

Mental health is everyone's business!

An interprofessional education session to enhance
compassionate and collaborative healthcare for
neurodivergent youth

Facilitator's Guide



POND NETWORK
Province of Ontario Neurodevelopmental Disorders



Centre for Advancing Collaborative
Healthcare & Education (CACHE)

Holland Bloorview
Kids Rehabilitation Hospital

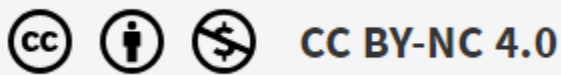
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Mental health is everyone's business! An interprofessional education session to enhance compassionate and collaborative healthcare for neurodivergent youth. Facilitator's Guide.

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Introduction

Research and education leaders at Holland Bloorview Kids Rehabilitation Hospital (Holland Bloorview) co-created an interprofessional education (IPE) session with people with lived experience to share the expressed needs of neurodivergent youth and their hopes for practice change. Learners who have attended the session which we call, “Mental health is everyone’s business!” have expressed their appreciation for the opportunity to connect with people with lived experience and explore collaborative approaches together with them and with other learners. This guide was designed so that you can offer this IPE session in your setting.

[Holland Bloorview](#) is Canada’s largest pediatric rehabilitation hospital and fully affiliated with the [University of Toronto](#). As an academic health sciences centre, Holland Bloorview provides workplace-based learning for students and trainees in health and social care provider programs at the University of Toronto and other affiliated colleges and universities. Holland Bloorview has a longstanding relationship with the [Centre for Advancing Collaboration in Healthcare and Education](#) (CACHE) and contributes to the [IPE curriculum](#). “Mental health is everyone’s business” has been formally recognized in the IPE curriculum as an IPE elective learning activity.

IPE takes place when students from two or more different health professions learn together, sharing knowledge and experiences, to foster effective collaboration and enhance health outcomes.¹ IPE sessions give learners an opportunity to raise awareness about and develop their collaborative competencies as defined by the Canadian Interprofessional Health Collaborative (CIHC) [Competency Framework for Advancing Collaboration](#).

Neurodivergent youth, or youth with neurodevelopmental disorders (NDDs), experience high rates of mental health challenges² and often experience difficulties accessing and receiving appropriate care. It is not uncommon for healthcare providers to express limited knowledge, lack of experience, and low confidence in delivering mental health care with neurodivergent people.³ This IPE session showcases videos created by neurodivergent youth as part of the [POND Digital Stories Project](#) and provides information and ideas to support future healthcare providers in having mental health conversations with youth with neurodevelopmental disorders. The IPE session aims to promote the idea that “mental health is everyone’s business” and that it is important for all healthcare providers to take responsibility for supporting mental health collaboratively.

1. World Health Organization. (2010). *Framework for action on interprofessional education & collaborative practice*. Geneva: WHO. <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>

2. Augustine, L., Lyngegård, F., & Granlund, M. (2022). Trajectories of participation, mental health, and mental health problems in adolescents with self-reported neurodevelopmental disorders. *Disability and rehabilitation*, 44(9), 1595-1608.

3. Maddox, B. B., Crabbe, S., Beidas, R. S., Brookman-Frazee, L., Cannuscio, C. C., Miller, J. S., Nicolaidis, C., & Mandell, D. S. (2020). "I wouldn't know where to start": Perspectives from clinicians, agency leaders, and autistic adults on improving community mental health services for autistic adults. *Autism : The International Journal of Research and Practice*, 24(4), 919–930. <https://doi.org/10.1177/1362361319882227>

What you can expect in this guide

This guide has been developed so that you can offer, “Mental health is everyone’s business!” In this guide you will find:

- Information, materials and resources to help you organize and deliver the session;
- Suggested facilitation questions to help you guide collaborative learning conversations;
- Additional teaching points and ideas to help you co-facilitate meaningful IPE in your context.

