

2016 2020



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Acknowledgment

T Caro u G Su M a H a a W - Sa o u
o a o o u o m a o u a m
o Caro u H a M G o u , u o o m S o L a
G u , E u a o L a T a m , o j a o C
B a m a o u u o u o o u a m o
o u o u o u a m u o m m u . l a m a u o o u m a o .
Y u a a a m o a o o o j !

No G o , M.A.

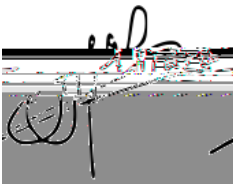


D o o S u S a R a ,
Caro u G
Ma , 2015

Endorsement

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

φ M , MA



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

Executive Summary

Canada's Secondary Mental Health and Wellness Strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and wellness needs of young people in Canada. It is a comprehensive and coordinated framework that guides the development of policies, programs, and services across all levels of government and across all sectors of society. The strategy is based on the following principles: equity, inclusion, and social justice; prevention and early intervention; and a focus on the social determinants of mental health and wellness. The strategy is a living document that will be updated as needed to reflect changes in the mental health and wellness needs of young people in Canada.

- **Post-secondary Student Mental Health: Guide to a Systemic Approach**

Canadian Association of Universities and Colleges
Mental Health Association (BC)

- **Campus Mental Health Vision and Framework** Canadian

- **Student Mental Health Strategy 2014 – 2017** University of Victoria

- **Student Mental Health and Wellness: Framework and Recommendations for a Comprehensive Strategy** Queen's University

- **Mental Health and Well-Being in Postsecondary Education Settings: Literature and Environmental Scan to Support Planning and Action in Canada.** McKee, G.

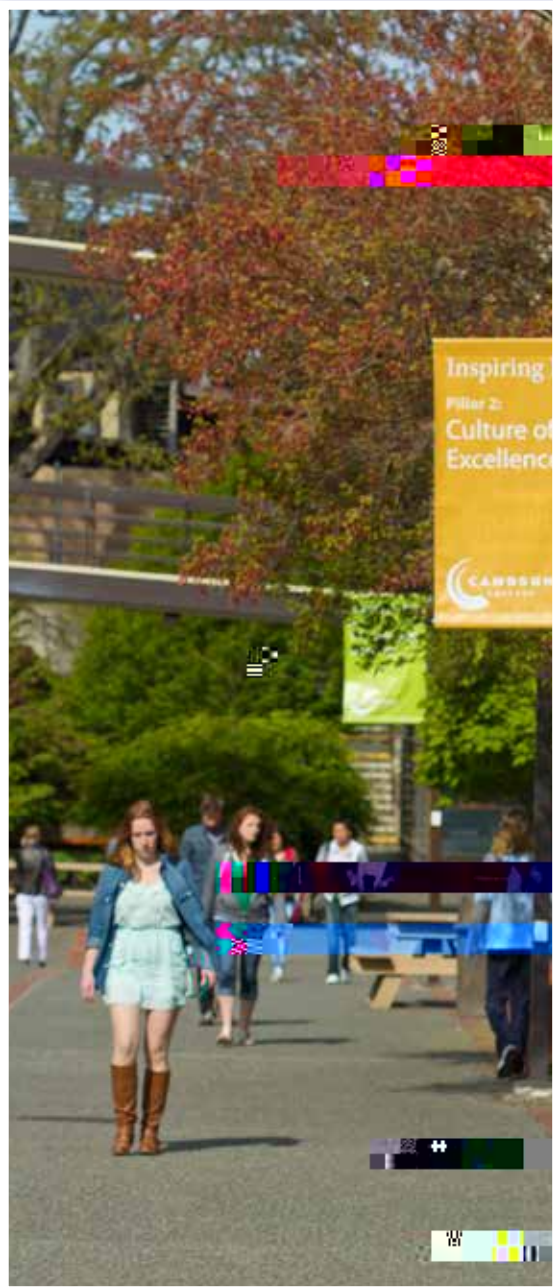
- **Mental Health Strategy** Simon Fraser University

- **Mental Health and Well-Being Strategy** University of British Columbia

- **Student Mental Health at the University of Alberta: Final report** University of Alberta

- **0.45 0Td003Tj0v1 d003Tj0v1 d00i2s773prta**

-



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

Б а а о , о о о а а а :

1.

