

2016 2020



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Acknowledgment

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

No G o , M.A.

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

Endorsement

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

φ M , MA

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

Executive Summary

Canada's Secondary Mental Health and Well-being Strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and well-being of young people in Canada. It is a comprehensive strategy that recognizes the need for a coordinated and integrated response across all levels of government, the private sector, and civil society. The strategy is based on the following principles: equity, evidence, and engagement. The strategy is a national framework that provides a common vision and approach to mental health and well-being for young people in Canada. It is a living document that will be updated as needed to reflect changes in the landscape of mental health and well-being for young people in Canada.

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

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

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

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

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

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

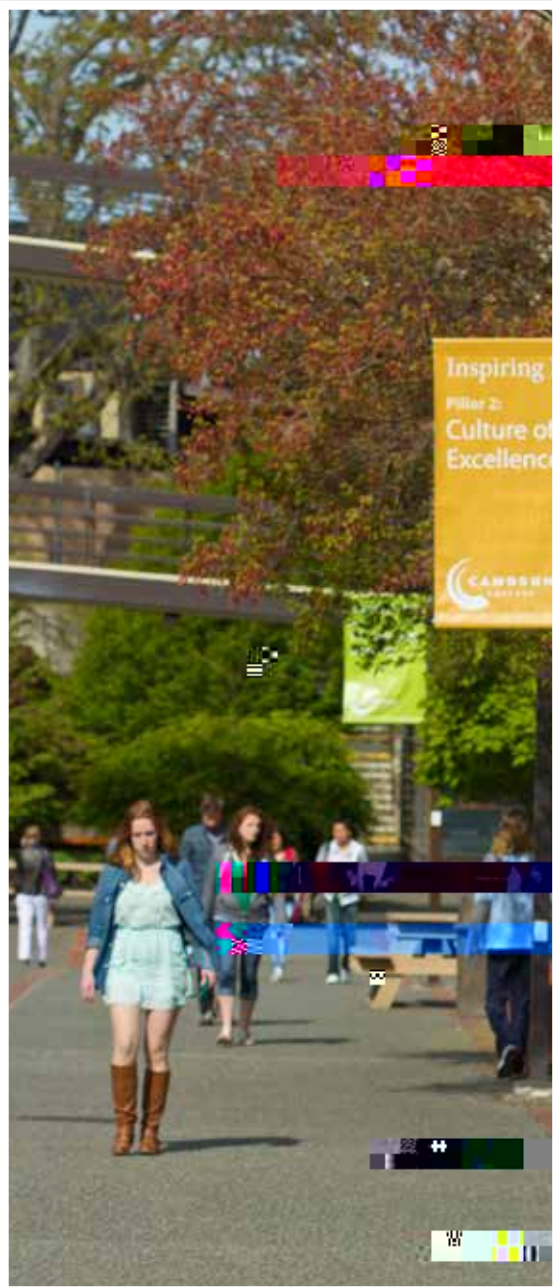
- **Mental Health Strategy** Simon Fraser University

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

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

- **0.45 0Td003Tj0v1 d003Tj0v1 d00i2s773prta**

-



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

Б а а о , о о о а а а :

1.

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

2.

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

3.

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

4.

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

5.

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

Guiding Principles

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

Goals Key Objectives

1. Policies, Procedures and Practice

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



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

Goals

Key Objectives

2. Supportive Campus Environment and Student Connections

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

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

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a - a a a o u o o u u a a o ma u - .

- **Student connections and engagement**

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

- **Peer support**

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

- **Access to learning and community activities**

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

3. Mental Health Literacy, Engagement and Support

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

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

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

- **Learning and well-being**

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

- **Community Supports for distressed students**

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

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

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

Goals

Key Objectives

4. Campus Mental Health Services

Eu o o o
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 a o am u
 m a a - a ,
 mo a
 o a a
 u o o u o
 a m o o a

