

Education and Training Resources in Dual Diagnosis

A Report for the Education Task Group of the
Dual Diagnosis Implementation Committee of Toronto

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EDUCATION AND TRAINING RESOURCES IN DUAL DIAGNOSIS

GENERAL INTRODUCTION:

During the early months of 2001, the Dual Diagnosis Implementation Committee of Toronto was formally launched. One of the many priorities identified by the Committee during this launch process was the lack of specialized expertise and formal training opportunities for professionals in the areas of support, assessment and treatment of persons with both a developmental disability and mental health needs (Carver, 2001). An Education Task Group is now in place with an eye toward increasing expertise, and access to cross sector sharing of knowledge and skills for staff working with persons with a dual diagnosis. To begin to address these education initiatives, background research was conducted during the months of July and August 2001 on cross-sectoral training models and strategies in the area of dual diagnosis.

PURPOSE OF THIS REPORT:

The purpose of this report is to share key findings regarding education and training in dual diagnosis, which include the following:

- To identify key websites in the area of dual diagnosis and provide an annotated review
- To identify best practice training models and compile resource material
- To identify resources required to support web-based training
- To identify opportunities for linkages/partnerships in Ontario
- To identify existing training initiatives in Ontario and beyond
- To generate recommendations for training options based on the information gathered

PROCEDURE FOR GATHERING INFORMATION:

The information for this report was compiled by three main search strategies:

1. Website Review
2. Key Informant Interviews
3. Data Base Search for published materials

Each search strategy will be described in detail in its relevant section.

STRUCTURE OF THIS REPORT:

Each Section of this report will include:

- A Clearly Identified Key Area researched
- The Procedure Used for locating information.
- A Rationale for selection: Given the array of resources that exist, this report contains only a sampling of the information available. Wherever possible, the rationale for selecting resources or inclusion in this report will be provided.
- A Sample of Information/Resources identified

EDUCATION AND TRAINING RESOURCES IN DUAL DIAGNOSIS

RESOURCE 1: WEBSITE REVIEW

PROCEDURE: **GOOGLE** (www.google.ca)

Google was selected as the principle search engine for this review after consultation with computer professionals and research coordinators in the field of developmental disabilities. Google uses sophisticated text-matching strategies to find web pages that are both important and relevant to a specific search. When Google analyzes a page, it looks at what pages linking to that website have to say about it. Google also assigns higher relevance to pages in which query terms appear near each other. The combination of these search techniques ensures that more useful and relevant websites will appear earlier in your search results.

Alternative (Useful) Search Engines:

Dogpile – multiengine semi-parallel search engine – searches until 10 matches found for each query

Mamma.com – Described as the mother of all search engines

RESULTS:

Keyword searches using **GOOGLE** as the principal search engine produced the following number of web-entries possibly related to dual diagnosis:

Keyword Search	Number of Entries	Comments
Mental health and mental retardation	180,000	Includes many US Depts
Dual Diagnosis	135,000	Often refers to concurrent disorders (MI & substance use)
Mental health and developmental disability	104,000	
Staff training and developmental disability	71, 400	
Psychiatric disorders and mental retardation	43,600	
Best practices in staff training in developmental disabilities	41, 000	
Staff training and dual diagnosis	27,500	
Psychiatric disorders and mental retardation staff training	14, 000	

RATIONALE FOR WEBSITE INCLUSION

Below is a list of websites relevant to the area of dual diagnosis. In selecting websites for inclusion in this report, priority was given to those sites containing clinically relevant information, and/or recommended by either professionals in the area or by multiple reputable websites. This list is not exhaustive, but provides a sample of existing materials.

SAMPLE OF RELEVANT WEBSITES

General Information on Developmental Disabilities

University of Alberta Developmental Disability Program – informative site with good information on DD, disability and violence, and human ethics. Links to DD Bulletin and the Newsletter for Ethics, with large annotated links relevant to Developmental Disabilities. Affiliated with the Faculty of Education <http://www.quasar.ualberta.ca/ddc/INDEX.html>

University of Western Ontario DD Programs – an extremely informative, timely site with extensive categorized links to health and mental health websites, curriculum, and journals. Provides description of training program, philosophy and curriculum for medical undergraduates in developmental disabilities, and upcoming conferences. Access to the Clinical Bulletin, and newsletters www.psychiatry.med.uwo.ca/ddp

Queen's University Developmental Consulting Program is a network of multidisciplinary researchers, educators and practitioners based at Queen's University and affiliated agencies. Includes information on the academic program, staff training, publications and annotated links <http://meds.queensu.ca/~webdcp/>

Quality of Life Research, University of Toronto, Ivan Brown – The Quality of Life Research Unit provides resource material for those providing service to people with DD. Includes information on Individual funding plans, Personal planning, Conceptual approaches and more www.utoronto.ca/qol/

Information and Referral Service for Vulnerable Adults in Ontario

Developmental Disabilities Resources – includes an excellent listing of DD print and media resources, categorized by services available in Ontario, and General Information www.infoability.org/resources/developmental.html

International Association for the Scientific Study of Intellectual Disabilities (IASSID). Newsletter, 2 special interest groups on Health and Aging with Intellectual Disabilities, best practice guidelines (i.e. Alzheimer and dementia related disorders), as well as links to the Journal of Intellectual Disabilities <http://www.iassid.org>

Ontario Agencies Supporting Individuals with Special Needs (OASIS). Has a resource library that includes “best practices”, listserv for members, and newsletter. Locally relevant and useful links including dual diagnosis, specific syndromes, products, and publications <http://www.dhagencies.on.ca>

University Affiliated Programs www.aauap.org - Authorized by the Developmental Disability Assistance and Bill of Rights Act, UAPs are found in every state and territory in the USA. Now called *Centers of Excellence in Developmental Disabilities Education, Research and Services*, they provide interdisciplinary academic, professional & community training, diagnosis, evaluation and treatment, research and publications. All include a wealth of information on services, training research and relevant weblinks. Some of these programs focus on the need for training in dual diagnosis

- California MH and DD Centre (MHDDC) –a joint project of the UCLA University Affiliated Program (UAP) and the California State Council on DD. Good info for care providers. Includes description of training modules www.npi.ucla.edu/mhdd/
- Waisman Centre – The Waisman Center is dedicated to the advancement of knowledge about human development and developmental disabilities throughout the life span. Site includes detailed information on services, programs, training opportunities, information for families as well as an extensive listing of 48 websites related to cognitive and developmental disability resources www.waisman.wisc.edu
- Institute on Community Integration - A UAP at the University of Minnesota dedicated to improving community service and social supports to persons with a DD and their family www.ici.umn.edu/
- Nisonger Center – one of first UAPs to offer training in dual diagnosis, active in setting guidelines for psychopharmacology in MR/DD. Provides some information on the centre, however, website is still under construction. www.osu.edu/units/osunc/

Practical Information for Students, Families and Professionals

Disability Information for Students and Professionals

www.abilityinfo.com

Family Village – for families and clinicians: A well-organized resource site with a variety of areas to choose from on genetic syndromes, medical, educational, and vocational issues. Operated by the Waisman Centre at the University of Wisconsin.

