

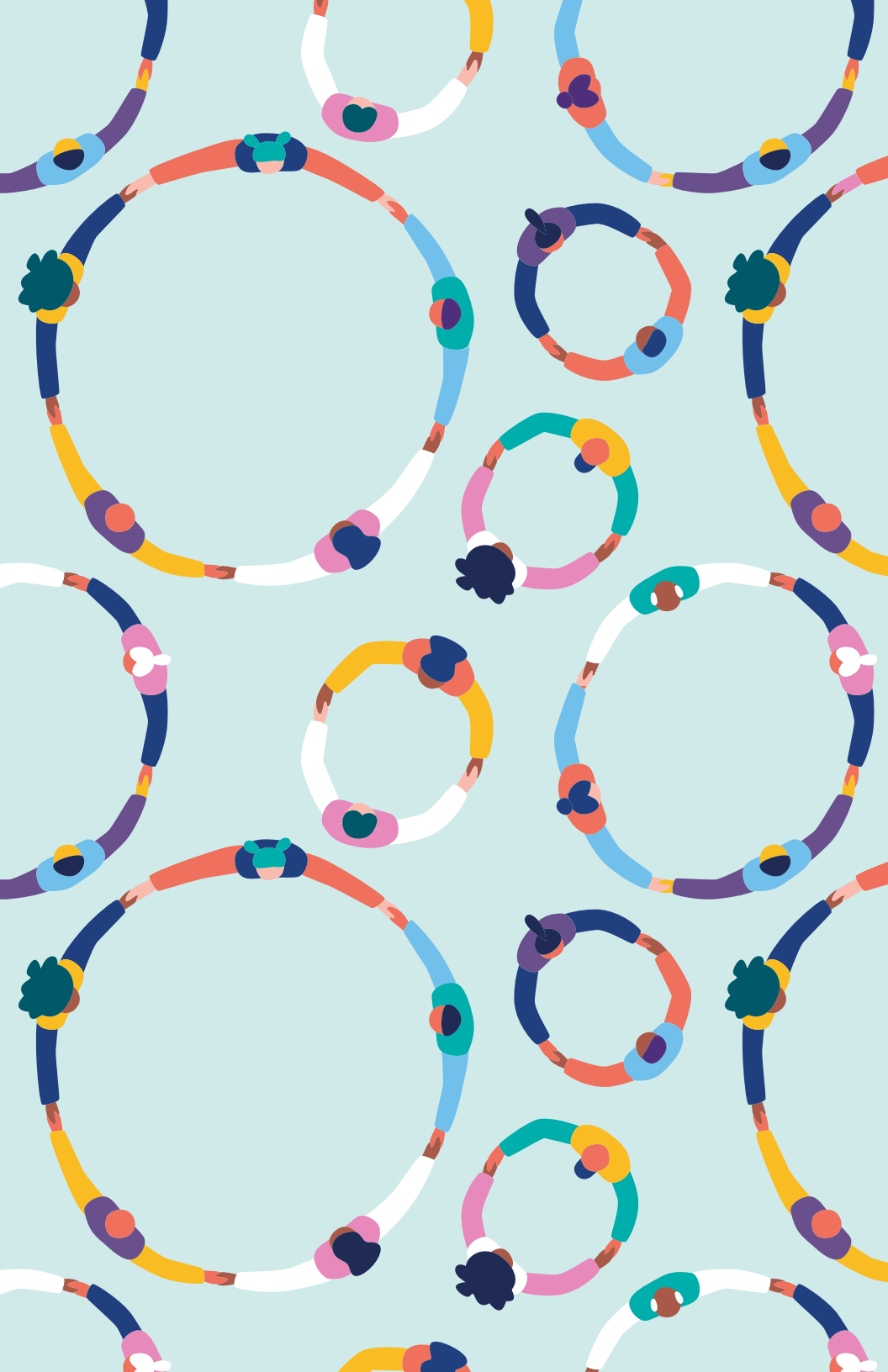


DEPARTMENT
OF HEALTH

Métis Nation of Alberta Life Promotion Guide

Weaving Together Métis Knowledge and Practice





Acknowledgements

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About this Guide

This life promotion guide is meant to support the development, implementation, and evaluation of programming that connects young people to life. While this guide is designed specifically to support programs offered by the Métis Nation of Alberta (MNA), this guide may support others wishing to promote life, including community members or other stakeholders.

This guide draws on the experiences and perspectives of Métis Knowledge Holders regarding suicide prevention as outlined in *What We Heard: Developing a Life Promotion Plan for the Métis Nation of Alberta*. This knowledge is complemented by recommendations from MNA program practitioners and promising practices in existing literature.

This guide begins with an introduction to life promotion. Section 2 explores strategies to promote life, as suggested by Métis Knowledge Holders. Section 3 shares recommendations from MNA program practitioners, followed by a list of relevant resources and tools to assist MNA programs in planning, funding, and evaluating their work in Section 4.

In this guide, Métis Knowledge Holders refer to MNA Citizens who are also standing members of an MNA governing council or committee.

Program practitioners refer to MNA staff members in the Department of Youth Programs and Services and the Department of Children and Family Services who currently offer cultural and community-based programs for young people.

This resource should not be used for individual suicide or mental health intervention. For information on directly responding to suicide and other relevant resources, please consult the resource list in the Appendix.

