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# Suicide Prevention Strategic Framework

## Progress Report

March 2023 to March 2024

**Submitted To:** Chris Rogerson, Executive Director, Students

**Submitted by:** Jody Arndt, Director of Wellness Services, on behalf of the Framework Implementation Committee

**Date Submitted:** December 19, 2024

## Land Acknowledgement

Mount Royal University is situated on an ancient and storied land steeped in ceremony and history that, until recently, was occupied exclusively by people indigenous to this place. With gratitude and reciprocity, Mount Royal acknowledges the relationships to the land and all beings, and the songs, stories and teachings of the **Siksika** Nation, the **Piikani** Nation, the **Kainai** Nation, the **Îethka Stoney Nakoda** Nation (consisting of the **Chiniki**, **Bearspaw** and **Goodstoney** Nations), the people of the **Tsuut'ina** Nation, and the **Métis**.

At the verbal negotiations held to discuss Treaty 7 between the nations and the Crown and Canadian government, Indigenous peoples assumed hereditary lands would be shared and a cooperative future would be built together that was to last as long as the grass grows, the sun shines and the rivers flow. However, many of the verbal promises made to these nations were not reflected in the written version of Treaty 7, created by the Crown and Canadian government. Even then, many promises that were included in the written version have been broken.

What followed were policies of cultural genocide and assimilation that caused profound harm. The original people of these lands were confined to reserves, prohibited from pursuing traditional practices and forced to send their children to residential schools. Rather than building meaningful and mutually beneficial relationships, there was dispossession and exploitation in systems of economic and social marginalization.

As such, Mount Royal University is committed to advancing the success of Indigenous learners and respectfully supporting Indigenous cultural identities and integrity, leading to a *good life* in all its aspects. Mount Royal will challenge settler colonialism and systemic racism and discrimination by addressing the legacy of broken promises and rebuilding the relationships between Indigenous and non-Indigenous peoples. This includes those who now live at the confluence of the Elbow and Bow rivers, a place referred to by the Siksika Nation, the Piikani Nation and the Kainai Nation as *Moh'kinstsis*, by the Îethka Stoney Nakoda Nations as *Wîcîspa*, and by the Tsuut'ina Nation as *Guts'ists'i*. Mount Royal will meet these goals by committing to the Truth and Reconciliation Commission's Calls to Action and adopting and applying the principles of the United Nations Declaration on the Rights of Indigenous Peoples.

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# Executive Summary

## Context and Goals

Mount Royal University (MRU), as a signatory of the Okanagan Charter, has embraced a systems-based approach to health and wellbeing, recognizing the role of universities in addressing suicide prevention. The *Suicide Prevention Strategic Framework* (Framework) launched in June 2021, builds on MRU's history of mental health initiatives, offering a structured approach to enhance prevention, intervention, and postvention efforts for all campus members.

The Framework is designed to integrate MRU's core values by implementing policies, programs, and initiatives that foster a thriving campus environment, encourage open conversations around mental health, and strengthen efforts in suicide prevention, intervention, and postvention for everyone at MRU.

[The Framework](#) comprises 52 recommendations, structured under four primary goals:

- 1) Strengthen and Expand Policy, Supports, and Services: Recommendations for how policies, supports, and services related to suicide prevention, intervention, and postvention can be improved, expanded, or developed.
- 2) Foster a Thriving Campus Environment: Larger campus community-wide actions that support a campus that is open, welcoming, and inclusive to mental health and suicide prevention.
- 3) Increase Community Awareness and Capacity: Initiatives to increase awareness of suicide prevention, intervention, and postvention to increase the capacity of campus members to take action in these areas.
- 4) Develop Sustainable Framework Implementation and Evaluation: Mechanisms to ensure that the recommendations and action items of the framework are effectively implemented and routinely evaluated to measure progress.

Since the launch of the framework, work began on its campus implementation. In December 2022, the Framework Implementation Committee was formed to better coordinate and support the implementation efforts. This Committee includes representatives from departments, academic units, campus leaders (such as Vice-Presidents, Associate Vice-Presidents, Deans, Directors, Managers, and Chairs), as well as students, including representatives from the Students' Association of Mount Royal University (SAMRU).

