

Research, Policy, and Practice in Health Promoting Campus Settings

Presentations are distributed between 10 break-out rooms. Descriptions can be found below. Thank you to all our presenters, break out room facilitators and student assistants.

The session is 60 minutes starting at Vancouver 9:25am / Montreal 12:25pm / London 5:25pm / Beijing 12:25am (+1 day) / Auckland 4:25am (+1day)

Room 1

TigerWell at Princeton: Applying a Collaborative, Settings-Based Approach to Campus Well-Being

— [Anne Laurita](#) and [Sonya Satinsky](#), Princeton University | <https://tigerwell.princeton.edu>

Princeton University's TigerWell is a whole-campus initiative that engages staff, faculty, and student partners in proactively promoting well-being. This presentation will describe our application of a settings-based, justice-informed approach to student well-being promotion by articulating TigerWell's foundations and cornerstone projects. We will explore successes and challenges throughout TigerWell's first three years through an in-depth look into one project: the TigerWell Grant program, which encourages novel cross-campus collaborations to promote health equity and center support for students holding marginalized identities (e.g., BIPOC, LGBTQIA+, FGLI, international). Participants will be invited to discuss opportunities for similar centralized well-being efforts at their own institutions.

[Slides](#)

'A Healthy MTU': A mixed method baseline study to empirically inform a 'Healthy Campus' initiative within an Irish higher education setting

— Andrea Bickerdike, Munster Technological University

This presentation will outline the findings from a baseline wave of mixed methods research to inform the strategic development of a 'Healthy University' initiative within a multi-campus Higher Education Institution (HEI) in southern Ireland. This research encompassed quantitative data collection from cohorts of both students (n=2,267) and staff (n=279) using comprehensive and tailored questionnaire instruments. In addition, qualitative data from a plethora of campus stakeholders (student representatives, campus support staff, faculty and senior management) were analysed to examine population health and wellbeing metrics in the context of the socio-ecological environment of the HEI setting. Findings will be of interest to health promotion practitioners, academics and a myriad of higher education stakeholders within similar international HEIs.

[Slides](#)

Live HealthSmart Alabama: Making Good Health Simple

— [Teresa Shufflebarger](#), Live HealthSmart Alabama | and [Mona Fouad](#), Live HealthSmart Alabama | <https://www.uab.edu/livehealthsmart/about>

Live HealthSmart Alabama (LHSA), the inaugural Grand Challenge project of the University of Alabama at Birmingham (UAB), is a comprehensive, multi-sectoral initiative to lift Alabama from the bottom 10 in national health rankings. Guided by community priorities and in partnership with businesses, healthcare and insurance providers, governments, faith-based organizations, and community stakeholders, LHSA leverages the reach and resources of UAB to plan and implement policy, systems, and environment changes to facilitate physical activity, enhance access to fresh, healthy foods, and promote prevention and wellness both on campus and in the community. LHSA is making good health simple.

[Slides](#)

Room 2

Evidence- and Policy-based Strategies to Enhance the Wellbeing of People, Place and Planet

— [Rebecca Kennedy](#), The University of Alabama at Birmingham and [Bruce Christensen](#), Australian National University

Institutes of Higher Education (IHE) are increasingly implementing strategies to improve wellbeing. These presenters are co-authors of a new chapter that reviews evidence- and practice-based Higher Education well-being strategies under the organisational structure of the Okanagan Charter; that is, person-, place-, and planet-level approaches. Presently, the strongest evidence is for person-level interventions and is tied to student services, psychoeducation, and health promotion. Place-level strategies are commonly practiced and robustly supported by IHE, but lack mature empirical support. Planet-level approaches are only emerging in the literature. Presenters will share a summary of the evidence and suggestions for future research.

