



GUIDE TO THE USE OF **ONLINE TRAININGS**

Positional modelling



August 10th 2023 version



CONTACT INFORMATION

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EDITION

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CREDITS AND MENTIONS

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“The views expressed here don't necessarily reflect those of Health Canada.”

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“The views expressed here don't necessarily reflect those of the Integrated University Health and Social Services of the Center-South of the Island of Montreal.”

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WHO IS THIS GUIDE INTENDED FOR?

This guide is a reference document in which the objective is to facilitate the task of teams who wish to put in place a Cross-Training activity. Three other guides regarding online trainings, virtual meetings of organizations and observational internships are available on our website as well: formationcroisee.com

The content is based on the experience of the Montreal South-Ouest Cross-Training project (Perreault et al., 2008). The online activities were developed in the context of the Covid-19 pandemic.

Perreault, M., Wiethaeper, D., Perreault, N., Bonin, J-P., Brown, T., & Brunaud, H. (2008). Meilleures pratiques et formation dans le contexte du continuum des services en santé mentale et en toxicomanie : le programme de formation croisée du sud-ouest de Montréal. *Santé mentale au Québec*, 34 (1), pp. 143-160.

WHAT IS CROSS-TRAINING?



At its origin, cross-training is an approach used to improve the work between team members, or among partners of different teams.

In summary

In general, there are three types of Cross-Training*

1

Positional Clarification

2

Positional Modelling

3

Positional Rotation

Common objectives: Better understand the role, expertise, and resources available to each partner. To this end, developing a common language is a prerequisite for supporting fruitful exchanges.

Sharing of Descriptive Expertise <<< >>> Better knowledge of the network and everyone's role

Better knowledge of the network and everyone's role

Activities

- Conferences
- Case Discussions
- Panels

Better knowledge of an organization (stakeholders and functioning)

Activities

- Short-term observational internships

Acquisition de compétences en intervention

Activities

- Medium- to long-term intervention internships
- Clinical supervisions

* Perreault, M, Milton, D, Alunni-Menichini, K, Archambault, L, Perreault, N, Bertrand, K. Montreal Cross-Training Program: The contribution of positional clarification activities to help bridge fragmented prevention and treatment services for co-occurring disorders. Health Soc Care Community. 2020; 28: 1090- 1098. <https://doi.org/10.1111/hsc.12942>

