International Collaborative Indigenous Health Research Partnership
Roots of Resilience:
Transformations of Identity and Community in Indigenous Mental Health

Stories of Resilience Project

Manual for Researchers, Interviewers & Focus Group Facilitators

Part 2
Checklists & Templates

Note: This is a working draft, please do not cite without S. Dandeneau or L. Kirmayer’s permission.

Version 3.3
Stories of Resilience Project

Manual for Researchers, Interviewers & Focus Group Facilitators

Part 2
Checklists & Templates

Prepared for
the Culture & Mental Health Research Unit

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2008
ACKNOWLEDGEMENTS

Many individuals have contributed to the development of this manual. A heartfelt thank you is extended to the following members of the Stories of Resilience research team who have contributed to the project and/or the research manual: Greg Brass, Tara Holton, Karla Jessen Williamson, Trisha MacDonald, Elizabeth Marshall, Aggie Mazzucco, Darien Thira, Jill Torrie, Marsha Vicaire, and Tracy Wysote. In addition, we would like to thank members of the Community Advisory Groups and Community Research Councils who have provided feedback and helped to refine the project methodology outlined in this manual.
# Table of Contents

**Stories of Resilience Research Procedure Guide** .................................................. 6  
**Community Consultation and Ethics Approval** ......................................................... 11  
- Checklist for Community Consultation ................................................................. 12  
- Template for Community Consultation ............................................................... 13  
- Community Advisory Group Letter ....................................................................... 14  
- Community Advisory Group Meeting #1 ............................................................ 16  
- Community Advisory Group Meeting #2 ............................................................ 18  
- Community Advisory Group Meeting #3 ............................................................ 21  
- Stories of Resilience Research Summary ............................................................... 22  
- Ad for Community Researcher ............................................................................. 25  
- Key Informant Interview Consent Form ............................................................... 27  
- Key Informant Interview Protocol ....................................................................... 34  
**Focus Group on Local Concepts of Resilience** ....................................................... 38  
- Checklist for Coordinating Focus Groups ............................................................ 39  
- Focus Group Procedure ......................................................................................... 40  
- Focus Group Consent Form .................................................................................. 42  
- Parental Consent Form for Youth Focus Group .................................................... 49  
- Focus Group Protocol ............................................................................................ 56  
- Focus Group Advertisement .................................................................................. 60  
**Individual Narrative Interviews** .............................................................................. 61  
- Checklist for Coordinating Individual Interviews .................................................. 62  
- Individual Narrative Interview Procedure ............................................................ 63  
- Individual Interview Consent Form ....................................................................... 65  
- Parental Consent Form for Youth Individual Interviews ......................................... 72  
- Individual Narrative Interview Protocol ............................................................... 79  
**Transcribing and Data Analysis** ............................................................................. 84  
- Procedures for Transcribing ................................................................................ 85  
- Standard Transcription Template ....................................................................... 86  
- Example Transcription ......................................................................................... 88  
- Working with Audio Files ..................................................................................... 89  
**Validation of Research Results** ............................................................................. 90  
- Review of Transcriptions ...................................................................................... 91  
- Transcription Cover Letter ................................................................................. 92  
**Final Report** ........................................................................................................ 93  
- Community Report Template .............................................................................. 94  
**Knowledge Exchange** ......................................................................................... 96  
- Questions for Community Forum ......................................................................... 97  
- Ideas for Knowledge Exchange ............................................................................ 98
STORIES OF RESILIENCE RESEARCH PROCEDURE GUIDE

PURPOSE

This document is a step-by-step guide that will help you organize and execute the Stories of Resilience research procedure. On the left side of this table you will find the key tasks involved in each of the 9 phases of the Stories of Resilience project. On the right side of the table, you will find a list of the necessary documents needed for each task.
### STEPS TO TAKE

<table>
<thead>
<tr>
<th>PHASE 1: COMMUNITY CONSULTATION AND ETHICS APPROVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review community consultation protocol.</td>
</tr>
<tr>
<td>• Checklist for Community Consultation (p. 12)</td>
</tr>
<tr>
<td>2. Organize first community consultation meeting.</td>
</tr>
<tr>
<td>• Template for Community Consultation Meeting Agenda (p. 13)</td>
</tr>
<tr>
<td>3. Get ethics approval in the community.</td>
</tr>
<tr>
<td>• Stories of Resilience Research Summary (p. Error! Bookmark not defined.)</td>
</tr>
<tr>
<td>• Key Informant Interview Consent Form (p. 27)</td>
</tr>
<tr>
<td>• Key Informant Interview Protocol (p. 34)</td>
</tr>
<tr>
<td>• Focus Group Consent Form (p. 42)</td>
</tr>
<tr>
<td>• Parental Consent Form for Youth Focus Group (p. 49)</td>
</tr>
<tr>
<td>• Focus Group Protocol (p. 56)</td>
</tr>
<tr>
<td>• Individual Interview Consent Form (p. 65)</td>
</tr>
<tr>
<td>• Parental Consent Form for Youth Individual Interview (p. 72)</td>
</tr>
<tr>
<td>• Individual Interview Protocol (p. 79)</td>
</tr>
<tr>
<td>4. Adapt the interview and focus group consent forms with the relevant community-specific information (e.g., contact information, etc.).</td>
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<tr>
<td>• Key Informant Interview Consent Form (p. 27)</td>
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<tr>
<td>• Key Informant Interview Protocol (p. 34)</td>
</tr>
<tr>
<td>• Focus Group Consent Form (p. 42)</td>
</tr>
<tr>
<td>• Parental Consent Form for Youth Focus Group (p. 49)</td>
</tr>
<tr>
<td>• Focus Group Protocol (p. 56)</td>
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<td>• Individual Interview Consent Form (p. 65)</td>
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<td>• Parental Consent Form for Youth Individual Interview (p. 72)</td>
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<tr>
<td>• Individual Interview Protocol (p. 79)</td>
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<tr>
<td>5. Submit revised consent forms to the Jewish General Hospital or appropriate ethics review board for approval.</td>
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<tr>
<td>• See above.</td>
</tr>
<tr>
<td>6. Recruit/Hire Community Researcher. NOTE: this step might happen prior to getting ethics approval in the community, however before posting the ad for the community researcher in the community you must gain ethics approval.</td>
</tr>
<tr>
<td>• Ad for community researcher (p. 25)</td>
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<td>Step</td>
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<td>7.</td>
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</tbody>
</table>
| 8.   | Organize Community Advisory Group Meeting #1.  
• Take detailed minutes of the meeting, adapt the focus group protocol according to feedback from the Advisory Group. | • Community Advisory Group Meeting #1: Overview of Research and Focus Group Planning (p. 16) |
| 9.   | Conduct 2-4 key informant interviews. | • Key Informant Interview Consent Form (p. 27)  
• Key Informant Interview Protocol (p. 34) |
| 10.  | Transcribe key informant interviews and analyze data for main themes. | • Procedures for transcribing (p. 85)  
• Standard Transcription Template (p. 86) |
| 11.  | Write up a brief summary of the key informant interview analysis. | |
| **PHASE 2: FOCUS GROUPS ON LOCAL CONCEPTS OF RESILIENCE** | | |
| 12.  | Coordinate focus groups on local concepts of resilience | • Checklist for coordinating focus groups (p. 39)  
• Focus Group Procedure (p. 40)  
• Focus Group Consent Form (p. 42)  
• Parental Consent Form for Youth Focus Group (p. 49)  
• Focus Group Protocol (p. 56)  
• Focus Group Advertisement (p. 60) |
| **PHASE 3: DATA ANALYSIS 1 – PRELIMINARY ANALYSES** | | |
| 13.  | Transcribe focus groups and analyze data for main themes. | • Procedures for transcribing (p. 85)  
• Standard Transcription Template (p. 86) |
| **PHASE 4: VALIDATION OF FOCUS GROUP RESULTS** | | |
| 14.  | Organize Community Advisory Group meeting #2 (page 9)  
• Take detailed notes about feedback from the presentation of focus group results.  
• Take detailed notes and adapt the | • Community Advisory Group Meeting #2: Interview Questions and Planning (p. 18). |
<table>
<thead>
<tr>
<th>PHASE 5: INDIVIDUAL NARRATIVE INTERVIEWS</th>
</tr>
</thead>
</table>
| 15. Recruit participants for and conduct individual narrative interviews. | • Checklist for coordinating individual narrative interviews (p. 62)  
 • Individual narrative interview procedure (p. 63)  
 • Individual Interview Consent Form (p. 65)  
 • Parental Consent Form for Youth Individual Interview (p. 72)  
 • Individual Interview Protocol (p. 79) |
| 16. Transcribe interviews. | • Procedures for transcribing (p. 85)  
 • Standard Transcription Template (p. 86) |

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<thead>
<tr>
<th>PHASE 6: VALIDATION OF INDIVIDUAL NARRATIVE INTERVIEWS</th>
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<tbody>
<tr>
<td>17. Give transcripts back to each participant for their review.</td>
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<tr>
<th>PHASE 7: DATA ANALYSIS 2 – INDIVIDUAL NARRATIVE INTERVIEWS</th>
</tr>
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<tbody>
<tr>
<td>18. Using the revised transcripts (following participant review), review and analyze data for main themes.</td>
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<tr>
<th>PHASE 8: DRAFT FINAL REPORTS</th>
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<tbody>
<tr>
<td>19. Write draft Community-Specific Report based on data from the key informant interviews, focus group and individual narrative interviews.</td>
</tr>
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</table>
 • Take detailed notes of the meeting, and adapt the draft community-specific report according to feedback from the group. | • Community Advisory Group Meeting #3: Presentation of Results (p. 21) |
| 21. Incorporate feedback from Community Advisory Group Meeting #3 into Community-Specific Report. |
## Phase 9: Knowledge Exchange

| 22. Organize Community Forum | • Take detailed notes of the community forum, and adapt the draft community-specific report according to feedback.  
• Take detailed notes of knowledge exchange ideas. | • Questions for Community Forum (p. 97)  
• Ideas for Knowledge Exchange (p. 98) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Incorporate feedback from Community Forum into Community-Specific Report.</td>
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<tr>
<td>24. Distribute Community-Specific Report to members of Community Advisory Group, community research council or ethics review board, band council, schools, and any other organizations in the community.</td>
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<tr>
<td>25. Follow up and/or organize knowledge exchange ideas that come out of the Community Forum and Community Advisory Group meetings.</td>
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COMMUNITY CONSULTATION AND ETHICS APPROVAL

PURPOSE

The purpose of this section is to provide you with checklists and templates that will be useful in the planning for phase 1 of the research. This section includes:

- Checklist for community consultation
- Template for Community Consultation Meeting Agenda
- Community Advisory Group invitation letter
- Community Advisory Group meeting #1
- Community Advisory Group meeting #2
- Community Advisory Group meeting #3
- Stories of Resilience Research Summary
- Ad for community researcher
- Key informant interview protocol
- Key informant interview consent form
CHECKLIST FOR COMMUNITY CONSULTATION

At the outset of the research in each community, the research coordinator and / or community researcher must collaborate to:

1. For ideas of consultation process, check the consultation meeting agenda template.

2. Adapt the project summary accordingly and if necessary translate into the local language of the community in which they are working.

