

Prevention, early intervention and primary care services for youths: Collaborative practices between schools and a CSSS

Presented by:

Anik Tremblay,

Health promotion advisor, Addiction program, CIUSSS du Nord-de-l'île-de-Montréal

Shannie Beaudoin,

Psychoeducator, CSDM, Institutional mandates - addiction prevention and mental health

Within the Cross-training program on mental health and addiction

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Commission
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universitaire de santé
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Presentation Plan

1. Presentation and context

2. Mandate, background, status report and case managers' roles

- CSDM - Educational and complementary services bureau
- CSSS Ahuntsic et de Montréal-Nord (CSSSAMN – Addiction program)

3. Collaborative process planning

- Goal and objectives
- Conditions and means
- Collaborations , implications and required support (human and material resources)

4. Process evaluation

- Impacts and observed benefits
- Problematic situations, constraints and obstacles encountered
- Facilitating factors

5. Planned follow-up

6. Recommendations

Mandate, background and status report for the CSSS

1. Institutional mandate in addiction prevention:

- **Support and accompany** high schools and adult education facilities to **improve their practices** in addiction prevention, with regard to recognized efficacy criteria

2. Policy

3. Status report

- Disparity in practices
- Promote collaboration
- Uncertain funding

Role of the manager of the CSDM folder

Role of the BSÉC (Educational and complementary services bureau)

- Coordination and consultation with partners
- Support and guidance
- Development and improvement of practices

Mandate, background and status report from the CSSS

Mandate of the Addiction program in the CSSS

Early intervention to prevent the worsening of alcohol, drug and gambling problems primarily among 3 target clientele:

- 1) Troubled youths
- 2) People with mental health problems
- 3) *Pregnant women and parents of young children*

Mandate, background and status report from the CSSS (2)

The situation of the CSSSAMN

1. Adolescents do not often seek services from the CSSSAMN; it is rather their parents
2. TWO people to ensure the deployment of the Addiction program throughout the entire CSSSAMN
3. At-risk clientele and their families make requests for help for biopsychosocial problems **BUT NOT for substance use**
 - Risky sexual behaviour
 - Anxiety
 - School failure
 - Not respecting rules of the house
 - Etc.

Role of the CSSSAMN case manager

Health promotion consultant

- For managers
- For professionals

Planning the CSSSAMN and CSDM collaborative approach

■ Common needs

- Eliminate the isolation when thinking about best practices.
- To know each other: the strengths and challenges of each of the organizations
- Collaborate with stakeholders in fields that involve youths

■ Purpose and shared goals

- Revisit our respective mandates

■ Conditions and privileged means

- *Collaboration, implications, and required support (human and material resources)*

