

# UPDATE ON FIRE RESEARCH

Joy C MacDermid BScPT MSc PhD FCAHS FRSC



**FIREWELL**

# UPDATE TOPICS

What have we heard from firefighters about their experiences and priorities?

Our UNALARM Model

Development of a work limitations questionnaire


Comparison of different resiliency programs

What progress have we made on resilient minds?



**FIREWELL**

# Canadian Career Firefighters' Mental Health Impacts and Priorities

Joy C. MacDermid<sup>1,2,3,\*</sup> , Margaret Lomotan<sup>3</sup> and Mostin A. Hu<sup>4</sup>

- 33 men, 6 women)
- Lieutenant/Acting Captain/Captain (n = 11);  
Assistant Deputy Chief/Deputy Chief/Chief (n = 7).
- British Columbia (n = 2), Alberta (n = 1), Nunavut (n = 2), Quebec (n = 6), and Ontario (n = 28).



**FIREWELL**

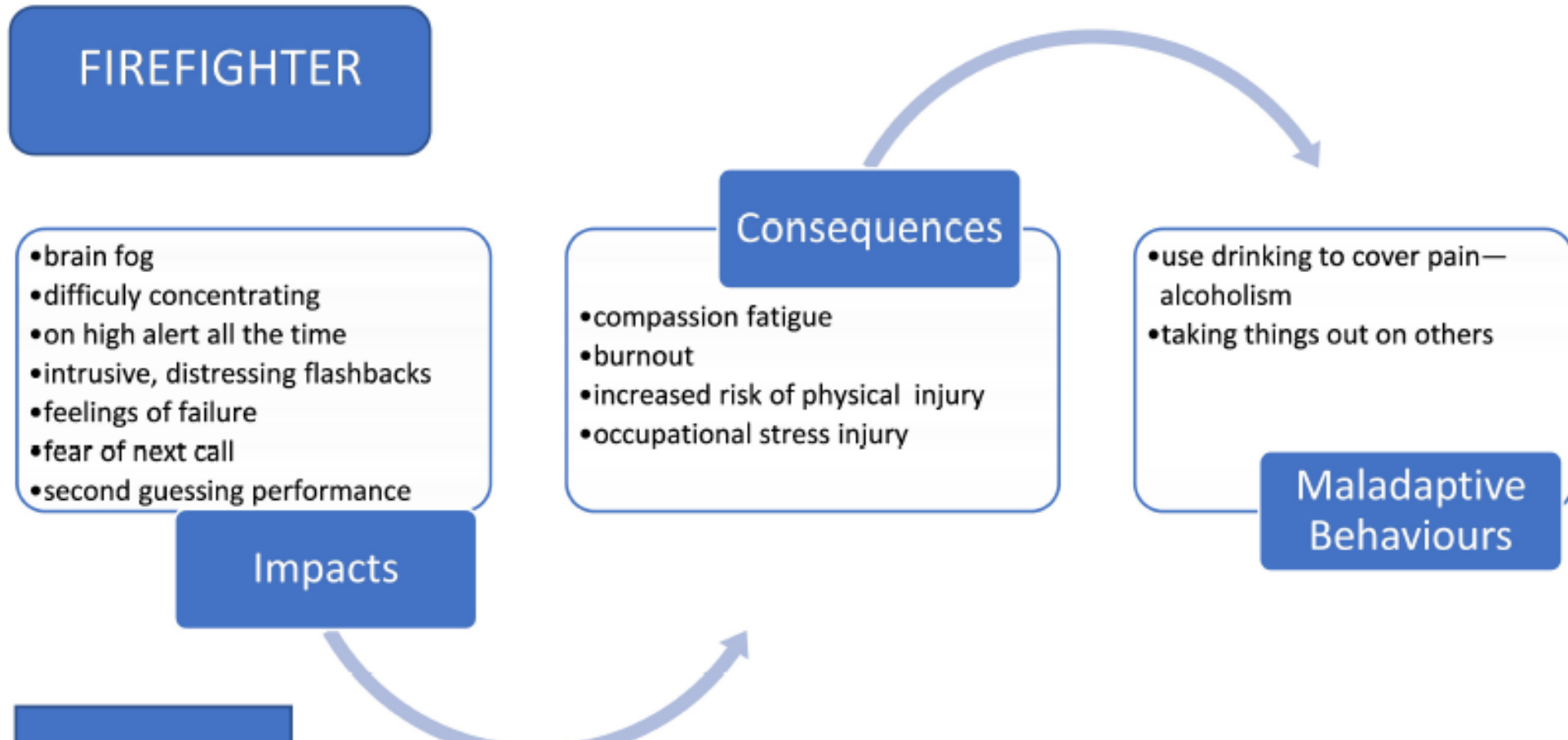
# RESEARCH PRIORITIES

- Awareness and monitoring
  - a. Trends in mental health ;
  - b. Bi-annual exams and surveys for physical and mental health
- 2. Understanding mental health
  - a. Other mental health issues beyond PTSD
  - b. The cumulative effects of mental health exposures
  - c. Brain mechanisms that lead to mental health/PTSD issues
  - d. WAYS TO MEASURE EXPOSURES AND OUTCOMES
- 3. Better prevention and treatment
  - a. Research on early signs and symptoms
  - b. DESIGN AND EVALUATION OF PREVENTION AND TREATMENT PROGRAMS
- 4. Access to care
  - a. Geographic variations in programs/service