3. Approach the appropriate people to obtain ethics approval in the community and find out the procedure for obtaining ethics approval.

4. Provide a summary of the research, the interview and focus group protocols and any other information requested for ethics approval.

5. If a community researcher has not already been selected, place ads in the community to hire a community researcher.

6. Review applications, interview and select a community researcher.

7. With the help of the community researcher, invite a group of three or four people to form a Community Advisory Group.

8. Coordinate the first meeting with the newly formed Community Advisory Group.
TEMPLATE FOR COMMUNITY CONSULTATION
MEETING AGENDA

Participants
[list names of all participants]

Objectives of this meeting

1. Discuss potential collaboration on the Stories of Resilience research project with the community of [name community].

Agenda

1. Introductions

2. Discussion of any additions/changes to the agenda

3. Overview of the Root of Resilience and Stories of Resilience projects
   a. General overview and objectives
   b. Where we are working
   c. Why we want to work with the community of [name community]

4. Overview of Stories of Resilience project
   a. Community involvement
      i. Community Advisory Board
      ii. Community researcher
   b. Project methodology
   c. Benefits to the community

5. Questions

6. Next steps
COMMUNITY ADVISORY GROUP LETTER

[Date]

Dear community members of [community],

The Stories of Resilience research team along with [community] members are planning a community research project in [community]. The Stories of Resilience research project explores Cree perspectives of community and individual resilience in [community]. We would like to invite people from the community to be part of a Community Advisory Group that is going to be created. The Community Advisory Group will consist of 3 – 5 people, and their role will be to advise and help guide the Stories of Resilience research project. They will make sure the research is conducted following Cree practice and values. Their role is very important to the success of this project.

The research team consists of: Aboriginal and non-Aboriginal researchers from McGill University, one or more Community Researchers from [community], and the [community] Community Advisory Group. We are looking for people to join the [community] Community Advisory Group.

The aim of the Stories of Resilience project is to redefine resilience from an Aboriginal perspective. By resilience, we mean facing challenges and still doing well. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We are collaborating with multiple First Nations, Métis and Inuit communities across Canada, and we were recently given approval by the [community] Band Council to work with [community].

This project wants to involve as many community members in the project as possible to make sure the project is done the way the community wants it. For this, we would like to form a Community Advisory Group, that is, a group of advisors that will guide the research team during the project. The Community Advisory Group serves four main functions: 1) provide guidance on appropriate Cree cultural and research protocols, 2) help adapt the research methods to reflect local understandings, 3) review and guide the interpretation and understanding of results, and 4) provide suggestions on ways to share the knowledge with the community and elsewhere.

Anyone who is interested in resilience, research, wants to help the community, or wants to be involved in the project is welcomed to join the Community Advisory Group. You do not need any special qualification to be part of the Community Advisory Group.

People in the Community Advisory Group will be asked to meet with the research team (researchers from McGill University and a community researcher from [community]) a few times during the project to discuss the progress of the research. We will organize
about 4 - 6 meetings during the time that the project is ongoing (probably about 1 a year). Each meeting will last approximately two hours. As a gesture of our appreciation for your time, you will be given an honorarium of $80 per meeting, and a meal will be provided at each meeting. The meetings will be held in [community] at a location and time convenient to the members of the Community Advisory Group.

Please contact [research coordinator] if you are interested in joining the [community] Community Advisory Group or with any questions you might have. We look forward to working with you on this project.

Sincerely,

[Research coordinator]
[Community researcher]

[contact information]
COMMUNITY ADVISORY GROUP MEETING #1

Overview of Research and Focus Group Planning

The purpose of the first Community Advisory Group meeting is to present an overview of the research and methodology to the committee for their feedback. The committee should be provided with the research summary, focus group protocols prior to the meeting for their review. This meeting should take about two hours and the participants should be notified in advance of the time frame.

Here are the steps you can follow during this first meeting:

A. OVERVIEW OF THE RESEARCH

2. Provide an overview of the research project based on the research summary.

3. Ask the Community Advisory Group if they have any questions or suggestions about the research project and methodology.

4. Ask the Community Advisory Group if they have ideas for how the research can benefit the community (i.e., what should the research produce besides a community-specific report that would clearly benefit the community?).

B. FOCUS GROUP PROTOCOL

Preface: The purpose of the focus group is to talk about people’s views of resilience in the community, the challenges that this community has been through and how the community has gotten through these challenges.

5. We want our questions to appropriately capture the views people have of being “resilient” in this community. Do you think the questions in the protocol will get to people’s views of resilience?

6. Are these questions appropriate to ask in your community? Why / why not?

7. Are there any questions we should remove from the focus group protocol?
   a. Which ones should we remove?
   b. Why should we remove these questions?

8. Are there any questions we should add to the focus group protocol?
   a. Which questions should we add?
b. Why should we add them?

9. Do you have any other general comments or concerns regarding the questions the protocol addresses?

C. FOCUS GROUP PLANNING

Preface: We would like to have your guidance on how to go about organizing the focus groups. We would also like to ask you for advice on ways to encourage people to participate in the focus groups.

1. How should we go about conducting focus groups? What would be the appropriate way of conducting focus group in this community?

2. When should we go about conducting the focus groups?

3. Can you give us suggestions for places to conduct the focus groups (e.g., people’s homes, community centre)?

4. What would be the best way to invite people to take part in focus groups?
COMMUNITY ADVISORY GROUP MEETING #2

Interview Questions and Planning

This protocol should be used to guide the second meeting with the Community Advisory Group. The purpose of the second meeting is to present the findings from the focus groups, discuss the interview protocol and plan for the interviews, including who to invite as participants, and when and where to conduct the interviews.

A. RESULTS FROM THE FIRST FOCUS GROUP

Preface: We would like to present to you the results of the first focus group session. These results came out of three focus groups that we conducted with youth, adults and elders in the community.

1. Presentation of preliminary results: 10-15 minute presentation of results.

2. What do you think of these results?

3. Is there anything that you think we have not understood correctly? If so, please explain.

B. OPINIONS ABOUT THE INTERVIEW QUESTIONS

Preface: The purpose of the interview is to talk about people’s personal views of resilience.

4. Do you think the questions in the interview will get to people’s personal views of resilience?

5. Are these questions appropriate to ask in your community? Why / why not?

6. Are there any questions we should remove from the interview?
   a. Which ones should we remove?
   b. Why should we remove these questions?

7. Are there any questions we should add to the interview?
   a. Which questions should we add?
   b. Why should we add them?
8. Do you have other general comments or concerns regarding the questions we have come up with?

C. RECRUITING PARTICIPANTS

Preface: For the next part of the study we must identify and invite people to take part in individual interviews about their own life experience. In the next questions, we would like to ask you about who we should invite to participate in interviews.

9. Who should we include as participants in this part of the study?

To answer this question, provide the Community Advisory Group with the list of words compiled from the focus group session to describe resilient individuals in the community. Then ask the Community Advisory Group the following questions:

   a. Can you think of people under these categories who might want to participate in an interview?

   b. Can you tell us how to find these people?

After finding the answers to the above questions, ask the Community Advisory Group for examples of the following categories of people including:

   c. Can you think of community leaders who might want to participate in an interview?

   d. Can you think of helpers or healers who might want to participate in an interview?

   e. Can you think of people doing well academically who might want to participate in an interview?

   f. Can you think of people doing well economically who might want to participate in an interview?

   g. Can you think of people doing well emotionally who might want to participate in an interview?

After asking the above questions, confirm with the Community Advisory Group that there has been at least one person identified that covers each of the categories above.

10. Are there any other ways of being resilient specific to [community] that we should consider as a category for this research?

11. How do we get participants interested in this study (e.g., should we place an advertisement in the Local newspaper, on the radio, etc.)?
D. INTERVIEW PLANNING

Preface: We would like to make sure we conduct the interviews in an appropriate manner, and at convenient times and locations. We would also like to ask you about the best ways to invite people to participate.

12. How should we go about conducting the interviews?

13. When should we go about conducting the interviews?

14. Can you give us suggestions for places to conduct the interviews (e.g., people’s homes, community centre)?

15. What would be the best way to invite these people to take part in the study?

16. We want to include a wide range of people from the community who feel they have something to say about this topic. Here is an example of the poster we would use to invite people to take part in the study [show and read sample poster].

h. Do you have any suggestions for the wording of this poster?

i. What is the best way to get this invitation to people in the community?
COMMUNITY ADVISORY GROUP MEETING #3

Presentation of Results

The purpose of the third meeting with the Community Advisory Group is to present the detailed research results and the draft community report to the committee. This meeting should be an open discussion with the Community Advisory Group to gain their feedback on the research results and report.

This meeting should also be used to ask the Community Advisory Group about the best ways for knowledge translation both in the community and outside of the community.
STORIES OF RESILIENCE RESEARCH SUMMARY

PROJECT SUMMARY

Roots of Resilience is an international interdisciplinary research project that examines factors and processes that promote resilience among Aboriginal peoples. This project involves many sub-projects, one of which is called Stories of Resilience, Healing and Transformation. The aim of the Stories of Resilience project is to collect stories to help define resilience from Aboriginal perspectives and to identify factors that promote resilience among individuals and communities. We are collaborating with multiple communities across Canada in order to get multiple viewpoints.

