

Foundry Work and Education Program Monthly Community of Practice Meeting_Minutes

Date: Monday, January 30, 2023, 9-1030 am

Participants:

Diana Al-Qutub	P	Matt Wenger	P	Anna-Joy Ong	P	Cassia Warren	P	Kirsten McCulloch	P	Judy Dang	P
Acasia Preston	R	Brandie Haffey	P	Gill Walker	P	Kourtney Brisbane	R	Sarah Goulder	P	Vivian Lau	R
Alicia Erenli	R	Brigitte Clair	R	Gregg Loo	R	Kristi Mandin	P	Sarah Thorne	P	Lauren Shields	P
Alison Ivan	R	Cali Barton	R	Haley Turnbull	R	Lyn Heinemann	R	Shana Soo	R		
Allison Boese	R	Camile Kho	R	Jen Wuschke	R	Melissa (Mel) D'Agostino	P	Simone Maassen	R	Guest Speaker	
Amber Clarkson	P	Cassidee Wood	P	Jenny Evans	R	Melissa Cailleaux	R	Sonia Randhawa	R	Raymond Johnson-Brown	P
Amy Cadden	P	Chris Bennett	R	John MacRae	P	Michael McFetridge	P	Stacey Steven	R		
Amy Schactman	R	Chris Steller	R	Karen Lavoie	R	Mike Gwaliuk	R	Stasa Pasic	R		
Andrea Cherchas	R	CJ LeBlanc	R	Kate McDonald	P	Nicholas Clarence	P	Tamiko Keating	R		
Andy Milligan	P	Dave McQuarrie	R	Kayla Slaney	P	Nicole Pidperyhora	P	Tanja Wilson	P		
Angie Prescott	R	Donna Desmet	R	Kelly Sutton	P	Okasana Soychuke	P	Tanya Timbers	P		
Anna Willms	P	Elise Durante	R	Kim Conroy	R	Ricki Justice	R	Terry Buylch	R		
Ben McAuley	R	Fiona Walker	R	Kim Dumore	P	Sandra Teves	R	Tiffany Jaeger	R		

Agenda Item	Discussion	Action Items
Reminders/ Updates		
1. New employee update	<ul style="list-style-type: none"> Andy Milligan – Kelowna- IPS specialist → replaced Mikayla Lauren Shields—FCO admin → will assist in booking logistics for FW&EP education day. 	
2. FCO updates	<ul style="list-style-type: none"> Self-assessment survey reminder <ul style="list-style-type: none"> Voluntary survey to understand how the program is working in your community. It would be great if you are able to fill it out and help us review the program. New PIT form – Minor edits <ul style="list-style-type: none"> Resident of an Official Language Minority Community: <ul style="list-style-type: none"> Individual whose first language learned at home in childhood and still understood by the individual is either French (outside of Québec) or English (within Québec); or, Immigrant whose first language is neither French nor English, and whose second language is the official language minority in the province or territory of residence. Resident of a rural or remote area: resident in a community with a population of less than 1,000 (core population) and with no, or very little, access to the services of the closest municipality with a population of 1,000 or more. 	<ul style="list-style-type: none"> Survey for leaders Survey for staff Judy to upload the new PIT form on the internal website.

	<ul style="list-style-type: none"> Foundry Work & Education Day working group: <ul style="list-style-type: none"> Save the date: April 10-12 (Monday to Wednesday) most likely the education day is on April 11, 2023 FCO admin will be assist in booking travel arrangements. For those that are interested in helping to plan the setup of the day, please fill out this Form. <ul style="list-style-type: none"> Will have 3-4 meetings to finalize the details. Virtual Youth Workshop- sign up for a topic <ul style="list-style-type: none"> The signup sheet and set up is the same. Please revisit and confirming presentation topics. Workshops will be recorded as future resources. First virtual workshop- February 14th: “Getting Started: Practical Tips for Low Motivation” Time: 230-330pm Host: Foundry Virtual Presenter: Ms. Kelly Sutton Zoom link: TBA 	<ul style="list-style-type: none"> Judy and FCO admin team will reach out with request form to gather staff information Judy to send out the webinar zoom link asap.
3. Research	<ul style="list-style-type: none"> Research Clinical loop process: <ul style="list-style-type: none"> Few centres expressed interested in learning about the clinical loop process from research surveys. Two reasons the youth may be flagged→ potential for self-harm or high-distress. <ul style="list-style-type: none"> Can’t disclose which youth were flagged for which reason due to privacy concerns. → for SC sites only The researching team shared the rubrics listing the survey type, the questions, and the potential reasons for flagging. No action is necessary required from IPS staff. Also included FAQs and a list of mental health support links as resources. → Grateful for the list. <ul style="list-style-type: none"> If there are any specific links need to be added, please let the research team know. 	
Clinical Discussions and Knowledge Exchange		
1. Guest Speakers- Raymond Johnson-Brown (CASH)	<ul style="list-style-type: none"> The Journey to CASH (Cultural Agility, safety, Humility) is a training rooted in the uniqueness of each community. As we move forward in building an equitable system, we can't prescribe what that looks like because we need to make space for nuance. We invite learners to take a journey with us as an organization that prioritizes three key areas brought to life through unique pathways across the network that supports Cultural wellness for all. <ul style="list-style-type: none"> Presenter: RJ (or Raymond), pronoun They, them. → Indigenous wellness coordinator <ul style="list-style-type: none"> Mother is affluent indigenous, and dad is European, grew up in a Jamaican household. Allied to IBPOC Indigenous, black and people of colour) folx. Believe that safety is fluid→ Understands the discussion may trigger emotions, but willing to be accountable space and looking forward to growing collectively. Quote from Yvonne Boyer, “Racism in the Canadian health care system is endemic....Ingrained problems of racism and discrimination will not be solved until the system is changed....”→ need to work on a higher level how to co-create and meaningfully engaged and challenge own biases. Excerpt from “in Plain sight”→ Experiences shared by an elder. Thanked Brian, from FCO, for the beautiful graphic. Cultural Agility: detailed definition and FCO commitment, please see slide deck slide p.6 	<ul style="list-style-type: none"> Judy to share out the presentation

