



ESPACE TRANSITION

ET at the Museum

Preliminary evaluation of the art-based rehabilitation group program for youths with psychiatric disorders: *Espace Transition au Musée*

12th International Conference on Child and Adolescent Psychopathology

July 18th 2017



BACKGROUND



PROGRAM DESCRIPTION



PILOT EVALUATION



PRELIMINARY RESULTS



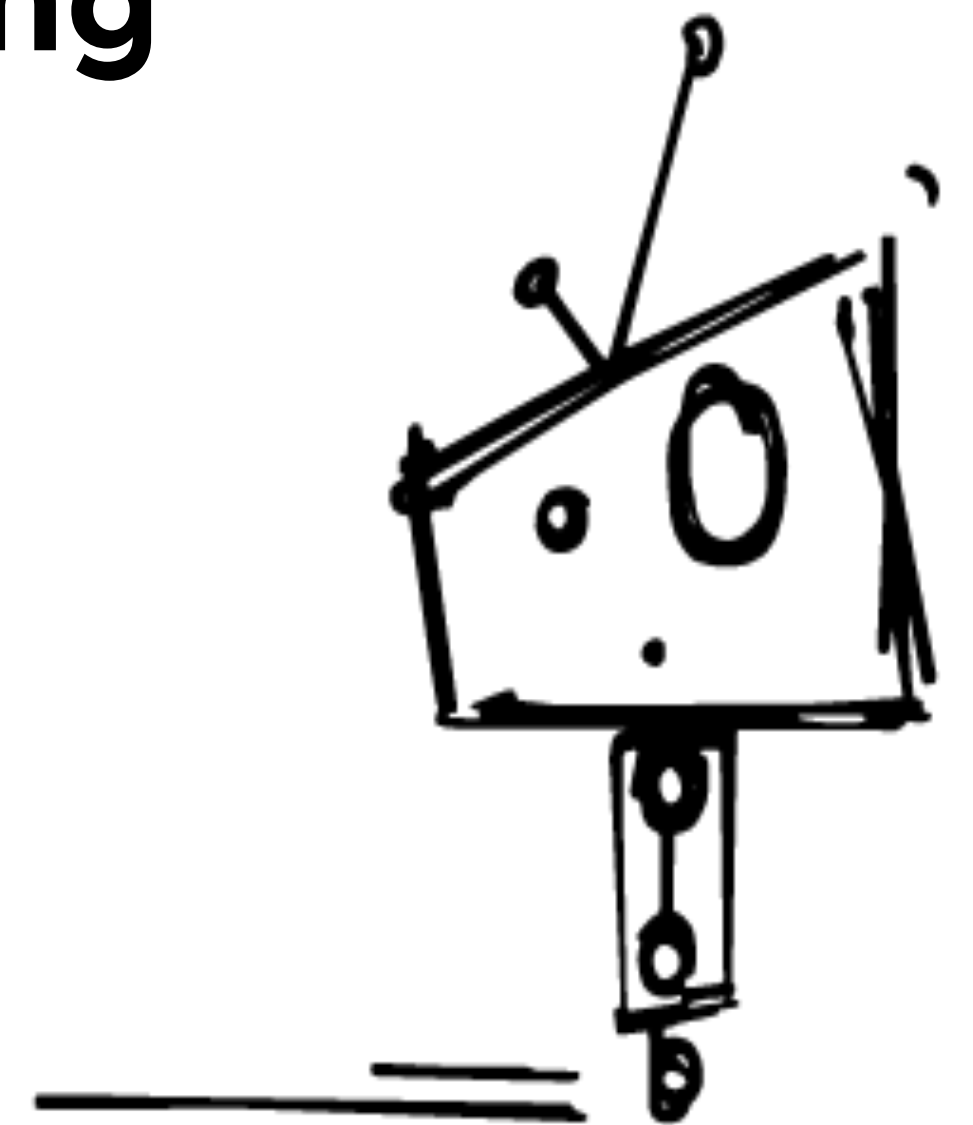


BACKGROUND



YOUTHS, MENTAL DISORDERS & SERVICES

- **Intensive/prolonged care can be fragilizing**
- **Post-hospitalisation transition often is a period of heightened vulnerability**
- **Conventional pediatric v. adult organisation of services is non optimal**
- **Youths are particularly refractory to receiving MH services**



ARTS/CREATIVITY INTERVENTIONS⁵



Growing interest in the mental health sphere



Empirical support
(efficacy, accessibility, attractiveness)



ART-
THERAPY

ARTS IN
HEALTH

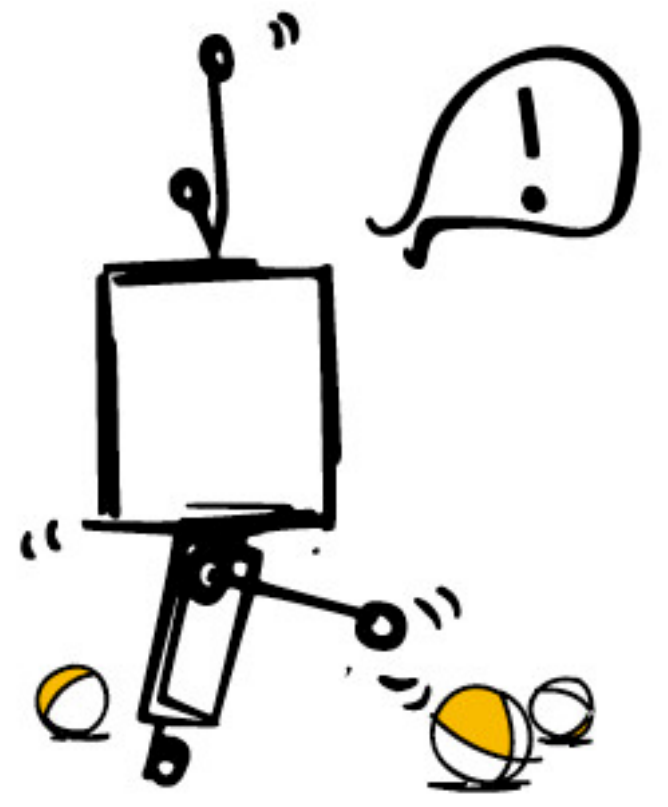


PROGRAM DESCRIPTION





REHABILITATION PROGRAMS



ALL ON STAGE

Theatre-Circus



UP TEMPO

Music



CELLO DISCOVERY

Music



ET AT THE MUSEUM

Arts and crafts

TARGETED POPULATION

YOUTHS AGED 14 -25
(10 -15 participants/group)

