

APPENDICES – SOPEI Healthy Communities Project Environmental Scan 2018

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Appendix A – Advisory Committee Letter of Invitation



June 7, 2018

Re: Invitation - Environmental Scan Advisory Committee

As an identified stakeholder in the work of the Special Olympics PEI (SOPEI) Healthy Communities Project, I am writing to welcome your participation as an Environmental Scan Advisory Committee member. The objective of this Advisory Committee is to explore contextual factors and potential partners that will support, increase and sustain a focus on holistic health in provincial services to the benefit of Special Olympics athletes and the broader community. This is a 6 month commitment consisting of two face-to-face meetings along with potential consultations via e-mail and conference call. The first meeting is scheduled for Wednesday, June 20, 2018 from 9:30 – 11:30am.

Background

The SOPEI Healthy Communities Project has a mission, over the next three years, to create communities on Prince Edward Island where Special Olympics athletes and others with intellectual disabilities have the same access to health and wellness resources – and can attain the same level of good health – as all community members. This project is an international outreach of Special Olympics International to establish similar projects worldwide. Funding is provided by the Golisano Foundation. Drawing on the Circle of Health© which indicates that people’s health depends on their physical, mental, emotional, and spiritual needs, we can plan for and evaluate what we are currently doing and the Project will carry us through 2018-2021 and beyond.

To achieve desired outcomes, SOPEI strives to be as knowledgeable as possible of initiatives on PEI that support the success and sustainability of this project. Information from an environmental scan will allow SOPEI to expand its database, identify and promote leading models of practice on PEI, and establish clearly where to strategically focus efforts in both its work and fundraising efforts for the benefit of SOPEI athletes.

The Quaich Inc., an established consulting company located in Charlottetown, has been contracted to conduct this review on behalf of the SOPEI Healthy Communities Project.

Action

We really hope you will consider our invitation to participate in the Environmental Scan Advisory Committee. If you cannot attend, we would appreciate if you can please extend the invitation to a colleague or another subject matter expert and/or provide any research and promising practice documents that can help us through this phase of our project.

Please **RSVP** to kmacdonald@sopei.com or 902-368-8919 by **Friday, June 15, 2018**.

In the spirit of Special Olympics,

Kristen MacDonald
Community Engagement Specialist



Environmental Scan - SOPEI Healthy Communities Project

Advisory Committee Meeting

Date: Wednesday, June 20, 2018

Time: 9:30-11:30am

Location: 40 Enman Cres, Charlottetown - Rm 212

AGENDA

9:30 Welcome and Introductions

9:40 Review of project description and workplan

9:50 Review role of the Advisory Committee

10:10 Develop criteria for environmental scan

10:50 Break

11:00 Review environmental scan process, finalize criteria and advise on sources of information

11:15 Timelines to submit names of contacts, sources

11:25 Next steps and evaluation

11:30 Adjourn and thank you!

Appendix B – PowerPoint Presentation, June 20, 2018

Environmental Scan Advisory Committee

June 20, 2018

Matthew McNally, Program Director



Special Olympics

AGENDA



- 9:30 Welcome and Introductions
- 9:40 Review of project description and workplan
- 9:50 Review role of the Environmental Scan (ES) Advisory Committee
- 10:10 Develop criteria for environmental scan
- 10:50 Break
- 11:00 Review ES process, finalize criteria and advise on sources of information
- 11:15 Timelines to submit names of contacts, sources
- 11:25 Next steps and evaluation
- 11:30 Adjourn and thank you!



Special Olympics

CURRENT STATE (SOPEI)



- There are **340** athletes in our Program *(Additional 280+ in Schools)*
- Started Healthy Athletes in May **2015**
- Since 2015, we have increased offerings in 5 areas:







Health Promotion MedFest FUNfitness Opening Eyes Strong Minds

Others: Fit Feet, Healthy Hearing, Special Smiles



Special Olympics

SOPEI Healthy Communities Project

(April 2018 – March 2021)



Vision: To create communities where Special Olympics athletes and others with intellectual disabilities (ID) have the same access to health and wellness resources – and can attain the same level of good health – as all community members and where there is no “wrong door for someone with ID to walk through”

Components:

- Leadership for Sustainable Change
- Health and Wellness programming
- Access to follow-up care
- Health provider engagement
- Partnership Development



Special Olympics

ENVIRONMENTAL SCAN ADVISORY COMMITTEE ROLE



- Review research on contextual opportunities and constraints
- Identify anticipated changes to the environment in the next 3-5 years
- Create a list of target associations, businesses, colleges, universities
- Identify key stakeholders and partnership opportunities



Special Olympics

CRITERIA FOR ENVIRONMENTAL SCAN




Special Olympics

WORK PLAN (AND PROCESS)



- Gather suggested literature, resources (September - October 2018)
- Analyze results of Environmental Scan (November 2018)
- Interpretation session with Advisory Committee (December 1, 2018)
- Contact any additional sources recommended (December 2018)
- Final Environmental Scan report submitted (January 15, 2019)

Special Olympics

TIMELINES



Submitting names of contacts

Providing sources



Special Olympics

NEXT STEPS & EVALUATION



Special Olympics

THANK YOU!



Special Olympics

Appendix C – Advisory Committee Meeting Notes, June 20, 2018



Environmental Scan Advisory Committee Meeting #1

June 20, 2018

Present: Tim McRoberts, Carrie Weatherbie, Kyle Robertson/Bill Montelpare, Lynn Anne Hogan, Craig Watson, Susan Hartley, Mary Laura Coady, Bonnie Caldwell, Charity Sheehan

Agenda:

9:30 Welcome and Introductions

9:40 Review of project description and workplan

9:50 Review role of the Environmental Scan (ES) Advisory Committee

10:10 Develop criteria for environmental scan

10:50 Break

11:00 Review Environmental Scan process, finalize criteria and advise on sources of information

11:15 Timelines to submit names of contacts, sources

11:25 Next steps and evaluation

11:30 Adjourn and thank you!

Review of Project Description:

Matthew McNally welcomed everyone and provided an overview of the Healthy Communities Project (see PowerPoint slides.) His main message is to think holistic health during this project. The word 'health' itself can be a barrier. 'Communities' broadens the scope to think about the area we live in.

Developing Criteria: Patsy Beattie-Huggan facilitated the development of criteria and information to guide the questions we include in the environmental scan by focusing first on the vision and second on what we need to know to achieve the vision.

Vision: In 3 years' time, what do we imagine we would like to see in services (if we were successful, what would we see changed)

- Information management
- Integrated services;
- Sustainable funding (less time spent annually for funding)
- Communication

What do we need to know and how are we going to find out about it....