PURPOSE

The main purpose of this study is to:

1. Understand resilience, healing, recovery, and transformation from Aboriginal perspectives.
2. Identify ways to promote resilience and healing in each participating community.

We have heard many stories about what has helped and hindered healing, as reported by Aboriginal people, and would like those experiences to be recorded and collected so that others might be helped. One of our priorities is to develop a community-specific report that summarizes the processes and factors that have helped people in your community get through challenges. We also intend on reaching a wider audience by publishing the results of this research.

METHODOLOGY

The project is a community-based research project whereby community input and involvement are vital to the project. Community members are involved in two ways, first within a local Community Advisory Committee that helps with local research and cultural protocol, ethical approval, facilitating communication with the community, revising interview and focus group protocols and interpretation of results. Second, community researchers are involved in every step of the research project, including the design and adaptation of methods to the local cultural protocol, and in gathering and analysing data, and writing the final report.

There are four main phases to this project:

Phase 1: Key informant interviews will be conducted to gain a general understanding of community resilience from the perspectives of prominent people in your community. Key informants could include community leaders, Elders, school teachers or principals, health practitioners, people who run community activities, etc. Key informant interviews will be conducted by the community researcher and/or research coordinator. In total, 6-8 interviews will be conducted. The key informant interviews ask questions about: 1) Community challenges and how the community got through them, 2) Language, words, and expression related to resilience, 3) Examples of resilience, and 4) Traditional stories related to resilience. These interviews will be recorded, transcribed and analyzed by
members of the research team to find the common themes relating to resilience that key informants talk about.

**Phase 2:** The fieldwork will involve focus groups with three separate age groups of 6-10 people each: 1) Elders, 2) Adults, and 3) Young adults. These focus groups will be conducted by the community researcher and research coordinator. The goal of the focus groups is to get a sense of the important challenges your community has faced and more importantly, how your community got through these challenges. The focus groups ask questions about: 1) Community challenges and how the community got through them, 2) Language, words, and expression related to resilience, 3) Examples of resilience, and 4) Traditional stories related to resilience. The questions are the same as the key informant interviews, however because they will be asked in a group context the responses may be different and provide multiple perspectives.

**Phase 3:** Once the focus groups are completed, the research team will transcribe the recordings and do a preliminary analysis of the data to identify the common themes. These preliminary analyses will then be discussed with the Community Advisory Committee, which will help us in the interpretation of the themes and identify things that the team might have missed. The focus group data will also help us to adapt the individual narrative interview protocol to the specific context of your community.

**Phase 4:** The final phase involves conducting individual interviews to get individual’s own personal stories of resilience. We will also ask how the community challenges, as specified by the focus group participants, may have affected them and how they overcame them. The individual interviews ask participants questions about: 1) Personal challenges and how they got through them, 2) Language, words, and expressions related to resilience, 3) Traditional stories related to resilience, 4) Sharing knowledge about resilience, and 5) Future outlook.

Each interview and focus group will be recorded, and all information collected will be stored in locked filing cabinets at the Culture and Mental Health Research Unit of the Jewish General Hospital in Montreal. All participant information will remain confidential and no names will be used in the final research report or publications.

**OUTCOMES**

One of our priorities is to prepare a community-specific report for your community that would be tailored to your community’s interests and concerns. For example, the report will include: 1) A brief description of your community; 2) Literature review on resilience; 3) Results of data analysis, and 4) Discussion of resilience from the perspectives of your community.

In addition to providing community-specific reports, we would like to investigate the similarities and differences across communities. By looking at the data across multiple different communities we hope to give voice to indigenous perspectives of resilience as well as positively contribute to culturally appropriate ideas of resilience not present in current theories on resilience.
**Researchers**
The following researchers are involved with this project, and can be contacted if you have any questions about the research and methods.

Dr. Laurence Kirmayer, Program Lead Investigator  
Ph: 514-340-7549  
Email: [laurence.kirmayer@mcgill.ca](mailto:laurence.kirmayer@mcgill.ca)

Dr. Stéphane Dandeneau, Scientific Coordinator  
Ph: 514-340-8222, ext. 2386  
Email: [stephane.dandeneau@mcgill.ca](mailto:stephane.dandeneau@mcgill.ca)

Katya Petrov, Logistical Coordinator  
Ph: 514.340.8222 ext. 2192  
Email: katya.petrov.namhr@gmail.com
AD FOR COMMUNITY RESEARCHER

Job Opening
“Roots of Resilience” Study
Sir Mortimer B. Davis-Jewish General Hospital and McGill University

<table>
<thead>
<tr>
<th>Position</th>
<th>Community Researcher</th>
<th>Location:</th>
<th>[location]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position type:</td>
<td>Part-time, about 20 hours per week</td>
<td>Duration:</td>
<td>About 1 year</td>
</tr>
<tr>
<td>Salary range:</td>
<td>$18.25–$21.98 per hour</td>
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About the study
“Resilience” means being able to spring back after a setback or loss. Roots of Resilience is a study that looks at what helps Aboriginal people to be resilient. One part of this study is a project called Stories of Resilience. The project will use interviews and focus groups to collect people’s stories in Aboriginal communities across Canada, including community. These stories will help the research team to

• Learn what “resilience” means to Aboriginal peoples
• Find out what helps a person or community to be more resilient

This could help us find ways to increase healing in community.

The Community Researcher will be an important part of the research team, along with people from McGill University and the Jewish General Hospital. At the end of the project, the team will write a report on what has helped people in Community to get through their problems. The results from Community might also be put into other larger reports about the whole project.

Main responsibilities
The Community Researcher will be asked to

• Advise on the best ways to conduct research in community
• Help set up a community Advisory Group for the project
• Arrange meetings between the research team and the Community Advisory Group
• Help create the questions for the interviews and focus groups
• Set up and conduct interviews and focus groups
• Transcribe (write out) the tapes from the interviews and focus groups
• Analyze what the interviews and focus groups tell us
• Write reports on the findings
• Share the results with the community
Community Researcher Job Advertisement

Qualifications
The Community Researcher must be able to work in English and Cree, and have a keen interest in the project. The ideal person for this job would also have

- Experience in research (for example, literature reviews, interviews)
- Basic computer skills (for example, using Microsoft Word, finding things on the Internet)
- A university degree (completed or in progress) in anthropology, psychology, sociology, or a related field
- Organizing skills
- Communication skills

Application
To apply, please submit a CV and statement of intent to Dr. Stéphane Dandeneau at Stephane.dandeneau@mcgill.ca

For more information, please feel free to contact one of the following people:

The Scientific Coordinator of the Roots of Resilience Study:
Dr. Stéphane Dandeneau
Stephane.dandeneau@mcgill.ca
514-340-8222 ext 2386

The Principal Investigator for the Roots of Resilience study:
Dr. Laurence Kirmayer
Laurence.kirmayer@mcgill.ca
514-340-7549
Greetings,

We are asking you to be part of a study that explores how people do well despite the setbacks in life. The study is being done by a team of Aboriginal and non-Aboriginal researchers from:

- McGill University
- the University of British Columbia
- the Jewish General Hospital in Montreal

The study is being funded by the Institute for Aboriginal Peoples’ Health. It has been approved by [community research council, band council, etc.].

We are looking at how Aboriginal people across Canada and New Zealand have dealt with the problems in their lives. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect your privacy, we will not put your name in any of these reports. Also, we will disguise any details that could help other people to guess who you are.
Key Informant Consent Form

We are seeking people who can talk about how they dealt with life’s challenges. If you decide to be in the study, we will talk with you for about 2 hours at the most. We will ask about how you and other people in this community dealt with problems. You do not need to try to remember details of your experiences first, because we will ask you questions. We will give you $25 to thank you for doing the interview. Also, we will cover your travel costs to get to the interview, up to $25.

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. The interviews will be taped and written down later, but all of your answers will be kept private. To be sure no one else can find out what you said, we will put a code number rather than your name on the tapes and papers. The tapes will be kept in a locked filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

If you would like to be in this study, please complete and return the attached consent form. Thank you for your time and interest.

Respectfully,

[Coordinator, community researcher]
CONSENT FORM

Roots of Resilience:
Stories of Resilience, Healing and Transformation

*Investigators:*  
Dr. Laurence J. Kirmayer, McGill University  
Dr. Rod McCormick, University of British Columbia  
Dr. Pamela Bennett, University of Auckland

Please read this Consent Form carefully and ask the researcher to answer any questions you have about it.

**Purpose**

In this study, we want to learn what kinds of things help Aboriginal people to get through life’s problems. We will be talking with Aboriginal people across Canada and in New Zealand. The study is being funded by the Institute for Aboriginal Peoples’ Health, and will go on until 2011.

**What is involved?**

We are seeking people who can speak about

- how they got through life’s challenges
- how other people in their community got through challenges

You will be asked to meet with someone from our team for about two hours at most. We will talk in a place that is handy for you. In this interview, we will ask how you and other people in your community have dealt with challenges. We will tape the interview, and we will also write it down later. We will give you a copy so that you can read it over and change things if you want to.
Risks and benefits

There is no known risk to being in this study. You might find some questions personal, but you do not need to answer any question you do not want to. If the talk stirs up bad feelings, we can tell you where you can get help with them.

The study might not help you directly. But if it teaches us what helps people get through problems, it may help the generations to come. It could show us how to help people get through their problems, in this community and in others. And it could help us to develop mental health care that fits with Aboriginal cultures.

Privacy

The interview will be taped and written down later, but all of your answers will be kept private. To be sure no one else can find out what you said, we will put a code number rather than your name on the tapes and papers. The tapes and papers will be locked in a filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect people’s privacy, we will not put names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking or who the story is about.
**It’s your choice**

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. This will not cause any problems.

**Payment**

We will give you $25 to thank you for being in the study. We will also cover your travel costs to get to the interview, up to $25.

**Questions?**

We will be glad to answer your questions before and after the interview. You can also ask for a list of mental health services that can help you. If you have other questions, please contact one of the people listed below.

