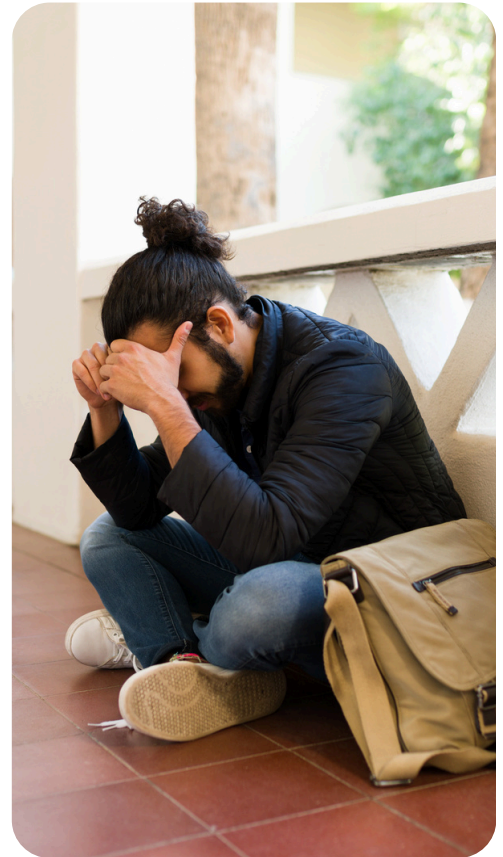


NAVIGATING BULLYING & HARASSMENT: SUPPORTING INTERNATIONAL POST-SECONDARY STUDENTS' PSYCHOLOGICAL SAFETY IN THE WORKPLACE

INTRODUCTION

Building upon the [Resource Sheet on Empowering Wellness for International Post-Secondary Students Working and Studying](#), this resource sheet aims to enhance the capacity of service providers and post-secondary institutions to better support international students who are experiencing bullying and harassment in the workplace. Through an occupational health and safety lens, the resource sheet will outline relevant WorkSafeBC information on workers' rights and protections, employer responsibilities, and reporting options when it comes to bullying and harassment in the workplace.

The resource will also include a guide on best practices and resources for service providers to support international students who are experiencing bullying and discrimination in the workplace, from a mental health perspective. Lastly, case scenarios will illustrate how workplace bullying and harassment may show up in the nuanced realities of international students working and studying and invite service providers to reflect on how they might support the students in different scenarios.



SHIFTING IMMIGRATION LANDSCAPE AND RISE IN ANTI-IMMIGRANT SENTIMENT

Recent years have seen a shift in both policy and public opinion around immigration, with significant reductions in immigration level targets as well as increasingly negative public sentiment towards newcomers and immigration in general. Despite their valuable contributions to enriching the Canadian educational landscape and social fabric as well as positive economic impacts, newcomers, particularly temporary residents such as international students, continue to be scapegoats for socio-economic issues such as the housing crisis. Although the influx of newcomers over the years did impact housing demand, the pressure from newcomers did not singularly create the housing crisis; conversely, it is a challenge related to housing supply, with zoning restrictions, permitting delays, and a shortage of construction workers as key contributing factors¹.

¹ AMSSA. (2024). [Provincial Engagement Strategy Report - May 2024](#)

ANTI-IMMIGRANT SENTIMENT AND ITS IMPACT ON INTERNATIONAL STUDENTS WORKING AND STUDYING

According to Statistics Canada, the total number of police-reported hate crimes in Canada rose from 3,612 in 2022 to 4,841 in 2024, marking a significant **34%** increase², with over 50% of crimes motivated by race or ethnicity. Between 2023 and 2024, police-reported hate crimes motivated by race or ethnicity increased by **8%**, rising for the sixth year in a row³, and those specifically targeting immigrants and newcomers to Canada increased from **14** in 2023 to 136 cases in 2024⁴. These sharp increases echo the rising tensions across the country, amplified by economic anxieties and political shifts. It also reflects the ongoing prejudice that racialized minorities have been facing, as well as the rise in racism and discrimination against individuals of Asian descent in the wake of COVID-19⁵.

