

# *R2 Resilience Expert Training*



## *Module 6: Introduction Nurturing People's Rugged Qualities and Resources*

**Michael Ungar, Ph.D.**

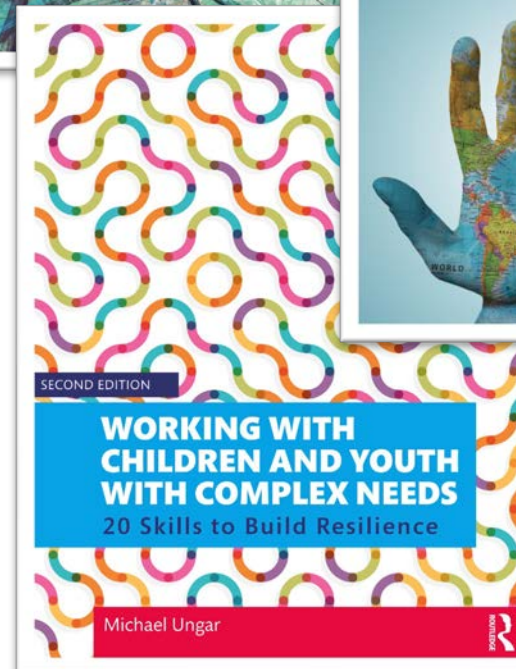
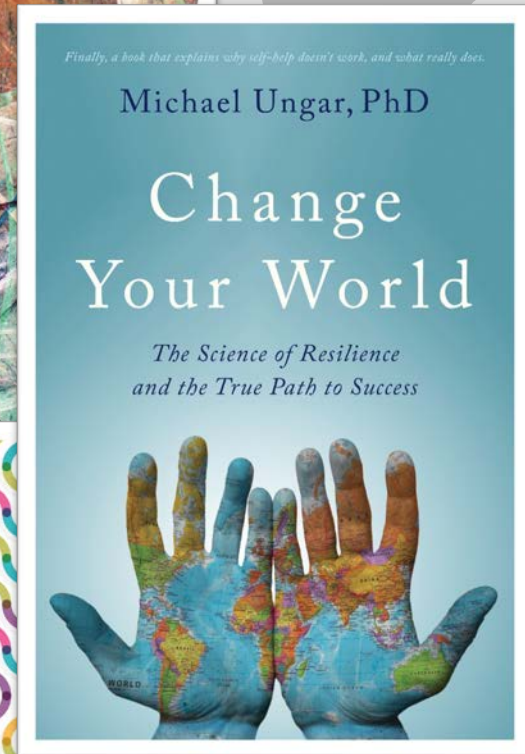
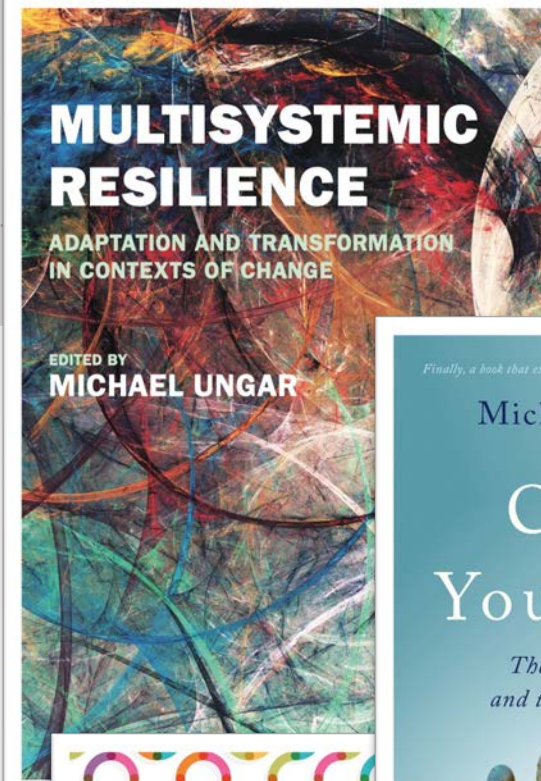
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# *Resilience-promoting interventions*

- ✚ Distinguish between interventions that address psychopathology, and those that build **ruggedness** and **resources**

# Greg

Dates	Type of placement	Length	Reason for change
Jan. 14-20, 1994 Age 11	Foster Home 1	Ten days after removal from mother	Temporary placement unsuitable for longer-term placement of two children.
Jan. 21 – Feb. 17, 1994	Unaccounted for in placement record	One month	Permanent placement found.
Feb. 18-July 24, 1994	Foster Home 2	Five months	Placement breakdown due to sister's angry outbursts.
July 25, 1994 – Mar. 10, 1995	Back to Foster Home 1	Eight months	Returned to mother's home for trail period.
Mar. 11, 1995 – Mar. 5, 1996	Back with mother	One year	Services provided are not adequate to the mother's challenges and children are removed permanently.
Mar. 6, 1996 – May 13, 1997	Foster Home 3 (placement with aunt)	14 months	Conflict with aunt over household chores and comments about Greg's mother escalates to the point where blows are exchanged. Charges laid, then dropped. Aunt and Uncle insist children leave.