- Database (collaborative – 'a number')
- Navigation
- Information Sharing
- Education / Training – how many professionals know about the needs of those with Special Olympic athletes, having SO athletes become champion/leaders

Special Olympics PEI

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- Follow-up care
- Funding to access services (unemployed athletes who don't have money or health benefits)
- Make PEI be a champion 'site' (a training centre)
- Barriers to a healthy community from an athlete perspective
- "What matter's to you?" (BC patient experience) *values-based (lifestyle)
- How integrated is SO in your environment – Has it been considered?
- How are other chapters integrating their services with other sectors (education) outside of traditional services
- Did you know...
 - o Have you ever suggested your clients contact Special Olympics
 - o About Special Olympics movement
- Use a checklist of themes that apply (to know the sectors of those that complete the survey)

It was agreed that these discussion points, plus information from the literature would guide the development of an online survey to be sent to key stakeholders this fall. It is planned that a draft survey will be sent to the Advisory Committee for signoff during the month of September.

Actions:

1. Each Advisory Committee member committed to send any related research/resources (e.g., UPEI ES template, CIHI complex needs forum in April info, Marsha Doiron)
2. Each member also committed to sending names of people and organization to be reached by the scan, and that they would also promote the scan by reaching out to the stakeholders they identified.

Appendix D – E-mail to Stakeholders

Subject line: You are invited!

Hello <insert name of person you are contacting>:

My name is <name of advisory committee member> and I am a member of the Advisory Committee helping the Special Olympics PEI (SOPEI) Healthy Communities Project conduct an **environmental scan of resources and potential partners** supportive of a more holistic approach to services on PEI that will benefit of individuals with intellectual disabilities and the general public. We are inviting you to contribute by completing a survey!

The SOPEI Healthy Communities project has a vision of creating communities where Special Olympics athletes and other individuals with intellectual disabilities (ID) have the equitable access to health support and resources, can attain the same level of good health as all community members, and where there is no “wrong door for someone with ID to walk through”. Components of the project include:

- Leadership for Sustainable Change
- Health and Wellness programming
- Access to follow-up care
- Health provider engagement
- Partnership Development

Our survey will take approximately 30 minutes to complete. It consists of three sections and seeks information about your organization, your awareness of SOPEI programs and contextual factors that could support the project. A word document is attached so you can review the questions prior to completing the online survey.

Please complete the survey by October 30 through the following link:

<http://www.thequaich.pe.ca/UltimateSurvey/takeSurvey.asp?surveyID=445>

You will immediately be asked for a password which is **SOPEI**.

SOPEI has contracted The Quaich Inc., a Charlottetown based consulting company to develop a survey and analyse the information collected in this project. If you prefer, you can complete the survey on paper by completing the attached word document and sending it by fax to 902-626-3221; or you could e-mail it to:

The Quaich Inc.
25 Bolger Dr,
Charlottetown, PE
C1A 7T2

If you have questions, or want to complete the survey by phone, please call Patsy Beattie-Huggan at 902-393-2726.

Thank you for your valuable time.

Yours truly,

<name of advisory committee member>

Appendix E – Environmental Scan Survey



Special Olympics PEI Healthy Communities Environmental Scan

In January 2018, [Special Olympics PEI](#) (SOPEI) received three-year funding for a Healthy Communities project that has a vision to create communities where Special Olympics athletes and others with intellectual disabilities (ID)¹ have the same access to health and wellness resources – and can attain the same level of good health – as all community members and where there is no “wrong door for someone with ID to walk through”. Components of the project include:

- Leadership for Sustainable Change
- Health and Wellness programming
- Access to follow-up care
- Health provider engagement
- Partnership Development

This project is part of an international outreach of Special Olympics International to establish similar projects worldwide. Funding is provided by the [Golisano Foundation](#) (April 2018 – March 2021).

Invitation to participate: We are inviting your participation in an environmental scan to inform and support an objective of the Project, i.e., *to increase and sustain the focus on holistic health in provincial services on Prince Edward Island (PEI) for athletes and the broader community.*

Completing the Survey: The survey will take approximately **30 minutes** to complete and can be completed on-line or through the word document attached to the e-mail accompanying this survey. Another option is to call the SOPEI office and complete the survey via a telephone interview. The survey itself is short, consisting of three sections; but it may require time to think about your answers. Please note: You may use your browser’s ‘back’ button to navigate the survey, but if you leave the survey and return to continue it at a later time, you will not be able to review previously submitted answers. If you choose to ‘restart’ the survey, your previous

¹ **Intellectual disability** - A diagnosis of Intellectual Disability considers a combination of both intellectual functioning and adaptive functioning. In order to make a diagnosis of Intellectual Disability, health professionals will assess a child’s ability to perform tasks in these areas in comparison to other children their age. The assessment and diagnosis of Intellectual Disability is based on the [Diagnostic and Statistical Manual of Mental Disorders \(Fifth Edition\)](#), which is a standardized guide used by B.C. health authorities and professionals to help them make diagnoses. <https://www2.gov.bc.ca/gov/content/health/managing-your-health/healthy-women-children/child-behaviour-development/special-needs/intellectual-disabilities>

answers will be deleted. You may withdraw from the survey process at any time. Your responses to the survey will be aggregated in a final report. All identifiers will be removed. A copy of the final report will be available through SOPEI.

[The Quaich Inc.](#), a consulting company located in Charlottetown, has been contracted to conduct this review on behalf of the SOPEI Healthy Communities Project. The scan is being guided by an Advisory Committee of local PEI stakeholders.

Should you have any questions or require additional information please contact Kristen MacDonald at the SOPEI office at (902) 368-8919 or by e-mail at kmacdonald@sopei.com

SECTION 1 - ORGANIZATIONAL INFORMATION

In this section we ask questions about **you and your organization**. These questions are intended to give us some information on who has participated. This information is important to us so that we know we have included many voices and perspectives in this research. If you do not feel comfortable answering any question, please continue on to the next one.