34%

**Increase in total
police-reported hate
crimes in Canada
from 2022 to 2024**

8%

**Increase in police-reported
hate crimes motivated by
race or ethnicity from
2023 to 2024**



Numerous studies across Canada have also explored racism and discrimination within the specific context of international students. In the academic setting, international students may face challenges with social integration that stem from experiences of racism, prejudice, and double standards, which further their feelings of exclusion, isolation, and marginalization⁶. In addition to academic environments, international students also encounter discrimination in the labour market, with employers who are hesitant to hire them, viewing them as administrative burdens⁷.

Feedback from post-secondary institutions and service providers who support international post-secondary students reflect these shifts in public opinion and experiences of racism and discrimination in school and the workplace. Cultural factors such as stigma around mental health may present as barriers to seeking help, underscoring the need for social and community-based programs that offer more culturally accessible and less stigmatized access to support. From an occupational health and safety lens, the 2026 WorkSafe BC Service Scan revealed that the main challenges faced by international students are around limited awareness of workplace rights, particularly in relation to workplace abuse, harassment, discrimination and exploitation, with barriers to reporting unsafe conditions arising from fear of repercussions on employment.

² Statistics Canada. (2026). Table 35-10-0066-01 Police-reported hate crime, by type of motivation, selected regions and Canada (selected police services). DOI: <https://doi.org/10.25318/3510006601-eng>

³ Statistics Canada. (2026). Infographic: Police-reported hate crime in Canada, 2024. [Infographic: Police-reported hate crime in Canada, 2024](#)

⁴ Statistics Canada. (2026). Table 35-10-0066-01 Police-reported hate crime, by type of motivation, selected regions and Canada (selected police services). DOI: <https://doi.org/10.25318/3510006601-eng>

⁵ Chakraborty, C., Chen, S., Li, M., Man, G., Yang, X. (2026). Anti-Asian Racism and the COVID-19 Pandemic in Canada.

^{6,7} S, Sarwar. (2021). Exploring the Impact of Recent Immigration Policy Changes on International Students. <https://dspace.library.uvic.ca/server/api/core/bitstreams/a199399f-b953-4047-8925-25bdcc763c4b/content>

OCCUPATIONAL HEALTH AND SAFETY: BULLYING & HARASSMENT IN THE WORKPLACE

As we understand, international students face overwhelming pressures from working, studying, and living within a new cultural context, often left with little time for rest or energy for other activities⁸. In a social climate of rising negative attitudes towards newcomers, they may not be equipped to know what to do if they experience bullying and harassment at work, nor have the capacity and time to gather occupational health and safety information on the matter.



In addition, financial stressors from paying high tuition while restricted to working 24 hours off campus per week may discourage students from reporting occupational health and safety concerns, out of fear of repercussions on employment, such as reduced hours or job loss. Consequently, not knowing how to respond to bullying and harassment in the workplace may place additional strain on the mental well-being of international students.

As such, it is crucial to consider the impact of negative public attitudes on the lived experiences of international students and imperative for those supporting international students to empower them with knowledge around their rights to a psychologically safe workplace and more practically, what to do when incidents of bullying or harassment arise.

Bullying & Harassment, Occupational Health & Safety, and Impacts on Mental Well-Being

Bullying and harassment behaviors in the workplace can have profound psychological impacts on workers, and those who are marginalized – equity-seeking groups such as racialized, Indigenous, 2SLGBTQI+, and immigrants – on average experience more workplace harassment than those from socially advantaged groups⁹. Workplace bullying in higher education settings may also have deeper and more complex effects on marginalized individuals, given the unique dynamics and pressures that take place within academic institutions such as power imbalances that may exacerbate the potential for bullying behaviors¹⁰. International students, who already navigate cultural differences and immigration-related stressors, can be especially vulnerable to workplace bullying¹¹.

