Community Mental Health

Community Mental Health Action Plan

September 2020

Training Framework Toolkit

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October 2019

This document was compiled by Community Mental Health Action Plan (CMHAP) Members along with input from several community stakeholders across the Province of Alberta, too numerous to mention. A huge thank you to all who contributed their wisdom, experience and expertise to the development of this Framework. Thank you to Imagine Institute for Learning for pulling all of this together. Any updates to this Toolkit can be found on the Action Plan website at: www.mentalhealthactionplan.ca

Community Mental Health Action Plan

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Community Mental Health Training Framework

Introduction to the Community Mental Health Training Framework

The Mental Health Training Framework was conceived from a request to synthesize all of the training opportunities in the Province and to identify core competencies that contribute to a competent and effective workforce. The initial idea was to compile an inventory of all the available training across all sectors. Recognizing that supporting mental health is everyone's business and not just within the purview of professionals who work directly within the mental health system, we endeavoured to identify trainings, resources and materials that would support all individuals who work with human beings in relationship-based practice (e.g. first responders, security personnel, transit workers, cab drivers, sports coaches, educators, librarians, social workers, health professionals, businesses, etc.)

The training framework was developed with a few key principles in mind:

• Leveraging existing provincial investments made to develop quality professional development opportunities, our aim was to highlight Alberta made resources and training.	• Acknowledging that professionals have limited time and resources to access training opportunities, our goal was to help streamline the process of identifying appropriate training to meet the varied needs of individuals and organizations.	• While we can all benefit from basic understanding of the knowledge competency areas, we all have different needs around the skills required to activate that knowledge. You will find an array of face-to-face learning immersions, online training, resources, videos and toolkits all scaffolded in terms of knowledge, behavioural and activating competencies.

John F. Kennedy once said that "a rising tide lifts all boats", associated with the idea that an improved economy benefits everyone and that we should therefore focus on broad economic efforts. The same can be said of mental health. If we can raise awareness of mental health, remove the stigmas associated with mental illness, and create trauma-informed environments across sectors, everyone benefits, not just a targeted population. We hope this guide will help support you and your staff in accessing quality training and maximizing the potential of the work you do.

Line Marie Perron
Community Mental Health Action Plan

Community Mental Health Action Plan

What is the Goal of the Training Framework within the Community Mental Health Action Plan?

To engage professionals and stakeholders in professional development to enhance their capacity to support people with mental health needs.

What is the Training Framework?

A guide that helps professionals identify training and resources to support the development of knowledge, behavioural and activating competencies.
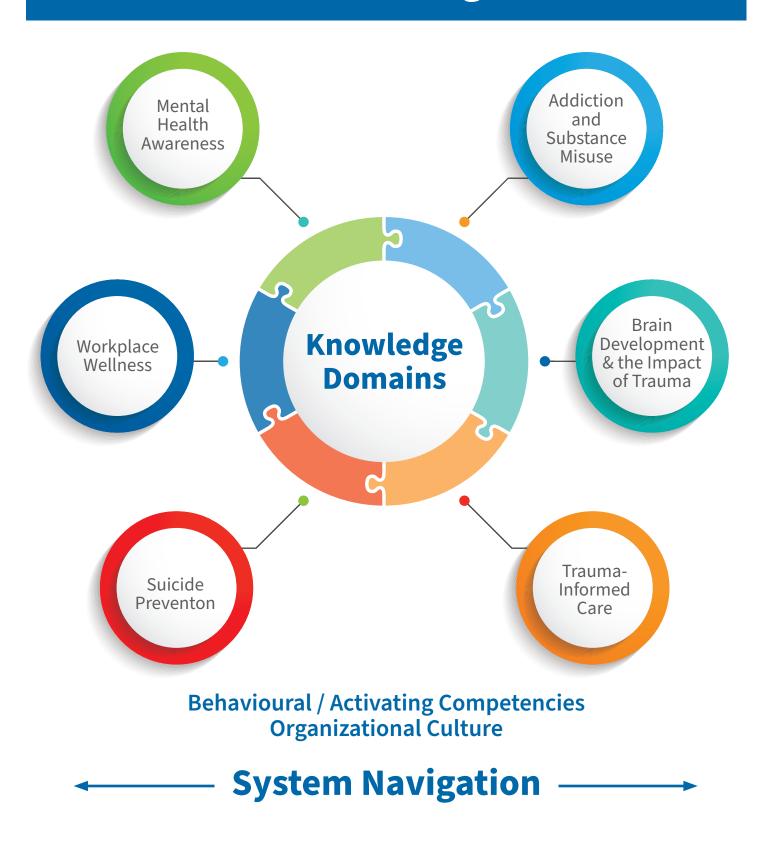
The Framework leverages Alberta's existing investments made in training and professional development.

The Framework summarizes core knowledge, behavioural and activating competencies identified as essential for professionals across sectors to support and promote mental health and well-being.

Why Does It Matter?
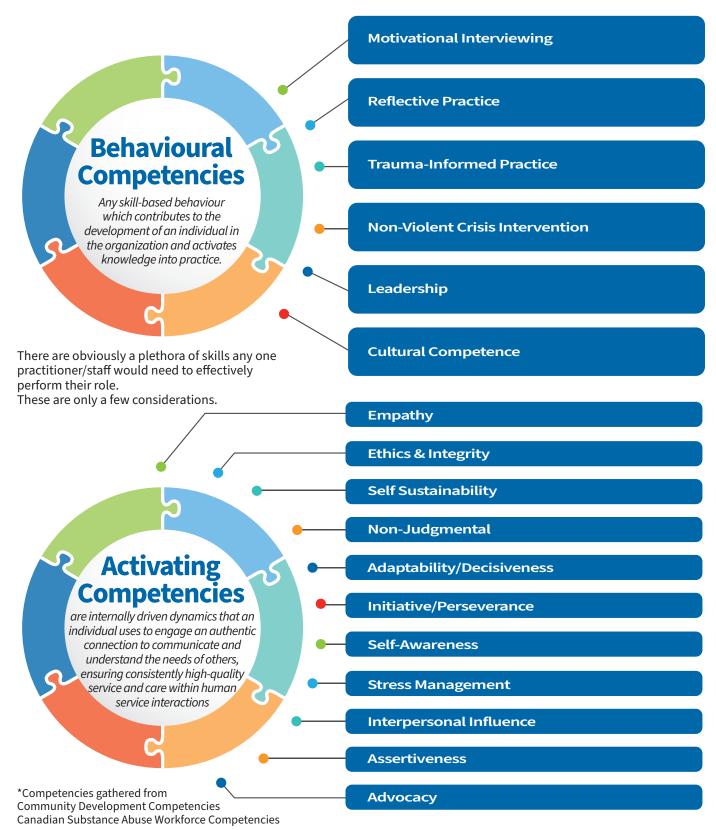
All communities have individuals who are struggling with mental health and practitioners need support to do personal work, professionally. Professionals who are given the opportunity to develop appropriate competencies, suffer less vicarious trauma, less burnout and benefit from increased effectiveness in their field. These professionals include those working in the context of relationship-based practice on the prevention, promotion, intervention and postvention continuum.

Mental Health Training Framework

Mental Health Awareness

Addiction and Substance Misuse

Knowledge Domains

Workplace Wellness

Brain Development & the Impact of Trauma

Suicide Preventon

Trauma-Informed Care

**Behavioural / Activating Competencies
Organizational Culture**

System Navigation

Knowledge Competencies

The bases of knowledge or content that are required to apply skills for the purpose of fulfilling a certain function or role.

Mental Health Awareness
Types of mental health disorders; signs and symptoms; risk factors and protective factors.

Addictions and Substance Misuse
Harm reduction, types of addictions; concurrent disorders; signs and symptoms; stages of change.

Brain Development and Impact of Trauma
Brain architecture; early brain development and toxic stress; ACEs; resilience.

Trauma Informed Care
Types and causes of trauma; neurobiology of trauma; principles of trauma informed practice.

Workplace Wellness
Signs and symptoms in the workplace; work-life balance; components of a healthy workplace.

Suicide Prevention
Common causes of suicidal behaviour; warning signs; universal prevention; intervention and postvention.

1. KNOWLEDGE is that first level which endeavors to enhance foundational knowledge and understanding of facts and concepts. The types of knowledge needed vary with the knowledge domain.

   EG. This could be applicable for
   - Staff who need to increase their knowledge base in a particular area
   - Community members and an array of non-traditional allies who would benefit from a basic understanding one or more areas

Behavioural Competencies

Any skill-based behaviour which contributes to the development of an individual in the organization and activates knowledge into practice.

- Motivational Interviewing
- Reflective Practice
- Trauma-Informed Practice
- Non-Violent Crisis Intervention
- Leadership
- Cultural Competence

There are obviously a plethora of skills any one practitioner/staff would need to effectively perform their role.
These are only a few considerations.

Activating Competencies

are internally driven dynamics that an individual uses to engage an authentic connection to communicate and understand the needs of others, ensuring consistently high-quality service and care within human service interactions

- Empathy
- Ethics & Integrity
- Self Sustainability
- Non-Judgmental
- Adaptability/Decisiveness
- Initiative/Perseverance
- Self-Awareness
- Stress Management
- Interpersonal Influence
- Assertiveness
- Advocacy

*Competencies gathered from
Community Development Competencies
Canadian Substance Abuse Workforce Competencies

EMPHASIZE

Navigator focus groups were conducted across the region as part of the Community Mental Health Action Plan's work.

Groups were comprised of professionals and individuals with lived experience. These consultations were related to systems navigation and revealed some valuable information related to activating competencies

The findings STRONGLY emphasized that what made a difference for individuals receiving support, were the personal traits/characteristics of practitioners. How they did their work matters and how they do their work depends on their personal characteristic. was linked to their personal characteristic

One of the key factors in developing the training framework was to identify trainings that addressed these activating competencies.

Community Mental Health Training Framework

How was the Framework developed?

The Research

Core knowledge competencies were identified from the literature and through consultation with various stakeholders.

Behavioural competencies are aligned with various sector requirements, hiring practices and protocols.

Activating competencies were identified through navigator focus groups which included professionals and individuals with lived experience.

Identification and collection of leveraged existing provincial training and resources, as well as international resources, when appropriate.

The Selection Criteria

Trainings and resources were selected based on the following criteria:

- Evidence-based content
- Relevance
- Accessibility
- Flexibility (e.g. for online courses, is there an option to pick and choose modules that are most appropriate for the specific audience?)
- Affordability
- Length

The Vetting

To ensure rigor and relevance, feedback and recommendations were solicited from professionals across sectors, as well as professional training facilitators.

How can the Framework be Used?

The framework is intended to guide organizations, communities, system level decision makers and non-traditional allies in the development of their own training protocols/frameworks to address the specific learning needs of their staff and stakeholders. Managers and supervisors can select training from the matrix that addresses the competency levels required for the various positions in their organization. The matrix is scaffolded such that you can quickly identify which competencies individual trainings are targetting. We've also included a list of resources and toolkits for each competency that can complement professional development and learning. Recognizing that online learning can sometimes limit the development of behavioural and activating competencies, we've also added a tip sheet on how to make the most of those opportunities for you and your staff.

KNOWLEDGE

DOMAIN

MATRICES

This section contains training and resource matrices, as well as overviews for each of the six knowledge domains.

The legend at the beginning of this section outlines icons related to each type of training and resource to help users navigate the matrices. It also contains icons for the different types of competencies each training addresses.

The overviews highlight some facts, statistics and information to provide users with a general introduction to each domain. Each training matrix includes the names and descriptions, associated costs and website links. Identification of the populations for which the training is most appropriate, have also been included. The resource matrices are categorized into articles, publications, toolkits and videos that support the knowledge domain.

A Glossary identifying acronyms and associated sources can be found in Appendix A.

LEGEND

Icons will be attached to training enabling users to more easily navigate through the library and choose what is most relevant for their needs.

Types of Training/ Resources

RESOURCE
Articles, books, publications, newsletters, research papers.

VIDEO
Conference presentations, YouTube clips, webinars, animated clips, films.

TOOLKIT
Guides, Plans, Games, Hands-On Resources.

ONLINE COURSE/TRAINING
On demand courses and training or live webcasts available through various websites. Often segmented into modules allowing for choice.

IN-PERSON TRAINING
Public sessions or those tailored to your organization.

Trainings will be suitable for different audiences and learning levels. Below are the objectives for the three key competencies.

Competencies

KNOWLEDGE
To enhance foundational knowledge and understanding of facts and concepts.

BEHAVIOURAL
To promote excellence in practice, through the effective application of knowledge and awareness.

ACTIVATING
To activate personal traits and attitudes pivotal to effective relationship-based practice.

MENTAL HEALTH AWARENESS

MENTAL HEALTH AWARENESS - OVERVIEW

What are Mental Illnesses?

Mental illnesses are health challenges that can affect the way we think about ourselves, relate to others, and interact with the world around us. They affect our thoughts, feelings, and behaviours. Mental illnesses can disrupt a person's life or create challenges, but with the right supports, a person can get back on a path to sustainability and wellness. (1)

There are many different types of mental illness that affect people in different ways. Within each mental illness, people may have very different symptoms and challenges. Access to services, support from loved ones, and the ability to participate in communities play a big part in the way people experience mental illnesses. Culture, background, and personal beliefs also shape the way people understand mental illnesses.

■ Facts and Stats

More than 6.7 million people in Canada are living with a mental health problem or illness today. By comparison 2.2 million people in Canada have type 2 diabetes.

Mental health problems and illnesses hit early in people's lives. More than 28% of people aged 20-29 experience a mental illness in a given year. By the time people reach 40 years of age, 1 in 2 people in Canada will have had or have a mental illness. (2)

What are Concurrent Disorders?

Concurrent disorders is a term used to refer to co-occurring addiction and mental health problems. It covers a wide array of combinations of problems, such as: anxiety disorder and an alcohol problem, schizophrenia and cannabis dependence, borderline personality disorder and heroin dependence, and bipolar disorder and problem gambling.

These problems can co-occur in a variety of ways. They may be active at the same time or at different times, in the present or in the past, and their symptoms may vary in intensity and form over time. (3)

■ Facts and Stats

People with a mental illness are twice as likely to have a substance use problem compared to the general population. At least 20% of people with a mental illness have a co-occurring substance use problem. For people with schizophrenia, the number may be as high as 50%.

Similarly, people with substance use problems are up to 3 times more likely to have a mental illness. More than 15% of people with a substance use problem have a co-occurring mental illness. (4)

Why is it Important?

The onset of most mental illnesses occurs during adolescence and young adulthood. This affects educational achievement, occupational or career opportunities and successes, and the formation and nature of personal relationships. The effect extends throughout an individual's life. The greater the number of episodes of illness that one experiences, the greater the degree of lasting disability. Receiving and complying with effective treatment and having the security of strong social supports, adequate income, housing and educational opportunities are essential elements in minimizing the impact of mental illness. (5)

The economic burden of mental illnesses in Canada on the health care system is estimated to be over $51 billion per year. This includes health care costs, lost productivity and criminal justice costs. (6)

An additional $6.3 billion was spent on uninsured mental health services and time off work for depression and distress that was not treated by the health care system. (7)

■ Concurrent Disorders

Mental health and substance abuse problems are common and come at an enormous cost to individuals, families, communities and systems.

