What Does It Take to Build A Village ?

Partnership and Collaboration in the Montreal Implementation of Triple P

Sonia Daly
Doctoral candidate, Université du Québec à Montréal

Liesette Brunson
Professor, Département de psychologie, Université du Québec à Montréal

Marie-Hélène Gagné
Principal Investigator, Chaire de partenarait en prévention de la maltraitance
Professor, École de psychologie, Université Laval

TRIPLE P IN QUEBEC: GENERAL RESEARCH DESIGN

2 experimental Triple P territories:

4 matched comparison territories:

Two « trios » of matched territories according to:

Mercier-est / Anjou

- Rosemont
- Trois-Rivières

Orléans

- Jacques-Cartier
- Saguenay

1. Size of 0-17 year-old population

2. Rate of CPS reports

3. Proportion of children under low-income treshold

IMPLEMENTATION SITE - MONTREAL

North shore of Montreal

Laval

Mercier-Est /
Anjou district

Island of Montreal

LOCAL CONTEXT

➢ **Great history of mobilization and partnership**

➢ **Few coalitions already existed before the implementation of Triple P**
  - ➢ Early Childhood Fund
  - ➢ Alliance – Provincial neglect & maltreatment prevention program
  - ➢ Healthy Habits Fund
  - ➢ Poverty prevention

➢ **Many organizations already engaged :**
  - ➢ Health and Social Services
  - ➢ Community Organizations
  - ➢ Schools
  - ➢ Early Childhood Education Centers
  - ➢ Municipalities
  - ➢ Youth protection

History, context
Hyper-collaboration
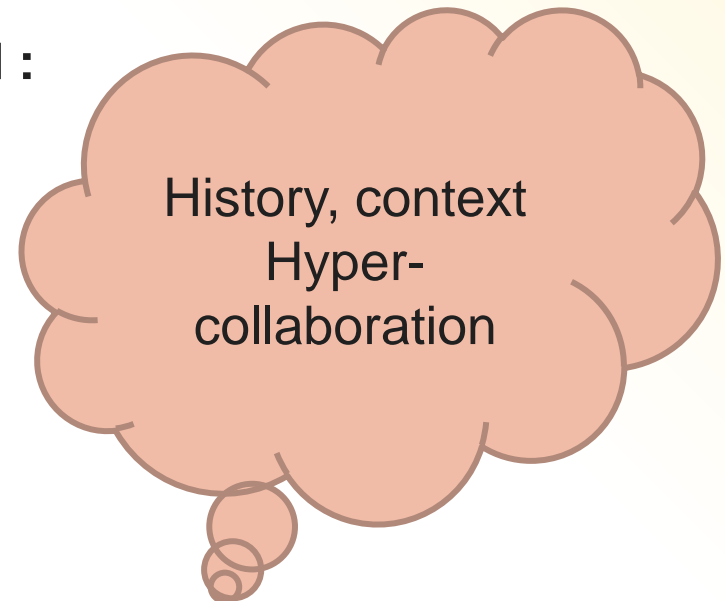
WHY IS PARTNERSHIP SO IMPORTANT?

Quality Implementation Framework (QIF)
(Meyers et al., 2012)

Self-Assessment Strategies
- *Conducting a Needs and Resources Assessment*
- *Conducting a Fit Assessment*
- *Conducting a Capacity/Readiness Assessment*

Decisions about Adaptation
- *Possibility for Adaptation*

Capacity-Building Strategies
- *Obtaining Explicit Buy-in from Critical Stakeholders & Fostering a Supportive Climate*
- *Building General/Organizational Capacity*
- *Staff recruitment/maintenance*
- *Effective Pre-Innovation Staff Training*

- Learning from Experience

Phase 1
Initial Considerations Regarding the Host Setting

Phase 2
Creating a Structure for Implementation

Phase 4
Improving Future Applications

Phase 3
Ongoing Structure Once Implementation Begins

Structural Features for Implementation
- *Creating Implementation Teams*
- *Developing an Implementation Plan*

Ongoing Implementation Support Strategies
- *Technical Assistance/Coaching/Supervision*
- *Process Evaluation*
- *Supportive Feedback Mechanism*

WHY IS PARTNERSHIP SO IMPORTANT?