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

2.

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

3.

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

4.

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

5.

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

Guiding Principles

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

Goals Key Objectives

1. Policies, Procedures and Practice

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



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

Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

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

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

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

- **Student connections and engagement**

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

- **Peer support**

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

- **Access to learning and community activities**

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

3. Mental Health Literacy, Engagement and Support

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

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

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

- **Learning and well-being**

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

- **Community Supports for distressed students**

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

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

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

Goals

Key Objectives

4. Campus Mental Health Services

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

- **Service information and promotion**

E a u o a o o o m a o o u a G m a a - a

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

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

- **Consultation with employees**

M a a o m m u a o m a a u G . P b m a o
o u a o a u o G m a a - a o G m o o o u
u o o a

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

E u m a a o o u o o G m a a - a a
o o a a o a o , P b a o u o a a o a a o o a o m m u m a
a o u





Current National Trends

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

Guiding Principles

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

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

Strategy Development Process

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

CATEGORIES, GOALS, SUPPORTING INITIATIVES, KEY OBJECTIVES AND RECOMMENDED ACTIONS

Board of Trustees, Office of the President, Office of the Vice President for Academic Affairs, Office of the Vice President for Student Affairs, Office of the Vice President for Financial Affairs, Office of the Vice President for Information Technology, Office of the Vice President for International Affairs, Office of the Vice President for Legal Affairs, Office of the Vice President for Operations, Office of the Vice President for Planning and Institutional Effectiveness, Office of the Vice President for Quality Assurance, Office of the Vice President for Research and Innovation, Office of the Vice President for Safety and Security, Office of the Vice President for Special Programs, Office of the Vice President for Student Support Services, Office of the Vice President for University Advancement, Office of the Vice President for University Relations, Office of the Vice President for University Sustainability, Office of the Vice President for University Traditions and Ceremonies, Office of the Vice President for University Governance, Office of the Vice President for University Health and Wellness, Office of the Vice President for University Risk Management, Office of the Vice President for University Compliance, Office of the Vice President for University Ethics, Office of the Vice President for University Diversity, Equity and Inclusion, Office of the Vice President for University Environmental Stewardship, Office of the Vice President for University Social Responsibility, Office of the Vice President for University Community Engagement, Office of the Vice President for University Global Affairs, Office of the Vice President for University Intergovernmental Relations, Office of the Vice President for University Public Affairs, Office of the Vice President for University Communications, Office of the Vice President for University Marketing, Office of the Vice President for University Branding, Office of the Vice President for University Identity, Office of the Vice President for University Trademark and Copyright, Office of the Vice President for University Intellectual Property, Office of the Vice President for University Information Security, Office of the Vice President for University Data Privacy, Office of the Vice President for University Records Management, Office of the Vice President for University Archives, Office of the Vice President for University Library, Office of the Vice President for University Digital Learning, Office of the Vice President for University Digital Strategy, Office of the Vice President for University Digital Infrastructure, Office of the Vice President for University Digital Content, Office of the Vice President for University Digital Services, Office of the Vice President for University Digital Innovation, Office of the Vice President for University Digital Research, Office of the Vice President for University Digital Education, Office of the Vice President for University Digital Entrepreneurship, Office of the Vice President for University Digital Leadership, Office of the Vice President for University Digital Citizenship, Office of the Vice President for University Digital Literacy, Office of the Vice President for University Digital Skills, Office of the Vice President for University Digital Competency, Office of the Vice President for University Digital Fluency, Office of the Vice President for University Digital Proficiency, Office of the Vice President for University Digital Expertise, Office of the Vice President for University Digital Mastery, Office of the Vice President for University Digital Excellence, Office of the Vice President for University Digital Innovation, Office of the Vice President for University Digital Leadership, Office of the Vice President for University Digital Citizenship, Office of the Vice President for University Digital Literacy, Office of the Vice President for University Digital Skills, Office of the Vice President for University Digital Competency, Office of the Vice President for University Digital Fluency, Office of the Vice President for University Digital Proficiency, Office of the Vice President for University Digital Expertise, Office of the Vice President for University Digital Mastery, Office of the Vice President for University Digital Excellence.

