



Partnering to Implement a New School-Based Health Care Service Delivery Model: Reflections & Lessons Learned

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Agenda

- What is the health service problem in Ontario schools?
- How did the partnership evolve to address it?
- What is the new model of health care service delivery that our team is testing?
- What have we learned from studying its implementation?

What is the health service challenge?

Joshua is in Grade 1. He's smart but struggles with printing, using scissors, zipping up his coat, and learning to run, jump, and climb.



His teacher refers him to Ontario's School Health Support Services program for "motor delays" but it is many months before the referral reaches an Occupational Therapist (OT).

Joshua's assessment shows that he has a motor impairment but with the limited number of visits the OT can make, he doesn't get the help he really needs.

Three years later, Joshua is re-referred. He is overweight, socially isolated, has decreased self-esteem, and still can't write.

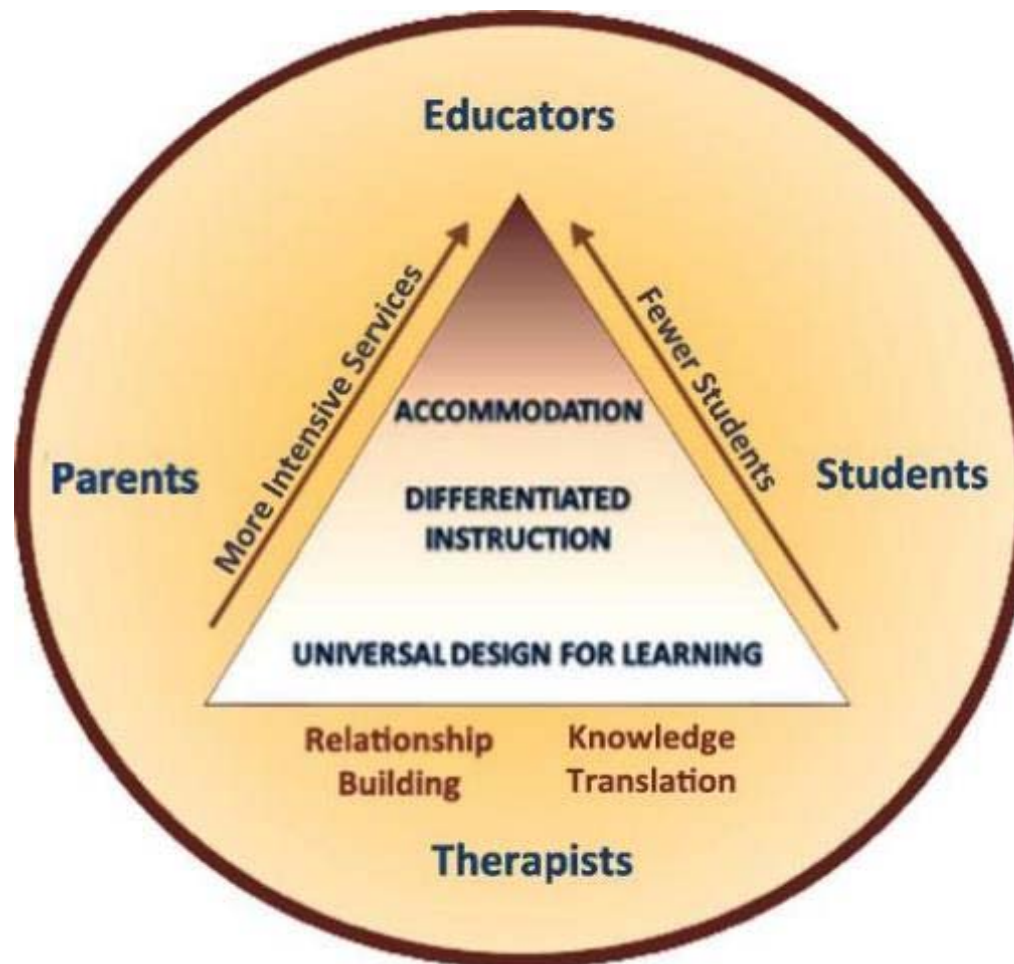
What is the partnership?