Do we have genuine and explicit buy-in?

Who are the champions?

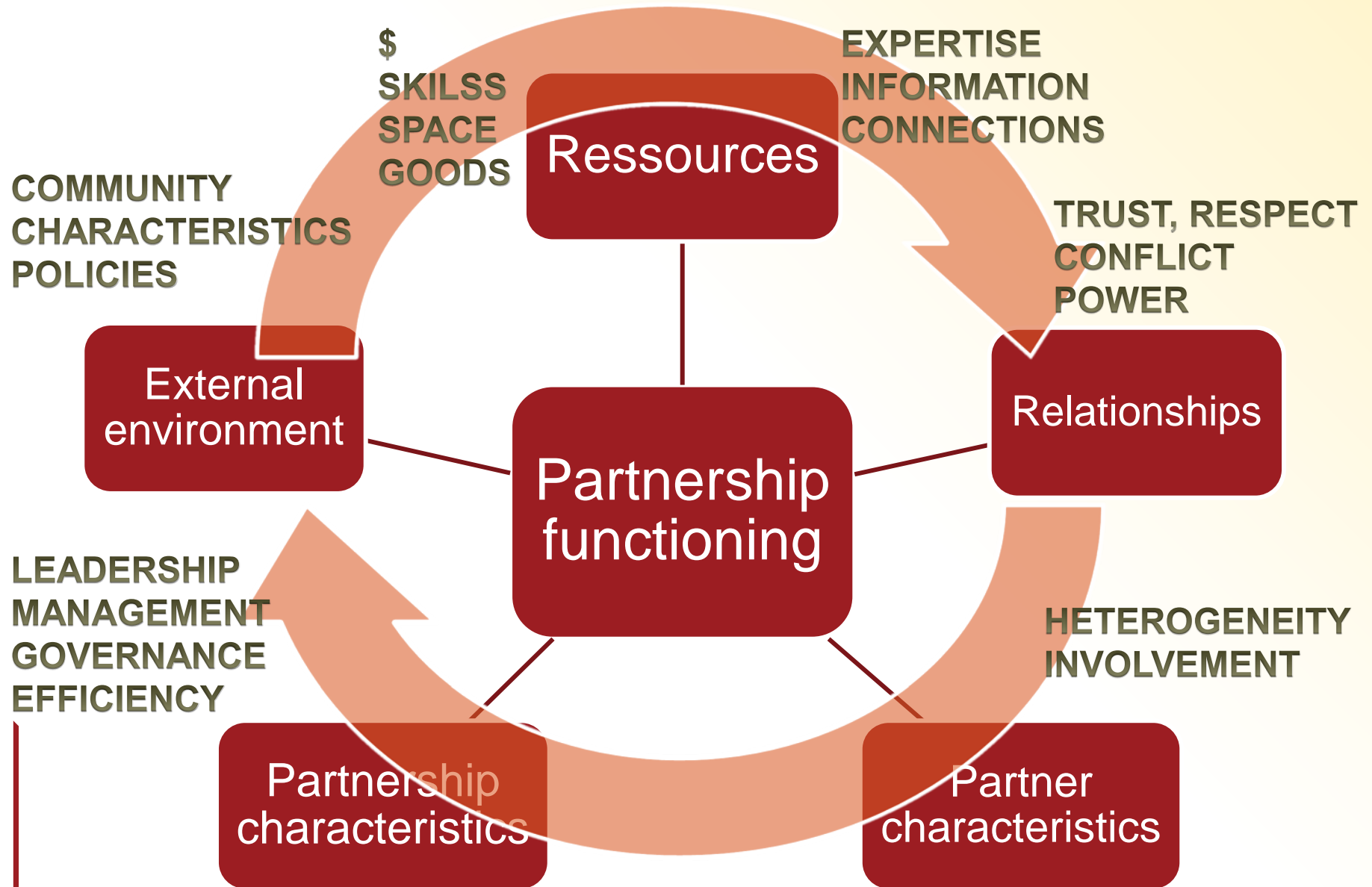How can the community support the champions?