<http://www.familyvillage.wisc.edu/>

Staff Training Page - Life skills and daily activities for adults with a DD provides a practical page for counsellors and DSWs in the field.

www.members.home.net/sarabingham/activities.html

Dual Diagnosis

National Association for the Dually Diagnosed (NADD): a not-for-profit (501C3) membership association established for professionals, care providers and families to promote understanding of and services for individuals who have developmental disabilities and mental health needs. The key source of information, training materials and conferences. <http://www.thenadd.org/cgi-bin/router.pl>

The Habilitative Mental Health Resource Network is the Ontario Chapter of the National Association for the Dually Diagnosed. Good source of information on workshops and conferences. Publishes twice yearly newsletter
www.nbpsych.on.ca/habnet/HMHRN.htm

Health Promotion and Persons with Developmental Disabilities – Provides information on challenging behaviours, health and well being
www.dcs.wisc.edu/pda/hpp/index.html

Pennsylvania Dual Diagnosis Forum – The Pennsylvania Office of Mental Retardation and Mental Health – cosponsor a Dual Diagnosis Forum to promote best practices and treatment. In 1995, began a multi-year training program on Dual Diagnosis. Useful site which provides great links related to: developmental disabilities, mental illness and organizations. Includes fact sheet.
<http://www.quuxuum.org/~greg/dual/duallinks.html>

Simcoe County Mental Health Education Dual Diagnoses Resource Co-ordination lists resources and services available in Simcoe county
www.mhcva.on.ca/catulpa.htm

Texas Department of Mental Health and Mental Retardation – mission to offer an array of services relevant to dual diagnosis. Uses the LEARNS Model of training
www.mhmr.state.tx.us/

Links to General Disability Sites on the Web

Disability-Related Sites on the World Wide Web – includes over 100 US and Canadian sites including MR and DD. Provides link to National Professional Resources, and Disabilities Directory. www.arcofarizona.org/dislnkin.html

Aging Issues in MR and DD

U.S. rehabilitation research and Training Centre on aging with Mental Retardation
<http://www.uic.edu/org/rrtcamr/newproducts.html>

Centre for Aging Persons with Developmental Disabilities (CAPDD) The University Affiliated Program of Indiana Focus on biopsychosocial changes associated with individuals. Includes training materials and best practice research investigating the efficacy of training approaches
www.iidc.indiana.edu/capdd.html

Women with Developmental Disabilities

www.npi.ucla.edu/wdw

Support Groups

Support group information as well as clinical information relevant for health practitioners
<http://www.kumc.edu/gec/support/groups.html>

Dual Diagnosis MH with MR – a Yahoo chat club designed to help form holistic views of people with developmental disabilities that have complex concurrent mental health issues. Assistance is available in sorting out medical issues, offering support strategies and finding ways to ask the RIGHT questions of medical professionals. <http://clubs.yahoo.com/clubs/dualdiagnosismhwithmr>

Yahoo Chat Clubs for Parents: <http://clubs.yahoo.com/clubs/naddfamilyforum>

Behavioural Supports

Behavioural Virtual Community – the most comprehensive web source for the latest information on behavioural supports for persons with DD. Webring to other sites for empirically validated methods of increasing learning capacity. <http://behavior.org/>

Specific Syndromes

Medlineplus Health Topics – provides a good listing of physical and mental health conditions. Includes links to general information, overview of the condition, symptoms, research, treatment, developmental issues and organizations. However, provides limited information on developmental disabilities www.nlm.nih.gov/medlineplus

Yahoo listing of Developmental Disability Related Information on Web – provides links to sites describing various types of developmental disability
http://dir.yahoo.com/Society_and_Culture/Disabilities/Specific_Disabilities/Developmental/

Autism

Geneva Centre for autism website with links to resources, National Autism Society and Parent Books. www.autism.net

Autism Research Canada - www.autismresearch.org

Autism Society of Canada – includes information for local chapters useful source of information and referral on autism. Includes: information, articles on autism/PDD and 1001 alphabetized autism links www.autismsociety.on.ca/

Autism Society of North Carolina – TEAACH Treatment and Education of Autistic and Communication handicapped Children program. Director; Jill Hinton Keel (919) 743-0204. Provides a “total” autism service. Website includes information on recreational services, skills training, vocational options and day programming. Sites houses resource centre, bookstore and asperger/autism links <http://www.autismsociety-nc.org/>

National Autistic Society, UK – includes a comprehensive publication list on autism
http://www.oneworld.org/autism_uk

Canadian Association for Williams Syndrome – website including information on this condition, diagnosis, teaching strategies and the association. Access to message board and listserv/chat for parents <http://www.bmts.com/~williams/>

Canadian Down Syndrome Society is a national organization whose mission is to enhance the quality of life for all individuals who have Down syndrome through advocacy, education and

providing information. Includes detailed information on current events, support services, access to newsletter and message board. Has a great searchable index of topics, links also listed by province www.cdss.ca

FRAXA Research Foundation of Canada – non-profit organization of family members, friends and professionals interested in Fragile X syndrome. Includes useful information on symptoms, causes, treatment, a medication guide and information about training opportunities <http://dante.med.utoronto.ca/Fragile-X/linksto.htm>

Ontario Prader-Willi Syndrome Association – is a non-profit, charity designed to enhance the quality of life for individuals with Prader-Willi Syndrome. Includes information on the characteristics of the syndrome, the annual conference, quarterly newsletter, limited links, publication materials and current news events <http://members.attcanada.ca/~opwsa/>

General Mental Health

Canadian Mental Health Association – A national voluntary organization whose mission is to promote mental health for all people. Information and publications available. www.cmha.ca

Internet Mental Health – extensive catalogue of disorders and psychiatric medications, an interactive diagnostic tool and links to articles and research findings www.mentalhealth.com/

Mental Health Net – award winning guide to mental health, psychology and psychiatric issues www.mentalhelp.net/guide

The National Mental Health Association – United States oldest and largest non-profit organization addressing all aspects of mental health and mental illness. Extensive site which includes searchable database, depression screening test, newsroom, resource centre and event calendar www.nmha.org

Evidence- Based information

Centre for Evidence-based Mental Health attempts to link research to practice. Target audience: psychiatrists, psychologists, nurses, OTs and other health professionals. Covers a range of mental health problems cebmh.warne.ox.ac.uk/cebmh

Mount Sinai Hospital University Health Network: List and brief description of evidence based internet sites www.library.utoronto.ca/medicine/ebm/resources/websites.html

Mental Health Evaluation and Community Consultation Unit – provides a list of mental health sites on: general mental health, suicide prevention, research, best practices, professional education and early intervention Focus on best practice in mental health Through University of BC www.mheccu.ubc.ca/home/links.cfm

Therapeutics Initiative, UBC – evidence based information on drug therapy www.ti.ubc.ca

Devereux Institute of Clinical Training and Research– example of a program with a “best practice mandate”. Has launched a 2-year effort to develop clinical practice guidelines in all allied health fields. Includes dual diagnosis. www.devereux.org

Institute on Community Integration Direct Support Professionals Website– conducting a national research project to identify the characteristics, objectives and outcomes of best practice initiatives designed to improve competence, status, compensation, and stability of direct support staff. Part of University of Minnesota <http://rtc.umn.edu/dsp/projects/bestprac.html>

Relevant Developmental Disability Agencies and Associations

American Association on Mental Retardation oldest and largest interdisciplinary organization of professionals concerned with MR. Many resources listed and publications available www.aamr.org

Centre for Addiction and Mental Health - The Centre for Addiction and Mental Health is a public hospital providing direct patient care for people with mental health and addiction problems. Includes dual diagnosis program. www.camh.net

Ministry of Community and Social services Developmental Services
www.gov.on.ca/CSS/page/services/dh.html

ARC: National Association on Mental Retardation www.thearc.org

National Association of the Dually Diagnosed (NADD) <http://www.thenadd.org>

Ontario Associations for Community Living www.acl.on.ca

Ontario Association on Developmental Disability OADD is a professional organization of people working and studying in the field of developmental disabilities, throughout Ontario. www.oadd.org

Roehrer Institute – Mission: to generate knowledge, information and skills to secure the inclusion, citizenship, human rights and equality of people with intellectual and other disabilities. Website provides information of services including: Information Services (provide references, customized responses to enquiries), Training and Social development, Presentations, Consultations and information on Scottish Rite Grants to fund disability related research. www.roehrer.ca

Surrey Place Centre - offers diagnostic and counselling services for children, youth, adults and seniors with developmental disabilities, their families and support teams
<http://www.surreyplace.on.ca/>

Relevant Non-Developmental Disability Specific Agencies and Associations

American Psychiatric Association www.psych.org

American Psychological Association www.apa.org

Canadian Psychological Association www.cpa.ca

Ontario Federation of Community Mental Health and Addiction Programs
<http://www.ofcmhap.on.ca/>

LISTSERVS

Overview

In searching websites, a number of disability specific list serves were identified. Listservs are electronic mailing lists that allows discussion on a topic of interest.

