

2016 2020



Contents

E u umma3
 D j o3
 S a9
 P a 9
 Nao a G H a A m Sa 10
 Gu11
 Ca o , o a , u o a p j
 a o mm a o 12
 G u o27
 R28

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.

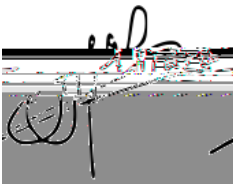


D o o S u S a R a ,
 Caro u G
 Ma , 2015

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 ,
 P u B , R a , a P a
 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. It is a response to the growing concern about the mental health and well-being of young people in Canada. The strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and well-being of young people in Canada. The strategy is a national, multi-sectoral, and multi-level approach to addressing the mental health and well-being of 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.

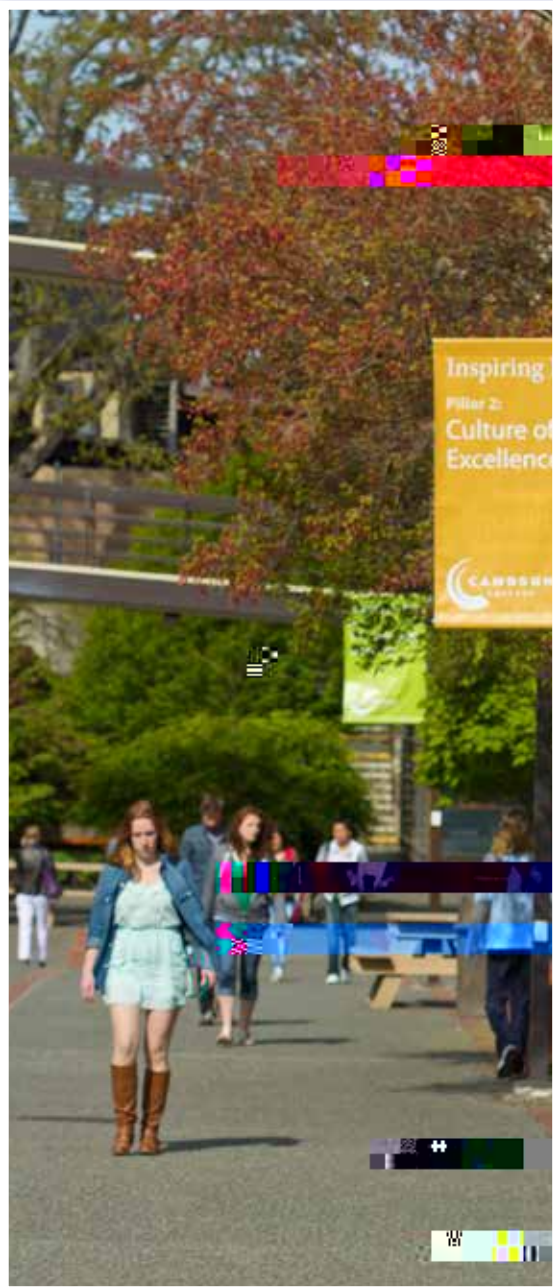
- **Mental Health Strategy** Simon Fraser University

- **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. Ø , 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
 a o 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 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 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 o a o o a o o a u a a u ,
a - a a a o u o o u u a 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 o u o m .

- **Peer support**

Eoua 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 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