1.0 Introduction to Life Promotion

1.1 What is Life Promotion?

“We need, as a community, to recognize the problem. Then we need to heal our communities. This healing process includes loving children and providing them with hope and the support they need.”
—MNA Elders Council Member

Life promotion addresses suicide by promoting approaches that strengthen young people’s connection to life. Many existing approaches for addressing suicide tend to focus on personal and community deficits¹, whereas life promotion recognizes distress, suffering, and suicide in the overall context of life itself and chooses to shift from an exclusive focus on individual problems to one that centers on community strength and capacity in the face of oppressive policies and conditions.¹

“Pushing and promoting that strength-based position is totally life promoting. It just changes perspectives and dialogue instantly.”
—MNA Department of Children and Family Services Staff Member

Aiming to develop experiences, relational resources, and social conditions that re-engage young people with life¹, life promotion works to strengthen connections to community, culture, and identity, and offer young people a sense of meaning, belonging, and hope.² These are resources young people can use to bring understanding to difficult experiences.³

Examples of life promotion include prevention and early intervention initiatives that positively impact youth, supports addressing the holistic needs of the person and community, such as opportunities to share meals during programming,^{4,5} and supports spanning across a person’s entire life rather than a single point in time.⁴

1.2 Community-Driven Initiatives

“Everyone wants to belong to their little community, but we still need to respect each other’s differences.” –MNA Health Committee Member

A key principle of life promotion is the role of the community as the driving force behind programming initiatives.¹ MNA programming strives to be driven by the community at all levels of development, beginning with program planning through to program implementation and the evaluation process. This practice ensures the Métis community is central in determining what initiatives are developed to meet their needs.

As a culturally and spiritually diverse people, having initiatives driven by the community ensures these differences are respected while still working to bring the community together. Recognizing these differences, program practitioners identified that although successful programming might look different between small rural communities and large urban centres,⁵ we should celebrate the diverse work being done to support and strengthen the Métis community.

*“Our community knows what is best for our own people, and they will talk to us, and they will tell us what kinds of things they need.”
–MNA Department of Children and Family Services Staff Member*



2.0 Life Promotion Strategies

Life promotion includes a broad range of activities,² including enhancing young people's sense of belonging, promoting pride in being Métis, and strengthening their connection to their culture. This section will review areas of focus for life promotion activities.

2.1 Strengthening Connection to Métis Identity

"I think it's important our Métis youth learn how to accept who they are. My sister, for example, would say, 'I'm not half anything. I'm 100% Métis.'" —MNA Health Committee Member

Fostering a sense of pride in being Métis is one of the most important lessons Knowledge Holders wish to share. They explain many Métis people are beginning to share their identity for the first time and are coming to know more about their culture. This increased recognition will help young people connect to their Métis identity and the resilience therein.

Our program practitioners highlighted the importance of identity in young people:

"Unless we connect those youth, you grow up kind of wondering if you fit, if you can claim it for yourself. But when you create those opportunities, you start to grow that sense of identity, and you become stronger." —MNA Department of Children and Family Services Staff Member

2.2 Métis Culture as a Source of Strength

"I think a lot of those cultural teachings can be very helpful for our youth. Those kinds of teachings are important for our children to learn at that age, when they're going through that emotional time." —MNA Health Committee Member

Strengthening connection to culture in young people is shown to increase feelings of security, belonging, and hope for the future.⁶ In addition, it creates strong personal resources that will benefit young people throughout their lives

and in times of crisis.⁶ Research studies have shown how communities that succeed in taking steps to preserve their culture and work to control their destinies are more successful in insulating youth against the risks of suicide.⁷ Métis Knowledge Holders and program practitioners have identified this is true for Métis youth and highly recommend maintaining cultural continuity between generations.

“The more Métis kiddos that we get recognized, the faster we can get them connected to the MNA, to their culture, and connected to some of the programs that are going to help and overall improve their life.” —MNA Department of Children and Family Services Staff Member

2.3 Celebrating the Unique Gifts of Every Person

“We are all born with a gift, and we need to tell youth they are gifted, and they should practice and share their gift. They need to know they are worthy.” —MNA Elders Council Member

MNA Knowledge Holders want MNA Citizens to know everyone has a gift to share, and we need to remind people of this. Incorporating a celebration of every person’s unique gifts and strengths into programming can demonstrate to young people that they are valued, loved, and respected.

*“Because everyone has value, everyone deserves respect.”
—MNA Health Committee Member*

2.4 Community Connection

Knowledge Holders and program practitioners acknowledge community connection as a critical pathway for strengthening young peoples connection to life. They shared these focus areas for developing community connection.

Elder–Youth Connections

“If it wasn’t for those ties from those Elders and the teachings they shared with me, and the knowledge they gave me from their Elders, I wouldn’t feel as strong as I do.” —MNA Health Committee Member

Fostering connections between Métis youth and Elders is vital in promoting life. Knowledge Holders explain how supporting this connection can transmit caring and compassion through these relationships, further contributing to resilience. Elders share they are deeply invested in these relationships and want to actively develop these connections.

“The Elders will generally come when they are asked. They are anxious to share this knowledge with youth. They want to pass it on, and they want to do what they can to support their community as well, and it helps to build that sense of community when the Elders are involved.” —MNA Health Committee Member

Kinship

*“You didn’t have to ask for help back in those days because your neighbours could see that you were in need, so they would just offer it, or they would invite you to come for supper and gift you.”
—MNA Health Committee Member*

Kinship principles recognize family systems as extending beyond a person’s nuclear family.⁸ Based on principles of nurturing and the protection of family ties, kinship practices teach that no one should be left in isolation and without familial connections.⁸ In young people, these practices promote a sense of trust, purpose, and commonality within their communities.⁸ Program practitioners work to support kinship relationships by promoting initiatives that bring extended kinship networks together.⁴

Peer Connections

“Hanging out with other Métis kids and learning about their culture ... it helps them. We didn’t talk about suicide or mental health, but it improved their mental health being with us. At the end of the day, we all just love each other so much.” —MNA Provisional Youth Council Member

Multiple research studies have demonstrated how peer helping impacts the helpers and their peers by increasing self-esteem, confidence, and decision-making abilities.² Knowledge Holders and program practitioners highlighted how helping young people connect with each other is a primary way their work impacts the community.⁵

Role of the MNA

“Those community connections are a strength that we have. Coming together at gatherings ... it’s kind of like our networking highway.”
—MNA Health Committee Member

The MNA promotes life by creating opportunities for Métis people to gather, network, and support each other. Program practitioners identified interdepartmental collaboration as a strength and recommended reaching out to MNA staff for programming advice.⁵ With many staff members having years or decades of experience supporting the community, consulting them for their expertise can directly increase the impact of your work.