To Locate a Listserv of Interest:

- **CATALIST** – is the official catalogue of listservs on the internet. It contains information on over 48,000 listservs of broad variety. <http://www.lsoft.com/lists/listref.html>

Disability Related Listserves:

- <http://soeweb.syr.edu/thechp/internet.html> – lists disability related electronic mailing lists, listservs, newsgroups, and world wide websites
- **brOADDcast** – email mailing list of Ontario Association on Developmental Disabilities – to subscribe <http://oadd.icomm.ca/>
- **Disability Related Mailing Lists** – www.makao.org/listserv.htm
- **MH-SIRG Listserv:** <http://groups.yahoo.com/mh-sirg> – International Association for the Scientific Study of Intellectual Disabilities (IASSID) – to identify and promote high quality mental health supports for persons with DD at risk for mental health problems
- **PSYCH-DDLISTSERV.NODAK.EDU** – open discussion list of the mental health services special interest group
- **CATALYSTS:** this is a list created in November 2000 following the Catalysts for Education Symposium hosted by Queen’s University Division of Developmental Disabilities. The list includes approximately 50 university-affiliated professionals who offer training to undergraduate and graduate students in the field of developmental disabilities. To subscribe, write to Nathalie Garcin : garcinn@post.queensu.ca

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RESOURCE 2: KEY INFORMANT INTERVIEWS

Purpose:

- To identify and describe “best practice” training programs in Ontario

Procedure:

An initial list of key informants was generated through email correspondence with a small subgroup of the education task group. This core group was asked to recommend best practice training programs and/or experts in dual diagnosis training. Subsequent contacts were identified by recommendations made by key informants during interviews.

Response:

18 programs or individuals in Ontario were contacted to participate in key informant interviews. 16 of the individuals contacted agreed to be interviewed either in-person or by telephone. A semi-structured questionnaire was developed for this project.

Overview of Participants

A general overview of the types of training offered by key informants is provided below. Please note that since any given key informant may be involved with multiple types of training, the number of programs reported is greater than the number of interview conducted.

Formal Training Programs.....	2
Training Affiliated with a College or University.....	13
Special Certificate Programs:	2
University Medical program:	2
Psychiatry Residency Training:	2
Professional Continuing Education:	1
Psychology Doctoral Training:	1
Undergraduate/College Courses:	2
OT/RN:	3
Training Affiliated with a Service Agency.....	2
Number of informants with specialized knowledge but not involved in training.....	4

Curriculum Covered

Key informants were asked to identify key content areas covered in the training they offered. The following provides an overview of the topics covered in the programs examined:

- History of Developmental Disability
- Attitudes and ethics
- Assessment of Children and Adolescents with DD
- Epidemiology, prevalence
- Etiology
- Characteristics, behaviours and features of dual diagnosis
- Medical assessment/diagnosis and care of persons with a developmental disability
- Published Health Care Guidelines for Specific Diagnostic Entities Associated with MR
- Community Inclusion Paradigms
- Scientific Progress
- Problem Based Learning
- Psychiatric Assessment
- Validated Treatment and Therapy Approaches
- Participation in Consultation
- Current research, trends
- Multimodal assessment
- Positive and multimodal behavioural approaches
- Anger training
- Working with families; Supporting Family systems where there is a dual diagnosis
- Advocacy and Influencing Systems to Support Persons with a Dual Diagnosis
- Psychopharmacology
- Advanced Multimodal Contextual Behavioural Analysis
- Counselling Applications for persons with DD
- Management and Leadership Issues
- Lack of access to services/knowledge
- Legal issues

- Loneliness & isolation
- Stigma

Notes:

- Depends on the needs of the audience: 3 programs
- Some formal academic training programs (i.e. Occupational Therapy) focus on function rather than disability. As a result, no specific content is provided on dual diagnosis.

Curriculum Used

Key informants were asked to identify the curriculum used in the training they offered. The following provides an overview of the curriculum currently used in the programs examined:

- Nothing Standard – update and individualize for each (3)
- Behavioural Supports: Individual Centred Behavioural Interventions: A multimodal functional approach (1998). A clinical manual for practitioners in dual diagnosis Gardiner, Nugent, Griffiths)
- Education Training Package in Developmental Disabilities for Medical Undergraduates, Provincial Health Sciences Centres, Ontario
- Borthwick-Duffy, SA (1994). Epidemiology and prevalence of psychopathology in people with mental retardation. Journal of Consulting and Clinical Psychology, 62, 17-27
- Stavrakaki, C., & Mitsioulis, G (1997) Implications of a clinical study of anxiety disorders with mental retardation. Psychiatric Annals, 27, 182-189
- Gilson, SF, & Levitas, AS (1987) Psychosocial crises in the lives of mentally retarded people. Psychiatric Aspects of Mental Retardation Reviews, 6, 27-31
- Lowry, M., & Sovner, RM (1991) The functional significance of problem behaviour: A key to effective treatment. Habilitative Mental healthcare Newsletter, 10(10), 59-63
- Silka, VR, & Hauser, MJ (1997). Psychiatric assessment of the person with mental retardation. Psychiatric Annals, 27, 162-169.
- Developmental Disability Psychiatry: Curriculum Manual for Psychiatry Residents training at the University of Toronto
- Have published papers and will build lecture around the paper i.e. rapid cycling in developmental disability – provides basic intro to bipolar disorder
- Special Populations curriculum package with a course description
- Supporting Persons with a Dual Diagnosis. Curriculum developed by Nugent Training and Consultation Services Price: **\$35** Nugent Training & Consulting Services, 1603 Carmen Drive, Mississauga, Ontario, Canada, L5G 3Z2 at (905) 891-1790, FAX at (905) 891-0908, e-mail jnugent@nugenttraining.com
- Each year look for materials that address the biopsychosocial/best practice approach

Teaching Strategies

Key informants were asked to identify key teaching strategies they employ in the training offered. The following provides an overview of the teaching strategies used in the programs examined:

Most programs include a variety of teaching strategies, touting the importance of a multimodal presentation format. Examples of the most commonly used methods are:

- Direct Lecture – 7
- Case discussion – 5
- Hands on experience – 3
- Problem based learning examples – 2
- Readings – 3
- Highly interactive class discussion – 2
- Video – 2
- Be aware of needs of audience – 2
- Biopsychosocial model – 2
- Small group work – 2
- Brainstorming – 1
- Grand rounds – 1
- Hand-outs – 1
- Humour – 1
- Home visits – 1
- Homework – 1
- Observational interviews – 1
- Power point presentation – 1
- Multiple lecturers – 1
- Research day – 1
- Roleplays – 1

Recommended Strategy

Key informants were asked to identify teaching strategies that they would most recommend for training. The following provides an overview of recommended teaching strategies:

- Case analysis – 4
- Hands on in real life setting – 4
- Interactive component – 4
- Foundation of theory – biopsychosocial model – 3
- Have homework
- Best if lessons spaced over time
- Videos and concrete examples
- Multiple diverse examples

BEST PRACTICE TRAINING MODELS

Key informants were asked to identify what they believe constitutes a “best practice” approach to training in dual diagnosis. The following provides an overview of best practice elements identified:

- Ongoing and consistent collaboration with a strong core of educators –2
- Multimodal/Multimedia Approach – 2
- Involve a biopsychosocial model – 2
- Need management support of program and changes – 2
- Lots of opportunity to practice and discuss – 2
- Can only be determined through research and empirical study – 2
- The task force would maintain consistency in quality and awareness in the field
- Time and Money
- Include choices within a program
- Involve real community settings
- Include evaluations
- Credit information on work
- Make it time efficient
- Start with principles must know who we are working with
- Cultural and philosophical differences with groups particularly with agencies
- Filter out communalities – respect and dignity for people with significant challenges for people
- Begin with a success: “You all worked hard” Teach around that and broaden to generalize
- Inspire and be optimistic
- Including people is critical – interactivity – reflect learn trust as an educator through clinical interaction with clients and families -
- Deliver where people are
- Cost effective
- Introduce something beginning with an intro – specialized topics
- Assessment framework
- Send a questionnaire to agencies ahead of time to gauge training needs will modify according to agencies
- Training that takes place over a period of time
- Use structured curriculum
- More developmental curriculum where sessions build over time
- Need refresher courses every 6 months at least _ day
- Also get staff involved as a group
- Highly participatory – hands on component
- Worst kind is that which happens most often – expert for 1 day impart knowledge that isn’t used.
- Need to relate it to what the staff do. Must make it practical and useful even 6 months later.
- Conferences aren’t effective. Not effective to send 1 or 2 individuals out (high staff turnover) not enough to have lunch sessions.

