



Student Mental Health Guidelines

PASME (Plan d'action sur la santé mentale étudiante en enseignement supérieur)

The Student Mental Health Guidelines (Plan d'action sur la santé mentale étudiante en enseignement supérieur) was approved by the Champlain Saint-Lambert Governing Board on May 8, 2023 (Resolution No.LAM-2022-011).

This document was prepared by the PASME (Plan d'action sur la santé mentale étudiante en enseignement supérieur) Committee at Champlain Regional College.

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Preamble

The purpose of these institutional guidelines is to demonstrate the institution's commitment to ensuring healthy, safe, caring and supportive living, and a study environment conducive to thriving mental health. They recognize the importance of community-wide collaboration on student mental health. This goal involves the participation and commitment of all stakeholders, through both personal and collective accountability.

General principles

Champlain College Saint-Lambert, hereinafter the college, recognizes that mental health is an essential element of academic perseverance and success. Students have the right to evolve in a teaching environment that allows them to cultivate positive mental health. These guidelines affirm the College's desire to contribute to the creation of an environment that supports the well-being and mental health of student members by providing a structured framework.

The college considers mental health from an ecosystem approach. As a result, the entire community shares the responsibility of participating in the creation and maintenance of an environment conducive to well-being and psychological health. As such, management, staff and faculty, the general student population, and individuals representing student associations or unions are considered pillars of mental health promotion and of prevention activities and services. They also play a critical role in implementing or supporting different organizational practices that are known to have a positive impact on well-being.

Objective and scope

These guidelines are institutional guidelines. They are therefore aimed at the entire Champlain College Saint-Lambert community—that is to say, the student population as well as the institution's staff and managers.

They aim to outline the broad measures that promote well-being and promote flourishing mental health on the institution's campus. Thus, in order to support the mental health of the student community, the college intends to

- provide students with an environment that supports perseverance and academic success through the implementation of measures that promote well-being and mental health, while respecting the diverse needs of its population;

- create conditions conducive to the accountability of all institutional stakeholders with regard to mental health;
- participate in improving the well-being and mental health of the student community;
- ensure that its campus is an environment that promotes the development of all.

Definitions

Étudiants avec des besoins particuliers: All persons who pursue, on a full-time or part-time basis, a course of study within the college, both in regular day division and continuing education, who may require accommodations or support services through their college studies.

This population may include students with an official diagnosis related to learning difficulties, physical health or mental health; students with an Individualized Education Plan (IEP) from high school without an official diagnosis; Indigenous students; students that who belong to visible or ethnic minorities; students from the LGBTQIA2S+ community; students who are parents, and student athletes.

Faculty and staff: Faculty and staff include all regular or occasional, full-time or part-time employees of the College; individuals employed under a contract issued by the College; and individuals who have been authorized to act on behalf of the College.

Harm reduction: An approach that consists primarily in reducing negative consequences of behaviors rather than eliminating the behavior itself.¹

Member of the institution's community: Anyone working or studying at the College.

Mental health: A state of well-being that allows everyone to recognize their own abilities, to realize themselves, to overcome the normal stresses of life, to perform productive and fruitful work, and to contribute to the life of their community.²

Positive mental health: "Positive mental health focuses on the positive mental aspects of a human being and their potential for growth, such as strengths and abilities,

¹ Institut national de santé publique du Québec, The Harm Reduction Approach, [Online], 2012. <https://www.inspq.qc.ca/espace-itss/l-approche-de-reduction-des-mefaits> (Accessed May 2, 2022).

² Organisation mondiale de la Santé, Santé mentale : renforcer notre action, [En ligne], 2018. <https://www.who.int/fr/news-room/fact-sheets/detail/mental-health-strengthening-our-response> (Consulté le 2 mai 2022).

happiness, qualities such as responsibility, courage, creativity and perseverance, as well as the material and social resources that promote or support them. A person with a high level of positive mental health is said to have thriving mental health, and a person with a low level is said to have languishing mental health.”³

Student community: All persons who pursue, on a full-time or part-time basis, a course of study within the college, both in regular day division and continuing education.

Roles and Responsibilities

Because mental health is influenced by a multitude of factors, all stakeholders in the institution are collectively committed to contributing to an environment that supports thriving mental health. Here are their roles and responsibilities.