Digital Connections

“Their whole world is on that phone. But I’ve also seen it in a positive way. It’s there, and it’s not going away. So maybe it needs to be improved. Make it strong instead of making it negative.”
—MNA Health Committee Member

Knowledge Holders also recognized the need to adapt to digital environments, particularly, the presence of social media. Program practitioners have successfully used social media to reach the Métis community and draw Citizens together through virtual conferences, festivals, podcasts, online magazines and resources, community notices, and invitations distributed through social media. As virtual platforms become more prevalent in community programs, program practitioners shared that a strong social media presence can be an effective tool for enhancing community connection.

3.0 Putting Life Promotion in Action

With an extensive history of supporting Métis Albertans through programs and services, MNA program practitioners are an important asset for supporting meaningful programming in the Métis community. This section details their recommendations and challenges in planning, funding, and evaluating their programs.

3.1 Program Planning Recommendations

Community Driven Programming

“We actually straight up ask them which areas they would like us to be involved in.” —MNA Department of Children and Family Services Staff Member

Program practitioners recommended using input from the Métis community to inform program development. Not only does this practice embody the principle of community-driven programming, but program practitioners identified they do not want to invest time and money into programs that aren't going to benefit the community.⁵

“We want to make sure that it's fitting the community, and so we like to hear the good, the bad, and the ugly.” —MNA Department of Children and Family Services Staff Member

Program practitioners occupy a vital role in the community as the frontline workers who are often directly responding to Citizen needs. In this role, program practitioners encounter the day-to-day concerns of Citizens that engage with the MNA. This relationship can be an asset as program practitioners can bring these concerns, needs, and ideas forward within their respective departments and to MNA leadership.⁵

*“People know that we are here, that we are a part of the community, and that we support them. That connection they have with each other and with us, and the knowledge that their community is there for them helps youth a lot. It helps people more than you think.”
—MNA Department of Youth Programs and Services Staff Member*

Community Relationships

The relationships between program practitioners and the Métis community not only informs programming but are assets for effective community engagement. Region to region, program practitioners advised finding community members that can help you build further connections within their community.⁵ In this process, community members reach out through their own networks, helping the engagement process grow.⁴

“Once you have a good reputation and the community said they wanted it, they needed it, they will advertise it.” —MNA Department of Children and Family Services Member

Embedding Community Engagement

Program practitioners recommend embedding program planning and community engagement within existing events, programs, and activities. This process can draw in community members who might not participate in stand-alone engagement activities but will engage with a community program and add their voices to the conversations there.⁵

Accessibility Planning

In supporting the inclusion of participants with diverse needs, program practitioners recommend incorporating accessibility planning early on. Reflecting on the availability of different language speakers, diversity in communication and learning styles, physical accessibility, elevator access, access to parking, and bad-weather contingencies ahead of time can save programs from last-minute scrambling and promote inclusivity.⁵



3.2 Funding Recommendations

Flexible Funding Structures

With grant writing being a significant challenge encountered in MNA departments,^{4,5} program practitioners share that flexible funding structures have worked best to support community-driven programming. Whenever possible, program practitioners recommend seeking funding agreements with the fewest limitations, as funds can be directed as needed by the community.⁴

Interdepartmental Collaboration

Program practitioners identified interdepartmental collaboration as an effective way to address funding challenges. Different departments within the MNA may have different resources, such as programming ideas or access to funding. Combining efforts can bring forth impactful events and initiatives.

“I think that that’s the biggest strength. Through interdepartmental work, we fill in those gaps that others just couldn’t do for whatever reason.” —MNA Department of Youth Programs and Services Staff Member

Grant Writing Support

Program practitioners noted professional services can be used to support grant writing and increase application success.⁴ They advise having knowledgeable professionals available to help write grants due to the intricacies of grant requirements.⁵



3.3 Evaluation Recommendations

Community Response Indicates Success

Program practitioners identified community response as a major indicator of success. This can be seen through increasing community involvement and demand for community programming.⁵ Program practitioners noted through the provision of consistent programming over several years, they are now seeing participants expand their involvement in programs and bring their network of friends and relations with them.⁵

“We have youth who would not come to a lot of our stuff if they hadn’t built connections, if they hadn’t gotten to know us, gotten to know other youth.” —MNA Department of Youth Programs and Services Staff Member

This ripple effect is an indicator of success and does not end with MNA initiatives. Program practitioners are now seeing participants giving back to their communities and sharing their culture outside MNA programs. Program practitioners emphasized these community responses should ground evaluations.^{4,5}

Reporting Back to the Community

In addition to existing reporting requirements with funders and other stakeholders, program practitioners advise continuously reporting program activities’ progress back to the community. This cultivates community member interest and maintains program momentum.

*“It’s also important that when we run a program or do an event, that we don’t necessarily disappear off the peoples’ radar. We are always saying that now that you have attended this, this is upcoming. And it gives them something to look forward to.”
—MNA Department of Youth Programs and Services Staff Member*

Incorporating Multiple Feedback Platforms

Having multiple feedback platforms increases the opportunities to collect valuable insights from community members. Although it may not always be possible, program practitioners shared community members often appreciate the chance to have in-person conversations with staff.⁵ Program practitioners

also noted parents often engage staff in conversation when picking up their children, creating another opportunity to build relationships and collect insights.