- An interdisciplinary team of researchers from allied health, education, epidemiology, and health services research
- Engaged stakeholders from government, health services, schools and families
- Series of projects from pilot to evaluation and implementation over 8 years

What is the new approach?

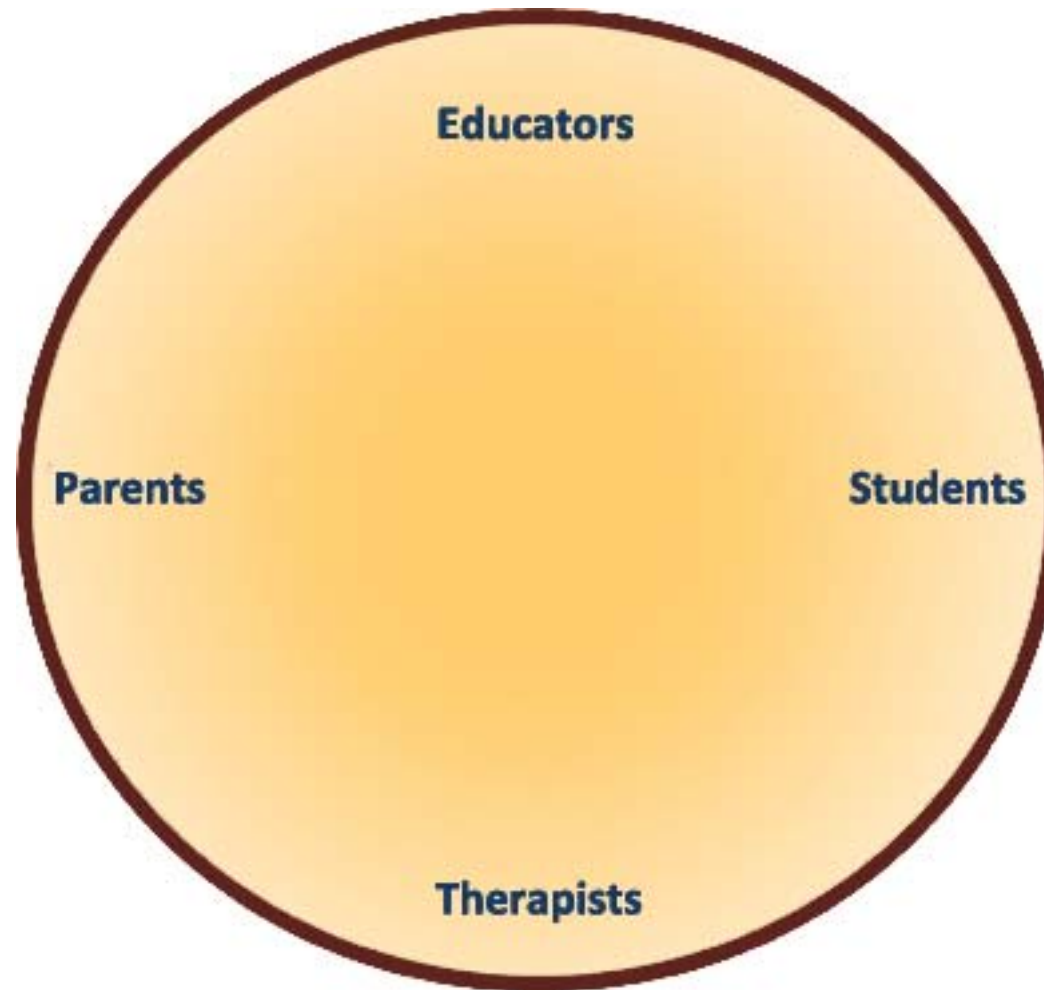
PARTNERING FOR CHANGE: P4C

