

## **Summary of Recommendations:**

Recommendation: description of recommendation.

Elaborating on recommendation, and clarifying information (e.g.; where to access scales, monitoring required when prescribing medication, etc.):

Family members shared that their work with the family clinician, and meeting other families of young people with psychosis, helped instill hope and provide them with useful strategies

Language is important – materials should be non-stigmatizing and recognize clients' and families' strengths, and the family worker should use opportunities to educated families on appropriate use of non-stigmatizing, non-labelling language (e.g., "has schizophrenia" instead of "schizophrenic")

Programs should be try to be responsive to family needs if possible within public health guidelines, offering inperson vs. virtual individual appointments and groups depending on demand

CAMH has 2 online resources that can help provide support and education to families, either early on in care while they're waiting for groups, or for family members who aren't able to access the group (including siblings, etc.)

It is ideal to introduce the family clinician as early as possible in care, to help build the connection with the family worker, underline the importance of family education and support, and build allies within the home environment to support the other interventions. Also, family members shared that they appreciate receiving support and education even when the client doesn't want them directly involved in their care, and this is often facilitated by meeting early on in care.

Here is the link to the CAMH e-training titled "Empowering Families Affected by Psychosis" https://moodle8.camhx.ca/moodle/course/view.php?id=16

## Follow-up

If it would be helpful to have some further discussion and consultation regarding this case, please consider bringing it back to ECHO EPI-SET in the next month. To do so, please connect with: Brannon Senger (brannon.senger@camh.ca) and Andrea Alves (andrea.alves@camh.ca).