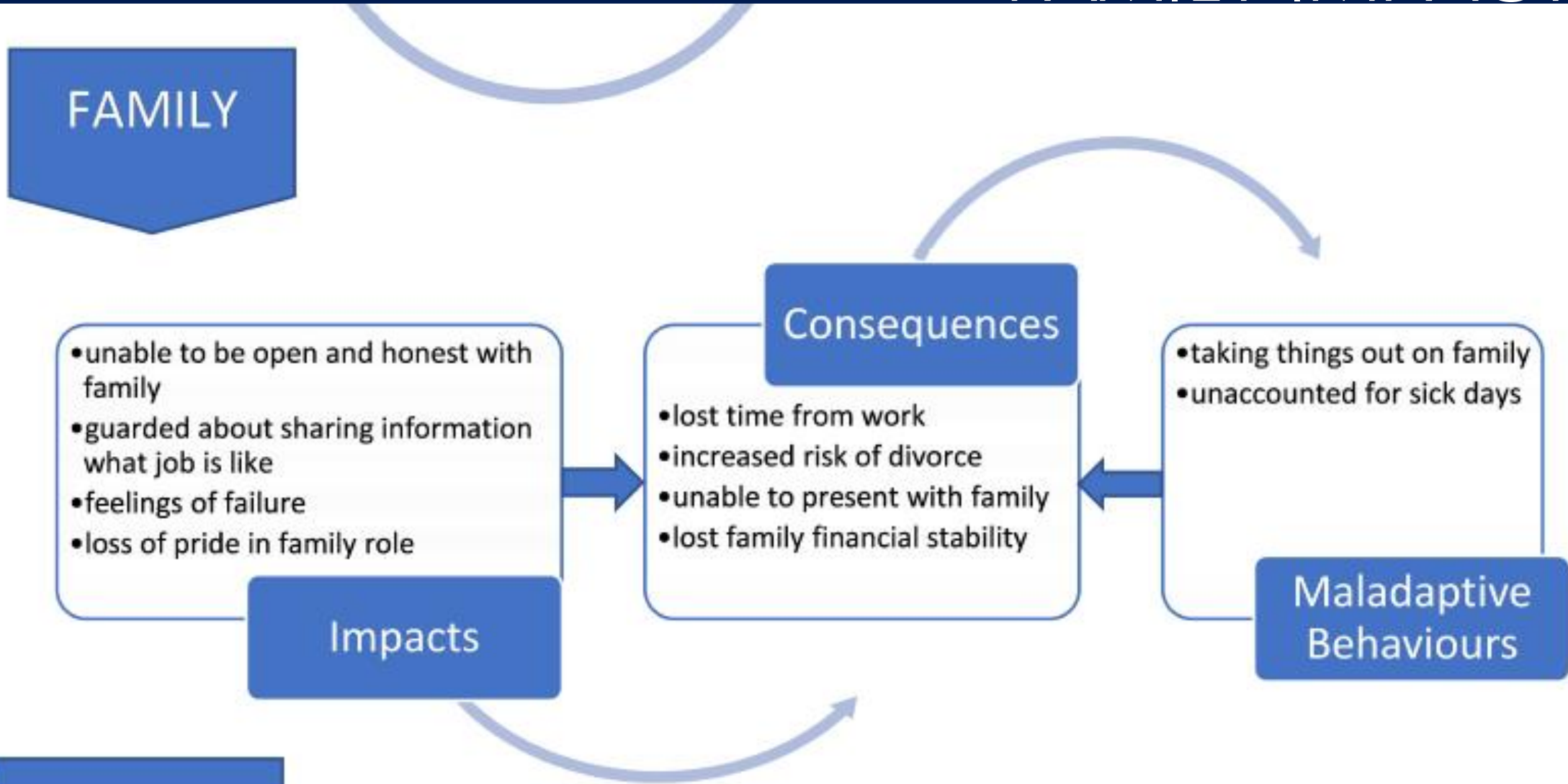


**FIREWELL**

# FIREFIGHTER EXPERIENCE OF MENTAL HEALTH

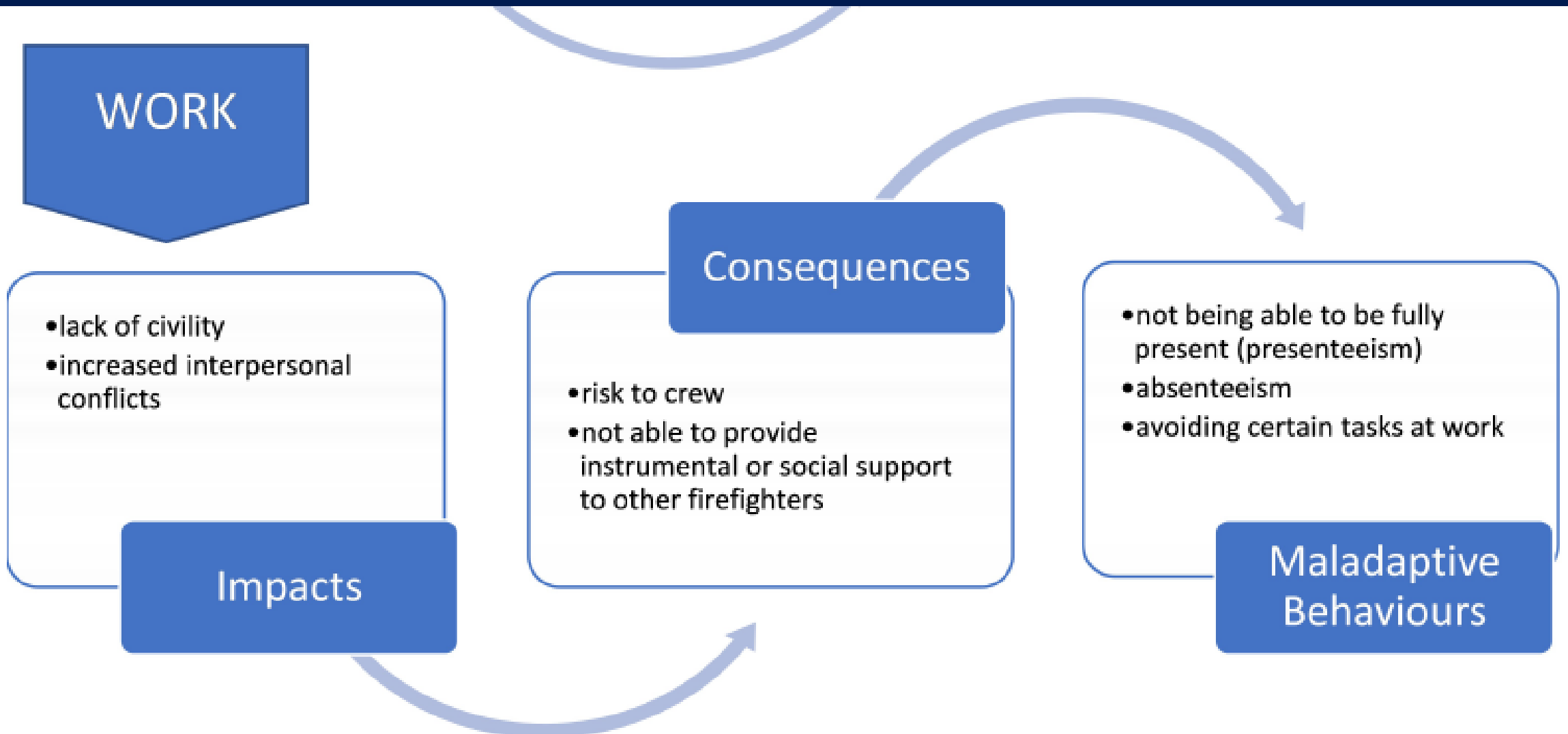


# FAMILY IMPACT





# WORK IMPACTS



# Unified Neuromatrix Allostatic Load and Resiliency Adaptation Model (UNALARM)

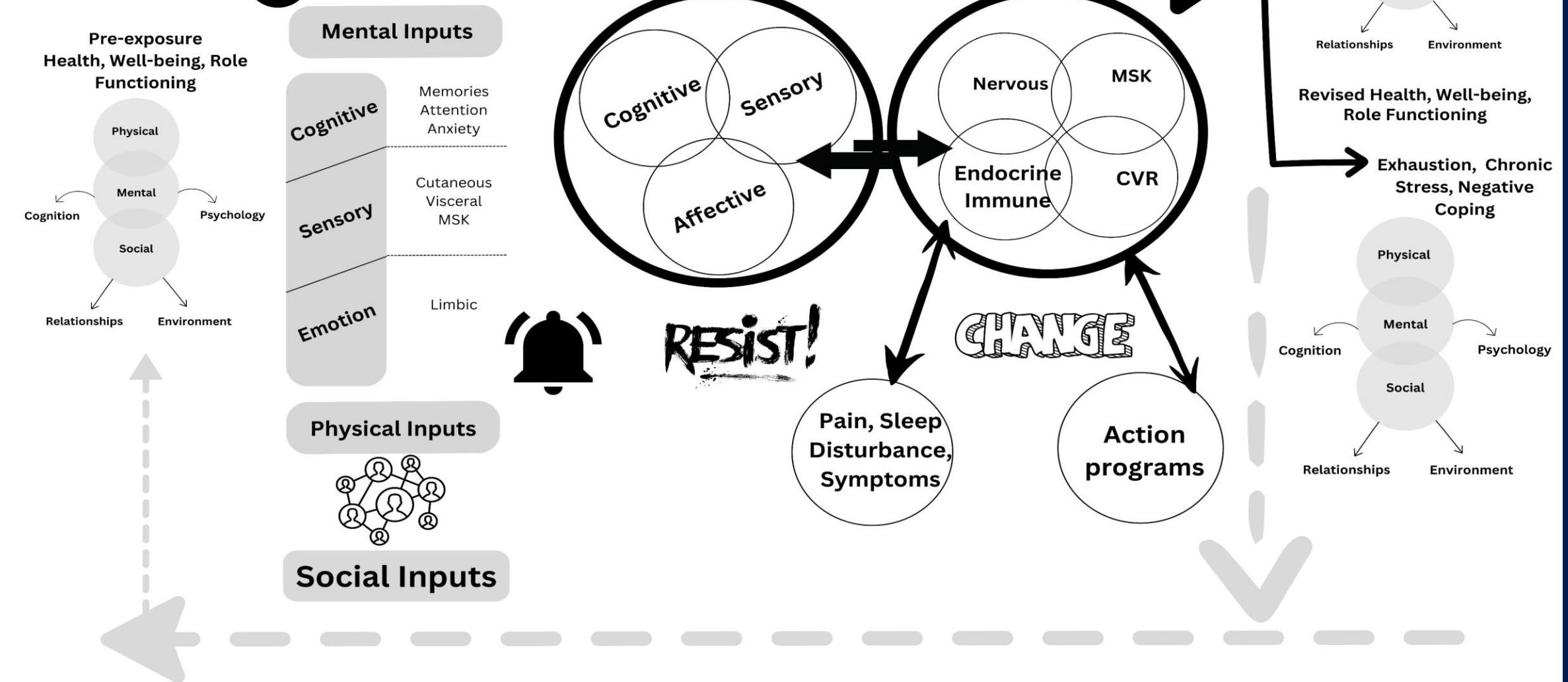
Life: Exposures, Injury, Trauma, Events, Aging

Loading...

TIME

## Body-Self Neuromatrix

## Allostatic stress regulator program





# DEVELOPMENT OF THE FIREFIGHTER WORK LIMITATIONS



**FIREWELL**



- Current self-report questionnaires of work limitations are not useful for assessing firefighter work limitations.

Journal of Occupational Rehabilitation  
<https://doi.org/10.1007/s10926-018-9778-6>



## Work Functioning Among Firefighters: A Comparison Between Self-Reported Limitations and Functional Task Performance

Joy C. MacDermid<sup>1,2</sup> · Kenneth Tang<sup>3</sup> · Kathryn E. Sinden<sup>4</sup> ·

[Rehabil Res Pract.](#) 2020; 2020: 1942513.

Published online 2020 Nov 8. doi: [10.1155/2020/1942513](https://doi.org/10.1155/2020/1942513)

