

# Personality disorders and substance misuse in youths (15 to 30 years old): a better understanding for better interventions.

## Eleventh Cross Training Exchange Session

Within the Cross-training program aiming to improve the continuity of services and programs for youths, youths at risk for, or youths having concurrent mental health and substance use disorders

### Participant Guide

November 8<sup>th</sup>, 2013

Douglas Mental Health University Institute



*This work of art was created by Martin Fortier, someone who is being followed at the Douglas Institute.*

## **Welcome to the 11<sup>th</sup> Exchange Session**

**Within the Cross-training program aiming to improve the continuity of services and programs for youths, youths at risk for, or youths having concurrent mental health and substance use disorders**

### **What is “Cross-training”?**

**Cross-training** is an approach that is becoming increasingly used to improve the functioning of services within a network. The aim is to create a better understanding of the role of each partner in order to promote an optimal continuity of services. Cross-training programs generally involve **observational stages** within different teams working with a similar clientele in order to allow professionals to acquire knowledge about other organizations and different methods of intervention. This technique helps to enhance collaboration among professionals, but also to improve the continuity of services.

### **What does the cross-training program on concurrent mental health and substance use disorders?**

Initiated in 2002 by mental health partners working in the South-West of Montreal, the **cross-training program** aim is to prevent risks associated with concurrent disorders in mental health and substance abuse for the youths (15 to 30 years) by improving integration within the continuum of services, from prevention to the intervention stage. The program consists of 1) **exchange sessions** and 2) **observational stages** between resources working in mental health, substance abuse treatment, prevention, and public safety. Presently, 1700 participants have attended an exchange session, and 250 personnel exchanges have taken place.

### **What does this 11<sup>th</sup> exchange session consist of?**

The exchange session that you are taking part in today includes the following activities:

- conferences;
- group discussions based on case studies;
- panel;
- presentation on prevention.

On behalf of all of the partners involved in the implementation of this project, we wish you a good and pleasant cross-training exchange session!



## **What are the objectives of this exchange session?**

- To create a better picture of the current situation and to better understand the evaluation methods and interventions in personality disorders and substance misuse;

## **Who are the participants?**

For the second time, this exchange session will be using technology (visioconférence) to bring together participants from more than 10 distinct sites: Montreal, Trois-Rivières, Shawinigan, Nicolet, Gatineau or Maniwaki. In total, nearly 500 professional staff members, program directors, and public security agents will be participating in this day. These individuals mainly come from the fields of psychiatry, substance abuse treatment, public health, youth and education networks, and public security. Also among the list of participants are individuals involved in the organization of the day, professionals working within organizations from the health sector, as well as alternative resources, community organizations and universities.

## **Am I a model participant?**

- The model participant will make sure to respond to his or her primary needs (drinks, snacks, meals, washroom) within the time allotted for breaks and will respect the schedule;
- The model participant will make sure to turn off his or her cellphone, pager, or any other device before the beginning of the presentations;
- The model participant will be happy to know that the lunches have been prepared courtesy of «La part du Chef», a social economy enterprise. If you have mentioned in your registration form that you have a food allergy or a dietary restriction, it is highly possible that you will have a lunch box with your name identified on it. If in doubt, you can speak with Louise Bénard or any other member of Michel Perreault's fabulous team.

## **Acknowledgments**

This activity is offered to you free of charge due to funding obtained from the Douglas Institute, the Prends Soins de Toi program (foundation), and the contribution of partner resources that support the continued participation of their professional staff members. A special thank you goes out to our collaborators from the CSSS de Gatineau and the Centre de réadaptation en dépendance Domrémy de la Mauricie/Centre du Québec, as well as to everyone who, once again, has generously accepted to participate in the organization of the day in the role of presenter, discussion group moderator, reporter and super-reporter, as well as to those who have joined our research team in order to help support the event. Thank you!

### **Please, address your questions or comments to Michel Perreault's fabulous team members:**

Registration	Diana	514-761-6131 ext. 2829 <a href="mailto:diana.milton@douglas.mcgill.ca">diana.milton@douglas.mcgill.ca</a>
Food and beverage	Louise	514-761-6131 ext. 3459 <a href="mailto:louise.benard@douglas.mcgill.ca">louise.benard@douglas.mcgill.ca</a>
Discussion groups	Léonie	514-761-6131 ext. 3169 <a href="mailto:Leonie.Archambault@douglas.mcgill.ca">Leonie.Archambault@douglas.mcgill.ca</a>
Coordination of the event	Michaël	514-761-6131, ext. 2835 <a href="mailto:michael-sam.tion@douglas.mcgill.ca">michael-sam.tion@douglas.mcgill.ca</a>
Program (in general)	Michel	514-761-6131, ext. 2823 <a href="mailto:michel.perreault@douglas.mcgill.ca">michel.perreault@douglas.mcgill.ca</a>

## Case studies

### Adolescent case study: Zoé, 16 years old

Zoé is 16 years old. She is an only child and lives with her mother. Her parents were separated when she was 5 years old and she maintained occasional contact with her father, seeing him approximately 5 to 6 times per year. Since elementary school, Zoé has exhibited behavioural problems, which led her to be placed in specialized classes with follow-ups from the CSSS. Since her entry in the education system, her teachers have identified aggressive and provoking behaviour on Zoé's part, as well as a lack of motivation and a challenging attitude.

Despite the efforts of her mother and maternal grandparents, who are very involved in trying to help her, Zoé has followed a chaotic path which has been marked by delinquent acts (stealing clothing or makeup from the pharmacy since the age of 12), consuming and selling cannabis and ecstasy in high school, as well as bringing on multiple interventions from the provincial director by means of the Youth Criminal Justice Act.