1. What kind of service/program do you provide? (Please check all that apply)

- Family Doctor (office practice)
- Registered Nurses
- Nurse Practitioner
- Health Centre
- Emergency Room
- Social Worker
- Recreation Programs
- Complementary Treatments (e.g. massage, acupuncture)
- Advocacy
- Mental Health Counsellor
- Municipal Councillor/Staff
- Employment Readiness
- Sponsor
- Home Care
- Other: _____

2. Please tell us about your organization and program/services:

General Program/Service Information	
Organization	
Service/program #1	
Leader(s) for service #1	
Contact information #1 (email/phone)	
Service/program #2	
Leader(s) for service #2	
Contact information #2 (email/phone)	
Service/program #3	
Leader(s) for service #3	
Contact information #3 (email/phone)	

3. How long has your organization been providing programs/services? _____

4. In what community(s) is your organization located? (Please check all that apply)

- Alberton
- Charlottetown _____
- Cornwall _____
- Montague _____
- Morell _____
- O’Leary _____
- Souris _____
- Stratford _____
- Summerside _____
- Tignish _____

5. What community(s) do you serve? (Please check all that apply)

- Alberton
- Charlottetown _____
- Cornwall _____
- Montague _____
- Morell _____
- O’Leary _____
- Souris _____
- Stratford _____
- Summerside _____
- Tignish _____

6. What is the age range of the participants in your service? (Check all that apply)

- 0-5 _____
- 6-12 _____
- 13-18 _____
- 19-30 _____
- 31-55 _____
- Over 55 _____

7. Do your programs/services currently meet the needs of any of these populations? (check all that apply)

- Male _____
- Female _____
- LGBTQ+ _____
- English _____
- Francophone _____
- Aboriginal _____
- New immigrants _____
- Individuals with ID (intellectual disabilities) _____
- Caregivers _____

8. In what language do you usually work?

- English
- French
- Other: _____

9. The focus of the program/service is (check all that apply):

- Sports/Fitness _____
- Employment _____
- Health care _____
- Health promotion _____
- Education _____
- Life skills _____
- Other (Please specify) _____

10. With reference to the [Circle of Health](#), approximately what percentage of time do your programs/services focus on: (Percentage must equal 100%)

- _____ Physical health
- _____ Mental health (cognitive abilities - problem solving, memory)
- _____ Emotional health (love, understanding, acceptance, limits)
- _____ Spiritual health (sense of connectedness with the universe, nature, religion)

11. How do people know about your programs/services?

- Newspaper Ad _____
- Radio _____
- Friend _____
- Referral _____
- Other _____

12. How are people referred to your programs/services?

- a. Self-referral _____
- b. Physician _____
- c. Other _____

13. Participation

We are interested in knowing more about your program/service so we can be aware of potential programs with which we can collaborate.

Question	Always	Sometimes	Never
Is space limited to a defined number of participants?			
Are your programs/services free?			
Do you provide transportation?			
Do you allow assisted support to be present?			
Are your settings physically accessible?			

14. What other ways does your organization encourage participation?
(e.g. Services available in first language, culturally sensitive, etc.)

15. Are there defined criteria for participation in the program/service, for example: being EI eligible or under 18 years of age?

No _____

Yes (please specify): _____

16. Human Resources

Question	Yes	No
Do you have staff trained in working with individuals with ID (intellectual disabilities)?		
Do you provide opportunities for staff learning and/or professional development?		
Do you have volunteers working with your clients/students?		
If you have volunteers, do you provide learning opportunities for them?		

17. If staff is trained in working with clients with ID (intellectual disabilities), what type of training have they received?

18. Link To The Community

Question	Yes	No
Are you working in partnership with other programs/organizations?		
Do you make referrals to community resources that could support your clients/students?		
Do you follow-up on your referrals?		

19. If you make and follow-up on referrals, please describe how you relate to other programs and community resources.

20. Evaluation

Question	Yes	No
Was your program/service developed based on research, e.g., literature review, needs assessment, environmental scan, best practice?		
Was your program/service developed with first person input?		
Has it had at least one evaluation with a positive outcome?		

21. If your program/service has not been evaluated, please describe how you gathered the information you needed to decide to continue the program.

Sustainability

22. What steps has your organization taken to ensure sustainability, (ie. partnering with another program/service, finding a secure funder, etc.)?

23. Are people aware of the services/programs you provide?

Yes____
No____
Unsure_____

24. What steps could be taken to make people more aware of your services/programs?

SECTION 2 – AWARENESS and ACTION

Special Olympics PEI

SOPEI was established in 1987 and currently has 340 athletes involved in sport programs with an additional 265+ involved through school partnerships. SOPEI started a Healthy Athletes Program in May 2015. The Healthy Athletes program was launched by Special Olympics International in 1997, and since then more than 1 million screenings have been offered free of charge to Special Olympics athletes around the world, and more than 90,000 health care professionals have been trained about the health issues faced by people with intellectual disabilities. The program has grown from offering two types of screenings (dental and vision) to offering eight kinds of screenings: Fit Feet (podiatry), FUNfitness (physical therapy), Health Promotion (better health and well-being), Healthy Hearing (audiology), MedFest (sports physical exam), Special Olympics-Lions Club International Opening Eyes (vision), Special Smiles (dentistry) and Strong Minds (mental health). For more information visit: <https://www.SOPEI.com>

25. Are you aware of the SOPEI Healthy Athletes Program?

Yes _____ No _____

26. Have you ever suggested your clients contact Special Olympics?

Yes _____ No _____

27. Please describe your current relationship with SOPEI

Partner _____

Member _____

Sponsor _____

Supporter _____

Interested but no established relationship _____

Health needs of Individuals with ID (intellectual disabilities) and their caregivers

According to the Canadian Survey on Disability, completed in 2012, between 0.4 and 1.2% of Canadians have an intellectual disability (Statistics Canada, 2012), and research demonstrates that the health needs of people with ID are greater than the majority of the population. While life expectancy has increased over the past few decades, individuals with ID continue to experience a discrepancy in life expectancy compared to with the general population. In 2016 Special Olympics British Columbia conducted its first Healthy Athletes Screening Survey to assess the current state of health of the athletes in the program². The findings indicate that athletes experience physical and emotional health challenges in self-describing their symptoms and getting information they require, and as well have problems in accessing travel and housing amongst other needs. In addition, they have limited access to the health system with the majority of admissions to the emergency rooms due to behavioural and mental health issues. Compounding this, there is limited education for professionals in providing care to individuals with ID. This limitation has a negative impact on athletes and also deepens the risk of burnout for caregivers and service providers.

28. Please rate your awareness of the health challenges facing those with ID and their caregivers.

- Thorough – I specialize in the field _____
- Good – but could use more information _____
- Limited – would like to learn more _____

29. There is limited data available on which to improve health care for the general public. Addressing the complexity of needs of those with ID requires information sharing and collaboration.

Do you know of any efforts being made to increase the navigation of health and related services for those with ID and their caregivers?

Yes____ No____

30. If yes, please describe

² British Columbia Framework for the Advancement of Health Care Services for People with Intellectual Disabilities, Special Olympics British Columbia, 2016

31. Have the needs of individuals with ID and caregivers been considered in your program through:
(Please check all that apply)

Consultation

Needs assessment

Awareness sessions

Program evaluation

Unsure

Other (please describe): _____

32. If your organization has taken steps to design services that consider the needs of people with ID and their families, please describe the process and impact on the service.

