

# • The Use of Participatory Research to Promote Dialogue in a Mental Health Institution

• Canadian Collaborative Mental Health Care Conference  
June 27, 2013  
Montreal, Quebec

# Presenters

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*Disclosure of commercial support: none*

# Outline

- Background / Rationale
- Aims
- Methodology and Methods
- Testimonies / Stories
- Actions
- Questions / Guided Discussion
- Concluding Remarks



# Background

In view of changes in  
rehabilitation mandates...

How can we develop services that  
are recovery-oriented?

How can we use the knowledge  
and lived experience of service  
users to inform care?



## The creation of a partnership

Users expressing interest in moving from “helpee to “helper”

Providers interested in accessing user knowledge in order to shape care

Funding opportunity: McGill School of P and OT Edith Strauss KT grant

# Objectives

- To identify recovery values in the local context: what is really important to users and providers?
- Explore if this level of dialogue can happen “inside the walls”

# Purposive Sample

- 4 Users
- 3 Occupational Therapists
- 1 Psychiatrist
- 1 Academic Researcher (also an OT).

# Mixed Methodology

## Participatory Action Research

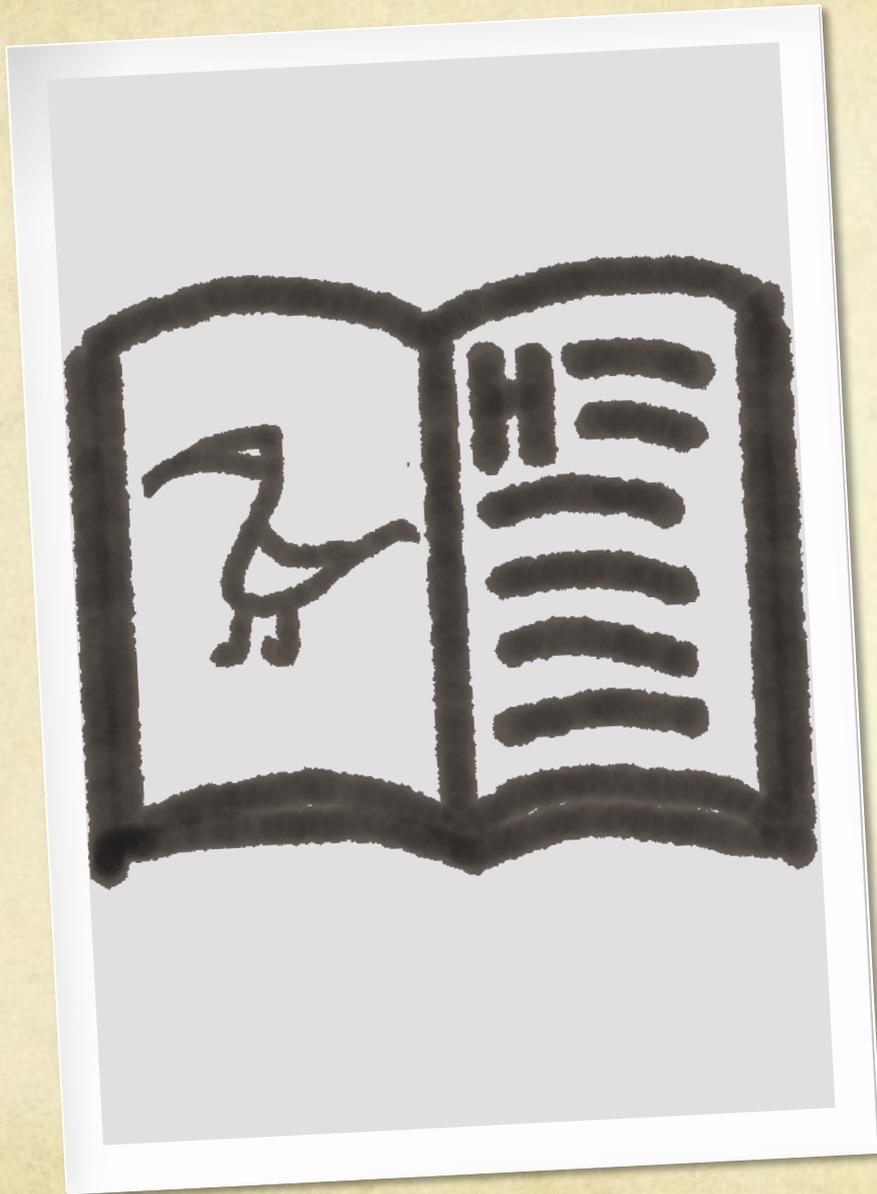
- Integrated knowledge translation
- Creating positive change or action through the collaborative involvement of stakeholders/end users
- Participants are involved in each stage of the research process

(Cargo and Mercer, 2008; Walter, 2009 )

## Narrative-Phenomenology

- Practical or experiential knowledge of mental health care
- Understand what matters most to individuals (values)
- Locally-defined values-based practice

(Mattingly, 2010)