The links between mental health and substance abuse issues are complex. They might develop independently as a result of common risk factors or one might lead to the other as a result of self-medication or prolonged distress. Prevention of and early intervention for mental health and substance use problems is best, but when concurrent disorders develop, they require specialized, intensive services.

What does it look like?

Each illness has its own symptoms. The following are a few common signs of mental illness in adults and adolescents:

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning
- Extreme mood changes, including uncontrollable "highs" or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Difficulties understanding or relating to other people
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite
- Inability to perceive changes in one's own feelings, behaviour or personality ("lack of insight" or anosognosia)
- Abuse of substances like alcohol or drugs
- Inability to carry out daily activities or handle daily problems and stress (8)

Concurrent Disorders

There is no one symptom or group of symptoms common to all combinations. The combinations of concurrent disorders can be divided into five main groups:
- substance use + mood and anxiety disorders, such as depression or panic disorder
- substance use + severe and persistent mental health disorders, such as schizophrenia or bipolar disorder
- substance use + personality disorders, such as borderline personality disorder, or problems related to anger, impulsivity or aggression
- substance use + eating disorders, such as anorexia nervosa or bulimia
- other substance use + mental health disorders, such as gambling and sexual disorders. (9)

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1. Canadian Mental Health Association – National. (2016). Mental Illness. Retrieved from https://cmha.ca/documents/mental-illnesses

2. Mental Health Commission of Canada. Strengthening a Case for Investing in Mental Health in Canada. Retrieved from https://www.mentalhealthcommission.ca/English/resources/mhcc-reports/case-for-investing

3. Centre for Addiction and Mental Health. Concurrent Disorders. Retrieved from https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/concurrent-disorders

4. Centre for Addiction and Mental Health. Mental Health and Addiction Facts and Stats. Retrieved from https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics

5. Health Canada. (2002). A Report on Mental Illnesses in Canada. Retrieved from https://cpa.ca/cpasite/UserFiles/Documents/Practice_Page/reports_mental_illness_e.pdf

6. Smetanin et al. (2011) The life and economic impact of major illnesses in Canada: 2011-2041. Prepared for the Mental Health Commission of Canada. Toronto: RiskAnalytica.

7. Centre for Addiction and Mental Health. Mental Health and Addiction Facts and Stats. Retrieved from https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics

8. National Alliance on Mental Illness. Know the Warning Signs. Retrieved from https://www.nami.org/Learn-More/Know-the-Warning-Signs

9. Canadian Centre on Substance Use and Addiction. (2013). When Mental Health and Substance Abuse Collide. Retrieved from http://www.ccsa.ca/Resource%20Library/CCSA-Mental-Health-and-Substance-Abuse-2013-en.pdf

MENTAL HEALTH AWARENESS TRAINING MATRIX

IN-PERSON TRAININGS

KNOWLEDGE COMPETENCIES

BEHAVIOURAL COMPETENCIES

ACTIVATING COMPETENCIES

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Mental Health First Aid	The MHCC offers this course through CMHA which focuses on the four most common mental health disorders including substance related, mood related, anxiety and trauma related, and psychotic disorders. Participants who take this course are well prepared to interact confidently about mental health with their family, friends, communities, and workplaces. **(2-day)**		ALL	$185 through CMHA	https://www.mhfa.ca/en/course-type/basic
Mental Health First Aid – First Nations	The MHCC offers this course through CMHA and is Intended for First Nations, however, it is also recommended for anyone that works with First Nations. It is designed to provide an opportunity for First Nations participants and others who work with First Nations to learn and have serious conversations about mental health and wellness. Participants will reflect on their life experiences, acknowledge the historical context of the colonization of Canada and move forward to address and explore ways to restore balance on a journey to mental health and wellness. **(20 hours)**		I	Cost not specified	https://www.mhfa.ca/en/course-type/first-nations
Kid Have Stress Too!	Offered provincially through Imagine Institute for Learning, this Psychology Foundation of Canada program is designed to help the important people in children's lives learn to promote resiliency by buffering the impact of stress and building positive coping strategies to deal with life's stressors. Two programs span from pre-school to grade 3. **(1-day)**		C	$110	Imagine Institute for Learning https://www.psychologyfoundation.org/Public/Programs/Kids_Have_Stress_Too/Training/Public/Programs/Kids_Have_Stress_Too/Training.aspx
Make the Connection	This course offered by the Psychology Foundation of Canada is effective in promoting positive parent-to-infant attachment and is a strong candidate for public health initiatives targeting parenting skills. 3 courses target different age groups: 0-1, 1-2, 2-3. **(Duration not specified)**		C	Cost not specified	https://psychologyfoundation.org/Content/Professional__Educators__Social_Service__Health/Infant_0-3_/Make-the-Connection.aspx

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Circle of Courage	Starr Commonwealth offers this course which is a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity. This unique model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research. **(6 hours)**		I Y	Cost not specified	https://www.starr.org/training/youth/aboutcircleofcourage
Gender-Based Analysis Plus (GBA+)	A Status of Women Canada course to assess how diverse groups of women, men and non-binary people may experience policies, programs and initiatives. It acknowledges the need to go beyond biological (sex) and socio-cultural (gender) differences and considers many other identity factors, like race, ethnicity, religion, age, and mental or physical ability. **(2 hours)**		ALL	Free	https://cfc-swc.gc.ca/gba-acs/course-cours-en.html
Canadian Association of Mental Health	The website offers free online education aimed at building awareness and knowledge of mental health challenges and reducing stigma. Suggested modules include Mental Health 101; Depression 101; Youth and Mental Health 101. **(20 minutes per module)**		ALL	Free	https://moodle8.camhx.ca/moodle/
Developmental Pathways of Addiction and Mental Health	AHS Addiction and Mental Health Learning Series offers a web-based interactive e-Learning curriculum designed to support healthcare providers to enhance their practice working with children, youth and their families experiencing addiction and mental health issues. The focus of these modules is to help health providers recognize and reduce significant stressors for vulnerable children and their parents, enhance their resilience, and increase their coping skills. In providing mental health support to children and youth the focus needs to shift toward health promotion and disease prevention, rather than just treating the impact of mental health disorders. **(11 modules, 1.5-2 hours each)**		G	Free	https://www.albertahealthservices.ca/info/Page15972.aspx
Healthy Minds Healthy Children	This AHS website contains current online and archived courses. Current issues in child and adolescent mental health intended for professionals in Alberta working with children and adolescents in the area of addiction and mental health.		C Y	Free; Must register online	https://www.albertahealthservices.ca/info/page4723.aspx

MENTAL HEALTH AWARENESS RESOURCE LIST

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

RESOURCE   TOOLKIT   VIDEO

RESOURCE

| TITLE	DESCRIPTION	POPULA-TION(S)	LINK
HEADSTRONG	HEADSTRONG is an evidence-based, anti-stigma initiative created by the Mental Health Commission of Canada (MHCC). It inspires youth ages 12-18 to *Be Brave, Reach Out and Speak Up* about mental health. Now a national initiative, HEADSTRONG teaches students how to reduce stigma and become mental health champions in their schools. CMHA Edmonton has a partnership with MHCC and delivers HEADSTRONG Youth Summits across Alberta.	Y I	https://www.mentalhealthcommission.ca/English/resources/training/head-strong
Mental Health Commission of Canada	This website contains resources on a wide range of mental health topics, including a monthly newsletter.	ALL	https://www.mentalhealthcommission.ca/English/resources
Centre for the Developing Child – Harvard University	This website offers a resource library containing resources, videos and guides on a wide variety of topics related to childhood mental health, including brain architecture, toxic stress and resilience.	C Y	https://developingchild.harvard.edu/resourcetag/mental-health/
Changing for Good	A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward. Authors: Prochaska, Norcross and DiClemente **(Cost $9.00 Amazon)**	G	https://www.amazon.com/s?k=Changing+for+Good%3A+A+Revolutionary+Six-Stage+Program+for+Overcoming+Bad+Habits+and+Moving+Your+Life+Positively+Forward&ref=nb_sb_noss
Creating a Compassionate Classroom	The Alberta Teachers' Association offers this booklet to help educate all of us about mental health, mental illness, and how we can help our students, our colleagues and ourselves. This booklet encourages the development of more compassionate classrooms, schools and communities by changing how we look at mental health and mental illness, school culture, education, policy and partnerships on the large scale, but also the small.	C Y	http://canwetalk.ca/wp-content/uploads/2016/03/Can-we-talk-booklet.pdf
Honouring Our Strengths: A Renewed Framework to Address Substance Use Issues Among First Nations People	The Thunderbird Partnership Foundation of Ontario has an evidence-based framework to guide the design, delivery and evaluation of substance abuse and mental health programs that serve First Nations populations.	I	https://thunderbirdpf.org/honouring-our-strengths-full-version/
PolicyWise for Children and Families	This website contains a range of resources on a wide variety of topics relating to generating knowledge to influence positive changes for children and families, including Aboriginal Children, Youth and Families.	C Y I	https://policywise.com/browse-resources/
The Trauma-Informed Practice (TIP) Guide and Organizational Checklist	This Guide was developed on behalf of British Columbia's Centre of Excellence for Women's Health in consultation with researchers, practitioners, and health system planners across British Columbia.	G	http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

TOOLKIT
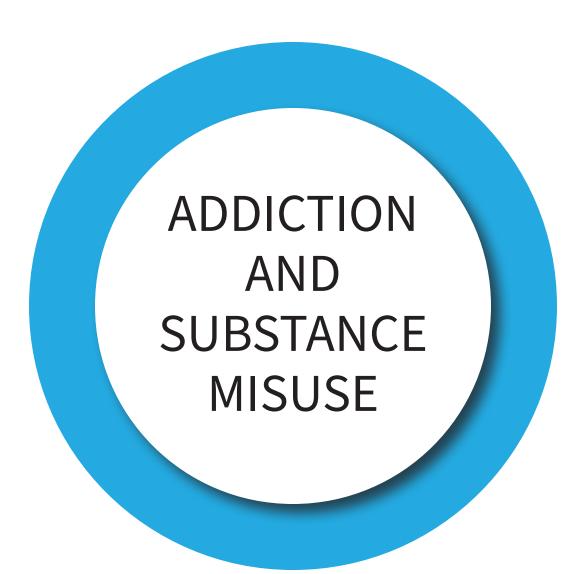
TITLE	DESCRIPTION	POPULATION(S)	LINK
Beyond the Label	CAMH offers an Educational Kit to Promote Awareness and Understanding of the Impact of Stigma on People Living with Concurrent Mental Health and Substance Use Problems	G	http://www.camhx.ca/About_Addiction_Mental_Health/Concurrent_Disorders/beyond_the_label.html
First Nations, Metis & Inuit HEADSTRONG Youth Summit Toolkit	This summit toolkit offered by MHCC is intended to educate students by improving their knowledge, attitudes and intended behaviours towards those living with a mental illness or a mental health problem.	Y I	https://www.mentalhealthcommission.ca/sites/default/files/MHCC_HEADSTRONG_Summit_Toolkit_En_1%252520%2525281%252529_0.pdf
Kids Have Stress Too!	PFC offers a wide range of resources that are available for parents, those who work with young children in early learning settings, and for classrooms. **(Cost: $2.00 Parent Resources; $25-$35 Teacher Resources)**	C	https://psychologyfoundation.org/Public/Public/Programs/Kids_Have_Stress_Too/Kids_Have_Stress_Too_.aspx

VIDEO

TITLE	DESCRIPTION	POPULATION(S)	LINK
First Nations, Metis & Inuit HEADSTRONG Youth Summit	First Nations, Metis and Inuit HEADSTRONG Youth Summit – short video shows highlights of this event. Addresses some challenges around stigma of mental health within Indigenous communities.	Y I	https://www.mentalhealthcommission.ca/English/media/3833
Children's Mental Health Learning Series	The GOA series includes 18 videos and resources dealing with wide range of mental health issues for children and youth. **(1 hour to 1.5 hours each)**	C Y	http://www.humanservices.alberta.ca/family-community/cmh-learning-series.html
Concurrent Disorders: An Introduction	This AHS video addresses epidemiological data, underlying models and risk factors; overlap between mental health and addictions, assessment process, common presentation of concurrent disorders, treatment approaches and addresses the relationship with ACEs. **(30 minutes)**	ALL	https://www.youtube.com/watch?v=WU-W9d40gheA&t=0s&index=12&list=PL4H-2py77UNuVZeJVAplwPzAyNoWXLmx2r
Emotional Regulation and Recovery from Mental Illness: Emotional Regulation Skills Training at the Core of Stepped Care	Thie AHS video explores the connection between behavioural neuroscience and addictions and range of emotional disorders; outlines how emotional skills training is an effective treatment in a coordinated, stepped-care model. **(37 minutes)**	G	https://www.youtube.com/watch?v=FOG-czxxWGNE&list=PL4H2py77UNuWlAD-80DJW3vENUcEHXfL_L&index=21
Stages of Change Model and Treatment Planning	A PowerPoint presentation on Motivational Interviewing created by Governors State University in Illinois.	G	https://www.govst.edu/uploadedFiles/Academics/Colleges_and_Programs/CHHS/Departments/Addictions_Studies_and_Behavioral_Health/2ndsession stages.pdf
Have THAT Talk Series	This Ottawa Public Health series includes a variety of short videos on various mental health topics geared towards the general public, parents and the workplace.	G	http://www.ottawapublichealth.ca/en/public-health-services/have-that-talk.aspx?utm_source=domain&utm_medium=web&utm_campaign=htt

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Homelessness & Mental Health in Edmonton: Addressing the Stigma	Edmonton Social Planning Council identifies homelessness and mental health statistics in Edmonton and throughout Alberta and outlines common barriers to accessing needed community and social supports. Highlights evidence-informed interventions to address stigma. **(4 minutes)**	G	https://biteable.com/watch/mental-health-homelessness-yeg-2084951/
Mental Health Commission of Canada	MHCC has Monthly Free Webinars on various mental health topics.	G	https://www.mentalhealthcommission.ca/English/resources/training/webinars
Motivational Interviewing: Part 1-3	The AHS Concurrent Disorder Series offers: Part 1 – definition and motivational strategies for each stage **(52 minutes)**. Part 2 – Stages of change and 5 basic skills **(53 minutes)**. Part 3 – Outlines strategies for each stage of change. **(1 hour)**	G	https://www.youtube.com/watch?v=zZ-tnX46sfAQ&t=0s&list=PL4H-2py77UNuWE9t0KDzVoWFbXn-jmffznp&index=2
Resiliency Theory: What Works	Michael Ungar speaks on helping people navigate and negotiate what they need. Elements include structure/consequences; parent/child connections; multiple broader networks; powerful identity; sense of control; rights are respected; safety/support; responsibility for others. **(30 minutes)**	G	http://www.michaelungar.com/about-michael/watch-dr-ungar/
Stages of Change Model	A 35 minute Podcast outlining Prochaska and DiClemente's Stages of Change Model	G	http://www.socialworkpodcast.com/StagesOfChange.mp3
Through My Eyes	A documentary on Edmonton's homeless youth. Created by the City of Edmonton Youth Council. **(1 hour)**	C Y	https://www.ceyc.ca/201415-through-my-eyes-documentary/
Understanding Historical Trauma and Health Status of Aboriginal People	This AHS video addresses how historical trauma has impacted health of Aboriginal people; identifies cultural approaches to wellness; outlines policy considerations; identifies effective cultural tools used in Aboriginal health. **(75 minutes)**	I	https://www.youtube.com/watch?v=2cp7lFfw1x8&index=6&list=PL4H2py77UNuUjMnzfRYYYn_NkofNrgerA&t=0s

ADDICTION AND SUBSTANCE MISUSE

What is Addiction and Substance Misuse?

