



2015 INTERNATIONAL CONFERENCE ON HEALTH PROMOTING UNIVERSITIES & COLLEGES

VII International Congress

10 YEARS AFTER THE EDMONTON CHARTER

PROMISING PATHS: RESEARCH, PRACTICE,
AND POLICY FOR HEALTHY AND
SUSTAINABLE CAMPUSES

June 22-25, 2015

Kelowna, Canada
The University of British Columbia
Okanagan Campus



United Nations
Educational, Scientific and
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INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Campus

Co-host: Healthy Minds | Healthy Campuses



**Canadian Mental
Health Association**
British Columbia
Mental health for all

**Association canadienne
pour la santé mentale**
Colombie-Britannique
La santé mentale pour tous

www.internationalhealthycampuses2015.com

Conference Description

The 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress will create a dynamic meeting place for researchers, practitioners, administrators, policy-makers and students to explore pressing issues and identify promising paths for healthy and sustainable campus development. 400+ delegates are expected from all over the world.

The Conference will be hosted at a distinctive and growing university campus of the world-renowned University of British Columbia. The campus is located in the scenic Okanagan Valley of British Columbia, Canada, a setting that supports reflection and innovation. The conference is co-sponsored by the International Union for Health Promotion and Education, Pan American Health Organization/World Health Organization Regional Office for the Americas, Ibero-american Network of Health Promoting Universities (RIUPS), Simon Fraser University, and the United Nations Educational, Scientific and Cultural Organization Santiago Office (UNESCO Santiago).

Goals

The Conference is designed to mobilize the power, identify the responsibility, and highlight the opportunities for Universities and other Institutions of Higher Education to:

- Develop vibrant campus environments where everyone thrives
- Provide exceptional learning opportunities
- Advance knowledge and practices that contribute to other campuses and communities locally and globally

Delegates will co-design a new international Charter to inspire and guide future action. Drawing from the 2005 Edmonton Charter for Health Promoting Universities and Institutions of Higher Education, the new Okanagan Charter will shape a conference outcome that is meaningful for moving forward in the context of other key developments such as the Post-2015 Development Agenda and Health in All Policies.

Exhibitors

Exhibit space is available for organizations and programs related to health promoting universities and colleges. Space is limited. For more information please contact Amy by phone at 1-604-822-7524 or by email: amy.ipce@ubc.ca.

Location & Accommodations

The University of British Columbia (UBC) is a global centre for research and teaching, consistently ranked among the 40 best universities in the world. UBC's Okanagan campus in Kelowna will provide an excellent venue for this conference. Enjoy the variety of space our campus has to offer, from the state-of-the-art meeting facilities to the various outdoor green spaces. For a list of nearby accommodations, please visit our website at <http://www.internationalhealthycampuses2015.com/accommodation/accommodation>.

Parking & Transportation

Parking is available on campus. Daily parking fees are applicable to all visitors, and are in effect year round. Please reference the campus map for parking lot locations and ticket dispensers here <http://www.internationalhealthycampuses2015.com/accommodation/ubcs-okanagan-campus>. For travel and transportation information, please visit <http://www.internationalhealthycampuses2015.com/accommodation/getting-to-ubcs-okanagan-campus>.

Registration

Please see the registration form for details. The main registration fee includes conference materials, the Welcome Reception on Monday, June 22, lunch and refreshment breaks on Tuesday, June 23, Wednesday, June 24, and Thursday, June 25, the New Charter Celebration on Thursday June 25, admission to exhibits, and a certificate of attendance.

Methods of Payment

Online: *The most secure method*. Secure, fast, online registration is available for Visa and MasterCard holders at the conference organizer's website: <http://www.internationalhealthycampuses2015.com/registration/>

Phone: Register and pay over the phone: Local/International: 1-604-827-3112 or toll-free within Canada/USA: 1-855-827-3112. (VISA or MasterCard)

Fax: Fax the registration form to 1-604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will send you a secure on-line link to enter your credit card information. *Please do not fax credit card information*

Mail/Payment by cheque: Send the registration form with cheque to:

IN 9579 REGISTRATION

Interprofessional Continuing Education, Room 105 – 2194, Health Sciences Mall, The University of British Columbia, Vancouver, BC, Canada, V6T 1Z3

Alternative Payment Methods:

Mail or fax complete registration form along with one of the following:

1. Signed purchase order (PO)
2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager.

Refund, Transfer & Cancellation Policy

If you are not able to attend, we encourage you to transfer your registration to a colleague. Please inform us as soon as possible about registration transfer. Prior to June 1 – no fee for registration transfer; After June 1st – \$25 for registration transfer.

Please note, if you are paying by credit card outside of North America, please inform your credit card company of the transaction as some banks block credit card payments made outside of your country.

Refunds will be made if written notice of withdrawal is received according to the following schedule:

Prior to April 1, 2015 – Full refund less \$50 processing fee

Between April 1 and May 1 – 50% of registration fee less \$50 processing fee

After May 1 – No refunds will be granted for withdrawal after that date.

UBC Faculty of Health and Social Development reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, full refund of registration fee will be issued.

If you are an international delegate and wish to receive a refund upon withdrawal from the conference, please note that the refund process may take up to 3 months. Therefore, we encourage you to finalize travel arrangements prior to registering.

No refunds will be granted for the cancellation of the Banquet Dinner or the Wine Tour. You may transfer your registration for the Banquet Dinner or the Wine Tour to another delegate. Please inform us if you need to make a transfer.

Disclosure

In keeping with accreditation guidelines, presenters participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure may be done verbally or using a slide prior to the speaker's presentation.

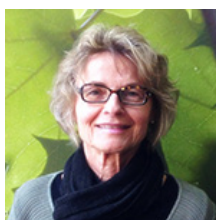
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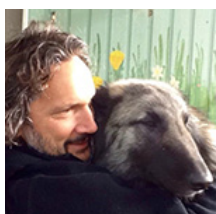
Meetings

If your association or group would like to book a meeting space on Monday, June 22 prior to conference opening, or on June 26 after the conference, please contact Doris Callaghan at doris.callaghan@ubc.ca.

Conference Planning Committee



Claire Budgen, Conference Chair, is the Wellbeing Initiative Director for University of British Columbia Okanagan (UBC Okanagan) and an Emerita Associate Professor, Nursing. Over the past two decades Claire has engaged in research and practice in health promotion and healthy campus/community development.



Martin Mroz, Conference Co-Chair, is the Director of Health & Counselling Services for Simon Fraser University where his mandate includes health services, counselling services, health promotion, and mental health strategies, primarily with a focus on students. He has worked all of his life in health, and has a background in psychology, business, crisis management, information systems, performance measurement, process innovation, management and strategy development. Martin's interests include psychological peace, fairtrade, team-building, care for vulnerable populations, kind communities, the colour orange, chocolate and cheesy movies involving redemption with good soundtracks. His favorite quote is "Every System is perfectly designed to achieve the results it gets."



Judy Burgess is the Director of Health Services at the University of Victoria and oversees student clinical services, as well as strategic planning for campus health promotion. She is an advocate for the concepts of healthy campus and caring community. She received her first nursing degree from University of Calgary and graduate degrees from University of Victoria. She has extensive experience in managing primary health care operations and brings a research lens to health improvements. Being well aware of the demands on young adults in post-secondary settings, she strives to balance individual patient care and population health, especially in areas of mental health, public health, sexual health, and health and wellness. She has also taught in the School of Nursing and has previous clinical experience in a variety of community and acute care settings.



Alfonso Contreras is Regional Advisor, Health Education and Social Change, Pan American Health Organization (PAHO/WHO). Dr. Contreras is responsible for the coordination of technical cooperation on health promotion with the countries in the Americas Region. He has extensive experience in working with communities, local institutions and civil society organizations using a bottom-up approach to influence policies to enable equal opportunities for healthy living.



Melissa Feddersen, BSN, RN, Masters Student, Host Working Groups Coordinator, Volunteer Coordination
Melissa is a Research Coordinator with Campus Health, VOICE, and the Wellbeing Project at the UBC Okanagan campus. She is passionate about community, capacity expanding, wellbeing promotion and coffee. Melissa is currently enrolled in a Masters of Nursing program at UBCO. She is happiest when she is connected to nature; she loves writing, journaling, reading and road trips with her family.



Allison Shaw is Founder and Principal at FlipSide Sustainability, a consulting and coaching firm that focuses on moving cutting-edge sustainability knowledge to action. Combining two decades of sustainability science-policy research with professional coaching, she guides leaders, organizations and networks through learning processes that build relevant knowledge, partnerships and actionable innovation. Throughout her career Alison has worked to help redefine current relationships between people, planet and prosperity, always with the goal of integrating social and environmental health and wellbeing into communities, organizations and networks for action. In particular, she has used the Sustainability Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Higher Education, a successful approach for embedding sustainability into institutions of higher learning with many lessons for the Health Promoting Universities movement.



Alisa Stanton has a Masters of Public Health from Simon Fraser University (SFU) and has been working as a Health Promotion Specialist since 2011. She has contributed to the development and implementation of SFU's Healthy Campus Community Initiative and Well-being in Learning Environments work. Alisa is an instructor in the Faculty of Health Science at SFU where she teaches a service learning course in health promotion. Her specific interests include settings-based health promotion, community engagement and mental health promotion in higher education settings.



Shaylyn Streach is the Coordinator of Healthy Minds | Healthy Campuses – a province-wide, multi-stakeholder community of practice initiative in British Columbia that creates connections and inspires change. Prior to joining the Canadian Mental Health Association BC Division to help lead this initiative in 2012, Shaylyn worked with a variety of organizations including local government, a health and productivity firm, provincial non-profit organizations and university student services. A common thread and passion throughout Shaylyn's career has been supporting knowledge exchange and collective action towards sustainable solutions that address the interrelated factors that influence health and wellbeing. Shaylyn is a graduate of the Master of Public Health program with a specialization in Health Promotion at the University of Toronto and holds a BSc Health Promotion degree in Research and Policy from Dalhousie University.

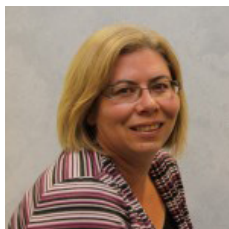
International Charter Working Group



Tara Black is Associate Director of Health Promotion at Simon Fraser University in British Columbia, Canada. She leads a team of Health Promotion Specialists and SFU's Healthy Campus Community Initiative focused on socioecological and settings-based approaches whereby the institution itself is viewed as the object of intervention. The team has received national and international awards for their work and innovation. Tara has also worked as Acting Director, Student Development and has been at SFU for 10 years. She has a Master of Science Degree in Health Promotion from the University of Alberta and Bachelor of Science in Dietetics.



Mary Guinn Delaney is the UNESCO Regional Health and HIV Education Advisor for Latin America and the Caribbean, and is based at the Regional Office for Education in Santiago, Chile. She is a development and health specialist with extensive experience in the US, Africa, Latin America and the Caribbean. Since joining UNESCO in April 2008 she has been working on sexuality education and HIV prevention in the formal education sector, inclusion and diversity in sexuality education, and health literacy.



Sharon Doherty is based in the Healthy Settings Unit, at the University of Central Lancashire (UCLan) in Preston, England, and has been in her post as Healthy University Co-ordinator for over ten years. Her post combines the co-ordination of the UCLan Healthy University initiative with a wider development role, supporting the unit's generic work across settings and contributing to research, lecturing, evaluation, training and consultancy. She has experience of working in public health/health promotion for over twenty years. Previous posts include, Sexual Health Lead, Healthy School Co-ordinator and Health Promotion Specialist for Young People and Sexual Health. Her public health work has focused on healthy settings, sexual health, drugs issues and young people within the education setting. Sharon studied Communication Studies (BA) at Sheffield Hallam University and Health Promotion (MA) at the UCLan. She has previously worked as a Further Education lecturer in Communication & Media Studies and as an Arts Administrator/Project Manager with a community based theatre company specializing in health work. She participated in the development of the 2005 Edmonton Charter.



Sigrid Michel is Professor for Social Medicine and Psychopathology at the Faculty of Applied Sciences at the University Dortmund, Germany. Her research focus is Health Promotion in vocational and higher Education. She has Promotion at Workplace a Health promotion in Cities and Communities, and is a represented speaker for the international affairs of the German network of Health Promoting Universities. She is also a member of the Working Group Health Promoting Community and Town Development, German Institute of Urban Affairs Berlin and Advisory member of the Executive Board of the Ev. Johanneswerk. Graduation: Intermediate Diploma in Social Work and Psychology and a state examination in Medicine.

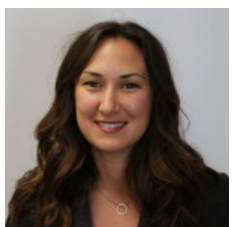


Cheryl Washburn is the Director Counselling Services at UBC. She has extensive experience in post-secondary student mental health and has lead the development of a systemic approach to supporting student mental health and wellbeing at the UBC. She co-chaired the CACUSS/CMHA Post-Secondary Student Mental Health initiative responsible for the development of "Post-Secondary Student Mental Health: Guide to a Systemic Approach" and has been involved in the BC Healthy Minds/Health Campuses community of practice which is a whole-campus approach to promoting student mental health.

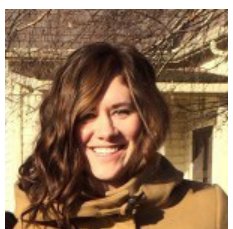


Ana Martínez Pérez, PhD in Anthropology (Sociology and Political Science) in 1998, at Universidad Complutense, Madrid, Spain. She began her teaching career at the Universitat Jaume I, Castelló, Spain in 1998 as associate lecturer in the Department of Philosophy and Sociology. In 2003 she became lecturer in Sociology at the Universidad Rey Juan Carlos, in the Department of Social Sciences. She was positively assessed as a innovative teacher and a researcher, recognized for the period 2003-08 (by ANECA, Quality agency in Ministry of Education). Her research focuses on four areas of interest: visual anthropology, social exclusion, gender and health. Her publications are in Spanish journals such as *Sociología del Trabajo*, *Sociedad y Utopía* and in English in *Home Cultures* and *Global health promotion*. Her writings have been published in books by publishers such as *Sintesis*, *Celeste*, *Routledge* and *Sage*. She coordinated the "Healthy University Program" in URJC from 2007 to 2014 and contribute to develop Spanish network of Healthy Universities, REUS. Researcher in Competencies in health promotion, COMPHP Project, funded by the Executive Agency for Health and Consumers of the European Union (2009-12) and member of Global Dissemination Group for CompHP, CWDG in IUHPE. Researcher in COST Action 1210 "Appearance matters" since 2013. Since 2014 researcher in Research Support Unit, in Universidad de las Américas, Quito, Ecuador where is being developed an Ecuadorian network of health promoting universities within the Iberoamerican network, RIUPS.

Host Working Group



Casey Hamilton, *Chair of Food & Water Working Group*, is a Research Coordinator with Campus Health (The VOICE Study and the Wellbeing Project) at the UBC Okanagan campus. Casey's research focuses on improving campus food systems, healthy built environments, sustainability and natural environments, and physical activity. As a Registered Dietitian, her work focuses on population health and healthy public policy. She has broad experience in community development, having founded two Okanagan based non-profits (the Central Okanagan Food Policy Council, and the Okanagan Fruit Tree Project). In her work with both these groups, she has collaborated on research projects related to the Okanagan food system. Casey is currently completing her M.Sc. (Interdisciplinary Studies); she is researching the Kelowna urban agricultural policy community. Outside of work and studies, Casey is an avid triathlete who is rejuvenated by live music and concerts, and loves spending time with her cat and dog.



Rachel Laird, *Conference Project Development & International Engagement and Speakers Working Group*, is a Strategic Communications Consultant with Campus Health, VOICE, and the Wellbeing Project at the UBC Okanagan campus. Rachel began her career working in not-for-profit programs for youth in Australia. After returning to Canada, she began working in international business development and operations with the Walt Disney Company. In addition to her work with UBC Okanagan, Rachel is the Project Lead for the Central Okanagan local action team as part of a provincial Child and Youth Mental Health and Substance Use Collaborative. Rachel holds a MA in Human Security & Peacebuilding from Royal Roads University, with a focus on grassroots community peacebuilding through youth educational programming in Israel and Palestine. She loves travel, reading, her friend and family community, and HBO.



Barbara Sobol, *Chair of the Communication and Dissemination Working Group*, holds the position of Librarian, Undergraduate Services at the UBC, Okanagan Campus Library in Kelowna, BC. She coordinates the library's first year instruction program, supervises the Library Service Desk and manages many projects and campus relationships focused on supporting student success.



Robyn Wiebe, *Conference Engagement and Sponsorship*, is the Research & Policy Liaison with Campus Health (The VOICE Study and the Wellbeing Project) at the UBC Okanagan campus. Robyn's expertise is in community development, health promotion, primary care, research, and education. She has worked as a researcher for the University of Victoria, UBC, and the University of Alberta, on topics related to Complexity Science, CB-PAR, Public Health Systems & Services, Living with Life-threatening Illnesses, and Educating International Students. Robyn has taught at the UBCO School of Nursing, and presented at, and helped implement, national and international conferences. Robyn received her Master of Nursing from the University of Victoria, her thesis topic was Health Campus Development: The International Student Experience. She is a travel enthusiast who enjoys nature, music, and the arts. She is passionate about thriving personal relationships with family and friends.

Acknowledgements

We would like to acknowledge with great appreciation the financial support from the following organizations:

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PROGRAM AT A GLANCE

Monday, June 22

1:00	Optional Workshops & Association Meetings
3:00	Registration Opens
4:00	Guided Campus Tour
5:00	International Welcome & Opening
6:00	Networking Event & Reception

Charter Design Lab Open

Tuesday, June 23

7:00	Registration
8:15	Conference News Report
8:30	Introductory Remarks
8:45	International Table
9:15	Keynote: Promising Paths
10:15	Break & Activities
10:45	Concurrent Sessions A
12:15	Lunch & Activities
1:30	Concurrent Sessions B
2:30	Break & Activities
3:00	Journalistic Interview: Global Updates
3:45	Collage: Student Voices
4:45	Conference News Report
5 - 6:00	Group Events (optional)

Wednesday, June 24

7:30	Registration
8:15	Conference News Report
8:30	Keynote Defining Success: Radical Economics
9:15	Keynote Sustainability Agendas & Health Promotion
10:15	Break & Activities
10:45	Concurrent Sessions C
12:15	Lunch & Plant Walk
1:30	Concurrent Sessions D
3:00	Break & Activities
3:30	Keynote: Campus/Community Collaborations: Case Studies
4:45	Conference News Report
5:30-6:30	Group Events (optional)

Charter Design Lab Open

Thursday, June 25

8:00	Registration
8:15	Conference News Report
8:30	Keynote: An International Charter for Changing Campuses that Change the World
9:30	Break & Activities
10:00	Charter Co-design
12:00	Lunch & Activities
1:00	Charter Activation
2:15	Closing Panel: Future Paths
3:00	Celebration & Network Event
4:00	Adjourn

Network, Base & Interest Group Opportunities

MONDAY, JUNE 22 & TUESDAY, JUNE 23, 2015

Monday, June 22, 2015

1:00pm - 4:00pm Optional Workshops & Association Meetings

3:00pm - 7:00pm Registration Desk Open

4:00pm - 4:30pm Guided Campus Tour
Meet at the registration desk to enjoy a guided campus tour

5:00pm - 6:00pm **International Welcome Reception**

Conference Opening: Welcome from Leaders

Deborah Buszard, *Deputy Vice-Chancellor & Principal, UBC Okanagan*
Tom Macauley, *President, UBC Okanagan Student Union*
Shelley Kayfish, *Director, Campus Operations & Risk Management, UBC Okanagan*
Pauline Brandes, *Director of Human Resources, UBC Okanagan*

Opening Prayer | Elder Grouse Barnes, *Westbank First Nation*

Territorial Welcome | Chief Byron Louis, *Okanagan Indian Band*

Geographic Networks, Base Groups and Interest Groups

The Pan American Health Organization (PAHO): Networks and Groups to Support Health and Health Equity

Alfonso Contreras, MD, MPH, *Regional Advisor, Health Promotion, Special Program, Sustainable Development and Health Equity, Pan American Health Organization, Washington, DC, USA*

6:00pm - 7:30pm Networking Event, Refreshments & Entertainment
(complimentary)

Active Minds/Active Bodies:

In addition to the scientific program, the Conference has an integrated active bodyactive mind program. Please plan to dress comfortably so that you are able to enjoy the outdoor walks between campus buildings and, during breaks, select from the (no cost) menu of walking trails, yoga, meditation, outdoor and indoor fitness options, including delegate passes to the Hangar Fitness Centre. Cultural and social experiences also will be integrated within the four days of the conference.