IPE Session Description

Activity description

“Mental health is everyone’s business!” is an interprofessional education (IPE) session that has been co-designed in partnership with youth with neurodevelopmental disorders and their families. The session aims to deepen everyone’s appreciation for the experience and perspective of neurodivergent youth with mental health challenges to promote a more compassionate and collaborative approach in healthcare. The format is highly interactive and invites learners from a range of healthcare programs to share their healthcare provider perspectives and roles in support of neurodivergent youth with mental health needs. Digital stories created by neurodivergent youth are the primary catalyst for dialogue.



Tip: You can use this description as part of your communication to faculty members and in advertisements for the session.

Learning objectives

Learning objectives help to set expectations for students and guide teaching processes. Four learning objectives have been established for this IPE session.

By the end of the session, learners will be able to:

1. Listen respectfully to the expressed needs of youth with neurodevelopmental disorders and mental health needs and their families to enhance compassionate care in their practice.
2. List strategies to collaborate with youth with neurodevelopmental disorders and mental health needs in a respectful manner and in such a way that is understandable, encourages discussion, and enhances youth participation in decision-making.
3. Describe their healthcare provider role in supporting youth with neurodevelopmental disorders and mental health needs.
4. Identify how interprofessional care can improve wellbeing for youth with neurodevelopmental disorders and mental health needs.

IPE Session Planning

Build a faculty team

In preparing for the IPE session, it is important to identify a faculty leader or co-leaders and create a diverse faculty team that bring a combination of lived experience, education and content expertise. A strong faculty team is one that brings a range of perspectives. Potential faculty members might include:

- People with lived experience, such as:
 - **Youth:** Apply their lived experience perspective to the group discussion
 - **Family members:** Apply their lived experience perspective to the group discussion
 - **Family as Faculty** (also known as patient educators): Family members who have experience/training in health professions education and facilitate learning by blending their lived experience perspective and teaching skills
- **IPE Facilitator(s):** Bring knowledge and expertise related to IPE best-practices
- **Student Leader(s):** Student volunteers/IPE champions who co-facilitate the IPE session
- **Content Experts:** Apply and integrate their clinical and research knowledge and expertise related to the topic area
- **Administrative/Technology Assistant:** Support the planning and execution of the IPE session

Identifying potential learners

Recruiting approximately 20 learners for this IPE session would be ideal. Consider inviting learners from the following programs when registration opens:

- Affiliated college/university programs including, but not limited to:
 - Medicine
 - Nursing
 - Occupational therapy
 - Pharmacy
 - Speech and language pathology
 - Social work
- Board Certified Behaviour Analyst (BCBA) program
- Learners who are currently on clinical placement or fieldwork at your local hospital or healthcare facility

This IPE session was created for the purpose of meeting the learning needs of students in health and social care provider programs. However, the session could be offered to practicing health and social care providers as part of a continuing professional development program.

Familiarize yourselves with the IPE session outline

This session outline was co-created by our diverse IPE development team. We invite you to use the session outline in its current form or adapt it to suit the needs of your faculty and learners.

The IPE session is interactive and designed to be offered virtually on a secure platform.

On the day that the IPE session is delivered, the time commitment for faculty is 3.5 hours, involving the following:

- 30 minutes of individual faculty preparation to review the materials
- 30 minutes together for faculty check-in and technology checks
- 2 hours for delivery of the education component
- 30 minutes for faculty debrief discussion

Session outline: The education session is organized in five stages:

- 1 Create the learning environment.** This stage includes a formal welcome and review of the learning objectives and agenda. It also gives space for introductions and an icebreaker activity, as well as co-creation of group norms. Additionally, we have included a short sensory break as a way to value and appreciate diverse sensory needs of people in the learning environment.
- 2 Explore the topic in small-group format.** This stage offers an introduction to the clinical topic and the use of digital stories as a foundation for dialogue. The process of viewing a digital story together followed by small group facilitated discussion is explained to the learners. The first digital story is then viewed together followed by facilitated small-group (3-6 learners) discussion in break-out rooms. The group returns to the main room for viewing of the second digital story and returns to the same break-out room for facilitated small-group discussion about the second digital story.
- 3 Take a break.** Faculty and learners enjoy a short break.
- 4 Continue exploring in large-group format.** Further explore the topic in large group format using a facilitated panel presentation. We suggest engaging panelists who are youth and parents to share their lived experiences. Panelists can also be team

members who share their roles and highlight how they collaborate in practice. Follow the panel presentation with a facilitated question and answer period.