## **Progress by Goal Areas**

In terms of progress, under the goal of *Strengthening and Expanding Policy, Supports, and Services*, the university has made significant strides. Guidance documents for postvention incidents and residence check-ins were developed, and support mechanisms for students in crisis were revised and enhanced. The Death of a Student Policy was finalized, along with detailed internal protocols to guide the response to student deaths. The Recovery on Campus initiative was advanced, securing funding and initiating community events to promote addiction awareness and support.

To *Foster a Thriving Campus Environment*, MRU continues to host impactful mental health awareness events, such as National Depression Screening Day, to actively engage the campus community. The After-Hours Peer Support Center, funded by the Viewpoint Foundation effective January 2024, officially launched in early September 2024. This center now provides in-person crisis support for students during evenings and weekends, creating a vital resource for after-hours care. In collaboration with Facilities Management, the university has integrated mental health considerations into campus space design, ensuring that the built environment promotes student well-being. Additionally, MRU has strengthened stigma-reduction campaigns, including BuddyUp and International Suicide Prevention Day, furthering efforts to cultivate an inclusive and supportive campus culture.

In the area of *Increasing Community Awareness and Capacity*, 18 harm reduction and naloxone training sessions were delivered, benefiting over 300 participants. Additionally, three ASIST (Applied Suicide Intervention Skills Training) sessions were offered, and additional facilitators were trained to expand the program's reach. An update to the campus mental health website was also initiated, aiming to centralize resources and improve accessibility for the entire campus community.

Regarding *Sustainable Framework Implementation and Evaluation*, MRU deployed a comprehensive evaluation tool to track progress and measure outcomes. Efforts to engage leadership and ensure ongoing awareness and commitment to the Framework's objectives were successful, helping sustain momentum. A formal system for evaluating the Framework's impact was also established, ensuring continued focus on long-term goals.

## **Summary and Next Steps**

Mount Royal University's progress with the *Framework* highlights our commitment to fostering a thriving, inclusive campus community. One opportunity for growth lies in ensuring consistent implementation across departments, which presents a valuable chance to strengthen coordination, collaboration, and communication across the university. Another area of focus involves further embedding the framework into campus life, allowing MRU to align its policies and practices with the diverse needs of its community in even more impactful ways. Looking ahead, the committee has identified several priority areas to further support and advance the framework's goals. These include continuing collaboration with the Iniskim Centre to integrate Indigenous perspectives into mental health initiatives, finalizing and disseminating communication plans for suicide prevention, expanding postvention supports, and refining daytime and after-hours crisis response protocols.

For questions or feedback, please contact:

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## Acronyms

ASIST	Applied Suicide Intervention Skills Training
EDI	Equity, Diversity, and Inclusion
EFAP	Employee Family Assistance Program
EWS	Employee Wellness Survey
FSP	Frameworks, Strategies, and Policies
MRU	Mount Royal University
NCHA	National College Health Assessment
PSI	Post-secondary Institution
SAMRU	Students' Association of Mount Royal University
ULG	University Leadership Group

## Definitions

For the purposes of our work, we have adopted the definitions of suicide from the Centers for Disease Control and Prevention (2011), and definitions of prevention, intervention, and postvention from the Government of Canada's Federal Framework for Suicide Prevention (Public Health Agency of Canada, 2016a) as follows:

**Suicide:** Death caused by self-directed injurious behaviour with any intent to die as a result of the behaviour.

**Prevention:** Works to build protective factors, promote mental health and well-being and reduce risk factors that could lead to suicide.

**Intervention:** Works to address risk of suicide. It focuses on how best to respond early when someone has thoughts of suicide or suicide-related behaviours.

**Postvention:** Works to help support and heal those affected after the loss or experience of suicide, as well as providing follow-up education/prevention to reduce the risk of future crises.



