

2016 2020



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## Acknowledgment

T Caro u G Su M a H a a W - Sa o u  
o a o ou o m a ou a m  
o Caro u H a M Go u , u o o m S o L a  
G u , E u a o L a Tam, 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 ' Su M a H a a W - Sa 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 Student Mental Health and Well-Being Strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and well-being of students in Canada. It is a comprehensive strategy that recognizes the unique challenges and needs of students and provides a framework for action. The strategy is based on the following principles: student-centred, evidence-based, and collaborative. It is a national strategy that recognizes the unique challenges and needs of students and provides a framework for action. The strategy is based on the following principles: student-centred, evidence-based, and collaborative.

- **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.

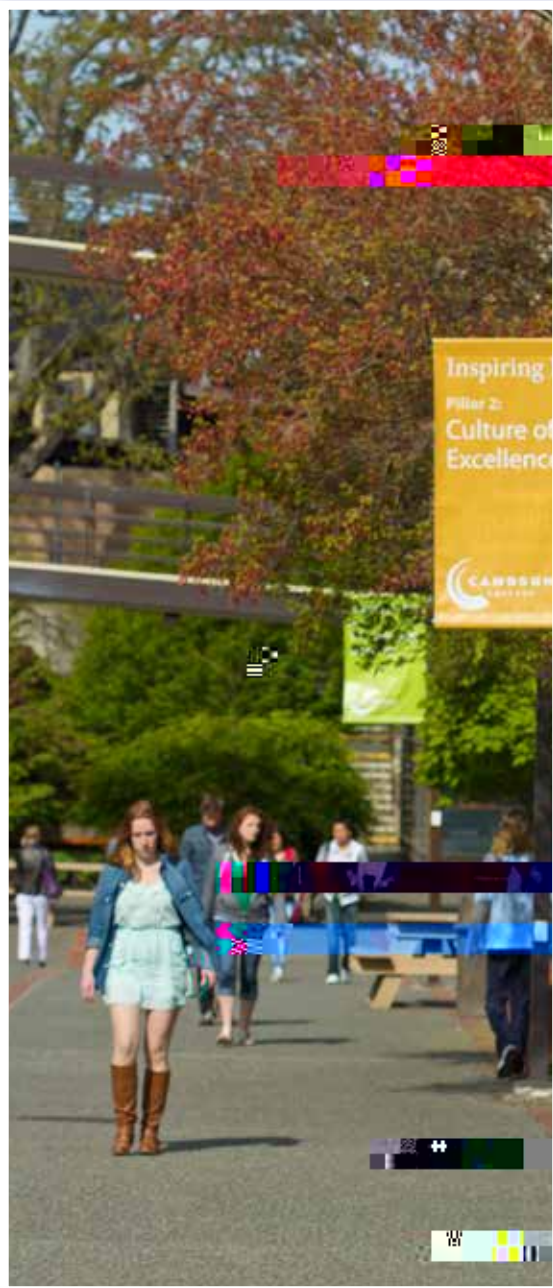
- **Mental Health Strategy** Simon Fraser University

- **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 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 o 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  
ao o ,a a  
o o o ,@ 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 o a u o u m a - @  
o mmu ao 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 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 , 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

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

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

Eua a oao o a ooa u a a u ,  
a - a aao u o o u ua a o ma u - .

- **Student connections and engagement**

. Eoua o ma a o ma u o o ou u , ou a o o a .  
. I a o m o u u mu o o a , o am, u uuma  
a o , o u a a o a ouom .

- **Peer support**

Eoua o m o u a a a u o o am a o m a a  
aa , 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 au 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 mo  
am u .

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

Po o o u o mo a u o a u o ma o a a a o m a a  
a - , a o u a u , a o a m a a o m o a ao  
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  
ao u a o m , a o u o u Cam u o .

