

**CACUSS 2010
Poster Presentations
As of June 14, 2010**

1.	<p>Accessible Learning</p> <p>Michele Chittencen, Queen's University</p> <p>In 2005, the Adaptive Technology Centre (ATC) became a partner in the Queen's Learning Commons. The ATC offers a range of services, specialized software and assistive devices enabling students with disabilities to reach their academic potential. The move into the Learning Commons created numerous opportunities for collaboration and greatly enhanced services for students with disabilities. This poster shines a light on this successful partnership as the ATC continues to create an accessible and equitable learning environment for all.</p>
2.	<p>LYNX: Aboriginal Student Career and Employment Program</p> <p>Cyndy Bermingham, The Native Centre, University of Calgary</p> <p>This poster presentation will provide a visual overview of the LYNX: Aboriginal Student Career and Employment Program. Other material displayed at this poster presentation will include: brochures, an interactive website display, and examples of current employers and corporate sponsor profiles.</p>
3.	<p>MASC: A Comparison of Approaches to Academic Support in Mathematics, Engineering, and the Sciences</p> <p>Carmen Ropchan, University of Alberta Markus Molenda, University of Alberta</p> <p>The Math and Applied Sciences Centre (MASC) is a department of University Student Services specializing in the support of university students in their study of mathematics, engineering, and the sciences. The approaches taken include mathematics preparation at the beginning of each academic year, weekly reviews of current course materials, and exam preparation.</p>
4.	<p>Creating A Healthier Campus Community Through Action Research</p> <p>Dr. Claire Budgen, University of British Columbia Okanagan Kelly Robertson, University of British Columbia Okanagan Robyn Wiebe, University of British Columbia Okanagan</p> <p>Students and organizational leaders at the University of British Columbia Okanagan are working as co-researchers on a participatory action study designed to create sustainable, health promoting campus change. Outcomes, processes and challenges from three years of research will be highlighted. This setting-based approach inevitably takes people into the fray of differences in values, ethics and goals; the campus community is a societal microcosm. Findings indicate that egalitarian partnerships among students and organizational leaders (non-students) are fundamental and highly productive.</p>
5.	<p>So, What Brings You to Counselling? Readiness to Change, Symptom Level, and Coping Style as Factors in Help-Seeking Among University Students</p> <p>Don Stewart, University of Manitoba</p> <p>Counselling centres are under increased pressure to rationalize services. Unfortunately, we often struggle to answer basic questions about service utilization, such as: "What accounts for service use – a high level of symptoms, poor coping, or readiness to engage in counselling?" Using a battery of standardized instruments, patterns of relationships among these variables, along with their predictive abilities, were explored. Overall, readiness to change seemed less important than symptom level or poor coping among help-seekers.</p>

6.	<p>Sustainability Practices in Student Life</p> <p>Josh Hass, University of Toronto</p> <p>Registration lists, program brochures, delegate packages, academic articles - printing and copying is commonplace in doing what we do, but there is a way to conserve paper, save money and do our part for the planet. Learn how to develop and implement a paper conservation project in your office or department and find out how a few simple changes can make a world of difference.</p>
7.	<p>Training the Trainers: Preparing U of T Students as Agents of Change Outside of the Classroom</p> <p>Ian Simmie, University of Toronto</p> <p>Over the past few years the Leadership Development Office at the University of Toronto has been tuning and testing a training for trainers curriculum for students, staff and faculty. The purpose of this curriculum is not only to develop group facilitation skills, but also to empower participants to engage their peers into making positive contributions to their communities. This poster presents the current version of the curriculum, discusses its theoretical framework, and reports the results of its application.</p>
8.	<p>Creating a Healthy Campus Project</p> <p>Kathryn Haworth, University of Toronto, St. George campus</p> <p>Health Promotion Programs at the University of Toronto initiated the Creating a Healthy Campus project in August 2009. At its core, this project is about encouraging students, staff and faculty to think more broadly when considering the factors that influence health and well being, and to recognize that each of us has a role to play in creating a healthier and more supportive campus environment. Attendees will gain insight into how they might initiate a similar project on their campuses, including early successes and challenges experienced in conducting an environmental scan of the campus; the potential for partnerships and collaboration across departments and services; and strategies for building capacity and creating momentum around the project.</p>
9.	<p>Creating a Suicide-Safer Community On-Campus</p> <p>Melinda Scott, University of Toronto</p> <p>In 2006 the Office of Student Life at the University of Toronto began a partnership with LivingWorks to develop a suicide prevention and education strategy for the University. Over time this relationship has developed – resulting in a multi-pronged approach to suicide prevention and education, which is integrated with our Organizational Development and Learning Centre (ODLC), and involves staff and students from across the University. This poster presentation will outline the components of the program and the stages involved in the implementation process.</p>
10.	<p>Yusbecakebitti: Library Services at Yellowhead Tribal College</p> <p>Liz Fulton Lyne, Yellowhead Tribal College Ruth Mustus</p> <p>Yusbecakebitti, a Stoney word, means “the house where learning lives.” The Yellowhead Tribal College Library performs essential student service functions that are sensitive to the needs of First Nations Students. In addition to providing traditional library services, the library does much more: coordinates speaker visits, organizes workshops and campus-wide events, advises the Student Association, provides learning disability support, runs family programming, etc.</p>
11.	<p>Collaboration in Student Health and Counseling – Growing Mind, Body and Spirit</p>

