

TRU STUDENT WELLNESS AMBASSADOR TEAM (SWAT) HANDBOOK FOR APPLICANTS

This guide will hopefully help you understand the expectations of students in SWAT Leader roles



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We've Got This!

WELCOME

Thank you for your interest in becoming a member of the Student Wellness Ambassador Team (SWAT) for the 2026-27 academic year. We hope this adapted handbook will answer your questions and give you more specific information about the roles, responsibilities, and expectations of students in the role.

WELLNESS CENTRE MISSION STATEMENT

"The Wellness Centre promotes the physical, emotional, social, intellectual, occupational, and spiritual well-being of TRU students and employees by providing a comprehensive package of health education and promotion activities, services, and programs."

ACKNOWLEDGING TERRITORY

The Thompson River University (TRU) campuses are located on the ancestral lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemcúl'ecw, the stoeln territory of the Secwépemc people. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, T'Silhqot'in, Nuxalk, Dakelh and Syilx. The Wellness Centre has made it a priority to learn more about Indigenous and other cultural wellness practices in order to provide more appropriate care and support to all people who access our services.

WELLNESS CENTRE IN A NUTSHELL

The Wellness Centre values the well-being of all employees and students on campus. We provide unique, educational, and fun programs that aim to increase people's health literacy, in order to support their wellness and self-care practices. Our Wellness Centre space is a place for students to connect, hang out, take a nap, read a book, play a game, have a cup of tea, learn about helpful resources, and connect with their peers.

The Wellness Centre typically offers:

- One-to-one peer support and professional health consultations
- Wellness workshops and presentations
- Health and wellness outreach programs & initiatives
- Health and wellness advocacy and activism 
- Overdose prevention & response education, including take home naloxone (THN) training
- A space for people to relax, rejuvenate, and have fun!

PROCESSES TO NOTE

Hiring Process

- Online applications are reviewed by members of the Wellness Team - due at 11:59 pm on Sunday, March 22, 2026.
- A SWAT Leader Hiring Committee consisting of two current SWAT Leaders and the Senior Wellness Coordinator will review all applications and select students for interviews.
- Depending on funding and student turnover, typically between 5-7 students are offered SWAT Leader positions. One or two students may also be offered an alternate spot.

Training

- Mandatory virtual and in-person training is required to be eligible to join the team.
- The Wellness Centre pays for your time and for registration in the training courses.

Payment

- SWAT Leaders are paid via a Professional Services Agreement (PSA) Contract four times a year - twice each semester.
- Leaders will be paid for both virtual and in-person training separately in September.

WHAT INFORMS OUR WORK IN THE WELLNESS CENTRE?

The Wellness Centre Team works in a relational capacity. We aim to build healthy, respectful, caring, and authentic connections with students, employees, and community members to build trust and create a genuine sense of belonging. We are committed to learning and unlearning so we can be responsive to the Truth and Reconciliation Commission's Calls to Action and the Missing & Murdered Indigenous Women, Girls, & Two-Spirit People's Calls for Justice. Our practice is informed by, and rooted in various frameworks including, but not limited to, intersectional feminism, intercultural learning, trauma-informed practice, survivor-centered care, social determinants of health, the socio-ecological model of health promotion, harm reduction, sex positivity, person-centered practice, and strengths-based practice. We engage in research, ongoing professional development, and seek out reciprocal collaborations to grow our scholarly health and wellness literacy, skills, and confidence, as well as to enhance our action, advocacy, and activism that centers decolonization, Indigenization, equity, diversity, and inclusion in our practice.



MEET YOUR COORDINATOR

Chelsea Corsi (she/her)
Senior Wellness Coordinator

E: ccorsi@tru.ca | p: 250-828-5010

Hours: Monday to Thursday, approx. 8:30 AM to 3:00 PM

Weytk! It is my privilege to live, love, and work on the ancestral lands of the Tk'emlúps te Secwépemc people within Secwépemcúl'ecw. I thought I would provide a bit of information about myself - my name is Chelsea (she/her) and I am a registered nurse and tenured faculty member within the Faculty of Student Development, and Integrative Learning and Assessment (ILA) department here at Thompson Rivers University (TRU). I have been responsible for leading and collaborating on campus wellness initiatives at TRU for the past 21 years. My practice and pedagogy is rooted in feminist, anti-oppressive, trauma-informed, and survivor/person-centered theories, and is influenced by health promotion, social determinants of health, community development, and harm reduction frameworks. I am also a wife and mom to two boys who practices self-care by working out, hiking, x-country skiing, participating in yoga, dancing, listening to music, styling (and re-styling) my home, thrifting, and connecting with family and friends.