THE CROSS-TRAINING PROGRAM ON MENTAL HEALTH AND DEPENDENCE DISORDERS

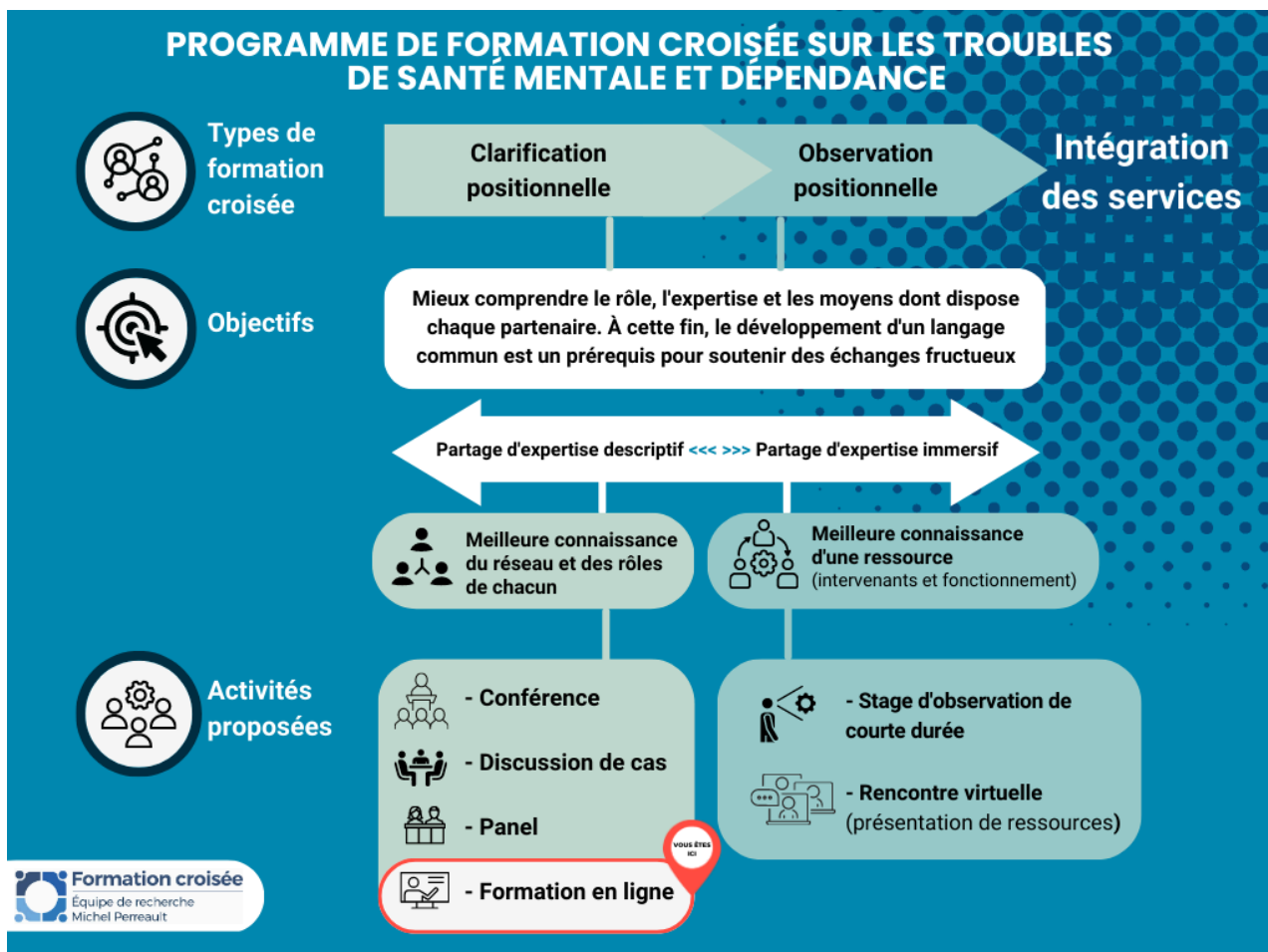


Initiated by mental health partners located in the south-west of Montreal in 2002, the **Cross-Training Program on Mental Health and Substance use Disorders** proposes training activities as well as interdisciplinary and intersectoral observational internships.

The main goal of these activities is to improve the continuity of care for people at risk or already struggling with both mental health and substance use problems. Seeing as these individuals must rely on services coming from different networks (e.g., mental health, substance use, education, prevention, aging, public safety, public security), cross-training aims to facilitate connections between them in order to ensure better continuity of care.

What are the objectives of the program?

- Identify the training needs of practitioners working with individuals at risk or living with mental health and substance use disorders.
- Enable practitioners to develop a common language and a better understanding of available resources and fellow professionals in order to collaborate effectively.



ONLINE TRAININGS PRESENTATION



Context

Due to the extraordinary measures implemented during the COVID-19 pandemic in 2020, the in-person positional clarification activities scheduled for March 24th had to be cancelled. In order to address this unforeseen situation and respond to the needs of more than 400 intervention workers registered for the day, the Cross-Training Program team developed an online training module. Since then, additional training topics have been developed and made available free of charge online. These modules may be used in a cross-training context, as described in this guide. This type of online training module is now part of the range of services offered by our Cross-Training Program.