⁸AMSSA. (2025). Balancing Act: Empowering Wellness for Resource Sheet: International Post-Secondary Students Working and Studying

⁹ Canadian Union of Public Employees. (2014). Workplace harassment and mental injuries: Examining root causes. <https://cupe.ca/workplace-harassment-and-mental-injuries-examining-root-causes-1>

^{10,11} J., Du. (2024). Workplace Bullying in Higher Education: A Case Study of an International Student in an Australian Public University.

https://www.researchgate.net/publication/381714021_Workplace_Bullying_in_Higher_Education_A_Case_Study_of_an_International_Student_in_an_Australian_Public_University

Bullying & Harassment as a Psychosocial hazard

Workplace bullying can have significant psychological consequences such as distress, sleep disturbance, burnout, substance use disorders, and mood disorders¹², with evidence linking harassment to psychological stress responses that can then lead to chronic negative health conditions¹³. Additionally, marginalized workers may experience negative physical and psychological health impacts more acutely compared to non-marginalized workers¹⁴.

In addition to health concerns for the worker, bullying and harassment also pose detrimental effects from an occupational health and safety perspective. Reactions to bullying and harassment may include impaired concentration or ability to make decisions, physical illness, and reduced work performance. It could also affect staff morale, increase stress and tensions between workers, and lead to higher absenteeism and turnover¹⁵.

WorkSafeBC: Bullying & Harassment Basics

All workers in Canada have the right to a safe workplace, and employers in BC are mandated to provide a workplace free of bullying and harassment. WorkSafeBC has policies and resources related specifically to bullying and harassment in the workplace, and defines it as:

- including any inappropriate conduct or comment by a person toward a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
- excluding any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment

Examples of bullying and harassment in the workplace include verbal aggression, derogatory name-calling, personal attacks, spreading malicious rumours, and other intimidating and humiliating behaviors.

Additional resource: [Bullying & harassment - WorkSafeBC](#)

¹² CCOHS: Mental Health - Psychosocial Risk Factors in the Workplace

^{13, 14} Workplace harassment and mental injuries: Examining root causes | Canadian Union of Public Employees

¹⁵ <https://www.worksafebc.com/en/resources/health-safety/information-sheets/occupational-health-and-safety-hazard>

Duties of employers, workers, and supervisors in relation to workplace bullying and harassment

[Employers](#) have a duty to ensure the health and safety of its workers, and as a result, must take all reasonable steps to prevent or minimize workplace bullying and harassment. They must also implement procedures for responding to reports or incidents of bullying and harassment that fully address the incident and ensure that bullying and harassment is prevented or minimized in the future.

[Workers](#) have a duty to not engage in bullying and harassment, and to report bullying and harassment if experienced or observed and follow the employer's policies and procedures on bullying and harassment.

[Supervisors](#) have a duty to not engage in bullying and harassment, and to apply and comply with the employer's policies and procedures on bullying and harassment. They must also ensure the health and safety of workers under their supervision, and as a result, must take all reasonable steps to prevent or minimize workplace bullying and harassment.

Additional Resources: [Worker fact sheet](#), [Supervisor fact sheet](#), and [Employer fact sheet](#)

WorkSafeBC: What to do when a worker has experienced or witnessed bullying and harassment?

1. Report it to the employer by following the employer's bullying and harassment policy and procedures.
2. The employer must then respond to the report, in accordance with their own procedures.
3. If the employer does not have bullying and harassment policies and procedures or has failed to take reasonable steps to address the incident, the worker can contact the Prevention Information Line at 604.276.3100 (1.888.621.7233 toll free) and speak with a prevention officer, who will provide information, answer questions, and direct the worker to appropriate resources.
4. After reporting the incident to the employer and speaking with a prevention officer, the worker may submit a [bullying and harassment questionnaire](#) to WorkSafeBC, which will be reviewed by a prevention officer who will determine whether to make further inquiries.

If the employer or supervisor is bullying and harassing the worker

An employer must have specific procedures for reporting bullying and harassment when the employer, supervisor, or person acting on behalf of the employer is the alleged bully and harasser.