From Education to Empowerment: Redesigning the Role of Students in Health Promotion

— Alejandra Barreto, Citlali Quiballo and Elizabeth Loynd, University of Southern California | <https://uscbwellbeingcollective.usc.edu/>

College health promotion departments frequently employ peer health educators to disseminate relevant education and conduct outreach to their student body. While there are certainly benefits to these programs, this approach does little to empower students or engage them in the process of health promotion. In this session, we will introduce the Community Health Organizer model and describe its components, including community-engaged research, peer-to-peer capacity building, and policy advocacy. More information about this model is available via: Moore, A. (2021): From education to empowerment: Redesigning the role of students in college health promotion. Journal of American College Health. DOI: 10.1080/07448481.2021.1920603

[Slides](#)

Building a healthier campus: The impact of student engagement in health promotion programming

— Bilun Naz Böke, McGill University

This presentation will provide an overview of activities within the health promotion and peer support initiatives at McGill's Student Wellness Hub. Presented by a diverse group involving students, peer supporters, and leadership, this discussion will (1) highlight the important role and contribution of students as powerful change agents within health promotion, (2) outline innovative approaches to enhance student involvement in health promotion and collaboration with diverse groups across campus, (3) discuss the impact and preliminary outcomes of health promotion and peer support initiatives over the past year of COVID-19 related pivots on campus, as well as (4) share recommendations for future directions.

Room 3

Symbiosis International University as Health Promoting University, India

— Rajiv Yeravdekar, Symbiosis International University

Health Promoting initiatives as outlined in the Okanagan Charter are embedded as mission statements of Symbiosis International University, India. These have enhanced health awareness, cultivated emotional resilience and fostered an overall sense of health & wellbeing in students, staff and community at large. Participation in sports and recreation activities has increased. Nutritional status has improved. Health seeking behaviour with avoidance of risks related pursuits is noticed. Enhanced accessibility, affordability and availability with an equitable distribution has helped improve health status of stakeholders. All this together with provision of universal health coverage is a step towards attainment of sustainable development goals.

Visualizing and activating the necessary complexity of well-being

— [Suzy Harrington](#), Texas Children's Hospital | [Chris Dawe](#), Strategic Healthy Impacts

We will introduce a Well-Being Model to visualize and activate a holistic, unified, and comprehensive approach to creating a health promoting organization. The concentric circles identify the why (purpose), who (target audience), what (well-being dimensions), how (comprehensive approach) and when (continuum of care). It is a rotational model, so each ring rotates for a myriad of connecting points. The intent is that all areas of the organization find themselves within the model's intersectionality, and all connection points can have unique outcome measurements. It can be activated for assessment, planning, implementation, and evaluation, and be customized across any organization or campus.

[Slides](#)

Creating a Collaborative Programming Model Using a Dimension of Wellness Framework

— [Ruben Sanca](#), University of Massachusetts Lowell | [Hannah Monbleau](#), University of Massachusetts Lowell

We will demonstrate how our campus has developed a comprehensive program development model rooted in the eight dimensions of wellness. We will guide the audience through the following steps:

1. Utilizing a behavioral intervention tracking system in identifying dimensions of wellness programming needs.
2. Developing an efficient model in pairing dimensions of wellness needs with recurring community awareness efforts.
3. Using on-campus individuals with health research background and knowledge to leverage intentional and collaborative educational programming.

We will finish the short presentation with an example of one of our featured programs, Don't Sleep on Trivia Night, which was held on March 22, 2022, using this programming framework.

[Slides](#)

Room 4

Students as Partners: Co-creating a community of good mental wellbeing

— [Julia Haas](#), King's College London

Using a health settings approach, King's College London Students' Union (KCLSU) is leading the way in partnering with students in creating a community of positive wellbeing. The student-led service is unique in the UK with funding from the University to sit in the Students' Union. In this session, we'll share how this sector-leading service equips and empowers students to lead preventative health promotion activities and peer support for students' mental wellbeing. Finally, we'll share initial findings of our PhD research exploring the future of peer support as a settings approach in improving the mental health and wellbeing of university students.

[Slides](#)

Activating the Bystander: A Collaborative Approach to Addressing the Opioid Epidemic

— Kerri Mahoney, Stonybrook

Located in Suffolk County, New York the surrounding community of Stony Brook University (SBU) accounts for the largest number of opioid overdoses in the area. In an attempt to address this crisis, the Center for Prevention and Outreach (CPO) and the University Police Department (UPD) at SBU forged a partnership to train students on how to notice the signs of an opioid overdose and how to administer Naloxone. This presentation will address how this partnership was formed, how we built a program that has trained over 3,000 people utilizing peer educators, our plans to expand our efforts to combat the opioid epidemic and tips on how to create a similar program at your institution.