- 5 **Wrap-up.** The session concludes with an invitation for learners to reflect on key ideas and learnings and share the single most important thing (SMIT) they learned in the session. Resources to enhance learning can be shared. Learners are invited to give feedback through an evaluation form. Following the session, certificates of participation are circulated to learners.

This IPE session can be delivered in person. In person delivery requires careful consideration of space and technology needs.

The following table is an example of how the session is outlined for a coordinated faculty approach, where all faculty members have a turn leading different activities. Activities are listed below, with a few details or key reminders set out in the comments section. In advance of the session, faculty decide who will take the lead on the various segments. Faculty leads listed in the table below are just one example of shared leadership for the various segments.

The table highlights both the segment time and the running time (which can be adjusted based on the start time). A workable session outline for adapting in your context is available ([see Appendix A](#)).

IPE session outline				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Faculty preparation	<ul style="list-style-type: none"> All faculty join the virtual platform 30 minutes prior to session start time Team shares updates and checks their audio and video connections 	Administrative Assistant	18:00-18:20	20 min
Learner arrival	<ul style="list-style-type: none"> Room opens for learners 10 minutes prior to session start time Acknowledge learner arrival in the waiting room Perhaps play music by a neurodivergent musician 	Administrative Assistant	18:20-18:25	5 min
Session preparation	<ul style="list-style-type: none"> Begin to group learners into small groups of approximately 5-6. Set groups up on the virtual platform so they are ready for the small group work 	Administrative Assistant	18:25-18:30	5 min

Create the learning environment				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Welcome	<ul style="list-style-type: none"> Land acknowledgement Share session hopes/expectations, learning objectives, agenda 	IPE Facilitator [Administrative Assistant posts learning objectives and simplified agenda in the chat]	18:30-18:35	5 min
Faculty introductions and icebreaker	<ul style="list-style-type: none"> Faculty members introduce themselves by sharing their name, role and one thing they do for comfort Note: keep introductions/ icebreaker within the allotted time frame 	IPE Facilitator [All faculty]	18:35-18:40	5 min
Learner introductions and icebreaker	<ul style="list-style-type: none"> Learners introduce themselves by sharing their name, role and one thing they do for comfort Note: keep introductions/ icebreaker within the allotted time frame 	Student Leader(s) [All learners]	18:40-18:50	10 min
Co-creation of group norms	<ul style="list-style-type: none"> Use a digital tool that works best for your team to co-create group norms Examples include www.mentimeter.com, www.padlet.com, zoom poll 	Student Leader(s) [Administrative Assistant prepares and runs digital tool]	18:50-18:54	4 min
Sensory break	<ul style="list-style-type: none"> Lead the group through a sensory exercise such as applying gentle, deep pressure to shoulders and arms for a calming effect 	Student Leader(s)	18:54-18:55	1 min

Explore the topic in small-group format				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Introduction to clinical context, digital stories and process	<ul style="list-style-type: none"> Share the hope for a collaborative approach to care and system change for neurodivergent youth with mental health needs Explain development of digital stories and viewing/discussion process 	Content Expert	18:55-19:05	10 min
Viewing of 1st digital story together	<ul style="list-style-type: none"> Open predetermined break-out groups and co-facilitation teams List co-facilitation teams here 	Content Expert introduces story [Administrative Assistant to play 1st digital story in large group] [Administrative Assistant to organize and send faculty and participants to break-out rooms after sharing digital story]	19:05-19:10	5 min
Break-out Discussion	<ul style="list-style-type: none"> See Appendix B for facilitation questions 	IPE Facilitator to facilitate discussion in small group [Administrative Assistant to bring groups back to main room once finished with small group discussion]	19:10-19:25	15 min

