- This means that until the completion of the sanction you will have [x points] on your file.



Educational Sanction

- A) Attend a scheduled meeting with AC Umbrella Project Harm Reduction Consultant Amanda Neilson on [DATE at TIME]
- B) If you are struggling with substance use I highly recommended completing the e-TOKE assessment which can be found here:

 http://www.algonquincollege.com/healthservices/marijuana-and-alcohol-use-self-assessments/ and want to make you aware of the network of support available to you. Should you be experiencing issues with substance abuse, I encourage you to reach out to myself or another Residence Life Coordinator so we can provide you with a referral to our on-site Harm Reduction specialists or assist you to set up an appointment with counselling services.

Please be aware that this incident may be shared with the Institution regarding Section 6.01 in your Student Resident Agreement. The sanction(s) given to you in this letter may not be the final sanction for this incident, pending the decision of the College. The Institution may contact you to investigate violations of the Code of Conduct. Information will be shared with the College upon request.

Every student has the right to appeal within 72 hours. The grounds for an appeal, and the appeal process are described in the Residence Community Living Standards on page twenty-nine (29) of the Residence Handbook. Please note that you have 72 hours from the date of this letter to begin the appeal process. Appeal request forms can be found at http://goo.gl/Za30oK

I trust that this has been a learning experience for you and that there will not be any other incidents for the remainder of the year. Should you have and further questions or concerns, please do not hesitate to contact me.

Sincerely,

Jonna Spadafore
Residence Life Coordinator
Algonquin College Residence and Conference Centre
1385 Woodroffe Avenue
Ottawa Ontario, K2G 1V8
jspadafore@algonquinrez.ca
613-727-4723 ext. 4991



[DATE]
[LAST NAME], [First Name]
[ALG - xxxx]

RE: DECISION LETTER

Dear [Student],

This letter confirms our discussion on **[DATE]** regarding an Incident Report that was filed on **[DATE]**. As discussed, this Incident Report was written because the Residence Community Living Standards were not maintained.

Every student is responsible for reading, understanding and adhering to the Student Resident Agreement, which can be found at http://goo.gl/VQdtlM, and the Residence Community Living Standards, which can be found at http://algonquinrez.ca/downloads/Residence%20Handbook%20&%20RCLS%20-%20Algonquin%202016-2017.pdf. The purpose of the Residence Community Living Standards is to assist all students to develop an awareness of how behaviour impacts the Residence Community and outline expectations, consequences and judicial processes.

Decision

My decision is based on the following information:

- The reports and statements written by Residence Staff
- All previous reports and judicial decisions made pertaining to [Student: LAST NAME, First Name].
- The conversation between [Student (ALG-xxxx)] and [RLC Name (Residence Life Coordinator)] and [SSI Name (Security Services Investigator)] on [DATE]
 - o In our discussion, you confirmed **you were smoking a marijuana joint in the courtyard on Residence property**
 - o In our discussion, you confirmed that you willfully neglected to complete an assigned educational sanction
 - o In our discussion, you confirmed that you understand your conduct history and the points that you have received due to past incidents

Based on these facts you have been found in violation of the following Residence Community Living Standards:

• **9, Illegal Substances & Activities, Level 3 B-** Possessing, using or being under the influence of an illegal substances in Residence



The above violations, accumulate to a range of **4-6 points** under the sanction guidelines listed in the RCLS. For reference, **ANY** level 3 offence or an accumulation of **9 or more** points at any time satisfy grounds for eviction from Residence.