	<p>Lori McClenaghan, University of British Columbia Okanagan Tracey Sutton, University of British Columbia Okanagan Chris Reimer, University of British Columbia Okanagan</p> <p>This presentation will highlight the diverse collaborations of the UBC Okanagan Health & Wellness team in promoting student mind, body and spirit wellness within a healthy and sustainable campus environment. Featured will be the various members of the inter-professional team as well as illustrations of health promotion, population health, student engagement, primary health care and an assortment of examples of work being done with students as well as the campus and external communities.</p>
12.	<p>knowfire.ca – Are You Prepared? A Fire Safety Campaign for College and University Students</p> <p>Bradley Clarke, Brock University</p> <p>knowfire.ca is a fire safety and prevention campaign designed to educate students using multi-media and social media in a format that resonates with the 18-to-24 year old demographic. Since the project's launch in September 2009, it has garnered local, national and international attention. This poster will focus on the process undertaken to create the knowfire.ca campaign and will discuss the program's outcomes, impacts and future direction.</p>
13.	<p>LEAPing Into Post-Secondary</p> <p>Les McCurdy-Myers, Brock University Bradley Clarke, Brock University Jeremy Greenberg, Brock University</p> <p>What can you do to increase student engagement? One way is to get students involved right from the start. You can increase retention and completion by getting students active in their new communities. Fostering a culture of engagement can begin before classes or even traditional Orientation. Brock University invites you to learn about LEAP, our innovative approach to get students ready for their higher education. Explore how to help your students LEAP into post-secondary success.</p>
14.	<p>A Vast Continuum of Student Retention Strategies: Why Collège Boréal Ranks at the Top of the List</p> <p>Lynne Lamontagne, Collège Boréal Louise Gervais-Guy, Collège Boréal Nicole Séguin-Guindon, Collège Boréal</p> <p>Since 2002 Collège Boréal has maintained its first place ranking among all Ontario Colleges in the area of student graduation rates. The objective of this poster will be to lay out the panoply of services offered to students in the hopes of attaining successful completion of their chosen program. It will also speak to the specific purpose in engaging in those types of activities as well as how they are distributed throughout the College.</p>
15.	<p>Shine a Little Light on Health</p> <p>Lynda Younghusband, PhD, Memorial University of Newfoundland</p> <p>Healthy Tips for Students is a recently completed pilot project involving 5 professors from different faculties and 445 students. The idea originated during a discussion at last year's CACUSS pre-conference. Dr. Lynda Younghusband will share the idea behind this project, the strategies for implementation and the enthusiastic feedback from professors and students.</p>
16.	<p>University Success Courses: Do They Make a Difference? A Longitudinal Evaluation of UNIV1011</p> <p>Al Carfagnini, Nipissing University</p>

