



# **The International College of Manitoba's Mental Health Framework**

July 2022



# Land Acknowledgement

The International College of Manitoba recognizes its presence on the traditional territory of Anishinaabe (Ah- nish-in-ah-bay), Cree (Kree), Oji-Cree (Oh-jee-Kree), Dakota (Duh-koh-tuh) and Dene (De-ney) peoples, and the birthplace and homeland of the Métis (Mei-tee) Nation. Our presence on this traditional land is sustained by drinking water from the community of Shoal Lake 40 First Nation in Treaty 3 Territory and electricity from beyond Treaty 1 Territory, including Nelson River in Treaty 5 Territory. As part of the larger organization, Navitas, we respect all the Treaties going beyond Treaty 1 Territory, as well as ancestral and unceded homelands of Indigenous Peoples.

Land is sacred to Indigenous Peoples and acknowledging the land and territory which you are on is a long-standing Indigenous cultural practice. Land acknowledgements remind us whose original homelands we're on and are an important practice to show respect for its original inhabitants while honouring the spirit of reconciliation. We as a community want to express our gratitude for the Indigenous Peoples of this land and their relatives who continue to care for the land.

As an educational organization welcoming newcomers, ICM acknowledges that although newcomers may not be responsible for the past harms done, we all benefit from this land and the dispossession of Indigenous Peoples. We witness the ongoing legacy of colonial oppression, systemic racism, and violence. We recognize that our privileges stemming from our cultural identities and access to resources allow us to thrive on these lands. We all have a responsibility to learn of past harms, to acknowledge present issues, and to commit to reconciliation for the future through thoughtful and intentional action.

Together we stand witness to the inherent resiliency, strength, conviction, and courage of Indigenous communities in overcoming adversity. We endeavour to cultivate self-awareness and compassion, relearn Canadian history and unlearn misperceptions that reinforce discrimination of Indigenous Peoples. As a partner to Winnipeg's Indigenous Accord, we are committed to moving forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration to ensure an inclusive safe space for everyone.

# Equity Statement

ICM is committed to fostering an inclusive, accessible environment, where all community members feel valued, respected, and supported. Following the principles of equity, diversity, and inclusion, we strongly encourage, support, and reinforce the inclusion of all individual community members, including those who identify as 2SLGBTQ+, gender diverse, Indigenous, racialized, or persons with disabilities, in the implementation and promotion of this framework.

Within Canada, all individuals and groups are protected under Human Rights legislation. The Human Rights Code and The Canadian Human Rights Act ensure that ICM complies with all applicable human rights requirements and accessibility legislation, such as reasonable accommodation for students with special needs.

# Statement from Leadership

The International College of Manitoba strives to prioritize the mental health of its community members. This framework has been created using the [National Standard for Mental Health and Well-Being for Post-Secondary Students Toolkit](#) to ensure thorough implementation of best practices.

The transition to post-secondary life is a major milestone and can be very exciting but at the same time can be overwhelming. We understand that the College, staff, and student experience at ICM can greatly impact an individual's mental health. Having good mental health has been linked to higher levels of satisfaction, resiliency in the face of new experiences and challenges, stronger academic performance, strong social connections, and overall better mood (Sherman, 2019).

Many international students have the additional pressures of adapting to an unfamiliar academic environment while simultaneously dealing with language barriers, culture shock, homesickness, financial pressures, and newfound personal independence. These things have been shown in some cases to affect mental health and well-being (Jones et al., 2020). This framework demonstrates ICM's commitment in prioritizing student mental health through the development of specific initiatives to raise awareness, to appropriately respond to disclosures with compassion and professionalism, and to work with experts in this field to develop programs and offer services that are responsive to emerging trends and current students' needs.

*This document will be reviewed on a yearly basis to ensure best practice.*



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# Contents

- VISION ..... 5**
- DEFINITIONS ..... 5**
- ICM’S COMMITMENTS ..... 6**
  - Awareness Building ..... 6
  - Formalized Training ..... 7
  - Disclosures ..... 9
  - Community Partner Engagement ..... 10
  - Development & Review of Programs, Policies, and Initiatives ..... 11
- HOW TO GET HELP ..... 12**
  - Mental Health Support ..... 12
  - Suicide Response ..... 14
  - Support for those in Crisis ..... 15
  - Wellness Checks ..... 16
- REFERENCES ..... 17**

# Vision

ICM strives to be intentional in considering student mental health and works to provide prompt and efficient service responsive to students' needs. This attentive care results in students feeling connected to their community and that ICM is their family away from home.