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

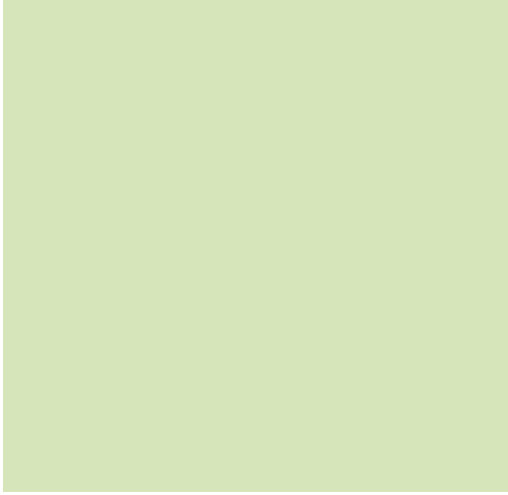
- **Consultation with employees**

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

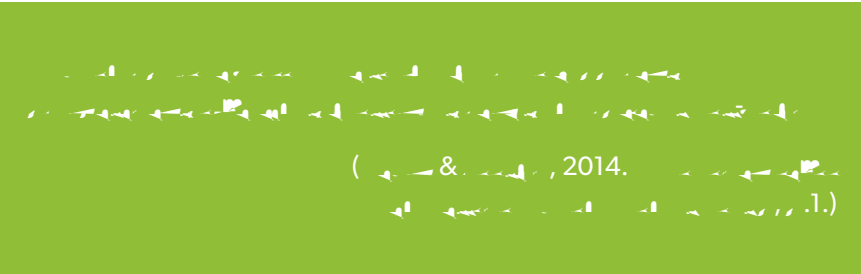




STUDENT MENTAL HEALTH AND WELL-BEING STRATEGY

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 l 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. Census Bureau, *U.S. Census Bureau, Current National Trends*, Washington, DC: U.S. Census Bureau, 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 President's Council on Student Success. The Board of Trustees is the governing body of the College and is responsible for setting the overall direction and policy of the College. The Office of the President is responsible for the day-to-day operations of the College and for implementing the policies and decisions of the Board of Trustees. The President's Council on Student Success is a advisory body that provides recommendations to the Board of Trustees and the Office of the President on matters related to student success.

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 Support Services. (Camosun Health Services 2013).
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.
- ✓ The Student Success Center provides a variety of support services to students, including academic advising, tutoring, and career counseling.

Key Objectives and Recommended Actions:

№ : 6 u o ' o a m o m m a o a [a]

1.1 College communication and information

E u a a o a m a o a u o u m a - 6 o m m u a o a o m a o o o u .

Recommended Actions:

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

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

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

1.2 Policy review and development

. R a u a u o a o u m a a , a a u o o u a , u o u , o u a a a , a u a o o u u , u o a o o u o o m a u - .

. D m a o a a o u

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.

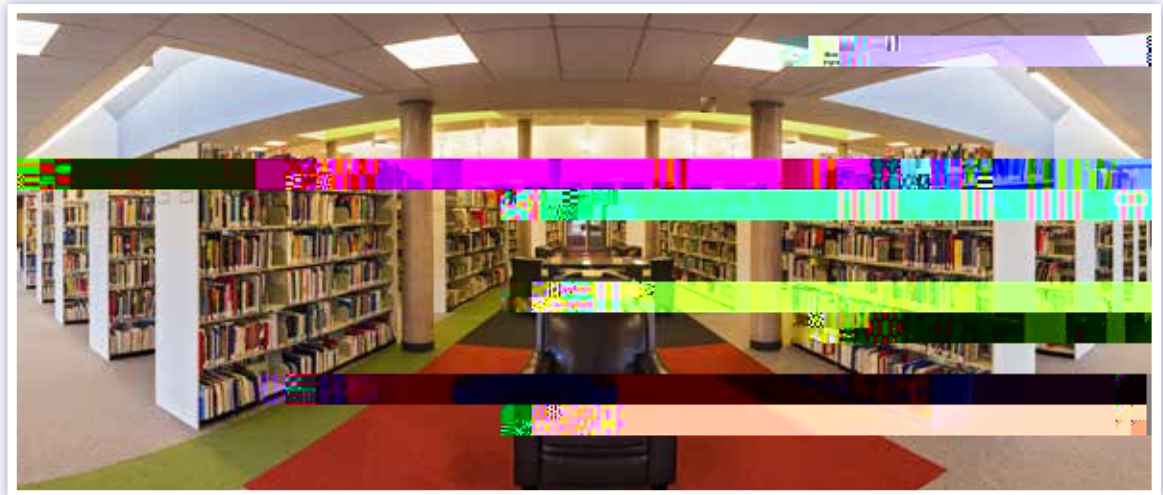


2. Supportive Campus Environment and Student Connections

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 4 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:

2.1 Space design and a climate of well-being

2.2 Student connections and engagement

Recommended Actions:

- X A a m a a a u a o a a o u a a u m a m u m a o u a a o u a a a m , o u o a a o , o , a o a o o o u .
- X P b , m u u a o o m a a o o a o a o u o . H a a , a a a a o G u a D R C o u o j a . E o o o u o o a o a .
- X H a a o a o m o a u o u a , o a / m a o , a a - u a a o o m o a o m m o a a u o u o o u a .
- X E o - o a o o u S u S m a a o o o a o m u o a u o a L a G m m o j u a o .