Tuesday, June 23, 2015

6:30am - 7:30am Yoga

7:00am - 5:00pm Registration Desk Open

8:15am - 8:30am Conference News Report

8:30am - 8:45am Introductory Remarks
Mayor Colin Basran, *City of Kelowna*
Conference & Charter Processes

8:45am - 9:15am **Plenary | International Table**
Mobilizing Power of Higher Education to Contribute to World Development

Insights from the World Health Organization (WHO): The 9th Global Conference on Health Promotion and Action Across Sectors for Health and Health Equity
Kwok-Cho Tang, PhD, *Coordinator, Health Promotion with the World Health Organization (WHO)*

UNESCO: Health Promotion Literacy in a Development Context
Mary Guinn Delaney, *UNESCO Regional Health and HIV Education Advisor for Latin America and the Caribbean, Regional Office for Education in Santiago, Chile*

Title TBC

Deborah Buszard, *Deputy Vice-Chancellor & Principal, UBC Okanagan*

9:15am - 10:15am **Plenary | Keynote**

Promising Paths: Health Promoting Higher Education - Reflections, Challenges & Future Frontiers

Mark Dooris, PhD, *Director, Healthy & Sustainable Settings Unit, University of Central Lancashire, Preston, Lancashire, UK*

This presentation will provide an overview of the health promoting higher education movement – outlining its history, context and vision; exploring theory, research and practice; and reflecting on and distilling learning from ‘real world’ experience. It will also set out challenges and opportunities for progressing our vision of ecological, whole system health promoting and

sustainable universities and colleges – and for maximizing their contribution to the health and wellbeing of our communities, our societies and our planet.

10:15am - 10:45am Refreshment Break & Wellness Activities
Interactive Poster Viewing & Exhibits Open

10:45am - 12:15pm **Concurrent Sessions A**

A1i Exploring Active Classrooms in the College and University Setting

Gillian C Barton, MSc, PgCert, FRSPH, FHEA Health Promotion and Public Health Specialist and Senior Lecturer, Faculty of Health and Social Care, Robert Gordon University, Aberdeen, Scotland, UK

Kay Cooper, BSc, MSc, PhD, Reader in Health & Wellbeing Research and Research Coordinator, School of Health Sciences, Robert Gordon University, Aberdeen, Scotland, UK

This talking circle will provide an overview of the evidence for incorporating physical activity in classroom settings and an example of how this has been applied in one university in Scotland. It will then explore participants' views of incorporating physical activity in the college and university setting.

Learning Objectives:

1. Learn what evidence exists on active classrooms in various education settings
2. Discuss their own and others' views on the potential use and consequences (positive and negative) of active classrooms in college and university settings

A1ii Teaching and Learning Health Promotion Experientially

Kate Tairyan, MD, MPH, Senior Lecturer, Simon Fraser University, Burnaby, BC, Canada
Rosie Dhaliwal, MEd, RD, Health Promotion Specialist, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada

Amber Bolu, Student, Faculty of Health Sciences, Simon Fraser University, Burnaby, BC, Canada

We will explore the partnership between the Health Promotion course instructor and the university-based Health Promotion team for experiential learning. As part of the course students generated evidence-based interventions for potential implementation to improve their health and that of their peers at SFU. These interventions informed Health Promotion practice at SFU.

Learning Objectives:

1. Explore ideas for teaching health promotion experientially through on campus partnerships
2. Interpret student perspectives on learning health promotion experientially

A2i International Students: The Forgotten Majority

Akua Quao, MSc, Health Promotion, Tutor/Health Promotion Specialist, B-Dynamic Training & Consultancy, London, UK

International students leave their countries with high expectations but for many things go wrong. We provide a health promotion strategy that helps them succeed.

Learning Objectives:

1. Learn about the key issues hindering the progress of many international students
2. Gain practical ideas on how to effectively assist international students

A2ii Planning Health Promotion for Indigenous University Students - What do they Need?

Pierre-Paul Tellier, MD, Physician, McGill Student Health Services, McGill University, Montreal, QC, Canada

Paige Isaac, BSc, Coordinator, First Peoples' House, McGill University, Montreal, QC, Canada

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Lina Di Genova, PhD, Organizational Psychologist, McGill University, Montreal, QC, Canada

Indigenous populations are known to suffer from multiple major health issues which are correlated to a variety of life experiences including among others historical trauma. A variety of buffers are theorized to reduce the impact due to these negative factors. This talking circle will be to discuss the pertinent issues to address in developing a culturally appropriate health promotion program for Indigenous university students.

Learning Objectives:

1. List the factors that are important to address in developing a culturally appropriate health promotion program for Indigenous populations on their campus
2. Share and reflect on successes and hurdles in developing such a program on their campus

A3i Integrating Mindfulness into the Culture of the University – An Unexpected Journey – Learnings in Innovation, Collaboration, and Entrepreneurship

Derek Gratz, BSc (ID) MEdes (ID), Associate Director, Univ Industry Liaison Office, UBC Okanagan, Kelowna, BC, Canada

Annette LaGrange, BEd MEd PhD, Associate Professor and Chair, smartUBC Curriculum, UBC Okanagan, Kelowna, BC, Canada

The talking circle intends to invite catalytic sharing of best practices in related disciplines, as well as opening a discussion on the role of entrepreneurship and business-service orientations balancing with academic mandates. Topics may extend into cost-effective options to develop health promoting programs, external sponsorship, and innovative entrepreneurship in academic institutions.

Learning Objectives:

1. Examine the meaning of organizational compassion and discuss ways in which this can be applied to promoting healthy campus communities using a social-ecological framework
2. Generate strategies - individually and collectively - that can foster the creation of compassionate environments within their institutions

A3ii College Health Promotion in the Digital Age: Online Healthy Campus Strategies Used by U.S. Universities and Colleges

Jody O Early, PhD, MS, MCHES, Associate Professor, School of Nursing and Health Studies, University of Washington-Bothell, Bothell, WA, USA

Michelle Burcin, PhD, MPH, MCHES, Program Director, UG Programs, School of Health Sciences, Walden University, Minneapolis, MN, USA

Shelley Armstrong, PhD, MAT, CHES, Program Coordinator, UG Programs, School of Health Sciences, Walden University, Minneapolis, MN, USA

The purpose of this round-table discussion is multi-fold: first, to provide a review of a descriptive, cross-sectional study that used survey design to query college health services directors and staff at U.S. institutions about what types of health promotion strategies they used to engage the non-traditional, online student; second, to discuss the study findings in light of the United States' Healthy Campus 2020 initiatives; third, to dialogue with participants about ways in which universities can leverage digital and new media technologies to provide health education online for the "new traditional" college student; and finally, to share innovative, exemplar approaches and case studies of online health promotion in higher education.

Learning Objectives:

1. Review the results of a recent cross-sectional, descriptive study that used survey design to assess U.S. colleges and universities student health services and health promotion resources for online students
2. Describe strategies for leveraging online and/or new media to address the health needs of the "new traditional student"
3. Highlight exemplar approaches to and case studies of online health promotion

A4i Building Respectful and Inclusive Leadership

Janica Frisque, MA, MSc, *Equity and Inclusion Office Educator, UBC Okanagan, Kelowna, BC, Canada*

Inclusion is an important component of well being and inclusive practices are essential in all levels of leadership. Within this participatory workshop participants will have the opportunity to learn about building inclusive and respectful communities, that take into consideration people with a variety of identities, culturally, ethnically and with regards to sexual orientation, gender identity and ability.

Learning Objectives:

1. Explore participatory practices for inviting and hosting transformative conversations in community and post-secondary settings
2. Learn skills to build inclusive and respectful practices, and create healthy communities that include diverse voices in their co-creation

A4ii Students, Institutions, and the Community: A Provincial Approach to Mapping a Healthy Post-Secondary Culture

Lehoa Mak, BA, MEd Student, *Simon Fraser University, Vancouver, BC, Canada*
Jesse McDonald, Student, *Selkirk College, Castlegar, BC, Canada*

This interactive session will showcase how institutions, students, and a community organization came together to collaborate on initiatives across the province.

Learning Objective:

1. Engage in a knowledge exchange discussion and critically reflect how you may be able to form or enhance a student group in your home province/country

A5i Applying a Campus-wide Approach towards Social Inclusion

Paola Ardiles, Founder, *Bridge for Health, Vancouver, BC, Canada*

This session will introduce the Circle of Belonging: Social Inclusion Model for Mental Health and Substance Use Model as it applies in campuses. The dialogue will focus on critically examining various strategies participants can take to promote collective action towards social inclusion in their own campus setting.

Learning Objectives:

1. Become familiar with the model and how it can support a common understanding of social inclusion amongst key stakeholders on campus
2. Interact and discuss how the model employs the concepts of hope, knowledge sharing, building community connectivity to support collective action
3. Increase knowledge about issues of stigma and social inclusion as they pertain to campus life
4. Critically examine various strategies they can take to promote collective action towards social inclusion in your own campus setting

A5ii Healthy Students and their University Experience: Course Proposal and Evaluation

Sally R Stewart, PhD, Sr. Instructor and Undergraduate Coordinator, *School of Health and Exercise Sciences, UBC Okanagan, Kelowna, BC, Canada*
Jack Reimer, DEd (candidate), MEd, BA, Assistant Professor, *School of Human Kinetics, Trinity Western University, Langley, BC, Canada*

In higher education students are our number one resource, responsibility and commitment. A significant drop in grades (1, 2) and high dropout rates after first year are noticed (1, 2). Student health and fitness also decline in first year. It is imperative that we offer curriculum to provide students with the knowledge, skills and environment to improve and maintain their health, as it will impact their overall university experience. The proposal is to develop and pilot a first year course on health and lifestyle and to evaluate its success based on health and academic outcomes as well as the implementation process

Learning Objectives:

1. Learn the importance and need of offering a health course for first year students and the challenges of implementing such a course
2. Ideas for course content and course delivery approaches, some statistics/research on student health and academic success in first year, the potential impact of such a course and development of a pilot course which participants could attempt at their own institution

A6i Fearless Conversations about Substance Use

Robin A Higgins, MA, Counsellor, *Selkirk College, Nelson, BC, Canada*
Leslie Comrie, MSW, *Selkirk College, Castlegar, BC, Canada*

Selkirk College has been experimenting with the use of art, food and conversation to shift the culture of binge drinking on campus. Join us in exploring the ingredients that create safe, engaging dialogues around substance use. You will get a glimpse of our rural campus through a short video on our Dinner Basket Conversation Project and then, together, we will explore the elements that create vibrant discussion around important health topics.

Learning Objectives:

1. Learn about a philosophy and framework for facilitating meaningful conversations about difficult topics using community engagement and motivational interviewing principles
2. Learn different methods to embed meaningful dialogue about substance use into classrooms, gathering places, staff rooms and kitchens on post-secondary campuses
3. Learn from a personal experience of a discussion about healthy relationships with substances

A6ii Healthy Relationships with Alcohol and Other Substances in Residence: a Provincial Scan of Principles and Promising Practices

Catriona Remocker, MPH, BA, Project Manager/Research Associate, *Centre for Addictions Research of BC, University of Victoria, Vancouver, BC, Canada*
Tim Dyck, PhD, Research Associate, *Centre for Addictions Research of BC, University of Victoria, Vancouver, BC, Canada*

Residences heavily influence the culture of drinking and other substance use on post-secondary campuses. This scan offers insight as to how residence service personnel can shape their environment to affect the patterns of use by residents and improve the overall campus culture around alcohol and other substance use.

Learning Objectives:

1. Share insights from a process of consulting residence personnel to acquire perspective on crucial components for positively shaping residence life
2. Gain an enhanced recognition of principles integral to cultivation of a healthier residence community
3. Reflect critically on applying practices that show promise for fostering well-being in relation to substances in the residence context
4. Increase appreciation of challenges around offering appropriate guidance and developing useful tools to promote collective mental wellness in residence

A6iii Student's Perceptions of Alcohol Consumption and Alcohol Policies on Campus in Denmark

Christiane Stock, PhD, Head of Studies, Public Health, Unit for Health Promotion Research, Associate Professor, *University of Southern Denmark, Esbjerg, Denmark*

The study showed that alcohol is a central part of Danish student's lives and therefore it may be a challenge to implement alcohol policies on campus unless students would be involved in the process.

Learning Objectives:

1. Learn about the perception of students on alcohol consumption on campus
2. Discuss the attitudes of students regarding alcohol policies on a Danish

university campus

3. Reflect on changing norms, policies and practices in a participatory manner

A6iv A 'Social Norms'- Intervention to Prevent and/or Reduce Substance Use among University Students in Germany: Preliminary Findings Of the INSIST (Internet Based Social Norms Intervention for the Prevention of Substance Use among Students) Study

Stefanie Maria Helmer, MSc, Researcher, Leibniz Institute for Prevention Research and Epidemiology (BIPS), Bremen, Germany

The INSIST study is the first multi-site 'social norms'-intervention delivered to a large German university student sample. The results of the study show discrepancies between perceptions of peer substance use and actual substance use among university students. Correcting perceptions of peer substance use may be an effective prevention strategy.

Learning Objectives:

1. Identify discrepancies between perceptions of peer use and actual substance use rates among university students
2. Based on the theoretical social norms approach and the findings that will be presented attendees can develop own ideas for substance use prevention strategies

A7i Establishing Corporate Health Management in a University Setting: a Case Example from the ZHAW Zurich University of Applied Sciences

Regula Neck, RN, MPH, Public/Corporate Health Specialist, School of Health Professions, Corporate Health Management Unit, ZHAW University of Applied Sciences, Winterthur, Zurich, Switzerland

Marisa Delannay, MSc, Health Psychologist, School of Health Professions, Corporate Health Management Unit, ZHAW University of Applied Sciences, Winterthur, Zurich, Switzerland

The presentation will outline the establishment process of corporate health management at the ZHAW School of Health Professions, thereby offering participants valuable insight into the opportunities and pitfalls of implementing corporate health management in the university setting and provide them with helpful advice on how to go about setting up systematic and sustainable corporate health management in institutions of higher education.

Learning Objectives:

1. Understand the role corporate health management plays in Swiss universities.
2. Learn the criteria for the quality label "Friendly Workspace" set by Health Promotion Switzerland (based on the Luxemburg Declaration on Workplace Health Promotion) and how the ZHAW School of Health Professions implemented the label's criteria into practice to establish corporate health management at the school
3. Identify the strategic and operational actions that are key to establishing corporate health management

A7ii Enhancing Campus Wellbeing through Evidence-Based Projects and a Multi-Level Approach: an Example from UBC Vancouver Campus

Natasha Moore, BSocSci, Research and Evaluation Analyst, University of British Columbia, Vancouver, BC, Canada

Karen Smith, BSc, MA, Lecturer, Dept. of Microbiology & Immunology, University of British Columbia, Vancouver, BC, Canada

Kelly White, MEd, CHES, Acting Student Development Officer, Wellness, University of British Columbia, Vancouver, BC, Canada

What impact does a classroom environment that promotes engagement, empowerment, and connectedness have on students' well-being and academic success? How does encouraging and enabling students to create an action plan impact their well-being and academic achievement? We'll

share results from a UBC classroom-based research project that explored these questions.

Learning Objectives:

1. Learn about methodology, implementation and outcomes for this classroom-based project
2. Reflect on importance of a multi-level approach to well-being promotion and opportunities to enhance the learning environment to positively promote student well-being and academic success

A7iii A Comprehensive and Collaborative Healthy Campus Initiative

Amy Magnuson, PhD, RD, Health Promotion Director, Florida State University, Tallahassee, FL, USA

This presentation addresses the development and application of a comprehensive and collaborative Healthy Campus Initiative. Initiatives vary at institutions and often rely on support, resources, collaborations and priorities. Priority areas identified are: high risk drinking, eating disorders, physical health, mental health, sexual health, sexual violence and tobacco and other drugs.

Learning Objectives:

1. Identify the steps necessary to develop and implement a Healthy Campus initiative at your university
2. Identify the critical evaluative components of a Healthy Campus initiative

A7iv Alicante University Development of a Healthy University

José Ramón Martínez-Riera, PhD, Nurse, Professor University Campus Vice President and Sustainability-Campus San Vicente del Raspeig Alicante, University of Alicante, Valencia, Alicante, Spain

Rafael Muñoz Guillena, University of Alicante, Valencia, Alicante, Spain

Getting at the University of Alicante (UA) "creating environments that support health." Implement action strategy, open, horizontal, transverse and participatory favoring the pride of belonging to a healthy community. Internalize the concept of health from a broad, open and participatory perspective.

Learning Objectives:

1. Understand the strategy and development of a draft Healthy University on a college campus, planning and implementation

A8i The Association of Nutrition Behaviours and Physical Activity with General and Central Obesity in Caribbean Undergraduate Students

Melecia Wright, Department of Nutrition, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

This session will describe the prevalence of obesity and central obesity in 1578 Caribbean undergraduate students from Barbados, Grenada and Jamaica (ages 18-30 years). The students completed questionnaires and had physical measurements recorded. Irregular breakfast consumption, age and year of study were also positively associated with obesity. Physical activity was not significantly associated with any obesity measure. There is a low prevalence of healthy behaviours and high prevalence of obesity in this young cohort of Caribbean adults. The strong association of avoidance of fatty foods with obesity indicates some desire to improve weight status.

Learning Objectives:

1. Discuss the stark sex differences in the prevalence of obesity and central obesity in the undergraduate student population
2. Discuss how the prevalence of obesity is high, but the burden varies depending on which anthropometric measure (i.e. body mass index, waist-to-height ratio or waist circumference) is used
3. Discuss how the low levels of physical activity and fruit & vegetable consumption are also worrisome

A8ii Incorporating Health Promotion into Every Day Campus Life: a Challenge for Students

Audrey Walsh, PhD, RN, Associate Professor, Cape Breton University, Sydney, NS, Canada

To explore the factors that influence campus dwelling university students' ability to practice healthy living guidelines, 48 students participated in a one week data collection period. Results indicate that students need assistance to practice healthy behaviours that lessen their risk of unintentional weight gain and reduce their risk of developing chronic illness.

Learning Objectives:

1. Learn the challenges campus dwelling students face in adhering to healthy living guidelines related to eating, exercising, and sleeping
2. Learn students' thoughts on how current broad-based healthy living guidelines could be rewritten to make them more relevant and acceptable to their age group and context

A8iii Psychology and Universities: Towards the Construction of Universities That Promote Health

Cecilia Chau Pérez-Aranibar, PhD, Psychology, Pontificia Universidad Católica del Perú, Lima, Lima, Perú

Universities that promote healthy lifestyles. Prevention and promotion of health programmes in university students, based on scientific evidence.