Problematic substance use is the use of any psychoactive substance in a manner, situation, amount, or frequency that is harmful to the individual or to society. (1) Addiction is characterized by behaviours that have become out of control, such as gambling, alcohol and drug use, sex, shopping, etc.

Many people with a substance use or gambling problem have a co-occurring mental health problem. Trauma, especially in childhood, is often linked to addiction problems and is more likely to affect the most vulnerable people and populations. (2)

Why is It Important?

Addiction can affect all parts of a person's life, including their physical health, brain function, emotional well-being, finances, work life and social relationships, including with family. Each family member is uniquely affected by a person's substance use or gambling problem. (5)

Problems occur when substance use causes harm to an individual, their family and friends, or their communities.

Problematic substance use is an ongoing public health and safety concern in Canada. It is estimated that approximately one in five Canadians, aged 15 years and older, experiences a substance use disorder in their lifetime.

The estimated total cost to society of alcohol and drug misuse in 2014 was $38.4 billion, with tobacco and alcohol accounting for almost 70% of the total. (6)

What Does it look like?

The indicators of addiction can be summarized using the memory aid **ABCDE** (ASAM, 2011):

- inability to **abstain**
- little control over **behaviour**
- **craving** or "hunger" for substances or rewarding experiences
- **decreased** ability to recognize major problems in their behaviour and relationships
- a problematic **emotional** response. (7)

■ Facts and Stats

Canadians use alcohol most commonly. In 2015, 3.3 million Canadians consumed enough alcohol to be at risk for immediate injury, while at least 4.3 million consumed enough to be at risk for long-term health effects such as liver damage.

Almost 4 million Canadians aged 15 years and older reported that they used at least one illegal substance in the past year. Illegal substances included cannabis, cocaine/crack, ecstasy, hallucinogens, heroin or speed/methamphetamine. (3)

Drug use and abuse in Canada is a problem that not only ruins the lives of the users and their families, but also costs taxpayers $22.8 billion per year. This cost is from treatment for drug abusers, as well as hiring additional law enforcement and equipment. (4)

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ADDICTION & SUBSTANCE MISUSE TRAINING MATRIX

ONLINE TRAININGS

KNOWLEDGE COMPETENCIES

BEHAVIOURAL COMPETENCIES

ACTIVATING COMPETENCIES

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Addiction 101	Free online education with the Centre for Addiction and Mental Health to build awareness and knowledge of mental health challenges and reducing stigma. **(20 minutes)**	(knowledge)	**ALL**	Free	https://moodle8.camhx.ca/moodle/
The Brain Story Certification	The Alberta Family Wellness Initiative's new course has been streamlined and is more concise and continues to provide a deeper understanding of brain development and its connection to addiction and mental health. The course now includes a new bibliography, a new glossary, an improved navigation system, updated videos and reflective questions in each module. **(20+ hours total)**	(knowledge) (behavioural)	**ALL**	Free	https://www.albertafamilywellness.org/training
Developmental Pathways of Addiction and Mental Health	This AHS Addiction and Mental Health Learning Series is a web-based interactive e-Learning curriculum designed to support healthcare providers to enhance their practice working with children, youth and their families. The focus of these modules is to help health providers recognize and reduce significant stressors for vulnerable children and their parents, enhance their resilience, and increase their coping skills. The focus needs to shift toward health promotion and disease prevention, rather than just treating the impact of mental health disorders. **(11 modules, 1.5-2 hours each)**	(knowledge) (behavioural)	**G**	Free	https://www.albertahealthservices.ca/info/Page15972.aspx
Harm Reduction Approach Overview	The State of New York Department of Health offers an introduction to basic philosophy and practices of HIV/STI/HCV harm reduction with regards to substance use and sexual risk behaviour. The webinar provides an opportunity to reflect on your values and attitudes regarding harm reduction, as well as learn specific harm reduction strategies. **(2 hours)**	(knowledge)	**G**	Website did not provide cost	https://www.hivtrainingny.org
Harm Reduction Coalition	The website offers three online courses including Introduction to Harm Reduction; Overdose Prevention & Response; and Engaging People Who Use Drugs. **(Duration of each course is not listed)**	(knowledge)	**G**	$80 USD for 3	https://harmreduction.org/

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
PACES Provincial Addiction Curricula and Experiential Skills Training/Alberta Opioid Dependency Treatment Virtual Training	The focus of the Alberta ODT Virtual Training Program through AHS is to provide healthcare providers with the necessary knowledge, skills, and attitudes when providing care to patients with opioid use disorder (OUD). **(7 modules, 25-35 minutes each)**		G	Free	https://www.albertahealthservices.ca/info/Page16083.aspx
Prescription Drug Training for Youth and Adults	The Spirit of Healing offers 2 courses. The course for youth focuses on safe and unsafe use of prescription and over-the-counter medication and encourages using traditional and alternative ways to stay safe, healthy and balanced in all areas - mentally, emotionally, physically and spiritually. The adult course provides information on prescription drug use and misuse and includes traditional and complementary approaches for healing pain as well as ways to reduce harm to the individual, family and community. **(15 hours each course)**		I Y A	Free after creating an account	https://www.training.abfnspiritof-healing.com

ADDICTION & SUBSTANCE MISUSE RESOURCE LIST

RESOURCE   TOOLKIT   VIDEO

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

RESOURCE

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Alberta Addiction Service Providers	This website contains links to numerous in-person events, on-line courses and archived webinars on various mental health and addiction topics.	G	http://albertaaddictionserviceproviders.org/training.php
Canadian Centre on Substance Use and Addiction	This website offers a variety of research, reports, videos, podcasts and publications related to substance use and addiction and harm reduction. Also includes the Competencies for Canada's Substance Abuse Workforce.	ALL	https://www.ccsa.ca/search?keywords=&result_type%5B0%5D=publication&field_tags%5B0%5D=4&sort=&amount_per_page=10&page=1
Harm Reduction	CMHA Ontario offers this information sheet – Harm Reduction is an evidence-based, client-centred approach that seeks to reduce the health and social harms associated with addiction and substance use. Identifies examples and goals.	G	https://ontario.cmha.ca/harm-reduction/
Canadian AIDS Treatment Information Exchange	This website offers various resources on Harm Reduction including Best Practices, Recommendations for Harm Reduction Programs, Harm Reduction as a Tool for Health Living and Harm Reduction in Action.	G	https://www.catie.ca/en/prevention/substance-use

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Community Education Service	This website provides parents/caregivers and other community members with opportunities to access free, public education sessions on child and youth emotional wellness and health topics.	G	http://community.hmhc.ca
Drug Safe	AHS's Drug Safe offers information for the public on Alcohol, Cannabis and Opioids.	G	https://www.albertahealthservices.ca/info/Page12491.aspx
Harm Reduction Coalition	This website offers a variety of publications, multimedia resources and archived webinars on various harm reduction principles, approaches and strategies.	G Y	https://harmreduction.org/
Honouring Our Strengths: A Renewed Framework to Address Substance Use Issues Among First Nations People in Canada	The Thunderbird Partnership Foundation of Ontario offers an evidence-based framework to guide the design, delivery and evaluation of substance abuse and mental health programs that serve First Nations populations.	I	https://thunderbirdpf.org/honouring-our-strengths-full-version/
PolicyWise for Children and Families	This website offers a range of resources on a wide variety of topics relating to general knowledge to influence positive changes for children and families, including Aboriginal Children, Youth and Families.	ALL	https://policywise.com/browse-resources/
StreetWorks	This Harm Reduction approach is a set of non-judgmental strategies and approaches which aim to provide or enhance the skills, knowledge, resources and support street involved injection drug users' and sex trade's (target populations) need to live safe and healthier lives.	G Y	http://www.streetworks.ca/pro/aswintroduction.html
The Trauma-Informed Practice (TIP) Guide and Organizational Checklist	This Guide was developed on behalf of the British Columbia Centre of Excellence for Women's Health and the British Columbia Provincial Health and Substance Use Planning Council in consultation with researchers, practitioners and health systems planners across British Columbia. These documents are intended to support the translation of trauma-informed principles into practice. Included are concrete strategies to guide the professional work of practitioners assisting clients with mental health and substance use.	G	http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

ADDICTION & SUBSTANCE MISUSE RESOURCE LIST

RESOURCE · TOOLKIT · VIDEO

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

TOOLKIT

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Addiction Prevention Toolkit	The purpose of this AHS toolkit is to provide documents that will help facilitate connections with community partners and members of the general public with the goal of raising awareness and building relationships.	G	https://www.albertahealthservices.ca/info/Page14610.aspx
Harm Reduction: A British Columbia Community Guide	Harm Reduction: A British Columbia Community Guide assisting municipalities in taking a leadership and a facilitative role in reducing the level of drug related harm in their communities.	G	http://www.health.gov.bc.ca/library/publications/year/2005/hrcommunityguide.pdf
Beyond the Label	An Educational Kit to Promote Awareness and Understanding of the Impact of Stigma on People Living with Concurrent Mental Health and Substance Use Problems, by CAMH.	G	http://www.camhx.ca/About_Addiction_Mental_Health/Concurrent_Disorders/beyond_the_label.html
Enhancing Concurrent Capability Toolkit	This toolkit is intended to support critical components including Engagement Strategy, Understanding Concurrent Capable Competencies, Screening, Assessment and Treatment Planning, offered through AHS.	G	https://www.albertahealthservices.ca/info/Page14889.aspx

VIDEO

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Alberta Family Wellness Initiative	Website contains a variety of videos related to addiction and substance misuse.	G	https://www.albertafamilywellness.org/resources/results?search-term=Addictions&type_filter=everything
Concurrent Disorder Comprehensive Assessment	This video demonstrates how to engage clients in assessment, treatment planning and decision making. **(70 minutes)**	G	https://www.youtube.com/watch?v=f-W0d9YDymvg&list=PL4H2py77UNuXJ-7FYuv-51iazHW81uy3qz
Concurrent Disorder Learning Series	AHS's Concurrent Disorder Learning Series is a comprehensive inventory of academic videos from provincial, national, and international subject matter/clinical experts. The Series is designed to support the clinical development of Addiction and Mental Health's diverse workforce in responding to the needs of individuals experiencing concurrent disorders.	G	https://www.albertahealthservices.ca/info/page14397.aspx
Domestic Violence & Addiction and Mental Health Parts 1 & 2	This AHS video series includes - Part 1: Key messages include prolonged exposure to violence is associated with onset, duration and recurrence of mental health disorders/addictive behaviours. Part 2: Responding to Domestic Violence. **(38 minutes)**	G	https://www.youtube.com/watch?v=_Ey-BaHexy-U&list=PL4H2py77UNuXiI1D-cLq9y4158kfLCqe4q&index=2&t=0s
Engaging Clients with Complex PTSD and Chronic Substance Abuse Issues	This AHS video addresses effective engagement interventions for those experiencing chronic substance abuse and complex PTSD. **(52 minutes)**	G	https://www.youtube.com/watch?v=I-yY-utr8sbA&list=PL4H2py77UNuXQvDRxt-kVQO-bgN9f_vYKr&index=9
Therapeutic Communities: Bio-Psychological - Spiritual Models of Recovery	This AHS video addresses this evidence-based model focusing on the new recovery movement and sustaining long-term recovery. **(25 minutes)**	G	https://www.youtube.com/watch?v=Vu5d39tvvDE&list=PL4H-2py77UNuWlAD80DJW3vENUcEHX-fL_L&index=8&t=0s

BRAIN DEVELOPMENT & THE IMPACT OF TRAUMA

How Brain Development and Trauma are Linked?

Science tells us that the foundations of sound mental health are built early in life. Early experiences—including children's relationships with parents, caregivers, relatives, teachers, and peers—interact with genes to shape the architecture of the developing brain. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications. (1)

Adverse Childhood Experiences (ACEs) are negative, stressful, traumatizing events that occur before the age of 18 and confer health risk across the lifespan. The 10 best studied ACEs are divided into the umbrellas of abuse, neglect, and household dysfunction. These experiences create toxic stress. Children with ongoing, unmitigated toxic stress develop patterns of maladaptive behaviours and physiological disruptions that compromise health over the lifespan. (2)

Why is It Important?

Toxic stress, which is the result of strong, frequent, and/or prolonged biological responses to adversity, can damage the architecture of the developing brain and increase the likelihood of significant mental health problems that may emerge either quickly or years later. Because of its enduring effects on brain development and other organ systems, toxic stress can impair school readiness, academic achievement, and both physical and mental health in children and, later, adults. Life circumstances associated with family stress, such as persistent poverty, threatening neighborhoods, and very poor child care conditions elevate the risk of serious mental health problems. Young children who experience recurrent abuse or chronic neglect, domestic violence, or parental mental health or substance abuse problems are particularly vulnerable.

Some individuals demonstrate remarkable capacities to overcome the severe challenges of early, persistent maltreatment, trauma, and emotional harm, yet there are limits to the ability of young children to recover psychologically from such adversity. Even when children have been removed from traumatizing circumstances and placed in exceptionally nurturing homes, developmental improvements are often accompanied by continuing problems in self-regulation, emotional adaptability, relating to others, and self-understanding. When children overcome these burdens, they have typically been the beneficiaries of exceptional efforts on the part of supportive adults. These findings underscore the importance of prevention and timely intervention in circumstances that put young children at serious psychological risk. (4)

What does it look like?

Complex trauma can adversely affect children in a multitude of ways:

Attachment and Relationships – difficulty developing strong healthy attachment and relationships.

Physical Health – development of chronic or recurrent physical complaints, such as headaches or stomach aches. Adults with histories of trauma in childhood have been shown to have more chronic physical conditions and problems.

Emotional Responses – difficulty calming down when upset, feeling overwhelmed, intense emotional responses to triggers.

Dissociation – mentally separate themselves from the experience as a defense mechanism. Dissociation can affect a child's ability to be fully present in activities of daily life and can significantly fracture a child's sense of time and continuity.

Behaviour – difficulty with self-regulation, impulse control, may appear unpredictable, oppositional, volatile, and extreme or overcontrolled, rigid and unusually compliant with adults.

Cognition – problems thinking clearly, reasoning, or problem solving show deficits in language development and abstract reasoning skills thus affecting academic success. (5)

■ Facts and Stats

Before the age of 18, 27.2% experienced abuse and 49.1% experienced family dysfunction.

