



# Atlantic Summer Institute on Healthy & Safe Communities

*Promoting Child & Youth Mental Health: Engaging All Generations*

## CURRICULUM PATHWAYS 2016

**Curriculum #6:** “Promoting Mental Health Thematic Workshops – Scaling up Innovation in Schools and Communities”

**Objective:** This series of workshop brings together 3 topic areas with one common element –scaling up of innovation to promote social emotional learning and mental health amongst children, youth and their families in schools and communities.

### PROGRAM DESCRIPTION:

The first in the workshop series ***Listening to One Another to Grow Strong: Culturally based, family centered mental health promotion for Indigenous youth*** will focus on culturally based, family centered mental health promotion for Indigenous youth and an evidence based program that is currently being scaled up in aboriginal communities. This workshop will be facilitated by two representatives from McGill University, Dr. Laurence Kirmayer and Gregory Brass.

The second workshop ***Integrated Service Delivery for Children/youth with Emotional Behavioural and Mental Health Issues*** will focus on scaling up Integrated Service Delivery in schools across the Province of New Brunswick. This workshop will be facilitated by Dr. Bill Morrison from the University of New Brunswick and Bob Eckstein, Annette Harland.

The third and fourth workshops in the series ***The Healthy Relationships Plus Program: A small groups approach to promoting healthy relationships and positive mental health among adolescents (Parts I and II)*** will focus on promoting healthy relationships and positive mental health among adolescents, receiving an orientation and training in The Fourth R program. The researchers from Western University, Claire Crooks and Susan Daley will also share their research on scaling up The Fourth R.

### Workshop 1

#### **Listening to One Another to Grow Strong: Culturally based, family centered mental health promotion for Indigenous youth**

Cultural identity, knowledge and values are important resources for the mental health and wellbeing of youth. Indigenous communities in Canada have diverse cultures but have faced a common history of suppression of their language, traditions and spirituality. Listening to One Another is a 14-session program for First Nations youth ages 10-14 and their families that uses culture as a vehicle to explore elements of positive mental health including communication, emotion regulation, positive family interactions, and coping with social stressors. The intervention begins by supporting a community workgroup that adapts the program to local language and culture. In the process, the community finds ways to achieve specific program goals through appropriate stories, activities, and exercises that link traditional knowledge and values to the current situation. The process of cultural adaptation itself is a key part of the intervention because it mobilizes local knowledge holders, elders, and community resources and appeals to many in the community. Other elements of the program address contemporary issues faced by pre-adolescent youth and their families by promoting resilience strategies grounded in Indigenous cultures.

Participants in this workshop will:

- 1) learn about the central role of cultural knowledge and identity in mental health promotion
- 2) learn about the cultural adaptation process.
- 3) practice facilitating some of the activities from the program.

Participants will receive the Program manual and materials.

## **FACILITATORS:**

**Laurence J. Kirmayer**, MD, FRCPC, FCAHS, FRSC is James McGill Professor and Director, Division of Social and Transcultural Psychiatry, Department of Psychiatry, McGill University and Director of the McGill Global Mental Health Program. He is Editor-in-Chief of Transcultural Psychiatry, and Director of the Culture & Mental Health Research Unit at the Institute of Community and Family Psychiatry, Jewish General Hospital in Montreal, where he conducts research on culturally responsive mental health services, the mental health of Indigenous peoples, and the anthropology of psychiatry. He founded and directs the annual Summer Program and Advanced Study Institute in Cultural Psychiatry at McGill. He also founded the CIHR/IAPH Network for Aboriginal mental Health Research. His current research includes studies on: culturally based, family centered mental health promotion for Indigenous youth; the use of cultural formulation in cultural consultation; and the place of culture in global mental health. He co-edited the volumes, *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives* (Cambridge University Press), *Healing Traditions: The Mental Health of Aboriginal Peoples in Canada* (University of British Columbia Press), *Cultural Consultation: Encountering the Other in Mental Health Care* (Springer), *DSM-5 Handbook for the Cultural Formulation Interview (APPI)*, and *Re-Visioning Psychiatry: Cultural Phenomenology, Critical Neuroscience and Global Mental Health* (Cambridge). He is a Fellow of the Canadian Academy of Health Sciences and of the Royal Society of Canada (Academy of Social Sciences).

**Gregory Brass** (B.A. UBC and M.A. McGill) is a doctoral candidate in medical anthropology at McGill University studying the effects of cancers in Eeyou Istchee (Baie-James, Nord du Quebec). Through the years, his interests brought him to work in museums and in the sectors of Indigenous cultural heritage and health. He served as a federal public servant during the National Homeless Initiative. He was also the regional coordinator for mental health services for the CBHSSJB. Most recently, he was the Assistant Executive Director for Aanishaaumikw Cree Cultural Institute. He is Anishinabek and a member of the Keeseekoose First Nation in Saskatchewan.