With many programs offering virtual events, social media platforms like Instagram and Facebook can be used to reach a broader audience. Collecting feedback and encouraging community members to share program information among their virtual networks are two important roles social media can play in improving MNA programming.⁵

In addition to collecting feedback for program improvement, responding diligently to community feedback promotes continued engagement and can strengthen the relationship between program practitioners and community members.⁵

Building Data Collection and Storage Systems

Building data collection into your program registration processes can be useful for collecting evaluation information. Program practitioners shared data collection and storage systems can be a particularly effective tool for tracking progress over time,⁴ highlighting the importance of identifying what evaluation information you want to collect when planning programs and designing registration processes.

Incorporating a process for the long-term storage of evaluation data provides several advantages for program improvement. It allows program practitioners to regularly review what has and has not been working in their programs,⁵ allows tracking long-term impacts and trends,⁵ and prevents knowledge loss resulting from staff turnover.⁴

Offering Incentives

Another strategy program practitioners identified for encouraging community engagement is offering incentives as part of the feedback and evaluation process, such as prizes and gifts.^{4,5} This demonstrates appreciation to community members and has been an effective approach for increasing engagement.

3.4 Program Challenges

In addition to sharing recommendations for planning, funding, and evaluating programs, MNA program practitioners shared challenges they encountered when doing this valuable work. Some challenges include new initiatives lacking a framework to model their programs after⁵ and program staff having multiple roles in each initiative or being the only person developing an initiative.⁴ These issues can impact a department's ability to offer programming and can contribute to staff burnout.⁴ Program practitioners also share how their passion for their work can cause them to overwork themselves and furthers the risk of burnout.⁴

Program practitioners recognized working with western systems and institutions can be challenging. These systems often have bureaucratic processes that require substantial investments to navigate successfully⁵ and can change over time, including significant changes when administrations change.⁴ In addition, frustrations can arise in the community when western funding agreements impose limitations on spending. Specifically, program practitioners noted western concepts of family needs are much more restrictive than Métis perspectives.⁴ For example, program practitioners recognize support for early childhood learning might require spending funds to support the whole family. However, funding agreements might only allow spending on specific items for the child, such as books or school supplies.

“We know as Métis people that a need for your child is also a need for your family. When you support the family, you are actually supporting that child. And the funders don’t view it that way.”
—MNA Department of Children and Family Services Staff Member

These funding restrictions affect program design, with program practitioners often finding their initiatives do not fit into existing grant guidelines.⁵ Temporary funding can also impede the initiation of new programs as program practitioners do not want to introduce temporary programs that are stripped from the community once funding expires.⁵

Program practitioners also noted participation can vary by region, and smaller regions might require more time to engage communities before programming can start.⁵ Being aware that regional work can vary depending on the readiness of each community can help manage expectations.⁵

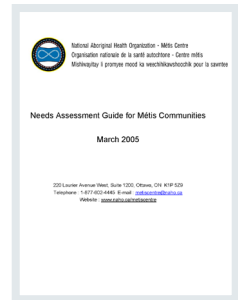
4.0 Program Tools and Resources

This section provides tools and resources to support the development, implementation, and evaluation of life promotion programs. These tools and resources aim to address the needs highlighted by our Knowledge Holders and program practitioners. This section prioritizes Métis-specific resources, where possible. Where Métis specific resources are unavailable, there are promising practices from other sources, including practices from other Indigenous communities and western practices.

4.1 Community Assessments

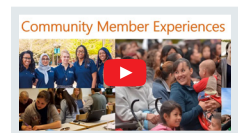
Needs Assessment Guide for Métis Communities

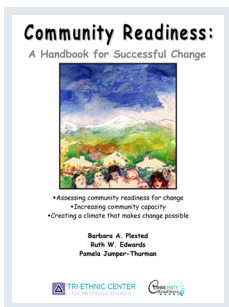
A needs assessment is a systematic process to identify community needs and priorities and can be a valuable first step when developing community-driven programs. The Métis Centre of the National Aboriginal Health Organization created a needs assessment model that aims to support Métis communities in undertaking their own community-based needs assessments, founded on traditional Métis values. This guide offers comprehensive, step-by-step direction for program practitioners interested in leading a community-based needs assessment. ruor.uottawa.ca



Five Steps to Assessing Community Needs

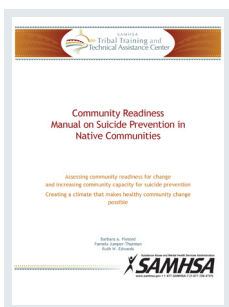
Community needs assessments identify community needs, assets, services, institutions, and service gaps, and they build rapport with community stakeholders. Developed by AmeriCorps, an American federal agency focused on national service and volunteerism, this video describes a simplified five-step model for assessing community needs and provides a sample project demonstrating how their model works. www.youtube.com





Community Readiness Assessment Handbook

Community readiness assessments determine the degree to which a community is prepared to act on an issue. This resource, developed by the Tri-Ethnic Center for Prevention Research at Colorado State University, describes the nine stages of community readiness, ranging from 'No awareness' to 'High level of community ownership'. For programs interested in identifying their community's level of readiness to act, this resource provides an interview guide to conduct a community readiness assessment and recommends actions based on each level of readiness. www.ndhealth.gov



Community Readiness Manual on Suicide Prevention in Native Communities

This resource, from the Substance Abuse and Mental Health Services Administrations' (SAMHSA) Tribal Training and Technical Assistance (TTTA) Centre, presents community readiness as a model for change that integrates community, culture, resources, and their level of readiness to address suicide more effectively. This resource offers tools to measure community readiness and develop stage-appropriate strategies. This tool may be helpful for program practitioners wanting to engage in community readiness assessment for suicide prevention. www.samhsa.gov



Native Connections Community Readiness

Viewers can also explore SAMHSA's community readiness model in this four-part video series. This series reviews community readiness key components and processes from an Indigenous perspective. This complete video series takes viewers through the initial steps of conducting a