## Framework Implementation Committee

To develop a Suicide Prevention Strategic Framework Implementation Committee, members of the Steering Committee put forward names of representatives across the institution who were well positioned to be responsible for the implementation of various recommendations within the framework. The resulting membership is as follows:

### **Membership**

Curtis Desiatnyk, Manager, Risk and Insurance, Risk Management

Dion Simon, Medicine Trail Coordinator, Iniskim Centre

Yemi Adeyemi, Manager, Healthy Campus Team, Wellness Services

Janet Miller, Counsellor, Wellness Services

Jody Arndt, Director, Wellness Services (Chair)

Kristen Chappell, Coordinator, International Education

Manesha Sidhu, Director, Security Services

Marva Ferguson, Assistant Professor, Faculty of Health, Community and Education, and member of the Black, Indigenous, and Peoples of Colour Support Network

Michelle Chimenti, Mental Health Outreach Coordinator, Healthy Campus Team, Wellness Services

Anisa Tilston, Vice President of Student Affairs, 2023-2024, SAMRU

Sara Djellal, Strategist, Marketing and Communications

Telaina Sewers, Health Promotion Specialist, Healthy Campus Team, Wellness Services

Tess Bickley, Residence Life Coordinator, Residence Services

Kaitlin Calla, Employee Wellness Advisor, Safety, Risk and Employee Wellness

### **Resources**

- Administrative Support – Mariberth Blanco, Administrative Assistant, Wellness Services

## Guiding Principles

The following principles collectively guide the development and implementation of the Framework.

**Shared responsibility.** Everyone in the community shares a responsibility to take care of each other. The community should provide support to help individuals flourish. Open conversations, education, responsiveness, robust intervention services, and community connection are drivers of this attitude.

**Inclusive by design.** We are committed to access, diversity and equity, and this framework is built from an inclusive lens that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference. We acknowledge the systemic harms of ignoring discriminatory actions and prejudiced views of privilege-holding majorities. We believe in elevating equity-seeking voices and addressing critical gaps in our supportive network to meet the needs of all.

**Human-centered.** We believe in flexible and compassionate interventions, awareness and empathy, and respect for the autonomy, agency, privacy, and dignity of all. This includes the implementation of human-centered principles of design such as accessibility and flexibility.

**Knowledge and expertise informed.** We believe in an informed framework built on the solid foundations of evidence, practice, and community expertise. This work must be holistic, curated from open dialogue, and adaptive to learned experiences and emerging needs with a focus on continuous improvement.

**Emphasizing a proactive approach.** Through awareness, education, and community outreach, we can engage and respond compassionately before a crisis emerges. These activities, attitudes, and resources should be seamlessly woven into the policy and cultural fabric of the institution.

**Supported by leadership.** The success of this framework depends on a demonstrated commitment, accountability, and effective resourcing from senior leadership. We emphasize the need for continuous support and commitment, which includes building and maintaining awareness, training responders and community members, and maintaining an informed set of policies, procedures, and expectations for stakeholders.

## Comprehensive progress overview

Recommendations	Key Actions (2023-2024)	Implementation Team	Status	Next Steps
<b>Strengthen and Expand Policy, Supports and Services</b>				
1. Support first-year students with the transition to post-secondary through continued support of the work of the Calgary Regional Network on Post-Secondary Student Mental Health.	Ongoing collaboration with the Calgary Regional Network.	Office of Student Experience, Wellness Services, Accessibility Services, Iniskim Centre	Ongoing	Integrate efforts with broader student support initiatives (see #12).
2. Support existing and implement new initiatives that support students who are experiencing stress or anxiety, particularly during times of high student stress (e.g., exams).	Launched "Stress-less" Days; expanded community-building activities in Residence Services. MRU is also working with SAMRU to explore changing and rebranding reading week to better support students' needs.	Wellness Services, Residence Services, SAMRU, Access and Inclusion, CAR, International Education	Ongoing	Develop unified strategies with all student services to support students. Examine links between recommendations #1, 12 and 24.
3. Develop and implement a consistent institutional debrief mechanism for those directly involved in postvention incidents to provide support.	Integrated debrief mechanism into after-hours crisis response protocol	Employee Wellness, Residence Services, Security	In Progress	Expand and institutionalize debrief processes across campus.