33. If your organization has not yet taken steps to consider the needs of people with ID, what resources would be helpful in making your services more inclusive?

SECTION 3 - CONTEXTUAL FACTORS

34. What change do you think would have the greatest impact in improving the lives of SOPEI athletes, people with ID (intellectual disabilities) and the general public?

35. What future trends could impact the health of SOPEI athletes and people of ID and the success of the Healthy Communities project (SOPEI project currently funded by the Golisano Foundation)? Consider both positive and negative.

36. What potential partners do you suggest in advancing the goals of the Healthy Communities Project?

37. Are you interested in learning more about the Special Olympics Healthy Communities Project?

Yes ___ No ___

38. Please leave your contact information if you wish to receive additional information about Special Olympics PEI and the Healthy Communities Project.

Name: _____

Job title and organization: _____

Email address: _____

Phone number: _____

FINAL THOUGHTS

39. Please feel free to share additional comments.

Thank you for participating in this environmental scan!

Appendix F – Telephone Script

SOPEI Healthy Communities Environmental Scan ~ Script

Hi, my name is (Name) and I'm calling on behalf of Special Olympics PEI. We're contacting organizations like (Name of Organization) to request your help as we collect information about programs and services on PEI.

You may have heard about Special Olympics PEI's Healthy Communities Project in the media recently. We have a vision of creating communities where people with intellectual disabilities have the same access to health and wellness resources and can attain the same level of health as any other community member. We're asking PEI organizations to fill out a survey about the community programs they offer.

Do you have a few minutes to talk?

- Are you aware of Special Olympics PEI?
- Have you heard about our survey?

About the Healthy Communities Project

- This project is part of an international outreach of Special Olympics International. Funding is provided by the Golisano Foundation.
- The results of the survey (environmental scan) will inform and support one of the project objectives: to increase and sustain the focus on holistic health and wellness in provincial services for athletes and the broader community. We want to ensure that there is no 'wrong door' for someone with an intellectual disability to walk through.

What we need from you?

We would like to include (Name of Organization) and the valuable programs and services your organization offers in the data that will inform this project. This can be done by completing our online survey – it's very easy and taking 30 minutes of your time to share about your organization will have a big impact on our project.

We are also asking for your help to distribute our survey within your networks. The ability for Special Olympics to partner effectively with other organizations like (name of organization) is essential to ensuring access to services for all PEI residents.

Do you have any questions? Would you be willing to distribute the survey through your networks and encourage them to complete the survey?

I will send you a link to our survey today and will follow up with you next week

Thank you very much taking the time to speak with me today. I look forward to speaking with you soon. Have a great day!

Appendix G – Survey for Educators



Special Olympics PEI Healthy Communities Environmental Scan

[Special Olympics PEI](#) (SOPEI) celebrated its 30th anniversary in 2018 and currently has 340 athletes involved in sport programs with an additional 265+ involved through school partnerships.

In January 2018, SOPEI received three-year funding for a Healthy Communities project that has a vision to create communities where Special Olympics athletes and others with intellectual disabilities (ID)¹ have the same access to health and wellness resources – and can attain the same level of good health – as all community members and where there is no “wrong door for someone with ID to walk through”. Components of the project include:

- Leadership for Sustainable Change
- Health and Wellness programming
- Access to follow-up care
- Health provider engagement
- Partnership Development

This project is part of an international outreach of Special Olympics International to establish similar projects worldwide. Funding is provided by the [Golisano Foundation](#) (April 2018 – March 2021).

Invitation to participate: We are inviting your participation in an environmental scan to inform and support an objective of the Project, i.e., *to increase and sustain the focus on holistic health in provincial services on Prince Edward Island (PEI) for athletes and the broader community.*

Completing the Survey: The survey will take approximately **5 minutes** to complete and can be completed on-line or through the word document attached to the e-mail accompanying this survey. Another option is to call the SOPEI office and complete the survey via a telephone interview. Please note: You may use your browser’s ‘back’ button to navigate the survey, but if you leave the survey and return to continue it at a later time, you

¹ **Intellectual disability** - A diagnosis of Intellectual Disability considers a combination of both intellectual functioning and adaptive functioning. In order to make a diagnosis of Intellectual Disability, health professionals will assess a child’s ability to perform tasks in these areas in comparison to other children their age. The assessment and diagnosis of Intellectual Disability is based on the [Diagnostic and Statistical Manual of Mental Disorders \(Fifth Edition\)](#), which is a standardized guide used by B.C. health authorities and professionals to help them make diagnoses. <https://www2.gov.bc.ca/gov/content/health/managing-your-health/healthy-women-children/child-behaviour-development/special-needs/intellectual-disabilities>

will not be able to review previously submitted answers. If you choose to 'restart' the survey, your previous answers will be deleted. **If you do not feel comfortable answering any question, please continue on to the next one.** You may withdraw from the survey process at any time. Your responses to the survey will be aggregated in a final report. All identifiers will be removed. A copy of the final report will be available through SOPEI.

[The Quaich Inc.](#), a consulting company located in Charlottetown, has been contracted to conduct this review on behalf of the SOPEI Healthy Communities Project. The scan is being guided by an Advisory Committee of local PEI stakeholders.

Should you have any questions or require additional information please contact Kristen MacDonald at the SOPEI office at (902) 368-8919 or by e-mail at kmacdonald@sopei.com

SECTION 1: ABOUT YOUR DEPARTMENT

In this section we ask questions about **your department**. These questions are intended to give us some information on who has participated. This information is important to us so that we know we have included many voices and perspectives in this research.

1. What kind of service/program best describes your department? (Please check all that apply)

Health care
 Social Work
 Education
 Health Promotion
 Fitness/Kinesiology
 Other: _____

2. Does your department provide education/training specifically for any of these populations? (check all that apply)

Male _____
Female _____
LGBTQ+ _____
English _____
Francophone _____
Aboriginal _____
New immigrants _____

Individuals with ID (intellectual disabilities) _____

Caregivers _____

3. Do you have staff trained in working with individuals with ID (intellectual disabilities)?
4. If your department has taken steps to design services that consider the needs of people with ID and their families, please describe the process and impact on the service.

5. If your department has not yet taken steps to consider the needs of people with ID, what resources would be helpful in making your services more inclusive?