Explore the topic in small-group format				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Introduction of 2nd digital story Viewing of 2nd digital story together	<ul style="list-style-type: none"> Bridge to the next story, while providing context 	Content Expert [Administrative Assistant to play 2nd digital story in main group] [Administrative Assistant to send faculty and participants to the SAME break-out rooms after the digital story ends]	19:25-19:30	5 min
Break-out discussion	<ul style="list-style-type: none"> SAME breakout groups and co-facilitation teams as above See Appendix B for facilitation questions 	IPE Facilitator to facilitate discussion in small group	19:30-19:50	20 min
Take a break				
Break		[Administrative Assistant to bring all groups back to the main group during break]	19:50-20:00	10 min
Continue exploring in large-group format				
Youth/family panel with Q&A	<ul style="list-style-type: none"> See Appendix C for sample discussion questions 	Family as Faculty to lead discussion with youth/family members and facilitate Q&A	20:00-20:20	20 min

Wrap-up				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Wrap-up	<ul style="list-style-type: none"> Ask learners to reflect on their learning and note the single most important thing (SMIT) they learned in the session Share resources Link/QR code to evaluation Note, send certificates of participation after the session 	IPE Facilitator [Administrative Assistant to share resources and link/QR code to evaluation in chat]	20:20-20:30	10 min
Faculty debrief		IPE Facilitator	20:30-21:00	30 min after session

Organize the session

The faculty need time together to:

- build their connection with each other
- make decisions about how the IPE session will be co-facilitated
- carefully plan the details and logistics

A series of meetings can help with the planning process.

Pre-session logistics and planning activities

Arrange a preliminary faculty meeting (60-90 minutes)

- Introduce the faculty. Allow the faculty to meet each other and share their interest in and hopes for the IPE session
- Review the IPE session description and learning objectives together
- Review the IPE session outline. Make collaborative decisions about the session content (e.g. what type of panel discussion could be offered and who might be on the panel) and session flow (e.g. who might lead the various activities/segments)

- Identify potential learners and plan for advertising/registration
- Review and update the resource list for learners which could be circulated in the welcome email following learner registration ([see Appendix D](#))
- Decide on a date/time to offer the IPE session
- Encourage faculty to view the digital stories from [POND Youth Digital Stories | Ontario Brain Institute](#) prior to the next faculty meeting to prepare for story selection

Arrange a second faculty meeting (60-90 minutes)

- Select two digital stories from [POND Youth Digital Stories | Ontario Brain Institute](#). Please note that the stories have a **Content Warning**.

The videos contain potentially triggering language around mental illness, including a mention of suicidal thoughts and behaviours. If you are experiencing thoughts of suicide, you are deserving of help and can call 1-833-456-4566. If you feel safe in the moment, follow up with your family physician or care team. If you require immediate, in-person emergency care, call 911, or go to your nearest emergency department.

- Plan for small group discussions. Identify how many small groups there may be based on anticipated student registration. Decide which faculty will facilitate or co-facilitate the small group discussions. We have had success with a co-facilitation model and small groups of 3-6 learners. Review the questions suggested for facilitating the small group discussions that will follow the viewing of the digital stories ([see Appendix B](#)).
- Confirm who will facilitate the panel, who will be panelists, and which questions will be asked by whom to whom ([see Appendix C](#)).
- Discuss relevant teaching points ([see Appendix E](#)).
- Plan the evaluation. Determine what the group would like to evaluate and who will be invited to give feedback. Consider seeking feedback from all stakeholders to show value. Determine how the evaluation will be sent (e.g. Google Forms, Survey Monkey) and who will be responsible for circulating it and collating the data (e.g. administrative assistant).
 - **Learner perspectives:** Consider asking learners questions related to satisfaction, perception of impact on learning including on future collaborative practice, and their appreciation of the inclusion of youth and family perspectives ([see Appendix F](#) for an example of a learner focused evaluation from CACHE).
 - **Faculty perspectives:** Consider asking faculty some debrief questions following the session to gather their insights (e.g. What worked well? What might the faculty like to do differently at the next opportunity?)