ICM's vision for this mental health framework is to:

1. **Raise awareness** of mental health and wellness through a targeted communications strategy, providing students with accessible resources to best support them with mental health needs throughout their time at ICM;
2. Improve the mental health literacy of students, staff, and faculty through **formal training**, allowing individuals to properly respond to disclosures and, where appropriate, refer students to community resources for additional support and care;
3. Create a welcoming environment where students feel safe and cared for when sharing **disclosures** of mental health concerns;
4. Engage with **community partners** to provide expertise, resources, and services to optimize the students' experience;
5. Develop and routinely assess the effectiveness of both emerging and existing **programs, policies, and initiatives** to ensure that mental health is considered and prioritized.

# Definitions

- **Disclosure** - Telling someone what has happened to receive emotional, medical, or advocacy support.
- **Emotional Crisis** - Temporary disturbance of mental balance caused by a threat associated with the meaning of life, important values, in confrontation with important life problems (Ciucias, 2020)
- **Inappropriate Relationship** - A relationship where one person holds more power over the other and abuses their power to benefit themselves and as a result, negatively impact the other person's life. There can be no consent given in this type of relationship. For example, a teacher to student, teaching assistant to student, staff member to student, etc.
- **Intervention** - When an action is taken to help somebody or improve a situation.
- **Mental Health** - Ability to enjoy your life and thrive. It is about managing the highs and low of everyday in a healthy and balanced way (CMHA, 2020)
- **Resiliency** - Overcoming challenges and moving forward to live a fulfilling life.
- **Stigma** - Negative ideas about a certain topic. A topic that is not discussed due to fear of being judged negatively.
- **ICM Staff** – Staff working at the College in a variety of different roles.
- **Student Services Staff** – ICM staff who support the academic, experience, and success of the student.
- **Student Success and Wellness Staff** – ICM staff consists of Student Success Advisors, a Student Success Coordinator, a Student Wellness Manager, an Associate Director (Academic and Student Success), and an Associate Director (Student Experience and Wellness). This team works with students and provides academic and wellness guidance.

# ICM's Commitments

## **AWARENESS BUILDING**

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*ICM strives to normalize talking about mental health and mental illness to remove the stigma of asking for help. To raise the awareness of mental health and wellness through a targeted communications strategy, providing students with accessible resources to best support them with mental health needs throughout their time at ICM, ICM commits to:*

- Providing psychoeducational information through social media and other means to destigmatize mental health via social media platforms
- Promote resources such as the Mental Health Framework and “Student Guide for Life in Winnipeg”
- Create easy access to mental health resources on Student Portal, college website, and Instagram. Ensure students are aware of their location through semesterly awareness campaigns as well as in day-to-day interactions with students through mandatory first-term programming for new students, ICM support courses, psychology class visits, and advising services.
- Incorporate mental health awareness content in ICM support courses and programming (ex: mandatory first-term programming for new students, REBOOT, MAP for Success)
- Ensure students see themselves being represented in developed collateral, with the diversity of the ICM community represented in staff, faculty, student groups, events, publications, website, and other student-focused materials
- Maintain a resource library on Student Portal
- Conduct routine check-in emails at key times throughout the term, particularly for new students who are adjusting to life in Winnipeg
- Provide students resources to help with their transition into the University of Manitoba, providing awareness of services available to them at the UM. Each term, implement the ICM transition module, How to Apply Workshops, and connect students to The International Centre.
- Promote the resiliency of students facing academic difficulties through the Academic Probation process and support resources such as Reboot and advising.
- Provide a walkthrough of our student-facing resources to all ICM staff to ensure they can appropriately refer students
- Promote 24/7 mental health support included as part of students’ insurance package through campaigns around essential information including insurance coverage and important deadlines regarding status in Canada. Send to students at various times throughout the term via email and social media updates. This will alleviate any stress students could encounter if they are not aware of important deadlines and processes.
- Every year, ensure the ICM community is aware of academic accommodations policy and processes provided by Student Accessibility Services.
- Offer individual and group meetings, programming, and campaigns during high stress times, (i.e. midterm and finals). Examples include group study sessions, student led events, and access to advising supports

## FORMALIZED TRAINING

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*To improve the mental health literacy of students, staff, and faculty through formal training, allowing individuals to properly respond to disclosures and, where appropriate, refer students to community resources for additional support and care, ICM commits to supporting Students, Staff, and Faculty with specific training opportunities:*

