

# *R2 Resilience Expert Training*

## *Module 8: Introduction Changing Our Community to Support Resilience*

**Michael Ungar, Ph.D.**

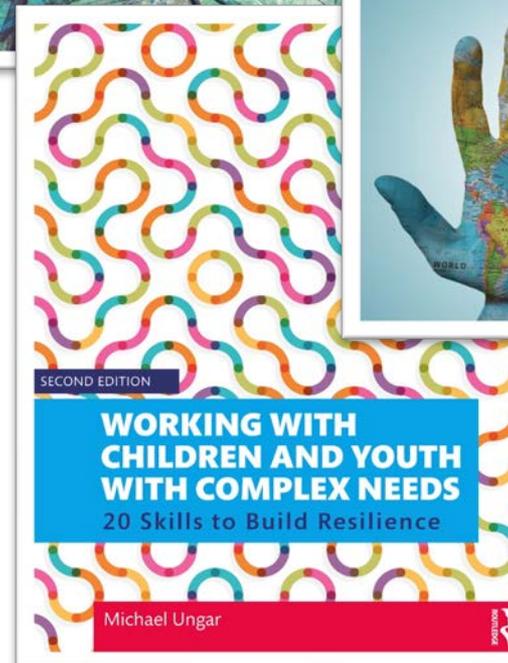
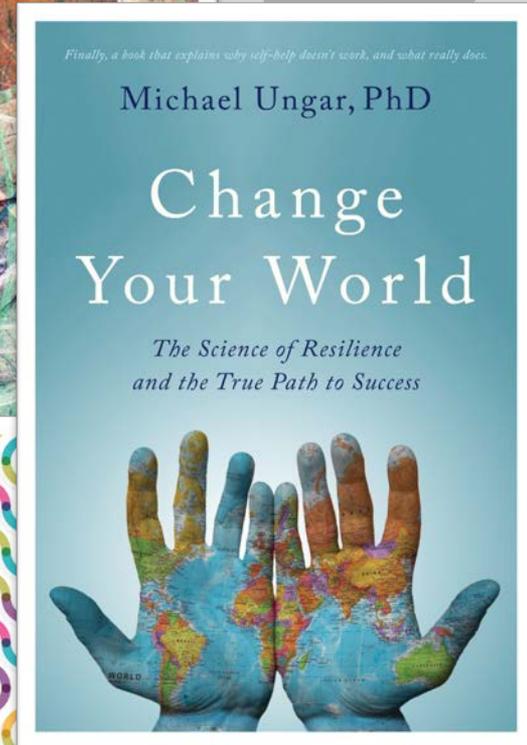
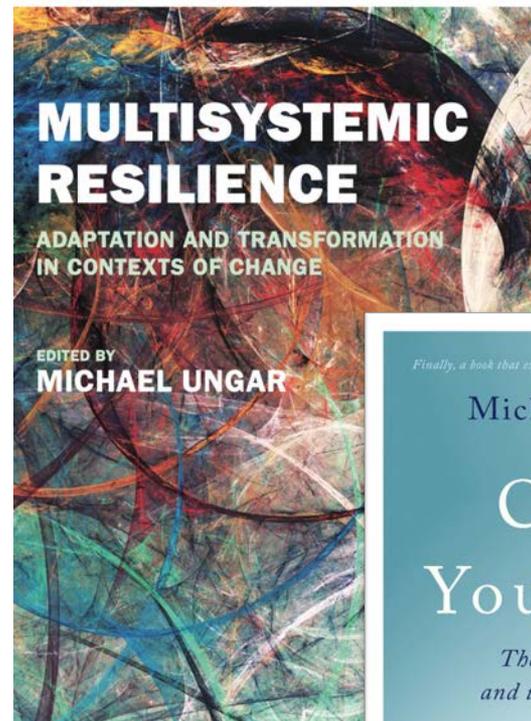
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

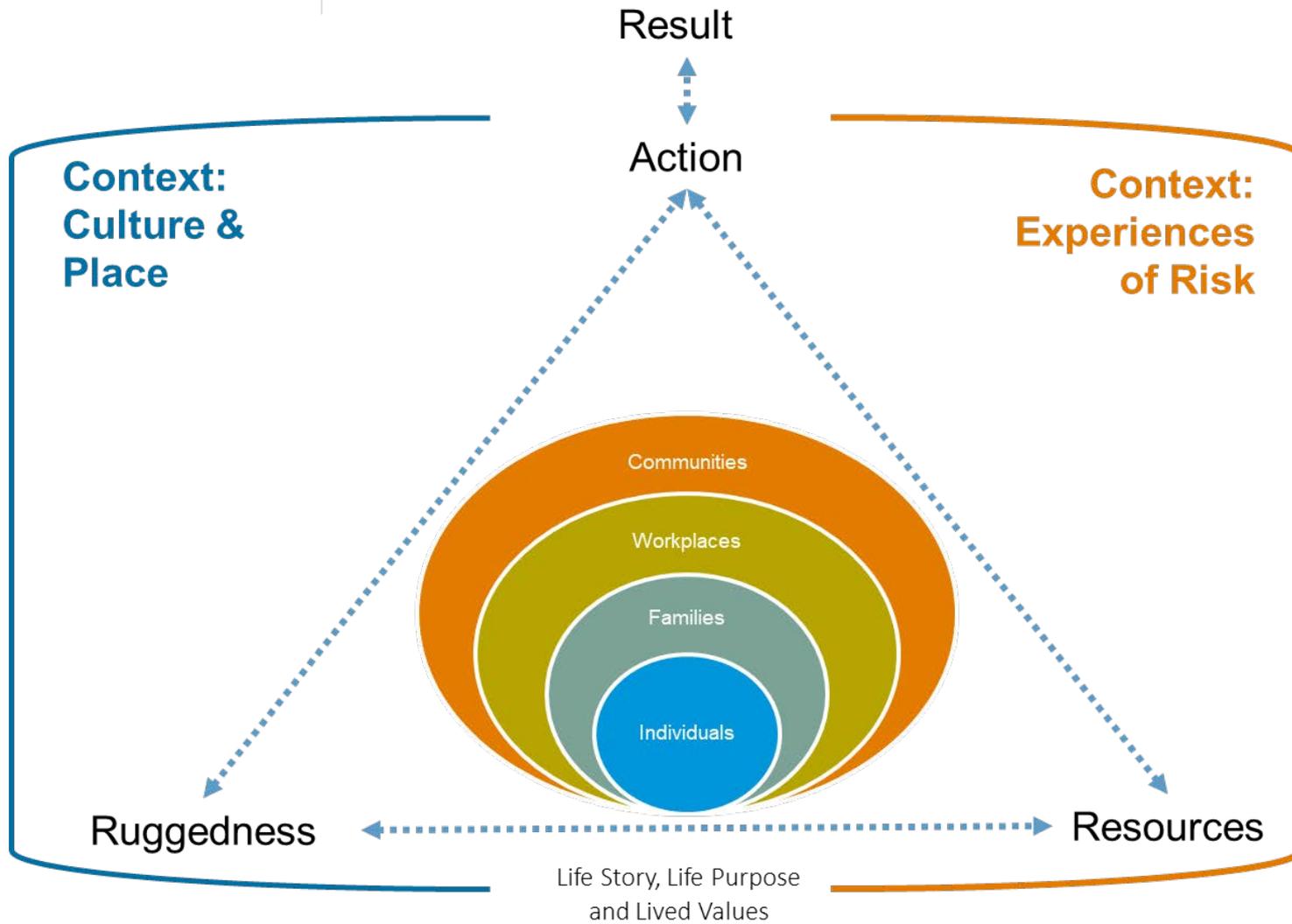
**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**







# *R2 Resilience Expert Training*

## *Session 8.1*

# *Practice Principles for Building Community Resilience*

**Michael Ungar, Ph.D.**

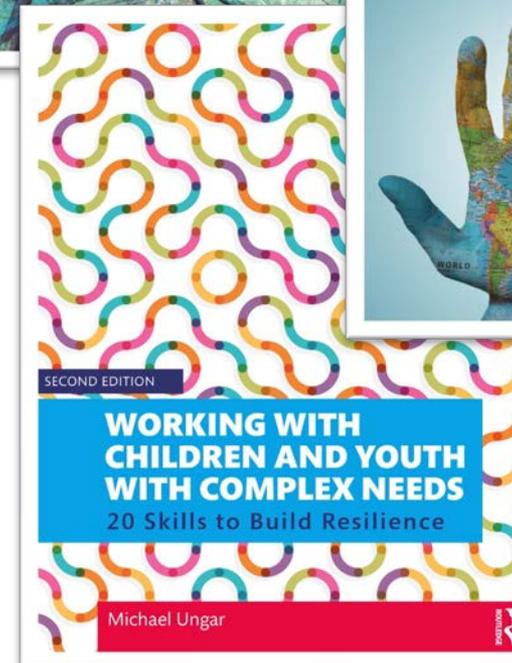
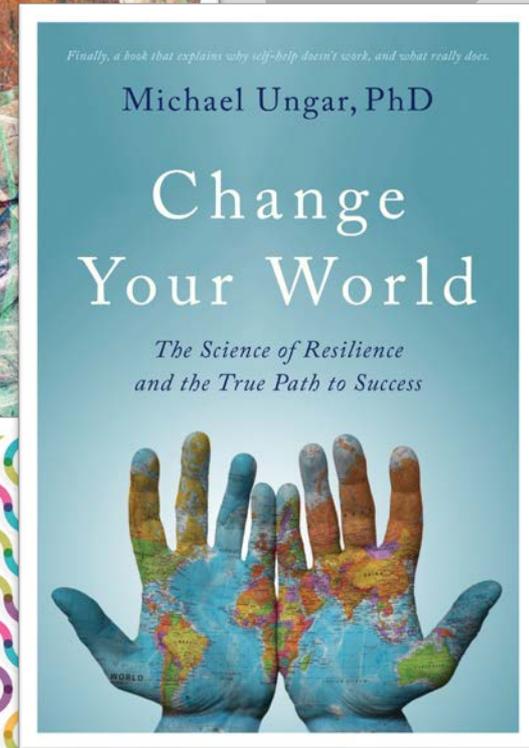
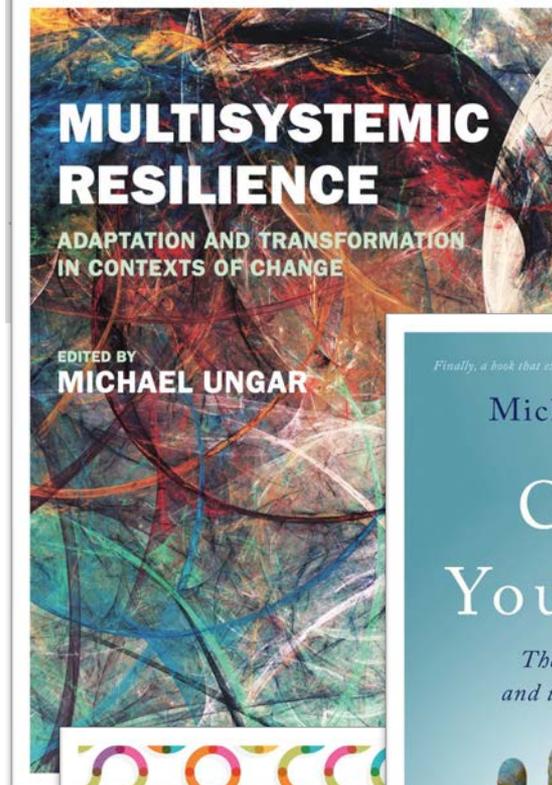
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