For some time, Zoé has been exhibiting impulsive and intense behaviour that often frightens her mother and grand-parents. She intentionally hurts herself and consumes more and more drugs. Having given up on her studies, she no longer attends school and does not benefit from the follow-ups that the school board provided through visits with a social worker and a psychoeducator. She regularly hangs out with a group of street youths, comes home very late, and does not inform her family of when she is coming and going. She sometimes visits a community resource for youths, but she has not created any significant relationships with the staff. Lastly, her father has diminished his contact with her, saying that he feels overwhelmed by the situation.

Last week, Zoé was brought to the emergency child psychiatry unit by the police after she threatened her mother with a knife. A diagnosis of toxic psychosis was made and Zoé is hospitalized for an undetermined period.

### Discussion Questions

1. Zoé's case is representative of the clientele with which \_\_\_\_\_ of the participants in your group are used to working with.
  - 1) All
  - 2) The majority
  - 3) The minority
  - 4) None
2. Within your practice, in which way could you address Zoé's situation? Which actions could be taken from a clinical perspective?
3. Which existing services or programs could be useful to help Zoé and/or her family?
4. In your opinion, what could have been done to prevent the situation that Zoé and her family find themselves in?
5. In an ideal world, if you had the ability to improve the offer of service for concurrent personality and substance abuse disorders, what would you suggest?

## Young adult case study: Yannick, 29 years old

Yannick is 29 years old. Following a recent suicide attempt, he was diagnosed as having a borderline personality disorder. He initiated psychotherapy with a psychologist from the CLSC in order to attempt to better cope with his disorder and the psychological and emotional suffering that he is constantly feeling.

Yannick began consuming alcohol and cocaine at the age of 14, in order to cope with a violent family environment. At school, he attended a few meetings with a psychoeducator, but nothing resulted from these encounters. Having been physically abused by his father throughout his entire childhood, he left home when he turned 18 years old and began working in bars, before becoming a truck driver. Yannick no longer has any contact with his family, and tries to forget the bad treatment of which he was a victim. He continues to consume alcohol and cocaine regularly (once or twice per week) in order to relieve the suffering that he experiences, which is often unbearable. When he consumes, Yannick frequently finds himself in bars, looking for casual sexual encounters and one-night stands. He has already been arrested for having solicited a young woman for the purpose of prostitution. Following his periods of substance consumption, he often hates himself and intentionally self-inflicts pain to punish himself and express his self-hatred.

While Yannick shows signs of motivation to invest himself in psychotherapy and is present for all of his appointments (for 4 months, now), he is hesitant to stop his consumption. He has coped for 15 years already by using alcohol and cocaine to ease his suffering, and he refuses any interventions having the goal of reducing his self-medication. He does not identify with the clientele that attends detox centres, since he does not consider himself an addict. He has a negative perception of these types of establishments. Though he is conscious that his consumption is hindering his professional and interpersonal plans, Yannick becomes enraged when he is oriented towards a resource that treats addiction. His psychologist wonders how to intervene, given the dual nature of her client's problem.

### Discussion Questions

1. Yannick's case is representative of the clientele with which \_\_\_\_\_ of the participants in your group are used to working with.
  - 1) All
  - 2) The majority
  - 3) The minority
  - 4) None
2. Within your practice, in which way could you address Yannick's situation? Which actions could be taken from a clinical perspective?
3. Which existing services or programs could be useful to help Yannick?
4. In your opinion, what could have been done to prevent the situation that Yannick finds himself in?
5. In an ideal world, if you had the ability to improve the offer of service for concurrent personality and substance abuse disorders, what would you suggest?

## Where to find your workshop group?

- **Workshop groups #1 to #7: Basement of Douglas Hall**
- **Workshop group #8: Maurice-Forget room, 2<sup>nd</sup> floor of Douglas Hall**
- **Workshop groups #9 to #12: Bowerman room of Dobell Pavilion**
- **Workshop groups #13: Room K-3223, 3<sup>rd</sup> floor of Porteous Pavilion**
- **Workshop #14: Room K-3126.2, 3<sup>rd</sup> floor of Porteous Pavilion**
- **Workshop # 15: Room K-3325, 3<sup>rd</sup> floor of Porteous Pavilion**

## How to get to the Porteous Pavilion?

From within: Descend to the basement of the Douglas Hall and follow the arrows. The permanent directions and signs may also be useful for you to follow. When you arrive at the elevator, ascend to the 3<sup>rd</sup> floor. The **room K-3223** is located in the **B aisle**, in the hallway located behind you. A member of the organizing committee will be available to open the door to the hallway for you. The **room K-3325** is located in the **C aisle**, in the hallway on your left. The **room K-3126.2** is located in the **A aisle**, in the hallway on your right.

From the outside: Exit the Douglas Hall through the main doorway. Follow the pathway on your right and then turn right. The Porteous Pavilion can be found on your left, after the Emergency Pavilion. When you enter the Porteous Pavilion, you must wait for the first set of glass doors inside the building to close completely before you will be able to open the second set of glass doors. Take the elevator to the 3<sup>rd</sup> floor. The **room K-3223** can be found in the **B aisle**, located behind you as you exit the elevator. A member of the organizing committee will be available to open the door to the hallway for you. The **room K-3325** is located in the **C aisle**, in the hallway on your left. The **room K-3126.2** is located in the **A aisle**, in the hallway on your right.

**Return to the auditorium of the Douglas Hall for 1:50  
p.m. Please be punctual!**