SECTION 2: About Special Olympics PEI and the Healthy Communities Project

According to the Canadian Survey on Disability, completed in 2012, between 0.4 and 1.2% of Canadians have an intellectual disability (Statistics Canada, 2012), and research demonstrates that the health needs of people with ID are greater than the majority of the population. While life expectancy has increased over the past few decades, individuals with ID continue to experience a discrepancy in life expectancy compared to with the general population. In 2016 Special Olympics British Columbia conducted its first Healthy Athletes Screening Survey to assess the current state of health of the athletes in the program². The findings indicate that athletes experience physical and emotional health challenges in self-describing their symptoms and getting information they require, and as well have problems in accessing travel and housing amongst other needs. In addition, they have limited access to the health system with the majority of admissions to the emergency rooms due to behavioural and mental health issues. Compounding this, there is limited education for professionals in providing care to individuals with ID. This limitation has a negative impact on athletes and also deepens the risk of burnout for caregivers and service providers.

The Healthy Athletes program was launched by Special Olympics International in 1997, and since then more than 1 million screenings have been offered free of charge to Special Olympics athletes around the world, and more than 90,000 health care professionals have been trained about the health issues faced by people with intellectual disabilities. The program has grown from offering two types of screenings (dental and vision) to

² British Columbia Framework for the Advancement of Health Care Services for People with Intellectual Disabilities, Special Olympics British Columbia, 2016

offering eight by 2016: Fit Feet (podiatry), FUNfitness (physical therapy), Health Promotion (better health and well-being), Healthy Hearing (audiology), MedFest (sports physical exam), Special Olympics-Lions Club International Opening Eyes (vision), Special Smiles (dentistry) and Strong Minds (mental health). SOPEI started the Healthy Athletes Program in May 2015.

To date, Special Olympics PEI has offered 4 types of screenings and provided over 329 assessments to local athletes.

6. Please rate your awareness of the health challenges facing those with ID and their caregivers.

- Thorough – I specialize in the field _____
- Good – but could use more information _____
- Limited – would like to learn more _____

7. Are you aware of the SOPEI Healthy Athletes Program?

Yes _____ No _____

8. There is limited data available on which to improve health care for the general public. Addressing the complexity of needs of those with ID requires information sharing and collaboration.

Do you know of any efforts being made to increase the navigation of health and related services for those with ID and their caregivers?

Yes _____ No _____

9. If yes, please describe

10. What change do you think would have the greatest impact in improving the lives of SOPEI athletes, people with ID (intellectual disabilities) in the health service and programming industry?

11. What future trends could impact the health of SOPEI athletes and people with intellectual disabilities, and the success of the Healthy Communities project (SOPEI project currently funded by the Golisano Foundation)? Consider both positive and negative.

12. What potential partners do you suggest in advancing the goals of the Healthy Communities Project?

13. Are you interested in learning more about the Special Olympics Healthy Communities Project?

Yes ___ No ___

14. Please leave your contact information if you wish to receive additional information about Special Olympics PEI and the Healthy Communities Project.

Name: _____

Job title and organization: _____

Email address: _____

Phone number: _____

FINAL THOUGHTS

15. Please feel free to share additional comments.

Thank you for participating in this environmental scan!

Appendix H – PowerPoint Presentation Review of Results



Special Olympics
Prince Edward Island

Healthy Communities Environmental Scan

Interpretation Session - Data overview
Presented December 14, 2018

THE QuaiCH INC.

Agenda

- 9:00 Welcome and Introductions
- 9:10 Review of project (inclusive of brief description, workplan, Environmental Scan (ES) Advisory Committee role, criteria for environmental scan, survey)
- 9:45 Presentation of the findings
- 10:20 Break
- 10:35 Discussion of findings - themes, gaps, additional information required, recommendations
- 11:00 Guidance re Final Report – level of analysis
- 11:15 Next steps and evaluation
- 11:30 Adjourn and thank you!

Advisory Committee

Objective: to explore contextual factors and potential partners that will support, increase and sustain a focus on holistic health in provincial services to the benefit of Special Olympics athletes and the broader community

Project Overview

Vision:
To create communities where Special Olympics athletes and others with intellectual disabilities (ID) have the same access to health and wellness resources – and can attain the same level of good health – as all community members and where there is no “wrong door for someone with ID to walk through”

Components:

- Leadership for Sustainable Change
- Health and Wellness programming
- Access to follow-up care
- Health provider engagement
- Partnership Development

Criteria – What do we need to find out about?

- Evaluation Framework
 - Awareness of issues and programs
 - Contextual factors
 - Current relationship with SOPEI
 - Potential partnerships
- Literature
 - Inclusive programming
 - Knowledge & skills of service providers
 - Training educators, students
 - Navigation and collaboration
- Initial Advisory Committee Consultation
 - Navigation
 - Data/information sharing
 - Access to services
 - Follow-up care
 - Education and training
 - Integration of referral to Special Olympics

RESULTS

Original survey

Participating Organizations

- Autism Society of PEI
- Boys and Girls Club of Summerside
- CHANCES
- City of Charlottetown
- Cooper Institute
- CrossFit 782
- Families East
- Joyriders Therapeutic Riding Association of PEI
- Junior Achievement
- PEERS Alliance (formerly AIDS PEI)
- PEI Association for Community Living
- Sierra Club
- Synergy Fitness and Nutrition
- Unknown (survey only partially filled out)

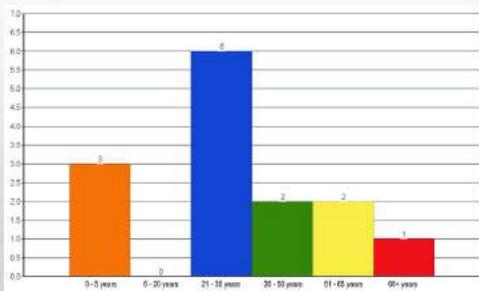
Categories of programs/services provided

- Recreation Programs: 53.9% (7/13)
- Advocacy: 38.5% (5/13)
- Employment Readiness: 7.7% (1/13)
- Municipal Councillor/Staff: 7.7% (1/13)
- Registered Nurses: 7.7% (1/13)
- Sponsor: 7.7% (1/13)

Other (identified by respondents)

- Education/awareness: 7.7% (1/13)
- Family Support: 7.7% (1/13)
- Financial/Business Programs: 7.7% (1/13)
- Health Promotion: 7.7% (1/13)
- Nurse Practitioner: 7.7% (1/13)

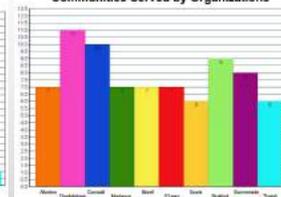
Length of time organization has been providing programs/services



Organization Locations

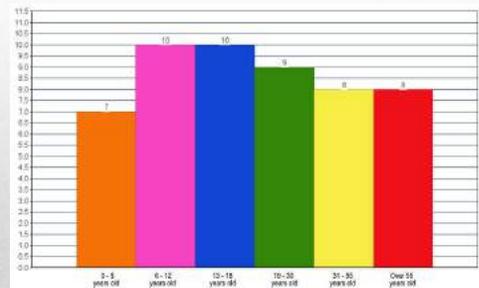


Communities Served by Organizations

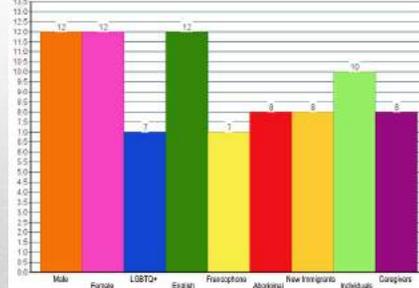


Note: Organizations may have multiple locations, and most serve multiple communities.

