

Screening & Assessment for Pediatric Mental Health Conditions

Child Health BC Provincial Pediatric Mental Health Education Webinar #2 of 3
October 6, 2022



 Provincial Health
Services Authority

CHILD HEALTH BC
LEAD BENEFACTOR
save on foods

Housekeeping

- Attendees are automatically muted and cameras are turned off
- Please submit questions for the speakers through the “Q&A” function and vote for the questions you want answered
- Please submit technical questions through the “Chat” function
- The webinar will be recorded and the link will be available on the Child Health BC website under Formal Learning

Next Webinar

OCTOBER 27, 2022 / 12-1pm PST

Provincial Pediatric Mental Health Education Webinar Series:

WEBINAR #3: SUPPORTING CHILDREN & YOUTH TO EMOTIONALLY REGULATE

Who is the session for?

Health care providers working in hospitals (emergency department, general and pediatric inpatient units) across BC. However, the sessions are open to all health care providers regardless of place of work.

What will you learn in the session?

Participants will:

- Build on current skills to support children and youth with mental health conditions
- Review/Learn strategies for how to manage medication refusal
- Review pediatric mental health care planning tools

It will consist of a short presentation, followed by case based discussion and question period. The session will be recorded for later viewing and can be found on the Child Health BC website under "Formal Learning."

How do I join the session?

No registration is required. We recommend that you join using a computer, tablet or smartphone. Join the virtual training session by clicking on the link below.

Join the Virtual Education Session here:

<https://phsa.zoom.us/j/69702701623?pwd=VzBYV2hZOGlxbW50KzVTVHNSVTAwQT09>

Webinar ID: 697 0270 1623

Password: 621979

Can't join by computer or mobile device? Join by telephone:

1-833- 955-1088 (Toll-free)



Speakers:

Dr. Tyler Black,
BC Children's Hospital
Liz Cave,
Vancouver Coastal
Kyle Taylor,
BC Children's Hospital



Provincial Health
Services Authority



Speakers



*Kyle Taylor, RN
Clinical Nurse Educator
BC Children's Hospital*



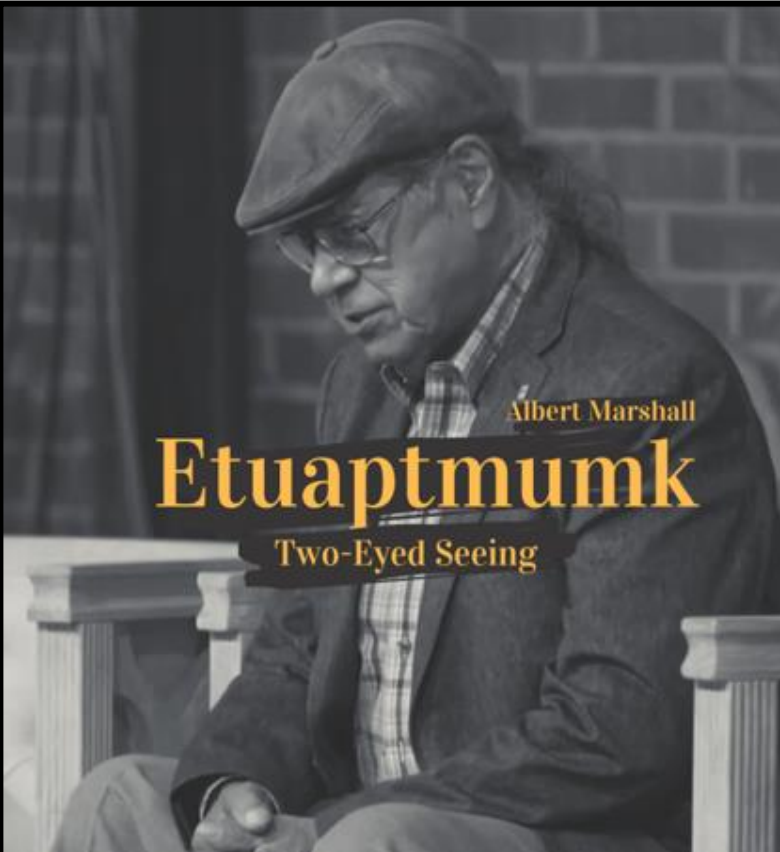
*Dr. Marilyn Thorpe
Child & Adolescent Psychiatrist
Psychiatric Lead, First Nations
Virtual Psychiatry Service*