Sanction

As a result of these incidents, you are responsible for the following sanctions:

- The above offences you have been assigned **5 points** for a global total of **8 points**. As a result, you will be placed on **Residence Probation** and will be subject to the following **Behavioural Contract** if you wish to remain in residence:
 - **A)** Alcohol probation: You are not to posses or consume any alcohol on Algonquin Residence property. In addition, you are not to be intoxicated or display the effects of alcohol within any public space within Algonquin Residence Property.
 - B) Illegal Substances and Activities: You are not to possess or consume any illegal substances while in residence or be associated in incidents where illegal substances are present or suspected to be present. If you observe or become aware of illegal substances or activities or any indication that illegal substances are being consumed or possessed in your vicinity (I.E by way of smell, word of mouth, or visual cues) you will immediately report your observations to Residence Life/Front Desk and Algonquin College Security Services. Failure to report will constitute a breach of the behavioural contract.
 - C) Conduct and Behaviour: You will not, in any way, violate or contravene the Residence Community Living Standards (RCLS) and will agree to abide by the rules and regulations set forth in both the RCLS and Student Residence Agreement (SRA) at all times. Furthermore, you will agree to upkeeping the standard set by Algonquin College and any infraction of Algonquin College policies could call into question your stay in residence.

Your continued stay in residence is **strictly contingent** on your agreement and commitment to observe and obey **ALL** of the above provisions **while on Algonquin College Residence Property. ANY** breach of the above conditions will satisfy grounds for eviction from residence along with any other applicable fines or penalties. By signing below you acknowledge that you understand and agree to all of the above terms and conditions of the **Behavioural Contract**.

Residence Life Coordinator: _		
Resident:	Date Signed:	



If you are struggling with substance use I highly recommended completing the e-TOKE assessment which can be found here: http://www.algonquincollege.com/healthservices/marijuana-and-alcohol-use-self-assessments/ and want to make you aware of the network of support available to you. Should you be experiencing issues with substance abuse, I encourage you to reach out to myself or another Residence Life Coordinator so we can provide you with a referral to our on-site Harm Reduction specialists or assist you to set up an appointment with counselling services.

If you have any questions in regards to the above sanctions, please seek clarification by way of the phone number or email provided below.

Please be aware that this incident may be shared with the Institution regarding Section 6.01 in your Student Resident Agreement. The sanction(s) given to you in this letter may not be the final sanction for this incident, pending the decision of the College. The Institution may contact you to investigate violations of the Code of Conduct. Information will be shared with the College upon request. Every student has the right to appeal within 72 hours. The grounds for an appeal, and the appeal process are described in the Residence Community Living Standards on page twenty-nine (29) of the Residence Handbook. Please note that you have 72 hours from the date of this letter to begin the appeal process. Appeal request forms can be found at

http://algonquinrez.ca/downloads/Formal%20Appeal%20Request%20Form%20-%20Algonquin.pdf

I trust that this has been a learning experience for you and that there will not be any other incidents for the remainder of the year. Should you have and further questions or concerns, please do not he sitate to contact me.

Sincerely,

Jonna Spadafore
Residence Life Coordinator
Algonquin College Residence and Conference Centre
1385 Woodroffe Avenue
Ottawa Ontario, K2G 1V8
jspadafore@algonquinrez.ca
613-727-4723 ext. 4991





[DATE]
[LAST NAME], [First Name]
[ALG-xxxx]

Dear [Student],

This letter is to inform you that on **[Date]**, Residence Staff filed incident reports that explained that they suspected marijuana use in suite **[ALG-xxxx]** due to the scent of marijuana omitting from your suite. This letter serves as a follow up to the Incident Report.

Our Residence Community Living Standards, which can be found at http://algonquinrez.ca/downloads/Residence%20Handbook%20&%20RCLS%20-%20Algonquin%202016-2017.pdf clearly states that students are prohibited from possessing, trafficking and using illegal substances while in Residence. While I have not found substantive evidence to conclude that you have violated this policy, this letter serves as a FORMAL WARNING. Any future circumstances that bring suspicion of drug possession or use in residence may result in formal sanctions such as Fines, Residence Probation and/or Eviction.

Please note that any observations about the behaviour, speech, odour or physical surroundings of an individual that cause suspicion of illegal activity will be investigated and/or reported by Residence staff.