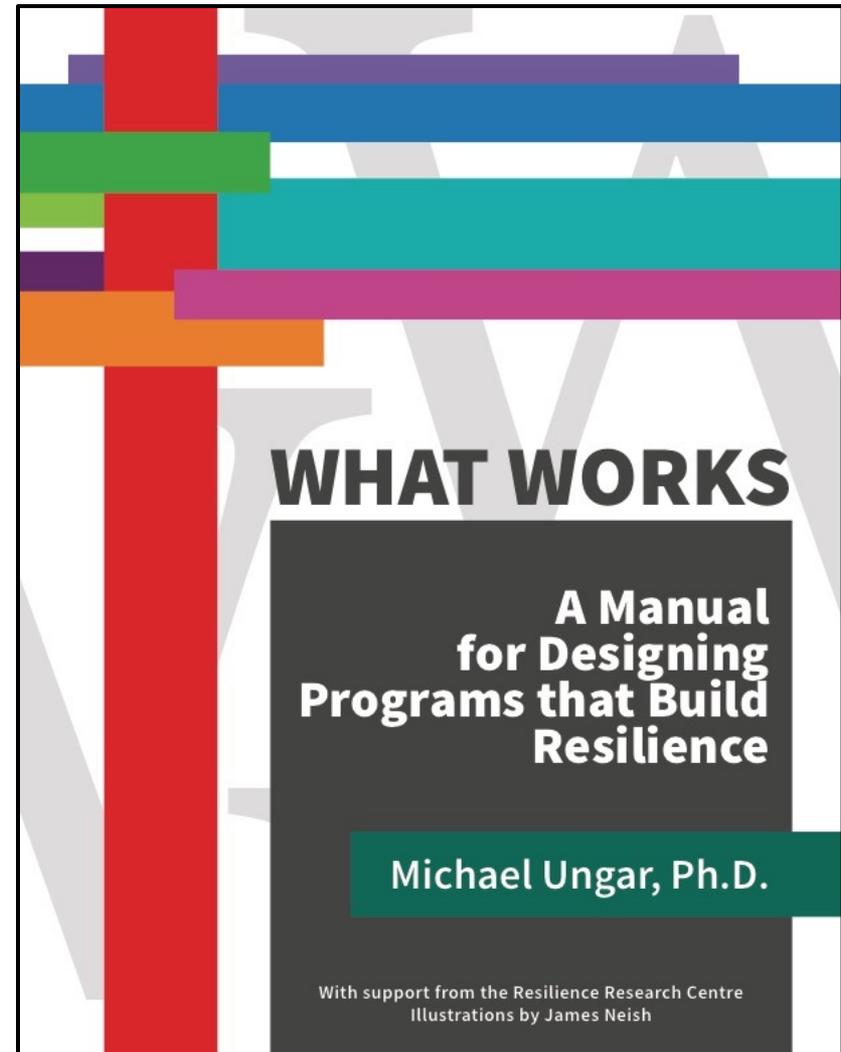
**[www.resilienceresearch.org](http://www.resilienceresearch.org)**





# *Video*

 Gulval School





# *Gulval School, UK*





## *Exercise (Part 1): Appreciative Inquiry*

- Describe an experience where you have been able to help people navigate and negotiate effectively for the resources they needed to be resilient (An intervention you made? The way you designed a program or supported someone in need?)
  - Be very specific when describing the service or support that was provided
  - Where was the service or support offered?
  - When was it provided?
  - What other details can you provide?



## *Exercise (Part 2): Appreciative Inquiry*

- 🌀 Who, and/or what, was required to make this experience possible?
  - 🌀 Again, be as detailed as possible. What would someone see you doing to help?
  - 🌀 What did your colleagues, government, families and others in your community do?





# *Seven Principles for Programs that Build Resilience*

1. Help People to Navigate
2. Help People to Negotiate
3. Think About Systems
4. Coordinate Services and Supports
5. Provide Continuous Support
6. Be Relevant to Place and Culture
7. Share Responsibility for Solutions



# *R2 Resilience Expert Training*

*Session 8.2*

## *Stages of Program Design*

**Michael Ungar, Ph.D.**

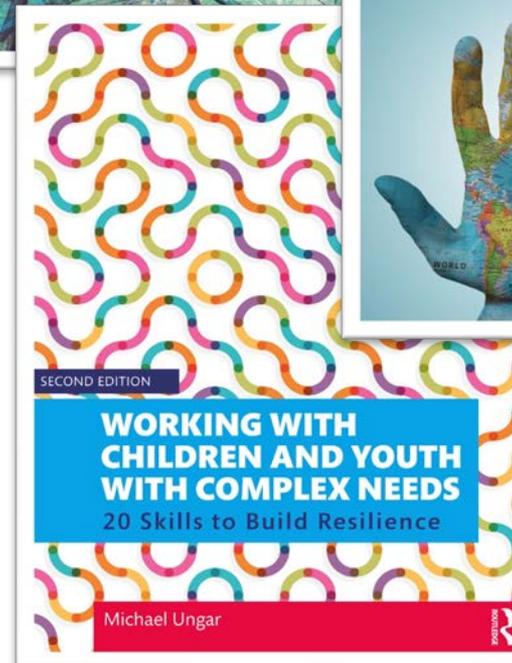
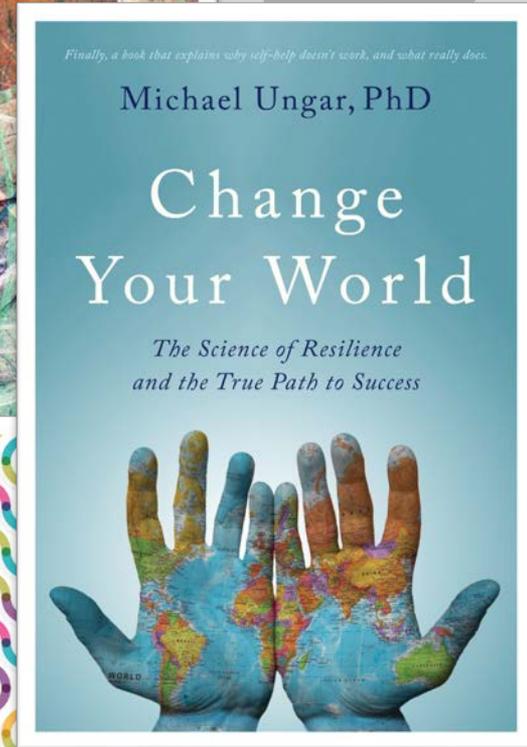
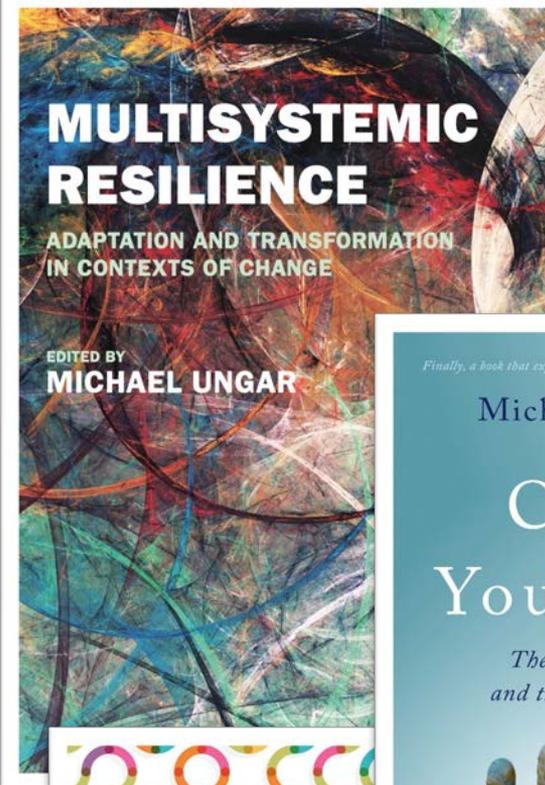
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**







# *Seven Stages of Program Design*

- ✦ Step 1: Choose a Program
- ✦ Step 2: Create Your Program Outline
- ✦ Step 3: Gather Your Resources
- ✦ Step 4: Build Links from Your Program to Other Services and Supports
- ✦ Step 5: Adapt Your Program to the Local Context
- ✦ Step 6: Track Your Success
- ✦ Step 7: Plan for Sustainability



# *R2 Resilience Expert Training*

## *Session 8.3 Program Effectiveness*

**Michael Ungar, Ph.D.**

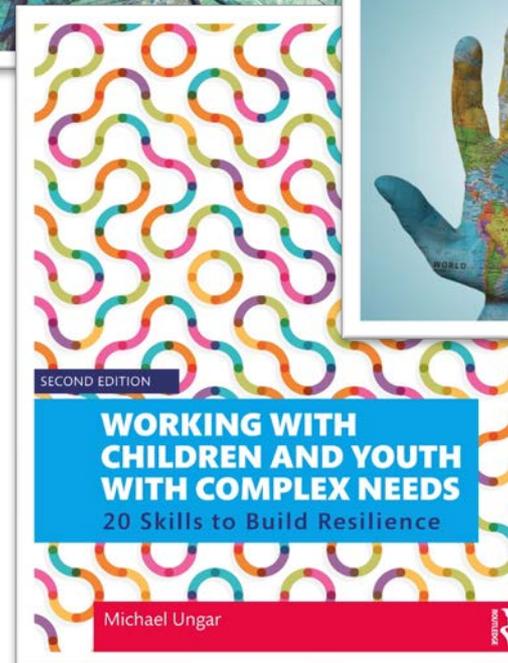
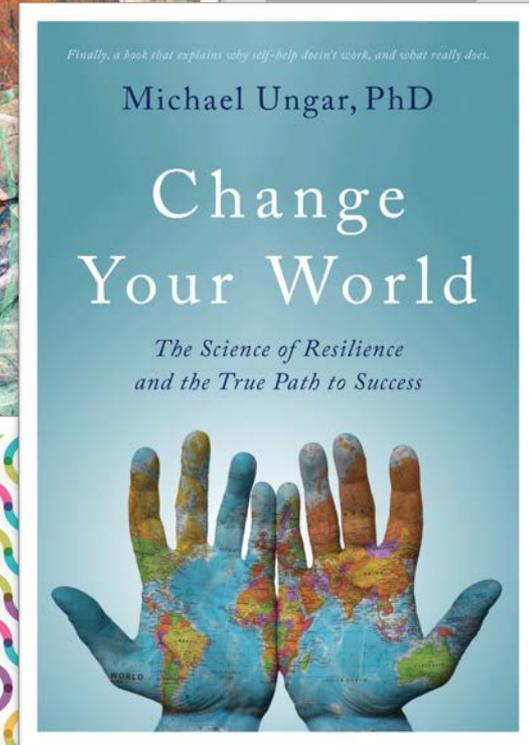
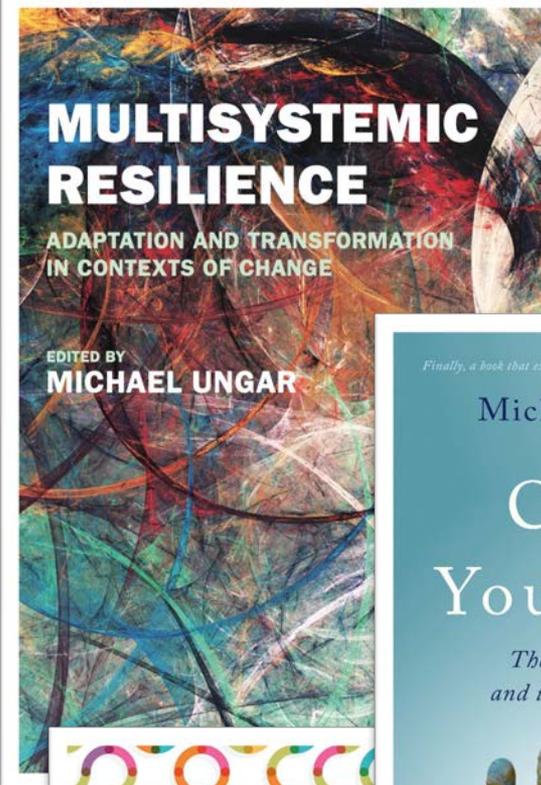
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

