



## Approved Data Access Applications

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Application #1	
<b>Title of Approved Research Project</b>	Post-secondary students' adherence to the Canadian 24-Hour Movement Behaviour Guidelines for Adults (physical activity, screen time, and sleep) and associations with mental health: Results from the first deployment of The Canadian Campus Wellbeing Survey
<b>Name(s) of the Investigator(s) involved</b>	Guy Faulkner Katie Weatherson
<b>Name(s) of the Institution(s) involved</b>	The University of British Columbia
<b>Lay summary submitted by the Applicant</b>	The Canadian 24-hour movement guidelines for adults will be released in October 2020. These guidelines specify evidence-based recommendations on physical activity, sedentary behaviours, and sleep across the whole day. Engaging in these health-related behaviours supports mental health in adults. Unfortunately, most adults are currently not meeting the individual components of the guidelines and students attending post-secondary institutions experience high levels of mental distress – including anxiety and depression. This study will use cross-sectional self-report data from the Canadian Campus Wellbeing Survey (CCWS) to characterize post-secondary students' adherence to the 24-hour movement guidelines and examine associations with positive and negative mental health outcomes.
<b>Publication</b>	Weatherson, K. A., Joopally, H., Wunderlich, K., Kwan, M. Y., Tomasone, J. R., & Faulkner, G. (2021). Post-secondary students' adherence to the Canadian 24-Hour Movement Guidelines for Adults: Results from the first deployment of the Canadian Campus Wellbeing Survey (CCWS). <i>Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice</i> , 41(6), 173-181. DOI: 10.24095/hpcdp.41.6.01



<b>Application #2</b>	
<b>Title of Approved Research Project</b>	Investigating patterns of movement behaviours and associated outcomes among university students
<b>Name(s) of the Investigator(s) involved</b>	Matthew Kwan Denver Brown
<b>Name(s) of the Institution(s) involved</b>	Brock University; McMaster University
<b>Lay summary submitted by the Applicant</b>	Attending post-secondary education comes with an increase in independence and changes in many responsibilities that have been shown to have detrimental effects on a variety of health behaviours - movement behaviours in particular. Considering post-secondary students experience high rates of mental health problems, engaging in a healthy cluster of movement behaviours may be even more important during this time. To date, however, these links have yet to be explored. In this project we will identify whether post-secondary students can be classified into distinct groups based on different patterns of physical activity, recreational screen time and sleep behaviours. Once the groups have been identified, we will determine predictors of group membership (e.g., gender, ethnicity) and whether differences in mental health outcomes exist between the groups. Collectively, these findings will provide information that can inform the tailoring of future interventions aiming to improve campus health and wellbeing.
<b>Lay summary of results</b>	We found that post-secondary students can be grouped into five distinct groups based on their movement behaviors. Healthier movement behavior groups were associated with more favorable psychological distress and mental wellbeing scores. Finally, several sociodemographic variables were associated with profile membership including age, gender, international student status, and race/ethnicity. In a related study, adherence to the sleep, physical activity and sleep, sedentary behavior and sleep guidelines as well as concurrent adherence to all three guidelines were associated with significantly reduced odds of suicidal ideation. Collectively, findings suggest the promotion of healthy movement behavior patterns may be a promising avenue for broad suicide and mental health prevention efforts on campus.
<b>Publications</b>	<p>Brown, D. M. Y., Faulkner, G. E. J., &amp; Kwan, M. Y. W. (2022). Healthier movement behavior profiles are associated with higher psychological wellbeing among emerging adults attending post-secondary education. <i>Journal of Affective Disorders</i>. DOI: <a href="https://doi.org/10.1016/j.jad.2022.09.111">https://doi.org/10.1016/j.jad.2022.09.111</a></p> <p>Brown, D. M., Hill, R. M., &amp; Wolf, J. K. (2022). Cross-sectional associations between 24-hour movement guideline adherence and suicidal thoughts among Canadian post-secondary students. <i>Mental Health and Physical Activity</i>, 100484. <a href="https://doi.org/10.1016/j.mhpa.2022.100484">https://doi.org/10.1016/j.mhpa.2022.100484</a></p>