	<p>In June 2008, the Higher Education Quality Council of Ontario (HEQCO) issued/released an RFP offering funding to universities and colleges to evaluate existing programs or services that were intended to promote access, retention and quality to postsecondary students. In partnership with the Educational Policy Institute, the Student Development and Services Office of Nipissing University submitted a successful proposal that allowed it to evaluate the course UNIV 1011: Student Success: Theory and Practice over its 10 years of offerings.</p> <p>This poster will include an outline of the "lessons learned" when a "lay researcher" from Student Affairs ventures into the perplexing world of both quantitative and qualitative research at a university and offer the important and sometimes surprising findings of this complex and controversial analysis.</p>
17.	<p>Organizational Structure of Student Life Divisions: Communicating Who We Are and What We Do</p> <p>Tricia Seifert, Ontario Institute for Studies in Education, University of Toronto Christine Arnold, Ontario Institute for Studies in Education, University of Toronto</p> <p>Student life programs that enhance student learning and success have become an increasingly important component of most postsecondary institutions, especially as the student body has diversified. But do students know about the programs and services offered on our campuses? This poster will share results from a website analysis highlighting the organizational structure of student life divisions across Ontario and promising practices institutions use to communicate the value of a rich student experience.</p>
18.	<p>Assessing What Our Students Know About Aboriginal People, Cultures and Issues</p> <p>Anne Godlewska, Queen's University Jennifer Massey, Queen's University</p> <p>Despite improvement in official approaches to Aboriginal people since the 1970s, preliminary studies suggest that most young Canadians are learning little about Aboriginal life and issues. If so, why? As student affairs professionals concerned with students and social justice, we need to understand our students' awareness of Aboriginal peoples.</p> <p>This poster will discuss the questionnaire/test conducted at Queen's in 2009-10 and share its results. Attendees can learn about the project and how to involve their institutions.</p>
19.	<p>Mentoring Partnerships: A Co-curricular Fashion Mentoring Program at Ryerson University</p> <p>Lesley McRae, Ryerson University</p> <p>At Ryerson we have found that there is a need for more targeted mentoring initiatives in our Faculty of Communication & Design where the programs are studio-based. To this end, a collaborative relationship exists between the School of Fashion and the Tri-Mentoring Program, resulting in a recent group mentoring pilot. We will review the design of this program and the research study conducted to assess its effectiveness in comparison to students who did not participate.</p>
20.	<p>Emotional Intelligence of Student Leaders</p> <p>Cindy L. James, Thompson Rivers University Elizabeth Templeman (in absentia), Thompson Rivers University</p> <p>Over the past three years, a study on the emotional intelligence (EI) of student leaders participating in a Supplemental Instruction program at Thompson Rivers University (TRU) has been conducted to determine if a significant relationship exists between EI and leadership effectiveness; and to assess the impact of the leadership experience on EI scores through pre and post testing. In this poster session we will provide an overview of our study and a summary of our findings.</p>

21.	<p>Planning and Assessment in Residence Life: An Orientation Case Study</p> <p>Neil Buddel, Associate Director Residence Life, University of Alberta</p> <p>This poster will overview how the Residence Life program at the University of Alberta engages in planning and assessment using the CAS Standards in order to develop intentional learning environments and provide front-line staff with tools for their success. We will specifically focus on how this method is employed when we plan for our Orientation program.</p>
22.	<p>Shining a Light on an Additional Way to Engage Students in Leadership Development: Using Academic Course Projects to Develop Effective Group Leadership</p> <p>Stacey Alderwick, University of Toronto</p> <p>With a focus on fostering leadership skills within the context of academic group work, fourth-year students in the University of Toronto's Faculty of Physical Education and Health learn how to work more effectively in groups as they complete their required course project for PHE450 Leadership Placement. This poster will describe the group leadership training and education curriculum, as well as share the approach that student life staff took in initiating and continuing the collaborative partnership with our academic colleagues.</p>
23.	<p>Undergraduate Students' Perceptions of Their First Term and Whether Orientation Influenced Their University Experiences</p> <p>Susan Corner, University of Victoria</p> <p>This research is a secondary data analysis of an online survey conducted in October of 2009. An invitation was sent to all students who registered for the campus orientation, with students self identifying as attending or not attending any orientation events. The purpose of this secondary analysis was to develop an understanding of new students' experiences during the first weeks of term and to explore whether participating in orientation influenced their perceptions of campus life.</p>
24.	<p>"Got Flu": A Technological Partnership Between Brock University and Regional Niagara Public Health Department</p> <p>Melodie Shick-Porter, Brock University</p> <p>During pH1N1 influenza, Brock's GotFlu channel, an innovative software development, enabled real-time tracking of flu cases on and off campus. Benefits included: streamlined medical excuse system, efficient use of student health services resources, improved Emergency Response Team (IMS) decision-making and critical data that informed declaration of community-wide outbreak by Niagara Public Health. An interactive demonstration of this timely collaboration of IT, student health services, employee health, academic senate and public health will be provided.</p>