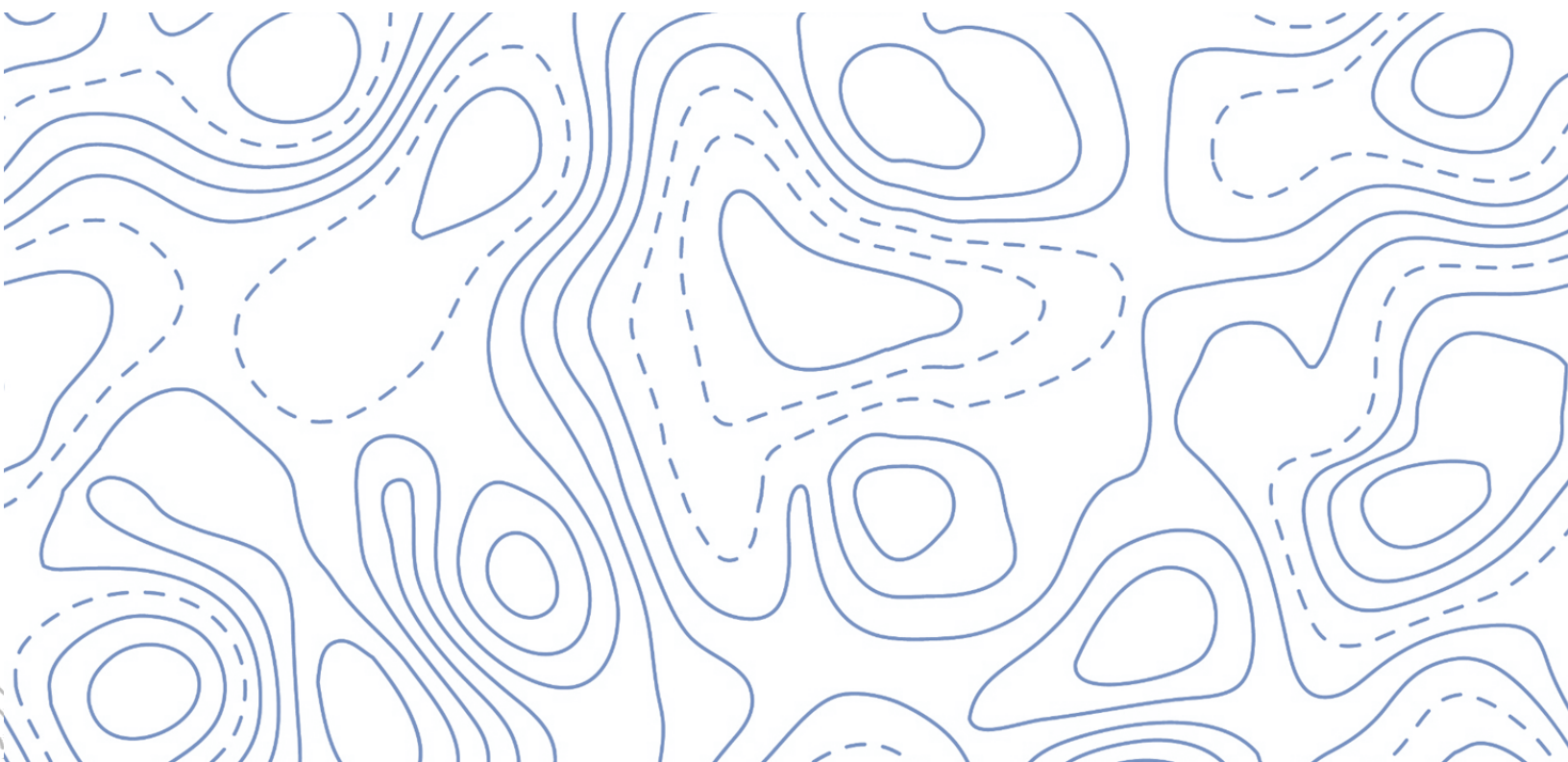




Talking about anxiety without stress

Implementation Guide for Schools

Expedition Program
September 2023



Document created by the *centre RBC d'expertise universitaire en santé mentale destiné aux enfants, adolescents et adolescentes et aux jeunes adultes.*



**Centre RBC
d'expertise universitaire
en santé mentale**



**Université de
Sherbrooke**

**Centre intégré
de santé et de
services sociaux de
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Implementation Process

Preparing for implementation



Facilitator training



Contacting selected students and parents



Running the program



Final review and planning ahead



Preparing for implementation

Objective: Plan concrete implementation procedures (what to do and how to do it).