2/3

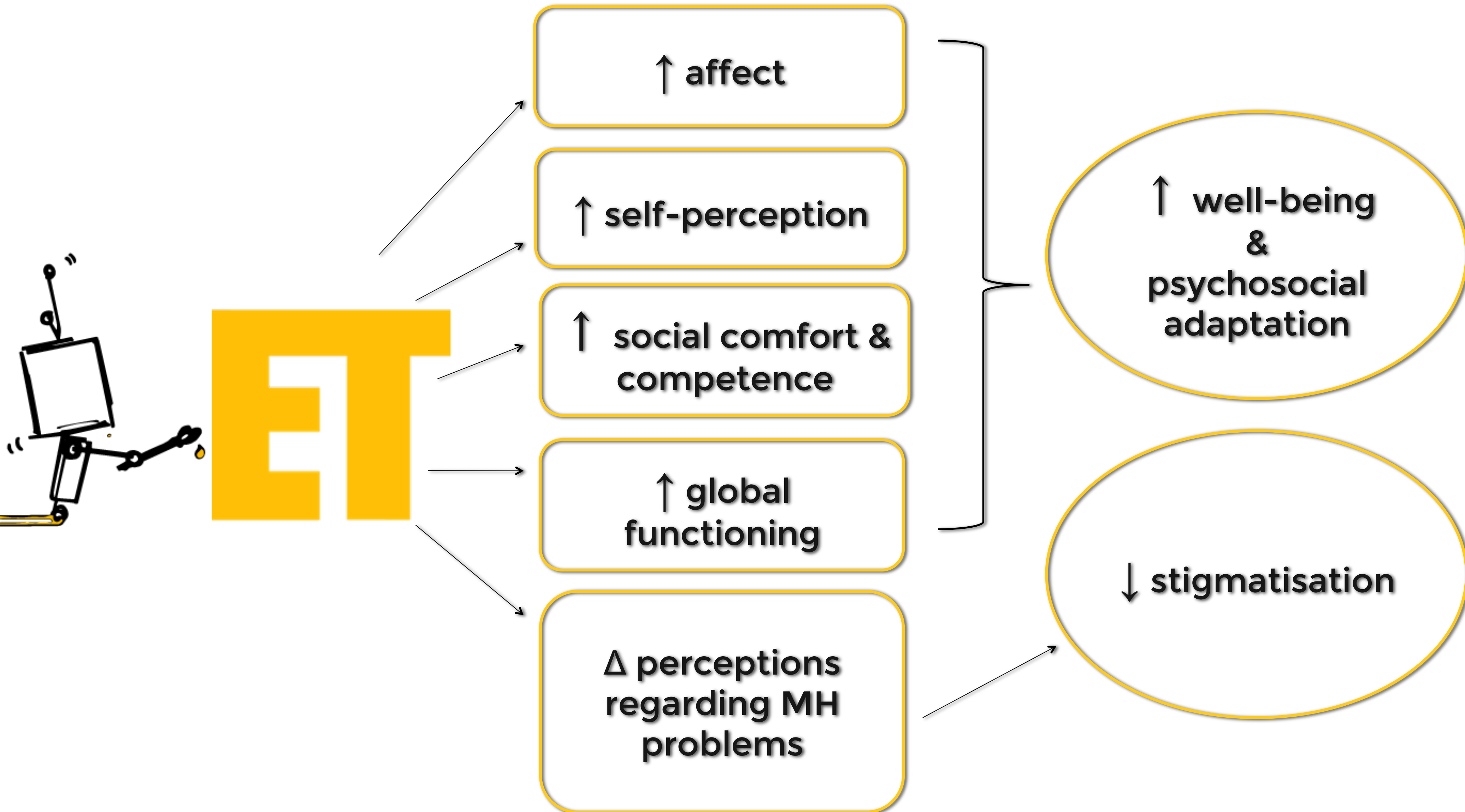
**W/ stabilized
psychiatric
disorder**

1/3

**W/O psychiatric
disorder**



GOALS & OBJECTIVES



ACTIVITIES FOR APPRECIATION OF ART WORKS



**CREATIVE
WORKSHOPS**

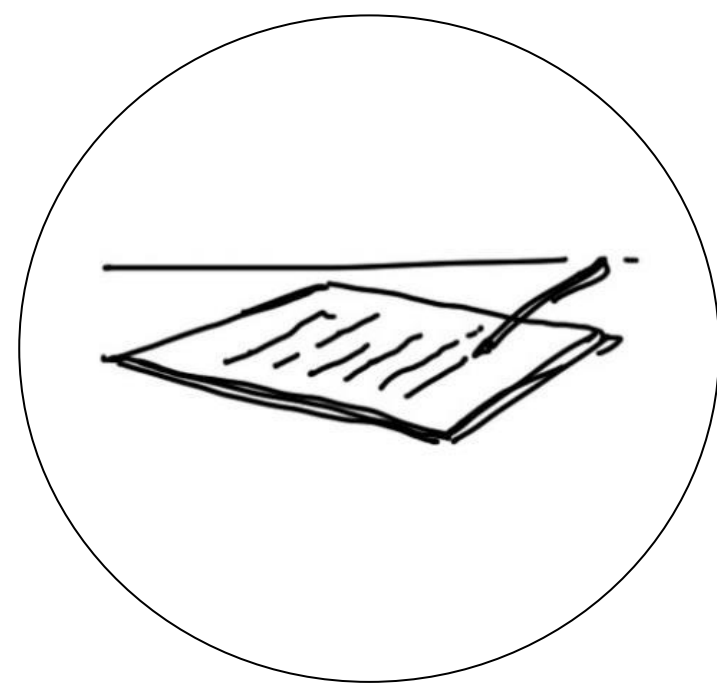
**PUBLIC
EXHIBITION**



GENERAL COMPONENTS



- Group modality
- Respectful & supportive climate
- Heterogeneous group composition
- Normalizing & stimulating context
- Non-therapist conductor
- Clinical support



PILOT EVALUATION



OBJECTIVES

To assess program...

- **Implementation**
- **Effects**
 - hypothesized
 - unanticipated
- **Mechanisms of action**



METHODS

14

- **Repeated-measures design**
(pre-, post-, 3-month follow-up)

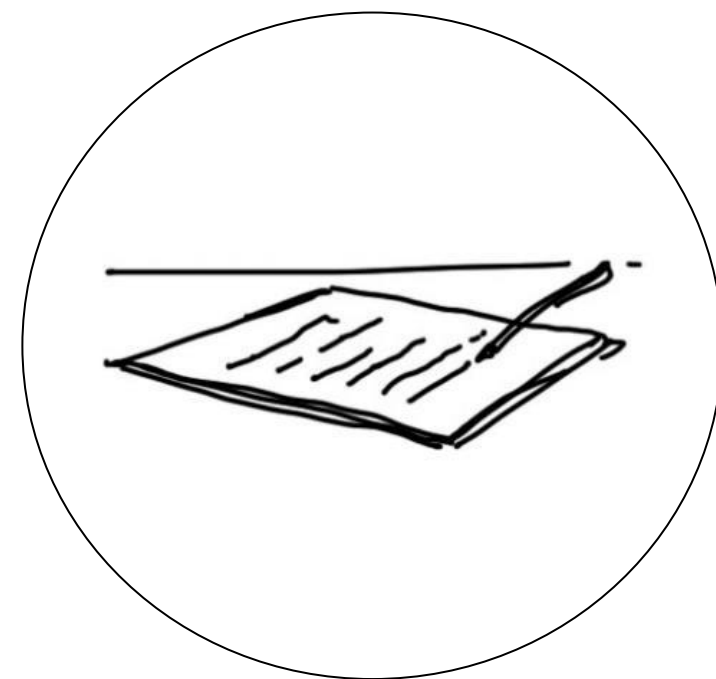
SOURCES

- Program participants
($N = 12$; 81% ♀, 13-25 y)
- Referring clinicians ($N = 8$)
- Close relatives ($N = 8$)

