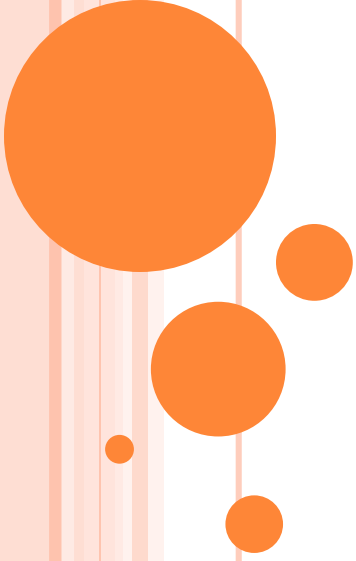


IMPLEMENTING EVIDENCE BASED PRACTICES TO SUPPORT STUDENTS AT SCHOOL – CFMHN CONFERENCE 2015



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OBJECTIVES



OBJECTIVES

- Overview
 - Describe the Mental Health and Addictions Nursing program in four District School Boards
- Evidence Based Interventions
 - Why use them
- Interpersonal Psychotherapy
 - What is it?
 - Why use it?
- Wrapping it up



OVERVIEW



OVERVIEW

- In Ontario
 - Ministry of Health and Long Term Care created *Open Minds, Healthy Minds - a 10 year mental health and addictions strategy*
 - The first three years focuses on children and youth
 - Focuses on early intervention and support to protect our children from the many associated costs of mental illness and addictions by:
 - Providing children, youth and families with fast access to high quality services;
 - Identifying and intervene in child and youth mental health and addictions issues early;
 - Closing critical service gaps for vulnerable children and youth, children and youth at key transition points, and those in remote communities.



OVERVIEW

- Ministry of Children and Youth Services (MCYS) has developed a policy framework to provide strategic direction for ongoing improvements over the next decade - *Shared Responsibility*
 - Strategic Goals:
 - A coordinated, collaborative and integrated sector at all levels creating a culture of share responsibility
 - Providing flexible, timely and appropriate services within the child and youth's community context
 - Optimal mental health and well-being of children and youth promoted through an increased ability to respond to needs
 - An accountable and well-managed system



OVERVIEW

- Ministry of Education - Vision :*Ontario's schools are recognized at home and world-wide as strong academic organization that foster and support student well-being*
 - Key System Priorities -
 - Enhanced coordination within and across sectors
 - Dedicated leadership in School Boards
 - Implementation support
 - Increased Mental Health awareness and literacy



THE MENTAL HEALTH AND ADDICTIONS NURSES (MHAN) WITH THE DISTRICT SCHOOL BOARDS



THE MENTAL HEALTH AND ADDICTIONS NURSES (MHAN) WITH THE DISTRICT SCHOOL BOARDS

Our provincial government demonstrated this action by ensuring that the new MHAN program planning, implementation and evaluation was the shared responsibility three sectors working together.



THE MENTAL HEALTH AND ADDICTIONS NURSES (MHAN) WITH THE DISTRICT SCHOOL BOARDS

- Shared outcome measures include:
 - Reduced number of hospital visits
 - Increased school graduation
 - More professionals engaging in early identification
 - Fewer school suspensions
 - Decreased severity of mental health issues
- 144 Mental Health & Addictions Nurses will make up the teams across Ontario
- Service elementary and high school students in collaboration with the Catholic and Public School Boards



IDENTIFIED ROLES OF PROVINCIAL MHAN TEAMS



IDENTIFIED ROLES OF PROVINCIAL MHAN TEAMS

- System Navigation
- Early Identification and Intervention for both Mental Health and Addictions
- Input and advice to assist school boards with building capacity to develop comprehensive strategies for student mental health
- Working with an interdisciplinary school mental health team with other professionals to provide services and supports to students
- Follow-Up with students who are transitioning from hospital, emergency departments, justice system



CENTRAL EAST CCAC SCOPE



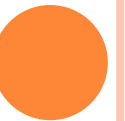
CENTRAL EAST CCAC SCOPE

The Mental Health and Addiction Nurses (MHAN) in District School Boards (DSB) Program – covering the following DSB in Central East CCAC:

- Durham District School Board
- Durham Catholic District School Board
- Peterborough Victoria Northumberland and Clarington Catholic District School Board
- Kawartha Pine Ridge District School Board



EVIDENCE BASED PRACTICES (EBP)



EVIDENCE BASED PRACTICES (EBP)

- The provision of core children and youth services should be informed by evidence to support service quality
- They are informed by validated research findings together with contextual and experiential evidence
- Unfortunately, there is not as much public awareness about EBP -
 - As a result, families often do not know to ask whether or not a therapist uses EBP's
 - Consequently, children and youth may remain in long-term "treatment" for many months or even years without their parents or guardians ever realizing that EBP options are available



COMPARATIVE EFFICACY AND
ACCEPTABILITY OF PSYCHOTHERAPIES
FOR DEPRESSION IN CHILDREN AND
ADOLESCENTS:
A SYSTEMATIC REVIEW AND
NETWORK META-ANALYSIS



PARAMETERS

- A meta-analysis (52 studies between 1980 and 2013) was undertaken to investigate the comparative efficacy and acceptability of psychotherapies for depression in children and adolescents.
- Nine psychotherapies and four control conditions
- Therapies: IPT, CBT, Supportive Therapy, Family Therapy, Play Therapy, Psychodynamic Therapy, Cognitive Therapy, Behavioural Therapy, Problem Solving Therapy
- Controls: Wait-list, no-treatment, treatment-as-usual, psychological placebo



FINDINGS

- Waitlist was significantly inferior to other control conditions
- IPT and CBT were more beneficial than play therapy or problem solving therapy
- Efficacy at post-treatment only interpersonal therapy (IPT) and cognitive-behavioral therapy (CBT) were significantly more effective than most control conditions



FINDINGS

- At follow-up, IPT and CBT were significantly more effective than most control conditions and only IPT retained this superiority at both short-term and long-term follow-up.
- IPT and problem-solving therapy had significantly fewer “drop-outs” than cognitive therapy and CBT.

Zhou et.al. (2015) Comparative efficacy and acceptability of psychotherapies for depression in children and adolescents: a systematic review and network meta-analysis . World Psychiatry 14:2.



INTERPERSONAL PSYCHOTHERAPY (IPT)

- Interpersonal Psychotherapy (IPT) is a brief and structured manual based psychotherapy that addresses interpersonal issues in depression.
- IPT was initially developed by Klerman and Weissman to treat major depression in 12 – 16 sessions.