# Greg

May 14, 1997 – May 12, 1998	Placed with Father and step-mother	One year	Conflict with father and stepmother leading to a physical altercation with Father
May 13 – Nov. 4, 1998	Foster Home 4	Six months	Greg placed without his sister but asked to be moved as the home was very far from his school and it was impossible for him to participate in after school sports. Foster parents finally request he be removed due to his “attitude”.
Nov. 5-16, 1998	Group home	11 days	Temporary placement while waiting for foster placement
Nov. 17, 1998 – Aug. 28, 2001	Foster Home 5	33 months	Settled in home – Only leaves to attend university
Aug. 29, 2001 – Apr. 24, 2002	University	Ongoing	Returns to foster home at end of each school year

# Fiona

Dates	Type of placement	Length	Reason for change
Jan. 14-20, 1994 Age 8	Foster Home 1	Ten days only after removal from mother	Temporary foster care placement
Jan. 21 – Feb. 17, 1994	Unaccounted for in placement record	One month	Permanent placement found.
Feb. 18 - July 12, 1994	Foster Home 2	Five months	Placement breakdown due to Fiona's angry outbursts
July 13, 1994 – Sept. 2, 1994	Back to Foster Home 1	6 weeks	Removed for psychiatric assessment and to be returned to mother.
Sept. 3, 1994 – Mar. 5, 1996	Back with mother	18 months	A wide range of support services were in place to try to give the family the skills they needed to stay together. Towards the end of this time, Child Welfare found the children were living with an aunt most of the time and their mother was disappearing for days at a time. The decision was made to bring the children into permanent care.

# Fiona

Mar. 6, 1996 – Jan. 6, 1997	Foster Home 3 (an aunt)	10 months	Fiona is removed from her aunt's home at her aunt's request due to her violent behaviour.
Jan. 7 – Apr. 13, 1997	Back to Foster Home 1	10 weeks	Temporary placement while a more permanent arrangement can be made.
Apr. 19 – June 4, 1997	Group Home 1	7 weeks	Home closed down.
June 5 – 22, 1997	Group Home 2	3 weeks	Temporary placement while waiting for a space in the therapeutic Children's Response Program
June 23, 1997 – Aug. 28, 1998	Children's Response Program	14 months	Discharged from the program after she is assessed as having reached the goals set for her.
Aug. 29, 1998 – Jan. 17, 1999	Foster Home 4	5 months	Removed from the home after threatening to harm herself and her foster mother.
January 18 – March 3, 1999	Group Home 3	7 weeks	Moved from home to home due to her violence and aggression.

# Fiona

Mar. 4 – Apr. 5, 1999	Group Home 4	1 month	Moved from home to home due to her violence and aggression.
Apr. 6 – May 3, 1999	Group Home 5	1 month	Continual escalation in violent behaviour culminating in the physical assault of a staff person and property damage which resulted in charges being laid.
May 4 – 14, 1999	Children's Response Program	10 days	Temporary placement.
May 15, 1999 to Nov. 29, 2000	Residential Treatment Home (Western Canada)	18 months	Planned transfer due to Fiona's unhappiness at being so far from home and desire to be closer to family members. Facility in Central Canada found that is closer to one of her relatives.
Nov. 30, 2000 – Apr. 14, 2002	Secure Treatment Centre (Central Canada)	17 months	Fiona turns 16 and stops participating in her treatment or using the program's resources. Staff felt that they were no longer meeting her needs and recommended that she be discharged.
Apr. 17 – Aug. 5, 2002	Residence for Homeless Youth	4 months	No information available.

# Fiona

Aug. 6 – 9, 2002	With mother	3 days	No information available.
Aug. 10 – 18, 2002	Group Home 6	10 days	No information available.
Aug. 19 – Sept. 12, 2002	Residence for Homeless Youth	1 month	No information available.
Sept. 13 to Dec. 5, 2002	Group Home 6	3 months	No information available.
Dec. 6- present	Residence for Homeless Youth	Ongoing	No information available.