Amendment #1	
<b>Title of Approved Research Project</b>	24-hour movement guideline adherence and mental health: A cross-sectional study of emerging adults with chronic health conditions and disabilities
<b>Lay summary submitted by the Applicant (amendment)</b>	The Canadian 24-hour movement guidelines specify evidence-based recommendations for varying age groups regarding the amounts of physical activity, sedentary time, and sleep that should be acquired over the course of a full day. Adherence to these guidelines may be of particular importance for the mental health of youth (defined as ages 15-24 years old) attending post-secondary institutions given that this period is marked by a sharp rise in students' psychological distress and a decline in their overall wellbeing. These challenges may be further exacerbated for students with disabilities. In this study, we will use cross-sectional data from the Canadian Campus Wellbeing Survey to: 1) characterize adherence to the 24-hour movement guidelines among youth with disabilities attending post-secondary institutions in Canada compared to those without disabilities, 2) determine the influence of multimorbidity on guideline adherence, and 3) examine associations between guideline adherence and indicators of mental health. Together, these findings will provide initial insight into whether youth with disabilities meet the 24-hour movement guidelines at similar rates to their non-disabled peers and ultimately inform whether tailored campus-driven interventions are warranted.
<b>Lay Summary of Results</b>	Emerging adults with chronic health conditions and disabilities (CCD) attending post-secondary education meet the guidelines for sleep, physical activity, and sedentary behavior as well as all three guidelines concurrently at lower rates than their peers. Our findings also suggest there are beneficial associations between 24-h movement guideline adherence and indicators of mental health, which appear to be consistent among emerging adults with and without CCD.
<b>Publication</b>	Porter, C. D., McPhee, P. G., Kwan, M. Y., Timmons, B. W., & Brown, D. M. (2023). 24-hour movement guideline adherence and mental health: A cross-sectional study of emerging adults with chronic health conditions and disabilities. <i>Disability and Health Journal</i> , 101476. <a href="https://doi.org/10.1016/j.dhjo.2023.101476">https://doi.org/10.1016/j.dhjo.2023.101476</a>
Amendment #2	
<b>Title of Approved Research Project</b>	Investigating the impact of reallocating time spent engaging in different movement behaviours on the mental health and wellbeing of Canadian post-secondary students
<b>Lay summary submitted by the Applicant (amendment)</b>	Low adherence to public health recommendations for physical activity, recreational screen time, and sleep have been established as key factors contributing to high rates of poor mental health among post-secondary students. Given that time use across the course of a day is finite, it is worthwhile to consider the impact that reallocating time spent engaging in health risk behaviours for healthier pursuits could have on students' mental health. For instance, what are the benefits of engaging in 15 minutes of physical activity at the expense of watching TV?



	<p>Understanding these relationships is critical for informing campus-led health promotion strategies seeking to improve student mental health. Using data from the Canadian Campus Wellbeing Survey, we will examine the effects of reallocating physical activity, screen time, and sleep on indicators of mental health among Canadian post-secondary students. Findings will have important public health implications regarding the impact that time spent engaging in different movement behaviours at the expense of others can have on mental health during this stressful life period.</p>
<b>Lay Summary of Results</b>	<p>Replacing 20 minute of screen time with either sleep or moderate-to-vigorous physical activity was associated with lower psychological distress, greater mental wellbeing, lower odds of reporting mild-to-severe psychological distress and low mental wellbeing, except for reallocating screen time to sleep among students who exceed the sleep guideline recommendations. Findings highlight the potential mental health benefits of replacing screen time with sleep or MVPA as an integrative whole day approach to promote campus wellness.</p>