If the employer does not have a policy, procedures, or training around workplace bullying and harassment, the worker can inform WorkSafeBC using the toll-free Prevention Information Line: 1.888.621.7233.

Additional resources:

- [WorkSafeBC: Worker checklist](#) outlines the course of action workers can follow and includes a fillable template to document incidents of workplace bullying and harassment.
- [Canadian Centre for Occupational Health and Safety \(CCOHS\)](#)'s recommendations on what to do when being bullied or harassed in the workplace

Other rights, remedies, and reporting options

Human Rights

If the worker is being bullied or harassed on grounds that are protected by the [BC Human Rights Code](#) and the employer has failed to resolve the issue adequately, the worker can file a human rights complaint with the [BC Human Rights Tribunal](#). The BC Human Rights Code protects individuals from discrimination in areas of daily life such as employment, based on personal characteristics such as race, religion, place of origin, sexual orientation, gender identity and expression, and physical or mental disability.

Additional Resource: [A Legal Perspective: What to Do If You Are Being Bullied and Harassed at Work - Here to Help](#)

Employers cannot retaliate against the worker for reporting an unsafe workplace

Employers are prohibited from retaliating against a worker for reporting any unsafe acts or conditions, including workplace bullying and harassment. If the worker believes they have suffered retaliation from an employer that impacts their employment (e.g. suspension, demotion, loss of wages, or reprimand) regarding a health or safety issue, they may file a [prohibited action complaint](#).

Bullying & Harassment – Mental Disorder Claims

A worker who has a mental disorder diagnosed by a psychiatrist or psychologist that is predominantly caused by a significant work-related stressor, such as workplace bullying and harassment, may be eligible for workers' compensation benefits by submitting a claim through WorkSafeBC. The bullying and harassment must be the primary reason for the development of the mental disorder.

If the worker suspects that bullying or harassment in the workplace has led to their mental health disorder, they should:

1. Report it to their employer.
2. Seek treatment and [file a claim](#) with WorkSafeBC's [Teleclaim Contact Centre](#)

For tips on responding to bullying and harassment, call the Prevention Information Line at 1.888.621.7233 or see [Responding to workplace bullying and harassment](#) on worksafebc.com.

Note: When a mental disorder claim involves bullying or harassment, WorkSafeBC conducts a thorough investigation before making a decision on the claim.

Additional Resources:

- [Frequently asked questions: Mental disorder claims | WorkSafeBC](#)
- [Mental health injury claims - WorkSafeBC](#)

A note on WorkSafeBC's role in bullying and harassment incidents in the workplace

- WorkSafeBC's role is not to resolve or mediate any specific disputes or conflicts, but rather to ensure the employer has a policy, procedures, and training in place to address workplace bullying and harassment, and that these are adequate.
- WorkSafeBC will also ensure the employer has fulfilled its obligation to investigate complaints of bullying and harassment in a manner consistent with requirements of the Occupational Health and Safety Policies.

Additional WorkSafeBC Resources

The Process for Refusing Unsafe Work

Workers have the right to refuse unsafe work. This guide outlines the steps to follow when work might be unsafe.

Report an Unsafe Workplace

This online form can be used to report an unsafe workplace. To report anonymously, WorkSafeBC recommends calling their Prevention Information Line at 604.276.3100 or toll-free at 1-800-621-7233 (1-888-621-SAFE).

Health & safety assistance - WorkSafeBC

This page includes key contact information for reporting workplace injuries, questions about health and safety, and additional contacts.

Prohibited action complaints - WorkSafeBC

Workers may not be disciplined or penalized for refusing unsafe work or raising a health or safety issue at work. If workers experience negative actions from an employer or union after raising a health and safety concern, they can follow these steps to submit a prohibited action (formerly known as a discriminatory action) complaint.

Workers: How to Report an Injury and What to Expect

If an injury occurs at work, workers can use WorkSafeBC's [online form](#) to submit an injury report (requires account creation – see [video for instructions](#)) to start an insurance claim. Video instructions on [reporting an injury online can be found here](#).