# *R2 Resilience Expert Training*

## *Session 6.1 Rugged Qualities*

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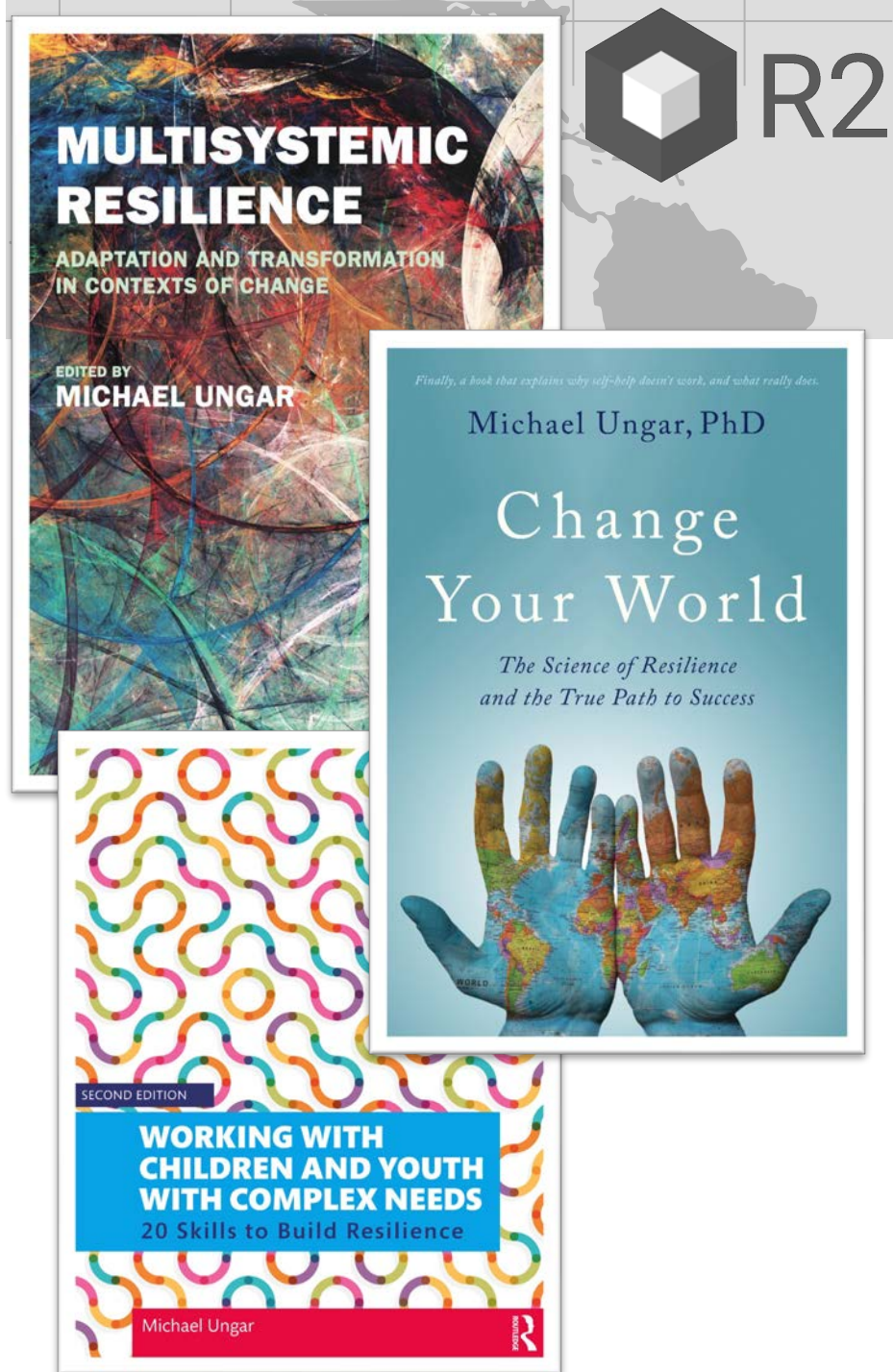