	and SOPs on debriefs for Security Services; discussions ongoing to standardize.	Services, Wellness Services, Counselling Services		
<b>4.</b> Review available supplementary student mental health services or resources that expand campus services and/or provide additional platforms for open conversations about mental health (e.g., TogetherAll, Empower Me 2.0, and 7 Cups of Tea) for adoption and promotion.	Developed a rubric to evaluate new resources; initial inventory underway.	Wellness Services, SAMRU, EDI	In Progress	Review the rubric for relevance. Create a list of mental health resources on campus, including peer support. Use the rubric to assess campus services and their marketing.
<b>5.</b> Develop a guidance document on the processes and personnel involved in conducting check-ins in Residence.	Draft guidance document completed.	Residence Services, Iniskim Centre, Wellness Services	In Progress	Establish a common definition of the term “check-in”. Finalize and distribute the guidance document across residence staff.
<b>6.</b> Develop guidance for memorials when there is a death of a campus member. Included should be clear steps for coordination, cultural considerations, and involvement of the family of the deceased if they wish.	Connected with Advancement Services; discussions on cultural	VP Students	Not Started	Draft and formalize a comprehensive guidance document.

	considerations ongoing.			
<b>7.</b> Develop a mechanism to identify individuals closely connected to and/or impacted by a campus member's death to enable outreach to those individuals.	Conducted initial research on processes: engaged key stakeholders.	VP Students	Not Started	Develop a detailed outreach strategy to identify and support affected individuals.
<b>8.</b> Develop and disseminate a resource (tailored versions for staff, faculty, and managers) for safe reporting and appropriately communicating the death of a campus member in a way that adheres to privacy and confidentiality requirements and respects the wishes of the family. The resource should include a concise outline of steps to support affected individuals (e.g., checking in with team members), options for a wellness professional to come into classes to facilitate communication with students, and options for grief and bereavement support.	Discussions underway as part of the Death of a Student Internal Protocol review.	VP Students	In Progress	Create tailored versions for staff, faculty, and managers.
<b>9.</b> Bring forward the Death of a Student Policy and Procedure for review, update, and revision with a focus on coordination and compassion.	Policy revised; internal protocol in draft form.	VP Students, University Secretariat	In Progress	Approve changes. Finalize and implement protocol; train stakeholders or retire the policy as required.
<b>10.</b> Review, update, and expand the Death of a Student Internal Protocol document to help stakeholders and departments understand	Implementation team convened; draft developed.	VP Students, University Secretariat	In Progress	Executive leadership approval and roll

their detailed roles and responsibilities in responding to the death of a student.	Waiting on approval from Executive leadership.			out finalized protocol to relevant departments.
<b>11.</b> Expand programming and resources, and if appropriate, external partnerships (e.g., Adult Addiction Services, Know More), related to addictions and substance misuse, including education focused on safer substance use, addictions, and substance misuse.	Recovery on Campus initiative launched; Recovery grant renewed for another year which will fund several recovery-friendly activities on campus; naloxone training ongoing.	SAMRU, Wellness Services, Residence Services	Ongoing	Embed addiction support into broader campus programming, including After-Hours Peer Support Center programming.
<b>12.</b> Engage New Student Orientation to identify opportunities to integrate suicide prevention and intervention information and resources.	Mental health content (webinars) has been added to orientation programming.	Student Success Office, Wellness Services, First Year Transition	Ongoing	Update content for future orientation cohorts. Offer START licenses as part of the First Year Orientation package.
<b>13.</b> Review employee onboarding resources and processes to ensure the integration of mental health and suicide prevention information and training and encouragement of MRU community engagement.	Resources incorporated into new hire orientation packages.	Human Resources, MRSA, MRFA, Wellness Services	In Progress	Continue to enhance communication of resources during onboarding.
<b>14.</b> Identify and reduce experienced and perceived barriers (e.g., awareness, wait times, confidentiality concerns) to mental	An EDI review on the accessibility and use of mental health	Wellness Services, EDI Office	In Progress	Based on the report, develop strategies to