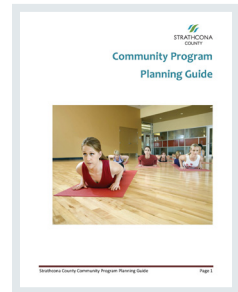


community readiness assessment and developing a strategic action plan based on the community readiness score. www.youtube.com

4.2 Program Planning

Community Program Planning Guide

This resource from Strathcona County in Alberta offers an introduction to community-level program planning. It provides a checklist and template to walk program practitioners through the steps of program planning, beginning with setting goals and ending with program evaluation. Completing this planning template produces an action plan program practitioners can use to initiate a community-based program. www.strathcona.ca



Planning Health Promotion Programs Workbook

This resource from Public Health Ontario applies a population health approach that focuses on upstream efforts to improve the overall health and wellbeing of others. It provides six progressive steps to guide program practitioners in planning health promotion activities. The MNA Department of Health used this six-step process to create the [*Community Wellness Advocate Program*](#). While health promotion activities aim to support individuals and communities to improve their health, these six steps are applicable to other community-led initiatives. To access the workbook and worksheets from this resource, please click on the link and the resource folder will automatically download to your computer. www.publichealthontario.ca

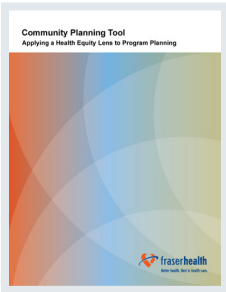




Planning Sustainable Health Promotion Programs

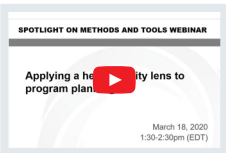
In addition to the health promotion planning guide above, Public Health Ontario provides this video resource on program sustainability. It describes program sustainability as maintaining the health benefits of a program at the individual, organizational, and community levels. This video provides viewers with an overview of approaches that increase program sustainability.

www.youtube.com



Community Planning Tool – Applying a Health Equity Lens to Program Planning

Health equity approaches aim to promote equal access to health opportunities for all. This tool from the Fraser Health Authority in British Columbia examines program provision from a health equity lens and can complement your existing program planning process. This guide provides health equity questions for each stage of the planning process, aiming to support the reduction of existing health inequities. This tool may be useful for program practitioners wanting to add a health equity lens to their planning process. www.fraserhealth.ca



This resource is also available as a webinar: www.youtube.com



Community-led Life Promotion Plan for Indigenous Youth and Communities

The Community-led Life Promotion Plan for Indigenous Youth and Communities from the Centre for Suicide Prevention guides readers through the process of creating a life promotion plan based on the framework of life, people, strengths, activities, and implementation. It is designed to bring young people, Elders, Knowledge Keepers,



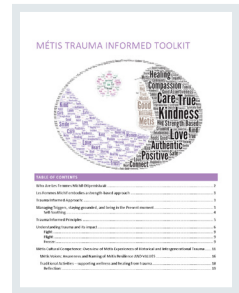
and those who work with young people together to plan and implement life promotion strategies and actions. This tool may be helpful for program practitioners wanting to develop a life promotion plan in collaboration with community members. The Centre for Suicide Prevention offers facilitation of this process.

To book this facilitation, please contact csp@suicideinfo.ca or 403-245-3900. www.suicideinfo.ca

4.3 Addressing Burnout

Métis Trauma-Informed Toolkit

This trauma-informed toolkit created by Les Femmes Michif Otipemisiwak promotes an understanding of trauma and its impact from a Métis perspective. This toolkit provides knowledge on essential trauma-informed principles and approaches. While written with Métis women and their families in mind, this toolkit can be used by MNA program practitioners and members of the Métis community to understand better the impacts of trauma on Métis peoples and ways to integrate trauma-informed approaches in life promotion activities. www.mnbc.ca



Strategies for Self-care and Burnout Prevention

This resource from Northeastern University introduces burnout in the workplace from a behavioural science lens. This video describes self-care as ‘direct attention to our well-being’ and promotes practices that recognize burnout and build resilience. www.youtube.com



Organizational Dimensions of Burnout¹¹

Organizations hold a critical space in addressing workplace burnout. While self-care plans are important in maintaining personal wellness, they cannot completely replace organizational recognition and active support for workers' well-being. Key components of self-care in the workplace include:

- An environment where there's permission to have open conversations about stress, trauma, and self-care.
- High-quality supervision that provides a safe place to address the impact of trauma on us and our work.
- Flexible approaches that allow people to engage in self-care.
- An inclusive culture that celebrates difference.
- An environment that creates space for humor and celebration in the workplace.
- When some of these key components are missing, strategies used to enact this change can include:
 - Raising the issue
 - Gathering information
 - Presenting the case for change more formally
 - Building support
 - Actively advocating for change
 - Co-constructing change strategies with managers and practitioners

Sometimes, change does not happen despite all our efforts. It is vital to develop strategies that enable us to cope with organizational limitations and continue to care for ourselves. The video resources below provide personal strategies to support self-care.

4.4 Self-Care Strategies



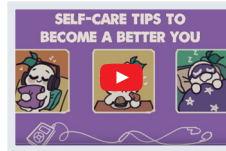
Self-Care Planning: Working Towards Wellbeing.
www.youtube.com



Small Ways to Practice Self-Care in Difficult Times.
www.youtube.com



What are Self-care and Self-compassion?
www.utoledo.edu



Six Simple Care Tips to Become a Better You.
www.youtube.com

4.5 Grant Writing

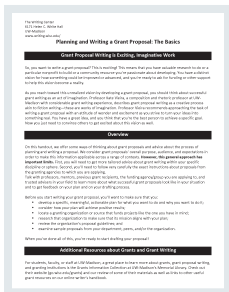
Grant Proposal Writing

Laine Grace, a Citizen of the Métis Nation of British Columbia and member of the British Columbia Network Environment for Indigenous Health Research (NEIHR), presents this 10-minute overview of the grant writing process. www.youtube.com



Planning and Writing a Grant Proposal – The Basics

This resource from the Writing Center at the University of Wisconsin offers a condensed overview of grant proposal planning and writing. It provides instruction on what you need to prepare before writing your grant, writing advice on audience, expectation, credibility, and logic, the common elements of grant proposals, and general tips on grant writing. Program practitioners can use this advice to improve their grant writing skills and confidence. writing.wisc.edu



Board Development

Writing a Grant Proposal

What Do I Do First?