- **Community Supports for distressed students**

Po m a a a o ma o , u o ao a a a o u a  
o o u o mo 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 ao a , o - a a a o ma 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

E u o o o  
a ua ,a ,  
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**

E a u o a o o o m a o o u a G m a a - a

- **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 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 m a  
o

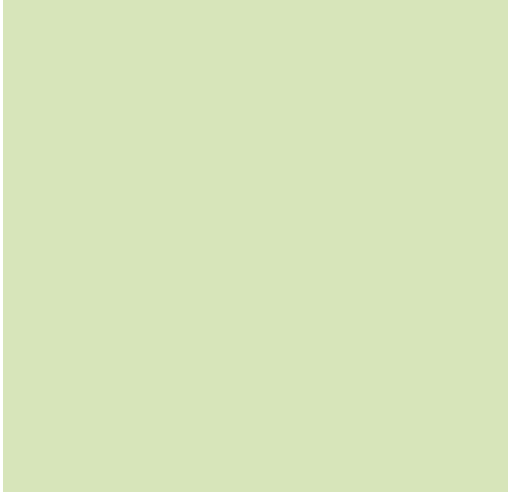
- **Consultation with employees**

M a a o m m u a o m a a u G . P b m a o  
o u a o a u o G m a a - a o G m o o o u  
u o o a

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

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



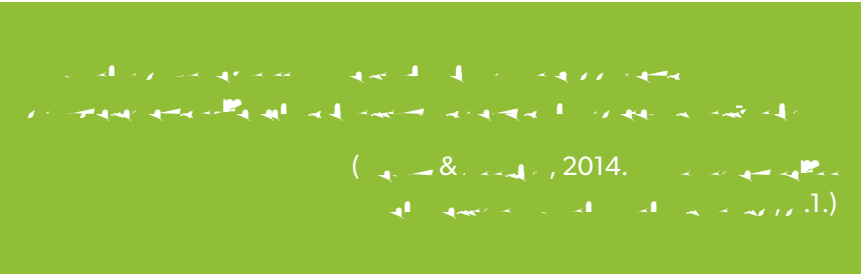




# STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

## Preface

I 2005, Cam u G ' D o o Su S o a o -  
 o u r o u m a a . O a o a o a  
 a a m a a m a r o u f  
 m a a a o a m u , a a m a a a  
 m o a .  
 A a : G m o o a G m R o P a S u o  
 S u M a H a G a o u . R a a u a  
 o u a u o m a a o m o a m o , a  
 a o a m , a u a S u P o R o u C ' [SPRC]  
 o u m : P b r o M a H a a P S u G  
 a G m m u S [2004], a J E D o u a o : F a m o o  
 D o I u o a P b o o o A u D o S u a G  
 S u [2005].  
 I 2009, a m o a a o o o u A C a m u M a  
 H a F a m o o C a m u G . A u a a o u 2011:  
 F a a C a m u G M a H a G o u a C a m u M a H a  
 F a m o , a m o u u a o  
 G a a m .  
 T j m o m u - a C a m u G M a H a  
 G o u a J u 2011. T o u a a o a  
 a a a m u - a a a m , u a m o . I  
 J a u a , 2015 u a o o o o o m o T  
 C a m u G S u M a H a a W - S a .



## 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 r o u o m m m , a o a a o a r o 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 r 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 r 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 ,





### 1.3 Curriculum, instruction and evaluation

- Engage students in a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- Review and evaluate student work to ensure quality and provide constructive feedback.

#### Recommended Actions:

- X Provide a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and provide constructive feedback.
- X Assess student learning and provide feedback to improve performance.

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

- Review and evaluate student work to ensure quality and provide constructive feedback.

#### Recommended Actions:

- X Develop a variety of activities that promote learning, including self-reflection, peer review, and student feedback.
- X Review and evaluate student work to ensure quality and provide constructive feedback.