PMCID: PMC7669334

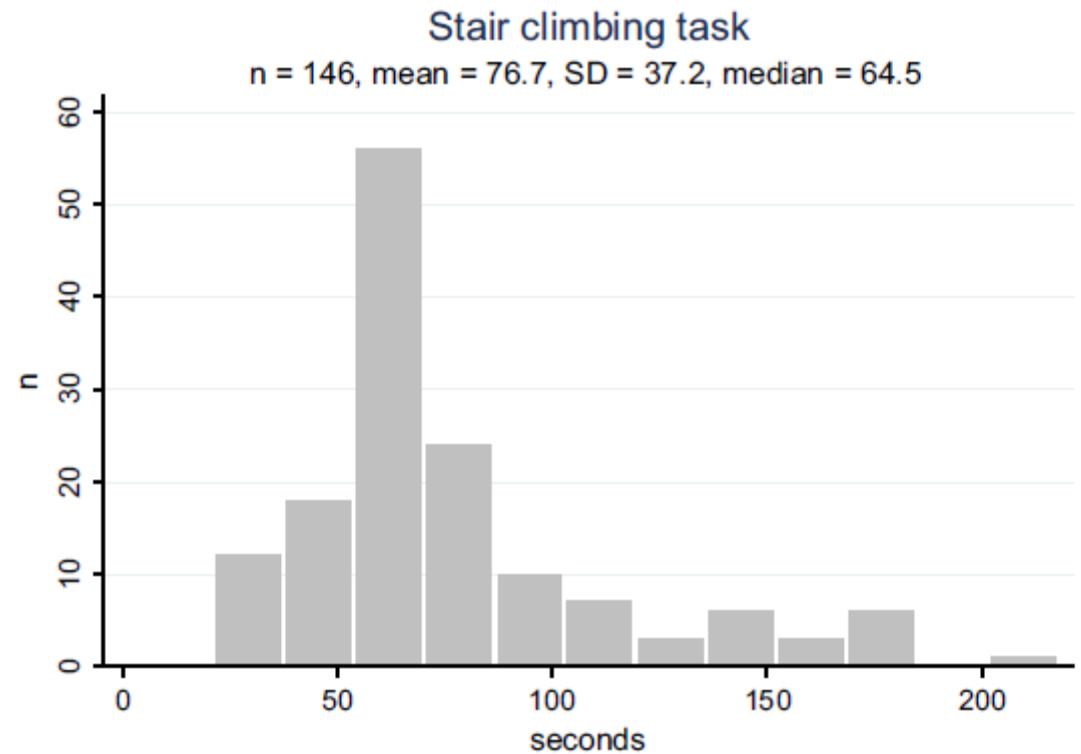
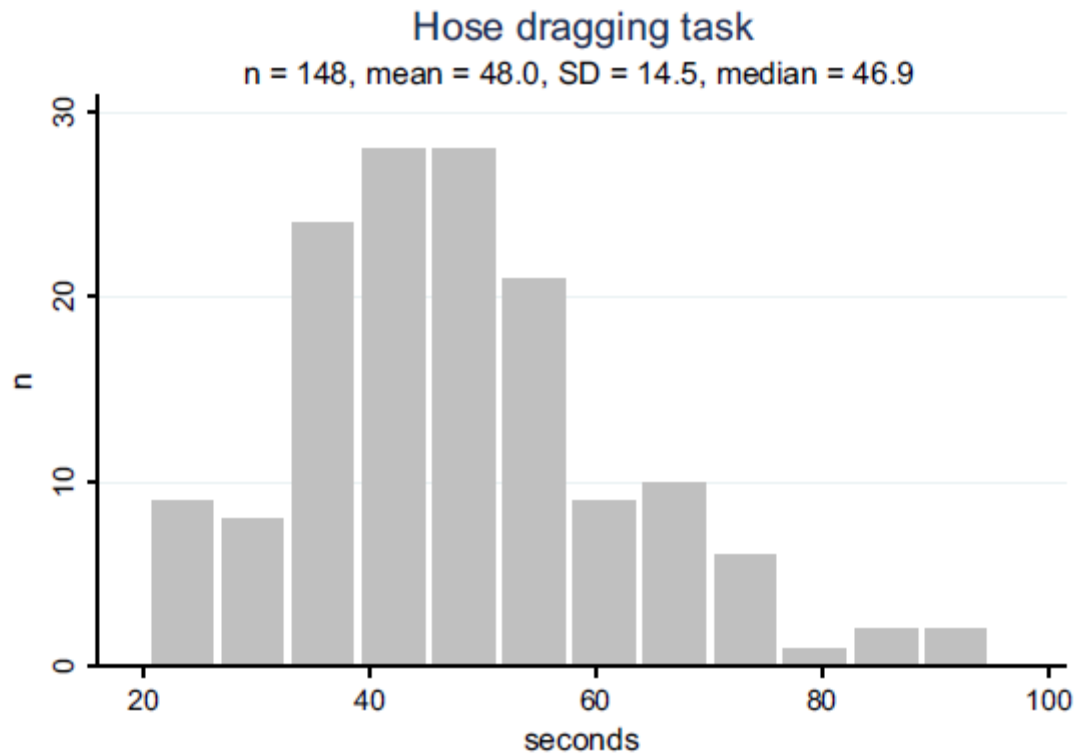
PMID: [33224531](https://pubmed.ncbi.nlm.nih.gov/33224531/)

## Distribution of Number, Location of Pain and Comorbidities, and Determinants of Work Limitations among Firefighters

[Goris Nazari](#),<sup>1,2</sup> [Temitope A. Osifeso](#),<sup>3</sup> and [Joy C. MacDermid](#)<sup>1,2,3,4</sup>



# TESTING OF HOSE DRAG AND STAIR CLIMB IN EQUIPMENT



- Measuring work limitations can help with evaluating the impact of interventions
- Maybe helpful in the RTW process

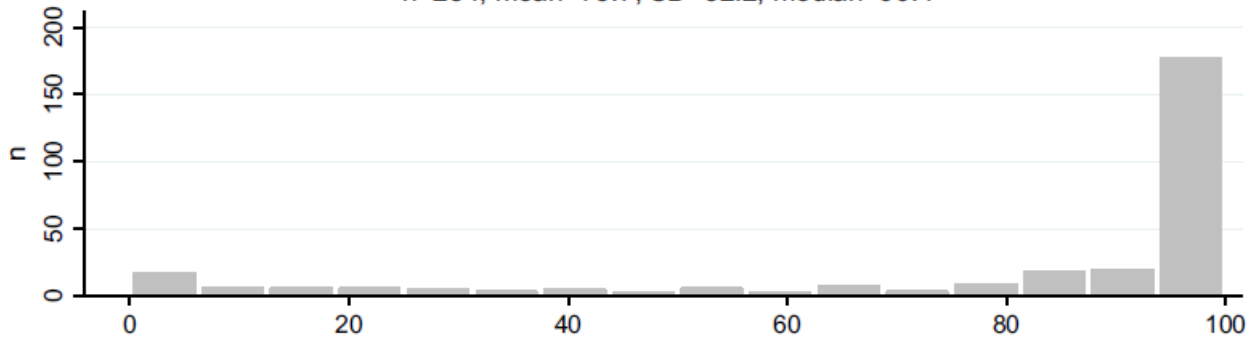
| DIFFICULT   | All of the Time (100%)     | Most of the Time           | Half of the Time (50%)     | Some of the Time           | None of the Time (0%)      | Does Not Apply to My Job   |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Get to work on time  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| b. Stick to a routine or schedule without having to rearrange your work tasks | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| c. Work without taking frequent rests or breaks to avoid discomfort           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| d. Work the required number of hours  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| e. Handle very demanding or stressful work situations                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |



# WLQ SUBSCALES

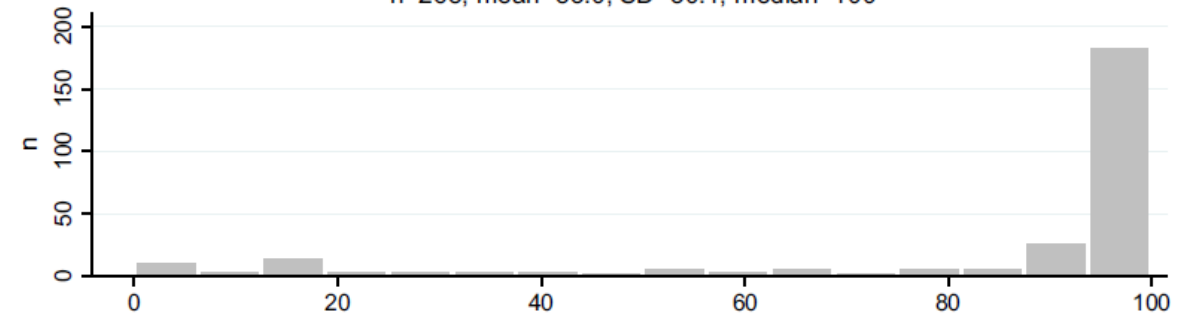
### Physical Demands Subscale

n=284, mean=78.7, SD=32.2, median=96.4



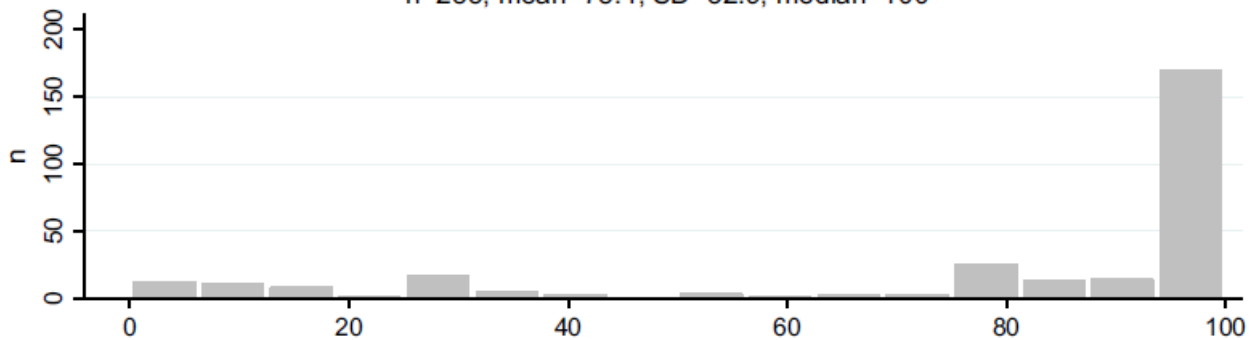
### Work Scheduling Subscale

n=268, mean=83.0, SD=30.1, median=100



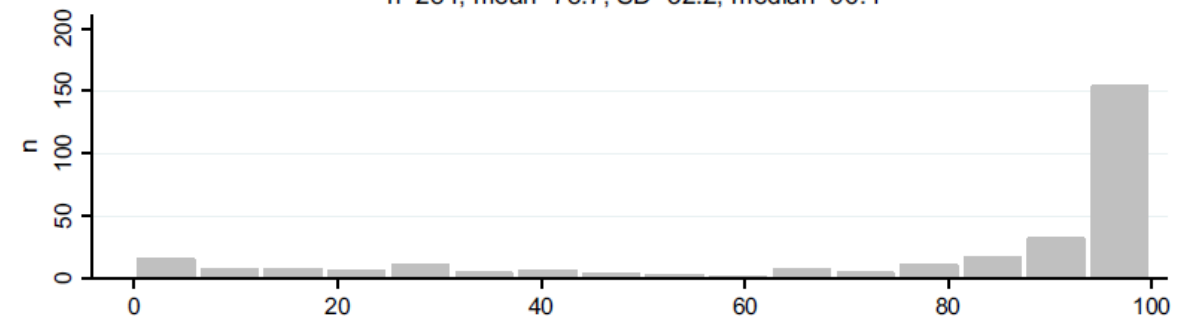
### Mental Demands Subscale

n=285, mean=78.4, SD=32.9, median=100



### Output Demands Subscale

n=284, mean=78.7, SD=32.2, median=96.4



# PICK THE RIGHT TOOL FOR THE JOB

## CS UNITEC™ EX1203-1850B FIREMAN AXE PICK HEAD 4LBS COPPER BERYLLIUM W/ NUPLA HANDLE

AA Item#: EX1203-1850B

CS Unitec Part#: EX1203-1850B

Manufacturer: CS Unitec



CS Unitec™ EX1203-1850B Fireman axe Pick head 4lbs Copper Beryllium w/ Nupla Handle Non Sparking Non Magnetic Utility Tools Hatchets/ Axes

This item qualifies toward free freight | Free ground shipping on qualified web store order \$250.00 and over!

Image may not be exact product match.

**\$617.65**

Per 1 Piece Package

\$617.65 Per Piece



Camping Axe, 15" Hatchet for Wood Splitting and Chopping, Gardening Small Axe Wooden Handle Tools with Sheath for Camping, Hiking (15inch)

Brand: Toolzeen

3.7 ★★★★★ 5 ratings

\$16<sup>80</sup>

Get **Fast, Free Shipping** with Amazon Prime

FREE Returns



## Item Generation (Qualitative)

- Interviews: 21 firefighters (15 males, 6 females).
  - Alberta, British Columbia, Nova Scotia, Ontario, Prince Edward Island, Quebec
- Nominal group exercises: 20 firefighters at a provincial firefighter conference.
- Items generated were categorized into the domains.

- Survey: 53 firefighters evaluated the relevance of the items and the frequency with which the tasks were performed.
- Content analysis - items were classified as:
  - strong potential,
  - questionable,
  - not appropriate.
- Item pool refined and clarified by a panel of expert measurement researchers and firefighters.



## Firefighter Work Limitations Questionnaire (FF-WLQ-36)

Think about your recent performance of the firefighting tasks listed below. Rate how much you were limited in your ability to do your usual firefighting tasks.

Check "Does Not Apply" if the question asks about something that is not part of your job.

| How much were you limited?  | Not Limited at all (0%)  | Limited some (25%)       | Limited to half (50%)    | Limited a lot (75%)      | Unable to do (100% limited) | Does Not Apply           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| 1. Put on and wear PPE  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 2. Put on and wear SCBA   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3. Perform CPR  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4. Lift/carry heavy tools   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5. Enter/exit fire truck and load/unload equipment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 6. Fire suppression tasks   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 7. Use axes, nozzles, ropes, door breaching equipment, extrication tools, chainsaws, and other firefighting equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 8. Climb multiple floors wearing PPE and/or carrying heavy equipment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 9. Work at heights and/or on ladders  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 10. Forcible entry, demolition, or prescribed/controlled burning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 11. Victim extraction, carry, drag, or lift   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 12. Enter/exit fire scene; or bailouts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |

- 35 items
- 5 domains of work:
  1. physical,
  2. social/interpersonal,
  3. cognitive,
  4. emotional,
  5. routines/time management