Adverse Childhood Experiences (ACEs) rarely occur in isolation. Having one ACE increases the probability of experiencing another one by 84%.

Children who experienced more ACEs were more likely to be diagnosed with mental health conditions or substance dependence in adulthood.

Children who experienced more ACEs were more likely to perceive their physical health, emotional health, and social support as poor.

The association between ACEs and poor health remained strong even when other risk factors for poor adult health outcomes, such as poverty, were taken into consideration.

Children who experienced both abuse and family dysfunction had the highest risk for negative health outcomes in adulthood. (3)

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2. The Alberta Family Wellness Initiative. What are ACEs? Retrieved from https://www.albertafamilywellness.org/what-we-know/aces

3. Policy Wise. (2013). Alberta Adverse Childhood Experience Survey. Retrieved from https://policywise.com/wp-content/uploads/resources/2016/07/345_ALBERTA_ADVERSE_CHILDHOOD_EXPERIENCES_SURVEY_FINAL_JULY_2014.pdf

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BRAIN DEVELOPMENT & THE IMPACT OF TRAUMA TRAINING MATRIX

KNOWLEDGE COMPETENCIES   BEHAVIOURAL COMPETENCIES   ACTIVATING COMPETENCIES

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

IN-PERSON TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
N.E.A.R. Sciences: Understanding the relationship between Neuroscience, Epigenetics, Adverse Childhood Experiences and Resilience	Imagine Institute for Learning offers a full-day learning immersion which will introduce participants to the neuroscience and epigenetics of brain development, the impacts of ACEs on brain architecture and human development as well as the hope of resilience. **(1-day)**	(knowledge, behavioural, activating)	ALL	$110	www.imagineinstitute.ca
Circle of Security – Core Sensitivities	Circle of Security International offers this seminar which focuses on the correlation between core sensitivities and insecurity as described within attachment research; the intergenerational nature of each core sensitivity and how sub-sets of insecurity can be transmitted between parent and child; issues of vigilance within each core sensitivity regarding: autonomy, vulnerability, and/or intrusion; and the implications for all interpersonal relationships. **(3 days)**	(knowledge, behavioural, activating)	ALL	Cost not specified	https://www.circleofsecurityinternational.com

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Brain Story Certification	The Alberta Family Wellness Initiative's new course has been streamlined and provides a deeper understanding of brain development and its connection to addiction and mental health. The course now includes a new bibliography, a new glossary, an improved navigation system, updated videos and reflective questions in each module. **(20 hours in total)**	(knowledge, behavioural, activating)	ALL	Free	https://www.albertafamilywellness.org/training

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Developmental Pathways of Addiction and Mental Health	This AHS Mental Health and Addictions Learning Series offers a web-based interactive e-Learning curriculum designed to support healthcare providers to enhance their practice working with children, youth and their families experiencing addiction and mental health issues. The focus of these modules is to help health providers recognize and reduce significant stressors for vulnerable children and their parents, enhance their resilience, and increase their coping skills. In providing mental health support to children and youth the focus needs to shift toward health promotion and disease prevention, rather than just treating the impact of mental health disorders. **(11 modules, 1.5-2 hours each)**		G	Free	https://www.albertahealthservices.ca/info/Page15972.aspx
Principles of Prevention Training	The Centre for Disease Control (CDC) introduces users to the fundamental aspects of violence and violence prevention. This valuable training explains the key concepts of primary prevention, the CDC's role and public health approach, and the use of the social ecological model for violence prevention. **(5 modules, 90 minutes total)**		ALL	Free	https://vetoviolence.cdc.gov/principles-prevention

BRAIN DEVELOPMENT & THE IMPACT OF TRAUMA RESOURCE LIST

RESOURCE   TOOLKIT   VIDEO

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

RESOURCE

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Building Community Resilience: Coalition Building and Communications Guide	This guide provides an approach to collaboration that addresses adverse childhood experiences and adverse community experiences. Developed by Spitfire Strategies and the Centre for Health Care in Schools and Aspen Institute.	C Y G	https://ascend.aspeninstitute.org/wp-content/uploads/2017/10/BCR20Coalition20Building20and20Communications20Guide.pdf
Centre on the Developing Child - Harvard University	This website offers a resource library containing resources, videos and guides on a wide variety of topics related to brain architecture, toxic stress, resilience.	C Y G	https://developingchild.harvard.edu/resources/

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Center for Disease Control	This website contains a variety of resources on child abuse and neglect, ACEs, protective and risk factors, prevention strategies.	C/Y/G	https://www.cdc.gov/violenceprevention/childabuseandneglect/index.html
Community Resilience Initiative	This website offers resources and videos related to ACEs, trauma-informed practice, with a focus on resilience.	C/Y/G	https://criresilient.org/
Miyo Resource	The Miyo Resource is an Indigenous approach to child and family well-being service delivery and evaluation.	I/C/Y/G	https://open.alberta.ca/publications/9781460143384
PolicyWise for Children and Families	The website offers a range of resources on a wide variety of topics relating to generating knowledge to influence positive changes for children and families, including Aboriginal Children, Youth and Families.	I/C/Y/G	https://policywise.com/browse-resources/
VetoViolence	This CDC website includes tools and resources pertaining to the impact of all types of violence within communities. Of particular interest are the Principles of Prevention and Resiliency Factor Guide.	G	https://www.cdc.gov/features/veto-violence/index.html
Well-Being and Resiliency: A Framework for Supporting Safe and Healthy Children and Families	This Alberta Children's Services Framework in part aims to support protective factors for healthy brain development with an accompanying evaluation framework.	C Y G	https://open.alberta.ca/publications/9781460141939

TOOLKIT

TITLE	DESCRIPTION	POPULATION(S)	LINK
Brain Architecture Game	The Brain Architecture Game is a tabletop game experience that builds understanding of the powerful role of experiences on early brain development. From the National Scientific Council on the Developing Child and Frameworks Institute. **(Cost: $99 USD for package)**	G	www.dev.thebrainarchitecturegame.com
Childhood Trauma Toolkit for Educators	National Childhood Trauma Stress Network provides school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children.	C Y	https://www.nctsn.org/trauma-informed-care
Portico Childhood Trauma Toolkit	This Childhood Trauma toolkit offers resources to pediatric clinicians to assess, understand and develop treatment plans for children and youth and their families.	C Y	www.porticonetwork.ca

VIDEO

TITLE	DESCRIPTION	POPULATION(S)	LINK
Alberta Family Wellness Initiative	The website contains a videos and podcasts on a wide range of topics including brain architecture, ACEs, Resilience, Stress.	G	https://www.albertafamilywellness.org/resources
Resilience: Biology of Stress and Science of Hope (documentary)	A one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent Toxic Stress. **(Cost: $395 USD DVD; $175 USD 1-year rental)**	C Y G	https://educate.tugg.com/titles/resilience

TRAUMA-INFORMED CARE

TRAUMA-INFORMED CARE - OVERVIEW

What is Trauma?

Trauma refers to an event that threatens the life or integrity of the individual or a loved one, such as physical abuse, death of a parent, witnessing domestic violence, abandonment, natural disasters, war, community violence, or medical issues. Types of trauma include single, complex, developmental, historical and intergenerational.

Trauma affects brain development, causing structural and hormonal changes that manifest in adverse physical and mental outcomes. If exposure to stress and trauma is unrelenting, the brain adapts in ways that can make learning and socialization difficult. Persistent exposure to toxic stress during childhood can have serious developmental consequences that may last well beyond the time of stress exposure. (1)

What is Trauma-Informed Care?

At its core, the trauma-informed model replaces the labelling of clients or patients as being "sick," resistant or uncooperative with that of being affected by an "injury." Viewing trauma as an injury shifts the conversation from asking "What is wrong with you?" to "What has happened to you?". (2)

Utilizing a trauma-informed approach does not necessarily require disclosure of trauma. Rather, services are provided in ways that recognize the need for physical and emotional safety, as well as choice and control in decisions affecting one's treatment. Trauma-informed practice is more about the overall essence of the approach, or way of being in the relationship, than a specific treatment strategy or method.

A key aspect of trauma-informed services is to create an environment where service users do not experience further traumatization or re-traumatization (events that reflect earlier experiences of powerlessness and loss of control) and where they can make decisions about their treatment needs at a pace that feels safe to them. (3)

■ Facts and Stats

76% of Canadian adults report some form of trauma exposure in their lifetime, 9.2% meet the criteria for PTSD.

An estimated 50% of all Canadian women and 33% of Canadian men have survived at least one incidence of sexual or physical violence.

Among Canadians with mental health and substance use concerns:

90% of women in treatment for alcohol problems at 5 Canadian treatment centres indicated abuse-related trauma as a child or adult; 60% indicated other forms of trauma.

90% of females and 62% of male youths with co-occurring disorders treatment in one treatment centre endorsed concerns with traumatic distress. (4)

Why is It Important?

Psychological trauma is a major public health issue affecting the health of people, families and communities across Canada. Trauma places an enormous burden on every health care and human service system. Trauma is not only a mental health issue, but it also belongs to every health sector, including primary physical, mental and spiritual health. Given the enormous influence that trauma has on health outcomes, it is important that every health care and human services provider has a basic understanding of trauma, can recognize the symptoms of trauma, and appreciates the role they play in supporting recovery. Health care, human services and, most importantly, the people who receive these services, benefit from trauma-informed approaches. (5)

What does it look like?

Reactions to trauma vary from person to person, from minor disruptions in an individual's life, to debilitating responses. Across the continuum, people may experience anxiety, terror, shock, shame, emotional numbness, disconnection, intrusive thoughts, helplessness and powerlessness. Trauma responses can interfere with an individual's sense of safety, self, and self-efficacy, as well as the ability to regulate emotions and navigate relationships.

Physiological adaptations can create an underlying state of dysregulation - difficulty controlling or regulating emotional reactions or behaviours, and/or an imbalance in the body, which often results in hyperarousal and hypervigilance (in which an individual seems to overreact to every situation) or listlessness and dissociation (in which an individual seems numb and disconnected in stressful or dangerous situations). This dysregulation of the brain and body systems perpetuates mental, emotional, and physical distress. (6)

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TRAUMA-INFORMED CARE TRAINING MATRIX

IN-PERSON TRAININGS

KNOWLEDGE COMPETENCIES

BEHAVIOURAL COMPETENCIES

ACTIVATING COMPETENCIES

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Compassion to Action For: • **First Responders** • **Security Officers** • **Sports Coaches** • **Business Owners** • **Transit Workers** • **Cab Drivers** • **Librarians**	This one-day training offered by the Imagine Insititute for Learning was developed for Oxford Properties and Paladin Security to support vulnerable individuals entering City Centre Mall in Edmonton. It has since been adapted for a variety of non-traditional mental health allies to support their work and promote mental health within the workforce. The first half of the day builds the compassionate lens through the exploration of brain development. The second part of the day explores intentional and strategic actions geared specifically for the sectors mentioned to promote trauma-informed interactions with vulnerable or marginalized individuals.	(Knowledge, Behavioural, Activating)	ALL	TBA	www.imagineinstitute.ca
Trauma-Informed Care: Translating Trauma-Informed Principles into Practice	This introductory training offered by the Imagine Insititute for Learning acknowledges the prevalence and significant impact of trauma in an individual's life and aims to inform service providers how to apply a trauma-informed lens to their current practice. This workshop will define and describe the six main trauma-informed principles outlined in the literature and will focus on how to translate these principles into practice. **(2-day)**	(Knowledge, Behavioural, Activating)	ALL	$220	www.imagineinstitute.ca

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Developmental Pathways of Addiction and Mental Health	This AHS Mental Health and Addictions Learning Series offers a web-based interactive e-Learning curriculum designed to support healthcare providers to enhance their practice working with children, youth and their families experiencing addiction and mental health issues. The focus of these modules is to help health providers recognize and reduce significant stressors for vulnerable children and their parents, enhance their resilience, and increase their coping skills. In providing mental health support to children and youth, the focus needs to shift toward health promotion and disease prevention, rather than just treating the impact of mental health disorders. **(11 modules, 1.5-2 hours each)**	(Knowledge, Behavioural)	C Y	Free	https://www.albertahealthservices.ca/info/Page15972.aspx

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Trauma-Informed Care Series	The purpose of this AHS series is to increase knowledge about trauma and the impact it has by creating connection, sharing knowledge and resources. TIC offers resources for individuals who help those impacted by trauma provide patient-centred care. **(6 modules; 3.5 hours)**		ALL	Free Free	https://www.albertahealthservices.ca/info/Page15526.aspx
Calgary & Area Child Advocacy Centre	Online training includes topics related to childhood maltreatment and trauma, trauma and brain development, impacts of trauma, trauma-informed practice and building resilience.		C Y	Free; must create account	www.calgarycac.ca/educations/being-trauma-aware/
Community Resilience Initiative	Website offers live webcasts onTrauma-Informed Care at various times during the year.		ALL	$150 USD	https://criresilient.org/trainings/

TRAUMA-INFORMED CARE RESOURCE LIST

RESOURCE   TOOLKIT   VIDEO

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

RESOURCE

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma	This paper from the Prevention Insiitute explores trauma at the population level and how it impacts efforts to prevent violence and improve other aspects of community health. It also presents a framework for addressing and preventing trauma at the community level.	G	https://www.preventioninstitute.org/sites/default/files/publications/Adverse%20Community%20Experiences%20and%20Resilience.pdf
Childhood Trauma Toolkit	This toolkit offers resources to pediatric clinicians to assess, understand and develop treatment plans for children and youth and their families, offered through the Portico Network.	C/Y/G	https://www.porticonetwork.ca/web/childhood-trauma-toolkit/resources/developmental-trauma-resources
Community Resilience Initiative	This website contains trauma-informed information, videos and materials with a focus on resilience.	C/Y/G	https://criresilient.org/
PolicyWise for Children and Families	The website offers a range of resources on a wide variety of topics relating to generating knowledge and influencing positive changes for children and families, including Aboriginal Children, Youth and Families.	I/C/Y/G	https://policywise.com/browse-resources/

RESOURCES Cont'd

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Trauma-Informed Care Newsletter	This AHS Newsletter includes articles on various topics related to trauma-informed care.	G	https://www.albertahealthservices.ca/info/Page15526.aspx
The Trauma-Informed Practice (TIP) Guide and Organizational Checklist	These two documents are intended to support the translation of trauma-informed principles into practice. Included are concrete strategies to guide the professional work of practitioners assisting clients with mental health and substance use.	G	http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf
Trauma-Informed Community Initiative of WNY	The website contains a resource repository related to trauma-informed care for families, providers, organizations and communities.	ALL	https://ticiwny.com/resource-repository

TOOLKIT

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Trauma-Informed: A Trauma Toolkit	This toolkit from Klinic Community Health Centre aims to provide knowledge to service providers working with adults who have experienced or been affected by trauma. It will also help service providers and organizations to work from a trauma-informed perspective and develop trauma-informed relationships that cultivate safety, trust and compassion.	G	http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf
Trauma-Informed Care: Perspectives and Resources	A Comprehensive Web-based, Video-enhanced Resource Tool series of modules with videos, briefs and resources. This information is offered though Georgetown University's Centre for Child and Human Development. **(30 to 90 minutes each)**	G	https://gucchdtacenter.georgetown.edu/TraumaInformedCare/

VIDEO

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Alberta Family Wellness Initiative	The website contains a videos and podcasts on a wide range of topics including brain architecture, ACEs, resilience and stress.	G	https://www.albertafamilywellness.org/resources
Home Fire: Ending the Cycle of Family Violence	Presented by the Native Counselling Services of Alberta, this video explores family violence and restorative justice from an Aboriginal Perspective. Includes guide. **(37 minutes)**	I	https://www.youtube.com/watch?v=lm-styXc6FnI&index=1&list=PLMG2IaX_R_oAiSEoVWIIlDQEzq7nZfF3V
Paper Tigers	This documentary is available on Tugg Educational. Information can be viewed by trailer and full purchase from Amazon **$28 USD**. Free Facilitator's Guide is also available on this website. **(1 hour 42 minutes)**	G Y	https://educate.tugg.com/titles/paper-tigers

WORKPLACE WELLNESS

WORKPLACE WELLNESS – OVERVIEW

What is Workplace Wellness?