MEET YOUR WELLNESS SUPPORT SPECIALIST

Payton Parker (they/them)
Wellness Support Specialist

E: phiebert@tru.ca | p: 250-852-7167

Hours: Monday to Friday approx. 9:00 AM to 4:30 PM

Hey, folks! My name is Payton Parker (they/them) and I'm an uninvited settler on Tk'emlúps te Secwépemc. This traditional territory has been the home of my learning and growth. I'm a proud TRU graduate from the Human Services program and a current student working toward a Bachelor of Interdisciplinary Studies with a concentration in Communications and Sociology. Since 2020, I have worked closely with the TRUSU Pride Club and am the club's current Vice President. With TRUSU Pride, I help facilitate social groups to promote community, safety, and acceptance. As a 2SLGBTQ+, disabled, and neurodivergent person, my lived experience motivated my passion for helping others achieve their best self. By meeting others where they are, I encourage those around me to be their genuine and authentic selves. This passion has manifested into a path of dedication to education, social justice, and human rights. I'm looking forward to learning from this year's SWAT Leaders and to the growth opportunities ahead of us!

Chelsea and Payton are here to support the team. While we have different roles within the centre, we work together and aim to co-create a team environment with leaders that is respectful, kind, caring, ethical, flexible, fun, engaging, non-judgmental, accepting, and one that encourages students to learn, grow, and build their own leadership skills. Please note that in a creating a positive team environment, we also expect a high standard of responsibility and accountability from SWAT Leaders as well; we hope our entire team represents the Wellness Centre with integrity and professionalism.

Fun facts about us:

- The Wellness Centre has won four provincial awards for our work! Three from the Canadian Cancer Society and one from the Clean Air Coalition of BC!
- In January 2025 we celebrated the 10th Annual Consent Tea! it is one of our longest standing health promotion outreach events on campus.
- The TRU Therapy Dog Program has been going strong with weekly visits from Sept-April since 2013. We believe that we are the only university in Canada that offers weekly visits with our furry friends!
- The Wellness Centre was the first university program in Canada to certify student leaders to provide Take Home Naloxone (THN) training on campus.
- In 2013, the Wellness Centre collaborated with 31 Canadian post-secondary institutions to administer in the first student health research survey in Canada, the National College Health Assessment II.



SWAT LEADER ROLES & RESPONSIBILITIES

All SWAT Leaders have responsibilities to the Wellness Centre team and campus community. If you accept an invitation to become a SWAT Leader, these are some of the responsibilities you are accepting:

- Attending and participating in MANDATORY program-wide and area specific training. This includes approximately 25 hours of virtual training in the summer, and 5 days of in-person training the week before the academic year starts in September 2026. *Please note - the Wellness Centre pays for the training/course fees and for your time to participate in this training, so the expectation is that you complete all required courses. If the virtual training is not completed, and evidence of completion is not submitted by the deadline (Wednesday, August 26, 2026) you will forfeit your place on the team and **you will not be paid** for any time that you might have invested in some of the training.*
- Committing to developing an understanding of the service areas and programs on campus and in the local community that support students' personal and academic well-being and learning about the evidence-informed and wise practices, frameworks, and pedagogies that underpin the scholarly practice of the Wellness Centre. This includes upholding the principles of equity, diversity, inclusion, and decolonization in your work.
- Attending and participating in weekly team meetings with the Senior Wellness Coordinator, Wellness Support Specialist, and fellow SWAT Leaders.
- Providing input and feedback about the ways your SWAT Leader work could be interesting, challenging, and meaningful.
- Communicating to your supervisors your needs in relation to performing your work effectively or anything else that is important to you in your work as a SWAT Leader.
- Participating in ongoing training and development opportunities provided throughout the SWAT Leader experience.
- Performing your work to the best of your abilities, and recognizing your need to show up and contribute to the Wellness Team just like you would in any other professional/work role. For example, this includes, but is not limited to, being punctual, respectful, clearly communicating with your teammates and mentors, and attending all assigned shifts and outreach events you are to be hosting on time with all tasks completed, etc.
- Completing and participating in three self-reflections per year with your supervisors as a way of discussing your learning in the role, including ideas for further growth and development.
- Maintaining confidentiality and upholding the SWAT Leader Expectations as listed on page 5.
- Connecting with Chelsea Corsi, Senior Wellness Coordinator, to discuss any concerns, issues, discomfort, or problems you are facing as a SWAT Leader, or as a member of the team. ***Please note that if a conflict occurs, depending on the situation, we might work with you to develop a learning plan with intentional learning goals and strategies.***

SWAT LEADER ROLE EXPECTATIONS

All SWAT Leaders are required to meet program expectations (refer to sidebar - *SWAT Leader Role Checklist*) as determined by the Senior Wellness Coordinator and must complete your formalized, fall and winter semester-end self-reflection session.

For new SWAT Leaders, the fall semester will be viewed as a probationary period. If expectations are not met during this first semester, and if appropriate, a learning plan will be developed in collaboration with you, so you can continue in your SWAT Leader role with extra support and guidance.