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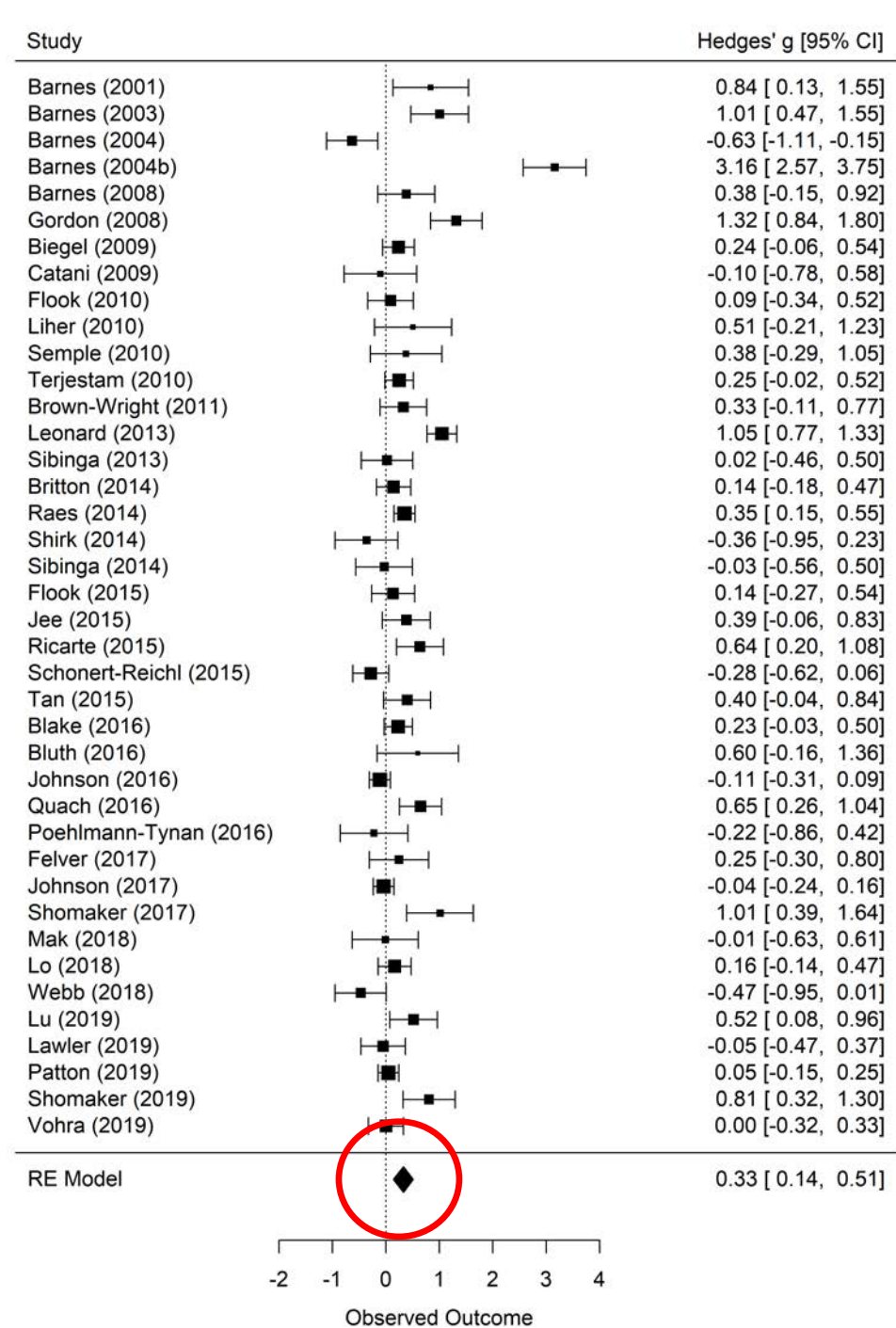
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# *Rugged qualities create resources, and resources make us rugged*