Building Capacity through Collaboration and Coaching in Context



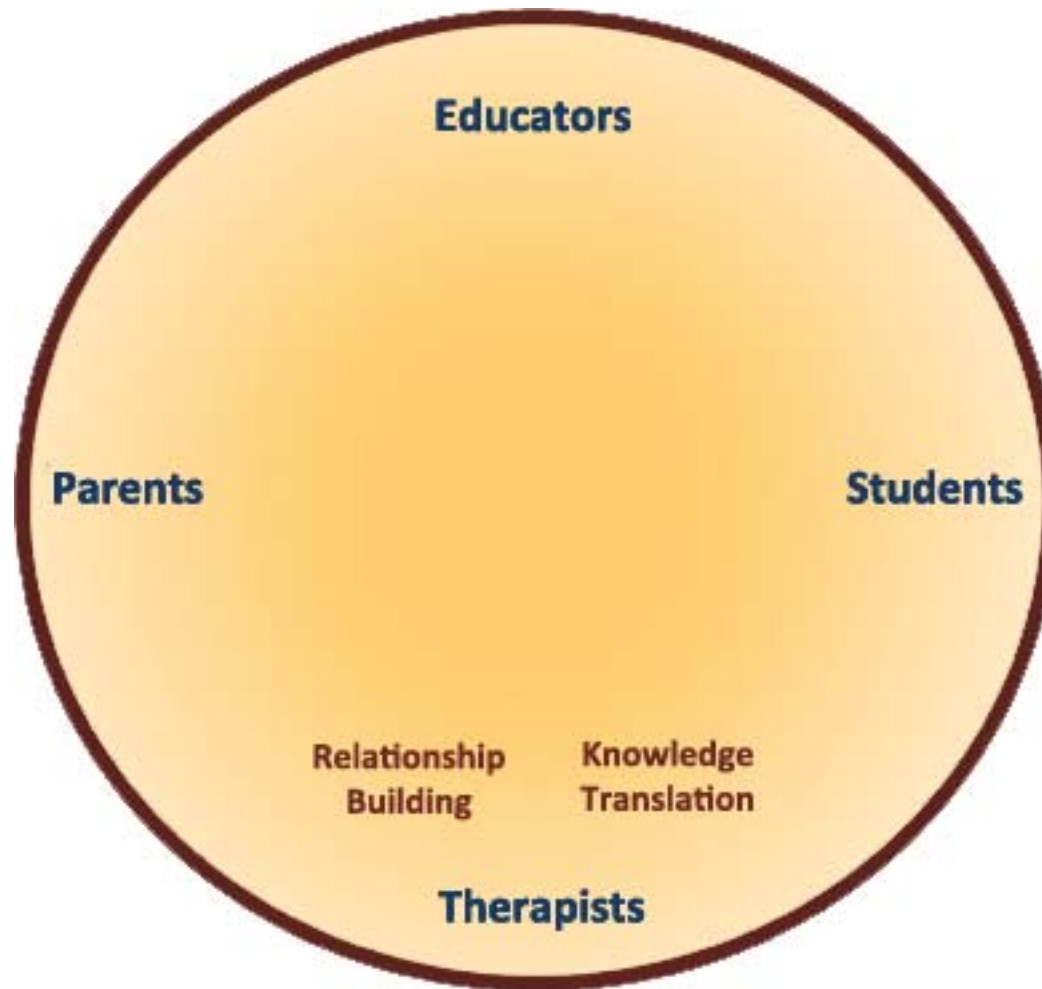
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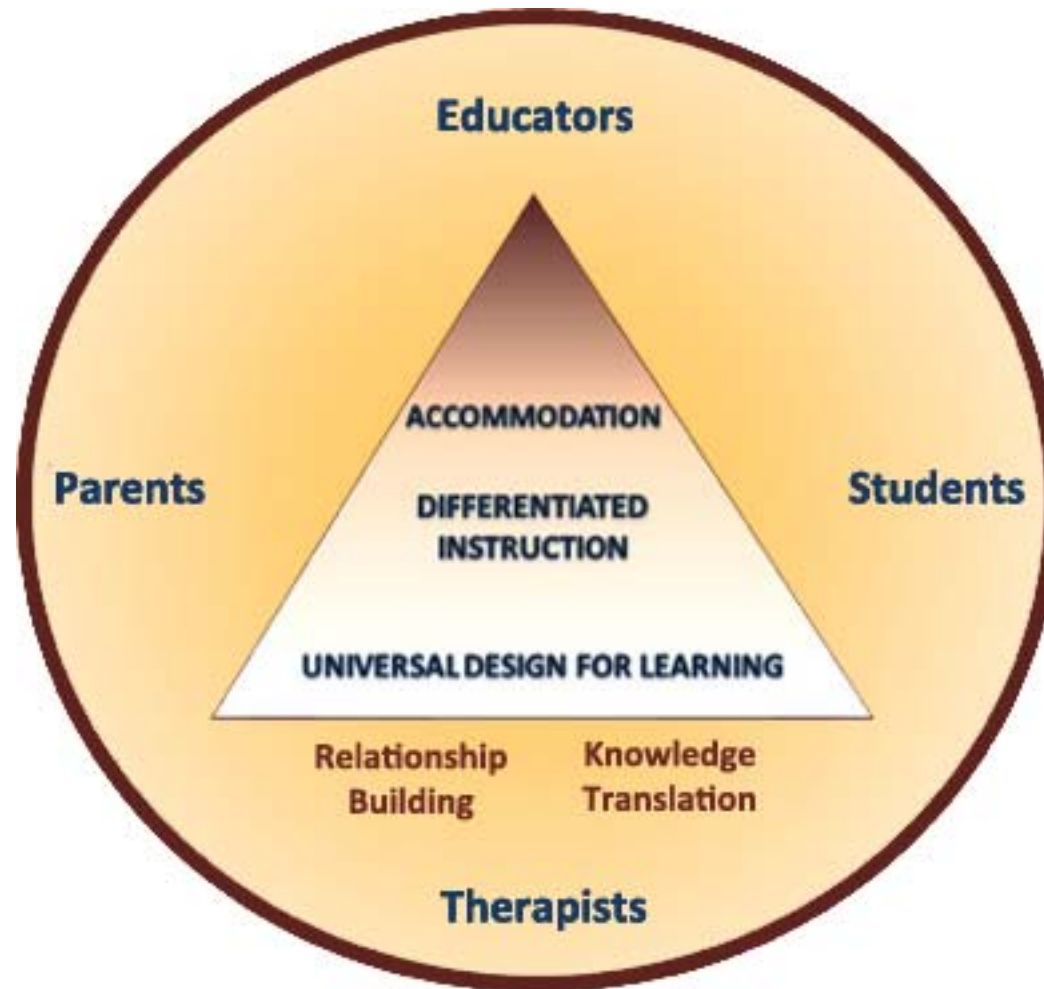