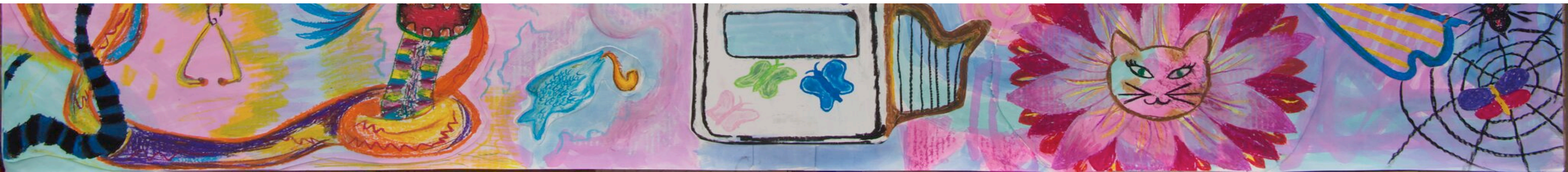
METHODS

- Validated questionnaires
- Semi-structured interviews
- Direct observation



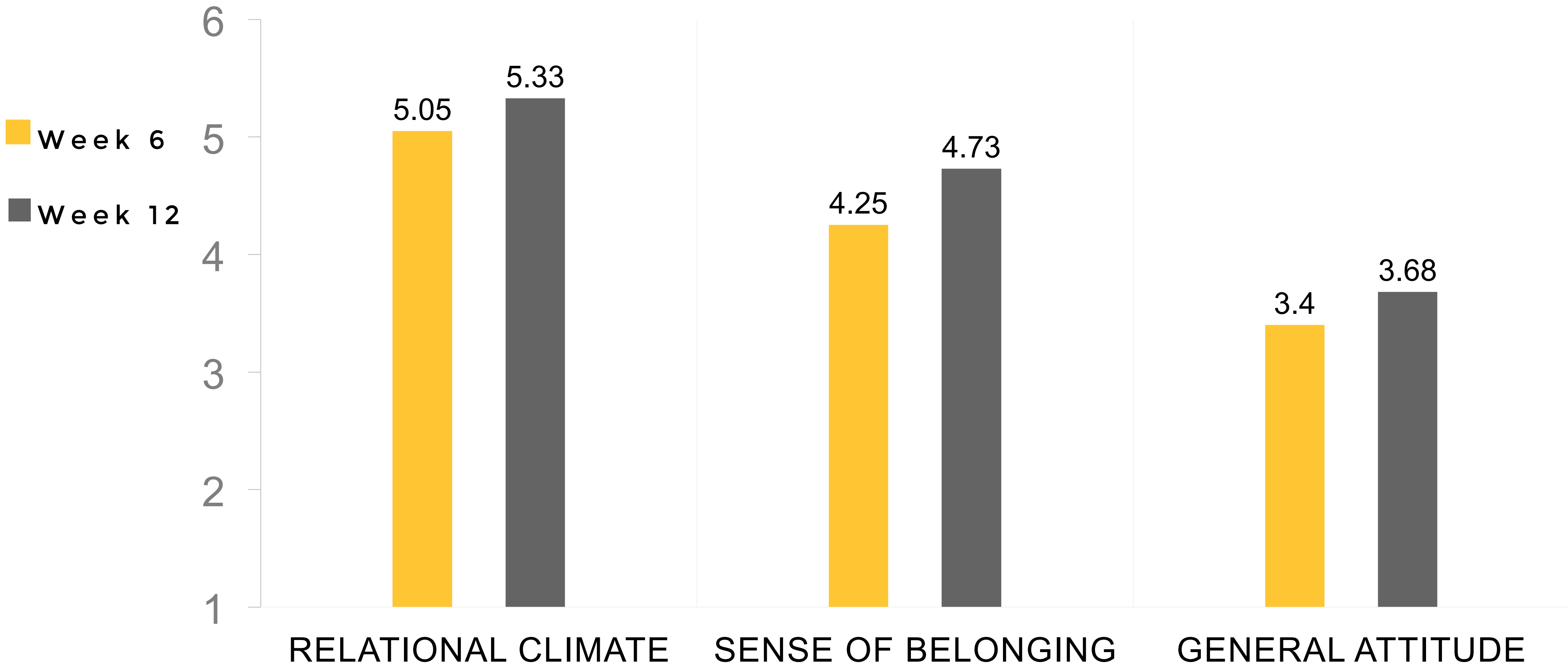


PRELIMINARY RESULTS

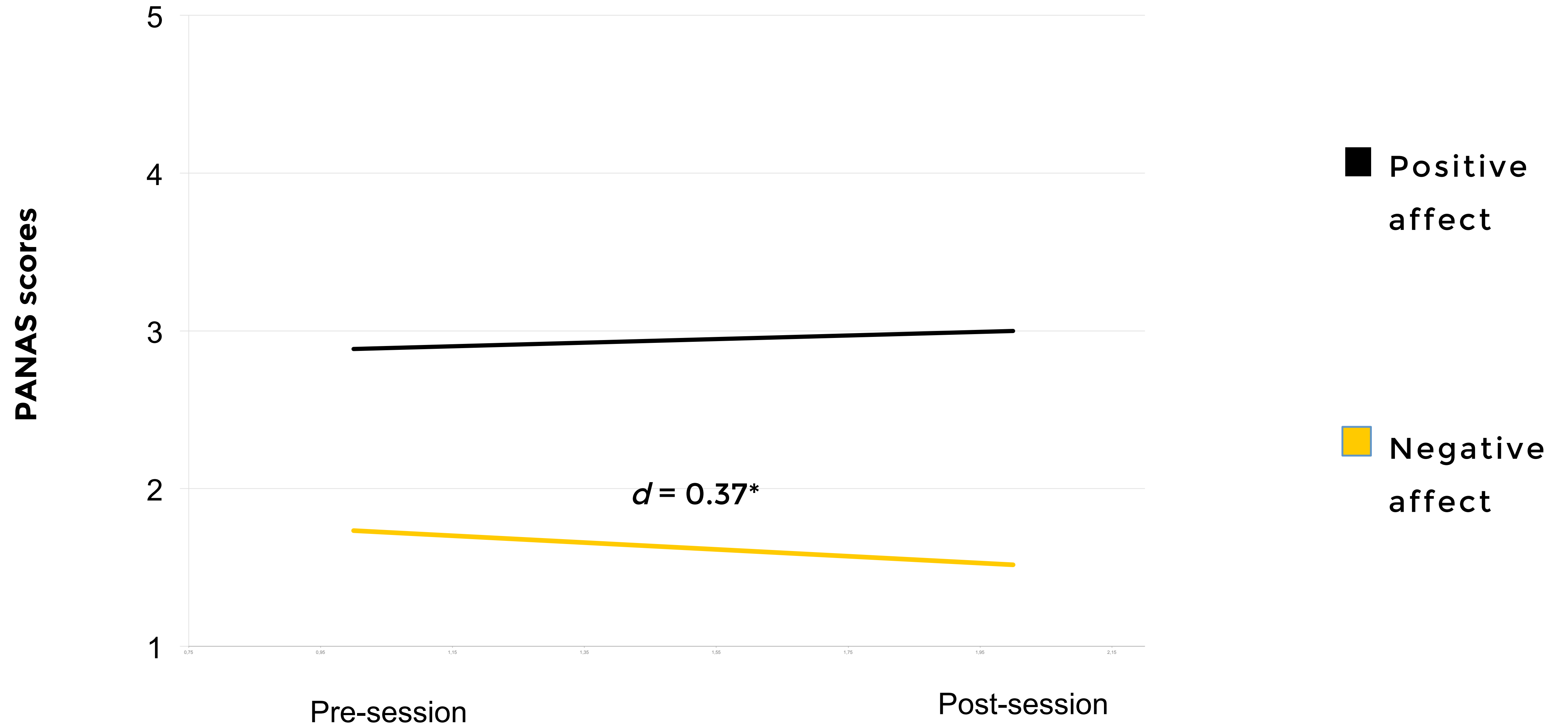


PARTICIPANTS RESPONSE

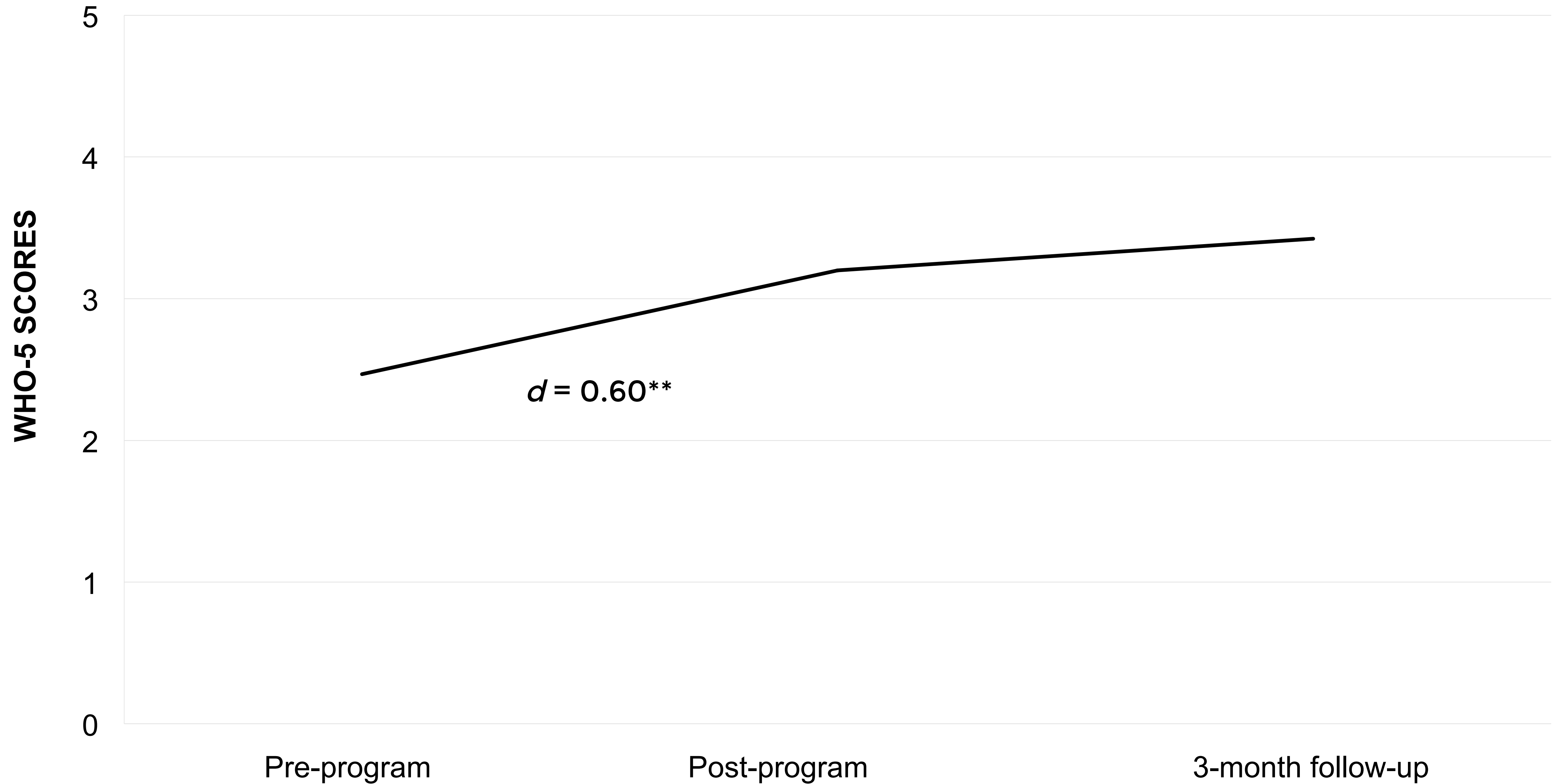
(SEQ)



AFFECT



WELL-BEING

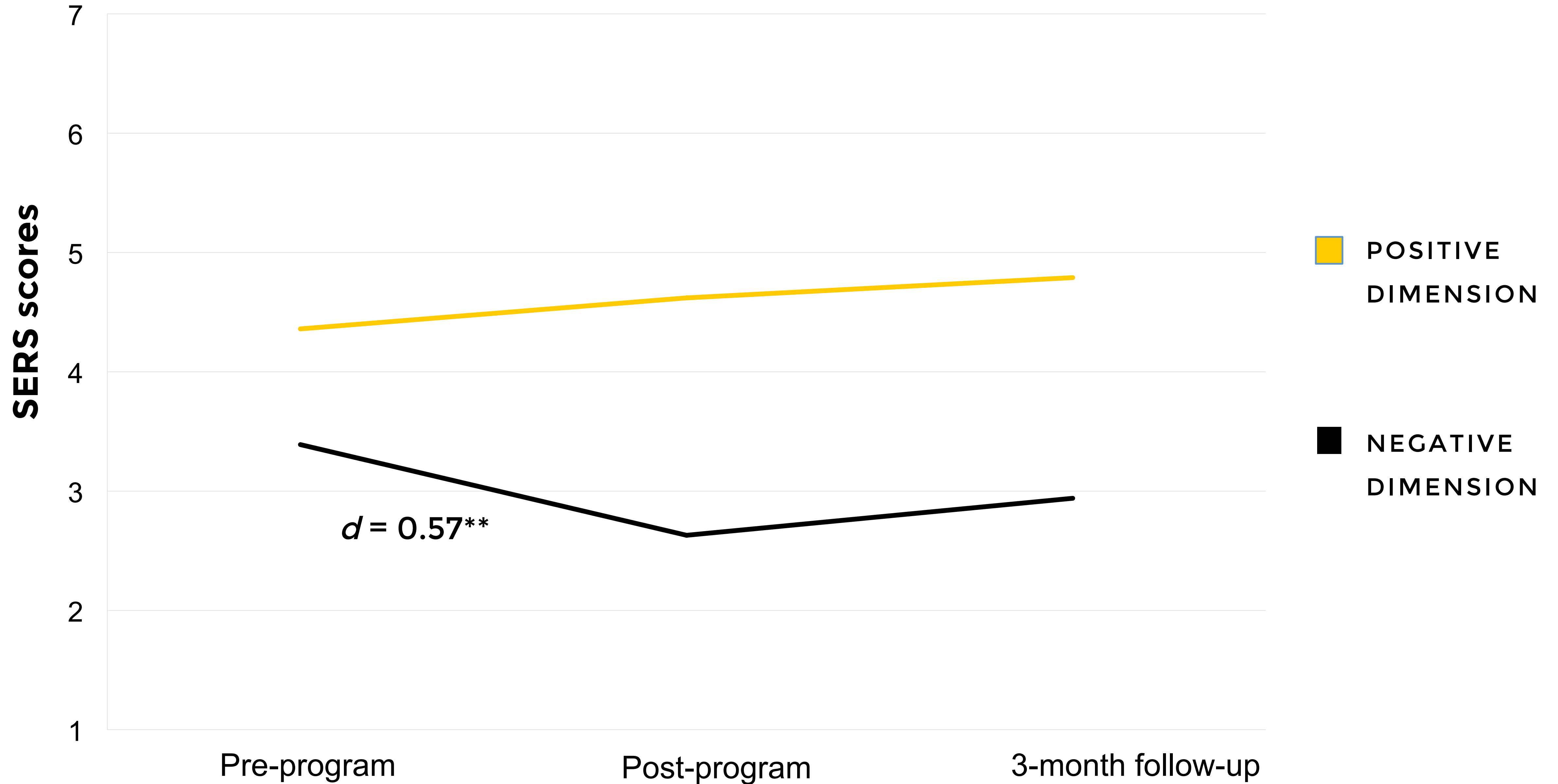