**Concerns about being in the study**

If you have any concerns about how you are being treated in this study, please contact one of these people:

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Statement of Informed Consent

I have read the information above and the researcher has answered my questions. I understand that I can decide whether I want to be in the study or not. Also, I can withdraw at any time without giving reasons. What I decide will not affect my health care, either now or later. I do not give up any of my legal rights by signing this form. I will be given a copy of this form to keep.

I agree to take part in a 2-hour interview, which will be taped.

Name of participant:________________________________________________________

Mailing Address:________________________________________________________

________________________________________________________________________

Telephone Number: (____)________________________________________________

Signature:________________________ Date:______________________

Name of Investigator/Witness:____________________________________________

Signature: _____________________________________________________________
KEY INFORMANT INTERVIEW PROTOCOL

Date: ____________________
Location: ____________________
Start time: ____________________
End time: ____________________
Facilitator(s): ____________________

Reminders for conducting this interview:

- Introduce yourself before you begin the interview.
- Make sure the participant is comfortable with the interview, the location of the interview, etc.
- Go through the consent form with the participant and have them sign it. If the participant is not comfortable with signing the consent form, you may read the consent form to them and have them give their verbal consent on tape.
- Please follow the interview protocol as closely as possible.
- Allow discussions to happen naturally, and to continue if you think the topics discussed are relevant to the research.
- If you feel the discussion is going off topic, refer back to the interview protocol to move on to the next question.

Please introduce this interview with the following preface:
The purpose of this interview is to understand the roots of resilience. When I use the word “resilience” I mean the ability of a person or group of people who have faced significant life challenges, to adapt to or get through these challenges, and be well in their life. During this interview, I will be asking you questions about your views of resilience, your views of wellness or doing well, words and sayings related resilience, examples of resilience, and traditional stories of resilience.

This discussion will be recorded, and later we will transcribe the recording. We will then analyse the information from this interview and the other interviews we will be conducting to identify how people think about resilience, and identify ways to support resilience and healing in your and other communities.
A. YOUR VIEWS OF RESILIENCE.

Preface: We’re interested in hearing your stories and views of resilience. These first questions are about the challenges your community has faced.

1) What are some of the challenges this community has faced? (Past/present/ongoing)
   a. How did your community get through these challenges?
   b. What kind of changes did your community go through because of these challenges? (Positive or negative changes)

2) What are the things that help people in your community do well despite challenges?

   Please follow up with these questions if the participant does not talk about them:
   a. How does family help people in your community get through challenges?
   b. How does your community help people in your community get through challenges?
   c. How does the larger society help people in your community get through challenges?

B. YOUR VIEWS OF WELLNESS OR DOING WELL

Preface: These next questions ask about how you can tell that people and communities are doing well.

3) How can you tell that someone is doing well in this community, despite challenges?

4) How can you tell the whole community is doing well, despite challenges?

   Please follow up the above question with the following question (if necessary):
   a. What are the signs of health and wellness in your community?

C. LANGUAGE, WORDS, AND EXPRESSIONS RELATED TO RESILIENCE.

Preface: The next questions are related to the words and expressions used to refer to resilience, or the ability of a person or group of people who have faced life challenges, to adapt to or get through these challenges. These could be in either [use relevant language], English or any other language you know.

5) What words do you use to describe a person who is resilient?

6) What words do you use to describe a whole community that is resilient?
Please follow up the above question with the following questions:

a. Do you know of [use relevant language] words that describe a person / a whole community who is resilient?
   b. How would you translate their meanings into English?

7) Are these words commonly used in the community?

8) How can you tell that someone is resilient, and [use words described above]?

9) How can you tell that a whole community is resilient, and [use words described above]?

D. EXAMPLES OF RESILIENCE.

**Preface:** These next questions ask about examples of individuals and communities that are resilient. You do not need to name names.

10) Can you give an example of a person you think is resilient? They can be from inside or outside your community.

   a. How do you know they are resilient?
   b. What do you think has made them resilient?

11) Can you give examples of families that are resilient? They can be from inside or outside your community.

   a. How do you know they are resilient?
   b. What do you think has made them resilient?

12) Can you give examples of communities or nations that are resilient? They can be from anywhere.

   a. How do you know they are resilient?
   b. What do you think has made them resilient?

13) Do you think your community is resilient?

   a. How do you know your community is resilient?
   b. What do you think has made your community resilient?

E. TRADITIONAL STORIES OF RESILIENCE.

**Preface:** We would like to know about stories that are told in the community that include examples of resilience.
14) Can you tell me about any traditional stories that include examples of resilience?

*If the connection of the story to resilience is unclear, please ask:*
  a. What part of this story is an example of resilience?

**Final comment:** Those are all the questions we have for you. Thank you very much for taking the time to participate in this interview.
FOCUS GROUP ON LOCAL CONCEPTS OF RESILIENCE

PURPOSE

The purpose of this section is to provide you with checklists and templates that will be useful in the planning for phase 3 of the research. This section includes:

- Checklist for coordinating focus groups
- Focus group procedure
- Focus group protocol
- Focus group consent form
- Focus group advertisement
- Thank you letter
CHECKLIST FOR COORDINATING FOCUS GROUPS

1. Select dates that are likely to be convenient for potential participants (e.g., evening is often better for adults and youth).
2. Translate the focus group protocol, information letter and consent form into the languages spoken in the community.
3. Arrange for simultaneous translation services if necessary.
4. Arrange a place in the community to conduct the focus group (e.g., community centre).
5. Pre-order catering for the focus group session (i.e., lunch, coffee, tea, water).
6. Have consent forms ready.
7. Have audiotape device ready.
8. Make sure to have enough $25 honorariums for each participant.
FOCUS GROUP PROCEDURE

Before each focus group begins, the research coordinator and community researcher will need to:

1. Distribute the information letter and consent forms as people arrive to the focus group.
2. Introduce yourselves.
3. Have participants introduce themselves.
4. Introduce the research according to the preface noted on the focus group protocol.
5. Ask each participant to read the consent form. It is sometimes helpful to offer to read the consent form out loud in the case any participants are unable to read it.
6. Ask participants if they have any questions concerning the research, the information letter, or the consent form.
7. Ask all participants sign the consent form, and collect all consent forms. If some participants do not feel comfortable signing a consent form, oral consent is acceptable as long as consent is audio recorded.
8. Have the focus group protocol ready to refer to.
9. Set up the digital recorder and microphone to make sure that all voices will be recorded.
10. Have a paper and pen ready to take notes.

As you start the focus group, the facilitators will need to:

1. Turn the digital recorder on and test it.
2. Mark the time the focus group starts.
3. Remind participants that they may choose to leave the focus group session if at any point they do not feel comfortable.
4. Inform the participants that you would be happy to answer any questions they have about the research.
5. Read the questions as they are written on the focus group protocol. There are a number of prompts to help guide the facilitators through the focus group protocol in the case participants ask for clarification of a question, etc.

During the focus group be sure to:

1. Take notes, even though the focus group will be recorded.
2. Use neutral probes as needed. Before accepting an answer of “I don’t know,” be sure to probe. Participants frequently use that phrase in a way that says, “I am thinking.” Some examples of probes you might use are:

   - Yes, I see.
   - Uh-huh, stated in an expectant manner and followed by a pause.
   - Could you be a little more specific?
   - I’m not sure I am entirely clear about what you mean. Could you explain it a little more?

3. Suggest taking a 5 minute break if you feel participants are getting tired, and then come back to the next question on the protocol.

When the focus group is over be sure to:

1. Make sure that the participants are comfortable with the information given. Ask if they feel we should have covered any other aspect of our questions into resilience, and express our appreciation for their participation.

2. Turn the digital recorder off.

3. Immediately record the time and calculate the length of the focus group.

4. Record the facilitator’s name(s) on the focus group protocol.

5. Photocopy and give a copy of each participant’s consent form back to them, either by post or in person.


FOCUS GROUP CONSENT FORM

INFORMATION LETTER

Roots of Resilience:
Stories of Resilience, Healing and Transformation

Greetings,

We are asking you to be part of a study that explores how people do well despite the setbacks in life. The study is being done by a team of Aboriginal and non-Aboriginal researchers from:

• McGill University
• the University of British Columbia
• the Jewish General Hospital in Montreal

The study is being funded by the Institute for Aboriginal Peoples’ Health. It has been approved by [community research council, band council, etc.].

We are looking at how Aboriginal people across Canada and New Zealand have dealt with the problems in their lives. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect people’s privacy, we will not put names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
If you decide to be in the study, we will ask you to be part of a group discussion (a “focus group”). The discussion will be led by a member of our team. In this group, people will discuss

- how they have dealt with life’s problems
- how other people they know have dealt with life’s problems

The focus group will last about 2 hours at the most. You do not need to try to remember details of your experiences first, because we will ask questions. We will provide a meal during the focus group. And we will give you $25 to thank you for being there.

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. The discussions will be taped and written down later, but all of your answers will be kept private. To be sure no one else can find out what you said, we will put code numbers rather than names on the tapes and papers. The tapes will be kept in a locked filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

If you would like to be in this study, please complete and return the attached consent form. Thank you for your time and interest.

Respectfully,

[Coordinator, community researcher]
Please read this Consent Form carefully and ask the researcher to answer any questions you have about it.

Purpose

In this study, we want to learn what kinds of things help Aboriginal people to get through life’s problems. We will be talking with Aboriginal people across Canada and in New Zealand. The study is being funded by the Institute for Aboriginal Peoples’ Health, and will go on until 2011.

What is involved?

If you decide to be in the study, we will ask you to be part of a group discussion (a “focus group”). The discussion will be led by a member of our team. In this group, people will discuss

• how they dealt with life’s problems
• how other people they know have dealt with life’s problems

This focus group will last about 2 hours at the most. It will be held in a place that is handy for you.
Risks and benefits

There is no known risk to being in this study. You might find some questions personal, but you do not have to answer them. If the talk stirs up bad feelings, we can tell you where you can get help with them.

The study might not help you directly. But we hope it will teach us what helps people deal with problems. This could help the generations to come. It could tell us how to help people get through their problems. And it could help us to develop mental health care that fits with Aboriginal cultures.

Privacy

The group discussion will be taped and written down later. But we will take steps to keep what you said private:

- We will put code numbers on the tapes and papers instead of names. That way, no one else can find out who was speaking.
- We will keep the tapes and papers locked in a filing cabinet at the Jewish General Hospital.
- When the study ends in 2011, we will erase the tapes.