## *Rugged*

- People who have a strong sense of purpose, and are able to see opportunities when they arise, are much more likely to take advantage of the resources that are available to them.

## *Resourced*

- People with lots of resources (e.g., good quality healthcare, meaningful employment, opportunities for affordable education, family supports, a safe community, etc.) will tend to be more optimistic about life and more motivated to choose a healthy lifestyle.

# *Rotary District 7820 R2 Resilience Program for Volunteers: 12 Factors*

## • Rugged qualities

- Empathy
- Communication skills
- Motivation/perseverance
- Critical thinking
- Flexibility
- Self care/compassion for self

## • Resources

- Education/training
- Equitable access to opportunities
- Relationships with others in one's community
- A supportive peer group
- Protection from discrimination and respect for one's human rights
- Access to mental and physical health care



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# *Rugged Quality Example* *Motivation and perseverance*







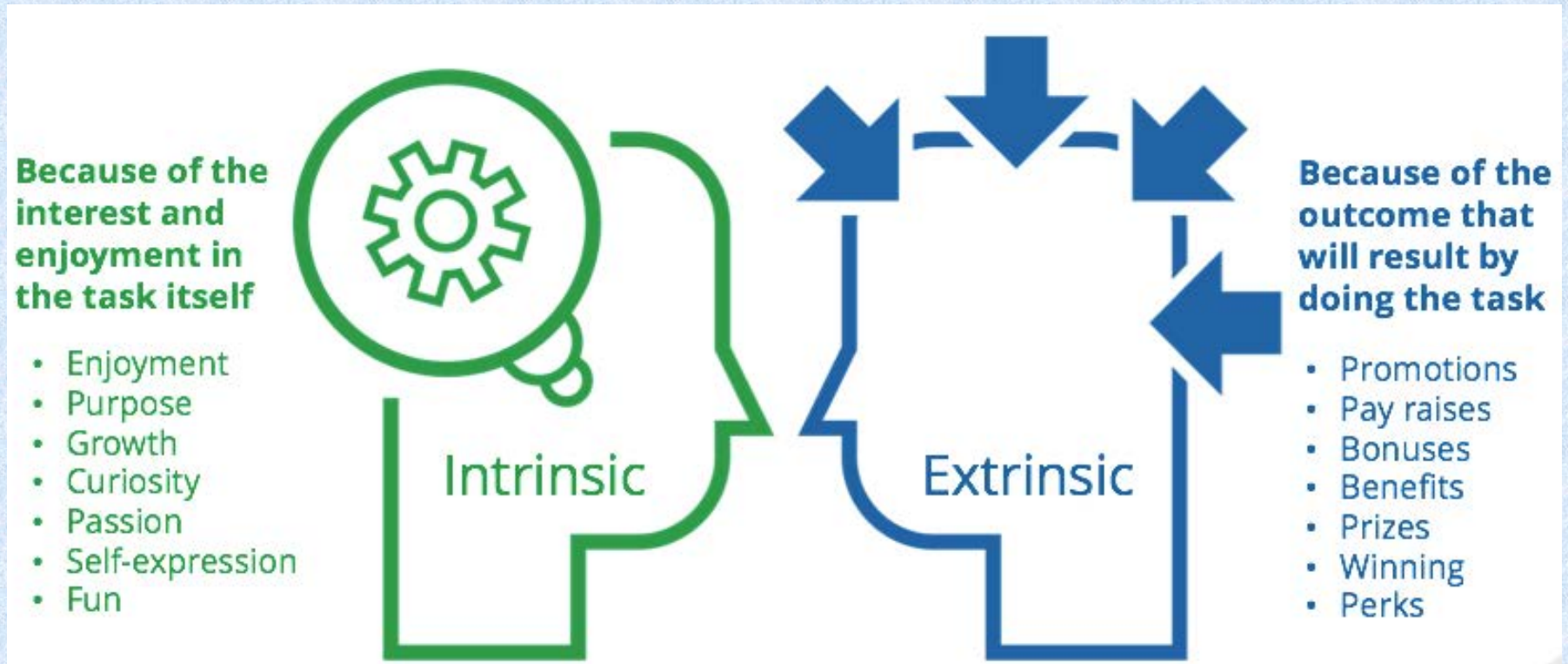
“Nothing worth doing is ever easy”



Motivation

Facing the Gaints Movie Clip  
<https://www.youtube.com/watch?v=-sUKoKQIEC4>

# *Sources of motivation: Why we do what we do*







Dr. Simon Demers-Marcil



Sam is under a considerable amount of stress. Increasing demands at work and home have caused Sam to be unmotivated and finding it hard to concentrate. Sam's procrastination at work has led to feelings of guilt and taking days off sick.

***How can Sam break this pattern?***

# *Exercise: Overcoming Procrastination*

- New research suggests asking yourself four questions can make you more likely to start doing something you're struggling with doing
- Think of something you need to do but have put off, or something you often struggle getting yourself to do, then work with a partner to answer the following questions





# *Exercise: Overcoming Procrastination*

1

How would someone else successfully complete this task?

2

How will you feel if you don't do the task?

3

What is the first, and most immediate step, you need to take?

4

If you could do one thing to achieve the task on time, what would it be?



# *6 Motivation Strategies for Employees*

- Challenge negative self-talk (your work does matter!)
- Create, then rely on routines to keep you motivated (make it so you don't have a choice to do what needs to get done)
- Call a friend or colleague (seek encouragement from someone else; be honest about your lack of motivation and how it feels)
- Seek recognition (you are allowed to be proud of what you've accomplished)
- Never under-estimate the power of 'triggers' on your own psychological health
- Take a "vacation" (you're allowed to recharge)





# *Exercise*

- ✚ Choose one of the 26 **rugged qualities** and develop a sample curriculum.
- ✚ How would you teach/share it effectively?