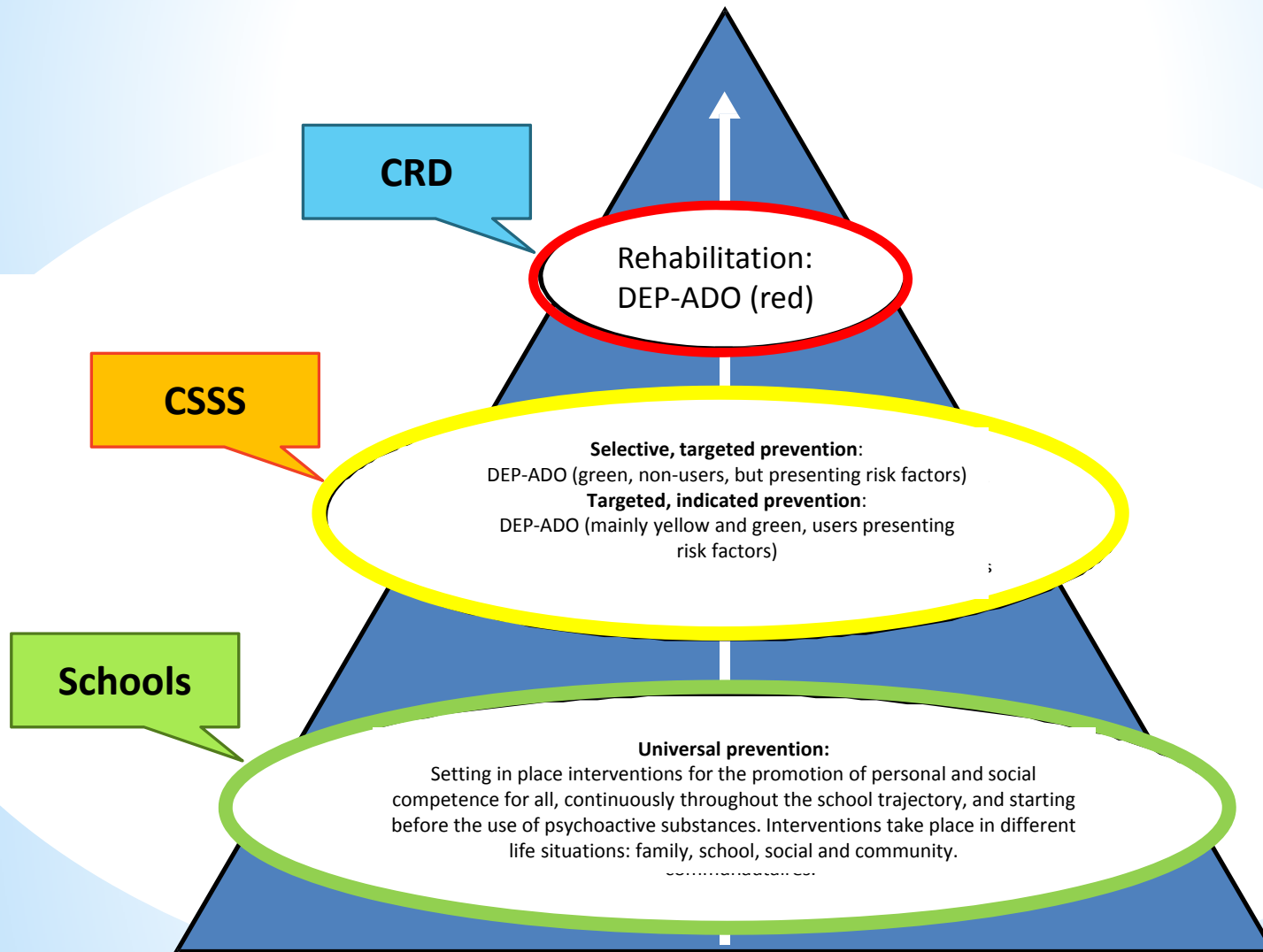
Roles and responsibilities of the CSSSAMN

- 1. Early intervention for youths in difficulty (young people at risk)**
- 2. Create bridges between the fields**
 - Communication with the heads of relevant programs: Addiction, Family services and youths in difficulty program , psychosocial reception et youth access mechanism
 - “Survival kit for schools” - Who to call when, what forms to use, resource directory made for the CSSS shared with schools, intervention tools, consultation clinic, etc.

Roles and responsibilities of the School

- Identification, detection, guidance and reference
- Prevention
- Development and implementation of the protocol
- Early intervention
- Student support