A psychologically safe and healthy workplace is one that promotes workers' mental well-being and does not harm employee mental health through negligent, reckless or intentional ways. For example, a psychologically safe workplace would be free of excessive fear, chronic anxiety and bullying.

What is Mental Health?

Mental health is a state of well-being in which a person understands his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

When the demands placed on someone exceed their resources and coping abilities, their mental health will be negatively affected. Two examples of common demands are: i) working long hours under difficult circumstances, and ii) caring for a chronically ill relative. Economic hardship, unemployment, underemployment and poverty also have the potential to harm mental health. (1)

Why is it Important?

The impact of mental health illnesses is especially felt in workplaces and among working aged people.

People in their early and prime working years are among the hardest hit by mental health illnesses.

About 21.4% of the working population in Canada currently experience mental health illnesses, which can affect their productivity.

Mental health illnesses account for approximately 30% of short – and long-term disability claims and are rated one of the top three drivers of such claims by more than 80% of Canadian employers. (3)

Facts and Stats

21.4% of working population in Canada currently experience mental health illness

$50 Billion cost to Canadians – health care, lost time, work disruptions

Effects on physical health include heart problems, cancers, substance abuse, reduced adaptability, increased aggression/conflicts, impaired learning/memory, increased passivity

30% of all short and long-term disability claims are due to mental health problems

Effects on the workplace include:

• Reduction in productivity due to absenteeism and presenteeism

• Increase in premiums, health/benefit and recruitment costs (2)

What does it look like?

Certain features of the workplace can affect employees' mental and physical health. These include demoralization, depressed mood, anxiety, burnout, etc. These factors increase the likelihood that an individual will experience increased stress, which in turn increases the likelihood of developing or worsening a mental disorder.

Psychological health problems can range widely, from mild psychological difficulties such as low mood, sleep difficulties, or excessive worry to severe psychological disorders such as schizophrenia, bipolar disorder, or severe depression. Because milder psychological health problems are far more common in the workplace, they account for a larger percentage of the negative impacts on employees and employers.

Mental distress that has not reached the level of a diagnosable mental disorder can still be a source of considerable suffering. It is possible that workplace factors may increase the likelihood of the occurrence of a mental disorder, make an existing disorder worse, and impede effective treatment and rehabilitation. On the other hand, a supportive work environment can reduce the onset, severity, impact and duration of a mental health disorder. (4)

References

1. Canadian Centre for Occupational Health and Safety. (2017). Mental Health – Introduction. Retrieved from https://www.ccohs.ca/oshanswers/psychosocial/mentalhealth_intro.html

2. Canadian Centre for Occupational Health and Safety. (2018). Mental Health in the Canadian Workplace Infographic. Retrieved from https://www.ccohs.ca/products/posters/mental_health_infographic/

3. Mental Health Commission of Canada. (2012). Making a Case for Investing in Mental Health in Canada. Retrieved from https://www.mentalhealthcommission.ca/English/media/3179

4. Canadian Centre for Occupational Health and Safety. (2017). Mental Health – Introduction. Retrieved from https://www.ccohs.ca/oshanswers/psychosocial/mentalhealth_intro.html

WORKPLACE WELLNESS TRAINING MATRIX

KNOWLEDGE COMPETENCIES

BEHAVIOURAL COMPETENCIES

ACTIVATING COMPETENCIES

M - MANAGEMENT

S - STAFF

IN-PERSON TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Mental Health Works	Mental Health Works provides capacity building workshops on workplace mental health to both employers and employees. Their approach is person-centred, evidence-based, and solutions focused. They meet the needs of workplaces for mental health training in three essential areas. **Core Workshop (1 day)**- provides participants an in depth understanding of mental health and mental illness. It is made up of four modules: Mental Health at Work, Mood and Depression, Stress and Anxiety, and Psychological Health and Safety. **Focus (half day); Essentials (1 hour)**	(knowledge, behavioural, activating icons)	M/S	Cost not specified	http://www.mentalhealthworks.ca/what-we-do/
Certified Psychological Health and Safety Advisor	This ground-breaking CMHA certification training program is for individuals and consultants who want to help organizations improve psychological health and safety in their workplaces or implement the National Standard of Canada for Psychological Health and Safety in the Workplace (the Standard). **(2-day)**	(knowledge, behavioural, activating icons)	M (large orgs.)	$1,500	https://alberta.cmha.ca/programs-services/psychological-health-and-safety-adviser-training/
TEND Academy	This organization offers one- and two-day in-person trainings for leadership, organizations and staff who work in high pressure, high stress and trauma exposed workplaces.	(knowledge, behavioural, activating icons)	M/S	Cost not specified	https://www.tendacademy.ca/wp-content/uploads/2018/09/catalogue-mock-up-2018-09-18.pdf

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
TEND Academy	This organization offers online trainings for leadership, organizations and staff who work in high pressure, high stress and trauma exposed workplaces. **(duration not specified)**	(knowledge icon)	M/S	$250	https://www.tendacademy.ca/wp-content/uploads/2018/09/catalogue-mock-up-2018-09-18.pdf
Managing Mental Health Matters	This "first of its kind" program focuses on helping managers, supervisors and other leaders learn how to effectively recognize and manage mental health related issues in the workplace. Addresses critical issues relevant to mental health in the workplace, offered through Workplace Strategies for Mental Health. **(duration not specified)**	(knowledge icon)	M	Free	https://www.workplacestrategiesformentalhealth.com/mmhm/

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Working Through It	This can be used in workplaces: 1) As a private resource for individuals who may be struggling with health, personal, financial or workplace issues, and are looking for practical strategies and inspirational stories to help them cope. In this section you can learn how to share this opportunity with those who may benefit. 2) To provide awareness education for supervisors, managers, union stewards or other leaders whose responsibilities include supporting or managing employees who may have mental health issues. From WSMH. **(duration not specified)**		M/S	Free	https://www.workplacestrategies-formentalhealth.com/employee-re-sources/working-through-it
Gender-Based Analysis Plus (GBA+)	SWC has an analytical process used to assess how diverse groups of women, men and non-binary people may experience policies, programs and initiatives. It acknowledges the need to go beyond biological (sex) and socio-cultural (gender) differences and considers many other identity factors, like race, ethnicity, religion, age, and mental or physical disability. **(2 hrs.)**		M/S	Free	https://cfc-swc.gc.ca/gba-acs/course-cours-en.html
Canadian Centre for Occupational Health and Safety	This website offers a Mental Health E-course package. This package of E-courses is intended to help employers understand mental health issues in the workplace. Modules include: Mental Health Awareness; Health and Wellness; Signs, Symptoms and Solutions; Psychologically Healthy Workplaces; Communication Strategies. **(4.5 hours)**		M/S	$169	https://www.ccohs.ca/products/courses/mh_series/
Being a Mindful Employee: An Orientation to Psychological Health and Safety in the Workplace	This free online training program offered by CCOHS is about psychological health and safety in the workplace. The goal is to help an employer understand the 13 psychosocial workplace factors from the National Standard of Psychological Health and Safety in the Workplace and what you can do to help yourself and others in the workplace. **(75 minutes)**		S	Free	https://www.ccohs.ca/products/courses/mindful_employee/
On the Agenda	This series of videos, presentation slides and supporting materials can help trainers, team leaders, manager or others to pave the way for discussions and action aimed at developing a psychologically healthy and safe workplace. The 13 psychological workplace factors have been identified, through a large body of research, as the main areas of concern related to psychological health and safety in the workplace, offered through WSMH. **(1-2 hours per module)**		M/S	Free	https://www.workplacestrategiesfor-mentalhealth.com/free-training-and-tools/on-the-agenda

WORKPLACE WELLNESS RESOURCE LIST

RESOURCE   TOOLKIT   VIDEO

M - MANAGEMENT

S - STAFF

RESOURCE

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Canadian Centre for Occupational Health and Safety (CCOHS)	This website contains many resources on topics such as stress, mental health in the workplace and work-life balance.	M S	www.ccohs.ca
Elements and Priorities for Working Toward a Psychologically Safer Workplace	This report was prepared to support organizational readiness to embrace the National Standard of Canada for Psychological Health & Safety in the Workplace. It includes the 5 elements of a standard management approach, to creating and sustaining an organizational plan of mental health and wellness. Offered through WSMH.	M	https://www.workplacestrategiesformentalhealth.com/mhcc/pdf/WorkingToward-APsychologicallySafeWorkplace_20101_en.pdf
Guarding Minds @ Work	A free resource from WSMH to help you and your organization improve psychological health and safety in your workplace. It consists of a set of self-serve tools to assess and address factors known to impact employee psychological health and safety and evaluate the effectiveness of these efforts.	M	https://www.workplacestrategiesformentalhealth.com/free-training-and-tools/how-to-use-guarding-minds-at-work-more-effectively
The National Standard of Canada for Psychological Health and Safety in the Workplace	The National Standard of Canada for Psychological Health and Safety in the Workplace (the Standard) is a set of voluntary guidelines, tools and resources intended to guide organizations in promoting mental health and preventing psychological harm at work. Developed by the MHCC. Adopting the Standard can help organizations with: • Productivity • Financial Performance • Risk Management • Organizational Recruitment • Employee Retention	M	https://www.mentalhealthcommission.ca/English/what-we-do/workplace/national-standard
The Psychology Foundation of Canada	This PFC website contains various articles on workplace wellness.	M S	https://psychologyfoundation.org/Content/Parents/For_Me/Articles.aspx
Workplace Health and Wellness Guide	Designed and written as a practical training and reference tool, this 190-page pocket guide will help you establish a workplace health program (or enhance your existing program) by providing information, tips, charts, checklists and illustrations. Developed by the CCOHS. **(Cost $15)**	M	https://www.ccohs.ca/products/publications/wellness.html
Workplace Strategies for Mental Health/ Canada Life	This website has a plethora of Workplace Health and Safety resources for management and staff. Includes free training and tools.	M S	www.workplacestrategiesformentalhealth.com

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
Not Myself Today Toolkit	Participating companies receive employee engagement activities, tools and resources that are proven to work in a variety of work environments. Includes Planning Support, Kick Off, Awareness Building, Engagement and Evaluation materials and activities tools. Available through CMHA.	M S	www.Notmyselftoday.ca
Working Life Toolkit	Working Life, offered by Skyworks Charitable Foundation, gives employers and employees new ways of thinking about mental health and reducing stigma. It includes a documentary DVD, CD with Trainer's guide and documentary transcripts. **(Nominal fee to cover shipping)**	M S	https://www.skyworksfoundation.org/workinglife/WLTrainersGuide.pdf
Workplace Wellness Toolkit	Developing your own workplace wellness plan to improve the health and well-being of your employees and your workplace. The toolkit considers keys factors such as employee demographics, the size of your organization and your company culture.	M S	https://www.workplacewellnessonline.ca/pdfs/workplace-wellness-toolkit.pdf

🎥 VIDEO

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
The Edge of Compassion	The TEND Academy TED Talk Explores best practices in Compassion Fatigue. **(18 minutes)**	M/S	https://www.tendacademy.ca/the-edge-of-compassion-tedtalk/

SUICIDE PREVENTION

SUICIDE PREVENTION – OVERVIEW

What is Suicide Prevention? ....■ Facts and Stats

Prevention is the umbrella in working toward reducing deaths by suicide; increasing awareness, eliminating stigma, knowing what to do in the event that you or someone you know experiences thoughts or behaviours associated with suicide. It's having the skills and awareness, before someone is in crisis. In preventing suicide, intervention and postvention are components toward the goal of reducing suicides.

Who is at Risk of Suicide?

Older adults are at higher risk due to life changes and transitions through loss, lifestyle changes due to physical disability, a move from independent living to assisted living and social isolation and abuse. Warning signs include: appetite changes, lack of participation in social events, signs of abuse and neglect.

Young people are at higher risk due to family and school pressures, major life changes, hormone changes, bullying and sexual orientation issues. Warning signs: eating disorders, deliberate self-harm, withdrawal from normal activities, exceptional and extreme mood swings, perfectionist behaviour or extreme self-critical behaviour.

People who have recently had a major loss or life change are at higher risk, as grief can change to depression that may last several weeks or longer. Warning signs include: major changes in attitude, changes in eating or sleeping habits, loss of energy or loss of interest in things that were once enjoyed.

Especially vulnerable are people who are recovering from an episode of depression or who have a history of suicide attempts, or who have just been released from the hospital. (1)

What does It look like?

Those who are at risk may show these warning signs of suicide:

- Making suicidal statements.
- Being preoccupied with death in conversation, writing, or drawing.
- Giving away belongings.
- Withdrawing from friends and family.
- Having aggressive or hostile behaviour.
- Neglecting personal appearance.
- Running away from home.
- Risk-taking behaviour, such as reckless driving or being sexually promiscuous.
- A change in personality (such as from being upbeat to quiet). (3)

Canada
Suicide is the 2nd leading cause of death for 10-19 year olds and 9th leading cause of death in Canada.

An average of 10 people die by suicide each day in Canada.

Of the approximate 4,000 deaths by suicide per year, over 90% were living with a mental health problem or illness.

Alberta
In 2017, in Alberta, there were 637 suicidal deaths, a 25% increase from 2012.

The suicide rate in Alberta went up by 30% in 2015 in the wake of mass oil patch layoffs.

Females accounted for 58% of the hospital admissions and 61% of the emergency department visits for attempted suicide/self-inflicted injuries.

Aboriginal Communities
Suicide and self-inflicted injuries are the leading causes of death for First Nations youth and adults up to 44 years of age.

Approximately 55% of all Aboriginal people are under 25 years of age.

The suicide rate for First Nations male youth (aged 15-24) is 126 per 100,000 compared to 24 per 100,000 for non-Aboriginal male youth.

For First Nations females, the suicide rate is 35 per 100,000 compared to 5 per 100,000 for non-Aboriginal females (Health Canada, 2010).