health help-seeking, including considerations for groups that have lower access rates for mental health services on campus.	services at MRU has been completed.			reduce barriers and improve access.
<b>15.</b> Review and, if appropriate, expand suicide screening processes and tools in Wellness Services (e.g., Counselling intake form, Columbia Suicide Severity Rating Scale) to increase the ability to effectively identify individuals at risk of suicide.	Suicide risk screening has been developed for use on campus. Health Services and Counselling Services have implemented a suicide screening question for urgent appointment requests.	Wellness Services, Residence Services, Security Services, Counselling Services	Ongoing	Evaluation of processes.
<b>16.</b> Bring forward the Death of an Employee Policy for review, update, and revision with a focus on coordination and compassion.	Internal protocol document only.	Human Resources, Employee Wellness	Not Started	
<b>17.</b> Develop a Death of an Employee Procedure to outline clear roles for various stakeholders in enacting the Policy.	Internal protocol document only.	Human Resources, Employee Wellness	Not Started	
<b>18.</b> Develop supplementary materials to the Death of an Employee Policy as needed to help stakeholders and departments understand their detailed roles and responsibilities in responding to the death of an employee.	Internal protocol document only.	Human Resources, Employee Wellness	Not Started	
<b>19.</b> Explore appropriate opportunities for employees who are brought into a crisis	A debrief mechanism has been integrated into	Residence Services, Security Services, Wellness	In Progress	Expand and institutionalize



<p>situation to have closure through an appropriate feedback loop.</p>	<p>our after-hours crisis response protocol and SOPs on debriefs for Security Services; discussions ongoing to standardize and expand to employee wellness.</p>	<p>Services, Employee Wellness</p>		<p>debrief processes across campus.</p>
<p><b>20.</b> Identify and enhance opportunities for collaboration across campus and with community partners with a focus on mental health programming and referrals.</p>	<p>We have established partnerships with various mental health organizations, including the Mobile Response Team, Calgary Distress Center, and the Center for Suicide Prevention.</p>	<p>Wellness Services, Residence Services, Iniskim Centre</p>	<p>In Progress</p>	<p>Continue to build partnerships with mental health organizations in the community to better support our students.</p>
<p><b>Foster a Thriving Campus Environment</b></p>				
<p><b>21.</b> a) Complete a review of mental health equity at MRU through tools such as the Equity in Mental Health Framework through the Steve Fund and The Jed Foundation to identify barriers.</p> <p>b) Develop and implement strategies to reduce identified barriers, improve mental health from</p>	<p>Initial discussions to explore frameworks such as the Equity in Mental Health Framework.</p>	<p>EDI Office, Student Counselling Services</p>	<p>Not Started</p>	<p>Assign lead and conduct thorough equity assessment using the Equity in Mental Health Framework</p>

an equity lens, and support positive mental health for equity-seeking groups.				
<b>22.</b> Research mechanisms for space renovations, including the renovation plan for the former library and new designs to include consideration of mental health and suicide prevention.	Integrated into renovation plans (e.g., former library).	Facilities Management, Security Services, Wellness Services	In Progress	Finalize space designs ensuring inclusivity and accessibility.
<b>23.</b> Determine mechanisms to provide information on suicide prevention to students making a full withdrawal, including methods for enabling outreach directly to students.	Collaboration with Registrar's Office and Student Experience ongoing.	Office of Student Success, Registrar's Office, Student Records, Wellness Services, International Education and Iniskim Center	In Progress	Expand resources and ensure alignment with academic policies.
<b>24.</b> Continue and expand support for campus-wide initiatives to reduce stigma surrounding mental health and suicide (e.g., International Suicide Prevention Day, BuddyUp).	Hosted numerous events like National Depression Screening Day and Mental Health Matters. Created a video on mental health stigma that was aired during the Crowchild Classic.	Wellness Services, Safety and Risk, Cougar Athletics, SAMRU	Ongoing	Plan new initiatives such as enhanced BuddyUp campaigns.
<b>25.</b> Complete the Standard Audit Tool to assess the feasibility and resource requirements for MRU to adopt the National Standard for Mental Health and Well-being for Post-Secondary Students	First round of the Campus Mental Health Tracker audit was completed.	Wellness Services	In Progress	Update and expand the audit to include feedback from other groups on campus.