Learning Objectives:

1. Learn about a new instrument which measures general health behaviors in South America
2. Gain knowledge in types of habit changes in health over time

A8iv Implicit Processes Targeting Healthy Eating In Young Adults: A Randomized Controlled Pilot

Hannah Rose, MSc Candidate, Masters Student, University of Victoria, Victoria, BC, Canada

The purpose of this research was to investigate the influence of a cue (a modified plate design and/or platesize) on FVC (implicit behaviour) in first year university undergraduates, independent of their explicit attitudes and intentions. This research will use the theory of behaviour economics as a theoretical framework.

Learning Objectives:

1. Learn the impact of using a modified dinner plate design to influence the consumption of fruits and vegetables and influence their overall portion sizes
2. Understand the role of using behaviour economics as a framework or strategy for healthy behaviour change

A9i Student Perceptions of a Healthy University

Maxine L Holt, M Phil, Principal Lecturer in Public Health, The Centre for Public Health (CIKE), Manchester Metropolitan University, Manchester, Manchester, England

The healthy university is an example of the settings approach, which adopts a whole system perspective. In order to do this it is important and valuable to find ways to engage with, listen to and respond to the student voice.

Learning Objectives:

1. Gain insight into student perception of a healthy university
2. How this information will contribute to the next steps for universities and the UK Healthy Universities Network

A9ii Active Tasmania - How an Australian University Improves Community Health and Well-Being

Lucy Byrne, BA Arts, Senior Project Manager (Regional Development) and Masters Candidate, University of Tasmania, Launceston, Tasmania, Australia

The Active Tasmania health promotion initiative demonstrates that it is

effective for universities, governments and the community sector to work together, to improve community health and wellbeing, through a capacity building process.

Learning Objectives:

1. Be provided with a case study of how a university can utilize its resources to engage with the community that it serves and improve overall health and wellbeing outcomes
2. Demonstrate how an initiative such as Active Tasmania can provide valuable leadership, teaching and research opportunities for a university

A9iii Leveraging Partnerships: ACTUALLY Doing More with Less

Janice MacInnis, M.Ad.Ed., Manager, Organizational Health, Dalhousie University, Halifax, NS, Canada

Leaders from Dalhousie University in Halifax, Nova Scotia, Canada, will share their experiences harnessing internal capacity to advance initiatives and priorities for mutual, and maximum, benefit.

Learning Objective:

1. Be inspired and committed to leveraging the expertise available to them on their own doorsteps

A9iv The Austrian Network of Health-Promoting Universities and Institutions of Higher Education: Networking as Strategy for Successful Setting-Related Health Promotion

Waltraud Sawczak, Occupational and Organisational Psychologist, Alpen-Adria-Universität Klagenfurt, Klagenfurt, Austria

Kirsten Sleytr, Personnel Development and Health Promoting, University of Natural Resources and Life Sciences, Vienna, Vienna, Austria

Austria's universities on the path toward a health-promoting university world of learning, teaching, and working: striking the delicate balance between tradition and modern management. Austrian universities come together to form the Austrian Network of Health-Promoting Universities to jointly develop strategies and methods for the successful implementation of health management.

Learning Objectives:

1. Gain an insight into the work of the Austrian Network of Health-Promoting Universities. Strategies, quality criteria, and experiences gathered during 5 years of collaboration
2. Learn about strategic priorities for the years ahead

A10i Planning Model for the Health Promoting Universities Movement at the University of Puerto Rico

Hiram V Arroyo, BS, MPHE, EdD, Professor and Chair Department of Social Sciences, School of Public Health, Medical Sciences Campus, University of Puerto Rico; Director, WHO Collaborating Center for Health Promotion and Health Education, Coordinator of the Iberoamerican Network of Healthy Universities, San Juan, Puerto Rico

The University of Puerto Rico is implementing the international initiative of Health Promoting Universities (UPS) at the eleven campuses of the public higher education system in the country. The Health Promoting Universities are higher education institutions that adopt a culture of health promotion at the universities. It involves the development of an organizational structure of Health Promotion and the development of systematic programmatic actions of health promotion on campus institutional policies. This set of efforts are aimed at increasing access and equity in health and promote human development and social development. The university initiative incorporates participatory and interdisciplinary approach to reach students, faculty, university staff, family and the community in general. The planning model of the initiative at the University of Puerto Rico has five main phases, namely: Get the institutional commitment of the President and the Rectors of the University; Constitute the University Systemic Coordination Committee and Operational Committees in the eleven campuses; Develop and implement the Plan of Action; Develop communication activities,

awareness and visibility of the initiative; and evaluate the process and results of the initiative. The planning model is being developed during the academic year 2014-2015.

Learning Objectives:

1. Apply planning approaches in developing initiatives Health Promoting Universities
2. Identify barriers and opportunities in developing initiatives Health Promoting Universities
3. Compare national experience in Puerto Rico with other planning models used in other countries

A10ii Understanding and Implementation of Health Promotion at Higher Education Institutions in Colombia

Clara Y Duarte Cuervo, MSc, Occupational Therapist, Occupational Therapy Program, Universidad Metropolitana, Barranquilla, Facultad de Medicina, Maestría en Discapacidad e Inclusión Social, Ciudad Universitaria, Universidad Nacional de Colombia, Bogotá, Colombia

Participants are invited to think about positive concepts of health, analyze the students' activities at the university settings as opportunities for health and self-realization and learn about health promotion beyond preventive approaches.

Learning Objectives:

1. Gain deeper reflections about health promotion as a theoretical field

A10iii Healthy Sydney University, the University of Sydney, Australia

Elly Howse, BA (Hons I) Sydney, MPH Sydney, Senior Project Officer, Healthy Sydney University, The University of Sydney, NSW, Australia

Since 2012 the University of Sydney has supported a whole of university approach to health promotion for its staff and students. This approach is called 'Healthy Sydney University'. An overview of the initiative will be provided along with some key projects in nutrition, physical activity and mental wellbeing.

Learning Objectives:

1. Understand the application of settings-based health promotion to tertiary education settings
2. Consider how to engage particular communities in participatory health promotion
3. Discuss the importance of organisational culture in driving health promotion

A10iv Health Promoting Universities in Hungary: Breaking the Ground for Healthier Campuses

Mózes Székely, PhD, Senior Research Fellow, ELTE University; General Secretary, HUSF, Budapest, Hungary

The main objectives of this presentation is to highlight how the existing Health Promoting Universities concept can be transferred to a post-transition country with long-established tradition of central government control in higher education. Results will show how the adaptation process works, when international experiences are transferred to a local setting with significant domestic expertise.

Learning Objectives:

1. Provide insight into the Healthy Universities concept which can be adapted to a fit a country's domestic and cultural model

A11i Going to the Dogs: Considerations & Implications of Structured Human-Animal Interactions on Campus

John-Tyler Binfet, PhD, Assistant Professor, Faculty of Education, UBC Okanagan, Kelowna, BC, Canada

The role of canine companions in North American society is changing

with dogs increasingly identified as family members (Coren, 2011) and the integration of dogs into public settings where they had not previously been welcome (e.g., canine buddy school reading programs, therapy dogs in airports, companion animals in the workplace). The aim of this presentation is to illustrate how therapy dogs may be situated with the university context to facilitate the social and emotional well-being of university community members.

Learning Objectives:

1. Learn about the contribution of therapy dogs in addressing the mental health and learning objectives of university students
2. Learn about strategies for addressing the challenges of risk management in a university context between human and non-human animals

A11ii Operation Transformation UCC - Peer-Inspired Community Change

Michael Byrne, MB, BCh, BAO, BSc, DCH, MICGP, MRCGP, UCC Health Matters, Student Health Department, University College Cork, Cork, Ireland

We highlight the effectiveness of peer-support and peer-inspiration, facilitated by the extensive use of social media, to stimulate whole-community change in the university campus environment. Behavioural change becomes fun and sustainable.

Learning Objectives:

1. Learn about the power of social media in facilitating peer support and peer inspiration
2. Learn about the power of the interaction between students, faculty, and professional support staff to engender a social change
3. Learn about the benefits of persistence and gradual incremental change in ensuring sustainability

A11iii Abilities for Life as a Tool for Health Promotion in College Students

Spanish presentation, English interpretation available

Medina-Camacho Orlando, MS, Master in Clinical Psychology, Universidad Autónoma de Aguascalientes. Aguascalientes, Aguascalientes, México
Rodríguez-Juárez María del Carmen, MS, Master in Clinical Psychology, Universidad Autónoma de Aguascalientes. Aguascalientes, Aguascalientes, México

Several studies point that educating in abilities for life is more efficient in the prevention of harmful behavior than teaching in order to solve a concrete or specific issue. The World Health Organization (WHO) promotes the idea that it must be in the academic programs that these abilities shall be thought, and that it must be there where youths acquire the capacity to choose healthy ways of life. As part of the actions implemented to decrease vulnerabilities, a specific intervention program has been designed, based on the strengthening of the abilities for life as a tool to counteract the consumption of alcohol and other drugs, bad eating habits, unplanned pregnancies, among other high vulnerability health indicators. The program searches to strengthen specific abilities through pair work with advanced semester models as well as intermediate semester health promoters from diverse majors (medicine, public health, marketing, nursery, nutrition, communication, psychology, etc.). The purpose of this modality is to enhance the integral formation model of our University, at the same time that students are profiled as future health promoters inside of the academic community and they get to accomplish one the requirements to obtain their degree.

Learning Objectives:

1. Share a work model from and for students that could be replicated in similar contexts
2. Share an interdisciplinary work model that has proved to be successful

A11iv Breast Cancer Awareness for Young Women on Campus

Lorna Larsen, BScN, President, Team Shan Breast Cancer Awareness for Young Women (Team Shan), Woodstock, ON, Canada

Team Shan has successfully developed a comprehensive communication

strategy to reach young women with important breast health and breast cancer messages. The model has addressed the breast cancer information and awareness needs for thousands of young women. Team Shan hopes that the success of the campaigns across Western Canada will continue to grow and expand.

Learning Objectives:

1. Discuss the effectiveness and cost of facilitating breast cancer awareness strategies targeting young women on campus, a population at risk
2. Discuss the response from young women on campus to breast cancer messaging, the impact on their breast health and overall wellbeing

A12i WELLNESS = C (D + A) Wellness through Wisdom: Application of an Innovative and Practical Wellness Model

Michele Regehr, RN, BN, Current MSN Student, Assistant Director of Wellness Centre, Trinity Western University, Langley, BC, Canada

David Stinson, MEd, Director Equity of Access and Learning Resource and Educator, Trinity Western University, Langley, BC, Canada

Behind every healthy behavior is a wise decision. The Stinson Wellness Model helps people make wise decisions that align with who they are. By making wise decisions, individuals are enabled to move toward wellness and thereby increase the wellness quotient in their circle of influence.

Learning Objectives:

1. Summarize the Stinson Wellness Model and explain the decision making process
2. Explain how it is used within the TWU community to facilitate the accomplishment of a student-learning outcome related to wellness

A12ii Instructional Language Fluency and Self-Efficacy in College

Alexis R Georgeson, BA, MA Student, Simon Fraser University, Burnaby, BC, Canada

Items on a modified version of The College Self-Efficacy were coded for features such as item concreteness, social desirability of a particular response, and the culture of the item to determine if there was a differential response pattern in relation to these features across different levels of English fluency.

Learning Objectives:

1. Learn about the analysis of item features on questionnaires
2. Receive recommendations for developing items on questionnaires keeping linguistic background of participants in mind

A12iii Assessing Mental Stress and Associated Risk Comportments among University Students in Three Different Socio-Cultural Contexts. A study in Algeria, France and Hungary, 2011-2013.

Joel Ladner, MD, MPH, PhD, Physician, Rouen University Hospital, Rouen, Normandy, France

In three different socio cultural environments, perceived stress levels were high. These findings increase the need to investigate health risks and behaviours, to initiate specific prevention interventions in student populations using integrated preventive interventions.

Learning Objectives:

1. Gain better knowledge of stress and associated factors in three different countries
2. Establish partnerships with 3 research teams in France, Hungary and Algeria

A12iv Guide for the Self Evaluation and Categorization of Health Promoting Universities

Mónica Muñoz Serrano, MCS, EM, Titular Professor, School of Nursing, Faculty of Medicine, Pontificia Universidad Católica de Chile, Past director- Program Healthy UC and the Chilean Network for Health Promoting Universities, Santiago de Chile

To guarantee the creation and development of Healthy Universities there is a need for establishing basic requirements that assure the quality of health promoting programs. With this objective, an instrument was developed to evaluate organizational practices and to guide improvement plans. This is the result of a collaborative work between Chilean Universities and the Chilean Ministry of Health.

Learning Objectives:

1. Establish criteria for good practices within Healthy Universities
2. Identify the level of accomplishment of good practices within these Institutions
3. Develop an improvement plan that secures the quality of health promotion programs

A13i How Campus Environments Determine Subjective Wellbeing

Nishtha Parag, Lab Manager, Behavioral Sustainability Lab, Department of Psychology, University of British Columbia, Vancouver, BC, Canada

This research aims to understand how the campus environment influences momentary affective experiences. By conducting a year-long campus-wide survey at both the UBC campuses, this study will provide spatial and temporal maps of subjective wellbeing. It will also help identify which specific locations and times are predictive of subjective wellbeing.

Learning Objectives:

1. Learn about the relationship between specific environmental features and wellbeing
2. Learn about the implications our study has for informing strategies in urban design that can help promote subjective wellbeing within campus environments

A13ii UBCO's ESS: Campus Integration within the Local Food System and Natural Ecosystems of the Okanagan

Jennifer Congdon, Social Relations Coordinator, UBCO Environment and Sustainability Society, Kelowna, BC, Canada

Paula Meehan, Public Outreach Coordinator, UBCO Environment and Sustainability Society, Kelowna, BC, Canada

The Environment and Sustainability Society (ESS) is a club at the UBC Okanagan campus that enables students to take action towards decreasing the environmental impact of the university, and of its students, staff and faculty. Two initiatives will be highlighted: the Karma Bowl campus soup kitchen, and Revegetate UBCO.

Learning Objectives:

1. Learn how a responsible campus environment promotes healthy relationships within the university, with the local community, and with natural ecosystems of the area
2. Discuss the importance of integrating the campus food system with the local food system to improve sustainable living and healthy eating practices

A13iii UBC Okanagan Campus Plan: Supporting UBC's Health, Wellness and Sustainability

Leanne Bilodeau, BHK, MA, SCD Cert., CSP, CSR-P, LEED Green Assoc., Associate Director Sustainability Operations, Campus Planning and Development, UBC Okanagan, Kelowna, BC, Canada

Anthony Haddad, MCIP, RPP, Director, Campus Planning and Development, UBC Okanagan, Kelowna, BC, Canada

Abigail Riley, MUP, MCIP, RPP, Associate Director, Campus Planning, UBC Okanagan, Kelowna, BC, Canada

This session provides an overview of the UBC Okanagan Campus Plan and how it supports UBC's health and wellness initiatives through creation of a pedestrian friendly campus core and enhancing the network of informal walkways, bike paths, and trails, and range of amenities/services. Taking advantage of our unique campus environment, the Plan has identified policies to strengthen the visual identity, sense of place and cohesiveness

of the campus. A whole systems (environmental, economic, social sustainability) approach to planning strategizes a net-positive impact on the well-being of the campus community and ecology.

Learning Objectives:

1. Learn about the role of UBC Okanagan Campus Planning and Development and its respective portfolios
2. Learn about the UBC Okanagan Campus Plan and how it supports UBC's health, wellness and sustainability initiatives

A14i Competencies and Sexuality Education: Conceptual Frameworks and New Challenges for Health-Education Sector Collaboration

Mary Guinn Delaney, *MPhil, Regional Advisor for Health Education, UNESCO Regional Office for Education in Latin America and the Caribbean, Santiago, Chile*

In many countries and contexts, sexuality education is not commonly considered as part of other competency-based learning approaches. UNESCO Santiago's proposal places competencies related to sexuality education into a broader human development context that provides additional opportunities to strengthen synergies with other priority areas of health, wellbeing and global citizenship.

Learning Objectives:

1. Review why sexuality education is not commonly considered as part of other competency-based learning approaches
2. Learn about a recent proposal that puts competencies related to sexuality education into a broader human development context

A14ii Traumatic Experiences, Mental Health and Risky Sexual Behavior in Students at a Caribbean University Campus

T Alafia Samuels, *MBBS, MPH, PhD, Faculty of Medical Science, Cave Hill Campus, University of the West Indies, Bridgetown, Barbados*

PowerPoint presentation of results of Student Behavioural Risk Factor Survey among 582 undergraduate students 18-30 years at UWI Cave Hill, to determine the relationship between mental health indicators and risky sexual behaviour.

Learning Objectives:

1. Analyze the association between mental health indicators and risky sexual behavior
2. Determine gender differentials in the association between mental health indicators and risky sexual behavior

A14iii Responding to Sexual Violence on Campuses: A Joint Initiative of the Western Canadian Senior Student Affairs Administrators (WESTSSAA)

Jan Byrd, *MA, Executive Director, Wellness and Student Life, The University of Winnipeg, Winnipeg, MB, Canada*

Jane Fee, *PhD, Vice Provost, Students, Kwantlen Polytechnic University, Vancouver, BC, Canada*
Janet Teasdale, *MEd, Managing Director, Student Development and Services, UBC, Vancouver, BC, Canada*

Janet Mee, *Director, Access and Diversity, UBC, Vancouver, BC, Canada*

Learn what is happening at three different Universities in Western Canada: University of Winnipeg, Kwantlen Polytechnic University, and the University of British Columbia - each with their own unique contexts. Senior student affairs administrators across the West have responded by engaging in a collaborative process to address sexual violence on campuses. We will profile what is being developed and shared: policies, protocols, and an educational framework as well as the process that we are engaged in.

Learning Objectives:

1. Gain an understanding of how sexual violence issues are playing out on university campuses across western Canada
2. Discuss how buy-in from campus stakeholders leads to the creation of better policy/protocol and guidelines to address sexual violence on your campus

3. Learn about disclosure and response mechanisms

4. Discuss how to provide a variety of support options within a respectful and culturally sensitive manner. Learn how one University has created a 24/7 response team, available by phone for students who have experienced sexual violence.

5. Engage in a dialogue about reporting and the ways in which institutions support survivors and the community

12:15pm - 1:30pm

Lunch & Farmers' Market & Wellness Activities

Lunch provided by Food Trucks, voucher to be received on site

Interactive Poster & Exhibit Viewing

12:10pm - 12:50pm

Mindfulness Sitting Practice

1:30pm - 2:30pm

Concurrent Sessions B

B1 Engaging the Whole Community: Campuses that Flourish

Michele D Ribeiro, *EdD, Psychologist, Interim Assistant Director of Mental Health Promotion, Counseling and Psychological Services, Oregon State University, Corvallis, OR, USA*

Bonnie Hemrick, *MPH, Mental Health Promotion Coordinator, Counseling and Psychological Services, Oregon State University, Corvallis, OR, USA*

Jacqueline Alvarez, *PhD, Associate Dean of Students and Director of the Counseling Center, Amherst College, Amherst, MA, USA*

Demitrius Brown, *Associate Dean of Student Life, Amherst College, Amherst, MA, USA*

Creating a culture of flourishing on college campuses is one of the primary responsibilities of college educators, both within and outside of the classroom. Learn how practices at two universities are making a difference in the area of community, resilience, optimism, and life regard.