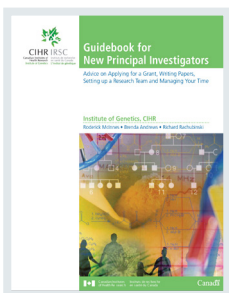
Where Do I Search for Funders?

1. Identify the organization or individual you wish to approach for funding.
2. Research the organization or individual to determine their interests and needs.
3. Prepare a grant proposal that addresses the organization's or individual's needs.
4. Submit the grant proposal to the organization or individual.

Government of Alberta
MacEwan

Writing a Grant Proposal

This resource from the Government of Alberta Board Development Program includes general grant writing advice, information on locating funders, tips for writing letters of intent, and information on finances, fundraising, and services in-kind. open.alberta.ca



Guidebook for New Principal Investigators

This guidebook provides advice on applying for grants, writing papers, setting up a research team, and managing your time. The Canadian Institutes of Health Research identifies grant writing as a formulaic learned skill and provides the top eight practices for writing great grants. Pages 1-11 of this tool may interest program practitioners wanting specific practices to improve their grant writing skills. The remainder of the guide shares information on the process of writing academic manuscripts and building and managing research teams. cihr-irsc.gc.ca



Grant Writing Workshop Training Course

This University of Alberta grant writing workshop offers four 90-minute virtual training sessions. These sessions introduce program design, organizational assessment and change logics, grant planning and budgeting, and evaluations. This workshop may interest program practitioners who prefer learning through virtual sessions.

www.ualberta.ca



Writing Effective Proposals for Grants and Funding Training Course

This 30-hour University of Calgary workshop provides training in planning, writing, and revising grant proposals. This training utilizes individual study, practice writing, peer and instructor feedback, and assignments. Please follow the link for fees and schedules on this course.

conted.ucalgary.ca



Certificate Program: Professional Writing Certificate Specializing in Business and Technical Writing

Professional writing certificate programs offer training in advanced writing techniques, including composition, grammar, copyediting, proofreading, and more. This course may interest program practitioners wanting to develop highly technical writing skills across multiple disciplines. Please follow this link to review this certificate program.

conted.ucalgary.ca



Hiring a Contract Grant Writer

When considering hiring a contract grant writer to develop your grant proposal, here are some common recommendations:

To find a grant writer

- Ask colleagues and external partners about their experiences with grant writers.⁹ This can give you an idea of the grant writing market in your area.⁹
- Professional fundraising organizations in your area may also have a list of grant writers they can recommend.⁹
- Web and online job board searches can identify local grant writers in your area. You may also consider advertising on job boards to attract grant writing professionals.

Selecting a contract grant writer

- Request writing samples from potential candidates. Review their style,¹⁰ while keeping clarity, articulation, and conciseness in mind.⁹
- Consider the writer's education and experience. A writer who has previously drafted grant applications in a similar field will need less time to familiarize themselves with your work.⁹
- Consider selecting multiple grant writers to interview. Use the interviews to gauge the grant writer's enthusiasm and passion for the project.⁹ Having an experienced grant writer from your organization attend the interviews can provide a valuable perspective on the hiring process.

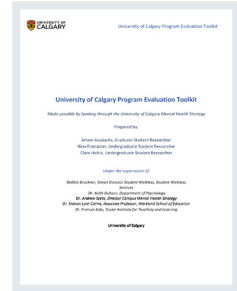
Paying a contract grant writer

- Expect to pay a fixed fee or hourly rate to grant writers.¹⁰ Payments based on contingencies are considered unethical; therefore, it is good to avoid this practice and expect to pay a fixed rate regardless of the application outcome.^{9,10}

4.6 Evaluating Programs

Program Evaluation Toolkit

Program evaluations increase our understanding of how programs work, highlight their impacts, and teach us how they can be improved. This toolkit from the University of Calgary details program evaluation planning, data collection, data analysis, and the use of evaluation findings. This toolkit provides program practitioners with practical information, resources, and templates for all stages of the program evaluation process. www.ucalgary.ca



Indigenous Approaches to Program Evaluation

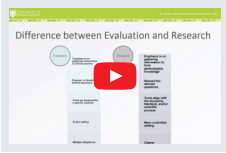
This article from the National Collaborating Centre for Aboriginal Health approaches program evaluation from an Indigenous perspective. This article shares a general introduction to program evaluation, and information on Indigenous and participatory approaches to program evaluation. This article is a helpful introduction for program practitioners interested in integrating Indigenous and participatory approaches into program evaluations. www.nccih.ca



Program Evaluation in an Indigenous Context

Samantha Tsuruda, from Spuzzum First Nations in the Fraser Canyon of British Columbia, presents this webinar on program evaluations in an Indigenous context. She introduces program evaluation within a community-based Indigenous context and reviews evaluation approaches, strengths, complexities, and opportunities. This webinar aims to provide viewers with practical tools and may interest program practitioners wanting to incorporate culturally responsive evaluations into their programs. www.youtube.com





Introduction to Program Evaluation

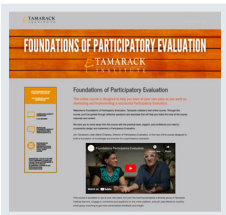
This video defines program evaluation as the systematic assessment of a project or program's design, implementation, or results, for learning or decision-making. The Canadian Hub for Applied and Social Research at the University of Saskatchewan provides this overview of program evaluation to viewers interested in this process.

