



HLTH 5200

Access to ADHD Care for Children and Youth in Fraser Health Authority

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Presenter: Eunice Lo, Jennifer Hoang, Nicole Cooke



**THOMPSON
RIVERS
UNIVERSITY**

**School of
Nursing**

LAND ACKNOWLEDGEMENT



Fraser Health Authority

The region stretches from Burnaby to Fraser Canyon on the traditional, ancestral and unceded lands of the Coast Salish and Nlaka'pamux Nations, and is home to 32 First Nations.

Thompson Rivers University

Located on the traditional and unceded territory of the Secwépemc peoples.

SOLUTION #3

Create a user-friendly website specifically for teachers in Fraser Health, offering access to current ADHD educational materials, practical classroom strategies, research, and links to local support services.

Jennifer Hoang



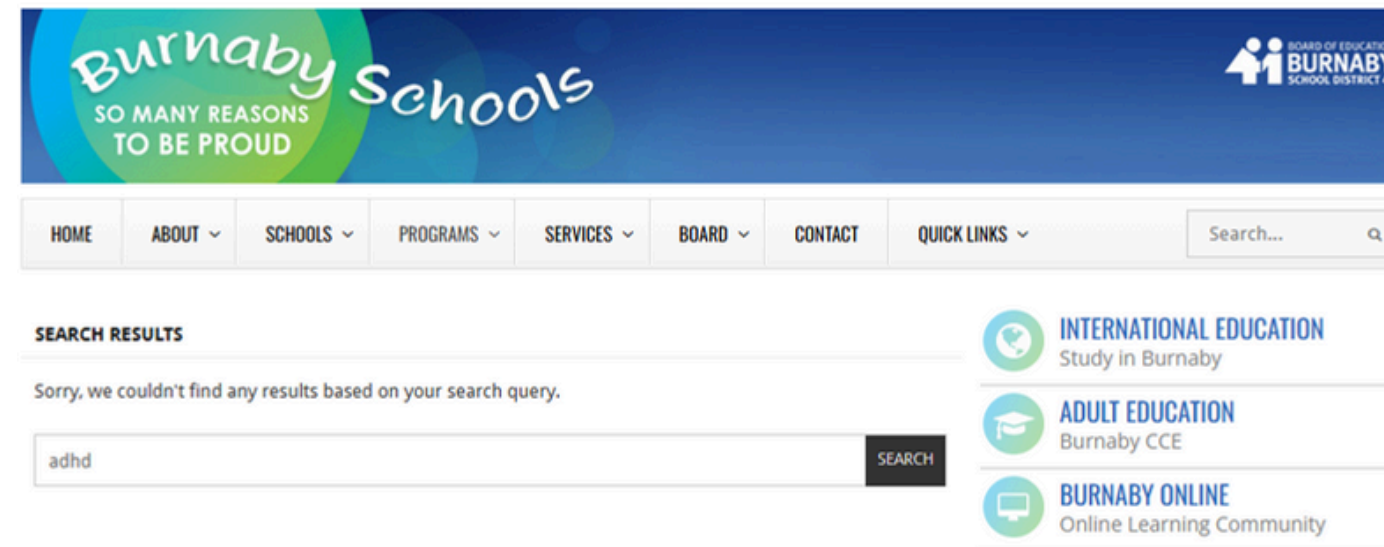
DESCRIPTION

- **Create a user-friendly website specifically for teachers in Fraser Health**
- **Educational materials, classroom strategies, research, and links to local support services**
- **Directly linked on school and district websites**
- **Increase access by ensuring that educators can easily find reliable information such as guides, evidence-based teaching modules, and local resources**
- **Consolidates other existing resources and materials**



INNOVATION

- ▶ Fraser Health schools currently do not have direct links to ADHD resources



Resources that are available for ADHD include:



(ADHD Advocacy Society of BC, 2024; Espinet et al., 2022; Monteiro et al., 2022)



RATIONALE

- **ADHD has a substantial impact on student functioning within the classroom**
- **Teachers play a pivotal role in the early identification and management of ADHD symptoms, but many feel underprepared due to limited training and resources**
- **eHealth tools are effective, scalable, and cost-efficient methods for improving training access and bridging the research–practice gap**
- **Addressing educators’ need for accessible tools, this solution presents a meaningful and innovative response to a wicked problem.**

(CADDRA, 2020; Corkum et al., 2019; Lawson et al., 2023; Monteiro et al., 2022; Pfiffner et al., 2023; Shelemy et al., 2019; Ward et al., 2020)

STRENGTHS

- **Accessibility**
- **Relevance**
- **Evidence-based**
- **Scalability**
- **Integrated support pathways**
- **Collaborative development**

IMPLEMENTATION PLAN



Development

Needs Assessment and
Stakeholder Engagement



Platform Design

Co-design and content
development



Pilot and Feedback

Pilot and receive feedback
from teachers in the Fraser
Health region



Full-scale rollout and ongoing evaluation

Ensuring the site remains
updated and relevant



FEASIBILITY

► Highly Feasible

- Infrastructure and resources already exist
- Solution to an identified unmet need
- Supplementary to other training methods

CHALLENGES

- Securing time and funding for initial development.
- Ensuring content remains current and evidence-based through regular updates.
- Maintaining engagement of educators in a self-guided online format.
- Coordinating between multiple stakeholders, including Fraser Health, local education authorities, and academic experts.



RECOMMENDATIONS

- Advocate for funding for eHealth investments.
- Integrate web content updates and maintenance into professional development schedule
- Recruit educational and clinical champions to promote and maintain educator engagement.
- Include feedback loops enabling continuous improvement based on user input.



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