Do we have a plan?

Who will have the organizational responsability?

Are the roles, responsabilities, tasks and timelines clear?

Quality Implementation Framework (QIF)
(Meyers et al., 2012)

WHAT IS A PARTNERSHIP OF QUALITY?

(Lasker et al., 2001)

HOW IS FUNCTIONNING THE PARTNERSHIP IN THE MONTREAL IMPLEMENTATION SITE?

➢ Who participates in the partnership?

  ➢ Organisational partners (sectors)

  ➢ Representatives (job roles)

➢ What organizational structures do they create to manage their collective work?

➢ What do they work on together?

  ➢ at different points in the partnership?

➢ What role does the coordinator play?

➢ Do the partners take on more leadership over time? In what ways?

METHODS

➤ **Document analysis**

➤ Order of the day

➤ Debriefing

➤ Strategic plan

➤ Observational notes

➤ **Meetings with coordinators**

➤ Phase 1 - pre-implementation summer 2014

➤ Phase 2 - implementation summer 2015

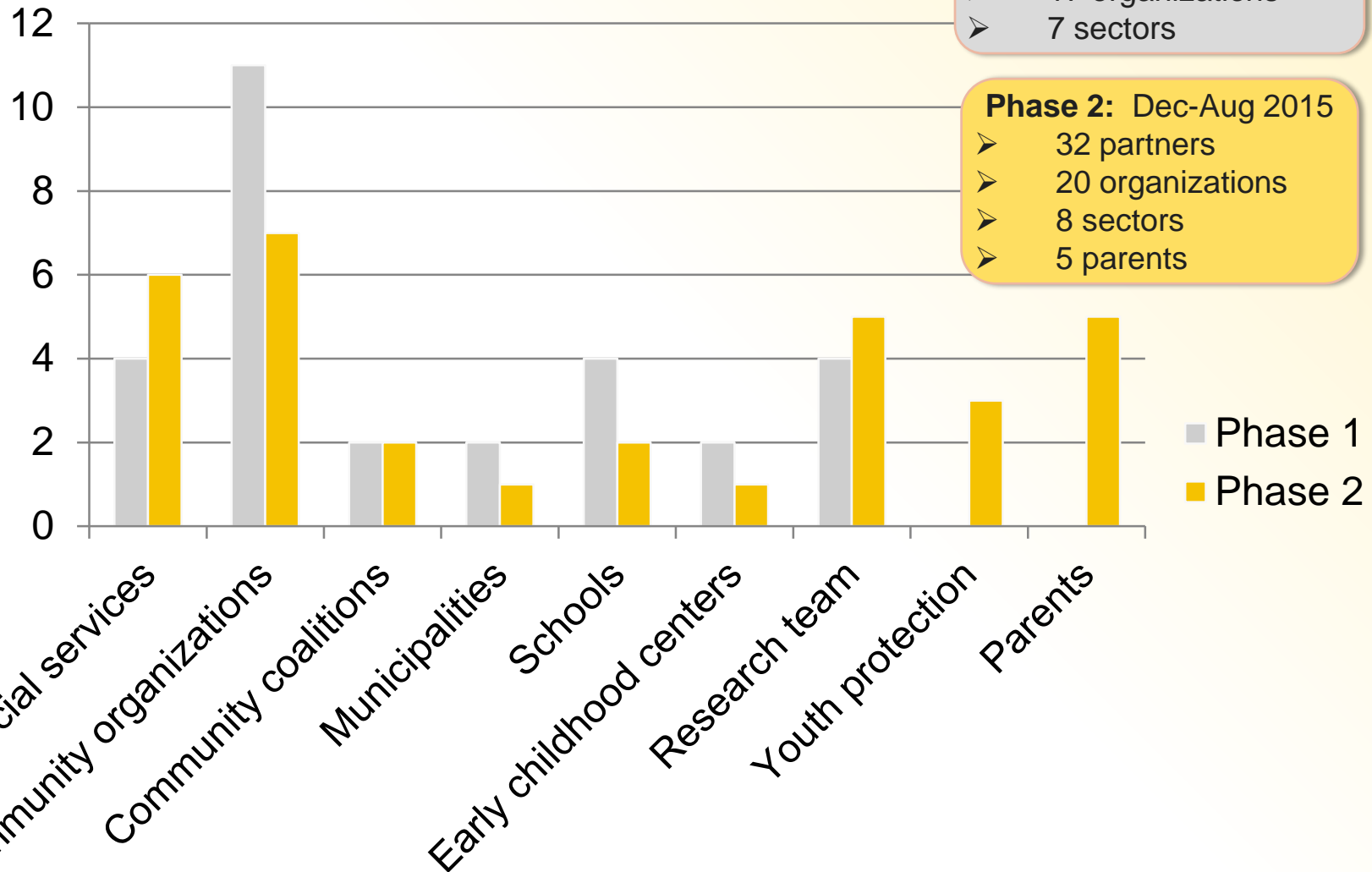➤ Meyers' QIF

WHO PARTICIPATES IN THE PARTNERSHIP?
ORGANISATIONAL PARTNERS

Phase 1: Sept-Dec 2014
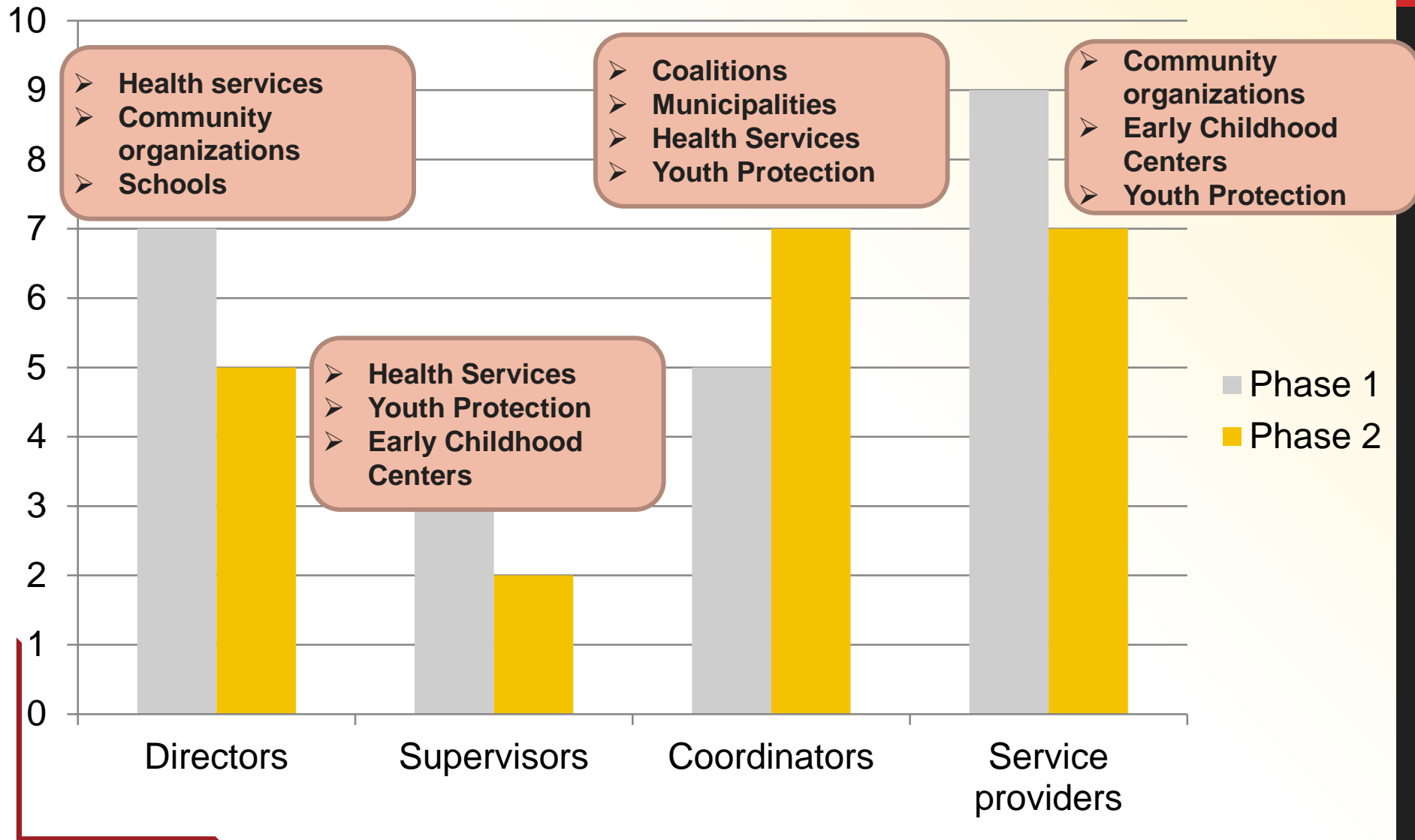- 28 partners
- 17 organizations
- 7 sectors

