PROMOTING RECOVERY AND RESILIENCE

Transitioning Students with Mental Health and Addiction Issues to Postsecondary
TODAY’S OBJECTIVES

· Provide an overview of the enhanced service delivery model implemented our institutions to address the needs of students with mental health & addiction concerns

· Discuss a recovery-based approach to helping students transition to postsecondary studies

· Highlight a peer to peer initiative introduced at one school to foster resilience

· Share our experience of developing collaborative relationships on and off campus
OUR PROJECT

Integrated Care

Community Linkages

Capacity Building

Policy & Planning

http://campusmentalhealth.ca/resource/campus-mental-health-partnerships-case-management-toolkit/
Core to a recovery orientation is the recognition of each person’s uniqueness and their right to determine, to the greatest extent possible, their own path to mental health and well-being. Recovery acknowledges the individual nature of each person’s journey of wellness and each person’s right to find their own way to living a life of value and purpose in the community of their choice.

- Recovery is person-first and holistic
- Recovery affirms autonomy and self-determination
- Recovery focuses on strengths and personal responsibility
- To practice in a recovery-oriented way requires building collaborative relationships and reflective practice

Resilience

Bouncing back from problems and stuff with more power and more smarts.

—15-year-old high school student

Be Leaderly
GEORGIAN COLLEGE

Addictions & Transitions on Campus
THE CHALLENGE

How can we support students on their recovery journey through postsecondary education?
TRANSITIONS PILOT PROJECT

- Embedded a Mental Health & Addictions Transition Worker (Nicole Lindros) into School Within a College (SWAC) classrooms as well as taking referrals from Student Success staff and CMHA Simcoe

- Implemented TIP (Transition to Independence Process) training throughout the Student Success department in an effort to create a ‘shared language’ among community agencies
THE MH&A TRANSITION WORKER ROLE

To help successfully transition students who had been identified by local secondary schools as “college ready” but who may need extra support due to mental health and/or addiction issues

AND

Provide extra support to CMHA youth clients who were college ready but would need extra supports to successfully transition to college

AND

Assist counsellors with first year students who may require extra practical support because of mental health and/or addiction issues

HOWEVER

We soon realized that secondary students who needed extra support were already at our college – SWAC students, they would become our primary focus
IT’S ABOUT RELATIONSHIPS

School Board-College Partnerships (SWAC, Dual Credit, CWECT)

Community Mental Health & Addiction Agencies

Student & Mental Health and Addictions Transition Worker

Other Community Resources

Student Success Services
WHAT MAKES THIS ROLE UNIQUE?

Communication
Approachability
Mobility
Engagement
Community Connections
Recovery Approach
https://www.youtube.com/watch?v=JxYxx8ZKQ_Q
ABOUT TIP

Transition to Independence Process (TIP) is an American evidence-based practice that improves real life outcomes for youth and young adults. Simcoe Muskoka region was one of the first in Canada to implement the model.
What level of collaboration exists between community agencies and postsecondary institutions in your community to support students?
CENTENNIAL COLLEGE

Capacity Building, Community Engagement and Collective Empowerment
The Challenge

How do we foster resilience?
<table>
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<tr>
<th>Staff</th>
<th>Community</th>
<th>Students</th>
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<tr>
<td>• Identify learning needs of teams</td>
<td>• Provide education on available supports</td>
<td>• Solicit feedback to improve services and measure recovery</td>
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<td>• Facilitate access to PD opportunities</td>
<td>• Support families in resource mapping</td>
<td>• Facilitate peer mentoring and student leadership opportunities</td>
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<td>• Develop competency framework</td>
<td>• Evaluate programs to improve outcomes</td>
<td>• Address coping skills and self-management competencies</td>
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<td>• Streamline access to services</td>
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KEYS TO STUDENT ENGAGEMENT

- Peers teaching peers
- Mentoring and trusting relationships
- Empowerment
STUDENT WELLNESS KIT PROJECT

- Promote resilience through peer-led conversations about wellness and coping
- Provide resources to enhance student self-care
- Increase students’ awareness of on and off-campus supports
COLLECTIVE EMPOWERMENT

Peer facilitators receive training and mentorship from staff

Staff & peer facilitators co-create table pitch & social media campaign

Peer facilitators distribute kits at campus events

Evaluation of initiative by kit recipients and peer facilitators
DISCUSSION

· What barriers do students with mental health and addiction issues face when transitioning to postsecondary studies?

· What programs exist at your organization that support students with mental health and addiction concerns during their transition to postsecondary education?

· What challenges and triumphs have you experienced supporting students in transition?

· How can we better support recovery and promote resilience?
QUESTIONS?
CONTACT US

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