### Students

ICM is a community that prides itself on creating a trusting environment. ICM has a well-rounded community of student leader volunteers that engage with students on a regular basis. As disclosures about mental health problems are most often made on a foundation of trust, it is not uncommon for students in mentorship roles to receive these disclosures. Mental health awareness and training for students in mentorship roles has become increasingly important. ICM therefore commits to:

- All student leader managers will be offered the opportunity to become Mental Health First Aiders at no cost to themselves. Volunteers will feel equipped to support and refer students who are experiencing difficulties.
- For all students, mental health and wellness resources are embedded into the curriculum of all mandatory first-term student programming. Further development and improvements will be made in the coming year to enhance the mandatory first-term programming for new students.
- Offering annual training to students who are interested in learning how to safely intervene as a bystander in instances where sexual violence, relationship violence, or stalking, thereby supporting peers going through challenging experiences that may negatively impact mental health.
- Provide students resources to help with their transition into the University of Manitoba, providing awareness of services available to them at the UM. Each term, implement the ICM transition module, How to Apply Workshops, and connect students to the International Centre.

### Staff

It is our priority to ensure that staff recognize and respond effectively to students who are struggling with their mental health. To best support staff with formalized training, ICM commits to:

- All Student Services staff will complete Mental Health First Aid training within the first six months of employment with ICM to ensure they have the tools to support and advocate for students.
- Ensure all Student Success staff are ASIST trained (Applied Suicide Intervention Skills Training) to respond to students experiencing suicidal ideation, within six months of commencing employment.
- Ensure all Student Success staff are trained on responding to sexual violence disclosures, within six months of commencing employment.
- Ensure Student Services staff will also be provided with crisis intervention training to ensure they are equipped to respond to a student in crisis, within twelve months of commencing employment.
- Ensure all Student Success staff are trained in trauma-informed care, within twelve months of commencing employment.
- Ensure all staff are aware of the legal obligations and understand the scope of informed consent, confidentiality, and privacy.
- Participate in other training programs (both in-person and online) in the areas of trauma, mental health, counselling skills, and violence prevention, along with team debriefs to better understand how these learned concepts can be implemented within an ICM context to better enhance the student experience.

## Faculty

Instructors are often the first point of contact for students seeking mental health support. Many times, instructors are the first to see a student struggling. It is important that instructors feel confident and supported in recognizing and responding to students in need. To support instructors with identifying students at risk and appropriately referring them over for further support, ICM commits to:

- Continue offering support that includes but is not limited to sharing circles, More Feet on the Ground training, debrief support, and consultation services, for instructors on a termly basis.
- Provide annual Mental Health First Aid training opportunities.
- Ensure faculty are aware of the legal obligations and understand the scope of informed consent, confidentiality, and privacy.



## DISCLOSURES

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*To create a welcoming environment where students feel safe and cared for when sharing disclosures of mental health concerns, ICM commits to:*

- Welcoming students to seek advising and guidance on many topics, including mental health, from Student Success Advisors and Student Wellness Manager.
- Continue to offer both remote and in-person advising options to provide safe spaces responsive to students preference for disclosure and safety.
- Ensure interactions with students shall be undertaken with a clear appreciation of the principles of privacy and confidentiality which apply to the entire post-secondary community and community partners, including but not limited to, administrators, faculty, staff, and peer leaders. All interactions with students should adhere to the specific provincial, territorial and federal legal privacy requirements
- Reviewing the scope of privacy, confidentiality, and informed consent with students.
- Respond to disclosures using the ALGEES model, where the risk of suicide or harm is assessed, listen non-judgementally, give reassurance, encourage appropriate professional help, encourage other supports, and practice self-care.
- Ensure that student information is kept confidential and private through secure software. ICM instructors and staff are made aware of confidentiality practices and expected to always adhere to them. Students are made aware of confidentiality as well as instances where confidentiality may need to be broken.
- Providing access to personal records upon request for copies to an ICM staff member.
- Have Mental Health First Aid certified staff or leaders present at group workshops and programming for students where disclosures may be expected, such as exam stress events or Brave Space check-in sessions.
- With informed consent, refer students to appropriate services. If students decide to seek support and share their mental health concerns with an ICM staff member, information about them will not be released to any third party (e.g. Instructors, Associate Director, Principal, other health practitioners) without their informed, voluntary, written consent.