Phase 2: Dec-Aug 2015
- 32 partners
- 20 organizations
- 8 sectors
- 5 parents

Bar chart comparing Phase 1 and Phase 2 across categories:
- Health and Social services: Phase 1 = 4, Phase 2 = 6
- Community organizations: Phase 1 = 11, Phase 2 = 7
- Community coalitions: Phase 1 = 2, Phase 2 = 2
- Municipalities: Phase 1 = 2, Phase 2 = 1
- Schools: Phase 1 = 4, Phase 2 = 2
- Early childhood centers: Phase 1 = 2, Phase 2 = 1
- Research team: Phase 1 = 4, Phase 2 = 5
- Youth protection: Phase 2 = 3
- Parents: Phase 2 = 5

Legend: Phase 1, Phase 2

What organizational structures do they create to manage their collective work?

Local Implementation Committee

Promotion Committee

Referencing and Functionning Commitee

Local Implementation Committee

- Monitoring of the implementation

- Exchange of informations

- Important decision making

Referencing and Functionning Comitee

➢ Maintain the calendar of Triple P activities

➢ Answer questions from partners to facilitate references

➢ Maintain a list of the people that provide Triple P (who, how much and where) and new players that could possibly be relevant to train

➢ Ensure distribution of Triple P resources as requested by partners

➢ Organize meetings once a month in the first year to ensure the smooth functioning of the supply of services and references to Triple P

Promotion Committee

➤ Plan and coordinate promotion activities by holding a quarterly schedule

➤ Coordinate advertising Triple P activities (leaflets, posters, seminar announcements, etc.)

➤ Mobilize partners for promotional activities in the community

➤ Recruit and mobilize community parents to participate in projects and get some feedback on the Triple P program

WHAT DO THEY WORK ON TOGETHER?

Phase 1

➢ **Implementation plan**

    ➢ Committees structure and functioning

    ➢ Roles, tasks and responsabilities

    ➢ Areas of the district to prioritize

    ➢ Reception of service requests

    ➢ Ressources distribution

    ➢ Activity calendar

➢ **Partners needed**

➢ **Local promotion – phone line**

➢ **Social marketing**

➢ **Links with the research**

➢ **Triple P training**

➢ **Links with other projects in the community – Ex. Alliance**

➢ **Assessment of the last year**

WHAT DO THEY WORK ON TOGETHER?

Phase 2

➢ **Implementation plan**
  ➢ Activity calendar
➢ **Social Marketing**
➢ **Organizations of the service requests**
➢ **Local promotion**
➢ **Assessment of Triple P activities**
➢ **Triple P training : second wave**
➢ **Partners needed – maintain and reaching out**
➢ **Presence in th family events**
➢ **Links with the research**
➢ **Official launch of Triple P in the community**
➢ **Parents involvement in Triple P**

WHAT ROLE DOES THE COORDINATOR PLAY?

