

Engagement & Relationship Building

Purpose

These learning activities are meant to be completed after watching the **Child Health BC Provincial Pediatric Mental Health Education Webinar #1 Engagement & Relationship Building** and can be incorporated into mental health education sessions for individuals or groups.

Learning Objectives

1. Enhance current skills to engage and build rapport with children and youth with mental health conditions.
2. Recognize the importance of engaging with family/caregiver(s)/community.
3. Review confidentiality and consent practices as it applies to children, youth and their families.
4. Explore the context in which you are providing care and how systemic discrimination affects your interactions and experiences with others.

Learning Activities

Activities: Building Rapport and Engaging

Time	Target Audience	Activity	Outcomes
20 minutes	Individual or group	Video- Pediatric Mental Health: Key Ingredients of Service Delivery NOTE: Consider including as a part of orientation for new and returning staff.	Learners can articulate the 5 key components of pediatric mental health service delivery.
Participants can choose to complete different sections of the module* 3-30 minutes <i>*Learning Links account required-free to sign up</i>	Individual	Learning Links: Enhanced Learning Series in Child and Youth Mental Health ● Module 3: Building Rapport with Children and Youth (individual) Identify techniques to practice on how to engage, and build rapport with children and youth.	Learner is able to demonstrate techniques to assist in building rapport with children and youth.
5 minutes	Individual	Review this Child Health BC resource: Tips for Engaging Children and Youth in Acute Care Settings (Individual) Complete a reflective journal exercise and Identify 3 tips you will incorporate into your practice	Learner is able to demonstrate techniques to assist in engaging and building rapport with children and youth.

		helping to engage and build rapport with children and youth.	
20-30 minutes	Group	<u>(Group) Case discussion:</u> Share experiences of when you were successful and/or unsuccessful when engaging with a child/youth. What worked well and what didn't? What have you learned and has this changed your practice?	Learner is able to critically reflect on past interactions and identify opportunities to apply new techniques.
30 - 90 minutes	Individual or group	<p>Review the following gender affirming care resources:</p> <p>Child Health BC Primary Care Webinar (April 2023) Gender Affirming Care in Children and Adolescents - Presented by Trans Care BC's medical director and Dr. Ingrid Cosio. NOTE: Webinar Passcode - TCBCWebinar2023!</p> <p>Gender Inclusive Language: Building relationships with new clients</p> <p>Supporting Gender Creative and Trans Youth</p> <p>Gender Diversity Education for Care Providers (TransCareBC)</p> <p>(Individual) Complete a reflective journal entry identifying three ways your practice can model gender affirming care.</p> <p>(Group) Think/Pair/Share - discuss your thoughts with a partner, and share with group for more discussion.</p>	Learner Initiates actionable goals to incorporate and model gender affirming care in their practice.

Activities: Engaging Families and Caregivers

Time	Target Audience	Activity	Outcomes
3 minutes	Individual	Video: Brené Brown on Empathy (Individual) Reflect on how to use empathy in practice with children/youth/families and caregivers.	Learner can differentiate between empathy and sympathy.
47 minutes	Individual	Video: Northern Health Authority CYMHSU Lunch & Learn Series Building Rapport with Children, Youth and Their Families . (includes video above) (individual) Identify techniques to practice on how to engage, and build rapport with children and youth.	Learner is able to articulate and demonstrate techniques to assist in engaging and building rapport with children and youth.

Activities: Confidentiality, Consent and the Mental Health Act

Time	Target Audience	Activity	Outcomes
60 minutes	Individual	Learning Hub online module: Course #23000 Infants Act: Determining Consent for Treatment and Information Sharing Note - <i>Island Health course but the content is applicable and open to all Learning Hub users.</i>	Learner is able explain the Infant’s Act and apply that understanding to their practice.
20-60 minutes	Individual	Complete the BC Children’s Hospital Healthy Minds online learning module and activities: BC Mental Health Act Toolkit	Learner is able to explain the Mental Health Act, and apply that understanding to their practice.
15- 20 minutes	Small groups of 3 learners	In breakout rooms/small groups practice explaining confidentiality & informed consent with a child/youth/parent.	Learner can demonstrate their ability to communicate information related to confidentiality and informed consent to a pediatric patient and/or their caregiver.

Activities: Self-Awareness, Power/Privilege, Intersectionality and Cultural Considerations

Time	Target Audience	Activity	Outcomes
<p>Video- 3 minutes</p> <p>10-15 minutes total for reflection</p>	<p>Individual</p>	<p>Learning for Justice Video Intersectionality 101 - YouTube</p> <p>Write a paragraph about your own social location and worldview. Reflect on how they influence your practice. Explore how you balance your personal values with those of your organization. In what ways can you leverage your circles of influence to foster greater awareness of intersectionality and related concepts?</p>	<p>Learner is able to explain Intersectionality, and apply that understanding to their practice.</p>
<p>15-30 minutes</p>	<p>Individual</p>	<p>Review the Culturally Connected content from BC Women’s Hospital below: <i>Includes case studies and videos.</i></p> <p>Culturally Connected is an approach that brings together cultural humility and health literacy to help care providers and their clients develop a shared understanding of each other’s values, beliefs, needs, and priorities.</p> <p>Reflect on the information, and develop a SMART goal to incorporate a culturally connected approach into your practice.</p>	<p>Learner can demonstrate actionable goals to incorporate cultural connectivity into their practice.</p>