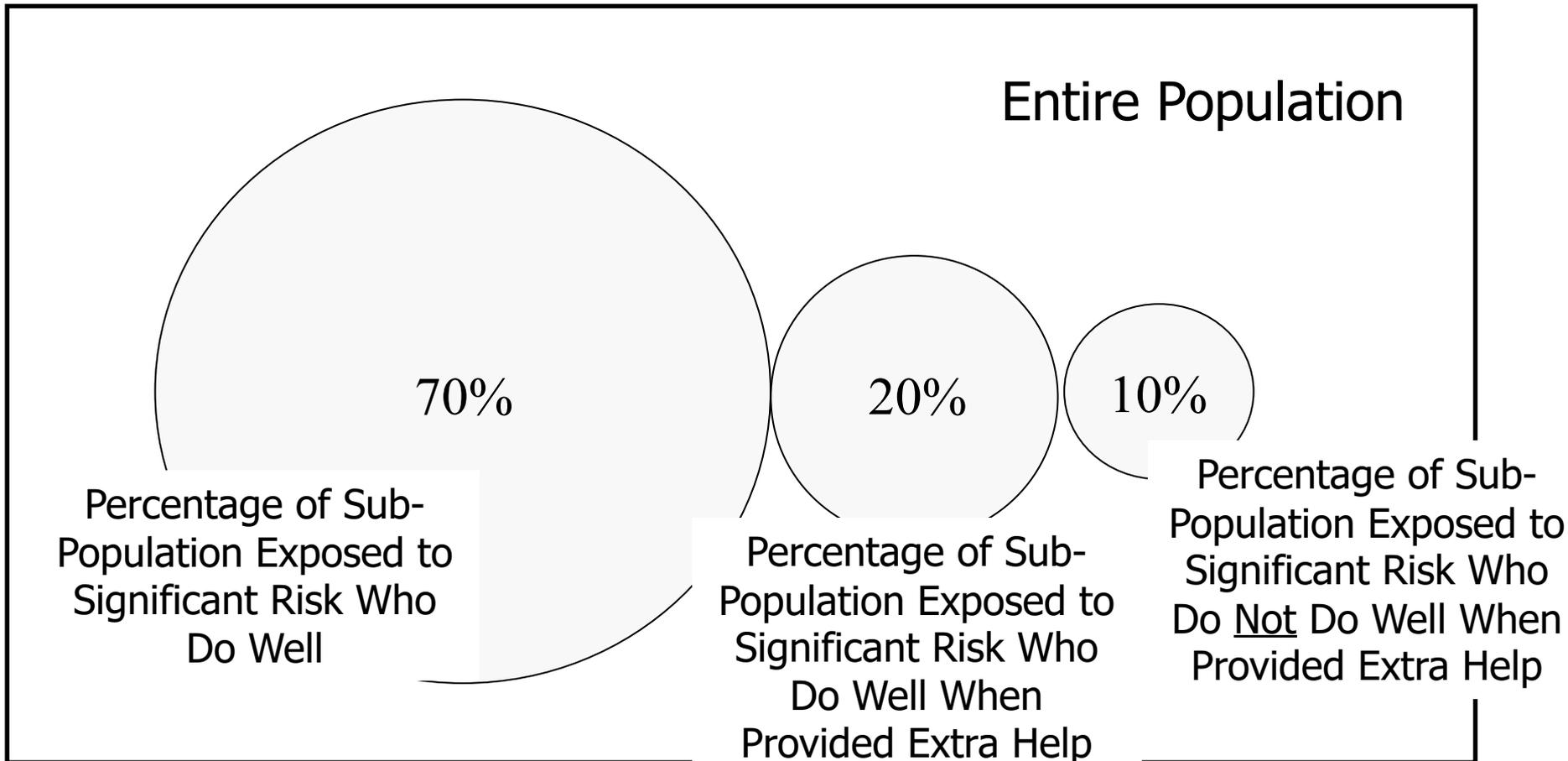
**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**





# *Changing Social Ecologies Can Create Resilience*





# *Exercise: Service Use Satisfaction Questionnaire*

- ✦ Thinking about a service you have referred children, youth, or families to, answer the following questions *from the perspective of the those receiving the service:*



1. Overall, I am satisfied with the services I received
2. I helped choose my services
3. I had a say in how this service was delivered to me and could ask for what I wanted
4. I received services that were right for me



5. I could get the service when I needed it
6. This was the service I needed
7. Staff respected my religious and spiritual beliefs
8. Staff spoke in a way that I understood
9. Staff were sensitive to my cultural and ethnic background



# *Exercise: How is your program/service doing?*

- ❖ Thinking about a program/service or other type of help that you offer, recall an individual that did not engage
- ❖ How would they have answered the nine Service Use Satisfaction questions?









# *R2 Resilience Expert Training*

## *Session 8.4 Changing a Community One Step at a Time*

**Michael Ungar, Ph.D.**

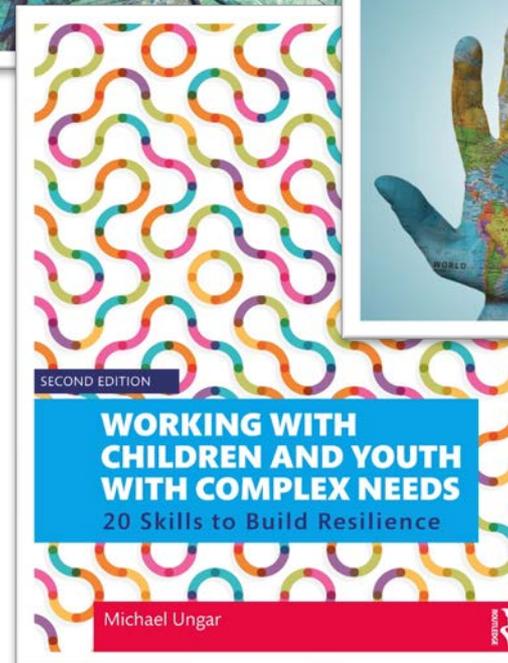
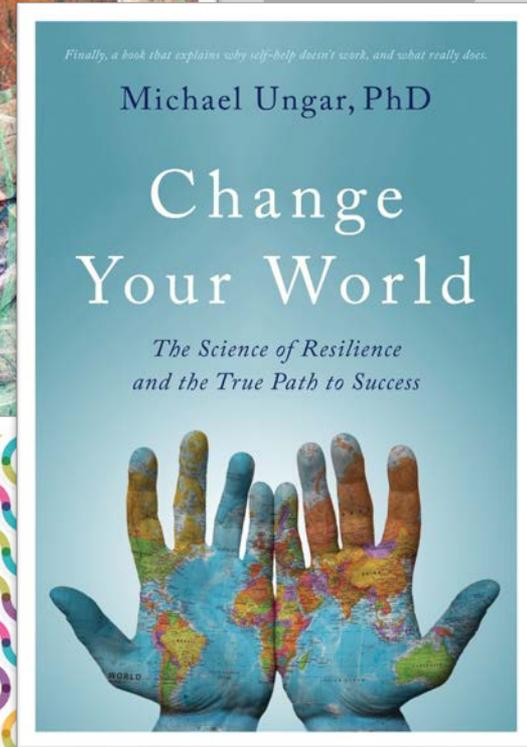
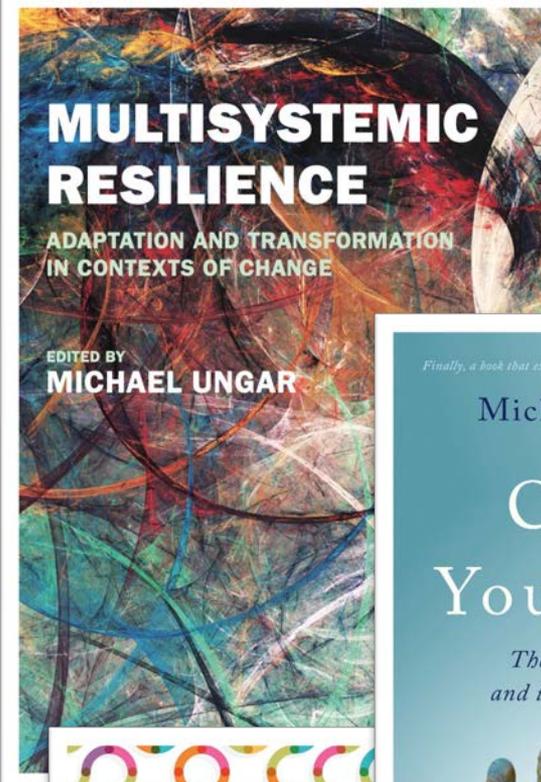
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**





**WARNING: THE NEXT IMAGE IS UPSETTING**



Alan Kurdi



Experiencing fair treatment and social justice means fair treatment within our families and social networks as well as in the workplace, our communities, or society in general

Fair treatment supports resilience by:

- Ensuring supports and services are delivered well
- Reducing problems accessing the supports and services we need when we need them