www.youtube.com



UEval: Evaluation in the Community Context Training Course

The University of Alberta offers a one-week training institute that brings together post-secondary students and community professionals for a co-learning experience focused on evaluation in the community context. Through this course, learners gain hands-on experience creating a program evaluation plan. Interested applicants can contact the program instructor through the information on this website. www.ualberta.ca



Foundations of Participatory Evaluation Training Course

Participatory evaluations promote community participation as the driving force behind evaluations. This online course from the Tamarack Institute provides practical tools to design and implement participatory evaluations. This training may be helpful for practitioners interested in learning participatory evaluation tools through online videos and exercises, online discussions, and small group coaching sessions. events.tamarackcommunity.ca



4.7 Using Knowledge

Using Evaluation to Understand and Improve the Initiative

The Centre for Community Health and Development at the University of Kansas provides this community toolbox on using evaluations to improve initiatives. It includes topics on using evaluation systems to answer key questions about your initiative, the role of feedback in initiative improvement, refining programs or interventions based on evaluation research, and communicating information to funders for support and accountability. ctb.ku.edu



Community of Practice

Communities of Practice (CoP) are groups of people who share a concern, set of problems, or passion about a topic and interact on an ongoing basis to deepen their knowledge and expertise. They form to create and share innovative practices, resources, and lived experiences, collaborate on projects that generate new knowledge, and develop lasting relationships to pursue their goals. This toolkit from Health Quality Ontario provides a guide to the techniques, tools, and resources used to form and maintain a CoP. www.entitesante2.ca



This tool from the Tamarack Institute provides six design principles to guide interested program practitioners in creating a practical and self-sustaining CoP. www.tamarackcommunity.ca

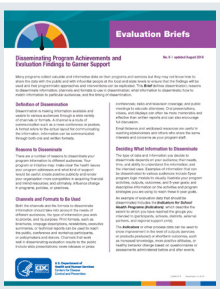




About Communities of Practice

For a brief introduction to CoPs, this Cochrane Training video shares the key components, approaches, and benefits of CoPs. This video gives viewers the knowledge to decide if a CoP might be useful in their work.

www.youtube.com



Disseminating Program Achievements and Evaluation Findings to Garner Support

The Centers for Disease Control and Prevention provides this resource to guide readers through the dissemination of evaluation findings. It includes information on choosing channels to disseminate evaluation findings, decisions on content, matching content with the audience, and when to disseminate project information. This resource can help program practitioners identify what, when, and why they should share knowledge gained from program evaluations. www.cdc.gov



Participatory Reflection Tool: Community Based Organization Capacity to Facilitate Community-Driven Systems Change

Community-driven systems change is an approach to social transformation that emphasizes the insight, leadership, and ownership of interventions by the community. This approach recognizes the role of communities in creating lasting systems change and addressing the root causes of issues. This participatory reflection tool from the Firelight Foundation facilitates dialogue and reflection among program team members about their capacity to enact community-driven systems change. This tool can help program practitioners analyze how they currently interact with the community and set goals to strengthen their capacity in the future.

www.firelightfoundation.org



Introduction to Knowledge Translation

Knowledge translation (KT) describes activities for moving knowledge generated by research into changes in health practice or policy. This four-minute video from the Capacity Enhancement Program provides a brief overview of KT for program practitioners interested in learning how research knowledge can be translated into action.

www.youtube.com



Knowledge Translation Planner

This Health Canada Knowledge Translation Planner promotes KT as the key to achieving and sustaining valuable health policy outcomes. This resource introduces the Knowledge to Action model and planning for knowledge dissemination and implementation. It provides program practitioners with a detailed 14-step process on KT initiatives' development, implementation, and sustainability.

www.canada.ca

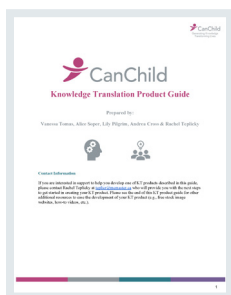


Aboriginal Knowledge Translation: Understanding and Respecting the Distinct Needs of Aboriginal Communities in Research

The Canadian Institutes of Health Research (CIHR) describes KT as a dynamic and iterative process that includes synthesis, dissemination, exchange, and ethically sound application of knowledge to improve the health of Canadians, provide more effective health services and products, and strengthen the health care system. The CIHR's Institute of Aboriginal Peoples' Health describes Indigenous KT as sharing what we know about living a good life. This resource describes the history of KT in Indigenous communities and provides a framework for researchers and policymakers interested in KT in Indigenous health contexts.

cihr-irsc.gc.ca





Knowledge Translation Product Guide

KT involves the creation of different products. This CanChild KT product guide describes examples of KT products that can showcase your research findings. It includes information about when, why, and the time needed to develop each resource. This guide may be helpful for program practitioners wishing to share knowledge through diverse KT products, including podcasts, webinars, video abstracts, infographics, dissemination through social media, educational outreach visits, in-briefs, website updates, and stakeholder newsletters. canchild.ca

Contact

For further questions regarding this project or information on health and wellness initiatives at the MNA, please contact the MNA Department of Health at **780-455-2200**, toll-free **1-800-252-7553**, or by email at health@metis.org



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Appendix — Additional Resources for Addressing Suicide

1. Suicide Myths and Facts: A video debunking common myths about suicide. <https://www.suicideinfo.ca/resource/suicide-myths-facts/>
2. Language Matters: A guide on safe language and messages for suicide prevention by the Public Health Agency of Canada. <https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/healthy-living/language-matters-safe-communication-suicide-prevention/pub-eng.pdf>
3. Guidelines for Sharing Experiences with Suicide: Suggestions and considerations for those impacted by suicide who would like to share their experiences publicly. <https://www.suicideinfo.ca/resource/guidelines-for-sharing-experiences-with-suicide/>
4. Breaking Down the Barriers Indigenous People Face in Canada's Health Care System: In this video, Samaria Nancy Cardinal, a Métis woman, discusses her battle with intergenerational trauma and how misdiagnosed mental illness left her homeless, suicidal, and steeped in self-stigma. <https://youtu.be/JYBVM3DjW7Y>