Learning Objectives

Screening & Assessment

- Build on current knowledge regarding components of the Mental Status Exam specific to children/youth
- Review pediatric mental health initial screening and assessment tools to identify focus of intervention/treatment
- Understand the importance of a collaborative approach and team communication

Two-Eyed Seeing

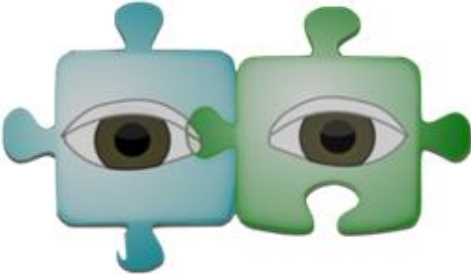


Albert Marshall

Etuaptmumk

Two-Eyed Seeing

“Learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of mainstream knowledges and ways of knowing, and to use both these eyes together, for the benefit of all”
(Bartlett et al., 2012)



<http://www.integrativescience.ca/Principles/TwoEyedSeeing/>

Parent Quote:

“What worked well was a gentle and kind tone of voice, eye contact, sitting down beside us (not standing by the door), offering a hot cup of tea or sandwich if our recent ordeal was lengthy, being on our level and human with warm smiles and humble as though you too, could be in our shoes.

Empathize for the long wait and the discomfort. Don't minimize mental health and rank it so low behind physical health concerns - it is a health crisis needing a rebalancing towards equity, with physical health concerns, and all the warmth of your heart and steady calm presence.”



Youth Quote:

"When I was first assessed in the ER, although limited in her knowledge of mental health, what stood out to me was how the doctor validated my emotions. At that moment, what I needed was someone to acknowledge how much I was going through and tell me that they were going to do their best to help me; ending up at the ER was a long process, and meant acknowledging that something was seriously wrong. I was scared - of what was to come, and of the potential that my life might never amount to more than my mental illness. Hearing this doctor express her sincere concern provided a sense of relief that I was no longer alone on this journey, and gave me hope that there would be people to help me feel better."



Weaving Worldviews

Western Values	Indigenous Values
Literacy	Orality
Nuclear Family	Families within Communities
Bio-medical	Natural Medicines
Chronos time	Kairos time



Weaving Worldviews

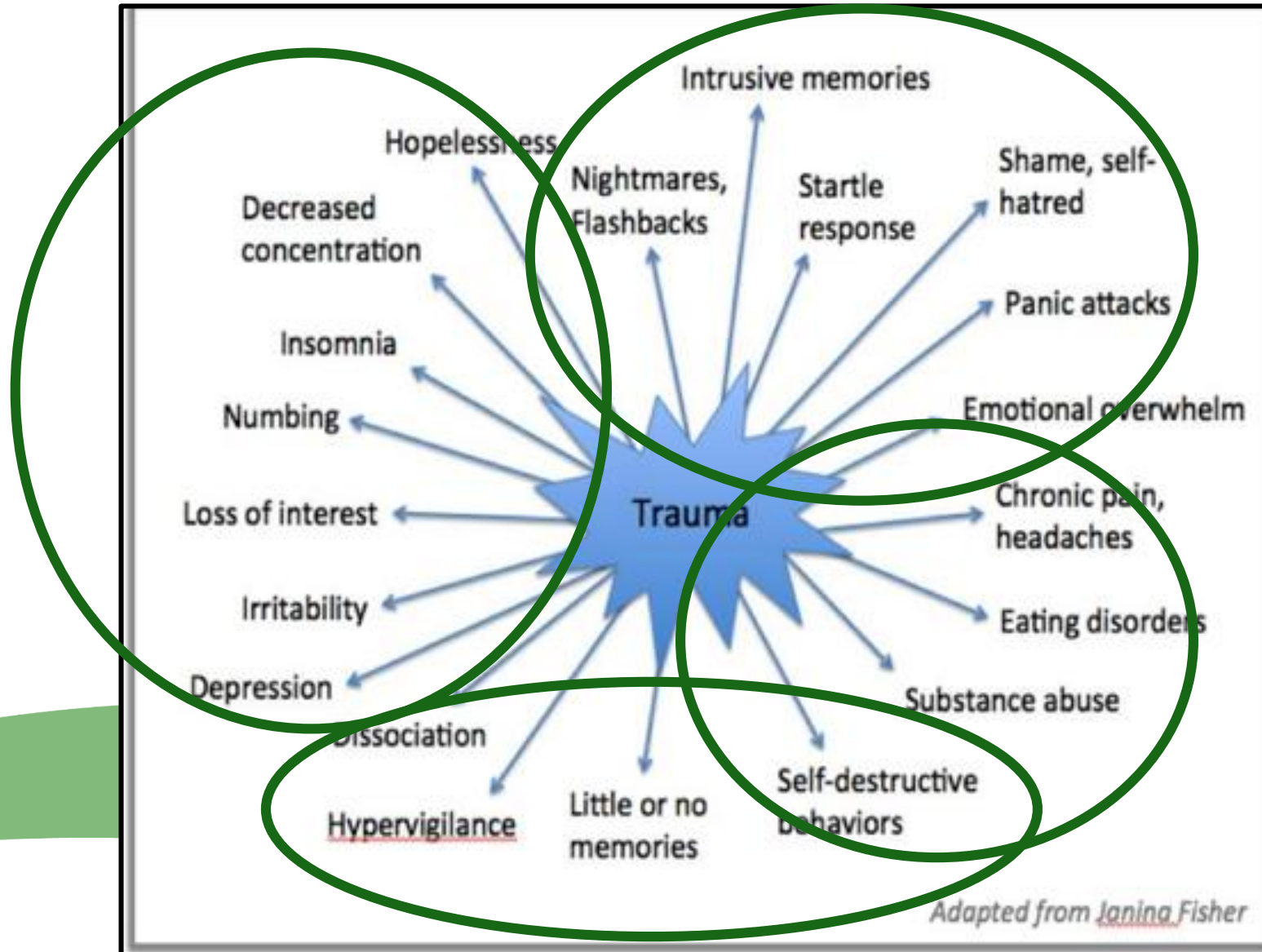
Western Values	Indigenous Values
Literacy	Orality
Nuclear Family	Families within Communities
Bio-medical	Natural Medicines
Chronos time	Kairos time
Individualistic	Holistic, Interconnected
Science	Spirituality