Recommendations for Improving Staff Training:

Key informants were asked to make recommendations for improving training programs in Ontario. The following provides an overview of these recommendations:

- Need to move beyond training defined as experts coming to placement settings for _ day. Trainers need to be better connected to staff and clients. Must address the reality of local situation
- Workshops must be longer. You can't learn all that is needed in 1 or 1.5 hours
- Need more applied specific information which tie together both practical issues and current research
- Follow-up is needed. Need reassessment of things people have learned over time and enforced refresher courses
- Need upper management involvement & commitment. Agencies need to make a commitment to a specific number of inservices per year to direct care to build into the budget needs to be a priority with agencies because of limited resources and cutbacks often can't release people for training – affects motivation
- Staff need to do the training - must get people to go
- Must pay a lot more to allow attendance at training
- More resources in rural areas
- Real Gap: needs to be opportunities for training for parents and consumers, particularly for family members. Families need access to information. This is a real lack part of it is training
- Need to link training provincially and nationally
- Real need to involve colleges and universities – education and training opportunities for teachers and social workers – getting a lot of referrals for kids with autism and PDD. There is a need for curriculum design at the college level. Need some rotations. Need some understanding. Most programs give very little exposure to it – perhaps half a lecture on developmental disabilities. Need to get colleges and universities involved both locally and provincially – this is a big gap Also need placement opportunities – should consider involving community agencies
- Continuing education for more professional or sophisticated audiences who may be hesitant to take classes in a college or university setting
- Right now, training is very disjointed, poorly organized, very hit and miss with individual training
- Need a sense of structure and order and curriculum
- Have a recurrent theme to training – i.e. Don't take behaviours personally
- Need to include written materials (not 1 or 2 page handout) but comprehensive materials and person present to guide them through
- Need meaningful staff education – allow staff to bring own vignettes
- Often teach courses by discipline this is a challenge – need to broaden perspective
- Do you have instructors who know how to teach this material
- Need to be creative in teaching approaches

WEB BASED TRAINING

OVERALL REACTION TO WEB-BASED TRAINING

Key informants were asked whether their program currently employs Internet training as a teaching strategy.

2 programs currently use Internet-based teaching strategies

RESOURCES NEED TO SUPPORT WEB-BASED TRAINING

Key informants using Internet training were asked to identify resources needed to support web-based training:

- Approach Matters – have all information online vs. only portion (i.e. send out text, online only for class discussions). However, more material online means less strain on tutor
- Funding – first and foremost need money. Approximately 100 – 200X more expensive than just delivering classroom training (\$100 000 – 300 000 to do online course)
- Time – to keep abreast of current materials and resources
- University Involvement - Best to be affiliated with a University or Big Agency to keep the costs down
- Need a Consulting Firm
- Need Co-ordinator whose sole responsibility is the upkeep and maintenance of the site
- Need a Development Team during early stages: Project manager, Instruction designer, Graphic artist, Programmer, Writer – note some of the above may serve multiple functions
- Need a Host Site (Learning Management System) & Analysis Package
- Evaluation – must contact user's to assess satisfaction with training and impact on attitudes/behaviours/skills

RECOMMENDATIONS

Key informants using web-based training were asked for recommendations to enhance the viability of the Internet as a training resource.

- Begin Early – at least 1 year prior to start date
- Do a Cost benefit ratio – not the best route to go unless you have a very large audience guaranteed. Realize that if you pay for it yourself, you won't make money back
- Must secure funding if you want agency assistance in developing a package
- Start Small / Minimize Complexity – don't begin with a 2 or 3 day course instead focus on 2 or 3 hours. Better to concentrate on a segment you want to deliver on-line
- Multi-modal Presentations: Include both text and video
- Update Frequently – Use journals, consult with experts and educators
- Have email resource list
- Begin with the Executive (VP) level
- Build in rewards – getting CME associations with it
- Create accreditation for nursing etc

Advantages of Internet Training

- Allows for greater access for northern communities and persons with disabilities
- Opens up an international market
- Ease and convenience of use

Barriers to Internet Training

- Expense & Time Commitment
- Minimal Interactivity
- Lack of accountability or quality assurance if solely trained over the internet
- Issue of Collaboration, Ownership and Territoriality if training is to be shared

POTENTIAL LINKAGESPotential Partnerships: Are you Interested?

Key informants were asked whether they would be interested in being part of a province wide initiative linking training from various sources.

Of the 16 individuals interviewed:

- 7 indicated that “Yes” they would be interested in partnerships
- 2 indicated that “It’s already happening”
- 0 indicated No interest
- 7 indicated this question was “Not applicable” in that the informant did provide training or offered courses that would be difficult to link

Potential Partnerships: How would you like this to work?

Key informants indicating interest in a partnership were asked to identify how they would like to see this provincial initiative work. The following provides an overview of the recommendations for creating a provincial initiative:

- **ROLE OF COORDINATION:** Would need enough funding to have a core staff of people – 1 or 2 specifically hired to co-ordinate everyone else (do it don’t just study it) – 4
- Through NADD – 2
- Recognize that it isn’t wise for a university or developmental center to do this alone – must work collaboratively with experts across the province. Go to each community and involve the local agencies. Coordinate a talk and get key staff there.
- Need funding – must organize a grant proposal that highlights gaps in the system
- Must be discipline specific. I don’t think this would work across disciplines – I question the feasibility of organizing so many disciplines
- Have region leaders trained – do a train the trainer approach
- Need training information to get to the right source – get to direct staff not managers
- Mobilize an outreach team
- Needs to be geared to specific populations
- Can’t be on the web – it is too expensive
- Distance is an issue – could take it on the road
- Toronto group can act as consultants

Identified Gaps and Barriers to provincial partnerships:

- Lack of university/college involvement
- Territoriality/ concern about ownership
- Expense, Time and Resources Needed
- Must be informed by Research
- Difficulty in coordinating resources and disciplines

List of Key Informants

The following key informants were critical in gathering information for this report. All those listed have consented to be named in this report.

- Elspeth Bradley, Ph.D., FRCPC, FRCPsych
Department of Psychiatry, University of Toronto
Psychiatrist-in-Chief, Surrey Place Centre
- Philip Burge, M.S.W., R.S.W.
Assistant Professor of Psychiatry
Coordinator, Mental Health Team in Developmental Disabilities
Queen's University
- Dale Butterill, M.S.W., M.P.A.
Manager, Knowledge Transfer
Health Systems Research and Consulting Unit
Centre for Addiction and Mental Health - Clarke Site
- William Gapen, M.S.W., C.S.W.
Facilitator, Community Development and Education
Griffin Centre
- Nathalie Garcin, Ph.D., C.Psych.
(supervised practice)
Assistant Professor of Psychiatry
Queen's University
Mental Health Team in Developmental Disabilities
- Maria Gitta
Program Coordinator, Developmental Disabilities Program
Department of Psychiatry, The University of Western Ontario
Dual Diagnosis Task Force, London-Middlesex
- Dorothy Griffiths, Ph.D.
Brock University
- Yona Lunsky, Ph.D., C.Psych.
Psychologist, Dual Diagnosis Program
Centre for Addiction and Mental Health
Post Doctoral Fellow, Surrey Place Centre
- Susan Morris, M.S.W. R.S.W.
Clinical Director, Dual Diagnosis Program
Centre for Addiction and Mental Health
- Jo Anne Nugent, M.A.
Nugent Training and Consulting Services
Coordinator, Developmental Services Worker Program
Humber College
Chair, Habilitative Mental Health Resource Network

- Robert King M.D.,F.R.C.P.(C).
Consultant Psychiatrist to the Developmental Disabilities Program
North Bay Psychiatric Hospital
- Beatrice Traub-Werner, M.S.W., R.S.W.
Director, Toronto Advanced Professional Education

EDUCATION AND TRAINING RESOURCES IN DUAL DIAGNOSIS

RESOURCE 3: PRINTED INFORMATION

Purpose:

To identify “best practice” curriculum and other printed materials relevant to developmental disabilities and dual diagnosis.