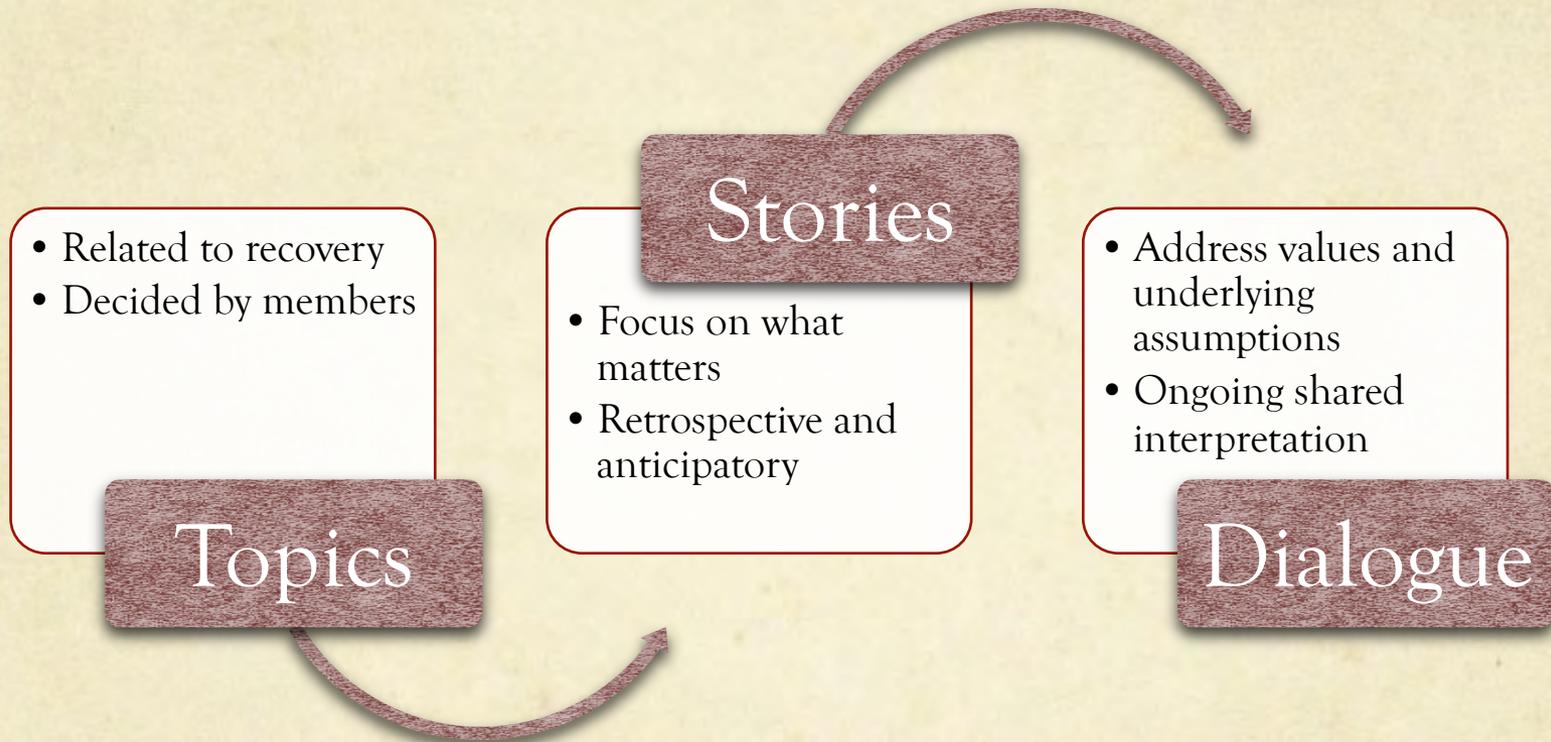


## Results: Impact of the Stories

If stories have power as actions, this only comes through developing a particular kind of relationship between teller and audience, one in which the listener comes to care about the events recounted.

(Garro & Mattingly, 2000)

# Methods





# Dialogue

We can only really “know” something when there are multiple perspectives  
(Bakhtin, 1981)

Collective form of inquiry : emphasizes need to explore assumptions and tacit beliefs  
(Bohm, 1996; Isaacs, 1993)

# Testimonies

Tensions  
and transformations...

# Actions: Dissemination/Implementation

- Internal: presented to practitioners, explored implications
- External: CAOT, International Qualitative Research Conference, CCMHCC
- User-led lectures on mental health in educational institutions
- Engagements in other projects (IKT, anti-stigma efforts)
- Creation of user advisory committee
- User involvement in “best practices” committee

# Questions for Guided Discussion

- What would facilitate the exploration of divergent values in healthcare practice?
- What happens when values diverge? How are they managed?
- What kinds of experiences led to your own shifts in attitude?
- What would make dialogue/discussion of sensitive issues safe?
- What would promote the integration of user perspectives into practice?

# Concluding Comments

Mental health is characterized by  
divergent perspectives

Dialogue is necessary to promote  
values-based practice

And...



# In order to truly access stakeholder perspectives:

- Shift from consultation to participation
- Integrate users into communities of practice (peer support workers, peer educators, peer involvement in decision-making bodies, peer researchers, etc.)

# Acknowledgements

Richard and Edith Strauss Canada Foundation

Participatory Research at McGill (PRAM)

# References

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