If a SWAT Leader wants to stay on the team for another year/s, they must have fulfilled all the expectations of the role to be invited back to the team the following year/s.

If there ever comes a time when any SWAT Leader is not acting in the manner expected of a representative of TRU, for example, a leader breaches confidentiality, demonstrates attendance issues, or breaches the TRU Respectful Workplace and Harassment Prevention Policy, they will no longer be eligible to be a SWAT Leader and will forfeit their spot on the team. Depending on the situation and behaviour of the SWAT leader, the Student Affairs office may become involved if disciplinary action needs to be taken.

The link to the policy is on this website: <https://www.tru.ca/secretariat/harassment/harassment.html>



SWAT LEADER ROLE CHECKLIST

- Attends all mandatory in-person and virtual training sessions.
- Spends 4 hours/week supporting students in the Wellness Centre.
- Spends an additional 30 hours per semester (on average 2 hours/week/semester) supporting health and wellness outreach initiatives (total contribution to wellness events/centre hours is 6 hours/week).
- Attends a weekly, one-hour team meeting. This means that students are required to contribute an average of 7 hours per week to the wellness team.
- Work Study Students spend an additional 1 hour/week supporting health and wellness events/promotion (total 8 hours/week).
- Takes a leadership role on at least one initiative per semester (e.g., event(s), social media, Bladder Chatter, Consent Tea, etc.).
- Also, volunteers at a minimum of 3 wellness events per semester (this we will discuss more thoroughly).
- Follows through on all commitments set out in your signed Commitment Agreement.
- Follows through on all expected Wellness Centre responsibilities and tasks (refer to the list on p. 4 and 6 of this Handbook).



GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Due to the increase in the use of generative AI, the Wellness Centre has established AI guidelines. Thank you to SWAT Leader & Writing Centre Tutor Aumni Anneka and Anzhelika for drafting this information!

Definitions:

- **Artificial intelligence (AI):** AI is a term created by a Stanford professor, John McCarthy, in 1955 (Manning, 2020). It describes technology and machines that can do tasks with what (artificially) seems like human intelligence (Smith, 2024). Artificial intelligence is a broad category that includes many machine learning technologies. These machines “learn” patterns, using mass data like facts, written documents, statistics, images, etc. (TRU Learning Technology and Innovation & TRU Centre for Excellence in Learning and Teaching [TRU LTI & TRU CELT], n.d.).
- **Generative AI (GenAI):** GenAI is a specific type of artificial intelligence: technologies that can not only “learn” patterns but also use them to create new content, like cover letters, stories, and images (Smith, 2024).
- **Deepfakes:** A deepfake is a video, photo, sound recording, or other media that seems realistic but shows something that did not happen or does not exist (Payne, 2024). It is a combination of the words “deep” (referring to the “deep-learning” AI that creates deepfakes) and “fake” (as the content is not real). Deepfakes can be very harmful. They are often used to spread false information about politics, events, people, and more. For example, they have been used to make pornographic content involving someone who did not participate in the activities shown.

Ethical issues associated with GenAI:

- **Labour:** Workers from marginalized communities have been exploited to “train” GenAI technologies (Sweetman, 2023). They are underpaid and required to look at content that can be traumatizing (offensive, discriminatory, violent, etc.). Also, GenAI is replacing certain jobs, mostly low-wage ones (Sweetman, 2023). This disproportionately affects marginalized workers.
- **Copyright and intellectual property:** Since GenAI “learns” from existing data and content, it often uses others’ content without their consent and without giving them credit (Sweetman, 2023).
- **Privacy:** The content that is used to build GenAI datasets often includes true information about people (Sweetman, 2023). Companies are trying to address this problem, but there are still data breaches, third-party access, and mistakes made by the technology.
- **Environment:** GenAI has a very big carbon footprint (Sweetman, 2023). It also uses resources from environmentally harmful extractive industries like oil and gas. Also, anytime new technology (including GenAI) is created, it increases the amount of electronic waste that is produced (Sweetman, 2023). This waste can be very toxic and ecologically harmful. It is often shipped to countries in the global south, as well as marginalized communities in the global north.



GENERATIVE AI CONTINUED...



Ethical Issues cont...