This can also be done over the phone by calling WorkSafeBC's Teleclaim team at 604.231.8888 (or toll-free at 1.888.967.5377). Interpreters for over 140 languages are available and can be requested when calling Teleclaim.

More details about the process of [making a WorkSafeBC claim can be found here](#).



BEST PRACTICES AND RESOURCES TO SUPPORT STUDENTS

Prepared by: **Mona Hassannia, MA, RCC**

Bullying, harassment, and discrimination can affect a student well beyond the workplace. International students may also be balancing concerns about income, employment, immigration or study status, academic responsibilities, language, stigma, and unfamiliar systems. Service providers can help by creating a supportive space, identifying immediate needs, providing reliable information, and helping the student make informed choices about what happens next.



Supporting students to respond in the moment

There is no single “right” way to respond to bullying, harassment or discrimination. A student may become angry, freeze, go quiet, leave the situation or have difficulty knowing what to do next. These can be common responses to stress. Service providers can share the following strategies with students:

1. **Prioritize safety:** If the situation feels threatening or unsafe, focus first on getting to a safer place. This may mean stepping away from the interaction, contacting a trusted colleague or supervisor, or leaving the immediate situation if necessary.
2. **Allow time before making decisions:** When possible, give yourself time to settle before deciding what to do next. You do not necessarily have to confront someone or decide immediately whether to make a report. A useful first question may be: “What do I need right now to feel a little safer or more supported?”
3. **Document what happened:** When it feels manageable, write down key details such as what occurred, when and where it happened, who was involved, whether anyone witnessed it, and any relevant emails or messages. Documentation may be helpful later, but writing something down does not obligate the student to report.
4. **Connect with someone you trust:** Speaking with a trusted friend, colleague, service provider, campus advisor or other support person can help the student make sense of what happened and consider their next steps.
5. **Notice the impact on wellbeing:** Bullying, harassment and discrimination can contribute to worry, anger, sleep difficulties, problems concentrating, fear about returning to work, physical tension or difficulty managing school and everyday responsibilities. If these reactions persist or begin interfering with daily functioning, additional mental health support may be helpful.

When a student tells you something happened at work

When a student discloses bullying, harassment, or discrimination, service providers do not need to have all the answers. One of the most important things a service provider can do is create a calm space where the student can explain what happened, feel taken seriously, and regain some sense of control over what happens next.

A useful framework is:

LISTEN	VALIDATE	ACCESS	CLARIFY	OFFER OPTIONS	SUPPORT
Give the student space to share their experience before moving toward solutions. Try: - “Thank you for telling me.” - “Take your time.” - “I’m here to listen.”	Acknowledge the impact of the experience without making a legal determination. Try: - “That sounds really difficult.” - “I can see why that would be upsetting.” - “Thank you for sharing that with me.”	Identify what needs attention first. Consider: - Safety concerns - Mental health and well-being - Employment and financial impacts - Academic impacts - Immigration or study-related concerns - Urgent support needs	Ask what the student wants or needs. Try: - “What would be most helpful for you right now?” - “What support are you looking for?” - “How would you like to move forward?”	Provide information and available supports without taking over the decision. Try: - “There are a few options we can look at together.” - “Would you like information about available resources?” - “You can decide what feels right for you.”	Continue supporting the student before, during, and after any reporting or referral process. Examples: - Follow up with the student when appropriate. - Help connect them with support services. - Respect their choices and pace. - Maintain confidentiality within your role and responsibilities.

Nuances to consider when supporting students

Barriers to reporting or seeking support

International students may hesitate to report because of concerns about job loss, reduced hours, retaliation, finances, immigration or study status, language barriers, stigma, unfamiliar systems, or discomfort challenging someone in authority.

Cultural experiences may also influence how comfortable someone feels asking for help or speaking openly about workplace difficulties. For some students, concerns about shame, “losing face,” disappointing family members or appearing unable to manage independently may create additional barriers to seeking support.