1. Policies, Procedures and Practices

Goal: Apply a “mental health lens” in the creation of new, and the review of existing, Colleges policies, practices and procedures to ensure the development and maintenance of optimal student mental well-being at Camosun College.

Examples of Current Supporting Initiatives

- ✓ Domestic Violence and Sexual Assault (Camosun Health and Safety 2013).
- ✓ The Student Support Services (SSS) program provides a range of services to support students with various needs.
- ✓ The Student Support Services (SSS) program provides a range of services to support students with various needs.
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- ✓ The Student Support Services (SSS) program provides a range of services to support students with various needs.

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- Review and evaluate student work to ensure quality and provide constructive feedback.

Recommended Actions:

- X Provide a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and provide constructive feedback.
- X Assess student learning and provide feedback to improve performance.

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

- Review and evaluate student work to ensure quality and provide constructive feedback.

Recommended Actions:

- X Develop a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and provide constructive feedback.

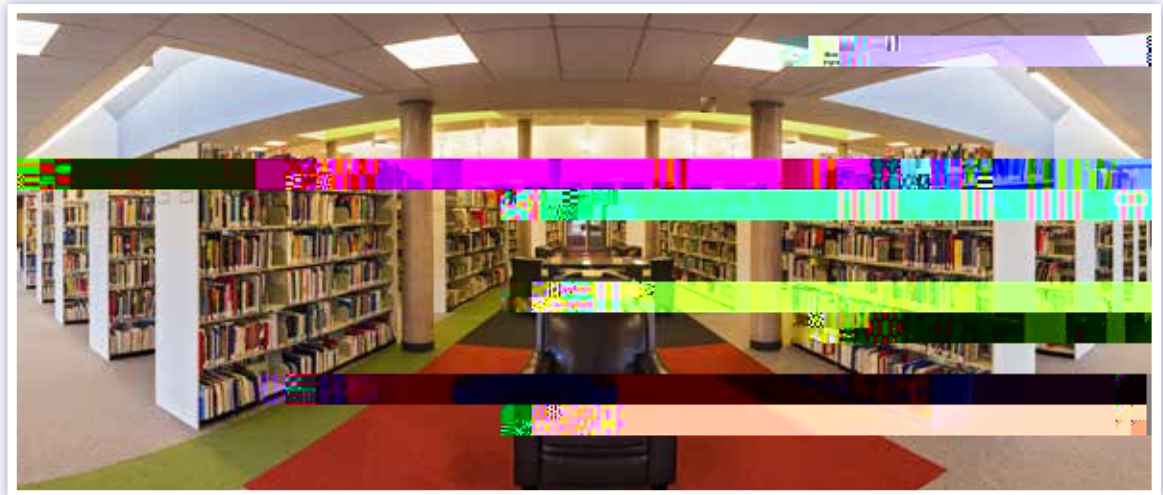


2. Supportive Campus Environment and Student Connections

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

Examples of Current Supporting Initiatives

- ✓ T a a - a o u o o
La o Cam u L a a L a
G mm u a ao
a o o a o ma a o m
a n .
- ✓ T ao o a o m o u
o m o Cam u u
m a a a .
- ✓ T ao a o m o o a a a
o u m a a u o o a m a
(H a M Am a ao ,2015)
- ✓ T Cam u l ao a P G o
Pb am, a a o o , u o
a a o a a j u m o ao a
u .
- ✓ Su -a a a , u a ou a ou a o o a u o u , u u o ao . E .CCSS
o u :P ;Su ()A ;a F Nao .Ao :Cam u 46 a Ju Cu .
- ✓ P o- u ao a ou a o o a a G u S a o u o m o : . .R ao ;B u Ba Y a;
Su E am W ;a L W .
- ✓ T ao a u o Na' a' ma Ga Pa E S ' C o l o u E u ao & G mmu G o .
- ✓ T o o o ao o l u a Cam u C Su S a ao a a a a u o o u .
- ✓ T o j u ao o Cam u l ao a' la o Cam u mu u o a a a o m a o a u o o .
- ✓ T E S ' o a la o am u o ao mmu a a o l o u u o a .



Key Objectives and Recommended Actions:

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

2.1 Space design and a climate of well-being

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

Recommended Actions:

- X Assess the current learning environment and identify areas for improvement. This includes assessing the physical environment, the social environment, and the learning environment.
- X Provide a safe and healthy learning environment. This includes ensuring that the learning environment is safe, healthy, and conducive to learning.
- X Hire a professional to assess the learning environment and provide recommendations. This includes hiring a professional to assess the physical environment, the social environment, and the learning environment.