<b>Application #3</b>	
<b>Title of Approved Research Project</b>	Associations of social jetlag with movement behaviours of postsecondary students in Canada
<b>Name(s) of the Investigator(s) involved</b>	Guy Faulkner Yiling Tang
<b>Name(s) of the Institution(s) involved</b>	The University of British Columbia
<b>Lay summary submitted by the Applicant</b>	<p>Social jetlag is a phenomenon of the circadian misalignment that occurs when individuals experience inconsistent sleep-wake times between workdays and free days. Social jetlag is potentially one of the most common sleep disruptions, which is associated with increased risks of obesity and other health issues. Compared to other populations, post-secondary students may be a group at particularly high risk for social jetlag because of frequent exposure to factors that may delay sleep onset and demand early wake times.</p> <p>The Canadian 24-hour movement guidelines for adults were just released in October 2020. These guidelines specify evidence-based recommendations on physical activity, sedentary behaviours, and sleep across the whole day. Evidence shows that physical inactivity, sedentary behaviour and sleep loss are positively and individually linked to increased risks of various chronic diseases, including obesity. Therefore, it is suggested to understand whether or not social jetlag as a potentially modifiable risk factor on obesity and other health issues is associated with the health-related movement behaviours. This study will use cross-sectional self-report data from the Canadian Campus Wellbeing Survey (CCWS) to investigate the associations of social jetlag with all the Canadian 24-hour movement behaviours including physical activity, total sedentary time, sleep duration, and recreational screen time.</p>
<b>Lay summary of results</b>	<p>Social jetlag is a phenomenon of the circadian misalignment that occurs when individuals experience inconsistent sleep-wake times between workdays and free days. Social jetlag is potentially one of the most common sleep disruptions, which is associated with increased risks of obesity and other health issues. Compared to other populations, post-secondary students may be a group at particularly high risk for social jetlag because of frequent exposure to factors that may delay sleep onset and demand early wake times.</p> <p>The Canadian 24-hour movement guidelines for adults were just released in October 2020. These guidelines specify evidence-based recommendations on physical activity, sedentary behaviours, and sleep across the whole day. Evidence shows that physical inactivity, sedentary behaviour and sleep loss are positively and individually linked to increased risks of various chronic diseases, including obesity. Therefore, we investigated whether or not social jetlag as a potentially modifiable risk factor on obesity and other health issues is associated with the health-related movement behaviours. This study used self-report data from the Canadian Campus Wellbeing Survey (CCWS) collected before COVID-19 to investigate the associations of social jetlag with all the</p>



	<p>Canadian 24-hour movement behaviours including physical activity, total sedentary time, sleep duration, and recreational screen time. Overall, our results suggested that over 2 hours of social jetlag has a modest correlation with students' physical activity, sedentary behaviour and sleep duration. Social jetlag is not a common and serious issue among post-secondary students before COVID-19.</p>
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<b>Application #21001</b>	
<b>Title of Approved Research Project</b>	The prevalence and correlates of food insecurity among post-secondary students in Canada
<b>Name(s) of the Investigator(s) involved</b>	Elizabeth Kristjansson Marie-Josée Massicotte Heather McLeod-Kilmurray Emilie Aloeristok Jenna Swim
<b>Name(s) of the Institution(s) involved</b>	University of Ottawa
<b>Lay summary submitted by the Applicant</b>	Previous research has shown that many post-secondary students in Canada are food insecure, meaning they do not have the money to buy enough food to meet their needs, skip meals or worry about having enough money for food. The purpose of this study is to estimate the prevalence of food insecurity among post-secondary students in Canada in March 2021, during the third wave of COVID-19 in Canada. We will also identify groups of students at greater risk of being food insecure. This research study will also examine whether food insecure students in Canada are at a greater risk of experiencing negative health outcomes (e.g. poor mental health, feeling stressed, suicidal thoughts), engaging in adverse health behaviors (e.g. smoking, drinking, drug use) and having difficulty in school.