Engaging, mentoring, partnering with, and uplifting students as leaders to support food security and a vibrant campus food system at the UBC Okanagan campus

— Casey Hamilton, The University of British Columbia | <https://foodhub.ubc.ca> | <https://campushealth.ok.ubc.ca>

Campus Wellness and Education (CW&E) prioritizes the student role as partner and leader for health promoting university initiatives, projects, and advocacy. This presentation reviews how CW&E engages with students and the process used to build the leadership capacity of students. It reviews the benefits and challenges of working with students and how these challenges may be mitigated. CW&E student(s) will share an example of their work in supporting food security and a vibrant food system at UBC Okanagan. Finally, the student(s) will reflect on their experience in this leadership role and how it has impacted their capacity as leaders.

Room 5

A collective approach of the Waterloo School of Public Health Sciences Anti-Racism Task Force to promote health

— Kelly Skinner, University of Waterloo

The School of Public Health Sciences (SPHS) Anti-Racism Task Force has worked with students, faculty and staff to build EDI and anti-racism actions and activities within SPHS, and to implement some of the recommendations determined by an EDI student working group. Key roles of the Task Force have been to support the many activities and opportunities that exist to address EDI within the School and the University community more broadly and to develop resources, guidelines, and supports for SPHS and engage with curriculum development committees across campus. Activities and challenges of the Task Force will be presented.

A settings approach to the health promotion process requires collaboration and successful collaboration requires a robust infrastructure: the Collective Impact Framework

— Paula Swinford, University of Southern California

If wellbeing is the desired outcome, then success requires that the health promotion process has proper infrastructure. As wellbeing initiatives surface across institutions, last century hierarchical models of task forces, committees and specialty departments with a leadership directive to collaborate are finding mixed success. It takes the right infrastructure to support the measurable advancement of wellbeing on our health promoting campuses. This presentation provides a brief introduction to the Collective Impact Framework as a new guide in fostering health promotion in higher education settings.

The Potential and the Reality: Measuring the Impact of the Adoption of the Okanagan Charter

— Vicki Squires, University of Saskatchewan

Our study examined the implementation of the Okanagan Charter framework at the first 10 signatory campuses; the study took place approximately 2 years post-adoption of the Charter to determine how implementation was approached and whether evaluation plans were developed. Using a multi-site case study approach, we conducted website and document analysis as well as conducted interviews with people who were deeply connected to their campuses' wellbeing efforts. Key results indicated that there was tremendous variability among the campuses in terms of implementation and that engaged leadership who were strongly supportive of the approach was key to success.

[Slides](#)

Room 6

Teachers of Tomorrow: A health-promoting schools approach in pre-service education settings

— [Kerri Murray](#) and [Louise McClelland](#), Ever Active Schools | [Shelly Russell-Mayhew](#), University of Calgary | <https://everactive.org/>

Teachers of Tomorrow prototyped and piloted a process of engagement for Bachelor of Education programs at 6 Canadian universities that parallels health-promoting schools work in the K-12 educational setting and mirrors a health-promoting campuses model. Notable outcomes from this project include: Improved academy readiness, alignment of faculty policies to wellness goals, shifts in the health and well-being environments of Faculties of Education, and changes in knowledge, skills, attitudes and practices of pre-service and in-service teachers. This project serves as a model for collaboration across faculties and across campuses, and provides a case study of a supported change process toward well-being within BEd. programs.

[Slides](#)

Creating institutional change through a Well-being in Learning Environments research project

— Alisa Stanton, Simon Fraser University | <https://www.sfu.ca/healthycampuscommunity/learningenvironments/tools-for-well-being-in-the-classroom.html>

At Simon Fraser University, a partnership with the Institute for the Study of Teaching and Learning in the Disciplines has enhanced faculty participation in creating conditions for well-being in learning environments. Eight faculty-led projects were funded to evaluate the impacts of teaching practices on student well-being. Initial results informed the development of the Tools for Well-being in the Classroom program which provides a toolkit of strategies and a community of practice for faculty to take action to support student well-being. Embedded in the program is a research component that measures impacts on students and faculty.

[Slides](#)

Substance Use Harm Reduction: A Student-Partnered Campus Initiative

— Lauren Airth, The University of British Columbia | <https://hart.ok.ubc.ca/>

In December 2020, The University of British Columbia Okanagan's (UBCO) campus launched the Harm Reduction Team (HaRT); HaRT is the result of student-partnered campus needs assessments regarding the toxic drug epidemic and partnerships with the local health authority, community organizations, and people with lived and living experience of substance use. HaRT focuses on reducing substance use related harms through workshops, education, policy work, and services for people to check their drugs. Notably, UBCO is one of the only campuses in the world providing this type of harm reduction drug-checking on campus. This presentation reviews HaRT's framework, service delivery, and outcomes. Additionally, student leaders will speak to how they inform and facilitate this work at a critical time, when deaths from the toxic drug supply are increasing rapidly.