Age of participants/clients served



Services/programs meet the needs of these populations



Focus of Programs/Services

- Education: 53.9% (7/13)
- Health promotion: 46.2% (6/13)
- Life skills: 38.5% (5/13)
- Sports/Fitness: 38.5% (5/13)
- Employment: 7.7% (1/13)
- Health care: 7.7% (1/13)

Other (identified by respondents)

- Advocacy: 7.7% (1/13)
- Community engagement and advocacy for public policies that support livable income, food security, access to affordable housing, good health, equality and democratic participation: 7.7% (1/13)

Percentage of time programs/services focus on aspects of health

The Circle of Health illustrates that individuals ideally need a balance of the 4 types of health in their lives (orange ring in image).

People become aware of programs/services through:

- Friend: 84.6% (11/13)
- Referral : 69.2% (9/13)
- Radio: 30.8% (4/13)
- Newspaper Ad: 23.1% (3/13)

Other (identified by respondents)

- Social Media/website: 53.8% (7/13)
- Posters: 7.7% (1/13)
- Community events that we organize; networking; media stories about our work: 7.7% (1/13)

People are referred through:

- Self-referral: 90.9% (10/11)
- Physician: 45.5% (5/11)

Other (identified by respondents)

- Autism service providers: 9.1% (1/11)
- Child and Family Services, Guidance Counselors, Principals, Municipality, MLA's, etc.: 9.1% (1/11)
- Physiotherapists: 9.1% (1/11)
- Public health nursing: 9.1% (1/11)
- Requested by other service providers: 9.1% (1/11)
- Support workers, community members, friends: 9.1% (1/11)
- Word of mouth: 9.1% (1/11)

Participation

- In space limited to a defined number of participants?
- Are your programs/services free?
- Do you provide transportation?

Participation

- Do you allow assisted support to be present?
- Are your settings physically accessible?

Ways organizations encourage participation

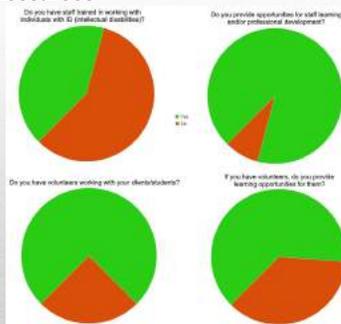
Selected comments (more available in the full report):

- Wide variety of programs aimed at many different groups
- We... encourage them to let us know what they need in order for us to be the most help to them
- Introductory program ... for assessment of ability
- Creating inclusive and welcoming spaces, providing transportation when necessary
- Actively seeking out and listening to feedback and responding to the needs to participants
- No charge for programs, offer transportation and child care.
- working hard to accommodate any needs
- We work very hard to reduce the financial barriers to our program
- Sensory accommodations, holistic family supports for siblings, child and parent
- We have a program for people in wheelchairs and for people with intellectual disabilities

Defined criteria for participation in program/service:

- No defined criteria: 50% (6/12)
- Yes: 50% (6/6)
 - Children under the age of 11 and their families
 - Families/caregiver with children under the age of 6
 - Must be in School K-12
 - Occasionally we have specific programs with age perimeters but typically are inclusive of all ages
 - Programs have an age range
 - Sometimes

Human Resources

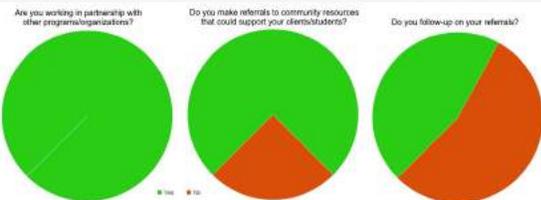


Type of training provided for working with clients with ID:

Comments provided by respondents:

- Barrier Free City training included training for interacting with people with visual/hearing impairments as well as for those with intellectual disabilities.
- They would come into the organization with formal training behind them or experience in the field, depending on the job they are going to be carrying out for our organization and the families or individuals we support.
- Workshop training plus written volunteer manual and side by side coaching on an ongoing basis. All are volunteers, but our Program Team are of Instructors are Nationally Accredited, who have to keep updating skills and learning.
- A wide variety, based on the needs required.

Link to the Community



Note: Comments about the referral process can be found in the full report.

Evaluation

	Yes	No
Was your program/service developed based on research, e.g., literature review, needs assessment, environmental scan, best practice?	66.7%	33.3%
Was your program/service developed with first person input?	75%	25%
Has it had at least one evaluation with a positive outcome?	91%	9%

In programs that have not been evaluated, information was gathered through:

- General feedback from participants
- Feedback from administrators, coaches, care-givers, athletes
- Testimonials, participation numbers

Steps taken to ensure sustainability

Selected comments (more available in the full report):

- Partnerships
- Grants/proposals
- Fundraisers
- *We work with in the education system as well as with other NGO's Support from service clubs and generous loyal individuals.*
- *Partnerships within non government sectors, non profit sectors, provincial government and federal government*
- *We are actively working on a succession plan and have invested in younger instructor training and accreditation*
- *Work to secure project funding from diverse sources to avoid over-reliance*
- *We have many succession plans based on the operation, program, event, etc.*
- *We... created a social enterprise model to try to ensure more financial sustainability.*

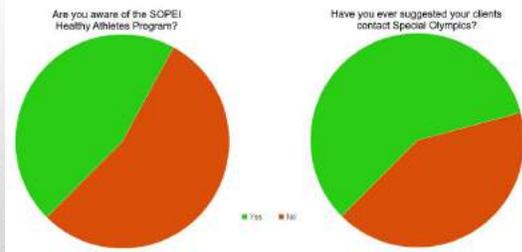
Awareness

- 75% of respondents felt that the public is aware of their services/programs

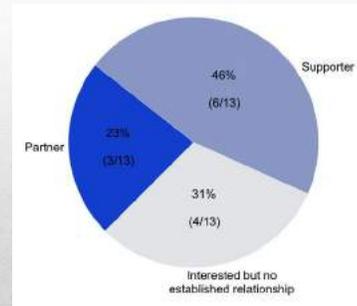
Comments about steps to make people more aware of programs/services:
(more details available in the full report)