# *R2 Resilience Expert Training*

## *Session 8.5 Helpers as Change Leaders*

**Michael Ungar, Ph.D.**

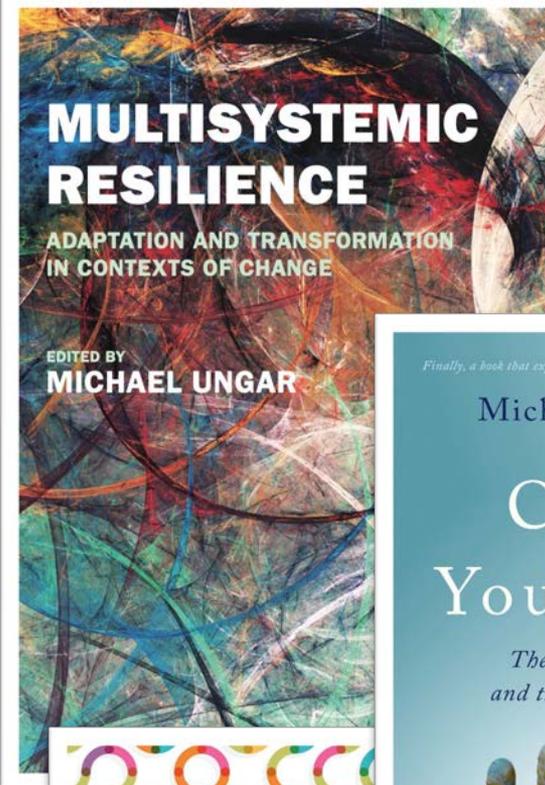
Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

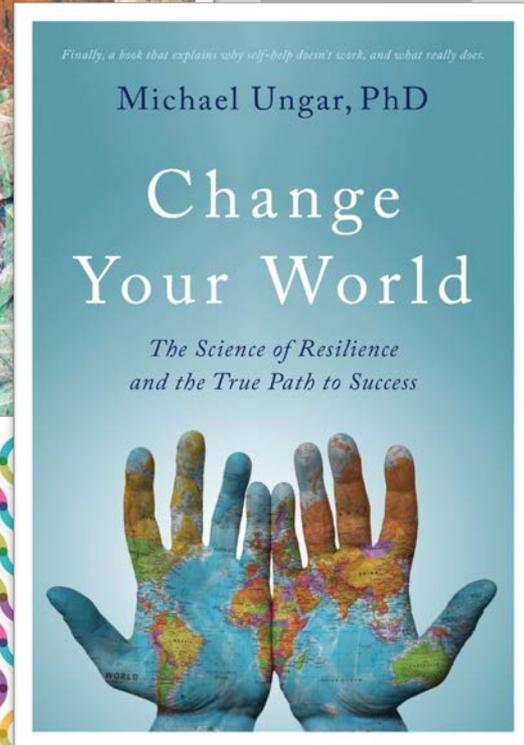
**[www.resilienceresearch.org](http://www.resilienceresearch.org)**



EDITED BY  
**MICHAEL UNGAR**

### **MULTISYSTEMIC RESILIENCE**

ADAPTATION AND TRANSFORMATION  
IN CONTEXTS OF CHANGE

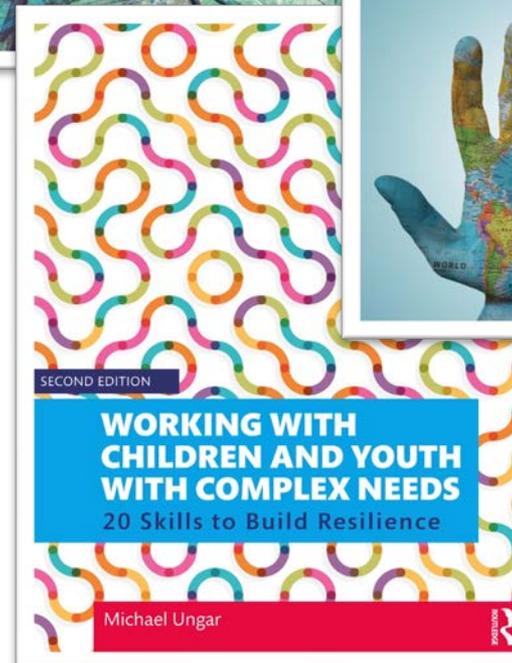


*Finally, a book that explains why self-help doesn't work, and what really does.*

Michael Ungar, PhD

### **Change Your World**

*The Science of Resilience  
and the True Path to Success*



SECOND EDITION

**WORKING WITH  
CHILDREN AND YOUTH  
WITH COMPLEX NEEDS**  
20 Skills to Build Resilience

Michael Ungar





# *Leadership practices to foster resilience*

- ✦ Creating a clear shared vision/purpose
- ✦ Consistent leadership, visibility and availability
- ✦ Transparent and inclusive leaders
- ✦ Be conscious of your 'leadership shadow'



# The Leadership Shadow (DHL Group)





# *Organizational culture can support resilience*

- ➊ Resilient organizational cultures:
  - See challenges as learning opportunities, and use these experiences to develop capabilities that improve their resilience
  - Nurture a positive creative climate for experimentation; reward innovation; show tolerance for failure; create an atmosphere in which people felt safe to share new ideas
  - Are flexible in how they apply policies/practices



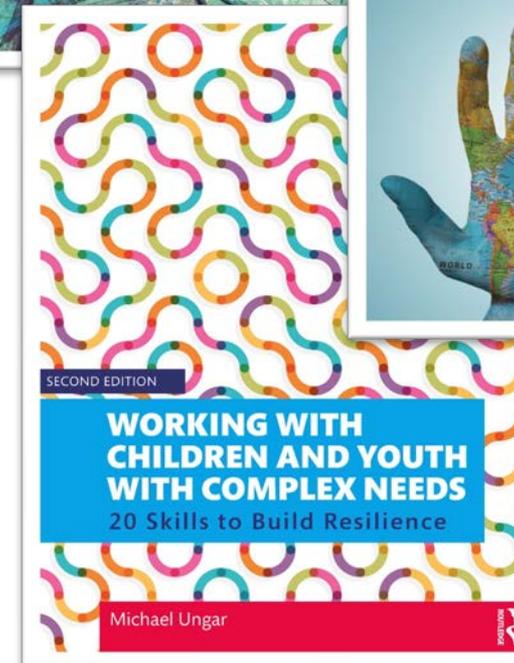
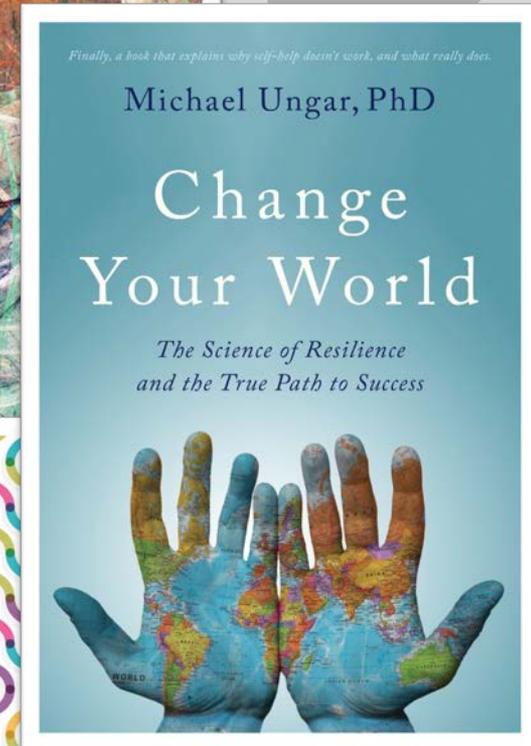
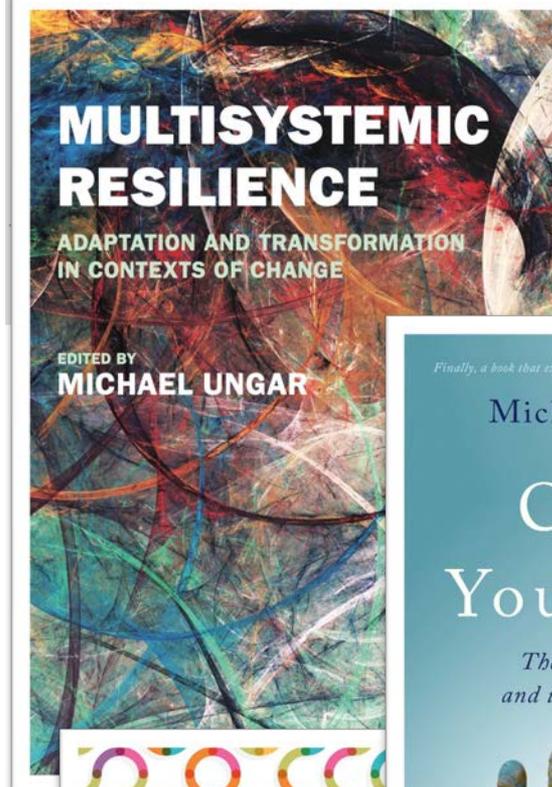
## *Exercise: Firehall dinner*

- Was the Deputy Chief empowered as a leader to support his employee?
- What qualities of resilience do you think are being impacted in this case study?
- How might resilience factors (being rugged and resourced) be better supported in this workplace?



# *R2 Resilience Expert Training*

## *Session 8.6 Vicarious Resilience*



**Michael Ungar, Ph.D.**

Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**

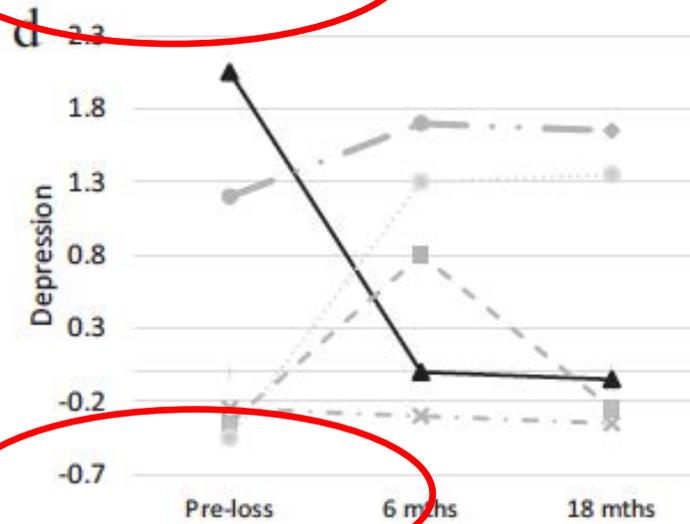
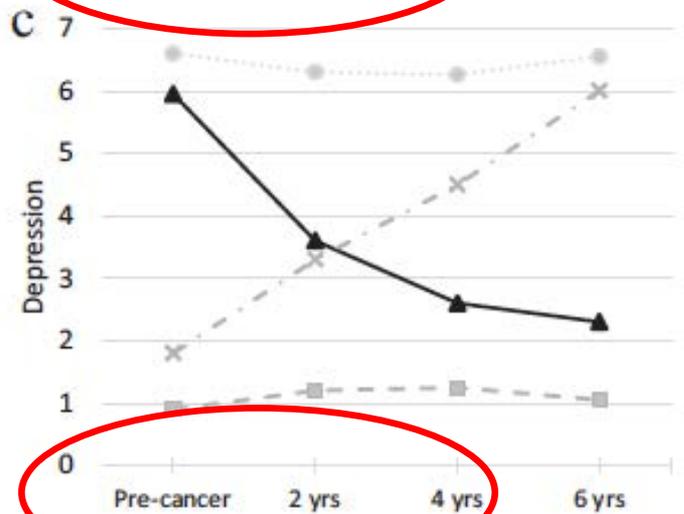
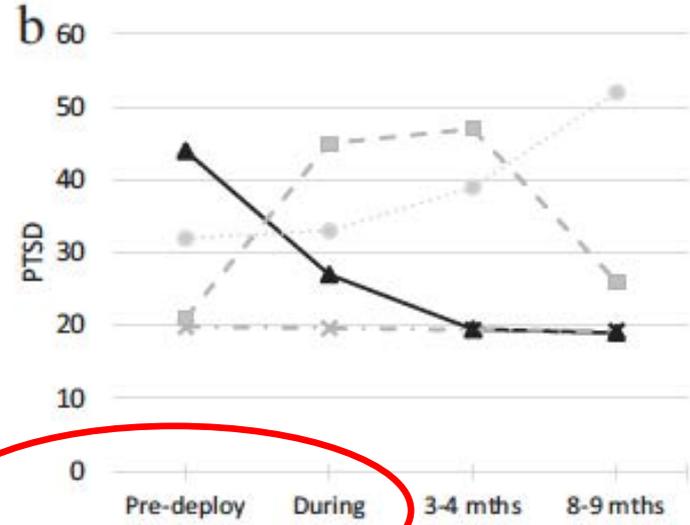
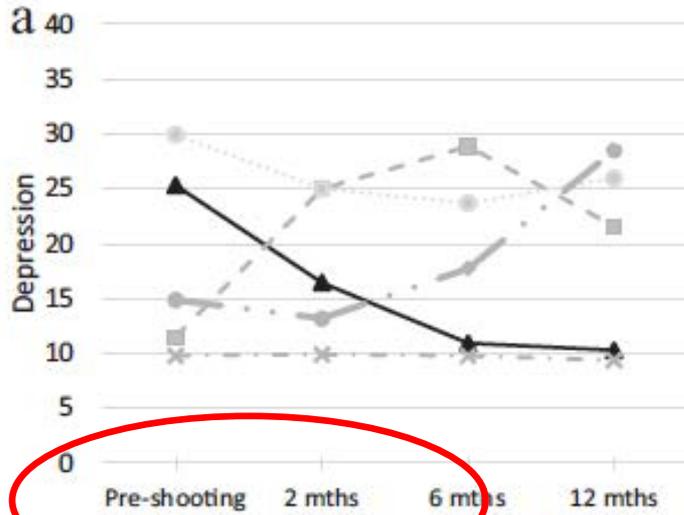