Procedure:

Through conversations with Key informants recommended “best practice” curriculum as well as unpublished and soon to be published materials were identified. Already published materials were identified through literature reviews conducted on data base search engines and by recommendations from key informants. The listing of printed materials is not exhaustive.

Data base search engines (Literature Review):

- Psychinfo
- Medline
- Medscape (www.medscape.com – a medical website for professionals and consumers)
- ERIC (<http://ericec.org>) – clearinghouse on disability and gifted education information and resources

RESULTS OF SEARCH FOR PRINTED INFORMATION

RECOMMENDED CURRICULUM

ONTARIO CURRICULUM RECOMMENDATIONS

The following were identified as “best practice” curriculum by key informants in Ontario:

- An Introduction to the Mental Health Needs of Persons with Developmental Disabilities (Dorothy Griffiths, Chrissoula Stavrakaki & Jane Summers Eds.) published by: The Habilitative Mental Health Resource Network
- Handbook on Dual Diagnosis: Supporting People with a Developmental Disability and a Mental Health Problem, 2nd Edition (1998). Nugent Training and Consultation Services (**\$35**) Nugent Training & Consulting Services, 1603 Carmen Drive, Mississauga, Ontario, Canada, L5G 3Z2 at (905) 891-1790, FAX at (905) 891-0908, e-mail jnugent@nugenttraining.com
- Behavioural Supports: Individual Centred Behavioural Interventions: A multimodal functional approach (1998). A clinical manual for practitioners in dual diagnosis Gardiner, Nugent, Griffiths) NADD, Kingston, NY. Price: Member **\$17.95**; Non-member **\$19.95**.

Order through NADD <http://205.232.135.177/cgi-bin/store.pl?ACTION=DETAILS&SESSION=246101711&RECORD=81>

- Mental Health Aspects of Developmental Disabilities a peer-reviewed, interdisciplinary publication, on the diagnosis, treatment and habilitation needs of persons with developmental disabilities with 4 issues per year. Through Psych-Media, Inc. (magz@emji.net) Price: Individual **\$73**; Organizational **\$99** Excellent practical/clinical articles
- Developmental Disabilities in Ontario (Ivan Brown Ed.) Centre for Health Promotion, University of Toronto, Maire Percy, Surrey Place Centre and the University of Toronto, 1999. Order through Front Porch Publishing 253 College Street, PO Box 182 Toronto, Ontario M5T 1R5 Price: **\$69.95**
- Psychotropic Medications and Developmental Disabilities: International Consensus Handbook (Reiss & Aman Eds) Brooks Publishing 1998 Price: **\$79**. Order through <http://www.brookespublishing.com/store/books/reiss-6609/index.htm>
- Becoming Human by Jean Vanier (1998). Anansi press. Price: **\$16.95**
- Anything by David Hingsburger 1
- Behavioural Diagnosis Guide for Developmental Disabilities. Angela Geddye.
- Psychiatric and Behavioural Disorders in Developmental Disability and Mental Retardation. (1999) Nick Bouras (Editor). Cambridge University Press.
- Manual of Diagnosis and Professional Practice in Mental Retardation. (1997). Jacobson, J.W., & Mulick, J.A. (Editors). American Psychological Association.
- American Association on Mental Retardation (1992). Mental Retardation: Definition, classification, and systems of supports (9th ed.). Washington, DC: Author
- American Journal of Mental Retardation (May 2000). Consensus statement.
- Reiss, S. (1994). Handbook of Challenging Behavior: Mental Health Aspects of Mental Retardation. Worthington, OH: International Diagnostic Systems.

INTERNATIONAL CURRICULUM RECOMMENDATIONS:

Procedure

In an attempt to gain an international perspective on training resources, important contacts were identified in the United States and United Kingdom through key informant discussions and websearch reviews. A small sample of these informants were contacted via email and asked to recommend “best practice” programs and resources. To further supplement the information gained through informants, an archival search of requests for training materials was conducted through the PSYCH-DDLISTSERV.NODAK.EDU and MH-SIRG Listservs

US Recommendations

- Barrows, H, & Tamblyn, R. Problem-based learning: An Approach to Medical Education. New York, NY: Springer, 1980.
- Bouras, N., Holt, G. (eds). Mental Health in Learning Disability Training Package, Second Edition. Brighton, UK: Pavillion Publishing, 1997.
- Fletcher, R. Dual Diagnosis: A Reference Guide for Training – through US NADD (800) 331-5362; thenadd@aol.com
- Cincinnati University Affiliated Program - training materials on dual diagnosis
- Southern Illinois University School of Medicine’s Psychiatric Disorders in Individuals with Developmental Disabilities: A Curriculum for Direct Service Professionals (Contact: Cynthia S Mester)

- King, Szymanski, & Weisblatt (1995). Psychiatry & MR: A Curriculum Guide
- University of Medicine and Dentistry of New Jersey's Fellowship Training Curriculum in MR/DD
- Mayer & Poindexter (2001) multimodal staff training modules (audio, video, computer, and paper and pencil) designed for self-direction – get through TherEd (\$1000 for a complete set; individual modules - \$265 each)
- NADD Training Books and Tapes
- Pennsylvania Office of Mental Retardation curriculum: Unmasking Mood Disorders: Supporting Individuals with Developmental Disabilities and Mental Illness. Contact: Dr. Beth Barol (bethbarol@earthlink.net) (717) 774-5455
- Writings of Dr. Anne Hurley: Habilitative Mental Healthcare Newsletter – specifically designed for staff training purposes
- Nisonger UAP – Centre for Excellence with a focus on dual diagnosis training programs
- Gradner & Chapman's Developing Staff Competencies for Supporting People with Developmental Disabilities: An Orientation Handbook (2nd ed.), 1993 Paul H. Brookes
- Sigafos & Linz (1989). Behaviour Management for Direct Care Staff Serving Persons with Developmental Disabilities: A review of Inservice Training Materials. Available from the Institute on Community Integration, University of Minnesota.
- Reid & Parson's (1995) Motivating Human Service Staff. Habilitative Management Consultants, Inc.: P.O. Box 2295, Morganton, NC, 28680
- JFK Partners – University of Colorado Health Sciences Centre – interdisciplinary and discipline specific training opportunities, coursework and supervised practice. Includes: pediatric medicine, nursing, psychology, child psychiatry, OT, PT, audiology, speech-language pathology, nutrition, social work, health administration, parents, consultation, ethics, developmentally supportive care, pediatric rehabilitation, child law, special education and pediatric dentistry
- Estia Centre, King's College of London. National Health Trust of East London: any training manuals

Relevant Journals

- American Journal on Mental Retardation – a publication of AAMR –*scholarly journal* includes free journal articles on the web (www.aamr.org/PerToc.html)
- ARCH Type (www.indie.ca) a legal resource centre for persons with disabilities - \$15 for 6 issues per individual; \$25 per organization
- British Journal of Learning Disabilities
- Developmental Disabilities Bulletin – twice yearly bulletin published by JP Das Developmental Disabilities Centre at the University of Alberta (www.quasar.ualberta.ca/ddc/ddb/ddb.html)
- Down Syndrome Quarterly is an interdisciplinary journal devoted to advancing the state of knowledge on Down syndrome and will cover all areas of medical, behavioural, and social scientific research. 4 issues per year <http://www.denison.edu/dsq/> Price: Individual \$30; Organization \$54
- International Journal of Disability, Developmental and Education
- Journal of Applied Research in Intellectual Disabilities
- Journal of Autism and Developmental Disorders
- Journal of Developmental and Behavioural Pediatrics
- Journal on Developmental Disability – Publication of the OADD Journal of Intellectual and Developmental Disabilities www.oadd.org