We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But we will not put people’s names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
It’s your choice

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. This will not cause any problems.

Payment

We will give you $25 to thank you for being in the study. We will also provide a meal during the focus group.

Questions?

We will be glad to answer your questions before and after the focus group. You can also ask for a list of mental health services that can help you. If you have other questions, please contact one of the people listed below.

Concerns about being in the study

If you have any concerns about how you are being treated in this study, please contact one of these people:

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Statement of Informed Consent

I have read the information above and the researcher has answered my questions. I understand that I can decide whether I want to be in the study or not. Also, I can withdraw at any time without giving reasons. What I decide will not affect my health care, either now or later. I do not give up any of my legal rights by signing this form. I will be given a copy of this form to keep.

I agree to take part in a 1–2 hour focus group, which will be taped.

Name of participant: __________________________________________________________

Mailing Address: ____________________________________________________________

__________________________________________________________________________

Telephone Number: (______) ________________________________________________

Signature: ___________________________ Date: ____________________________

Name of Investigator/Witness: ________________________________________________

Signature: __________________________________________________________________
PARENTAL CONSENT FORM FOR YOUTH FOCUS GROUP

INFORMATION LETTER
Roots of Resilience:
Stories of Resilience, Healing and Transformation

Greetings,

We are asking your child to be in a study that explores how people in [community] do well despite the setbacks in life. The study is being done by a team of Aboriginal and non-Aboriginal researchers from:

- McGill University
- the University of British Columbia
- the Jewish General Hospital in Montreal

The study is being funded by the Institute for Aboriginal Peoples’ Health. It has been approved by [community research council, band council, etc.].

We are looking at how Aboriginal people across Canada and New Zealand have dealt with the problems in their lives. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect people’s privacy, we will not put names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
What happens if you decide to let your child be in the study? We will ask your child to take part in a group discussion (a “focus group”). The discussion will be led by a member of our team. In this group, the youth will discuss

- how they have dealt with life’s problems
- how other people they know have dealt with life’s problems

The focus group will last about 2 hours at the most. The children do not need to try to remember details of their experiences first, because we will ask questions. We will provide a meal during the focus group. And we will give your child $25 for being there.

The decision about being in the study is up to you and your child. Even if you agree at first, you can always change your minds later. The interviews will be taped and then written down, but all of your child’s answers will be kept private. We will put code numbers rather than names on the tapes and papers. That way, no one else can find out what your child said. The tapes will be kept in a locked filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

If you would like your child to be in this study, please complete and return the attached consent form. Thank you for your time and interest.

Respectfully,

[Coordinator, community researcher]
PARENT’S CONSENT FORM

Roots of Resilience:
Stories of Resilience, Healing and Transformation

Investigators:  Dr. Laurence J. Kirmayer, McGill University
Dr. Rod McCormick, University of British Columbia
Dr. Pamela Bennett, University of Auckland

Please read this Consent Form carefully and ask the researcher to answer any questions you have about it.

Purpose

In this study, we want to learn what kinds of things help Aboriginal people to get through life’s problems. We will be talking with Aboriginal people across Canada and in New Zealand. The study is being funded by the Institute for Aboriginal Peoples’ Health, and will go on until 2011.

What is involved?

What happens if you decide to let your child be in the study? We will ask your child to take part in a group discussion with other youth (a “focus group”). The discussion will be led by a member of our team. In this group, the youth will discuss

• how they dealt with life’s problems
• how other people they know have dealt with life’s problems

This focus group will last about 2 hours at the most. It will be held in a place that is handy for you and your child.
Risks and benefits

There is no known risk to being in this study. Your child might find some questions personal, but does not have to answer any question that he or she does not want to. If the talk stirs up bad feelings, we can tell your child where he/she can get help with them.

The study might not help your child directly. But we hope it will teach us what helps people deal with problems. This could help the generations to come. It could tell us how to help people get through their problems. And it could help us to develop mental health care that fits with Aboriginal cultures.

Privacy

The group discussion will be taped and written down later. But we will take steps to keep what the children say private:

- We will put code numbers on the tapes and papers instead of names. That way, no one else can find out who was speaking.
- We will keep the tapes and papers locked in a filing cabinet at the Jewish General Hospital.
- When the study ends in 2011, we will erase the tapes.

We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But we will not put the children’s names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
You and your child choose

The decision about being in the study is up to you and your child. Even if you agree at first, you can still change your minds later. This will not cause any problems.

Payment

We will give your child $25 as thanks for being in the study. We will also provide a meal during the focus group.

Questions?

We will be glad to answer questions before and after the focus group. You or your child can also ask for a list of mental health services that can help. If you have other questions, please contact one of the people listed below.

Concerns about being in the study

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I agree to let my child take part in a 1–2 hour focus group, which will be taped.

Name of child participant: ____________________________________________

Name of parent / legal guardian: ______________________________________

Parent / legal guardian mailing address: _________________________________

____________________________________________________________________

Parent / legal guardian telephone number: (____)________________________

Signature (parent / legal guardian): ______________________________________

Date: ______________________

Name of investigator/witness: __________________________________________

Signature: ___________________________________________________________
FOCUS GROUP PROTOCOL

Local Concepts of Resilience

Date: ____________________
Location: ____________________
Focus group type (elders, parents, youth): ____________________
Start time: ____________________
End time: ____________________
Facilitator(s): ____________________
Number of participants: ____________________

Reminders for conducting this focus group session:

• Introduce yourself before you begin the focus group.
• Make sure the participants are comfortable with the focus group, the location of the focus group, etc.
• Go through the consent form with the participants and have them sign it. If some participants are not comfortable with signing the consent form, you may read them the consent form and have them give their verbal consent on tape.
• Please follow the focus group protocol as closely as possible.
• Allow discussions to happen naturally, and to continue if you think the topics discussed are relevant to the research.
• If you feel the discussion is going off topic, refer back to the focus group protocol to move on to the next question.

Please introduce this focus group session with the following preface:
The purpose of this focus group is to understand the roots of resilience. When I use the word “resilience” I mean the ability of a person or group of people who have faced significant life challenges, to adapt to or get through these challenges, and be well in their life. During this focus group, I will be asking you questions about your views of resilience, your views of wellness or doing well, words and sayings related resilience, examples of resilience, and traditional stories of resilience.

This discussion will be recorded, and later we will transcribe the recording. We will then analyze the information from this focus group and the other interviews we will be conducting to identify how people think about resilience, and identify ways to support resilience and healing in your and other communities.
F. YOUR VIEWS OF RESILIENCE

Preface: We’re interested in hearing your stories and views of resilience. These first questions are about your personal experiences either as individuals or as a community.

1. What are some of the challenges this community has faced? (Past/present/ongoing)
   a. How did your community get through these challenges?
   b. What kind of changes did your community go through because of these challenges? (Positive or negative changes)

2. What are the things that help people in your community do well despite challenges?
   Please follow up with these questions if the participant does not talk about them:
   a. How does family help people in your community get through challenges?
   b. How does your community help people in your community get through challenges?
   c. How does the larger society help people in your community get through challenges?

G. YOUR VIEWS OF WELLNESS OR DOING WELL

Preface: These next questions ask about how you can tell that people and communities are doing well.

3. How can you tell that someone is doing well in this community, despite challenges?

4. How can you tell the whole community is doing well, despite challenges?

   Please follow up the above question with the following question (if necessary):
   a. What are the signs of health and wellness in your community?

H. LANGUAGE, WORDS, AND EXPRESSIONS RELATED TO RESILIENCE

Preface: The next questions are related to the words and expressions used to refer to resilience, or the ability of a person or group of people who have faced life challenges, to adapt to or get through these challenges. These could be in either [use relevant language], English or any other language you know.

5. What words do you use to describe a person who is resilient?

6. What words do you use to describe a whole community that is resilient?

   Please follow up the above question with the following questions:
   a. Do you know of [use relevant language] words that describe a person / a whole community who is resilient?
   b. How would you translate their meanings into English?
7. Are these words commonly used in the community?

8. How can you tell that someone is resilient, and [use words described above]?

9. How can you tell that a whole community is resilient, and [use words described above]?

I. EXAMPLES OF RESILIENCE

**Preface**: These next questions ask about examples of individuals and communities that are resilient. You do not need to name names.

10. Can you give an example of a **person** who you think is resilient? He/she can be from inside or outside your community.
    
    a. How do you know he/she is resilient?
    b. What do you think has made him/her resilient?

11. Can you give examples of **families** that are resilient? They can be from inside or outside your community.
    
    a. How do you know they are resilient?
    b. What do you think has made them resilient?

12. Can you give examples of **communities or nations** that are resilient? They can be from anywhere.
    
    a. How do you know they are resilient?
    b. What do you think has made them resilient?

13. Do you think your **community** is resilient?
    
    a. How do you know your community is resilient?
    b. What do you think has made your community resilient?

J. TRADITIONAL STORIES OF RESILIENCE

**Preface**: We would like to know about stories that are told in the community that include examples of resilience.

14. Can you tell me about any traditional stories that include examples of resilience?
    
    *If the connection of the story to resilience is unclear, please ask:*
    
    a. What part of this story is an example of resilience?
Final comment: Those are all the questions we have for you. Thank you very much for taking the time to participate in this focus group session. If anyone has anything else to add please feel free to come and talk to me (the facilitator).
FOCUS GROUP ADVERTISEMENT

FOCUS GROUP INVITATION
- DINNERS PROVIDED -

Date:
Time:
Place:
Age:

Research Project: Stories of Resilience

We’re seeking input from members of this community to participate in a **focus group** as part of a research project called *Stories of Resilience*. The aim of this project is to collect your stories and experiences to identify what is unique about resilience in [community].

We hope you can attend! There’s a limit of 10 participants and dinner’s on us! To become part of this focus group or for more information, contact [Community Researcher] at [phone number and email address].
INDIVIDUAL NARRATIVE INTERVIEWS

PURPOSE

The purpose of this section is to provide you with checklists and templates that will be useful in the planning for phase 4 of the research. This section includes:

- Checklist for coordinating individual narrative interviews
- Interview procedure
- Individual narrative interview protocol
- Individual narratives interview consent form
CHECKLIST FOR COORDINATING INDIVIDUAL INTERVIEWS

1. Select dates that are likely to be convenient for potential participants (e.g., evening is often better for adults and youth).