- **Social inequality:** GenAI tools are mostly beneficial for people and communities who are already privileged (Sweetman, 2023). CEOs and investors profit from the success of the companies. Also, wealthy consumers buy the products that add convenience to their lives, while marginalized folks have less access to new technologies.
- **Discrimination and harmful bias:** GenAI mostly “learns” from mainstream Western sources, which means that it reproduces the discrimination and oppression in our society (Sweetman, 2023). For example, it can amplify versions of history that hide the harm done to marginalized communities. It is less likely to pick up on efforts to revitalize cultures and languages that are threatened by colonialism and imperialism. GenAI also replicates stereotypes and the systemic discrimination present in our society’s attitudes, processes, and institutions.
- **Deep Fakes:** Deepfakes are AI-generated, realistic but fake content made using deep learning techniques like GANs (Reddy, 2023). They raise ethical and legal issues about privacy, consent, intellectual property, and misinformation. Deepfakes are also harmful for victims of stolen identities.
- **Fabrication or Falsification:** GenAI can easily make up resources it uses for “citing” their text (Elali & Rachid, 2023). It can also change material from original resource and manipulate original data to make it match your written prompt better. It is often alters data or information to fit your needs and make you pleased by its work Elali & Rachid, 2023).

General AI principles for Student Wellness Ambassadors:

- Keep in mind that you are a peer mentor, which means that your role is to relate to students as a student yourself. In general, students would rather see content at their level than perfect content! 💎💎
- You are creating content under the name of the Wellness Centre. It is important for our content to come from us, not from AI. Also, we want to represent our work positively!
- Although some employers are asking their employees to use GenAI for work, this is an academic setting, so it is important to uphold academic integrity principles like you would in class.
- Currently, there is no GenAI policy that applies to all of TRU, so the expectations depend on the instructor. Chelsea is a faculty member! Just like instructors, she has specific expectations of you when submitting work to her. This includes content creation (social media, Bladder Chatter, pamphlets, etc.) as well as your fall and winter written self-reflections.
- As SWAT Leader you will often be seen as a role model for students and the larger TRU community. It can be very empowering for students to see you in the Wellness Centre. Students will often listen to you and replicate your behaviour consciously or unconsciously. Therefore, if students know that you are using AI, they may perceive it as acceptable behaviour for themselves in an academic setting.
- If you are struggling to create content (due to time pressure, lack of confidence, and/or any other reason), please talk to your team, Chelsea, or Payton rather than using GenAI. They will be happy to help!

GENERATIVE AI CONTINUED...

Specific guidelines:

1. Instagram Content

- **Acceptable:** Using grammar and punctuation checkers for text written by you (i.e., free version of Grammarly). Using AI-generated templates, stickers, and animations for design purposes (Ex: free or pro versions of Canva).
- **Not Acceptable:** Generating any piece of text using AI or increasing word count with the help of AI. Prompting AI to summarize, paraphrase, and modify original resources for you. Prompting AI to cite text for you. Generating realistic pictures (Deepfakes).

2. Bladder Chatter

- **Acceptable:** Using grammar and punctuation checkers for text written by you (ex: free version of Grammarly). Using AI-generated templates, stickers, and animations for design purposes (i.e., free or pro versions of Canva).
- **Not Acceptable:** Generating any piece of text using AI or increasing word count with the help of AI. Prompting AI to summarize, paraphrase, and modify original resources for you. Prompting AI to cite text for you. Generating realistic pictures (Deepfakes).

3. Events and print resources

- **Acceptable:** Using AI tools for demonstrations that support the learning outcomes of the event. For example, helping students learn how to cite ChatGPT correctly during our collaboration with the Writing Centre.
- **Not Acceptable:** Generating any piece of text using AI or increasing word count with the help of AI. Prompting AI to summarize, paraphrase, and modify original resources for you. Prompting AI to cite text for you. Generating realistic pictures (deepfakes). This includes event advertisements and any written resources for the events.

4. Reflections and other writing related to Wellness Centre work

- **Acceptable:** Using grammar and punctuation checkers for text written by you (i.e., free version of Grammarly).
- **Not Acceptable:** Generating any piece of text using AI or increasing word count with the help of AI. Prompting AI to summarize, paraphrase, and modify original resources for you. Prompting AI to cite text for you.



PROCESS FOR LEADERS SUSPECTED OF UNAPPROVED USE OF AI:

The Wellness Centre takes the use of unapproved AI use seriously. If students are suspected of using unapproved AI, there is a potential for consequences. Once again you are representing the Wellness Centre in your role as a SWAT Leader, and any content we create and publish must be done with ethics and integrity in mind. If AI use is suspected, Chelsea and Payton will investigate, which includes having a direct conversation with you. If we determine that unauthorized AI was used this is the intervention process that we will follow:

1st time - probation and learning contract

2nd time - not allowed to produce any material independently for 2 months

3rd time - Student Affairs will be contacted and your professional services agreement (PSA) might be terminated. If this occurs you will not longer be able to work as as SWAT Leader.



The TRU Student Wellness Ambassador Team launched in 2015 and has been an integral part of the Wellness Centre ever since. We aim to work together as a team to support one another by showing kindness, compassion, care, acceptance, and respect. Together we hope to do amazing work, and that TRU students will feel supported because of our commitment and dedication. Thank you for considering applying for our team! Good luck:)