Phase 1

FUNCTION	EXAMPLES
Partnership support	• Develop and maintain collaborations • Develop partnerships agreements • Seek expertise in the community • Identify champions and maintain their engagement • Implementation/strategic plan • Meetings
Practionners support	• Presence during the trainings and support • Trainings organization • Presentation of Triple P • Planification of the clinical support
Training & accreditation	• Training and accreditation of the coordinator
Administrative follow ups	• Links Triple P

What role does the coordinator play?

Phase 2

FUNCTION	EXAMPLES
Partnership support	• Maintain the mobilization • Keep some times with strategic partners (Health, schools, CPE, existing coalitions) • Welcoming the new partners • Parents engagement in the partnership • Meetings
Coordination of the Triple P activities	• Update of the activities calendar and website • Promotion of activities in the organizations • Parents registration
Supervising of the service providers	• Individual support • Clinical support within organizations • Training and accreditation planning and follow ups • Codevelopment meetings

WHAT ROLE DOES THE COORDINATOR PLAY?

Phase 1	Phase 2

ATTITUDES
• Ability to develop relationships
• Be engaged in the relationships
• Be proactive
• Be observant
• Finding the balance between not enough and too much presence
• Be strategic
• Respect the rhythm of the partners and the community
• Give recognition
• Be available

DO THE PARTNERS TAKE ON MORE LEADERSHIP OVER TIME?

➢ Yes and… no!
  ➢ Phase 1 vs Phase 2
  ➢ Operational/technical tasks
  ➢ Some sectors more than others
  ➢ Some job roles more than others
  ➢ Skills, $, time

➢ Core tasks still handled by the coordinator

CONCLUSION… SO FAR!

- Diversity – source of strenght!

- Some partnerships are weaker

- Not just a membership! Roles change over time

- Renew buy-in and reinforce capacity : not just a matter of pre-implementation

- Planification is no wasting of time : who, what, when, where, why

- Coordinator plays a key role

- Institutions can be champions

- Sustainability could be a challenge : more champions needed!

REFERENCES

Butterfoss, F. D., Goodman, R. M., & Wandersman, A. (1996). Community coalitions for prevention and health promotion: Factors predicting satisfaction, participation, and planning. *Health Education & Behavior, 23*(1), 65-79.

Lasker, R. D., Weiss, E. S., & Miller, R. (2001). Partnership synergy: a practical framework for studying and strengthening the collaborative advantage. *Milbank quarterly, 79*(2), 179-205

Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American journal of community psychology, 50*(3-4), 462-480.

Wandersman, A., Goodman, R. M., & Butterfoss, F. D. (2005). Understanding Coalitions and How They Operate Chapter 16 as Organizations. *Community organizing and community building for health*, 292.

THANKS TO OUR PARTNERS !

Québec ✚ ✚ ✚

- Ministère de la Santé et des Services sociaux
- CIUSSS de la Capitale-Nationale
- CIUSSS du Centre-Est-de-l'Île-de-Montréal
- CIUSSS de l'Est-de-l'Île-de-Montréal
- Institut national de santé publique du Québec

Association québécoise des **CPE**

Fédération québécoise des organismes communautaires Famille

Montréal region
- CPE La Grenouille Rose
- CPE Les Maisons Enjouées
- Carrefour des femmes d'Anjou
- Carrefour Solidarité Anjou
- Carrousel du P'tit Monde d'Anjou
- Commission scolaire de Montréal
- Commission scolaire de la Pointe-de-l'Île
- L'Antre-Jeunes
- Concertation Anjou
- Maison des Familles Mercier-Est
- Solidarité Mercier-Est
- SAC Anjou

Québec city region
- CPE La Petite École
- CPE L'Enchanté
- CPE L'Éveil Enfantin
- Matinée Frimousses
- Re-Fa-Vie
- Ressources familiales Côte-de-Beaupré
- Académie unisport
- Commission scolaire des Premières Seigneuries
- Beauport d'attache
- Côte-à-côte en action

Chaire de partenariat en prévention de la **maltraitance**