Objectives

The online training sessions aim to help participants acquire the following knowledge:

- A common language and basic concepts to better understand the issue being addressed
- Key issues and intervention strategies
- Programs, resources, and partners for referral

Content of Online Trainings

- Information on the issue being addressed (e.g., prevalence, developmental processes, manifestations)
- Comorbidities commonly associated with the issue
- Common interventions used to support individuals experiencing the issue
- Needs of individuals and their loved ones
- Available resources

NEXY PRESENTATION

Target Audience

The training is intended for an interdisciplinary audience from the following public and community networks: substance use, mental health, chronic pain, education, community organizations, public health, public safety, research, as well as anyone interested in issues related to the training topic.

Training Modalities

Self-Directed Pathway

The self-directed pathway allows participants to consult the materials (videos and documents) of interest at their convenience by clicking on the relevant content.

Certificate of Completion

- The online training offers approximately three hours of content (videos and documents), which can be viewed at the participant's convenience.
- Creating an account allows participants to leave and return to the training to complete it over multiple sessions.
- Quizzes are included to consolidate learning and to obtain a certificate of completion.
- Optional content is also provided for those who wish to learn more.

Combined With a Positional Clarification Activity

- The online training may be used as part of a discussion activity, for example as a prerequisite prior to an in-person or online event.

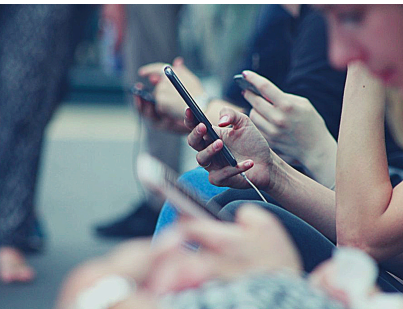
ONLINE TRAINING CATALOGUE

[FORMATIONCROISEE.COM](https://www.formationcroisee.com)



Perspectives on Mental Health and Cannabis Consumption Among Youth Aged 12 to 25.

[>> Access the online training](#)



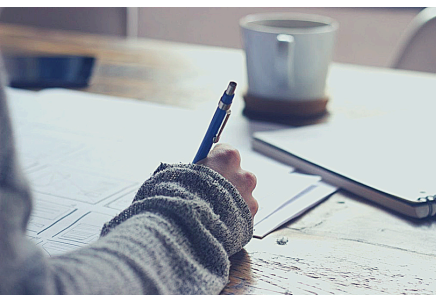
Perspectives on Cyberaddiction Among Adolescents and Young Adults: Strategies for Identification, Intervention, and Referral

[>> Access the online training](#)



Perspectives on Youth, their Mental Health, and their Substance Use: Overview in the Context of the COVID-19 Pandemic

[>> Access the online training](#)



Opioid-Use-Related Disorders: Mental Health, Pain, and Other Associated Issues

[>> Access the online training](#)

USING ONLINE TRAINING TO SUPPORT CASE DISCUSSION



Online training modules can be used as standalone material and may be completed by anyone interested.

Online trainings may also be used as part of a positional clarification activity.

Teams or partners may therefore use online training as a prerequisite for a networking activity or a clinical discussion.

Example of Use



Julie is a social worker at her region's Addiction Rehabilitation Centre (ARC). She observes that she and her colleagues often feel ill-equipped when a young person presents with issues related to excessive screen use.

She proposes that her team and key partners (the local youth centre, youth employment centre, and the CLSC Youth in Difficulty team) complete the online training on cyberaddiction and then organize a meeting at the ARC to discuss clinical cases.

This meeting provides an opportunity to consolidate learning from the online training, to become better acquainted with partners, better understand each of their roles and work together to identify possible interventions based on clinical cases.

USING CASE STUDIES FOR LEARNING ACTIVITIES



Discussions based on case studies aim to contribute to improved intersectoral and interdisciplinary collaboration around complex issues within a given territory.

How to write an effective case study to achieve the intended objectives?

