

**Interprofessional education
and collaborative care in youth mental health:
the experience and evaluation of
transcultural and interorganizational
case discussion seminars**

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Learning objectives

At the end of this presentation, assistants will have:

- 1) acquired a better understanding of the specific modalities of interorganizational and transcultural case discussion seminars
- 2) appraised the impact of these seminars on the quality of collaboration in youth mental health services
- 3) gained knowledge on key elements needed to implement such interprofessional educational initiatives

Introduction

Context

- Youth mental health (YMH) interventions mobilize a diversity of professionals and organizations
- With Quebec's 2005 mental health reform, primary care settings became the main sites of YMH care delivery
- On the field, professionals express a need for support, for clinical discussions, and for training opportunities

In Montreal, for more than a decade, **interorganizational and transcultural case discussion seminars** bring together each month professionals from youth protection services, primary health and social services organizations, and school boards.



Interorganizational and transcultural case discussion seminars

- Monthly 3-hour meetings (3 groups + 1 being implemented)
- Cases are presented alternately by participating organizations
- Presented cases typically involve more than one partner and cultural elements
- One or two clinicians act as mediator and resource person
- Sequence: case presentation, questions, discussion, break, sharing of interpretations and recommendations

Evaluative research

Longitudinal study (2 years: 2013-2015)

Objective:

To document the impact of interorganizational and transcultural case discussion seminars on:

- 1) the case formulation process
- 2) the subjective experience of participants
- 3) the quality of interorganizational and interprofessional partnerships

Evaluative research

Mixed methods approach

Collected data:

- Audio-recording and observation of seminar sessions
- Online questionnaires to measure the quality of partnerships
- Group interviews with professionals on their perception of the impact of seminars on their practice

➤ **This presentation will focus on the qualitative strand of the study**

Research participants

Group interviews were conducted at the end of each year

Year 1: 27 professionals (3 groups: 12, 7 & 8 participants)

Year 2: 37 professionals (3 groups: 12, 10 & 15 participants)

A total of **58 different participants** were interviewed (6 professionals participated both years)

Research participants

(N=58)

	N	%
Gender		
Woman	54	93.1%
Man	4	6.9%
Age		
20 - 29 years	8	13.8%
30 - 39 years	23	39.7%
40 - 49 years	13	22.4%
50 - 59 years	9	15.5%
60 and more	5	8.6%
Born in Canada		
Yes	39	67.2%
No	19	32.8%
Field of Practice		
Social Work	30	51.7%
Psychoeducation	8	13.8%
Psychology	15	25.9%
Other	5	8.6%
Organization		
Health & Social Services	41	70.7%
Youth Protection	11	19.0%
Schools	6	10.3%

Results



Results

Interorganizational and transcultural case discussion seminars:

- 1) modify mutual perceptions of partners
- 2) decrease the fragmentation of services through the establishment of clinical collaborations around a clinical reflection
- 3) provide a support which empowers clinicians and facilitates exchanging in a climate of mutual respect
- 4) facilitate the transfer of clinical "know-how" which encourages a partnership approach

Results

1) modify mutual perceptions of partners

- *When I think about our collaboration with schools, youth protection, etc., the seminars really helped us over the years. The seminars are “transcultural seminars”, so we talk about our clients’ culture, but there are also organizational cultures. [...] With seminars, we can have a better idea of [other organizations’] reality, their mandate, their limitations, their work conditions, which we couldn’t have if it wasn’t for these clinical discussions.*

Results

2) decrease the fragmentation of services through the establishment of clinical collaborations around a clinical reflection

- *At the beginning, we were focusing more on our respective mandates. At one point we overcame that. We realized that we are all good people who want to help, but our missions are different. We realized that, in the end, we all want the same thing. We want our clients’ well-being, but we have different viewing angles. This enabled us to overcome barriers, to reduce prejudices that we had. It allowed us to create important alliances. It was very important.*

Results

3) provide a support which empowers clinicians and facilitates exchanging in a climate of mutual respect

- *Sometimes, she [the animator/resource person] will say: “it’s not easy what you’re going through”. [...] And you see your colleagues’ empathy. Everybody understands how difficult it is. And that really helps us. It brings us support. It gives us fuel to carry on.*

Results

4) facilitate the transfer of clinical “know-how” which encourages a partnership approach

- *[Seminars are] a space for reflection, for discussion, and the idea of “I didn’t see it that way”, and bringing other ideas with other partners. [...] It’s brings a more global perspective, beyond administrative pressures. We’re focusing on the clinical, on reflection, on what’s good for the client.*

Results

Key elements and modalities

- *The composition of the group:* stable and not too voluminous, no more than about 25 participants
- *Diversity of the group* seen as a source of strength, but a common goal and/or interest is needed
- *Specific characteristics of the moderator:* both professional expertise and attitudinal competence
- *Alliance between the group and the moderator*

Conclusion

Transcultural and interorganizational case discussion seminars

- Highly appreciated by participants
 - Practice-based
 - Takes into account the complexity of situations
 - Involves hands-on problem solving and collaboration
- Contribute to positive outcomes at multiple levels
 - The patients’: quality of care
 - The professionals’: well-being and satisfaction
 - The systems’: responsiveness and cost-effectiveness

Conclusion

Transcultural and interorganizational case discussion seminars

- Interprofessional education is a key component of collaborative care and can help enhance partnerships*
- Changing the way professionals are educated is key to achieving system change

*McVicar, J. et al. (2005). Interprofessional education initiatives in collaborative mental health care. Mississauga, ON: Canadian Collaborative Mental Health Initiative

Thank you!

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