### WHAT IS INFORMED CONSENT?

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Verbal and written information on the obligations, responsibilities, and rights of both the person who is disclosing and the support staff. This includes:

- The potential risks and benefits;
- A review of the possible outcomes that a disclosure may result in.

Please note, however, that there are important exceptions to the duty of confidentiality which include the following circumstances:

- If you are at risk to hurt yourself or another person;
- If there is a Subpoena by a court of law requiring disclosure;
- If there is concern for the safety of others on campus, the support person will consult with the Crisis Response Centre and/or others crisis responders;
- If there is an inappropriate relationship where one person holds more power over the other and has abused this power to benefit themselves;
- If you are discussing a situation involving a risk of abuse or neglect to children (under 18 years of age)\*.

\*Mandated Reporting: In Manitoba, it is the legal obligation of all to report suspected child abuse of minors, 17 and younger, to Child and Family Services (CFS).

## COMMUNITY PARTNER ENGAGEMENT

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*ICM believes in a well-rounded student experience that encompasses not only the academic journey of a student but also their involvement in the on-campus and off-campus communities. To engage with community partners to provide expertise, resources, and services to optimize the students' experience, ICM commits to:*

- Support students through a holistic model, engaging them through various events and workshops delivered by external providers.
- Actively engage with community partners in the fields of mental health, suicide prevention, sexuality, anti-racism, housing, and more.
- Students can seek advising and guidance on many topics, including mental health, from on-campus University of Manitoba resources, such as counselling services and accessibility office.
- Grow its relationship with UM student resource providers to foster greater awareness and access to resources for students
- Grow its relationship with community organizations to foster greater awareness and access to resources for students
- Throughout the term, foster and create diverse safe spaces for students to join and connect with other community members both online and on-campus
- Create opportunities for ICM community members to collaborate and be involved in committees, workshops, and campaigns to ensure that all voices are heard
- Regularly recognize and celebrate community members who have come together to prioritize ICM community mental health
- Review content of the first-semester mandatory onboarding course for students in the Summer 2022 term to be more community-focused and interlace mental health support throughout the curriculum.
- Provide students resources to help with their transition into the University of Manitoba, providing awareness of services available to them at the UM. Each term, implement the ICM transition module, How to Apply Workshops, and connect students to The International Centre.
- Through a formal Student Affairs Advisory Group, comprised of staff representatives from both ICM and the UM, review current and emerging trends relating to mental health and identify strategies to support students in the future.
- Engage stakeholders, including any community supports and providers, in active regular dialogue that facilitates understanding of stakeholders' needs, goals, and limitation

## **DEVELOPMENT & REVIEW OF PROGRAMS, POLICIES, AND INITIATIVES**

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*To develop and routinely assess the effectiveness of both emerging and existing programs, policies, and initiatives to ensure that mental health is considered and prioritized, ICM commits to:*

- Review all community facing documents such as the ICM Student Handbook, as well as our process and policy communications, to ensure that they follow person first and psychologically attuned messaging to further create an environment that prioritizes the mental health of ICM students
- Review content of the first-semester mandatory onboarding course for students in the Summer 2022 term to be more community-focused and interlace mental health support throughout the curriculum.
- Routinely review the content of the ICM transition module for students completing the ICM program, ensuring it has current information and services responsive to emerging student trends.
- Create a mental health survey to be run on a yearly basis to assess mental health needs of the ICM community by end of Summer 2022 term and to be implemented Fall 2022 term.
- Gather data on the specific needs of students related to mental health and well-being, and shall identify strengths, problems, gaps and opportunities for continuous improvement and to set priorities for action
- Provide students other opportunities to share about their own and their peers' mental health needs through focus groups and social media campaigns, which in turn will assist the college in developing resources and programming to support positive mental health.
- Review current policies and implement practices that value student's well-being and provide opportunities for success and growth. Regular review of student-facing communications and policy documents will be conducted.
- Create a duty to accommodate policy, allowing students to request academic accommodations
- Establishing a Mental Health working group that consists of ICM staff members and will incorporate input from students and instructors on various mental health initiatives, including the review and implementation of this Mental Health Framework document and its commitments. The working group will also routinely review the resources listed in the "Guide to Life in Winnipeg" for relevancy and currency. This committee will be responsible for raising awareness, connecting students, instructors, and ICM staff together through social media campaigns, workshops, and other awareness promoting activities. This group will also ensure that all resources are current and accessible to all students at ICM
- Ensure policies and practices that support student mental health and well-being inform the institution's strategic goals, planning, resource allocation decisions, and appropriate community relationships.
- Complete an annual assessment on progress of this Mental Health Framework, completed by the Mental Health Working Group and in consultation with ICM senior leadership, to ensure adherence to ICM's commitments.
- Ensure that all members of the ICM community, including diversity of student voices, are actively encouraged to participate in the development, implementation, evaluation, and continuous improvement of the framework.