Additional Resources to Explore

Cardle, T., Chaulk, C., Ali, T. (December, 2020). *Enhancing engagement of families – for service providers*. Family Smart, BC. Video- [Enhancing Engagement of Families - For Service Providers](#)

Dandra, M., Pitcher, C., Key, J. (September, 2021). *“Hearing our voices- nurse advocacy in action”*. Nurses and Nurse Practitioners of British Columbia, Canada. [Hearing Our Voices – Nurse Advocacy in Action – NNPBC](#)

[First Nations Health Authority: Cultural Safety and Humility Action Webinar Series](#) These webinars are to encourage participation, learning, self-reflection and positive change among BC's healthcare professionals. The 11 part series supports the development of tools and skills for advancing cultural safety and humility and understanding and integrating this work into practice and interaction with First Nations clients. *Note: Links to individual webinars are below.*

5. Gallaher, J. (October, 2016). *Cultural safety and humility action webinar series: Leading a framework for cultural safety and humility*. First Nations Health Authority, British Columbia. [Webinar 1](#)
6. Joeseph, S. (November, 2016). *Cultural safety and humility action webinar series: Learning and advancing the recommendations of the truth and reconciliation commission*. First Nations Health Authority, British Columbia. [Webinar 2](#)
7. Anderson, B., Mitchell, V. (December, 2016). *Cultural safety and humility action webinar series: The importance of story to cultural safety*. First Nations Health Authority, British Columbia. [Webinar 3](#)
8. Adams, E. (January, 2017). *Cultural safety and humility action webinar series: Intergenerational trauma and institutional avoidance*. First Nations Health Authority, British Columbia. Webinar 4
9. Peters, C. (February, 2017). *Cultural safety and humility action webinar series: Pursuing cultural safety*. First Nations Health Authority, British Columbia. Webinar 5
10. Palmer, B., Louis, I., Sam, L. (May, 2017). *Cultural safety and humility action webinar series: Cultural humility and nursing in BC*. First Nations Health Authority, British Columbia. [Webinar 6](#)
11. McGregor, H. (June, 2017). *Cultural safety and humility action webinar series: Cultural safety – respect and dignity in relationships; Indigenous peoples and the health care system*. First Nations Health Authority, British Columbia. [Webinar 7](#)
12. Loppie, C. (July, 2017). *Cultural safety and humility action webinar series: Racism as a determinant of health*. First Nations Health Authority, British Columbia. [Webinar 8](#)
13. Bonshor, L. (September, 2017). *Cultural safety and humility action webinar series: Cultural safety framework and action plan from Vancouver coastal health*. First Nations Health Authority, British Columbia. [Webinar 9](#)
14. Ringham Cowan, Y., Harding, L. (October, 2017). *Cultural safety and humility action webinar series: Responding to anti-indigenous racism in the health care system*. First Nations Health Authority, British Columbia. [Webinar 10](#)
15. Peters, V., McDonald, S. (November, 2017). *Cultural safety and humility action webinar series: Leading with culture in First Nations community contexts*. First Nations Health Authority, British Columbia. [Webinar 11](#)

Indigenous Health Department. (n.d.). *San'yas anti-racism Indigenous cultural safety training program*. Provincial Health Services Authority, BC. [San'yas Anti-Racism Indigenous Cultural Safety Training: Core Health Training Module](#)

Kelty Mental Health. (n.d.). *Kelty mental health resource centre: A BC resource that provides information/education for healthcare professionals, parents and youth*. BC Children's Hospital, Canada. (Webpage) [Kelty Mental Health Resource Centre](#)

[Northern Health Authority Child and Youth Mental Health Lunch and Learn Series](#) *Note: Links to individual webinars on the Northern Health YouTube channel are below.*

16. Lindstom, J., Wilson, K. (May, 2022). *CYMHSU lunch & learn: Introduction to child and youth mental health.* Northern Health Authority, BC. (video) [Introduction to Child and Youth Mental Health](#)
17. Lindstom, J. (May, 2022). *CYMHSU lunch & learn: Normative vs atypical development for children and youth.* Northern Health Authority, BC. (video) [Normative vs. Atypical Development for Children and Youth](#)
18. Lindstom, J. (May, 2022). *CYMHSU lunch & learn: Attachment theory.* Northern Health Authority, BC. (video) [Attachment Theory: Understanding Children and Youth](#)
19. Lindstom, J. (May, 2022). *CYMHSU lunch & learn: Building rapport with children, youth and their families.* Northern Health Authority, BC. (video) [Building Rapport with Children, Youth and Their Families](#)

Reynolds, V., Body, L., Gunn, A. (n.d.). *Zone of balance notebook & guided conversation: For resisting burnout and holding each other up.* First Nations Health Authority, BC. [Zone of Balance Workshop \(wordpress.com\)](#)

Stinson, J. (2018). *What are Indigenous and western ways of knowing?* Social Sciences and Humanities Research Council of Canada. <http://www.criaw-icref.ca/> . (pdf) [What are Indigenous and Western Ways of Knowing?](#)

Trans Care BC. (n.d.) *Online courses: Educational opportunities for learning about gender diversity and creating gender-affirming environments.* Provincial Health Services Authority, BC. (webpage) [Trans Care BC](#)