- **Service information and promotion**

Eu a uo a o o o ma o u a G m a a - a

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

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

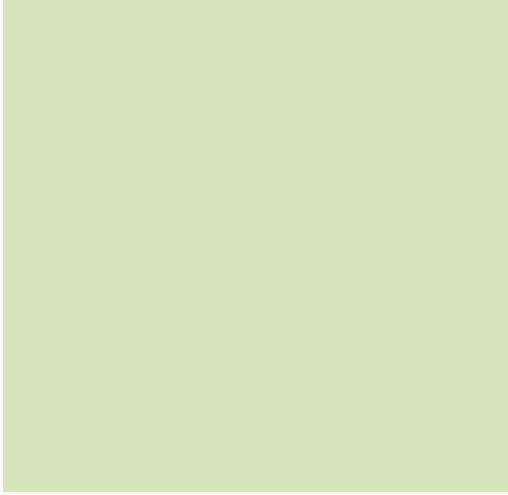
- **Consultation with employees**

Ma a o mmu ao m a a u G . P b m a o
 o u ao a u o G m a a - a o G mo o o u
 u o o a

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

Eu ma a o o u o o G m a a - a a
 o o a a o a o , P b a o u o a a o a a o o a o mmu m a
 a o u



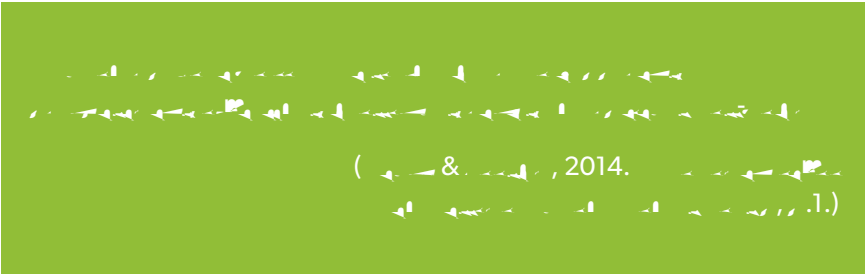


STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

Preface

I am pleased to have the opportunity to share the findings of the *University of South Australia Student Well-being Survey 2015* with you. The survey was conducted in 2015 and provided valuable insights into the mental health and well-being of our students. The findings highlight the importance of student well-being and the need for a comprehensive strategy to support our students. This strategy aims to address the identified needs and provide a framework for action. It is a collaborative effort involving staff, students, and external stakeholders. The strategy is designed to be flexible and responsive to the changing needs of our students. It is a living document that will be reviewed and updated as necessary. We hope this strategy will provide a clear path forward for supporting our students' mental health and well-being.

In 2005, the University of South Australia conducted a survey to determine the mental health and well-being of its students. The findings of this survey were used to inform the development of the *University of South Australia Student Well-being Strategy 2005-2010*. This strategy was a landmark document in the history of the University and set the foundation for the current strategy. The findings of the 2005 survey revealed a high prevalence of mental health issues among students, with a significant proportion reporting symptoms of anxiety, depression, and stress. The strategy identified key areas for action, including providing support services, promoting a culture of well-being, and addressing environmental factors. The current strategy builds on the success of the 2005 strategy and incorporates new insights and best practices. It is designed to be more comprehensive and proactive in its approach. The strategy is a result of extensive consultation with students, staff, and external partners. We believe this strategy will effectively address the mental health and well-being needs of our students and create a more supportive and inclusive campus environment.



Current National Trends

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

Guiding Principles

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

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

Strategy Development Process

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

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

Board of Trustees, Office of the President, and the Office of Student Support Services at Camosun College.

1. Policies, Procedures and Practices

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

Examples of Current Supporting Initiatives

- ✓ Domestic Violence and Sexual Assault (Camusun Health and Safety 2013).
- ✓ The Student Support Services (SSS) program provides support and resources to students.
- ✓ Camosun's Student Support Services (SSS) program provides support and resources to students.
- ✓ The Student Support Services (SSS) program provides support and resources to students.
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- ✓ The Student Support Services (SSS) program provides support and resources to students.

Key Objectives and Recommended Actions:

1. College communication and information

1.1 College communication and information

1.1.1. College communication and information

Recommended Actions:

- X 1.1.1.1. College communication and information
- X 1.1.1.2. College communication and information
- X 1.1.1.3. College communication and information

1.2 Policy review and development

- 1.2.1. Policy review and development
- 1.2.2. Policy review and development

1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning and assessment, and use a variety of assessment methods.
- Review and evaluate the effectiveness of the curriculum, instruction, and assessment methods used.