Reluctance to report does not mean the concern is unimportant; the student may be weighing several risks at once.

Service providers can support agency by asking:

“What concerns you most about reporting or seeking support?”

“What information would help you decide what you want to do?”

Avoid pressuring the student. Instead of “You need to report this,” instead try “We can look at the options together so you can decide what feels right for you.”

Long and difficult reporting processes

International students may hesitate to report because of concerns about job loss, reduced hours, retaliation, finances, immigration or study status, language barriers, stigma, unfamiliar systems, or discomfort challenging someone in authority.

Reporting or claims processes can be lengthy and may require students to retell what happened several times, which can be emotionally exhausting and may reactivate distress. Service providers can help by preparing students for what to expect, reducing unnecessary retelling, and continuing to check on wellbeing while the process is underway.



Helpful support may include organizing questions or documents, identifying a support person, acknowledging uncertainty, and checking whether stress is affecting sleep, concentration, school, work, or daily functioning.

Where possible, ask only for information needed to provide support and avoid requiring the student to repeatedly start from the beginning.

Repeatedly recounting a distressing experience can be exhausting and may reactivate emotional or physical stress responses. A trauma-informed approach can help reduce some of this burden.

- Help the student prepare. Where possible, help them understand what the process may involve, what information they may need, who could be involved, how long the process may take, and whether a support person can attend. Preparing a timeline, gathering relevant documents, and writing down questions may help reduce uncertainty.
- Reduce unnecessary retelling. Ask only for the information needed to provide support. If the student has already explained what happened, avoid asking them to repeatedly start from the beginning. Where consent and organizational practices allow, consider whether relevant information can be appropriately shared between service providers.
- Acknowledge the uncertainty. Waiting can become stressful. Students may worry about whether they are believed, whether their employment will be affected, what will happen next, or how long the process will take. Providers may not be able to answer these questions, but they can acknowledge the uncertainty and focus on what support is available in the meantime. For example: “We may not know the outcome yet, but we can look at what would help you manage things while you wait.”

Support should continue regardless of whether the student reports or whether the process leads to the outcome they hoped for.

A helpful service-provider stance is:

**Take the
experience
seriously.**

**Help the student
understand their
options.**

**Be clear about
the limits of
your role.**

**Keep the
student's choices
and wellbeing at
the centre of the
response.**

CASE SCENARIOS

To provide a better understanding of the nuanced realities that international students working and studying experience, the following case scenarios will illustrate examples of how bullying and harassment may show up in the workplace and impact international students. Each story is followed by an opportunity to reflect on how we can support the student in each scenario. Please note that the case scenarios are for educational purposes only.

Scenario #1:

Dev is an international student working part-time at a grocery store on campus to support himself while studying Business Administration at a local college. The store manager that he works with is strict, overbearing, and seems to hold a great dislike for Dev specifically. While he treats other workers with some measure of cordiality, he does not reserve the same respect for Dev. He is often assigned the most laborious tasks while coworkers get breaks and is usually the one to get the least desirable shift hours. Sometimes, often when no one else is around, the manager will also make racist comments towards Dev about his ethno-cultural background.

When he tried to confront the manager about his unfair treatment and discrimination, he denied all claims and even hinted at cutting his hours, which would severely impact Dev's financial stability. Dev considers reporting this to the store owner but is unsure of what regulations are in place and ultimately fears retaliation against his employment. Because of these challenges, Dev has been suffering from loss of sleep, causing him to lose focus on his schoolwork, and is now worried about his academic performance as well as the situation at work.

What would you do to support Dev?

We should first create space for Dev to talk about what has been happening and acknowledge both the workplace impact and the stress he is experiencing. It would be important to check in about how he is functioning and whether additional mental health or academic support would be helpful.

The provider can also share clear information about WorkSafeBC's bullying and harassment policies, including the need for employers to establish procedures for reporting when the employer or supervisor is the bully and harasser. The provider's role is to help Dev understand protections and processes that may be relevant to his concern, where to get accurate information and what options may be available.