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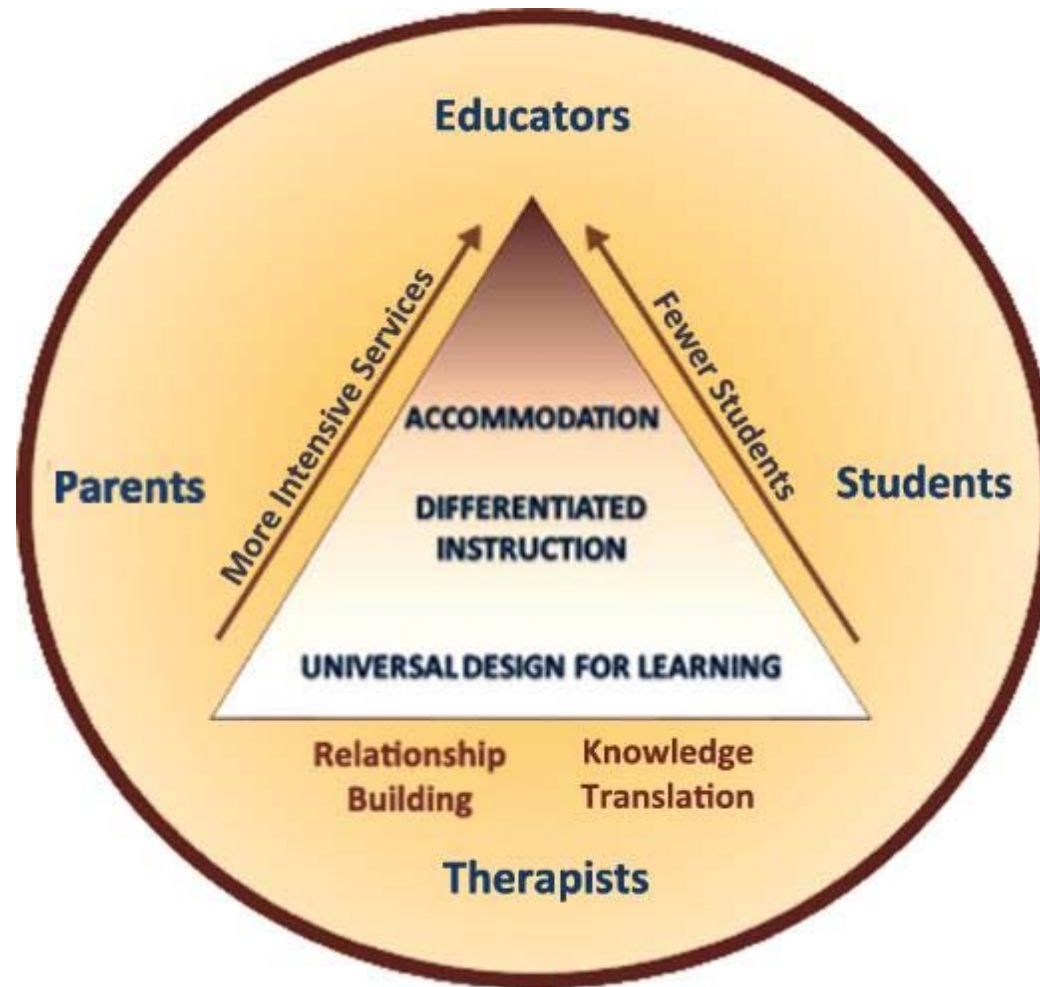
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Current Project: Implementation & Evaluation of P4C

