

Improving Mental Healthcare through Collaboration

Problem:

1. The psychosocial and mental health needs of patients in communities cared for by CCHF members are great.
2. Many CCHF members perceive that their resources to respond to these needs are inadequate.

(See Canning, S.S., Neal, M., Fine, M. & Meese, K.J. (2002). Mental health: The hole in holistic Christian, community-based healthcare? *Health and Development, (1)*, 11-17; or e-mail Sally.S.Canning@wheaton.edu for more complete CCHF data on patient mental health needs and resources.)

One Step in the Right Direction: Collaborate with faith-based colleges & universities offering graduate training in mental health-related fields.

Using student trainees to help provide mental health services is based upon the well-established, successful model used in medicine. Trainees bring a high level of energy and state-of-the-art expertise to a setting. Their involvement can enhance existing systems of care or make new programs possible that would not be economically feasible otherwise. The use of students may also provide access to valuable resources in the trainee's educational institution, such as costly psychological assessment materials, high quality supervisory personnel, library holdings and computer technology.

Top 6 Advantages of Collaboration*:

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| 1. Strengthened professional/ community relationships | 88% |
| 2. Personal/professional stimulation & support | 80% |
| 3. Enhanced mission | 73% |
| 4. Increased scope of services | 69% |
| 5. Increased quality of services | 57% |
| 6. Cost effectiveness | 52% |

*Based upon a survey of CCHF members: Canning, Jenkins & Bines, 2003. Email Sally.S.Canning@wheaton.edu for complete results of this survey.

Collaboration Resources:

Looking for a Christian college or university that could be a source of mental health trainees to serve in your setting? Go to www.cchf.org/data/RelatedMinistries/ccph.htm to access a national map of CCHF affiliated ministries and faith-based colleges & universities with graduate programs in mental health related fields.

(Mapping funded by a generous fellowship from Community Campus Partnerships for Health, www.ccph.info to Sally Schwer Canning, Ph.D., Wheaton College. [Click here](#) for a complete description and outcomes of the fellowship project)

Principles of Good Community–Campus Partnerships:

(Developed by Community–Campus Partnerships for Health, www.ccph.info)

1. Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
2. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership's accomplishments.
9. Partnerships take time to develop and evolve over time