2. Translate the individual narrative interview protocol, information letter and consent form into the languages spoken in the community.

3. Arrange for simultaneous translation services if necessary.

4. Arrange a place in the community to conduct the interviews (e.g., community centre, people’s homes, etc.).

5. Have consent forms ready.

6. Have audiotape device ready.

7. Make sure to have enough $25 honorariums for each participant.
INDIVIDUAL NARRATIVE INTERVIEW PROCEDURE

Before each interview begins, the interviewer will need to:

1. Introduce him / herself.
2. Introduce the research according to the preface noted on the interview protocol.
3. Ask the participant to read the consent form. It is sometimes helpful to offer to read the consent form out loud for the participant.
4. Ask if he/she has any questions concerning the research, the information letter, or
5. Ask the participant to sign the consent form. If some participants do not feel comfortable signing a consent form, oral consent is acceptable as long as consent is audio recorded.
6. Have the interview protocol ready to refer to.
7. Set up the digital recorder and microphone.
8. Have a paper and pen ready to take notes.

As you start the interview, the interviewer will need to:

1. Turn the digital recorder on.
2. Mark the time the interview starts.
3. Read the questions as they are written on the interview protocol. There are a number of prompts to help guide the interviewer in the case participants ask for clarification of a question, etc.

During the interview be sure to:

1. Take notes, even though the interview will be recorded
2. Use neutral probes as needed. Before accepting an answer of “I don’t know,” be sure to probe. Participants frequently use that phrase in a way that says, “I am thinking.” Some examples of probes you might use are:
   - Yes, I see.
   - Uh-huh, stated in an expectant manner and followed by a pause.
   - Could you be a little more specific?
   - I’m not sure I am entirely clear about what you mean. Could you explain it a little more?
3. Suggest taking a 5 minute break if you feel the participant is getting tired, and then come back to the next question on the protocol.
When the interview is over be sure to:

1. Make sure that the participant is comfortable with the information given. Ask if they feel we should have covered any other aspect of our questions into resilience, and express our appreciation for their participation.

2. Turn the digital recorder off.

3. Immediately record the time and calculate the length of the interview.

4. Record the interviewer’s name on the interview protocol.

5. Photocopy and give a copy of each participant’s consent form to them, either by post or in person.
Greetings,

We are asking you to be part of a study that explores how people do well despite the setbacks in life. The study is being done by a team of Aboriginal and non-Aboriginal researchers from:

• McGill University
• the University of British Columbia
• the Jewish General Hospital in Montreal

The study is being funded by the Institute for Aboriginal Peoples’ Health. It has been approved by [community research council, band council, etc.].

We are looking at how Aboriginal people across Canada and New Zealand have dealt with the problems in their lives. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect your privacy, we will not put your name in any of these reports. Also, we will disguise any details that could help other people to guess who you are.
We are seeking people who can talk about how they dealt with life’s challenges. If you decide to be in the study, we will talk with you for about 2 hours at the most. You do not need to try to remember details of your experiences first, because we will ask you questions. We will give you $25 to thank you for doing the interview. Also, we will cover your travel costs to get to the interview, up to $25.

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. The interviews will be taped and written down later, but all of your answers will be kept private. To be sure no one else can find out what you said, we will put a code number rather than your name on the tapes and papers. The tapes will be kept in a locked filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

If you would like to be in this study, please complete and return the attached consent form. Thank you for your time and interest.

Respectfully,

[Coordinator, community researcher]
CONSENT FORM

Roots of Resilience:
Stories of Resilience, Healing and Transformation

Investigators:  Dr. Laurence J. Kirmayer, McGill University
                Dr. Rod McCormick, University of British Columbia
                Dr. Pamela Bennett, University of Auckland

Please read this Consent Form carefully and ask the researcher to answer any questions you have about it.

Purpose

In this study, we want to learn what kinds of things help Aboriginal people to get through life’s problems. We will be talking with Aboriginal people across Canada and in New Zealand. The study is being funded by the Institute for Aboriginal Peoples’ Health, and will go on until 2011.

What is involved?

We are seeking people who can speak about how they got through life’s challenges. You will be asked to meet with someone from our team for about two hours. We will talk in a place that is handy for you. In this interview, we will ask you about how you have dealt with challenges. We will tape the interview, and we will also write it down later. We will give you a copy so that you can read it over and change things if you want to.
Risks and benefits

There is no known risk to being in this study. You might find some questions personal, but you do not need to answer any question you do not want to. If the talk stirs up bad feelings, we can tell you where you can get help with them.

The study might not help you directly. But if it teaches us what helps people get through problems, it may help the generations to come. It could show us how to help people get through their problems, in this community and in others. And it could help us to develop mental health care that fits with Aboriginal cultures.

Privacy

The interviews will be taped and written down later, but all of your answers will be kept private. To be sure no one else can find out what you said, we will put a code number rather than your name on the tapes and papers. The tapes and papers will be locked up in a filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect your privacy, we will not put your name in any of these reports. Also, we will disguise any details that could help other people to guess who you are.
It’s your choice

You can choose if you want to be in the study or not. Even if you agree at first, you can still change your mind later. This will not cause any problems.

Payment

We will give you $25 to thank you for being in the study. We will also cover your travel costs to get to the interview, up to $25.

Questions?

We will be glad to answer your questions before and after the interview. You can also ask for a list of mental health services that can help you. If you have other questions, please contact one of the people listed below.

Concerns about being in the study

If you have any concerns about how you are being treated in this study, please contact one of these people:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone Number</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Laurence J. Kirmayer</td>
<td>Principal Investigator</td>
<td>514-340-7549</td>
<td>Culture and Mental Health Research Unit, Jewish General Hospital</td>
</tr>
<tr>
<td>Dr. Stéphane Dandeneau</td>
<td>Scientific Coordinator</td>
<td>514-340-8222 ext. 2386</td>
<td>Culture and Mental Health Research Unit, Jewish General Hospital</td>
</tr>
<tr>
<td>Patient Representative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Researcher</td>
<td></td>
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</tbody>
</table>
Individual Interview Consent Form

<table>
<thead>
<tr>
<th>Community research council or band council representative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other researcher / project coordinator if applicable</td>
<td></td>
</tr>
</tbody>
</table>
Statement of Informed Consent

I have read the information above and the researcher has answered my questions. I understand that I can decide whether I want to be in the study or not. Also, I can withdraw at any time without giving reasons. What I decide will not affect my health care, either now or later. I do not give up any of my legal rights by signing this form. I will be given a copy of this form to keep.

I agree to take part in a 2-hour interview, which will be taped.

Name of participant: ____________________________________________

Mailing Address: ________________________________________________

_________________________________________________________________

Telephone Number: (_____)________________________________________

Signature: __________________________ Date: ________________________

Name of Investigator/Witness: _______________________________________

Signature: _______________________________________________________
Greetings,

We are asking your child to be in a study that explores how people in [community] do well despite the setbacks in life. The study is being done by a team of Aboriginal and non-Aboriginal researchers from

- McGill University
- the University of British Columbia
- the Jewish General Hospital in Montreal

The study is being funded by the Institute for Aboriginal Peoples’ Health. It has been approved by [community research council, band council, etc.].

We are looking at how Aboriginal people across Canada and New Zealand have dealt with the problems in their lives. Many people have told us about what helped them and what held them back as they coped with problems. We would like those stories to be recorded and studied so that they can help other people. We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect privacy, we will not put your child’s name in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
We are seeking people who can talk about how they dealt with life’s challenges. If your child is in the study, we will talk about how he/she deals with problems. This interview will take 2 hours at most. Your child does not have to try to remember details of their experiences first, because the interviewer will ask questions. We will give your child $25 as thanks for doing the interview. Also, we will cover travel costs to get to the interview, up to $25.

The decision about being in the study is up to you and your child. Even if you agree at first, you can always change your minds later. The interviews will be taped and then written down, but all of your child’s answers will be kept private. To be sure no one else can find out what your child said, we will put a code number rather than a name on the tapes and papers. The tapes will be kept in a locked filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

If you want your child to be in the study, please complete and return the attached consent form. We will contact your child to arrange a good time and place for the interview. Thank you for your time and interest.

Respectfully,

[Coordinator, community researcher]
PARENT’S CONSENT FORM

Roots of Resilience:
Stories of Resilience, Healing and Transformation

Investigators: Dr. Laurence J. Kirmayer, McGill University
Dr. Rod McCormick, University of British Columbia
Dr. Pamela Bennett, University of Auckland

Please read this Consent Form carefully and ask the researcher to answer any questions you have about it.

Purpose

In this study, we want to learn what kinds of things help Aboriginal people to get through life’s problems. We will be talking with Aboriginal people across Canada and in New Zealand. The study is being funded by the Institute for Aboriginal Peoples’ Health, and will go on until 2011.

What is involved?

We are seeking people who can speak about how they got through life’s challenges. Your child will be asked to meet with someone from our team for about two hours. We will talk in a place that is handy for you and your child. In this interview, we will ask your child about how he or she has dealt with challenges. We will tape the interview, and we will also write it down later. We will give your child a copy so that they can read it over and change things if they want to.
Risks and benefits

There is no known risk to being in this study. Your child might find some questions personal, but does not need to answer any question that he or she does not want to. If the talk stirs up bad feelings, we can tell your child where to get help with them.

The study might not help your child directly. But if it teaches us what helps people get through problems, it may help the generations to come. It could show us how to help people get through their problems, in this community and in others. And it could help us to develop mental health care that fits with Aboriginal cultures.

Privacy

The interviews will be taped and written down later, but all of your child’s answers will be kept private. To be sure no one else can find out what your child said, we will put a code number rather than a name on the tapes and papers. The tapes and papers will be locked up in a filing cabinet at the Jewish General Hospital. When the study ends in 2011, we will erase the tapes.

