**[\*] CYMHSU LAT**

**Proposed Patient Journey Mapping Process**

(Thanks to the Boundary LAT for process below)

**4:00 STAGE 1: Welcome, Introductions & Preamble**

***Estimated time: 30 minutes***

Acknowledgement of First Nations Territory/Ceremony - TBD

Round table introductions - Facilitator

Facilitator gives overview of the day – Facilitator

* Purpose of Collaborative
* Why we are here? (Purpose of Patient Journey Mapping):
	+ Enable the Local Action Team to get closer to the lived experiences of the children, youth and families facing mental health and substance use challenges to inform their work\
	+ Not about finding all the solutions, as much as it is about listening and learning from the experiences of our family members and the youth who prepared for this session.   The shared experiences will be offered as a guide for the Working Groups, who can focus on the barriers and gaps in service that are of particular important to them
	+ We will look at a composite journey of a youth named Youth and the youth and family from our community will share their experiences as well
	+ Our work is to listen deeply so we can identify the barriers and generate ideas that this team can work on to change the experiences for others
* Group ground rules – Create and Hold Safe Space –: Open, Curious, Respectful, Courageous, Forward looking, No blame
* Confidentiality – experiences stay in the room; learning goes forward
* Safety – can stop participating at any time; if need help, we have clinicians that can help them
* Review the Six Stages so all know what we want to achieve in each section
* Review generation of barriers and ideas
* Review roles: Facilitator, Recorder, Note Taker
* Alert all to add to graphic recording and swim lane
* Thinkertoys and post it notes

**4:15 STAGE 2: Journey Mapping**

***Estimated time: 120 minutes (short stretch break at natural point)***

Fictional story of Youth to be read out by *[name]* and displayed onto a screen. Youth’s story was written by [name] and includes many elements of a “typical” journey of a youth accessing mental health and substance use supports and services. Youth’s journey is broken down into sections by stages of life: 5 -6 years, 7-12 years, 12-13 years 13-15 years, 15-16 years and 16-17 years.

Youth’s journey is used as a conversation starter for youth and family. Shari will read out each section of Youth’s journey. Youth and family will be asked to share their experiences after each section is read out and augment story to fit their journey, to the level they are comfortable. The youth and family may share that their experiences were similar or different. Elements of the youth and families’ journey that we hope to capture include (use PPT slide as a handout for this section):

* What was the experience of the youth accessing supports and services?
* What was the experience of the family member?
* What were the challenges?
* What worked well?
* Lengths of time for transitions, waits, service provision.
* Ideas for improvement from youth and parent.

**Questions that we would like to cover in our map:**

* Steps in the journey?
* Role of the provider and how each responded/facilitated?
* What worked well when you accessed help/support/services – what would you want more of?
* What was challenging/not helpful - what type of program/service/support would have been helpful at that time?
* What supports services would have been helpful for the family?

This process if focused on identifying barriers of systems, rather than ‘pointing fingers’ at individuals or organizations.

As this is happening, the graphic recorder is drawing the journey of youth and parent in the room; the graphic recorder does not draw Youth’s fictional story. Service providers can write down barriers or areas of improvement they identify on sticky notes. Examples of areas of improvement may include:

* Ineffective experiences or ‘misses’ where support could have been provided.
* Transitions where care was dropped.
* Times when resources, supports could have positively impacted the youth and family.
* Regional access issues.

It is also important to note any positive elements that we can spread to others.

**6:00 Dinner – 30 minutes (approx.)**

Everyone takes a break. Service providers put sticky notes with barriers up at front of room if they haven’t already. Parent and youth leave to have break elsewhere if they choose.

**6:30 STAGE 2: PJM - continued**

***Estimated time remaining: 30 minutes***

**7:00 STAGE 3: Reflection & Generating Solutions**

***Estimated time: 45 minutes***

The facilitator gives an overview of all the barriers identified on sticky notes. Have each person reflect on the barriers to identify three themes. Round robin sharing of themes. Group has conversation about themes.

Ask each person to identify at least three ideas that are solutions to barriers. What did we hear the youth and families asking for? What are we curious about trying? What might we test in the next week or month at the local level? If there is a large list of solutions, pick top 3-4. If there is a small list of solutions, can all of them be addressed and how?

Parent/s and youth/s may choose not to be present for this portion of the session.

**7:45 STAGE 4: Validation with youth and family**

***Estimated time: 30 minutes***

Families and youth re-join conversation if they were not present for Stage 3. Theresa to walk them through the map for validation;

Facilitator review barriers identified by service providers. Ask parent and youth and parent if we got it right, if we identified all the barriers and if the ideas/actions generated would make a difference.

**8:15 STAGE 5: Final Wrap Up**

***Estimated time: 30 minutes***

Round robin check in– how is everyone feeling? We may wish to have a designated person available to LAT members and parent and youth if anyone wants to talk and debrief afterwards.

Reminder to hold experiences anonymous.

Closing and thank you’s.

**Post Session STAGE 6: Future Action – 10 minutes**

Map will be converted to a working document and circulated to LAT members.

Local Action Team may use document to identify future LAT goals.