# *R2 Resilience Expert Training*

## *Session 6.2 Resources*

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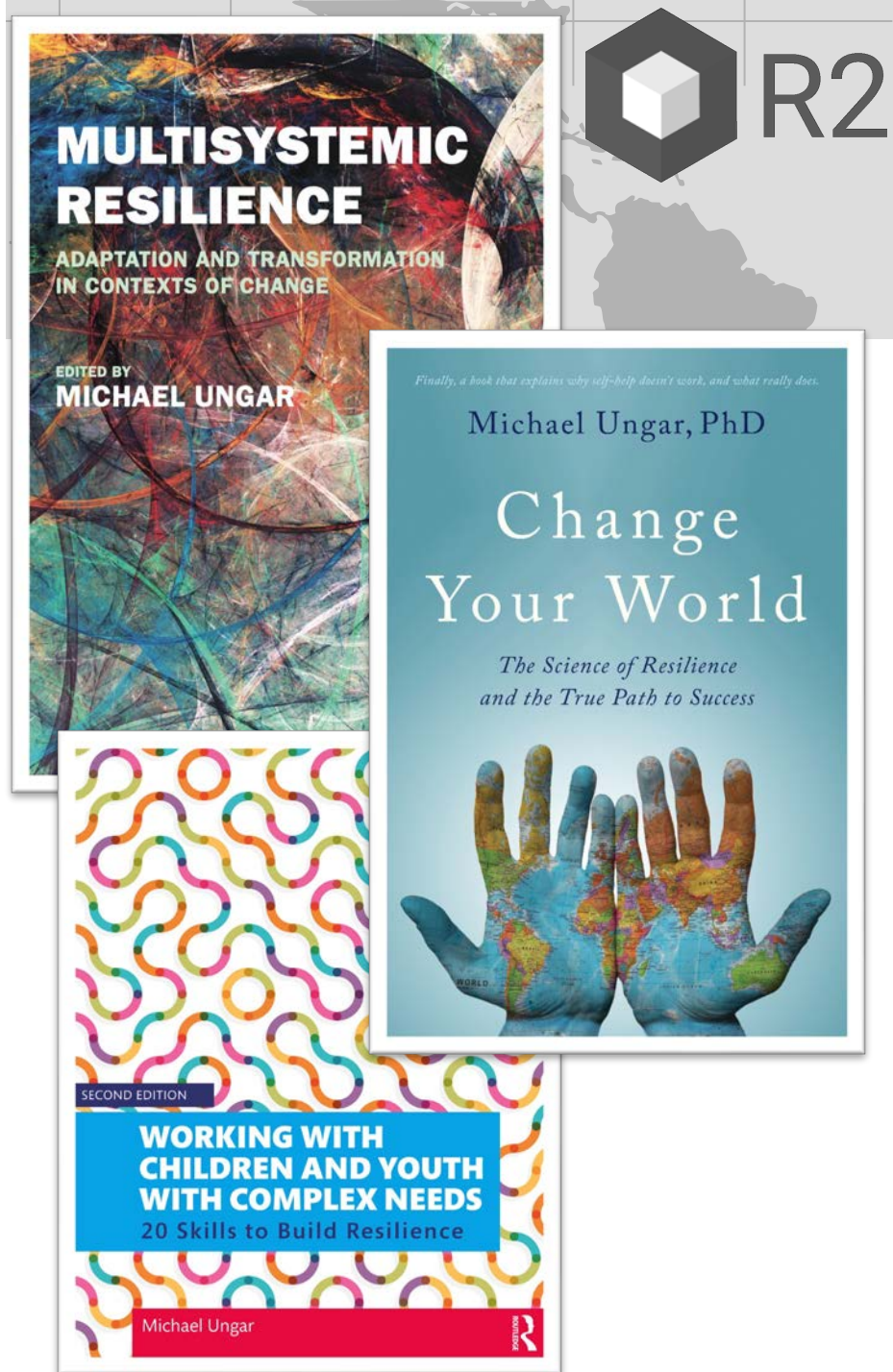
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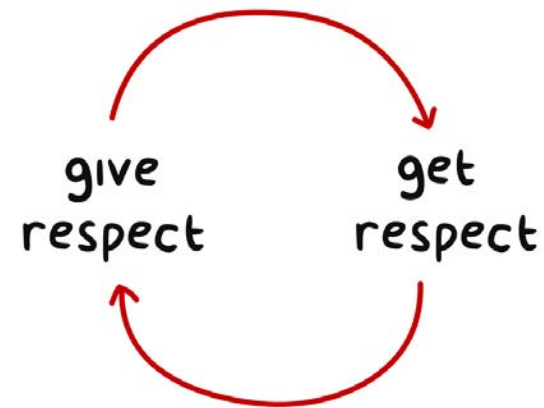
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## *Resource Example*

*Protection from discrimination  
and respect for one's human  
rights*





# *What is discrimination?*



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- Discrimination is unfair treatment on the basis of one's perceived or actual belonging to a social group
- Discriminatory beliefs, attitudes, and practices are one part of wider systems of oppression, which **deny individuals dignity, human rights, social resources, access to opportunities, and power**



# DISCRIMINATION



# *Exercise: Is that discrimination to you?*

CHAT!

- In the chat, write down if you believe each situation is an example of discrimination or is not.





# *Exercise: Is that discrimination to you?*

1



A patient requesting a female OBGYN

# *Exercise: Is that discrimination to you?*

2

CHAT!

**Donald J. Trump** ✓

@realDonaldTrump

51 Following 88.7M Followers

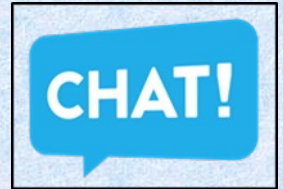
**Account suspended**

Twitter suspends accounts that violate the  
[Twitter Rules](#).

Trump being suspended from Twitter

# *Exercise: Is that discrimination to you?*

③



Turning away business because of  
religious beliefs

*Exercise: Is that discrimination to you?*

④



Choosing a different candidate because of  
someone's age



# *Exercise: Is that discrimination to you?*

Big  
Group

- Was the exercise difficult for you? Or was it easy to figure out whether or not each situation was an example of discrimination?
- Do you think some individuals' answers could differ from yours? How so?