As a residence student, you have the responsibility not to engage in activities likely to endanger the health or safety of yourself or another person. I must also remind you that if you choose to be present during a violation of the Residence Community Living Standards (such as smoking marijuana in a residence room), whether or not you are choosing to participate in the violation, you may be sanctioned under the Residence Community Living Standards. If, in the future, you find yourself in a situation where a breach of the Residence Community Living Standards is taking place, and you are not directly responsible, I would encourage you to remove yourself from the situation and report the violation immediately to a member of the Residence Life Staff.

If you are struggling with substance use I highly recommended completing the e-TOKE assessment which can be found here: http://www.algonquincollege.com/healthservices/marijuana-and-alcohol-use-self-assessments/ and want to make you aware of the network of support available to you. Should you be experiencing issues with substance abuse, I encourage you to reach out to myself or another Residence Life Coordinator so we can provide you with a referral to our on site Harm Reduction specialists or assist you to set up an appointment with counselling services.

I trust that this has been a learning experience for you and there will not be any other incidents. Should you have any further questions, please do not hesitate to contact me.

Sincerely,

Brandon Jodoin
Community Advisor
Algonquin College Residence
bjodoin@algonquinrez.ca
613-727-4723 Ext: 4987



Appendix 25.0



Dear Parents

Parents Matter!

As a parent, you have played many roles in your young adult's life - from protector to teacher to guide. As they move out of your home and into our residence, it's important to remember that you will continue to be an influential part of their lives. First year students are exposed to a number of different and new experiences in the classroom, on campus and in residence. Sometimes this includes alcohol and other substance use. Transitioning to college life is a key risk period where many students first experiment with alcohol and others move from experimenting/use to more frequent use.

We know it's not always easy to talk to your college bound youth about the possibility that they may use alcohol or other substances, or to talk about ways they can keep themselves safer. We also know that when parents CAN talk about ways their youth can lower their risks when using alcohol and other substances AND encourage their youth to be involved in non-drinking college activities; youth tend to use less and are more involved in non-drinking activities. Honest communication can go a long way to be seen as a support should they have any problems with substance use in the future.

What You Need to Know

Currently half of Ontario college students who drank alcohol in the last 12 months reported experiencing one of the following: did something they later regretted, forgot where they were or what they did, got in trouble with the police, had sex with someone without their consent, someone had sex with them without their consent, had unprotected sex, physically injured themselves or another, seriously considered suicide. III

Ontario college students also perceive that the use of alcohol and other substances on campus is much higher than actual use. Students believe that almost all students drink at least once a month when actually the number is closer to 68%. They also believe that 84% of students use marijuana at least once a month when the reality is 16%^{iv}. Sharing information like this with your student may decrease pressures they may feel to fit into what they believe is normal college life. It also can help guide them to healthier decisions and keep the lines of communication open.

What Keeps Young Adults Safer:

- Not too much-using smaller amounts or drinking fewer drinks
- Not too often-having several days of no use, not drinking EVERY Friday and Saturday
- Only in safe contexts-be around safe people and familiar places
- Stay safe when impaired-don't drive while under the influence
- · Think about the impact on others- roommates may not appreciate a smoke filled room
- Encourage them to do other things they enjoy-make sure there are many other ways to have fun, cope with stress, meet people

Bottom Line

Encourage your young adult to:

PLAN how many drinks they will have, what time they will stop drinking, how they will get home **AND PROTECT** their drinks, their physical and mental health, friends, and their ability to continue to live in residence. The Residence Handbook can be found at www.algonquinrez.ca. Pages 18 – 33 have our Residence Community Living Standards.



Dear Parents

How will you know if alcohol and other substance use might be a problem?

- Missing or skipping classes (or classroom assignments) or a drop in academic performance.
- Frequent requests for more money to cover expenses, or taking a second job.
- Moodiness, defensiveness, or silence when you try to talk to them about school.
- Reported incidences on campus in residence and/or security.