## *Good News: There is a Stress Advantage*

- ✦ Bruce Ellis and colleagues refer to “Hidden talents in harsh environments”
  - ▣ Enhanced abilities that develop as a result of unpredictable/challenging circumstances
  - ▣ Adaptive intelligence-accomplishing what needs to get done despite adversity
- ✦ Anthony Mancini describes “psychosocial gains from adversity” (PGA)

Ellis, B.J., Abrams, L.S., Masten, A.S., Sternberg, R.J., Tottenham, N., & Frankenhuis, W.E. (2020). Hidden talents in harsh environments. *Development and Psychopathology*, [Urn:issn:0954-5794](https://doi.org/10.1017/S0954579420000000).

Mancini, A. (2019). When Acute Adversity Improves Psychological Health: A Social-Contextual Framework. *Psychological Review*, *126*(4), 486-505.





## *Vicarious Resilience (VR)*

- ✪ Pilar Hernandez-Wolfe describes VR as:
  - ▣ The positive impact in domains of one's life that result from traumatic exposure
- ✪ Our work can be a source of growth and VR



# *Assessing our VR (a selection of items)*

- ✦ Since you began working in your current career, how often have you experienced the following:
  - I am more hopeful about people's capacity to heal and recover from traumas.
  - I am inspired by people's capacity to persevere through awful circumstances.
  - I increasingly perceive people's strengths in the face of pain and uncertainty.

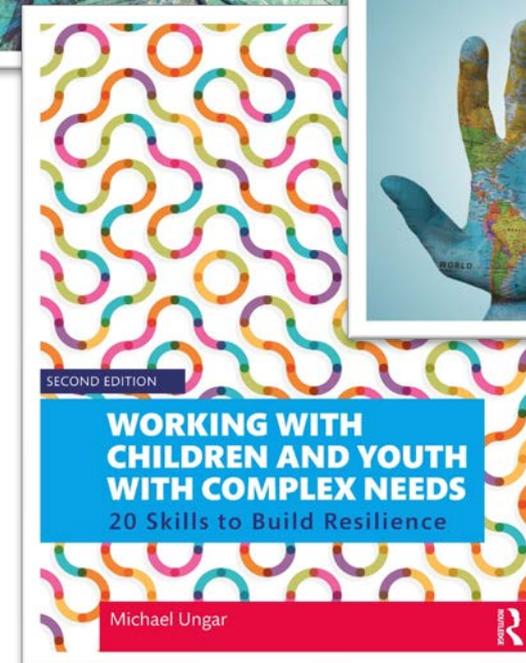
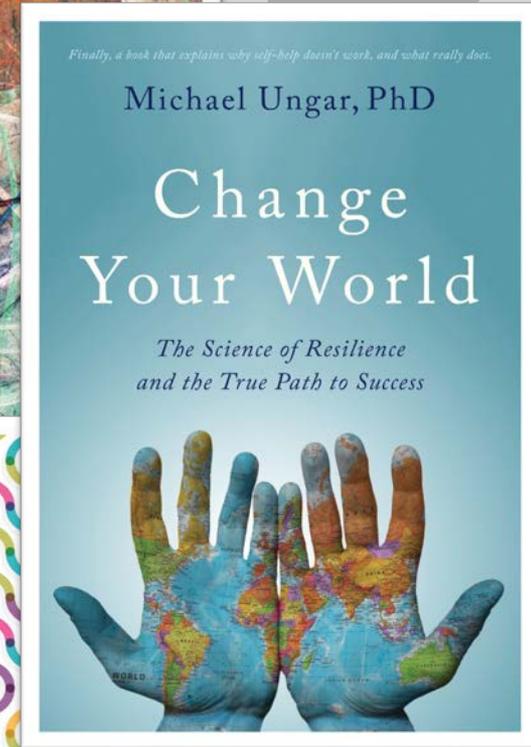
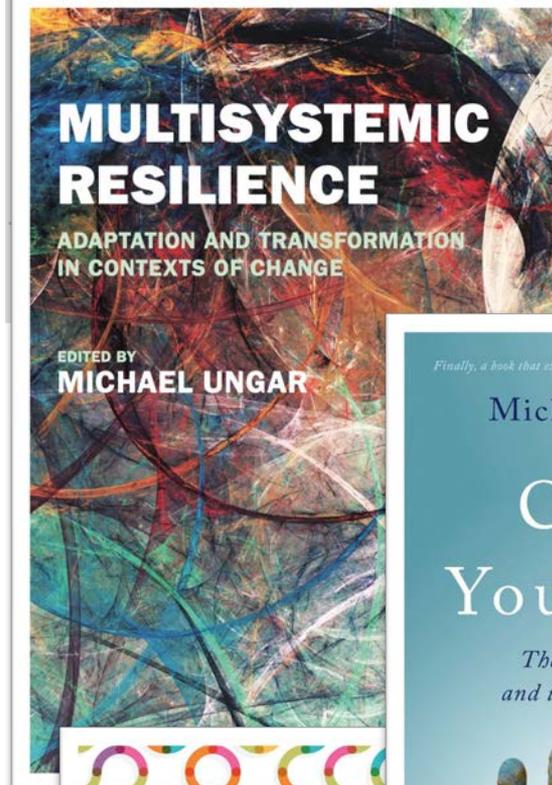


## *Continued ...*

- ❖ I am inspired when I consider the many obstacles (political persecution, racism, cultural barriers) that the people I work with had to overcome.
- ❖ I am encouraged to continue my efforts to make a difference.
- ❖ I appreciate better the opportunities I have in my life.

# *R2 Resilience Expert Training*

## *Wrap-up*



**Michael Ungar, Ph.D.**

Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

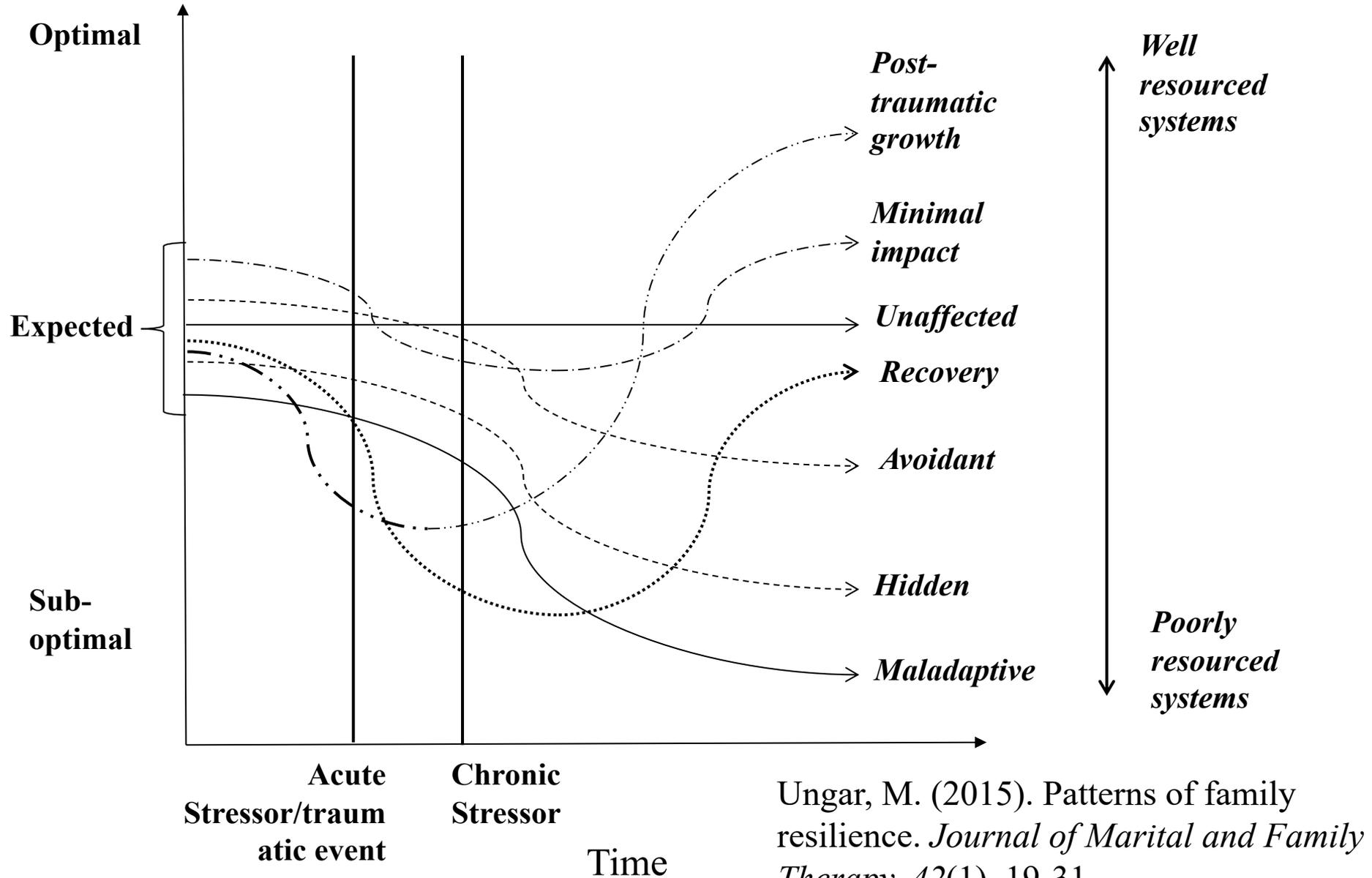
**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**