- X Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the learning environment is safe, healthy, and conducive to learning.

2.2 Student connections and engagement

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

Recommended Actions:

- X Create a safe and healthy learning environment. This includes ensuring that the learning environment is safe, healthy, and conducive to learning.
- X Hire a professional to assess the learning environment and provide recommendations. This includes hiring a professional to assess the physical environment, the social environment, and the learning environment.
- X Ensure that all students have access to a safe and healthy learning environment. This includes ensuring that the learning environment is safe, healthy, and conducive to learning.



2.3 Peer supports

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

Recommended Actions:

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

2.4 Access to learning and community activities

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

Recommended Actions:

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



3. Mental Health Literacy, Engagement and Support

Goal: Engage the Camosun community in a process of valuing and initiating the recommended actions that promote student mental health and well-being, support students who are experiencing psychological distress, and connect them to campus services.

Examples of Current Supporting Initiatives

- ✓ The Association of Human Resources, a local community organization, has been working with the University of Victoria to provide support for students who are experiencing psychological distress.
- ✓ The Camosun Community of Practice (COP) for Well-Being and Learning, a group of faculty and staff, has been working to create a supportive environment for students who are experiencing psychological distress.
- ✓ The Office of Student Support, in partnership with the University of Victoria, has been working to provide support for students who are experiencing psychological distress.
- ✓ The Student Support Centre, a dedicated space for students who are experiencing psychological distress, has been established on campus.
- ✓ The Student Support Centre, in partnership with the University of Victoria, has been working to provide support for students who are experiencing psychological distress.
- ✓ The Student Support Centre, in partnership with the University of Victoria, has been working to provide support for students who are experiencing psychological distress.
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- ✓ The Student Support Centre, in partnership with the University of Victoria, has been working to provide support for students who are experiencing psychological distress.



Key Objectives and Recommended Actions:

☞ : ⑥ u o ' o a m o mm a o a [a]

3.1 Mental health literacy and a culture of compassion

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

Recommended Actions:

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

X Ha mo a a m u - m a o a o ⑥ u S a D a R o u C , a o o m a o a o a .

X ⑥ u a o o u Ha M A m a a o a o a mo o m a a - a a , o a o m o a u o a a a a a , u - o a o .