Recommended Actions:

- X C a o , o m a u o o u o , o m a o . P o m o - a a u o a a u o a a a G a o D a o u o a a u a a o m m u a u .
- X H a a u o m a o u / a o a a o a m a .
- X H a u o a u a a o m a o a o o a u o a m o a u o u .



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 mental health organization, has been working with the University of Victoria to provide support and resources for students.
- ✓ The Camosun Community of Practice (COP) Working Group, a group of staff and faculty members, has been working to develop and implement mental health initiatives on campus.
- ✓ The Office of Student Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.
- ✓ The Student Health Services, in partnership with the University of Victoria, has been providing support and resources for students experiencing mental health issues.



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 .

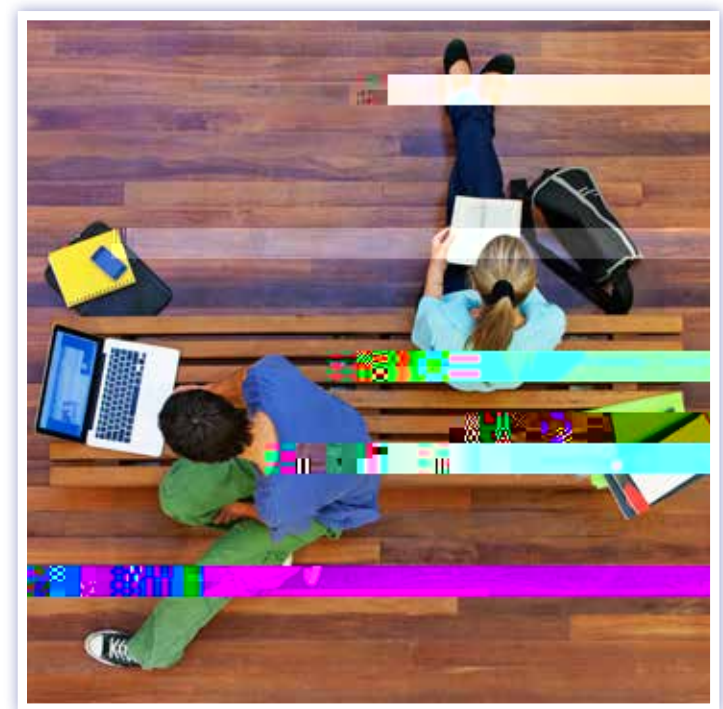
3.2 Learning and well-being

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:

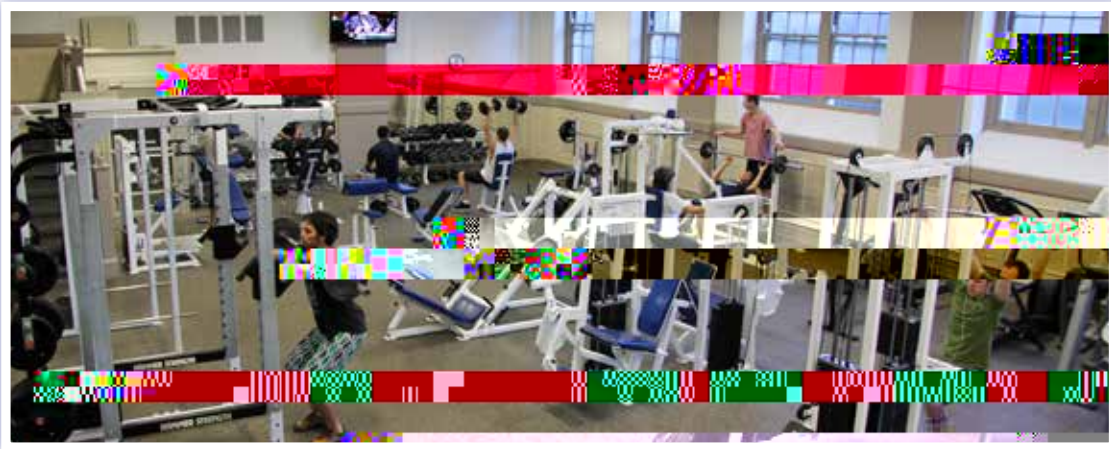
- X Provide a safe space for students to express their feelings and concerns. Offer a safe space for students to express their feelings and concerns.
- X Develop a support system for students who are experiencing distress. Offer a safe space for students to express their feelings and concerns.
- X Develop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