Recommended Actions:

- X Provide a variety of learning activities that promote learning and assessment, and use a variety of assessment methods.
- X Review and evaluate the effectiveness of the curriculum, instruction, and assessment methods used.
- X Assess the effectiveness of the curriculum, instruction, and assessment methods used.

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

- Review and evaluate the effectiveness of the program readiness, entry, exit and re-entry practices used.

Recommended Actions:

- X Develop a variety of program readiness, entry, exit and re-entry practices that promote learning and assessment, and use a variety of assessment methods.
- X Review and evaluate the effectiveness of the program readiness, entry, exit and re-entry practices used.

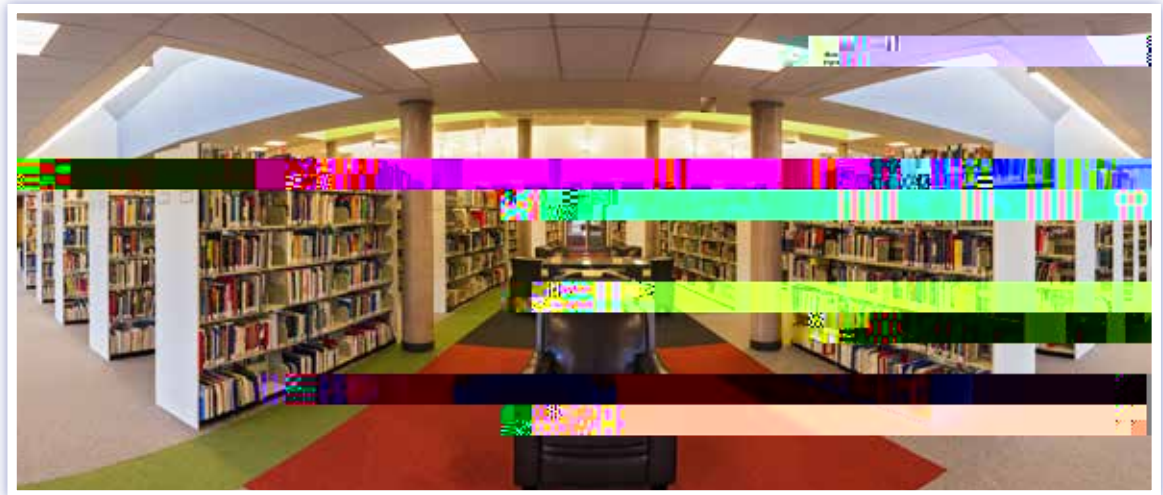


2. Supportive Campus Environment and Student Connections

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

Examples of Current Supporting Initiatives

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



Key Objectives and Recommended Actions:

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

2.1 Space design and a climate of well-being

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

Recommended Actions:

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

2.2 Student connections and engagement

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

Recommended Actions:

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



2.3 Peer supports

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

Recommended Actions:

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

2.4 Access to learning and community activities

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

Recommended Actions:

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



3. Mental Health Literacy, Engagement and Support

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

Examples of Current Supporting Initiatives

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



Key Objectives and Recommended Actions:

☞ : 6 u o ' o a m o m m a o a [a]

3.1 Mental health literacy and a culture of compassion

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

Recommended Actions:

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

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

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

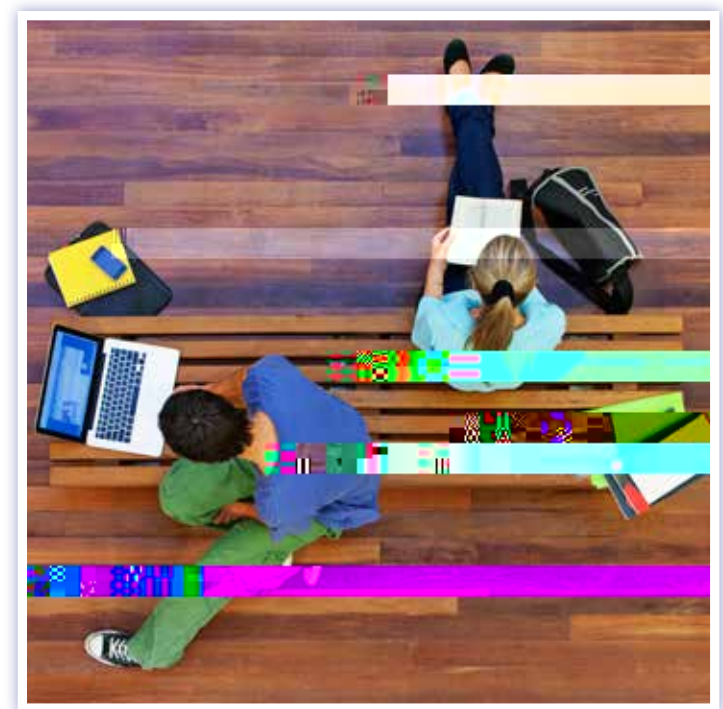
3.2 Learning and well-being

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

Recommended Actions:

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

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



3.3 Community supports for distressed students

Provide a safe space, support, and resources for students who are experiencing distress. This includes providing a safe space for students to express their feelings and concerns, and providing resources such as counseling and support groups.

Recommended Actions:

- X Provide a safe space for students to express their feelings and concerns. This can be done through individual counseling, group counseling, or support groups.
- X Develop a plan for providing support to students who are experiencing distress. This plan should include identifying the signs and symptoms of distress, and providing resources such as counseling and support groups.
- X Develop a plan for providing support to students who are experiencing distress. This plan should include identifying the signs and symptoms of distress, and providing resources such as counseling and support groups.

3.4 Collaboration with employee-designated/targeted mental health initiatives

Collaborate with employee-designated/targeted mental health initiatives to provide support and resources for students who are experiencing distress. This includes providing a safe space for students to express their feelings and concerns, and providing resources such as counseling and support groups.

Recommended Actions:

- X Implement a plan for providing support to students who are experiencing distress. This plan should include identifying the signs and symptoms of distress, and providing resources such as counseling and support groups.
- X Evaluate the effectiveness of the plan for providing support to students who are experiencing distress. This can be done through regular communication with students and staff, and through the use of surveys and other assessment tools.
- X Implement a plan for providing support to students who are experiencing distress. This plan should include identifying the signs and symptoms of distress, and providing resources such as counseling and support groups.



4. Campus Mental Health Services

Goal: Ensure the provision of accessible, effective, interconnected campus mental health services, which employ “best practice” knowledge and strategies in the support of students who are experiencing psychological distress.

Examples of Current Supporting Initiatives

- ✓ **University of South Florida**, **University of Miami**, **University of North Florida**; **Dade County** **University of Miami**.
- ✓ **Tampa Bay** **University of South Florida**, **University of Miami** **University of North Florida**.
- ✓ **University of South Florida** **Dade County**, **University of Miami**, **University of North Florida**, **University of South Florida**.
- ✓ **Faulkner University** **University of South Florida** **Dade County** **University of Miami**.

Key objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

4.1 Service information and promotion

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

Recommended Actions:

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

4.2 Capacity, effectiveness and responsiveness of services

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

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

Recommended Actions:

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

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

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

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

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

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



4.3 Consultation with employees

Pō mō o u ao a u o ̄ m a a - a a ̄ m o o o u u .

Recommended Actions:

- X Ha o u o a o u a o ̄ o am , u u a o o o mao , m a a o a o a u , a o m a a m / u a o o u m , o a o o o m u .
- X E o i o m u o mao a a o a o a o o o D a R o u C a ̄ u S .

4.4 Connections with Provincial and community resources

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

Recommended Actions:

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



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

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

Examples of Current Supporting Initiatives

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

Key Objectives and Recommended Actions:

№ : 0 u o ' o a m o mm a o a [a]

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

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o a o a a o u o a a o o o .

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

Recommended Actions:

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

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

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

5.2 Communication, training and roles within the college community

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

Recommended Actions:

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

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

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

X P o j o m o m a a u a o a o o u o o o o a o o o u o a
a o u .

5.3 Responding to campus-based crises and critical incidents

CONCLUSION

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



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