Actions:

- Validate the choice of program facilitators.
- Create the schedule of events.
- Modify the [HORS PISTE - Expedition program worksheet](#) to include:
 - All the details about the youth and parent groups:
 - All days and dates (don't forget about school and public holidays)
 - Start time and duration
 - The location(s)
 - The names of the facilitators for each group.
 - Other information specific to your group: materials, outings, parking, etc.
- Select students who could benefit from the program, taking into account the opinions of the school and CI(U)SSS professionals involved, as well as the principals, as to which students could benefit from this activity. When selecting students, it is important to consider the severity of symptoms, as well as the services already available to the student. For example:
 - In the case of a student whose symptoms are too intense or whose distress is severe, it is important to assess whether the student should instead receive specific or specialized services offered by the local CI(U)SSS.
 - In the case of a student who is already receiving external services for an anxiety-related problem, it is important to assess whether participation in the early intervention group is indicated or whether there is a risk of duplicating services.
 - In the case of a student waiting for outpatient services, it may be appropriate to encourage group participation while waiting for outpatient care, depending on the severity of symptoms.

Facilitator training

Objective: Provide the training (one half-day) for facilitators and address their concerns. This training is currently available in French only.

Actions: Ensure that each facilitator participates in the training given by the CISSS de la Montérégie-Centre implementation support team before the program begins running.

- Registration for this training course is done using the web-based schedule, which can be found at the following address: <https://sante-mentale-jeunesse.usherbrooke.ca/hors-piste/programme-secondaire/calendrier/?ec=67>
- Although it is best to complete the training before starting to run the program, it is possible to start the next step before the training takes place, depending on your schedule.
- All workshop materials are available on the [web platform](#).



Contacting selected students and parents

Objectives: Recruit targeted students to participate in the program and engage with their parents.

Actions:

- Meet individually with selected students to present the program and assess their willingness to participate.
- Discuss:
 - The reasons why he/she was targeted;
 - His/her lived experience with anxiety;
 - The program's objectives;
 - His/her parents' involvement in the program.
- For each student who is open to participating in the program, send out the [Parent information letter](#). Please note that for students age 14 and over, the student's written consent is required to communicate with his or her parents. However, it is preferable to obtain the consent of all students before communicating with their parents, in order to encourage their involvement.
- Contact the parents by telephone and:
 - Explain why their child has been selected;
 - Briefly discuss their experiences with their child's anxiety;
 - Explain the objectives of the program, for their child and for them as parents;
 - Explain the importance of their participation (studies have shown that involving parents in the intervention greatly increases its impact);
 - Set a date for the preparatory parent-student meeting.

Running the program

Objective: Strive to prevent anxiety disorders and other adjustment disorders.

Actions:

- Conduct parent-child preparatory meetings using the *Parent-child preparatory meeting* guide found on the [web platform](#) in the "Expedition (early intervention) component - intervention materials – Parent-child meetings - preparatory meeting" section. This meeting is intended to:
 - Present the relevance of the program, the content and procedure of early intervention and its theoretical underpinnings;
 - Using observations made by teachers and specialists, discuss the difficulties experienced by both parties and the expectations and objectives of each;
 - Get them on board, and explain the theory of baby steps;
 - Inform them of the start dates of the youth and parent groups, and the schedule and location of the meetings. Give them the [HORS PISTE - Expedition program worksheet](#);

- Explain the group operating procedures to increase the program's impact (attendance: punctuality, let the facilitator know if you can't make it; communication procedures outside meeting hours, etc.);
- Have parents sign clinical consent forms (for themselves, and for their child if under 14) and have students aged 14 and over sign for themselves. These forms are available on the [web platform](#) in the "Expedition (early intervention) component – Implementation tools – Implementation documents" section;
- Obtain their e-mail and telephone contact information.
- Print out a sufficient number of the *Handy student guide* and the *Handy parent guide*, available on the [web platform](#) in the "Expedition (early intervention) component - intervention materials - student component or parent component" sections (you'll hand them out at the first group meetings).
- Facilitate group meetings for students and for parents, following the instructions in the intervention guide.
- Conduct parent-student debriefing dyad meetings using the *Parent-child review meeting guide* found on the [web platform](#) in the "Expedition (early intervention) component - intervention materials – Parent-child meetings – Review meeting" section. This meeting is intended to:
 - Assess the progress made as seen by the facilitator, the student, and the parents;
 - Put in place the means to continue the transformations begun, for the student and his/her parents;
 - Develop a relapse prevention plan;
 - Verify the need for assistance and agree on referrals if needed.

Final review and planning ahead

Objective and actions: Evaluate the implementation of the Expedition - Early Intervention program

- Take part in the final review meeting with the HORS-PISTE committee, hosted by the CISSS de la Montérégie-Centre implementation support team.

If you have any questions about student selection, implementation, or workshop facilitation, please contact: programme.horspiste.cisssmc16@ssss.gouv.qc.c

