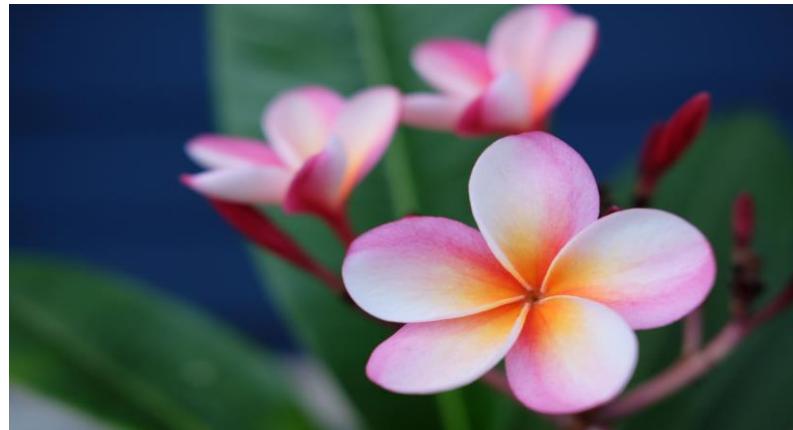


# The Collaborative Care Model with Adolescents – The BHCM

March 21, 2023

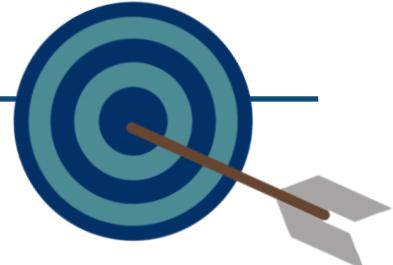
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*What is your favorite Spring activity?*



# Aim of This Training

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- **This is the introductory training to prepare you to launch the Adolescent CoCM Program**
  - Implementation is a process and will require more preparation beyond today
- **For some, this will be review; for others it will be new material**
  - Scope of experience/practice depends on roles and responsibilities at your PO/Practice
- **Continued support beyond this training to support the Adolescent CoCM Program**
  - Additional training and resources will be available to advance your skills and support your PO/Practice
  - Reach out to your training partners as questions come up in the implementation process

# Disclaimer

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Each physician organization and/or practice is solely responsible for all billing practices and medical care and services delivered to its patients and all decisions related to such medical care and services. Neither MICMT, the Regents of the University of Michigan, or MI-CCSI shall be responsible for any delivery of medical care or other services to any patient, or any decisions, acts or omissions of persons in connection with the delivery of medical care or other services to any patient.



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# Learning Objectives

- Describe depression, anxiety, and other common co-morbid psychiatric disorders that occur during adolescence
- Explain the basic treatment options for depression and anxiety
- Perform a basic suicide risk assessment
- State primary attributes of adolescent brain development
- Identify the ways that these attributes impact interactions between youth and adults in a clinical setting
- Identify personal biases in adolescent care and interaction
- List three of the care management processes relative to the Collaborative Care Model (CoCM)
- Review techniques for effective engagement with adolescents and their caregivers
- Examine the special considerations needed when working with adolescents and their caregiver through the CoCM process
- Describe strategies for care coordination in a planned proactive manner
- Review various psychotherapy techniques and when to consider referral to specialty mental health providers for adolescents
- Explain the importance of self-care in the treatment of anxiety and depression in adolescence

# Training Schedule

8:00am – 8:15am	Introductions
8:15am – 8:45am	Adolescent Brain Development
8:45am – 9:45am	Assessing and Engaging Adolescents in Care Coordination
9:45am – 10:00am	Break
10:00am – 10:30am	Care Coordination
10:30am – 11:00am	Overview of Evidence Based Psychotherapeutic Modalities
11:00am – 12:30pm	Self-Care, A Critical Component of Adolescent Depression and Anxiety Management
12:30pm – 12:45pm	Conclusion and Evaluation

# Virtual Etiquette

## Provide feedback

- Be an active participant by asking questions and responding to questions through the chat feature and responding to polls

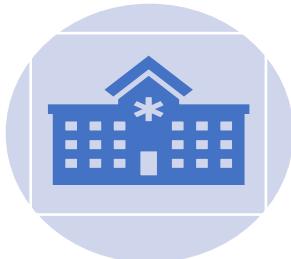
## Video and Audio:

- Unless distracting, please turn video ON. This is crucial for building trust and engagement.
- Test your video and audio before the meeting begins.
- Try to look at the camera when talking (to mimic the feeling of in-person eye contact).
- Adjust your camera if it is too high or low.
- Closed captioning is activated but individual users may deactivate this feature if they prefer by selecting “Hide

## Environment:

- Be aware of your backgrounds to not be distracting.
- Position yourself in the light.
- Find a quiet place to join or mute yourself as necessary.