<b>Application #5</b>	
<b>Title of Approved Research Project</b>	Physical activity among Canadian post-secondary education working students
<b>Name(s) of the Investigator(s) involved</b>	Daniel Trafford Steven Bray
<b>Name(s) of the Institution(s) involved</b>	McMaster University
<b>Lay summary submitted by the Applicant</b>	<p>More than 50% of post-secondary students report having a job while in school. These students on average allocate 17 hours per week towards performing their student jobs. These working students typically show worse mental health than students who don't work and nearly 50% report that having a job has some form of negative impact on their academic performance. Physical activity is associated with improved mental health and academic performance. Yet, a large portion of students report not engaging in enough physical activity to meet Canadian public health guidelines. Time constraints associated with work have been identified as a barrier for students to be physically active, however, given the mental and physical health benefits of physical activity, working students who are physically active may have better mental and academic performance than those who are not active. Using the Canadian Campus Wellbeing Survey dataset, this study will examine the associations between work status, mental health levels, and academic performance among post-secondary students and physical activity levels as a potential moderator of these associations.</p>





<b>Application #6</b>	
<b>Title of Approved Research Project</b>	A secondary analysis of the Canadian Campus Wellbeing Survey
<b>Name(s) of the Investigator(s) involved</b>	Phillip Sullivan Joshua Celebre
<b>Name(s) of the Institution(s) involved</b>	Brock University
<b>Lay summary submitted by the Applicant</b>	<p>The goal of this study is to identify relationships within the Canadian Campus Wellbeing Survey's dataset that may positively or negatively impact student-athletes' mental health relative to student non-athletes. This survey acquires a multitude of variables from participants including mental health assets and deficits, physical health, sexual health, substance use and demographic variables. Data from the 2019 academic year to the 2021 academic year will be analyzed. With the use of various methods of statistical analysis, we will be able to identify mental health relationships over time, as well as specific to each year of data collection. Not only will comparisons be made between each year of study independently, but the data will also be analyzed to identify changes with respect to the COVID-19 pandemic. It is believed that mental health will have been negatively affected during the school terms occurring during the COVID-19 pandemic. It is expected that there will be positive relationships between substance use and mental health deficits, as well as between poor academic achievement and mental health. Other relationships expected to be related are poor nutrition and sexual health behaviour with mental health. No specific hypotheses are put forward as to potential differences between students and student athletes.</p>



<b>Application #22001</b>	
<b>Title of Approved Research Project</b>	Physical recreation and associations between campus climate, physical activity, mental health, and academic achievement
<b>Name(s) of the Investigator(s) involved</b>	Catherine Sabiston Melissa deJonge
<b>Name(s) of the Institution(s) involved</b>	University of Toronto
<b>Lay summary submitted by the Applicant</b>	<p>here is a well-supported need to enhance whole-campus approaches for supporting postsecondary student mental health. Crucial to applying a whole-campus approach to student mental health, is to understand factors that influence students' sense of belonging to the student body and to the campus community. A positive campus climate creates conditions for meaningful participation and engagement in the campus community and is important for achieving students' sense of belonging and security. Student-life experiences impacting the campus climate include whether students feel connected to any campus-based groups (e.g., sport and recreation groups) and whether there are welcoming and safe spaces for students to socialize and connect. Engagement in on-campus physical recreation (i.e., varsity sport, club/community sports, intramurals), may help to foster a positive campus climate and promote student mental health and well-being. Limited research has, however, comprehensively examined on-campus physical recreation as an approach for promoting a positive campus climate and student mental health and well-being. As such, the purpose of the current research project is to test a comprehensive and integrative model exploring associations among engagement in physical recreation, campus climate, mental health outcomes (psychological distress, mental well-being, social provisions, and loneliness), and academic achievement. The study will also examine whether the observed associations differ across diverse student population groups (e.g., age, race, gender identity) and different institution types. This research will provide novel insight into the role of physical recreation in promoting a positive campus climate, mental health, and academic achievement among postsecondary students.</p>