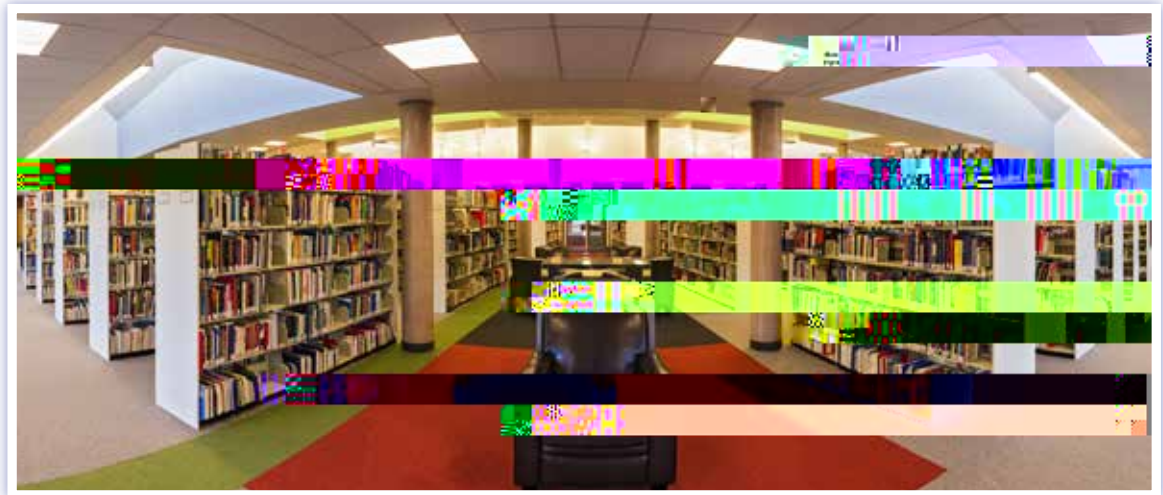


## 2. Supportive Campus Environment and Student Connections

**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 clean, safe, and healthy, and that it provides a climate of well-being for all students.

#### Recommended Actions:

- X Assess the current state of the learning environment and identify areas for improvement. This includes conducting a risk assessment, a health and safety audit, and a well-being audit.
- X Develop a plan of action to address the identified areas for improvement. This plan should be based on the findings of the audits and should include specific actions, responsibilities, and timelines.
- X Implement the plan of action and monitor progress. This includes regular communication with staff and students, and regular reporting on progress.
- X Evaluate the effectiveness of the plan of action and make adjustments as needed. This includes conducting regular reviews and audits.

### 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 clean, safe, and healthy, and that it provides a climate of well-being for all students. This also includes ensuring that all students have access to a safe and healthy learning environment, and that it provides a climate of well-being for all students.

#### Recommended Actions:

- X Conduct a survey of student connections and engagement. This survey should include questions about student satisfaction, student engagement, and student connections.
- X Develop a plan of action to address the identified areas for improvement. This plan should be based on the findings of the survey and should include specific actions, responsibilities, and timelines.
- X Implement the plan of action and monitor progress. This includes regular communication with staff and students, and regular reporting on progress.
- X Evaluate the effectiveness of the plan of action and make adjustments as needed. This includes conducting regular reviews and surveys.





### 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 .

**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 Student Union, a student-led organization, has been instrumental in raising awareness of mental health issues on campus.
- ✓ The Camosun Community of Practice (COP): Well-Being and Learning, a group of faculty and staff, has been instrumental in supporting students who are experiencing psychological distress.
- ✓ The Office of Student Support Services, in partnership with the Student Union, has been instrumental in providing support to students who are experiencing psychological distress.
- ✓ The Student Union, in partnership with the Student Union, has been instrumental in providing support to students who are experiencing psychological distress.
- ✓ The Student Union, in partnership with the Student Union, has been instrumental in providing support to students who are experiencing psychological distress.
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- ✓ The Student Union, in partnership with the Student Union, has been instrumental in providing support to students who are experiencing psychological distress.
- ✓ The Student Union, in partnership with the Student Union, has been instrumental in providing support to 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 a o a o 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 .