Organize and book the IPE session for faculty

- Send electronic meeting invitations to faculty to hold dates/times for the actual session, including faculty prep and debrief on the day of the session
- Add virtual platform link(s)
- Attach the IPE session outline with faculty leads identified and final details embedded

Organize and book the session for learners

- Prepare and send out a flyer to advertise the session, with a link to registration ([see Appendix G](#))
- Upon registration, send a welcome email to registrants (learners) ([see Appendix H](#))
- Send electronic meeting invitation to learners with the link to the virtual platform and a reminder that learners are expected to join the session with both video and audio enabled for their full participation

In-session logistics and essential activities

- Faculty are responsible for reviewing the materials prior to the session and arriving prepared to facilitate their sections
- Administrative assistant opens the digital platform and monitors faculty and student arrival
- Faculty check-in 30 minutes prior to the start of the IPE Session
- Students are let into the waiting room and then let into the session 10 minutes prior to the start of the IPE session
- Administrative assistant has at the ready the following items, including:
 - Attendance sheet
 - Full faculty outline, facilitation questions and panel questions for any faculty who do not already have the materials at hand
 - Learning objectives to be posted in chat
 - Simplified session agenda to be posted in chat
 - Digital process to co-create group norms
 - Selected digital stories
 - Selected resources for learners
 - Evaluation

Post-session logistics and wrap-up activities

- Have a faculty debrief discussion to capture faculty impressions of learning and hopes/suggestions for future sessions.
- Create and circulate certificates of participation for learners. Use or modify the sample certificate provided in [Appendix I](#).

In-closing

This IPE session was created to bring the [POND digital stories](#) to students in healthcare provider programs and invite their reflection on collaborative practice. We set out to raise awareness about the perspectives of neurodivergent youth with mental health needs and their hopes for a more compassionate and collaborative approach to care.

We engaged stakeholders to co-create a two-hour, virtual IPE session and have enjoyed success in co-facilitating the session with a diverse faculty team that includes both people with lived experience and student leaders. We hope you have found the guide accessible and useful for building your team and offering this IPE session in your setting.

Acknowledgements

IPE session development team

We thank the following researchers, clinicians, educators, administrators and people with lived experience who contributed to the co-design and development of the IPE session:

Noah Barnett, Youth

Liam Cosgrove, Youth

Sheldon Gaboury, Youth

Cathy Gaboury, Parent

Claudine Evangelista, Parent

Protibha Gupta, Family as Faculty, Holland Bloorview Kids Rehabilitation Hospital

Elliette Portal-Stanley, Family as Faculty, Holland Bloorview Kids Rehabilitation Hospital

Jessica Bethel, Chief Education and Communications Officer, Autism Ontario

Melanie Yang, Knowledge Broker, Holland Bloorview Kids Rehabilitation Hospital

Evdokia Anagnostou, Vice President of Research and Director of the Bloorview Research Institute

Darlene Hubley, IPE Leader, Holland Bloorview Kids Rehabilitation Hospital

Hillary Ho, Student, Interprofessional Healthcare Students' Association (IPHSA), University of Toronto

University of Toronto IPE curriculum recognition

We thank CACHE for ongoing support in the development and delivery of the IPE session. Additionally, we would like to thank CACHE for accepting the IPE session through the Process for Interprofessional Education System (PIPES) mechanism for formal recognition as an IPE elective learning activity in the University of Toronto IPE curriculum.