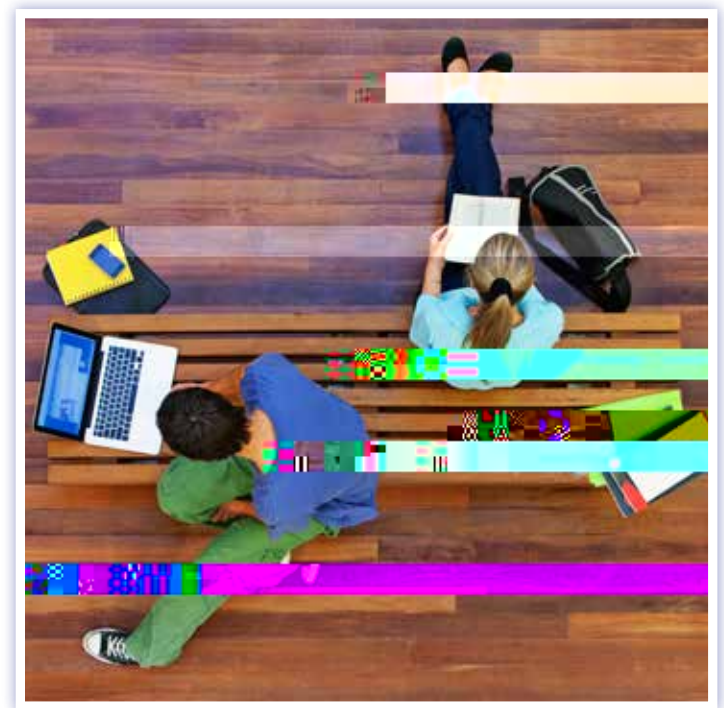
3.2 Learning and well-being

E a o o u o u o a a o m a a a , a o u a o m , u C a o u ⑥ u a o a .

Recommended Actions:

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

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



3.3 Community supports for distressed students

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

Recommended Actions:

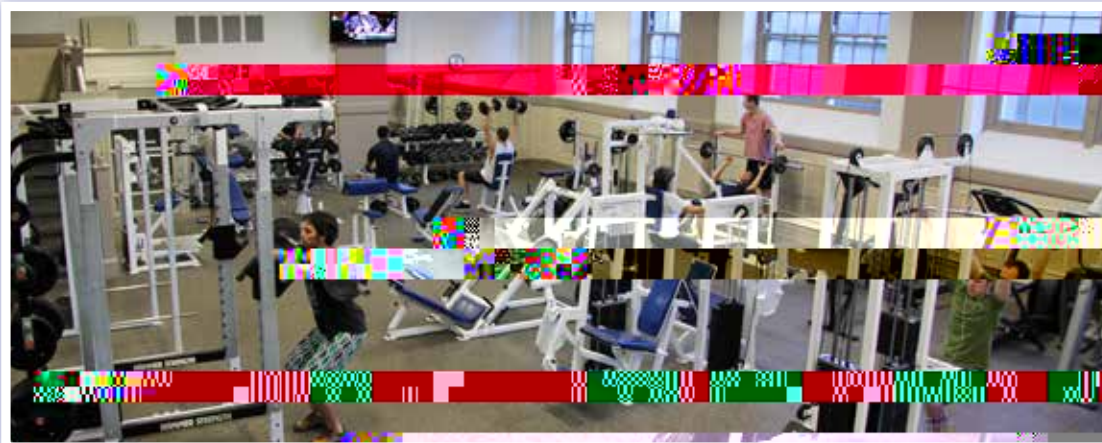
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support network for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop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

3.4 Collaboration with employee-designated/targeted mental health initiatives

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

Recommended Actions:

- X Implement a support network for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Establish a support network for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Implement a support network for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.



Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

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

Recommended Actions:

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

4.2 Capacity, effectiveness and responsiveness of services

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

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

Recommended Actions:

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

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

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

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

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

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



4.3 Consultation with employees

Pōro o uao a uo ʻō māa - a a ʻō mo o ou u .

Recommended Actions:

X Ha ou o a ou a o ʻō am, u ua o o o maō ,m a a o ao o a u ,a o māa m / u ao o u m ,o a o o m u .