A young girl with long dark hair is looking at a display of colorful woven masks in a museum. The masks are made of intricate woven patterns in various colors like purple, yellow, and red. The girl is looking at the masks with interest and admiration. The background is dark, highlighting the vibrant colors of the masks.

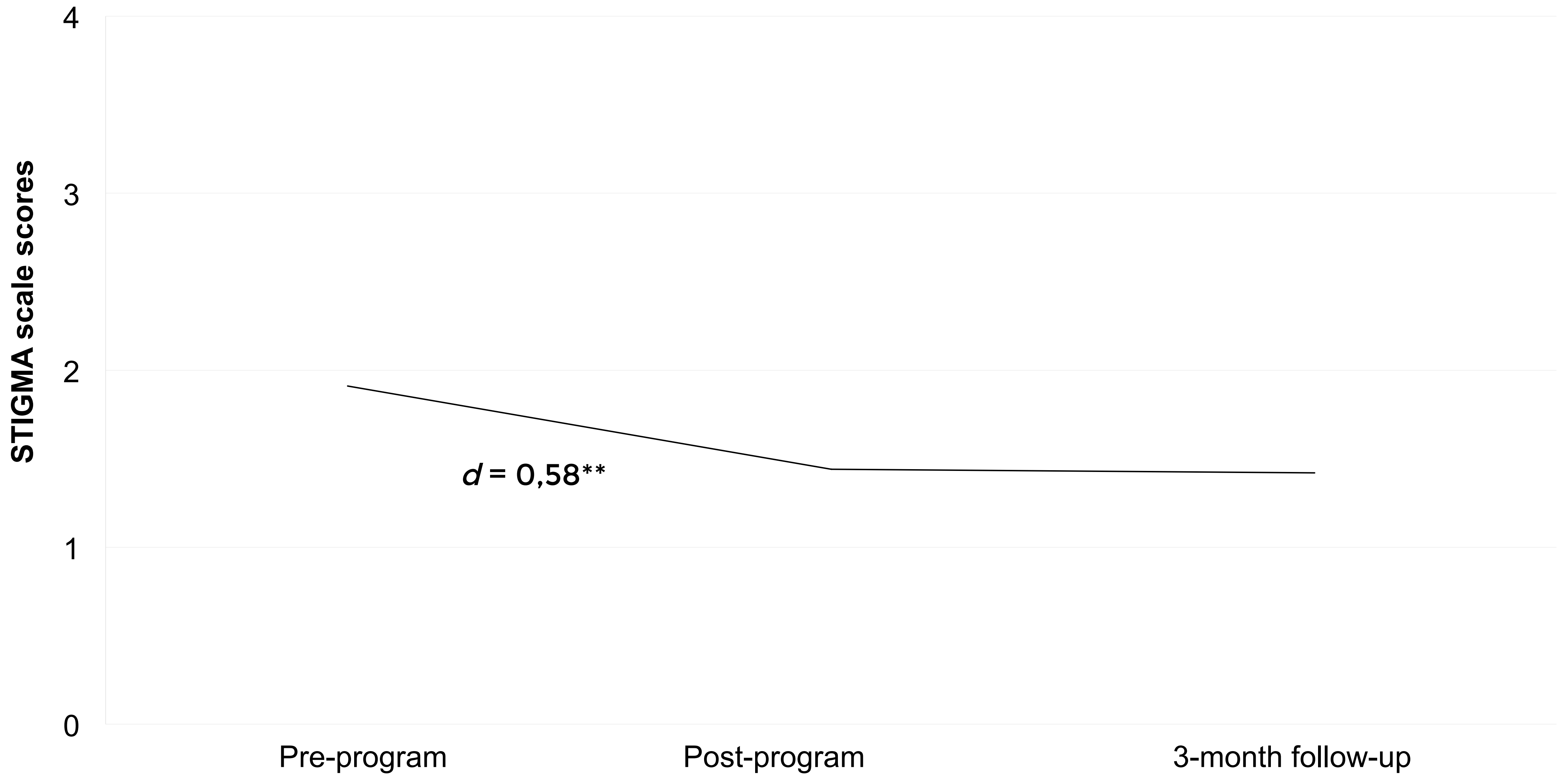
«It lifted up my mood. It made me happier and I was enthusiastic about it so I wanted to go back.»