Directors, Management

- a) Ensure the implementation of these guidelines.
- b) Ensure respect for and compliance with these guidelines.
- c) Allocate the human, financial and material resources required for the implementation of the action plan.
- d) Promote these guidelines and ensure that they are accessible to the entire student community, in particular by publishing it on the college website.
- e) Ensure that these guidelines are consistent with and complementary to other policies, including those aimed at preventing and countering sexual violence in higher education, discrimination, harassment and violence. These other structuring measures also act on protective and risk factors related to mental health.
- f) Create physical places that are welcoming, healthy, safe, caring and inclusive.
- g) Ensure that mental health support, accompaniment, awareness, promotion, and prevention services are in place and that information on these services is accessible.
- h) Encourage interdisciplinary and inter-network collaborations. As such, community organizations are essential partners with respect to mental health. It is important to connect with them and integrate them into mental health

³ Institut de la statistique du Québec, *Le concept de santé mentale positive, un aperçu*, [En ligne], 2020. <https://statistique.quebec.ca/fr/produit/publication/concept-de-sante-mentale-positive-apercu> (Consulté le 2 mai 2022).

promotion activities and student services where relevant. This also applies to various actors in the health and social services network.

- i) Ensure that the needs of Étudiants avec des besoins particuliers are taken into account.
- j) Promote accommodations, where required, to support the well-being of EBP.
- k) Help the student community in the balance of study, work and family by implementing accommodations to combine these different spheres of life.
- l) Support initiatives that promote student engagement and social participation in their institution or surrounding community.
- m) Encourage the presence of representatives of EBP on decision-making committees.
- n) Guide the student community to available mental health resources when necessary.
- o) Take some training courses offered on mental health.
- p) Contribute to the creation and maintenance of a positive school climate (inclusive, safe, caring).
- q) Be a positive role model for students by listening to their own needs and those of others, communicating emotions, and adopting respectful behavior.
- r) Create a climate of mutual aid and non-judgment for students, faculty and staff.

Members of the college community

- a) Consult these guidelines and the roles and responsibilities associated with them.
- b) Participate in the creation and maintenance of a culture of respect and caring that supports positive mental health, equity, diversity and inclusion.
- c) Collaborate in the creation of conditions conducive to the development of all and the development of flourishing mental health.

Faculty and staff

- a) Promote the various psychosocial services available.
- b) Support conditions conducive to mental health.
- c) Refer students to the appropriate resources available (social workers, psychologist or other professional resources) when a person in school confides difficulties and concerns requiring support.
- d) Support the creation and maintenance of a positive school climate.
- e) Favor the use of inclusive and recognized pedagogical and educational practices that promote positive mental health. To achieve this, faculty and staff are

encouraged to participate in workshops on best practices in areas of student mental health and student success.

Student association representatives

- a) Participate in training and workshops offered on mental health.
- b) Publicise information about mental health resources available inside and outside the institution, and guide the student community to them.
- c) Raise awareness and promote activities on mental health.
- d) Promote a positive school climate, especially in associations (inclusive, safe and caring climate, marked by openness and respect, and where all forms of violence and bullying are prohibited).
- e) Ensure that the diversity of student voices, including those of EBP, is represented.
- f) Offer training workshops on mental health for student leaders and targeted student groups.

Student population

- a) Participate in training and workshops offered on mental health.
- b) Get informed, seek services as needed and, where appropriate, communicate relevant information to professional resources in order to receive the necessary support. While students are free to disclose or not to disclose personal information, mentioning the presence of a diagnosis, follow-ups or other services allows resource people to better analyze their needs and offer the most appropriate response.
- c) When relevant and desired, sign the consent form concerning exchange of information between the various interested/concerned parties.

Mental Health Institutional Committee

The college is committed to establishing a standing institutional committee on student mental health. This committee will include representatives of senior management, faculty, professional, technical and support resources of the institution and members of the student community selected by one or more student associations.

Its mandate will be to:

- a) plan and contribute to the implementation of actions to promote student mental health, including the promotion of positive mental health;
- b) make recommendations to the college to improve support for students;
- c) provide mental health promotion, prevention, awareness and training;
- d) make a report of the actions carried out by the committee;
- e) evaluate the implementation of these guidelines.

Continuum of services

The college refers to the [Cadre de référence sur la santé mentale étudiante](#), available on [Québec.ca](#), for the implementation of a continuum of services.

