

## **International Student's Health on Campus**

Selkirk College

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## Purpose:

The purpose of this leadership project is to explore the gaps in health services and finding effective ways to promote campus wellness for international students here at Selkirk College.

## **Background:**

International students make up 5% of the entire population at Selkirk College. This number is increasing and it is imperative that these students feel supported during their studies. Through engagement and discussion with some of the international students, our goal was to find ways to support their health and well-being.

#### **Methods and Materials:**

- Online Moodle forum posts
- Mind map exercises with the international students to come to understand what they want improved on campus.
- Working alongside the International students in class to help them formulate a business proposal around healthy campus initiatives
- Survey Monkey



# **Acknowledgements:**

Thank you to our field guides Lena Sherstobitoff and Tammie Clarke, our nursing instructor Shannon Shah, and all of the international students for participating and supporting us in coming to better understand the areas for health improvement at Selkirk College.

#### **Results:**

- 23% of the students stated poor mental health due to depression and stress
- 25% of the students do not feel included at Selkirk
- Half of the students feel that their culture is not represented at the school.

### **Conclusion:**

Working alongside the international students has offered us the chance to listen to their concerns, experiences, and thoughts regarding health gaps at Selkirk. We hope our engagement has allowed the students to feel heard, understood, and consulted with regarding what they hope to see changed in the future.

Our findings have been passed onto the Healthy Campuses Committee. We hope that 3<sup>rd</sup> year nursing students will carry on our work in the winter semester and contribute to our program development to support international students' health and well-being.