# PHYSICAL TASKS

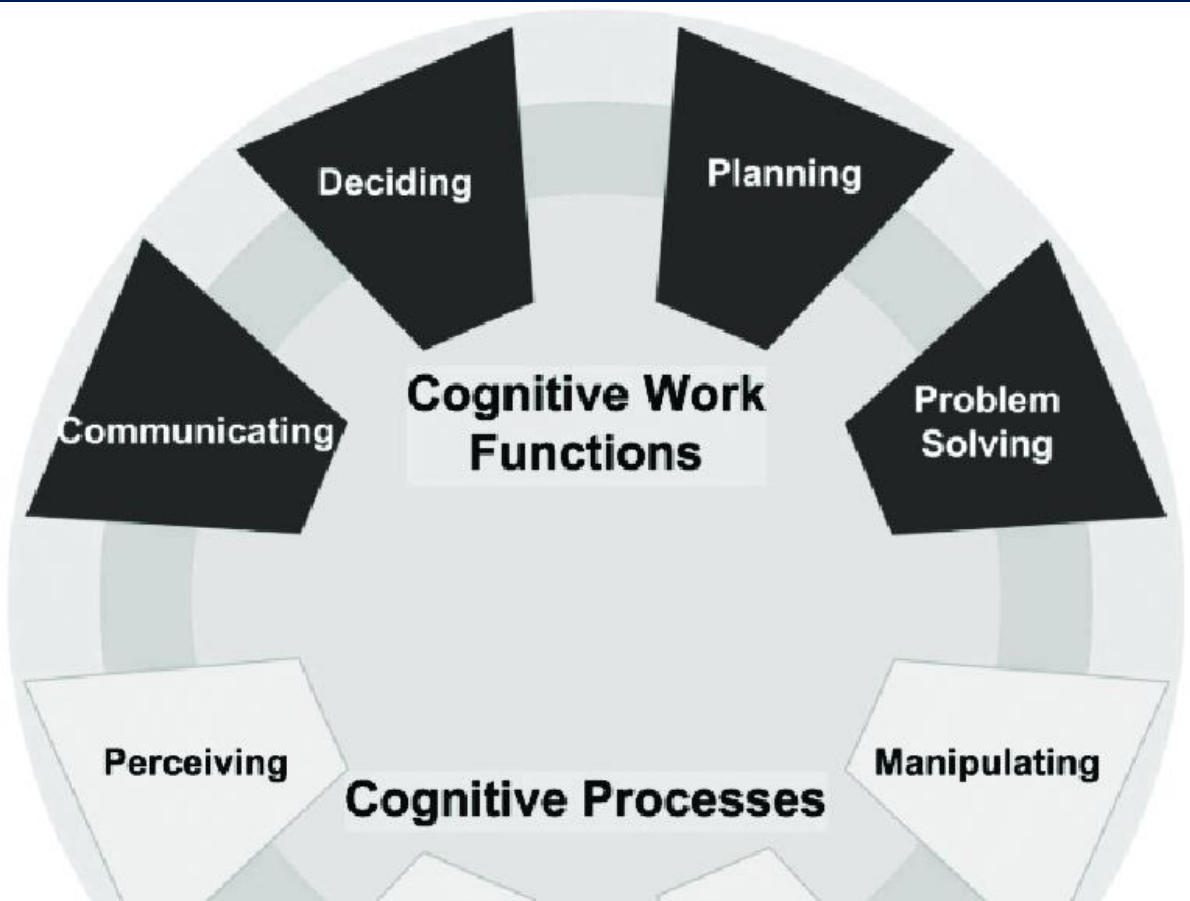


| How much were you limited?  | Not Limited at all (0%)  | Limited some (25%)       | Limited to half (50%)    | Limited a lot (75%)      | Unable to do (100% limited) | Does Not Apply           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|
| 1. Put on and wear PPE  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 2. Put on and wear SCBA   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 3. Perform CPR  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 4. Lift/carry heavy tools   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 5. Enter/exit fire truck and load/unload equipment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 6. Fire suppression tasks   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 7. Use axes, nozzles, ropes, door breaching equipment, extrication tools, chainsaws, and other firefighting equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 8. Climb multiple floors wearing PPE and/or carrying heavy equipment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |
| 9. Work at heights and/or   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |





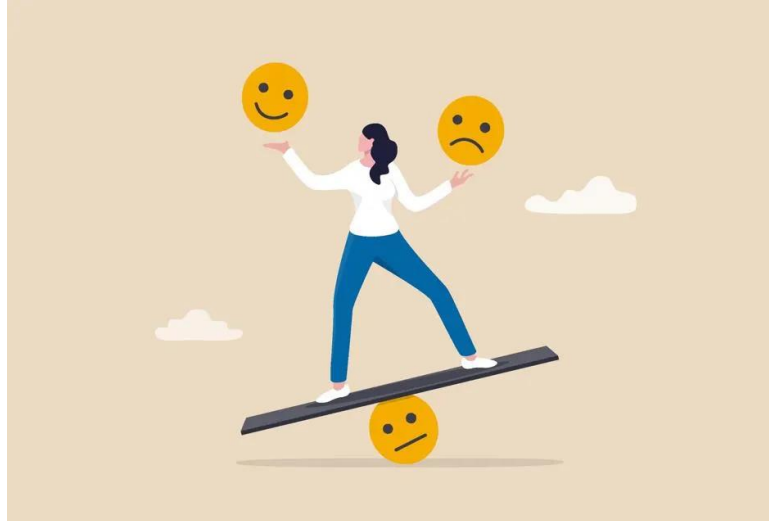
# COGNITIVE WORK



|   |                                     |                          |                          |                          |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 30. Remember specific training (e.g., equipment), protocols, operating procedures | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Analyze personal risks on scene; situational awareness                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Make critical decisions   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Transition from one task to another quickly                                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Prioritize actions  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Focus on tasks at hand  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Problem-solve in stressful situations   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# EMOTIONAL WORK