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**.
- ✓ **Florida** **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 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 o 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

- ✓ 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

. 0 u o o o 0 Sa N o u am u am o a o u u a a
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 , Carø u G a a a a ma uao o oa a o o a a
o u o a m a a , aoua, a o aju m 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 u m 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 Carø 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 .



References

Am a G H a A o a o .(2013).Am a G H a A o a o -Nao a G H a A m Il:Ca a a R Go u DaaR o S 2013.Hao ,MD:Am a G H a A o a o .R o m: [:// .a u .a/_L a /o um /NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_DATA_REPORT.](http://.a u .a/_L a /o um /NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_DATA_REPORT.)

Bam ,C. (2005).G mo o a G m R o Pa Su o Su M a H a G .U u a . Cam u G

Bam ,C. (2009).ACam u M a H a Fam o o Cam u G .U u a .Cam u G

Bam ,C. (2011).D a a Cam u G m a a o u a am u m a a am o .U u a .Cam u G Ca a a A o a o o G a U Su S ,&Ca a a M a H a A o a o (BC).(2013). B o a Su M a H a :Gu o a S m A o a .Va o u ,BC:Ca a a A o a o o G a U Su S ,&Ca a a M a H a A o a o (BC).

Co ,S.,&W a N. (2006)Ca a a G u C Su 2004 2005.R o m: [:// .a u .a/_L a /o um /Su R u Ju 06.](http://.a u .a/_L a /o um /Su R u Ju 06.)

Du ,L.A.,&K ,R.P.(2014).AS a P mo G Su M a H a .R o m: [:// .a a /u / /a /2014/10-14/o -m a- a .](http://.a a /u / /a /2014/10-14/o -m a- a .)

G m o Ca a a.(2006).T Huma Fa o M a H a a M a l Ca a a.M o Pu W a G m S Ca a a.R Ma 19,2013 o m [:// .a -a . .a/ u a/ uma - uma 06/ / uma _a _ .](http://.a -a . .a/ u a/ uma - uma 06/ / uma _a _ .)

T J B u a o .(2006).Fam o o o u o a o o o a u o u a o u .N Y ,NY: T J B u a o .R o m: [://i o u a o o /a /Pb am /Pb am_o o a /Fam o _ .](http://i o u a o o /a /Pb am /Pb am_o o a /Fam o _ .)

K ,C.L.M. (2002).T M a H a G uum:FomLa u o F u L .f u a o H a a B a R a ,43,207-222.

M K a ,G. (2011).M a a a - o - o a u a o :A a u a o m a a o u o a a a o Ca a a.P a o Ju 2011CACUSS -o o o o m a a ,D o o ,ON.

M Ma U .(2015).Su M a H a a W -B S a .R o m: [://m a a a .m ma .a/ a . m](http://m a a a .m ma .a/ a . m)

M a H a G mm o o Ca a a.(2012).C a D o /C a L :AM a H a S a o Ca a a .R o m: [://a .m a a o mm o .a/ /a -ma - .](http://a .m a a o mm o .a/ /a -ma - .)

OCADUa R o U Cam u M a H a Pa P o j .(2014).B a o a o o o a u m a a : A a o u a .R o m: [://am u m a a .a/ -o /u o a /2014/05/B -A o a o -PS- u -MH.FINAL_A 15-2014.](http://am u m a a .a/ -o /u o a /2014/05/B -A o a o -PS- u -MH.FINAL_A 15-2014.)

Qu U .(2012).Su m a a a :Fam o a o mm a o o a o m a .R o m: [://.u u .a/ m / /CMHF a R o](http://.u u .a/ m / /CMHF a R o)