- Journal of Intellectual Disability Research – Blackwell Science Publishing
www.blacksci.co.uk/~cgilib/jnlpage.bin?
- Mental Health Aspects of Developmental Disabilities (Editor – Anne Hurley): a peer-reviewed, interdisciplinary publication, on the diagnosis, treatment and habilitation needs of persons with developmental disabilities with 4 issues per year. Through Psych-Media, Inc. (magz@emji.net) *Excellent practical/clinical articles*
- Mental Retardation – publication of AAMR: *intended for practitioners* (www.aamr.org/PerToc.html)
- Mental Retardation and Developmental Disability Research reviews – journals.wiley.com/wilcat2-bin/ops/ID1/1080-4013/prod
- NADD Bulletin
- Research in Developmental Disabilities – international academic journal
www.elsevier.nl:80/inca/publications/store/8/2/6/

E-Journals: *Articles from these journals are available to download at no cost*

- E-journals of the Canadian Medical Association <http://www.cma.ca/publications/index.htm>
- E-journals of the American Medical Association <http://pubs.ama-assn.org/>
- British Medical E-Journal <http://www.bmj.org/>

Relevant Newsletters

- Habilitative Network News (Editor – Susan Morris): a twice annual bulletin of the Habilitative Mental Health Resource Network
- NADD Bulletin (Editor – Anne Hurley): Published bi-monthly <http://www.thenadd.org/cgi-bin/router.pl?SESSION=246132808&LOCATION=/pages/bullet.htm>
- OASIS Newsletter
- Pen-A-Friend – A quarterly pen pal publication for individuals with developmental disabilities. Website includes forum for counsellors/case managers to chat as well <http://www.penafriend.com/>
- Newsletter of the Network on Ethics and Intellectual Disabilities
<http://www.quasar.ualberta.ca/ddc/INDEX.html>
- No easy Answers (35 pages) Produced by the Wisconsin Centre on DD (608) 266-7826
- The Medical Letter on drugs and therapy (\$49/year) <http://medletter.com>
- Research and Resources Newsletter – a publication from Waisman Center
www.waisman.wisc.edu
- Voice of Our OWN Newsletter published by the Council of Canadians with Disabilities – provides national updates with link to hot topics (www.pcs.mb.ca/~ccd)
- Disability Solutions – online newsletter for families and friends of individuals with down syndrome and other DD (www.teleport.com~dsolns/)

Relevant Articles/Presentations

Topic: Best Practice Guidelines

- AACAP.1999. Practice parameters for the assessment and treatment of children, adolescents, and adults with mental retardation and comorbid mental disorders. American Academy of Child and Adolescent Psychiatry. 38(12):5S-31S.
- Deb, S., Matthews, T., Holt, G., & Bouras, N. (2001). Practice Guidelines for the Assessment and Diagnosis of Mental Health Problems in Adults with Intellectual Disability. Brighton: Pavilion; The Ironworks, Cheapside. ISBN 1-84196-064-0

- Practice Guidelines Co-occurring Mental Retardation/Developmental Disabilities and Mental Illness Issues for the Writing Team Missouri Department of Mental Health -website lists areas to consider when developing practice guidelines regarding diagnosis, treatment, services and supports for individuals with MR/DD and mental illness www.modmh.state.mo.us/homeinfo/pracguid/MRDDMI_Issue.htm
- Royal College of Psychiatrists (2001). DC-LD [Diagnostic criteria for psychiatric disorders for use with adults with learning disabilities/mental retardation]. London: The Royal College of Psychiatrists.
- Rusch AJ, Frances A.(2000) The Expert Consensus Guideline Series: Treatment of Psychiatric and Behavioural Problems in Mental Retardation. American Journal on Mental Retardation, 105(3), 159-228.
- Reiss, S., & Aman, MG (Eds) Psychotropic Medications and developmental Disabilities: The international Consensus Handbook (1998). Columbus OH: The Ohio State University Nisonger Centre.
- Reports of the IASSID/AAMR Working Group on Alzheimer Demential and Intellectual Disability (<http://thirdageinc.com/sirgaid/product.htm>)
- National Guideline Clearinghouse (NGC) – a public resource for evidence based clinical practice guidelines. (www.guideline.gov/index.asp)
- Nekton Best Practices Manual: Forums and Manual of Innovative Practices Initiated by Staff (\$5.25) Institute on Community Integration. Contact: Peter Sajevic (612) 644-7680
- The Dual Diagnosis Initiative: Supporting people with dual diagnosis in the context of positive behavioural approaches. Pennsylvania Office of Mental Retardation.

Topic: General Background Information

- Gapen, B, & dePrinse, K. (1999). Community Survey Dual Diagnosis Education and Training Committee: Education and Training Needs
- Moss, S., Bouras, N., & Holt, G. (2000). Mental Health services for people with intellectual disability: A conceptual framework. Journal of Intellectual Disability, 44(2), 97-107.

Topic: Training Descriptions and Evaluations

- DesNoyers Hurley, A., Hurley, F., & Sovner, R. (1991). Training Staff to Integrate Educational and Therapeutic Approaches for the client with Developmental and Psychiatric Disabilities. The Habilitative Mental Healthcare Newsletter, 10 (12), 75-77.
- Emerson et al (2001). Evaluation of the Dissemination of Active Support Training in Staffed Community Residences. American Journal on Mental Retardation, 106 (4)
- Hollins, S. New Strategies for Education in the field of Developmental Disabilities: What Works Well in the UK. Presentation prepared for the Catalysts for Education in Developmental; Disabilities Symposium, November 3-5, 2000, Kingston, ON
- Holt, G., Costello, H., & Oliver, B. (2000). Training Direct Care Staff about the Mental Health Needs and Related Issues of People with Developmental Disabilities. Mental Health Aspects of Developmental Disabilities, 3(4), 132-139.
- Jahr, E (1998). Current issues in staff training. Research in Developmental Disabilities, 19(1), 73-87.
- Loschen, E.L., & Kirchner, L. (1998). Using Problem Based Learning in Staff Training for Individuals with a Dual Diagnosis. The NADD Bulletin, 1(3), 43 – 46.
- Mester, C. S. (1998). Efficacy of a Curriculum on Dual Diagnosis for Direct Care Staff. The NADD Bulletin, 1(6), 107- 112.
- Smith, B., Wun. W., & Cumella, S. (1996). Training for staff caring for people with learning disability. British Journal of Learning Disability, 24, 20-25.

Topic: Discipline Specific Information

- The American Occupational Therapy Association's Practice Guidelines Series.
www.aota.org
- Bradley, E. (May 2000). Developmental Disability Psychiatry. Presentation at the Department of Psychiatry Undergraduate Retreat. Faculty of Medicine, University of Toronto
- Bradley, E (1988). Preparing medical undergraduates for their increasing role with patients who also have a mental handicap: a retrospective study. Medical Teacher, 10, 283-288
- Brown, B., Goldman, C., Thompson, K., Cutler, D. (1993). Training Residents for Community psychiatric Practice: Guidelines for Curriculum Development. Community Mental Health, 29(3), 271-283.
- Burge, P., Druick, D., Caron, M. C., Ouellette-Kuntz, H., & Paquette, D. (1999). Coursework on developmental disabilities: A national survey of Canadian schools of social work. Canadian Social Work Review, 16, 49-64.
- Burge, P., Druick, D., Caron, M. C., & Ouellette-Kuntz, H. (1998). Fieldwork: Are students prepared to work with persons with developmental disabilities? The Social Worker, 66 15 - 27.
- Burge, P. (2001). Social work. In B. McCreary, B. Stanton, P. Peppin (Eds.), Catalysts for Education in Developmental Disabilities, Kingston, ON: Developmental Consulting Program.
- Ouellette-Kuntz., & Burge, P. (Co-producers). (1999). Learning from each other: Parents and physicians of individuals with developmental disabilities [video]. (Available from H. Ouellette-Kuntz, c/o Ongwananda, 191 Portsmouth Avenue, Kingston, Ontario, Canada, K7M 8A6).
- Day, K. Professional Training in the Psychiatry of Mental Retardation in the UK
- Hollins, S, & Bradley, E. (1987). Mental handicap in context: medical undergraduate education. Bulletin of the Royal College of Psychiatrists, 11, 389-91.
- Lunskey, L., and Bradley, E. (2001) Developmental disability training in Canadian psychiatry residency programs. Canadian Journal of Psychiatry, 46, 63-67.
- McCreary, B. (1991). Educating Physicians for Contemporary Responsibilities in the Field of Developmental Disabilities. Canadian Journal of Psychiatry, 36, 601-605.