Suicide rates for Inuit youth are among the highest in the world, at 11 times the national average. (2)

References

1. Mood Disorders of Ontario. Frequently Asked Questions – Suicide. Retrieved from http://www.mooddisorders.ca/faq/suicide

2. Centre for Suicide Prevention. (2013). Suicide Prevention Primer: Facts and Myths. Retrieved from https://www.suicideinfo.ca/resource-category/statistics

3. Health Link BC. (2017). Warning Signs of Suicide. Retrieved from https://www.healthlinkbc.ca/health-topics/hw29139

SUICIDE PREVENTION TRAINING MATRIX

KNOWLEDGE COMPETENCIES   BEHAVIOURAL COMPETENCIES   ACTIVATING COMPETENCIES

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

IN-PERSON TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULATION(S)	COST	LINK
Applied Suicide Intervention Skills Training (ASIST)	Offered through the Centre for Suicide Prevention, this is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Although ASIST is widely used by healthcare providers, participants don't need any formal training to attend the workshop—anyone 18 or older can learn and use the ASIST model. **(2 days)**	(knowledge, behavioural, activating)	ALL	$210	https://www.suicideinfo.ca/workshop/asist/
ASIST Tune-Up Recertification	This refresher workshop is for people who hold a valid ASIST certificate. This workshop extends a person's ASIST certification for a further two years and offers participants an opportunity to review the Pathway for Assisting Life Model, discuss successes and challenges in using the model, and clarify concepts covered within the model. This workshop is owned by Living Works Education and is delivered in Alberta by Centre for Suicide Prevention. **(3.5 hours)**	(knowledge, behavioural, activating)	ALL	$100	https://www.suicideinfo.ca/workshop/asist-tune-up/
Question, Persuade, Refer Suicide Prevention Training (QPR)	Delivered provincially through Imagine Institute for Learning, this Gatekeeper course is a half-day course aimed at building confidence in how to question, persuade and refer someone who may be suicidal. Participants will learn the warning signs for suicide and increase their knowledge around suicide. They will also increase their confidence in engaging in active listening, asking clarifying questions and making appropriate referrals.	(knowledge, behavioural, activating)	ALL	$45	https://qprinstitute.com
safeTALK	This workshop emphasizes the importance of recognizing the signs, communicating with the person at risk and getting help or resources for the person at risk. It uses the Tell-Ask-Listen-Keep Safe model. This workshop is owned by Living Works Education and is delivered in Alberta by Centre for Suicide Prevention. **(half-day)**	(knowledge, behavioural, activating)	ALL	$95	https://www.suicideinfo.ca/workshop/safe-talk/

Community Mental Health Training Framework

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Suicide to Hope	This workshop is designed for clinicians and caregivers working with those recently at risk of and currently safe from suicide. It provides tools to help these caregivers and persons with experiences of suicide work together to develop achievable and significant recovery and growth goals. The focus of this workshop is recovery and growth for persons recently at risk of and currently safe from suicide, including people who experience recurring thoughts and feelings of suicide. This workshop is owned by Living Works Education and is delivered in Alberta by Centre for Suicide Prevention. **(1-day)**		ALL	$195	https://www.suicideinfo.ca/work-shop/suicide-to-hope/
Tattered Teddies	An interactive knowledge-based workshop which examines warning signs in a child and explores intervention strategies through stories and case studies. Intervention approaches build on the skills taught in the Applied Suicide Intervention Skills Training (ASIST) as they apply to children. **(half-day)**		C Y	$100	https://www.suicideinfo.ca/work-shop/tattered-teddies/
Little Cub	This Centre for Suicide Prevention work-shop is a discussion-based workshop examining suicide prevention in Indige-nous children and communities. The workshop draws heavily on storytelling and oral tradition. It begins by recognizing the unique precipitating factors of suicide in Indigenous commu-nities and moves through to identifying risk and protective factors in children 12 years of age and younger. The workshop finishes by empowering participants with knowledge and tools to transfer the care of a child at risk of suicide to a community-based resource person. **(1-day)** It is recommended that participants of this workshop also attend the 2-day ASIST workshop for skills-based training.		I C	$150	https://www.suicideinfo.ca/work-shop/little-cub/
Walk with Me	Offered by the Centre for Suicide Pre-vention, this is intended for Indigenous caregivers working in Indigenous com-munities. This workshop draws heavily on Indigenous culture and tradition as it seeks to take participants through the cycle of suicide grief. Walk with Me takes the participants on a journey from the past, to the present and looks to the future; it creates a context for people to examine where they are in the grief cycle and how they can move forward to hope. **(1-day)**		I	$150	https://www.suicideinfo.ca/work-shop/walk-with-me/

IN-PERSON TRAININGS Cont'd

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Strategies for Living (Grande Prairie)	This is an interactive workshop offered by the Suicide Prevention Resource Centre in Grande Prairie, for people working with youth. This one-day workshop discusses biological risk factors, vulnerabilities, and understanding suicidal thoughts and behaviour in the adolescent population. **(1-day)**		Y	$100	https://www.sp-rc.ca/strategies-for-living-suicide-prevention-workshop-for-caregivers-of-youth
Suicide Intervention Training (Lethbridge Family Services)	The core of the training is the three-step RAP Model for intervention, which involves rapport building, assessing the individual, and planning for intervention. Focus on skills in active listening, conducting a standardized risk assessment, and developing safety plans with individuals at risk. Additional content on specific populations and community resources. **(2-day)**		ALL	Confirm cost with organization	https://www.lfsfamily.ca/counselling_outreach/suicide_intervention.php

ONLINE TRAININGS

TITLE	DESCRIPTION	LEVEL	POPULA-TION(S)	COST	LINK
Suicide Prevention, Risk Assessment and Management (SPRAM)	AHS Learning Series course introduces four (4) distinct character profiles, each depicting a pathway of care within a unique practice setting (i.e., mental health in-patient, corrections, etc.) Upon completion of the selected pathway, the learner will be provided with a Certificate of Participation. **(6 CME/CEU study credits). (7 modules)**		ALL	Free	https://www.albertahealthservices.ca/info/page14579.aspx
Question, Persuade, Refer Suicide Prevention Training (QPR)	Offered through the QPR Institute, this course teaches participants: How to Question, Persuade and Refer someone who may be suicidal; How to get help for yourself or learn more about preventing suicide; The common causes of suicidal behaviour; The warning signs of suicide; How to get help for someone in crisis. **(1 hour)**		ALL	$29 USD	https://qprinstitute.com/individual-training
Concurrent Disorders – Crisis Intervention	AHS Concurrent Disorders Series offers presentations on Suicide Prevention: An Alberta Primer – 2016, Suicide Prevention APP:, Provincial Suicide Risk Policy Update, Disempowerment in Trauma & Suicidality, Fentanyl Awareness. **(3 hours in total)**		ALL	Free	https://www.albertahealthservices.ca/info/Page14397.aspx
River of Life	This Centre for Suicide Prevention course discusses strategies designed to strengthen the protective factors of youth at risk. The material focuses on providing participants who work with youth the knowledge to respond to youth at risk of suicide. **(8 modules; 20-24 hours)**		I Y	$395	https://www.suicideinfo.ca/workshop/river-of-life-online/

SUICIDE PREVENTION RESOURCE LIST

G - GENERAL
I - INDIGENOUS
Y - YOUTH
C - CHILDREN
A - ADULT

RESOURCE   TOOLKIT   VIDEO

RESOURCE

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
The Centre for Suicide Prevention	This website has a wealth of knowledge-based resources on suicide prevention, from infographics to in-depth editorial articles.	ALL	https://www.suicideinfo.ca/resources/
The Mental Health Commission of Canada	This website contains a variety of resources, including a library, and topics including suicide prevention.	G	https://www.mentalhealthcommission.ca/English/resources
Suicide Information & Education Services (Red Deer)	This website offers information, education, support and referral services. Resources include information for employers, teachers/counsellors, families and youth. There is also information on loss and grief.	G	http://suicidehelp.ca
Living Hope: A Community Plan to Prevent Suicide in Edmonton	This website offers information, education and training opportunities free of charge for Edmontonians.	G	https://11ofus.ca/training-education/

TOOLKIT

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
The Centre for Suicide Prevention	This website has a variety of toolkits specific to a variety of populations including Indigenous, youth, sexual minorities, children and first responders.	ALL	https://www.suicideinfo.ca/resource-category/publications/page/2/
Toolkit for People who have been Impacted by a Suicide Attempt	The Mental Health Commission of Canada in conjunction with the Centre for Suicide Prevention offer this toolkit which is a summary of the tools that have resonated most with the hundreds of people who completed an online survey.	G	https://www.mentalhealthcommission.ca/sites/default/files/2019-03/suicide_attempt_toolkit_eng.pdf
Toolkit for People who have been Impacted by a Suicide Loss	This second toolkit focuses on resources for people who have lost someone to suicide.	G	https://www.mentalhealthcommission.ca/sites/default/files/2019-03/suicide_loss_toolkit_eng.pdf
Zero Suicide Toolkit	This toolkit is a comprehensive program of strategies, tools and readings to assist behavioural health providers in achieving safe suicide care. Addresses the following core components: Lead, Train, Identify, Engage, Treat, Transition and Improve. This is offered by the Suicide Prevention Resource Centre and the National Alliance for Suicide Prevention.	G	http://zerosuicide.sprc.org/toolkit

VIDEO

TITLE	DESCRIPTION	POPULA-TION(S)	LINK
The Centre for Suicide Prevention	The website has multimedia resources on suicide prevention, including videos and webinars.	ALL	https://www.suicideinfo.ca/resource-category/multimedia/
Concurrent Disorders Learning Series	This Alberta Health Services series includes videos dealing with topics related to suicide prevention. Accessed through the Crisis Intervention link on the website.	G	https://www.albertahealthservices.ca/info/Page14397.aspx
Prevention, Intervention and Postvention of Suicide	The Alberta Children's Mental Health Learning Series offers this video. It highlights the basics of suicide statistics, and approaches to universal prevention, early intervention and postvention (dealing with the aftermath of a death by suicide) for youth.	C Y	https://www.alberta.ca/childrens-mental-health.aspx
Safe Messaging about Suicide, Mental Illness and Mental Health	The Mental Health Commission of Canada offers this 1-hour webinar to help people learn how to safely talk about suicide and mental health. Information will be provided to help participants gain the confidence necessary to learn from people with lived experience and engage in safe and meaningful conversation about suicide and mental health. **(1 hour)**	ALL	https://www.mentalhealthcommission.ca/English/media/4171

COVID 19/ CRISIS RESPONSE

COVID-19/CRISIS RESPONSE

The Community Mental Health Action Plan, in collaboration with key stakeholders in municipal and provincial governments and, not-for-profit organizations, has developed this document, as an addendum to the Community Mental Health Training Framework. The initial Framework, published in 2019, contains trainings and resources in six domains related to mental health. This Addendum is intended to complement the Framework.

You are invited to review the full Framework document on this website (www.mentalhealthactionplan.ca) as there are many resources that could also be of help to front-line workers.

During this unprecedented time of uncertainty, the Coronavirus (COVID-19) pandemic continues to impact the psychosocial well-being of Albertans.

This addendum is intended to provide support to front-line workers, caregivers and crisis response workers as they navigate the complexities of work and personal demands, associated with this difficult time.

The trainings and resources contained herein are geared towards increasing awareness and providing strategies to bolster people's ability to 'weather the storm'. The document is divided into two segments: Supporting Professionals During Covid-19 and Crisis Response.

A. SUPPORTING PROFESSIONALS DURING COVID-19

■ **Supporting Yourself**

In this section, trainings and resources have been selected that provide information on ways the pandemic can affect mental health and well-being, including experiencing heightened levels of stress, anxiety and fear.
It includes ways to build resilience, develop self-care, adjust to working from home and manage isolation.

A subsection has been included to support the specific mental health needs of Healthcare Workers, taking into account the added stress resulting from providing essential health services.

■ **Supporting Others**

This section is divided into two subsections. The first offers information and strategies practitioners can use to help their clients manage their own mental well-being. The latter contains resources for employers to support the well-being of themselves and their employees.

■ **Supporting Caregivers**

Recognizing the on-going stress that can accompany caring for loved ones and family members, this section provides resources on understanding caregiver stress and coping strategies, There is a resource to guide employers of health care and home care providers in supporting staff who also caregive to their family or friends.

A subsection provides a list of caregiver hotlines and online support services.

B. CRISIS RESPONSE

Professionals working in crisis response roles such as emergency workers, first responders, essential workers, disaster responders and helping professionals can experience increased levels of stress, anxiety and are at risk for developing vicarious trauma. This section specifically addresses the psycho-social needs of these professionals providing training, resources and tools to support self-care and recover from the impacts of providing services amid the pandemic.

IN-PERSON/ONLINE TRAININGS
SUPPORTING YOURSELF

TITLE/SOURCE	DESCRIPTION	DURATION	POPULATION(S)	COST	CONTACT INFO/LINK
Heart Math Virtual Public Workshops "Transform Your Stress: The Resilience Advantage - Strategies for Managing Stress in Challenging Times" **Alberta Health Services**	This online introductory course includes a basic discussion of stress plus looks at different ways to manage stress including 2 HeartMath breathing techniques.		All	Free	Email: AHS.HeartMath@ahs.ca
Mind Control: Managing your Mental Health during COVID-19 **University of Toronto**	This online course provides a deeper understanding of anxiety reaction as it relates to aspects of our current life. Provides clear strategies for managing anxiety.		All	Free with creation of account	https://www.coursera.org/learn/manage-health-covid-19
Take 5 **MindWell-U**	This online course covers 5 core principles and skills of mindfulness-in-action. Each module contains learning, practice and reflection components.		All	Free	https://app.mindwellu.com/canada/en/training.html
Taking Control of Your Mood, Taking Control of Stress, Resilience **Homewood Health**	These 3 e-courses Include course materials, videos and quizzes.		All	Free	https://homewoodhealth.com/corporate/covid-19-resources
COVID-19: Psychological Impact, Well-being and Mental Health **The Tavastock and Portman NHS Trust Foundation**	This online course identifies the factors specific to COVID-19 that impact our well-being and mental health – at an individual, group and societal level.	6 hrs over 3 weeks	All	Free	https://www.futurelearn.com/courses/psychological-impact-of-covid-19

RESOURCES/TOOLKITS/VIDEOS

TITLE/SOURCE	DESCRIPTION	DURATION	POPULATION(S)	COST	CONTACT INFO/LINK
COVID-19 and Your Mental Health Resource Sheet **Alberta Health Services**	Tips and resources providing information on the pandemic and offering suggestions to remain mentally healthy.		All		https://www.albertahealthservices.ca/assets/info/amh/if-amh-mhpip-disaster-pandemic-covid-19-and-your-mental-health.pdf
Managing Your Mental Health in a Customer Facing Job	This article by David Grauwiler, Executive Director, CMHA Alberta Division highlights strategies to support well-being for workers dealing with the public.				https://www.linkedin.com/pulse/managing-your-mental-health-customer-facing-job-david-grauwiler