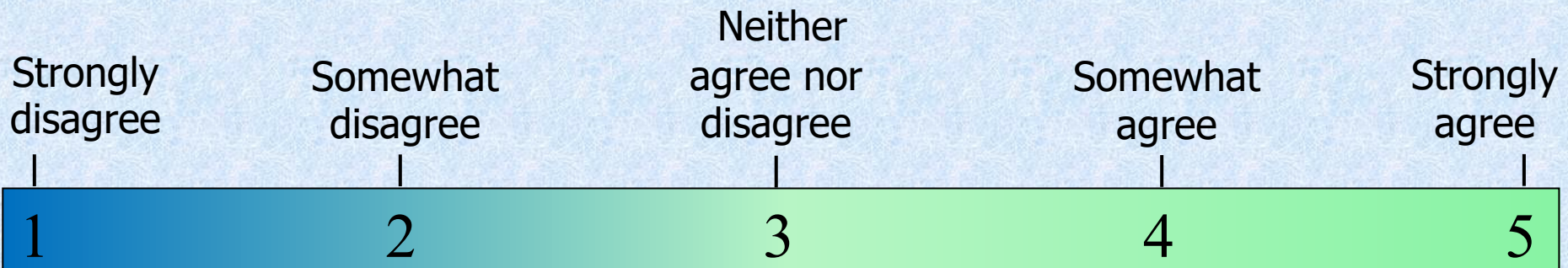




# *What are your attitudes about fairness and justice?*

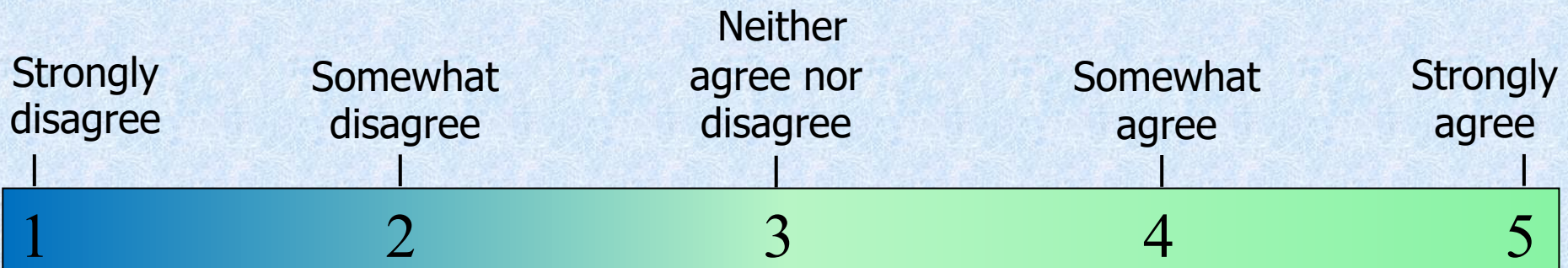


- There are different ideas about how a society can be fair and just. Please choose a number for each statement that best represents your personal opinion





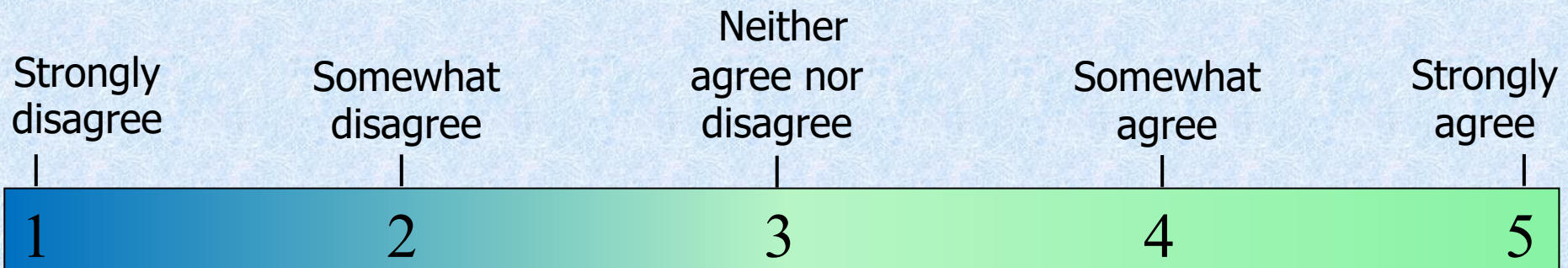
1. It is just if all people have the same living conditions
2. It is just if income and wealth are equally distributed among the members of our society
3. A society is just if there are only minor income disparities between people
4. It is just if members of respectable families have certain advantages in their lives\*
5. It is fair if people on a higher level of society have better living conditions than those on the lower level\*
6. It is just if people who have achieved good reputation and wealth profit from this later in life\*



*What are your attitudes about fairness and justice?*



- Equality: **1, 2, 3**
- \*Entitlement: **4, 5, 6**





- There are lots of instances where discrimination is **NOT** okay
- Can you think of some current examples of discrimination?



# *Volunteering Reflection*

Breakout  
Session

**As a volunteer, have you had any of the following experiences...**

- Someone has not wanted to work with me because of who I am?
- I did not feel comfortable working with someone because of who I am?
- I worried that I didn't know enough about someone to work with them?