Awareness-raising, promotion and prevention measures

The college makes sure to set up structuring actions in terms of awareness, promotion and prevention on mental health, while respecting the needs of the student community. These actions may focus on mental health, harm reduction, healthy lifestyles, or any other relevant theme related to the different determinants of mental health.⁴ Programmes focusing on the development of social-emotional skills and stress management are also put in place.

Training measures

- a) Mental health training is provided to managers, faculty, staff and the student community on topics that include positive mental health, inclusion, healthy lifestyles, mental disorders, and psychological first aid. The training calendar is distributed to the institution's community (emails, portal, etc.).

Services and intervention

⁴ Readers are encouraged to consult the following documents:

- Québec. Ministère de la Santé et des Services sociaux, *Programme national de santé publique 2015-2025 : pour améliorer la santé de la population du Québec*, Québec, Gouvernement du Québec, 2015, 85 p. Également disponible en ligne : <https://publications.msss.gouv.qc.ca/msss/fichiers/2015/15-216-01W.pdf>.
- Isabelle Doré et Jean Caron, « Santé mentale : concepts, mesures et déterminants », *Santé mentale au Québec*, vol. 42, n° 1, printemps 2017, p. 125-145. Également disponible en ligne : <https://www.erudit.org/fr/revues/smq/2017-v42-n1-smq03101/1040247ar/>.

The College sets up a system for receiving and handling mental health services requests and ensures that this system is known to the entire community. In addition, in order to offer people appropriate support, a service to assess their needs and to direct them to appropriate resources is implemented.

Peer support programs and self-care tools are also offered.

Assessment of impact

- The institution appreciates the impact on the mental health of the student community generated by all the institutional policies, programs, practices and internal regulations it has put in place. For example, it may consider the following elements, depending on their implementation or not, their degree of implementation and their effects on the student community:
- The participation of students in decisions that affect them;
- The inclusion of the student community in the activities of the institution in a way that reflects the composition and diversity of this community;
- The evaluation of different psychosocial factors;
- Consideration of documents (reports, studies, etc.) provided by student associations and federations and of other studies relating to mental health in higher education;
- The proportion of the student community that responds to the various mental health and wellness surveys;
- Respect for the principles of equity, diversity and inclusion in the institution's policies and programs;
- Collaboration between the various professional resources and the complementarity of the institution's services;
- Collaboration with external partners (health and social services network, community organizations).

The data collected makes it possible to assess the implementation of these guidelines, to analyse the obstacles encountered and to make the necessary changes. The results obtained are transmitted to all members of the community.

Distribution of the Guidelines

The college makes sure to publicise the guidelines and make them accessible to the entire community of the institution.

Date of Entry

These guidelines on Mental Health (Plan d'action sur la santé mentale étudiante en enseignement supérieur) were approved by the Champlain Saint-Lambert Governing Board on May 8, 2023.

Guidelines Evaluation and Review Mechanism

If necessary, these guidelines will go through an evaluation process. The Mental Health Institutional Committee will be responsible for its revision in light of changing practices and circumstances.

^[1] Institut national de santé publique du Québec, *The Harm Reduction Approach*, [Online], 2012. <https://www.inspq.qc.ca/espace-itss/l-approche-de-reduction-des-mefaits> (Accessed May 2, 2022).

^[2] World Health Organization, *Mental Health: Strengthening Our Action*, [Online], 2018. <https://www.who.int/fr/news-room/fact-sheets/detail/mental-health-strengthening-our-response> (Accessed May 2, 2022).

^[3] Institut de la statistique du Québec, *The Concept of Positive Mental Health, An Overview*, [Online], 2020. <https://statistique.quebec.ca/fr/produit/publication/concept-de-sante-mentale-positive-aperçu> (Accessed May 2, 2022).

^[4] In this regard, we invite readers to refer to the following documents:

- Quebec. Ministère de la Santé et des Services sociaux, *Programme national de santé publique 2015-2025: pour améliorer la santé de la population du Québec*, Québec, Gouvernement du Québec, 2015, 85 p. Also available online: <https://publications.msss.gouv.qc.ca/msss/fichiers/2015/15-216-01W.pdf>.
- Isabelle Doré and Jean Caron, "Mental Health: Concepts, Measures and Determinants," *Mental Health in Quebec*, Vol. 42, No. 1, Spring 2017, pp. 125-145. Also available online: <https://www.erudit.org/fr/revues/smq/2017-v42-n1-smq03101/1040247ar/>.