# How to Get Help

## **MENTAL HEALTH SUPPORT**

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Students are encouraged to seek help and support if they are experiencing mental health concerns or mental illness.

ICM staff are trained to best support students during their time at ICM and can connect them to help. We understand stigma is a barrier to receiving support and help and know that starting a conversation can be difficult. ICM works to create a safe environment that practices acceptance and non-judgement. Please note that conversations will remain confidential and private. Please see the previous section for more information.

There are a variety of resources and professionals that can help. For a full list, please view “Adjusting to Life in Winnipeg” on the Student Portal - Student Resources - Documents - Non-Academic Resources - “Adjusting to Life in Winnipeg.”.

At the College, most staff are trained in Mental Health First Aid. Mental Health First Aid provides ALGEES support to someone who is going through a mental health problem can help them to understand they are not alone, and how they can get some help.

Those who are needing support will experience the following support:

- A- Assess for the risk of suicide or harm.
- L- Listen Non-Judgementally
- G- Give Reassurance
- E- Encourage appropriate professional help
- E- Encourage other supports (friends, family, other organizations or groups)
- S- Self Care (supporting others through mental health problems can be distressing. It is important you also take care of you and talk to someone if you need support.)

For more information on how to become trained in Mental Health First Aid please visit [www.mhfa.ca](http://www.mhfa.ca)

## Mental Health Resources

All ICM students have access to Student Success Advisors who are available to help students navigate academic, and personal concerns. Advising services are offered both online and in-person. Please email: [advisor@learning.icmanitoba.ca](mailto:advisor@learning.icmanitoba.ca) visit the [Student Success Advising page](#) for more information. Advisors can assist students to connect with mental health resources if students so choose.

Some of these resources are as follows:

- [KeepMe Safe](#) - 1-844-451-9700
- [National Suicide Crisis Hotline](#) - Dial 988 from any device for calls or texts
- [UM Health Services](#) - 204-474-8411
- [UM Student Support Case Management](#) 204-474-7423
- [UM Student Counselling](#) - 204-474-8592
- [On Campus Emergency \(Security Services\)](#) - 204-474-9312
- [Klinik Crisis Line](#) - 204-786-8686
- [Mobile Crisis Service](#) - 204-940-1781
- [Manitoba Suicide Prevention/Support Line](#) - 1-877-435-7170

## Supports in the Community

- Canadian Mental Health Association [Navigation Hub](#) - 204-775-6442 or email: [hub@cmhawpg.mb.ca](mailto:hub@cmhawpg.mb.ca)
  - Specialists help find the best care or service to match your needs
- [Community Health Centres](#)
- [Anxiety Disorders Association of Manitoba \(ADAM\)](#) - 204-925-0600
- [Mood Disorders Association of Manitoba](#) - (204) 560-1461

## SUICIDE RESPONSE

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Thoughts of suicide are normal and many people will have them at some point in their lives. Suicidal thoughts occur on a spectrum and don't always mean that a person wants to die. Having these thoughts can be a red flag that further help is needed. At ICM, the Student Success Team and the Student Wellness Manager are trained to respond and provide referrals for professional help to those experiencing thoughts of suicide or non-suicidal self-harm. For students in distress, they will be assessed for risk of suicide. Assessment may look like the following:

The support person will ask questions about the frequency, duration, and intensity of thoughts. They will also explore if there is a plan, timing in place, and availability of means to do so.

Once the support person has this information, they will gather information on factors that are putting the student more at risk, and factors that are protecting the student.

In most cases, a safety plan will be made with the student. A safety plan keeps people safe. It is a list of resources, support people, places, and more, that a person can access when they are needing immediate support and experiencing suicidal thoughts.

Further referral to support (as noted above) and help will be provided.

Potential referral services include Crisis Response Centre (CRC), Health Sciences Centre (HSC), emergency police services, and others.