Prevention continuum



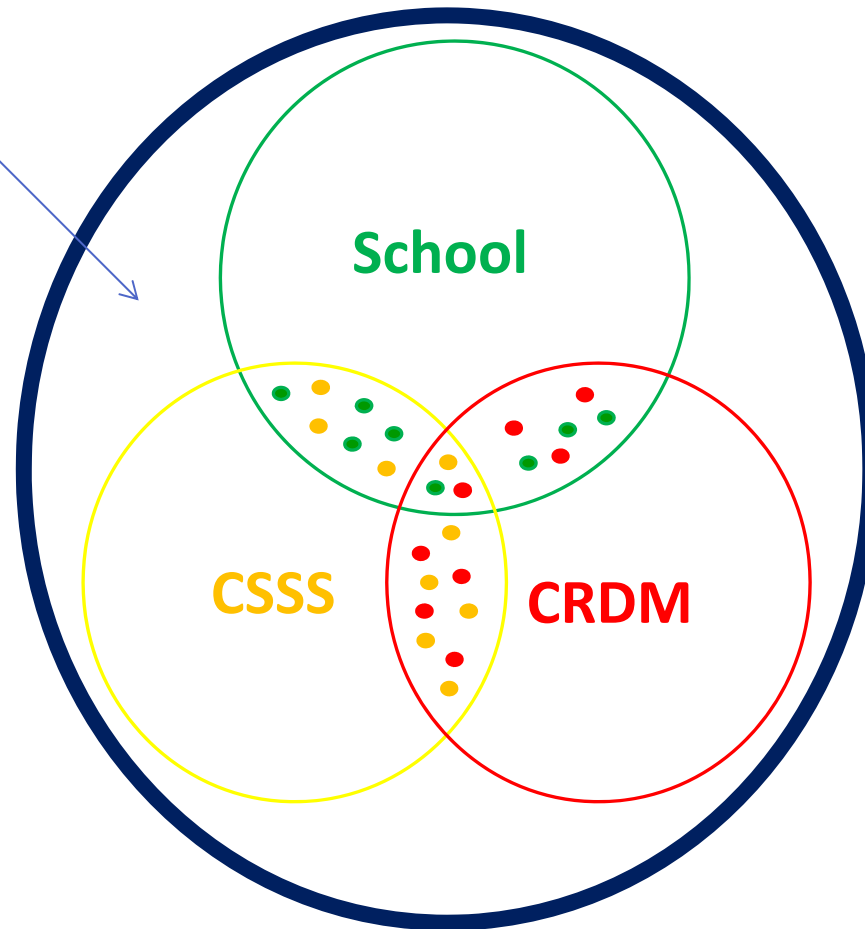
WORK TOGETHER for "addiction"

Youth and
his/her family

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DIRECTORATE

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COMMUNITY
ORGANIZATIONS

CUMULUS

CQLD

MAISON JEAN LAPOINTE

Services offered by the CSDM and CSSS

For shared support and guidance, we have:

- Supported the planning of workshops/activities
- Supported a training plan involving the identification, detection and intervention for school help resources
- Offered support to know the organization of services (corridors of services) and the process of personalized references

Evaluation of the approach

Impacts/benefits observed

- To know each other
- To better understand our roles
- To provide a common language and vision
- To become familiar with the challenges and workings of each network
- To become familiar with the local resources
- To simplify access to services for professionals (CSSS and CSDM)
- To develop new collaborations
- To participate in common communication sites
- To adapt the offer of services based on a reading of the local needs (school and CSSS)
- To allow the implementation of concrete actions at the school level

Evaluation of the approach (2)

Problematic situations, constraints and obstacles encountered:

- Limited staff and \$ of the CSDM, CSSS and schools (non-teaching personnel)
- Issues related to available time
- Organizational issues
 - The configuration of the Addiction program and mandate of the CSSS
 - Emergency and action planning
- Dependence: one problem among many others...

Evaluation of the approach(3)

Facilitating factors

- Coordination of actions within each network (CSSS and CSDM)
- Effective conditions present in the environment
- Professional autonomy granted to better meet the needs of youths
- Working together: taking into account the specifics of each environment
- Mutual trust

Expected follow-up

- * Review of the CSDM-CSSS committee
- * Review with the schools (project evaluation)
- * Findings, positions and planning for 2016-2017

Recommendations

- Involvement and support of managers from all fields
- Consignment of orientations – *Leave traces*
- Intervention strategy (implementation)
- Consultation forums
- Communication mechanisms



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