## **Workshop 2**

### **Integrated Service Delivery for Children and Youth with Emotional Behavioral and Mental Health issues.**

**Background:** The Province of New Brunswick has adopted a child- and youth-centered Integrated Service Delivery framework, intended to improve services and programs to children and youth deemed at-risk or having complex social, emotional, physical and/or mental-health needs. The development of this framework began with the acknowledgment of a province-wide need to enhance services for youth age 0-21 presenting with emotional/behavioural and mental-health concerns. The vision of ISD is to ensure the positive growth and development of at-risk children and youth as well as those with complex needs, through the collective impact of its partners working together in an integrated manner and with a child or youth-centered approach to develop and implement appropriate interventions based on the strengths, needs and risks of identified children and youth. Collaborative inter-professional teams provide interventions and have a positive effect on service delivery processes and youth outcomes. Increasing collaboration among professions is intended to reduce duplications, make more effective use of limited resources and more effectively meet the complex needs of children and youth. Services are designed to reach people in their own environments – at home, in schools, and in the community – and seek to strengthen the natural informal supports found within these

settings. Research shows that inter-disciplinary teams are very effective at addressing the multiple needs of children and youth and the results of the ISD evaluation supports these findings.

In 2010, the model was launched in two demonstration sites (Charlotte County and the Acadian Peninsula). These two sites were evaluated in a report released in the fall of 2013. Since that time, partners have been working towards addressing the recommendations contained within that report, as well as preparing additional sites for further expansion (Sept 2016). Key work that was completed includes change management, i.e. engaging people in the process of change to ensure more efficient and effective processes are being developed as part of the ISD framework. This also included a lot of consultations with partners, including school principals, Education Support Services Teams, Social Development managers and front line social workers, Early Childhood representatives, doctors, unions, psychologists and others. Efforts were also made to determine ways that partners could work better together now, in anticipation of an official launch of ISD in each region. This entailed implementing a common plan process, which brings partners to the table earlier, to create, and jointly own, a plan detailing coordinated actions and services to benefit the child. This common plan, along with sufficiently resourced child and youth teams, improved Education Support Services Teams and the Network of Excellence will enable appropriate levels of services are accessible to children and youth allowing them to move more seamlessly throughout the continuum of services (right intensity of services at the right time).

## **Part 1**

This workshop session will begin with a progress update on the NB Integrated Service Delivery initiative. This initial presentation will include:

- *An overview of the ISD framework,*
- *Evaluation outcomes related to service provision and mental health functioning of children and youth,*
- *Training modules for inter-professional team development, and*
- *Plans underway for scaling up ISD across New Brunswick.*

## **Part 2**

This session will involve two interactive learning activities designed to introduce participants to core assumptions related to the ISD framework.

1. The first activity will explore the *benefits of embracing a strength-based approach for fostering the wellbeing of children and youth.*
2. The second activity will introduce a *concrete model of measuring service integration at a system level* and the steps required to move from a silo to a more integrated model of collaboration.

## **FACILITATORS:**

**Bob Eckstein** - Director of Integrated Service Delivery (ISD), Department of Education and Early Childhood Development

Bob has spent over 20 years working in the youth justice system in New Brunswick as a counselor, social worker, youth advocate, and senior policy and program adviser. He has a BA and Bachelor of Social Work degree from Saint Thomas University and a Masters' degree in Social Work from Carleton University in Ottawa.

- He teaches part-time in the Criminology program at Saint Thomas University. For 3 years (2000-2003) he was the provincial coordinator for the implementation of the Youth Criminal Justice Act in New Brunswick.
- Worked with CIDA Canada as a youth justice expert on a project of youth justice reform in the Ukraine as well, was a key note presenter on the Youth Justice system in Canada at a number of workshops in the Ukraine; and is past president of Big Brothers-Big Sisters.

- For the past 6 years, Bob has been the Director working with an interdepartmental team on the implementation of the Integrated Service Delivery framework/model for children and youth with significant emotional behavioural and mental health issues.

**Annette Harland**, is the Area Manager for Addiction and Mental Health Services in Charlotte County and Child and Youth Services in Saint John including PEER 126 and Early Psychosis. Annette received a Bachelor of Social Work degree from St. Thomas University and a Master of Social Work from Dalhousie University. She has been in a senior management role within the Addiction and Mental Health Program for the past 15 years and prior to that worked in the clinical front line for 15 years. Annette has been involved in the development of Addiction and Mental Health Services across the Saint John area. For the past five years she has provided leadership in the implementation of Integrated Service Delivery for Children, Youth and Families in Charlotte County, the expansion of ISD to Saint John and the development of PEER 126, a community based recovery program for youth. Annette is passionate about furthering opportunities to improve addiction and mental health services.