Students in immediate need of support are encouraged to contact the following services:

- [\*\*National Suicide Crisis Hotline\*\*](#) - Dial 988 from any device for calls or texts
- [\*\*Crisis Response Centre \(CRC\)\*\*](#) - 204-940-1781
- [\*\*Mobile Crisis Services\*\*](#) - 204-940-1781
- [\*\*Manitoba Suicide Line\*\*](#) - 1-877-435-7170
- [\*\*Klinik Crisis Line\*\*](#) - 1-888-322-3019
- [\*\*International Suicide Hotlines\*\*](#) - Click here to find your country

## SUPPORT FOR THOSE IN CRISIS

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What is a mental health or emotional crisis?

A crisis is any situation that puts a person at risk of harming themselves or others and/or puts them at risk of being unable to care for themselves or function in a healthy manner.

At times, students come to Canada and can experience being in crisis. This may be caused by a number of factors including: stress, undiagnosed mental illnesses, academic stress, financial issues, relationships problems, and more. The resources below can help those in crisis.

For those in emergency situations, call 911.

Organization	Contact Information	Purpose & Services
<b><u>Crisis Response Centre (CRC)</u></b>	(204) 940-1781 877 Bannatyne Ave.	Crisis response service for adults in Winnipeg. Provides assessment, crisis intervention, treatment, referrals to mental health support and peer support
<b><u>Mobile Crisis Services</u></b>	204-940-1781 877 Bannatyne Ave.	Within CRC – offers to meet with individuals in crisis at a location within Winnipeg that is comfortable for them, either in their home or a safe location.
<b><u>Manitoba Suicide Line</u></b>	1-877-435-7170 <a href="http://reasontolive.ca">reasontolive.ca</a>	Provides free and confidential counselling to those with thoughts of suicide or supporting those. Dependent on the immediate severity, can track calls with the help of police.
<b><u>Klinic Crisis Line</u></b>	Phone: (204) 786-8686 Toll free: 1-888-322-3019	Provides free and confidential counselling, support and referrals for people who are in crisis or struggling to cope.  *For those who are hesitant about using the lines, please see <a href="#">this statement</a> .
<b><u>International Suicide Hotlines</u></b>		Suicide prevention and other support across the world.  <a href="http://opencounseling.com/suicide-hotlines">opencounseling.com/suicide-hotlines</a>
<b><u>Child Helplines</u></b>		International counselling support and agencies.  <a href="http://childhelplineinternational.org/child-helplines/child-helpline-network/">childhelplineinternational.org/child-helplines/child-helpline-network/</a>
<b><u>Kids Help Phone</u></b>	<a href="http://kidshelpphone.ca">kidshelpphone.ca</a> Call a counsellor: 1-800-668-6868	“Kids Help Phone is Canada’s only 24/7, national support service. We offer professional counselling, information and referrals and volunteer-led, text-based support to young people”.
<b><u>National Suicide Crisis Hotline</u></b>	Dial 988 from any device for calls or texts	A safe space to talk, 24 hours a day, every day of the year <a href="http://988.ca">988.ca</a>

## WELLNESS CHECKS

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Also known as a well-being check, this occurs when a friend, family member, or community member is concerned about a person's mental health and safety. It is often done for those experiencing a mental health or emotional crisis.

The concerned person contacts local law enforcement and mental health workers to visit the person's residence and check on their physical and emotional safety, and well-being. The person will be encouraged to seek help and assisted in planning forward.

In many situations, this is a last resort option.

### Residence Wellness Check

If there is concern about a student who lives on campus's well-being, a request can be made to [Security Services](#) at the University of Manitoba to do a wellness check.

Their number is: (204) 474-9312.

### Police Wellness Check

If there is concern about a student's well-being and they live off-campus, a request can be made to Winnipeg Police Services and mental health clinicians to do a wellness check.

Their number is: (204) 986-6222.

### Mental Wellness

Studying abroad can be a rewarding and memorable experience. It is our hope that students are successful in their studies and move through the process having good mental health and positive well being. The ICM community takes pride in putting the mental health of its members to the forefront of everything we do.

There are small things that each of us can do on a daily basis to take care of ourselves:

- ✓ Deep breathing
- ✓ Getting regular exercise
- ✓ Eating a well-balanced diet
- ✓ Journaling
- ✓ Connecting with friends, community members, family

For more self care ideas, please see [Six ways to practice self-care \(camh.ca\)](#)

Together we will meet our goal of supporting one another to take care of our mental health and seek support or encourage others to seek support when needed, and to take care of ourselves and each other.



# References

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