<b>26.</b> Research and implement mechanisms for restricting access to means of suicide on campus.		Facilities Management, Security Services	Not Started	Determine what is within the scope of this recommendation.
<b>27.</b> Develop and provide resources that clearly outline referral processes for students and employees and how individuals can support others throughout the pathway of services.	Website being developed to navigate through referral sources.	EDI Office, Student Counselling Services	Not Started	Conduct environmental scan and gap analysis of referral processes on campus.
<b>28.</b> Research and explore the feasibility and appropriateness of a text or chat box for the <a href="http://mru.ca/mentalhealth">mru.ca/mentalhealth</a> website to increase ease of access and availability of information.		Wellness Services, Marketing and Communications	Not Started	Chatbot is not yet feasible.
<b>29.</b> Find permanent support for the Iniskim Centre and Wellness Services initiative for Indigenous Elders to be brought to campus to sustainably support students' wellbeing.	Elder support is funded by the Post Secondary Mental Health Grant.	Office of the Vice-Provost, VP Students, Iniskim Center, Wellness Services	In Progress	The topic is to be discussed at the Indigenous Advisory Council.
<b>Increase Community Awareness and Capacity</b>				
<b>30.</b> Increase the number of students and employees with suicide prevention training through regularly offering and encouraging students and employees to attend training that builds knowledge and awareness related to suicide (e.g., Question Persuade Refer, LivingWorks Start, ASIST).	Increased delivery of ASIST and safeTALK trainings.	Wellness Services, Employee Wellness	Complete/ Ongoing	Maintain a schedule for regular training sessions.

<p><b>31.</b> Increase the number of students and employees with suicide intervention training through regularly offering and encouraging students and employees to attend in-depth training that builds suicide intervention skills (e.g., Applied Suicide Intervention Skills Training).</p>	<p>100% of Security and Residence Life Coordinator staff have received ASIST and Distress Line training.</p>	<p>Wellness Services, Security Services, Residence Services</p>	<p>Complete/ Ongoing</p>	<p>Continue to ensure frontline security and residence services staff have received suicide and crisis-intervention training</p>
<p><b>32.</b> Increase the number of students and employees with knowledge and skills focused on harm reduction and opioid overdose through regularly offering and encouraging students and employees to attend Naloxone and Harm Reduction Training.</p>	<p>Delivered naloxone training to over 300 campus members.</p>	<p>Wellness Services</p>	<p>Complete/ Ongoing</p>	<p>Expand training offerings and continue promotion.</p>
<p><b>33.</b> Implement safeTALK training 3 times per year to increase the number of students and employees equipped with knowledge and awareness related to suicide prevention.</p>	<p>Offered workshops for Residence Life and Security staff. Uptake has been very low for this program. Students prefer the more in-depth ASIST program.</p>	<p>Wellness Services</p>	<p>Closed</p>	<p>safeTALK is no longer offered on campus due to limited uptake. Instead we are focused on ASIST and START.</p>
<p><b>34.</b> Embed and promote the recently created 'Navigating MRU Services' tool to streamline the process of directing students to relevant resources and supports.</p>	<p>Tool no longer exists</p>	<p>Wellness Services, Marketing and Communications</p>	<p>Closed</p>	
<p><b>35.</b> Develop a suicide prevention communication plan that includes regular communications across different groups on</p>		<p>Marketing and Communications, Wellness Services</p>	<p>Not Started</p>	

campus (e.g., faculty, staff, students, management). Information should include resources, different roles in suicide prevention, encouragement of help-seeking, and how to support others. Use diverse communication methods such as social media, websites, emails, and on-campus media and ensure accessibility (e.g., closed captioning, alternative text).				
<b>36.</b> Promote awareness of existing supports at MRU through channels such as the MRU website, myMRU, social media, physical media, classes, and office spaces.	Developed a crisis page. Developed a resource to help identify appropriate referrals for students in need of support on campus.	Wellness Services, Marketing and Communications, EDI Office	In Progress	Expand awareness of the crisis resources on campus.
<b>37.</b> Review and revise the <a href="http://mru.ca/mentalhealth">mru.ca/mentalhealth</a> website so that information is accessible and streamlined for students and employees. This will include providing clear information on community organizations and services available in multiple languages to increase access.	Website is currently being rebuilt.	Wellness Services, Marketing and Communications	In Progress	Launch new website and evaluate impact of redesign.
<b>38.</b> Explore the development of a centralized website that includes information and resources specific to crisis and suicide.	Crisis and suicide page has been designed and launched.	Wellness Services, Marketing and Communications	Closed	Page has been developed and launched.
<b>39.</b> Make available online training that can be accessed by all campus members with a focus on indicators of concern, managing difficult	Wellness Together Canada is available at no cost to all students.	Wellness Services	Complete/Ongoing	Continue to promote online training to