Because Dev describes racist comments connected to his ethno-cultural background and unfair treatment in the workplace, the provider can also let him know that the BC Human Rights Tribunal is another possible avenue for concerns about discrimination in employment. This should be presented as an option rather than a direction to report.

Dev's fear of retaliation and reduced hours should be taken seriously. The provider can share WorkSafeBC information about prohibited action, but rather than telling him what he should do, the provider can explore what feels most important and what concerns him most about reporting. Helpful questions might include:

“What worries you most about making a report?”

“What outcome are you hoping for?”

“What information would help you feel more comfortable deciding what to do next?”

If Dev wants to explore his options, the provider can help him locate reliable information, organize relevant documentation, identify a trusted support person, and connect with appropriate campus or mental health supports. Most importantly, Dev should decide what happens next. The goal is to help him feel informed, supported, and more in control of his choices rather than pressured toward a particular reporting pathway.

Scenario #2:

Lin is an international student in an ESL program who has just started working at a small café off campus. The coworker tasked with training her is a first-generation immigrant from the same country of origin and shares the same first language with Lin. At first, Lin thought that this connection might help her as she adjusts to the fast-paced environment and works on her English language skills. However, during her training period, instead of providing guidance and support, her coworker would publicly and aggressively scold her in their first language, while other employees and customers are nearby.

She also often makes derogatory comments about Lin's English proficiency. After a few weeks, Lin begins to feel increasingly anxious about going to work and starts to lose confidence in her ESL classes. She hesitates to seek support from her friends or family overseas as she doesn't want them to know that she's struggling and risk "losing face" because she isn't able to resolve her own problems. She had thought that her new home here in Canada would be more inclusive and welcoming and isn't sure what to do about the situation at hand.

What would you do to support Lin?

We should first acknowledge the impact the situation is having on Lin and give her space to talk without minimizing the behaviour because her coworker shares her cultural background and first language. Her growing anxiety about work and loss of confidence in her ESL classes suggest the experience is affecting both her well-being and academic life.

The provider can check in about how Lin is functioning more broadly, including whether the anxiety is affecting her sleep, concentration, attendance, or ability to continue working. If needed, they can connect her with campus counselling, culturally or linguistically responsive mental health supports, or other trusted community resources. Because Lin is worried about "losing face," stigma should be addressed sensitively. Rather than framing help-seeking as an indication that she cannot manage the situation herself, they can reinforce that getting information or support is one way of taking care of herself and understanding her options. The provider might say:

"You don't have to handle this on your own."

"You can decide who you want to involve and how much you want to share."

"We can look at your options without you having to make a decision right away."

It is important to ask Lin what outcome she is hoping for. She may want the behaviour to stop, information about her rights, help thinking through whether to report, support preparing for a workplace conversation, or simply someone to listen before deciding what to do.

The provider can share WorkSafeBC information on workplace bullying and harassment and explain that other reporting or support options may be available, such as referring to the employer's internal process, depending on the nature of the concern and what Lin wants to do. The provider's role is to help Lin feel heard, reduce isolation, connect her with appropriate supports, and give her enough information to make an informed choice while keeping control over the next steps in her hands.

Resources

Students may benefit from different types of support depending on their needs. Rather than providing a long list of referrals, help the student identify one or two resources that are most relevant to their immediate concern.

Mental Health Supports

- [Here2Talk](#) provides free, confidential, 24/7 counselling and referral support to students currently registered at BC post-secondary institutions, including international students.
- [Foundry BC](#) offers free and confidential mental health and wellness services for youth ages 12-24 in British Columbia and their families. Foundry has locations all around BC and free virtual services on the Foundry BC app (or on the [Foundry BC platform](#)).
- [BounceBack](#) is a free skill-building program to help adults and youth manage stress, anxiety, low mood, and mild to moderate depression. Support is delivered online or over the phone.
- [Here to Help - Healthy Minds Healthy Campuses Resources](#)
- [Crisis Centre of BC](#): Mental health crisis line: 310-6789
- [9-8-8 Suicide Crisis Helpline](#) for students experiencing thoughts of suicide or significant emotional distress can call or text 9-8-8, 24 hours a day, 7 days a week. If there is an immediate risk to safety, call 9-1-1 or go to the nearest emergency department.

