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Capacity to Connect Information Session: Prepare to Adapt and Offer

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Since time immemorial, the səlilwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.



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We can all play a role in
supporting students' mental
health

Poll Questions

Question 1

1. What is your role within your institution?
 - a. Faculty
 - b. Support Services
 - c. Administration
 - d. Other

Question 2

2. What is your primary interest in attending today?
 - a. Gain knowledge for becoming a facilitator.
 - b. Gain general knowledge for personal / professional interest.

Question 3

3. What is your level of experience and comfortability with group facilitation?
- a. Very experienced
 - b. Somewhat experienced
 - c. Not very experienced
 - d. Never have facilitated

Question 4

4. What is your level of experience and comfortability with mental health content?

1. Very experienced and comfortable
2. Somewhat experienced and comfortable
3. Not very experienced or comfortable

Trigger Warning

- We are covering material about mental health and wellness.
- Please feel free to turn off your mic and video.
- Take a break.
- This session will be moderated, please use the comments.
- Opportunity to debrief after the session.

Session Overview

- Purpose and background of resource
- Where it is located and how to use it
- Practical preparation
- Emotional, mental and intellectual preparation
- Intentions of diverse intersectional representation
- Q&A's



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The Purpose

The purpose of the project is to provide access to education and training resources for faculty and staff to better enable them to support post-secondary students with their mental health and wellness.

Location

BCcampus open textbook repository:
<https://opentextbc.ca/capacitytoconnect/>

BCcampus Mental Health and Wellness Resources
<https://bccampus.ca/projects/wellness/mental-health-and-wellness/>

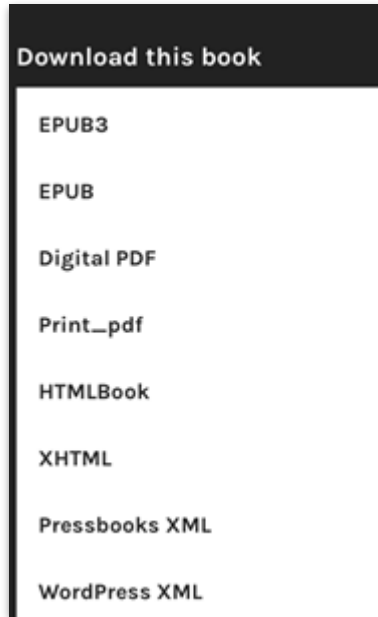
Background

- BCcampus led collaborative project with input from an Advisory Group of faculty, staff and students
- Funded by the Ministry of Education and Skills Training
- Adapted from a training designed by Vancouver Island University counsellors with input from Lyndsay Wells and Heather Owen, Vancouver Island Crisis Society
- Team of authors: Gemma Armstrong, Michelle Daoust, Ycha Gil, Albert Seinen, Faye Shedletzky, Jewell Gillies, Barbara Johnston, and Liz Warwick

Design

- For facilitators to offer to faculty and staff
- 2 hour session in person or online - with presentation notes, group and reflection activities, practice scenarios
- Followed a framework designed by Advisory Group:
Accessible, Adaptable, Culturally-located, Evidence Informed, Inclusive, Trauma-Informed.
- Decolonized perspective with an Indigenous wellness model and teachings
- Marginalized students (international students, Indigenous students, LGBTQ2S+, students with a disability, racialized students).

Open and Adaptable



- Download in variety of formats
- Open Education Resource (OER) with a CC BY 4.0 International license: Retain, reuse, remix, redistribute without permission. Attribute copyright holders and authors on revisions and remixes.



Accessibility

- All content can be navigated using a keyboard
- Links, headings, tables are formatted to work with screen readers
- Images have alt tags
- Information is not conveyed by colour alone
- There is an option to increase font size
- Download in variety of formats

Practical Preparation

- Download and read the facilitator's guide, presentation and handouts (Preparing for the Session section)
- Review the sample agenda (Preparing for the Session section)
- Read the practice scenarios (Section 4)
- Familiarize yourself with campus resources
- Prepare a territorial acknowledgement
- Consider online vs in person requirements

Classroom Safety

- Determine your social location
- Be open to the potential diversity in the participant group
- Have a Plan - (e.g.: participants in need of support mid-workshop)
- Various learning methods (hearing, seeing, doing)
- Distraction props (e.g.: fidget spinners, playdough, doodle pens, cameras/mics off)
- Agenda, breaks, follow up supports

Resource FAQ's Section

- Do your prep. Online vs In-person (pg. 4-7)
- Participate in the training at least once prior to facilitating.
- Be prepared to meet with participants privately after the training.
- Know your support services for referral; campus, community, phone, text, online. Consider creating a one-page handout.
- Consider the FAQ's and possible responses to resistance.

Practice Scenarios

- Frame the practice scenario activity as a discussion on ways to respond.
- Discuss multiple scenarios, if time permits.
- Pick or create / adapt scenarios that are relevant to the participant group.
- Welcome various interpretations of the scenario and responses. There may be a lot of ‘it depends’.
- Ground responses in the relationship between student and staff.

Facilitation Tips

- Understand your social location as it relates to the audience and content.
- Consider co-facilitating with diverse representation.
- Consider examples from your own experiences to share.
- Acknowledge all concerns brought forth by participants.
- Stick within the scope of the training - It's ok to say, I don't know or this is beyond the scope.
- Allow for moments of silence in the training, if they occur.
- Debrief difficult (and successful) trainings with colleagues.

Wellness Wheel

- Familiarize yourself with the wellness wheel and be prepared to discuss with participants
- Work the wheel yourself prior to facilitation as an example to show your participants

Wellness Wheel





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I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

—Maya Angelou



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Questions?



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