Who Can Help?

Fortunately, we have a team of support services to partner with you and your young adult to help them thrive. We have a robust and dynamic Residence Life Team of 20 Resident Advisors located on the floors of Residence, 2 Community Advisors (events programmers), 3 Residence Life Coordinators (professional live in staff), a Residence Life Manager, and an Algonquin Residence Council (the voice of the students). These campus leaders work to provide support and academic and social growth opportunities throughout the residence experience.

The residence works in close collaboration with Algonquin College Student Support Services every step of the way. Partnerships include: Counselling, Health Services, the Mamidosewin Centre, the Centre for Students with Disabilities, the ASD Transition Centre and so many more! Please encourage your young adult to reach out to these services before you arrive.

For more information please click here: Student Support Services

Please remember to inform your young adult...

The Week of Move In and Orientation Day (Sept 5th to Sept 10th) at Algonquin College is a <u>DRY EVENT</u>. Therefore, no consumption or possession of alcohol on the residence premises will be permitted. This is to give your young adult the opportunity to experience all the first week has to offer to its fullest potential! It's also a chance to make positive memories with new friends right from the beginning! ©

Was this resource helpful? Please fill out the following 3 question survey: CLICK HERE

Community Resources

Rideauwood Addiction and Family Services www.rideauwood.org 613-724-4881

Tungasuvvingatinuit-Mamisarvik Healing Centre www.tungasuvvingatinuit.ca 613-563-3546

Wabano Centre for Aboriginal Health http://www.wabano.com
613-748-0657

Ottawa Assessment and Access Referral Services www.saato.ca/en 613-241-1525 Drug and Alcohol Helpline http://www.drugandalcoholhelpline.ca 1-800-565-8603

This newsletter is part of the Harm Reduction Project at Algonquin College funded by the Ministry of Training, Colleges and University through the Mental Health Innovation Fund. http://www.tcu.gov.on.ca/eng

Ibid

Ross, V., & Dejong, W. (2008). "Alcohol and Other Drug Abuse Among First-year College Students." Info Facts Resources, The Higher Education Centre for Alcohol and Other Drug Abuse and Violence Prevention Education Development Centre, Inc. Retrieved from

https://safesupportivelearning.ed.gov/sites/default/files/hec/product/first-year.pdf

Nova Scotia Department of Health and Welliness (2012). "Reducing Alcohol Harms Among University Students: A Summary of Best Practices." Retrieved from http://www.gov.ns.ca/hpp/resources/addictions.asp "American College Health Association. American College Health Association-National College Health Assessment Ontario Province Reference Group Executive Summary Spring 2013. Hanover, MD: American College Health Association; 2013

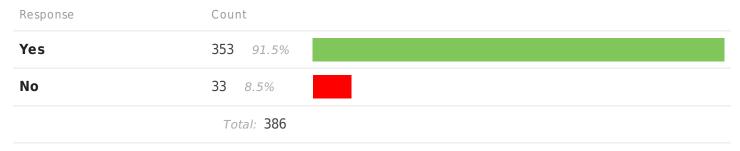
The AC Umbrella Project:

Oct 7,2015 Residence Parent Newsletter: Final Report

Question 1: How helpful was this newsletter?

Response	Count
	379 responses
1: Not Helpful	9 2.4%
2: Not very helpful	14 3.7%
3: Neutral	87 23.1%
4: Kind of helpful	119 31.6%
5: Very helpful	148 39.3%

Question 2: Have you already spoken to your young adult about substance use?



Question 3: How likely will you talk to your young adult about the contents of this newsletter?

Response	Count
	384 responses
1: Will not talk	13 3.4%
2: Will probably not talk	16 4.2%
3: Neutral	52 13.6%
4: Will probably talk	108 28.3%
5: Will talk	193 50.5%



algonquincollege.com/umbrellaproject