<b>Application #22002</b>	
<b>Title of Approved Research Project</b>	Canadian Post-Secondary Mental Health and Wellbeing
<b>Name(s) of the Investigator(s) involved</b>	Guy Faulkner Matthew Fagan Kelly Wunderlich
<b>Name(s) of the Institution(s) involved</b>	The University of British Columbia
<b>Lay summary submitted by the Applicant</b>	<p>We plan to develop a series of white papers that report secondary data analyses using the CCWS data. These white papers will be publicly available and will be the basis for knowledge translation efforts (e.g., via webinars; conference presentations). The CCWS research dataset includes data from multiple institutions and thousands of student participants from different time points since fall 2019. This allows for examining trends in mental health for Canadian post-secondary students with a cross-sectional and time-series lens, and the large sample size provides opportunities to look at smaller demographics who are often excluded from institution-level analyses due to small sample sizes and risk of identification. As a result, we are proposing several secondary analyses including:</p> <p><b>TOPIC 2: LONELINESS</b></p> <p>At the beginning of the COVID-19 pandemic there were concerns that physical distancing and other public health measures would negatively impact students' mental health. To better capture these changes, a loneliness measure was added to the CCWS. Loneliness is related to both depression and positive mental health outcomes such as flourishing. These relationships may be impacted by physical activity, but we do not know much about how physical activity impacts the relationship between loneliness and mental health.</p> <p>Using data from the Canadian Campus Wellbeing Survey Spring 2022 sample, a multi-level regression analysis will be completed to assess if loneliness is associated with mental health (flourishing and mental distress). Additionally, we will examine if physical activity moderates these associations after controlling for demographic factors.</p> <p><b>Purpose:</b></p> <ol style="list-style-type: none"><li>1) To explore trends in loneliness in post-secondary students throughout the COVID-19 pandemic.</li><li>2) To assess if the association between loneliness and mental health is moderated by physical activity level.</li></ol> <p><b>TOPIC 3: TRENDS IN MENTAL HEALTH OVER TIME</b></p>



	<p>Understanding how mental health indicators have progressed in parallel with the COVID-19 pandemic for Canadian post-secondary students can help guide future student support services within institutions. Acknowledging intersectional mental health disparities is a key component to improve priority-setting for mental health services inside post-secondary institutions. This analysis seeks to identify the impact of the pandemic on post-secondary student mental health as a whole, as well as the differential impacts on specific, vulnerable demographic groups and how the multiple jeopardy index relates to student mental health.</p> <p>Purposes:</p> <p>1) Explore whether post-secondary students experienced changes in mental well-being and psychological distress throughout the COVID-19 pandemic.</p> <p>1A) Did different demographic subgroups experience different outcomes in mental well-being and psychological distress?</p> <p>3) Explore whether intersecting social identities had a multiplicative effect on the psychological distress and mental wellbeing of post-secondary students throughout the COVID-19 pandemic.</p>
<b>Lay Summary of Results</b>	<p>The prevalence of loneliness was 31% in our sample. Demographic (e.g., gender, sexual orientation, social economic status), health behaviors (e.g., physical activity and substance use), mental health (e.g., mental distress and social support) and institutional factors (e.g., college or university institution) impacted the odds of reporting loneliness (<math>p &lt; 0.05</math>). Conclusion: Our findings suggest loneliness might require greater attention by institutional staff and administrators.</p> <p>Our study presents evidence of elevated distress levels among postsecondary students in Canada that have persisted three years into the pandemic. It is imperative to continue advocating for, and allocate resources to, developing upstream mental health services and improving connections between institutions and community-based mental health care. Enhancing support for equity-deserving groups including women and the 2SLGBTQI+ community is warranted.</p>
<b>Publications</b>	<p>Fagan, M.J., Wunderlich, K., &amp; Faulkner, G. (revise and resubmit). Psychological distress among Canadian postsecondary students: A cross-sectional analysis of the Canadian Campus Wellbeing Survey (CCWS). <i>Journal of American College Health</i>.</p> <p>Fagan, M. J., Wunderlich, K., Wu, C., Fang, M., &amp; Faulkner, G. (2023). Lonely but not alone: Examining correlates of loneliness among Canadian post-secondary students. <i>Journal of American College Health</i>, 1-10. <a href="https://doi.org/10.1080/07448481.2023.2245496">https://doi.org/10.1080/07448481.2023.2245496</a></p>