Level of Functioning

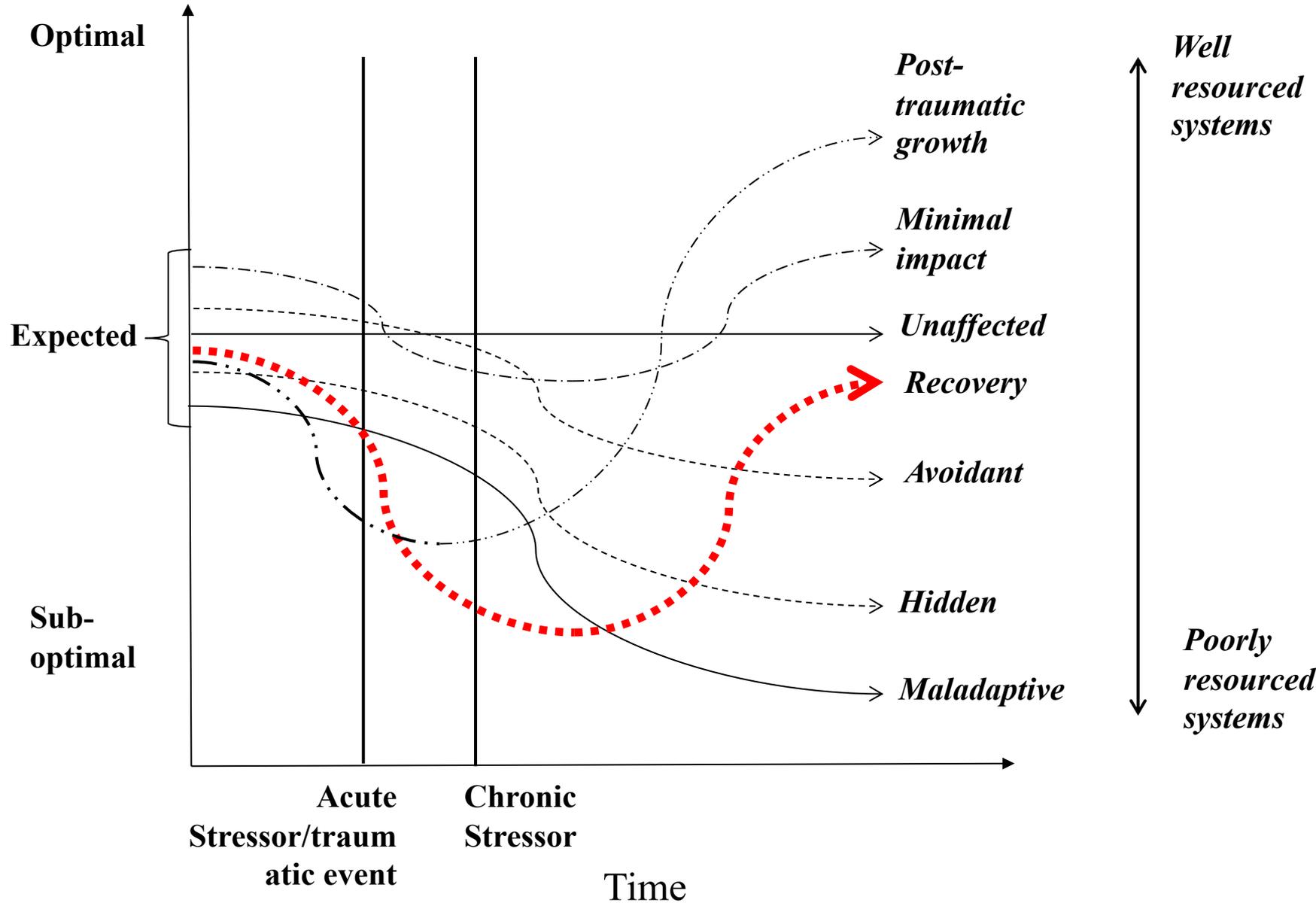
Resource Availability/Accessibility



Ungar, M. (2015). Patterns of family resilience. *Journal of Marital and Family Therapy*, 42(1), 19-31.

