Mental Health First Aid First Nations

Program Outcomes and the Importance of Cultural Safety in Programming and Research
Research Team

We are an independent research team evaluating the outcomes, adaptation and implementation, and cultural safety of the MHFA-FN course and the views expressed in this research represent the research participants, but not necessarily the views of the Mental Health Commission of Canada.
Program Development

- MHFA FN a version adapted by the Mental Health Commission of Canada from the Basic course
- MHFA Basic
Cultural identity and cultural continuity correlate with mental health and wellbeing in certain First Nations communities.

Thunder Day Art by Mike Cywink
Adaptation for First Nations

Context

Appropriate and engaging mental health services for First Nations people

MHFAFN Training Room, Opaskwayak Cree Nation Health Authority
MHFA FN Vision

- Historical Loss and Trauma
- Walking in Two Worlds
- EAGLE
MHFA FN Vision

- Circle of Support
Cultural Safety in Prevention Programming

• Cultural safety defined by the receiver of care

• Care providers must reflect on power differentials, and their own culture and attitudes
# Data Collection

<table>
<thead>
<tr>
<th>Target group</th>
<th>Methods</th>
<th>n</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course participants</td>
<td>Interview</td>
<td>89</td>
<td>During the last day of the training</td>
</tr>
<tr>
<td></td>
<td>Paper/ online surveys</td>
<td>91</td>
<td>During the last day of the training or after training</td>
</tr>
<tr>
<td></td>
<td>Follow up surveys</td>
<td>21</td>
<td>3-6 months post training</td>
</tr>
<tr>
<td>Course facilitators</td>
<td>Interview</td>
<td>9</td>
<td>After delivery of at least one training</td>
</tr>
</tbody>
</table>
Understanding the Participants

Age

- ≥60: 5 F, 5 M
- 50-59: 4 F, 9 M
- 40-49: 22 F, 2 M
- 30-39: 23 F, 5 M
- <30: 9 F, 3 M

Female participants, Male participants
Understanding the Participants

- Most participants identified as Indigenous (81%)

- Group composition varied
  - 7/10 groups entirely Indigenous participants
  - Community organization vs. Open registration
  - Previous training/ professional roles
Cultural Safety in MHFA FN

- 97% of participants report the course was a safe space to discuss their culture and views.

Factors that promoted cultural safety among MHFA FN participants:

- Group characteristics (shared experience, Indigenous)
- Group process (dynamics, confidentiality, non-judgement)
- Facilitator (supportive, Indigenous)
- Cultural components
Cultural Safety

“\[I\text{ was told numerous times that we all have our own cultural significance, it was acknowledged by the Elder every day and in prayer and ceremony.}\]”

Participant, female
Cultural Safety

“I think that it was a pretty safe space and I was happy with the environment. I think that part of the reasons for this were the use of the talking circle and smudge to start and end our days and I appreciated the team building activities that helped us get to know and feel more comfortable with each other.”

Participant, female
# Mental Health Literacy

<table>
<thead>
<tr>
<th>Scale</th>
<th>Postsecondary M (SD)</th>
<th>Other training / certification M (SD)</th>
<th>No Formal Training M (SD)</th>
<th>F (df)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge-MH</td>
<td>3.18 (.62)^a</td>
<td>3.06 (.63)^a</td>
<td>2.54 (.68)^b</td>
<td>8.22 (2,88)^***</td>
</tr>
<tr>
<td>Knowledge-SDOH</td>
<td>3.35 (.51)^a</td>
<td>3.20 (.63)^a,b</td>
<td>2.85 (.69)^b</td>
<td>4.87 (2,88)^**</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>3.16 (.79)^a</td>
<td>3.15 (.64)^a</td>
<td>2.55 (.70)^b</td>
<td>7.47 (2,88)^***</td>
</tr>
<tr>
<td>Stigma</td>
<td>2.08 (.58)^a</td>
<td>1.94 (.42)^b</td>
<td>2.28 (.54)^a</td>
<td>3.60 (2,87)^*</td>
</tr>
</tbody>
</table>

*Differences across training groups at pre-test.*

*p < .05, **p = .01, *** p = .001

^a, ^b, denote equivalent or different means at the p < .01 level
Mental Health Literacy: Knowledge

Graph showing the comparison of knowledge levels before (Pre) and after (Post) training for different groups:
- No training
- Courses
- Post secondary
Mental Health Literacy: Stigma

Pre
No Training
Other Training
Post-Secondary

Post
Real World MHFAFN Skill Application

- Approximately 6 months after course completion, follow-up surveys were sent out to participants.
- 63% of follow-up survey respondents identified they had a situation where they could have applied their MHFA skills.
- 94% of the respondents who had the opportunity, did use their skills.
Real World MHFAFN Skill Application

“
I have had someone close to me come to me with suicidal thoughts and urges. With my knowledge from the training about dealing with mental health emergencies I was able to listen and direct this person to the resources I knew available in our community. Person is currently receiving help at the professional level.”

- Participant, Eskasoni, Nova Scotia
I knew how to respond to someone contemplating suicide and I knew how to use my body language with our First Nations people. It is different than the regular population, as well the eye contact. I hope my actions helped the individual. This person is still here with us today. As well, they confide in my completely. Thankful for MHFAFN.

- Participant, The Pas, Manitoba
Conclusion

http://www.csmh.uwo.ca/research/mhfa-fn

Andrea Lapp,
Project Coordinator, Centre for School Mental Health
alapp4@uwo.ca

Claire Crooks
Director, Centre for School Mental Health
ccrooks@uwo.ca
Webinars

http://www.csmh.uwo.ca/research/mhfa-fn

September 2017 - Mental Health First Aid First Nations

Ann Seymour
Indigenous Program Specialist, Mental Health Commission of Canada
Topic: Program Development and Vision

TUESDAY
SEPTEMBER 5
1:00-1:45 p.m.

Claire Crooks
Director, Centre for School Mental Health
Topic: Program Outcomes

TUESDAY
SEPTEMBER 12
1:00-1:45 p.m.

Andrea Lapp
Project Coordinator, Centre for School Mental Health
Topic: Importance of Cultural Safety in Programming and Research

TUESDAY
SEPTEMBER 19
1:00-1:45 p.m.