Culturally Responsive and Community-Based Supports

- [Centre for Addiction and Mental Health \(CAMH\)'s multilingual resource archive](#) contains information on mental illness for clients of culturally and linguistically diverse backgrounds and for professionals who work with them.
- [Multicultural Mental Health Resource Centre](#) provides culturally relevant mental health information to support Canada's diverse population.
- [HelpStartsHere](#) is a provincial directory for mental health and substance use support in BC, including free, low-cost and virtual services. It also lists [Multi-Language Mental Health Services in BC](#) such as [S.U.C.C.E.S.S.](#) and [DIVERSEcity Community Resources Society](#)'s multilingual counselling services.
- [Vancouver Island Counselling Centre for Immigrants and Refugees](#) provides trauma-informed, culturally safe and accessible mental health counselling for immigrants, refugees, and newcomer families on Vancouver Island.
- [Progressive Intercultural Community Services \(PICS\) Society: Welcome Centre for International Students](#) is a one-stop-shop specifically designed to support international students in starting up or restarting their new life in Canada

Campus Supports

- [EducationPlannerBC](#) provides information for international students and links to BC post-secondary institutions and student services.
- [BC Ombudsperson](#). Students attending a public college or university who believe they have been treated unfairly by their institution may contact the BC Ombudsperson after first trying to resolve the issue through the institution's own processes.
- Campus counselling and Employee Assistance Programs (EAPs) may provide confidential counselling and wellbeing support through a student's post-secondary institution or workplace.
- [Helpful links - Study in BC](#) provides a list of tools and resources to support international students living, working and studying in BC.

Workplace and Reporting Supports

- [BC's Office of the Human Rights Commissioner – Rights as a Worker](#) provides accessible information about workplace discrimination, protected characteristics, and human rights in BC.
- [BC Human Rights Tribunal](#) receives and resolves complaints of discrimination under BC's Human Rights Code, including discrimination in employment.
- [Clicklaw – Employment Standards and Employee Rights](#) provides plain-language legal information and links to trusted BC resources about workplace and employment rights.
- [BC Employment Standards](#) provides information about minimum employment rights such as wages, hours of work, overtime, and other employment standards.
- [AMSSA – Governmental Organizations Supporting Temporary Foreign Workers' Health, Safety and Rights](#) provides a practical overview of key federal and provincial organizations responsible for protecting migrant workers' health, safety and rights in BC.
- Union representation, where applicable, can provide information, advocacy and support related to workplace concerns and collective agreement processes.

24/7 Crisis and Support Resources

- [Here2Talk](#): Free, confidential mental health counselling for all post-secondary students in BC ([app](#), phone, or online).
- [BC Mental Health Support Line](#): 3-1-0
- [Suicide Crisis Helpline](#): Call or text 9-8-8 for support if experiencing thoughts of suicide.
- [Crisis Centre](#): Mental health crisis line: 310-6789 or [online chat](#).
- [Help Starts Here](#): Information and support for addiction, mental health, substance use, wellness, and counselling.
- [Here to Help](#): Mental health and substance use resources for BC residents, including newcomers.
- [HealthLink BC](#) (8-1-1): Access nurse advice, clinic information, and health guidance online or by phone.
- [Trans Lifeline](#): Peer support and crisis line for 2SLGBTQIA+ students; 1-877-330-6366.
- [Canadian Mental Health Association BC](#): Resources, peer support, [mental health support of post-secondary institutions](#) (HM|HC).
- [MOSAIC](#) International Student Hub: Specialized programs, peer connections, and services supporting international students academically, personally, and professionally; internationalstudents@mosaicbc.org
- [CISUR](#): General substance use information and [self-help resources](#)



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