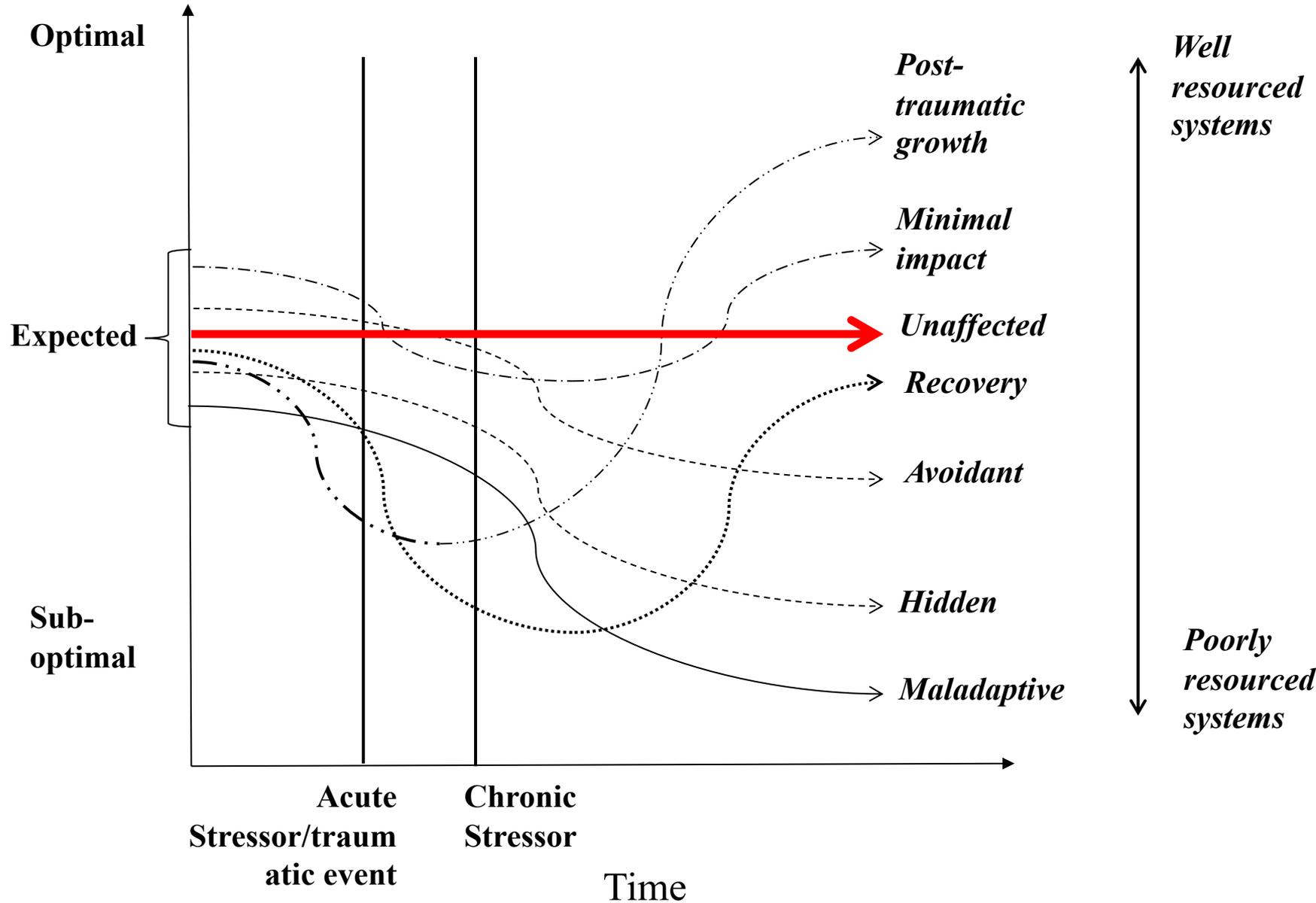
Level of Functioning

Resource Availability/Accessibility



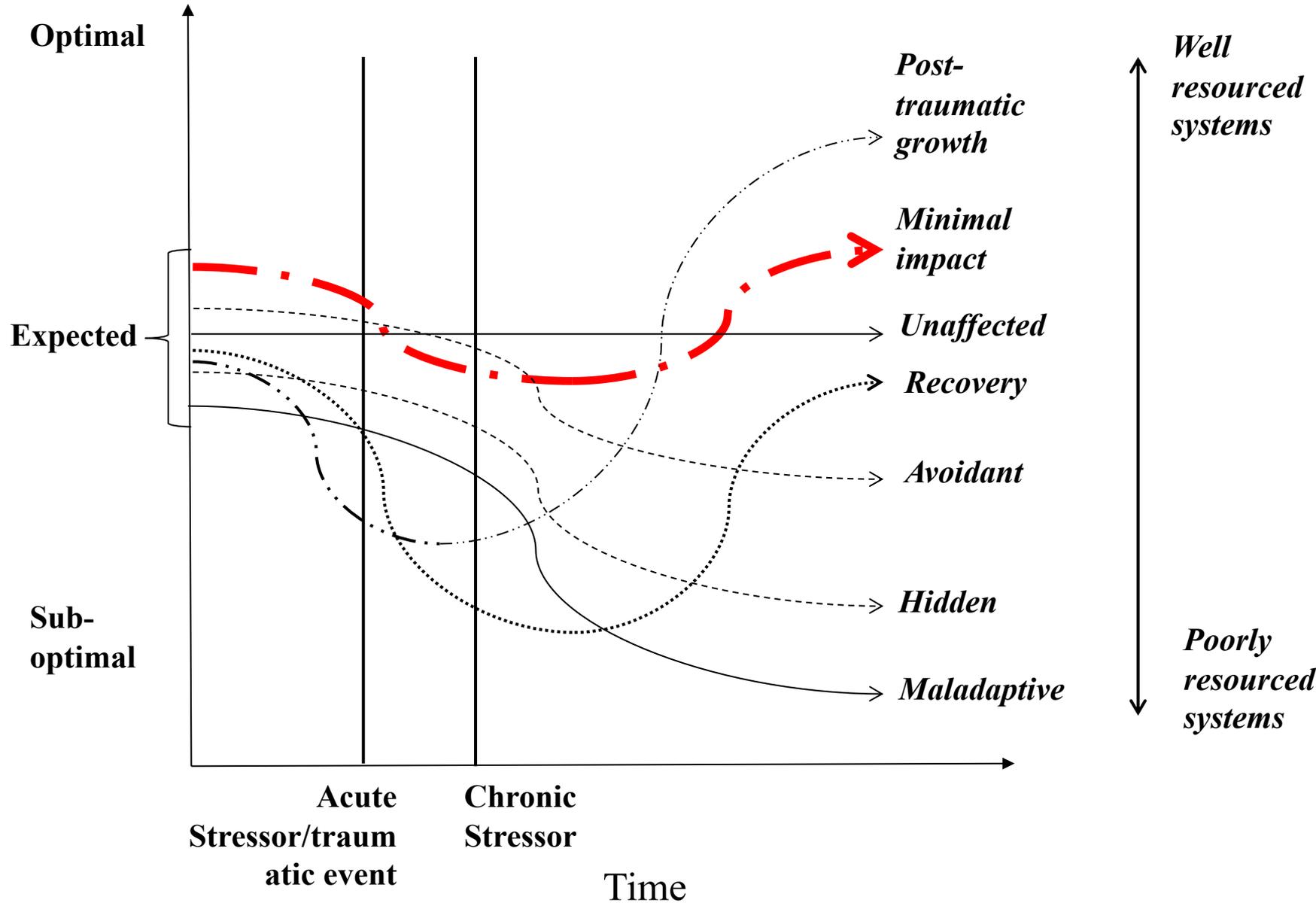
Level of Functioning

Resource Availability/Accessibility



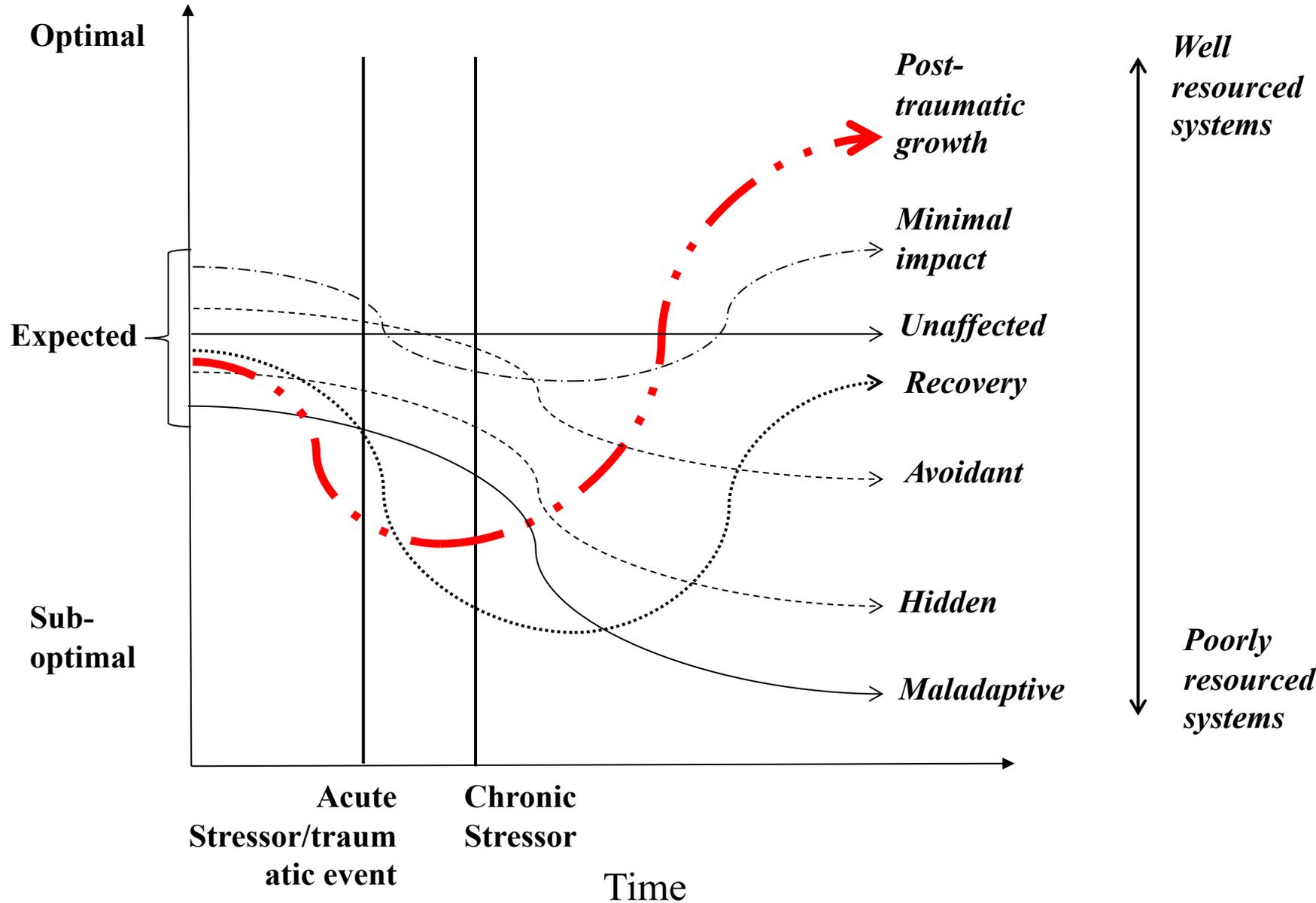
Level of Functioning

Resource Availability/Accessibility



Level of Functioning

Resource Availability/Accessibility

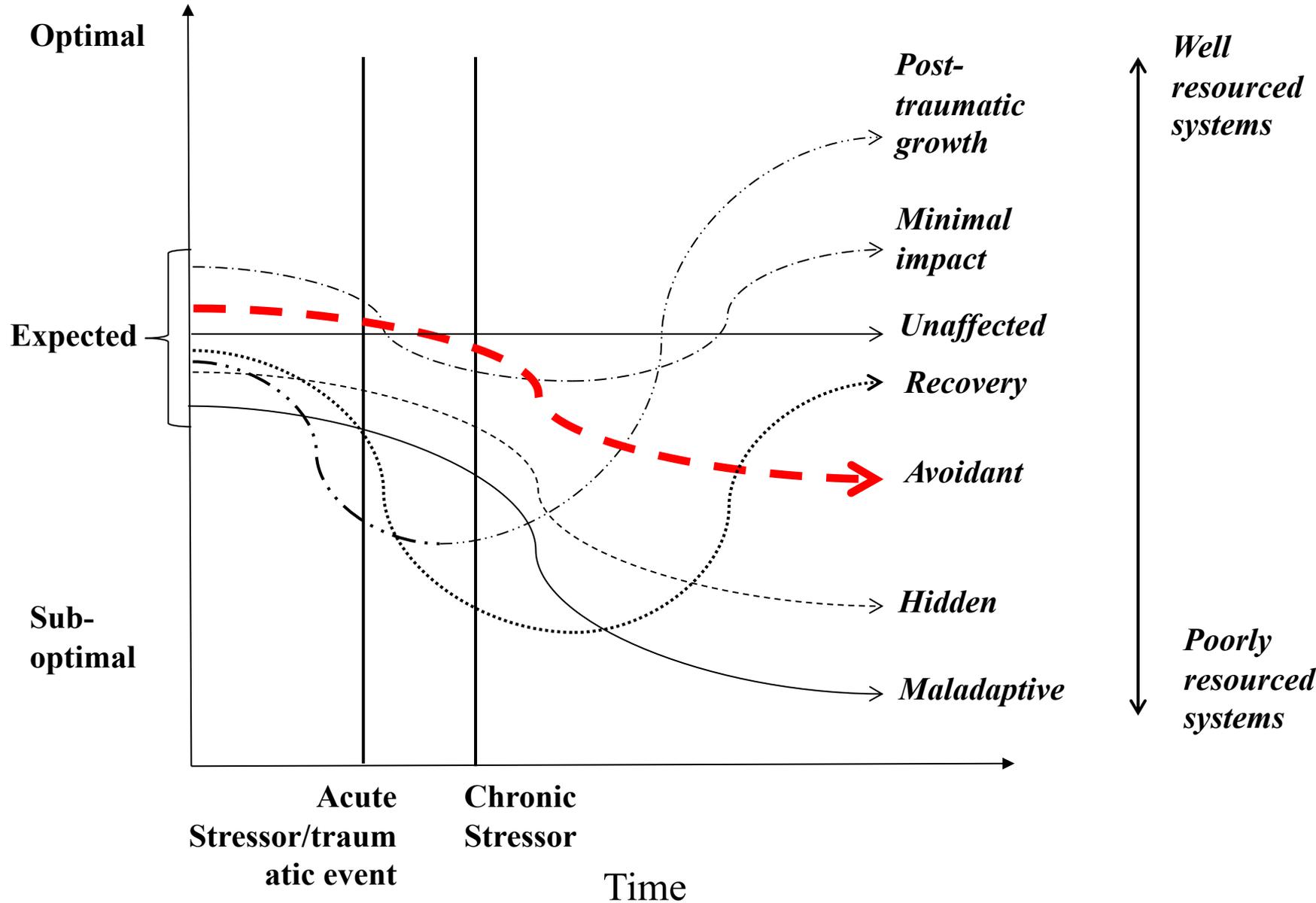


# **Principle:**

**When a resource is unavailable,  
inaccessible, or potentially  
harmful, we cope as best we can  
with what we have.**