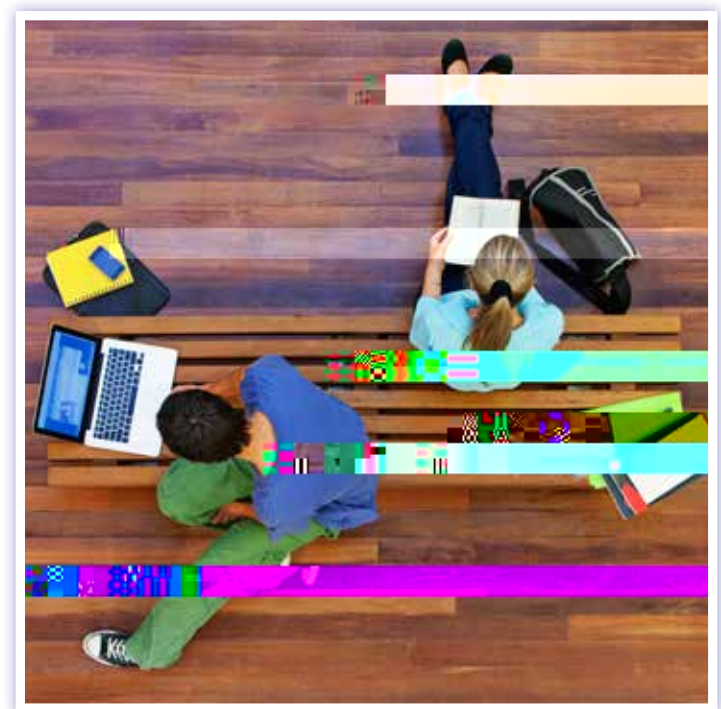
### 3.2 Learning and well-being

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. Offer a safe space for students to express their feelings and concerns.

#### Recommended Actions:

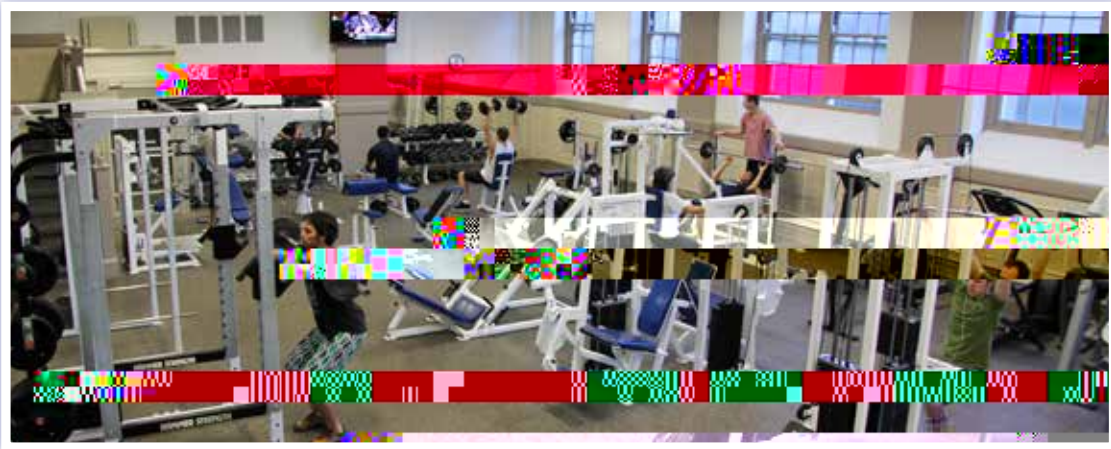
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.

### 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.

#### Recommended Actions:

- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Establish a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Implement a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.





## 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 ua o o o mao ,m a a o ao o a u ,a o ma a m / u ao o u m ,o a o o o m u .
- X E o i o m u o mao a a o ao ao o o Da Rou C a ̄ u S .

**4.4 Connections with Provincial and community resources**

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

**Recommended Actions:**

- X E u m a a o ma a a a o m o o a a o ao ,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

- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic coaching, tutoring, and social skills training.
- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic coaching, tutoring, and social skills training.
- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic coaching, tutoring, and social skills training.
- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic coaching, tutoring, and social skills training.
- ✓ The Center for Student Support and Success, in partnership with the Office of the Dean of Students, provides a comprehensive support system for students at risk of academic or social disengagement. This includes academic coaching, tutoring, and social skills training.



## 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 b a m o a o m u o o u o o a .

X P b 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 m 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 m 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 b 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 b i 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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