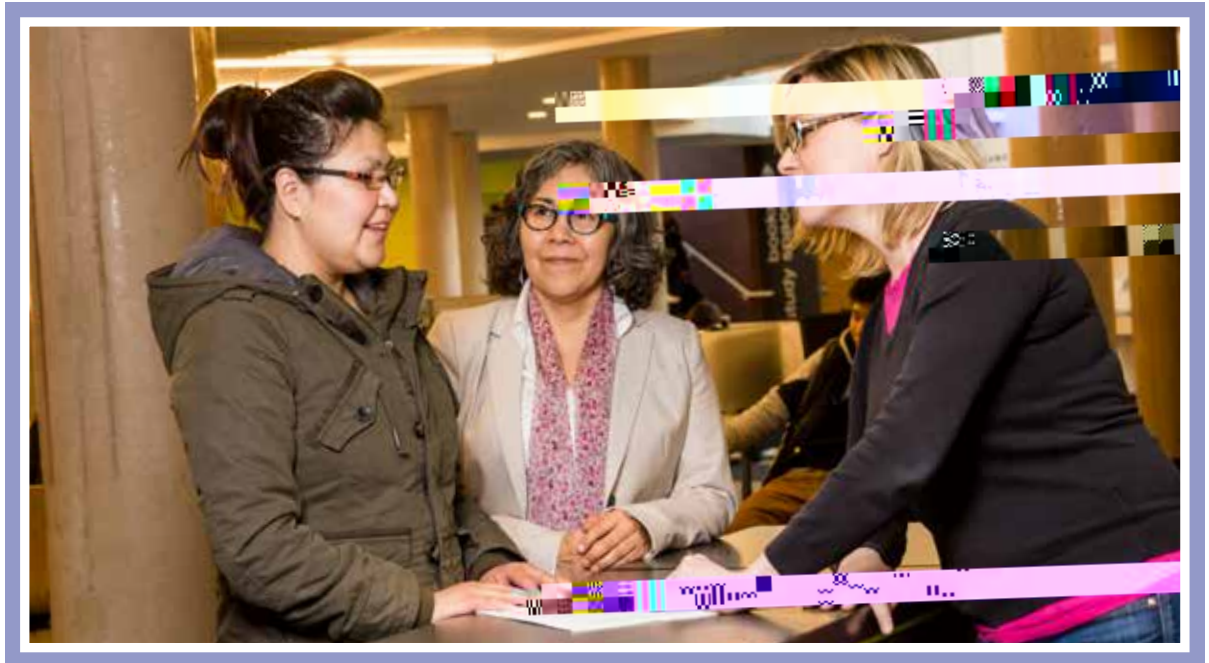
X E o i o m u o maō a a o ao ao o o Da Rou C a ʻō u S .

4.4 Connections with Provincial and community resources

E u o m o a ao ʻō māa - a a Pō a ou o a māa ao a a o o o o mmu māa o u .

Recommended Actions:

X E u māa o māa a a o m o o a o ao ,Pō a ou ,o au o - o a uo a o mmu ou a .



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

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

Examples of Current Supporting Initiatives

- ✓ T @ a ao - a @ Sa N Go u , o o o /o m a ao u u o u a
ao u.T o u a , m a o a o a u o ,o mmu a a o o o a ua
a - - a a .Caro u ' Po ro @ Sa Gu a o u o u .
- ✓ T Caro u Ha M Go u a a a o a o u a o a o .T o u o m a o ama a a
oo a o o o o u o o o mmu m m o ao a a am u o a .
- ✓ T @ a a Em Ma a m Po o a o u a o a a u a a a ua .R ua a ua
a a .
- ✓ M m o @ Sa N Go u a a a a o a a m a o o K Cam o ,a o
Ca a a f i o o - o a a o .
- ✓

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

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

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

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

Recommended Actions:

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

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

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

5.2 Communication, training and roles within the college community

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

Recommended Actions:

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

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

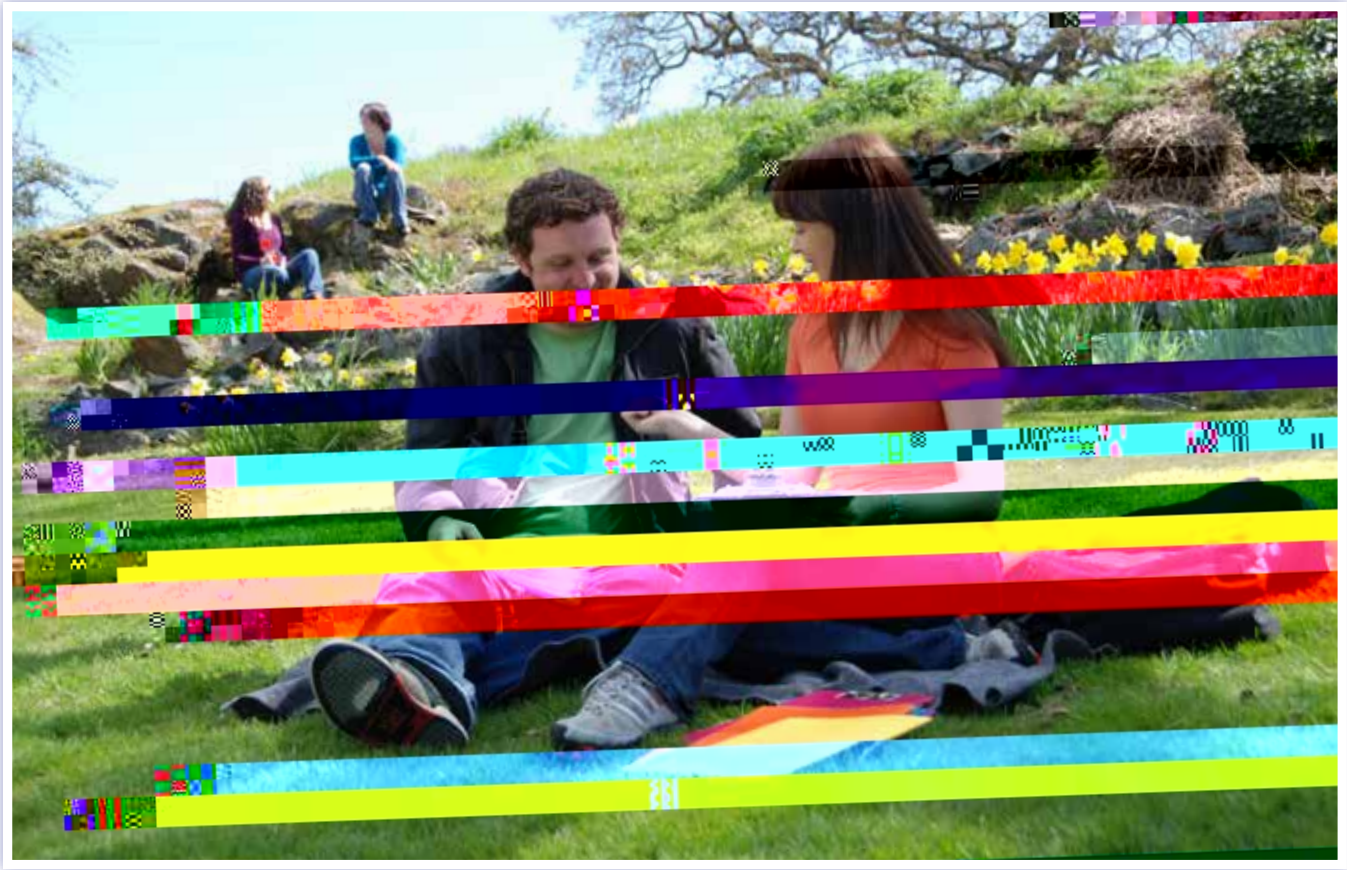
X P b o a o m a o u o o u o a o u o 0 Sa N , a u a o u a o , o u m a o a a , a
o m o o u a o u a / o o a a - u o a m a u o .

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

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

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



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