Learning Objectives:

1. Identify strategies that reduce student loneliness and isolation
2. Be able to list attributes of people who identify as having a flourishing life
3. Identify research that supports practices related to flourishing
4. Learn how to apply coalition building strategies into creating flourishing campuses

B2 A Community-Based Approach to Promoting Student Health and Wellness as a Precondition of Success

Ann Tierney, *BA(Hons), LLB, MPA, University Administrator, Vice Provost and Dean of Student Affairs, Queen's University, Kingston, ON, Canada*

Arig al Shaibah, *BSc, MPA, PhD, University Administrator, Assistant Dean, Student Life and Learning, Queen's University, Kingston, ON, Canada*

Anna Majetic, *BA (Hons), MA(c), University Student, Queen's University, Kingston, ON, Canada*

Queen's University has adopted a comprehensive community-based strategy to address student health and wellness. This panel of Student Affairs professionals and a peer leader will outline the strategy, mine the data and highlight unique proactive and responsive first-year transition programs, led in part by students that are supporting well-being and success.

Learning Objectives:

1. Recognize the value of developing a strategic framework to effectively address student health and wellness, with a particular focus on mental health as it relates to university transition and academic success
2. Consider key findings from student health and wellness research conducted at one Canadian university and reflect on how these findings have informed the design and delivery of unique transition and wellness programs and services at Queen's University
3. Contemplate Queen's transition and wellness program assessment results in the context of desired student outcomes and impacts
4. Identify aspects of the Queen's University strategic framework and related initiatives, which might be adapted and introduced in other institutional settings

B3 Creating Conditions for Well-Being within Learning Environments: Bridging Research and Practice

Rosie Dhaliwal, MEd, RD, Health Promotion, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada

Alisa Stanton, MPH, Health Promotion, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada

David Zandvliet, PhD, Professor and Researcher, Faculty of Education, Simon Fraser University, Burnaby, BC, Canada

This panel presentation introduces the Well-being in Learning Environments project at SFU. Health Promotion Specialists, the Director of Teaching and Learning Centre and a Faculty Member/Lead Researcher will share conditions within learning environments that impact well-being, provide examples of how to create conducive environments, and discuss ways to engage academics.

Learning Objectives:

1. Describe the correlations between learning environments and well-being
2. Identify the importance of and ways to create conditions for well-being within the learning environment

B4 Creating Thriving Campuses

Natasha Moore, B-Soc-Sci, Research and Evaluation Analyst, University of British Columbia, Vancouver, BC, Canada

Tracey Hawthorn, BSc, PT, BHSc Kin, WRAP Coordinator HR, UBC Okanagan, Kelowna, BC, Canada

Kelly White, MEd, CHES, Wellness Centre Coordinator, Wellness Student Health Services, UBC Vancouver, BC, Canada

Jan Byrd, MA, Executive Director Wellness and Student Life, University of Winnipeg, Winnipeg, MB, Canada

Thrive is a mindset and a week-long series of events that encourages the campus community to think about ways to increase mental wellbeing through resiliency, awareness, healthy choices and social support. It is a collaborative community-based model that can be adopted or adapted to suit the needs of a variety of populations and environments.

Learning Objectives:

1. Understand the value and potential benefits of a coordinated community approach to mental health promotion on campus
2. Take away key strategies, ideas, tools for actively promoting positive mental health to a variety of post-secondary audiences

B5 Addressing Well-being through Policy

Tara Black, MSc, BSc, Associate Director, Health Promotion, Simon Fraser University, Burnaby, BC, Canada

Su-Ting Teo, MD, Physician & Director Student Health & Wellness, Ryerson University, Toronto, ON, Canada

Cheryl Washburn, PhD, Director, Counselling Services, University of British Columbia, Vancouver, BC, Canada

Jo Hinchliffe, BA, MALS, Associate Registrar, Senate and Academic Services, Simon Fraser University, Burnaby, BC, Canada

Janet Teasdale, Managing Senior Director, Student Development and Services, University of British Columbia, Vancouver, BC, Canada

Mona Maleki, Chair, Mental Health Network, Co-chair, Student Caucus, University of British Columbia, BC, Canada

Addressing policy can be a daunting and elusive undertaking for health practitioners. Three Canadian institutions have been exploring how policies and practices can be considered in relation to well-being. In this panel session, Ryerson University, Simon Fraser University and the University of British Columbia will share their unique approaches to impacting well-being through policy.

Learning Objective:

1. Increase understanding of how well-being can be addressed through policy, including practical examples through learning about how 3 different Canadian institutions are addressing policies and practices

B6 Situating Campus Health in the Ottawa Charter

Judy Burgess, RN, PhD, University of Victoria, Victoria, BC, Canada

Patty Hamblar, MEd, Student Affairs Professional, University of British Columbia, Vancouver, BC, Canada

Martin Mroz, Director, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada

Melissa Feddersen, BSN, RN, Masters Student, Host Working Groups Coordinator, Volunteer Coordination, UBC Okanagan, Kelowna, BC, Canada

Sarah Hanson, RPN, BA, Wellness Centre Manager, University of Northern British Columbia, Prince George, BC, Canada

This panel will provide participants with an opportunity to explore important factors to consider in the development of a comprehensive Population Health Strategy in light of the structure and processes of Post-Secondary Institutions across Canada.

Learning Objectives:

1. Fully examine population health initiatives in light of the current environment of Post-Secondary Institution's fiscal and organizational realities
2. Provide a background of key issues to be considered in development of a comprehensive Campus Population Health Strategy

B7 A Systematic and Systemic Wellness Strategy Model to be America's Healthiest Campus(r)

Suzy Harrington, DNP, RN, MCHES, Chief Wellness Officer, Oklahoma State University, Stillwater, OK, USA

To be America's Healthiest Campus(r) requires a comprehensive, overarching, evidence based, holistic wellness strategy, one which; empowers our students, employees, and communities, harmonizes the physical, emotional, social, professional, and spiritual dimensions of wellness, and synergizes the personal, interpersonal, organizational (and policy), and environmental levels of change. OSU is committed to sharing wellness successes and knowledge with others.

Learning Objectives:

1. Be able to translate a comprehensive model, in whole or in part, to their own wellness system or program
2. Identify key communication and outcomes focused foundational components necessary for a systematic overarching sustainable population based wellness program

B8 Characterizing Food Insecurity among Post-secondary Students in Canada

Noreen Willows, PhD, Associate Professor, University of Alberta, Edmonton, AB, Canada

Jocelyn Verreault, BSc, Nakota Sioux Staff Member, Yellowhead Tribal College, Edmonton, AB, Canada

Sarah Archibald, BSc, Program Manager, Meal Exchange, Toronto, ON, Canada

Many post-secondary students, including Aboriginal students, are food insecure and unable to obtain nutritionally adequate, acceptable or safe foods. Food banks distribute food free of charge. They are proliferating on Canadian campuses. Panel speakers will characterize student food insecurity, the role of campus food banks, and solutions to student hunger.

Learning Objectives:

1. Learn to identify student risk factors for food insecurity and to learn about possible solutions to post-secondary student food insecurity on campuses across Canada
2. Learn about the roles that food banks play on campuses, and their limitations to address student food insecurity

B9 The Caring Campus Project – A Multilevel Intervention to Address Substance Misuse on Canadian Campuses

Kara Thompson, PhD, Post-Doctoral Fellow, Dalhousie University, Halifax, NS, Canada

Shu-Ping Chen, PhD, Post-Doctoral Fellow, Queens University, Kingston, ON, Canada

Keith Dobson, PhD, Professor of Clinical Psychology, Department of Psychology, University of Calgary, Calgary, AB, Canada

This panel will present data from the Caring Campus Project, a Movember funded research study to develop and evaluate a multi level prevention program to reduce the risks associated with mental health and substance misuse and create a more supportive campus environment for male freshmen across three Canadian Campuses.

Learning Objectives:

1. Learn about new and ongoing student-led campus initiatives to reduce substance misuse and improve mental health among first year male students
2. Opportunity to reflect on their own campus culture and discuss how they might adapt the Caring Campus strategies to their own campus environment

B10 Health Literacy in Latin America: New Opportunities for Research, Health Education and Action

Mary Guinn Delaney, *MPhil, Regional Advisor for Health Education, UNESCO Regional Office for Education in Latin America and the Caribbean, Santiago, Chile*
Martin Zilic, *MD, MSc, Faculty of Medicine, University of Concepcion, Chile*
Miguel Angel Cañizales, *PhD, University of Panamá, Panama*

Health literacy, defined as the set of skills and abilities that enable our ability to access, understand appraise and apply health information to decisions in daily life, is an essential element of self care and public health. Health literacy is largely determined by abilities constructed in basic, secondary and tertiary education. This panel session will review the health literacy conceptual framework, adaptations to the Latin American context, and potential programme and policy implications in university communities and beyond. Panelists will describe ongoing innovative efforts to measure health literacy levels in university communities in the region, with three presentations by members of the Regional Working Group on Health Literacy in Latin America, followed by discussion among participants:

The presentations are:

- Health Literacy in Latin America - Mary Guinn Delaney
- Measurement of health literacy levels through application of the HLS among first year health sciences and health education studies at the University of Concepcion - Martin Zilic
- Preliminary study of health of the reliability and validity of the HLS-EU in the University of Panama - Miguel Angel Cañizales

Learning Objectives:

1. Learn how and why the Latin American Regional Working Group on Health Literacy has adopted and adapted the health literacy framework
2. Review ongoing measurement of health literacy levels in university communities in the region

B11 Inter-disciplinary Collaboration in Designing Physical Spaces That Support Well-Being

Crystal Hutchinson, *MEd, Health Promotion Specialist, Simon Fraser University, Burnaby, BC, Canada*
Marc Fontaine, *General Manager, Build SFU, Simon Fraser University, Burnaby, BC, Canada*
Marcos Eric Olindan, *Project Manager, Campus Planning and Development, Simon Fraser University, Burnaby, BC, Canada*

This panel introduces perspectives on the Well-being through Physical Spaces project at SFU. A Health Promotion Specialist, the General Manager of Build SFU and the Project Manager from Campus Planning and Development will address why spaces are a strategic opportunity to impact student well-being and how a collaborative inter-disciplinary approach is key to the creation of successful spaces.

Learning Objectives:

1. Understand how physical space features impact health and well-being
2. Recognize the importance of interdisciplinary collaboration in designing successful post-secondary student spaces

B12 Connecting Health, Sustainability and Climate Change: A Whole University 'Co-Benefits' Approach Illustrated with reference to Food Examples from UK Universities

Mark Dooris, *PhD, Director, Healthy & Sustainable Settings Unit, University of Central Lancashire, Preston, Lancashire, UK*
Sharon Doherty, *MA, Healthy University Co-ordinator, University of Central Lancashire, Preston, Lancashire, UK*
Lizzie Sabine, *BSc (Hons.), Healthy University Co-ordinator, Health and Applied Social Sciences, University of the West of England, Health and Applied Social Sciences, Bristol, UK*
Sue Powell, *PhD, Head, Centre for Innovation and Knowledge Exchange, Manchester Metropolitan University, Manchester, Greater Manchester, UK*
Maxine Holt, *MPhil, Principal Lecturer, Centre for Innovation and Knowledge Exchange, Manchester Metropolitan University, Manchester, Greater Manchester, UK*

This talking circle will explore how three UK universities have connected health, sustainability and climate change agendas by applying a 'co-benefits' perspective - with a particular focus on whole system approaches to food.

Learning Objectives:

1. Increase awareness and understanding of the importance of connecting health, sustainability and climate change agendas and of the benefits of a 'co-benefits' approach
2. Gain insight into how they can take tangible steps to join up agendas and ensure that a 'whole university' approach supports the health of people, place and planet

B13 The Challenges of Change: Improving Health and Sustainability in the Built Environment

Moderator:

Robert Parlane, *Architect AIBC BSc BArch, Architect, Thinkspace, Kelowna, BC, Canada*

Presenters:

Donna Lomas, *BA(Hons), MA, Regional Dean South Okanagan-Similkameen, Okanagan College, Penticton, BC, Canada*
Teresa Syrnky, *Architect AIBC, BA, BArch, Senior Planner, Infrastructure Development - Facilities Planning, University of British Columbia, Vancouver, BC, Canada*
Leanne Bilodeau, *BHK, MA, Associate Director Sustainability Operations, UBC Okanagan, Kelowna, BC, Canada*

Our panel will discuss how the collective design decisions driving the built environment on campus impose many health decisions upon the individual. Changes to construction, programming and culture can be used to bring about significant health improvements for users, while also targeting the greater sustainable aspirations of the institution.

Learning Objectives:

1. Discuss practical examples of healthy Campus environments
2. Learn how to implement change in Campus culture through the built environment

2:30pm - 3:00pm Refreshment Break & Wellness Activities
Interactive Poster & Exhibit Viewing

2:30pm - 3:00pm Campus Compass | Outdoor Performance Event

Goal: To engage participants in multiple sensory ways of being connected to place. This event encourages active participation in collecting sensory, emotional and relational data and reflecting on meanings derived from those embodied experiences.

3:00pm - 3:45pm

Plenary | Journalistic Interview: Global Update**The “German HPU Network” and the Role of Networks**

Christiane Stock, PhD, Head of Studies, Public Health, Unit for Health Promotion Research, Associate Professor, University of Southern Denmark, Esbjerg, Denmark

(in German: Arbeitskreis Gesundheitsfördernde Hochschulen) Founded in 1995 with initially five network members, the German HPU network has since defined its goals and ways to support member organisations in their processes towards becoming a Health Promoting University. During the last 20 years the network has grown to more than 80 member universities and is now representing the largest network of Health Promoting Universities world-wide, and thus healthy working, living and learning environments for students and staff. Only a few studies have focused on evaluating the structures, processes and outcomes of health promotion networks, important for measuring goal attainment as well as analysing reasons for success and failure. The importance of evaluation will be discussed and suggestions will be made on ways to expand and enhance this network into the future of Health Promoting Universities in Europe.

Healthier Lives for all at the University of West Indies

T Alafia Samuels, MBBS, MPH, PhD, Senior Lecturer, Epidemiology and Public Health, Faculty of Medical Sciences, University of the West Indies, Cave Hill Campus, Barbados

The University of the West Indies in Barbados has more than 1,000 staff and over 7,000 students spending many hours at the Cave Hill campus. This environment needs to help in promoting healthy lifestyles, and making healthy options available. During Health Day in 2010, the University's Administration commissioned a survey of risk factors for chronic diseases (high blood pressure, heart disease, stroke and diabetes) among staff. The study showed that only one out of every twenty (5%) female staff got the recommended amount of physical activity each week and one out of 20 (5%) ate enough fruits and vegetables. In 2011 the Healthy Campus Initiative was started by the Faculty of Medical Sciences in collaboration with other UWI departments and associations. The challenge is to make the healthy choice the easy choice on the campus, and to have many of these choices available on campus on an ongoing basis. Successes to promote healthier living at UWI will be shared and the ways UWI is turning attentions to support student's to promote a healthier life for all.

Health Promotion in the Asia-Pacific University Network: Rethinking Strategy

Lancelot W H Mui, PhD, Lecturer, JC School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong

The landmark 2007 Asia-Pacific Conference on Healthy Universities marks the introduction of the healthy university concept into the region. It attracted attention of many universities from around the region and even gained the support of the WHO Regional Office for the Western Pacific. The Asia-Pacific Network of Healthy Universities was founded after the conference to further promote the healthy university concept. Unfortunately, the Network did not gain enough momentum to significantly influence the development of health promotion strategies within universities. While the top-down approach to promote health within universities enjoyed a certain level of success, is it time to try a more bottom-up approach?

Advancing Network Dialogue: Health Promotion Evaluation and Evidence

Hiram V Arroyo, BS, MPHE, EdD, Professor and Chair Department of Social Sciences, School of Public Health, Medical Sciences Campus, University of Puerto Rico; Director, WHO Collaborating Center for Health Promotion and Health Education, Coordinator of the Iberoamerican Network of Healthy Universities, San Juan, Puerto Rico

The concept of Health Promoting Universities “refers to Higher Education Institutions promoting an organizational culture that is based on the values and principles of the global Health Promotion (HP) movement, which translates into an institutional policy for sustaining and continuously

enhancing action on HP” (Arroyo, 2009). The movement of Health Promoting Universities has been propelled forward through the Ibero-American Network of Health Promoting Universities (RIUS). The networks' successes (and failures) become compelling illustrations to understand what the main contributions of a regional network are (e.g. linking at diverse scales) and ways to evaluate the principal achievements both for the health promotion movement and for the Iberoamerican region. Key features and distinctive aspects of the RIUPS will be discussed.

3:45pm - 4:45pm

Plenary | Student Voices: A Collage**What Makes a Thriving Campus and Transformative Academic Experience?**

Nishat Tasnim, Shira Sneg, Gabriel Tobias, Lauren Oleksewich

4:45pm - 5:00pm

Conference News Report

5:00pm - 6:00pm

**Meeting - Open to the public
Shaping the Technical Programme on Health Promotion**

Kwok-Cho Tang, PhD, Coordinator, Health Promotion with the World Health Organization (WHO)

Optional Events

5:00pm - 6:00pm

Base Groups/Interest Groups/Network Meetings

5:10pm

Wine Tour *pre-registration & payment required*
Visit 3 local wineries, enjoy beautiful views, and learn about Okanagan industry!

5:30pm - 6:30pm

Boot Camp

6:30pm - 9:00pm

Students: Evening Event & Outdoor Dinner
All student delegates and volunteers are welcome!
Join students from around the world for dinner, live music and an opportunity to contribute to the new International Charter.

Wednesday, June 24, 2015

6:30am - 7:30am

Yoga

7:30am - 5:00pm

Registration Desk Open

8:15am - 8:30am

Conference News Report

8:30am - 9:15am

**Plenary | Keynote
Defining and Achieving “Success”
The Mission and Business of Higher
Education: Power, Ethics, Relationships and
Opportunities****Reclaiming the Human in Health: Radical Economics,
New Cultural Capital, and the Accountability of Universities**

Richard P Keeling, MD, Principal & Senior Executive Consultant, Keeling & Associates, Provincetown, MA, USA

The roots of health and well-being arise from the human conditions of care, community, capacity, and peace; those conditions nourish the emergence and development of whole, integrated persons and sustain individuals and groups. Promoting health equally requires fostering those conditions and confronting the forces and factors that challenge them. In universities, we lose awareness of the foundation that health creates for learning; our engagement with students and our obligation to their success, driven by an ethic of care, are weakened when we no longer attend to their well-being.

Health and well-being do not grow from systems, organizations, and services alone; to promote health and well-being, we must reclaim the human, refocus our priorities, and embrace a radical economics of health that privileges human and community outcomes. This will require revolutionary thinking, exquisite resistance, and the creation of new cultural capital; health is not health care, students are not consumers, and corporations are not people.

9:15am - 10:15am

Plenary

Sustainability Agendas and Health Promoting Campuses: Exploring Potential Synergies, Ecosystems in Focus

Next Generation Sustainability: Beyond Harm Reduction toward Social and Ecological Well-being

Facilitator: **Matt Dolf**, PhD Candidate, Wellbeing Initiative Director, UBC Vancouver, Vancouver, BC, Canada

James Tansey, PhD, Associate Professor, Executive Director of Sauder S3i, Sauder School of Business, University of British Columbia, Vancouver, BC, Canada

Lael Parrott, Director of the Okanagan Institute for Biodiversity, Resilience, and Ecosystem Services (BRAES), UBC Okanagan, Kelowna, BC, Canada

Conventional approaches to sustainability focus on a harm reduction and damage limitation agenda. The theoretical emergence of regenerative sustainability argues we should place social and ecological imperatives on equal footing, organizing around the idea that human activity can simultaneously improve environmental and human wellbeing. This session will be used to explore the potential and practice of this sustainability narrative on higher education campuses. Universities and other higher education settings are unique in their ability to serve as living labs and agents of change for sustainability: they are single owner/occupiers, have a public mandate to create new knowledge and practices for community benefit, and integrate teaching and learning. To that end, UBC is transforming its campuses into living laboratories for sustainability. Faculty, staff and students, along with private, public and NGO sector partners, use the University's physical setting, as well education and research capabilities, to test, study, teach, apply and share lessons learned, technologies created and policies developed. This talk will report on how academic and operational sustainability activities can support a vision for enhancing environmental and human well-being.