RESOURCES/TOOLKITS/VIDEOS - CONT'D

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
The Working Mind: Self-Care and Resilience Guide **Mental Health Commission of Canada**	Contains a mental health self-assessment and suggestions for developing a self-care and resilience plan.		All		https://theworkingmind.ca/sites/default/files/twm_self-care-resilience-guide.pdf
Taking Care of Your Mental Health During the Pandemic **Government of Canada**	Website offers tips for taking care of our mental health and dealing with associated fear and anxiety. It also provides links to other resources.		All		https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/mental-health.html
CAMH	Website contains a variety of resources specific to mental health during COVID-19 including Coping with Stress and Anxiety, Quarantine and Isolation, Stigma and Prejudice.		All		https://www.camh.ca/en/health-info/mental-health-and-covid-19#coping
Shanker Self-Reg Model **The Mehrit Centre**	Blog posts, infographics and other resources related to self-regulation and the COVID-19 pandemic.		All		https://self-reg.ca/
Homewood Health	Website has articles related to mental health including Building Resilience, Improving Relationships, Moving Beyond Anxiety.		All		https://homewoodhealth.com/corporate/covid-19-resources
CanWaCH: Canadian Partnership for Women and Children's Health	Website has a variety of resources related to mental health during COVID-19 including General Mental Health Information, Adjusting to Working from Home; Anxiety, Productivity, Motivation and Focus; Managing Isolation.		All		https://www.canwach.ca/article/mental-health-home-and-workplace-during-covid-19

FOR HEALTHCARE WORKERS

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Help in Tough Times **Alberta Health Services**	This webpage identifies supports, resources and services available to help during stressful times.				https://www.albertahealthservices.ca/amh/Page16759.aspx
Maintaining Wellness During a Pandemic **Canadian Medical Association**	This webpage outlines recommendations to healthcare providers for maintaining mental wellbeing.		Healthcare Workers		https://www.cma.ca/maintaining-wellness-during-pandemic
Best Practices for Supporting the Mental Health of Healthcare Workers during COVID-19 **Mental Health Commission of Canada**	This 12-session webinar series is an interview with Christine Devine, Wellness Specialist who shares the practices that her hospital has put in place that protect healthcare workers' mental health.	47 min each	Healthcare Workers		https://theworkingmind.ca/blog/best-practices-supporting-mental-health-healthcare-workers-during-covid-19

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Resources for Healthcare Workers CAMH	This webpage contains resources to support healthcare workers.		**Healthcare Workers**		https://www.camh.ca/en/health-info/mental-health-and-covid-19/information-for-professionals
Wellness Series: Mental Health and Resilience during COVID-19 University of Toronto University of Toronto Faculty of Medicine	Wellness series for health care workers will occur over a number of weeks addressing various aspects of nutrition/exercise, stress, psychological safety.	1 hr	**Healthcare Workers**		https://www.cpd.utoronto.ca/covid-19/#webinars
	This library contains resources on various topics related to COVID-19 including mental health self-assessments, self-care tools and distress management resources.		**Healthcare Workers**		https://www.cpd.utoronto.ca/covid-19/wellness/

SUPPORTING OTHERS
CLIENTS

TRAINING - Supporting Yourself section has training that may also be applicable for clients and employees

RESOURCES/TOOLKITS/VIDEOS - The Supporting Yourself section has resources that may also be applicable clients and employees

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
COVID-19 Online Resources Alberta Health Services	The website contains links to a variety of resources specific to coping emotionally during COVID-19.		**All**		https://www.albertahealthservices.ca/amh/page16759.aspx
COVID-19 Podcasts Alberta Health Services	A number of podcasts providing information on COVID-19 from the healthcare and science communities.	**5-18 min each**	**All**		https://www.albertahealthservices.ca/news/Page15434.aspx
Wellness Exchange Alberta Health Services	This resilience-building group curriculum and toolkit is for professionals interested in teaching a series of evidence-based skills that promote positive mental health and well-being.		**All**		Email AHSWellnessExchange@ahs.ca to receive information regarding joining Zoom and handouts package
Understanding Brain Responses and Individual Coping Strategies in the Midst of a Pandemic Align Association of Community Services	This webinar is conducted by Frank Shannon, from the Haida Nation. Frank is a Trauma Counsellor and Indigenous Liaison and Knowledge Keeper. His professional practice he incorporates working with his knowledge of the human nervous system and his cultural teachings. He helps people build capacity and connect to their physiological resources so that they can move towards their health and resilience.	**June 19 11:00 a.m.**	**All**	**Free**	https://us02web.zoom.us/webinar/register/WN_k38pgczDT2G6ZL-5foOkHGQ
Overcoming Mental Health Challenges in a Global Pandemic Canadian Mental Health Association Alberta	The webinar focuses on 5 essential elements of care for individuals and communities exposed to disaster and emergency situations and how building support systems around individuals, families and communities allows for recovery. The webinar utilizes research-based tools and strategies to inform action, program development and community interventions.	**90 min**		**Free**	https://alberta.cmha.ca/programs-services/overcoming-mental-health-challenges-in-a-global-pandemic/

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
COVID-19 Community Resource database **REACH Edmonton**	REACH aims to support communities and frontline workers during the COVID-19 pandemic by sharing the information and resources. It includes information on Personal Wellness for Front-line Workers, Training Resources and Indigenous Resources.		All		https://reachedmonton.ca/covid-19-community-response/
Mental Health and the Psychological Impacts of COVID-19 **PolicyWise**	This webpage contains a variety of infographic downloads that outline key lessons learned from research and Alberta's own experience with psychosocial response and recovery.		All		https://policywise.com/2020/04/24/mental-health-psychosocial-impacts-of-the-covid-19-pandemic/
Psychology Works Facts Sheets **Canadian Psychological Association**	The CPA has produced a series of Fact Sheets in response to the coronavirus pandemic. From working from home, grief and bereavement and emotional impacts on healthcare workers.		All		https://www.camh.ca/en/health-info/mental-health-and-covid-19#coping
Canadian Mental Health Association	The website contains a number of articles related to supporting your mental health during COVID-19.		All		https://cmha.ca/news/covid-19-and-mental-health
Wellness Together Canada: Mental Health and Substance Use Support	This information portal provides personal assessments with recommendations based on results. Also offers general tools and resources to help Canadians get back on track. These include modules for addressing low mood, worry, substance use, social isolation and relationship issues, online coaching and support groups and access to online one-to-one counselling.		All	Free; Need to create an account	https://ca.portal.gs/
Pandemic Toolkit **Homewood Health**	This resource includes helpful information and references related to the impacts of COVID-19 on mental health.		All		https://bcfirstrespondersmentalhealth.com/wp-content/uploads/2020/04/Homewood-Health-Pandemic-Toolkit.pdf
Keeping Well Keeping Safe **Canadian Association for Suicide Prevention**	This website identifies a number of strategies and resources to help you through these challenging times.		All		https://suicideprevention.ca/COVID-19
Mental Health Commission of Canada	This webpage offers access to a variety of resources in response to COVID-19 including workplace wellness.		All		https://www.mentalhealthcommission.ca/English/mhcc-covid-19-resources
WELLO	Weekly webinars are conducted on various topics related to mental health during COVID-19, including managing anxiety, coping strategies and many others.	1 hr each	All	Free	https://www.wello.ca/covid-19-webinars/

EMPLOYERS/EMPLOYEES
RESOURCES/TOOLKITS/VIDEOS

		DURA-TION	POPULA-TION(S)		
Supporting Virtual Teams and Remote Clinical Supervision **Ontario Centre of Excellence for Child and Youth Mental Health**	A guide to support practitioners and supervisors remotely.		**Employers**		https://www.cymh.ca/en/projects/resources/covid-19/covid-19_supporting_remote_workers_and_teams.pdf
COVID-19's Impact on Mental Health and Returning to the Workplace **Conference Board of Canada**	This article outlines what organizations need to consider as they prepare to return to the workplace.		**Employers**		Impact on Mental Health
Healthy Minds at Work **Canadian Centre for Occupational Health and Safety**	This website links to resources from various sources, related to managing mental health at work, during the pandemic. It also contains tools to help support mental health efforts in creating a space where workers feel safe, respected, and valued.		**Employers/ Employees**		https://www.ccohs.ca/healthyminds/
Strategies for Small Buisiness Owners **Workplace Strategies for Mental Health**	As a small business owner, addressing psychological health and safety or employee mental health concerns may seem time consuming and outside your expertise or role. These resources will help you address issues more effectively.		**Employers/ Employees**		https://www.workplacestrategiesformentalhealth.com/job-specific-strategies/strategies-for-small-business-owners
Workplace Safety & Prevention Services	Webpage contains links to various articles from this organization and others related to support the mental health of your employees.		**Employers/ Employees**		https://www.wsps.ca/Information-Resources/Topics/working-from-a-remote-office.aspx
My Workplace Health	My Workplace Health has created COVID-19 resources that include a series of videos and blogs offering tips on how to manage during these challenging times. These resources aim to help individuals and businesses.		**Employers/ Employees**		http://www.myworkplacehealth.com/covid-19-resources/
Mental Health Works	In this time of uncertainty and stress related to the COVID-19 pandemic, Mental Health Works is providing a free webinar series to help employees and employers address the impact these circumstances may have on our work and well-being.	**Regularly scheduled**	**Employers/ Employees**	**Free**	http://www.mentalhealthworks.ca/mental-health-works-provide-webinars-workplace-mental-health-amid-covid-19-concerns/
Mental Health at Home and in the Workplace during COVID-19 **CanWaCH: Canadian Partnership for Women and Children's Health**	CanWaCH partnered with the Canadian Mental Health Association (CMHA) for a webinar on the mental health impacts of the COVID-19 pandemic, both at home and at the workplace.	**1 hr**	**All**	**Free**	https://www.canwach.ca/

SUPPORTS FOR CAREGIVERS

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Alberta Caregiver College (Alberta Health Services)	The college offers a variety of courses to enhance knowledge and skills of caregivers who provide for their family members and loved ones. The Powerful Tools for Family Caregivers course contains a section on coping strategies and caregiver stress.		**Family Caregivers**		https://www.albertahealthser-vices.ca/findhealth/service.aspx-?Id=7225&facilityId=7822
Resources and Supports for Caregivers in Alberta **Covenant Health - Network of Excellence in Seniors Health and Wellness**	This resource includes an inventory of caregiver support organizations, resource documents for general and dementia caregivers, as well as information on financial supports available in Alberta.		**Caregiversl**		https://seniorsnetworkcovenant.ca/wp-content/uploads/Invento-ry-of-Resources-Supports-for-Care-givers-in-Alberta.pdf
Caregiver Exchange	Caregiver Exchange is a resource for family caregivers which provides access to articles and videos related to caregiving.		**Family Caregivers**		https://www.caregiverexchange.ca/
Carers Canada	Double-duty carers provide unpaid care to family or friends outside of work, while their profession is also to care. The consequences of lack of employer support for health and home care providers for their 'double-duty carers can potentially impact the quality and continuity of patient care. The website contains links to briefs and infographics for employers.		**Paid Caregivers**		https://www.carerscanada.ca/
Family Caregivers BC	The toolkit is designed to provide both employers and employees with information and resources to help minimize the impact of caregiving on both the employee and the workplace. With the right information, support and education, employees can be healthier and more productive.		**Employers Supporting Caregivers**		https://www.familycaregiversbc.ca/toolkit-for-employers/

FOR IMMEDIATE CAREGIVER SUPPORT

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
211 Alberta	211 Alberta is a helpline and website that provides information on and referrals to Alberta's community, social, health-related and government services.		**Family Caregivers**	**211 Alberta by phone, text or chat: dial 2-1-1, text INFO to 211 or visit website and click "live chat**	https://www.ab.211.ca/
Alberta Health Services	This webpage includes links to key support services including Kids Help Phone, Crisis Text Line, Mental Health Helpline and more.				Help Lines

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Text4Hope **Alberta Health Services**	Text4Hope is an evidence-based tool that helps people identify and adjust the negative thoughts, feelings and behaviours a pandemic might be expected to provoke. Through a set of daily messages, people receive advice and encouragement helpful in developing healthy personal coping skills and resiliency.			**Text COVID-19HOPE to 393939 to sub-scribe.**	https://www.albertahealthservices.ca/topics/Page17019.aspx
Caregivers Alberta	Offers support through connecting you with a Caregiver Advisor via phone or email.				https://www.caregiversalberta.ca/
COVID-19 Discussion Forum **Centre for Addition and Mental Health (CAMH)**	This online peer-to-peer discussion forum is a space where you can offer support, encouragement, and share your experiences with managing your stress and anxiety related to the COVID-19 virus. You can also get tips and suggestions for how best to cope in this difficult time. Moderators will be available during business hours to provide general information and encourage the use of available resources.	available through-out the week		**Free but need to create an account**	https://covid19.camhx.ca/mod/forum/view.php?id=1

LOSS AND GRIEF

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Alberta Health Services	This webpage contains resources and services available for those experiencing loss.				https://www.albertahealthservices.ca/info/Page15944.aspx
Alberta Health Services	This website contains a number of articles on loss and grief.				https://myhealth.alberta.ca/health/Pages/searchHealthInfoByDC.aspx-?ht=g&
Grief and Loss During a Pandemic **Alberta Health Services**	The webinar defines grief and loss, considers what gets in the way of our grief during a pandemic, how to navigate grief, coping strategies and resources.	**34 min**			https://www.youtube.com/watch?v=LYvz-HUWlsc&feature=youtu.be
Grief, Bereavement and COVID-19 **Canadian Psychology Association**	Fact sheet identifies the impact death during COVID-19 pandemic and provides suggestions for dealing with grief.				https://cpa.ca/psychology-works-fact-sheet-grief-bereavement-and-covid-19/
Pandemic Grief **Center for Loss & Life Transition (US)**	Leading death educator and grief counsellor Alan Wolfelt's website contains videos and resources for those experiencing loss and grief related to COVID-19.				https://www.centerforloss.com/
How to Grieve During a Pandemic	An interview with David Kessler, expert on loss and healing and Andrea Warnick discuss grief related to multiple losses as world continues to grapple with the virus.	**31 min**			https://www.youtube.com/watch?v=C4Ec7BOg630

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Brene Brown and David Kessler on Grief and Finding Meaning **Brene Brown.com (US)**	This podcast is a discussion between Brene Brown and David Kessler on finding meaning especially during COVID-19 pandemic.	**45 min**			https://brenebrown.com/podcast/david-kessler-and-brene-on-grief-and-finding-meaning/
ADEC in Conversation: Coronavirus 2019 (COVID-19) **Association of Death Education and Counselling (US)**	The website contains a list of video interviews addressing loss and grief related to the pandemic.	**1 hr each**			https://www.adec.org/page/ADECin-ConversationCoronavirus2019
Managing Bereavement around the Coronavirus **Harvard School of Health and Columbia University (US)**	This article addresses bereavement, grief and the process of adapting to loss.				https://androscoggin.org/wp-content/uploads/2020/05/COVID_Bereavement.pdf