-Participant, 14 years

SELF-ESTEEM



PERCEIVED STIGMATISATION





«I dare more, I'd do things that I wouldn't do before. I am starting to be more myself. Before I would hide a little to avoid being judged, but know, I've learned to forget about that and just to squarely go straight!»

-Participant, 16 years

IN CONCLUSION...

- Preliminary results consistent with program objectives
- Much more to come...
 - Interview data
 - Clinicians & relatives data
 - Observational data



Espace Transition au Musée



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THANK YOU



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Thomas Bastien



«It was not an obligation, it was like a little challenge that I would give myself everytime: I have to go because I know I'll be better [...]. »

- Participant, 18 years

INSTRUMENTS

Validated questionnaires

- *PANAS* (Watson, Clark & Tellegen, 1988)
- *WHO-5 Well-being Index* (Bech, 1987)
- *Self Esteem Rating Scale* short version (Nugent, 1995)
- *Stigma Scale* (King, 2007)
- *FNES* (Leary, 1983; Watson & Friend, 1969)
- *ESSJA* (Michaud, Bégin, & McDuff, 2006)
- *ERA* (Zinetti Bertschy et al., 2004)
- *WSAS* (Marks, 1986) ***
- *School Environment Questionnaire* (Janosz & Bouthiller, 2007)
- *Participant's response questionnaire* (Archambault et al., 2012)

Semi-structured interviews

Direct observation (on-site clinician + independent)

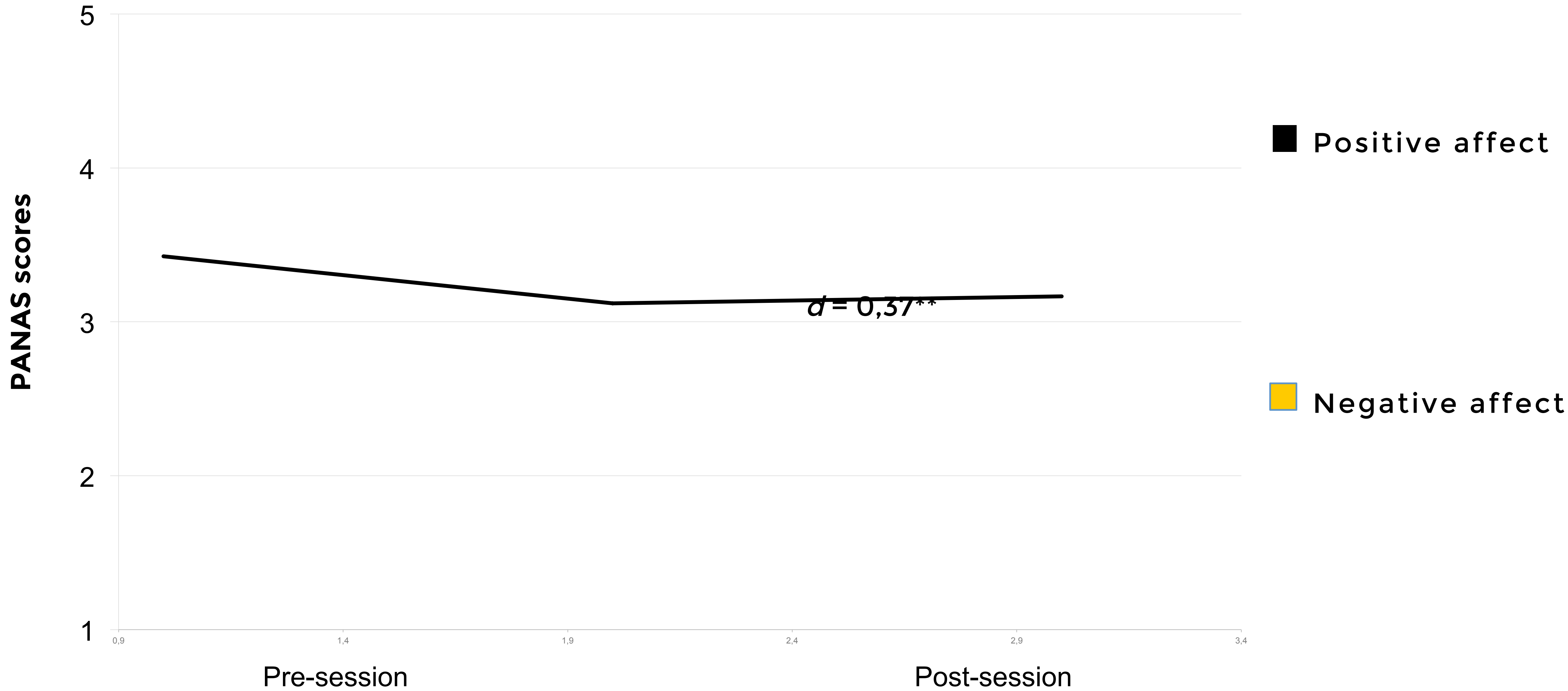


ANALYSES

- Quantitative :
Repeated-measures ANOVAs
- Qualitative :
Thematic analysis
- Mixed:
Integration of QUAL & QUANT
results at interpretation



EPJNA





Entrepreneurial activities differ substantially depending on the type of organization



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Espace Transition au Musée

et du CHTL Ste Justine et du Musée des Beaux-arts de M

Entrepreneurial activities differ substantially depending on the type of organization