Q&A with Mark Dooris

10:15am - 10:45am Refreshment Break & Wellness Activities
Interactive Poster & Exhibit Viewing

10:45am - 12:15pm **Concurrent Sessions C**
Includes 25% of interaction and/or Q&A

C1i Student Voice: An Active Medium to a Healthy Campus Community

Katie Mai, Student, Simon Fraser University, Burnaby, BC, Canada

Ravina Gill, Student, Simon Fraser University, Burnaby, BC, Canada

Crystal Hutchinson, MEd, Health Promotion Specialist, Simon Fraser University, Burnaby, BC, Canada

This talking circle will introduce practical examples of using student voice to create a healthy campus community. It will be facilitated by student leaders with experience in student engagement and advocacy for action.

Learning Objectives:

1. Gain insight into the process of using student voice as a medium to a healthy campus community, including challenges, successes, and suggestions in moving forward
2. Understand the value of and positive outcomes linked to engaging students in decision making processes particularly within the context of higher education

C1ii Moving from Theory to Practice: Applying a Healthy Settings Approach in Developing the Healthy Campus Community Initiative at Simon Fraser University

Tara Black, MSc, BSc, Associate Director, Health Promotion, Simon Fraser University, Burnaby, BC, Canada

Martin Mroz, Director, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada

Alisa Stanton, MPH, Public Health / Health Promotion, Simon Fraser University, Burnaby, BC, Canada

Rosie Dhaliwal, MEd, Health Promotion Specialist, Simon Fraser University, Burnaby, BC, Canada

Crystal Hutchinson, MEd, Health Promotion Specialist, Simon Fraser University, Burnaby, BC, Canada

This session will provide a case-study of the application of a settings-based approach to health promotion in a Canadian post-secondary context, including the development of specific projects, objectives, core principles and areas for action which have enabled the initiative to focus on systemic and whole campus action. Rationale and examples of settings-based interventions as well as lessons learned and strategies for engaging stakeholders will be shared.

Learning Objectives:

1. Be equipped with practical examples of how Healthy Settings theory can be moved into strategic and systemic action within a higher education setting
2. Gain insight into the process of shifting to settings-based health promotion including common challenges, opportunities and lessons learned
3. Learn techniques for engaging diverse campus stakeholders to become involved in creating healthy settings

C2i R U a Lifesaver at College? : Understanding Suicide, Supporting Students, & Promoting Hope

Stephanie Szigethy, MA, LAC, Licensed Associate Counselor, The Wellness Centre, Rowan University, Gassboro, New Jersey, USA

Allison Pearce, MA, Healthy Campus Initiatives, The Wellness Centre, Rowan University, Gassboro, New Jersey, USA

Suicide is a leading cause of death for young adults, and universities often have insufficient prevention efforts. Rowan University has a unique approach to combining local and regional resources to increase help-seeking behavior and connect at-risk students to resources using empirically supported approaches.

Learning Objectives:

1. Recognize the need for student and staff training in suicide risk assessment and referral to on and off campus resources
2. Understand key aspects of a comprehensive postvention response, including the development of a multidisciplinary consortium

C2ii Promoting Mentally Healthy Campuses

Lesley E Beagrie, RN, PhD, Associate Professor, Faculty of Health, York University, Toronto, ON, Canada

York University's Mental Health and Wellness initiative aims to promote a healthy, inclusive and supportive environment that fosters mental health and wellbeing among members of the York community. How do we develop policies to promote mental health for an institution whose mandate is education?

Learning Objectives:

1. Discuss the role of universities in mental health promotion of its community
2. Build a strategy that is comprehensive and holistic
3. Address policy development in an educational institution
4. Discuss the role of universities in the implementation of policies in the mental health arena

C3i Alcohol Consumption among University Students: Using a Taxonomy of Alcohol Consumption to Frame Interventions

Michael Byrne, MB, BCh, BAO, Head of Student Health Department, University College Cork, Ireland

Much research has been published outlining the high levels of consumption among university students. This paper aims to provide a framework to practitioners and universities to tackle alcohol use among students. This has been done in a relatively novel way, employing Q-methodology. This in essence uses aspects of both quantitative and qualitative research methods.

C3ii Changing the Culture of Substance Use on Post-Secondary Campuses: an Interactive Exploration

Catriona Remocker, MPH, BA, Project Manager/Research Associate, Centre for Addictions Research of BC, University of Victoria, Vancouver, BC, Canada
Tim Dyck, PhD, Research Associate, Centre for Addictions Research of BC, University of Victoria, Vancouver, BC, Canada

Culture change is a vibrant lens through which to address alcohol and other substance use on post-secondary campuses. This session will highlight the work from a multi-year project to change the culture of substance use on British Columbia's campuses and will engage the audience in an in-depth discussion of the means to successfully undertake such an initiative.

Learning Objectives:

1. Reflect on a basis for and process of constructing a multi-campus community of practice (CoP) focused on addressing substance use in post-secondary settings
2. Wrestle with challenges and issues around effecting cultural rather than just behavioural change in relation to substances in the campus context
3. Share insights gained on encouraging local campus CoPs to identify strategic initiatives to pursue and to draw on expertise from fellow provincial partners in a collaborative endeavor
4. Relate and discuss mechanisms and tools which have been developed in the CCSU project and their implications for similar efforts on the part of other campuses

C4i Developing Healthy Campus Coalitions at Five Institutions of Higher Education in the United States

Heather A Zesiger, MPH, MCHES, Director, Office of Health Promotion, Emory University, Atlanta, GA, USA
Starr J Wharton, MS, MCHES, Area Consultant, BACCHUS Initiatives of NASPA, Associate Director of Campus Wellness, University of South Carolina, Columbia, SC, USA
Marc Torres, MPH, Director, Office of Health Advancement, Montana State University, Student Health Service, Bozeman, MT, USA
Paula Swinford, MS, MHA, Director, Office for Wellness and Health Promotion, University of Southern California, Engemann Student Health Center, Los Angeles, CA, USA

This Talking Circle will examine the experiences (practice) of at least five institutions in the United States (public and private universities, large and small) as they have developed healthy campus movements in response to multiple stimuli: grassroots interest; business considerations; topical or policy concerns; research and funding opportunities; and social good.

Learning Objectives:

1. Identify characteristics of health promoting universities based on the Ottawa and Edmonton Charters
2. Compare and contrast Healthy Campus Coalitions from at least five U.S. campuses
3. Outline next steps in developing/advancing a healthy campus coalition for their institution

C4ii A Wellbeing Initiative at the University of British Columbia: Health Promoting University and Regenerative Sustainability Theories Inform a New Framework for Whole-organization Development

Matt Dolf, PhD Candidate, Wellbeing Initiative Director, UBC Vancouver, Vancouver, BC, Canada
Claire Budgen, Associate Professor Emerita Nursing, School of Nursing, Faculty of Health

and Social Development, UBC Okanagan, Kelowna, BC, Canada

While health promotion and sustainability efforts have flourished at universities and colleges over two decades, programs and services have been more prevalent than whole-organization development. This roundtable discusses how the discourses of health promotion and sustainability offer insights into a new approach to furthering human and ecological well being.

Learning Objectives:

1. Engage in a discussion around how sustainability and health discourses can team up to further well being efforts in a university setting
2. Exchange ideas about promising theories and strategies in health and sustainability-related campus development

C5i From Health Promotion in a Setting to a Settings-Based Approach: Shifting Health Promotion Practice at Three Post-Secondary Institutions in Alberta

Ashley Humeniuk, MPH, Facilitator, Provincial Mental Health Strategy, University of Calgary, Calgary, AB, Canada
Rachelle McGrath, MPH, Health Education Team Lead, Wellness Services, Mount Royal University, Calgary, AB, Canada
Melissa Visconti, MSc Candidate, Healthy Campus Unit Team Lead, University of Alberta, Edmonton, AB, Canada

This presentation will encourage discussion about effective strategies to address student health and wellbeing from a whole campus approach. With an emphasis on providing practical tips and strategies, we will provide an overview of our lessons learned, as well as key factors and methods we as health promotion practitioners found essential for making this shift. Specific topics covered include: student engagement and developing capacity; building a comprehensive framework; community participation; leadership buy-in; and collaboration across sectors.

Learning Objectives:

1. Focus on fostering a rich conversation about effective strategies for implementing health promotion programming on campus
2. Learn the differences between doing health promotion in a setting vs. a settings-based approach
3. Highlight examples from our institutions on how to achieve this
4. Learn key factors for utilizing a health promotion approach to promote wellness at a post-secondary institution

C5ii Canadian Standards for Health Promotion in Higher Education

Juannittah Kamera, RN, BScN, MSCHPPH, Health Promotion Program Coordinator, Ryerson University, Toronto, ON, Canada

Be directly involved in the creation of a "Guideline for Health Promotion in Canadian Higher Education Institution". Having an established guideline can support the integration of health and well-being in post-secondary settings. This session presents a draft guideline and solicits feedback through an engaging discussion.

Learning Objectives:

1. Become familiar with health promotion theories commonly utilized in Student Affairs and Health and Wellness departments
2. Share experiences and best practices for health promotion in Higher Education
3. Assist in the creation on a Canadian Health Promotion Standards for Higher Education document

C6i Policy Analysis of Smoke-free Universities in Australia

Patricia Louise Ritchie, BPH/HP, Associate Lecturer, School of Health & Social Development, Deakin University, Burwood, Melbourne, Australia

An analysis of smoke-free University policies in Australia. Findings suggest a diverse approach to development and implementation. Why such variation exists needs further investigation.

Learning Objectives:

1. Outline the process undertaken to analyse Australian Universities smoke-free policies
2. Discuss the findings from the analysis will be articulated and highlight the variation in development and implementation
3. Outline the next phase of the investigation which will focus on why such diversity exists across Universities

C6ii Deakin University's Health Promotion Path to Smoke-Free Campuses

Catherine M Bennett, BSC(Hon), M.App.Epid, PhD, Head of School Health & Social Development, Deakin University, Burwood, Melbourne, Australia

A health promotion campaign to encourage staff and students to reduce or quit smoking as part of smoke-free campuses. A collaborative approach across the University to develop and implement a multi-faceted design that has seen a significant reduction in smoking on campus and an increase in staff and students quitting smoking.

Learning Objectives:

1. Outline the health promoting strategy employed to bring the university executive on board to resource a multifaceted health promotion approach to moving to smoke-free campuses
2. Discuss the results of the surveys we present indicate the readiness of the staff and student communities, and our evaluations reveal the most effective initiatives employed, and those we recommend for the sustained support of smoke-free campuses

C6iii Moving Victorian University Campuses to Tobacco-Free; Collective Responsibility and Collaboration

Catherine M Bennett, BSC(Hon), M.App.Epid, PhD, Head of School Health & Social Development, Deakin University, Burwood, Melbourne, Australia

A health promotion focused, coordinated evidence-based movement to smoke-free university campuses State-wide in Victoria, Australia. The successes of collaboration through collective responsibility.

Learning Objectives:

1. Highlight an effective framework for universities to work together and demonstrate joint public health leadership to address increasing rates of life-style related diseases
2. Discuss the unprecedented degree of collaboration between 9 Universities builds a sound evidence-base for the most effective strategies in these settings

C6iv Smoking is Bad... We know that: A Gender-sensitive Smoking Cessation Resource for Young Adult Men

Joan L Botorff, PhD, RN, FCAHS, FAAN, Professor, School of Nursing and Director, Institute for Healthy Living and Chronic Disease Prevention, UBC, Kelowna, BC, Canada

A men-friendly, web-based intervention specifically designed to motivate and support men in their efforts to reduce and quit smoking was developed and evaluated. This innovation demonstrates how attention to gender-related influences and technology holds great potential for engaging young adult men in health promotion.

Learning Objectives:

1. Explain how gender-related factors influencing health behaviours are integrated into a smoking cessation program for men
2. Identify how men's health promotion principles and Web 2.0 technologies can be used to develop innovative interventions

C7i The Catalan Healthy Universities Network / La Xarxa Catalana d'Universitats Saludables (US.CAT)

Dolors Juvinyà-Canal, Prof. PhD, Director of the Health Promotion Chair, Health Promotion Chair, University of Girona, Girona, Catalonia, Spain
Carme Bertran-Noguer, PhD, Director of the Nursing Department, Faculty of Nursing, University of Girona, Girona, Catalonia, Spain

In 2010 the Catalan Healthy Universities (US.CAT) was promoted by the University of Girona, the Autonomous University of Barcelona, the University Rovira and Virgili, the Spanish Healthy Universities network and the Health Department of the Government of Catalonia.

The US.CAT main objective is to promote the university as a healthy setting for the university community and the whole society.

Learning Objectives:

1. Discuss the added value of this experience is the establishment of a joint work programme and other coordination elements
2. Discuss the network seeks to optimize the information and knowledge transfer as well as the available resources for the university community and the general population

C7ii Active Healthy at the University of Alicante - Promotora University Health / Healthy University. A Challenge and an Opportunity

José Ramón Martínez-Riera, PhD, Nurse. Professor University Campus Vice President and Sustainability-Campus San Vicente del Raspeig Alicante, University of Alicante, Valencia, Alicante, Spain

Rafael Muñoz Guillena, University of Alicante, Valencia, Alicante, Spain

Meet the strategy we are developing to identify health healthy active enhancers.

Learning Objectives:

1. Within the strategy of Healthy Universities, the University of Alicante (UA) initiated a project to learn, disseminate and promote health assets
2. Provide the proposed empirical content Ziglio Morgan and using the model of public health assets identified by the university community

C7iii Physical Activity and Well-Being in University Staff

Kay Cooper, BSc, MSc, PhD, Reader; Research Degrees Co-ordinator, Faculty of Health and Social Care, Robert Gordon University, Aberdeen, Scotland, UK

An electronic survey of 502 Scottish university staff, followed by focus groups with a small sample of respondents was undertaken to explore physical activity and well-being. Twenty-three percent of staff did not meet physical activity guidelines, and low levels of physical activity were statistically significantly related to lower well-being scores. Several barriers to enhancing physical activity were highlighted, with some practical suggestions for overcoming them.

Learning Objectives:

1. Learn that a proportion of university staff, like the general population, would benefit from interventions to increase physical activity and well-being
2. Learn that several barriers exist in the workplace setting which prevent university staff from increasing their physical activity levels
3. Learn that several practical steps could be taken in the university setting to promote physical activity and well-being in university staff

C7iv Workplace Health Management in Practice The example of the University of Natural Resources and Life Sciences, Vienna and the Alpen-Adria-Universität Klagenfurt (Austria)

Waltraud Sawczak, Occupational and Organisational Psychologist, Alpen-Adria-Universität Klagenfurt, Klagenfurt, Austria

Kirsten Sleytr, Personnel Development and Health Promoting, University of Natural Resources and Life Sciences, Vienna, Vienna, Austria

In the working world of the university changes and ongoing development are imperative, but can also elicit resistance. Bound to their social responsibility and the pursuit of sustainability, the BOKU and the AAU, both members of Austrian's Network of Health-Promoting Universities, are fully committed to systematic and evidence-based health management.

Learning Objective:

1. Learn case reports looking at the Alpen-Adria-Universität Klagenfurt and the University of Natural Resources and Life Sciences, Vienna provide participants with an insight into the daily workings of setting-related health promotion at Austrian universities

C8i Healthy University Program at Universidad Rey Juan Carlos, Madrid, Spain: an Application of Charter of Edmonton Objectives (2005-15)

Ana M Martínez Pérez, PhD, Researcher Faculty Member and Anthropologist, Universidad de las Americas, Quito, Pichincha, Ecuador
Carmen Gallardo, PhD, Medical Doctor, Dean of Faculty of Health Sciences, Universidad Rey Juan Carlos, Alcorcón, Madrid, Spain

The Healthy University Program is an experience of health promotion incorporating health education and training of the university community as health promoters linking institutions of higher education with the society which they participate.

Learning Objectives:

1. Learn the octahedron is a methodological device result of theoretical reflection and implementation of a set of experiences that can be applied in other universities
2. Discuss the context of budget restrictions in the countries of southern Europe, the experience of Healthy Universities is a model of health promotion by institutions of higher education that ensures a comprehensive approach to biological, psychological, social and environmental health transferable to other areas of education and health

C8ii Development of the Healthy University Movement in the Asia-Pacific Region

Lancelot WH Mui, PhD, MPH, Lecturer, JC School of Public Health and Primary Care, The Chinese University of Hong Kong, Shatin, NT, Hong Kong

The authors will present a summary of the development of the healthy university movement in the Asia-Pacific region since the 2007 conference. Findings from key stakeholders from universities in the region will be presented and discussed.

Learning Objective:

1. Learn about the latest development of the health university movement in the Asia-Pacific region

C8iii Towards a Thriving University: from Design to Delivery

Rachel Riedel, B.PhysHlthEd, PhD, Wellbeing Educator and Advisor, Student Counselling Service, Victoria University of Wellington, Wellington, New Zealand

Globally there are rising concerns about the mental health and wellbeing of university students. To respond to this concern, Victoria University of Wellington has developed a university wide approach to mental health and wellbeing promotion. Phase one of the roll out is currently underway, which aimed to develop personal skills, strengthen community action and create supportive environments by embedding wellbeing into the curriculum, establishing and working with student and staff wellbeing teams, and rolling out co-curricular life skill education programs.

Learning Objectives:

1. Learn how to harness appreciative inquiry research to gain stakeholder buy in and action regarding university wide mental health and wellbeing promotion
2. From ideas to action: example initiatives that promote mental health and wellbeing of university students

C8iv Healthy Settings, Healthy Students: Outcomes and Opportunities

Peggy Patterson, EdD, Professor, Educational Studies in Leadership, Policy and Governance, Werklund School of Education, University of Calgary, Calgary, AB, Canada

This session will provide an overview of the original 2008 study of Postsecondary Institutions as Healthy Settings: The Pivotal Role of Student Services that was commissioned and supported by ACCC, as well as the outcomes and actions that resulted from the 2009 National Policy Roundtable sponsored by the Young Adult's Working Group of the Canadian Council on Learning that resulted in both an adaptation of the Population Health Model (2001) to focus on Campus Population Health Promotion as well recommendations for Specific Actions and Next Steps in creating healthier campus communities.

Learning Objectives:

1. Understand the findings of the 2008 study of Postsecondary Institutions as Healthy Settings: The Pivotal Role of Student Services
2. Explore the implications of both the findings from this study and the recommendations for future actions and for future policies, such as any revisions to the Edmonton Charter (2006)
3. Refocus attention on the importance of the promotion of student and community health and well-being on college and university campuses worldwide

C9i Between Health Promotion and Health Hazards

Dagmar Gasperl, MSc, Health Manager, FH JOANNEUM University of Applied Sciences, Graz, Austria

Between health promotion and health hazards. The risks of providing workplace health promotion to employees by fellow employees and how to deal with it.

Learning Objectives:

1. Learn how to do deal with the health promotion experts' lack of health awareness
2. Learn how to keep the whole staff healthy
3. Learn what the role of multipliers is and about resilience at our University of Applied Sciences

C9ii Going the Distance to Support Student Success Now and in their Future

Stephanie McKeown, PhD, BA, MA, Director, Okanagan Planning and Institutional Research, University of British Columbia, Kelowna, BC, Canada
Trudy Kavanagh, PhD, BA, MSc, BEd, Senior Instructor, UBC Okanagan, Kelowna, BC, Canada

In 2011 we launched a structured mentoring program at our campus to support young women studying sciences and engineering. We share the methods by which we collect and analyses data for the prospective longitudinal study that accompanies the mentoring program, as well as some of the results that have emerged.