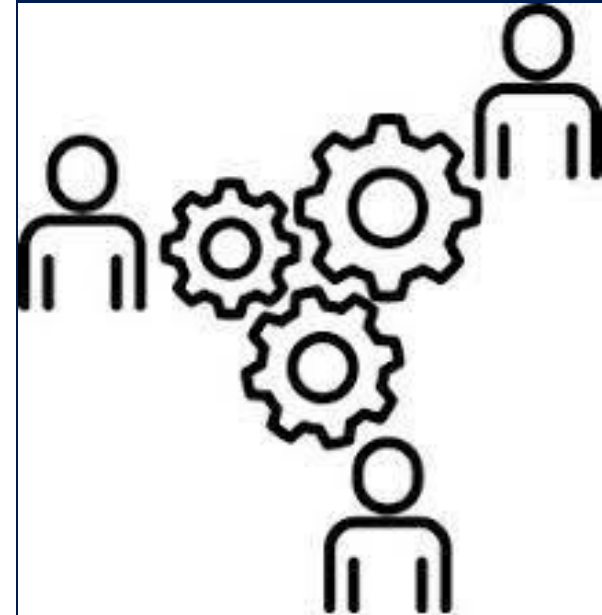
| How much were you limited?                              | Not Limited at all (0%)  | Limited some (25%)                  | Limited to half (50%)    | Limited a lot (75%)      | Unable to do (100% limited) | Does Not Apply                      |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------------|-------------------------------------|
| 24. Manage my emotions during critical incidents        | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 25. Manage my emotions after a bad call                 | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 26. Keep out distracting memories/emotions              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 27. Avoid compassion fatigue and burnout                | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |
| 28. Manage emotions related to calls involving children | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input checked="" type="checkbox"/> |
| 29. Manage stress response from alarms/emergency calls  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>            |





# INTERPERSONAL

|   |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. Work as a team in the field with other firefighters and public safety personnel   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Help with debriefing or support of fellow firefighters after stressful situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Maintain positive relationships with firefighter colleagues                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Maintain professional and compassionate interactions with the public              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



# WORK ROUTINES

|   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Able to manage full shift/call  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Complete all drills or training   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Maintain firehouse/ department routines (e.g., truck and equipment checks, general maintenance) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Keep up the pace for urgent tasks   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Maintain expected speed and proficiency   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Complete tasks at the level needed to protect public safety                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Earn/maintain respect   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**SUCCESSFUL**

**WORK**

**ROUTINES**





# QUESTIONS FROM FIREFIGHTERS

- There are so many programs how do we choose?
- Can we implement Resilient Minds in different communities and scale it up?

# **Comparison of Mental Health Programs and Update of Resilient Minds™ : A qualitative study of participants and trainers**

Dr. Joy C. MacDermid, Sara M. Stretton, Margaret Lomotan, Shannon C. Killip, Steve Fraser

- 14 participants
  - 10 career firefighters
  - 3 volunteer firefighters
  - 2 firefighter staff
  - 8 women, 5 men
  - Age: mean= 47 (min=30, max=66)
  - Years of service: mean=18 (min=5, max=32)

| Program combinations             | Number of participants |
|----------------------------------|------------------------|
| RM and R2MR                      | 8                      |
| RM and Working Mind              | 1                      |
| RM and BOS                       | 1                      |
| R2MR and BOS                     | 2                      |
| RM, R2MR , BOS, and another      | 1                      |
| RM, R2MR, BOS, and Working Minds | 1                      |

RM= Resilient Minds, R2MR= Road to Mental Readiness, BOS= Before Operational Stress



# Theme 1: Program Similarities and Distinctive Features

## Program Similarities

**Use of various teaching methods:** lecture style, group discussion, role-playing, group exercises

**Similar program goals:** promoting mental resiliency, mental health awareness, and destigmatization

**Similar skills:** recognition of mental health issues, how to get assistance, building resiliency, effective communication

## Distinct Program Features

RM is largely group participation

R2MR is largely lecture style

BOS is largely lecture style

In-person, group interaction/role-playing, and fire-specific courses were the most effective and engaging delivery and teaching methods

*It was really built for firefighters... all the examples, discussion, everything was about firefighting. You could speak our language. We didn't have to try to explain anything to somebody when we were talking about situations because we just all understood, because it was our similar language, experiences, [and] situations that we deal with.*

*[R2MR] seemed very vague... I couldn't connect to how it was going to apply to what I was doing... [R2MR] didn't have that same feeling of Resilient Minds, because the language and the different examples that [R2MR] were using were military specific, so it didn't have that same effect.*



# Theme 2: Program Preference

- 78% of participants who took RM preferred RM
- No concerns about course content across all programs
- All programs were viewed as relevant
- 57% of participants believed taking multiple mental health courses is the best approach to mental health training

| Program combination                | Program preference  |
|------------------------------------|---|
| RM and R2MR                        | 6/8 preferred RM (context competency and practical skills)  |
| RM and BOS                         | 1/3 preferred R2MR (shorter course)                         |
| RM and BOS                         | 1/8 no preference (all programs are relevant)               |
| RM and BOS                         | 0/1 preferred R2M (context competency and practical skills) |
| R2MR and BOS                       | 0/1 preferred BOS (all programs are relevant)               |
| R2MR and BOS                       | 2/2 no preference (all programs are relevant)               |
| RM, R2MR, BOS, and Resilient Minds | 1/1 no preference (all programs are relevant)               |
| RM, R2MR, BOS, and Resilient Minds | 1/1 no preference (all programs are relevant)               |

# Theme 3: Barriers and Program Improvements

- 57% of participants expressed that the largest barrier to taking courses is the cost
- R2MR is free for public safety personnel that are currently employed

*[Programs and learning resources] have limitations because they're only as current as the guide, and nobody has money to actually update these things and send them out to everybody who has them.*

# Choosing a Program: Course topics

| Course topics                                | RM          | R2MR        | BOS                                    |
|--|-------------|-------------|--|
| Attitude toward mental illness               | Large focus | Covered     | Briefly or indirectly covered          |
| Stigma                                       | Covered     | Covered     | Not covered/don't recall               |
| Communication skills                         | Main focus  | Main focus  | Participants unable to reach consensus |
| Recognition of stress/mental health symptoms | Large focus | Main focus  | Covered                                |
| Help seeking behaviors                       | Covered     | Covered     | Covered                                |
| Gender considerations                        | Not covered | Not covered | Not covered                            |
| Treatment Options                            | Covered     | Covered     | Participants unable to reach consensus |

# Choosing a Program: General Course Overview

|                                     | RM   | R2MR   | BOS  |
|-------------------------------------|--|--|--|
| General course time commitment*     | 8-10 hours   | 24-26 hours over 4 days **   | Online/education: 8 hours<br>Intensive: 2-hours/week for 8 weeks   |
| Delivery format*                    | Virtual and in-person  | Virtual and in-person**  | Online: virtual only<br>Education: both available<br>Intensive: in-person only                               |
| Main teaching method                | Group participation/application                                  | Lecture style  | Lecture style  |
| Target of learnt skills             | Yourself, peers, civilians                                       | Unable to reach consensus (3 participants said yourself, 3 participants said peers)          | Yourself   |
| Application into work/personal life | Effective communication with peers, civilians, and loved ones    | Recognizing mental health issues and creating a common language to talk about it among peers | Mostly theoretical and lacks practical application. Understanding the brain has helped with destigmatization |
| Unique characteristics              | Cultural competency: "created by firefighters for firefighters." | Use of the mental health continuum: created a common language among peers                    | Taught by mental health professionals  |
|                                     | Focuses on self, peers, and civilians                            |  |  |

Note: Results are based on participant perceptions. \* Obtained from program staff/websites, \*\* is based on the currently available version of R2MR from CIPSRT, this was **NOT** the version taken by our participants, see slide 5 note.