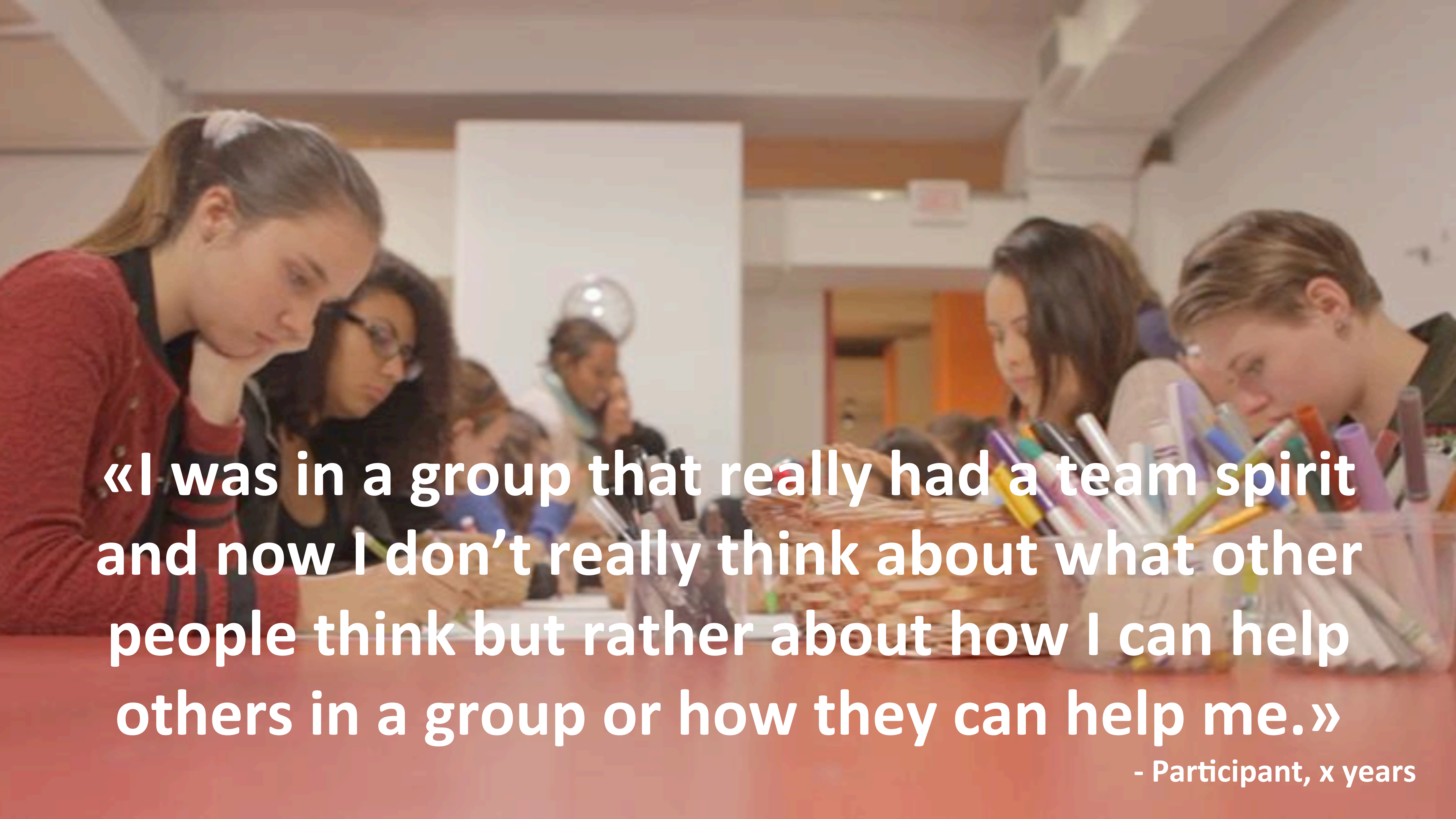


Entrepreneurial activities differ substantially depending on the type of organization

PROTOCOL

- Repeated measures:
 - pre-, post-program, 3 m. follow-up
 - pre-post session
- Mixed methods & triangulation
 - participants, clinicians, & relatives
 - questionnaires, interviews, & observation
- Collaborative & naturalistic approach




A group of young women are seated at a long table in a workshop or classroom setting. They are focused on their work, with some looking down at papers or materials on the table. In the foreground, a large wicker basket is filled with various colored markers. The background shows other people and a whiteboard, suggesting a collaborative learning environment.

«I was in a group that really had a team spirit and now I don't really think about what other people think but rather about how I can help others in a group or how they can help me.»

- Participant, x years

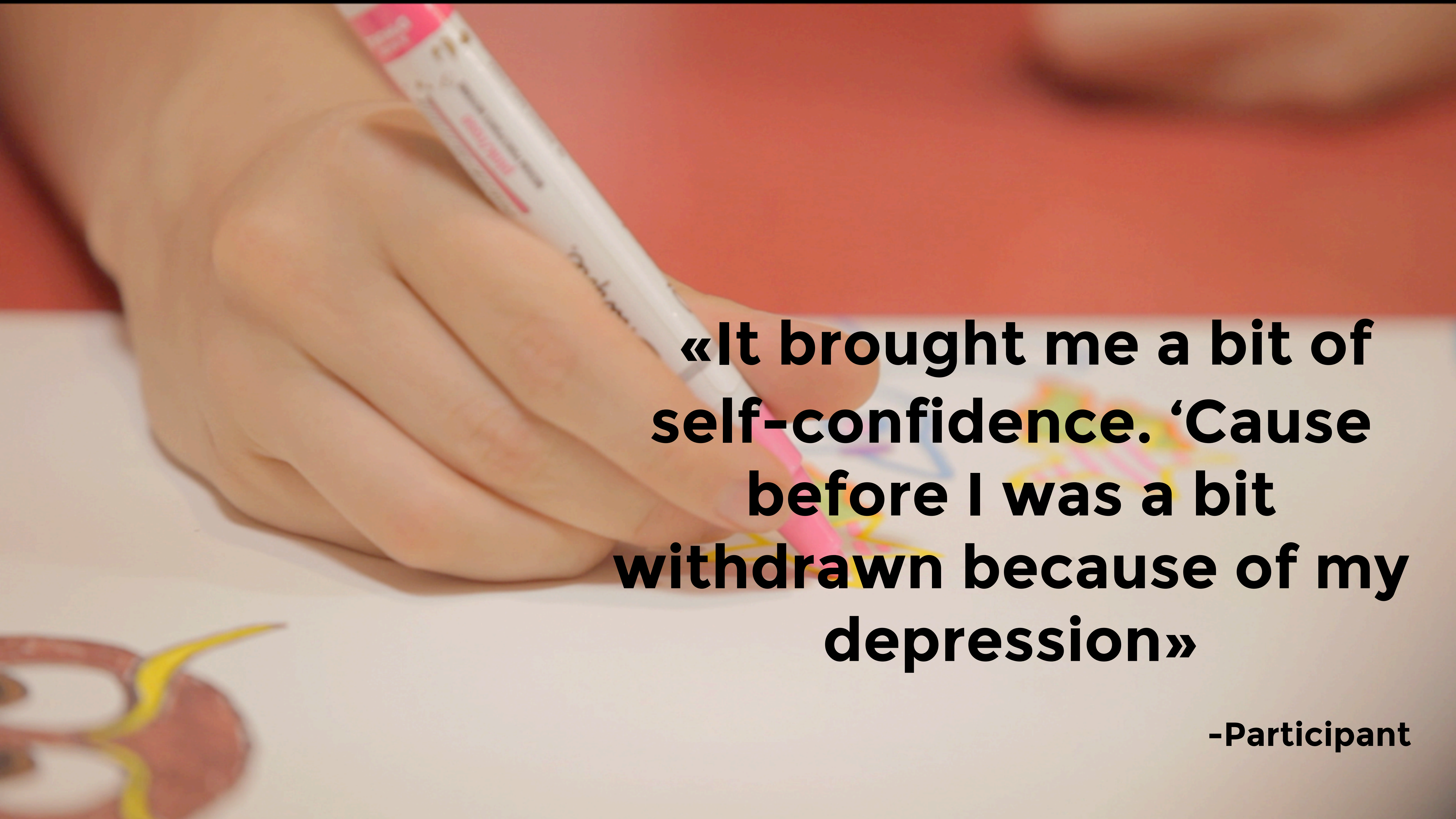






«She was much more joyful, from the very first activity. Happier, more relaxed. »

-Participant's mother



«It brought me a bit of self-confidence. 'Cause before I was a bit withdrawn because of my depression»