### **Dr. William Morrison**

- Associate Professor of Educational Psychology in the Faculty of Education,
- Obtained graduate degrees at UNB and a PhD in Counselling Psychology at the University of Alberta
- joined UNB in 2002 after a number of years in school psychology, clinical and educational administration, and community mental health in Alberta, British Columbia, and New Brunswick
- Research interests include: Comprehensive School Health; Positive Mental Health in Schools Educational Psychology and Exceptionalities; and Emotional and Behavioral Disorders.
- He is a licensed psychologist, academic and author who has over 20 years of experience in working with corporate, community and government organizations in developing strategies for creating readiness for positive health and social change.
- His areas of expertise include emotional and behavioral disorders in youth and adults, and learning disabilities and exceptionalities in children, youth and adults.

As a researcher he has generated over 3.5 million dollars to support health research endeavours at UNB. His efforts have contributed directly to policy and practice development initiatives at the provincial and national levels, including:

- Development of national positive mental health frameworks, including knowledge exchange and evaluation resources for the Pan--Canadian Joint Consortium for School Health (representing ministries of Health and Education from all provinces and territories)
- Production of a series of better practice documents for Health Canada focusing on outreach, early intervention and community linkages for youth and adults with problem substance use concerns
- Completion of a multi--site investigation of early childhood pilot programs funded by the provincial government and the Margaret and Wallace McCain Family Foundation, to support provincial policy development related to the integration of Education and Early Childhood Services
- Production of key research documents, operational frameworks, and program practice standards to support the initial rollout of the NB Integrated Service Delivery Initiative (involving the integration of services from four provincial ministries); to support step--up and step--down treatment practices; and to address the needs of children and youth with emotional and behavioral concerns
- Establishment of a student wellness surveillance system (40,000 students) to support government decision making in health and education sectors
- Evaluation and refinement of the NB Wellness Strategy, inclusive of its foundational focus on positive mental health and workplace mental fitness

- Rollout of a three--year Positive Mental Health Initiative across all provincial post--secondary institutions in New Brunswick
- Development of collaborative linkages with Holland's GGZ Mental Health Services to support the development of practice and policy documents at the national level (Pan--Canadian Joint Consortium on School Health; Family Services Canada Employee Assistance Programs)

## Workshop 3

### **The Healthy Relationships Plus Program: A small groups approach to promoting healthy relationships and positive mental health among adolescents (Parts I and II)**

Healthy relationship / violence prevention approaches are a natural context for addressing mental health promotion with youth. Relationships and mental health share common risk and protective factors, and influence each other in numerous ways. The Healthy Relationships Plus Program (HRPP) is a 14-week small groups program for youth ages 13-18 that is based on the approach developed through **The Fourth R**, an evidence-based dating violence prevention program. The mental health components of the program include education about common mental health challenges, anti-stigma activities, help-seeking skills, and opportunities for youth to practice how they would offer support to a friend that might be experiencing mental health challenges. In addition to the original HRPP, there are adapted versions that include a manual for use with groups where literacy might be a challenge, and a version that has been enhanced to meet the needs of LGBTQ+ youth. Together, parts I and II of this workshop comprise a complete training for educators, community agency service providers, and mental health professionals wishing to implement the HRPP.

In Part 1 of this workshop, participants will:

- 1) learn about the evidence-base underlying the Fourth R program;
- 2) learn how the evidence-based Fourth R approach to healthy relationships was expanded to include mental health promotion; and,
- 3) receive an orientation to the 14-week program.

In Part II of this workshop, participants will:

- 1) practice facilitating some of the activities from the program;
- 2) learn and practice the skills development activities through role play; and,
- 3) have the opportunity to discuss different delivery formats that meet the needs of different settings.

Participants must attend Part I in order to attend Part II. All participants will receive the Healthy Relationships Plus Program manual.

#### **FACILITATORS:**

**Claire V. Crooks** (Ph.D., C.Psych) is an Associate Professor at the Faculty of Education, and Director of the Centre for School Mental Health at Western University. She is one of the lead developers and researchers of the Fourth R, the relationship-based program aimed at preventing violence and promoting mental health among adolescents. The Fourth R has been implemented throughout Canada and is identified as a best practice program by numerous registries. She is particularly interested in strengths-based approaches that

meet the unique needs of Aboriginal youth. She has co-created Uniting Our Nations programs, which have the same focus on healthy relationships as other Fourth R programs, but are delivered in a culturally appropriate way with First Nations youth. She is currently overseeing a national implementation study of the Healthy Relationship Plus Program, which is a small-group healthy relationships program that has been expanded to emphasize mental health promotion and suicide prevention.

**Susan Dale** has 20 years of experience in education as a Teacher, Department Head, and Learning Coordinator. She was the Learning Coordinator for Safe Schools in the Thames Valley District School Board in London, Ontario for 10 years. In this role, she provided professional development to superintendents, school administrators, teachers, parents, and students on general information related to bullying and various Safe Schools programs. Susan is also a Master Trainer for the Fourth R Program, as well as a certified TRIBES Trainer for her school board. She has trained teachers to integrate safe schools issues within the curriculum and has helped them to create cultures of caring within their classrooms. Susan is currently seconded to the Centre for School Mental Health as the Fourth R's Program Development and Implementation Coordinator.