Mental Status Exam

Mental status examination is an assessment of current mental capacity through evaluation of general appearance, behavior, any unusual or bizarre beliefs and perceptions (e.g., delusions, hallucinations), mood, and all aspects of cognition (e.g., attention, orientation, memory)

- Provides a shared language & understanding among treatment team
- For consideration: Societal norms (dominate colonial discourse) dictate what is 'normal'
How does family, community fit in?

Applying a Trauma Lens



Screening & Assessment Tools

Purpose of screening:

- To identify key areas that alert you to, to focus treatment planning on and conditions that warrant further assessment.

In BC, Health Authorities use many different screening & assessment tools such as:

- Mental Health Screening Tools: HEARTSMAP, HEADS-ED
- Substance Use Screening Tools: CAGE-AID, CRAFFT, Screening to Brief Intervention (S2BI)
- Suicide Screening & Assessment Tools: ASARI, Columbia Suicide Rating Severity Scale, TASR-A

Case Discussion

A 13 year old girl admitted to hospital overnight due to alcohol intoxication and slashes she had made to her arms that required sutures.

Case Discussion

A 13 year old girl admitted to hospital overnight due to alcohol intoxication and slashes she had made to her arms that required sutures.

What if the youth now states she is hearing voices and that she cut herself in an attempt to silence them?



Key Points

When completing assessments:

- Consider how societal norms and cultural differences impact how we are interpreting a child/youth's presentation
- Apply a trauma informed lens with a focus on strengths

Assessments include formal tools; as well as informal observations and inquiries:

- Together this information helps to inform diagnosis and support ongoing management
- Document observed behaviour, identified triggers, shifts in affect and/or mood, and important conversations/information that is shared
- Don't overlook physiological assessments, you still need to take into consideration possible medical causes & responses to medications

Resources

[Compass Program Toolkits](#)

[Learning Links](#)

[Pediatric Mental Status Exam](#)

Tools

- [ASARI](#)
- [CAGE-AID](#)
- [CRAFFT](#)
- [Columbia Suicide Severity Rating Scale \(pediatrics\)](#)
- [HEADS-ED](#)
- [HEARTSMAP](#)
- [TASR-A](#)

Thank you

- The slides and recording will be posted on the Child Health BC website
- Please complete the evaluation survey
- Webinar #3 Supporting Children & Youth to Emotionally Regulate will be held on **October 27th 12-1pm PST**,