**What strategies did you use to deal with situations like these?**







**Diversity** is having a seat at the table, **inclusion** is having a voice, and **belonging** is having that voice be heard.

-Liz Fosslien



# Summary

- Discrimination is **unfair treatment** on the basis of one's perceived or actual belonging to a social group
- Discrimination can be on the basis of **gender, sexual orientation, ability**, and more...



NEVER FORGET  
THAT JUSTICE IS  
WHAT LOVE  
LOOKS LIKE IN  
PUBLIC

-CORNEL WEST-



# *Exercise*

- ✚ Choose one of the 26 **resources** and develop a sample curriculum.
- ✚ How would you teach/share it effectively?



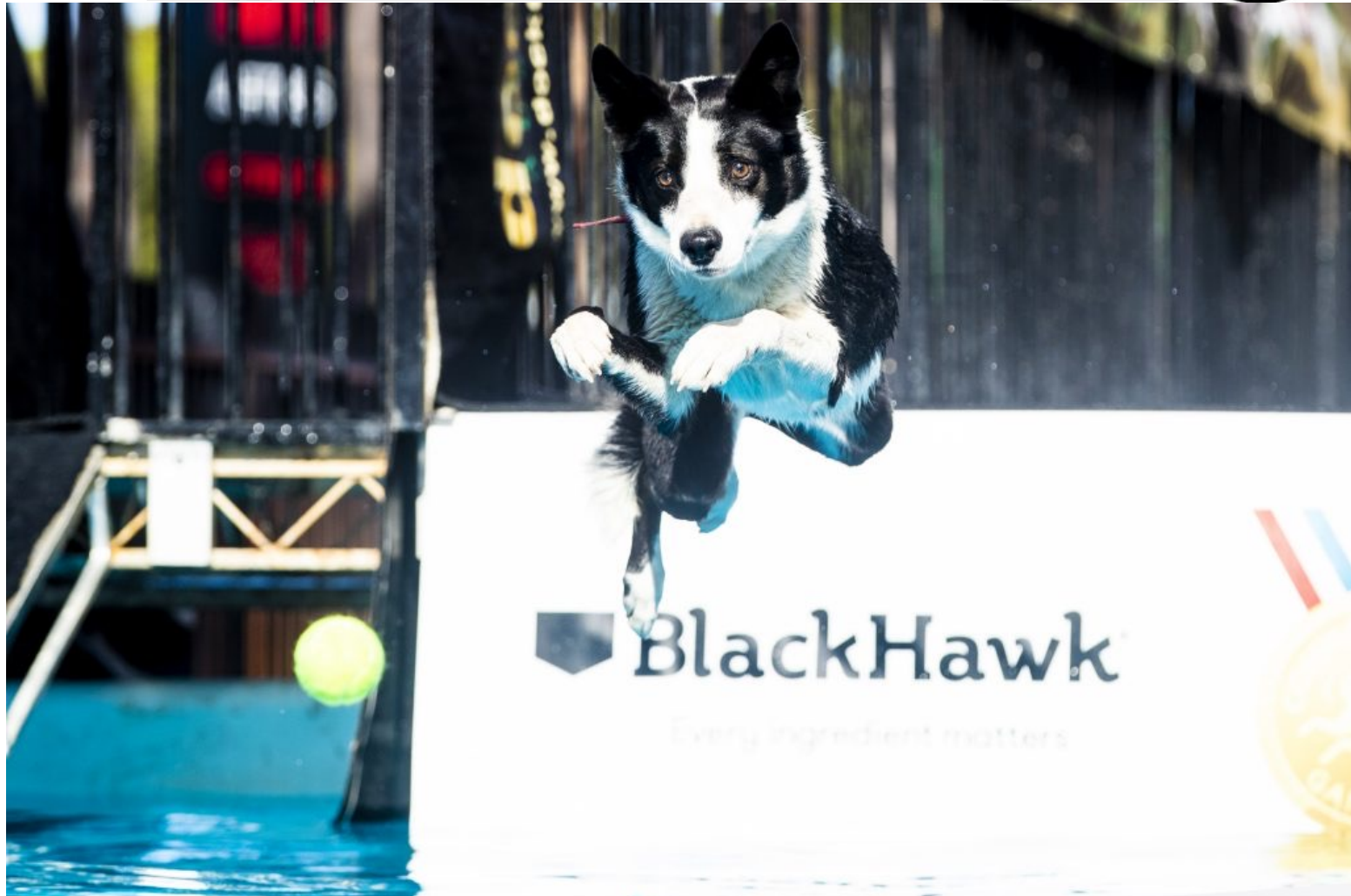


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**DINNER IS SERVED**

**410 Jeckell Street**  
**Between 5:00 & 6:00**  
**Monday - Friday**









Backtrack Program,  
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