We will want to share what we learn with as many people as possible. To do this, we will publish what we find out. But to protect your child’s privacy, we will not put names in any of these reports. Also, we will disguise any details that could help other people to guess who was speaking.
You and your child choose

The decision about being in the study is up to you and your child. Even if you agree at first, you can still change your minds later. This will not cause any problems.

Payment

We will give your child $25 as thanks for being in the study. We will also cover travel costs to get to the interview, up to $25.

Questions?

We will be glad to answer questions before and after the interview. You or your child can also ask for a list of mental health services that can help. If you have other questions, please contact one of the people listed below.

Concerns about being in the study

If you have any concerns about how your child is being treated in this study, please contact one of these people:

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<td>Dr. Laurence J. Kirmayer</td>
<td>Principal Investigator</td>
<td>514-340-7549</td>
<td>Culture and Mental Health Research Unit, Jewish General Hospital</td>
</tr>
<tr>
<td>Shannon Dow</td>
<td>Research Coordinator</td>
<td>514-340-8222 local 2192</td>
<td>Culture and Mental Health Research Unit, Jewish General Hospital</td>
</tr>
<tr>
<td>Laurie Berlin</td>
<td>Patient Representative</td>
<td>514-340-8222 local 5833</td>
<td>Jewish General Hospital</td>
</tr>
<tr>
<td>Community Researcher</td>
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<tr>
<td>Other researcher / project coordinator if applicable</td>
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Parental Consent Form for Youth Individual Interview
Statement of Informed Consent

I have read the information above and the researcher has answered my questions. I understand that my child and I can decide whether my child is in the study or not. Also, my child can withdraw at any time without giving reasons. What we decide will not affect my child’s health care, either now or later. I do not give up any legal rights by signing this form. I will be given a copy of this form to keep.

I agree to let my child take part in a 2-hour interview, which will be taped.

Name of child participant:__________________________________________

Name of parent / legal guardian:______________________________________

Parent / legal guardian mailing address:________________________________

Parent / legal guardian telephone number: (_____)_______________________

Signature (parent / legal guardian):____________________________________

Date:______________________

Name of investigator/witness:________________________________________

Signature: __________________________________________________________
INDIVIDUAL NARRATIVE INTERVIEW PROTOCOL

Information about the interview:
Date: ____________________
Location: ____________________
Start time: ____________________
End time: ____________________
Interviewer: ____________________

Reminders for conducting this interview:

- Introduce yourself before you begin the interview.
- Make sure the participant is comfortable with the interview, the location of the interview, etc.
- Go through the consent form with the participant and have them sign it. If the participant is not comfortable with signing the consent form, you may read him/her the consent form and have him/her give their verbal consent on tape.
- Please follow the interview protocol as closely as possible.
- Allow discussions to happen naturally, and to continue if you think the topics discussed are relevant to the research.
- If you feel the discussion is going off topic, refer back to the interview protocol to move on to the next question.

Please introduce this interview with the following preface:
We recently conducted focus groups in your community to talk about the challenges that your community has faced, and how your community has gotten through these challenges. The questions I will be asking you are based on the information we learned from the focus groups.

The purpose of this interview is to understand the roots of resilience. When I use the word “resilience” I mean the ability of a person or group of people who have faced significant life challenges, to adapt to or get through these challenges, and be well in their life. During this interview, I will be asking you questions about your own stories of resilience, words and sayings related to your stories of resilience, traditional stories of resilience that may have helped you through your life challenges, how you have helped others get through their own life challenges, and your outlook on future challenges.

This discussion will be recorded, and later we will transcribe the recording. We will then analyze the information from this interview and the other interviews we will be conducting to identify how people think about resilience, and identify ways to support resilience and healing in your and other communities.
A. YOUR STORIES OF RESILIENCE

Preface: We’re interested in hearing your own stories of resilience. These first questions are about your personal experiences of life challenges.

15) Tell me about a challenge you have faced [Past/present/ongoing].

16) What helped you get through this challenge and be well?

Please follow up with the following questions if the participant does not talk about them:
   a. Did your thoughts or specific ways of thinking help you get through this challenge? If so, how?
   b. Did your actions help you get through this challenge? If so, how?
   c. Did any relationships or connections with other people help you get through this challenge? If so, how?
   d. Did your family or friends help you get through this challenge? If so, how?
   e. Did your community help you get through this challenge? If so, how?
   f. Did your connection or experience with the environment help you get through this challenge? If so, how?
   g. Did your connection with your culture help you get through this challenge? If so, how?
   h. Did the society outside your community help you get through this challenge? If so, how?
   i. Did any other things help you or make it harder for you to get through this challenge?

17) Are there other challenges you have faced? [return to question #2 and repeat up to 3 times]

18) How did getting through these challenges change you as a person?

Preface: Before moving on, I want to ask a few questions about how you see yourself. These questions have a few choices that you can use to respond. The questions are very simple so that we have some questions that make it easy to compare when we analyze the data.

19) Overall, how successful do you feel you’ve been in making it through your challenges:
   ___ Not at all successful
   ___ Somewhat successful
   ___ Successful
   ___ Fairly successful or
   ___ Very successful
20) Overall, how well would you say you feel:
   __ Not at all well
   __ Somewhat well
   __ Fairly well
   __ Well or
   __ Very well

21) How satisfied are you with your life in general?
   __ Very dissatisfied
   __ Somewhat dissatisfied
   __ Neither satisfied nor dissatisfied
   __ Fairly satisfied
   __ Very satisfied

Community specific questions based on data from the focus groups:

22) Some people in the focus groups we recently conducted have mentioned [refer to list of challenges compiled from focus groups] as important challenges. Did any of these challenges affect you?
   a. How did they affect you?
   b. How have you dealt with these challenges?

23) Were there any other things not listed that were challenges for you?

B. LANGUAGE, WORDS, AND EXPRESSIONS RELATED TO RESILIENCE

Preface: The next questions are related to the particular words and expressions that you might use to describe how you have gotten through life challenges. These could be in either [use relevant language], English or any other language you know.

24) What words, expressions, or sayings would you use to describe how you got through the challenges you have talked about?
   a. Do you know of [use relevant language] words that would describe this?
   b. How would you translate their meanings into English?

25) Are these words commonly used in the community?

Community specific questions based on data from the focus groups:

26) Some people from the focus groups have mentioned [refer to list of words compiled from focus groups]. Do any of these words or sayings describe how you have gotten through the challenges that you have faced?
   a. Which ones?
C. TRADITIONAL STORIES OF RESILIENCE

Preface: We would like to know about traditional stories that are told in the community that may have helped you through life challenges.

27) Can you tell me about traditional stories told in your community that have helped you through life challenges?
   a) How has this story / have these stories helped you?

Community specific questions based on data from the focus groups:

28) Some people from the focus groups have mentioned [refer to list of stories compiled from focus groups]. Have any of these stories helped you get through your challenges? If so, how have they helped you?

D. SHARING KNOWLEDGE

Preface: We would like to know how you pass on knowledge to others about getting through life challenges.

29) Do you feel you’ve been able to share your experiences of getting through challenges with others?
   a) How do you do so?

E. FUTURE OUTLOOK

Preface: We would like to know about challenges that you feel you and your community might face in the future.

30) What do you think are some future challenges that you will face?
   a) How do you think you will get through these challenges?
   b) Do you feel confident you will get through these challenges in the future?

31) What do you think are some future challenges your community will face?
   a) How do you think your community will get through these challenges?
   b) Do you feel confident your community will get through these challenges?

32) How confident do you feel about being able to face future challenges?
   __ Not at all confident
   __ Somewhat confident
   __ Confident
   __ Fairly Confident
   __ Very Confident
33) How confident do you feel about your community being able to face future challenges?
   __ Not at all confident
   __ Somewhat confident
   __ Confident
   __ Fairly Confident
   __ Very Confident

34) Based on your experiences, how do you think resilience could be strengthened in your community?

F. FINAL QUESTION

35) We have now reached the end of the interview, is there anything else you would like to add?

Information about the participant:
Age: ____________________
Male / Female: ____________________
Cultural group or affiliation: ____________________
Occupation: ____________________
Education: ____________________
TRANSCRIBING AND DATA ANALYSIS

PURPOSE

The purpose of this section is to provide you with information and templates that will be useful in the planning for phase 5 of the research. This section includes:

- Procedures for transcribing the interviews and focus groups
- Standard transcription template
- Example transcription
- Audio files guidelines
PROCEDURES FOR TRANSCRIBING

Transcribing the focus groups and interviews can be done either directly from the digital recording using Microsoft Word, or, if you are using a Mac computer, you can use the transcribing program called Transcriba. Transcriba can be used to transcribe a single speaker or multiple speakers, and it works with most audio format supported by Apple QuickTime, all you have to do is add an audio clip to the program, press play and start typing. The transcribed information can then be exported to Word and read just like if you transcribed the information directly into Word. For more information about Transcriba and how to download the program, please visit www.bartastech.com/products/transcriba/.

If you are transcribing directly to Microsoft Word, use Times New Roman font 12, double spaced. If you are using Transcriba, you will be able to export your transcript directly to Word and it will automatically be formatted for you. The text will be broken into entries (i.e., there will be a separate paragraph for each speaker, labeled with a letter or initials that you select, along with the counter time) (for an example, see page 29).

Please use the following naming format for each document:

1. Focus groups: res_FG#_mm_dd_yyyy
2. Interviews: res_INT#_mm_dd_yyyy

For example:
res_FG1_06_28_2007

Always make backup copies of your files. Save all transcripts to your hard drive and to disc, and email a copy of each transcript to Stéphane Dandeneau at the following address: stephane.dandeneau@mcgill.ca.
STANDARD TRANSCRIPTION TEMPLATE

Transcript information
At the beginning of the transcript you need to supply brief information on the date and location of the focus group or interview, start and end time, the focus group or person participating in the research, the name of the interviewer(s) or facilitators, and the name of the transcriber. Consult the person who collected the data if you do not have the information required. If you use Transcriva, please add this information to the beginning of the Word document that is created after you export the Transcriva transcript.