Suicide Prevention Resources

1. Strength of the Sash - Métis Youth Suicide Prevention Motion Comic: <https://www.youtube.com/watch?v=grjb7KCKshY>
2. Suicide Prevention in the Workplace: <https://www.suicideinfo.ca/resource/suicide-prevention-workplace/>
3. Sexual Minorities and Suicide Prevention: <https://www.suicideinfo.ca/resource/sexual-minorities-suicide-prevention/>
4. Social Connectedness and Suicide Prevention: <https://www.suicideinfo.ca/resource/socialconnectedness/>
5. Depression and Suicide Prevention: <https://www.suicideinfo.ca/resource/depression-suicide-prevention/>
6. School Suicide Prevention Programs: <https://www.suicideinfo.ca/resource/school-suicide-prevention-programs/>
7. Anxiety Disorders, Depression, and Suicide: <https://www.suicideinfo.ca/resource/anxiety-disorders-depression-suicide/>

8. Trauma, Substance Abuse and Suicide Prevention: <https://www.suicideinfo.ca/resource/traumaandsuicide/>
9. Creating an Effective Suicide Prevention Campaign: https://www.mentalhealthcommission.ca/sites/default/files/2020-01/roh_safe_activities_eng.pdf
10. Buddy Up: A Men's Suicide Prevention Campaign Promoting Authentic Conversations Between Men. <https://www.buddyup.ca/>
11. Media Guidelines for Reporting on Suicide: <https://www.cpa-apc.org/wp-content/uploads/Media-Guidelines-Suicide-Reporting-EN-2018.pdf>
12. Reducing Suicides by Creating a Safer Home: https://www.mentalhealthcommission.ca/sites/default/files/2019-12/means_safety_eng.pdf

Suicide Prevention Workshops

1. Looking Forward: Preventing Suicide in Youth: A half-day workshop for people working with youth ages 12 to 24. Offered online and in-person. <https://www.suicideinfo.ca/workshop/looking-forward/>
2. Small Talk: Preventing suicide in children. A half-day workshop examining warning signs in children and intervention strategies. Offered online and in-person. <https://www.suicideinfo.ca/workshop/small-talk/>
3. Little Cub: Preventing suicide in Indigenous children. A one-day, discussion-based workshop examining suicide in Indigenous children and communities. Offered online and in-person. <https://www.suicideinfo.ca/workshop/little-cub/>

Suicide Intervention Resources

1. For immediate suicide intervention assistance, please contact The Canadian Suicide Prevention Service, available 24/7 at <https://www.crisisservicescanada.ca/en/> or by telephone at 1-833-456-4566.
2. For Indigenous peoples across Canada who would like to receive immediate mental health counselling and crisis interventions, please contact Hope for Wellness at <https://hopeforwellness.ca/home.html> or by telephone at 1-855-242-3310.
3. For young people wanting to receive professional counselling information and referrals, they can contact the Kids Help Phone at <https://kidshelpphone.ca/> or by telephone at 1-800-668-6868.
4. How Do I Talk to Someone Thinking About Suicide?: A video describing how to recognize someone who may be struggling with suicide, have a conversation with them, and connect them to help. <https://www.suicideinfo.ca/resource/talk-to-someone-about-suicide/>

5. Safety Plans to Prevent Suicide: A safety plan toolkit for use with an individual who may be considering suicide. <https://www.suicideinfo.ca/resource/safety-plans/>
6. Start: A 2-hour online course teaching how to recognize someone having thoughts of suicide and how to connect them to an intervention provider. <https://www.suicideinfo.ca/workshop/start/>

Suicide Postvention Resources

1. After a Student Suicide: Practical information for schools after a student has died by suicide. <https://www.suicideinfo.ca/resource/after-a-student-suicide/>
2. Hope, Help, Healing: A planning toolkit for First Nations and Aboriginal communities on preventing and responding to suicide by the First Nations Health Authority in BC. <https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA-Hope-Help-and-Healing.pdf>
3. Canadian Mental Health Association: CMHA is a nationwide organization that promotes mental health and supports people recovering from mental illness. <https://cmha.ca/>
4. Toolkit for People Impacted by a Suicide Attempt: A toolkit providing resources and suggestions for people that have been impacted by suicide, provided by people that have been impacted by suicide. https://www.togethertolive.ca/wp-content/uploads/2021/11/suicide_attempt_toolkit_eng-1.pdf
5. Toolkit for People Impacted by a Suicide Loss: A toolkit for addressing the impacts of suicide loss from people who have experienced these losses. https://www.togethertolive.ca/wp-content/uploads/2021/11/suicide_loss_toolkit_eng.pdf
6. Hope and Healing after Suicide: A guide for people who have lost someone to suicide. <https://www.togethertolive.ca/wp-content/uploads/2021/11/Hope-and-Healing-EN.pdf>
7. Healing your Spirit: A guide for individuals who have experienced the suicide of a loved one. <https://www.togethertolive.ca/wp-content/uploads/2021/11/hi-ip-pipt-chc-healing-your-spirit.pdf>

Suicide Postvention Workshops

1. Walk with Me: This one-day process-based workshop explores the suicide grief cycle in Indigenous communities. <https://www.suicideinfo.ca/workshop/walk-with-me/>
2. Suicide to Hope: Suicide to Hope is a one-day workshop designed for clinicians and caregivers working with those recently considering and currently safe from suicide. <https://www.suicideinfo.ca/workshop/suicide-to-hope/>





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