Guide development team

Darlene Hubley, IPE Leader, Holland Bloorview Kids Rehabilitation Hospital

Christine Provvidenza, Lead, Evidence to Care, Holland Bloorview Kids Rehabilitation Hospital

Guide reviewers

We would also like to thank the following reviewers for their support in creating this guide:

Carla Southward, Research Manager, Bloorview Research Institute

Shauna Kingsnorth, Director, Academic Affairs | Teaching & Learning Institute & Evidence to Care, Holland Bloorview Kids Rehabilitation Hospital

Sabrina Bartlett, Manager of Curriculum & Education Innovation, CACHE

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Holland Bloorview

Holland Bloorview Kids Rehabilitation Hospital is Canada's largest children's rehabilitation hospital dedicated to improving the lives of children with disability. As a hospital fully affiliated with the University of Toronto, we are home to the Bloorview Research Institute and the Teaching and Learning Institute, allowing us to conduct transformational research and train the next generation of experts in childhood disability. For more information, please visit www.hollandbloorview.ca

Appendices

[Appendix A: Session outline](#)

[Appendix B: Digital stories facilitation](#)

[Appendix C: Panel facilitation questions](#)

[Appendix D: Resources for learners](#)

[Appendix E: Additional tips for a successful IPE session](#)

[Appendix F: Evaluation](#)

[Appendix G: Flyer](#)

[Appendix H: Email welcome letter to learners](#)

[Appendix I: Certificate of completion](#)

Appendix A: Session outline

IPE session outline				
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Sensory break	<ul style="list-style-type: none"> Lead the group through a sensory exercise such as applying gentle, deep pressure to shoulders and arms for a calming effect 	Student Leader(s)	18:54-18:55	1 min

Explore the topic in small-group format				
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Explore the topic in small-group format				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Introduction of 2nd digital story Viewing of 2nd digital story together	<ul style="list-style-type: none"> Bridge to the next story, while providing context 	Content Expert [Administrative Assistant to play 2nd digital story in main group] [Administrative Assistant to send faculty and participants to the SAME break-out rooms after the digital story ends]	19:25-19:30	5 min
Break-out discussion	<ul style="list-style-type: none"> SAME breakout groups and co-facilitation teams as above See Appendix B for facilitation questions 	IPE Facilitator to facilitate discussion in small group	19:30-19:50	20 min
Take a break				
Break		[Administrative Assistant to bring all groups back to the main group during break]	19:50-20:00	10 min
Continue exploring in large-group format				
Youth/family panel with Q&A	<ul style="list-style-type: none"> See Appendix C for sample discussion questions 	Family as Faculty to lead discussion with youth/family members and facilitate Q&A	20:00-20:20	20 min

Wrap-up				
Activity	Details	Faculty lead	Running time (Example)	Segment time
Wrap-up	<ul style="list-style-type: none"> Ask learners to reflect on their learning and note the single most important thing (SMIT) they learned in the session Share resources Link/QR code to evaluation Note, send certificates of participation after the session 	IPE Facilitator [Administrative Assistant to share resources and link/QR code to evaluation in chat]	20:20-20:30	10 min
Faculty debrief		IPE Facilitator	20:30-21:00	30 min after session

Appendix B: Digital stories facilitation

After watching a digital story, check-in with learners about their emotional reactions to the story and guide a conversation about collaborative, relationship-centred care. The types of questions you ask can facilitate meaningful dialogue. Below are example questions that can be adapted to your context and the interests and needs of your learners and faculty:

Suggested facilitation questions

- What stands out for you in this digital story? Why?
- What hopes are being expressed?
- How is the youth voice received?
- How might engagement with neurodivergent youth be deepened?
- If you were to support this person, what important perspective/skills does your profession bring to the situation?
- What are the opportunities for collaborative care across (i) healthcare provider roles, (ii) areas of practice and (iii) systems?

What other questions are emerging? Write down any additional ideas for facilitation questions:

Appendix C: Panel facilitation questions

It is important to welcome the panel members and if you have youth or family members on the panel, it is nice to acknowledge their courage and willingness to talk about their experiences.