# Disclosure



The Michigan Center for Clinical Systems Improvement (MiCCSI), Michigan Institute for Care Management and Transformation (MICMT), and Michigan Collaborative Care Implementation Support Team (MCCIST) have been contracted by Blue Cross Blue Shield of Michigan for this project.



This presentation is being recorded

# Who's here with us today?

- Your role in your organization
- How long you've been in this role

**Sparks**



**ADOLESCENT  
HEALTH INITIATIVE**

# **ADOLESCENT BRAIN DEVELOPMENT**

# CASE SCENARIO: SHAYLA

You work at the front desk. 16 year-old Shayla is 10 minutes late for her appointment, and she comes up to the front desk to check in. She does not look up at you, but instead, she stands at the desk and appears to be texting. In an upbeat voice, you say, "hello! Do you have an appointment?"

She continues to look at her phone, Frowns, and keeps texting while you wait. Finally, she looks up and says, "what?"



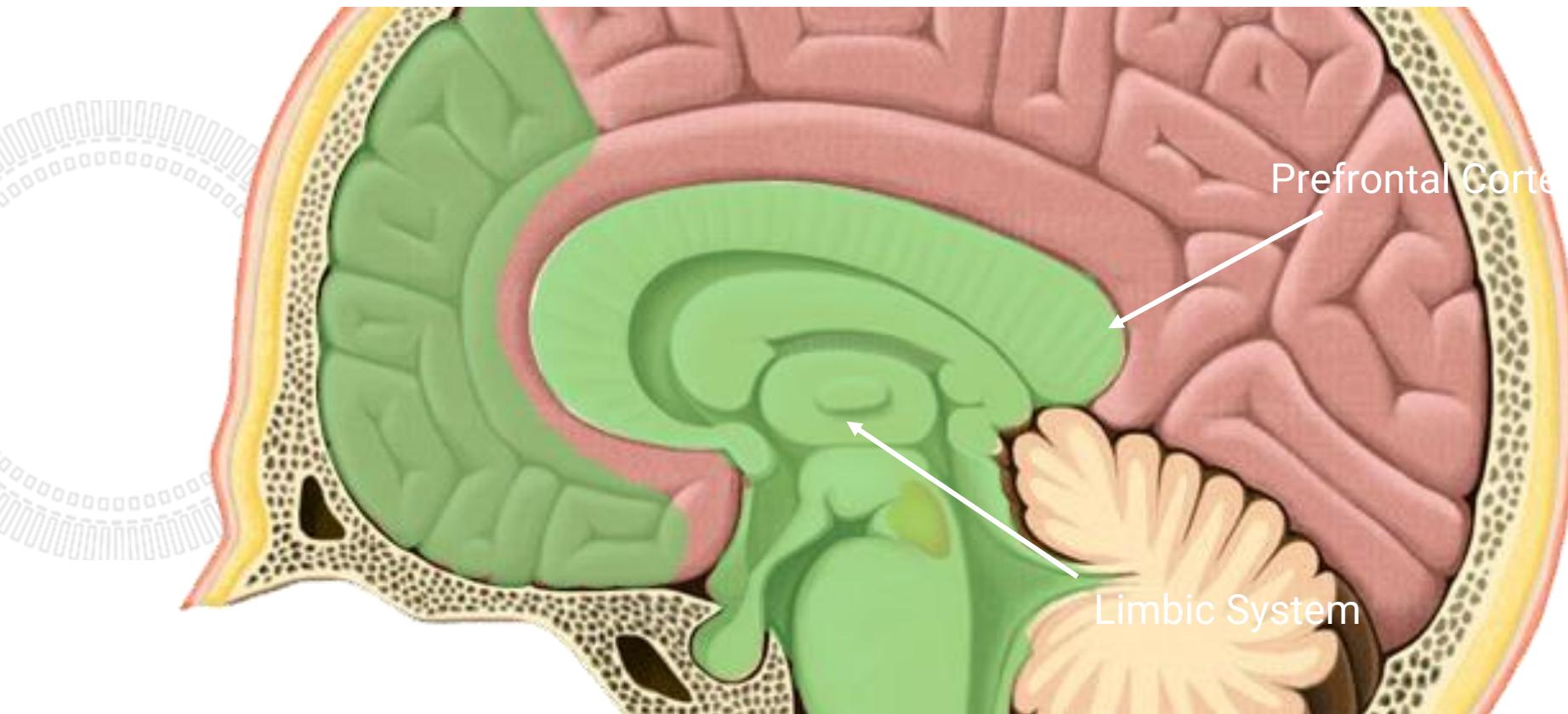
# ADOLESCENCE IS A VITAL PHASE



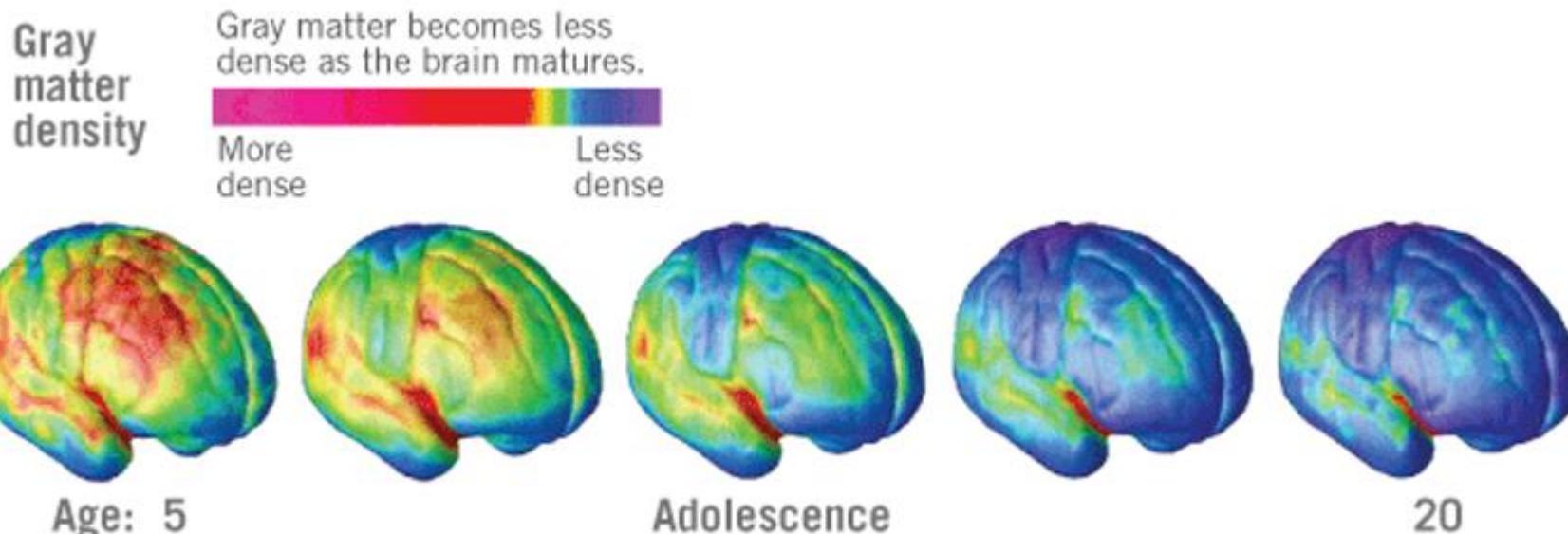
Adolescence is an essential stage of life, and its developmental characteristics are a natural part of the way the brain is changing.