<b>Title of Approved Research Project</b>	Canadian Post-Secondary Mental Health and Wellbeing (Topic 1: Student Experience)
<b>Lay summary</b>	Many Canadians use nicotine products such as cigarettes and e-cigarettes. A particular subpopulation of concern is post-secondary students given they have a higher prevalence of use. Many correlates of cigarette smoking and e-cigarette use have been identified. However, less focus has been on examining the correlates of cigarette smoking, e-cigarette use and dual use. This study will explore the correlates of different nicotine modality use in post-secondary students.
<b>Lay Summary of Results</b>	Overall, a minority of young adults (11.5%) at post-secondary institutions in our CCWS sample use nicotine products, and the higher prevalence of e-cigarette use warrants continued monitoring. Health promotion campaigns addressing e-cigarette use are required. Additionally, tailored intervention efforts could prioritize the treatment needs of international students studying in Canada.
<b>Publication</b>	Fagan MJ, Zhan JK, Wunderlich KB, Faulkner G. (2024). Examining the correlates of cigarette smoking, e-cigarette use and dual use among Canadian post-secondary students. <i>Tobacco Use Insights</i> , 17. <a href="https://doi.org/10.1177/1179173X241247414">doi:10.1177/1179173X241247414</a>



<b>Application #23001</b>	
<b>Title of Approved Research Project</b>	Student Well-Being and Mental Health Care Utilization
<b>Name(s) of the Investigator(s) involved</b>	Meagan MacKenzie
<b>Name(s) of the Institution(s) involved</b>	McMaster University
<b>Lay summary submitted by the Applicant</b>	The main purpose of the proposed research is to examine mental health deficits and assets in the Canadian undergraduate sample and to try to determine whether they are also struggling with unmet needs in terms of mental health service utilization. The implications of this research may lead to a better understanding of the mental health care needs on campus and may provide evidence that could be used to improve current on-campus wellness services.



<b>Application #23004</b>	
<b>Title of Approved Research Project</b>	Exploring the health and wellbeing of students with disabilities among post-secondary campuses across Canada
<b>Name(s) of the Investigator(s) involved</b>	Jennifer Tomasone Marley Mullan Shane Sweet Amy Latimer-Cheung
<b>Name(s) of the Institution(s) involved</b>	Queen's University McGill
<b>Lay summary submitted by the Applicant</b>	<p>There is a lack of data surrounding the health and wellbeing of persons with disabilities, including post-secondary students with disabilities. The Canadian Campus Wellbeing Survey has gathered data on post-secondary students nationwide in an effort to increase the understanding of student health, as well as inform the development or continuation of any campus-wide health initiatives. In this study, we are specifically interested in exploring the health and wellbeing of students with disabilities attending post-secondary campuses across Canada. With permission granted through the CCWS Data Access Committee, data gathered between Fall 202 and Winter 2023 will be provided. This secondary analysis will involve exploring the health and wellbeing (e.g., physical activity, health service utilization, mental health assets) of survey participants with disabilities, grouped by disability type (e.g., physical, neurological). Understanding how health and wellbeing differs or coincides among disability subgroups can influence the direction of future research, encourage equitable representation of persons with disabilities in research and research development, as well as inform said resources/programs as they continue to grow and evolve across post-secondary institutions.</p>