- Funding from Ontario Ministries of Health and Education to deliver and evaluate P4C in **40** schools across 3 school boards from 2013-2015
- Research questions to look at:
 - Building of educator and parent capacity over time
 - Individual outcomes for 392 children and families
 - Implementation process and “lessons learned”

What did we do?

- Focus groups with occupational therapists; 34 semi-structured interviews a range of stakeholders from health, education, and the research team
 - Questions probed **implementation process** – what has worked well, what has been challenging, and what factors have impacted P4C
- Transcribed verbatim; open-coding followed by preliminary thematic grouping for macro-level “lessons learned”

What key lessons did we learn?



Early Engagement is Key

“One of the things that helps and I think has been happening with this [project] is that getting the people that will have to implement the initiative involved as soon as possible in the discussion and the problem solving so they feel that they are participants and that their voices are heard.” (PAR 9, Health Agency)

Timing is Crucial (but not always within your control)

“I think just timing in the implementation of the project, looking at a start date would be really important moving forward....idealistically, it would have nice to get in before the actual start of school...to meet the staff, to talk about your role, to maybe give the introduction to the project and how it would work at the beginning instead of trying to do it when things are already up and going.” (OT6, FG 1)

System Change is Required

“It’s a different model of delivery than what we’re used to. So having to shift it took us a little while....How do we track patients in [our database] if we are not giving one-on-one services? That was difficult for us to grasp. So this is the piece for us, it’s a holistic rather than one-on-one, it’s a little bit difficult to grasp.” (PAR 19, Health Agency)

System Change is Not Easy

“... the appeal of the old model is just that you are not fighting the system. I know what to expect, I go in and go out, and that’s what [teachers] are expecting too. So I don’t leave feeling this tired because that’s the part that is exhausting right? To...all day sort of feel like you’re trying to make system change.” (Therapist)

School Culture & Leadership Matter

- *I think it depends on the school. If the school culture is really open like that and they are really a family as a school then when you come in and they see that you fit, you fit nicely and the environment is welcoming. (PAR 33, OT)*
- *If the Principal is that leader where he... can communicate effectively on what is going on and what do we need to do as a school to support this individual then lets do it. But if they haven't had that conversation with their staff you will feel you are swimming.... (PAR 33, OT)*

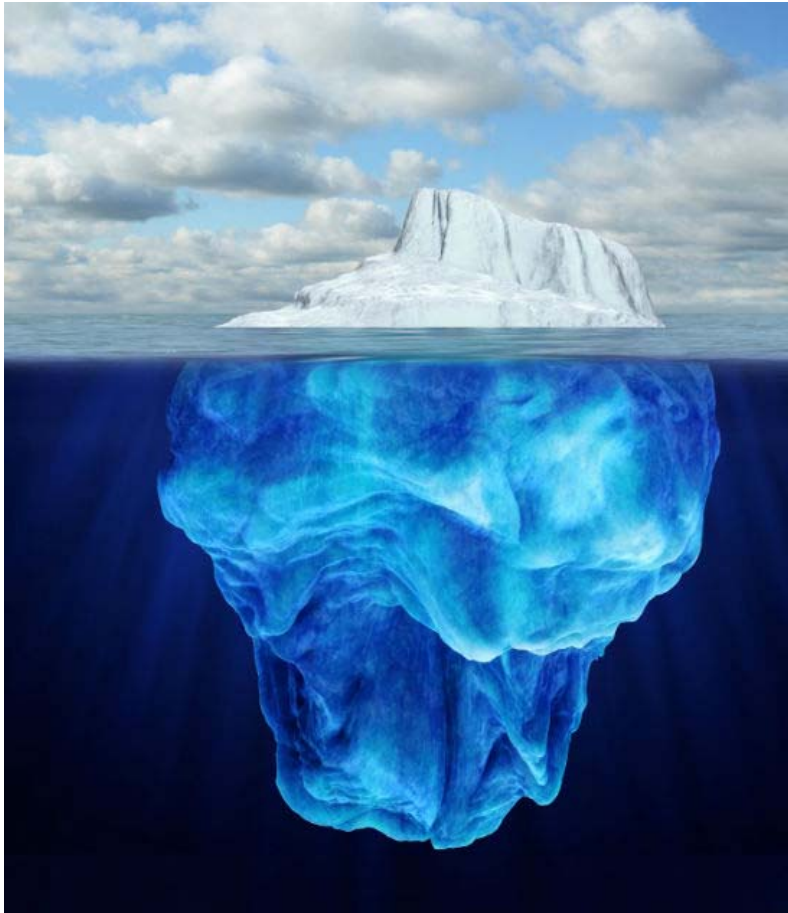
Parting thought: Take your Time

“Go slow. Understand the stakeholders and respect from an implementation perspective. Respect some of the cautions that a [partner] may offer to how things need to be staged and phased in and ... the foundational piece is those relationships... and building that partnership. So, don’t try and put the model in without that foundation being really solid.”
(PAR 4, Health Agency)

Thank You!



What's next?



Dive deeper
and look below
the tip of the
ice berg!