Discipline Specific Guidelines (United Kingdom):

- Royal College of General Practitioners www.rcgp.org.uk
- Royal College of Physicians www.rcplondon.ac.uk
- Royal College of Psychiatrists www.rcpsych.ac.uk/traindev/index.htm
- Royal College of Nursing www.rcn.org.uk

Relevant Audiotapes:

- American Association on Mental Retardation Training Series
- NADD Training Series

Relevant Conferences:

- The BC Association for mental health in developmental disability (April 18-20, 2002): State of the HART: Habilitative Achievements in Research and Treatment for Mental Health in DD. A Canadian Report Card Contact: Dr. Robert Friedlander (rfriedlander@cw.bc.ca)
- Emerging Practices in Dual Diagnosis & All That Jazz, NADD (October 24-27 2001) Contact: NADD (theNADD@aol.com)

KNOWLEDGE TRANSFER LITERATURE

Purpose:

- To directly addresses the question of how best to translate evidence based treatment and strategies into practice/policy

Procedure:

- Based on Personal Communications with Dale Butterill, Health Systems Research and Consulting Unit, CAMH and recommended articles

Key Aspects to Consider When Developing Training Initiatives:

- Who is the Trainer? Recognized leaders and acknowledged experts in the field have more influence
- What is the capacity of the organization to participate?: Time, Money, How much change will be obtained on an individual worker level
- What is the evidence base? Can you make a compelling case for the training you are doing? Is there research support for the content, structure, impact?
- Is there government support for an initiative? When looking toward a provincial effort is there support/funding for a standardized approach?
- What is the feasibility of your training methods/content? Must consider costs, resources and political zeitgeist.
- Is there support from the executive director level for the staff training?
- Is your audience “ready to change” ? Prochaska’s stages of change may be useful to consider when developing program and gauging impact (i.e. precontemplation, contemplation, preparation for action, action, maintenance of change)
- Does the training have clear learning objectives? Is the content meaningful to the audience? Does it fill a need? Is the format user-friendly?
- Is the research/training relevant to key stakeholders?
- Do you have a clear and specific way to measure outcome of training? Does your training make a difference to the skills, attitudes or behaviours of your audience? Do a follow-up of a small group of participants to measure the difference your training has made.
- How is the training disseminated? How is it marketed? Research has identified important components as: an extensive market analysis with “customer” perspective to identify need, Systems level approach, Offering a field test of the intervention, Modifying training based on field test, and using field test results to get system endorsement (Martin et al, 1998)

Recommended Reading on translating research into practice

- Cunningham, J., A. (2000). Disseminating a treatment program to outpatient addiction treatment agencies in Ontario: A case study. Science Communication, 22(2), 154-172.
- Landry, R., Amara, N., & Lamari, M. (2001). Utilization of social science research knowledge in Canada. Research Policy (30), 333-349.
- Lomas, J. (2000). Using ‘Linkage and Exchange’ to move research into policy at a Canadian Foundation. Health Affairs, 19(3), 236-240,

- Martin, G.W., Herie, M.A., Turner, B.J., & Cunningham, J.A. (1998). *Addiction* 93(11), 1703-1715.
- Parker, K., & Parikh, S.V. (1999). Application of Prochaska's transtheoretical model to continuing medical education: From needs assessment to evaluation. *Annals RCPSC*, 32(2), 97-99.

To learn more about Knowledge Transfer:

- See Canadian Health Services Research Foundation <http://www.chsrf.ca/> - Look under **Document Library** to download articles on linking research, transfer and policy
- See Continuing Medical Education Literature

EDUCATION AND TRAINING RESOURCES IN DUAL DIAGNOSIS

RESOURCE 4: IDENTIFIED TRAINING INITIATIVES IN DUAL DIAGNOSIS

PROCEDURE:

- The list of provincial training initiatives provided below was generated through recommendations by key informants
- The list of academic programs was obtained through web-based searches of colleges and universities. Educational programs were included if they clearly contained courses or content relevant to developmental disabilities or dual diagnosis. This list of academic program is not exhaustive.

Provincial Initiatives – Identified “Best Practice” Training

<u>PROGRAM</u>	<u>CONTACT</u>	<u>DESCRIPTION</u>
Certificate in Special Populations bettcher@yorku.ca	Cindy Bettcher York University	Continuing education 21 hour course Includes dual diagnosis, DD & Specialized mental health. Concurrent disorders also offered.
Developmental Consulting Program meds.queensu.ca/~webcp/index.html	Barbara Stanton	A network of multidisciplinary researchers, educators and practitioners based at Queen’s University and affiliated agencies – wide training workshops and seminars in DD field. Kingston area
Health Sciences Network: University of Western Ontario, Queen’s University, University of Toronto, McMaster University, University of Ottawa	Maria Gitta Dr Bruce McCreary Dr Elspeth Bradley	Medical training in developmental disabilities <ul style="list-style-type: none"> • Undergraduate • Psychiatry Residents
International Certificate Programme in Dual Diagnosis http://www.brocku.ca/childandouthstudies/news.html	Dr Dorothy Griffiths Brock University in association with Niagara University & NADD	1-week (37.5 hours) Intensive training courses in habilitative mental health for persons with developmental disabilities.
North Bay Psychiatric Hospital http://www.nbpsych.on.ca/	Dr. Bob King	Community outreach - to ensure that the providers of mental health, social and medical services in area are educated in the general presentation and treatment needs of people with dual diagnosis.
Nugent Training and Consulting Services http://nugenttraining.com/	Jo Anne Nugent	Provides training to public sector agencies and private companies.
Regional Support Training http://www.regionalsupport.on.ca	Glen Walker	Course specifically on dual diagnosis and developmental disabilities more generally
York Behavioural Management Services	Jim Hughes	Offers workshops to organizations
Toronto Advanced Professionals Education www.advancedprofessionaleducation.com/	Beatrice Traub-Werner	Not specifically training in dual diagnosis but provides model for continuing education

ACADEMIC PROGRAMS

Overview of Ontario College and University Training in Disability

College:

- Algonquin College (Nepean, ON) – 2 year diploma: DSW, SSW

- Cambrian College (Sudbury, ON) – Health & Human Services (4 semesters): training and education in the area of exceptionalities (with a concentration on DD)
- Centennial College (Scarborough, ON) – field placements in DD – integrated throughout training: DH in semester 3/4
- Confederation College (Thunder Bay, ON) – DSW (focus on DD)
- Fanshawe College (London, ON) – 2 year applied program – focus on DD
- George Brown College – (Toronto ON) – Faculty of Community Services and Health Services, includes new Behavioural Science Program. Also, Arts and Science includes developmental psychology
- Georgian College (Orillia, ON) – Developmental Services Leadership Program
- Humber College (Etobicoke, ON) – Developmental Services Worker – DD in curriculum through abnormal psychology course; ECE – Advanced Studies in Special Education
- Loyalist College (Belleville, ON) – DSW
- Niagara College – endorses use of DD in Ontario
- Northern College (Timmins, ON) – DSW, SSW
- Seneca College - generalist
- Sheridan College (Oakville, ON) – DDW, Educational Assistant
- St Claire College (Chatam, ON) – program designed on person-centered planning and development of natural supports. endorses use of DD in Ontario
- St Lawrence College (Kingston, ON) – DSW, BST