Room 7

Narrating our journey with the Okanagan Charter: Making meaning of a whole-systems approach

— [Melissa Potwarka](#), [Jennifer McCorriston](#), [Ashley Ryan](#), and [Savanah Seaton](#), University of Waterloo

Using narratives, we will share our journey of a collaborative and whole-systems approach to our institution's commitments to the Okanagan Charter. Four stories will illustrate our successes, challenges, and lessons learned while: 1) creating environments that enable wellbeing; 2) developing a comprehensive and university-wide approach, with multiple interconnected wellbeing priorities; 3) utilizing participatory approaches for broad engagement, with special attention given to students and equity-deserving groups; and 4) forming trans-disciplinary partnerships (Okanagan Charter, 2015). Our narratives will make meaning of the complexities involved in a whole-systems approach for wellbeing, while encouraging the imagination of others engaged in this work.

The first steps of the Medical University of Varna on the way to becoming a "Health promoting university"

— Petya Boncheva, Medical University of Varna

There is still no university in Bulgaria that has adopted the initiative of HPU&C. The interest of the Medical University of Varna to join the international initiative has been initiated by a small team of researchers from the FPH, supported by the Rector and the vice Rectors. The SRT was adapted into Bulgarian and applied among all interested groups in order to assess the university potential to join the global network and to identify the strengths and areas where we need to invest more efforts. Online survey was carried among students, academic and administrative staff and University leaders in order to "hear all voices" in the University.

Building Analytic and Data Capacity to Promote Holistic Approaches to Student Wellbeing

— [Lina Di Genova](#), [Vera Romano](#), McGill University

As holistic approaches to student wellbeing are implemented across campuses, many grapple with building analytic and data capacity to inform change. This session will present common questions and challenges related to assessment and evaluation of whole systems approaches that many are reluctant to ask. The session will address common questions such as, how to get started, who to invite to data discussions, and what and how to track

progress over time. Participants will explore solutions on how to lay a foundation to build data capacity, elevate quality analytics, mobilize knowledge, and inform inclusive approaches that promote student wellbeing.

[Slides](#)

Room 8

Capturing it all – showing the breadth of activity in a whole-university, collaborative healthy campus initiative

— [Martina Mullin](#), Trinity College Dublin | <https://www.tcd.ie/healthytrinity/>

The Healthy Trinity initiative, in Trinity College Dublin, Ireland has nine working groups, with each group led by an academic and operational lead. Through this model, Healthy Trinity facilitates participation by over 100 partners across the university. It aims to make sure health is valued at all levels of society and is everyone's responsibility. But with so many partners, working in so many areas, how can we capture the breadth of work so it can be seen and recognised by senior management?

Healthy Trinity has developed a means of capturing actions under six areas: Events & Interventions, Supportive Environment, Living Lab, Co-/curricular, Funding and Communications. This is the Impact Report we created in 2020/2021 using the six areas. We believe our approach offers a way forward for other universities and would like to present it for discussion and critique.

[Slides](#)

Co-creating a Community Food Hub on Campus: Community Engaged Food Security Research at UBC Vancouver

— Min Kim and Amy Dong, The University of British Columbia | <https://foodhub.ubc.ca>

The UBC Community Food Hub Project is a research study supported by the Campus as a Living Lab Initiative and UBC Wellbeing. Since April 2021, a team of Student Community Developers at the Vancouver campus has been spearheading community engagement based in Community-Based Participatory Action Research (CBPAR) methodology to co-create a community food hub that facilitates dignified access to healthy food, social connection, and holistic wellbeing. Through an iterative phased approach, the research team is engaging key campus food security stakeholders and community members whose contributions are directly informing the design, operations, indicator framework, and governance of the physical food hub. During our session, we will be navigating prominent questions, challenges, and lessons learned in building equitable, collaborative, and reciprocal partnerships to advance campus food security.