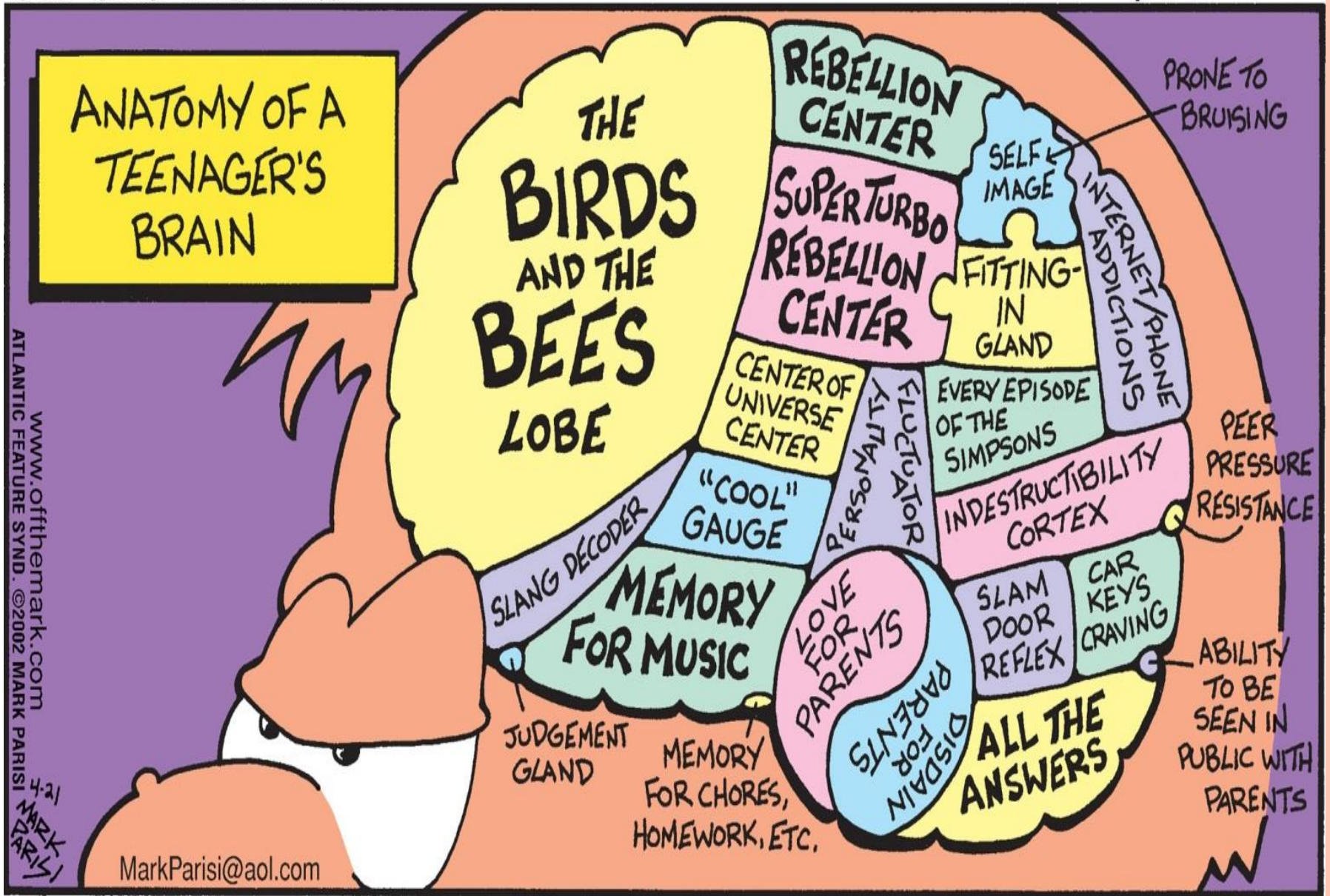
INTERPERSONAL PSYCHOTHERAPY (IPT)

- The American Psychiatric Association has included IPT in the clinical practice guidelines for the treatment of depression, as well as in the Guidelines for the Treatment of Depression in Primary Care Settings and Guidelines for the Treatment of Eating Disorders.
- Excellent intervention for the treatment of mood disorders related to significant interpersonal conflicts (e.g., relationship disputes, life transitions, bereavement and social isolation).



ANATOMY OF A TEENAGER'S BRAIN

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WRAPPING IT UP



WRAPPING IT UP

- Evidence Based Practice is defined by Sackett et al (2000) as the integration of:
 - Best research evidence;
 - Clinical Expertise; and
 - Patient values.
- When integrated into clinical decision making the outcome will be a therapeutic alliance...- which will optimize the patient's clinical outcomes.
- A recent study of mental health nurses shows that there is enthusiastic support amongst nurses towards incorporating evidence based therapies into their current practice (Fisher, 2011.)



WRAPPING IT UP

- College of Nurses of Ontario (CNO) (2006) Professional Standards Document on Knowledge highlights the importance of using theory and evidence when making clinical decisions.
- CNO has defined evidence based practice as the integration of knowledge of the best available research, client preference, resources and clinical expertise when making decision with a patient about achieving the best possible health care.
- Ongoing evaluation of the implementation of evidence based practice in the MHAN team continues looking at indicators such as Quality of Life (QoL) and pre and post measures; while using a blended approach to create the best outcome for our students.



REFERENCES

Zhou et.al. (2015) Comparative efficacy and acceptability of psychotherapies for depression in children and adolescents: a systematic review and network meta-analysis . World Psychiatry 14:2.

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