- *Contact with individuals and families/care givers. It is difficult to raise awareness overall in the community*
- *Presentations to more groups, education in schools, more physician engagement for referrals*
- *Increase awareness of our programs with other community organizations*
- *Social media, networking, etc.*
- *Word of mouth, continuing to talk at forums and gatherings*
- *Advertise. Open House?*
- *Email newsletter, community referrals, social media*
- *Reach out to other Special Olympics Teams*

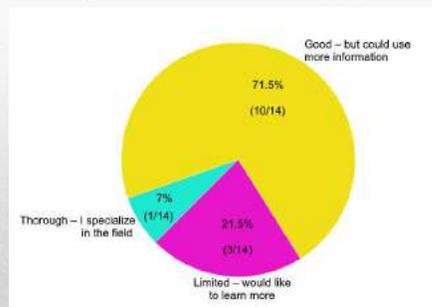
Awareness of SOPEI



Current relationship with SOPEI



Awareness of the health challenges facing those with ID and their caregivers



Knowledge of efforts to increase the navigation of health and related services for those with ID and their caregivers

Selected comments (more detail available in the full report):

- *PEI Citizen Advocacy matches volunteers with individuals with intellectual disabilities*
- *United Way supporting initiatives*
- *Mental Health initiatives from the Province, Stars for Life, Community Connections*
- *PEI's provincial Patient Navigator*
- *PEI People First*
- *Resources from CDSS*
- *As a primary care provider I assist families navigating through the health care system. Support other CHANCES staff in their efforts to assist families with health care system navigation.*

Needs of individuals with ID and caregivers have been considered in programs/services through:

- Program evaluation: 54% (7/13)
- Consultation: 46.2% (6/13)
- Needs assessment: 46.2% (6/13)
- Unsure: 23% (3/13)

Other (identified by respondents)

- Supported Decision-Making Coalition (includes organizations that work with people with intellectual disabilities as well as individuals with intellectual disabilities): 7.7 % (1/13)

If your organization has taken steps to design services that consider the needs of people with ID and their families, please describe the process and impact on the service.

- An important part of advocating for good public policy is making sure that individuals with intellectual disabilities are included in all of the conversations, are part of every meeting, committee, etc. and have opportunities to have their voices heard, in order that policies are most suited to their needs. Try not to rely too much on print material. Provide transportation.
- All of our programming and supports offered are based on the needs of individuals with ID and their families. So whatever is raised as areas of concerns on individual basis is supported to the best of our abilities, sharing of information, other resources and suggestions to other organizations that may be able to compliment the need.
- We introduced one on one lessons for those unable to function in a group setting. Shorter sessions for those with behaviour focus challenges.
- We work to develop low barrier programming. In specific cases, we have consulted with support staff around making programs and events more accessible.
- We design our programs based on our initial assessments (testing) as well as evaluation of the athletes during the sessions. We also rely on coaches feedback and insight. We have done research to ensure we are providing quality training.
- We are holistic in our supports so we have focused on parent well being and self care, social skills building for self esteem and community participation.

Helpful resources to make services more inclusive

- Money to do renovations and equipment
- Knowing if there are any avenues of accessing financial support to provide one-on-one support for any individuals with ID that require it for our program
- Creating sustainable ongoing community partners, as we are lacking in human resources for delivery of our own programming
- We will take as much information as available to make our practices the best they can be!
- Our organization does not specifically or explicitly work with people with ID. We recognize that people with ID are represented within our target population and we are open to learning more about inclusivity from an ID perspective

Suggested changes to improve the lives of SOPEI athletes, people with ID, and the general public

Selected comments (more detail available in the full report):

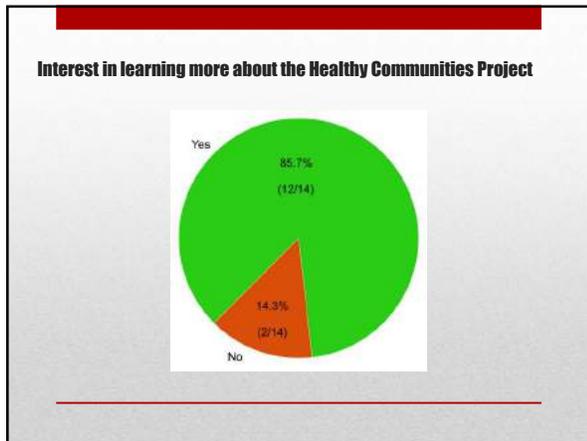
- Encouragement and acceptance
- Inclusion, accessible programs and services
- Have a place where the athletes would have access to consistently
- Access to housing,
- Support to follow their own interests
- Self care, self esteem building, women focused programs, family support
- Nutrition and fitness and life skill programs
- Have younger people get involved
- More public investment in supports that allow people to live more independently, in safety, in the community
- Changes in attitudes, more respect for capacity of people to make their own decisions
- Less overprotection, more allowance for risk-taking
- Better housing options
- Supported decision-making
- Better social assistance rates, food and shelter rates ... plus decent wages for real work
- Increased public support for organizations ... that facilitate relationships, build community, empower individuals
- Education and training for medical professionals and social workers ... to prepare them to interact with people with intellectual disabilities with respect, and in recognition of their rights
- Focus on the rights of people to self-determination
- Publicly funded dental care [and] publicly funded vision care

Future trends that could impact the health of SOPEI athletes and people of ID and the success of the Healthy Communities project

- Lack of awareness of the programs currently being offered
- Inclusive facilitators in mainstream programs
- Awareness of need for (and benefit of) accessible programs and services
- A greater emphasis on preventative health care should also address people of ID
- I think lack of government support for NGOs/non-profits/community organizations has a profound effect, reducing opportunities for people to participate in their communities, develop relationships - critical factors when it comes to health
- Currently there is a housing crisis in Charlottetown and many other parts of the Island, which could certainly impact the lives of people with ID

Potential partners to advance the goals of the Healthy Communities Project

- Go PEI
- People First/Citizen Advocacy/supported decision-making coalition/partners for change
- Would love to see if ACL could be a fit into some kind of partnership with the project
- Joyriders
- Stars for Life
- We'd love the opportunity to discuss a partnership
- The Autism Society of PEI would be happy to collaborate if we add any benefit to the project
- There is a major focus on sports programs in the City. I would like to see more programs aimed at a variety of activities that support the individual - nature therapy, meditation, etc. I think all recreational sport coaches should have training to support the mental health development of participants. A common language would be helpful and more evaluation is needed
- Unsure of current partners