Learning Objectives:

1. An overview of the design of the prospective longitudinal study
2. A summary of the results to-date, with a discussion on the usefulness of rubrics for analyzing these data
3. A discussion on the use of the modified focus group approach and its benefits

C9iii Measuring Student Success; a Tool to Identify Stakeholder Views of Student Success

Joanne Sheehan, Master of Clinical Psychology, Clinical Psychologist, Counselling and Psychological Services (CAPS), Student Support Services, Deputy Vice-Chancellor and Registrar Portfolio, The University of Sydney, Sydney, Australia

We report on a project being conducted at the University of Sydney aimed at developing a brief, quantitative measure capturing the key dimensions of student success. Preliminary results from a survey of stakeholders within the university (e.g., students and academic staff) will be presented, and ideas for how to address potential differences in the way student success is defined will be discussed.

Learning Objectives:

1. Learn about challenges in the definition of student success, and the value of reaching a shared understanding of this concept
2. Hear preliminary results from a survey of stakeholders within the University of Sydney exploring how student success is defined and supported
3. Hear discussion of ideas for addressing identified areas of potential differences in understanding and supporting student success

C9iv From a Traditional Perspective to a Standpoint that Promotes Health and Adaptation: the Case of Peruvian Universities in Lima

Cecilia Chau Pérez-Aranibar, PhD, Professor, Psychology, Pontificia Universidad Católica del Perú, Avenida Universitaria, Lima, Peru

This presentation includes two studies. The first one describes the relationship between university adaptation and self-perceived health among university students in Lima (Peru). The second one analyses how university adaptation and perceived stress can predict physical and mental health among college students.

Learning Objectives:

1. Learn a psychosocial perspective of university adaptation and how this is related to overall health
2. Learn state of the art in university health promotion in Peruvian Universities

C10i MoveU: Collaborative Planning to Increase Student Physical Activity on Campus

Michelle Brownrigg, Director, Physical Activity & Equity, University of Toronto, Toronto, ON, Canada

Physical activity is often overlooked in student services as a key strategy to enhance student engagement. This session will focus on physical activity initiative planning, highlighting the University of Toronto MoveU strategy partner initiatives. Participants will have the opportunity to discuss physical activity as a student engagement strategy, identifying objectives and planning processes to deliver initiatives.

Learning Objectives:

1. Learn about the role of physical activity as it pertains to student academic success, engagement and connection to the university and about the MoveU initiative in particular
2. Consider and discuss principles of partnership and collaboration in relation to planning cross-division initiatives, with physical activity as a focus
3. Consider and discuss effective student leader engagement models, and key considerations in student-staff collaborations and project planning
4. Be able to reflect on the Hierarchy of Effects Model as one method of assessment in relation to collaborative social marketing interventions with a health promotion focus

C10ii Physical Activity and Well-Being in University Students

Gillian C Barton, MSc, PgCert, FRSPH, FHEA, Health Promotion and Public Health Specialist and Senior Lecturer, Faculty of Health and Social Care, Robert Gordon University, Aberdeen, Scotland, UK

An electronic survey of self-reported health behaviours was completed by 693 students at one Scottish university. Ninety-one percent of students reported physical activity levels in keeping with current guidelines; low levels of physical activity were related to lower mental well-being scores. Several health promotion opportunities exist within this population group.

Learning Objectives:

1. Learn self-reported health behaviours of a cohort of Scottish university students
2. Discuss opportunities for improving the health and well-being of university students exist, and possible ways of addressing health behaviours

C10iii MYBENEFIT@UPB.DE – Health Campus at Paderborn University

Uli Kussin, MSc, Head of Collegiate Sports Federation, University of Paderborn, Paderborn, NRW, Germany

Dennis Fergland, MSc, Senior Lecturer, University of Paderborn, Paderborn, NRW, Germany
Melissa Naase, MSc, Head of Healthy Settings Circle, University of Paderborn, Paderborn, NRW, Germany

Active and healthy lifestyle among students. Program and intervention studies to help students gain knowledge and enhance working, learning and life skills to become active and healthy citizens as policy of universities.

Learning Objectives:

1. Learn how to create programs, what sort of methods and criteria could help and how important the combination of scientific data and transfer is
2. Learn the importance of networking and building of expertise in questions of practicability and policy making

C10iv Increased Wellness amongst Active Commuters to a Newly Urban University Campus in Alberta

Suzanne McIntosh, Human Resources, Wellness & Recognition Coordinator, University of Lethbridge, Lethbridge, AB, Canada

Sue Kovach, Scholarships and Finance, Wellness Team Member, University of Lethbridge, Lethbridge, AB, Canada

Session will provide brief overview of wellness programming at U of L, then focus on design, methods, and results of a student research study of work- and non-work-related benefits from active commuting. Special attention will be given to on and off campus features that encourage active commuting, and how these have been maintained and enhanced during suburban to urban evolution around the U of L campus.

Learning Objectives:

1. Learn metrics for examining activity and occupational wellness
2. Learn barriers, opportunities, and 'nudges' for active commuting to a university campus

C11i Engaging the Un-Engageable: LiveWellNYU as a Path to Student Well-being

Allison J Smith, MPA, Manager of Public Health Initiatives and Assessment, New York University, New York, NY, USA

National College Health Assessment data have demonstrated a significant disparity between students' self-perceptions of being healthy and their actual health behaviors, outcomes, and quality of life indicators. Students may not perceive the need to address many of the most prevalent health issues with a health or mental health professional. As such, innovative strategies that extend beyond traditional clinical models are needed to successfully foster student wellbeing. This presentation will introduce LiveWellNYU, a university-wide, multi-dimensional framework that leverages evidence-based, public health interventions combined with innovative strategies to engage NYU students in being active partners in their health and wellbeing. Attendees will learn about: a behavioral economics and grassroots approach to facilitating students into a process of behavior change and help-seeking; leveraging the many touch points on campus that a student encounters; and the LiveWellNYU strategy for mobilizing administrators, faculty members, student leaders, and parents to proactively support and influence the full spectrum of students' health.

Learning Objectives:

1. Identify frameworks for implementing effective campus-wide health intervention
2. Detail approaches for mobilizing likely partners in your campus community to support student health
3. Discuss the role of grassroots tactics for engaging students in being active partners in their own health and wellbeing

C11ii Anti-Bullying Intervention for Nursing Students: Qualitative Evidence towards Up-skilling Students Through the Use of Cognitive Rehearsal Training (CRT)

Michelle Seibel, RN, BN, MA, Senior Lecturer, Thompson Rivers University School of Nursing, Kamloops, BC, Canada
 Florriann Fehr, RN, MN PhD, Assistant Professor, Thompson Rivers University, School of Nursing, Kamloops, BC, Canada

Anti-Bullying Intervention introduced to and evaluated by 3rd year BScN students at Thompson Rivers University. Brief description of study background, methods and findings. A brief demonstration of the intervention will be provided followed by discussion.

Learning Objectives:

1. Have an increased awareness of bullying, how it impacts students, and its effects
2. Have the ability to recognize and address bullying
3. Be able to use the tools presented in the workshop
4. Understand their role in the prevention and management of bullying

C11iii Approaching to Mechanisms of Action that make Possible the Operation of an Inclusion Program of People with Disabilities Javeriana University in Bogotá

Spanish presentation, English interpretation available

Clara Viviana Aldana Sierra, Healthy University Program Assistant, Center for Psychological Counseling and Health, Pontificia Universidad Javeriana, Wellfare Vicerrectoría University, Bogota, Colombia

This session is directed for the people who work at healthy universities and university authorities about the possible actions that can promote the recognition, appreciation, solidarity and cooperation towards the people of the Javeriana educational community with limitations, decreasing the barriers that generate disability in this population.

Learning Objectives:

1. Describe the sociodemographic characteristics of undergraduate students and administrative staff of the Pontificia Universidad Javeriana in Bogotá, regarding any limitations that may cause disability, according to information recorded in the first half of 2014
2. Identify the elements of context that are related to the barriers that create disability
3. Determining the mechanisms that the University can provide to reduce the barriers that create disability
4. Suggest mechanisms of action that can be integrated into the plan of action that is required to operate the Program for inclusion of people with disabilities at the Pontificia Universidad Javeriana

C12i An Enabled Group of Health Promotion Undergraduates, to Improve the Wellbeing of Communities

Harshi Bhagya Karawita, BSc in Health Promotion, Scientific Officer, National Science Foundation Sri Lanka, Colombo, Western Province, Sri Lanka

A health promotion process conducted by a group of health promotion undergraduates of the Rajarata University of Sri Lanka in order to improve the wellbeing of rural community and theirs. The process included with effective and innovative intervention methods to address determinant factors of malnutrition, tobacco use and gender based violence. Further more the intervention package included with innovative tools and methods to improve the wellbeing of the student group.

Learning Objectives:

1. Learn how people could empower to increase and control over their health without expense high amount of money/funds and within the students' capacity
2. See the difference of health promotion approach and stressfulness innovative methods in promoting health among general population and university students

C12ii A Health Promotion Intervention to Improve the Social Wellbeing of University Students in the Rajarata University of Sri Lanka

Harshi Bhagya Karawita, BSc in Health Promotion, Scientific Officer, National Science Foundation Sri Lanka, Colombo, Western Province, Sri Lanka

A health promotion intervention conducted to improve the social well being of university students. Current status of social well being was assessed and identified determinant factors by using innovative data collection methods. Those factors were addressed through several health promotion activities such as mood chart and it significantly improved the social well being status.

Learning Objectives:

1. Learn how the social well being could be improved within the group without expense high amount of money
2. Learn innovative health promotion tools to improve the social wellbeing
3. Discuss how this project produced a detailed document on components of social well being and its definition created according to the local setting

C12iii Interventions in Health Promotion and Prevention in Public Spaces on Campus: The Experience of the Pontificia Universidad Católica de Chile

Spanish presentation, English interpretation available

María Soledad Zuzulich, MSc, Nurse Midwife, Universidad Católica de Chile, Santiago, Chile
 Náyade Rodríguez, Nurse Midwife, Universidad Católica de Chile, Santiago, Chile

How to implement awareness activities with a brief intervention in campus courtyards. To promote healthy habits; water consumption and reduced sodium intake are encouraged and heart-attack risk is evaluated. A significant group who do not consult spontaneously is captured, because they are not symptomatic and unaware of their own health habits.

Learning Objectives:

1. Learn about the experience of health interventions in non-traditional settings, installing a provisional basic infrastructure and high traffic areas in college
2. Learn the pattern of brief counseling intervention based on motivational interviewing to encourage water consumption, reduce sodium intake and to detect coronary risk

C12iv Growing Healthy, Active and Happy in my Garden

Nelson Enrique Rodriguez Sanchez, PhD, MPH, Bogota, Columbia

This research project was born from the Professional Social Responsibility of a teacher of physical education area of preschool educational institution of the city of Bogotá, which was impossible to attack a public health problem as childhood obesity is individually decides to make an intersectoral, interdisciplinary and participatory of all actors that are part of the institution and the people who interact with intervention

Learning Objectives:

1. Learn how organized, implemented and evaluated a health promotion program for the prevention and mitigation of overweight in early childhood educational institution that does not mean to
2. Learn about the results after being executed various intervention strategies for the prevention and mitigation of overweight in children between 4 and 6 years individually and collectively
3. Learn about the major difficulties and enemies in promoting health in early childhood lives in the investigative process

12:15pm - 1:30pm	Lunch (provided) & Wellness Activities Interactive Poster & Exhibit Viewing
12:30pm - 1:30pm	Plant Walk with Dr. Melanie Jones <i>Join Dr. Jones (UBCO Biologist) for an extraordinary opportunity to explore Okanagan campus plant life!</i>

1:30pm - 3:00pm

Concurrent Sessions D*Includes 25% of interaction and/or Q&A***D1i Building a Post-Secondary Mental Health Program - It takes a Village!****Lorelei (Lori) D Weber**, *Lethbridge, AB*

This presentation outlines how one Canadian University started a post-secondary mental health initiative and breaks it down to assist in with a useful toolkit for adoption in other post-secondary institutes.

Learning Objectives:

1. Overview of program development of a post-secondary mental health program
2. A useful reality based toolkit to assist with creation or expansion of participant's mental health program

D1ii Post-Secondary Student Mental Health: A Guide to a Systemic Approach**Su-Ting Teo**, *MD, Associate Professor, Director of Student Health and Wellness, Ryerson University, Toronto, ON, Canada***Cheryl Washburn**, *PhD, Registered Psychologist, Director Counselling Services, University of British Columbia, Vancouver, BC, Canada***Patricia Kostouros**, *PhD, Psychologist, Associate Professor, Mount Royal University, Calgary, AB, Canada***Jonathan Morris**, *MA, Director, Public Policy, Research and Provincial Programs, Canadian Mental Health Association- BC Division, Vancouver, BC, Canada*

Canadian Association of College and University Student Services (CACUSS) in collaboration with the Canadian Mental Health Association (CMHA) created a guide to assist campus personnel with a systemic approach to assess their spaces in seven key areas. Discussions and exercises will engage participants in using the guide.

Learning Objectives:

1. Understand the guide as a tool that will provide strategies and promote mental health on campuses
2. Understand the seven key areas of the guide
3. Develop strategies for using the guide on their campus

D2i The Role of Career Education in Contributing to a Healthy Campus Community**Tony Botelho**, *MA, Director, Career Services & Volunteer Services, Simon Fraser University, Burnaby, British Columbia, Canada***Rosie Dhaliwal**, *MEd, RD, Health Promotion Specialist, Health and Counselling Services, Simon Fraser University, Burnaby, BC, Canada*

This session explores how a career development lens supports mental well-being at post-secondary institutions. This will be done by sharing of research and examples of practice. Participants will be encouraged to discuss the principles within their own contexts.

Learning Objectives:

1. Learn how a career development lens supports mental well-being
2. Learn how the principles of health and well-being can be central in any campus service or department

D2ii Transforming how we Assist Students with Peer-to-Peer Support**Juannittah J Kamera**, *BScN, MSc, HPPH, Nurse and Health Promotion Programs Coordinator, Ryerson University, Toronto, ON, Canada*

Can bringing in external resources for informal peer-to-peer student groups assist health promotion staff to support and positively impact the work the groups perform? Ryerson University and the Self-Help Resource Centre discuss their collaboration to meet growing demand for mental health support and equip student leaders to function more effectively.

Learning Objectives:

1. Understand the benefits of engaging external peer support training resource on campus
2. Address liability issues associated with engaging external resources
3. Success and challenges encountered during the Ryerson and SHRC collaboration
4. Seeing the evolution of peer-to-peer support on campus and how participants can leverage powerful student networks that already exist at their schools
5. Principles of Intentional Peer Support that focus on what's strong instead of what's wrong

D3i Collaboration Is Key: How Strategic Alliances Helped to Establish a Sustainable Tobacco Prevention, Reduction, and Cessation Program at Thompson Rivers University**Chelsea L Corsi**, *RN, BScN, BSc, Wellness Coordinator, Thompson Rivers University, Kamloops, BC, Canada***Janine Chan**, *BSc, BA, RRT, CAE, Lecturer, Respiratory Therapy, Thompson Rivers University, Kamloops, BC, Canada*

Participants will learn how TRU respiratory therapy and wellness centre faculty collaborated to establish a sustainable tobacco prevention, reduction, and cessation program on campus. They will learn how RT faculty transformed the existing curriculum in the required pharmacology and second year clinical lab courses to include new content about nicotine replacement and pharmacotherapies for tobacco reduction/cessation; brief intervention and motivational interviewing skills; health promotion, community development, and population health theories; and student research opportunities. Finally, we will discuss feedback from the student's perspective about their experience in being involved in curriculum changes and health promotion work as historically this has not been a component of the RT curriculum.

Learning Objectives:

1. Learn how TRU respiratory therapy and wellness centre faculty collaborated to establish a sustainable tobacco prevention, reduction, and cessation program on campus
2. Learn how RT faculty transformed the existing curriculum in the required pharmacology and second year clinical lab courses to include new content about nicotine replacement and pharmacotherapies for tobacco reduction/cessation; brief intervention and motivational interviewing skills; health promotion, community development, and population health theories; and student research opportunities
3. Discuss feedback from the student's perspective about their experience in being involved in curriculum changes and health promotion work as historically this has not been a component of the RT curriculum

D3ii Social and Psychological Factors Related to Lifestyle Profiles among University Students in a Chilean University**Gabriela Nazar**, *PhD, Associate Professor/Psychologist, Facultad Ciencias Sociales, University of Concepcion, Concepcion, Chile*

Health promoting and damaging behaviours are shown in clusters configuring certain profiles. Four classes of lifestyles' profiles were identified among university students using a latent class regression model. Only a 17.2% of the students surveyed showed a healthy lifestyle. Healthier lifestyle profiles were related to living with family, be involved in religious and sport activities and positive academic, family and physical self concept. Risk profiles were related to gender (male) and positive social self concept.

Learning Objectives:

1. Characterize the lifestyle behaviours in university students
2. Identify lifestyle profiles and related variables

D3iii Active Ageing in an Intergenerational Perspective: A Strategy for a Health Promoting University

Elza Maria de Souza, *Professor, Departamento de Saúde Coletiva, Universidade de Brasília, Campus Darcy Ribeiro, Asa Norte, Brazil*

Health promotion movement has become the main type of approach to change the old paradigm of health and health systems. However, it is still ongoing as the biomedical model is still hegemonic, as there are plenty of financial and political interest involved in it. However, the health promoting universities movement offers a chance to change this scenery by changing attitude of students and community to transform rhetoric in practice.

Learning Objectives:

1. Learn that simple and non expensive programmes can be effective in promoting intergenerational trust and solidarity, self perception of health status, social participation and intersectorial integration
2. Learn that older persons and adolescents are potential source of human capital for health promotion and community improvement

D4i Organizational Compassion: an Approach to Building Healthy Campus Communities

Anne H Simmonds, *RN, PhD, Nursing, Lawrence S. Bloomberg School of Nursing, University of Toronto, Toronto, ON, Canada*

In this interactive roundtable discussion, we will consider the philosophical underpinnings of compassion and examine the organizational conditions that foster the recognition of suffering, empathetic concern and compassionate responses within campus communities. We will also explore individual and collective actions that can promote healthy, compassionate campus environments.

Learning Objectives:

1. Examine the meaning of organizational compassion and discuss ways in which this can be applied to promoting healthy campus communities using a social-ecological framework
2. Generate strategies - individually and collectively - that can foster the creation of compassionate environments within their institutions

D4ii Healthy Campus 2020: Connect, Collaborate, Create

Allison J Smith, *MPA, Manager of Public Health Initiatives and Assessment, New York University, New York, NY, USA*
Michelle Burcin, *PhD, MPH, MCHES, Program Director, UG Programs, School of Health Sciences, Walden University, Minneapolis, MN, USA*

Data show there is a gap in implementing effective strategies on college campuses associated with population-level improvements. The Healthy Campus 2020 framework, with national 10-year objectives and an evidence-based action model, provides a roadmap to improve the health of all students, staff, and faculty on college campuses across the United States. This session, led by the current and immediate past Chair of the American College Health Association's Healthy Campus Coalition, will lay the groundwork for building a movement around Healthier Campuses. An interactive discussion will explore the value of public health interventions on college and university campuses and the imperative to demonstrate improved student outcomes.

Learning Objectives:

1. Describe Healthy Campus 2020 principles and action model for achieving improved population-level improvements
2. Discuss strategies for communicating to key stakeholders the value of investing in effective public health interventions on college and university campuses

D5i Learning from LE,NONET: Holistic Supports for Indigenous Students

Robert L A Hancock, *PhD, LE,NONET Academic Coordinator, Office of Indigenous Affairs; Adjunct Assistant Professor, Department of Anthropology and School of Environmental Studies, University of Victoria, Victoria, Canada*

This session will offer participants an opportunity to explore the connections between programming for Indigenous students (both academic and student support) and health-promoting activities on campus, focusing on lessons learned from the experiences of LE,NONET.