In preparation for the panel, it is helpful to have some pre-identified questions to support the youth and family in sharing their experiences in a focused way. Here are examples of panel questions that can be tailored to your context:

Suggested facilitation questions

- How can healthcare providers get to know you and build trust with you?
- How can healthcare providers enhance communication with you?
- What do you want this group of learners to know about your daily life?
- What supports are important to you?
- Can you share a challenge (one situation) that you experienced and how healthcare providers helped?
- When did a collaborative approach make a difference?
- What is one wish you have for system change?

What other questions are emerging? Write down any additional ideas for facilitation questions:

Appendix D: Resources for learners

Key resources:

- [Center for Advancing Collaborative Healthcare & Education \(CACHE\)](#)
- [POND Youth Digital Stories | Ontario Brain Institute](#)

Additional resources:

- aide Canada: <https://aidecanada.ca/resources/learn/mental-health>
- Anxiety Related Absence: A guide for practice (National Autism Implementation Team): <https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Anxiety-Related-Absence-Guidance-2020.pdf>
- Depression and Autism: A youth-to-youth guide to coping and getting help (Centre for Addiction and Mental Health): <https://www.camh.ca/-/media/files/cundill-centre/depression-and-autism-full-pdf.pdf>
- Mental Health Literacy Guide for Autism (Autism Mental Health Literacy Project): <https://www.yorku.ca/health/lab/ddmh/am-help/>
- Mind: <https://www.mind.org.uk/information-support/tips-for-everyday-living/adhd-and-mental-health/>

Any other resources to add? Write them down here:

Appendix E: Additional tips for a successful IPE session

Neurodivergent youth actively participated in co-creating the IPE session. They highlighted essential insights they hoped students would incorporate into their future clinical practice. As a faculty team, observe how these key insights emerge during learning discussions:




- Respect, value and listen to us
- Do not assume, do not judge
- Ask us questions
- Pay attention to and build on our interests
- Talk about our strengths
- Honour our thoughts
- Help us identify new thoughts/ideas and processes that allow us cope more effectively
- Help us identify our triggers
- Problem-solve with us
- Offer “toolkit” ideas
- Communicate with visual aids and provide written information
- Avoid medical terms and jargon
- Practice as a team
- Advocate for system change

Our faculty team has compiled these teaching and facilitation strategies based on our experience delivering this session:

- Trust the value of the digital stories to spark conversation
- Create comfort and space for the learners to share their perspectives
- Pause. Be comfortable with silence. Learners might need a moment to think and reflect before sharing their perspectives.
- Include neurodiversity affirming practices and language (e.g. the short sensory break)
- Promote online engagement and etiquette while normalizing accommodations during the session:
 - Encourage participants to turn cameras on
 - Allow eating or drinking on camera
 - Provide opportunities for short breaks with cameras off
- Keep introductions and icebreakers short and focused and within the time allotted
- Be prepared for diversity of experience in the learner group
- Tweak the session based on feedback from the learners. We’ve found that the session is iterative and continues to evolve over time.

What other teaching strategies should be considered? Jot down additional ideas for teaching strategies:

Appendix F: Evaluation



April 2024: Interprofessional Education
Learning Activity Evaluation - Mental health is
everyone's business!

Mental health is everyone's business!

1. What is your program of study?

2. What is your year of study?

3. Please rate your level of agreement with the following statements.
This IPE activity achieved the stated learning objectives-

Upon completion of this IPE activity the student will be able to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Listen respectfully to the expressed needs of youth with neurodiversity and mental health needs and their family/community to enhance compassionate care in their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List strategies to collaborate with youth with neurodiversity and mental health needs in a respectful manner and in such a way that is understandable, encourages discussion, and enhances youth participation in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe their healthcare provider role in supporting youth with neurodiversity and mental health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify how interprofessional care can improve wellbeing for youth with neurodiversity and mental health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate your level of agreement with the following statements.