Universities:

- Acadia University - Inclusive Education for teachers in training
- Brock University (St Catherines, ON) – Dr. Dorothy Griffiths - International Certificate on Dual Diagnosis
- McMaster University – joint partner in medical education with UWO
- Laurentian University – Disability studies for social work students
- OISE (Toronto, ON) – endorses DD in Ontario
- Queen’s University (Kingston, ON) – Dr. Bruce McCreary, Dr. Nathalie Garcin & Mr. Phil Burge, Psychiatry - Division of DD (medicine) undergraduate and postgraduate medical school teaching and rotations- Fellowship in Developmental Disabilities; Undergraduate and Graduate course in DD from Psychology Dept with Dr. Patricia Minnes (12 week undergraduate psychology course, & Predoctoral Internship Program in Developmental Psychology)
- Ryerson Polytechnic University (Toronto, ON) – Bachelor of Applied Arts – Disability Studies – School of Disability Studies
- University of Guelph – Department of Psychology - 12 week undergraduate course on Intellectual Disabilities; undergraduate seminar course on Pervasive Developmental Disabilities; PhD in applied developmental psychology
- University of Ottawa – joint partner in DD undergraduate medical education with UWO; DD course in psychology began 2000
- University of Toronto – Psychiatry residents training in DD; joint partner with UWO for undergraduate medical training
- University of Western Ontario (London, ON) - Developmental Disabilities Program Medical Undergraduates
- York University (Toronto, ON) – Certificate in Special Populations Continuing Education; Graduate training in developmental psychology and clinical developmental psychology

INTERNATIONAL TRAINING INITIATIVES

United States

1. 16 MR DD Research Centers

- American Association of University Affiliated Programs for Persons with Developmental Disabilities. Director: Donna L Meltzer (dlmeltzer@aaup.org) (301) 588-8252
- BF Stolinsky Research Labs. Director: Dr Stephen L Goodman (stephen.goodman@uchsc.edu) (303) 315-7301
- Baylor MR Research Center. Director: Dr Huda Zoghbi (hzoghbi@bcm.tmc.edu) (713) 798-6558
- Center on Human Development & Disability. Director: Dr Michael Guralnick. (mjgural@u.washington.edu) (206) 543-2832
- A child's Seashore Horse. Dir: Dr Marc Yudkoff (yudkoff@email.chop.edu) (215) 590-7474
- Civitan International Research Center. Dir: Drs Sharon & Craig Ramey (sramey@uab.edu) (205) 934-8900
- Eunice Kennedy Shriver MR Research Centre. Dir: Dr William McIlvane (wmcilvane@shriver.org) (781) 642-0153
- John F Kennedy Centre for Research on Human Development. Dir: Dr Travis Thompson (travis.thompson@vanderbilt.edu) (615) 322-8242
- Kansas MRDDRC. Dir: Dr Stephen Warren. (785) 864-4295
- Kennedy Krieger Institute MRDDRC. Dir: Dr Martha Denckla. (denckla@kennedykrieger.org) (410) 502-9595 *Provides training in 4 areas: 1. Family Support and Advocacy, 2. Health Care, 3. Education, 4. Research and Professional Training*
- MR and DD Research Centre. Dir: Dr Joseph Volpe (joseph.volpe@tch.harvard.edu) (617) 355-6386
- North Carolina MRDDRC Dir: Joseph Piven (joe.piven@css.unc.edu) (919) 843-8641
- Rose F Kennedy Center for Research in MR & DD Dir: Dr Donald Farber (dfarber@aecom.yu.edu) (718) 430-2511
- UCI MRDDRC. Dir: Dr Ira Lott (jlott@uci.edu) (714) 456-5333
- UCLA MRRC. Dir: Dr Jean de Vellis (jdevellis@mednet.ucla.edu) (310) 825-9395
- Waisman Centre. Dir: Dr Terrence Dolan (dolan@waisman.wisc.edu) (608) 263-5940

2. Centers for Excellence in Developmental Disabilities Education, Research and Service (University Affiliated Programs) – www.aaup.org Provides a listing of UAPs with relevant details.

- Authorized by the Developmental Disability Assistance and Bill of Rights Act, UAPs are found in every state and territory in the USA. They provide: academic, professional & community training, diagnosis, evaluation and treatment, research and publications.

3. Other Examples of US Training Programs (found on the net)

- IHDD Interdisciplinary Education (www.uap.uga.edu/InterTra.html) provides interdisciplinary training on developmental disabilities for preservice trainees and professionals.

EDUCATION AND TRAINING RESOURCES IN DUAL DIAGNOSIS

Overview of Findings

In order to identify cross-sectoral resource material and training programs in dual diagnosis, a web-based review and key informant interviews were conducted. The results of this background research suggest that a wide array of informational resources do exist. However, these resources with few exceptions are not clearly organized and do require time and persistence to locate. Similarly, training opportunities in dual diagnosis are ongoing and available in Ontario. However, key informant interviews suggest that training remains disjointed, and poorly co-ordinated, with a significant gap existing between academic training and clinical practice.

RECOMMENDATIONS FOR IMPROVING TRAINING IN DUAL DIAGNOSIS

Based on the information gathered through website reviews, key informant interviews and printed materials, the following recommendations for improving training in dual diagnosis can be made:

1. A greater awareness of existing training programs and informational materials needs to exist. A centrally co-ordinated site which details province wide training initiatives and information relevant to dual diagnosis may improve access to and participation in formal training opportunities.
2. Initiatives are needed to gain greater involvement of academic institutions in dual diagnosis training. At present, most programs at a college/university level offer little exposure to developmental disabilities, and even fewer provide hands-on clinical experience.
3. In order to develop greater agency support, training programs must operate on a systemic level. Support and commitment to staff training must be made at the executive level, continue over a period of time and include follow-up
4. Training itself must be meaningful and locally relevant. Training for families, frontline staff, at a university/college level and for more professional audiences have all been cited as in need of improvement.
5. There is a need to develop and disseminate empirically based, clinically sensitive training. A greater use of evaluation methods (beyond client satisfaction) may be beneficial for accountability in gauging impact of training on attitudes, behaviours and skills. The knowledge transfer literature may be useful in detailing the best methods of disseminating and marketing training programs to agencies across Ontario
6. Training remains market driven. Funding is necessary to support training initiatives and will impact the structure of the training provided. Determining the best approach to training and information sharing requires careful consideration of funding, time demands, clinical resources, service needs, and empirical support.

OPTIONS FOR PROVIDING TRAINING & DISSEMINATING RESOURCES

Depending on the existing need, costs and available resources, a number of different options exist for co-ordinating training initiatives and providing informational resources on dual diagnosis. Some possibilities include:

- A single web page advertising local training opportunities. This low cost option would serve primarily as a forum for advertising upcoming events, and thus, would require little upkeep, and no specific resources devoted to training or research
- A Resource Centre Website devoted to information on Dual Diagnosis. Can include specific information on dual diagnosis, as well as links to training associations, conference and workshop schedules. Would involve greater upkeep and resources than a single web page, but would provide greater information
- Combine single web page and in-person training or televideo conferencing. This alternative allows the convenience of on-line resource material and allows interactivity during classroom discussions. Requires greater resources to support both instructor training time and web-based training
- On-line Training Resources - In which training takes place entirely over the internet. This training would reduce demands on the instructor, but would require great resources in developing a web package. A training package presented completely on-line does not allow for in-person interactivity in discussions, although may be provided through email discussion groups.
- Discipline-specific training - Whether delivered in person or via the web, training in a specific discipline will provide a deeper understanding in a single area, but cannot offer the same breadth of exposure as other more multidisciplinary alternatives. Not necessarily linked to services.
- Agency Specific Training – Offers training, information and agency specific services. Training information may be disseminated through newsletters, advertisements or on the internet.
- University Affiliated Programs for Dual Diagnosis (The United States Model) – Has link to university, combines research, services, multidisciplinary training and academic programs. Service delivery in collaboration with local agencies is an important element for maximal benefit. Provides extensive resources yet requires significant funding to develop.