-Participant



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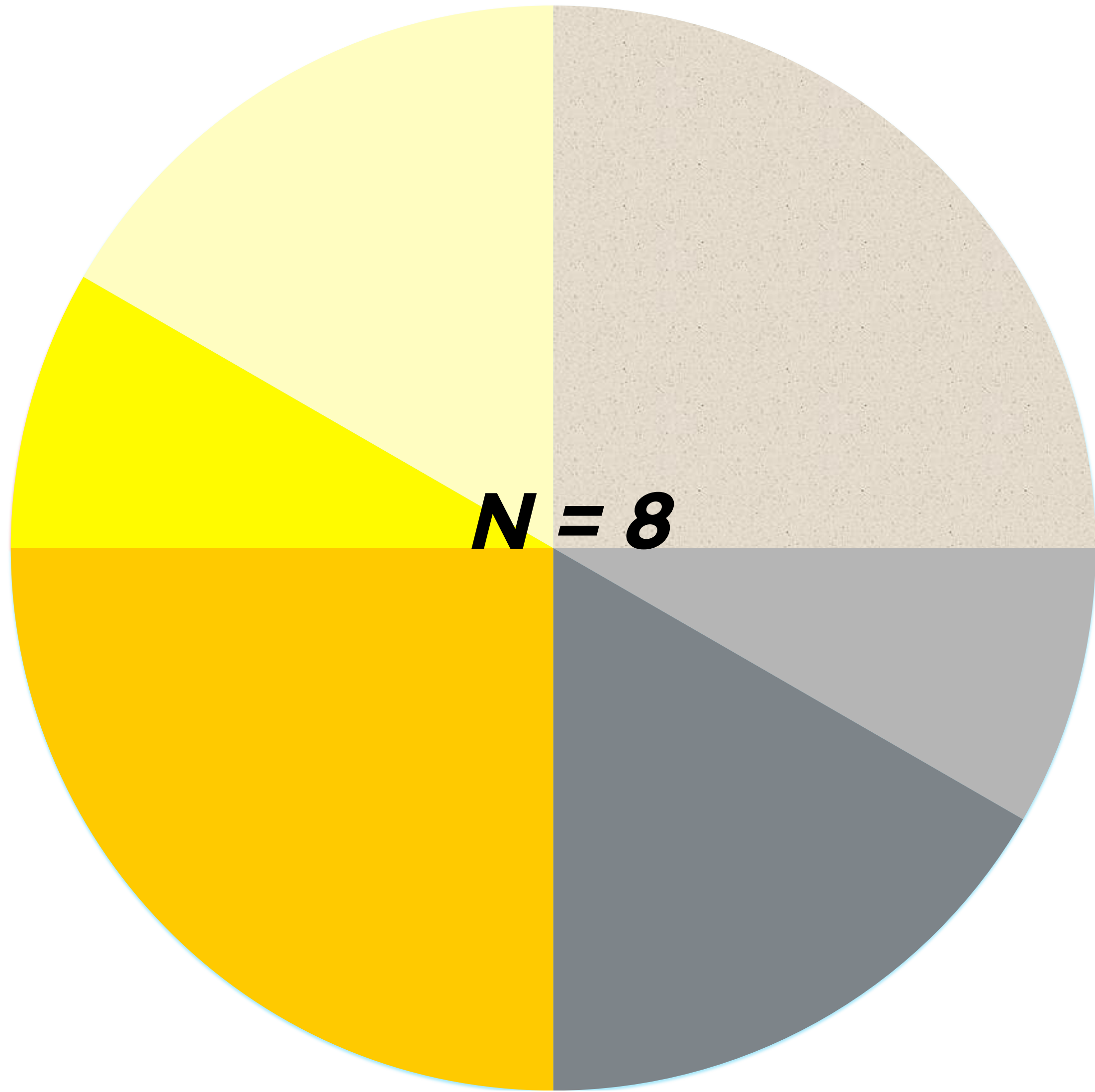
-Participant's mother

A close-up photograph of a hand holding a black marker, drawing a vibrant rainbow on a piece of white paper. The rainbow consists of several concentric, slightly curved bands of color: blue, orange, yellow, green, pink, and purple. The hand is positioned on the right side of the frame, with the marker tip touching the paper. In the background, there are other colorful markers and some faint, illegible text on the paper. The overall scene suggests a creative or educational activity.

**«Now she is more like : « I am Tricia, I am like that and accept me as I am. »
She even told some of her friends from school that she was autistic. Before, she had never said that she was autistic.»**

-Participant's mother

PARTICIPANTS

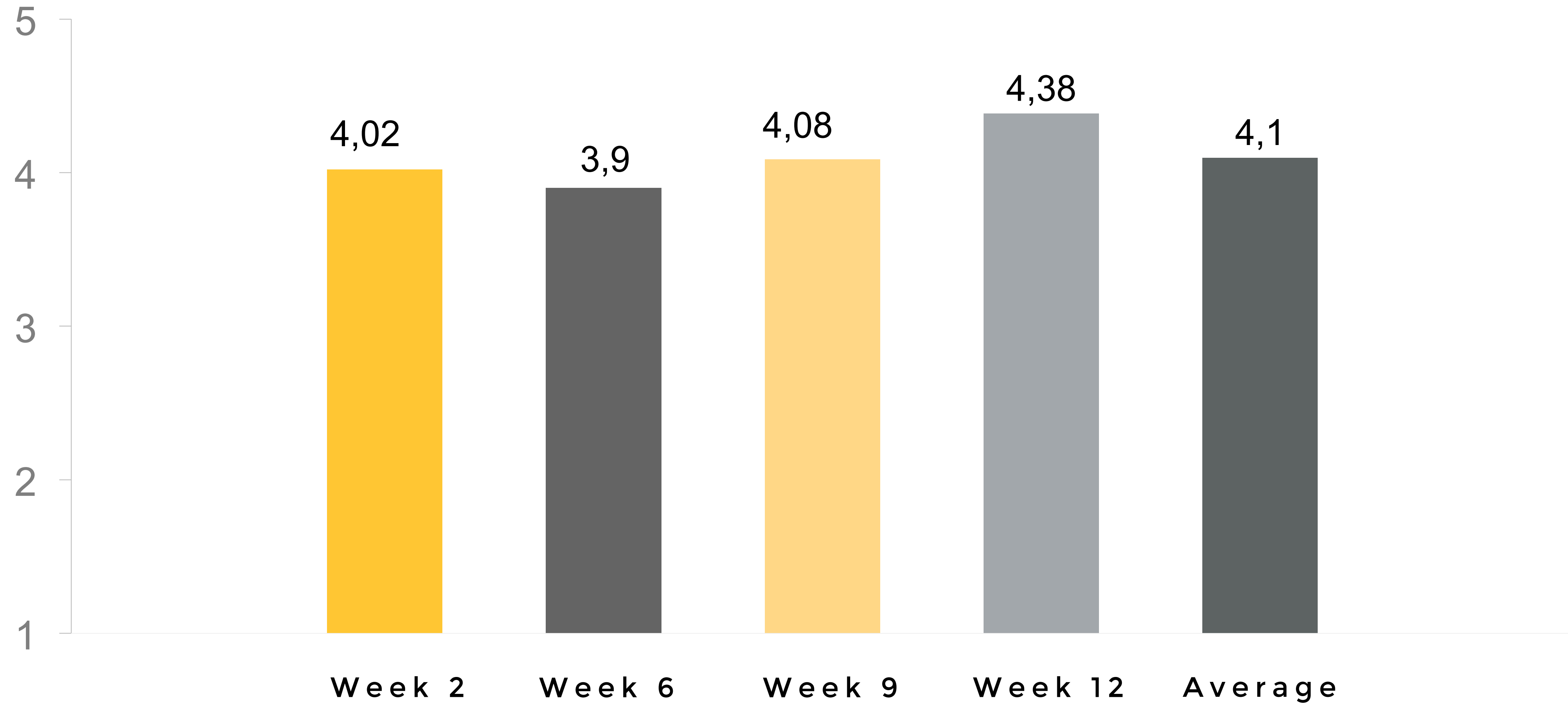


- Anxiety
- Mood
- Personality
- Autism spectrum
- Eating
- Oppositional/relational

N = 12 ♀ 81 % ♂ 19 %
13-25 years M = 17,5 (ET = 3,9)

PARTICIPANTS RESPONSE

(PRQ)



METHODS

42



- **Repeated measures design**

- (pre-post-3-month follow-up)