- **Timeline:** The case should cover a period from the development of the clinical issue to the crisis situation. This allows participants to discuss aspects ranging from prevention to emergency intervention.
- **Intersectorality:** The vignette should reflect the involvement of multiple actors around an individual experiencing a complex issue (school environment, community sector, health services, public safety, etc.). This will allow participants to discuss the contribution that each profession or organization can offer to intervene with individuals in difficulty.
- **Co-construction of cases:** The program aims to stimulate exchanges among partners and ensure that cases allow each participant to express their understanding of the situation and the intervention they would provide for the case in question. It is therefore recommended to involve the different partners in the construction of case studies (choice of problems, drafting, or validation of retained cases).

Composition of Discussion Groups

- Ideally, groups should be interdisciplinary and intersectoral.
- Ideally, participants within a group should work in the same territory to facilitate contacts and referrals.

EXAMPLE OF CASE STUDY



James lives with his father and his 14-year-old brother. His mother died of cancer five years ago. Since their childhood, James and his brother have had difficulty following rules both at school and at home. They are regularly involved in fights at school and in their neighbourhood.

James displays impulsive and unpredictable behaviour. His father has an alcohol use disorder, and, during periods of heavy consumption, he becomes physically and verbally aggressive towards his children. Violence and substance use have been part of James' family life since his birth.

Responding to neighbourhood complaints, the police visits the family home several times a year. James began smoking cigarettes and drinking alcohol at age 12. He has consumed various psychoactive substances since age 13.

James is now 17, and cannabis remains his substance of choice. To fund his use, he has been selling cannabis since age 15. Last week, his behavioural problems and high absenteeism resulted in his expulsion from the high school he attended. His father told him he would have to contribute to household expenses since he was no longer in school. A violent argument ensues, and James leaves to smoke a joint to calm down.

In the evening, shortly after smoking another joint, James receives a request for a delivery across the city. He waits until his father falls asleep, then steals the car keys and leaves with his car, forgetting to turn on the headlights. He gets stopped by the police a few kilometres away, without a driver's licence and under the influence of cannabis.

GUIDING A DISCUSSION OF A CASE STUDY



To guide the discussion with participants, here is a 7-question template used to foster exchanges:

- 1** Is this case representative of the clientele with whom you work?
- 2** In your practice, how would you approach this situation?
- 3** How might you intervene with this individual?
- 4** What existing services or programs could be used to support this individual or their family?
- 5** In your opinion, what could have been done at an earlier stage to prevent the crisis situation?
- 6** If you were in this person's situation, what services would you want to be offered?
- 7** In an ideal world, if you could improve the offer of service for co-occurring issues, what would you propose?

ACTIVITY EVALUATION



The evaluation of a cross-training activity is reflected through several indicators, including the participation of the different partners involved in organizing the activity (offering in-kind or financial support) and the participation of intervention workers from partner organizations.

It is also important that the activity meets participants' expectations, and administering an evaluation form makes it possible to document their opinions regarding the activity.

The results allow organizers to assess the pertinence of offering similar activities again in the future as well as improving the organization of the activity based on participants' feedback.

An example of an evaluation form is provided on the following page.

ACTIVITY EVALUATION

What did you most appreciate most about this activity?

What could be improved?

For the following questions, please select the answer that best applies to you, if applicable:

THE ACTIVITY...

Strongly
Disagree

Somewhat
Agree

Strongly
Agree

...met my expectations

...offers enough time for discussion

...was relevant to my practice

...met my objectives

...was well-organized

THROUGHOUT THE DAY, I WAS ABLE TO...

Strongly
Disagree

Somewhat
Agree

Strongly
Agree

...learn more about the issue

...obtain useful information to guide the
individuals I work with

...learn the existence of new resources

...learn more about the functioning of
other resources

...identify staff from other resources that can
guide me if needed

I work with individuals experiencing problems in:

Mental Health

Substance Use

Other

Je travaille dans le milieu suivant :

Community resource

Readaptation Center

Youth Center

CLSC

Public Safety

Hospital

School Environment

Other