[Slides](#)

Room 9

Embedding health into Campus Culture through personal development: A curriculum-based approach to teaching wellness and self-care

— [Carmen Barnhardt](#), Marshall B. Ketchum University | [Dianna Stark](#)

Burnout is a frequent topic of discussion. Feeling overwhelmed/burnt out is one of the top 3 concerns that students report to counseling services. Additionally, our students appear to have higher levels of burnout and lower levels of compassion satisfaction (ProQOL). We offer an interprofessional elective course, providing students a framework for establishing and maintaining a well-balanced life that includes self-care. The Okanagan Charter inspires us to take a proactive approach to wellbeing, moving away from reactionary treatment towards a proactive approach of prevention. Our goal with this course is to increase an awareness of burnout, thereby reducing its occurrence.

[Preventing Burnout syllabus](#)

[Slides](#)

Nurturing Climate Wellbeing and Resilience: Frameworks and Principles for Action

— [Meghan Wise](#), The University of British Columbia | <https://ubccclimatehub.ca/>

This presentation engages frameworks, strategies, and adaptable pathways to action to help mediate and mitigate profound climate change linked to public health impacts and trauma. This session explores the significance of engaging climate justice and trauma-informed pedagogies alongside a structured yet flexible framework of community resilience-building principles. It further highlights the importance of validating climate emotions while also reframing doom and gloom climate change narratives to ones of collaborative care and action to expand individual and collective mental health, wellbeing and resilience amid climate change.

[Slides](#)

Design and implementation of a longitudinal university cohort on sustainable health in Quebec: lessons learned from the pilot phase of the ESSAIM project

— Félix Desrosiers, Université Laval | <https://www.projetessaim.com>

Inspired by the Healthy Universities approach and Okanagan Charter, the ESSAIM project (www.projetessaim.com) is the first longitudinal university community cohort in Quebec on sustainable health. The objective is to design and implement a new evaluation framework supported by a digital platform (PULSAR) to evaluate, promote, and intervene in sustainable health in the university community. Results from the ESSAIM project pilot phase (2021-2022) highlight the requirements, facilitators, and barriers from technological, scientific, ethical and communication standpoints. Finally, we identify avenues of improvement and lessons learned which may be informative for further university cohort studies assessing sustainable health.

[Slides](#) (available till August 31)

Room 10

Student Well-being on the University of Saskatchewan Campus: Exploring Perceptions Using the Okanagan Charter Framework

— Hussein Eldassouki, University of Saskatchewan

The study investigated how students at the University of Saskatchewan are experiencing well-being in relation to the commitments made to the Okanagan charter by the University. The study was conducted via semi-structured one on one interviews. Data analysis occurred via thematic analysis using the Cresswell (2014) method of thematic analysis. The results of the study show that the University is doing a good job at upholding commitments. Also, there was a significant difference between how different colleges experiences well-being and well-being support. Further, it was concluded that all student's well-being was negatively affected during the COVID-19 pandemic.

[Slides](#)

Encouraging application of the Okanagan Charter within the Healthy Minds | Healthy Campuses learning community

— [Tim Dyck](#), University of Victoria and [Mahboubeh Asgari](#), Canadian Mental Health Association, BC Division | <https://healthycampuses.ca/>

HM|HC has promoted mental well-being on post-secondary campuses in British Columbia since 2004. This short story of HM|HC's foundational concepts and perspectives outlines a systems-wide approach to mental well-being. The experience of applying this approach has shaped HM|HC as a collaborative learning community seeking to help campuses enhance their environments and cultures as reflected in the Okanagan Charter. This has involved a growing understanding of the process of generating and sharing knowledge, nurturing connectedness while respecting diversity, practicing dialogue, equipping for greater personal and collective agency to advance well-being, and aptly assessing impact in this complex endeavour to build capacity.

[Slides](#)

Health Promoting Programs in Campus and Community by Higher Education Institutions of China, a systematic Review with PICO framework

— Johnston Hong-Chung Wong and Daphne Wu, Beijing Normal University – Hong Kong Baptist University United International College

Higher Educations Institutions are the best arena to promote health knowledge and behaviors not only to the university students but to the communities either geographically situated or socially connects. The latter refers to university alumni, professional associations, employers' groups and government officials etc. Physical Fitness is also one of the major graduate attributes for Chinese universities. This presentation will share some findings of a systematic review on academic articles published from 2010 till now under the framework of Population, Intervention, Comparison and Outcomes (PICO). Characteristics of health promoting activities and strategies of higher education will be conducted. Health Literacy among college students will also be examined.

[Slides](#)