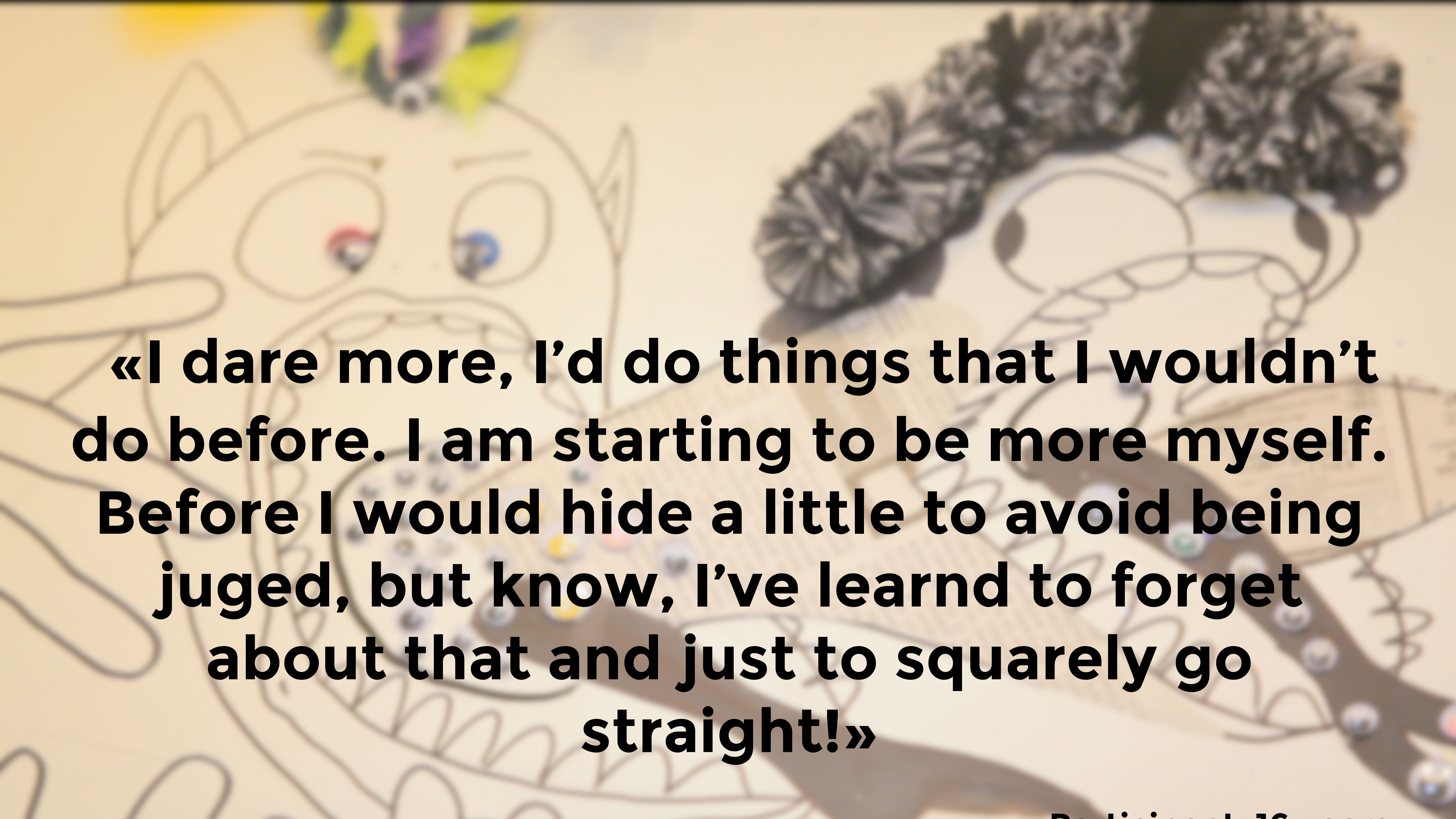
- **Mixed methods & triangulation**

- **Sources**

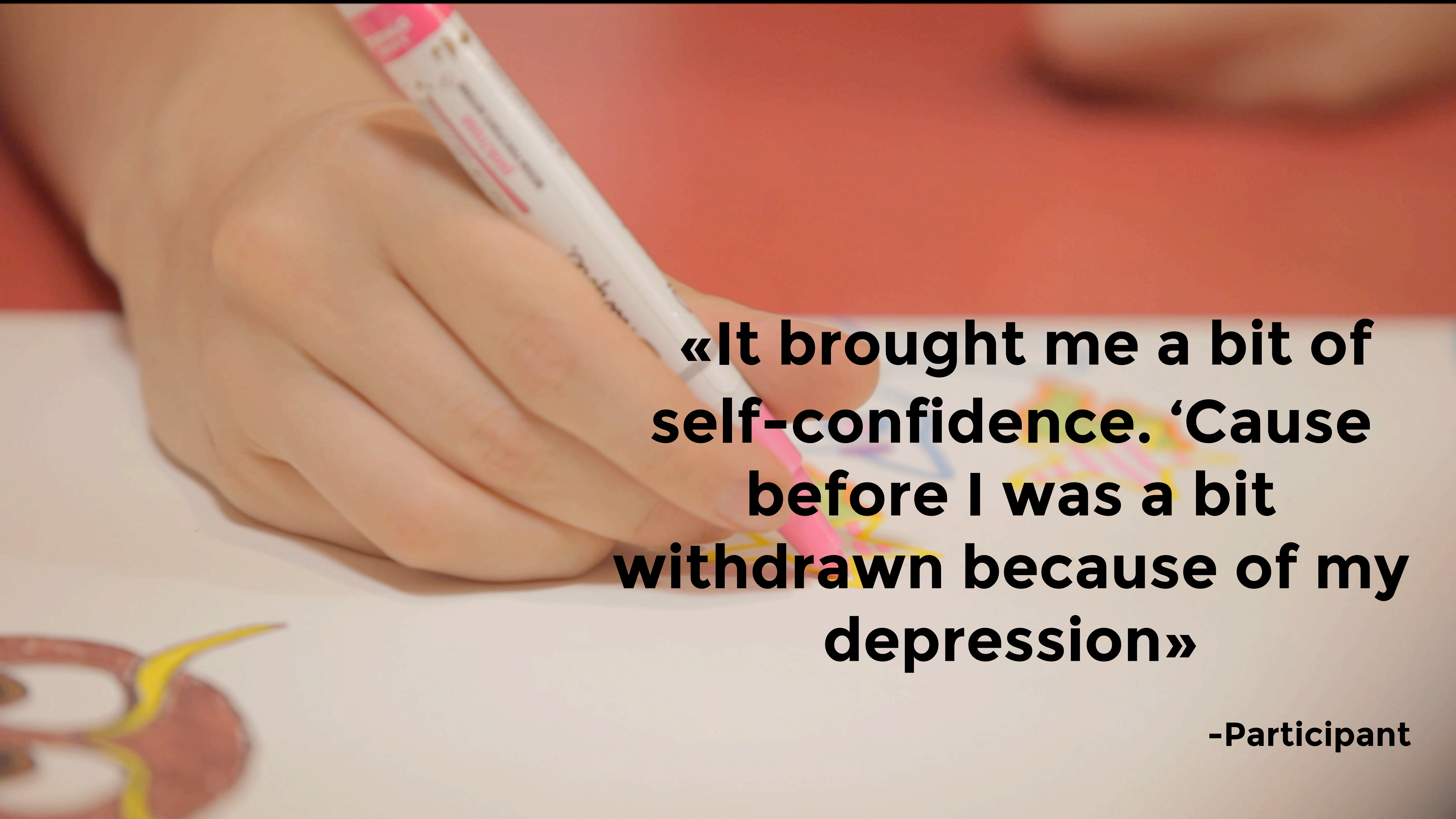
- program participants ($N = 12$; ♀ 81% , 13-25y)
- referring clinicians
- close relatives

- **Methods**

- validated questionnaires



«I dare more, I'd do things that I wouldn't do before. I am starting to be more myself. Before I would hide a little to avoid being judged, but now, I've learned to forget about that and just to squarely go straight!»



«It brought me a bit of self-confidence. 'Cause before I was a bit withdrawn because of my depression»

-Participant

MORE TO COME...

Analysis of :

- qualitative data
- clinicians & relatives reports
- observational data

Triangulation

Conclusions & recommendations