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	CONTACT INFO/LINK
Psychological First Aid (PFA) **Alberta Health Services**	These trainings will help participants to understand the most supportive things to say and do and will provide information about how to best approach disaster, pandemic, and emergency situations to ensure personal safety and the safety of others.		Emergency workers, helping profes-sionals		To register email: HPDIP.MH.EarlyID@ahs.ca
Psychological First Aid (PFA) for a Pandemic (for Responders/ Helpers & Community Members **Alberta Health Services**	This interactive online training focusses on the 5 essential elements for effective disaster psychosocial response, key PFA action principles, and self-care for responders, with a particular focus on responding and recovering from the psychosocial impacts of the COVID-19 pandemic.	2 hrs		Free	To register email: HPDIP.MH.EarlyID@ahs.ca
PFA for Pandemic: Train the Trainer (TT) **Alberta Health Services**	This interactive webinar is designed to create psychosocial and response capacity within AHS and in community by training PFA facilitators to offer these webinars to their community, stakeholders, organizations and members of the public. **Prerequisite:** PFA for a Pandemic (for responders/helpers & community members- 2 hrs webinar and/or 6 hr in class workshop.	3 hr TT work-shop		Free	To register email: HPDIP.MH.EarlyID@ahs.ca
PFA for a Pandemic, with Child, Youth & Family **Alberta Health Services**	This interactive webinar has been developed to support professionals as well as parents and caregivers, to enhance skills and increase confidence when supporting children, youth and families during the COVID-19 pandemic.	2 hrs			To register email: HPDIP.MH.EarlyID@ahs.ca
PFA for Disasters, Emergencies and Crisis Events **Alberta Health Services**	This in person training offers extensive group activities and experiential role plays to building PFA skills and knowl-edge. Content is focussed on disaster, emergency and crisis response. **Not available online.**	6 hrs		Free	To register email: HPDIP.MH.EarlyID@ahs.ca
Psychosocial Disaster Learning Series **Alberta Health Services**	The goal of this five-chapter online session is to provide a foundational review of knowledge about disaster psychosocial approach, tailoring it to our local needs in Alberta. Each chapter is intended to help update your knowledge prior to being deployed in a disaster responder role.	30 min each	Disaster Res-ponders	Free	https://www.albertahealthservices.ca/info/Page17072.aspx
Psychological First Aid **National Child Traumatic Stress Network**	For those unable to take the AHS PSA in-person training, this interactive online course puts the participant in the role of a provider in a post-disaster scene. This course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for sea-soned practitioners who want a review.	6 hrs	Emergency workers, helping profes-sionals		https://learn.nctsn.org/course/index.php?categoryid=11

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
Skills for Psychological Recovery (SPR) **National Child Traumatic Stress Network**	For those unable to take the AHS training, this interactive online course is for individuals who want to learn about using SPR, learning the goals and rationale of each core skill, delivering SPR, and supporting survivors in the aftermath of a disaster or traumatic event.	5 hrs	**Helping Profes-sionals**		https://learn.nctsn.org/course/index.php?categoryid=11
LivingWorks Start **Centre for Suicide Prevention**	This is an online, skills-based suicide prevention training program that anyone can learn in as little as one hour. Accessible from any computer or mobile device, the program features realistic audiovisuals and powerful e-learning technology. It also offers customizable elements based on users' profiles and needs, and provides quick access to support and safety resources. Trainees learn life-saving skills to keep their family members, friends, co-workers, and others safe from suicide.		**All**	$20	https://www.suicideinfo.ca/work-shop/start/
Crisis Response Virtual Training Series **Mental Health Commission of Canada**	2-part online series: Caring for Yourself and Caring for Your Team for essential workers.	part 1- 2 hrs; part 2 3 hrs	**Essential Workers**	Free	https://theworkingmind.ca/crisis-response-virtual-training
Crisis Centre BC	A number of live webinars are available through this site. Content includes suicide response, crisis intervention and tools for supporting our mental health.		**All**	Some are free; others $99	https://crisiscentre.bc.ca/spe-cial-programming-during-the-cur-rent-health-situation/

RESOURCES/TOOLKITS/VIDEOS

TITLE/SOURCE	DESCRIPTION	DURA-TION	POPULA-TION(S)	COST	LINK
211 ALberta **Psychosocial Disaster Network (PDN) Newsletter** **Alberta Health Services**	211 Alberta is a helpline and website that provides information on and referrals to Alberta's community, social, health-related and government services. The PDN is a centralized virtual hub for updates and resources for psychosocial preparedness and recovery.		**All**		211 Alberta by phone, text or chat: dial 2-1-1, text INFO to 211 or visit www.ab.211.ca and click "live chat To be added on the email distribution list email HPDIP.MH.EarlyID@ahs.ca
Pandemic Toolkit **Homewood Health**	This resource includes helpful infor-mation and references related to the impacts of COVID-19 on mental health.		**All**		https://bcfirstrespondersmen-talhealth.com/wp-content/uploads/2020/04/Home-wood-Health-Pandemic-Toolkit.pdf
Crisis Service Canada	The website provides links to a variety of resources from other sources regarding anxiety and other mental health concerns.		**All**		https://www.crisisservicescanada.ca/en/covid-19-resources/
911 Resiience **Canadian Centre for Police & Emergency Services Resilience**	The Canadian Center for Police & Emergency Services Resilience was created to promote psychological health and resilience in police officers, soldiers, veterans, and emergency responders including Fire – Rescue, EHS, medical professionals, social workers, and Corrections. Website contains resources and trainings.		**First Re-sponders, healthcare workers, human services practi-tioners**		https://911resilience.ca/
Centre for Crisis & Risk Communications	The website contains recorded lectures and webinars on various aspects of Pandemic Risk Communications		**Organiza-tions**		https://centreforcrisiscommunica-tions.com/resources/

IMPLEMENTATION GUIDE

This guide provides tools that, when used in sequence, assist organizations in developing, implementing and evaluating a customized training protocol. This section begins with a list of questions for leadership and management to help identify the organization's training needs. Next, a training plan description and template translate the identified training needs into a specific plan. The matrices will provide some options however, the plan should also include any additional training needs.

For those incorporating online training, there are some suggestions on how to maximize the benefits. A reflective implementation guide provides a session outline and reflective questions help translate knowledge into practice.

Finally, a list of questions is included to help evaluate every stage of the training protocol.

What Training does Your Organization need?

These are some questions to consider to help determine target areas for training and what depth of knowledge, skills and activating competencies you might require for your staff. This process is best done with your leadership team or with your training coordination team.

What populations do your programs serve?

What are the defining characteristics of the populations you serve?

What types of services do you provide?
- Prevention
- Promotion
- Intervention
- Postvention

Are the services one-time, short-term or long-term, in nature?

What challenges do your staff experience in supporting the people they serve?
(E.g., not enough knowledge about some of the issues clients are bringing up such as suicide, adverse childhood experiences, etc.)

What knowledge competencies do staff need from the following areas?
- Mental Health Awareness
- Trauma-Informed Care
- Brain Development and the Impact of Trauma
- Addiction and Substance Misuse
- Workplace Wellness
- Suicide Prevention

What behavioural competencies do staff need in order to effectively serve your client groups and their respective complexities?

When hiring new staff, which of the following activating competencies do you consider?
- Empathy
- Ethics & Integrity
- Self-Sustainability
- Non-Judgmental
- Adaptability/Decisiveness
- Initiative/Perseverance
- Self-Awareness
- Stress Management
- Interpersonal Influence
- Assertiveness
- Advocacy

What behaviours (skills) would you like to enhance within your organization?

Training Plan Description

Answering the questions regarding what your training needs are, will help you gain an understanding of staff training needs across your organization. The next step is to develop a training plan that will address those needs. The plan contains details such as trainings selected, for which staff, dates and who is responsible for making arrangements for training.

When developing your training plan, consider how trainings are linked to:

- Your organization's philosophy on training, as this will dictate the amount, types and expected outcomes of training investments.
- Staff roles, responsibilities and needs. These will determine topic areas for training, as well as which competencies (i.e., knowledge, behavioural, activating) need to be developed.
- Organizational and program goals and outcomes. This will help align the development of staff proficiencies with organizational effectiveness and performance.

Tips on Evaluation of Participants

Obtaining feedback directly from participants will provide important information on how relevant, effective and transferrable staff perceive the training outcomes to be. Pre- and post-testing can also be used. Evaluation of on-going benefits of training can be done through staff feedback, supervision and performance appraisals.

Below are some key questions you may want to answer:

- What new knowledge/behavioural/activating competencies have staff acquired?
- Have participants successfully transferred new knowledge/behavioural/activating competencies to their practice?
- Have those competencies been sustained over time?
- How has this impacted staff's effectiveness with clients?
- How have the acquisition of these competencies contributed to the program's/organization's effectiveness (outcomes)?

See Evaluating Your Training to assess the overall effectiveness of your training program.

References

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Obisi,C. University of Lagos, Nigeria. Employee Training and Development in Nigerian Organisations: Some Observations and Agenda for Research. Australian Journal of Business and Management Research Vol.1 No.9 [82-91] | December-2011. Retrieved from http://ajbmr.com/articlepdf/AJBMR_16_09i1n9a9.pdf

Training Plan Template Training Objective:

Training Identified	For Whom	Training Date(s)	Expected Participant Outcomes	Who will Arrange the Training?	Completion Date

References:

Skills Active. A Guide to Successful Workforce Development Training in Wales. Retrieved from
http://www.skillsactive.com/PDF/A_Guide_to_Successful_Workforce_Devlopement_Planning.pdf

Maximizing the Benefits of Online Training

- When selecting online training, be sure to identify the time involved, so that you can plan your session(s) accordingly.
- Do online training as a group. Although not all staff may need the same types of training, where possible, gather those with like needs together to view training sessions.
- Use the Reflective Questions to facilitate group discussions that will encourage a deeper understanding of the content and assist the group in applying what they have learned to their work.
- Consider having the group view the content prior to your session(s) and be prepared to come together for reflective conversations.
- For multi-module online courses, choose those modules that best meet the needs of the group.
  You may want to consider breaking down longer courses into a number of smaller sessions. This would allow participants time to absorb the information and determine how it impacts their work. Subsequent sessions could then begin with a short debriefing discussion of last session's 'take-aways'.

Reflective Implementation Guide

Name of Online Training: _____

Module Name/Number (if applicable): _____

Duration: _____

OVERVIEW	Objectives: Identify the learning objectives you want the participants to achieve at the end of this training/module
Opening/Check-In	• If this is the first training session for this particular group of people, provide an overview of the purpose and objectives. • If this is a subsequent session in a group of training modules, encourage individuals to share their reflections from the last session. What was one significant piece of information or understanding they took away? How would they apply the information or understanding in their daily practice?
Warm-Up	• Introduce the topic of the online training/module. • Generate a list of what participants know about the subject. This could be done in pairs or in a large group. This list can be revisited at the end of the session. • Pose one or two content-based questions you want participants to answer while viewing the training. See corresponding Reflective Questions handout.
Content	• View the online content for this session.
Reflective Questions/ Activities	• This activity is intended to assist participants to reflect on what they have learned and its applicability to their work. See corresponding Reflective Questions handout. • The activity should encourage discussion within pairs or small groups, in order to provide the opportunity for participants to share their knowledge and reaction/response to the content.
Moving Forward	• What Now? This conversation allows participants to plan how they intend to use this new knowledge in their work. This may be decided as a group or individually. • If this is one of a number of sessions, prepare participants to be ready to report back on what steps they implemented and how that went.
Wrap Up	• This is an opportunity for feedback. Participants can offer their responses, perspectives or obtain further clarification on content.

These questions are intended to facilitate group discussions to enable a deeper understanding of the content and assist the group in applying what they have learned to their work. They are ordered to logically take participants from knowledge to application of principles. Therefore, it is recommended to use all six questions. A couple of optional questions have been included, to use at your discretion.

Reflective Questions for Online Training

?

1. What is your understanding of the topic?

2. What are you currently doing to integrate this knowledge into your work?

3. Is what you do consistent with evidence-based practice? How?

4. Based on the information in the training, what additional ways could you use to share this information with your clients? How might you do that?

5. What do you plan on doing differently? When?

6. How will you/your team maintain the transfer of knowledge to new staff members? How will these new practices be integrated into your organizational framework and practices?

Optional

- Are there any barriers you can identify that will impact the use of this information in your practice?

- How can these barriers be removed, decreased or worked around?

Evaluating Your Training

PLAN

- Who did you involve in the planning phase? All levels of staff? Senior management/leadership? Clients?
- Did you receive the input you needed to properly target the training needs of your staff?
- Are there other stakeholders that could have provided valuable feedback?
  E.g., referral sources, partnering organizations, funders, etc.

DO

- Which training sessions did your staff participate in?
- What was their feedback?
- What elements of the training were they able to integrate into their daily practice?
- How are you able to measure this? Supervision?

CHECK/REFLECT

- How accurately did you identify what the training needs are within your organization/community/system?
- How well did your plan reflect the training needs of your organization/community/system?
- What have your staff said about individual training sessions and training plan as a whole?
- Have any of the ideas proposed in training been adopted in practice, and how well are they working?
- Do supervisors see differences in people's attitudes, methods, or competency?
- Do staff members discuss training issues with supervisors and with one another?
- What positive impact has training had on the program and organization in terms of overall performance or effectiveness?
- Have you solicited feedback from clients and external stakeholders, about the competence of your services in the areas that the training program addressed?
- Have there been changes in the way things are done or changes in the effectiveness of the organization?
- Have there been changes in the way the organization is perceived?

ACT

- What will you do now, in terms of training, to expand the knowledge, behavioural and/or activating competencies of your staff?
- What new training needs have emerged as a result of implementing your training plan?

References

Beech, B., Leather, P. 2006. Workplace violence in the health care sector: A review of staff training and integration of training evaluation models. Aggression and Violent Behaviour 11 (2006) 27–43. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.613.1845&rep=rep1&type=pdf

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Jones, G. 2014. Occupational Safety. 8 Key Elements of an Effective Training Program: Design, Measurement, Continuous Improvement. Retrieved from: https://www.cos-mag.com/personal-process-safety/columns/8-key-elements-of-an-effective-training-program/

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APPENDIX A

Source Names and Associated Acronyms

ACEs – Adverse Childhood Experiences

AFWI – Alberta Family Wellness Initiative

AHA – Alberta Teachers' Association

AHS – Alberta Health Services

CAMH – Centre for Addiction and Mental Health

CATIE – Canadian AIDS Treatment Information Exchange

CMHA – Canadian Mental Health Association

CCOHS – Canadian Centre for Occupational Health and Safety

CCSA – Canadian Centre on Substance Use and Addiction

CDC – Center for Disease Control

CMHA – Canadian Mental Health Association

CRI – Community Resilience Initiative

GOA – Government of Alberta

MHCC – Mental Health Commission of Canada

NAMI – National Alliance on Mental Health

ODT – Opioid Dependency Treatment

PFC – Psychology Foundation of Canada

SWC – Status of Women Canada

WSMH – Workplace Strategies for Mental Health