# BRAIN DEVELOPMENT



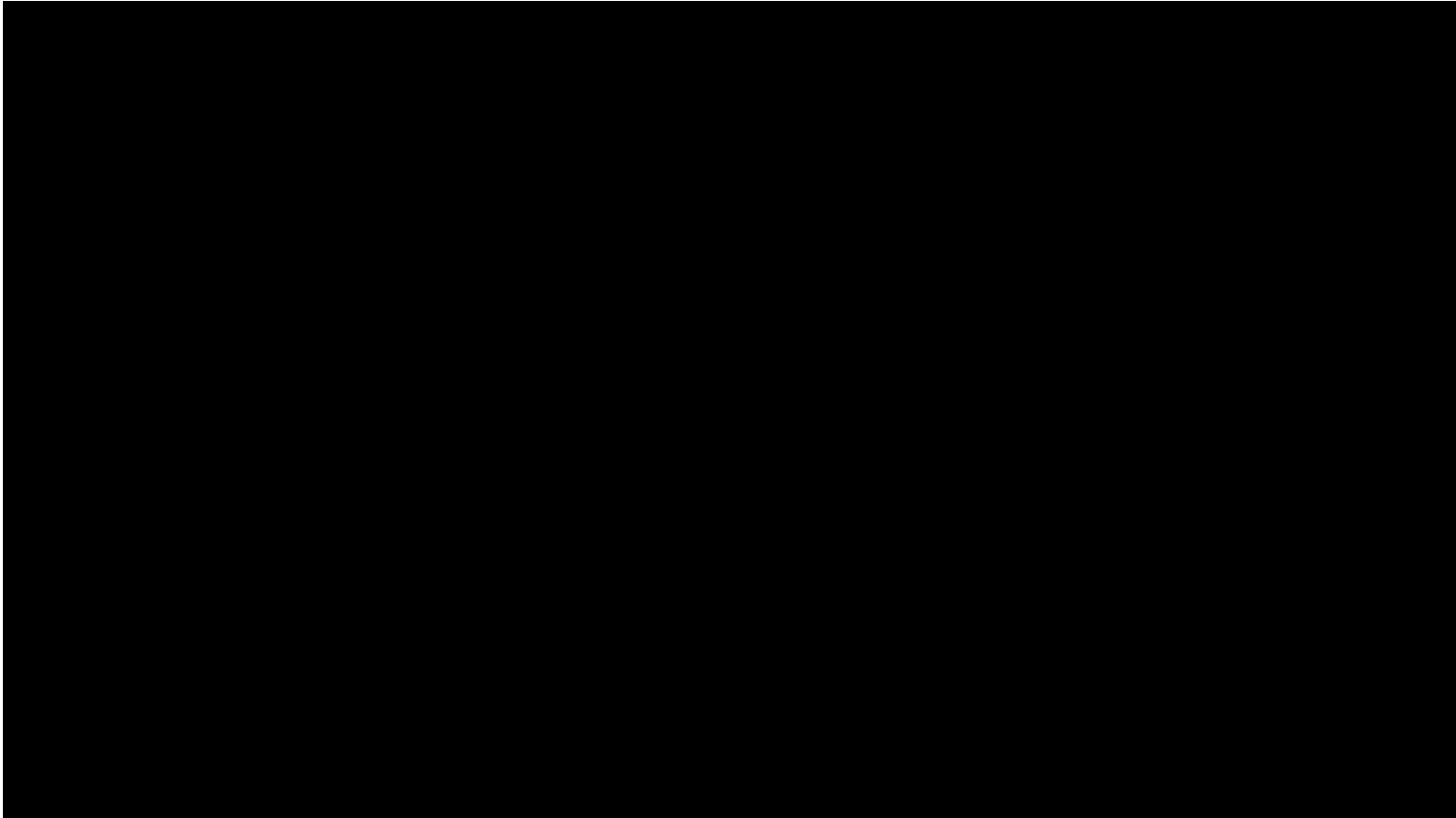
# BRAIN DEVELOPMENT



Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., *Proceedings of the National Academy of Sciences*, May 25, 2004; California Institute of Technology

# RELATING BRAIN DEVELOPMENT TO BEHAVIORS

Sparks



<https://www.youtube.com/watch?v=P629TojpvDU>

# DISCUSSION

- **WHAT ARE SOME QUALITIES OF ADOLESCENTS THAT YOU ADMIRE?**
- **WHAT QUALITIES COULD BE SEEN AS FRUSTRATING?**
- **HOW DOES THIS COME UP FOR YOU IN YOUR ROLE?**

# DEVELOPMENTALLY APPROPRIATE BEHAVIORS

Sparks 



# DEVELOPMENTALLY APPROPRIATE BEHAVIORS

Sparks



# WHAT CAN WE DO?

Sparks 



# BEYOND GUT REACTIONS

Sparks 



# CASE SCENARIO: SHAYLA

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She continues to look at her phone, frowns, and keeps texting while you wait.

Finally, she looks up and says, "What?"

Gut Feeling?

Negative Assumptions

Alternative Explanation/Developmental Characteristics



# CASE SCENARIO: DANNY

Danny is 16 and arrives at his annual physical 15 minutes late. You notice some fresh bruises on his legs and a recent cut on his arm that may require stitches. When you ask about the cuts and bruises, Danny tells you that he and his friends like to do extreme sports, and padding and helmets get in the way, so he doesn't use them. Then Danny tells you that he's been having trouble seeing the chalkboard at school lately because his vision is blurry.

Gut Feeling?

Negative Assumptions?

Alternative Explanation/Developmental Characteristics



# CASE SCENARIO: JADA

Jada is 15 and is being seen because her mother wants her to begin birth control, since her mother found out that Jada has been having sex. Every time you talk to her, Jada starts laughing. At first, you just repeat what you say so she can hear you, but she keeps laughing, which is making it hard for you to communicate with her.

Gut Feeling?

Negative Assumptions?

Alternative Explanation/Developmental Characteristics



What is one thing you can do differently  
to engage adolescents?



# Sparks



ADOLESCENT  
**HEALTH** INITIATIVE



# THANK YOU!

<https://umhs-adolescenthealth.org/improving-care/spark-trainings>