Level of Functioning

Resource Availability/Accessibility



Optimal

Expected

Sub-optimal

*Post-traumatic growth*

*Minimal impact*

*Unaffected*

*Recovery*

*Avoidant*

*Hidden*

*Maladaptive*

*Well resourced systems*

*Poorly resourced systems*

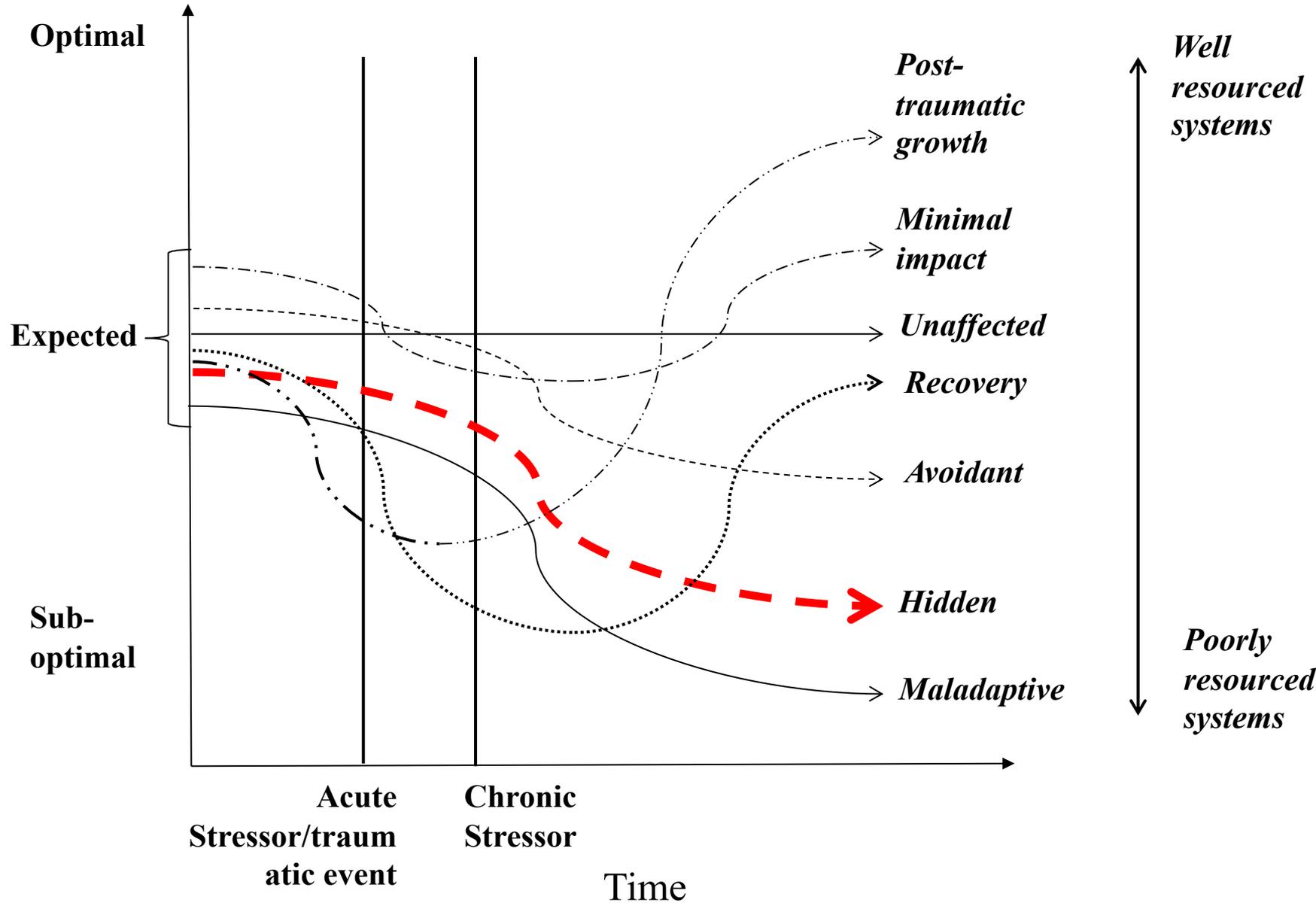
Acute Stressor/traumatic event

Chronic Stressor

Time

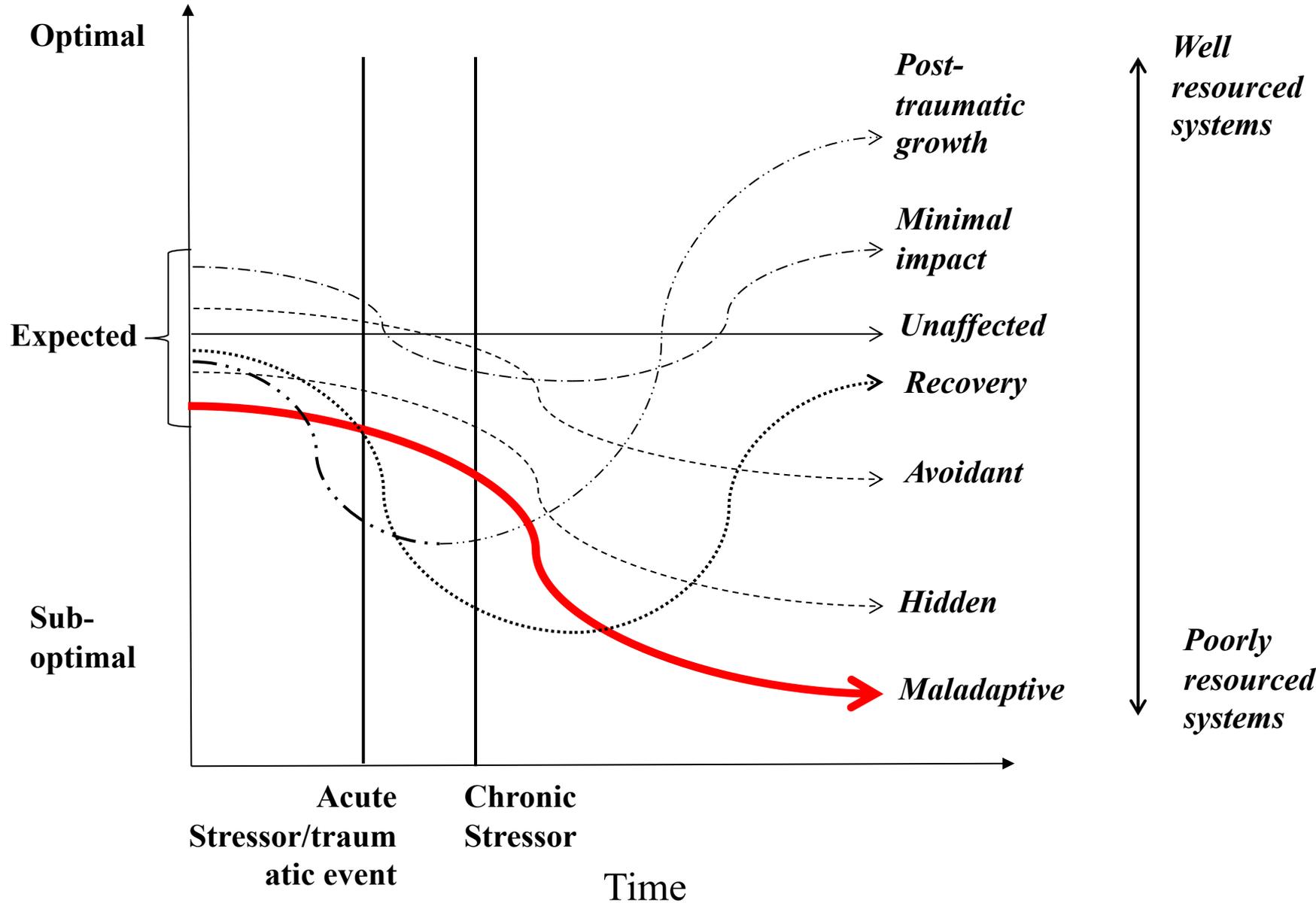
Level of Functioning

Resource Availability/Accessibility



Level of Functioning

Resource Availability/Accessibility



Optimal

Expected

Sub-optimal

*Well resourced systems*

*Poorly resourced systems*

*Post-traumatic growth*

*Minimal impact*

*Unaffected*

*Recovery*

*Avoidant*

*Hidden*

*Maladaptive*

Acute Stressor/traumatic event

Chronic Stressor

Time



**“Well, we might as well put it on board—although I’m not sure what use we’ll have for a box of rusty nails, broken glass, and throwing darts.”**

# *Lesser Slave Lake Fire (May, 2011)*



# *Post-traumatic Growth (Cognitive Change and Opportunities for Growth)* (Botey & Kulig, 2013)

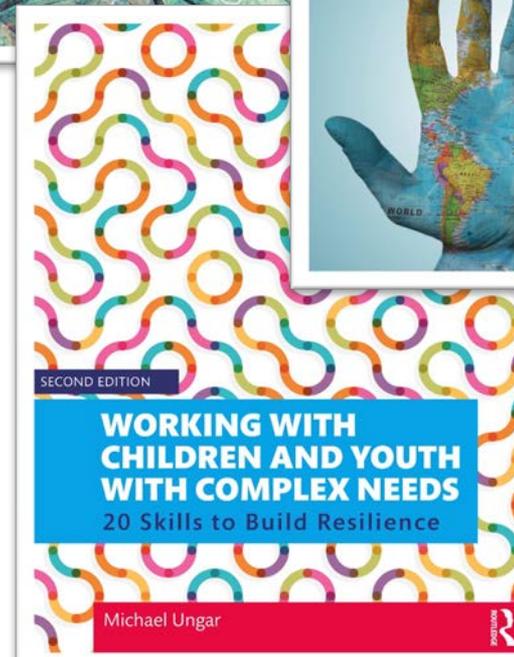
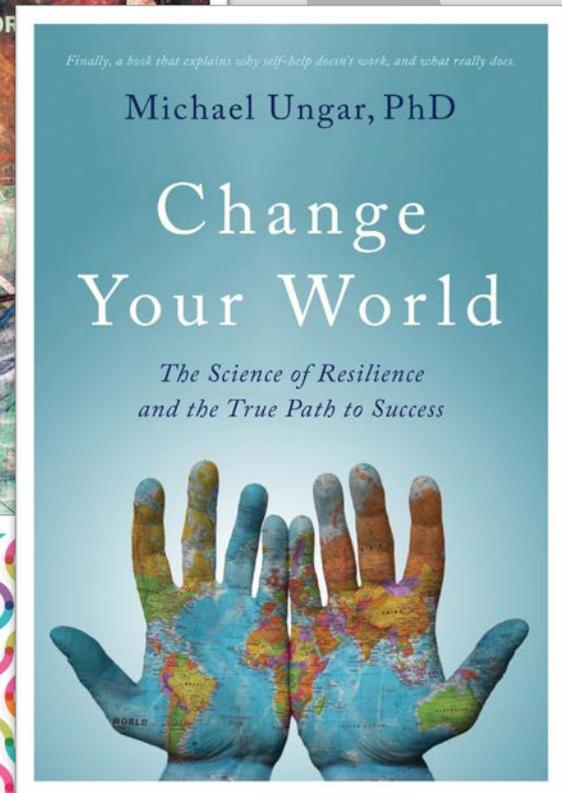
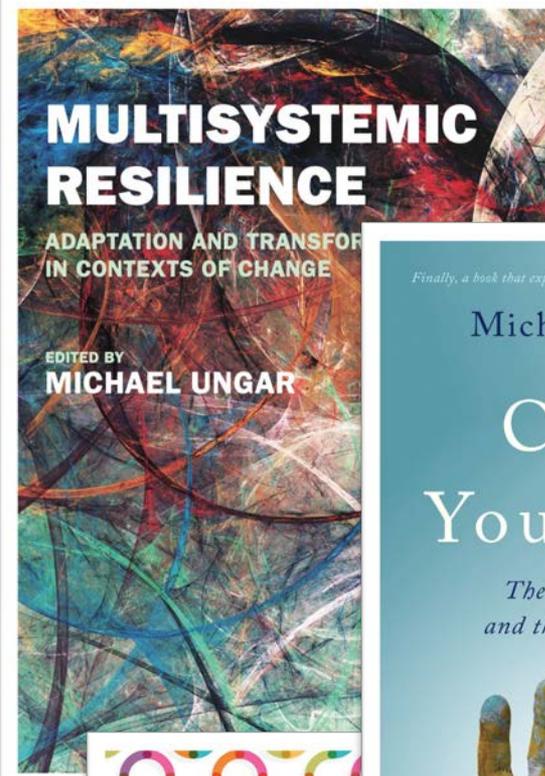
- ➊ After the fire, many families committed themselves to achieving important life goals
- ➋ Many set new priorities, established new routines, changed attitudes towards life for the better
- ➌ Many changed within family patterns of communication
- ➍ Many developed new values and perceptions of what they needed

# Jack

and the  
Beanstalk



*Thank you!*



**Michael Ungar, Ph.D.**

Canada Research Chair in Child, Family and  
Community Resilience,

School of Social Work, Dalhousie University

**Twitter @MichaelUngarPhD**

**[www.michaelungar.com](http://www.michaelungar.com)**

**[www.resilienceresearch.org](http://www.resilienceresearch.org)**