<b>Application #24001</b>	
<b>Title of Approved Research Project</b>	Intersectional correlates of meeting 24-Hour Movement Guidelines among Canadian post-secondary students: Canadian Campus Wellbeing Survey (CCWS 2019-2023)
<b>Name(s) of the Investigator(s) involved</b>	Guy Faulkner Matthew Fagan
<b>Name(s) of the Institution(s) involved</b>	The University of British Columbia
<b>Lay summary submitted by the Applicant</b>	<p>It is clear that physical activity, sedentary behaviour and sleep have a large impact on physical and mental health. Unfortunately, some groups of the population are less likely to meet these 24-hour movement guidelines provided by Canada. The CCWS research dataset includes data from multiple institutions and thousands of student participants from different time points since the fall of 2019. This allows for examining trends in movement behaviours for Canadian post-secondary students with a cross-sectional and time-series lens. Additionally, recent work highlights the importance of considering how multiple demographic factors may interact and compound disadvantaged groups. Through the CCWS, we will examine how intersecting demographics (e.g., gender, sexual orientation, and ethnicity) impact movement behaviours across all waves of CCWS data collection. For example, we hypothesize that individuals who identify as a woman and non-heterosexual will be at lower odds of meeting the movement behaviour guidelines than other groups. This work will add to the growing body of literature surrounding how alternative physical activity opportunities may need to be considered when attempting to get all individuals in Canada closer to the ultimate goal of reaching the 24-hour movement behaviour guidelines.</p>





<b>Application #24002</b>	
<b>Title of Approved Research Project</b>	Investigate factors that predict flourishing in BIPOC Canadian University Students
<b>Name(s) of the Investigator(s) involved</b>	Rochelle Tucker Clemance Bisamu
<b>Name(s) of the Institution(s) involved</b>	Simon Fraser University
<b>Lay summary submitted by the Applicant</b>	<p>This project centers on the well-being of students in Canadian universities, focusing on understanding and enhancing their mental health and overall life satisfaction. With an increase in students pursuing higher education, there's a noticeable rise in mental health challenges affecting academic success and personal growth.</p> <p>The goals of the project are twofold. Firstly, the aim is to explore how different aspects of students' lives, such as their background and experiences, influence their well-being. By comprehending these factors, the team hopes to shape university environments that foster positive mental health for everyone.</p> <p>Secondly, the project delves into the well-being of students of color, acknowledging that experiences like racial trauma can impact mental health. The objective is to uncover ways to promote resilience and flourishing within this community, contributing to supportive strategies for students facing unique challenges.</p> <p>In essence, universities should not solely be centers for academic learning but also spaces nurturing the personal growth and happiness of every student. The research endeavors to provide valuable insights, aiding in the creation of inclusive and supportive university environments, ensuring the thriving of all students throughout their educational journey.</p>



<b>Application #24003</b>	
<b>Title of Approved Research Project</b>	Mental Health Outcomes for International Students Involved in term-time Work
<b>Name(s) of the Investigator(s) involved</b>	Hongxia Shan Robert Sweet
<b>Name(s) of the Institution(s) involved</b>	The University of British Columbia Lakehead University
<b>Lay summary submitted by the Applicant</b>	<p>The number of international students attending Canadian universities has grown in recent years and on many campuses they now account for more than a fifth of undergraduate enrolments. While Canada remains a destination of choice for international students, there are concerns that many find the university experience unaffordable. Increases in tuition, rental accommodation, and the generally high cost-of-living in urban centres tax students' limited resources. To offset these financial stressors, international students are turning to part-time work with unknown consequences for their mental wellbeing.</p> <p>Students' exposure to stress and the interplay between individual characteristics and institutional structures that support resilient responses have become major policy and research issues. The study will extend current research on international student wellbeing by assessing how different forms of paid work complicate the university experience that, in the past, emphasized academic study balanced by engagement in social and leisure activities. Using data provided by the Canadian Campus Wellbeing Survey, the relationship between international students' wellbeing and work status will be modelled statistically with relevant comparisons to domestic student outcomes.</p>