

SAMPLE Worksheet for mental health promotion interventions for children and youth

DATE: October 2006

NAME OF INTERVENTION: SAPPACY (Substance Abuse Program for African Canadian and Caribbean Youth)

Guideline 1. How does your intervention address and modify risk and protective factors that indicate possible mental health concerns for children, youth and/or parents/caregivers?

Does your intervention address determinants of health?

Where are you now? (current situation)

PROTECTIVE FACTORS

- **Individual:** Attachment to family; school achievement; problem-solving skills
- **School context:** Sense of belonging; prosocial peer group
- **Family factors:** Supportive, caring parents; family harmony; secure and stable family
- **Life events and situations:** Involvement with significant other; economic security
- **Community and cultural factors:** Attachments to and networks within the community; participation in religious/spiritual or community group; strong cultural identity and ethnic pride

RISK FACTORS

- **Individual:** Poor social skills; low self-esteem

Where do you want to be in a year?

- Provide contextual consultations to families and service providers

What needs to happen? (strategies, activities)

- Targeted outreach.
- Strategic engagement with practitioners and key decision-makers
- Initiate discussions to link health promotion with respective service providers' practice

Did it happen? (to be completed at designated intervals)

Guideline 2. How is your intervention offered in multiple settings?

Does your intervention include schools as a key setting for early identification of behavioural problems, and early intervention for poor adaptation?

Where are you now? (current situation)

- Mobile (off site)
- Home
- School
- Teacher presentations to provide consultation at administrative level to understand trends in African Canadian and Caribbean youth
- Discussion with Toronto District School Board to refer students at risk

Where do you want to be in a year?

- Establish collaborative working relationships with a wider range of social service providers
- Expand services to non-traditional spaces such as boys' and girls' clubs, community centres and community health centres

What needs to happen? (strategies, activities)

- Identify prospective catchments
- Educational sessions to different service providers on risk and protective factors that are relevant to their areas of service

Did it happen? (to be completed at designated intervals)

Guideline 3. How does your intervention provide a focus on skill building, empowerment, self-efficacy, individual resilience and respect?

Where are you now? (current situation)

- “Mind, Body and Soul” resilience program functioning since Jan. 2004, in partnership with community groups (e.g., Somali Refugee Organization and community centres) in a marginalized neighbourhood in Toronto
- Weekly sessions that link youth to resources, in order to engage youth in treatment or re-engage with family
- Empowerment treatment, early intervention and prevention supports to reconnect youth with a sense of hope by focusing on individual and collective strengths
- Provide client-driven services
- Follow CAMH principles

Where do you want to be in a year?

- Develop a set of relevant tools for use with youth
- Use hip hop as an engagement tool for urban youth
- Use multimedia as a means to maintain engagement with youth and families

What needs to happen? (strategies, activities)

- Research using focus groups as a means to generate evidence

Did it happen? (to be completed at designated intervals)

Guideline 4. How does your intervention train non-professionals to establish caring and trusting relationships with children and youth?

Where are you now? (current situation)

- No formal training provided but ongoing support for mentorship programs in the community

Where do you want to be in a year?

- Develop and facilitate training program for youth (as a prevention initiative)
- Provide contextual consultations and training to GTA service providers
- Increase use of volunteers, especially youth

What needs to happen? (strategies, activities)

- Targeted outreach
- Participation in different community information and health forums

Did it happen? (to be completed at designated intervals)

Guideline 5. How does your intervention involve multiple stakeholders?

Where are you now? (current situation)

- Once a year, retreat with clients to discuss
- Client and staff satisfaction surveys
- Participation on multiple committees across the social services spectrum
- Partnerships with community members

Where do you want to be in a year?

- Expand our role to serve on boards of directors and advisory committees
- Show increased successes with respect to diversity

What needs to happen? (strategies, activities)

Did it happen? (to be completed at designated intervals)

Guideline 6. How does your intervention provide comprehensive support systems that focus on peer and parent-child relations, and academic performance?

Where are you now? (current situation)

- Presentation to parent groups on how to work effectively with the academic system (capacity building)
- We develop specific interventions that are tailored to suit the target users (youth, parents and service providers who serve them)
- We pursue and develop partnerships with service providers who serve those target groups

Where do you want to be in a year?

- Improve the program's capacity to deliver accessible, comprehensive service options to users

What needs to happen? (strategies, activities)

- Evaluate the program's effectiveness, accessibility, responsiveness and relevance

Did it happen? (to be completed at designated intervals)

Guideline 7. How does your intervention adopt multiple approaches?

Where are you now? (current situation)

- Counselling
- Home visits
- Group sessions
- Anger management workshops
- Support for self-help groups
- Community-based educational sessions

Where do you want to be in a year?

- Endeavour to have secured working relationships with different practitioners as a learning practice

What needs to happen? (strategies, activities)

- Identification of different practitioners who employ methodologies that can expand our own practice

Did it happen? (to be completed at designated intervals)

Guideline 8. How does your intervention provide opportunities for organizational change, policy development and advocacy?

Where are you now? (current situation)

Participation within:

- police service
- school board
- community centres
- committees working in advocacy and policy area (e.g., Toronto's Working Committee on Youth Violence)
- CAMH Diversity Committee

We are often invited to join different discussions in an advisory capacity.

Where do you want to be in a year?

- Participate in significant discussions that address determinants of health and contribute to policy

What needs to happen? (strategies, activities)

- As resources permit, assign staff to develop this area

Did it happen? (to be completed at designated intervals)

Guideline 9. How does your intervention demonstrate a long-term commitment to program planning, development and evaluation?

How does your intervention apply an evidence-based approach to program planning and evaluation?

Where are you now? (current situation)

- Program Advisory Committee (consumers and professionals)
- Ongoing programming and review
- Conduct staff retreats
- Revision of objectives as per Ministry of Health and Long-Term Care requirements
- Standard CAMH data system (outcome measures, assessment tools, accounting, etc.)
- Integration of psychology and social work

Where do you want to be in a year?

- Refined service practice based on the inclusion of clients' and families' input
- Refined mission and vision statement

What needs to happen? (strategies, activities)

- Plan a service review

Did it happen? (to be completed at designated intervals)

Guideline 10. How does your intervention ensure that information and services provided are culturally appropriate, equitable and holistic?

Where are you now? (current situation)

- Whole intervention is based on cultural values such as unity and self-determination
- Partnerships with specific ethnic communities (e.g., Somali Refugee Community)
- Awareness-raising aimed at police and school administration in order to promote awareness of culture-specific norms and behaviours
- Include family (in some cases extended family), clergy and spiritual leaders in approach to dealing with substance use problems
- We continue to treat each individual client as an extension of his or her family and community

Where do you want to be in a year?

- Increase our competency and abilities by surveying service providers and youth
- Continue to participate in committee works that are relevant to these issues
- Produce a newsletter

What needs to happen? (strategies, activities)

- Conduct surveys semi-annually
- Secure the resources for the newsletter

Did it happen? (to be completed at designated intervals)