Counter time
Record the counter time in hours, minutes and seconds (for example if starting 2 hours 45 minutes and 16 seconds into the recording then record 02:45:16). You do not need to record every subsequent minute, however it is helpful for data analysis if you record every 10 – 15 minutes (in case we have to refer back to the original recording). If you are using Transcriva, the counter time is automatically recorded for you. Mark the exact time at the end of the transcript (e.g., if you transcribe through to 2 hours 55 minutes and 34 seconds then enter 02:55:34 at the end of the transcript). Calculate the total length of the transcript and enter into the information at the top of the transcript (i.e., “transcription length”).

Line numbers
If you are using Transcriva, no line numbers are used. If you are transcribing directly into Microsoft Word, please set up your document to automatically record the line numbers for the entire transcribed text. To insert line numbers into your document:

1. Switch to page layout view
2. Do one of the following:
   a. To add line numbers to the transcription part of a document, select the text you want to number.
   b. To add line numbers to existing sections, click in a section or select multiple sections.
3. On the Format menu, click Document, and then click the Layout tab.
4. If you're adding line numbers to part of a document, click Selected text in the Apply to box.
5. Click Line Numbers.
6. Select the Add line numbering check box, and then select the options you want.

Speaker identifier
For both focus groups and interviews, to identify the facilitator or interviewer, enter their initials (e.g., SD) before each time that individual talks. For interviews, then enter “A” to denote the interviewee. For focus groups, use a separate letter to denote each participant. For example, if there are four participants in a focus group, use the letters “A,” “B,” “C,” “D” to denote each separate participant. From then on enter initials or letters only when the speaker changes from one to the other. If you lose track of who is speaking because
you cannot tell the difference between voices when transcribing a focus group, simply write “N/A” as the speaker identifier.

Making notes in the text
It can be helpful during data analysis if you include notes about the conversation that would not otherwise be evident by reading the transcript. For example, notes about how people are talking (e.g., loudly, softly, laughing, joking, etc.) are useful. You can include notes about the dialogue directly in the transcribed text by using square brackets. For example, you may want to note that the person talking laughed. Do so by writing [laughs] at the point where the person or people are laughing. You can also describe the way people are talking, for example, if someone speaks loudly you can write [speaking loudly]. Other important notes to include in the transcript could be related to explanation of any specific cultural details relating to peoples’ statements, and that may help in the data analysis process.

It is also useful for data analysis to record peoples’ non-verbal behaviour. You can do so using square brackets within the text. You need not worry too much about recording non-verbal behaviour unless it is obvious from the recording that this is taking place and / or you were present at the focus group or interview and you think this behaviour is important to record for data analysis purposes. If you have questions about any gestures that you think occurred, ask the person who conducted the interview or moderated the focus group.

Accuracy of the transcription
It is very important that your transcription of a speaker’s talk is accurate. In order to make sure you record each speaker’s talk accurately, you may need to listen to many replays of every statement. If you cannot make sense of what is said use square brackets and write [inaudible], then consult the person who conducted the interview or moderated the focus group to try and determine what was said.

Use of symbols
The following symbols can be found on the computer keyboard. Please use these symbols at your discretion only if they will help the reader to better read and understand the transcript. Otherwise, use square brackets to make notes to explain the transcript:

. a full stop indicates a stopping fall in tone, or the end of a sentence
, a comma indicates a continuing intonation
? a question mark indicates a rising inflection, or a question
! an exclamation mark indicates an animated tone, or an exclamation
- a single dash indicates a halting, abrupt cut off to a word or part of a word
stress underlining indicates emphasis
EXAMPLE TRANSCRIPTION
Below is an example of a focus group that has been transcribed using Transcriva. The counter times have been automatically recorded for the transcriber.

FOCUS GROUP ON LOCAL CONCEPTS OF RESILIENCE

Location: [community/province]
Date: [dd/mm/yyyy]
Start time: 
End time: 
Focus group #: [number] [elders / adults / youth]
Moderator(s): [firstname lastname] [initials]
Transcriber: [firstname lastname]
Transcription length: [hh:mm:ss]

SD
00:01
the recorder is now on. so does anyone have any any questions before we start? everything's clear? ok. so we're going to start out with some questions about definitions about health, wellness, success and living a good life. and the first question we have for you is, what are some of the challenges, obstacles, or adversities that people in this community have faced?

A
00:39
I think poverty a big problem here.

B
00:51
there's no [inaudible].

A
00:52
drug addiction, alcoholism too.

B
01:17
gambling is also a problem.

C
01:18
WORKING WITH AUDIO FILES

Working with audio files can greatly facilitate the data analysis process. However, as researchers, we have an obligation to protect research participants’ anonymity, to keep their information confidential, and to ensure that data are kept in secure places. Here are a few guidelines researchers should follow with regards to working with and using audio files:

1. A master copy of all the audio files is kept under lock and key at the Culture and Mental Health Research Unit. Only copies of these files will be lent out to researchers involved in the data analysis process.

2. DO NOT email or share audio files with anyone else without Stéphane Dandeneau’s (Stories of Resilience Scientific Coordinator) explicit permission.

3. Keep track of ALL the places you keep a copy of the audio files. For example, on your home and work computers, MP3 players, memory sticks.

4. ALL copies of the audio files MUST BE DELETED from any computers, MP3 players etc., once you are done with them. (Easiest is to search your computers for the names of the audio file and delete them all.)

5. If you burn the audio files onto a CD, keep the CD in a safe location.

6. ALL CD’s containing audio files MUST BE DESTROYED after you are done with them.
VALIDATION OF RESEARCH RESULTS

PURPOSE

The purpose of this section is to provide you with information and templates that will be useful in the planning for phase 6 of the research. This section includes:

- Review of transcriptions
- Transcription cover letter
**REVIEW OF TRANSCRIPTIONS**

Those who participated in individual narrative interviews will be provided with the transcripts of their interviews and will have the opportunity to validate their quotations and the interpretation of their stories. Here are the steps to follow to ensure participants can review the transcripts of their interview:

1. Contact the participant once their interview is transcribed and arrange to deliver the transcript to them. The transcript must be printed out and delivered to the individual in person or by post. For reasons of confidentiality, please do not email transcriptions to participants.

2. Be sure to include the transcription cover letter with the transcript. This letter includes instructions for the participant, and contact information in case the participant needs to contact the Community Researcher or Research Coordinator with any questions.

3. Be aware that in some cases there may be factors that prevent people from being able to read their interview transcript (e.g., illiteracy, vision problems). In these cases arrangements must be made with the participant to ensure they are able to participate in this process (e.g., they can listen to the digital recording with the researcher who will record the changes requested).

4. Following this review, revise the transcript accordingly and file the updated transcript for future analysis. Only use the revised transcript for data analysis purposes.
Date

Dear [participant’s name],

Thank you for participating in an interview for the Stories of Resilience research study. We greatly appreciate the time you’ve taken to participate.

In order to ensure you are comfortable with the information we will use for this research, we would like to encourage you to please review the transcript from your recorded interview and make any changes that you feel necessary. You will find the transcript attached. Please make note of the changes you would like us to make on your transcript. You can use a pen or pencil to write the changes directly on the transcript. As you will notice, the transcription is a word-for-word account of what was said in the interview in order to accurately record your answers.

We will follow up on this letter with a telephone call in approximately one week and, if necessary, arrange a convenient time to pick up the marked transcript. If for whatever reason you are unable to participate in this process on your own, or with the help of someone you know, we would be pleased to arrange a convenient time for a researcher from the Stories of Resilience study to listen to the recording with you and note any necessary changes that you require.

Thank you again for your time, and please do not hesitate to contact us with any questions or concerns you might have. Should you wish to speak to any other person associated with the study, please refer to the contact list provided to you in your consent form.

Sincerely,

Community Researcher

[Phone number]

Research Coordinator

[Phone number]
FINAL REPORT

PURPOSE

The purpose of this section is to provide you with information and templates that will be useful in the planning for phase 7 of the research. This section includes:

- Community report template
  - This is a draft template for us in writing the community-specific reports. This template might change based on information collected in each community, however it is a good general guide when planning for the final report writing stage.
COMMUNITY REPORT TEMPLATE

Executive Summary

CHAPTER 1 - Introduction
Overview of the research study and objectives
Defining resilience
Overview of the literature
General literature on resilience
Resilience among Aboriginal peoples
Resilience in [community]
Contribution of the present research
Brief overview of research results
How research results contribute to understandings of resilience in [community]

CHAPTER 2 - The research context
Demographic and physical context of [community]
Historical and socio-cultural context of [community]
Ethical guidelines and participatory research

CHAPTER 3 - Methodology
People involved in the research study
Community research council
Community advisory committee
Research participants
Researchers
Data collection
Focus groups
Key informant interviews
Individual narrative interviews
Analytic procedures

CHAPTER 4 - Results & Discussion: Perspectives of resilience in [community]
Language, words, and expressions related to resilience
Traditional stories of resilience
Focus group sessions and key informant interviews
Challenges faced by the community
Views of resilience
Views of wellness
Examples of resilience
Individual narrative interviews
Challenges faced by individuals
Stories of resilience
Sharing knowledge about resilience
Future outlook on resilience

CHAPTER 5 – Conclusions & Future Directions
KNOWLEDGE EXCHANGE

PURPOSE

The purpose of this section is to provide you with information that will be useful in the planning for phase 8 of the research. This section includes:

- Questions for community forum
- Ideas for knowledge exchange
QUESTIONS FOR COMMUNITY FORUM

A community forum will be held in each community with the purpose to present the results of the research to the community, and to get the feedback of community members regarding these results. Some examples of the questions we will pose at the community forums are:

1. We want to be sure the research results make sense to you. What do you think?

2. Is there anything you think we have misunderstood?
   a. If yes, please explain to us what we have misunderstood?
   b. How should we fix what we have misunderstood?

3. What do you think are the best ways to tell others about the results of this research?
IDEAS FOR KNOWLEDGE EXCHANGE

Ideas on knowledge translation and dissemination will come out of discussions with the Community Advisory Group and through the community forum. These include ideas for how to disseminate the knowledge gained from the research results in the communities as well as to others. Ideas for knowledge translation could include:

- Presentations of the research to the community
- Summary of the research published in the local newspaper
- Interviews on the local community radio stations
- Interviews on local television news channels
- Final report of the results from the community compiled and distributed in the community
- Publications in academic journals
- Presentations at conferences
- Creation of a film about the research findings
- Creation of a learning module about the research findings