Learning Objectives:

1. Identify ways that health promoting activities and Indigenous programming intersect
2. Describe the holistic character of Indigenous programming and the ways in which it can be influenced by Indigenous models of health
3. Describe the ways in which support for Indigenous students, faculty, staff and community members can contribute to other programs fostering diversity on campus

D5ii Aboriginal Health Promotion: an Approach and Program at the University of Alberta

Fay L Fletcher, *PhD, Associate Professor, University of Alberta, Edmonton, AB, Canada*
Patricia Makokis, *EdD, Adjunct Professor, University of Alberta, Edmonton, AB, Canada*

Statistics show that First Nations and Metis people in Alberta experience a disproportionate amount of ill health and are underrepresented in post-secondary institutions. Participants will hear about a community based participatory research project that resulted in a health promotion education program engaging Aboriginal learners at the University of Alberta.

Learning Objectives:

1. Discuss a process for including the priorities of First Nations and Metis people in programs of continuing education
2. Discuss a model for university wide engagement of Aboriginal learners

D5iii Academy of Indigenous Scholars; Vision Questing

Anthony Isaac, *BHSc, MSc, Aboriginal Services Coordinator, Okanagan College, Kelowna, BC, Canada*

Okanagan College is currently piloting a multidimensional support program focused on enhancing first year transition to post-secondary for Indigenous students. This holistic program strives to empower youth through engaging them in the process of creating a self-constructed achievement plan. Their tailor-made achievement plan details their involvement in academic supports across existing departments with the overarching goals of reducing attrition, supporting program completion and demonstrating a higher GPA than those not in the program.

Learning Objectives:

1. Learn how to co-create achievement plans for incoming post-secondary students
2. Have an enhanced understanding of how to implement their own holistic Academy of Indigenous Scholars framework
3. Have an enhanced understanding the importance of utilizing Indigenous ways of knowing and doing in academia

D6i Creating an Inclusive Campus: Supporting Health and Human Service Students with Disabilities

Laura Bulk, *BSW, MOT, PhD Student, The University of British Columbia, Vancouver, BC, Canada*

Building inclusive learning communities and facilitating constructive learning experiences for all students requires that campuses are welcome a diversity of perspectives. The underrepresentation of individuals with disabilities in the health and human service professions and professional programs must be addressed. The Inclusive Campus project aims to address the barriers, challenges, and facilitators experienced by students with disabilities.

Learning Objective:

1. Discuss one major barrier to promoting healthy, inclusive, and diverse campus communities, specifically in the health and human service programs

D6ii HiFIVE Initiative: an Anti-stigma Initiative for Social Health

Erika Horwitz, PhD, R Psych, Associate Director, Counselling, Health and Counseling Services, Simon Fraser University, Burnaby, BC, Canada

The Success of any Mental Health Strategy is dependent on how much a certain community stigmatizes against mental illness. Unfortunately, we live in an era in which this type of stigma is still very real. Erika Horwitz will present the HiFIVE initiative that has been launched at SFU and will provide ideas on how others can bring this movement to their campus. It is hoped that this initiative with its pledge, logo and safe spaces will become an international movement to end stigma.

Learning Objectives:

1. Explain mental health in a continuum
2. Describe what Social Marketing is
3. List the many ways in which stigma impacts people and society overall
4. PLAN a campaign at their campus
5. Communicate to their campus communities why this type of initiative is important
6. Implement a step by step plan to establish this initiative in their campus

D6iii The Relationship between Depression and Physical Activity in Undergraduate University Students

Patricia K Doyle-Baker, Dr. PH, MSc, BSc, Public Health, Associate Professor, University of Calgary, Calgary, AB, Canada

Kaitlyn Verge, Undergraduate Student, Faculty of Science, University of Calgary, Calgary, AB, Canada

A scoping literature review identified exercise as a modality for prevention of mental health issues (depression) in university students. An additional study on the overall health of university students was carried out based on this literature review. We hope the results will engage universities to improve the well-being of their students through practical methods.

Learning Objectives:

1. Be the first to review the data collected on physical activity and mental health as measured through the SF36
2. Be inspired to follow with a RECESS study of your own

D7i The Healthy Universities Self Review Tool: has it Supported Higher Education Institutions to Understand and Embed a Whole System Healthy University Approach?

Mark Dooris, PhD, Professor in Health and Sustainability, Healthy & Sustainable Settings Unit, School of Health, University of Central Lancashire, Preston, Lancashire, UK

Sue Powell, PhD, Director, Centre for Innovation & Knowledge Exchange, Faculty of Health, Psychology and Social Care, Manchester Metropolitan University, Manchester, Greater Manchester, UK

Sharon Doherty, MA, Healthy University Co-ordinator, Healthy & Sustainable Settings Unit, School of Health, University of Central Lancashire, Preston, Lancashire, UK

Maxine Holt, RN, Principal Lecturer, Public Health, Centre for Innovation & Knowledge Exchange, Faculty of Health, Psychology and Social Care, Manchester Metropolitan University, Manchester, Greater Manchester, UK

This presentation will focus on the use of the UK Healthy Universities Network's online Self Review Tool, reviewing its development and reporting on research exploring how it has been used and whether it has enhanced understanding and implementation of the 'whole system' Healthy Universities approach.

Learning Objectives:

1. Be encouraged to reflect on what characterises a 'whole system' Healthy Universities approach
2. Learn about how the UK's Healthy Universities Self Review Tool has been developed and used – and what findings have emerged from a research study exploring its use by Network members

D7ii Identifying Actions to Improve Student Mental Wellbeing at a Large Canadian University

Kathleen Lane, MBA, Project Coordinator, University of British Columbia, Vancouver, BC, Canada

Michael Lee, PDOT, MBA (Health), Senior Instructor, Dept. of Occupational Science & Occupational Therapy, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

The Mental Health Needs Assessment examined student, staff and faculty perceptions of student mental health and wellbeing at a large research university. Participants were asked to suggest action items that could be implemented to create a more health-promoting campus community. Students will subsequently be asked to prioritize the study results through a campus-wide student survey.

Learning Objective:

1. Learn about the aspects of life at a large university that students, faculty and staff have identified as negatively affecting student mental health and wellbeing and the potential solutions suggested by study participants

D7iii Healthy Minds/Healthy Campuses Facilitating Student Mental Health in Higher Education through a Provincial Community of Practice

Jonathan Morris, MA, Director, Public Policy, Research and Provincial Programs, Canadian Mental Health Association- BC Division, Vancouver, BC, Canada

Shaylyn Streach, MPH, Provincial Coordinator, Healthy Minds | Healthy Campuses, Canadian Mental Health Association- BC Division, Vancouver, BC, Canada

Sarah Joosse, MEd, Knowledge Exchange and Social Learning Coordinator, Healthy Minds | Healthy Campuses, Canadian Mental Health Association- BC Division, Vancouver, BC, Canada

Healthy Minds | Healthy Campuses is a provincial Community of Practice that has developed into a vibrant social learning space that supports colleges and universities to better promote mental health on their campuses. We will share how processes of "social artistry" have been applied to engage community members to design healthy campuses.

Learning Objectives:

1. How to apply a Community of Practice (CoP) approach within the context of higher education and the common goal of mentally healthy campus communities (e.g. community stewardship, activities, processes of "social artistry," and the inclusion of value creation as an evaluation framework)
2. Engage multiple stakeholder groups within and across organizations and post-secondary institutions to facilitate knowledge exchange, innovation and mobilization
3. Learn how the value proposition for implementing CoPs within higher education settings that can help augment student educational success
4. Discuss key learnings, challenges and opportunities underpinning the community's continued growth

D7iv The Healthy University: Promoting Wellbeing at Universities in Ecuador

Ana M Martínez Pérez, PhD, Researcher, Lecturer and Anthropologist, Universidad de las Americas, Quito, Ecuador

Cheryl Martens, PhD, Head of Research, Universidad de las Americas, Quito, Ecuador, Senior Lecturer, Bournemouth University

Health promotion in Ecuador is particularly important due to the high rates of non-infectious, preventable illnesses. Service learning provides the opportunity to make the promotion of health and wellbeing at the university level available to the wider community.

Learning Objectives:

1. Discuss the improvement of the health conditions of the university community and wider society
2. Discuss the creation of a community development model based on service learning methodology

D8i Promoting Wellness: Application of a Wise “Decision-Making Grid” for Community Nursing

Deborah A Gibson, MScN, RN, Assistant Professor of Nursing, School of Nursing, Trinity Western University, Langley, BC, Canada

Michele Regehr, BN, RN, current MSN Student, Assistant Director of Wellness Centre and Campus Nurse, Wellness Centre, Trinity Western University, Langley, BC, Canada

The current complexity and acuity of patient care can create decision-making challenges for nurses. Consequently, nurses may experience moral distress without the necessary resources to respond to the challenging nature of various work environments. The decision making grid is adapted from the Stinson Wellness Model. It utilizes ‘the pillars of wellness’ and offers an innovative framework to equip nurses to practice in a purposeful, balanced, congruent and sustainable manner; both personally and professionally.

Through a partnership with the Wellness Center, fourth year Community Health Nursing Students incorporate the wellness model through the application of a ‘Decision making Grid.’ Students discover balanced and congruent interventions to support wellness for the client, healthcare professional and institution. Participants of this presentation will understand how the Decision-making Grid is utilized in wellness promotion within the 4th year TWU nursing community nursing clinical experience.

Learning Objective:

1. Understand how the decision-making grid is utilized in wellness promotion within the 4th year TWU community health nursing clinical experience

D8ii Piloting Professional Development in Health Education for BEd Students: a Call to Action

Angela S Alberg, PhD, Postdoctoral Fellow, University of Calgary, Calgary, AB, Canada

Michelle Tkachuk, BSc, MA student, University of Calgary, Calgary, AB, Canada

Alana Ireland, MA, PhD student, University of Calgary, Calgary, AB, Canada

Although teachers are expected to be key agents of health promotion in schools, many lack confidence in teaching about health. Our pilot research shows that a professional development workshop on health catered to students in a BEd program improves confidence, competence and attitudes toward health.

Learning Objectives:

1. Identify the gaps in health education in teacher training programs in Canada
2. Understand the effects of a professional development workshop on improving confidence and attitudes about health education in BEd students

D8iii Experience in Youth Health Leadership, a Participatory Training-Action Proposal in the University Environment

María Fernanda Rivadeneira, PhD Student, Public Health, Department of Health Promotion, Catholic University of Ecuador, Quito, Pichincha, Ecuador

The project “Youth Health Leadership” is a proposal by the Pontificia Universidad Católica del Ecuador, whose main objective is to train university leaders in health promotion. Leaders are able to identify health problems and implement improvement actions. Experience shows that the participation is essential to address problems and implement actions for university peers.

Learning Objectives:

1. Learn the experience of “Leadership in Youth Health” will allow to identify how it has developed and how it could be implemented a participatory process of training in health promotion, where the main actors are the same students who are trained to develop proposals to improve health quality of life of their peers
2. Learn through experience, participants are invited to know how the project, what were the main outcomes, the observed constraints and best practices developed
3. Reflect on the importance of empowering students to design, implement and evaluate proposals for health promotion at the university level

D8iv Public Health Applied Baccalaureate in the Washington State Technical College System

Grace Lasker, PhD, Director, Bachelor of Applied Science Public Health, Lake Washington Institute of Technology, Kirkland, WA, USA

The American Association of Schools & Programs of Public Health (ASPPH) highlights a critical need to develop educational pathways into public health in the community and technical college system. Lake Washington Institute of Technology (Kirkland, WA) has developed an applied baccalaureate degree in public health that includes associate degrees in allied health programs (nursing, dental, physical therapy, occupational therapy, medical assisting, etc) as the first two years of the program. To meet technical college strategic planning, the second two years of the public health curriculum is hands-on and applied, with workforce readiness as a primary driver.

Learning Objectives:

1. Recognize the role of applied, hands-on training in public health or related degree programs for workforce readiness
2. Investigate the contribution toward interprofessional education opportunities by involving allied health programs in public health and associated degrees

D9i Consumer Research & Concept Pilot Indicate that the “Healthy Kitchen” Retail Foodservice Concept is Poised for Success with the Right Healthy Menu and Marketing Mix

Karen Williams, MSc, Director of Health, Wellness & Sustainability, Aramark Canada Ltd, Toronto, Ontario, Canada

A study of university student & faculty eating habits confirms strong demand for a food concept that that promises healthy balanced meals made from scratch with simple, whole ingredients. Locally and/or sustainably sourced food provides a solid foundation contributing to positive perceptions of the brand by supporting local farmers and addressing concerns about the environment

Learning Objectives:

1. Discover how healthy eating is perceived by university students, faculty, and staff
2. Differentiate between the influences of “healthy eating” and “local and/or sustainable sourcing” on consumer decision-making
3. Understand the elements that make up the right menu and right marketing mix for a successful retail foodservice concept focused on healthier choices sourced locally and sustainably whenever possible

D9ii Life Style in a University in Southeastern Mexico

Alejandra Rosaldo Rocha, ME, Professor, UJAT-DAMC, Universidad Juárez Autónoma de Tabasco, Comalcalco, Tabasco, México

The predominant lifestyle in students at a university in southeastern Mexico is Appropriate, so that universities should act as promoters of health and perform actions so that the lifestyle is excellent. The concept of lifestyle is complex, the Fantastic instrument let get an overview of the behavior of a person; this view should be deepened in each category on future studies. Universities are responsible for generating diagnostics of its students’ lifestyles to implement the necessary actions and become healthy environments.

Learning Objectives:

1. Understand how the everyday behaviors of a person make their lifestyle and become in risk agents or health prevention
2. Know the Fantastic instrument and how its applying allows evaluating different categories that make up the concept of lifestyle
3. View the results of applying this instrument in undergraduates from a Mexican university

D9iii Texting-Based Sexual Health Initiative: SextEd, a Case Study

Iradele Plante, BSc, MPH Student, University of Toronto, Toronto, ON, Canada

SextEd is a texting based sexual health service that answers questions via text while providing prompts to local and online resources that are sex-positive, harm-reductive and LGBTQ+ inclusive. This interactive presentation will explore sexual health knowledge acquisition and internet habits among Canadian youth and explain some of the merits and challenges of implementing a program like SextEd.

Learning Objectives:

1. Gain a solid understanding of the research base that covers sexual health knowledge acquisition and habits among Canadian youth
2. Gain insight to the design, production, implementation and evaluation of a texting-based sexual health program, using SextEd as a model

D10i Universities as a Strong Partner in the Process of National Health Policies Implementation

Irena Miseviciene, Professor, PhD, Dr. habil., Medical doctor, Lithuanian Sports University, Lithuanian Association of Health Promoting Hospitals, Kaunas, Lithuania

Universities are strong partners for National health policies development and implementation. WHO coordinated health promotion movements very often are initiated by research groups from universities.

Learning Objective:

1. Learn what Universities can do for national health policy development and WHO Health Promotion movements' initiation

D10ii Promoting Campus and Community Health through Interdisciplinary Cultural Safety Education in the Health Sciences

Donna Kurtz, PhD, RN, Associate Professor, Faculty of Health & Social Development School of Nursing, UBC Okanagan, Kelowna, BC, Canada

Shuswap Elder Jessie Nyberg, Elder Advisor, Canoe Creek Band/Adjunct Professor UBC Okanagan, Kelowna, BC, Canada

This presentation shares our journey of integrating and honouring local Indigenous knowledge within the campus environment and building

Learning Objectives:

1. Discuss the importance of Indigenous knowledge and traditions within university environments
2. Learn ways to foster inclusiveness and voice in curriculum development, delivery, evaluation and research when working in university - Indigenous community partnerships

D10iii Safety and Sanity in the PhD Process

Jenny Tucker, PhD, Auckland University of Technology, Auckland, Aotearoa New Zealand and the Education Network for West and Central Africa (ERNWCA), The Gambia Chapter

The impact of a group of post graduate students from the Institute of Public Policy at the Auckland University of Technology who promote empowerment and encouragement, student well-being and academic success.

Learning Objectives:

1. Gain insight, into student perceptions of safety and mental health, during a PhD process
2. Understand the benefits of collective learning processes which can develop personal and collective confidence

D10iv Health Promoting Universities: a Moemoeā from Aotearoa New Zealand (video)

Heather Came, Department of Public Health, School of Public Health and Psychosocial Health, Auckland University of Technology, Auckland, New Zealand

Keith Tudor, Associate Professor, Head of Department of Psychotherapy & Counselling, Auckland University of Technology, Auckland, New Zealand

D11i Healthy Sydney University, Mental Wellbeing Review

Elly Howse, BA (Hons I) Sydney, MPH Sydney, Senior Project Officer, Healthy Sydney University, The University of Sydney, NSW, Australia

In line with Healthy Sydney University's guiding principle of 'evidence-informed and evidence-generating', members of our Mental Wellbeing working group have prepared a systematic review of the scientific literature monitoring the effectiveness of population-based interventions to promote mental wellbeing within university settings. Interventions were included that were population based and whose primary objective was to improve participants' mental health.

Learning Objectives:

1. Understand the current literature on mental wellbeing promotion (including drug and alcohol) in university settings
2. Explore the gaps in the literature and the possible reasons for these gaps;
3. Consider and discuss recommendations arising from the review, and how these could be implemented in other universities
4. Consider ways of improving this field of literature through supporting more research and evidence-generation in this area

D11ii Creating a Culturally Competent Depression Prevention Program in Schools

Wing Yan (Annabelle) Wong, BSc, MPH, Simon Fraser University, Burnaby, BC, Canada

One out of five adolescents experiences depressive disorder in North America. Given that ethno-cultural background and the risk of getting depression are strongly related, development of culturally competent depression prevention programs should be promoted for reducing adolescent depression and creating healthy campus.

Learning Objectives:

1. Learn the relationship between ethno-cultural background and depression
2. Learn some commonly used theoretical components of depression prevention initiatives
3. Learn a proposed structural framework for the development of cultural competent depression prevention programs in schools

D11iii The Students' Perspective: Supporting Student Mental Health through Campus Change

Megan E Tanner, BA, working on MOT, Occupational Therapy Student, University of British Columbia, Vancouver, BC, Canada

Sarah Slocombe, BSc, working on MOT, Occupational Therapy Student, University of British Columbia, Vancouver, BC, Canada

Using a survey, this study seeks students' perspectives on how the campus can be transformed to best support student mental health and engagement in campus life. Results will be used to inform universities on how to prioritize changes in order to create a healthier campus that best supports its learners.

Learning Objectives:

1. Explain how the campus environment impacts student mental health
2. Identify strategies that universities can use to better support the mental health and well being of students
3. Identify ways in which the university environment can be adapted in order to better support the mental health and well being of student

D11iv Adapting the Guarding Minds @ Work Tool to Better Understand Systemic Impacts on Student Psychosocial Well-being in Higher Education

Alisa Stanton, MPH, Public Health / Health Promotion, Simon Fraser University, Burnaby, BC, Canada

This research builds upon literature from workplace settings in adapting the Guarding Minds @ Work tool to explore psychosocial risk factors within the higher education context. The findings are relevant to all higher education institutions interested in improving student well-being through a systemic and campus wide approach.

Learning Objectives:

1. Describe the process of adapting the Guarding Minds @ Work Tool for the university context
2. Understand the significance of the findings in terms of creating higher education settings that are more conducive to psychosocial well-being

D12i Health Risk Behaviours, Psychological Distress and Passive Coping Clustering among University Students in Ireland: Implications for College Health Promotion

Christine Deasy, *MEd, BSc, Lecturer, Nursing and Midwifery, University of Limerick, Limerick, Ireland*

This paper details students' experiences of stress, the prevalence of their psychological distress, coping and lifestyle behaviours. It will illuminate how health risk behaviours, psychological distress and passive coping aggregate in this population and will make the case for more effective health promotion interventions in the college university setting.