conversations, and referrals (e.g., 7 Cups of Tea).				campus members.
<b>40.</b> Develop and/or share media (e.g., from The Jed Foundation, Mental Health Commission of Canada, or <a href="http://jack.org">jack.org</a> ) that involve narratives of lived experiences to increase awareness of suicide and destigmatize mental illness.		Wellness Services, Marketing and Communications	Not Started	
<b>41.</b> Promote and improve access to after-hours and off-campus resources (e.g., Distress Centre, 211 Alberta).	After-Hours Peer Support Center was funded by Viewpoint Foundation effective January 2024. This center launched early September 2024 and is now an active after-hours and weekends, in-person crisis support space for students on campus.	Wellness Services	Complete/Ongoing	Continue to pilot, enhance, and expand programming within the space.
<b>42.</b> Determine and regularly offer specific training (including refreshers) for University Leadership Group members with a focus on the role of leadership in mental health, suicide prevention, intervention, and postvention.		Human Resources, Employee Wellness, Wellness Services	Not Started	
<b>43.</b> Research and develop a departmental mental health ambassador program across campus.		Wellness Services, Employee Wellness, Human Resources	Not Started	Identify key individuals across the institution.

<p><b>44.</b> Explore opportunities to further integrate suicide prevention literacy and training (e.g., ASIST) into academics and to acknowledge this work through e-portfolios, digital badges, and certificates.</p>			Not Started	
<p><b>Develop Sustainable Framework Implementation and Evaluation</b></p>				
<p><b>45.</b> Convene a Suicide Prevention Strategic Framework Implementation Committee with broad representation across the campus (e.g., Academic Affairs, Finance and Administration, Students, University Advancement, and SAMRU) to facilitate implementation of the recommendations.</p>	<p>Committee formed with cross-department representation.</p>	<p>Wellness Services, Framework Implementation Team</p>	<p>Complete</p>	<p>Monitor progress and update leadership regularly.</p>
<p><b>46.</b> Work with the Students division to establish a full-time Suicide Prevention and Case Manager Position</p>		<p>AVP Student Services and Success, Wellness Services, Human Resources</p>	<p>Not Started</p>	
<p><b>47.</b> Develop an audit tool and regularly monitor the activities of the framework and measure progress towards short and long-term outcomes.</p>	<p>Evaluation tool developed; initial data collection underway.</p>	<p>Institutional Research and Planning</p>	<p>In Progress</p>	<p>Review outcomes and adjust priorities as needed.</p>
<p><b>48.</b> Through consistent communication, raise awareness of the Suicide Prevention Strategic Framework, the shared responsibility for mental health, and the role of leadership in implementation.</p>		<p>MRU Executive Leadership</p>		

<p><b>49.</b> Commit to being accountable to the Suicide Prevention Strategic Framework through yearly reporting to the campus community including progress on scheduled recommendations.</p>	<p>Continue to deliver annual progress reports to the community.</p>	<p>MRU Executive Leadership</p>	<p>Complete/ Ongoing</p>	<p>Continue to provide annual reports on progress.</p>
<p><b>50.</b> Assess ongoing developments in suicide prevention, intervention, and postvention and adapt into the framework as necessary and needed to meet the changing needs of the campus community.</p>		<p>Framework Implementation Committee</p>	<p>In Progress</p>	<p>Develop a timeline to follow up as an implementation committee.</p>
<p><b>51.</b> Coordinate with departments and groups to facilitate alignment between the goals of the framework and their activities related to suicide prevention, intervention, and postvention.</p>		<p>Framework Implementation Committee</p>	<p>Ongoing</p>	
<p><b>52.</b> Work with university leadership to demonstrate commitment to this work through acknowledgement of the importance of suicide prevention and clear messaging to all campus members.</p>		<p>Framework Implementation Committee</p>	<p>Ongoing</p>	