- Noticing and readily adapting to cultural uniqueness to create a sense of safety/ accountability for all.
 - Recognition of the ways that personal and professional values may conflict or align with those people whose experiences differs from one's own. → Need to continue to evolve and grow as an organization.
 - RJ will speak at FRAYME conference → "Getting comfortable with being uncomfortable"
- **Scenario #1:** *You are co-leading a program with an external youth organization; the program is focused on youth mental health for residential school family survivors. In preparation, you have a great group of youth that you typically go to for support and guidance during youth programs, but none of the youth are Indigenous or have RS history in their family. Your director says to go-ahead and ask for the group's guidance on questions, projects, and scope, but you hesitate. You feel that it isn't right to not include Indigenous youth in the project. Your director reminds you of your budget, time and capacity constraints. → How would you approach this situation?*
 - Most agreed that they will remind the director about the ethics and congruity of the project.
 - The project questions and scope cannot be defined without asking the Indigenous youth of their experience and ensuring their voices are there.
 - Most have no issues advocating and educating the management team. Some will reach for support from others within Foundry if required.
- **Cultural Safety:** detailed definition and FCO commitment (slide deck p.8) → **6 tips for putting cultural safety in practice (p.9)
 - **Scenario #2:** *You are a mental health professional who has recently supported an Indigenous person seeking help with parenting. During your sessions you remained culturally agile and suggested various alternatives to healing from the local nation. After multiple sessions with the parent, the parent no longer returns. You reach out and find out that the parent identified that they did not feel culturally safe working with you. → How would you approach this feedback? Do you worry about the quality of your work? How would you learn and evolve from this experience?*
 - To thank the individual for their feedback → self-reflect on the work we did. If we believe that we always try to provide the best services we can, then, understand that we may not be the best person to help them.
 - To empathize with their feeling → walking alongside them to create a mutually beneficial relationship and opportunities of growth for everyone. → Reciprocity.
- **Cultural Humility:** detailed definition and FCO commitment (slide deck p.11) → ASSESS
 - Ask curious questions, in a humble, and safe manner.
 - Seek self-awareness
 - Suspend judgment
 - Express kindness and compassion
 - Support a safe and welcoming environment
 - Start where the participant is at
- **Self-reflection exercise #1:**
 - One way that I can recognize and develop cultural humility in myself is to...
 - One time that I witnessed/ experienced genuine cultural humility was...
 - Cultural humility can directly benefit me, my colleagues and clients, because...

2. Case Consult	<p>Case Summary:</p> <p>Al a 23 male with ASD and his current goals in finding work is ambivalence. He indicated that finding an employment is something that his mother would like. He is not sure if he wants to work because it will cut into his leisure time and activities. He is also would like a job that has no heavy lifting, close to home and can work shorter hours. Client is extremely anxious regarding the job search and is feeling increasingly anxious as he is getting closer to preparing the job application. Currently, he is meeting with the IPS specialist twice a month instead or once a month.</p> <p>Comments and suggestions:</p> <ul style="list-style-type: none"> ○ Happy to know that by working at the client pace, the IPS specialist is able to meet with the client twice a month now and getting him ready to prepare an application. ○ Great things about IPS model, time restraints are lower → clients can slowly build up their confidence. <ul style="list-style-type: none"> ▪ Volunteer opportunities → have clients work in the potential job environment without the stress. This has been successful; however, it takes much longer frame to succeed. ○ Terrace centre worked with a client has very similar scenario → client tried to work but had to quit after 4 weeks due to vary social barriers. → ASD needs to be addressed early on. <ul style="list-style-type: none"> ▪ WorkBC has a program designed for ASD clients → teaching patterns of social behaviours outside of the work placement so they can be more socially adaptable. ○ Kelowna centre consults with CAN → Canuck Autism network (national) → Susan Noble. <ul style="list-style-type: none"> ▪ Susan works out in the Kelowna region and works with any one diagnosed or self-identified as ASD. → She is very successful at networking within her organization and has lived experience as one of her children is ASD. ▪ She also has an education background therefore like to educate employers regarding the spectrum of the individuals and see what the solution could be. ○ Some thought that more conversations around anxiety should be unpacked and addressed → ie. Tension and pressure coming from the parents and not wanting to give up leisure time. <ul style="list-style-type: none"> ▪ To confirm with the parents if they are comfortable being involved in the process. ▪ To confirm why the youth is anxious about working, may be due to previous experiences. ○ Meeting the clients where they are at and advocating for them with employers → <ul style="list-style-type: none"> ▪ Some clients have long list of what they would like in a workplace → as relationship develops with the young person, they may be more willing to adjust their expectations as we explore the specifics of what they are looking for. → have conversations with both clients and employers exactly what can be done with what they would like to do. ▪ Trusting the relationship built with the employers and advocate for the clients rather than matching the advertised jobs to the youth. → A different way of job application. ▪ Sometimes reminding the clients it doesn't need to be a "forever job." 	<ul style="list-style-type: none"> • Nic will reach out to Susan and confirm whether it's okay to share her info.
3. Case study:	<ul style="list-style-type: none"> • Has anyone experienced that they had to explain the IPS model more thoroughly with other co-workers in the multidisciplinary team? <ul style="list-style-type: none"> ○ All agreed: If that is something that the young person would really like to accomplish; it is necessary to explain to other team members of the IPS model in more detail. 	