RESULTS

Education survey

- ### Participating Organizations
- Holland College (Sport & Leisure)
 - Holland College (Health and Community Studies)
 - QEH Social Work
 - Health PEI (Public Health and Children’s Development Services)
 - Health PEI (Provincial Children with Complex Needs)
 - Health PEI (Long Term Care)
 - Optometrist

- ### Department type
- Health Care: 83.3% (10/12)
 - Education: 33.3 % (4/12)
 - Fitness/Kinesiology: 25% (3/12)
 - Health Promotion: 16.7 % (2/12)
 - Social Work: 8.3% (1/12)
- Other (identified by respondents)
- Sport & Leisure Management program at Holland College: 8.33 % (1/12)

Education/training meets the needs of these populations

Male	78% (7/9)
Female	78% (7/9)
LGBTQ+	78% (7/9)
English	78% (7/9)
Francophone	89% (8/9)
Aboriginal	89% (8/9)
New Immigrants	89% (8/9)
Individuals with Intellectual Disabilities	78% (7/9)
Caregivers	89% (8/9)

- ### Department staff trained to work with individuals with ID
- Most responded that staff do not have specific training for working with individuals with ID, but some provided explanatory comments (more detail in the full report):
- *Not specifically. This being said, faculty would have previous workplace experience in working with clients with ID*
 - *This would be limited ... we do have some coursework which focusses on training with clients who have an intellectual disability. Additional faculty training in this area would be beneficial*
 - *The Human Services Program is in our Department. So yes, 3 faculty members*
 - *Staff have attended workshops/sessions*
 - *Somewhat*
 - *Most staff in public health pediatrics have experience and knowledge working with individuals with ID. My work as coordinator of children with complex needs is currently under constant development with plans to cater services to each pediatric population and their needs*
 - *A small cohort in one of our facilities tailored to this service population.*
 - *No, however our member schools do*

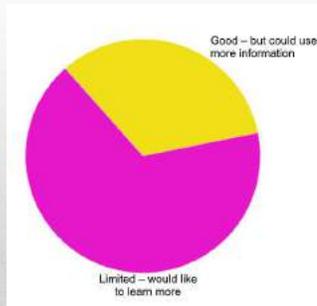
The process and impact (on the service) of designing department services that consider the needs of people with ID and their families

- Facility operates from a patient centered care approach therefore the patient and family/caregiver has input and direction into their care needs
- Preliminary conversations but I wouldn't say we've designed the appropriate services at this point. We adapt our series as needed.
- The children with complex needs initiative is in development and is currently gathering feedback from multiple groups (including those impacted by ID) to better serve every group. Feedback is being gathered from health care professionals, parents, patients, government agencies and community groups.
- Focused educational efforts (on smaller scale) to enhance staff understanding of resident needs.
- We have started to offer Divisions of some of our activities for students with ID

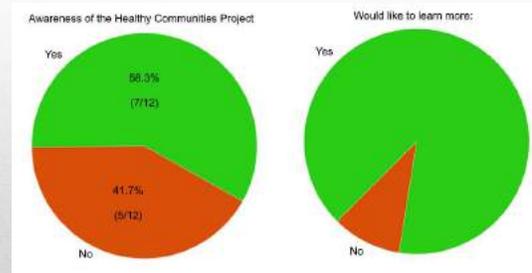
Helpful resources to make department services more inclusive

- Knowledge of their needs.
- Dedicated in-service sessions for faculty. Free, online resources for faculty and staff. Increased connectivity with individuals trained in the field.
- Practical knowledge-based resources, detailing conditions, communication approaches and mechanisms to evaluate service delivery.
- Online educational video would be helpful. This way it would always be available to new staff.
- In-service training for faculty. Free, online training sessions.
- Presentations to our specific programs.
- More education

Awareness of the health challenges facing those with ID and their caregivers



Knowledge of the Healthy Communities Project



Knowledge of efforts to increase the navigation of health and related services for those with ID and their caregivers

- The position of coordinator for children with complex needs was created to help identify the gaps in patient and family navigation and assist in achieving coordinated care. The PEI patient navigator is also a resource for patients and families to access assistance in navigating health care.
- There is some work underway to try to improve service coordination and integration for children with complex needs and their families. Children with complex needs may have ID, but may also have many other complexities.
- Ongoing working relationship with QCRS to improve care; work being done for Children with Complex Care needs; Accessibility, support
- I would suggest that the faculty in the program area would be aware of various services in the healthcare field.

Suggested changes to improve the lives of SOPEI athletes, people with ID, and the general public

Selected comments (more detail available in the full report):

- More frequent opportunities for program faculty and students, in specific course, to interact with SOPEI athletes
- Greater awareness of all of the services available to SOPEI athletes for program staff. This way, our graduates would be better able to work with SOPEI athletes when they arrive to various medical offices.
- Ensuring our students who are studying in the health care field are aware of all the tools available to them when working in the field.
- Awareness
- Identification of care and relational nuances for people with ID
- Education on communication, Housing options, support for caregivers
- Better coordination and integration of services and education and specialized training for staff so they are adequately equipped to offer the best service possible to meet the needs.
- Coordinated services where individuals had easy access to their health information and health service providers and were able to work collaboratively with patients and each other for coordinated service.

Future trends that could impact the health of SOPEI athletes and people of ID and the success of the Healthy Communities project

- *By linking the work of SOPEI with the growing experiential learning movement in post-secondary education, greater partnerships and real world learning experiences could positively impact SOPEI athletes.*
- *Ensuring front line health care providers are fully aware of specialized needs of SOPEI athletes or those with ID.*
- *program, Housing option shortage, Patient centered care*
- *Aging population is currently moving more and more services to the elderly and those admitted to hospital with fewer resources to youth and children. This is creating a reactive health care system with fewer proactive projects and programs.*
- *Care giver resiliency*
- *Appropriate housing and employment options*
- *Formal health and social system competency*

Potential partners to advance the goals of the Healthy Communities Project

- *Provincial and national sport organizations*
- *NGO, , Acute Care*
- *All government agencies including education, health, family and human services along with health promotion. Partnerships with local recreation and sports groups and facilities.*
- *Primary and home care programs*
- *Accessibility and income support services*
- *Education and justice organizations*
- *Schools*
- *Municipal Recreation Departments*
- *There would be numerous programs at Holland College which could advance the goals of the project. By reaching out to them, opportunities could be explored.*
- *Connecting with targeted programs at Holland College may be of benefit. Future discussions can be held to identify these particular areas of interest/possible partnerships.*

Follow-Up

17 individuals shared their contact information, and asked for updates and additional information about the Healthy Communities Project. Several also specifically indicated in their responses that they would like to be contacted to provide more information about their organization or department's programs/services.