# Discussion: future programs/iterations

- Program descriptions should be comprehensive
  - Including: main teaching style, focus of the program, overall cost, topics and time spent on each
- Instructors should include a peer and mental health professional <sup>6</sup>
- Interactive and scenario-based <sup>6</sup> learning
- Content specific to firefighters <sup>6</sup>
- Mental health training should be spread out through one's career in a tiered approach <sup>6</sup>
- Virtual programs should be interactive and delivered over multiple sessions <sup>6</sup>
- Programs should be in person where possible <sup>6</sup>
- Mental health education should be incorporated into salaries and working hours <sup>6</sup>



MENTAL HEALTH

ADDICTIONS

POLICY

PROVINCIAL PROGRAMS

NEWS

DONATE



ABOUT RESILIENT MINDS

TRAIN-THE-TRAINER WORKSHOP



RESILIENT MINDS COURSE



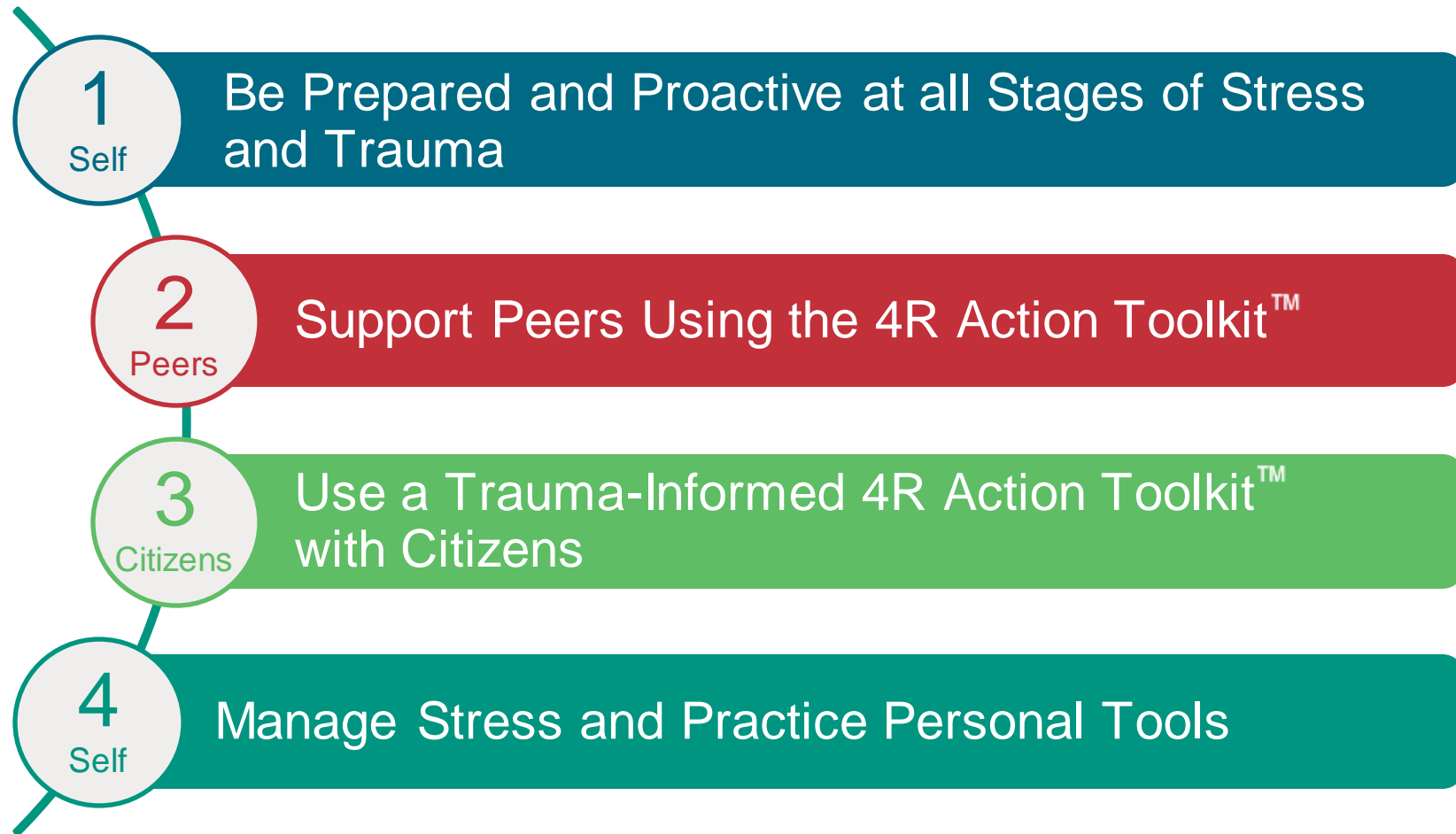
# Resilient Minds

An effective, sustainable approach to psychological health training





# Resilient Minds™ Overview



# Train-the-trainer

2 Instructor Trainers

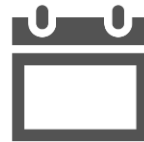


Fire Fighter



CMHA

3-days  
in-person



Up to 20  
Peer Instructor  
Candidates



# DELIVERY

| Current status in capacity<br>(across Canada) | Resilient<br>Minds -<br>English   | Resilient<br>Minds -<br>Indigenous<br>First<br>Responders | Resilient<br>Minds –<br>French |
|---|-----------------------------------|---|--------------------------------|
| Lead Instructors                              | 2                                 | 2   | 2                              |
| Instructor Trainers                           | 43                                | 13  | 3                              |
| Peer Instructors                              | Canada = 561<br>Ontario = 209     | 8   | 2                              |
| Frontline Firefighters                        | Canada = 4,443<br>Ontario = 1,622 | 311   | 174                            |

Contact: [jmacderm@uwo.ca](mailto:jmacderm@uwo.ca)

Questions?

Tell us - What would like us  
to do next?

Other Comments