Learning Objectives:

1. Gain more in-depth understanding of the determinants of student psychological health and lifestyle behaviours
2. Gain insight into the prevalence of and link between health risk behaviours, psychological distress and passive coping amongst university students in a large regional university in Ireland
3. Understand the potential impact of student health risk behavior and psychological distress on health and academic achievement
4. Appreciate the need for education providers to actively engage in promoting the health of students arising from deeper understanding of student lived experience of psychological distress

D12ii Application of an Orientation Program on Sexual Health for College Students in Northwestern Mexico

Liliana Vizcarra Esquer, *Instituto Tecnológico de Sonora, Sonora, México*

It is important to realize the risk behavior of young people in the exercise of their sexuality, for effective action and self-care education and promotion of healthy lifestyles in a university student population.

Learning Objectives:

1. Learn how working with youth requires constant effort as within health promotion work is inexhaustible
2. Learn how it is crucial to be a day to have the ability to impact on their education as this will determine which young people move from knowledge to action and to pursue the development of a culture of healthy living

D12iii CANCELLED Attitudes, Behaviours and Sexual Knowledge in University Students

Elizabeth Carmona Díaz, *MSc, Professor, Universidad Juárez Autónoma de Tabasco, Comalcalco, Tabasco, México*

Conceptualization of sexuality in Universidad Juárez Autónoma de Tabasco-Division Academica Multidisciplinaria de Comalcalco nursing students increases significantly after training through courses and workshops taught by a sexologist. Students gain a holistic view of sexuality by restructuring ideas and attitudes through their own experiences or sexual behavior of others, this within a framework of respect and tolerance.

Learning Objectives:

1. Learn the diversity of thoughts about sexual behavior
2. Learn to respect the diversity of sexual expression and behavior from professional health care
3. Encourage a humanistic education that enables holistic health care and human development of people

D12iv Professional interventions in Health Promotion and Prevention to Prevent Skin Cancer in the University Community of the Catholic University of Chile

Spanish presentation, English interpretation available

María Soledad Zuzulich, *MSc, Nurse Midwife, Universidad Católica de Chile, Santiago, Chile*
Náyade Rodríguez, *Nurse Midwife, Universidad Católica de Chile, Santiago, Chile*

To know the experience of performing health professional interventions while working with other departments or units from the university as well as the most effective awareness strategies.

Learning Objectives:

1. Learn how to prevent skin cancer in the university community
2. Learn about an awareness strategy and screening of possible abnormal moles from university people who barely use sunscreen
3. Learn about awareness activities that interest the students and workers that would not consult spontaneously and that are in serious risk of developing a melanoma

D13i Prevalence of Chronic Malnutrition (Stunting) and Associated Factors among Children Aged less than 24 Months in East Wollega Zone, Western Ethiopia

Tsedeke Wolde, *Department of Public Health, College of Medical and Health Sciences, Wollega University, Nekemte, Ethiopia*

This paper presentation a brief description engages university researchers, health workers, public health policy makers and students in assessing, describing, selecting and evaluating public health interventions. It traces the different public health approaches for improving health of the large community, practices the evaluation of such approaches, and introduces students to the health promotion, diseases prevention and rehabilitation principles that underlie the public health interventions.

Learning Objectives:

1. Able to use information and communication technology to assist in health promotion and disease prevention measures for individuals, and families
2. Mobilize communities for health interventions
3. Implement effective and feasible health promotion, disease prevention and control activities

D13ii Assessing the Impact of the Diploma "Training Health Promoters University Students FES Zaragoza UNAM", in their Self-perception of Lifestyles

Cecilia Mecalco Herrera, *Healthy coordinator university, Faculty of higher education Zaragoza, UNAM, Mexico*

Those who are trained must have positive changes in lifestyles to ensure generating a significant change between peers, assuming the slogan that characterizes the program: Health is transmissible.

Learning Objective:

1. Highlight the importance of assessment as well as the program compliance of the diploma course, the generated impact in students in training of health promoters in which success is demonstrated only in 60% of the self-care actions, which forces redirect issues and implement strategies which support the enhancement of the items, in this case, addictions in general

D13iii Participatory Models as the Basis for Consolidation of National UPS Networks: REDCUPS Lessons Learned

Spanish presentation, English interpretation available

María Constanza Granados Mendoza, *Psychologist, REDCUPS, Bogota, Columbia*

Lessons learned from the consultation of the Colombian Network of Health Promoting Higher Education Institutions and Universities: Contributions of a participatory model. Aprendizajes derivados de la consolidación de la Red Colombiana de IES y Universidades Promotoras de Salud REDCUPS, aportes de un modelo participativo.

Learning Objectives:

1. Discuss strengths of a participative model as experienced from a national network's process of consolidation
2. Discuss strategies that favour consolidation of work teams in areas that bring together a variety of actors, strengthen synergies, promote sustainable relationships with government while preserving the autonomy of higher education institutions and universities

3:00pm - 3:30pm Refreshment Break & Wellness Activities
Interactive Poster & Exhibit Viewing

3:30pm - 4:45pm **Plenary | Keynote & Case Studies**
University/College and Community Cross-Sector Collaborations

Successful Implementation of the Ottawa Charter Strategies in Balanga City: a Partnership of Local Government, University and Health

Joet Garcia, Mayor of Balanga, Philippines

Facilitator: Jan Appleton, Senior Manager Public Health and Preventive Programs
Interior Health Authority

Education is the key for sustainable progress recognizing that for learning to be truly effective, the right environment must be cultivated. These realizations put into motion our vision for Balanga "to be a University Town by the year 2020." Attaining this aim would involve the replication of a "university setting" within the entire city to encourage optimum learning. The City of Balanga earned the Philippine Department of Health's (DOH) Hall of Fame "Red Orchid Award" for a 100% smoke-free environment and the Outstanding Healthy Lifestyle Advocacy Award. This endeavor would not have been possible without the cooperation and involvement of the entire Balanga community, the establishment of the University Town Education Council (UTEC) encouraging open communication among the public/private sector and the academe. Balanga City's goal to promote a conducive learning environment has resulted in transforming the youth into well-informed citizens who value a healthy lifestyle and actively participate in community health development.

Case Studies

Evan Adams, MD, MPH, Chief Medical Officer, First Nations Health Authority

Facilitator: Ian Cull, AVP Students, UBC Okanagan

4:45pm - 5:00pm **Conference News Report**

5:00pm - 6:00pm **Meeting - Open to the public**
Input for the Development of Training and Implementation Modules for the Framework for Country Action Across Sector Framework for Health and Health Equity
Kwok-Cho Tang, PhD, Coordinator, Health Promotion with the World Health Organization (WHO)

5:30pm - 6:30pm **Optional Events**
Boot Camp | Exercise on the outdoor fitness loop with certified instructors

6:30pm - 9:00pm **Dinner Banquet | an evening of wine tasting and delicious foods!**
Pre-registration & payment required
Laurel Packinghouse, 1304 Ellis St, Kelowna, BC

Thursday, June 25, 2015

6:30am - 7:30am Yoga

8:00am - 3:00pm Registration Desk Open

8:15am - 8:30am **Conference News Report**

8:30am **Opening Remarks**

Arvind Gupta, 13th President and Vice-Chancellor of the University of British Columbia & Professor of Computer Science, BC, Canada

Cathy McLeod, Parliamentary Secretary to the Minister of Health and for Western Economic Diversification, Kamloops-Thompson-Cariboo, Kamloops, BC, Canada

8:35am - 9:05am **Plenary | Keynote**

An International Charter for Changing Campuses that Change the World

Trevor Hancock, PhD, Public health physician and health promotion consultant and professor and senior scholar at the new School of Public Health and Social Policy, University of Victoria, BC, Canada

9:05am - 9:30am

Reflections from PAHO/WHO & Others

Structure of the Day & Engagement Options

9:30am - 10:00am Refreshment Break & Wellness Activities
Interactive Poster & Exhibit Viewing

10:00am - 12:00pm **Workshop**
New Charter Co-design
Synthesis of Charter Development to Date: Gaps and Questions

12:00pm - 1:00pm Lunch (provided) & Wellness Activities

1:00pm - 2:15pm **Workshop**
New Charter Activation
Strategies & Timeline

2:15pm - 3:00pm **Plenary | Closing Panel**
Future Paths: Reflections by Keynote Speakers & Thought Leaders

Closing Prayer

Elder Grouse Barnes, Westbank First Nation

3:00pm - 4:00pm **Charter Celebration (complimentary refreshments)**
Signing & Networking Event

Arvind Gupta, 13th President and Vice-Chancellor of the University of British Columbia & Professor of Computer Science, BC, Canada

Jim Hamilton, President, Okanagan College, Kelowna, BC, Canada

Tom Macauley, President, UBC Okanagan Student Union, Kelowna, BC, Canada

Enoch Weng, President, Simon Fraser University Student Society, Burnaby, BC, Canada

Leaders of Networks, delegates, and others

4:00pm Adjourn

Poster presenters will be available at their posters for Q&A during the scheduled breaks and lunches.

Association of Quality Of Life, Physical Activity, and Overweight in the Administrative Worker of the University Of Costa Rica

Jeancarlo Córdoba, MSc, Professor, University of Costa Rica, San Pedro, San José, Costa Rica

The Health Promoting Experience at King Saud University, Saudi Arabia

Sulaiman Alshammari, MBBS, MSc, FRCGP, MFPH, Professor and Family Physician, Department of Family and Community Medicine, King Saud University, Riyadh, Riyadh, Saudi Arabia

Implementing Health Promoting Universities Initiatives in Finland

Sirpa Tuomi, PhD, Principal Lecturer in Health Promotion, School of Health and Social Studies, JAMK University of Applied Sciences, Jyväskylä, Finland

Taking a Whole University Approach to Enhancing Health and Wellbeing in One UK University - Examples of Good Practice

Lizzie Sabine, BSc (Hons), Healthy University Co-ordinator, University of the West of England, Bristol, United Kingdom

Predictors of Drop-Out among Canadian Postsecondary Students: A Secondary Analysis

Tricia L da Silva, MA, PhD student, Institute of Medical Science, University of Toronto, Toronto, ON, Canada

Evaluating Process, Outcome and Impact of the Program "University Spaces 100% Smoke Free Tobacco" (EULHT) in a Promoter Health University: the Case of the Universidad Veracruzana

Georgina E Martínez Bonilla, MPH, Student, Instituto de Ciencias de la Salud, Universidad Veracruzana, Xalapa, Veracruz, México

Participation in Health Promotion Activities by Students of an Institution of Higher Education in the Northeast and Southeast Brazil

Natália Olegario, MSc, Physiotherapist, University of Fortaleza, Fortaleza, Ceará, Brazil

Campus Nutrition Education Center: Potential and Impact

Sally R Stewart, PhD, Sr. Instructor and Undergraduate Coordinator, School of Health and Exercise Sciences, UBC Okanagan, Kelowna, BC, Canada

Agents of Change: A Framework for Student Success

Lesley E Beagrie, RN, PhD, Associate Professor, Faculty of Health, York University, Toronto, ON, Canada

Making Supervision Supportive and Sustainable in Primary Health Care Services in Abia State, Nigeria

Ezinna Ezinne Enwereji, PhD, BSc, PGD, MSc, M Phil, Lecturer, College of Medicine, Abia State University, Aba, Abia, Nigeria

Determinants of Disabilities among the Thai Elderly in 2002, 2007 and 2011: A Cross-sectional Study

Pattaraporn Khongboon, PhD, Student, College of Public Health Science, Chulalongkorn University, Bangkok, Thailand

Technological Literacy in Health Professional Education

Lilli Dam, MD, MPH, Nurse, Senior Lecturer, Faculty of Nursing, VIA University College, Aarhus N, Region Midt, Denmark

For The Health of It!

Rhonda C McCreight, MN, Professor, Educator, Thompson Rivers University, Williams Lake, BC, Canada
Sandra L Lachapelle, MNP, Family Nurse Practitioner, Interior Health, Williams Lake, BC, Canada

What are Nurses Contributing to Environmental Sustainability? Findings from an Integrative Review

Cheryl Van Vliet-Brown, BSc, BSN, RN, Registered Nurse/PhD student, School of Nursing, UBC Okanagan, Kelowna, BC, Canada

Online Peer Wellness Coaching: A Promising Practice to Enhance Student Mental Health and Resiliency

Patty Hamblen, MEd, Student Affairs Professional, University of British Columbia, Vancouver, BC, Canada
Diana Jung, MA (in progress), Student Affairs Professional, University of British Columbia, Vancouver, BC, Canada

A Faculty of Education's Roles toward a Thriving Educative Institution

Margaret Macintyre Latta, PhD, Professor, Director, Centre for Mindful Engagement and Graduate Programs, UBC Okanagan, Kelowna, BC, Canada
Annette LaGrange, PhD, Associate Professor, Faculty of Education, UBC Okanagan, Kelowna, BC, Canada
John Tyler Binjet, PhD, Assistant Professor, Faculty of Education, UBC Okanagan, Kelowna, BC, Canada

The Catalan Healthy Universities Network / La Xarxa Catalana d'Universitats Saludables (US. CAT)

Carne Bertran, PhD, Director of the Nursing Department, Faculty of Nursing, University of Girona, Girona, Catalonia, Spain
Dolors Juvinyà, PhD, Director of the Health Promotion Chair, Health Promotion Chair, University of Girona, Girona, Catalonia, Spain

Parque De La Vida: An Open and Creative Health Promotion Initiative Created By the Universidad De Antioquia, Colombia as a Way to Promote Health and Human Dignity

Marcela Garces, MD, MSPH, Physician, Associate Professor, School of Medicine, Universidad de Antioquia, Medellín, Antioquia, Colombia
Greta Romero, Economist MSc, Director, Parque de la Vida, School of Medicine, Universidad de Antioquia, Medellín, Antioquia, Colombia

Promoting Healthy, Inclusive and Respectful Communities through Leadership Development

Illiana Mijares, MEd, MSc, Student Development Educator, Student Engagement and Retention, Simon Fraser University, Burnaby, BC, Canada
Kimberly Thee, BA, Student Development Educator, Student Engagement and Retention, Simon Fraser University, Burnaby, BC, Canada

Assessment of the Food Supply in Cafes at a Public University

Sara Elena Castaños López, BEd, Bachelor Degree Intern in Nutrition, Universidad Autónoma de Aguascalientes, Aguascalientes, Aguascalientes, México
María Del Carmen Rodríguez Juárez, MD, Master in Clinical Psychology, Universidad Autónoma de Aguascalientes, Aguascalientes, Aguascalientes, México
Orlando Medina Camacho, MD, Master in Clinical Psychology, Universidad Autónoma de Aguascalientes, Aguascalientes, Aguascalientes, México

Baseline Dietary Analysis in First Year University Students Enrolled in the R.E.C.E.S.S. Study

Brendan Concannon, Bkin, Research Assistant, RECESS study, University of Calgary, Calgary, AB, Canada
Louise Smith, BSc, Research Coordinator, RECESS study, University of Calgary, Calgary, AB, Canada
Patricia K Doyle-Baker, Dr. PH, MSc, BSc, Public Health, Associate Professor, University of Calgary, Calgary, AB, Canada

A Practicum Student's Investigation into Health-Promoting Activities for University of Calgary Students

Benjamin J Smith, Student, University of Calgary, Calgary, AB, Canada
Patricia K Doyle-Baker, Dr. PH, MSc, BSc, Public Health, Associate Professor, University of Calgary, Calgary, AB, Canada

Building Synergy in Promoting Mental Health Awareness across University Campus

Michael Lee, PDOT, MBA (Health), Senior Instructor, Dept. of Occupational Science & Occupational Therapy, Faculty of Medicine, University of British Columbia, Vancouver, BC, Canada

Gender Differences in Text Message Use May Lead To Relational Conflict

Diana M Lisi, BA, MA Student, UBC Okanagan, Kelowna, BC, Canada

The Legitimization Process of Students with Disabilities in Health and Human Service Educational Programs

Adam Easterbrook, PhD (Sociology), Research Coordinator, The University of British Columbia, Vancouver, BC, Canada
Laura Bulk, MOT, PhD Student, The University of British Columbia, Vancouver, BC, Canada

Something for U!

Genevieve Jin, BA, Health Sciences, Project Initiator, Simon Fraser University, Burnaby, BC, Canada

Twenty Years of Health Promoting Universities in Germany

Kerstin Baumgarten, Professor of Health Sciences and Health Promotion, Hochschule Magdeburg-Stendal, Magdeburg, Germany

Partnerships for Campus Mental Health Promotion

Lesley E Beagrie, RN, PhD, Associate Professor, Faculty of Health, York University, Toronto, ON, Canada

Causes of Irritability in University Students

Alexa Rempel, Undergraduate Honours Student, Irving K. Barber School of Arts and Sciences, UBC Okanagan, Kelowna, BC, Canada

Social Determinants of Health among African Students: Effects on Psychological Health

Johannita Mills-Beale, Student, University of Regina, Regina, SK, Canada

An Interdisciplinary Study of Climate Change Impact on the Health of Inuit People of Canada

Osayomwanbor Osazuwa, Student, Department of Sociology/Social Studies, University of Regina, Regina, SK, Canada

Enhancing Campus Wellbeing through Evidence-Based Projects and a Multi-Level Approach: An Example from UBC Vancouver Campus

Natasha Moore, BSocSci, Research and Evaluation Analyst, University of British Columbia, Vancouver, BC, Canada
Karen Smith, BSc, MA, Lecturer, Dept. of Microbiology & Immunology, University of British Columbia, Vancouver, BC, Canada
Kelly White, MEd, CHES, Acting Student Development Officer, Wellness, University of British Columbia, Vancouver, BC, Canada

Promoting Health in a Costa Rican Community

Marcela Gutiérrez, Universidad Nacional de Costa Rica, Center For General Studies, Heredia, Costa Rica

Application of an Orientation Program on Sexual Health for College Students in Northwestern Mexico

Liliana Vizcarra Esquer, Instituto Tecnológico de Sonora, Sonora, México

Life Style of Students upon University Entry

Maria Elisa Bazán-Orjikh, Physical Therapist, Universidad Mayor, Santiago, Chile

Canadian BEd Curricula: Are Health and Wellness Topics Addressed in Teacher Training Programs?

Alana Ireland, MA, PhD Student, , University of Calgary, Calgary, AB, Canada
Angela S. Alberga, PhD, Postdoctoral Fellow, University of Calgary, Calgary, AB, Canada

Prevalence and Predictors of Hypertension and Prehypertension among University of the West Indies (UWI) Cave Hill students in Barbados

T Alafia Samuels, MBBS, MPH, PhD, Faculty of Medical Science, Cave Hill Campus, University of the West Indies, Bridgetown, Barbados

A Proposed Health-promoting Curriculum for Health Professional Pre-licensure Programs

Laura Lee MacDonald, Doctoral Student, Applied Health Sciences PhD, University of Manitoba, Winnipeg, MB, Canada

Swknaqinx Health Modules - Health within a Culturally Safe Context: Indigenous Perspectives Course

Donna Kurtz, PhD,RN, Associate Professor, Faculty of Health & Social Development School of Nursing, UBC Okanagan, Kelowna, BC, Canada

Optional Social Activities

UBC Okanagan Walking Tour | *Explore the campus trails and natural environment with our self-guided tour.*

Sustainability Walking Tour | *Take a self-led campus sustainability walking tour and visit a series of sustainable stations around campus.*

Residential School Art Installation

Prayer & Meditation | *Space will be available for prayers and meditation throughout the conference.*

Design Lab/Charter Development | *Lab will be open throughout the conference*



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