This IPE activity...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
enhanced my understanding of how to collaborate effectively with members of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fostered mutual respect among health professions learners, patients/families/caregiver partners (if applicable), and facilitators (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my appreciation of the role of patient/clients/families/caregivers as members of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel more prepared to work collaboratively in a practice setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with its use of digital stories, this session increased my understanding of the needs of youth who are neurodiverse and manage mental health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Name one thing you learned and explain how you will apply it in your learning or future practice (could be new knowledge, relationship, tool, curiosity - consider everything).

6. How did the digital stories enhance your learning?

7. If a patient, family or caregiver participated in the activity, how did their engagement impact your learning? How did their engagement impact your views of collaborative practice?

8. How might we improve this activity? What suggestions would you make for future activities?

IPE for IPC

Interprofessional education (IPE) to enhance collaborative care (IPC)

Students and trainees are invited to participate in a virtual IPE elective learning activity hosted by ORGANIZATION

Mental health is everyone's business!

An interprofessional education session to enhance compassionate and collaborative healthcare for youth with neurodiversity.

"Mental health is everyone's business!" is an IPE session that has been co-designed by a broad group of partners including youth with neurodiversity and family of youth with neurodiversity. This session aims to deepen everyone's appreciation for the experience and perspective of neurodiverse youth who also manage mental health challenges and promote a more compassionate and collaborative approach. The format is highly interactive and invites learners from a range of healthcare programs to share their healthcare provider perspectives and roles in support of youth with neurodiversity and mental health needs. Digital stories that have been created by neurodiverse youth are the primary catalyst for dialogue. Additionally, people with lived experience co-facilitate the session and are present to bring their authentic needs and hopes to the session.

This event is being offered on virtually. Given the highly interactive nature of the session, participants are expected to enable audio and video for the full session.



The IPE faculty team consists of content experts, students, family as faculty, education leaders and people with lived experience.

To register please email NAME, CONTACT

- Please share your name, program, year of study and the name of your college/university.

Appendix H: Email welcome letter to learners

Hello,

Welcome to the Interprofessional Education (IPE) elective learning session, “Mental Health is Everyone’s Business, an IPE session that focuses on neurodivergent youth and their mental health. Please use the following link to access the session on **DATE and TIME:** [\[insert link\]](#). Additionally, I will be sending out a calendar invite shortly to ensure everyone has the session saved in their schedules.

The session is interactive. Please plan to have a quiet space so that enable both your camera (video) and sound (audio) so that you can fully participate in the conversation.

To deepen your understanding of neurodiversity and mental health, we have compiled a list of resources. These resources are not mandatory readings but rather intended for your interest and self-directed learning before or after the IPE session:

1. Depression and Autism: A youth-to-youth guide to coping and getting help (Centre for Addiction and Mental Health): <https://www.camh.ca/-/media/files/cundill-centre/depression-and-autism-full-pdf.pdf>
2. Anxiety Related Absence: A guide for practice (National Autism Implementation Team): <https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Anxiety-Related-Absence-Guidance-2020.pdf>
3. Mental Health Literacy Guide for Autism (Autism Mental Health Literacy Project): <https://www.yorku.ca/health/lab/ddmh/am-help/>
4. aide Canada: <https://aidecanada.ca/resources/learn/mental-health>
5. Mind: <https://www.mind.org.uk/information-support/tips-for-everyday-living/adhd-and-mental-health/>

Additionally, our discussion will centre around two or three stories selected from the [POND Youth Digital Stories | Ontario Brain Institute](#). We will be showing two or three of the following stories which you are welcome to view in advance of the session:

- A long way and/or
- Fighting my inner battles and/or
- Feeling unhinged

We are eagerly anticipating an engaging and insightful session!

Sincerely,

Insert: Name, role, contact information

Appendix I: Certificate of completion

This is to certify that
Student Name

Participated in the two hour, virtual,
interprofessional education (IPE) elective learning activity

Mental health is everyone's business!

Hosted by [organization name] on [date]. Facilitated by [insert faculty
names and roles here]. And with contributions from neurodivergent
youth and family members.

Signature

Name of faculty lead
Title of faculty lead
Contact information for faculty lead